Quality Management of Educational Programmes in Lao PDR

The Case of National University of Laos (NUOL) and University of Health Sciences (UHS)

ASEAN University Network

AUN-QA A Touch of Quality

ADB

Quality Management of Educational Programmes in National University of Laos (NUOL) and University of Health Sciences (UHS)

ASEAN University Network

ADB Asian Development Bank
FIGHTING POVERTY IN ASIA AND THE PACIFIC

Quality Management of Educational Programmes in National University of Laos (NUOL) and University of Health Sciences (UHS) is published by:

ASEAN University Network (AUN)
17th Floor, Chaloem Rajakumari 60
Chamchuri 10 Building
Chulalongkorn University
Phayathai Road, Bangkok
10330 Thailand

Version No. 1.0
Date of Publication: November 2016

Contents

Acknowledgements

The manual is jointly prepared and written by Mr. Johnson Ong Chee Bin, AUN-QA Expert and the Documentation Team from National University of Laos (NUOL) and University of Health Sciences (UHS) as listed below.

Documentation Team

National University of Laos (NUOL)

- Assoc. Prof. Thavy Phimminith
- Assoc. Prof. Vongdeuan Osay
- Dr. Phanhpakit Onphanhdala
- Dr. Sengprasong Phrakonkham
-

University of Health Sciences (UHS)

- Assoc. Prof. Dr. Bouathep Phoumindr
- Assoc. Prof. Dr. Niranh Phoumindr
- Dr Molina
- Dr Khampasong
- Dr Khamla

Foreword

It is well accepted that Quality Assurance (QA) in education has become the most significant and indispensable factor for all higher education institutions worldwide since QA is tightly linked with the institutional academic reputation in the manner where the sustainable social economic development of the nation is strongly depended upon. The Lao People's Democratic Republic (Lao PDR) is one among the ten ASEAN nations in the region which has just started implementing AUN-QA standards as well as the National Quality Assurance Framework in its higher education institutions. As a consequence, QA has become a significant challenge for Lao PDR in raising its educational standards.

The National University of Laos (NUOL) is the only university in the country to join the ASEAN University Network (AUN) since June 1997 and has been implementing QA standards in its educational programmes. Since then, NUOL has put much of its efforts to lead the university education platform in the country by applying both the national minimum standards for quality assurance at the institutional level and the AUN-QA framework at the programme level. The pilot implementation of the AUN-QA framework at the programme level was carried out in 2012 for the General Economics Programme at the Faculty of Economics and Business Administration of NUOL. The assessment of the study programme was conducted by the ASEAN-QA Assessors in June 2013 which was just before the accreditation of the Lao National Minimum Standards for Quality Assurance.

The annual meeting of the national education administrators held last year has consensually agreed to strengthen higher education institutions by endorsing a practical guide book for quality assurance as a way to foster the university's vision of being a leading university of the country to a regional and international knowledge powerhouse. This practical guide book will help top management, university leaders, education administrators, teaching faculty, university staff, students and other stakeholders to better understand QA concepts and principles and how QA can be applied to improve work effectiveness. This manual is published in two languages in order to conveniently assist all partners to implement QA systems and processes.

On behalf of the NUOL, I would like to express my deepest gratitude and sincere thanks to Assoc. Prof. Nantana Gajaseni, Executive Director of AUN for her valuable support in making this guide book a success. My gratitude also goes to Mr. Johnson Ong Chee Bin, AUN-QA expert for his dedication in assisting the documentation teams through a series of discussions and editorial works. Last but not least, I thank the Office of Academic Affairs of NUOL and my colleagues from the Faculty of Letters, and the Faculty of Economics and Business Administration for their contributions in making this QA manual a reality.

Professor Dr. Somsy Gnophansay
President
National University of Laos

Foreword

The University of Health Sciences (UHS) is one of the two universities in the Lao People's Democratic Republic (Lao PDR) to participate in the AUN-ADB Quality Assurance (QA) Documentation Project. UHS has a significant role in producing quality healthcare professionals in different health sectors since its establishment as the first health school in 1958 under the Ministry of Education with a 4-year undergraduate degree in general medicine. Since then, the university has gone through numerous changes in its name and medical curricula before it was known as the University of Health Sciences (UHS) in 2007 under the Ministry of Health. UHS has evolved into seven faculties namely; Faculty of Medicine, Faculty of Pharmacology, Faculty of Dentistry, Faculty of Nursing, Faculty of Medical Technologies, Faculty of Basic Sciences and Faculty of Postgraduate Studies. The total number of students at UHS has risen to 4,804 in Academic Year 2010-2011.

One of the most important criteria in awarding qualifications in higher education is QA which is widely recognised and implemented worldwide. QA facilitates the recognition of qualifications and credit transfer among universities inside and outside ASEAN; and the AUN-QA framework is the ASEAN de facto system that can help to turn this into reality. UHS has been participating in AUN-QA capacity building activities since 2012 and the university is honoured to share its QA practices through this documentation project. This marks a significant milestone in UHS's commitment to QA.

On behalf of UHS, I would like to express my deepest gratitude and sincere thanks to Assoc. Prof. Nantana Ganjaseni, Executive Director of the ASEAN University Network (AUN) and her team for supporting the development of this manual. My gratitude also goes to Mr. Johnson Ong Chee Bin, AUN-QA expert, for his guidance in writing and editing the manual. Lastly, I acknowledge the hard work put in by the QA team of UHS and the Faculty of Medical Technologies who have contributed in the collection of data and evidences as well as the writing of the QA practices which has made this project a success.

Assoc.Professor Dr. Somchit Bouppha Gnophansay
President
University of Health Sciences

Foreword

AUN-QA is the higher education quality assurance (QA) system and practices of the ASEAN University Network (AUN). Its overarching working principle is to empower universities and their management staff to establish, develop and continually improve their QA systems through documentation, capacity building and quality assessment.

This manual is the fruit of collaboration between AUN and participating CLM universities in Cambodia, Lao PDR and Myanmar under the funding from Asian Development Bank (ADB). ADB has been providing financial support for AUN-QA activities involving Cambodia, Lao PDR, and Myanmar since 2012 under the "GMS Higher Education Harmonization and Networking: Strengthening Capacity of University Quality Assurance System Project".

The manual aims to assist CLM universities in the implementation of AUN-QA at programme level. It documents the AUN-QA criteria and key concepts as well as QA practices from participating universities in CLM countries. It is hoped that universities can learn from them and become the providers of "quality education" by implementing effective quality management for their educational programmes.

Lastly, I would like to acknowledge and express my sincere gratitude to Mr. Johnson Ong Chee Bin, AUN-QA Expert and the Documentation Teams from National University of Laos and University of Health Sciences for their contributions to the development of this manual.

Assoc. Prof. Nantana Gajaseni, Ph.D.
Executive Director
ASEAN University Network

1. Objectives

The “Quality Management of Educational Programmes in National University of Laos (NUOL) and University of Health Sciences (UHS) Manual” is prepared as part of Phase 3 of the AUN-ADB Project on Strengthening Capacity of University Quality Assurance System towards Uplifting Higher Education Quality in Cambodia, Lao PDR and Myanmar (CLM) Countries.

The objectives of the documentation project are to:

- enhance and strengthen the basic QA management system at the programme level based on the ASEAN-QA project site assessment results;
- establish a documentation system for existing QA management system at programme level based on AUN-QA model;
- provide a common reference for QA management system planning, implementation, monitoring and improvement; and
- provide a common source for QA management system training, communication, standardisation and review

The original manual is written in English language using a generic template which is adapted and translated by the participating universities in CLM countries. The quality management system written in the manual is based on the 3rd version of the AUN-QA model at programme level. The manual is organised into 3 sections as illustrated in Figure 1.

Figure 1 – Organisation of Manual

2. National University of Laos (NUOL)

The National University of Laos (NUOL) was officially established by merging the 9 existing higher educational institutions namely called: Vientiane Pedagogical College, 2 December Polytechnic School, Health Science College, Nabong Agriculture College, Dongdok Forestry College, Thatthong Irrigation College, Architecture College, Communication and Transport College, and Electronics College, which were then under the supervision of several governmental ministries, into one single university under the Ministry of Education. The establishment of NUOL was in reference to the Prime Minister's Decree No. 50/ PM, dated 9 June, 1995 and the NUOL started its first intake on 5November, 1996.

NUOL's vision is to become the centre of excellence for higher education and studies in Lao PDR, it is focusing on research towards strengthening capacity building and human resources development with intellectual vitality, potential knowledge and skills, good attitudes, loyalty, dignity, and good health. The graduates, after having been trained, will be among those most sought by the regional best employers and expected to become leaders in their communities contributing to the country's socio-economic development.

3. University of Health Sciences (UHS)

The University of Health Sciences (UHS) is the unique university for health professional training in the country that is established in June 2007. UHS comprises seven faculties namely; Faculty of Basic Sciences, Faculty of Medicine, Faculty of Pharmacy, Faculty of Dentistry, Faculty of Nursing Sciences, Faculty of Medical Technology, Faculty of Postgraduate Studies; and Cabinet of UHS.

The vision of UHS is to be recognised in the region as an institute of high learning by producing knowledge and education of high quality health personnel who are motivated to serve the people of Lao PDR and committed to lifelong learning. Its mission is to improve the health of all the people of Lao PDR through contribution to education, research and service to the community. UHS has collaborated with many universities in Asia, Europe and America, and has invested in pedagogy, capacity building and information technology.

4. AUN-QA Model at Programme Level

AUN recognises the importance of quality in higher education, and the need to develop a holistic quality assurance system to raise academic standards and enhance education, research and service of universities in ASEAN. The AUN-QA Models comprise strategic, systemic and tactical dimensions and they are aligned to both regional and international quality assurance frameworks (see Figure 2).

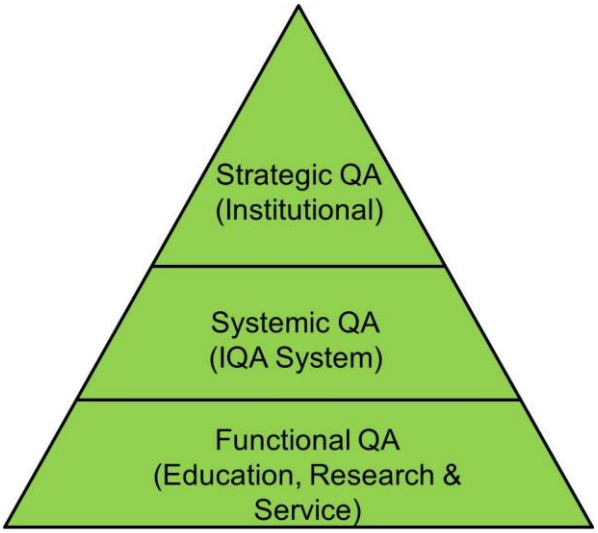


Figure 2 – AUN-QA Models for Higher Education

The AUN-QA model for programme level (Version 3) starts with stakeholders needs (see Figure 3). These needs are formulated into the expected learning outcomes which drive the programme (1st Column). There are four rows in the middle of the model and the first row addresses the question of how the expected learning outcomes are translated into the programme; and how they can be achieved via teaching and learning approach and student assessment.

The second row considers the "input" into the process including academic and support staff; student quality and support; and facilities and infrastructure.

The third row addresses the quality enhancement of the programme covering curriculum design and development, teaching and learning, student assessment, quality of support services and facilities, and stakeholders' feedback.

The fourth row focuses on the output of the programme including pass rates and dropout rates, the average time to graduate, employability of the graduates, research activities and stakeholders' satisfaction.

The final column addresses the achievements of the expected learning outcomes and the programme.

The model ends with the fulfilment of stakeholders' needs and the continuous improvement of the quality assurance system and benchmarking to seek best practices.

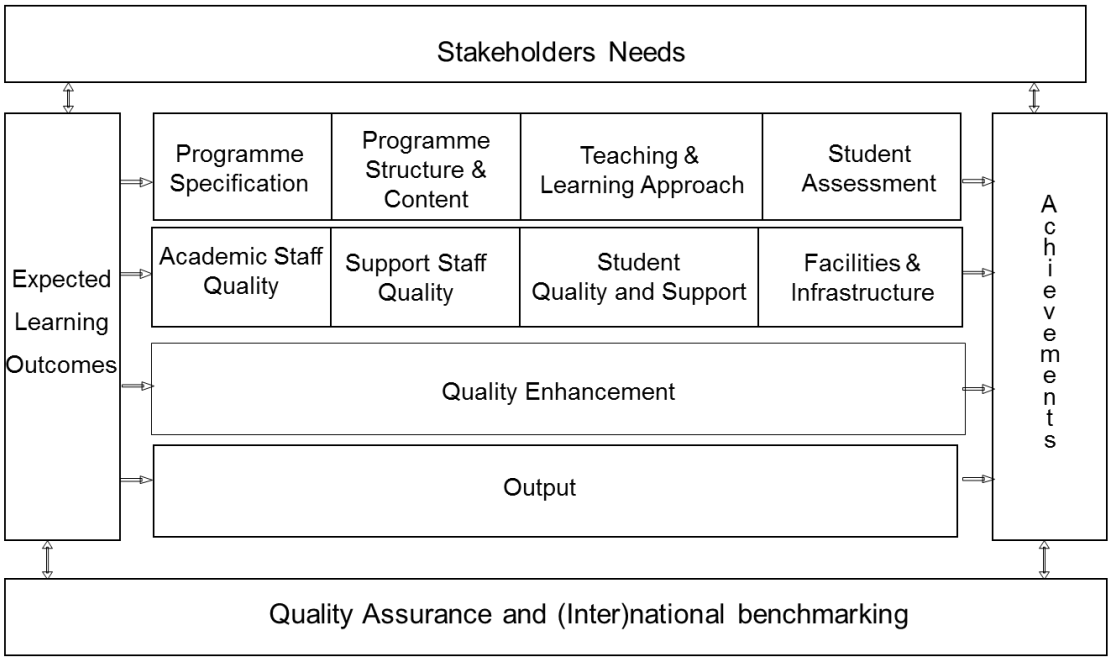


Figure 3 – AUN-QA Model for Programme Level (3rd Version)

The 3rd version of the AUN-QA model for programme level encompasses the following 11 criteria:

1. Expected Learning Outcomes
2. Programme Specification
3. Programme Structure and Content
4. Teaching and Learning Approach
5. Student Assessment
6. Academic Staff Quality
7. Support Staff Quality
8. Student Quality and Support
9. Facilities and Infrastructure
10. Quality Enhancement
11. Output

In the following chapters, the requirements of each AUN-QA criterion are given in a box. To facilitate implementation and assessment of each criterion, the list of statements of each criterion is translated into sub-criterion listed in the checklist. The number in brackets [ ] in the sub-criterion indicates the corresponding statement(s) in the box. A complete checklist of the AUN-QA criteria at programme level is documented in Annex I.

A 7-point rating scale is used for AUN-QA assessment. It provides universities and assessors an instrument for scaling their verdicts and to see how far they have progressed in their AUN-QA journey. The 7-point rating scale is described below.

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.

In assigning rating to criterion and sub-criterion, only whole number should be used. The overall verdict of the assessment should be computed based on the arithmetic average of the 11 criteria with only one decimal place.

Annex I

Checklist for AUN-QA Assessment at Programme Level

1	**Expected Learning Outcomes**	1	2	3	4	5	6	7
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]							
	Overall opinion							
2	**Programme Specification**							
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]							
	Overall opinion							
3	**Programme Structure and Content**							
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]							
	Overall opinion							
4	**Teaching and Learning Approach**							
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, 5]							
4.3	Teaching and learning activities enhance life-long learning [6]							
	Overall opinion							

5	**Student Assessment**	1	2	3	4	5	6	7
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]							
	Overall opinion							
6	**Academic Staff Quality**							
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]							
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]							
	Overall opinion							

7	**Support Staff Quality**	1	2	3	4	5	6	7
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]							
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]							
	Overall opinion							
8	**Student Quality and Support**							
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]							
	Overall opinion							

9	**Facilities and Infrastructure**	1	2	3	4	5	6	7
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]							
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]							
	Overall opinion							
10	**Quality Enhancement**							
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]							
	Overall opinion							

11	**Output**	1	2	3	4	5	6	7
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]							
	Overall opinion							
Overall verdict								

In assigning rating to criterion and sub-criterion, only whole number should be used. The overall verdict of the assessment should be computed based on the arithmetic average of the 11 criteria with only one decimal place.

1. AUN-QA Criterion 1 – Expected Learning Outcomes

1. *The formulation of the expected learning outcomes takes into account and reflects the vision and mission of the institution. The vision and mission are explicit and known to staff and students.*
2. *The programme shows the expected learning outcomes of the graduate. Each course and lesson should clearly be designed to achieve its expected learning outcomes which should be aligned to the programme expected learning outcomes.*
3. *The programme is designed to cover both subject specific outcomes that relate to the knowledge and skills of the subject discipline; and generic (sometimes called transferable skills) outcomes that relate to any and all disciplines e.g. written and oral communication, problem-solving, information technology, teambuilding skills, etc.*
4. *The programme has clearly formulated the expected learning outcomes which reflect the relevant demands and needs of the stakeholders.*

2. AUN-QA Criterion 1 – Checklist

1	**Expected Learning Outcomes**	1	2	3	4	5	6	7
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]							
	Overall opinion							

The questions below aim to guide the writing of the self-assessment report (SAR) and the establishment of QA practices for the above criterion.

- How the ELOs reflect the vision and mission of the university?
- How is feedback from stakeholders gathered and used for the formulation and revision of ELOs? (related to criterion 10)
- Who are involved in the formulation and revision of ELOs and how often are ELOs updated or revised? (related to criterion 10)
- How ELOs are formulated for the programme and all courses, and the relationship between them? (related to criterion 3)
- What taxonomy of educational objectives (e.g. Bloom) is used for the formulation of ELOs?
- How are ELOs aligned to teaching & learning approach and student assessment? (related to criterion 4 and 5)
- What life-long learning skills are promoted and taught?
- What pathways and professional progression or development are available to students and graduates for life-long learning?

3. Outcome-Based Education

The High Success Network (1992) defines outcome-based education as “defining, organising, focusing, and directing all aspects of a curriculum on the things we want all learners to demonstrate successfully when they complete the programme”.

Outcome-based education focuses on:

- Learning outcomes which learners are expected to learn
- Backward design of curriculum where courses and learning experiences are designed to help learners to achieve the learning outcomes
- Student assessments are designed to measure the learners’ achievement of the learning outcomes
- Constructive alignment of learning outcomes, curriculum, teaching and learning methods and student assessments.

4. Bloom’s Taxonomy

Bloom’s taxonomy (1956) classifies learning outcomes into 3 key domains: cognitive (knowledge), affective (attitude) and psychomotor skills (skills). Each domain is organised into a hierarchy ranging from low to high level skills.

Figure 1.1 represents the cognitive domain which covers knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills.

Level	Example	Key Words
Knowledge: Recall data or information.	**Examples**: Recite a policy. Quote prices from memory to a customer. Knows the safety rules.	**Key Words**: defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognises, reproduces, selects, states.
Comprehension: Understand the meaning, translation, interpolation, and interpretation of instructions and problems. State a problem in one's own words.	**Examples**: Rewrites the principles of test writing. Explain in one’s own words the steps for performing a complex task. Translates an equation into a computer spreadsheet.	**Key Words**: comprehends, converts, defends, distinguishes, estimates, explains, extends, generalises, gives examples, infers, interprets, paraphrases, predicts, rewrites, summarises, translates.

Level	Example	Key Words
Application: Use a concept in a new situation or unprompted use of an abstraction. Applies what was learned in the classroom into novel situations in the work place.	**Examples**: Use a manual to calculate an employee's vacation time. Apply laws of statistics to evaluate the reliability of a written test.	**Key Words**: applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.
Analysis: Separates material or concepts into component parts so that its organisational structure may be understood. Distinguishes between facts and inferences.	**Examples**: Troubleshoot a piece of equipment by using logical deduction. Recognise logical fallacies in reasoning. Gathers information from a department and selects the required tasks for training.	**Key Words**: analyses, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, relates, selects, separates.
Synthesis: Builds a structure or pattern from diverse elements. Put parts together to form a whole, with emphasis on creating a new meaning or structure.	**Examples**: Write a company operations or process manual. Design a machine to perform a specific task. Integrates training from several sources to solve a problem. Revises and process to improve the outcome.	**Key Words**: categorises, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organises, plans, rearranges, reconstructs, relates, reorganises, revises, rewrites, summarises, tells, writes.
Evaluation: Make judgments about the value of ideas or materials.	**Examples**: Select the most effective solution. Hire the most qualified candidate. Explain and justify a new budget.	**Key Words**: appraises, compares, concludes, contrasts, criticises, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarises, supports.

Figure 1.1 – Hierarchy of Cognitive Levels
(Source: Bloom's Taxonomy – The Three Types of Learning)

Figure 1.2 represents the affective domain which covers feelings, values, appreciation, enthusiasms, motivations and attitudes.

Level	Example	Key Words
Receiving Phenomena: Awareness, willingness to hear, selected attention.	**Examples**: Listen to others with respect. Listen for and remember the name of newly introduced people.	**Key Words**: asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits, erects, replies, uses.
Responding to Phenomena: Active participation on the part of the learners. Attends and reacts to a particular phenomenon. Learning outcomes may emphasize compliance in responding, willingness to respond, or satisfaction in responding (motivation).	**Examples**: Participates in class discussions. Gives a presentation. Questions new ideals, concepts, models, etc. in order to fully understand them. Know the safety rules and practises them.	**Key Words**: answers, assists, aids, complies, conforms, discusses, greets, helps, labels, performs, practises, presents, reads, recites, reports, selects, tells, writes.
Valuing: The worth or value a person attaches to a particular object, phenomenon, or behaviour. This ranges from simple acceptance to the more complex state of commitment. Valuing is based on the internalisation of a set of specified values, while clues to these values are expressed in the learner's overt behavior and are often identifiable.	**Examples**: Demonstrates belief in the democratic process. Is sensitive towards individual and cultural differences (value diversity). Shows the ability to solve problems. Proposes a plan to social improvement and follows through with commitment. Informs management on matters that one feels strongly about.	**Key Words**: completes, demonstrates, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works.

Level	Example	Key Words
Organisation: Organises values into priorities by contrasting different values, resolving conflicts between them, and creating a unique value system. The emphasis is on comparing, relating, and synthesising values.	**Examples**: Recognises the need for balance between freedom and responsible behavior. Accepts responsibility for one's behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Creates a life plan in harmony with abilities, interests, and beliefs. Prioritises time effectively to meet the needs of the organisation, family, and self.	**Key Words**: adheres, alters, arranges, combines, compares, completes, defends, explains, formulates, generalises, identifies, integrates, modifies, orders, organises, prepares, relates, synthesises.
Internalising values (characterisation): Has a value system that controls their behavior. The behavior is pervasive, consistent, predictable, and most importantly, characteristic of the learner. Instructional objectives are concerned with the student's general patterns of adjustment (personal, social, emotional).	**Examples**: Shows self-reliance when working independently. Cooperates in group activities (displays teamwork). Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on a daily basis. Revises judgments and changes behavior in light of new evidence. Values people for what they are, not how they look.	**Key Words**: acts, discriminates, displays, influences, listens, modifies, performs, practises, proposes, qualifies, questions, revises, serves, solves, verifies.

Figure 1.2 – Hierarchy of Affective Levels
(Source: Bloom's Taxonomy – The Three Types of Learning)

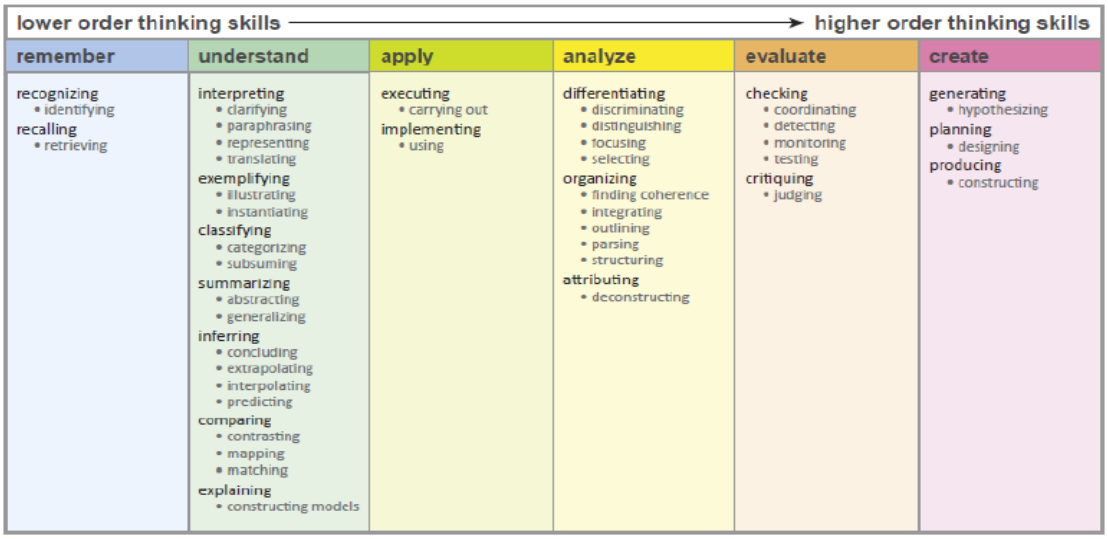
Figure 1.3 represents the psychomotor skills domain which covers physical movement, coordination, and use of the motor-skills.

Level	Example	Key Words
Perception: The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.	**Examples**: Detects non-verbal communication cues. Estimate where a ball will land after it is thrown and then moving to the correct location to catch the ball. Adjusts heat of stove to correct temperature by smell and taste of food. Adjusts the height of the forks on a forklift by comparing where the forks are in relation to the pallet.	**Key Words**: chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects.
Set: Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).	**Examples**: Knows and acts upon a sequence of steps in a manufacturing process. Recognises one's abilities and limitations. Shows desire to learn a new process (motivation). NOTE: This subdivision of Psychomotor is closely related with the "Responding to phenomena" subdivision of the Affective domain.	**Key Words**: begins, displays, explains, moves, proceeds, reacts, shows, states, volunteers.
Guided Response: The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practising.	**Examples**: Performs a mathematical equation as demonstrated. Follows instructions to build a model. Responds hand-signals of instructor while learning to operate a forklift.	**Key Words**: copies, traces, follows, react, reproduce, responds

Level	Example	Key Words
Mechanism: This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.	**Examples**: Uses a personal computer. Repairs a leaking faucet. Drives a car.	**Key Words**: assembles, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organises, sketches.
Complex Overt Response: The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance.	**Examples**: Maneuvers a car into a tight parallel parking spot. Operates a computer quickly and accurately. Displays competence while playing the piano.	**Key Words**: assembles, builds, calibrates, constructs, dismantles, displays, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organises, sketches.
Origination: Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.	**Examples**: Constructs a new theory. Develops a new and comprehensive training programming. Creates a new gymnastic routine.	**Key Words**: arranges, builds, combines, composes, constructs, creates, designs, initiate, makes, originates.

Figure 1.3 – Hierarchy of Psychomotor Skill Levels
(Source: Bloom's Taxonomy – The Three Types of Learning)

Bloom's taxonomy was revised and updated by Lorin Anderson and his collaborators including David Krathwohl in 2001 as documented in Figure 1.4.



Adapted from Anderson & Krathwohl, 2001.

Figure 1.4 – Revised Blooms' Taxonomy (2001)

To facilitate constructive alignment of learning outcomes, instructional methods and student assessments, the following template (Figure 1.5) was formulated to aid the writing of learning outcomes and their choices of instructional methods and types of student assessment.

Revised Bloom's Taxonomy and Constructive Alignment with Instructional Methods and Assessment Methods			
Levels	**Verbs**	**Instructional Methods**	**Assessment Methods**
Remembering Retrieve relevant knowledge from long-term memory	– Define – Describe – Identify – Label – List – Match – Name – Outline – Recall – Recognise – Reproduce – Select – State – Locate	– Explicit Teaching – Lecture – Didactic questions – Demonstration Drill and Practice – Role play – Modeling – Simulation – Puzzles – Rub out and remember – Multi-media – Computer-based training	– MCQs – Short Answer Test – Written Test – Practical Test – Tutorials – Mix and match – Presentation (e.g. Reciting, summarising) – Simulation – Peer teaching

Revised Bloom's Taxonomy and Constructive Alignment with Instructional Methods and Assessment Methods			
Levels	**Verbs**	**Instructional Methods**	**Assessment Methods**
Understanding Construct meaning from instructional messages, including oral, written, and graphic communication	– Illustrate – Compare – Calculate – Differentiate – Explain – Classify – Generalise – Interpret – Paraphrase – Rewrite – Summarise – Translate – Draw – Sketch	– Lecture – Explicit teaching – Role play – Discussion – Concept formulation (e.g. mindmap, tree diagram) – Models – Multi-media	– MCQs – Short answer test – Presentation – Performance – Practical tests – Essay – Paraphrasing – Posters – Tutorials – Assignments
Applying Carry out or use a procedure in a given situation	– Implement – Organise – Dramatise – Solve – Construct – Demonstrate – Discover – Manipulate – Modify – Operate – Predict – Prepare – Produce – Relate – Show – Choose – Form	– Demonstration – Problem solving – Field trip – Experiment – Show & tell – Mix & match – Role play – Case study – Projects – Work assignment – Simulations – Multi-media	– Rearrange/mix & match – Matching – Projects – Presentation – Posters – Practicum – Field work – Work assignment – Case studies – Simulations
Analysing Break material (knowledge) into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose	– Analyse – Break down – Compare – Select – Contrast – Deconstruct – Distinguish – Defend – Differentiate – Rationalise – Diagnose – Characterise	– Case study – Group Project – Work Assignment – Laboratory experiment – Field Work – Problem based-learning – Debate – Research – Concept formulation	– Essay Writing – Poster – Written Report – Presentation – Portfolios – Project – Performance Test – Research – Case studies – Critique – Simulation

Revised Bloom's Taxonomy and Constructive Alignment with Instructional Methods and Assessment Methods			
Levels	**Verbs**	**Instructional Methods**	**Assessment Methods**
Evaluating Make judgments based on criteria and standards	− Rank − Assess − Monitor − Check − Test − Judge − Evaluate − Estimate − Examine − Tabulate	− Problem based learning − Debate − Experiment − Projects − Practicum − Peer teaching − Case studies	− Presentation − Written test − Debate − Mocked court − Essay − Experiment − Project − Performance Test − Case studies − Oral test
Creating Put elements together to form a coherent or functional whole; reorganise elements into a new pattern or structure.	− Generate − Plan − Compose − Develop − Create − Invent − Organise − Construct − Produce − Compile − Design − Devise − Establish − Innovate − Form − Synthesise − Modify − Adapt − Simulate	− Problem Solving − Case Studies − Research Project − Practicum − Experiment − Field trip − Models − Self-learning	− Presentation − Essay − Journal − Report Writing − Prototype or Model − Performance tasks − Composition (play, songs, poems, etc) − Research − Projects − Assignments − Posters

Figure 1.5 – Template for Constructive Alignment of Learning Outcomes, Instructional Methods and Student Assessments

5. Expected Learning Outcomes

Learning outcomes are concerned with the achievements of the learner. They are statements of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning.

