# Quality Management of Educational Programmes

*in*

*Royal University of Phnom Penh (RUPP)*

*and*

*Royal University of Law and Economics (RULE)*

**ASEAN University Network**

**ADB**

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## Acknowledgements

## Foreword from RUPP

The Quality Management of Educational Programmes in Royal University of Law and Economics (RULE) and Royal University of Phnom Penh (RUPP) Manual is drafted based on the AUN-QA Assessment Guidelines at Programme Level. It is an important document to promote quality management of educational programmes of higher education in Cambodia. It is the result of collaboration and consultation with AUN-QA Expert, Mr. Johnson Ong Chee Bin, and the involvement of RULE and RUPP representatives to ensure that higher education students in Cambodia have opportunity to access high quality education. The implementation of these guidelines has the potential to improve better educational services and develop human competencies to provide career opportunities in both local and regional labour markets.

The manual also aims to promote good practices in quality management among higher education communities in Cambodia and nurture a culture of quality in every institution to strive towards a holistic and reliable quality assurance system.

On behalf of the Documentation Team from Royal University of Phnom Penh, I would like to express my gratitude to Asian Development Bank (ADB) for providing financial support and AUN-QA Committee who convened the working group and the preparation of this manual. Last but not least, I wish to thank my colleagues for their commitment to make this manual a reality.

It has been our pleasure to be involved in the development of this valuable resource. I hope it will be useful to all those who read and use it.

I am very happy to have this publication implemented in the Quality Assurance Center at the Royal University of Phnom Penh.

**Dr. Chealy Chet**
**Rector**
**Royal University of Phnom Penh**

## Foreword from RULE

Quality assurance plays an important role in ensuring the quality of students and graduates in higher education institutions. There is no exception that quality assurance has played a pivoted role in ensuring the quality of higher education in the Royal University of Law and Economics.  Being a member of the ASEAN University Network (AUN) since 2009, the university has actively participated in AUN's activities and has benefited from the sharing of good practices from other member universities.

The fruit arising from the cooperation between AUN and Asian Development Bank (ADB) since 2014 has resulted in the development of the "Quality Management of Educational Programmes in Royal University of Law and Economics (RULE) and Royal University of Phnom Penh (RUPP) Manual". Following two consecutive AUN-ADB Documentation Project Meetings in July 2014 and September 2015, the RULE team and RUPP team with the assistance from Mr. Johnson Ong Chee Bin has greatly contributed to the documentation of QA practices in the manual.

I hope this manual will serve as a useful reference and inspire universities in Cambodia to strive new heights in quality assurance of higher education and to make positive contribution to the development of human capital in the country. I truly believe that quality management will make our universities stronger and to better serve the educational needs of the emerging labor market demands.

Finally, I would like to express my sincere thanks to Mr. Johnson Ong Chee Bin, AUN-QA expert, AUN secretariat, ADB as well as RULE and RUPP documentation teams in making this publication a reality

**Dr. Channa Luy**
**Rector**
**Royal University of Law and Economics**

**Foreword from AUN**

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 Royal University of Law and Economics and Royal University of Phnom Penh for their contributions to the development of this manual.

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

# Chapter 1 – Expected Learning Outcomes

## 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**<br>កម្រិត | **Verbs**<br>កិរិយាស័ព្ទសកម្ម | **Instructional Methods**<br>វិធីសាស្ត្របង្រៀន | **Assessment Methods**<br>វិធីសាស្ត្រវាយតម្លៃ |
| **Remembering**<br>កម្រិតចងចាំ<br>Retrieve relevant knowledge from long-term memory<br>ប្រមូល ថ្វីរលើក ឡើងវិញពីចំណេះ ដឹងពាក់ព័ន្ធពីការ ចងចាំ រយៈពេល វែងដែលបានរៀនពី មុន | Define<br>កំណត់អត្ថន័យ<br>Describe<br>ពិពណ៌នា<br>Identify<br>កំណត់អត្ត សញ្ញាណ<br>Label<br>ដាក់ស្លាកសម្គាល់<br>List តម្រៀប<br>Match ផ្គូផ្គង<br>Name ដាក់ឈ្មោះ | Explicit Teaching<br>ការបង្រៀនដោយ លើកឧទាហរណ៍ ពន្យល់<br>Lecture ការឧទ្ទេស<br>Didactic questions<br>សំណួរតម្រង់ទិស<br>Demonstration<br>ការសម្តែងបង្ហាញ<br>Drill and Practice<br>ការហ្វឹកហាត់ និង អនុវត្តន៍ | MCQs<br>សំណួរពហុជ្រើសរើស<br>Short Answer Test<br>សំណួរ ចម្លើយខ្លីៗ<br>Written Test<br>សំណួរសរសេរ<br>Performance Test<br>តេស្តការសម្តែង<br>Mix and match<br>ផ្គុំនិងផ្គូផ្គង<br>Presentation (e.g. Reciting, summarizing)<br>ធ្វើបទបង្ហាញ |

| Revised Bloom's Taxonomy and Constructive Alignment with Instructional Methods and Assessment Methods | | | |
|---|---|---|---|
| **Levels**<br>កម្រិត | **Verbs**<br>កិរិយាស័ព្ទសកម្ម | **Instructional Methods**<br>វិធីសាស្ត្របង្រៀន | **Assessment Methods**<br>វិធីសាស្ត្រវាយតម្លៃ |
| | Outline រៀបចំគ្រោង<br>Recall វិញ្ញក<br>Recognize ចំណាំ<br>Reproduce បង្កើតឡើងវិញ<br>Select ជ្រើសរើស<br>State បញ្ជាក់<br>Locate កំណត់ទីតាំង | Role play ការសម្ដែងត្គូ<br>Modeling ការធ្វើជាគំរូ<br>Games ល្បែងជំនួយការ ចងចាំ<br>Puzzles ល្បែងផ្គុំ/ស្រាយ បញ្ហា<br>Rub out and remember លប់ និងបំពេញ ឡើងវិញ | (ខ. ការសូត្រ និង សង្ខេប)<br>Puzzles ផ្គុំពាក្យ/រូបភាព/ខ្លឹមសារ |
| **Understanding** កម្រិតយល់ដឹង<br>**Construct meaning from instructional messages, including oral, written, and graphic communication** បង្កើតន័យតាមរយៈ: ការបង្រៀនរួម ជាមួយលំហាត់ផ្ទាល់មាត់ ការសរសេរ និងទំនាក់ទំនងក្រាហ្វិក | Illustrate បង្ហាញ<br>defend ការពារ<br>compare ប្រៀបធៀប<br>Estimate ប៉ាន់ប្រមាណ<br>explain ពន្យល់<br>classify ធ្វើចំណាត់ថ្នាក់<br>generalise សន្និដ្ឋាន<br>Interpret បកស្រាយ<br>paraphrase ពន្យល់ន័យដើម<br>predict ព្យាករប្រទាយ<br>Rewrite ការសរសេរ ឡើងវិញ | Lecture ការឧទ្ទេស<br>Explicit teaching ការបង្រៀនដោយ មានឧទាហរណ៍ បញ្ជាក់<br>Role play ការសម្ដែងត្គូឬ ការដើរត្គូ<br>Game ល្បែង<br>Discussion ការពិភាក្សា<br>Brainstorming ការបំផុសគំនិត, ពន្រ្យាងគំនិត<br>Concept formulation ការបង្កើតគំនិត (e.g. mindmap, tree | MCQs សំណួរពហុជ្រើសរើស<br>Short answer test សំណួរចម្លើយខ្លីៗ<br>Presentation ការធ្វើបទបង្ហាញ<br>Performance (Role play) តេស្តការសម្ដែង<br>Essay តែងសេចក្ដី<br>Paraphrasing ការពន្យល់ន័យដើម<br>Posters ការរៀបចំប័ណ្ណប្លូបដា |

| Revised Bloom's Taxonomy and Constructive Alignment with Instructional Methods and Assessment Methods | | | |
|---|---|---|---|
| **Levels**<br>កម្រិត | **Verbs**<br>កិរិយាស័ព្ទសកម្ម | **Instructional Methods**<br>វិធីសាស្ត្របង្រៀន | **Assessment Methods**<br>វិធីសាស្ត្រវាយតម្លៃ |
| | summarise សង្ខេប<br>Translate បកប្រែ | diagram)<br>Models ដៅគំនិត ពង្រាយមេកជាង គំនិត គំរូ, ម៉្យដែល | |
| **Applying**<br>កម្រិតអនុវត្តន៍<br>**Carry out or use a procedure in a given situation**<br>អនុវត្ត ឬប្រើសេចក្ដីណែនាំទៅតាមកាលៈទេសៈឬស្ថានភាពជាក់ស្ដែងណាមួយ | Implement អនុវត្ត<br>Organize រៀបចំ ចាត់ចែង<br>Dramatise សម្ដែង ធ្វើវិនាដកម្ម<br>Solve ដោះស្រាយបញ្ហា<br>Construct បង្កើត<br>Demonstrate បង្ហាញ ឬសម្ដែង<br>Discover ស្វែងរក<br>Manipulate ដឹកនាំ<br>Modify កែសម្រល<br>Operate ប្រតិបត្តិ<br>Predict ព្យាករឬទាយ<br>Prepare រៀបចំ ត្រៀម បម្រុង<br>Produce ផលិត/បង្កើត<br>Relate ភ្ជាប់ទំនាក់ ទំនង/និទាន<br>Show បង្ហាញ ដាក់តាំង<br>Choose ជ្រើសរើស | Demonstration ការបង្ហាញ<br>Problem solving ដំណោះស្រាយបញ្ហា<br>Field trip ទស្សន កិច្ចសិក្សា<br>Experiment ការពិសោធន៍<br>Show & tell ការបង្ហាញនិងអធិប្បាយ<br>Mix & match ការផ្គុំនិងផ្គូរផ្គង<br>Role play ការដើរតួរ ឬការសម្ដែងតួ<br>Case studies ការសិក្សាអង្គហេតុ<br>Projects ការរៀបគម្រោង<br>Work assignment កិច្ចការអនុវត្តន៍ | Rearrange/mix & match តម្រៀបឡើងវិញ ផ្គុំនិងផ្គូរផ្គង<br>Matching ផ្គូរផ្គង<br>Projects គម្រោង<br>Presentation បទបង្ហាញ<br>Posters បដាបង្ហាញ<br>Practicum/Field work កម្មសិក្សា/ការងារទីរាល<br>Work assignment កិច្ចការអនុវត្តន៍<br>Case studies សិក្សាអង្គហេតុ |

| Revised Bloom's Taxonomy and Constructive Alignment with Instructional Methods and Assessment Methods | | | |
|---|---|---|---|
| **Levels**<br>កម្រិត | **Verbs**<br>កិរិយាស័ព្ទសកម្ម | **Instructional Methods**<br>វិធីសាស្ត្របង្រៀន | **Assessment Methods**<br>វិធីសាស្ត្រវាយតម្លៃ |
| **Analyzing**<br>កម្រិតវិភាគ<br>**Break material (knowledge) into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose**<br>បែងចែកចំណេះដឹងទៅតាមផ្នែកគោល និងកំណត់ទំនាក់ទំនងរចនាសម្ព័ន្ធ ឬគោលបំណងជារួម | Analyze វិភាគ<br>break down រាយលម្អិត ឬវិភាគលម្អិត<br>compare ប្រៀបធៀប<br>select ជ្រើសរើស<br>contrast បដិមតិ<br>deconstruct បំបែក<br> distinguish, ចំណាត់ថ្នាក់ | Case studies សិក្សាអង្គហេតុ<br>Group Project គម្រោងស្រាវជ្រាវជាក្រុម<br>Work Assignment កិច្ចការអនុវត្តន៍<br>Laboratory experiment ការពិសោធន៍<br>Field Work ការងារទីវាល<br>Problem based-learning ការសិក្សាដោយផ្អែកលើបញ្ហា<br>Debate ការពិភាក្សាដេញដោល<br>Research ការសិក្សាស្រាវជ្រាវ<br>Concept formulation ការបង្កើតទស្សន: | Essay Writing តែងសេចក្តី<br>Poster បណ្ណប្រកាសឬបដាបង្ហាញ<br>Written Report សំណេរបាយការណ៍<br>Presentation បទបង្ហាញ<br>Portfolios កម្រងឯកសារ<br>Project គម្រោងស្រាវជ្រាវ<br>Performance Test តេស្តអនុវត្តសម្តែង<br>Research ការសិក្សាស្រាវជ្រាវ<br>Case studies សិក្សាអង្គហេតុ<br>Critique ការរិះគន់<br>SWOT ការវិភាគលើភាពខ្លាំង ខ្សោយ កាលានុវត្តភាព និងហានិភ័យ (SWOT) |
| **Evaluating**<br>កម្រិតវាយតម្លៃ<br>**Make judgments based on criteria and standards**<br>ធ្វើការវាយតម្លៃដោយផ្អែកលើលក្ខណ: វិនិច្ឆ័យនិង | Rank ចាត់ថ្នាក់<br>Assess វាយតម្លៃ<br>Monitor ពិនិត្យតាមដាន<br>Check ត្រួតពិនិត្យ<br>Test តេស្ត | iBL វិធីសាស្ត្រស្រាវជ្រាវតាមបែបសាកស្ងួរ ឬរុករក<br>PBL វិភាគបញ្ហា<br>Debate ការពិភាក្សាដេញ | Presentation ការបង្ហាញស្រាវជ្រាវ និងសំណេរបាយការណ៍<br>Written test តេស្តសំណេរ<br>Debate |

| Revised Bloom's Taxonomy and Constructive Alignment with Instructional Methods and Assessment Methods | | | |
| --- | --- | --- | --- |
| **Levels** កម្រិត | **Verbs** កិរិយាស័ព្ទសកម្ម | **Instructional Methods** វិធីសាស្ត្របង្រៀន | **Assessment Methods** វិធីសាស្ត្រវាយតម្លៃ |
| និយាមបទដ្ឋាន | Judge វិនិច្ឆ័យ | ដោល Experiment ការធ្វើពិសោធន៍ Projects គម្រោងស្រាវជ្រាវ Practicum កម្មសិក្សា Peer teaching បង្រៀនដៃគូ SWOT ការវិភាគលើភាពខ្លាំង ខ្សោយ កាលានុវត្តភាព និង ហានិភ័យ (SWOT) | ការពិភាក្សាដេញដោល Mocked court កាត់ក្តីសាកល្បងឬសរ នាការប្រឌិត Essay តែងសេចក្តី Experiment លទ្ធផលពិសោធន៍ Project គម្រោងស្រាវជ្រាវ Performance Test តេស្តលើសមត្ថភាព ការងារ |
| **Creating** កម្រិតបង្កើតនិងថ្មី **Put elements together to form a coherent or functional whole; reorganise elements into a new pattern or structure .** ដាក់បញ្ចូលសមាស ភាព្យមគ្នាដើម្បី បង្កើតបណ្ដាញឬគ្គ នាទីទាំងមូល ឬ រៀបចំសមាសភាព ឡើងវិញឱ្យទៅជា គំរូឬរចនាសម្ព័ន្ធថ្មី ។ | Generate បង្កើត plan ធ្វើផែនការ compose និពន្ធ develop អភិវឌ្ឍ create ថ្មីនិងបង្កើតថ្មី Invent ថ្មីប្រឌិត organize រៀបចំ construct ស្ថាបនា produce ផលិត compile ចងក្រង design ធ្វើគម្រោង, គូរគម្រោង devise បង្កើតគំនិតថ្មី | -Problem Solving ដំណោះស្រាយ បញ្ហា -Case Studies សិក្សាអង្គហេតុ -Research Project គម្រោងស្រាវជ្រាវ -Practicum កម្ម សិក្សាដាក់ស្តែង -Experiment ការសិក្សាតាម ពិសោធន៍ -Field trip ទស្សនកិច្ចសិក្សា -Models បង្កើតគំរូ | Presentation ធ្វើបទបង្ហាញ Essay តែងសេចក្តី Journal ព្រឹត្តិប័ត្រ Report Writing ការសរសេរ របាយ ការណ៍ស្រាវជ្រាវ Prototype or Model បឋមរូប ឬការបង្កើតគំរូ Performance tasks ការសម្តែង Composition (play, songs, poems, etc) ការតែងនិពន្ធ (រឿង ចម្រៀង កំណាព្យ...) Research ការសិក្សាស្រាវជ្រាវ |

| Revised Bloom's Taxonomy and Constructive Alignment with Instructional Methods and Assessment Methods | | | |
|---|---|---|---|
| **Levels**<br>កម្រិត | **Verbs**<br>កិរិយាស័ព្ទសកម្ម | **Instructional Methods**<br>វិធីសាស្ត្របង្រៀន | **Assessment Methods**<br>វិធីសាស្ត្រវាយតម្លៃ |
| | | | Projects គម្រោង ស្រាវជ្រាវ |