Aims or objectives, on the other hand, are concerned with teaching and the teacher's intentions as expressed in the aims or objectives of a course or lesson.

Learning outcomes are commonly divided into different categories of outcomes such as discipline-specific outcomes that relate to the subject discipline and the knowledge and/or skills related to it; and generic (sometimes called transferable skills or lifelong learning skills) outcomes that non discipline-specific e.g. written, oral, problem- solving, information technology, and team working skills etc.

Bloom's taxonomy is popularly adopted for writing learning outcomes. The guidelines for writing learning outcomes are listed below.

- Begin each learning outcome with an action verb, followed by the object of the verb and a phrase that gives the context. For example, "To apply economics and business management concepts to solve business problems in the real world".
- Use only one action verb per learning outcome.
- Avoid vague terms like know, understand, learn, be familiar with, be exposed to, be acquainted with, and be aware of. These terms are associated with teaching objectives rather than learning outcomes.
- Avoid long sentences. If necessary use more than one sentence to ensure clarity.
- Ensure that the learning outcomes of the lesson support the learning outcomes of the module which in turn are aligned to the overall outcomes of the programme.
- The learning outcomes must be observable, measurable and capable of being assessed.
- When writing learning outcomes, bear in mind that they are realistic and achievable within the period of study.
- Use higher order thinking skills for learning outcomes as learner progresses to a higher level of study.
- Review and rewrite the learning outcomes to keep them current and relevant.

6. Formulation of Expected Learning Outcomes

Formulation of expected learning outcomes begins with the gathering of the needs of the stakeholders including faculty members, current and past students, employers, relevant government ministries/agencies, accreditation bodies, professional bodies, and employers. These needs are usually written in the form of graduate profile or competencies. They are then translated into programme learning outcomes using educational taxonomy such as the Bloom's taxonomy.

Programme learning outcomes describe what the learner will be able to do at the end of the programme. They describe learning that is significant and related to what learners will be expected to do in the "real world. The guidelines for writing programme learning outcomes are:

- Identify expected performances of graduates and write them to complete the statement such as "At the end of the programme, graduates will be able to…"
- Choose the active verb that is aligned to the educational taxonomy
- Describe only one performance at a time.
- Review each programme learning outcome to ensure that it
  - Is clearly stated
  - Is verifiable (learners can demonstrate that they have achieved the ability described in the outcome)
  - Describes learning that is essential, durable, meaningful and significant
  - Describes learning that is transferable
  - Describes learning that is performance-based
  - Describes learning that is achieved at the end of the programme
  - Is free of cultural and/or gender bias
  - Is consistent with the rationale for the programme

The needs of the stakeholders, graduate profile and their relationships with the learning outcomes should be clearly stated as illustrated in Figures 1.6 and 1.7.

ELOs	University	MOE	Industry	ABET	ETC.
1	F	F	M	F	?
2		F	M	F	
3	F	F	F	F	
4	F	F	F	F	
5		F	P	F	
6		F	P		
7	F	F	F		
8	F	F	F	F	?

Figure 1.6 – Relationship between Learning Outcomes and Stakeholders' Needs

Graduate Profile/Competences	ELO1	ELO2	ELO3	ELO4	ELO5	ELO6	ELO7
1. A strong fundamental chemical engineering knowledge and the ability to apply and integrate knowledge to identify, formulate and solve problems of chemical engineering fields	X	X	X				
1. The professional skills necessary to be effective and succeed in the modern workforce including work well in multi-disciplinary teams, the ability to design and solve problems, and the ability to communicate effectively, and to uphold standards of ethics and professionalism	X		X	X	X	X	
3. The ability to engage in life-long learning by acquiring new skills and to remain relevant in today's fast changing environment				X			X

Figure 1.7 – Relationship between Learning Outcomes and Graduate Profile

The programme learning outcomes are then cascaded into course learning outcomes and lesson learning outcomes. Course learning outcomes describe clearly what learners will know and be able to do at the end of the course. Each course learning outcome should align with one or more of the programme learning outcomes. The expected course learning outcomes are derived from "designing backward" from the programme learning outcomes, which contribute to the achievement of the programme outcomes. Collectively, the course learning outcomes from all the courses in the programme lead to the achievement of the programme learning outcomes. When planning or revising a course it is important to know how this course will work with the other courses in the programme to help learners achieve the programme learning outcomes.

Curriculum maps are often used to help relate a course within the broader programme of study. Some reviewing questions for writing course learning outcomes are:

- How the course contributes to the programme learning outcomes?
- Do the course learning outcomes align with the expected learning in other courses in the programme?
- Are the course learning outcomes clearly stated and measurable?
- Do the course learning outcomes follow the principles of educational taxonomy?
- How course learning outcomes guide the development of learning activities and the selection of student assessment?

Like course learning outcomes, lesson learning outcomes describe clearly what learners will know and be able to do at the end of the lesson. They are sub-sets of the course learning outcomes and they contribute to the achievement of the course learning outcomes.

Examples of how the programme learning outcomes are cascaded into course learning outcomes and lesson learning outcomes are illustrated in Figures 1.8 and 1.9.

Course Learning Outcomes		Programme Learning Outcomes							
Course	CLOs	PLO1	PLO2	PLO3	PLO4	PLO5	PLO6	PLO7	PLO8
C10001	CLO1	X			X		X		X
	CLO2		X			X			X
	CLO3			X	X			X	X
	CLO4		X		X		X		X
C20001	CLO1	X		X			X		
	CLO2	X			X			X	
	CLO3		X	X					X

Figure 1.8 – Cascading of Programme Learning Outcomes to Course Learning Outcomes

Lesson Learning Outcomes		Course Learning Outcomes			
Course C10001	LLOs	CLO1	CLO2	CLO3	CLO4
Lesson 1	LLO1	X			X
	LLO2		X		
	LLO3			X	X
	LLO4		X		X
Lesson 2	LLO1	X		X	
	LLO2	X			X
	LLO3		X	X	

Figure 1.9 – Cascading of Course Learning Outcomes to Lesson Learning Outcomes

To achieve constructive alignment, it is critical that the stakeholders' needs and learning outcomes should be aligned as illustrated in Figure 1.10.

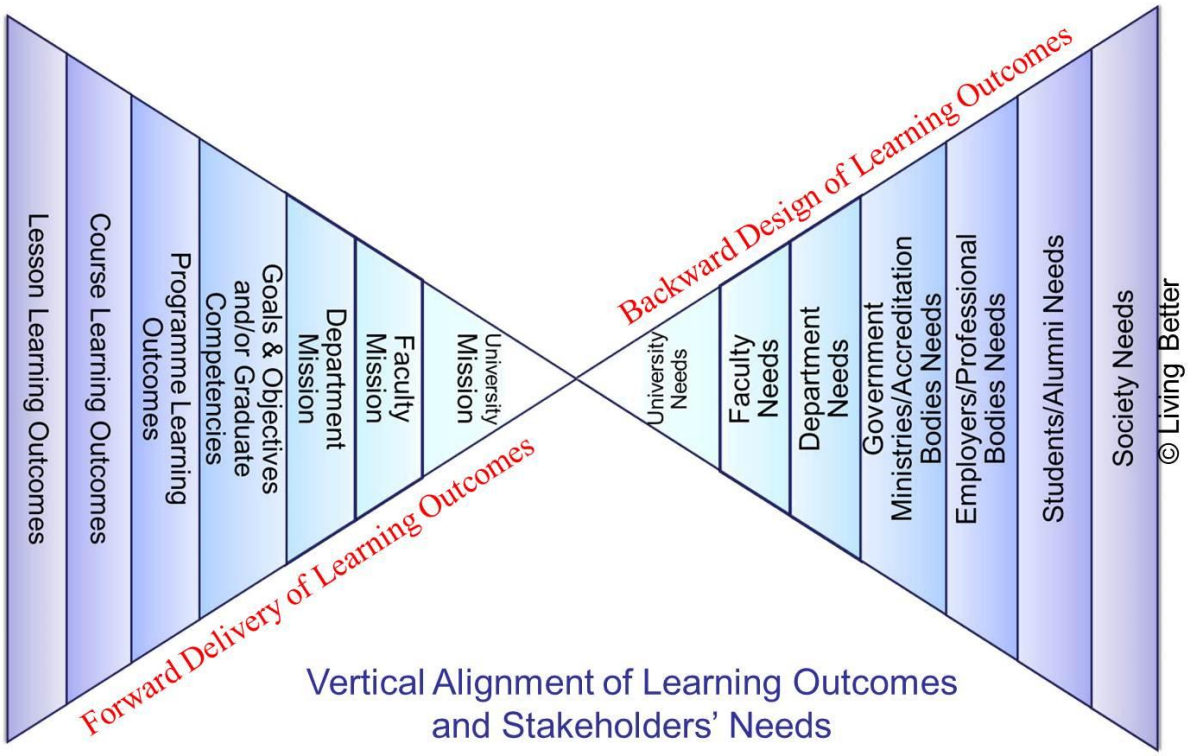


Figure 1.10 – Alignment of Stakeholders' Needs and Learning Outcomes

7. QA Practices in National University of Laos

The Economics programme curriculum is reviewed and developed based on the government's policies that are usually translated into strategies and plans such as National Socio-economic Development Plans, National Growth and Poverty Eradication Strategy (2005) and National Education System Reform Strategy 2006-2015. Following such policies, NUOL develops its university development plan such as University's Five-Year Development Plan 2006-2010 being as a reference for faculties to improve both management and academic matters. FEBM revised its curriculum in 2007 and 2011. The Committee for Curriculum Development which comprises faculty members from different departments of FEBM is established as shown in Figure 1.11.

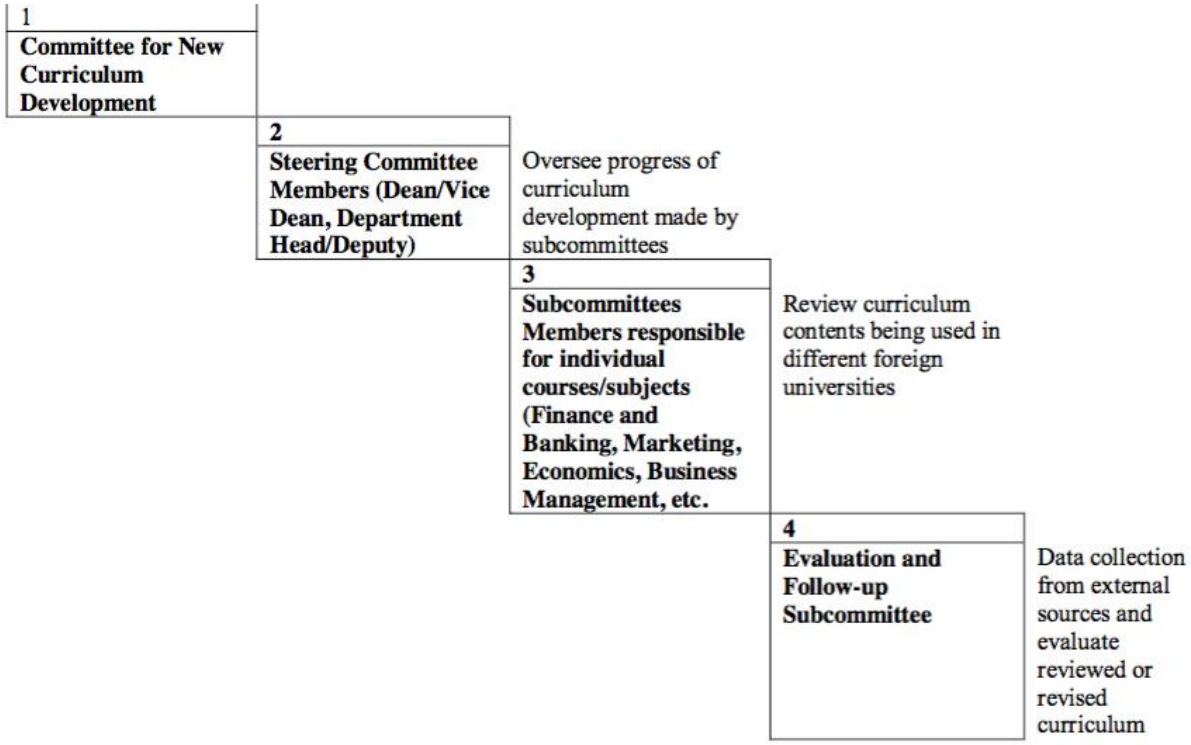


Figure 1.11 – Curriculum Development Process (FEBM)
Source: Dean's Agreement No.0341, 28 March 2011.

FEBM strictly follows the national minimum standards pertaining to credit structures, teaching staff qualifications, and so forth (see, National Curriculum Standards, 2006 and 2011).

Initially, a committee preparing curriculum is officially formed. In terms of ideology, discipline, and knowledge and capability in economics and business administration of the committee, a need assessment is conducted prior to the formulation of the expected learning outcomes for General Economics Programme. The expected learning outcomes are then finalised and approved by a committee at the university level. Eventually, the nationally accredited curriculum is signed by the Minister of Education and Sports.

The expected learning outcomes of the General Economics Programme which are relevant to the demands of the stakeholders are categorised into intellectual skills (knowledge), specific skills and transferable skills.

Expected Learning Outcomes for General Economics

The curriculum development and expected learning outcomes are built up based on MOES's standard guidelines. The expected learning outcomes ensure that students possess "three characteristics and five educational principles". The three characteristics include (a) nationalism; (b) being scientific; and (c) positive attitudes towards people. The five educational principles cover (a) being knowledgeable; (b) being disciplined; (c) being industrious; (d) being sportive; and (e) being artistic.

The development of General Economics curriculum has defined the expected learning outcomes as follows:

Knowledge and Competency

At the end of the programme, students will have the ability to:

1. apply economics and business management concepts in the real world;
2. distinguish various economics and business management theories;
3. formulate solutions to solve real economic and business management problems;
4. demonstrate the use of mother tongue and foreign languages; and
5. demonstrate the use of ICT in solving real problems.

The contribution of courses to the programme learning outcomes is documented in the Skill Matrix (see Figure 1.12).

Knowledge and Competency						
Year	**Course**	**Apply economics concepts in the real world**	**Distinguish various economics theories**	**Formulate solutions to solve real economic problems**	**Demonstrate the use of mother tongue and foreign languages**	**Demonstrate the use of ICT in solving real problems**
1st Year	**210MA121**				**x**	**x**
	620EL121				**x**	**x**
	800CP201				**x**	**x**
	811EC221		**x**	**x**	**x**	
	S00LS101	**x**			**x**	
	S10GG121				**x**	
	S20HI121				**x**	
	210ST121	**x**	**x**	**x**	**x**	
	620EL122				**x**	**x**
	800CP221				**x**	**x**
	820IM201				**x**	**x**
	S30PO101				**x**	
	640PL101				**x**	
	900LS102	**x**		**x**	**x**	**x**
2nd Year	**800EL201**				**x**	**x**
	811MI222	**x**	**x**	**x**	**x**	**x**
	811ST211	**x**	**x**	**x**	**x**	**x**
	820AC202	**x**		**x**	**x**	**x**
	900LS202			**x**	**x**	
	811MT211	**x**	**x**	**x**	**x**	**x**
	700PY101				**x**	
	800EL202				**x**	
	811MI223	**x**	**x**	**x**	**x**	**x**
	811ST212	**x**	**x**	**x**	**x**	**x**
	820MA302	**x**		**x**	**x**	**x**
	811MT212	**x**	**x**	**x**	**x**	**x**
	700PY101				**x**	

Knowledge and Competency						
Year	**Course**	**Apply economics concepts in the real world**	**Distinguish various economics theories**	**Formulate solutions to solve real economic problems**	**Demonstrate the use of mother tongue and foreign languages**	**Demonstrate the use of ICT in solving real problems**
3rd Year	**800EL303**				x	
	811MA222	x	x	x	x	x
	820QA303	x		x	x	x
	820MK301	x		x	x	x
	810ST301	x	x	x	x	x
	810CE331	x	x	x	x	x
	800EL304				x	
	810CE332	x	x	x	x	x
	811HE222		x	x	x	
	811MA223	x	x	x	x	x
	820MM302			x	x	x
	820QA304	x		x	x	x
	812AS330	x	x		x	
4th Year	**800EE401**	x		x	x	x
	813PF340	x	x	x	x	x
	812IE331	x	x	x	x	x
	813AE351	x	x	x	x	x
	812DE331	x	x	x	x	x
	812IP340		x		x	
	800EE402				x	
	811MB340	x	x	x	x	x
	812IE332	x	x	x	x	x
	813AE352	x	x	x	x	x
	812DE332	x	x	x	x	x
	813PA351	x		x	x	x
5th Year	**813EN550**	x	x	x	x	x
	811EM511	x		x	x	x
	812IF511	x	x	x	x	x
	813LE511	x	x	x	x	x
	813PO511	x	x	x	x	x
	813EP440	x	x	x	x	x
	810GP5	x	x	x	x	x

Figure 1.12 – Skill Matrix

8. QA Practices in University of Health Sciences

Since 2010, the Department of Physical Therapy (DPT) of the University of Health Sciences has continuously reviewed its curriculum of Physical Therapy Programme from an under diploma degree to an associate degree. A brief programme specification of the programme is documented below.

General information	
Name of programme	Physical Therapy
Degree awarded	Associate Degree
Year programme was introduced	1979
Mode of study	Full-time
Duration of study	6 semesters
Last accreditation was done by Ministry of Health	1979
Year of last reviewed and revision of the Programme by internal and external faculty members	2010
Number of students per intake per year	25
Teaching materials and reference	Lao
Name of Faculty	Faculty of Medical Technologies (FMT)
Name of Institution	University of Health Sciences (UHS)

Objectives of the Physical Therapy Programme

- Produce high quality health personnel on Physical Therapy who have the knowledge, performance, competence and medical ethics to serve patients and disabled people with quality;
- Conduct medical research and self-continuous professional development; and
- Transfer professional knowledge and performance to PT students and other health alliances students on both theories and practical skills.

Chapter 1 – Expected Learning Outcomes

Expected Learning Outcomes

The expected learning outcomes of the Physical Therapy programme are formulated based on MOE's standard guidelines of high professional education and the programme's objectives. At the end of the programme, the student should be able to achieve the following expected learning outcomes:

ELO1 - Demonstrate basic knowledge and communication skills effectively;
ELO2 - Demonstrate professional and medical ethical responsibilities;
ELO3 - Modify scientific techniques of PT continuously;
ELO4 - Apply appropriate techniques to treat patients based on their health problems;
ELO5 - Conduct scientific and evidence-based research; and
ELO6 - Apply knowledge of PT theories and practical skills

The programme learning outcomes are formulated based on the needs of the stakeholders as indicated below.

Programme Learning Outcome	**University/Faculty**	**Students**	**Employers/Alumni**
Integrate basic knowledge and physical therapy skills	Knowledge, skills and performance	Ability to think, create and apply PT technics to real patients	Service real patients with skill and conduct research with Knowledge
Apply professional and ethical of PT	Small group discussion and hospital practice	Responsibility Acceptance	Communication skills
Lifelong learners	Self-studying	Have new knowledge	Modify new techniques

The course learning outcomes of each subject are formulated and aligned to the programme learning outcomes as shown in the curriculum matrix.

No	Code	Course	Credits	Expected Learning Outcomes					
Year one: 1st Semester				ELO1	ELO2	ELO3	ELO4	ELO5	ELO6
1	C6101	Mathematics	1 (0-2- 0)	1	1	1	1	4	1
2	C6102	Physics	1 (0-2- 0)	1	1	1	3	1	1
3	C6103	Biology	1 (1-0-0)	5	2	4	5	1	5
4	C6104	Computer	2 (1-2-0)	3	1	3	3	5	5
5	C6105	Politics	3 (3-0-0)	1	1	1	1	1	1
6	B6106	Anatomy 1	4 (3-2-0)	5	5	5	5	2	5
7	B6116	Biomechanics	2 (1-2-0)	3	4	3	5	2	5
8	B6118	English language	2 (1-2-0)	4	4	5	4	5	5
9	B6119	Medical English	2 (1-2-0)	5	3	5	4	5	5
10	PT 6137	Nutrition	1(1-0-0)	2	3	3	4	1	2

Year one: 2nd Semester			Credits	ELO1	ELO2	ELO3	ELO4	ELO5	ELO6
1	B6107	Anatomy 1	4 (3-2-0)	5	5	5	5	2	5
2	B6108	Kinesiology 1	4 (3-2-0)	5	5	5	5	2	5
3	B6109	Kinesiology 2	4 (3-2-0)	5	5	5	5	2	5
4	B6110	Physiology	2 (2-0-0)	2	3	3	4	1	4
5	B6114	Psychology	2 (2-0-0)	5	5	3	5	1	4
6	PT6138	Medical & PT ethics	1 (1-0-0)	5	5	4	5	5	5
7	PT6139	Primary health care	1 (1-0-0)	3	3	3	3	1	2
8	PT6140	Nursing Rehabilitation	1 (1-0-0)	3	3	3	4	1	3
Year two: 1st Semester			Credits	ELO1	ELO2	ELO3	ELO4	ELO5	ELO6
1	B 6209	Neuro –Anatomy	3 (3-0-0)	4	4	4	4	1	4
2	B 6211	Neuro-Physiology	2 (2-0-0)	3	3	3	3	1	3
3	B 6212	Physiopathology	2 (2-0-0)	3	3	3	3	1	3
4	B 6215	Research methodology	2 (1-2-0)	1	3	2	1	5	3
5	PT6221	PT in Musculo-skeletal-system (MKS) 1	3 (2-2-0)	4	4	5	5	2	5
6	PT 6234	Physical Modalities 1	3 (2-2-0)	4	4	5	5	2	5
7	PT 6235	Physical Modalities 2	3 (2-2-0)	4	4	5	5	2	5
8	PT6236	Therapeutic Exercise	2 (1-2-0)	4	4	5	5	2	5
Year two: 2nd Semester			Credits	ELO1	ELO2	ELO3	ELO4	ELO5	ELO6
1	B 6213	Physiology of Exercise	2 (2-0-0)	3	2	2	4	1	4
2	PT6220	Communication Skill	1 (1-0-0)	3	3	2	4	3	3
3	PT 6222	PT in Musculo-skeletal-system (MKS) 2	3 (2-2-0)	4	4	5	5	2	5
4	PT 6227	PT in Congenital deformity	2 (1-2-0)	4	4	5	5	2	5
5	PT 6232	Prosthetics & Orthotics	1 (1-0-0)	3	3	3	5	2	4
6	PT 6233	Occupational Therapy & Music therapy	1 (1-0-0)	3	3	3	5	2	4
7	PT6241	PT management	1 (1-0-0)	2	3	2	3	1	3
8	PT6242	Radio Imaging	1 (1-0-0)	2	2	1	2	1	2
9	PT 6243	Small Group Discussion	2 (0-4-0)	4	4	4	4	2	4
10	PT6244	Hospital Practice 1	4 (0-0-4)	3	4	4	5	4	5
Year three: 1st Semester			Credits	ELO1	ELO2	ELO3	ELO4	ELO5	ELO6
1	B 6317	Pharmacy	1 (1-0-0)	1	1	1	1	1	1
2	PT 6323	PT in Neuropathy 1	3 (2-2-0)	4	4	5	5	2	5
3	PT 6324	PT in Neuropathy 2	3 (2-2-0)	4	4	5	5	2	5
4	PT 6325	PT in OBGY	1 (1-0-0)	4	4	5	5	2	5
5	PT 6331	Community PT	2 (0-0-6)	4	4	5	5	2	5
6	PT 6329	Massage-Stretching-Traction-Manipulation	3 (2-2-0)	4	4	5	5	2	5

7	PT 6345	Hospital Practice 2	4 (0-0-4)	3	4	4	5	4	5
Year three: 2nd Semester			Credits	ELO1	ELO2	ELO3	ELO4	ELO5	ELO6
1	PT6326	PT in Aging	2 (1-2-0)	4	4	5	5	2	5
2	PT6328	Chest PT	2 (1-2-0)	4	4	5	5	2	5
3	PT6330	PT in Sport Injury	2 (1-2-0)	4	4	5	5	2	5
4	PT6346	Hospital Practice 3	4 (0-0-4)	3	4	4	5	4	5
5	PT6347	Final Project	4 (1-0-9)	2	3	3	3	5	3
6	E 6300	PT in Post traumatism	2 (1-2- 0)	4	4	5	5	2	5

Legend: 1 = not important; 2 = some important; 3 = important; 4 = most important; 5 = very important

1. AUN-QA Criterion 2 – Programme Specification

1. The Institution is recommended to publish and communicate the programme and course specifications for each programme it offers, and give detailed information about the programme to help stakeholders make an informed choice about the programme.
2. Programme specification including course specifications describes the expected learning outcomes in terms of knowledge, skills and attitudes. They help students to understand the teaching and learning methods that enable the outcome to be achieved; the assessment methods that enable achievement to be demonstrated; and the relationship of the programme and its study elements.

2. AUN-QA Criterion 2 – Checklist

2	**Programme Specification**	1	2	3	4	5	6	7
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]							
	Overall opinion							

The questions below aim to guide the writing of the self-assessment report (SAR) and the establishment of QA practices for the above criterion.

- Are the programme and course specifications conformed to the AUN's requirements?
- How are the programme and course specifications (print and non-print) communicated and made available to stakeholders?
- Is the programme specification translated into other languages?
- Are the programme and course specifications aligned and standardised?

3. What is Programme Specification?

Programme specification is a set of documents that describes the study programme offered by the university. The programme specification usually encompasses the following items:

- a summary of programme aims and intended outcomes;
- an outline of the course structure;
- a matrix showing how the programme learning outcomes are achieved through the courses; and
- a set of course specifications

4. Purposes of Programme Specification

Programme specification aids prospective students and employers to make an informed choice about the programme and serves as a medium of communication between the university and its stakeholders as illustrated in Figure 2.1.

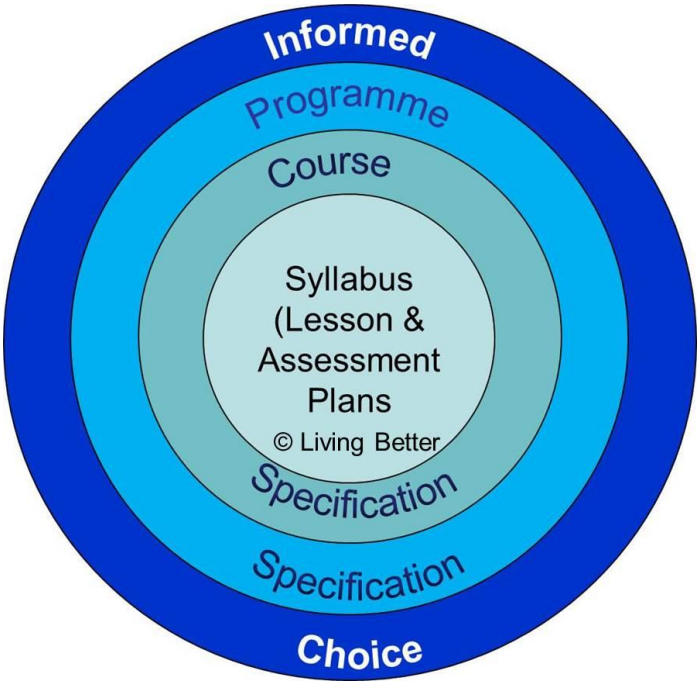


Figure 2.1 – Purpose of Programme Specification

The programme specification serves the following purposes:

- Information to employers about the competencies or knowledge, skills and attitude of the graduates.
- Information to professional and regulatory bodies that accredit higher education programmes about the entry requirements or recognition into a profession or other regulated occupations.
- Information to faculty members for the purpose of reviewing, discussing and reflecting on new and existing programmes and to ensure that there is common understanding on the expected learning outcomes of the programme.
- Information for academic reviewers and external examiners who need to understand the aims and the expected learning outcomes of the programme.
- As a basis for gaining feedback from current and past students on achievement of the expected learning outcomes of the programme.

5. Requirements of Programme Specification

The information to be included in the programme specification is listed below.

- Awarding body/institution
- Teaching institution (if different)
- Details of the accreditation by a professional or statutory body
- Name of the final award
- Programme title
- Expected Learning outcomes of the programme
- Admission criteria or requirements to the programme
- Relevant subject benchmark statements and other external and internal reference points used to provide information on programme outcomes
- Programme structure and requirements including levels, courses, credits, etc.
- Date on which the programme specification was written or revised

The information to be included in the course specification is listed below.

- Course title
- Course requirements such as pre-requisite to register for the course, credits, etc.
- Expected learning outcomes of the course in terms of knowledge, skills and attitudes
- Teaching, learning and assessment methods to enable outcomes to be achieved and demonstrated
- Course description and outline or syllabus
- Details of student assessment
- Date on which the course specification was written or revised.