The above template is formulated by the participants of the 1st AUN-ADB Training Workshop 28 – 31 July 2014 in Cambodia:
- Royal University of Laws and Economics
- Royal University of Phnom Penh
- Cambodian University for Specialties
- National University of Management
- Svay Rieng University
- Accreditation Committee of Cambodia
- Department of Higher Education

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 <u>apply</u> 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

# Chapter 1 – Expected Learning Outcomes

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 |   |   |   |   |

| | | | | | | |
|---|---|---|---|---|---|---|
| 2.    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.
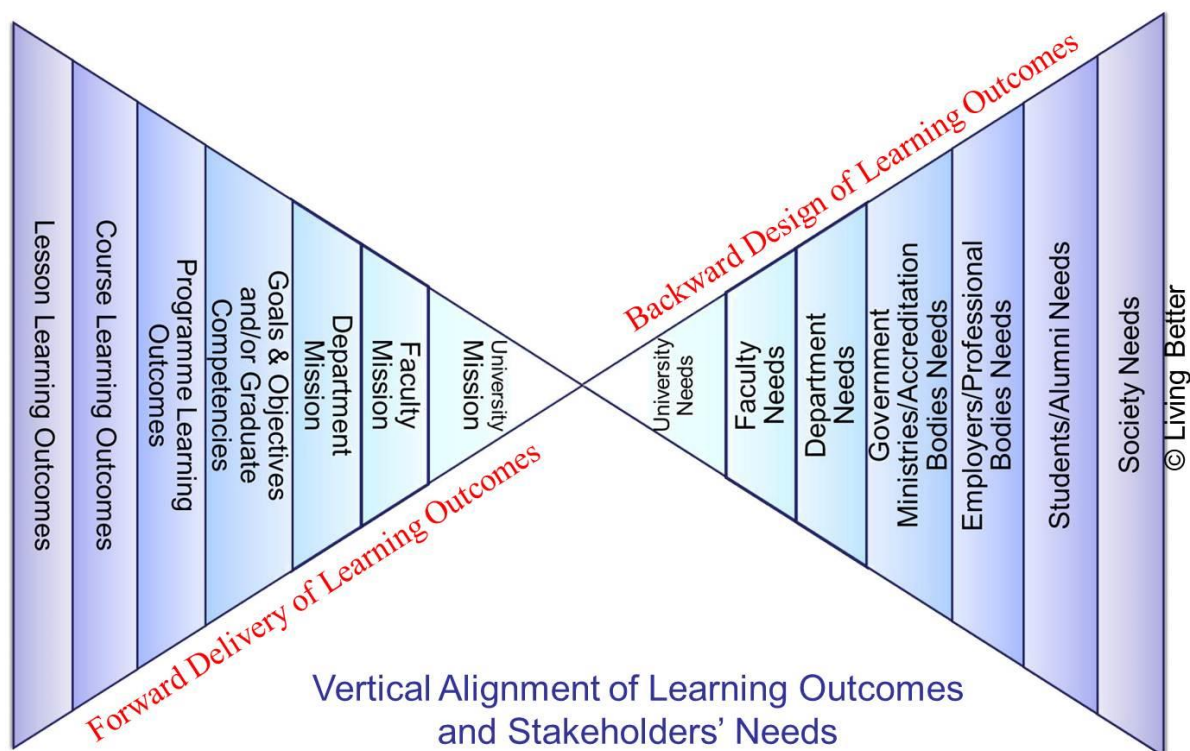
Figure 1.10 – Alignment of Stakeholders' Needs and Learning Outcomes

## 7.    QA Practices in Royal University of Law and Economics

- To introduce a new programme, RULE will first determine the market needs. Once the market needs are determined, a curriculum design committee will be formed to discuss the curriculum of the programme.

- After the curriculum of the programme has been established, the courses will be classified based on their level of difficulties.

- Next, the syllabus of each course will be developed which covers the learning outcomes, description of the content, teaching and learning strategies and assessment methods.

- The learning outcomes are formulated based on the market demand.

- After the syllabus has been developed, RULE will prepare a letter and submit to the Ministry of Education, Youth and Sport for approval.

**8.     QA Practices in Royal University of Phnom Penh**

In designing the curriculum for a programme, RUPP takes into consideration the following requirements:

- The curriculum aligns with the vision, mission and aims of the university
- The curriculum promotes lifelong learning and serves the demands of stakeholders.

The curriculum is developed to provide graduates with the relevant competencies to meet their professional careers and personal development through advanced studies. For example, the BSW degree programme has nine competencies as follows:

| Competency | Description |
|---|---|
| 1 | Identify as a professional social worker and conduct oneself accordingly |
| 2 | Apply social work ethical principles to guide professional practice |
| 3 | Apply critical thinking to inform and communicate professional judgments |
| 4 | Engage diversity and difference in practice |
| 5 | Advance human rights and social and economic justice |
| 6 | Engage in research-informed practice and practice-informed research |
| 7 | Apply knowledge of human behavior and the social environment |
| 8 | Engage in policy practice to advance social and economic well-being and to deliver effective social work services |
| 9(a) – (d) | Engage (a), assess (b), intervene (c), and evaluate (d) with individuals, families, groups, organisations, and communities |

The above competencies align with the vision and mission of the SWD, the goals of the BSW and the guiding principles from IASSW and IFSW. They help to create a department that promotes a culture of inquisitiveness, critical analysis, self-reflection and lifelong learning among its students. Courses and field education experiences are structured to promote foundational learning, generic skills and knowledge, and an opportunity in the final year to develop some specialised skills and knowledge.

These competencies are translated into expected learning outcomes in the syllabus using the matrix below.

| Course Content | Competencies | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | C1 | C2 | C3 | C4 | C5 | C6 | C7 | C8 | C9 |
| SW Foundation I (HSW101) | x | x | x | x | | | | | |
| SW Foundation II(HSW102) | | x | x | x | x | x | x | x | x |
| Interpersonal Practice Skills I (HSW202) | | x | x | x | | | | | x |
| Interpersonal Practice Skills II (HSW203) | | x | x | x | | x | | | x |
| Community Empowerment Practice I (HSW204) | | x | x | x | | | x | | x |
| Community Empowerment Practice II (HSW205) | | x | x | x | | x | | | x |
| Causes & Consequences of Poverty (HSW206) | | | x | | x | | x | x | |
| Governance (HSW207) | | | x | | x | | x | x | |
| Sociology of Culture (HSW208) | | | | | | | | | x |
| Developmental Psychology (HSW209) | | | | | | | | | x |
| Community Service Learning I &II (HSW210) | x | x | x | x | | | | | |
| Interpersonal Practice Skills III (HSW212) | | | x | | | | x | | x |
| Community Empowerment Practice III (HSW211) | | | x | x | x | | x | x | x |
| Introduction to Organizational Development (HSW213) | | | x | | | | x | | x |
| Introduction to Research Methods for Social Worker (HSW214) | | x | x | | | x | | | x |
| Task and Treatment Groups (HSW216) | | | x | x | | | | | x |
| Introduction to Mental Health (HSW215) | | | x | | | | | | x |
| Practicum I & II (HSW217) | x | x | x | x | | | | | x |
| Advanced Practice I: Building Strong Families  (HSW219) | | | x | x | | x | x | | x |
| Advanced Practice II: Trauma Practice (HSW220) | | | x | x | | x | x | | x |
| Advanced  Practice III: Grant Writing (HSW221) | | | x | | | x | x | | |
| Advanced Practice IV: Skills Lab (HSW222) | | | x | x | x | x | x | x | |
| Advanced Practice IV: Skills Lab (HSW223) | | | x | x | x | x | x | x | |
| Practicum III (HSW224) | x | x | x | x | | | | | x |
| Senior Project (HSW218) | | x | x | | | | | | x |

Source: Social Work Department

The expected learning outcomes of SW Foundation I (HSW101) are listed below.

<u>Knowledge</u>
- Describe different types of social work in Cambodia
- Advise the public to understand the rights of human.
- Explain social problems and cause of poverty and how they systematically exist.
- Describe key components of different frameworks such as strengths, diversity and value perspectives.
- Explain social work's values and why they are important to social workers
- Identify the values of a professional social worker

<u>Skills</u>
- Critique literature review
- Apply critical thinking in solving social issues

<u>Attitudes/Values</u>
At the end of the course, students should be able to demonstrate the following attitudes/values:
- Respect diversity
- Accept different perspectives in a professional manner
- Respect individual differences
- Non-judgmental behavior
- Self determination
- Value in social justice and human rights

The expected learning outcomes of SW Foundation II (HSW102) are listed below.

<u>Knowledge</u>
- Describe the differences between micro (individual), mezzo (family and group), and macro levels (communities, organisations and policies) of practice.
- Give an example of an intervention at each of these levels of practice.
- Describe and identify key components of person in social environment.
- Apply the framework of assessment with individuals, families, groups, organisations, and communities.
- Explain how the intervention influences with different level: individuals, families, groups, organisations, and communities.
- Describe the problem solving model (engage, assess, intervene, and evaluation)

Skills

- Apply basic skills in searching for information about social issues, especially for group presentation topic.
- Demonstrate skills to work as a task group with other students
- Demonstrate how to conduct a poster presentation about your work
- Demonstrate how to formulate an argument to present your view point

Attitudes

At the end of the course, students should be able to demonstrate the following attitudes/values:

- SWD student code of conduct
- Reflective and analytical attitude
- Commitment to social justice
- Pursuit of more knowledge
- Professionalism

## 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.
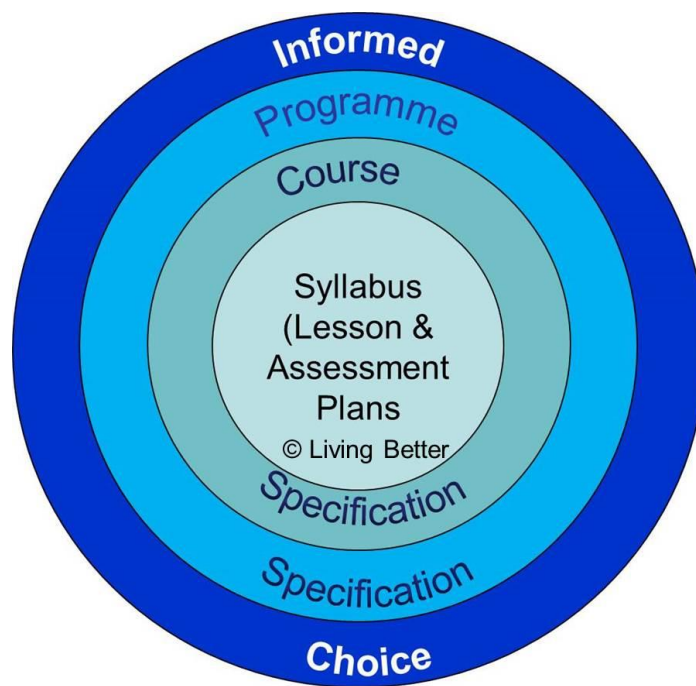
Figure 2.1 – Purpose of Programme Specification

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.<br><br>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.<br><br>Employ quantitative economic analysis.<br><br>Demonstrate the ability to apply economic/financial/mathematical theories and techniques in a work place setting (Year in Industry variant only).*<br><br>*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.<br><br>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.<br><br>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.<br><br>Produce clear and concise quantitative economic analysis and results.<br><br>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.<br><br>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.<br><br>Produce clear visual aids to accompany an oral presentation.<br><br>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.<br><br>Years 2 and 3: Training sessions on oral presentation skills<br><br>Year 3: Individual presentation.<br><br>Years 1, 2 and 3: Tutorials, seminars.<br><br>Developing oral communication skills in the work environment (Year in Industry variant only). | Formative contributions to tutorials, seminars.<br><br>Summative in the dissertation.<br><br>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.<br><br>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.<br><br>Year 2: Group and individual projects.<br><br>Years 1, 2 and 3: Lectures, tutorials, seminars, coursework, formative feedback, module outlines.<br><br>Developing written communication skills in the work environment (Year in Industry variant only). | Formative coursework.<br><br>Summative coursework, dissertation, exams, projects.<br><br>Reflective log and final report/presentation (Year in Industry variant only). |
| **(iii) Information technology** | | |
| Use word processing in the preparation of written work.<br><br>Use the internet to access appropriate information.<br><br>Use spreadsheets for data presentation and analysis.<br><br>Use specialist packages for statistical analysis.<br><br>Application of information technology skills within the work environment and in presentation (Year in Industry variant only). | Year 1: Induction Programme.<br><br>Years 1 and 2: Computer classes, module outlines, coursework, projects.<br><br>Year 3: Dissertation.<br><br>Developing IT skills in the work environment through project work and student portfolio (Year in Industry variant only). | Formative computer classes.<br><br>Summative in projects, dissertation.<br><br>Reflective log, skills audit, employer feedback and final report/presentation (Year in Industry variant only). |
| **(iv) Numeracy** | | |
| Employ general numerical, mathematical and statistical skills.<br><br>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.<br><br>Year 2: Group and individual projects.<br><br>Developing numeracy skills in the work environment through project work (Year in Industry variant only). | Formative coursework, computer classes.<br><br>Summative coursework, exams, projects.<br><br>Reflective log, skills audit, employer feedback and final report/presentation (Year in Industry variant only). |
| **(v) Team working** | | |
| Demonstrate basic team working skills.<br><br>Application of team building skills within the work environment (Year in Industry variant only). | Year 2: Training session on team working skills, group project.<br><br>Years 1, 2 and 3: Tutorials, seminars, computer classes.<br><br>Developing team building skills in the work environment through project work (Year in Industry variant only). | Formative tutorials, seminars, computer classes.<br><br>Summative in second year modules.<br><br>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.<br><br>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.<br><br>Year 2: Group and individual projects.<br><br>Year 3: Dissertation.<br><br>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.<br><br>Summative coursework, dissertation, exams, projects.<br><br>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.<br><br>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.<br><br>Year 2: Group and individual projects.<br><br>Year 3: Dissertation.<br><br>Developing data handling in the work environment through project work (Year in Industry variant only). | Formative coursework, computer classes.<br><br>Summative coursework, dissertation, exams, projects.<br><br>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 | EC2051 | EC2094 | EC2082 | EC2084 | EC2043 | Year Abroad | Year in Industry | EC3000 | EC3001 | EC3004 | EC3023 | EC3044 (optional) | EC3057 (optional) | EC3008 (optional) | EC3067 (optional) | EC3070 (optional) | EC3071 (optional) | EC3078 (optional) | EC3077 (optional) | EC3060 (optional) | EC3061 (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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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 |
| 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**

| | | | | Student Workload (hours) | |
|---|---|---|---|---|---|
| **Academic Year:** | 2014/5 | | | Lectures | 20 |
| **Module Level:** | Year 1 | | | Seminars | |
| **Scheme:** | UG | | | Practical Classes & Workshops | |
| **Department:** | Economics | | | Tutorials | 9 |
| **Credits:** | 20 | | | 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

-

**7.    QA Practices in Royal University of Law and Economics**

The information about a programme is written in a programme specification which is printed in a leaflet. The programme specification contains the subjects, number of credits, and program expected learning outcomes provided in each academic year. The university curriculum which describes the subjects in each semester is printed in the university's prospectus. The table below shows the programme specification of Bachelor of Laws.

| Courses offered in Year 1 (Foundation Year) | | | |
|---|---|---|---|
| **Semester 1** | **Credit** | **Semester 2** | **Credit** |
| History of Khmer Institutions | 3 | Geography of Economy and Humanity | 3 |
| Introduction to Law | 3 | Computer Science | 3 |
| Introduction to Political Science | 3 | General Cultural Studies | 3 |
| Statistics | 3 | Cambodia's Constitution | 3 |
| Foreign Language (English/French/Japanese) | 3 | Foreign Language (English/French/Japanese) | 3 |
| **Courses offered in Year 2** | | | |
| **Semester 1** | **Credit** | **Semester 2** | **Credit** |
| Constitutional Law (I) | 3 | Constitutional Law (II) | 3 |
| Administrative Law (I) | 3 | Administrative Law (II) | 3 |
| Criminal Law (I) | 3 | Criminal Law (II) | 3 |
| Civil Law (I) | 3 | Civil Law (II) | 3 |
| History of International Relations | 3 | International Institutions and ASEAN | 3 |
| Legal Methodology | 1 | History of Political Thought | 3 |
| Foreign Language for Law (English/French) | 1.5 | Foreign Language for Law (English/French) | 1.5 |
| **Courses offered in Year 3** | | | |
| **Semester 1** | **Credit** | **Semester 2** | **Credit** |
| Public International Law (I) | 3 | Public International Law (II) | 3 |
| Human Rights Law (I) | 3 | Human Rights Law (II) | 3 |
| Special Criminal Law | 3 | Criminal Procedure | 3 |
| Labor Law & Social Security Law (I) | 3 | Labor Law & Social Security Law (II) | 3 |
| Commercial Law | 3 | Company Law | 3 |
| Obligation Law (I) | 3 | Obligation Law (II) | 3 |
| Foreign Language for Law (English/French) | 1.5 | Foreign Language for Law (English/French) | 1.5 |
| **Courses offered in Year 4** | | | |
| **Semester 1** | **Credit** | **Semester 2** | **Credit** |
| Research Methodology | 1 | Option 1: Defend a paper or internship report | 9 |
| Family Succession Law | 3 | 1. Internship or | |
| Civil Procedure | 3 | 2. Writing a final Paper | |
| Construction & Urbanization Law | 3 | Option 2: Take a final examination | |
| Intellectual Property Law | 3 | 1. International Private Law | 3 |
| | | 2. Budgetary and Fiscal Law | 3 |
| | | 3. Special Contract Law | 3 |
| **Grand Total of Credits: 128** | | | |

Students can access the programme specification through the university website, www.rule.edu.kh or onsite consultation with the academic officers.

**8. QA Practices in Royal University of Phnom Penh**

The University consists of many departments and their programme specifications can be obtained from the department's brochure or the University Handbook. The information about programme specification is also available in the University Information Counter and the University homepage listed separately under each department or programme. The expected learning outcomes are stated in the course syllabus or course outline of each subject. A sample of the programme specification for the Bachelor of Art in Social Work is listed below.

| Bachelor of Art in Social Work<br>Major in Social Work<br>Minimum required: 450 hours/Semester<br>Credit required:  135 credits |
|---|
| **Expected Learning Outcomes:**<br><br>**Competency 1—Identify as a professional social worker and conduct oneself accordingly.**<br>• Graduating SW students (GSWS) should understand what it means to act as a "professional" (behavior, appearance, and communication)<br>• GSWS should demonstrate attitudes that show they are non-judgmental, appreciate and encourage diversity, want to promote social justice<br>• GSWS should demonstrate motivation for lifelong learning for professional growth<br>• GSWS should demonstrate self-reflection for professional growth<br>• GSWS should use supervision and consultation effectively<br>• GSWS students have the ability to work independently to formulate a plan and action to complete a project in a professional manner<br><br>**Competency 2—Apply social work ethical principles to guide professional practice.**<br>• GSWS should be knowledgeable of the SW Code of Ethics and conduct themselves accordingly<br>• GSWS should understand what confidentiality means, how to practice it and promote it<br>• GSWS should apply strategies of ethical reasoning to arrive at principled decisions.<br><br>**Competency 3—Apply critical thinking to inform and communicate professional judgments and engage in research-informed practice.**<br>• GSWS should be able to identify, review and critique multiple sources of knowledge including research-based knowledge to inform their practice (e.g. own behaviors, selection of programs)<br>• GSWS should utilize a problem-solving based framework that promotes assessment, intervention and evaluation for effective change<br>• GSWS should demonstrate effective oral and written communication for diverse audiences. |

**Competency 4—Engage diversity and difference in practice.**
- GSWS should understand about the intersectionality of different factors like age, social class, physical and mental development, gender, gender identity, belief, religion, skin color, race, sexual orientation, etc.
- GSWS should recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, stereotype, prejudice, discriminate or create or enhance privilege and power;
- GSWS should show sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups;
- GSWS should promote respect for diversity

**Competency 5—Advance human rights and social and economic justice.**
- GSWS should understand and be able to explain to the others about the forms and mechanisms of oppression and discrimination;
- GSWS should engage in practices that advance social and economic justice.
- GSWS should advocate for human rights and social and economic justice;

**Competency 6—Apply knowledge of human behavior and the social environment.**
- GSWS should be able to analyze and apply knowledge to understand person and environment.
- GSWS should be able to understand human behavior across the life course/span

**Competency 7—Engage in policy practice to advance social and economic well-being and to deliver effective social work services.**
- GSWS should understand policy development
- GSWS should be able to analyze, formulate, and advocate for policies that advance social well-being

**Competency 8—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.**
- GSWS should utilize a problem solving framework to support change solutions at different levels, e.g. individuals, families, groups, organizations and communities
- GSWS should be able to demonstrate the use empathy and other interpersonal skills
- GSWS should be able to effectively use a case management model (developing mutually agreed-on focus of work, desired outcomes, case plan, referral process and monitoring plan)
- GSWS should apply knowledge of basic intervention models related to the following: individual issues, crisis, mental health, child welfare, and trauma
- GSWS should apply strategies to mobilize and organize communities
- GSWS should apply knowledge of group level intervention and preliminary skills to facilitate a task group
- GSWS should apply knowledge of organizational structures and processes for the effective conduct of human services

| Freshman Year | | Sophomore Year | | Junior Year | | Senior | |
|---|---|---|---|---|---|---|---|
| Course | Cr/Hr | Course | Cr/Hr | Course | Cr/Hr | Course | Cr/Hr |
| FGHI01 | 2 | HSW201 | 3 | HSW301 | 3 | HSW401 | 1 |
| FGPP01 | 2 | HSW202 | 3 | HSW302 | 3 | HSW402 | 3 |
| FGGE03 | 2 | HSW203 | 3 | HSW303 | 3 | HSW403 | 3 |
| FGSO03 | 2 | HSW204 | 3 | HSW304 | 5 | HSW404 | 3 |
| FGKL01 | 2 | SHW205 | 4 | HSW305 | 3 | HSW405 | 3 |
| FGMA02 | 2 | HSW206 | 3 | HSW306 | 3 | HSW406 | 1 |
| FGES02 | 2 | HSW207 | 3 | HSW307 | 3 | HSW407 | 3 |
| FGPS03 | 2 | HSW208 | 3 | HSW308 | 4 | HSW408 | 12 |
| HSW200 | 8 | HSW209 | 3 | English | 8 | | |
| English | 8 | HSW210 | 3 | | | | |
| | | English | 8 | | | | |
| Total | 32 | Total | 39 | Total | 35 | Total | 29 |

## 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.
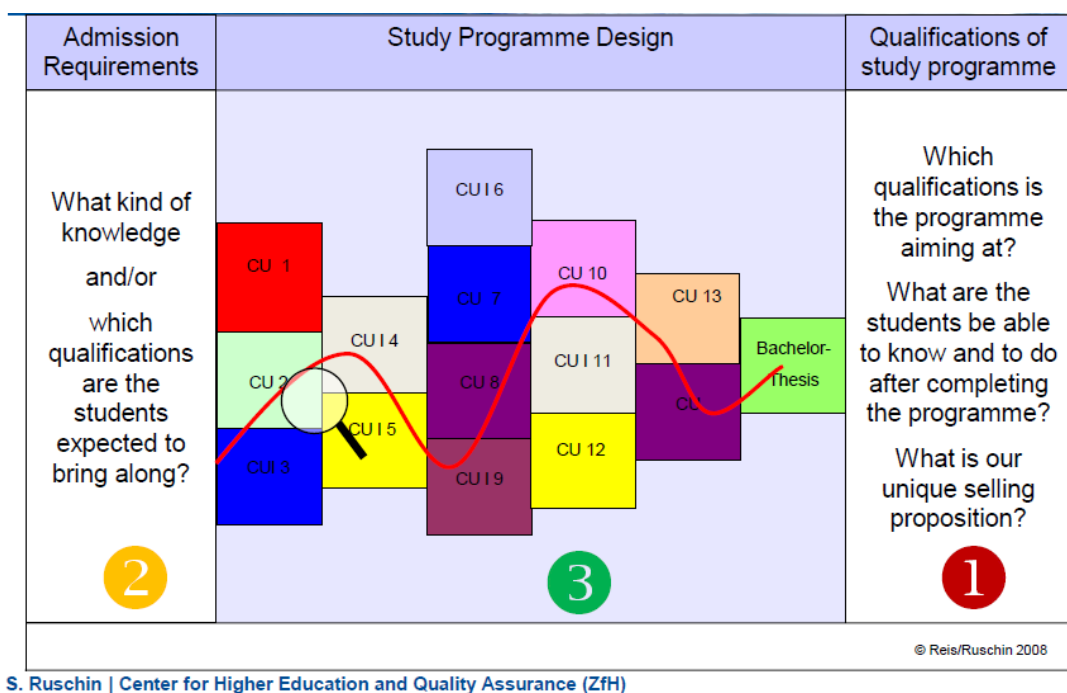


Figure 3.1 – Backward Curriculum Design Framework

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.



©Living Better
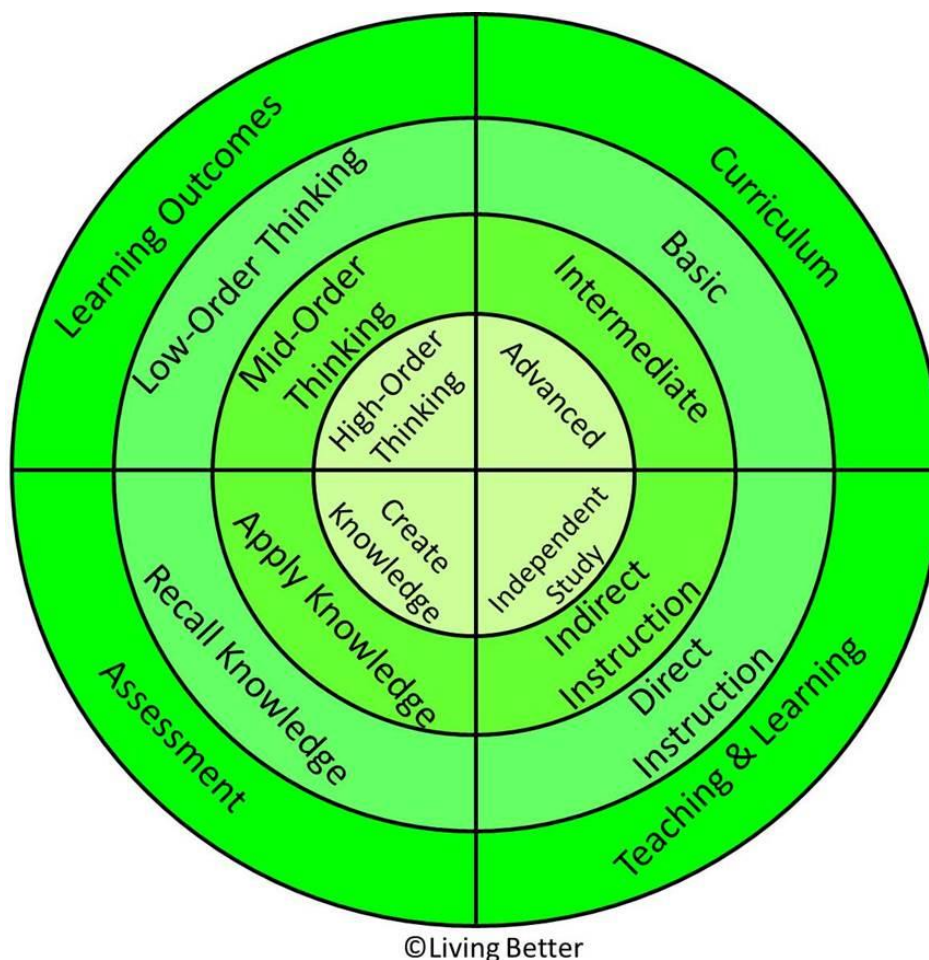
Figure 3.3 – Constructive Alignment of Curriculum to Learning Outcomes