A sample programme specification for the Bachelor of Arts in Economics from the University of Leicester is documented below. (Source: http://www2.le.ac.uk/offices/sas2/courses/documentation/1112/undergraduate/css/ba-economics.pdf)

University of Leicester

Programme Specification (Undergraduate)
Date amended: 26/03/2014

1. Programme Title(s) and UCAS code(s):

BA Economics L100

BA Economics with a Year Abroad

BA Economics with a Year in Industry

2. Awarding body or institution:

University of Leicester

3. a) Mode of study:

Full Time

b) Type of study:

Campus based

4. Registration periods:

The normal period of registration for a full-time bachelors degree is three years and the maximum period is five years (see Senate Regulation 2.24).

5. Typical entry requirements:

Three A levels normally considered as a minimum. Two AS levels or vocational AS levels will be considered in place of an A level. General Studies and Critical Thinking not accepted.

A/AS Levels: For BA degrees, ABB or equivalent including Maths GCSE level grade B. For BSc degrees ABB or equivalent including Maths A-Level grade B.

Access to HE course: Pass kite-marked course with a substantial number of level 3 credits at distinction, normally a minimum of 30 with some in Business or Economics. Students should also have GCSE Maths grade B for the BA or A-level Maths Grade B for the BSc.

European Baccalaureate: Pass with 77% overall for BA. Pass with 77% overall including 80% in Maths for BSc.

International Baccalaureate: Pass Diploma with 32 points and 5 in SL maths for BA. Pass with 32 points and 5 in HL Maths for BSc.

Cypriot Apolytirion: 18.5/20 overall including 17 in Maths, plus grade B in 1 A-level. For BSc, additional A-level needs to be in Maths.

French Baccalaureat: 14/20 overall with 13 in Maths for the BA only. Students taking the international option 13/20 overall with 13 in maths for the BA and 13 in Advanced maths for the BSc.

Lithuanian Brandos Atestatas: Pass with grade 9 overall, 75% on maths state exam is also required for the BSc.

Chinese first year degree course: Normally, Pass with an average of 85% with good grades in relevant subjects plus mathematics equivalent to A level grade B for BSc.

6. Accreditation of Prior Learning:

There is no accreditation of prior learning.

7. Programme aims:

The programme aims to:

- Provide a detailed knowledge, and critical awareness, of the main ideas, concepts, models and principles in economic analysis, and their application to contemporary economic policy issues through the study of core microeconomic and macroeconomic theory, and numerous optional modules.
- Develop skills in quantitative economic analysis through the use of standard mathematical and statistical techniques and their application to economic problems and data.
- Prepare students for a wide range of careers such as government service, business management, financial services and postgraduate study in economics or a related area.
- Develop skills of written and oral presentation, team working, information handing, use of information technology and skills for lifelong learning.
- Provide students following the BA in Economics with a Year Abroad programme the experience of learning in a different cultural environment.
- To provide students following the BA Economics with a Year in Industry programme with opportunities to obtain relevant work experience and support them in developing a portfolio to demonstrate learning outcomes. Also to enable these students to learn directly about business and the professional application of their studies.

8. Reference points used to inform the programme specification:

- QAA Benchmarking Statement for Economics http://www.qaa.ac.uk/Publications/InformationAndGuidance/Pages/Subject-benchmark-statement-Economics.aspx
- University of Leicester Learning & Teaching Strategy http://www2.le.ac.uk/offices/sas2/quality/learnteach
- University of Leicester Periodic Developmental Review Report
- First Destination Survey
- Graduate Survey
- External Examiner's Reports
- QAA Frameworks for Higher Education Qualifications, http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf

9. Programme Outcomes:

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(a) Discipline specific knowledge and competencies		
(i) Mastery of an appropriate body of knowledge		
Demonstrate knowledge of the main ideas, concepts, models and principles in microeconomic and macroeconomic theory. Describe standard mathematical and statistical techniques.	Years 1, 2 and 3: Lectures, tutorials, seminars, computer classes, module outlines, coursework, formative feedback.	Formative coursework, summative coursework, dissertation, exams, projects.

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(ii) Understanding and application of key concepts and techniques		
Explain economic models and apply them appropriately. Employ quantitative economic analysis. Demonstrate the ability to apply economic/financial/mathematical theories and techniques in a work place setting (Year in Industry variant only).* **The extent to which a student will have the opportunity to do this will vary according to the type of placement.*	Years 1, 2 and 3: Lectures, tutorials, seminars, computer classes, module outlines, coursework, formative feedback. Developing the ability to apply economic/financial/mathematical theories and concepts to real world situations within the work environment (Year in Industry variant only).	Formative coursework, summative coursework, dissertation, exams, projects. Reflective log, skills audit, employer feedback and final report/presentation (Year in Industry variant only).
(iii) Critical analysis of key issues		
Critically analyse economic arguments and relate them to contemporary policy issues.	Years 1, 2 and 3: Lectures, tutorials, seminars, computer classes, module outlines, coursework, formative feedback.	Formative coursework, summative coursework, dissertation, exams, projects.
(iv) Clear and concise presentation of material		
Produce clear and concise economic arguments and models. Produce clear and concise quantitative economic analysis and results. Write an extended original research report.	Years 1, 2 and 3: Lectures, tutorials, seminars, computer classes, module outlines, coursework, formative feedback.	Formative coursework, summative coursework, dissertation, exams, projects.
(v) Critical appraisal of evidence with appropriate insight		
Critically appraise relevant economic research. Critically appraise the results from quantitative economic analysis.	Years 1, 2 and 3: Lectures, tutorials, seminars, computer classes, module outlines, coursework, formative feedback.	Formative coursework, summative coursework, dissertation, exams, projects.
(vi) Other discipline specific competencies		
(b) Transferable skills		
(i) Oral communication		
Prepare and present concepts, arguments or analysis orally. Produce clear visual aids to accompany an oral presentation. Application of oral communication skills within the work environment and in presentation (Year in Industry variant only).	Year 1: Induction programme and Study Skills Support material. Years 2 and 3: Training sessions on oral presentation skills Year 3: Individual presentation. Years 1, 2 and 3: Tutorials, seminars. Developing oral communication skills in the work environment (Year in Industry variant only).	Formative contributions to tutorials, seminars. Summative in the dissertation. Reflective log and final report/presentation (Year in Industry variant only).

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(ii) Written communication		
Produce clearly written material with appropriate use of evidence. Application of written communication skills within the work environment and in report writing (Year in Industry variant only).	Year 1: Induction Programme and Study Skills Support material. Year 2: Group and individual projects. Years 1, 2 and 3: Lectures, tutorials, seminars, coursework, formative feedback, module outlines. Developing written communication skills in the work environment (Year in Industry variant only).	Formative coursework. Summative coursework, dissertation, exams, projects. Reflective log and final report/presentation (Year in Industry variant only).
(iii) Information technology		
Use word processing in the preparation of written work. Use the internet to access appropriate information. Use spreadsheets for data presentation and analysis. Use specialist packages for statistical analysis. Application of information technology skills within the work environment and in presentation (Year in Industry variant only).	Year 1: Induction Programme. Years 1 and 2: Computer classes, module outlines, coursework, projects. Year 3: Dissertation. Developing IT skills in the work environment through project work and student portfolio (Year in Industry variant only).	Formative computer classes. Summative in projects, dissertation. Reflective log, skills audit, employer feedback and final report/presentation (Year in Industry variant only).
(iv) Numeracy		
Employ general numerical, mathematical and statistical skills. Application of numeracy skills within the work environment (Year in Industry variant only).	Years 1 and 2: Lectures, tutorials, seminars, computer classes, module outlines, coursework, formative feedback. Year 2: Group and individual projects. Developing numeracy skills in the work environment through project work (Year in Industry variant only).	Formative coursework, computer classes. Summative coursework, exams, projects. Reflective log, skills audit, employer feedback and final report/presentation (Year in Industry variant only).
(v) Team working		
Demonstrate basic team working skills. Application of team building skills within the work environment (Year in Industry variant only).	Year 2: Training session on team working skills, group project. Years 1, 2 and 3: Tutorials, seminars, computer classes. Developing team building skills in the work environment through project work (Year in Industry variant only).	Formative tutorials, seminars, computer classes. Summative in second year modules. Reflective log, skills audit, employer feedback and final report/presentation (Year in Industry variant only).

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(vi) Problem solving		
Demonstrate problem formulation and solution. Application of problem solving skills within the work environment (Year in Industry variant only).	Years 1, 2 and 3: Lectures, tutorials, seminars, computer classes, module outlines, coursework, formative feedback. Year 2: Group and individual projects. Year 3: Dissertation. Developing problem solving skills in the work environment through project work and applying theories and concepts to real world situations (Year in Industry variant only).	Formative coursework, computer classes. Summative coursework, dissertation, exams, projects. Reflective log, skills audit, employer feedback and final report/presentation (Year in Industry variant only).
(vii) Information handling		
Find and use appropriate information from a variety of sources. Application of information handling skills within the work environment (Year in Industry variant only).	Years 1, 2 and 3: Lectures, tutorials, seminars, computer classes, module outlines, coursework, formative feedback. Year 2: Group and individual projects. Year 3: Dissertation. Developing data handling in the work environment through project work (Year in Industry variant only).	Formative coursework, computer classes. Summative coursework, dissertation, exams, projects. Reflective log, skills audit, employer feedback and final report/presentation (Year in Industry variant only).

Intended Learning Outcomes	Teaching and Learning Methods	How Demonstrated?
(viii) Skills for lifelong learning		
Collect and apply new ideas and concepts. Combine new knowledge and techniques with prior understanding. Demonstrate and produce independent work. Demonstrate time management skills through adhering to deadlines. Use a variety of sources of knowledge appropriately. Demonstrate ability to learn in a different cultural environment (Year Abroad variant only). Application of a variety of employability and transferable skills (some outlined already above) within the work environment (Year in Industry variant only). Demonstrate the ability to think reflectively about personal and professional development (Year in Industry variant only). Demonstrate professional behaviour in the work environment (Year in Industry variant only).	Year 1: Induction Programme and Study Skills Support material. Years 1, 2 and 3: Lectures, tutorials, seminars, computer classes, module outlines, coursework, formative feedback. Year 2: Group and individual projects. Year 3: Dissertation. Developing a variety of employability and transferable skills through responsibilities associated with their work placement (Year in Industry variant only).	Formative coursework, computer classes, contributions to tutorials, seminars. Summative coursework, dissertation, exams, projects. Reflective log, skills audit, employer feedback and final report/presentation (Year in Industry variant only).

10. Progression points:

Senate Regulation 5: Regulations governing undergraduate programmes of study:

http://www2.le.ac.uk/offices/sas2/regulations/documents/2012-13/senatereg5-undergraduates.pdf

In order to proceed to the second year of their studies, students must have passed, with a mark of at least 35% (and an overall credit weighted average of 40% during the year), all core modules.

In order to proceed to the third year of their studies, students must have passed, with a mark of at least 35% (and an overall credit weighted average of 40% during the year), all core modules. It should be noted that no second year student can proceed and resit any of the following modules: EC2000, EC2002, EC2024, EC2032.

In cases where a student has failed to meet a requirement to progress he or she will be required to withdraw from the course.

Year Abroad variant: Students may only enter this degree programme by transferring at the end of the first-year. The condition for admission to the scheme will be an average mark of no less than 60% in year one, with no failures. Students who meet these conditions will be invited to apply at the end of their first year of studies, following the Department's June Exam Board.

Year in Industry variant: Students may only enter this variant by transferring at the end of the first-year. The condition for admission to the scheme will be an average mark of no less than 67% in year one, with no failures. Students who meet these conditions will be invited to apply at the end of their first year of studies, following the Department's June Exam Board.

11. Special features:

- A four-day induction programme in the first week of Year 1.
- A formal employability skills development programme in year 1 (Leicester Award)
- Study of core microeconomic and macroeconomic theory and applications at progressively rising levels of analytical and technical complexity.
- Provision of a broad range of optional modules that apply economic analysis, in diverse ways, to a variety of specialist subjects enabling students to focus on areas of interest.
- Academic supervision of an extended research project, in an economics-related topic of the students' own choosing, resulting in a professional-style written dissertation.
- The option of a four-year 'with a Year Abroad' degree programme, with a third year spent studying at an overseas partner University either in a foreign language or in English (see below).
- The option of a four-year 'with a Year in Industry' degree programme (see below).

12. Indications of programme quality:

- University Academic Review
- External examiners reports
- First Destination careers statistics
- Exemptions from professional exams (subject to satisfactory completion of certain core or optional modules):
- Association of Chartered Certified Accountants (ACCA)
- Chartered Institute of Management Accountants (CIMA)
- Institute of Chartered Accountants
- Chartered Institute of Public Finance & Accountancy (CIPFA)
- Institute of Actuaries
- Chartered Insurance Institute

Appendix 1: Programme structure (programme regulations)

PROGRAMME FOR STUDENTS ENTERING YEAR 1 IN OCTOBER 2014

FIRST YEAR MODULES

SEMESTER 1

Core Modules			Credits
EC1000	MICROECONOMICS I		20
EC1005	MATHS FOR ECONOMICS I		20
EC1007	STATISTICS FOR ECONOMISTS I		20
		Semester Total	**60**

SEMESTER 2

Core Modules			Credits
EC1001	MACROECONOMICS I		20
EC1008	MATHS FOR ECONOMICS II		20
EC1009	STATISTICS FOR ECONOMISTS II		20
		Semester Total	**60**

SECOND YEAR MODULES

SEMESTER 1

Core Modules		**Credits**
EC2000	INTERMEDIATE MICROECONOMICS I	15
EC2010	INTRODUCTORY ECONOMETRICS	15
EC2024	INTERMEDIATE MACROECONOMICS I	15
EC2043	GAME THEORY	15
	Semester Total	**60**

SEMESTER 2

Core Modules		**Credits**
EC2002	INTERMEDIATE MICROECONOMICS II	15
EC2011	TOPICS IN APPLIED ECONOMETRICS	15
EC2032	INTERMEDIATE MACROECONOMICS II	15
EC2034	ECONOMIC HISTORY	15
	Semester Total	**60**

THIRD YEAR MODULES

SEMESTER 1

Core Modules		**Credits**
EC3000	ADVANCED MICROECONOMICS	15
EC3023	BUSINESS MANAGEMENT & STRATEGY	15
Optional Modules		
	TWO OPTIONS CHOSEN FROM EC3057, EC3066, EC3067, EC3070, EC3071	15,15
	Semester Total	**60**

SEMESTER 2

Core Modules		**Credits**
EC3001	ADVANCED MACROECONOMICS	15
EC3004	DISSERTATION AND RESEARCH PRESENTATION SKILLS	15
EC3080	GOVERNMENT INTERVENTION IN THE ECONOMY	15
Optional Modules		
	ONE OPTION CHOSEN FROM EC3044, EC3058, EC3076, EC3077, EC3081	15
	Semester Total	**60**

BA Economics with a Year Abroad

Students may only enter this course by meeting the criteria outlined above in section 10. Once transferred onto the year Abroad variant students will be required to have no module below 60% in semester 1 of year 2, and will be required to pass year 2 as a whole before being permitted to travel abroad.

FIRST AND SECOND YEAR MODULES

As for the first and second year of BA Economics.

THIRD YEAR MODULES

1) Students will spend one academic year studying at one of our overseas partner Institutions between the second and final years of their degree programme.
2) During their placement students are expected to undertake modules worth the equivalent of 120 credits at the University of Leicester. For European Institutions this is normally equal to at least 40 ECTS credits, and for Universities elsewhere in the world this is normally equivalent to eight academic modules.
3) Modules selected during the year abroad must be approved by the Department of Economics and must be in subject areas relevant to a students' degree programme. The selected modules cannot be identical to those that have already been studied, or will be studied upon returning to Leicester for the final year.
4) Students who do not satisfactorily complete their year studying abroad will be transferred to the non-Year Abroad degree path for their final year.
5) Students will have up until the end of the second week of the first term of their third year to transfer to the non-Year Abroad degree voluntarily. After this point students who are not able to complete their year abroad will re-join the non-Year Abroad degree in the following year.

FOURTH YEAR MODULES

As for the third year of BA Economics.

BA Economics with a Year in Industry

Students may only enter this course by meeting the criteria outlined above in section 10.

FIRST AND SECOND YEAR MODULES

As for the first and second year of BA Economics.

THIRD YEAR MODULES

1) Students will work within a sponsoring company for a minimum of 10 months between 1 July of the second year of their course and the start of the following academic year.
2) During their placement students will undertake a programme of training and practical experience which will be agreed by the sponsoring company and the University.
3) During the placement students' progress will be monitored through a variety of activities including the maintenance of a regular log. Students will complete a report and will be expected to make a presentation towards the end of their placement. The report and presentation are requirements for the awarding of the degree but are not part of the formal assessment for the degree.
4) Students who do not satisfactorily complete their industrial placement year will be transferred to the non-Industry degree path.
5) Students will have up until the end of the second week of the first term to transfer to the non-Industry degree voluntarily. After this point students who are not able to complete their year in industry will re-join the non-Industry degree in the following year.

FOURTH YEAR MODULES

As for the third year of BA Economics.

Appendix 2: Module specifications

See module specification database http://www.le.ac.uk/sas/courses/documentation

Appendix 3: Skills matrix

Programme Specification Appendix 3
Skills Matrix: BA Economics (L100)
Date amended: 07/03/2014

Programme Learning Outcomes	EC1000	EC1001	EC1005	EC1007	EC1008	EC1009	Leicester Award	EC2000	EC2002	EC2010	EC2011	EC2024	EC2052	EC2054	EC2043	Year Abroad	Year in Industry	EC3000	EC3001	EC3004	EC3023	EC3544 (optional)	EC3637 (optional)	EC3686 (optional)	EC3687 (optional)	EC3670 (optional)	EC3671 (optional)	EC3676 (optional)	EC3677 (optional)	EC3260	EC3681 (optional)
(a) Discipline specific knowledge and competencies																															
(vi) Other discipline specific competencies																															
(b) Transferable skills																															
(i) Oral communication																															
Prepare and present concepts, arguments or analysis orally	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Produce clear visual aids to accompany an oral presentation							X													X											
Application of oral communication skills within a workplace environment and in presentations (Year in Industry variant only)																	X														
(ii) Written communication																															
Produce clearly written material with appropriate use of evidence	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Application of written communication skills within a workplace environment and in report writing (Year in Industry variant only)																	X														
(iii) Information technology																															
Use word processing in the preparation of written work	X	X				X	X			X	X			X				X	X	X		X	X	X	X		X		X	X	
Use the Internet to access appropriate information	X	X				X	X			X	X		X	X				X	X	X		X	X	X	X		X		X	X	
Use spreadsheets for data presentation and analysis						X				X	X																	X			
Use specialist packages for statistical analysis										X	X																				
Application of information technology skills within a workplace environment and in presentation (Year in Industry variant only)																	X														
(iv) Numeracy																															
Employ general numerical, mathematical and statistical skills	X	X	X	X	X	X		X	X	X	X	X	X		X			X	X		X		X	X	X	X	X	X	X	X	X
Application of numeracy skills within a workplace environment (Year in Industry variant only)																	X														
(v) Team working																															
Demonstrate basic team working skills							X			X							X	X	X						X						
Application of team building skills within a workplace environment (Year in Industry variant only)																	X														
(vi) Problem solving																															
Demonstrate problem formulation and solution	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Application of problem solving skills within a workplace environment (Year in Industry variant only)																	X														
(vii) Information handling																															
Find and use appropriate information from a variety of sources	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Application of information handling skills within a workplace environment (Year in Industry variant only)																	X														
(viii) Skills for lifelong learning																															
Collect and apply new ideas and concepts	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Combine new knowledge and techniques with prior understanding	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Demonstrate and produce independent work	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Demonstrate time management skills through adhering to deadlines	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Use a variety of sources of knowledge appropriately	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Demonstrate ability to learn in a different cultural environment (Year Abroad variant only)																X															
Application of a variety of employability and transferable skills (some outlined already above) within a workplace environment (Year in Industry variant only)																	X														
Demonstrate the ability to think reflectively about personal and professional development (Year in Industry variant only)							X										X														
Demonstrate professional behaviour in a workplace environment (Year in Industry Variant only)																	X														

6. Module/Course Specification

Like the programme, the learning outcomes, teaching and learning strategies and student assessments of a module or course should also be documented in a module or course specification. A comprehensive course specification serves the same purposes as a programme specification and forms part of a programme specification.

A sample of the module specification as in Appendix 2 above is attached for reference (source: http://www2.le.ac.uk/offices/sas2/courses/documents/reports/ECUG1415.pdf).

University of Leicester

Module Specification

EC1000 Microeconomics

Academic Year: 2014/5
Module Level: Year 1
Scheme: UG
Department: Economics
Credits: 20

Student Workload (hours)

Lectures	20
Seminars	
Practical Classes & Workshops	
Tutorials	9
Fieldwork	
Project Supervision	
Guided Independent Study	121
Demonstration	
Supervised time in studio/workshop	
Work Based Learning	
Placement	
Year Abroad	
Total Module Hours	150

Period: Semester 1
Occurence: A
Coordinator: Vincenzo Denicolò
Mark Scheme: UG Pass for Credit

No.	Assessment Description	Weight %	Exam Hours	Ass't Group	Alt Reass't
001	Coursework 1	10			
002	Coursework 2	10			
003	Exam (Final)	80	2		

Intended Learning Outcomes

1. A discussion of the foundations of the analysis of economic agents' behaviour and the public policy which affect them.
2. A description of the basic concepts – such as objectives, constraints, demand, cost, elasticity, marginal revenue, partial and general equilibrium, welfare – comprising the microeconomist's toolkit.
3. An analysis of how those elements can be combined to provide simple microeconomic "models" that explain economic phenomena.
4. An analysis of simple policy tools (e.g., taxes and subsidies), the contexts in which they might be deployed and their likely consequences.
5. A discussion of perfectly and imperfectly competitive markets, to identify other possible sources of market failure, and to specify appropriate policy intervention.
6. To apply verbal reasoning, diagrammatic analysis, and of some elements of elementary algebra and elementary calculus, to making deductions in simple economic contexts.
7. To apply an interactive computer package for supported self-learning.
8. The development of report-writing and presentational skills via assignments and tutorials.
9. The experience of undertaking unsupervised independent work to a fixed deadline.
10. Experience of collaborative group-working in tutorial work.

Teaching and Learning Methods

Learning is based on lectures (20 hours), tutorials (9 hours), and individual work.

Assessment Methods

Two pieces of coursework (10% each) and exam (80%).

Pre-Requisites

Co-Requisites

Excluded Combinations

-

Last Published: 18 August 2015

7. QA Practices in National University of Laos

The subjects in the General Economics programme are derived based on MOES and university's academic guidelines. FEBM has offered training since 1998. Its first training was in cooperation with German Experts-Consultants (COPA) and JICA, Japan. A brief programme specification of the General Economics programme is documented below.

General Information	
Name of programme	General Economics
Degree awarded	Bachelor Degree
Year programme was introduced	1998
Mode of study	Full time
Duration of study	5 years (10 semesters)
Year of last reviewed and revision of the Programme by internal and external faculty members	2011
Number of graduate until 2012	2,963
Teaching materials and reference	Lao
Name of Faculty	Faculty of Economics and Business Management (FEBM)
Name of Institution	National University of Laos (NUOL)

Entry Requirement

Students of FEBM are recruited through the entrance examination. The enrollment is based on national entrance examination results. The recruitment process is as follows:

1. After being enrolled, all students have to study common courses for the first year.
2. After finishing the first year, the faculty will select students to join the bachelor programme.
3. Criteria are established to select students. For example, in order to attend the bachelor programme, students must have GPA (Grade Point Average) of 2.00, and the cumulative credits must be over 13.33% of the first year general academics programme.

Programme Learning Outcomes

The contents of the courses (curriculum) in General Economics are clearly designed and made to achieve students' learning outcomes. There are different subjects that students are required to take in the programme. The compulsory subjects are basic economics, micro-economics, macro-economics, mathematics for economics, basic statistics for economics, and so forth. Students completing the FEBM are able to apply knowledge and skills in various careers as identified in the curriculum's vision and mission i.e. best learning results, best disciplinary, disseminating intelligence and leading economy. The common subjects give students the basics and concrete foundation in economics and business. In addition to seminar and lecture classes, students also perform practicum which helps them to learn better and improves their skills application in the real world.

Table: Program Learning Outcome/ Course Learning Outcome Mapping

Program learning outcome	**University/Faculty**	**Students**	**Employers/Alumni**
Having integrated fundamental knowledge and skills in economics	Knowledge and analytical skills	Ability to think, create and apply economics knowledge to real situations	Graduate with knowledge and skills in economic theories and applicability to real use
Being ready to professionally and ethically work and to appreciate / value Lao culture	Ethics and morals, interpersonal (teamwork) and analytical skills, and reliability	Unselfishness Honesty Punctuality Tolerance Accountability	Good human relations Good communication High level of ethics Diligence Honesty Respecting rules of society and law
Being inquisitive and lifelong learners	Self-studying, cognitive skills, interpersonal skills and being active	Striving for new knowledge	Ability to learn new techniques

The full-time bachelor's programme in General Economics is structured as follows:

1. There are two semesters in a year
2. One semester consists of 20 weeks: 16 weeks for teaching class, 2 weeks for examination, 1 week reserved, and 1 week for semester break
3. There are five days in a week (Monday – Friday), teaching time per week is between 25 hours (minimum) and 35 hours (maximum)
4. Teaching per day is between 5 hours (minimum) and 7 hours (maximum)
5. Teaching duration per session is 1.45 hours (Pursuant to MOES's 2011 Agreement on the National Curriculum Standard for Higher Diploma and Undergraduate Levels)

The duration for bachelor's programme in General Economics is 5 years for students who registered at School of Foundation Studies as follows:

- Period 1: general subjects taught at SFS takes 2 years (4 semesters), they are given 30 credits, elective subjects (general subjects) are given 40 credits;
- Period 2: specified subjects taught at FEBM takes 3 years (6 semesters), they are given 37 credits.

The bachelor's programme in General Economics is offered in two periods of duration. It requires 30 credits at the level of foundation studies and 151 credits at the faculty. Teaching and learning is carried out in accordance with the National Curriculum Guideline (2011). Students are required to register at least 15 credits and not more than 22 credits per semester (except for the final semester 10 credits).

Courses and Subjects in the Programme of General Economics are listed below.

Courses	Credits	Subjects
1. General courses offered by School of Foundation Studies	30	Lao language, foreign language, philosophy, skill studies, environmental studies, economics, management, computer, physical education
2. General basic courses offered by School of Foundation Studies	40	Mathematics, statistics, physics, chemistry, biology, history, geography, psychology, political economics, social sciences
3. Common courses offered by Faculty of Economics and Business Management	37	English, statistics, mathematics, politics, computer, micro-economics, macro-economics, comparative economics, Lao economy history, accounting
4. Core selective courses offered by Faculty of Economics and Business Management	58	English for economics, development economics, agriculture economics, international economics, currency and banking, project analysis and assessment, economics and public finance, economics and policy, labor and economics, Asian economy, industry and policy, international finance, natural resources, environment and economics, final project

8. QA Practices in University of Health Sciences

The programme specification of PT is made available to hospitals and academic health centers at province and city levels. A brief programme specification of the programme is documented below.

General information	
Name of programme	Physical Therapy
Degree awarded	Associate Degree
Year programme was introduced	1979
Mode of study	Full-time
Duration of study	6 semesters
Last accreditation was done by Ministry of Health	1979
Year of last reviewed and revision of the Programme by internal and external faculty members	2010
Number of students per intake per year	25
Teaching materials and reference	Lao
Name of Faculty	Faculty of Medical Technologies (FMT)
Name of Institution	University of Health Sciences (UHS)

Objectives of the Physical Therapy Programme

- Produce high quality health personnel on Physical Therapy who have the knowledge, performance, competence and medical ethics to serve patients and disabled people with quality;
- Conduct medical research and self - continuous professional development; and
- Transfer professional knowledge and performance to PT students and other health alliances students on both theories and practical skills.

Expected Learning Outcomes

The expected learning outcomes of the Physical Therapy programme are formulated based on MOE's standard guidelines of high professional education and the programme's objectives. At the end of the programme, the student should be able to achieve the following expected learning outcomes:

ELO1 - Demonstrate basic knowledge and communication skills effectively;
ELO2 - Demonstrate professional and medical ethical responsibilities;
ELO3 - Modify scientific techniques of PT continuously;
ELO4 - Apply appropriate techniques to treat patients based on their health problems;
ELO5 - Conduct scientific and evidence-based research; and
ELO6 - Apply knowledge of PT theories and practical skills

The expected learning outcomes are achieved using various teaching, learning and assessment methods such as common lectures, small group discussions, skill practices in laboratories, individual report, hospital and community practices, and final project.

The Associate Degree of Physical Therapy consists of 110 credits as follows:

- Common subjects : 08 credits
- Basic Subjects : 38 credits
- Majoring Subjects: 58 credits
- Elective Subjects : 02 credits
- Final project : 04 credits

1. AUN-QA Criterion 3 – Programme Structure and Content

1. *The curriculum, teaching and learning methods and student assessment are constructively aligned to achieve the expected learning outcomes.*
2. *The curriculum is designed to meet the expected learning outcomes where the contribution made by each course in achieving the programme's expected learning outcomes is clear.*
3. *The curriculum is designed so that the subject matter is logically structured, sequenced, and integrated.*
4. *The curriculum structure shows clearly the relationship and progression of basic courses, the intermediate courses, and the specialised courses.*
5. *The curriculum is structured so that it is flexible enough to allow students to pursue an area of specialisation and incorporate more recent changes and developments in the field.*
6. *The curriculum is reviewed periodically to ensure that it remains relevant and up-to-date.*

2. AUN-QA Criterion 3 – Checklist

3	**Programme Structure and Content**	1	2	3	4	5	6	7
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]							
	Overall opinion							

The questions below aim to guide the writing of the self-assessment report (SAR) and the establishment of QA practices for the above criterion.