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.
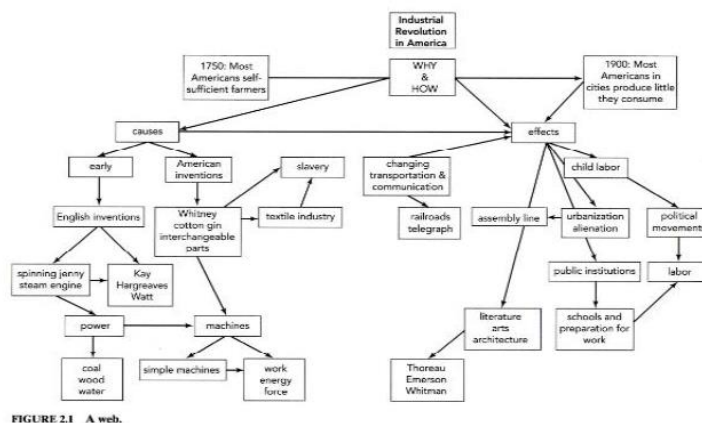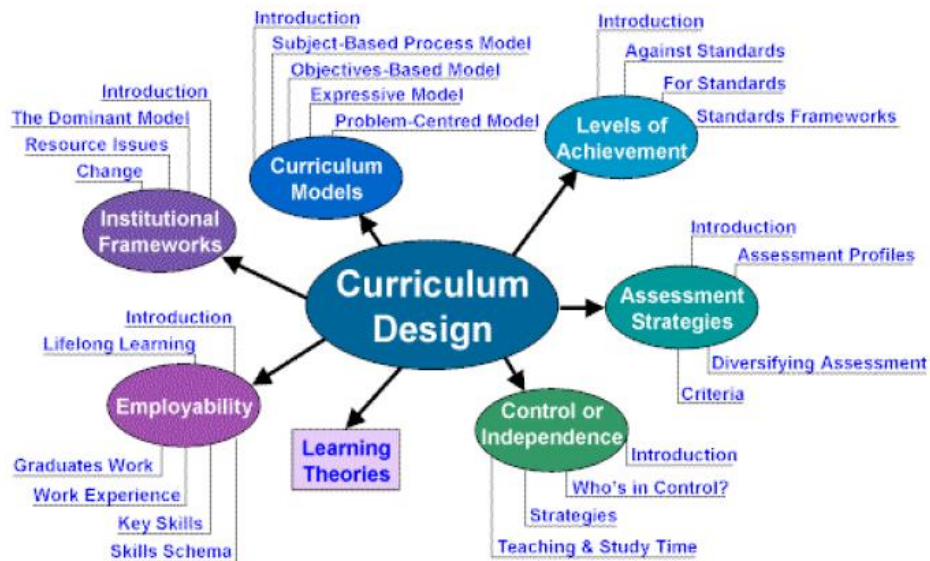


Figure 3.4 – A Web

## Spider Map



Figure 3.5 – Spider-Map
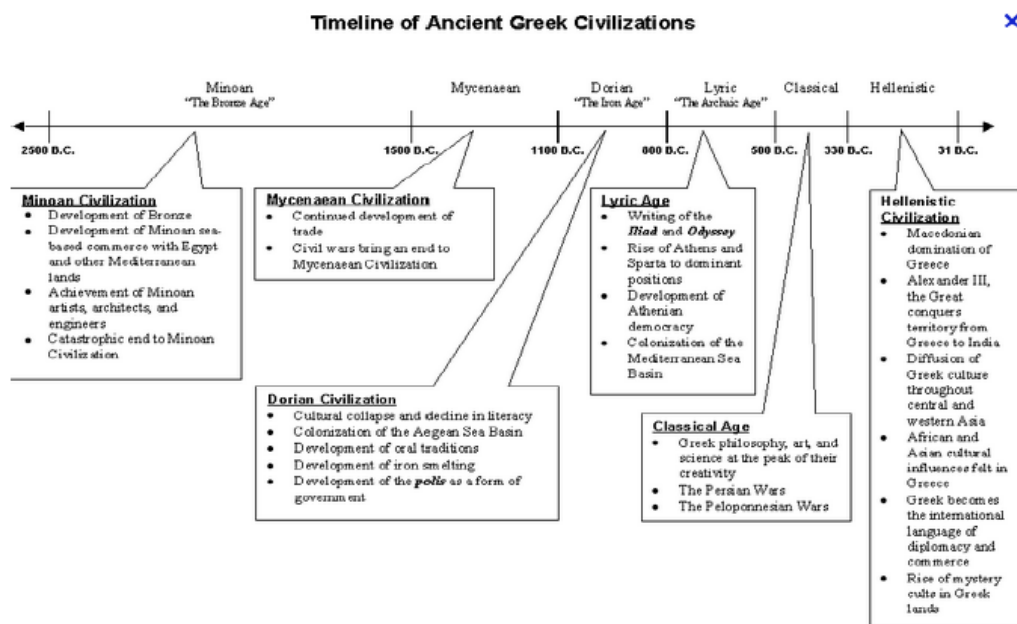
## Hierarchical/chronological



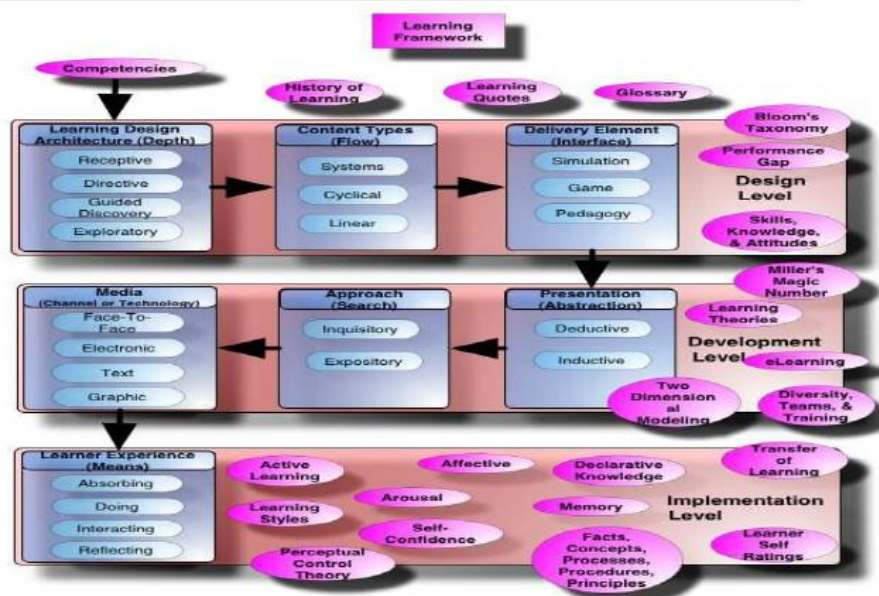Figure 3.6 – Hierarchical/Chronological Map

## Flow chart



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 Royal University of Law and Economics

In the design of new curriculum or review of an existing curriculum, stakeholders such as university management, faculty members, alumni, employers and student representative are invited to discuss curriculum. This is to ensure that the curriculum meets the market needs. The Pedagogical Board is in charge of updating the curriculum every two years to ensure that the market needs are met.

A curriculum committee will then be conveyed to design and developed the curriculum. Each subject lecturer will prepare course syllabus which includes the course description, course objectives, course outline, assessment and referenced sources.

Below is the course syllabus of Financial Markets and Institutions for Master of Business.

**Course Title  :**       Financial Markets and Institutions

### 1. Course Description

Financial Market and Institution aims to provide students with the general concept, functions and roles of financial institutions, central bank in the global economy. It concentrates on how to encourage savings, allocate whatever savings are available into investments in plant and equipment and securities, so that business may grow, provide more jobs and increase standards of livings.

### 2. Course General Objectives and Expected Learning Outcomes

 * To understand the functions performed and the roles played by the system of financial markets and institutions in the global economy.
 * To explore several key terms and concepts of the money and capital markets.
 * To discover how important the financial system is in increasing our standard of living, generating new jobs, and building our savings to meet tomorrow's financial needs.
 * To learn about the channels through which funds flow between lenders and borrowers within the global financial system.
 * To discover the nature and characteristics of financial assets – how they are created and retired by decision-makers within the financial system.
 * To explore the critical roles played by money and the linkages between money and inflation.
 * To examine how financial intermediaries and other financial institutions lend and borrow funds and create and retire financial assets within the global system of markets.
 * To understand the economic, demographic, social, and technological forces reshaping the financial system today.
 * To study where recent trends in the financial system appear to be leading us and how we may be affected.
 * To understand how the problems of the financial system today may influence the shape of the financial marketplace of the future.
 * To understand the important roles and functions that *interest rates* perform within the economy and the financial system.

- To explore the most important ideas about the determinants of interest rates and asset prices.
- To identify the key forces that economists believe set market interest rates and asset prices into motion.
- To learn how to measure and calculate interest rates and the prices of financial assets.
- To understand the relationship between the interest rate on a financial instrument and its market value.
- To look at the many different ways that banks and other lending institutions calculate the interest rates they charge borrowers for loans.
- To explore the many roles and functions of the central banks around the world.
- To see how and why the Federal Reserve System came to be established as the U.S. central bank.
- To examine how the Federal Reserve System is organized to carry out the many tasks it must perform.
- To explore the many roles and functions of the central banks around the world.
- To see how and why the Federal Reserve System came to be established as the U.S. central bank.
- To examine how the Federal Reserve System is organized to carry out the many tasks it must perform.
- To understand how the policy tools available to central banks work in carrying out a nation's money and credit policies.
- To explore the strengths and weaknesses of the various monetary policy tools.
- To learn how the Federal Reserve System controls U.S. credit and interest rate levels.
- To see how central bank policy actions affect a nation's economic goals.
- To see the effect of business cycle expansions and contractions upon interest rate movements.
- To consider the significance of seasonal movements in interest rates.
- To explore some interest-rate forecasting methods that are most widely used today.
- To examine several popular hedging tools, including interest rate swaps, financial futures, and option contracts.

## 3. Course Outline

This course consists of 45 teaching hours which is divided into 18 weeks. Each week consists of 2.5 hours. The following table is the teaching plan of this course.

| Week | Title | Content | Others |
|---|---|---|---|
| 1 | Functions and Roles of the Financial System in the Global Economy | - What is financial system?<br>- Flows within the Global Economic System<br>- The Role of Markets in the Global Economic System<br>- Types of Markets<br>- The Financial Markets and the Financial System: Channel for Savings and Investment<br>- The Financial Markets and the Financial System: Channel for Savings and Investment | |
| 2 | Functions and Roles of the Financial System in the Global Economy | - The Global Financial System<br>- Functions Performed by the Global Financial System and the Financial Markets<br>- Types of Financial Markets Within the Global Financial System<br>- Factors Tying All Financial Markets Together<br>- The Dynamic Financial System | |

| | | | |
|---|---|---|---|
| 3 | Financial Assets, Money, Financial Transactions, and Financial Institutions | - The Creation of Financial Assets<br>- Characteristics of Financial Assets<br>- Different Kinds of Financial Assets<br>- The Creation Process for Financial Assets<br>- Financial Assets and the Financial System<br>- Lending and Borrowing in the Financial System | |
| 4 | Financial Assets, Money, Financial Transactions, and Financial Institutions | - The Functions of Money<br>- The Value of Money and Other Financial Assets and Inflation<br>- The Evolution of Financial Transactions<br>- Classification of Financial Institutions<br>- Portfolio (Financial-Asset) Decisions by Financial Institutions<br>- Disintermediation of Funds<br>- Bank-Dominated Versus Security-Dominated Financial Systems | |
| 5 | The Future of the Financial System and the Money and Capital Markets | - Financial Forces Reshaping the Financial System Today<br>- Social, Economic, & Demographic Forces and Trends Reshaping the Financial System Today<br>- Risk in the Financial System: The Challenges and Opportunities<br>- New Technology: The Challenges and Opportunities | |
| 6 | The Future of the Financial System and the Money and Capital Markets | - Homogenization of Financial-Service Suppliers: The Challenges and Opportunities<br>- Consolidation and Convergence: The Challenges and Opportunities<br>- Financial Services Regulation<br>- Management Coordination | |
| 7 | The Determinants of Interest Rates: Competing Ideas | - Functions of the Interest Rate in the Economy<br>- The Classical Theory of Interest Rates<br>- The Liquidity Preference (Cash Balances) Theory of Interest Rates<br>- The Loanable Funds Theory of Interest<br>- The Rational Expectations Theory of Interest | |
| 8 | The Determinants of Interest Rates: Competing Ideas | - The Liquidity Preference (Cash Balances) Theory of Interest Rates<br>- The Loanable Funds Theory of Interest<br>- The Rational Expectations Theory of Interest | |
| 9 | Measuring and Calculating Interest Rates and Financial Asset Prices | - Units of Measurement For Interest Rates and Security Prices<br>- Measures of the Rate of Return (Yield) On a Financial Asset | |
| 10 | Measuring and Calculating Interest Rates and Financial Asset Prices | - Yield-Asset Price Relationships<br>- Interest Rates Charged or Paid by Institutional Lenders | |
| 11 | The Roles and Services of The Federal Reserve & Other Central Banks Around The World | - The Roles of Central Banks<br>- The Goals of Central Banking<br>- The Channels Through Which Central Banks Work<br>- The History of the Federal Reserve System<br>- Problems in the Early U.S. Banking System<br>- Creation of the Federal Reserve System | |

| 12 | The Roles and Services of The Federal Reserve & Other Central Banks Around The World | - The Early Structure of the Fed<br>- Goals and Policy Tools of the Fed<br>- How the Fed is Organized<br>- Roles of the Federal Reserve System Today<br>- The Key Focus of Central Bank Monetary Policy<br>- The Composition of Reserves for Depository Institutions<br>- The Deposit Multiplier | |
| 13 | Mutual Funds, Pensions Funds, Insurance Company, Finance Company and other financial Institutions | - Savings and Loan Associations<br>- Savings Institutions<br>- Savings Banks<br>- Credit Unions<br>- Money Market Funds | |
| 14 | Mutual Funds, Pensions Funds, Insurance Company, Finance Company and other financial Institutions | - Pension Funds<br>- Life Insurance Companies<br>- Property-Casualty (P/C) Insurance Companies<br>- Finance Companies<br>- Other Financial Institutions<br>- Trends Affecting All Financial Institutions Today | |
| 15 | Interest Rate Forecasting & Hedging: Swaps, Financial Futures, & Options | - The Influence of the Business Cycle in Shaping Interest Rates and Asset Prices<br>- Relative Movements in Short- & Long-Term Rates & Prices over the Business Cycle<br>- Seasonality in Market Interest Rates<br>- Forecasting Interest Rates: Advantages & Problems | |
| 16 | Interest Rate Forecasting & Hedging: Swaps, Financial Futures, & Options | - Approaches to Modern Interest Rate Forecasting<br>- Interest Rate and Asset Price Hedging Strategies<br>- Interest Rate Swaps<br>- Financial Futures Contracts<br>- Option Contracts on Financial Futures | |
| 17 | The Tools and Goals of Central Bank Monetary Policy | - General versus Selective Credit Controls<br>- Reserve Requirements<br>- The Discount Rate<br>- Open Market Operations<br>- Types of Federal Reserve Open Market Transactions | |
| 18 | The Tools and Goals of Central Bank Monetary Policy | - Selective Credit Controls Used by the Fed<br>- Interest Rate Targeting<br>- Monetary Policy Targets<br>- The Federal Reserve and Economic Goals<br>- The Trade-offs Among Economic Goals<br>- The Limitations of Monetary Policy | |

**4. Assessment**

| No. | Description | Score |
|-----|-------------|-------|
| 1 | Attendance | 10 |
| 2 | Discipline | 10 |
| 3 | Assignment | 15 |
| 4 | Midterm | 25 |
| 5 | Semester exam | 40 |
| | Total | 100 |

**5. Reading Materials**

- Sounders, A. & Cornett, M. M. (2010), Financial Markets and Institutions: An Introduction to Risk Management Approach, Third Edition, Special Indian Edition.
- Kawai, M. & Sheng, A. (2009), Capital Market Reform in Asia: Towards Developed and Integrated in Time of Changes, Special Indian Edition.
- Bodie, Z. *et al* (2009), Investments, Eight Edition, Special Indian Edition.