- How the curriculum is aligned to the ELOs? (related to criterion 1)
- How the courses contribute to the programme ELOs? (related to criterion 1)
- How often is the curriculum revised and updated? (related to criterion 10)
- How the curriculum is structured and sequenced?
- How the courses are related to each other?
- Is the programme inter-disciplinary and research-based?

3. Programme Design and Development

Programme design and development often begins with the needs analysis. Gathering information about the needs of stakeholders and marketplace; and matching that with the mission of the university and its resources is an important first step of the needs analysis process in determining the need for a new or revision of an existing programme. The programme design and development process using a backward curriculum design framework is illustrated in Figure 3.1.

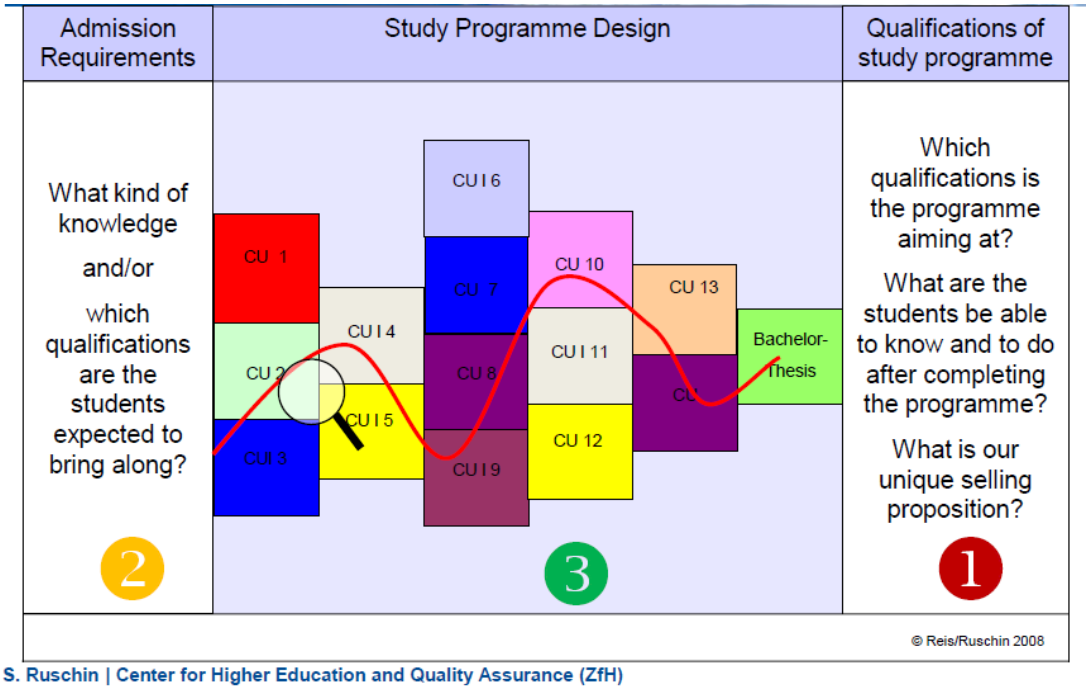


Figure 3.1 – Backward Curriculum Design Framework

Some pertinent questions to ask at the needs analysis stage include:

- What are the gaps in the curricula of the existing programmes?
- What are the needs of stakeholders namely; employers, professional bodies, government ministries and agencies, accreditation bodies, and society in general?
- Can the gaps and needs be closed by revising an existing programme or a developing a new programme?
- Is the programme aligned to the university's mission and goals?
- Is there a ready pool of academic experts in the university to support the programme?
- Are there adequate resources and infrastructures to support the programme?

After the needs are determined, a rationale for developing the programme should be written. A rationale contains a general statement of educational goals and serves as a guide in course planning and alignment of various courses. The rationale is articulated into graduate attributes or competencies which are in turn translated into expected learning outcomes using educational taxonomy as illustrated in Figure 3.2 below.

Stakeholders	Needs	Graduate Attributes	Expected Learning Outcomes	Proposed Modules/ Courses
University (Institution, faculty, department, faculty members) *What the university wants to teach?*				
Learners (Current students and Alumni) *What the students want to learn?*				
Society (Employers, government agencies, professional bodies) *What the society expects the graduate to have?*				

Figure 3.2 - Translation of Stakeholders' Needs into Curriculum

At this stage, there is a need to determine the student requirements for admission into the programme. Some questions to ask in determining the student requirements for admission may include:

- How the programme fulfills the entry, curriculum and exit requirements of the Education Ministry, National or Professional Qualification Framework?
- What prior qualifications or competencies are recognised and accepted for the programme?
- What educational pathways are needed to accommodate students with prior qualifications or different academic performance during the course of study?
- What courses and electives are needed to achieve both discipline-specific and non discipline-specific (such as transferable skills) learning outcomes?

In planning the programme structure, it is important to consider the constructive alignment of learning outcomes, curriculum, teaching and learning strategies and student assessments through a coherent and integrative approach as illustrated in Figure 3.3.

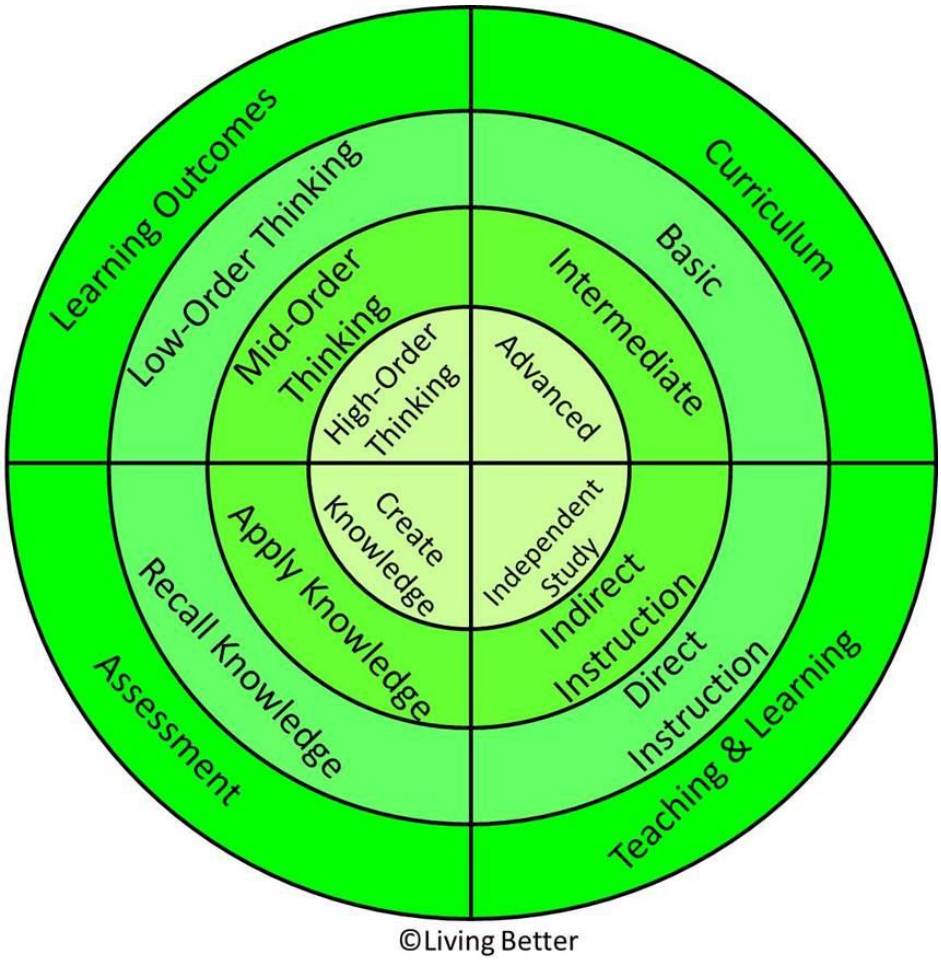


Figure 3.3 – Constructive Alignment of Curriculum to Learning Outcomes

The following four fundamental questions known as “Tyler’s Principles (1950)” serve as a guide for curriculum planning:

- What educational **purposes** should the university seek to attain?
- What educational **experiences** are likely to attain these purposes?
- How can these educational experiences be effectively **organised**?
- How to **assess** whether these purposes are being attained?

To develop and maintain a programme that is coherent, integrated and sequential, curriculum mapping is recommended. Curriculum mapping is a planning tool that can be used at any stage in the curriculum development cycle. It provides a curriculum map which is a graphical description or a synopsis of curriculum components that can be used to align courses and lead to the achievement of the programme learning outcomes.

A programme level curriculum map serves to:

- provide an overview of the curriculum for the programme
- categorise and organise discipline and non-discipline specific courses of the programme
- categorise and organise subject-specific courses of the programme
- categorise and organise core and elective courses of the programme
- categorise basic, intermediate and advanced courses of subject-specific courses
- Identify courses that are mandated by the National or Professional Qualification Framework
- identify the connections and relationships of all the courses in the programme
- identify paths that learners can progress to meet graduation requirements
- act as a “communication medium” to promote dialogue about the programme

Different form of graphic organisers (such as webs, spider-map, hierarchical, flow chart) are used as illustrated in Figures 3.4, 3.5, 3.6 and 3.7.

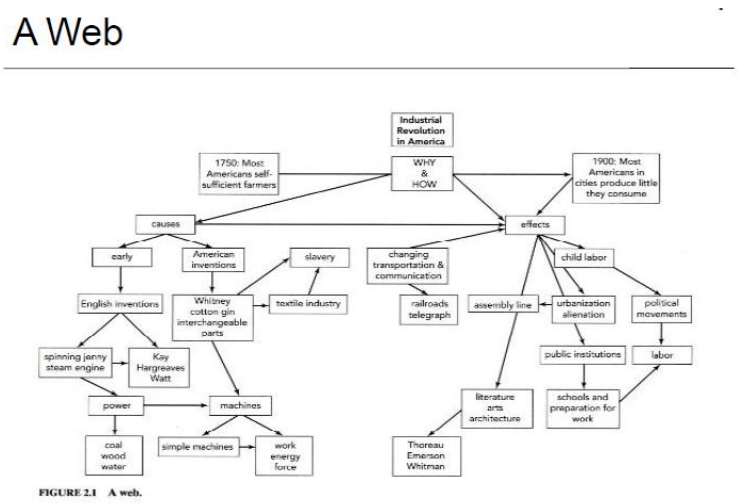


Figure 3.4 – A Web

Spider Map

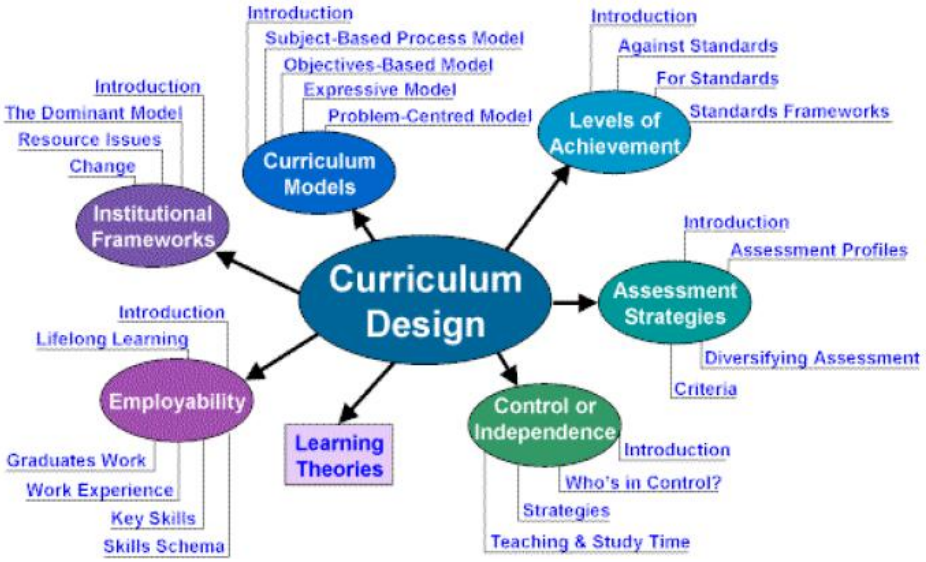


Figure 3.5 – Spider-Map

Hierarchical/chronological

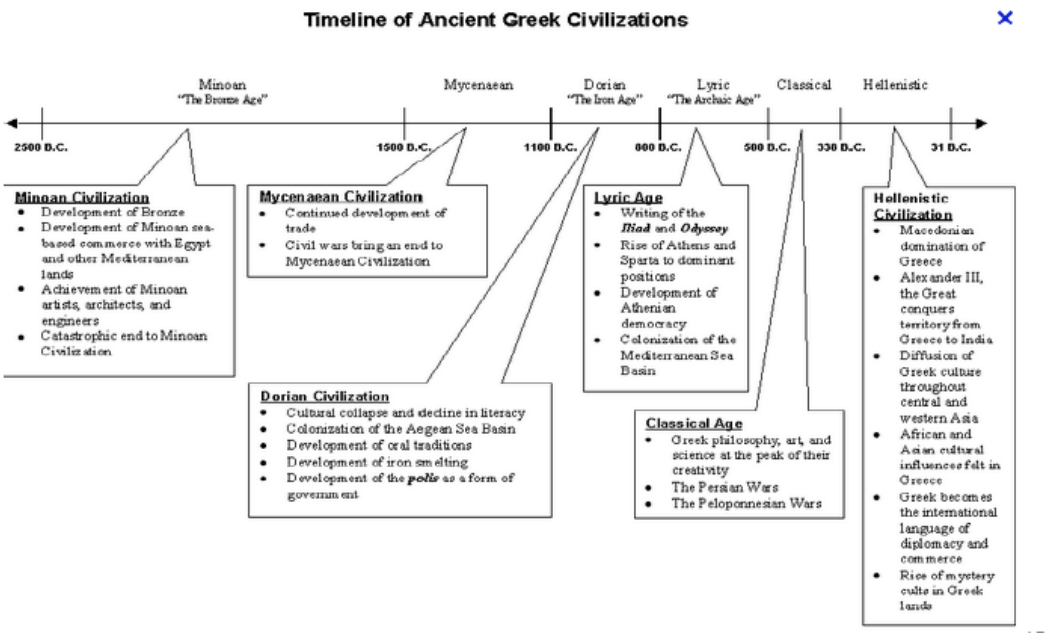


Figure 3.6 – Hierarchical/Chronological Map

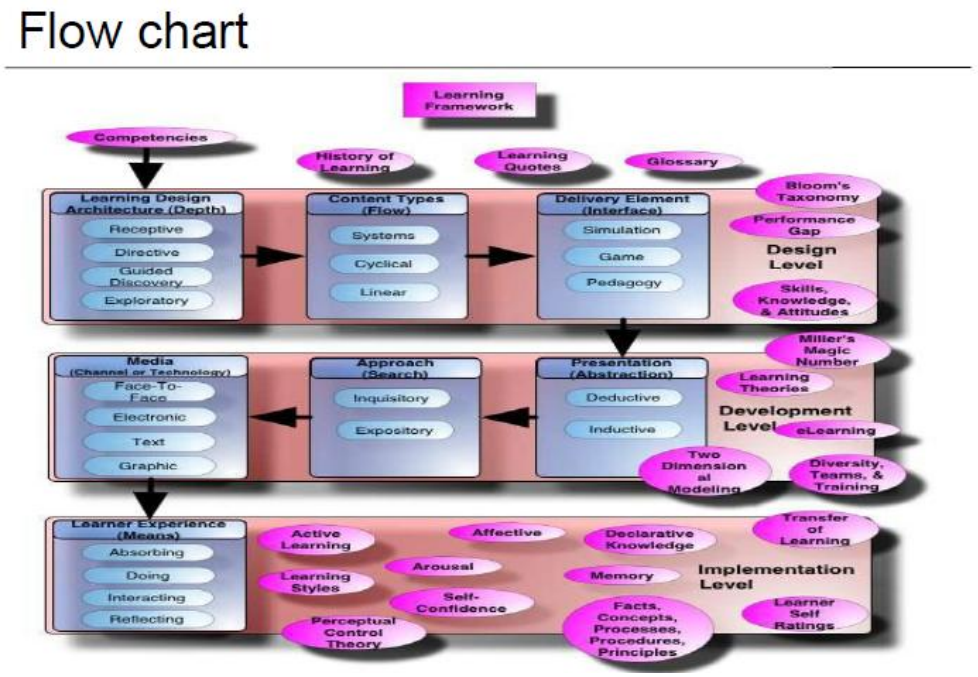


Figure 3.7 – Flow Chart

The programme mapping will lead to the development of the curriculum of each course in the programme. It is essential that the curriculum of each course be designed so that the teaching and learning as well as the student assessment methods support the achievement of the expected learning outcomes. Biggs (2003) refers to this process as “constructive alignment”. “Constructive” refers to the concept that students construct meaning through relevant learning activities; and “alignment” refers to the situation when teaching and learning activities and student assessment are aligned to achieve the expected learning outcomes. Constructive alignment of any course involves:

- defining expected learning outcomes that are measurable;
- selecting teaching and learning methods that are likely to ensure that the expected learning outcomes are achieved; and
- assessing how well the students have achieved the expected learning outcomes as intended.

Lastly, the organisation of the programme and its courses should be integrated showing the course relationship within the discipline and connection between other disciplines. The programme and its content should be periodically reviewed to ensure that they remain relevant and up-to-date.

4. QA Practices in National University of Laos

The subjects in the programme of General Economics are established based on the MOES and university's academic guideline. The Faculty of Economics and Business Management, NUOL has been offering training since 1998. The first training was offered under the cooperation with the COPA, Germany and JICA, Japan. The General Economics curriculum is both published in Lao language and in English version. Figure 3.8 shows the curriculum structure of General Economics programme.

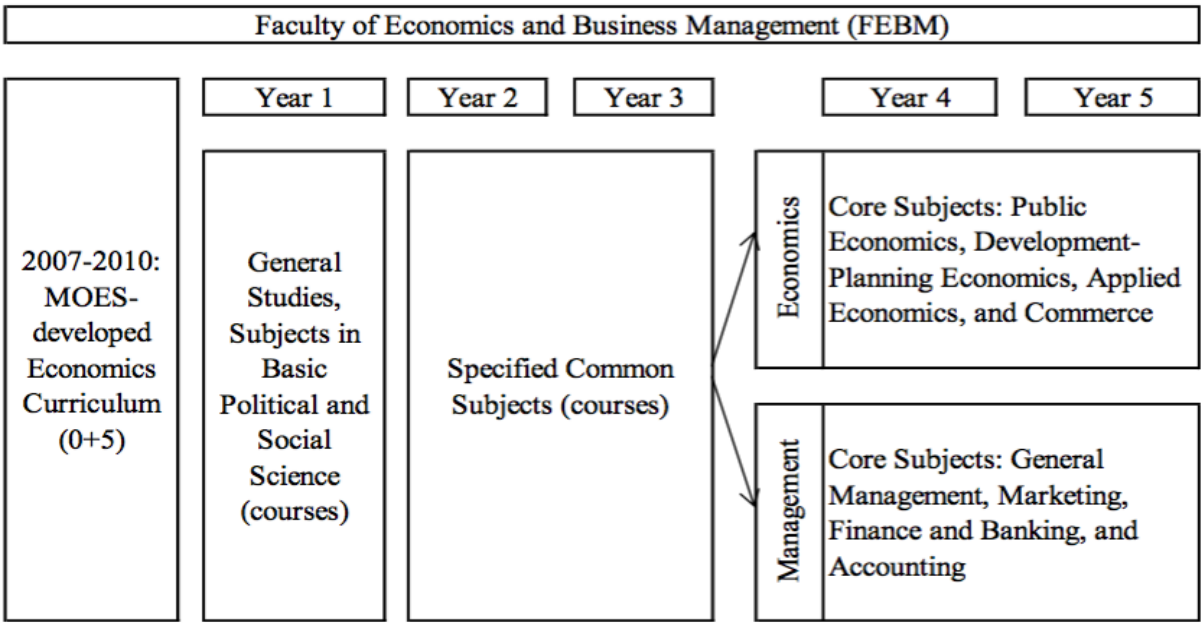


Figure 3.8 - Curriculum Structure

The Programme Structure and Content

Each subject in General Economics has its relevancy and is related to one another, particularly to those under the compulsory specific subjects. The contents of these subjects are also related to the core specific courses and selective specific courses such as monetary economics and public finance. Students must study general courses with 37 credits first before they can take core specific courses (i.e. money and banking, public economics and finance). This is because the contents of these core specific courses are based on theories in macro-economics and micro-economics as well as tools for practical application for either tutorial session or real world situation. Pre-requisite for courses are stated in the course specifications. Subjects and courses in the programme are well integrated as shown in the following tables.

Semester 1 (Year 1)				Period Per Week		
N	Code	Subject	Credit	L	T	Total
1	210MA121	Mathematics	3(2-2-0)	2	2	4
2	620EL121	English 1	3(0-6-0)	0	6	6
3	800CP201	Computer 1	2(0-2-0)	0	2	2
4	811EC221	Introduction to Economics	2(2-0-0)	2	0	2
5	S00LS101	Lao Study 1	2(2-0-0)	2	0	2
6	S10GG121	World Geography	2(2-0-0)	2	0	2
7	S20HI121	World History	2(2-0-0)	2	0	2
Total			16			20

Semester 2 (Year 1)				Period Per Week		
N	Code	Subject	Credit	L	T	Total
1	210ST121	Statistics	3(2-2-0)	2	2	4
2	620EL122	English 2	3(0-4-0)	0	4	4
3	800CP221	Computer 2	2(0-2-0)	0	2	2
4	820EC201	Introduction to Management	2(2-0-0)	2	0	2
5	S30PO101	Political Science	2(2-0-0)	2	0	2
6	640PL101	Philosophy	2(2-0-0)	2	0	2
7	900LS102	Lao Study 2	2(2-0-0)	2	0	2
Total			16			18

Semester 1 (Year 2)				Period Per Week		
N	Code	Subject	Credit	L	T	Total
1	800EL201	English 1	2(0-4-0)	0	4	4
2	811MI222	Micro Economics 1	3(2-2-0)	2	2	4
3	811ST211	Statistics for Economics 1	3(2-2-0)	2	2	4
4	820AC202	General Accounting	3(2-2-0)	2	2	4
5	900LS202	Lao study 3	2(2-0-0)	2	0	2
6	811MT211	Mathematic for Economics 1	3(2-2-0)	2	2	4
7	700PY101	General Psychology	2(2-0-0)	2	0	2
Total			18			24

Semester 2 (Year 2)				Period Per Week		
N	Code	Subject	Credit	L	T	Total
1	800EL202	English 2	2(0-4-0)	0	4	4
2	811MI223	Micro Economics 2	3(2-2-0)	2	2	4
3	811ST212	Statistics for Economics 2	3(2-2-0)	2	2	4
4	820MA302	Managerial Accounting	3(2-2-0)	2	2	4
5	811MT212	Mathematic for Economics 2	3(2-2-0)	2	2	4
6	700PY101	General Psychology	2(2-0-0)	2	0	2
Total			16			22

Semester 1 (Year 3)				Period Per Week		
N	Code	Subject	Credit	L	T	Total
1	800EL303	English 3	2(0-4-0)	0	4	4
2	811MA222	Macro Economics 1	3(2-2-0)	2	2	4
3	820QA303	Quantitative Analysis 1	3(2-2-0)	2	2	4
4	820MK301	Principles Marketing	3(2-2-0)	2	2	4
5	810ST301	Applied Statistics	3(2-2-0)	2	2	4
6	810CE331	Comparative Economics 1	2(2-0-0)	2	0	2
Total			16			22

Semester 2 (Year 3)				Period Per Week		
N	Code	Subject	Credit	L	T	Total
1	800EL304	English 4	2(0-4-0)	0	4	4
2	810CE332	Comparative Economics 2	2(2-0-0)	2	0	2
3	811HE222	History Economics of Laos	2(2-0-0)	2	0	2
4	811MA223	Macro Economics 2	3(2-2-0)	2	2	4
5	820MM302	Marketing Management	3(2-2-0)	2	2	4
6	820QA304	Quantitative Analysis 2	3(2-2-0)	2	2	4
7	812AS330	Asian Economics	3(3-0-0)	3	0	3
Total			18			23

Semester 1 (Year 4)				Period Per Week		
N	Code	Subject	Credit	L	T	Total
1	800EE401	English 5	2(0-4-0)	0	4	4
2	811MB340	Money and Banking	3(2-2-0)	2	2	4
3	812IE331	International Economics 1	3(2-2-0)	2	2	4
4	813AE351	Agriculture Economics 1	3(2-2-0)	2	2	4
5	812DE331	Development Economics 1	3(2-2-0)	2	2	4
6	812IP340	Industry Policy	3(3-0-0)	3	0	3
Total			17			23

Semester 2 (Year 4)				Period Per Week		
N	Code	Subject	Credit	L	T	Total
1	800EE402	English 6	2(0-4-0)	0	4	4
2	813PF340	Money and Banking	3(2-2-0)	2	2	4
3	812IE332	International Economics 2	3(2-2-0)	2	2	4
4	813AE352	Agriculture Economics 2	3(2-2-0)	2	2	4
5	812DE332	Development Economics 2	3(2-2-0)	2	2	4
6	813PA351	Project planning and appraisal	3(2-2-0)	2	2	4
Total			17			24

Semester 1 (Year 5)				Period Per Week		
N	Code	Subject	Credit	L	T	Total
1	813EN550	Environmental Economics	3(3-0-0)	3	0	3
2	811EM511	Econometrics	3(2-2-0)	2	2	4
3	812IF511	International Finance	3(2-2-0)	2	2	4
4	813LE511	Labour Economics	3(3-0-0)	3	0	3
5	813PO511	Population Economics	3(3-0-0)	3	0	3
6	813EP440	Economic policy	3(3-0-0)	3	0	3
Total			17			20

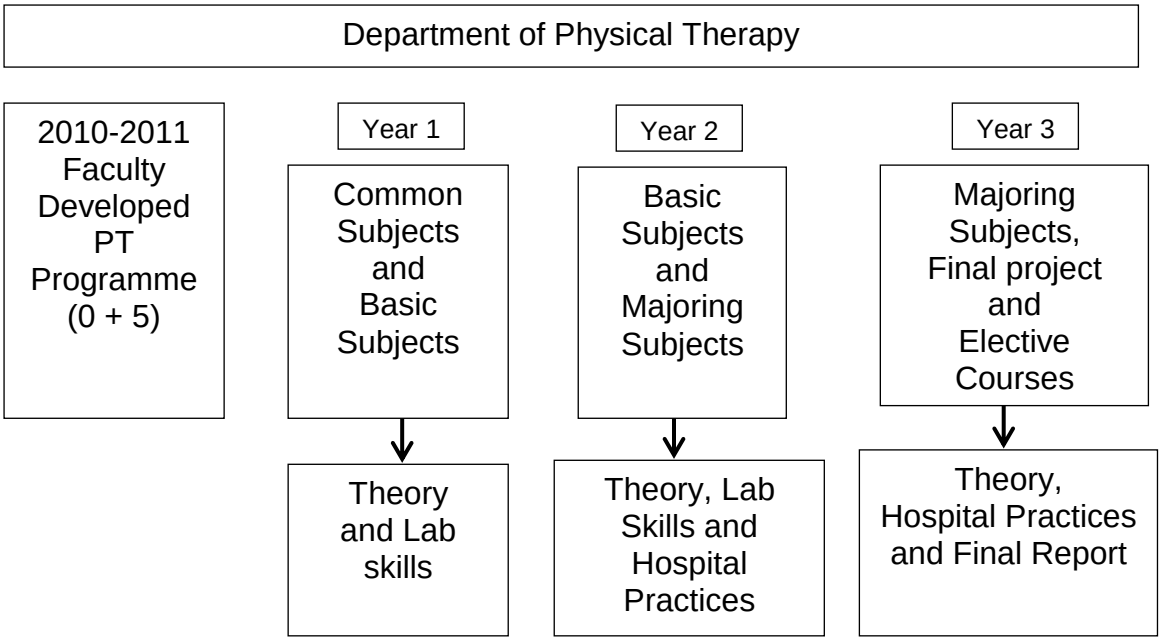
Semester 2 (Year 5)				Period Per Week		
N	Code	Subject	Credit	L	T	Total
1	810GP501	Graduating Project (for Economics)	8(0-0-40)	0	0	40

5. QA Practices in University of Health Sciences

The programme structure and curriculum of Physical Therapy Programme is developed based on the expected learning outcomes and approved by MOES. The programme is in line with the government's policy and relating to human resources development. The programme development is managed by both the Curriculum Development Committee and the University Academic Council. The programme is structured and categorised as follows:

Associate Degree of Physical Therapy consists of 110 credits:

- Common subjects : 08 credits
- Basic Subjects : 38 credits
- Majoring Subjects: 58 credits
- Elective Subjects : 02 credits
- Final project : 04 credits



1. AUN-QA Criterion 4 – Teaching and Learning Approach

1. *The teaching and learning approach is often dictated by the educational philosophy of the university. Educational philosophy can be defined as a set of related beliefs that influences what and how students should be taught. It defines the purpose of education, the roles of teachers and students, and what should be taught and by what methods.*
2. *Quality learning is understood as involving the active construction of meaning by the student, and not just something that is imparted by the teacher. It is a deep approach of learning that seeks to make meaning and achieve understanding.*
3. *Quality learning is also largely dependent on the approach that the learner takes when learning. This in turn is dependent on the concepts that the learner holds of learning, what he or she knows about his or her own learning, and the strategies she or he chooses to use.*
4. *Quality learning embraces the principles of learning. Students learn best in a relaxed, supportive, and cooperative learning environment.*
5. *In promoting responsibility in learning, teachers should:*
   a. *create a teaching-learning environment that enables individuals to participate responsibly in the learning process; and*
   b. *provide curricula that are flexible and enable learners to make meaningful choices in terms of subject content, programme routes, approaches to assessment and modes and duration of study.*
6. *The teaching and learning approach should promote learning, learning how to learn and instil in students a commitment of lifelong learning (e.g. commitment to critical inquiry, information-processing skills, a willingness to experiment with new ideas and practices, etc.).*

2. AUN-QA Criterion 4 – Checklist

4	**Teaching and Learning Approach**	1	2	3	4	5	6	7
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, 5]							
4.3	Teaching and learning activities enhance life-long learning [6]							
	Overall opinion							

The questions below aim to guide the writing of the self-assessment report (SAR) and the establishment of QA practices for the above criterion.

- What is the educational philosophy and how is it demonstrated in teaching and learning approach?
- How the teaching and learning activities are aligned to the ELOs? (related to criterion 1 and 3)
- What and how academic staff is trained in the teaching and learning methods? (related to criterion 6)
- What and how the effectiveness of teaching and learning is evaluated? What is the trend and what is done to improve the trend? (related to criterion 10)
- How ICT is harnessed to facilitate teaching & learning? (related to criterion 9)
- How research output is used to enhance teaching and learning? (related to criterion 10).

3. Teaching and Learning Paradigm and Educational Philosophy

Learning activities are designed, grouped and sequenced so that they help learners achieve the expected learning outcomes. Through these learning activities learners also receive feedback about their progress and are prepared for evaluation where they can demonstrate their achievement of the expected learning outcomes.

Research shows that “deep learning” is more likely to occur when learning activities engage learners and challenge them to apply, extend, and critique knowledge and skills and to use the newly acquired abilities in different contexts. Learning paradigms are fields of knowledge with associated beliefs, concepts and principles, and they are useful in understanding how learners acquire knowledge and skills.

In this section, three key teaching and learning paradigms are discussed.

Behaviourism

Behaviourism views behaviour as a learned response following an external stimulus. Learners are inherently passive and learning takes place through reinforcement of behaviour when there is a presence of an external stimuli.

Strengths
Learner is provided with clear goal and can respond to cues of that goal in a predictable manner under certain conditions. For example, a driver stops the car when the traffic light turns red.

Weaknesses
Learner does not respond when the cues are removed. For example, the driver who has been conditioned to react to red light signal on the road may run into an accident when the signal/cue is removed

Cognitivism

Cognitivism focuses on the internal mental activities through which learners process information. It is necessary to determine how processes such as thinking, memory, knowing and problem solving occur. Learners are viewed as rational beings whose actions are a consequence of thinking.

Strengths
An organised structure to learning, where problems are broken down into smaller and more manageable parts in an organised manner. For example, a child learning how to read using phonics.

Weaknesses
Learner might have difficulty adapting to changes as learning is too structured. For example, the child is unable to sound words that do not follow the phonics rules .

Constructivism

Constructivism views learning as an active, constructive process through which learners actively construct or create their own subjective representations of objective reality. New information is linked to prior knowledge and new subjective mental representations are formed. Discovery learning is the essence of constructivism.

Strengths
Learner relates information with his/her own experiences, beliefs and attitudes to construct knowledge. He will be able to better deal with real-life situations. For example, a lawyer would examine the case from various angles and consider ways to defend his client.

Weaknesses
In situations where conformity is essential, divergent thinking and action may cause problems. For example, there would be chaos if every lawyer decides to interpret laws and practices in their own unique way.

The implication of the teaching and learning paradigm points to the need for university to have an educational philosophy. Educational philosophy can be defined as a set of related beliefs that influences what and how students are taught. It represents answers to questions about the purpose of education, a teacher's role, and what should be taught and by what methods. A well-articulated educational philosophy will aid curriculum designers to choose an appropriate array of teaching and learning approaches or instructional strategies with respect to situational factors to ensure effectiveness of learning. Figure 4.1 below illustrates the alignment of teaching and learning approach to culture, people and system.

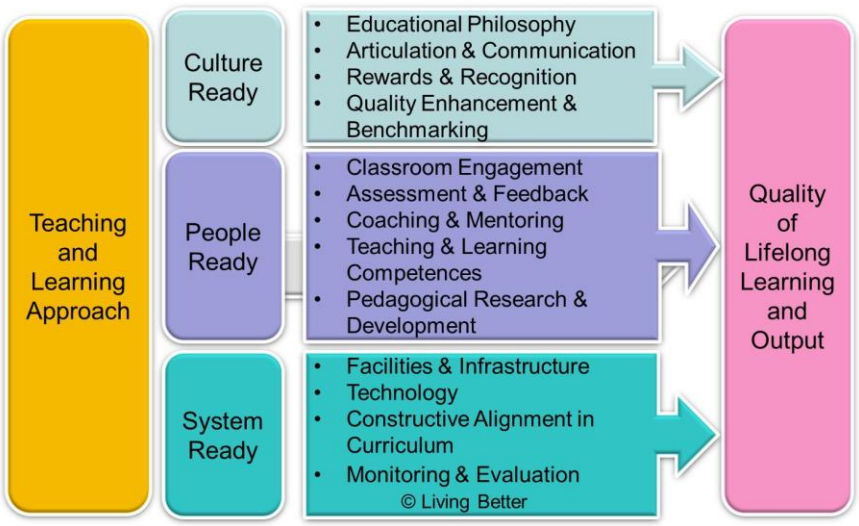


Figure 4.1 – Alignment of Teaching and Learning Approach to Culture, People and System

4. Teaching and Learning Strategies and Methods

The teaching and learning approach or instructional strategy adopted by university is often based on the educational philosophy that the university holds. Instructional strategy can be defined as a broad and distinct approach that adheres to a given teaching and learning paradigm and educational philosophy. It determines the approach to achieving learning outcomes. On the other hand, teaching and learning method or instructional method is the nature of activity that teacher and students are involved during the lesson and it would influence the learning environment created.

In this section, the following instructional strategies and their associated instructional methods are discussed.

Direct Instruction

According to Moore (2009), the teacher is seen as "a major information provider" in this teacher-centred model. Common instructional methods under direct instruction are documented below.

Strategy	Methods	Strengths	Weaknesses
Direct Instruction	• Lecture • Explicit Teaching • Didactic Questions • Demonstrations • Drill & Practice	Tends to benefit auditory learners	Shorter attention span of passive listeners

Lecture
One way instruction from teacher to learners by downloading information relating to the topic.

Explicit Teaching
Explanation and elaboration of a subject with examples to help learners better understand and relate to the topic.

Didactic Questioning
Asking questions to elicit response from learners using 5Ws and 1H.

Demonstration
Teacher demonstrates a skill to the learners (e.g. how to put on a life vest).

Drill and Practice
Learners practise a topic or skill on his or her own repeatedly.

Indirect Instruction

In indirect instruction, learners are deeply involved in the learning process without any overt teaching being done by the teacher. Common instructional methods under indirect instruction are documented below.

Strategy	Methods	Strengths	Weaknesses
Indirect Instruction	• Inquiry • Problem Solving • Case Studies • Concept Formulation	Promotes meaningful understanding and ownership of learning	Time consuming

Inquiry
Learners are asked to develop questions to explore and apply the subject matter.

Problem Solving
Specific real-life issues are given for learners to apply problem solving techniques.

Case Studies
Scenarios of actual real life cases related to the industry are used for discussions and brainstorming of potential solutions for the cases.

Concept Formulation
Learners connect pieces of what they have learnt into a bigger concept.

Experiential Learning

Experiential learning assumes that learners learn best when they go through an experience of learning. Common instructional methods under experiential learning are documented below.

Strategy	Methods	Strengths	Weaknesses
Experiential Learning	• Simulations • Focused Imaging • Role Play • Models • Games • Field Trip • Experiment	Engaging, facilitates transfer of knowledge and skills, first hand impactful experience	Risks being artificial or superficial in terms of learning quality

Simulation
Learners learn through interacting with a simulated environment.

Focused Imaging
Requires learners to visualize, for example, what you want to be in 5 years' time.

Role Play
Learners assume different roles in a learning situation through human interaction.

Model
Learners build a physical model based on the learning acquired.

Game
Learners play games to pick up concepts or skills.

Field Trip
A field trip is a journey by a group of learners to a place away from their normal learning environment.

Experiment
Learners try out different things to see what the outcomes are.

Interactive instruction

In this strategy, learning occurs from peers and teacher. Multiple types of interactions amongst the learners are used by the teacher to encourage thinking and sharing amongst them. Common instructional methods under interactive instruction are documented below.

Strategy	Methods	Strengths	Weaknesses
Interactive Instruction	• Debates • Discussions • Problem Solving • Brainstorming • Peer Learning • Reflection	Motivating for students. Interact with others broadens the educational experience	Dependent upon the expertise of the teacher in structuring and developing the dynamics of the group

Debate
Learners take different sides of a topic to examine different perspectives.

Discussion
Learners talk to each other to generate ideas and opinions of the topic.

Problem Solving
Specific real-life issues are given for learners to apply problem solving techniques.

Brainstorming
Learners in groups come together to generate ideas.

Peer Learning
Learners teach each other or help each other to pick up skills through practising together.

Reflection
Learners reflect on a lesson/experience individually or in group.

Independent Studv

Moore (2009) defined this as "any educational activity carried out by an individual with little or no guidance". Common instructional methods under independent study are documented below.

Strategy	Methods	Strengths	Weaknesses
Independent Study	• Work Assignment • Research Projects • Computer-Aided Instruction • Reflection	Learn on demand. User is able to stop for breaks. Tutorials can be developed by experts outside the institution	Not possible to ask questions in the absence of the instructor. Individuals must be motivated enough to complete tutorial

Work Assignment
Leaners complete work assigned by teacher who is away from class in an allocated time.

Research Project
Learners research on learning topics and submit a report.

Computer-Aided Instruction
Learners learn independently through computer assistance (e-Learning).

Reflection
Learners reflect on a lesson/experience individually or in group.

5. Choosing Teaching and Learning Methods

It is important to consider constructive alignment of teaching and learning strategies to learning outcomes and student assessments when selecting instructional methods as illustrated in Figure 4.2 below.

Revised Bloom's Taxonomy and Constructive Alignment with Instructional Methods and Assessment Methods			
Levels	**Verbs**	**Instructional Methods**	**Assessment Methods**
Remembering Retrieve relevant knowledge from long-term memory	– Define – Describe – Identify – Label – List – Match – Name – Outline – Recall – Recognise – Reproduce – Select – State – Locate	– Explicit Teaching – Lecture – Didactic questions – Demonstration Drill and Practice – Role play – Modeling – Simulation – Puzzles – Rub out and remember – Multi-media – Computer-based training	– MCQs – Short Answer Test – Written Test – Practical Test – Tutorials – Mix and match – Presentation (e.g. Reciting, summarising) – Simulation – Peer teaching
Understanding Construct meaning from instructional messages, including oral, written, and graphic communication	– Illustrate – Compare – Calculate – Differentiate – Explain – Classify – Generalise – Interpret – Paraphrase – Rewrite – Summarise – Translate – Draw – Sketch	– Lecture – Explicit teaching – Role play – Discussion – Concept formulation (e.g. mindmap, tree diagram) – Models – Multi-media	– MCQs – Short answer test – Presentation – Performance – Practical tests – Essay – Paraphrasing – Posters – Tutorials – Assignments

Revised Bloom's Taxonomy and Constructive Alignment with Instructional Methods and Assessment Methods			
Levels	**Verbs**	**Instructional Methods**	**Assessment Methods**
Applying Carry out or use a procedure in a given situation	− Implement − Organise − Dramatise − Solve − Construct − Demonstrate − Discover − Manipulate − Modify − Operate − Predict − Prepare − Produce − Relate − Show − Choose − Form	− Demonstration − Problem solving − Field trip − Experiment − Show & tell − Mix & match − Role play − Case study − Projects − Work assignment − Simulations − Multi-media	− Rearrange/mix & match − Matching − Projects − Presentation − Posters − Practicum − Field work − Work assignment − Case studies − Simulations
Analysing Break material (knowledge) into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose	− Analyse − Break down − Compare − Select − Contrast − Deconstruct − Distinguish − Defend − Differentiate − Rationalise − Diagnose − Characterise	− Case study − Group Project − Work Assignment − Laboratory experiment − Field Work − Problem based-learning − Debate − Research − Concept formulation	− Essay Writing − Poster − Written Report − Presentation − Portfolios − Project − Performance Test − Research − Case studies − Critique − Simulation
Evaluating Make judgments based on criteria and standards	− Rank − Assess − Monitor − Check − Test − Judge − Evaluate − Estimate − Examine − Tabulate	− Problem based learning − Debate − Experiment − Projects − Practicum − Peer teaching − Case studies	− Presentation − Written test − Debate − Mocked court − Essay − Experiment − Project − Performance Test − Case studies − Oral test

Revised Bloom's Taxonomy and Constructive Alignment with Instructional Methods and Assessment Methods			
Levels	**Verbs**	**Instructional Methods**	**Assessment Methods**
Creating Put elements together to form a coherent or functional whole; reorganise elements into a new pattern or structure.	− Generate − Plan − Compose − Develop − Create − Invent − Organise − Construct − Produce − Compile − Design − Devise − Establish − Innovate − Form − Synthesise − Modify − Adapt − Simulate	− Problem Solving − Case Studies − Research Project − Practicum − Experiment − Field trip − Models − Self-learning	− Presentation − Essay − Journal − Report Writing − Prototype or Model − Performance tasks − Composition (play, songs, poems, etc) − Research − Projects − Assignments − Posters

Figure 4.2 – Template for Constructive Alignment of Learning Outcomes, Instructional Methods and Student Assessments

Active learning involves providing opportunities for students to meaningfully talk and listen, write, read, and reflect on the content, ideas, issues, and concerns of an academic subject (Meyers & Jones, 1993). Most of the non-direct instructional methods listed above support active learning. The following tips may help in choosing the appropriate instructional methods to aid learning:

- Match methods to learning outcomes
- Match learner characteristics and expectations
- Policy of university
- Teacher's skills & comfort level
- Time availability
- Variety of instructions
- Create teacher-student interactions
- Logistical constraints (e.g. cost, space, equipment, etc.)

6. QA Practices in National University of Laos

The teaching and learning approach for General Economics programme at Faculty of Economics and Business Management, NUOL consist of:

Teaching and learning facilitates

The teaching and learning facilities at NUOL are as follows:

Item	Type of room	No. Room
1	Class rooms	27
2	Library	1
3	Computer room	1
4	IT room	1
5	Mass room	1
6	Career Counseling Service	1

Teaching Approach

Student-centred approach is adopted by lecturers of FEBM. For example, lecturer will give an idea of a topic to the students and let them discuss and share ideas on it. If calculations are involved in certain subjects, lecturer will guide the students and let them solve the problems.

In the curriculum of General Economics, the teaching and learning approach focuses on student's learning. Teachers or lecturers often start by preparing their manual and teaching materials. In class, they will give explanation and facilitate discussion among students before allowing them to carry out practices. Lecturers are encouraged to develop new and practical techniques and approaches for their teaching. The teaching materials are also adjusted to make them more appropriate to the context and subjects taught. Students are also encouraged to learn by themselves and learning in group as assigned by the lecturer depending on the circumstances. This is part of life-long learning and learning how to find solutions to their work and life situation in the real world.

In FEBM, feedback on teaching and learning is held at the end of each semester. The feedback is used to assess and evaluate the lecturers and teaching effectiveness. In addition, a peer review system for improving teaching is also conducted on a monthly basis.

Example of Lesson Plan for Public Economics and Finance

Subject Code: 811PF221
Credit Points 3(3-0-0)
Professional Subject Group
Pre-requisite subject: Micro Economics 2, Macro Economics 2
Lecturer: _____
E-mail: _____
Year of study: 3rd Year, Second Semester

I. Subject Expected Learning Outcomes

After the completion of this subject, students will be able to:

- Explain the government's economic function particularly on the management of resources, income distribution and economic growth.
- Identify the different between the public and the private goods.
- Describe the structure of public revenue and expenditure, especially the source of income and public budget expenditure, public debt creating and debt management.

II. Teaching and Learning Methods

Lecture and group problem solving. Students will be asked to submit individual report based established guidelines.

III. Equipment, Source of Information and References

1. Equipment: LCD projector, white board, loud speaker
2. Source of information: FEBM's library, Internet, Ministry of Finance's website and annual report of National Statistic Center, Economic Report of Ministry of Finance.
3. References: Recommended reading study-book Financial Economics and Public Finance by Khamnikone SIPASEUTH, Assoc.Prof. Keukkiat PHIPHAT SERITHAM, Joseph STIZGRIT.

IV. Lesson Plan

Week	Topic	Teaching Method/Activity	Time
1	Lesson 1: Basic Knowledge on Public Finance 1.1 Meaning of Public Finance 1.2 Reason for Government Intervention in Economics 1.3 Role of Government in Economics	• Introduce Subject generalisation (L) • Lecturing content (L) • Lecturing content and theory (L) • Lecturing content and theory (L) • Q&A (L & St) • Lecturing content and theory (L) • Summarize (L) • Give assignment (St)	• 15 minutes • 10 minutes • 20 minute • 30 minutes • 5 minutes • 5 minutes • 5 minutes Total (90 minutes)
2	Lesson 1: (Continued) 1.3 Mandate of Government in Economics 1.4 Characteristics of Government Sector	• Recall previous lesson (L) • Lecturing content and theory (L) • Q&A (L & St) • Lecturing content and theory (L) • Q&A (L & St) • Summarize (L)	• 10 minutes • 30 minutes • 30 minutes • 10 minutes • 10 minutes • Total **(90** minutes**)**

7. QA Practices in University of Health Sciences

The practices of teaching and learning strategy at UHS are documented below.

Organisation of Teaching and Learning

The teaching and learning of Physical Therapy Programme is organised based on the MOE's standard as follows:

- Two semesters for one academic year, each semester has 4 months or 16 weeks, 35-hour week (7 hours per day) for theories and practices.
- One week is for course review and examination
- Vacation is one week per semester
- Lao language is the official medium for teaching and learning (preserve medical term)
- Hospital practices is 6 months
- Community or Field practice is 3 weeks
- Student evaluation is summative and formative

Teaching and Learning Strategy and Methods

The faculty and department have a clear teaching and learning strategy for the programme. The teaching and learning strategy is student-centred and active learning. The teaching of theories is done usually through common lectures, questions and answers, demonstration, summarisation and report. The development of students' competencies and practical skills are done in laboratories before applying to real patients at the hospitals.

Small group discussions are used for problem solving using scenario based case study. At hospitals, the student identified appropriate PT techniques to treat the patients. The teaching resources include student guide, lecture notes, LCD projector, computer, skill laboratory, scenario, case study and Lao language.

Below are Lesson Plans showing the teaching and learning methods of two courses.

Lesson Plan

Course: English Code: B 6118
Credit: 2 (1-2-0) Theory 16 h Skill lab 32 h
Student year 1 1st semester Academic Year 2011-2012
Name of lecturer

Objective	Content	Teaching method	Time	Learning Methods	Media	Evaluation
1. Describe basic knowledge of English 2. Describe technical of English pronunciation and writing 3. Identify common useful verbs 4. Describe principle of basic grammar 5. Listen and discuss based on basic conversation 6. Translate basic technical document	1. Basic knowledge of English 2. Technical of English pronunciation and writing 3. Common useful verbs 4. Principle of basic grammar 5. Listening and Discussion on basic conversation 6. Translation basic technical document	1. Describe 2. Demonstration 3. Q & A 4. Group discussion 5. Role play 6. Listen from VDO, cassette 7. Practice guide	12 h 12 h 5 h 4 h 5 h 10 h	1. Attend 2. Observe 3. Q & A 4. Group discuss-ion 5. Role play 6. Listen from VDO, cassette, CD	1. Teaching Handouts 2. Computer 3. LCD 4. Role play 5. Tape, VDO, cassette 6. Picture 7. Vocabul-ary	1. MCQ 2. Essay 3. Group discuss-ion 4. Home-work

Lesson Plan

Topic 1: Basic knowledge of English:
Theory: 4 h Practice in Skill lab 8 h
Student year 1 1st semester Academic Year 2011-2012
Name of lecturer

Objective	Content	Teaching method	Time (min)	Learning Methods	Media	Evaluation
1. Describe principle method for learning English language 2. Describe basic grammar 3. Apply basic grammar	1. Principle method for learning English language 2. Basic grammar 3. Application of basic grammar	1. Describe 2. Demonstration 3. Q & A 4. Group discussion 5. Role play 6. Listen from VDO, cassette	180 40 20 240 120 120	1. Attend 2. Observe 3. Q & A 4. Group discussion 5. Role play 6. Listen from VDO, cassette, CD	1. Teaching Handouts 2. Computer 3. LCD 4. Role play 5. Tape, VDO, cassette 6. Picture 7. Vocabulary	1. MCQ 2. Essay 3. Group discussion 4. Home-work

1. AUN-QA Criterion 5 - Student Assessment

1. Assessment covers:
- *New student admission*
- *Continuous assessment during the course of study*
- *Final/exit test before graduation*

2. In fostering constructive alignment, a variety of assessment methods should be adopted and be congruent with the expected learning outcomes. They should measure the achievement of all the expected learning outcomes of the programme and its courses.

3. A range of assessment methods is used in a planned manner to serve diagnostic, formative, and summative purposes.

4. The student assessments including timelines, methods, regulations, weight distribution, rubrics and grading should be explicit and communicated to all concerned.

5. Standards applied in assessment schemes are explicit and consistent across the programme.

6. Procedures and methods are applied to ensure that student assessment is valid, reliable and fairly administered.

7. The reliability and validity of assessment methods should be documented and regularly evaluated and new assessment methods are developed and tested.

8. Students have ready access to reasonable appeal procedures.

2. AUN-QA Criterion 5 – Checklist

5	**Student Assessment**	1	2	3	4	5	6	7
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]							
	Overall opinion							

The questions below aim to guide the writing of the self-assessment report (SAR) and the establishment of QA practices for the above criterion.

- How are ELOs, teaching and learning approach and student assessment aligned? (related to criterion 1, 3 and 4)
- What are the types and methods of assessment used throughout the course of study?
- What is the assessment rubric and how it is formulated to test the achievement of ELOs for each course? (related to criterion 1)
- When and how is the assessment requirements, methods and criteria communicated to students? (related to criterion 8)
- How is in-course assessment and final results communicated to students? (related to criterion 8)
- What is the student appeal process for examination results?
- What is the quality assurance process for student assessment to ensure fair, accurate and consistent marking by academic staff? (related to criterion 10)

3. Types of Student Assessment

Assessment in the context of education involves deciding, collecting and making judgements about evidence relating to the achievement of the learning outcomes. Hence, student assessment must be constructively aligned to the achievement of the learning outcomes as illustrated in Figure 5.1.

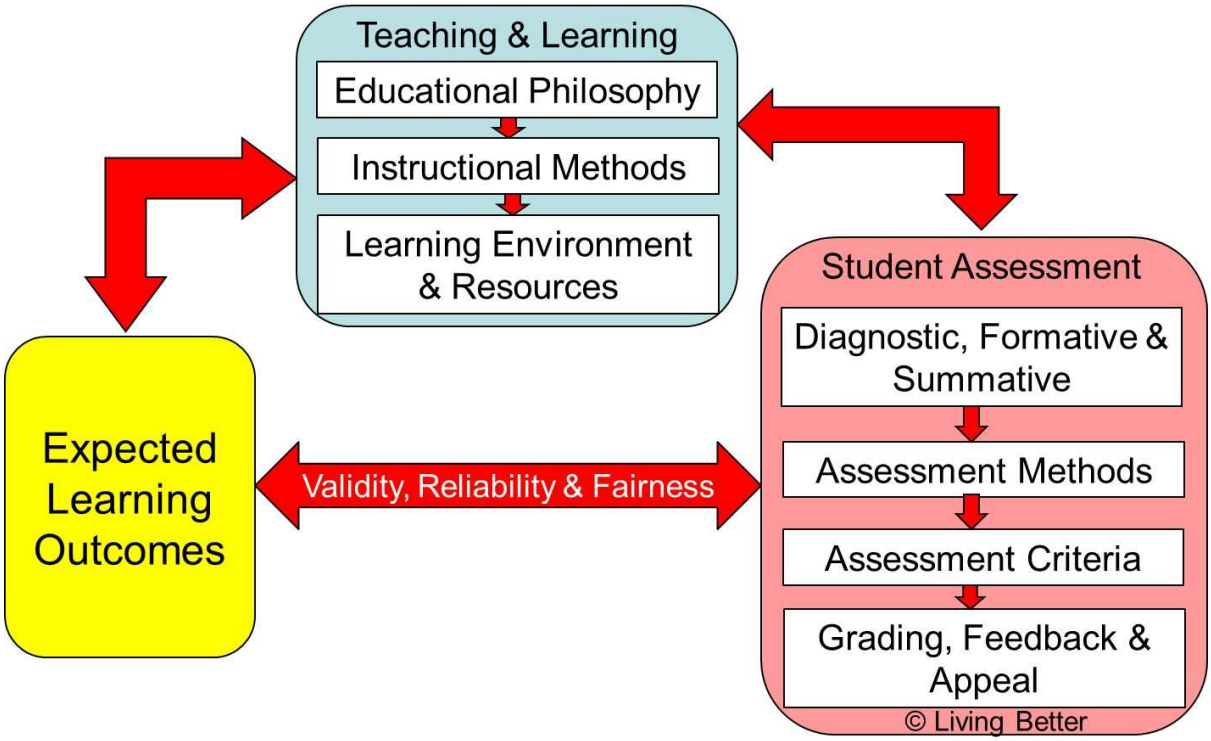


Figure 5.1 – Constructive Alignment of Student Assessment to Learning Outcomes

The common types of student assessment are listed below.

Diagnostic Assessment

This assessment is used to determine education and training needs before the start of formal course or programme. It helps to determine learning gaps and to develop strategies to bridge those gaps. Sometimes, it is used to place students in the correct course or programme when they are identified to have knowledge or skills gap.

Formative Assessment

This assessment is known as “assessment for learning”, which focuses on providing feedback on strengths and areas for improvement to students so that they can take practical steps to improve learning. Formative assessment requires continual feedback to be given to the students during learning, and giving opportunities for them to put that feedback into action.

Summative Assessment

This assessment is known as “assessment of learning”, which occurs at the end of a period of learning or at the end of a course. It is intended to measure the learning or performance of students, where the result of the summative assessment is used to award a grade or qualification.

Continuous Assessment

Continuous assessment is a way of judging how a student progresses throughout the course of study rather than by a final examination. It consists of both formative and summative assessments, where the assessment results obtained over the course of study contribute to the final grade of the student.

Competency-Based Assessment

This assessment involves the collection of evidence and making judgements on the nature and extent of progress towards achieving the stated performance criteria or standards. The assessment is criterion-referenced where the performance of the student is assessed against the set standards and is not compared to other students as in a norm-referenced situation.

Integrated Assessment

Integrated assessment is about planning and designing assessment to assess a set of relevant learning outcomes across two or more courses in a meaningful way. It avoids over assessment of students and allows transfer of learning in a realistic way.

4. Principles of Assessment

The following principles must be addressed in designing student assessment.

Validity

A valid assessment assesses what it intends to assess. It reflects the achievement of the learning outcomes. Often, active verb used in an assessment question reflects the active verbs of the educational taxonomy.

Reliability

Reliability refers to the consistency and accuracy of the assessment results or outcomes. Reliability produces consistent results even if administered by different markers at different times or across different contexts to the same candidate. Reliability can be enhanced by:

- stating specific, observable and measurable assessment criteria
- giving clear allocation of marks for responses in marking scheme
- giving clear instructions to students and assessors
- giving clear instructions on how the assessment will be carried out or marked
- moderating and comparing the results of two or more assessors for same context to narrow the differences caused by personal biases.

Fairness

A fair assessment does not cause any advantage or disadvantage to candidates. Fairness in assessment can be enhanced by:

- providing reasonable adjustment to assessment procedures depending on the characteristics of the candidate
- stating clearly of the assessment criteria
- providing a system for review and appeal of the assessment decisions or results

5. Assessment Methods

There are many different types of assessment method and whatever assessment method that one decides to use, it should be clearly aligned with the learning outcomes and teaching and learning activities as illustrated in the template in Figure 5.2.