**5.**     **QA Practices in Royal University of Phnom Penh**

At RUPP, curricula are structured and organised based on the needs of the stakeholders and professional body as well as the alignment to the programme's objectives and the University's and faculty's vision and mission. For example, the vision of RUPP is "*To become Cambodia's flagship university in teaching, research and community services*", and followed by a ten-fold mission:

1. Enhance teaching staff and middle-level administrative staff to hold at least master's degrees with both English and ICT competence;
2. Be an established centre for high-quality research and publications;
3. Increase graduate programmes and enhance academic freedom;
4. Increase the number of international students in all types of courses;
5. Enhance student and faculty exchange with universities in the ASEAN University Network (AUN) and other partner universities, including services provided to development partners and civil society organisations;
6. Promote integrity and a sense of belonging and ownership among students, faculty and staff;
7. Ensure a safe and sound teaching and learning environment;
8. Provide free information technology (IT) support and internet access to all students and staff;
9. Become a resource centre for teaching/learning, research and community service; and
10. Mainstream quality assurance and evaluation mechanisms in all departments and programmes

The curriculum development and revision is determined by an Academic Council and a Curriculum Committee in each department. For example, after each study cycle is completed, the individual programme within the University is expected to revise the course contents depending on the feedback from course evaluations or student satisfaction.

The overall credits for the curriculum are aligned with the National Qualification Framework (NQF) and the Regulations set by the Ministry of Education Youth and Sport. For example, to accomplish a Bachelor degree level, students have to earn at least 120 credits.

| Fields officered | Credits | NQF requirement |
|---|---|---|
| Sciences | 154-168 | 120 |
| Social Sciences and Humanities | 151-178 | 120 |
| Development Studies | 148 | 120 |
| Engineering | 160-175 | 120 |
| Education | 129 | 120 |
| Institute of Foreign Languages | 120 | 120 |

Expected Learning Outcomes (ELOs) of each undergraduate programme are formulated and translated into courses. The courses are distributed into semesters.

The expected learning outcomes of SW Foundation I (HSW101) are listed below.

Knowledge
- Describe different types of social work in Cambodia
- Advise the public to understand the rights of human.
- Explain social problems and cause of poverty and how they systematically exist.
- Describe key components of different frameworks such as strengths, diversity and value perspectives.
- Explain social work's values and why they are important to social workers
- Identify the values of a professional social worker

Skills
- Critique literature review
- Apply critical thinking in solving social issues

Attitudes/Values
At the end of the course, students should be able to demonstrate the following attitudes/values:
- Respect diversity
- Accept different perspectives in a professional manner
- Respect individual differences
- Non-judgmental behavior
- Self determination
- Value in social justice and human rights

The expected learning outcomes of SW Foundation II (HSW102) are listed below.

Knowledge
- Describe the differences between micro (individual), mezzo (family and group), and macro levels (communities, organisations and policies) of practice.
- Give an example of an intervention at each of these levels of practice.
- Describe and identify key components of person in social environment.
- Apply the framework of assessment with individuals, families, groups, organisations, and communities.
- Explain how the intervention influences with different level: individuals, families, groups, organisations, and communities.
- Describe the problem solving model (engage, assess, intervene, and evaluation)

Skills
- Apply basic skills in searching for information about social issues, especially for group presentation topic.
- Demonstrate skills to work as a task group with other students
- Demonstrate how to conduct a poster presentation about your work
- Demonstrate how to formulate an argument to present your view point

Attitudes
At the end of the course, students should be able to demonstrate the following attitudes/values:
- SWD student code of conduct
- Reflective and analytical attitude
- Commitment to social justice
- Pursuit of more knowledge
- Professionalism

The courses in the programme are logically structured, organised and sequenced to achieve a good balance between generic and specialised skills and knowledge.

(A Sample of Course Content in Social Work Department)

| No. | Subjects | Credits | Year I | | Year II | | Year III | | Year IV | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Sem 1 | Sem 2 | Sem 1 | Sem 2 | Sem 1 | Sem 2 | Sem 1 | Sem 2 |
| 1 | Social Work Foundation | 8 | x | x | | | x | x | | |
| 2 | Community Empowerment Practice | 9 | | | x | x | x | | | |
| 3 | Interpersonal Practice | 9 | x | | | x | | x | | |
| 4 | Case Studies and Problem Solving | 3 | | | | | | | x | |
| 5 | Practicum | 12 | | | | | | | | x |

Every freshman has to pass the foundation year offered by the particular programme which students intend to graduate from before they are registered in the following year programme.

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

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*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.).*

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## 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<br>• Explicit Teaching<br>• Didactic Questions<br>• Demonstrations<br>• 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.

<u>**Indirect Instruction**</u>

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<br>• Problem Solving<br>• Case Studies<br>• 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<br>• Focused Imaging<br>• Role Play<br>• Models<br>• Games<br>• Field Trip<br>• 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<br>• Discussions<br>• Problem Solving<br>• Brainstorming<br>• Peer Learning<br>• 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 Study**

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<br>• Research Projects<br>• Computer-Aided Instruction<br>• 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**<br>កម្រិត | **Verbs**<br>កិរិយាស័ព្ទសកម្ម | **Instructional Methods**<br>វិធីសាស្ត្របង្រៀន | **Assessment Methods**<br>វិធីសាស្ត្រវាយតម្លៃ |
| **Remembering**<br>កម្រិតចងចាំ<br>Retrieve relevant knowledge from long-term memory<br>ប្រមូល ថ្លរលឹក ឡើងវិញពីចំណេះ ដឹងពាក់ព័ន្ធពីការ ចងចាំ រយៈពេល វែងដែលបានរៀនពី មុន | Define កំណត់អត្ថន័យ<br>Describe ពិពណ៌នា<br>Identify កំណត់អត្ត សញ្ញាណ<br>Label ដាក់ស្លាកសម្គាល់<br>List តម្រៀប<br>Match ផ្គូរផ្គង<br>Name ដាក់ឈ្មោះ<br>Outline រៀបចំគ្រោង<br>Recall រំឭក<br>Recognize ចំណាំ<br>Reproduce បង្កើតឡើងវិញ<br>Select ជ្រើសរើស<br>State បញ្ជាក់<br>Locate កំណត់ទីតាំង | Explicit Teaching ការបង្រៀនដោយ លើកឧទាហរណ៍ ពន្យល់<br>Lecture ការឧទ្ទេស<br>Didactic questions សំណួរតម្រង់ទិស<br>Demonstration ការសម្ដែងបង្ហាញ<br>Drill and Practice ការហ្វឹកហាត់ និង អនុវត្តន៍<br>Role play ការសម្ដែងតួ<br>Modeling ការធ្វើជាគំរូ<br>Games ល្បែងជំនួយការ ចងចាំ<br>Puzzles ល្បែងផ្គុំ/ស្រាយ បញ្ហា<br>Rub out and remember លប់ និងបំពេញ ឡើងវិញ | MCQs សំណួរពហុជ្រើសរើស<br>Short Answer Test សំណួរ ចម្លើយខ្លីៗ<br>Written Test សំណួរសរសេរ<br>Performance Test តេស្តការសម្ដែង<br>Mix and match ផ្គុំនិងផ្គូរផ្គង<br>Presentation (e.g. Reciting, summarizing) ធ្វើបទបង្ហាញ (ឧ. ការសូត្រ និង សង្ខេប)<br>Puzzles ផ្គុំពាក្យ/រូបភាព/ខ្លឹមសារ |

| Revised Bloom's Taxonomy and Constructive Alignment with Instructional Methods and Assessment Methods | | | |
|---|---|---|---|
| **Levels**<br>កម្រិត | **Verbs**<br>កិរិយាស័ព្ទសកម្ម | **Instructional Methods**<br>វិធីសាស្ត្របង្រៀន | **Assessment Methods**<br>វិធីសាស្ត្រវាយតម្លៃ |
| **Understanding**<br>កម្រិតយល់ដឹង<br>**Construct meaning from instructional messages, including oral, written, and graphic communication**<br>បង្កើតន័យតាមរយៈ ការបង្រៀនរួម ជាមួយលំហាត់ ផ្ទាល់មាត់ ការសរសេរ និងទំនាក់ ទំនងក្រាហ្វិក | Illustrate បង្ហាញ<br>defend ការពារ<br>compare ប្រៀបធៀប<br>Estimate ប៉ាន់ប្រមាណ<br>explain ពន្យល់<br>classify ធ្វើចំណាត់ថ្នាក់<br>generalise សន្និដ្ឋាន<br>Interpret បកស្រាយ<br>paraphrase ពន្យល់ន័យដើម<br>predict ព្យាករឬទាយ<br>Rewrite ការសរសេរ ឡើងវិញ<br>summarise សង្ខេប<br>Translate បកប្រែ | Lecture ការឧទ្ទេស<br>Explicit teaching ការបង្រៀនដោយ មានឧទាហរណ៍ បញ្ជាក់<br>Role play ការសម្តែងតួ ការដើរតួ<br>Game ល្បែង<br>Discussion ការពិភាក្សា<br>Brainstorming ការបំផុសគំនិត, ពន្រ្ជោងគំនិត<br>Concept formulation ការបង្កើតគំនិត (e.g. mindmap, tree diagram)<br>Models ដៅគំនិត ពន្ត្រាយមេកធាង គំនិត គំរូ, ម៉ូដែល | MCQs សំណួរពហុជ្រើសរើស<br>Short answer test សំណួរចម្លើយខ្លីៗ<br>Presentation ការធ្វើបទបង្ហាញ<br>Performance (Role play) តេស្ដការសម្ដែង<br>Essay តែងសេចក្ដី<br>Paraphrasing ការពន្យល់ន័យដើម<br>Posters ការរៀបចំបណ្ណប្រដា |
| **Applying**<br>កម្រិតអនុវត្តន៍<br>**Carry out or use a procedure in a given situation**<br>អនុវត្ត ឬប្រើសេចក្ដី ណែនាំទៅតាមកា លៈទេសៈបុស្ថាន ភាពជាក់ស្ដែងណា | Implement អនុវត្ត<br>Organize រៀបចំ ចាត់ចែង<br>Dramatise សម្ដែង ធ្វើវិនាដកម្ម<br>Solve ដោះស្រាយបញ្ហា<br>Construct បង្កើត<br>Demonstrate | Demonstration ការបង្ហាញ<br>Problem solving ដំណោះស្រាយ បញ្ហា<br>Field trip ទស្សន កិច្ចសិក្សា<br>Experiment ការពិសោធន៍ | Rearrange/mix & match តម្រៀបឡើងវិញ ផ្គុំនិងផ្គូរផ្គង<br>Matching ផ្គូរផ្គង<br>Projects តម្រោង<br>Presentation បទបង្ហាញ<br>Posters |

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| មួយ | បង្កាញ ឬសម្ដែង Discover ស្វែងរក Manipulate ដឹកនាំ Modify កែសម្រួល Operate ប្រតិបត្តិ Predict ព្យាករប្រទាយ Prepare រៀបចំ ត្រៀម បម្រុង Produce ផលិត/បង្កើត Relate ភ្ជាប់ទំនាក់ ទំនង/និទាន Show បង្កាញ ដាក់តាំង Choose ជ្រើសរើស | Show & tell ការបង្ហាញនិង អធិប្បាយ Mix & match ការផ្គុំនិងផ្គូរផ្គង Role play ការដើរតួ ឬការសម្ដែងតួ Case studies ការសិក្សាអង្គហេតុ Projects ការរៀបគម្រោង Work assignment កិច្ចការអនុវត្តន៍ | បដាបង្ហាញ Practicum/Field work កម្មសិក្សា/ការងារទីវាល Work assignment កិច្ចការអនុវត្តន៍ Case studies សិក្សាអង្គហេតុ |
| **Analyzing** កម្រិតវិភាគ **Break material (knowledge) into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose** បែងចែកចំណេះដឹង ទៅតាមផ្នែកគោល និងកំណត់ទំនាក់ ទំនងរចនាសម្ព័ន្ធ ឬ គោលបំណងជារួម | Analyze វិភាគ break down រាយលម្អិត ឬវិភាគ លម្អិត compareប្រៀបធៀប select ជ្រើសរើស contrast បដិមតិ deconstruct បំបែក distinguish, ចំណាត់ថ្នាក់ | Case studies សិក្សាអង្គហេតុ Group Project គម្រោងស្រាវជ្រាវ ជាក្រុម Work Assignment កិច្ចការអនុវត្តន៍ Laboratory experiment ការពិសោធន៍ Field Work ការងារទីវាល Problem based-learning ការសិក្សាដោយផ្អែ | Essay Writing តែងសេចក្ដី Poster បណ្ណប្រកាសឬបដា បង្ហាញ Written Report សំណេរបាយការណ៍ Presentation បទបង្ហាញ Portfolios កម្រងឯកសារ Project គម្រោងស្រាវជ្រាវ Performance Test តេស្តអនុវត្តសម្ដែង |

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| | | កលើបញ្ហា<br>Debate<br>ការពិភាក្សាដេញ ដោល<br>Researchការសិក្សាស្រាវជ្រាវ<br>Concept formulation ការបង្កើតទស្សន: | Research<br>ការសិក្សាស្រាវជ្រាវ<br>Case studies<br>សិក្សាអង្គហេតុ<br>Critique<br>ការរិះគន់<br>SWOT<br>ការវិភាគលើភាពខ្លាំង ខ្សោយ កាលានុវត្តភាព និងហានិភ័យ (SWOT) |
| **Evaluating**<br>កម្រិតវាយតម្លៃ<br>**Make judgments based on criteria and standards**<br>ធ្វើការវាយតម្លៃ ដោយផ្អែកលើលក្ខ ណៈ វិនិច្ឆ័យនិង និយាមបទដ្ឋាន | Rank ចាត់ថ្នាក់<br>Assess វាយតម្លៃ<br>Monitor ពិនិត្យតាមដាន<br>Check ត្រួតពិនិត្យ<br>Test តេស្ត<br>Judge វិនិច្ឆ័យ | iBL វិធីសាស្ត្រ ស្រាវជ្រាវតាមបែប សាកស្សួរ ឬុករក<br>PBL វិភាគបញ្ហា<br>Debate<br>ការពិភាក្សាដេញ ដោល<br>Experiment ការធ្វើពិសោធន៍<br>Projects គម្រោងស្រាវជ្រាវ<br>Practicum កម្មសិក្សា<br>Peer teaching បង្រៀនដែគូ<br>SWOT ការវិភាគលើភាព ខ្លាំង ខ្សោយ កា | Presentation<br>ការបង្ហាញស្រាវជ្រាវ និងសំណេរចាយ ការណ៍<br>Written test<br>តេស្តសំណេរ<br>Debate<br>ការពិភាក្សាដេញដោល<br>Mocked court<br>កាត់ក្តីសាកល្បងឬសរ នាការប្រឌិត<br>Essay<br>តែងសេចក្ដី<br>Experiment<br>លទ្ធផលពិសោធន៍<br>Project<br>គម្រោងស្រាវជ្រាវ<br>Performance Test<br>តេស្តលើសមត្ថភាព |

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| | | លានុវត្តភាព និង ហានិភ័យ (SWOT) | ការងារ |
| **Creating**<br>កម្រិតបង្កើតនិងថ្មី<br>**Put elements together to form a coherent or functional whole; reorganise elements into a new pattern or structure .**<br>ដាក់បញ្ចូលសមាសភាពរួមគ្នាដើម្បីបង្កើតបណ្ដាញឬគ្រឿងនាទីទាំងមូល ឬ រៀបចំសមាសភាពឡើងវិញឲ្យទៅជាគំរូឬរចនាសម្ព័ន្ធថ្មី ។ | Generate បង្កើត plan ធ្វើផែនការ compose និពន្ធ develop អភិវឌ្ឍ create ថ្មីនិងបង្កើតថ្មី Invent ថ្មីប្រឌិត organize រៀបចំ construct ស្ថាបនា produce ផលិត compile ចងក្រង design ធ្វើគម្រោង, គូរគម្រោង devise បង្កើតគំនិតថ្មី | -Problem Solving ដំណោះស្រាយបញ្ហា<br>-Case Studies សិក្សាអង្គហេតុ<br>-Research Project គម្រោងស្រាវជ្រាវ<br>-Practicum កិម្ម សិក្សាជាក់ស្ដែង<br>-Experiment ការសិក្សាតាមពិសោធន៍<br>-Field trip ទស្សនកិច្ចសិក្សា<br>-Models បង្កើតគំរូ | Presentation ធ្វើបទបង្ហាញ Essay តែងសេចក្ដី Journal ព្រឹត្តិប័ត្រ Report Writing ការសរសេរ របាយ ការណ៍ស្រាវជ្រាវ Prototype or Model បបមូរប ឬការបង្កើតគំរូ Performance tasks ការសម្ដែង Composition (play, songs, poems, etc) ការតែងនិពន្ធ (រឿង ចម្រៀង កំណាព្យ...) Research ការសិក្សាស្រាវជ្រាវ Projects គម្រោង ស្រាវជ្រាវ |
| The above template is formulated by the participants of the 1st AUN-ADB Training Workshop 28 – 31 July 2014 in Cambodia:<br>• Royal University of Laws and Economics<br>• Royal University of Phnom Penh<br>• Cambodian University for Specialties<br>• National University of Management<br>• Svay Rieng University<br>• Accreditation Committee of Cambodia<br>• Department of Higher Education | | | |

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 Royal University of Law and Economics**

Student-centred approach is highly promoted in RULE and lecturers are encouraged to provide variety of teaching and learning approaches in delivery lessons.