Revised Bloom's Taxonomy and Constructive Alignment with Instructional Methods and Assessment Methods			
Levels	**Verbs**	**Instructional Methods**	**Assessment Methods**
Remembering Retrieve relevant knowledge from long-term memory	− Define − Describe − Identify − Label − List − Match − Name − Outline − Recall − Recognise − Reproduce − Select − State − Locate	− Explicit Teaching − Lecture − Didactic questions − Demonstration Drill and Practice − Role play − Modeling − Simulation − Puzzles − Rub out and remember − Multi-media − Computer-based training	− MCQs − Short Answer Test − Written Test − Practical Test − Tutorials − Mix and match − Presentation (e.g. Reciting, summarising) − Simulation − Peer teaching
Understanding Construct meaning from instructional messages, including oral, written, and graphic communication	− Illustrate − Compare − Calculate − Differentiate − Explain − Classify − Generalise − Interpret − Paraphrase − Rewrite − Summarise − Translate − Draw − Sketch	− Lecture − Explicit teaching − Role play − Discussion − Concept formulation (e.g. mindmap, tree diagram) − Models − Multi-media	− MCQs − Short answer test − Presentation − Performance − Practical tests − Essay − Paraphrasing − Posters − Tutorials − Assignments

Revised Bloom's Taxonomy and Constructive Alignment with Instructional Methods and Assessment Methods			
Levels	**Verbs**	**Instructional Methods**	**Assessment Methods**
Applying Carry out or use a procedure in a given situation	− Implement − Organise − Dramatise − Solve − Construct − Demonstrate − Discover − Manipulate − Modify − Operate − Predict − Prepare − Produce − Relate − Show − Choose − Form	− Demonstration − Problem solving − Field trip − Experiment − Show & tell − Mix & match − Role play − Case study − Projects − Work assignment − Simulations − Multi-media	− Rearrange/mix & match − Matching − Projects − Presentation − Posters − Practicum − Field work − Work assignment − Case studies − Simulations
Analysing Break material (knowledge) into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose	− Analyse − Break down − Compare − Select − Contrast − Deconstruct − Distinguish − Defend − Differentiate − Rationalise − Diagnose − Characterise	− Case study − Group Project − Work Assignment − Laboratory experiment − Field Work − Problem based-learning − Debate − Research − Concept formulation	− Essay Writing − Poster − Written Report − Presentation − Portfolios − Project − Performance Test − Research − Case studies − Critique − Simulation
Evaluating Make judgments based on criteria and standards	− Rank − Assess − Monitor − Check − Test − Judge − Evaluate − Estimate − Examine − Tabulate	− Problem based learning − Debate − Experiment − Projects − Practicum − Peer teaching − Case studies	− Presentation − Written test − Debate − Mocked court − Essay − Experiment − Project − Performance Test − Case studies − Oral test

Revised Bloom's Taxonomy and Constructive Alignment with Instructional Methods and Assessment Methods			
Levels	**Verbs**	**Instructional Methods**	**Assessment Methods**
Creating Put elements together to form a coherent or functional whole; reorganise elements into a new pattern or structure.	− Generate − Plan − Compose − Develop − Create − Invent − Organise − Construct − Produce − Compile − Design − Devise − Establish − Innovate − Form − Synthesise − Modify − Adapt − Simulate	− Problem Solving − Case Studies − Research Project − Practicum − Experiment − Field trip − Models − Self-learning	− Presentation − Essay − Journal − Report Writing − Prototype or Model − Performance tasks − Composition (play, songs, poems, etc) − Research − Projects − Assignments − Posters

Figure 5.2– Template for Constructive Alignment of Learning Outcomes, Instructional Methods and Student Assessments

Short Form and Multiple Choice Tests

Short form tests are also known as objective tests which do not usually test higher order thinking skills. They include multiple choice, fill-in-the-blank, true-false and matching types questions.

Short Answer Tests

Short answer questions require a brief answer consisting of a phrase, sentence or short paragraph and they do not usually test higher order thinking skills. For example, "Define formative assessment".

Essays

Essays require students to select, organise and integrate material on a given topic and they can usually test higher order thinking skills. They are useful instruments to assess writing skills and create opportunity for students to develop arguments to support the topic. Essays may vary from a single page (about 300 typed words) to major assignments of ten pages (3000 words). Essays may be written under timed examination conditions or set as research assignments.

Performance Tests

Performance tests involve either a hands-on activity such as using a laboratory equipment, or the development of products, such as a building design or computer software. They are usually used to test higher order thinking skills.

Written Reports

Written reports involve presenting information and recommendations or conclusions related to a specific purpose. Reports are written based on gathering and analysing information using a discipline specific methodology and format. They can be used to assess laboratory experiments, field work or case studies and they are usually used to assess higher order thinking skills.

Fieldwork/Practicum Tests

Fieldwork and practicums provide opportunities for assessments to be performed on site or subsequent to the experience. Fieldwork and practical tests may involve performance tests in the workplace on specific cases or tasks, or may involve the assessment of skills and abilities in the workplace over the duration of the placement. They are usually used for higher order thinking skills.

Projects

Projects are an extended piece of work involving inquiry based activities. Projects may be small or large, undertaken by individuals or in groups and have outcomes such as a report, design, art work, a poster or product. They are usually used to test higher order thinking skills.

Presentations

Presentations are usually made orally to a class on a prepared topic and may include the use of presentation aids such as PowerPoint or handouts. This assessment may be undertaken individually or as a group. Presentations may take different forms such as role plays, facilitating group activities or seminars, conference presentations, debating, presenting a product, question and answer time, and formal speeches. They are usually used to test higher order thinking skills.

Case studies

A case study involves a situation, information and issues that provide deep learning opportunities for students. The case could be the account of a real experience, including authentic details, or a real experience in which some elements are changed to prevent identification, or it could be completely hypothetical. The aim is to give students opportunities to explore and apply skills and theories that they have learnt in a related field of study. A case study analysis, which includes the student's personal response to a case, is usually presented as a written or verbal report. Case studies are usually used to test higher order thinking skills.

Posters

A poster is a visual representation of a topic or the outcomes of a learning activity. Posters can use different media (physical or non-physical), and can be created individually or in groups. They are used for assessing higher order thinking skills.

Journals and Blogs

Journals and blogs are written by students over a period of time, such as a semester, to reflect on their learning experiences. They provide an opportunity for students to express their feelings, thoughts and beliefs about the content and process of learning and themselves as learners using an informal writing style and structure. They are used for assessing higher order thinking skills.

Portfolios

A portfolio is a purposeful collection of student works showing efforts, progress and achievements over time. They are used for assessing higher order thinking skills.

The following questions may help in choosing the most appropriate assessment method:

- Does the method assess the expected learning outcomes?
- Should the method be time-constrained?
- Is it important that the method you choose includes cooperative activity?
- Is visual component important?
- Is it important that students use information technology?
- Do you want to assess innovation or creativity?
- Do you want to encourage students to develop oral skills?
- Do you want to assess the ways in which students interact?
- Is the assessment of learning done away from the institution important?

6. Assessment Rubrics

Learning outcomes specify the minimum acceptable standard to enable a student to pass a course. Students who performed above this threshold level are differentiated by applying grading criteria. Grading criteria are statements that indicate what a student must demonstrate to achieve a higher grade. These statements help to differentiate the levels of performance of a student. By making these criteria clear to students, it is hoped that students will aim for the highest levels of performance.

Giving a grade to students does not provide adequate feedback on their performance since the grade simply indicates an overall level of achievement. This overall grade does not identify strengths and weaknesses on specific learning outcomes. However, if the grading system is tied to some form of scoring guide, it can be a very useful way of identifying areas for improvement that need to be addressed. A scoring guide that is used in assessment is often referred to as a rubric. A rubric is a grading tool used to describe the criteria used in grading the performance of students. In general, each rubric consists of a set of criteria and marks or grades associated with these criteria. Thus, rubrics help to define the criteria of the system of assessment by describing performance at different points on a rating scale. Often, the grading scale of a rubric is aligned to the university's grading system or scheme.

In designing an assessment rubric, it is important that the principles of assessment are fulfilled.

- Validity – rubric matches with the expected learning outcomes
- Reliability – ensure some level of agreement among assessors
- Fairness – make what is assessed explicitly to students prior to the actual conduct of the assessment

An assessment rubric consists of 3 components (see Figure 5.3) as follows:

- Criteria: the aspects of performance (e.g., argument, evidence, clarity) that will be assessed
- Descriptors: the characteristics associated with each dimension (e.g., argument is demonstrable and original, evidence is diverse and compelling)
- Performance levels: a rating scale that identifies students' level of mastery within each criterion. Often they are aligned to the university's grading system or scheme.

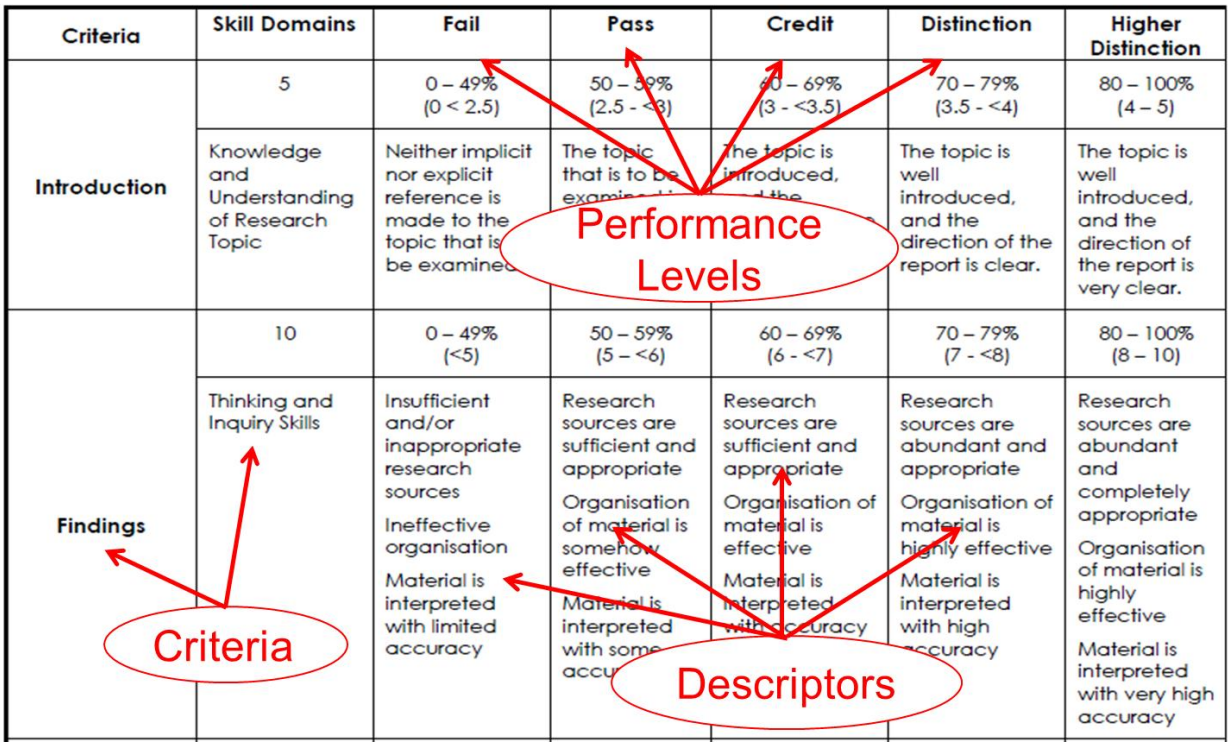


Figure 5.3 – Component of an Assessment Rubric

Figure 5.4 below listed some questions for designing useful rubrics (source: Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning by Huba and Freed 2000)

Developing Useful Rubrics: Questions to Ask and Actions to Implement (Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning by Huba and Freed 2000)		
	Question	**Action**
1	What criteria or essential elements must be present in the student's work to ensure that it is high in quality? • These should be the criteria that distinguish good work from poor work	Include these as rows in your rubric
2	How many levels of achievement do I wish to illustrate for students? • The levels should generally describe a range of achievement varying from excellent to unacceptable o Example: exemplary, proficient, marginal, unacceptable o Example: sophisticated, competent, partly competent, not yet competent o Example: distinguished, proficient, intermediate, novice	Include these as columns in your rubric and label them

3	For each criterion or essential element of quality, what is a clear description of performance at each achievement level? • Avoid undefined terms (e.g., "significant", "trivial", "shows considerable thought") • Avoid value-laden terms (e.g., "excellent", "poor") • Use objective descriptions that help provide guidance to the students for getting better when needed	Include descriptions in the appropriate cells of the rubric
4	What are the consequences of performing at each level of quality?	Add descriptions of consequences to the commentaries in the rubric
5	What rating scheme will I use in the rubric? • Some criteria may be weighted differently than others	Add this to the rubric in a way that fits in with your grading philosophy
6	When I use the rubric, what aspects work well and what aspects need improvement? • Does the rubric help you distinguish among the levels of quality in a student sample? • Do the criteria seem to be appropriate? • Are there too many or too few levels of achievement specified? • Are there any descriptions that are incomplete or unclear?	Revise the rubric accordingly
Additional questions/actions when developing rubrics for specific assignments		
1	What content must students master in order to complete the task well?	Develop criteria that reflect knowledge and/or use of content and add them to the rubric
2	Are there any important aspects of the task that are specific to the context in which the assessment is set?	Identify skills and abilities that are necessary in this context and add related criteria to the rubric
3	In the task, is the process of achieving the outcome as important as the outcome itself?	Include and describe criteria that reflect important aspects of the process

Figure 5.4 – Questions for Designing Rubrics

7. QA Practices in National University of Laos

Student Assessment

Student assessment is characterised by student selection through entrance examination, continuing assessment, academic performance of students, objective of curriculum, graded project, grading valuation, and evaluation of students' careers.

Student selection through entrance examination: Students of NUOL are recruited through the entrance examination. The enrollment is based on the university entrance examination results, and it is aligned with the agreement of the president.

Student progress assessment: Student assessments are consistent with the objectives of the curriculum. Various assessment methods (such as oral tests, written tests, writing reports, presentation, case study, project work, practical test etc.) are selected to measure knowledge, skill, application, etc. They are selected based on the contents of subject and the university's academic guideline and constitution.

The components of student assessment: Student's academic performance throughout the course of study is evaluated using the following components:

- Test at the end of the class
- Student participation
- Individual and group assignments
- Individual or group case presentation and
- Formal course examination

Final project or exit test: Student with CGPA of more than 2.5 can carry out final project after completing all economic and management curriculum. Students have to solve a specific problem relative to their major, and then defend the final project in front of a committee. The final project committee evaluates the final project based on student's understanding of economic and management knowledge, creativity, and skills. Student with CGPA of less than 2.5 have to take exit test conducted by the concerned department, with total credit equivalent to the credit of final project.

Grading System: Based on the National University Regulation on Teaching-Learning and Assessment for B.Sc. and Continuing B.Sc. programmes (updated version, 2014), the grading for assessment is tabulated below.

No	Grade	Meaning	Score (%)	GPA
1	A	Excellent	80-100	4.0
2	B+	Very Good	75-79	3.5
3	B	Good	70-74	3.0
4	C+	Fairly Good	65-69	2.5
5	C	Fair	60-64	2.0
6	D+	Poor	55-59	1.5
7	D	Very Poor	50-54	1.0
8	F	Fail	0-49	0
9	I	Incomplete		

Assessment of curriculum objectives: The assessment methods are in line with and consistent to the behavioral objectives of the curriculum. In order to measure the effectiveness of the curriculum implementation, the assessment methods have to be consistent with the objectives of the curriculum.

8. QA Practices in University of Health Sciences

The practices of student assessment at UHS are documented below.

Student Entrance Examination

Students of ADPT are recruited through the entrance examination. The enrollment is based on UHS entrance examination results and Ministry of Health (MOH) agreement.

Student Assessment

Various methods of student assessment are used for theoretical knowledge and practical skills:

- At the faculty, theoretical knowledge of students is assessed using Multiple Choice Questions (MCQs) and report writing, whilst practical skills are assessed using Objectives Structure Practice Examination (OSPE).
- At the hospital, student performance is assessed using OSPE, oral test and patient record observation.

The Components of Student Assessment

Student's academic performance throughout the course of study is evaluated using the following components:

- Course participation and attendance: students have to achieve at least 80% of the class attendance. They will not be allowed to take the final examination if the attendance falls below 80%;
- Theoretical knowledge using MCQs;
- Skill practice assessment is evaluated by group report, group presentation and individual OSPE (Objective Structure Practice Examination);
- Community field practice assessed by group report ; and
- Hospital practice assessed by oral exam and patient record observation.

Grading System

Based on the National Education Standards for Higher Learning, the grading for assessment is tabulated below.

No	Grade	Meaning	Score (%)	GPA
1	A	Excellent	>80	4.0
2	B+	Very Good	76-79	3.5
3	B	Good	70-75	3.0
4	C+	Fairly Good	66-69	2.5
5	C	Fairly	60-65	2.0
6	D+	Poor	56-59	1.5
7	D	Very Poor	50-55	1.0
8	F	Fail	< 50	0

1. AUN-QA Criterion 6 - Academic Staff Quality

1. *Both short-term and long-term planning of academic staff establishment or needs (including succession, promotion, re-deployment, termination, and retirement plans) are carried out to ensure that the quality and quantity of academic staff fulfil the needs for education, research and service.*
2. *Staff-to-student ratio and workload are measured and monitored to improve the quality of education, research and service.*
3. Competences of academic staff are identified and evaluated. *A competent academic staff will be able to:*
   - *design and deliver a coherent teaching and learning curriculum;*
   - *apply a range of teaching and learning methods and select most appropriate assessment methods to achieve the expected learning outcomes;*
   - *develop and use a variety of instructional media;*
   - *monitor and evaluate their own teaching performance and evaluate courses they deliver;*
   - *reflect upon their own teaching practices; and*
   - *conduct research and provide services to benefit stakeholders*
4. *Recruitment and promotion of academic staff are based on merit system, which includes teaching, research and service.*
5. *Roles and relationship of academic staff members are well defined and understood.*
6. *Duties allocated to academic staff are appropriate to qualifications, experience, and aptitude.*
7. *All academic staff members are accountable to the university and its stakeholders, taking into account their academic freedom and professional ethics.*
8. *Training and development needs for academic staff are systematically identified, and appropriate training and development activities are implemented to fulfil the identified needs.*
9. *Performance management including rewards and recognition is implemented to motivate and support education, research and service.*
10. *The types and quantity of research activities by academic staff are established, monitored and benchmarked for improvement.*

2. AUN-QA Criterion 6 – Checklist

6	**Academic Staff Quality**	1	2	3	4	5	6	7
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]							
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]							
	Overall opinion							

The questions below aim to guide the writing of the self-assessment report (SAR) and the establishment of QA practices for the above criterion.

- How has the number of academic staff grown in the past? What is the forecasted number of academic staff in the future? How they have grown or shrink in respond to student cohort sizes?
- What are the current number, qualification, experience, and profile (age and gender) of full-time and part-time academic staff?
- What is the method used for calculating FTEs of academic staff and students?
- What is the ratio of staff/student? How is this compared to other programmes, faculties and universities?
- What are the roles, responsibilities, ethics and accountability of academic staff?
- How are academic staff selected, appointed, promoted?
- How are academic staff appraised and rewarded for their performance (teaching, research and service)?
- How are competencies and training needs of academic staff identified?
- What is the current and future training and development plan for academic staff?
- How are academic staff redeployed, transferred, terminated and retired?

- What are the research activities (projects, papers, presentation, publication, etc.) and funds carried out by academic staff over the past 5 years?
- How academic staff applied their research output to enhance teaching and learning? (related to criterion 10).

3. Human Resource Framework

The overall human resource framework is illustrated in Figure 6.1. The framework is aligned to the university's strategic plan and human resource plan.

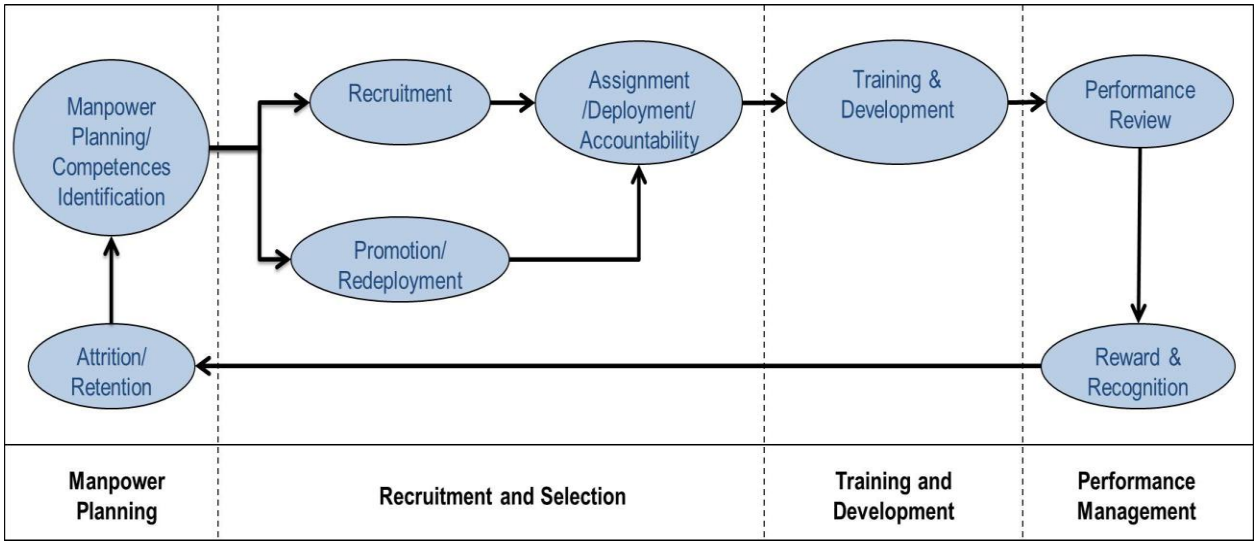


Figure 6.1 – Human Resource Framework

In the human resource framework, the following four key areas are identified as being important in supporting the quality of academic staff and support staff of the university.

Manpower Planning

Manpower planning is the process of assessing current workforce capabilities including competences, demographics and work processes; determining future workforce requirements; identifying gaps and implementing solutions to bridge the gaps. Manpower planning is key to the implementation of a university's strategy as it enables the university to recruit and retain the right mix of people it requires to support its educational needs. At the same time, it will serve to pre-empt problems of manpower surplus and shortage. Manpower costs may be lower because management can anticipate imbalances before they become unmanageable and expensive.

A structured manpower planning process allows a company to understand the effort needed for the different activities in each unit, section or department. It ensures that a university has the right mix of skills and the optimal number of people to do the work, leading to more efficient utilisation of workforce. Management can better explore alternative staffing options other than permanent staff, for example, employment of part-timers and re-employment of older employees.

Manpower planning allows the university to develop an action plan for the organisation's present and future manpower requirements in response to educational needs. The steps include:

- Forecast future educational requirements such as the development of new educational programmes and courses, research and service activities.

- Determine the annual manpower requirements and competences for academic as well as university leaders and administrators in meeting the forecasted future educational needs. Termination, retirement and attrition are taken into consideration. Academic staff to student ratio may be used as a guide in determining the manpower requirements.

- Determine manpower costing covering existing employment costs, estimated salary increments, and statutory payments (such as bonuses) for the following year along with projected increases of headcount by job level.

- Develop an action plan covering recruitment and selection; deployment and assignment; promotion and re-deployment; training and development; outsourcing; and alternative employment options such as the use of contract or part-time staff.

Recruitment and Selection

Recruitment and selection is the practice of soliciting applicants and assessing their suitability to fill vacated or newly created positions using a variety of recruitment methods. The recruitment and selection process and procedure ensure that the best-fit people are recruited on merit and that the recruitment and selection process is free from bias and discrimination. Internal recruitment through promotion and re-deployment is encouraged.

The recruitment and selection process include the following steps:

- Raising a hiring requisition with job description
- Identifying recruitment channels such as internal recruitment, advertisements, employment agencies, websites, referral scheme, etc.
- Short listing applicants based on merit including but not limited to:
  - Type of experience required for the job
  - Amount of experience required for the job
  - Educational and occupational qualifications
- Interviewing applicants and selection tests
- Selecting applicants based on the best-fit applicant. Job grade and compensation package for the selected applicant is determined
- Conducting reference or background checks
- Making an offer and confirming candidate's acceptance
- Assignment and deployment of candidate to the job position

Training and Development

Training and development can be defined as the process of planning and conducting activities that develop employee competences and know-how to meet business, organisation and individual needs. Identifying relevant training and development programmes for employees will equip them with competencies to perform their jobs effectively and build strong organisational capabilities to support the university's strategies and goals. A training and development plan may include exposing employees to new areas of work that will broaden their experience and help them gain a better understanding of the university operations. Continuous training and development is the lever for an engaged and skilled workforce that helps to drive efficiency and work quality in the university.

The steps in a training and development process include:

- Setting training and development objectives to support the goals and strategies of the university and department.

- Identifying training and development needs of the university leaders, administrators, and academic staff. The types of competencies needed for each job grade should be developed.

- Developing the university training and development plan based on the needs identified. In developing the university training and development plan, the following points need to be considered:

  - Training and development needs of individual employees
  - Adequate resources (such as budget, time availability of employee, sponsorship, scholarships, venue) to achieve planned training and development activities
  - Training and development schedule is planned based on the university's academic calendar
  - Evaluating the effectiveness of training and development activities

- Listing of relevant training and development programmes to achieve the training and development objectives. The types of training and development programmes may include but not limited to:

  - Orientations
  - Workshops
  - Seminars/conferences
  - On-the-job training
  - Exchanges and industrial attachments
  - Professional and academic development programmes
  - Coaching and mentoring programmes

- Implementing the training and development plan by preparing the schedule of training and development activities. The schedule will usually list the training and development courses available for the year. The administration of the training and development programmes planned for employees has to be carried out. This includes the coordination with training providers for the development and delivery of the training and development programmes.

- Conducting training and development evaluation which involves the collection of feedback from the course attendees and observing changes in performance level of course attendees after the completion of the course. Results of the course feedback should be analysed and communicated for the purpose of making improvement to the training and development programmes.

Performance Management

Performance management is the integrated process of maintaining or improving employee job performance through the use of objective setting, appraisal, coaching and feedback. A well implemented performance management process establishes a strong link between an employee's performance and rewards through objective measurement of his performance and achievements. As part of the performance management process, employees' developmental needs and career aspirations are also identified and input into the training and development needs.

The performance management includes the following steps:

- Developing performance appraisal forms which may include but not limited to:
  - Key performance indicators (KPIs) for the review period
  - Comments and ratings on specific areas of responsibility and overall performance in relation to established KPIs or standards
  - Feedback on areas of concern and performance improvement needed
  - Opportunities for training and development, and career growth

- Defining responsibilities for monitoring the performance appraisal process to ensure that all employees have established performance goals and development plans, and are assessed objectively by their respective supervisors. Briefings and training on the performance management process should be held for all appraising supervisors.

- Determining the appraisal cycle which consists of three stages as shown in Figure 6.2 below.

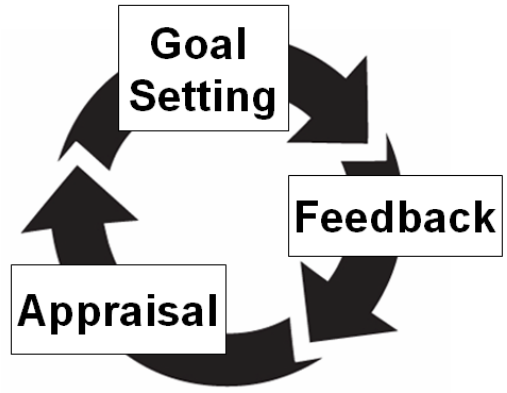


Figure 6.2 - Appraisal Cycle

  - Performance goal setting involves employee and his appraising supervisor and they are responsible for discussing and setting KPIs at the start of each appraisal cycle. The KPIs should be SMART (i.e. Specific, Measurable, Achievable, Relevant and Timeline)

  - Feedback is usually carried out by the appraising supervisor. He should provide ongoing and informal feedback to the individual employee's performance before a formal appraisal is conducted. He can provide support and guidance to his employee through coaching.

  - Performance appraisal involves the annual appraisal process for all employees and it usually focuses on:

    - Achievements and performance for the current year
    - Areas that have done well and areas that require improvement
    - Development plan for the following year

- Developing a performance improvement plan when the supervisor believes that the employee is not meeting the job expectations set for him. This discussion will involve the employee and his supervisor for the verbal and the first written warning. The findings and contents of discussion with the employee should be documented.

- Developing an action plan involves documenting the actions pertaining to the results of the appraisal of all employees evaluated during the performance appraisal exercise. The recommended actions should be included in the action plan. Examples of actions may include but not limited to:

  - Performance bonus
  - Promotion
  - Recognition programmes
  - Informal encouragement
  - Training and Development programmes

- Performance warning
- Demotion
- Reduction or withholding of performance bonus
- Termination for non-performance

An employee may be recommended for promotion to give recognition for his expanded work scope or changes in duties or responsibilities that are more challenging and complex. Possible criteria to evaluate an employee's readiness for promotion may include but not limited to:

- Demonstration of sustained positive performance since the last appointment or promotion as reflected in performance appraisals;
- Demonstration of sustained achievements of key objectives of the employee's role/job consistent to the company's mission and core values; and
- Demonstration of potential to take on higher responsibilities.

4. Full-Time Equivalent (FTE)

In calculating the FTEs of academic staff, institutions should define what constitutes full-time student loads and faculty teaching loads including part-time students and faculty at their percentage of full time loads.

There are different ways in calculating FTEs and institutions should state the method, parameters and assumptions used. One of the methods to calculate FTEs is based on the investment of time. For example, if 1 FTE is equal to 40 hours per week (full-time employment), then the FTE of an academic staff member with a teaching load of 8 hours per week will be 0.2 (i.e. 8/40). The investment of time method can also be used for calculating FTEs of student. For example, if 1 FTE student has to attend 20 hours of lesson a week, then the FTE of a part-time student with 10 hours of lesson a week will be 0.5 (i.e. 10/20).

Another method to calculate FTEs is based on teaching load. For example, if the official full-time teaching load of an academic staff is 4 courses per semester, then each course accounts for 0.25 FTE. If an academic staff member is assigned 2 courses per semester, then the FTE will be 0.5 (i.e. 2 x 0.25 FTE). Similarly, student study load can be used to calculate the FTEs of student. For example, if 1 FTE student has to take 24 credits load per semester, then the FTE of a student with 18 credits load per semester will be 0.75 (i.e. 18/24).

Figure 6.3 may be used to specify the number of academic staff and their FTEs.

Category	M	F	Total		Percentage of PhDs
			Headcounts	FTEs	
Professors					
Associate/ Assistant Professors					
Full-time Lecturers					
Part-time Lecturers					
Visiting Professors/ Lecturers					
Total					

Figure 6.3 - Number of Academic Staff (specify reference date and method of calculation used for FTE of academic staff)

5. Staff-to-student Ratio

This indicator is the ratio 1 FTE academic staff member employed to the number of FTE students enrolled. The aim is to give an idea of how much contact time and academic support students at the institution may expect to receive. Figure 6.4 may be used to specify the staff-to-student ratio.

Academic Year	Total FTEs of Academic Staff	Total FTEs of students	Staff-to-student Ratio

Figure 6.4 – Staff-to-student Ratio (specify the method of calculation used for FTE of students)

6. Competences of Academic Staff

A competency model describes the particular combination of competencies (i.e. knowledge, skills and attitude) needed to effectively perform a role in an organisation and it is used as a human resource tool for recruitment and selection; training and development; performance management and rewards; career development and succession planning. Competences can be defined as the level of proficiency in performing a task effectively using the acquired competencies. Figure 6.5 shows some essential competencies of academic staff.