Students usually learn through:
- Discovery learning: doing assignment, presentation of the assignment, presentation of the upcoming lecture, classroom discussion, and case studies.
- Re-inforcement: reward based on extra bonus, praising, etc.
- Summarising the fact and using visual aid.
- Mock trial


**7.     QA Practices in Royal University of Phnom Penh**

RUPP introduces various teaching and learning strategies through:
- Lecture, presentations, group discussions, problem solving
- Practicum, fieldwork, site visit
- Experiential learning, demonstration, role play
- Independent study, group work, pair work
- Projects, seminars

The above instructional methods are selected and/or applied based on the nature of the subject. The University encourages every department to promote student-centred approaches. For instance, students who study a foreign language are required to do group presentation on any assigned topics. When they are in the 4th year of study, they are required to teach in the real classroom environment. On the other hand, students who study Chemistry are required to spend a certain amount of time in the laboratory and present their experimental results to the class.

## 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.
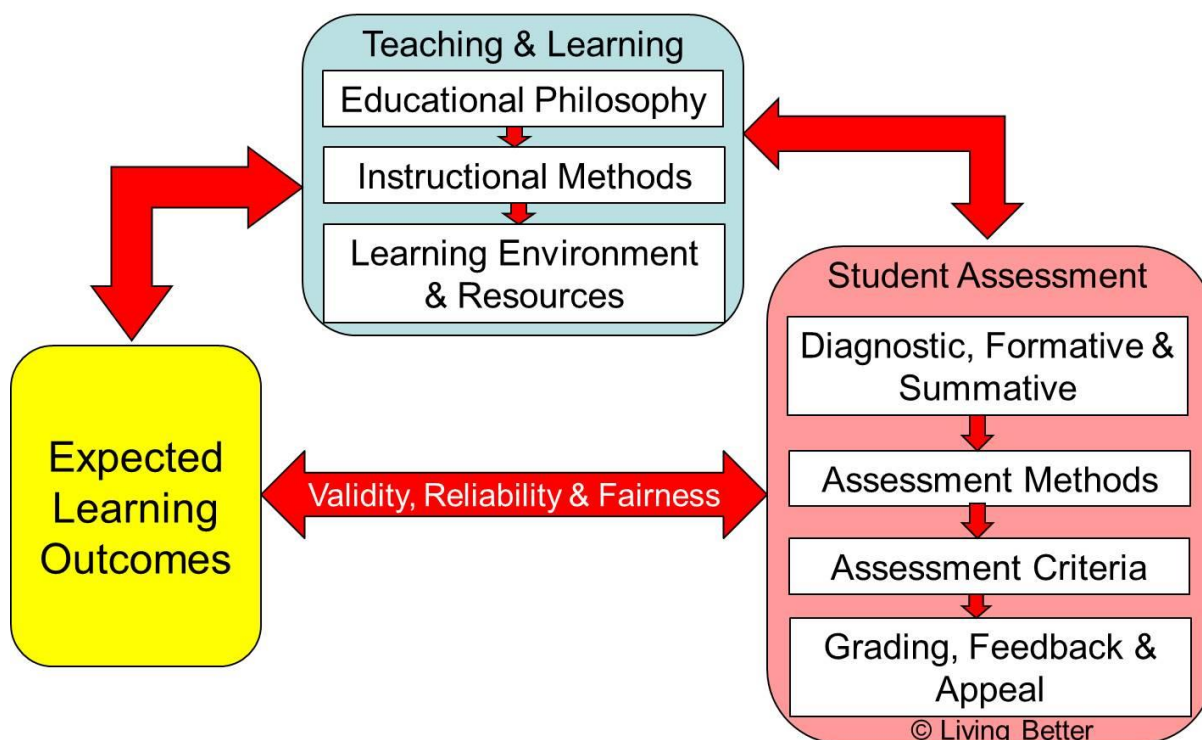
Figure 5.1 – Constructive Alignment of Student Assessment to Learning Outcomes

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**<br>កម្រិត | **Verbs**<br>កិរិយាស័ព្ទសកម្ម | **Instructional Methods**<br>វិធីសាស្ត្របង្រៀន | **Assessment Methods**<br>វិធីសាស្ត្រវាយតម្លៃ |
| **Remembering**<br>កម្រិតចងចាំ<br>Retrieve relevant knowledge from long-term memory<br>ប្រមូល ឬរំលឹកឡើងវិញពីចំណេះដឹងពាក់ព័ន្ធពីការចងចាំ រយៈពេលវែងដែលបានរៀនពីមុន | Define<br>កំណត់អត្តន័យ<br>Describe<br>ពិពណ៌នា<br>Identify<br>កំណត់អត្តសញ្ញាណ<br>Label<br>ដាក់ស្លាកសម្គាល់<br>List តម្រៀប<br>Match ផ្គូផ្គង<br>Name ដាក់ឈ្មោះ<br>Outline រៀបចំគ្រោង<br>Recall វិញ្ញក<br>Recognize ចំណាំ<br>Reproduce បង្កើតឡើងវិញ<br>Select ជ្រើសរើស<br>State បញ្ជាក់<br>Locate កំណត់ទីតាំង | Explicit Teaching<br>ការបង្រៀនដោយលើកឧទាហរណ៍ពន្យល់<br>Lecture ការឧទ្ទេស<br>Didactic questions សំណួរតម្រង់ទិស<br>Demonstration ការសម្ដែងបង្ហាញ<br>Drill and Practice ការហ្វឹកហាត់ និងអនុវត្តន៍<br>Role play ការសម្ដែងតួ<br>Modeling ការធ្វើជាគំរូ<br>Games ល្បែងជំនួយការចងចាំ<br>Puzzles ល្បែងផ្គុំ/ស្រាយបញ្ហា<br>Rub out and remember លប់ និងបំពេញឡើងវិញ | MCQs<br>សំណួរពហុជ្រើសរើស<br>Short Answer Test សំណួរ ចម្លើយខ្លីៗ<br>Written Test សំណួរសរសេរ<br>Performance Test តេស្តការសម្ដែង<br>Mix and match ផ្គុំនិងផ្គូផ្គង<br>Presentation (e.g. Reciting, summarizing) ធ្វើបទបង្ហាញ (ឧ. ការសូត្រ និងសង្ខេប)<br>Puzzles ផ្គុំពាក្យ/រូបភាព/ខ្លឹមសារ |

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| **Understanding** កម្រិតយល់ដឹង **Construct meaning from instructional messages, including oral, written, and graphic communication** បង្កើតន័យតាមរយៈ ការបង្រៀនរួម ជាមួយលំហាត់ ផ្ទាល់មាត់ ការសរ សេរ និងទំនាក់ ទំនងក្រាហ្វិក | Illustrate បង្ហាញ defend ការពារ compare ប្រៀប ធៀប Estimate ប៉ាន់ ប្រមាណ explain ពន្យល់ classify ធ្វើចំណាត់ ថ្នាក់ generalise សន្និដ្ឋាន Interpret បកស្រាយ paraphrase ពន្យល់ន័យដើម predict ព្យាករឬទាយ Rewrite ការសរសេរ ឡើងវិញ summarise សង្ខេប Translate បកប្រែ | Lecture ការឧទ្ទេស Explicit teaching ការបង្រៀនដោយ មានឧទាហរណ៍ បញ្ជាក់ Role play ការសម្ដែងតួ ឬ ការ ដើរតួ Game ល្បែង Discussion ការ ពិភាក្សា Brainstorming ការ បំផុសគំនិត, ពង្រាងគំនិត Concept formulation ការបង្កើតគំនិត (e.g. mindmap, tree diagram) Models ដៅគំនិត ពង្រាយមេកធាង គំនិត គំរូ, ម៉ូដែល | MCQs សំណួរពហុ ជ្រើសរើស Short answer test សំណួរ ចម្លើយខ្លីៗ Presentation ការធ្វើទបង្ហាញ Performance (Role play) តេស្តការសម្ដែង Essay តែងសេចក្តី Paraphrasing ការពន្យល់ន័យដើម Posters ការរៀបចំប័ណ្ណឬបដា |
| **Applying** កម្រិតអនុវត្តន៍ **Carry out or use a procedure in a given situation** អនុវត្ត ឬប្រើសេចក្តី ណែនាំទៅតាមកា លៈទេសៈឬស្ថាន | Implement អនុវត្ត Organize រៀបចំ ចាត់ចែង Dramatise សម្ដែង ធ្វើវិនាដកម្ម Solve ដោះស្រាយបញ្ហា Construct បង្កើត Demonstrate | Demonstration ការបង្ហាញ Problem solving ដំណោះស្រាយ បញ្ហា Field trip ទស្សន កិច្ចសិក្សា Experiment | Rearrange/mix & match តម្រៀបឡើងវិញ ផ្គុំនិងផ្គូរផ្គង Matching ផ្គូរផ្គង Projects តម្រោង Presentation បទបង្ហាញ |

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| ភាពជាក់ស្តែងណាមួយ | បង្ហាញ ឬសម្តែង Discover ស្វែងរក Manipulate ដឹកនាំ Modify កែសម្រួល Operate ប្រតិបត្តិ Predict ព្យាករឬទ្បាយ Prepare រៀបចំ ត្រៀម បម្រុង Produce ផលិត/បង្កើត Relate ភ្ជាប់ទំនាក់ ទំនង/និទាន Show បង្ហាញ ដាក់តាំង Choose ជ្រើសរើស | ការពិសោធន៍ Show & tell ការបង្ហាញនិង អធិប្បាយ Mix & match ការផ្គុំនិងផ្គូរផ្គង Role play ការដើរតួ ឬការសម្តែងតួ Case studies ការសិក្សាអង្គហេតុ Projects ការរៀប តម្រោង Work assignment កិច្ចការអនុវត្តន៍ | Posters បដាបង្ហាញ Practicum/Field work កម្មសិក្សា/ការងារទីវាល Work assignment កិច្ចការអនុវត្តន៍ Case studies សិក្សាអង្គហេតុ |
| **Analyzing** កម្រិតវិភាគ **Break material (knowledge) into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose** បែងចែកចំណេះដឹង ទៅតាមផ្នែកគោល និងកំណត់ទំនាក់ ទំនងរចនាសម្ព័ន្ធ ឬ គោលបំណងជារួម | Analyze វិភាគ break down រាយលម្អិត ឬវិភាគ លម្អិត compare ប្រៀបធៀប select ជ្រើសរើស contrast បដិមតិ deconstruct បំបែក distinguish, ចំណាត់ថ្នាក់ | Case studies សិក្សាអង្គហេតុ Group Project តម្រោងស្រាវជ្រាវ ជាក្រុម Work Assignment កិច្ចការអនុវត្តន៍ Laboratory experiment ការពិសោធន៍ Field Work ការងារទីវាល Problem based-learning ការសិក្សាដោយ | Essay Writing តែងសេចក្តី Poster បណ្ណប្រកាសឬបដា បង្ហាញ Written Report សំណេរបាយការណ៍ Presentation បទបង្ហាញ Portfolios កម្រងឯកសារ Project តម្រោងស្រាវជ្រាវ Performance Test តេស្តអនុវត្តសម្តែង |

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| | | ផ្អែកលើបញ្ហា Debate ការពិភាក្សាដេញដោល Research ការសិក្សាស្រាវជ្រាវ Concept formulation ការបង្កើតទស្សន: | Research ការសិក្សាស្រាវជ្រាវ Case studies សិក្សាអង្គហេតុ Critique ការរិះគន់ SWOT ការវិភាគលើភាពខ្លាំង ខ្សោយ កាលានុវត្តភាព និងហានិភ័យ (SWOT) |
| **Evaluating** កម្រិតវាយតម្លៃ **Make judgments based on criteria and standards** ធ្វើការវាយតម្លៃ ដោយផ្អែកលើលក្ខ ណៈ វិនិច្ឆ័យនិង និយាមបទដ្ឋាន | Rank ចាត់ថ្នាក់ Assess វាយតម្លៃ Monitor ពិនិត្យតាមដាន Check ត្រួតពិនិត្យ Test តេស្ត Judge វិនិច្ឆ័យ | iBL វិធីសាស្ត្រ ស្រាវជ្រាវតាមបែប សាកស្ងួរ ឬុករក PBL វិភាគបញ្ហា Debate ការពិភាក្សាដេញ ដោល Experiment ការធ្វើពិសោធន៍ Projects គម្រោងស្រាវជ្រាវ Practicum កម្មសិក្សា Peer teaching បង្រៀនដៃគូ SWOT ការវិភាគលើភាព ខ្លាំង ខ្សោយ កា លានុវត្តភាព និង ហានិភ័យ (SWOT) | Presentation ការបង្ហាញស្រាវជ្រាវ និងសំណេរបាយ ការណ៍ Written test តេស្តសំណេរ Debate ការពិភាក្សាដេញដោល Mocked court កាត់ក្តីសាកល្បងឬសរ នាការប្រឌិត Essay តែងសេចក្តី Experiment លទ្ធផលពិសោធន៍ Project គម្រោងស្រាវជ្រាវ Performance Test តេស្តលើសមត្ថភាព ការងារ |