Figure 6.5 – Competencies of Academic Staff

7. Research Activities

Research is an important output from academic staff. The types of research activities (such as publications, consulting work, projects, grants, etc.) carried out by academic staff should meet the requirements of the stakeholders. Figure 6.6 can be used to provide data on the types and number of research publications by academic staff.

Academic Year	Types of Publication				Total	No. of Publications Per Academic Staff
	In-house/ Institutional	National	Regional	International		

Figure 6.6 - Types and Number of Research Publications

8. QA Practices in National University of Laos

Staff Recruitment Procedure

The Ministry of Education and Sports (MOES) sets the number of recruitment per year and the number is shared or given to the university through MOES's personnel department.

The recruitment process for new staff position is carried out through the selection committee, which consists of representatives from the university's faculties, institutes, centres, offices and departments. Based on the recruitment regulation, the new staff called as "trainee" has to go through a probation period. The promotion of university staff is based on qualification, experience, and duration of position held by the staff. The criteria for recruitment and promotion are as follows:

- Recruitment criteria are based on academic profile including qualification, attitudes, royalty, dedication and motivation
- Promotion is based on academic qualification, occupation progress, academic profile and merits (research, publications, teaching and services) and responsibility. The academic titles ranking is clustered into 4 levels (assistant lecturer, lecturer, associate professor and professor).

Staff Training

Academic staff training is based on the department's request. Every year, each faculty will compile and develop teaching staff training plan for staff to attend domestic and overseas training. An example is given below.

Staff training plan for short and long term courses in an academic year 2015-16

Department	Number	Domestic	Overseas
Commerce	2	Ministry of Industry and Commerce	Japan, China, Thailand
Apply Economics	3	Ministry of Planning	Japan, Korea,China
Accountancy	3	Public Audit	Japan, Korea, Vietnam
Financial and Banking	2	Central Bank, Banking Institute	Japan, Korea, Vietnam
Business Management and Marketing	3	Private and Public Administrative Institute	Vietnam, Japan, China

Personnel Division of the Faculty will encourage prospective candidates to apply for scholarship. They are free to join, after receiving confirmation letter from host organisation or universities.

Pedagogical Training

New academic employees joining the National University of Laos will be given pedagogical training at the Faculty of Education to ensure that they are aware of the effective instructional methods.

The Academic Division shall ensure that a record is kept to verify that the required pedagogical training has been carried out. Head of the departments are to determine the training needs and to obtain approval from the Dean to conduct/attend training.

On-Job Training/Seminar

1. The University's policy is to employ qualified, educated and trained personnel, however, where necessary, additional seminar or training will be given. Where appropriate such training/seminar will be carried out at the work place.

2. The Faculty organises the weekly seminar on research proposal, research result dissemination, special topics or issues related to business and economic world.

3. Department also organises seminars on interested subjects for junior lecturers, assistants or successors.

Academic Department

The table below shows the profile of academic staff in the Department of Economics.

Number and qualification of teaching staff in Department of Economics

Qualification/Academic Title	Female	Male	Total
Assoc. Professor	2	1	3
Ph.D.	4	2	6
Master	19	10	29
Total			38

As part of the continuous development of academic staff quality, academic staff members are sent to affiliated foreign universities for further study such as Master and Doctoral courses to further their qualifications. The following table shows the no. of staff graduated or studying at foreign universities.

Staff Qualification number from respective countries and year of graduation

Country /Year	Lao	Japan	Thailand	Philippines	Belgium	Germany	Czech	Total
1996						1		1
1997								0
1998								0
1999								0
2000			1					1
2001			1					1
2002								0
2003		2						2
2004		1	1					2
2005				1				1
2006		2	1					3
2007		2	1		1			4
2008		1						1
2009		1						1
2010	1	1					1	3
2011	1	1						2
2012	2	1						3
2013	3							3
2014	4							4
2015	1							1
2016		2						2
Total	12	14	5	1	1	1	1	35

9. QA Practices in University of Health Sciences

The practices of academic staff quality at UHS are documented below.

The key competencies of academic staff are teaching theory and practical skills. UHS provides short courses on teaching theory as well as practical skills with real patients to its academic staff from faculty and hospitals.

Staff Qualification

Academic Staff of FMT related to Professional Teaching

Academic Qualification	Field qualification	Number	
		Total	Female
PhD	Rehabilitation Medicine	1	1
Master	Radiology	2	1
Master	Research Methodology	8	6
MD	Physiology	3	3
MD	Politic	1	1
MD	Physiopathology	1	1
Bachelor	English	4	2
Professional	Physical Therapy	11	7
Professional	IT and Computer	3	0
Professional	Anatomy	1	1
Professional	Prosthetic and Orthotic	1	0
	Total	36	23

Academic Staff of FMT Members from UHS for PT Professional Teaching

Academic Qualification	Field Qualification	Number	
		Total	Female
PhD	Histology, Neuro-anatomy	1	1
PhD	Research Methodology	1	0
PhD	Physiology	1	1
PhD	Pathology	1	0
Master	Research Methodology	3	1
Master	Radiology	1	0
Master	Anatomy	1	0
Master	Physiology	1	1
MD	Physiology	3	3
Expert	Neuro-Sciences	1	1
Maser	English	1	1
Bachelor	English	1	1
Bachelor	Mathematics	1	0
Bachelor	Physics	1	0
MD	Biology	1	0
	Total	19	10

Academic staff of FMT members from Hospitals for PT Professional Teaching

Academic Qualification	Field Qualification	Number	
		Total	Female
Expert	Orthopedic Surgery	2	2
Expert	Neuro-surgery	2	2
Expert	Neuro-medicine	2	2
Master	Nutrition	1	1
MD	Physical Modalities	1	0
Master	Primary Health Care	1	1
	Total	09	08

1. AUN-QA Criterion 7 - Support Staff Quality

1. *Both short-term and long-term planning of support staff establishment or needs of the library, laboratory, IT facility and student services are carried out to ensure that the quality and quantity of support staff fulfil the needs for education, research and service.*
2. *Recruitment and selection criteria for appointment, deployment and promotion of support staff are determined and communicated. Roles of support staff are well defined and duties are allocated based on merits, qualifications and experiences.*
3. *Competences of support staff are identified and evaluated to ensure that their competencies remain relevant and the services provided by them satisfy the stakeholders' needs.*
4. *Training and development needs for support staff are systematically identified, and appropriate training and development activities are implemented to fulfil the identified needs.*
5. *Performance management including rewards and recognition is implemented to motivate and support education, research and service.*

2. AUN-QA Criterion 7 – Checklist

7	**Support Staff Quality**	1	2	3	4	5	6	7
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]							
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]							
	Overall opinion							

The questions below aim to guide the writing of the self-assessment report (SAR) and the establishment of QA practices for the above criterion.

- What are the number, qualification, experience and profile of support staff in the libraries, laboratories, computer facilities, student services at the university, faculty and department?
- How is the support staff appointed, selected, promoted, appraised, rewarded?
- How are the competencies and training needs of support staff identified? What is the current and future training and development plan for support staff?
- What are the key performance indicators of service provided by libraries, laboratories, computer facilities and student services? How are these KPIs monitored and reported? What is trend of KPIs performance in the last 5 years? What is done to improve the trend (related to criterion 10, 11)

3. Planning and Staffing of Support Staff

Libraries, laboratories, IT facilities, administration and student services are usually centralised at university and faculty levels. The planning and staffing of support staff at these offices should be based on the Human Resource Framework as outlined in Chapter 6 – Academic Staff Quality. It goes through the process of manpower planning, recruitment and selection, training and development and performance management as illustrated in Figure 7.1 below.

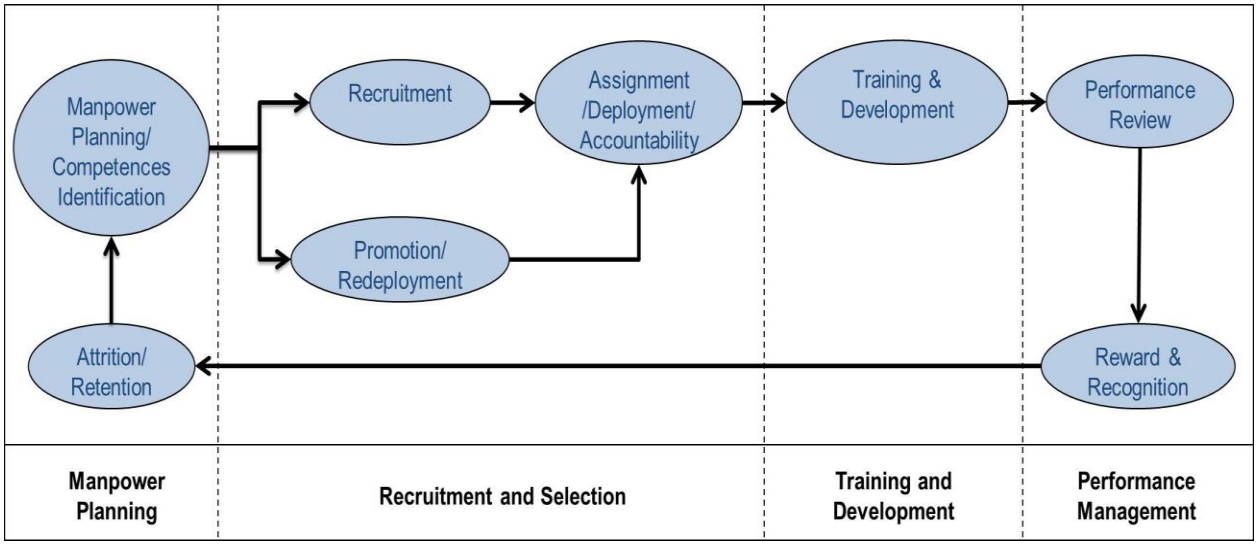


Figure 7.1 – Human Resource Framework

In the human resource framework, the following four key areas are identified as being important in supporting the quality of support staff of the university.

Manpower Planning

Manpower planning is the process of assessing current workforce capabilities including competences, demographics and work processes; determining future workforce requirements; identifying gaps and implementing solutions to bridge the gaps. Manpower planning is key to the implementation of a university's strategy as it enables the university to recruit and retain the right mix of people it requires to support its educational needs. At the same time, it will serve to pre-empt problems of manpower surplus and shortage. Manpower costs may be lower because management can anticipate imbalances before they become unmanageable and expensive.

A structured manpower planning process allows a company to understand the effort needed for the different activities in each unit, section or department. It ensures that a university has the right mix of skills and the optimal number of people to do the work, leading to more efficient utilisation of workforce. Management can better explore alternative staffing options other than permanent staff, for example, employment of part-timers and re-employment of older employees.

Manpower planning allows the university to develop an action plan for the organisation's present and future manpower requirements in response to educational needs. The steps include:

- Forecast future educational requirements such as the development of new educational programmes and courses, research and service activities.

- Determine the annual manpower requirements and competences for support staff in meeting the forecasted future educational needs. Termination, retirement and attrition are taken into consideration. Students or academic staff to support staff ratio may be used as a guide in determining the manpower requirements.

- Determine manpower costing covering existing employment costs, estimated salary increments, and statutory payments (such as bonuses) for the following year along with projected increases of headcount by job level.

- Develop an action plan covering recruitment and selection; deployment and assignment; promotion and re-deployment; training and development; outsourcing; and alternative employment options such as the use of contract or part-time staff.

Use Figure 7.2 may be used to specify the number of support staff required or available.

Support Staff	Highest Educational Attainment				Total
	High School	Bachelor's	Master's	Doctoral	
Library Personnel					
Laboratory Personnel					
IT Personnel					
Administrative Personnel					
Student Services Personnel (enumerate the services)					
Total					

Figure 7.2 - Number of Support Staff (specify reference date)

Recruitment and Selection

Recruitment and selection is the practice of soliciting applicants and assessing their suitability to fill vacated or newly created positions using a variety of recruitment methods. The recruitment and selection process and procedure ensure that the best-fit people are recruited on merit and that the recruitment and selection process is free from bias and discrimination. Internal recruitment through promotion and re-deployment is encouraged.

The recruitment and selection process include the following steps:

- Raising a hiring requisition with job description
- Identifying recruitment channels such as internal recruitment, advertisements, employment agencies, websites, referral scheme, etc.
- Short listing applicants based on merit including but not limited to:
  - Type of experience required for the job
  - Amount of experience required for the job
  - Educational and occupational qualifications
- Interviewing applicants and selection tests
- Selecting applicants based on the best-fit applicant. Job grade and compensation package for the selected applicant is determined
- Conducting reference or background checks
- Making an offer and confirming candidate's acceptance
- Assignment and deployment of candidate to the job position

Training and Development

Training and development can be defined as the process of planning and conducting activities that develop employee competences and know-how to meet business, organisation and individual needs. Identifying relevant training and development programmes for employees will equip them with competencies to perform their jobs effectively and build strong organisational capabilities to support the university's strategies and goals. A training and development plan may include exposing employees to new areas of work that will broaden their experience and help them gain a better understanding of the university operations. Continuous training and development is the lever for an engaged and skilled workforce that helps to drive efficiency and work quality in the university.

The steps in a training and development process include:

- Setting training and development objectives to support the goals and strategies of the university and department.

- Identifying training and development needs of the support staff. The types of competencies needed for each job grade should be developed.

- Developing the university training and development plan based on the needs identified. In developing the university training and development plan, the following points need to be considered:

  - Training and development needs of individual employees
  - Adequate resources (such as budget, time availability of employee, sponsorship, scholarships, venue) to achieve planned training and development activities
  - Training and development schedule is planned based on the university's academic calendar
  - Evaluating the effectiveness of training and development activities

- Listing of relevant training and development programmes to achieve the training and development objectives. The types of training and development programmes may include but not limited to:

  - Orientations
  - Workshops
  - Seminars/conferences
  - On-the-job training
  - Exchanges and industrial attachments
  - Professional and academic development programmes
  - Coaching and mentoring programmes

- Implementing the training and development plan by preparing the schedule of training and development activities. The schedule will usually list the training and development courses available for the year. The administration of the training and development programmes planned for employees has to be carried out. This includes the coordination with training providers for the development and delivery of the training and development programmes.

- Conducting training and development evaluation which involves the collection of feedback from the course attendees and observing changes in performance level of course attendees after the completion of the course. Results of the course feedback should be analysed and communicated for the purpose of making improvement to the training and development programmes.

Performance Management

Performance management is the integrated process of maintaining or improving employee job performance through the use of objective setting, appraisal, coaching and feedback. A well implemented performance management process establishes a strong link between an employee's performance and rewards through objective measurement of his performance and achievements. As part of the performance management process, employees' developmental needs and career aspirations are also identified and input into the training and development needs.

The performance management includes the following steps:

- Developing performance appraisal forms which may include but not limited to:
  - Key performance indicators (KPIs) for the review period
  - Comments and ratings on specific areas of responsibility and overall performance in relation to established KPIs or standards
  - Feedback on areas of concern and performance improvement needed
  - Opportunities for training and development, and career growth
- Defining responsibilities for monitoring the performance appraisal process to ensure that all employees have established performance goals and development plans, and are assessed objectively by their respective supervisors. Briefings and training on the performance management process should be held for all appraising supervisors.
- Determining the appraisal cycle which consists of three stages as shown in Figure 7.3 below.

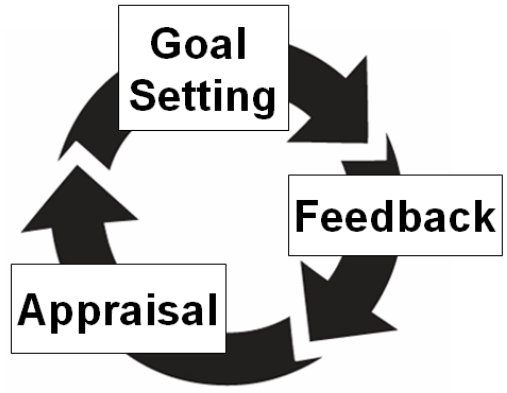


Figure 7.3 - Appraisal Cycle

- Performance goal setting involves employee and his appraising supervisor and they are responsible for discussing and setting KPIs at the start of each appraisal cycle. The KPIs should be SMART (i.e. Specific, Measurable, Achievable, Relevant and Timeline)

- Feedback is usually carried out by the appraising supervisor. He should provide ongoing and informal feedback to the individual employee's performance before a formal appraisal is conducted. He can provide support and guidance to his employee through coaching.

- Performance appraisal involves the annual appraisal process for all employees and it usually focuses on:

  - Achievements and performance for the current year
  - Areas that have done well and areas that require improvement
  - Development plan for the following year

- Developing a performance improvement plan when the supervisor believes that the employee is not meeting the job expectations set for him. This discussion will involve the employee and his supervisor for the verbal and the first written warning. The findings and contents of discussion with the employee should be documented.

- Developing an action plan involves documenting the actions taken pertaining to the results of the appraisal of all employees evaluated during the performance appraisal exercise. The recommended actions should be included in the action plan. Examples of actions may include but not limited to:

  - Performance bonus
  - Promotion
  - Recognition programmes
  - Informal encouragement
  - Training and Development programmes
  - Performance warning
  - Demotion
  - Reduction or withholding of performance bonus
  - Termination for non-performance

  An employee may be recommended for promotion to give recognition for his expanded work scope or changes in duties or responsibilities that are more challenging and complex. Possible criteria to evaluate an employee's readiness for promotion may include but not limited to:

  - Demonstration of sustained positive performance since the last appointment or promotion as reflected in performance appraisals;
  - Demonstration of sustained achievements of key objectives of the employee's role/job consistent to the university's mission and core values; and
  - Demonstration of potential to take on higher responsibilities.

4. Competences of Support Staff

A competency model describes the particular combination of competencies (i.e. knowledge, skills and attitude) needed to effectively perform a role in an organisation and it is used as a human resource tool for recruitment and selection; training and development; performance management and rewards; career development and succession planning. Competences can be defined as the level of proficiency in performing a task effectively using the acquired competencies. Figure 7.4 shows an example of a competency model for support staff.

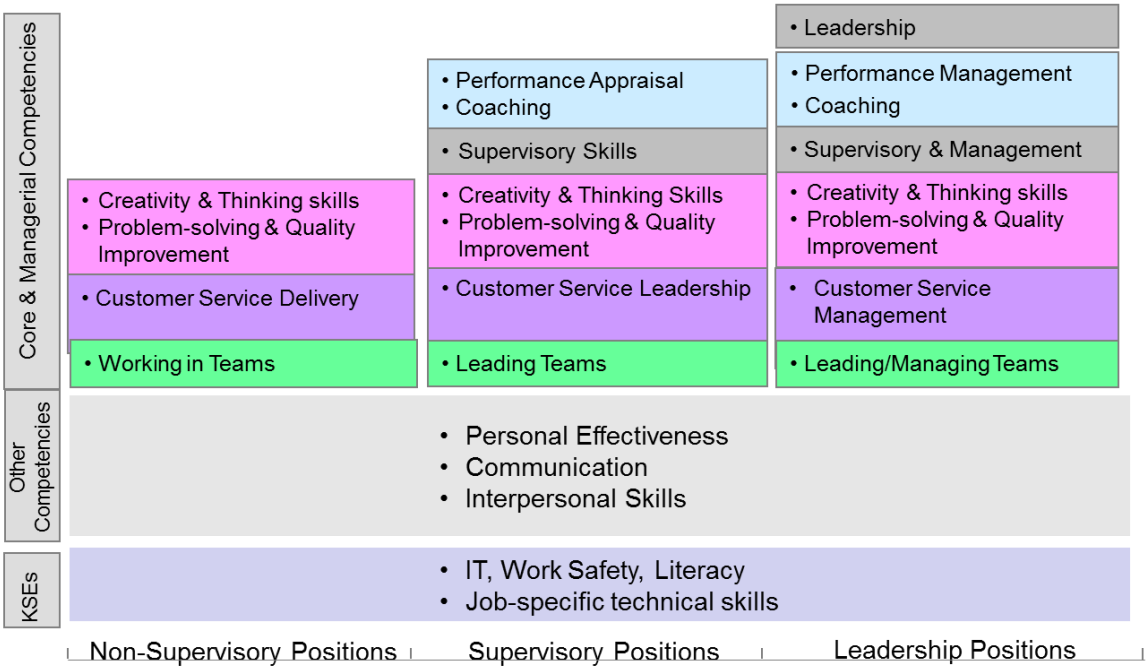


Figure 7.4 - Example of a competency model for support staff.

5. QA Practices in National University of Laos

Support Staff Quality

There are 7 main divisions of support staff at FEBM such as Division of Finance and Assets, Division of Student Activities and Management, Division of Research, Division of Academic, Division of Administrative Personnel, Division of Post-Graduate and Division of Library. The profile of support staff is listed in Figure 7.5 below.

Support Staff	Highest Educational Attainment				Total
	High School	Bachelor's	Master's	Doctoral	
Finance and Assets		2	4		6
Administrative Personnel		1	5		6
Academic		2	5		7
Research			5		5
Student Activities and Management			6		6
Library		1	3		4
Post-Graduate			4	1	5
Total					39

Figure 7.5 - Number and Highest Education Attainment of Support Staff

Library and Library Services

Staff members at the FEBM's library are qualified and sufficient to provide services to meet users' demands. FEBM library staff members are regularly trained regarding academic performance, services, and technological development. Besides appraising library staff competent towards providing services, FEBM also has policy to strengthen and promote staff loyalty, attitudes modeling, maintaining good relationship, helpfulness, ethical respect, good morality and strong sense of responsibility.

Computer Laboratory Staff

FEBM's IT staff members are from the Academic Division which includes five staff members holding Master Degrees and two staff members with Bachelor Degrees. But there are only 3 staffs that related to IT matter. They handle IT matters and are sufficient in providing IT services in FEBM. The FEBM has 1 computer lab with 30 computers and 1 staff member. The equipment and facilities are sufficiently provided to train staff and students.

Student Services Staff

The student services staff members are competent to provide services to students despite of its low number.

Staff Management

FEBM has policy for recruitment of support staff based on the quota of NUOL. The recruitment policy of FEBM requires every new staff to pass the entrance examination which includes written and oral examinations. The FEBM develops plan for career development for staff who has been working for at least 2 years with the department.

Training and Development

Administrative Personnel Staff, Director of Department and Dean are responsible for training and development. Staff to be trained is sent to the Director of Department and Dean for selection. After the final selection, the staff will attend the training domestically and internationally as planned. The percentage of budget allocation for training is 2 percent of total budget of the faculty.

6. QA Practices in University of Health Sciences

UHS have 4 campuses with different faculties and each of them has a library to serve students. The FMT have 18 support staff members, three of them are in the library. There are textbooks in Lao language, Thai and some are in English. Two staff members are in the laboratory, three staff members are in IT and computers. The FMT have two meeting rooms with a capacity to train 120 and 30 trainees.

Number of support staff serving the number of students are tabulated below.

S/N	Division	No. of Staff	No. of Students
1	Finance	3	629
2	Student affairs	5	629
3	Library	3	629
4	General administration	3	629
5	Cleaner	1	629
6	Driver	1	629

1. AUN-QA Criterion 8 – Student Quality and Support

1. *The student intake policy and the admission criteria to the programme are clearly defined, communicated, published, and up-to-date.*
2. *The methods and criteria for the selection of students are determined and evaluated.*
3. *There is an adequate monitoring system for student progress, academic performance, and workload. Student progress, academic performance and workload are systematically recorded and monitored, feedback to students and corrective actions are made where necessary.*
4. *Academic advice, co-curricular activities, student competition, and other student support services are available to improve learning and employability.*
5. *In establishing a learning environment to support the achievement of quality student learning, the institution should provide a physical, social and psychological environment that is conducive for education and research as well as personal well-being.*

2. AUN-QA Criterion 8 – Checklist

8	**Student Quality and Support**	1	2	3	4	5	6	7
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]							
	Overall opinion							

The questions below aim to guide the writing of the self-assessment report (SAR) and the establishment of QA practices for the above criterion.

- What is the number of student intakes in a year?
- What is the number and profile of students applied and enrolled for the programme over the last 5 years? What is the acceptance ratio over the same period?
- What are the basic requirements for students to apply for the programme?
- Where are the sources of students and how are they selected and admitted?
- How the quality of admitted students from different sources co-relate to their academic performance (GPA)?
- What are the types of scholarship available to students?
- What research activities are carried out by students? (related to criterion 11)
- What student advice and services are available at the university and faculty level?
- What are the roles of academic staff and support staff in providing student advice and support?
- How students get their feedback on in-course assessments, project works, assignments, examinations, etc. (related to criterion 5)
- How academic staff members are appointed as academic advisers and how they are assigned to the students? (related to criterion 6).
- What is the system of communication and monitoring of student academic performance?
- What are the types of activity (cultural, social, sports, recreation, etc.) organised for students?
- What types of award and competition do students participate in?
- What are the campus amenities available to students? (related to criterion 9)
- What mental well-being services (i.e. counseling, psychiatry, stress management, etc.) available to students?
- What career services and advice are provided to students?

3. Student Intake and Admission

Student intake and admission is the process through which university opens its doors to admit students for a study programme offered at the university. The intake and admission system varies widely from country to country, and from institution to institution.

In most countries, prospective students apply for admission into university during their last year of high school education. The processing of applications and the administration of admission examinations, if any, may be decentralised to universities or centralised at government agencies.

The decision to admit an applicant to a study programme often rests with the university. The decision may be based on a variety of factors such as the results at standard grade examinations, admission examinations (or their equivalents); extracurricular activities; student diversity; and student character (based on essay or interview), etc.

Another important factor to consider in making an offer to students for a study programme is the degree of competition for admission to that programme. The admission rate of study programmes can vary widely from 100% to under 1% in some popular or prestigious study programmes such as medicine and law.

The quality of the output depends a lot on the quality of the input (see Figure 8.1). This means that the quality of the entering students is important and universities should pay special attention to attract quality students into their universities.

Figure 8.1 – Quality of Students

The student intakes and enrolments of a study programme should be monitored since they have a profound impact on the university's resources and infrastructure. Figures 8.2 and 8.3 may be used to track student intakes and enrolments over time.

Academic Year	Applicants			
	No. Applied	No. Offered	No. Admitted	Total

Figure 8.2 - Intake of First-Year Students (last 5 academic years)

Academic Year	Students					
	1st Year	2nd Year	3rd Year	4th Year	>4th Year	Total

Figure 8.3 - Total Number of Students (last 5 academic years)

4. Student Progress Monitoring System

Student progress monitoring is a system that uses student performance data to monitor the student's performance and to evaluate the effectiveness of student learning so that appropriate support can be given to them at the right time. The progress monitoring system is often carried out via an online system where students' information and academic performance are recorded and accessible by faculty members and students.

Research has showed that when teachers monitor their students' progress continuously, they can make better decisions in helping students to learn. At the same time, students become more aware of their own performance and become active learners.

5. Student Support Services

To provide a physical, social and psychological environment that is conducive to education, research and personal well-being, universities need to plan and provide appropriate student support services and facilities. Examples of academic and non-academic support services are depicted in Figure 8.4.

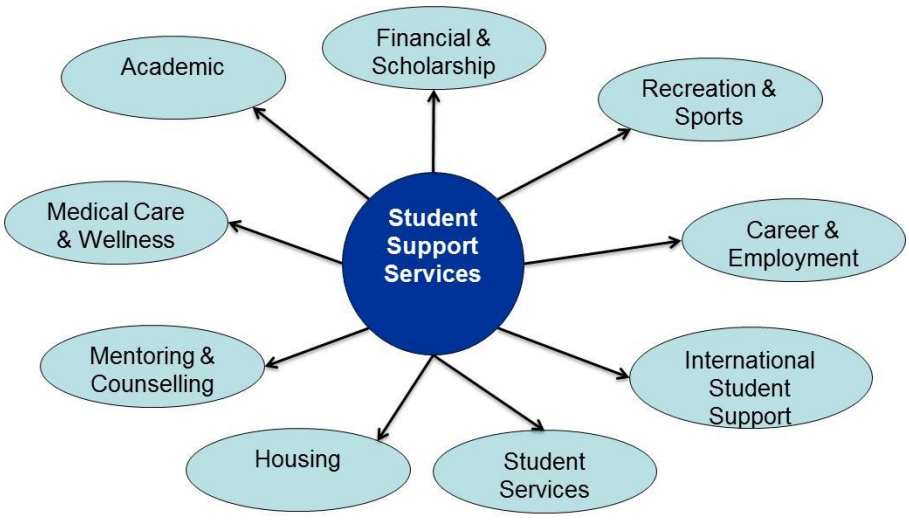


Figure 8.4 – Student Support Services

5. QA Practices in National University of Laos

Student Quality and Support

The procedure and requirements for admission into the University are prepared by the Office of Academic Affair. This office takes the main role in advertising, processing and disseminating information for high school graduates to apply for admission to NUOL.

FEBM selects students based on scores from the entrance examination. Upon the completion of 1st year of study, students are selected by the faculty committee to enroll in the faculty's programme. Usually, the continuing programme starts in the second semester of the second year of study. The table below shows the number of intakes of the programme from academic years (2008 – 2011).

Academic Year	Full-time		
	M	F	Total
2008	61	107	168
2009	23	35	58
2010	29	66	95
2011	360	480	840

Figure 8.5 - Number of First Year Intakes (Full-time Students)

Academic Year	Part-time		
	M	F	Total
2008	535	372	917
2009	47	41	88
2010	213	222	435
Grand total			1,440

Figure 8.6 - Number of First Year Intakes (Part-time Students)

Based on the NUOL's decree on student monitoring, a student with a record of 20 hours absenteeism is not allowed to take examination. The responsibility on this matter is assigned to the faculty and the faculty acts according to the measures taken. Two weeks before the semester's examination, the report of monitoring, through the class and lecturers, would be submitted to the department for decision. Students with a record of class attendance of less than 80% would not be allowed to take the examination.