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|---|---|---|---|
| **Levels**<br>កម្រិត | **Verbs**<br>កិរិយាស័ព្ទសកម្ម | **Instructional Methods**<br>វិធីសាស្ត្របង្រៀន | **Assessment Methods**<br>វិធីសាស្ត្រវាយតម្លៃ |
| **Creating** កម្រិតបង្កើតនិងថ្មី **Put elements together to form a coherent or functional whole; reorganise elements into a new pattern or structure .** ដាក់បញ្ចូលសមាសភាពរួមគ្នាដើម្បីបង្កើតបណ្ដាញ្ចបច្ចុនាទីទាំងមូល ឬ រៀបចំសមាសភាពឡើងវិញឱ្យទៅជាគំរូឬរចនាសម្ព័ន្ធថ្មី ។ | Generate បង្កើត plan ធ្វើផែនការ compose និពន្ធ develop អភិវឌ្ឍ create ថ្មើនិងបង្កើតថ្មី Invent ថ្មីប្រឌិត organize រៀបចំ construct ស្ថាបនា produce ផលិត compile ចងក្រង design ធ្វើគម្រោង, គូរគម្រោង devise បង្កើតគំនិតថ្មី | -Problem Solving ដំណោះស្រាយបញ្ហា -Case Studies សិក្សាអង្គហេតុ -Research Project គម្រោងស្រាវជ្រាវ -Practicumកិម្ម សិក្សាជាក់ស្ដែង -Experiment ការសិក្សាតាមពិសោធន៍ -Field trip ទស្សនកិច្ចសិក្សា -Models បង្កើតគំរូ | Presentation ធ្វើបទបង្ហាញ Essay តែងសេចក្ដី Journal ព្រឹត្តិប័ត្រ Report Writing ការសរសេរ របាយ ការណ៍ស្រាវជ្រាវ Prototype or Model បបមរូប ឬការបង្កើតគំរូ Performance tasks ការសម្ដែង Composition (play, songs, poems, etc) ការតែងនិពន្ធ (រឿង ចម្រៀង កំណាព្យ...) Research ការសិក្សាស្រាវជ្រាវ Projects គម្រោងស្រាវជ្រាវ |
| The above template is formulated by the participants of the 1st AUN-ADB Training Workshop 28 – 31 July 2014 in Cambodia:<br>• Royal University of Laws and Economics<br>• Royal University of Phnom Penh<br>• Cambodian University for Specialties<br>• National University of Management<br>• Svay Rieng University<br>• Accreditation Committee of Cambodia<br>• Department of Higher Education | | | |

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.

| Criteria | Skill Domains | Fail | Pass | Credit | Distinction | Higher Distinction |
|---|---|---|---|---|---|---|
| Introduction | 5 | 0 – 49% (0 < 2.5) | 50 – 59% (2.5 - <3) | 60 – 69% (3 - <3.5) | 70 – 79% (3.5 - <4) | 80 – 100% (4 – 5) |
| | Knowledge and Understanding of Research Topic | Neither implicit nor explicit reference is made to the topic that is be examined | The topic that is to be examined is introduced | The topic is introduced, and the | The topic is well introduced, and the direction of the report is clear. | The topic is well introduced, and the direction of the report is very clear. |
| Findings | 10 | 0 – 49% (<5) | 50 – 59% (5 – <6) | 60 – 69% (6 - <7) | 70 – 79% (7 - <8) | 80 – 100% (8 – 10) |
| | Thinking and Inquiry Skills | Insufficient and/or inappropriate research sources <br><br> Ineffective organisation <br><br> Material is interpreted with limited accuracy | Research sources are sufficient and appropriate <br><br> Organisation of material is somehow effective <br><br> Material is interpreted with some accuracy | Research sources are sufficient and appropriate <br><br> Organisation of material is effective <br><br> Material is interpreted with accuracy | Research sources are abundant and appropriate <br><br> Organisation of material is highly effective <br><br> Material is interpreted with high accuracy | Research sources are abundant and completely appropriate <br><br> Organisation of material is highly effective <br><br> Material is interpreted with very high accuracy |

Performance Levels — Criteria — Descriptors

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?<br>• 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?<br>• The levels should generally describe a range of achievement varying from excellent to unacceptable<br>  o Example: exemplary, proficient, marginal, unacceptable<br>  o Example: sophisticated, competent, partly competent, not yet competent<br>  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?<br>• Avoid undefined terms (e.g., "significant", "trivial", "shows considerable thought")<br>• Avoid value-laden terms (e.g., "excellent", "poor")<br>• 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?<br>• 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?<br>• Does the rubric help you distinguish among the levels of quality in a student sample?<br>• Do the criteria seem to be appropriate?<br>• Are there too many or too few levels of achievement specified?<br>• 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 Royal University of Law and Economics

The university regulation requires all lecturers to use formative assessments which may include mid-term exams, quizzes and assignments; and summative assessments which may include assignments and final exam.

RULE assessment methods are criterion-referenced methods which are clearly written in the university regulation and course syllabi. The student assessment includes:
- Homework, quizzes, assignments, presentation, legal writing, mid-term exams and final exam.

## 8.    QA Practices in Royal University of Phnom Penh

RUPP assessment methods include:

- Entrance exam, placement test, proficiency test
- Homework, quizzes, written assignments, mid-term exams, progress test Semester exams and final exam.
- Attendance, (Mini) Projects, Presentation and portfolio
- Assessment rubric decided by individual programme

Grading system is aligned to the GPA system. Programmes may use either a 10-marking scale or a 100-marking scale. Below lists the example of grading system used for foreign language study and social sciences and humanities programmes.

**Grading System at the Institute of Foreign Languages**

At the Institute of Foreign Languages, English and French major students are given a grade based on the 100-marking scale. A student is considered "Pass" if he receives a grade of 50 marks and above.

Attendance

- Regular and prompt attendance at lectures and laboratory classes is an essential requirement of every course, along with satisfactory completion of assignments and examinations.
- At the Institute of Foreign Languages, Bachelor of Education in English (TEFL) students must attend at least 80% of classes while Bachelor of Arts in English (English for Work Skills) students must attend at least 70% of classes.

100-Marking Scale System

| Grading System | Explanation | | |
|---|---|---|---|
| Mark Obtained in % | Grade | Grade Point | Meaning |
| 85%-100% | A | 4.00 | Excellent |
| 80%-84% | B+ | 3.50 | Very Good |
| 70%-79% | B | 3.00 | Good |
| 65%-69% | C+ | 2.50 | Fairly Good |
| 50%-64% | C | 2.00 | Average |
| <50% | F | 0.00 | Fail |

**For Science, and Social Sciences and Humanities**

In all Science, and Social Sciences and Humanities degrees, students are given a grade based on a 10-marking scale for each subject. If a student receives a grade of less than 5, he is considered "Fail" and will have to repeat the examination either at summer school or the next time the subject is offered. The grading system is outlined below.

**10-Marking Scale System**

| Grading System | Explanation | | |
|---|---|---|---|
| Mark Obtained in % | Grade | Grade Point | Meaning |
| 8.5 – 10 | A | 4.00 | Excellent |
| 8.0 – 8.4 | B+ | 3.50 | Very Good |
| 7.0 – 7.9 | B | 3.00 | Good |
| 6.5 – 6.9 | C+ | 2.50 | Fair |
| 5.0 – 6.4 | C | 2.00 | Poor |
| < 5.0 | F | 0.00 | Fail |

## 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.
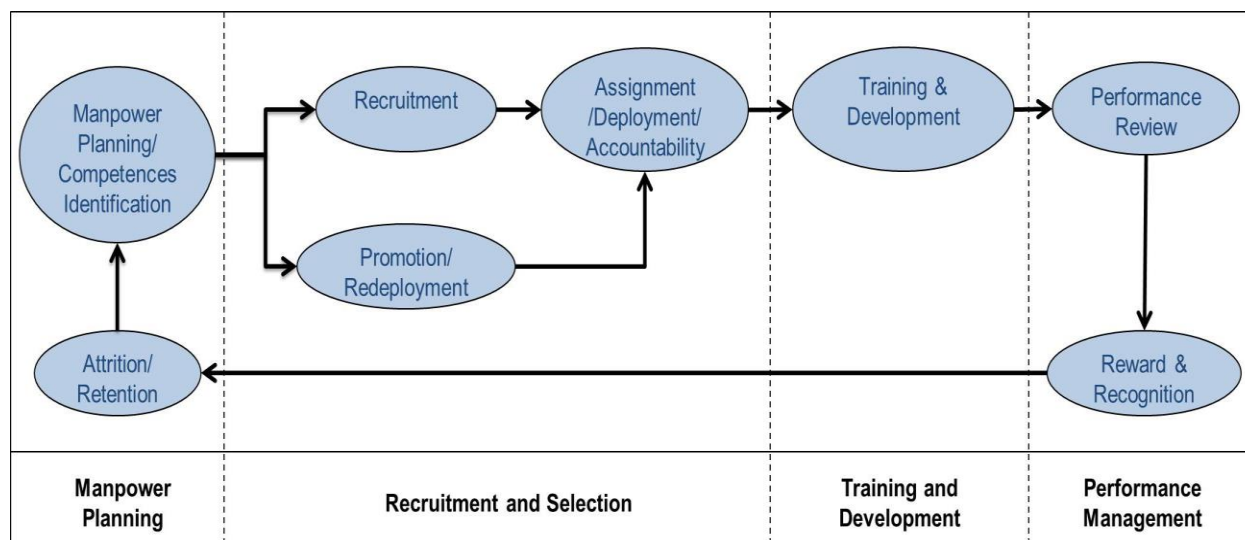


Figure 6.1 – Human Resource Framework

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.
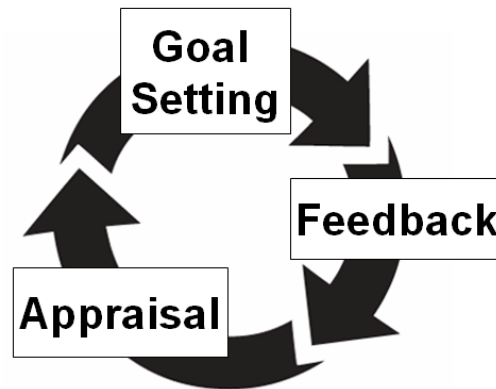


Figure 6.2 - Appraisal Cycle

  − 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 Royal University of Law and Economics

Academic staff of RULE is divided into two categories: civil servants and contract staff. As RULE is the public university, the recruitment of civil servants is based on criteria set by the Ministry of Education, Youth and Sport (MoEYS) and RULE would accept the candidate recommended by the Ministry. For the contract staff, RULE has set a clear criteria which may be publicly announced on RULE's website and local newspapers. The examination of the contracting staff includes General Culture and Computer Test and the interview.

The promotion of civil servants is based on the work performance and work status which match the criteria set up by the Ministry of Education, Youth and Sport (MoEYS). Currently, the Ministry set up criteria and performance standards required for each criterion. Termination and retirement are based on the government regulations.

As for contracting staff, the recruitment is based on an examination which consists of written test and interview. The written test covers general knowledge, English and IT. The termination of the contracting staff depends on their performance standards which are evaluated by the Staff Evaluation Committee.

**9.    QA Practices in Royal University of Phnom Penh**

Recruitment and Selection
At RUPP, the recruitment of academic staff except contract staff is recruited through MoEYS Examination. The minimum academic requirement of academic staff is Master's degree and not older than 30 years old.

Assignment of Tasks
The research and academic tasks of academic staff are decided by the individual working areas or departments. Based on rules regulated by the MoEYS, each academic staff is assigned to teach not more than three subjects per semester.

Appraisal and Promotion

Staff appraisal and promotion criteria and procedures are based on the civil regulations and laws set by the Royal Government of Cambodia. The University has to facilitate the implementation of the policy. For example, if MoEYS requires the university to nominate 10 per cent of its academic and/or non-academic staff to be promoted; the Personnel Office will require every staff to complete the MoEYS forms and 10 per cent of the best academic and/non-academic staff will be sent to MoEYS for approval.

Termination and Retirement

Termination and retirement of staff are based on government regulations. A government employee can be considered to have a life-long career unless one commits a crime or breach of government regulations. A government civil servant will usually retire at the age of 55.

A contract staff is terminated if he breaches the institutional regulations or upon the expiry of the contract term.

## 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.
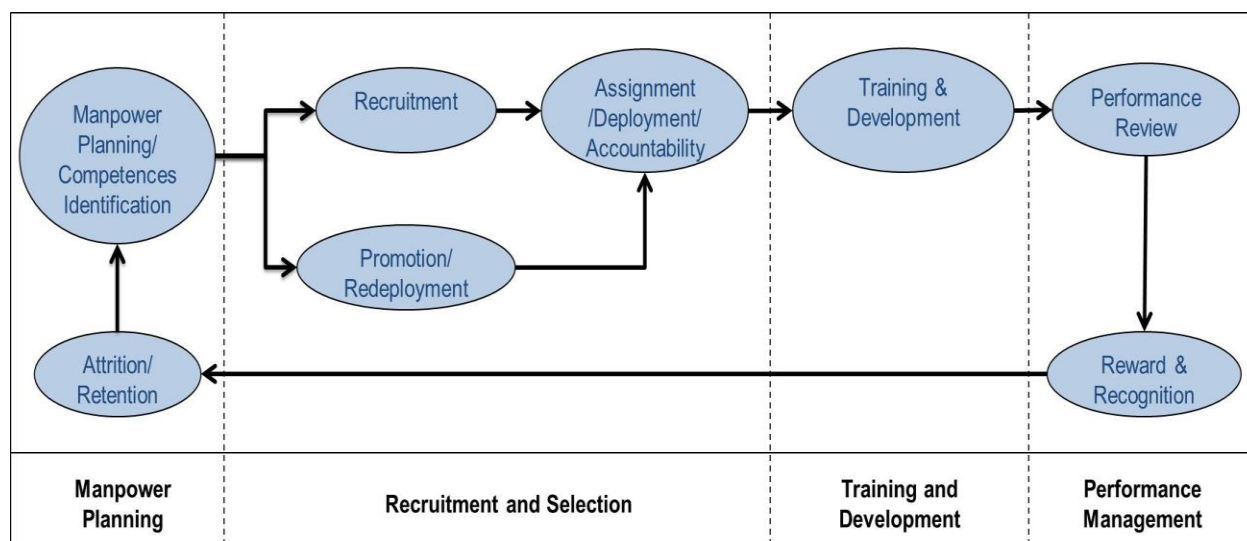


Figure 7.1 – Human Resource Framework

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.
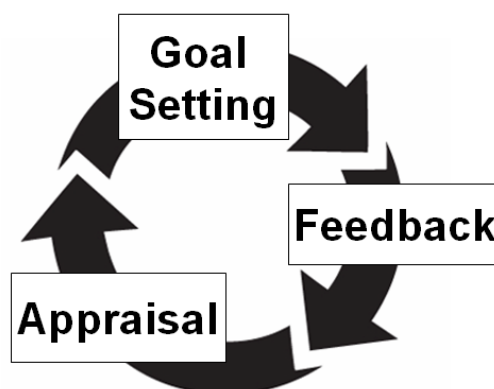


Figure 7.3 - Appraisal Cycle

- 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.
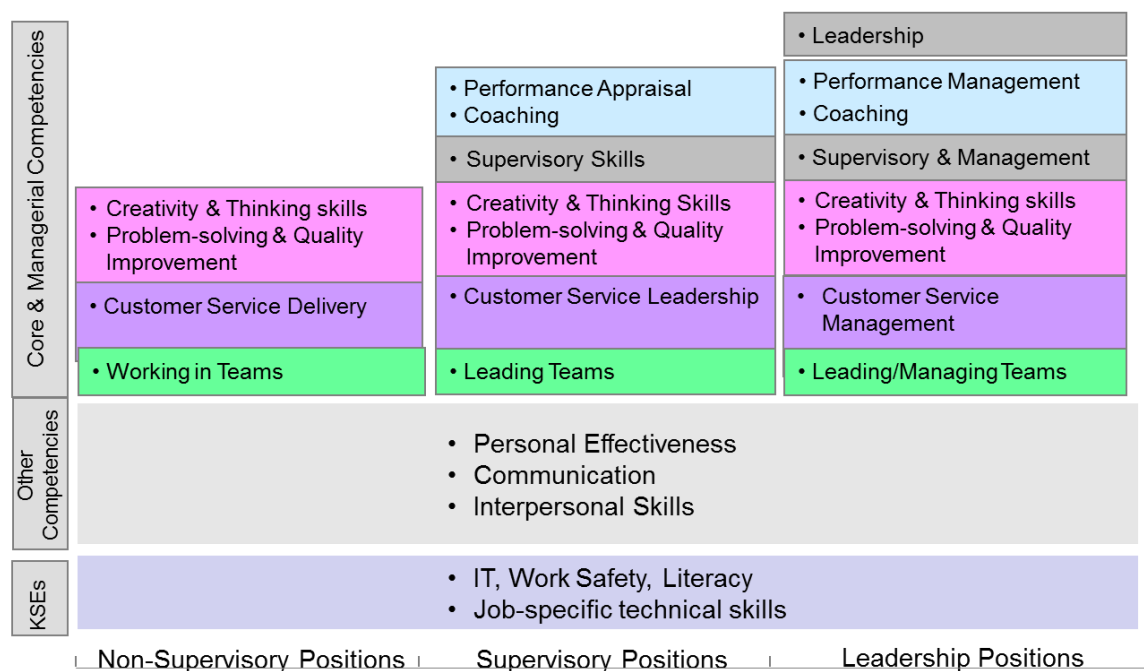


Figure 7.4 - Example of a competency model for support staff.