In mentoring of students, FEBM has a unit or division which provides advice, suggestion or counseling to students. Lecturers or lead teachers are assigned to perform this role. One lecturer, in average, is assigned to take two classes of students.

FEBM has adequate infrastructures and facilities that provide conducive physical, social and psychological environment for the students to study at the Faculty.

6. QA Practices in University of Health Sciences

Student Intake Policy

Faculty has a system of student intake for Associate Degree of PT Programme based on programme prerequisite, entrance examination result, UHS council and MOH reassignment. The selection is based on the student's scores.

Student Admission Process

In July, students who would like to enroll for the programme must submit an application form to the Faculty. The FMT and UHS committees will go through the applications, choose and interview the shortlisted students. The accepted students will be informed in early September. There are two options of student intake, one is quota from rural area related to the needs of MOH (or MOH strategic plan) in which the students will pay for the registration fee and they will get salary during the study. The second option is non-quota in which students have to pay for registration, course fees and they will not be given salary during the study.

Students will start the programme at the first semester. During the mid-term of the first semester, students are required to examine the courses completely. Based on the MOE's requirements, students who failed the assessment for the first time, may retake the examination which must be not more than 6 credits for one semester or 12 credits for one academic year.

Criteria of Admission

After being enrolled, students will study common and basic subjects in the first year. After finishing the first year, the FMT Academic Council will decide on the students admission to the second year based on their GPA of not less than 1.75 and credits of more than 90%.

In the second year, the student have to study Basic Subjects, Majoring Subjects and Hospital Practice. Students admitted into the third year is based on GPA of not less than 1.90 and credits from year 1 and year 2 must be more than 90%.

Students in their third year will have to take Majoring Subjects, Community Practice, and Hospital Practice. To meet the certification requirements, students have to obtain the required credits of the programme and the GPA from year 1, 2 and 3 must be more than 2.00.

1. AUN-QA Criterion 9 – Facilities and Infrastructure

1. *The physical resources to deliver the curriculum, including equipment, materials and information technology are sufficient.*
2. *Equipment is up-to-date, readily available and effectively deployed.*
3. *Learning resources are selected, filtered, and synchronised with the objectives of the study programme.*
4. *A digital library is set up in keeping with progress in information and communication technology.*
5. *Information technology systems are set up to meet the needs of staff and students.*
6. *The institution provides a highly accessible computer and network infrastructure that enables the campus community to fully exploit information technology for teaching, research, services and administration.*
7. *Environmental, health and safety standards and access for people with special needs are defined and implemented.*

2. AUN-QA Criterion 9 – Checklist

9	**Facilities and Infrastructure**	1	2	3	4	5	6	7
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]							
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]							
	Overall opinion							

The questions below aim to guide the writing of the self-assessment report (SAR) and the establishment of QA practices for the above criterion.

- What are the types and number of facilities and infrastructure available (lecture facilities, libraries, laboratories, computer facilities)?
- What amount of budget per annual is allocated for facilities and infrastructure maintenance, replacement and upgrading?
- What are the key performance indicators for monitoring user satisfaction, condition and usage of the facilities and infrastructure? What is the trend of user satisfaction in the last 5 years? What is being done to improve the trend? (related to criterion 10, 11)
- What activities on safety, health and environment are organised?
- What are the personal protective equipment (gowns, gloves, helmets, safety shoes, etc.) available to students and staff to protect their personal well-being? (related to criterion 8)
- How are fire-fighting equipment and medical aids placed and maintained?
- What are the emergency plans for fire, earthquake, pandemic, etc.?

3. Provision of Facilities and Infrastructure

The provision of facilities and infrastructure should be in line with the objectives of the programme. Facilities are also connected to the teaching and learning approach and student assessment. For example, if the approach is student-centred, then flexible classroom arrangement should be made available. Learning resources and infrastructure such as computer laboratories, intranet and internet access, e-learning portals, library resources, discipline-specific laboratories, etc. should be adequately provided to meet the needs of students and staff.

Facilities and infrastructure do not limit to physical space but also virtual, psychological and social spaces which are elements for conductive learning environment (see Figure 9.1). The standards for environment, health and safety; and access for people with special needs should be defined and implemented to ensure that the learning environment is safe, accessible and secure.

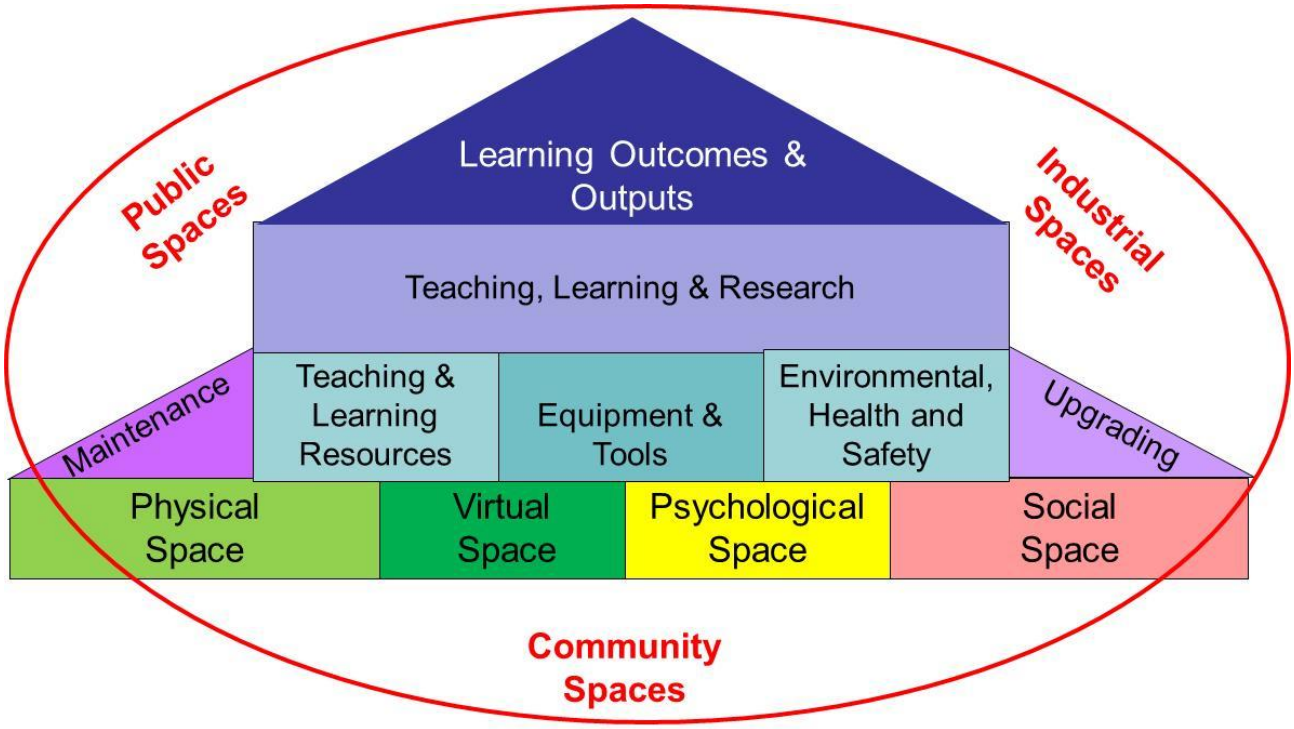


Figure 9.1 – Facilities and Infrastructure

4. QA Practices in National University of Laos

Teaching Facilities

The FEBM has lecture rooms provided with instructional facilities and equipment. The types of teaching facilities are listed below.

Teaching Facility	Capacity	Air-conditioned and Fully-equipped Room	Non air-conditioned and Fully-equipped Room
Lecture hall	300	1	-
Small lecture	100	3	6
Small lecture	80	5	0
Tutoring	35	-	13
Total		9	19

Library

The opening hours of NUOL's central library is 08.30am – 6.00pm, Monday – Friday. Various printed materials such as books and magazines are available to students for self-study. The table below lists the types of printed material available in the central library.

Items	Quantity	Lao language	Foreign languages
Books	36,605	9,539	27,066
Magazines	1,681	873	808
Newspapers	9,587	7,179	2,408
Bulletins and Newsletters	207	107	100

Additionally, the FEBM' library has a collection of good quality and up-to-date books, journals and publications provided for teaching and learning, which are supported by the international organisations and individuals. The library also has the software programme for searching books and publication, and loan service for students. The software helps to make it faster and convenient for library users. The table below shows the number of books and materials provided to FEBM (2010 – 2012).

No	Supports provided by	Quantity
1	Asia-Laos Center Book (1st time)	527
2	Asia-Laos Center Book (2nd time)	190
3	Asia-Laos Center Book (3rd time)	350
4	Kasetsart University, Sirasa, Thailand	85
5	Economics Department, Kobe University, Japan	75
6	Stock exchange	220
7	Professor MATSUNAGA Nobuaki, Japanese Economics Specialist at the FEBM, NUOL	256
	Total	1,703

Computer Facilities

Currently, a computer lab is provided for students to do independent study at FEBM. The FEBM's computer lab was upgraded in 2010, and 30 new computers were installed to replace the old computers. The software programmes were also upgraded and replaced with better ones and this had helped to improve the services provided to faculty's students and staff members. To complement students' ability in computer skills, FEBM has a policy to increase students' immunisation towards practical ability by encouraging them to expose to the real-world situation. To ensure the availability of the training sites for students, FEBM has signed contracts with several state enterprises, public and private companies. Table below lists the computer facilities available.

No.	Computer Facilities	Quantity
1	Computers in Laboratory Room	29 Units
2	Computers in Library	13 Units
3	IT Room	3 Units

Environmental, Health and Safety Standards

FEBM provides sufficient facilities to maintain internal building security. Fire evacuation plan is developed and rehearsal for fire evacuation is being planned at FBEM.

5. QA Practices in University of Health Sciences

Infrastructure of Faculty

The faculty has four buildings, first is for lecture rooms, second is for skill laboratory, third is for four departments and four offices of academic and administration, the last is for meeting rooms and one for dean. The room for lecture is fixed for each batch. Each lecture room is available for 35 students. Two rooms for skills laboratory are available for student group of 15.

Library Facilities

There are two libraries, one at the Faculty of Medical Technologies and the other at the Nursing Faculty. The books are in English, French, Thai and Lao languages. Fifty percent of the books are related to nursing.

Computer Room

The Faculty has one computer room where students can learn computer courses and it operates in the day from Monday to Friday.

Safety and Security

The Faculty pays particular attention to safety of motorbikes and security service is provided by UHS.

Recreation Facilities

The Faculty has spaces for volleyball and sepak takraw.

Budget and Maintenance Plan

The annual budget plan for maintenance is validated and approved before September each year. Cleaning and environmental services are also provided by UHS.

1. AUN-QA Criterion 10 – Quality Enhancement

1. *The curriculum is developed with inputs and feedback from academic staff, students, alumni and stakeholders from industry, government and professional organisations.*
2. *The curriculum design and development process is established and it is periodically reviewed and evaluated. Enhancements are made to improve its efficiency and effectiveness.*
3. *The teaching and learning processes and student assessment are continuously reviewed and evaluated to ensure their relevance and alignment to the expected learning outcomes.*
4. *Research output is used to enhance teaching and learning.*
5. *Quality of support services and facilities (at the library, laboratory, IT facility and student services) is subject to evaluation and enhancement.*
6. *Feedback mechanisms to gather inputs and feedback from staff, students, alumni and employers are systematic and subjected to evaluation and enhancement.*

2. AUN-QA Criterion 10 – Checklist

10	**Quality Enhancement**	1	2	3	4	5	6	7
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]							
	Overall opinion							

The questions below aim to guide the writing of the self-assessment report (SAR) and the establishment of QA practices for the above criterion.

- What is the curriculum design & development process and who are the stakeholders involved? (related to criterion 1). What improvements have been made to the process over the years?
- What QA activities are carried to ensure quality in teaching & learning and student assessment? What improvements have been made in these areas? (related to criterion 4 and 5)
- What is the process of gathering feedback from students, alumni, academic and support staff, employers, professional bodies, etc? What has been done to improve the feedback process?
- How service quality of support services is measured and monitored? (related to criterion 9)
- How research output from academic staff is used for teaching and learning? (related to criterion 4 and 6)

3. Definition of Quality Enhancement

Quality enhancement in higher education refers to the improvement of:

- students' knowledge, skills and attitudes or competencies;
- students' learning environment and opportunities; and
- quality of an institution or a programme.

Quality enhancement is a planned initiative that is implemented for the purpose of quality assurance and improvement. It is the continuous search for improvement and best practices. The quality assurance and enhancement of programmes are expected to include:

- formulation of expected learning outcomes;
- curriculum design and development process;
- teaching and learning approach and student assessment;
- support resources, facilities and services;
- research application; and
- stakeholders' feedback mechanisms

The evaluation of higher education can be classified into two broad areas:

- Fitness of Purpose:
  - Quality of objectives in teaching, research, and service

- Fitness for Purpose:
  - Quality of inputs (resources such as students, staff, facilities & infrastructure, etc.)
  - Quality of processes (to reach the objectives, outputs and outcomes)
  - Quality of outputs (results) of study programmes and research activities
  - Quality of outcomes (effects) of study programmes, research activities and community services

4. Evaluation of Curriculum Design and Development Process

A typical curriculum design and development process would embrace the PDCA cycle as shown in Figure 10.1.

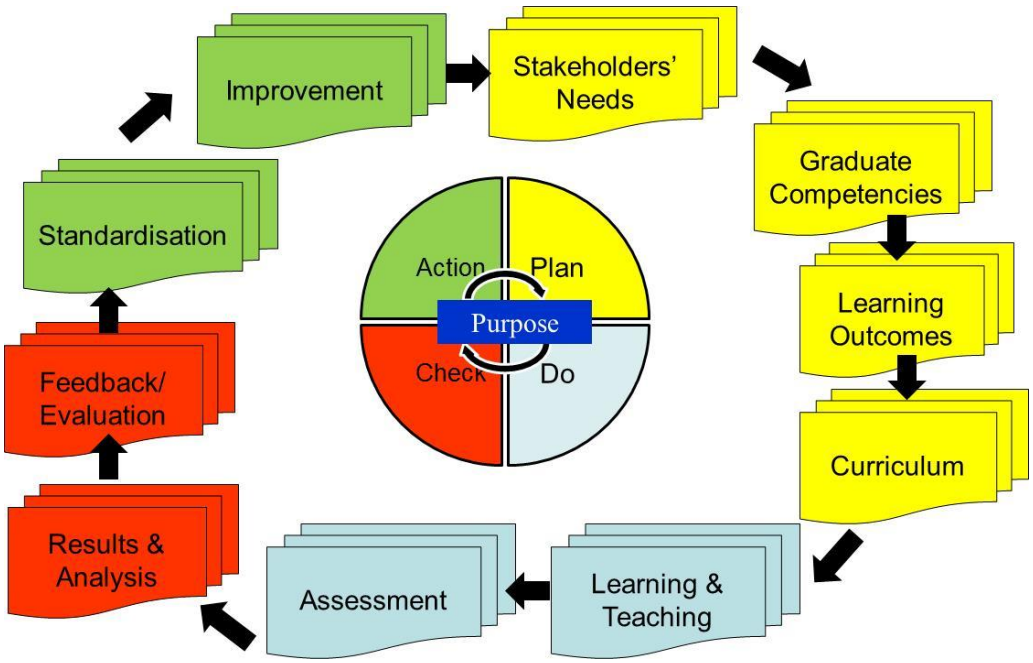


Figure 10.1 – PDCA Approach to Curriculum Design and Development

The process of curriculum design and development constitutes various interconnected elements in the PDCA cycle with the objective of achieving the intended purpose of the programme.

Plan. This stage begins with an analysis of the stakeholders' needs of faculty, current and past students, employers and society in general. The stakeholders' needs are translated into human resource terminology i.e. graduate competencies which in turn translated into educational taxonomy i.e. learning outcomes. Based on the learning outcomes, curriculum is designed backward to meet them.

Do. This stage involves putting the plan into action where the curriculum is delivered and learning outcomes are assessed to gauge the achievement of them.

Check. This stage involves the analysis of assessment results and feedback from students and faculty where areas for improvement are identified. Course evaluation, peer evaluation and curriculum validation are some examples of activities carried out at this stage.

Act. When the learning outcomes are achieved, the curriculum, learning and teaching strategies and assessment methods are standardised. Best practices are shared and improvement is made for the next cycle of PDCA.

5. Evaluation of Stakeholder's Feedback

Stakeholder's feedback can be formal or informal (i.e. through personal contacts and unofficial). Mechanisms to solicit stakeholder's feedback may include but not limited to:

- Surveys:
  - Questionnaire (paper and pencil)
  - Mail survey
  - Electronic/internet survey
  - Face-to-face interview
  - Telephone interview
- Tracer studies
- Focus group discussions
- Dialogues
- Complaint/suggestion system

The effectiveness and efficiency of the feedback mechanisms should be evaluated continuously for enhancement purpose.

6. Evaluation of Support Services

Service standards are important for both internal and external customers: prospective students, students, employers, employees, management, alumni, suppliers, and the general public of the university. They help to shape customers' perceptions and define what they can expect from the service providers. They also help to provide feedback to management for service improvement. The steps involved in establishing service standards are listed below.

Defining Service Standards

Service standards are usually defined in terms of: -

- Time refers to process time, response time or cycle time. For example, "Document delivered within 3 working days" or "calls answered in within 3 rings" are service standards that involve time measures.
- Accuracy refers to degree of providing accurate information and documents to customers. Often, 100% is acceptable as a standard. For example, students would not want to have their examination slips printed with incorrect results or employees with their pay slips printed with the wrong amount of salary.
- Reliability refers to the ability of a system or component to perform its required functions under stated conditions for a specified period of time. For example, "The university intranet is available with at least 99% uptime on a 24/7 basis".

Setting Service Standards

The sources of information to help setting the service standards are:

- Management
- Employees
- Current and past students
- Competitors
- Regulatory authorities

The feedback and information gathered from the stakeholders would help in determining the level of service expected. The service standards set should focus on the critical areas raised by customers. They can be monitored accurately with an appropriate degree of effort and resources.

Figure 10.2 lists some of the NUS service standards (source: http://www.nus.edu.sg/about-nus/overview/service-commitment/).

NUS Service Commitment

In ensuring that our students receive a high quality educational experience that enables them to reach their full potential, NUS recognises that an efficient and effective administrative service is needed. We are thus committed to delivering our core services at our main service points at the following service levels:

Service	Standards
Phone calls to NUS (Public Hotlines only)	• Answer 80% of calls within 30 seconds
Emails to NUS (Generic email accounts for public enquiries and feedback only)	• Respond to 90% of emails within 3 working days

Admissions	• Attend to 90% of walk-in customers within 10 minutes of arrival during peak period from January to July • Provide access to the website for Admissions, Scholarship and Financial Aid 99% of the time
Academic Administration Processing of Transcript Requests	• Within 4 working days for graduate degrees and students on non-graduating programmes; • Within 7 working days for undergraduate degrees (excludes delivery time by post)
Study and Learning Support Library	• Keep to the library opening hours published on the portal • Attend to 95% of in-person queries within 3 minutes • Provide access to the library portal and Library Integrated Catalogue (LINC) 99% of the time • Provide access to subscribed e-resources 99% of the time • Make available all books returned at the Loans Desk within half an hour
IT Support	IT Care Service Desk • Answer 90% of calls within 25 seconds • Respond to 90% of emails within 8 business hours Integrated Virtual Learning Environment (IVLE) • Ensure 24/7 availability with an uptime of 99.9% Webcast Services and eLearning • Maintain an uptime of 99.9% for systems providing Webcast Services and for eLearning Week
Student Services	Student Service Centre • Attend to 90% of walk-in customers within 8 minutes of waiting time

Figure 10.2 - Some Examples of NUS Service Standards
(source: http://www.nus.edu.sg/about-nus/overview/service-commitment/).

Implementing Service Standards

The implementation of the service standards requires ownership, visibility and commitment.

- Ownership - Each service standard must have a management owner, who is accountable for the delivery of the service. Performance against standard will normally be a feature during staff performance review. The management owner will also have the authority to implement process and other changes to improve operational performance.
- Visibility - Service standards and their performances against these standards should be communicated to all employees on a timely basis. Notice boards, memos, email, team briefings, newsletters and the university's intranet are appropriate methods.
- Commitment - The mission or core values of the university are a good place to 'anchor' the commitment to customer service. All levels of management and employees must be committed to deliver the service standards to customers as promised.

Reviewing Service Standards

The university should regularly review its service standards based on its performance and needs to ensure that the service standards remain relevant and current to the needs of the stakeholders.

7. QA Practices in National University of Laos

Curriculum Design and Development

The process of curriculum design and development starts with forming of a committee comprises academic staff supported with feedback/input from students and stakeholders. More importantly, criteria set by the Ministry of Education are used in the curriculum design and development. The FEBM's curriculum economics programme is developed with learning outcomes adapted from the labour market and in response to the country's social and economic development. Moreover, the curriculum is periodically reviewed evaluated.

It is important to have the curriculum and programmes developed in linkage with the labour market. For instance, 72 percent of respondents got their jobs in the private colleges, 55 percent of them involve working in the hotel sector, and 40 percent of them got their jobs in textile and garment companies.

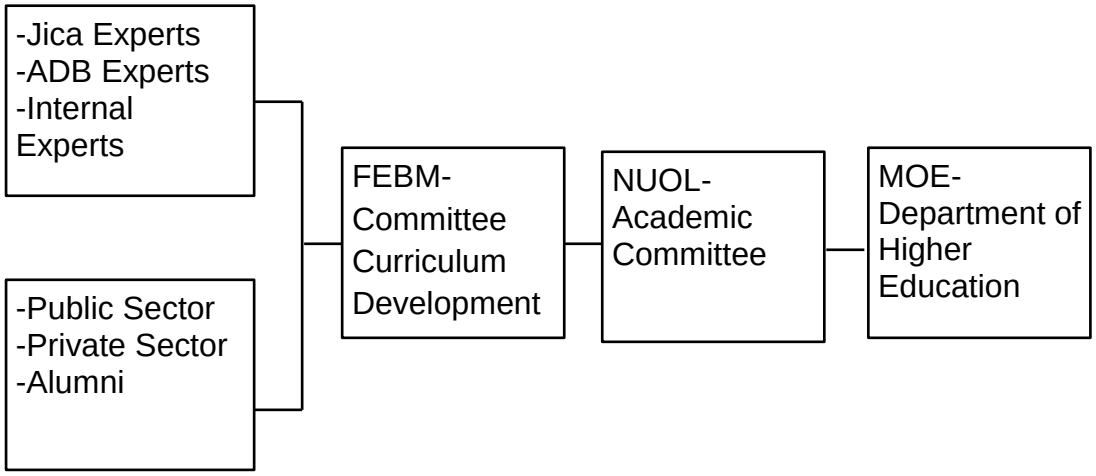
The FEBM curriculum design and development, therefore, involves teaching staff members, students and representatives from the labour market.

The stakeholder's Feedback Mechanisms

FEBM conducts annual survey on the needs of public and private sectors as well as alumni from FEBM. The survey evaluates the following issues:

- Teaching and learning environment
- Housing or accommodation for students
- Student's activities
- The relevant and standard of curriculum to socio-economic development
- Books and materials used for teaching and learning
- Guest speakers and special lecturers
- Research quality and dissemination
- Teaching staff's skills and capacity
- Improvement in teaching and learning
- Quality of training
- Student's Internships
- Local and International cooperation

The stakeholder feedback on FEBM curriculum development is documented below.



8. QA Practices in University of Health Sciences

The curriculum is developed by the Curriculum Development Committee from the Ministry of Health (MoH). The committee consists of faculty staff, teachers from hospitals, retired teachers and alumni who work at hospital as practical teacher. The curriculum will be submitted to the Ministry of Education (MoE) for approval. After getting the approval, it will be finalised by MoH before it is announced for enrolment.

Evaluation of teaching and learning is carried out at the end of the second semester by the students from faculty. Teachers are informed of the evaluation result.

After first batch of graduates, the curriculum will be reviewed and revised by gathering feedback and inputs from alumni and members from the hospitals.

The Faculty has a committee of research headed by the Vice Dean. The budget of all research activities are supported by MOH.

1. AUN-QA Criterion 11 – Output

1. *The quality of the graduates (such as pass rates, dropout rates, average time to graduate, employability, etc.) is established, monitored and benchmarked; and the programme should achieve the expected learning outcomes and satisfy the needs of the stakeholders.*
2. *Research activities carried out by students are established, monitored and benchmarked; and they should meet the needs of the stakeholders.*
3. *Satisfaction levels of staff, students, alumni, employers, etc. are established, monitored and benchmarked; and that they are satisfied with the quality of the programme and its graduates.*

2. AUN-QA Criterion 11 – Checklist

11	**Output**	1	2	3	4	5	6	7
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]							
	Overall opinion							

The questions below aim to guide the writing of the self-assessment report (SAR) and the establishment of QA practices for the above criterion.

- What is the trend of student pass rates, time to graduate and employability over the last 5 years? How do they perform against benchmarked universities? What are being done to improve the trend?
- What are the types and volume of research activities carried out by students? (related to criterion 8)
- What indicators are used to measure stakeholders' satisfaction (students, staff, alumni, employers, etc? What is the trend of the indicators in the last 5 years? (related to criterion 10)
- What is the plan to improve stakeholders' satisfaction?
- How satisfied are employers with graduate quality as compared to graduates from other universities?

3. Measuring and Monitoring Output

In assessing the quality assurance system, institutions not only have to evaluate the quality of the process, but also the quality of output and its graduates. In evaluating the quality of the graduates, institutions have to monitor the achievement of the expected learning outcomes, pass rates and dropout rates, the average time to graduation and the employability of graduates. Research is another important output from the process. The types of research activities carried by students should meet the requirements of the stakeholders. Figure 11.1 shows the output data for monitoring pass rates and dropout rates for a study programme.

Academic Year	Cohort Size	% completed first degree in			% dropout during			
		3 Years	4 Years	>4 Years	1st Year	2nd Year	3rd Year	4th Years & Beyond

Figure 11.1 - Pass Rates and Dropout Rates (last 5 cohorts)

After the analysing the input, the process and the output, institutions have to analyse the satisfaction of its stakeholders such as staff, students, alumni and employers. There should be a system to collect and measure stakeholders' satisfaction. The information collected should be analysed and benchmarked for making improvements to the programme, quality practices and quality assurance system.

4. Benchmarking

Benchmarking can be defined as a "systematic and continuous process of comparing elements of performance in an institution against best practices within and outside the organisation with the purpose of improving its performance.

The types of benchmarking include but not limited to:

- Process benchmarking focuses on the business processes (such as curriculum design, stakeholder's feedback, student admission, etc.) of the institution against its benchmarking partners.
- Performance benchmarking focuses on the competitive position of the institution and its products and services against the benchmarking partners.
- Functional benchmarking focuses on the performance or operation of a function (such as human resource, academic services, computer services, etc.) within the institution against its benchmarking partners.
- Best-in-class benchmarking focuses on studying the leading competing institutions or best practices carried out by other institutions.

5. QA Practices in National University of Laos

Output

Pass Rates and Dropout Rates

The table below shows the graduation rates of students studying General Economics from 2008 to 2012. The pass rate has increased from about 76% in 2008/09 to 87% in 2011/12.

No	Academic Year	Total Number of Students	Number of Passing Students	Pass Rate
1	2008-2009	410	313	76.35%
2	2009-2010	437	376	86.05%
3	2010-2011	364	314	86.27%
4	2011-2012	380	332	87.37%

Employability of Graduates

Based on the FEBM's survey conducted in 2003, the employability of graduates is satisfactory. In the most recent survey conducted by World Bank in 2012, about 83% of FEBM students are currently employed relating to their field of study.

Research Activities by Academic Staff and Students

The level of research activities by academic staff and students at the FEBM is satisfactory. For example, the following papers were published in the Lao Journal of Economics and Business Management, November 2006.

- Understanding the Lao Customers' Behavior: The Case of BITI's in Lao Market. By Ms. Phetlavanh Phimmasone
- The Impact of Exchange Rate Volatility on Bilateral Export with the United States in Selected High Performing East Asian Economics. By Mr. Bounlert Vanhnalat.
- The Impact of New Economics Mechanism and Public Investment Policies on Poverty Reduction in Lao PDR.
- Development Stages of Balance of Payments of Lao P.D.R: 1980-2004. By Mr. Somchit Khammoungkhoune
- Rate of Return on Social and Personal Education Investment at the Faculty of Economics and Business Management, the National University of Laos (Lao Version). By Mr. Viraxay Phonekeo

The number of research papers, theses and teaching manuals published in Academic Year 2011-12 is listed below.

S/N	Title	Volume
1	Research Papers	15
2	Teaching Manual Production	21
3	Compiling Teaching Manuals	7
4	Master Theses	148
5	B.Sc. Theses	175
Total		336

Stakeholder Satisfaction

FEBM conducts annual survey on satisfaction of public and private sectors including staff, students and alumni from FEBM. The satisfaction evaluation covers the following issues:

- Teaching and learning environment
- Housing or accommodation for students
- Student's activities
- The relevancy and standard of curriculum to socio-economic development
- Books and materials used for teaching and learning
- Guest speakers and special lectures
- Research quality and dissemination
- Teaching staff's skills and capacity
- Improvement to teaching and learning
- Quality of training
- Student's Internships
- Local and International cooperation
- Satisfaction on the quality of graduate

6. QA Practices in University of Health Sciences

The Faculty uses a standard grading system for student's academic performance as follows:

No	Grade	Meaning	Score (%)	GPA
1	A	Excellent	>80	4.0
2	B+	Very Good	76-79	3.5
3	B	Good	70-75	3.0
4	C+	Fairly Good	66-69	2.5
5	C	Fairly	60-65	2.0
6	D+	Poor	56-59	1.5
7	D	Very Poor	50-55	1.0
8	F	Fail	< 50	0

Weaker students are given extra support such as summer courses. Students who have absented longer than one month without any declaration or valid reasons will be terminated after deliberation by the Faculty Committee which will report to the University of Health Sciences.