## 5. QA Practices in Royal University of Law and Economics

The recruitment staff for libraries and IT department belongs the general recruitment of RULE's staff. Please see Chapter 6 for more information about staff recruitment. RULE then provides tasks to them through job descriptions.

Library staff work on two shifts: morning shift from 7:00 am to 1:00 pm and afternoon shift from 1:00 to 7:00 pm.

Computer labs are managed by the IT department.

Student services are provided by the academic staff, international relations staff, research staff and administration staff.

**6.      QA Practices in Royal University of Phnom Penh**

Most of the support staff members are recruited by the Ministry of Education Youth and Sport through either examination or requests proposed by the University. Some of them are faculty members whose jobs are related to administration or non-teaching staff. When they are assigned to other careers beyond their backgrounds, they are trained in the respective fields.

The roles of support staff are assigned based on their expertise and most of them hold BA degrees in their respective fields. The support staff members at RUPP are deployed to the following departments:

- Libraries
- Computer laboratories
- Academic and career services
- Financial Office
- Administration Office
- International Relations Office
- Career Advising Services

## 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.
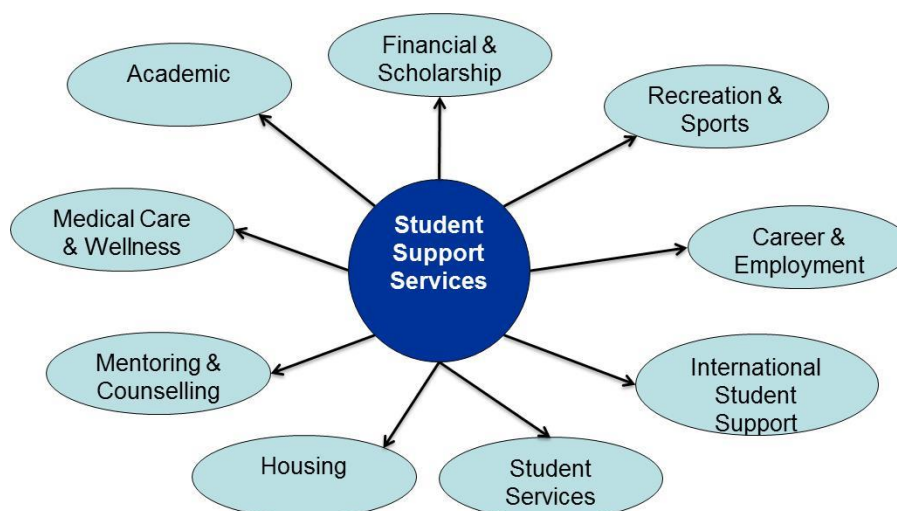


Figure 8.4 – Student Support Services

**6.     QA Practices in Royal University of Law and Economics**

Before the start of a new academic year, RULE sets the admission criteria to accept students. Students who passed high school examination are the main targets of the foundation year studies.

Support services are planned and provided to the Students. Academic office plays a role in making student transcripts and certificates and also giving advices to students when needed. Students who plan to take leave from school can ask the Academic Office staff to process the leave application. In addition, Research Office plays a key role in helping students to submit the research proposal. From 2015, RULE has set up a small medical clinic for first aid.

Lecturers play a role in assessing student performance in order to evaluate the learning effectiveness. Lecturers also advise students on internships, exchange programmes and scholarships.


**7.     QA Practices in Royal University of Phnom Penh**

Every year, the Royal University of Phnom Penh (RUPP) accepts a large intake of students recruited by the Ministry of Education, Youth and Sport. This intake means scholarship students who are granted tuition fee waiver. In addition to this, RUPP conducts Open House Event to draw the public and the graduates of High School students who wish to continue their higher education in RUPP. The event displays all academic programmes taught at RUPP and the students can ask about the programme that they are interested in before they decide on the study programme. Some programmes at RUPP require the applicants to pass entrance exam while other courses requires students to pay their tuition fees and choose the major for their study programme. Both scholarship and fee-paying students are admitted to the freshman year known as foundation year study.

After admission, students have to go through orientation for three days. By doing this, the freshmen know what they are expected to perform and they are required to attend the Library intensive course for one semester. Moreover, the University has a mentor group to support the first year students. These mentors consist of sophomores, juniors and seniors who have experienced in the University lives.

While studying at the RUPP, all undergraduates have equal opportunities to receive the University services including attending extra-curricular activities, exchange programmes, and scholarships from other sponsors through the International Relations Office (IRO).

The University also has the Career Advising Services which helps students find a job and/or prepare their pre-work experience such as internships, writing application letters and CVs to apply for jobs.

To move from year to year, every student has to pass their semester exam; or they may be repeated the year. The RUPP has various assessment methods to monitor to the students' progress. For some programmes, students are not allowed to take semester exam if they could not meet the attendance required.

## 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.
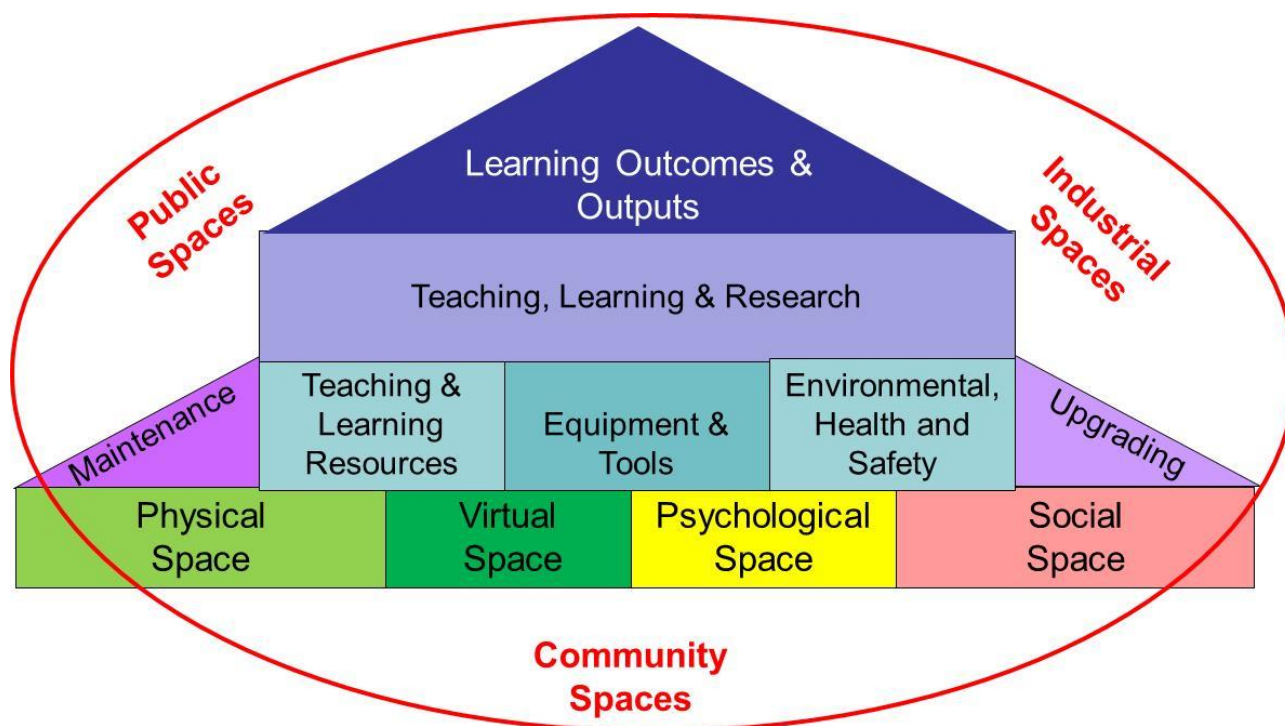
Figure 9.1 – Facilities and Infrastructure

## 4. QA Practices in Royal University of Law and Economics

RULE has adequate classrooms for students. Conference rooms are available for students to gain experience and knowledge with experts and professionals who are the speakers in the conferences or seminars. Large space libraries allow students to read and do research.

In addition to the above mentioned, the university has sport facility for students to enjoy. Benches are displayed on the ground floor and open spaces are available at every floor of each building. Students can also learn and discuss their work at outdoor spaces.

The university cafeteria is a place where students can enjoy their meals. Students can also discuss their studies at the cafeteria.

## 5. QA Practices in Royal University of Phnom Penh

RUPP is the oldest and largest campus in Cambodia and has adequate classrooms, language labs, laboratories and spaces for students to enjoy their studies. RUPP has the largest library in Cambodia and it opens seven days a week. Besides the academic facilities and infrastructures, the university has football, valley ball and basketball courts.

In addition, RUPP students can enjoy their meals at the University cafeterias. The University has a first aids clinic and a Traumatic Consulting clinic to provide the students with health care services.

## 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.
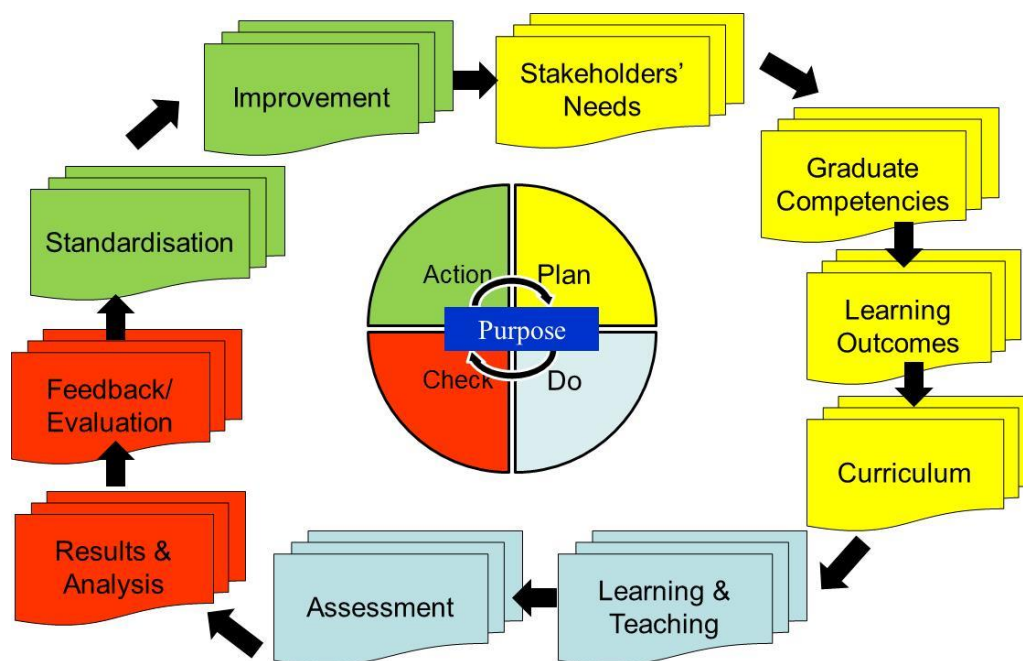


Figure 10.1 – PDCA Approach to Curriculum Design and Development

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.

<u>**Defining Service Standards**</u>

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

RULE has developed the curriculum review process to enhance student quality and learning. Usually, every two years, RULE revises the curriculum by soliciting the needs of the market. As mentioned, the revised curriculum committee includes relevant stakeholders such as university management, faculty members, alumni, student representative and employers. More importantly, employers can explain their demands so that the university can produce competent students to fulfill them. Lecturers are required to prepare syllabus of each course so that they are able to provide up-to-date curriculum and teaching methods.

Students may enhance their knowledge through internship and the research paper writing for their graduation requirements. Recently, RULE has set up research policy by providing small grant for faculty members to do research. The aim of this policy is to advance up-to-date knowledge and technology for students.

## 8.    QA Practices in Royal University of Phnom Penh

In addition to the 5-year cycle of curriculum revision, the Royal University of Phnom Penh has just started adjusted its curricula to match the Cambodian National Qualification Framework. The Curriculum Committees in each department are responsible for revising their curricula based on the findings of tracer studies, course evaluation, requirements of labor markets and the needs of the society.

RUPP has an Academic Committee which functions to navigate and support the Curriculum Committees from each faculty. The University also has the Quality Assurance Center (QAC) which works on collecting the stakeholders' feedback, analysing the academic practices at the University level by comparing the labor market and society needs, and support services.

## 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 Royal University of Law and Economics

Every year, RULE has recorded the student pass rates and drop out rates in order to find way for improvement. The research on student employability will be made before the graduation ceremony. The graduation ceremony is usually available when students complete their study. So the awareness of their employability is crucial.

Student satisfaction about the university is also surveyed during the research on the employability. The feedback from alumni gives ideas for the university to improve the quality of education.

## 6.    QA Practices in Royal University of Phnom Penh

The Studies Office at the Royal University of Phnom Penh keeps all information of students' records including pass rates, dropout rates, and repeated years and retention rates to identify appropriate strategies for future solutions.

Moreover, the QAC plays important roles to conduct tracer studies to find out the rates of alumni employability and collects feedback of staff, students, alumni, and employers' satisfaction. Academic information is used to evaluate the achievement of the expected learning outcomes of the programmes and to promote the quality practices at the RUPP.