Self-Assessment Report for AUN-QA

MA in English for Professional and International Communication

School of Liberal Art
King Mongkut's University of Technology Thonburi

July 2019

Criterion 1: Expected Learning Outcomes

1.1 The expected learning outcomes have been clearly formulated and translated into the programme

The philosophy of the MA in English for Professional and International Communication (EPIC) is to ensure that participants gain a profound theoretical and practical understanding of what is required to communicate in professional settings. Graduates from this programme will be equipped with an advanced level of English combined with a high level of ability to communicate in the workplace as well as equipped with the tools needed to be able to analyze and use English in various professional settings. Graduates will have a competitive edge in the job market.

In order to achieve this, the programme emphasizes:

1. theoretical and practical concepts in communication, intercultural awareness and high English skills;

2. interpersonal skills including developing leadership and goal-orientation, and understanding different working styles

3. critical, analytical and creative thinking as well as researching skills to develop problem solving skills essential for the workplace.

4. the use of technology to prepare participants for the English medium workplace typical of the computer-mediated, globalized economy

The generic philosophy and objectives above were taken into consideration in designing the courses and teaching methods. After the programme has been run for years, we have gained feedbacks from our graduates, their employers and teachers and staff members in the programme. So, we revised the curriculum, adjusted the courses' objectives and contents, teaching methods and assessments. We commonly have meetings before the term begins to overview the connections of the courses taught in that term to ensure that all the courses lead towards the same direction to fulfil the learning outcomes and objectives of the programme.

The programme committee members and teachers then gathered to in order to specify unique attributes of the graduates. The programme philosophy, objectives and the university's student quality framework were carefully taken into consideration.

Figure 1. KMUTT student QF and Characteristics of EPIC graduates
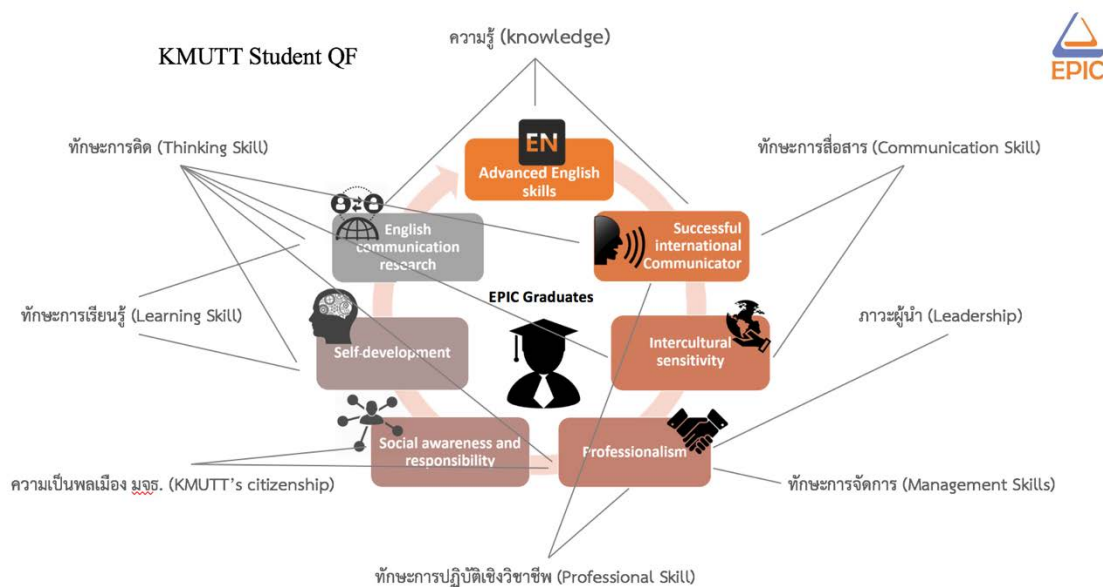
The expected learning outcomes, both the programme level and course level, have been formulated to ensure that graduates from the programme will possess all the expected attributes.

Programme Learning Outcomes

1. Graduates can use English, all the four skills, effectively and appropriately in professional settings.

    1.1. Graduates show high proficiency in English communication through listening and speaking in professional settings. They can perform effective oral presentation, discuss ideas, make arguments and negotiate. They demonstrate proper manners in communication in different professional and international settings.

    1.2. Graduates can read and write in English professionally. They can write professional emails, reports, articles and so on.

2. Graduates can analyse the English language in order to continuously develop their own English ability.

    2.1. Graduates can apply linguistic theories to analyse English in their professional settings to formulate proper and effective language patterns.

2.2. Graduates can apply the outcomes of their analysis to improve their communication ability.

3. Graduates can demonstrate their knowledge and understanding of communication theories through communication. They show awareness of cultural difference and roles of English as an international language.

    3.1. Graduates can explain communication principles both theoretically and practically.

    3.2. Graduates can analyse and identify communication problems and provide appropriate solutions.

    3.3. Graduates can explain their own culture, other cultures and international culture.

    3.4. Graduates show their skills to communicate with people from similar and different cultures.

    3.5. Graduates can analyse, understand and accept different values and perspectives of other people in their professional setting and society.

4. Graduates can work professionally.

    4.1. Graduates show their management skills. They can work individually and be a good team player.

    4.2. Graduates show their planning and leadership skills. They can formulate work objectives and delegate jobs and responsibilities in order to reach the objectives successfully.

    4.3. Graduates show their skills in researching, analyzing and dealing with information.

    4.4. Graduates show that they can adapt themselves to suit with different kinds of jobs. They can solve unexpected problems.

    4.5. Graduates can evaluate their own work performance. They can explain their strengths and weaknesses to improve themselves.

    4.6. Graduates show their understanding of work ethics and apply them to their jobs.

    4.7. Graduates can explain roles of language and communication that impact social values.

5. Graduates can conduct research in English for professional and international communication

    5.1. Graduates can apply language and communication theories to their profession.

    5.2. Graduates can initiate ideas and identify gaps for gaining new knowledge.

    5.3. Graduates can present their knowledge to public.

6. Graduates show that they can adapt themselves to technology used in their career.

    6.1. Graduates can use technological devices for searching, learning and development.

    6.2. Graduates can apply technology to facilitate their work.

Figure 2. Programme Learning Outcomes and Characteristics of EPIC graduates
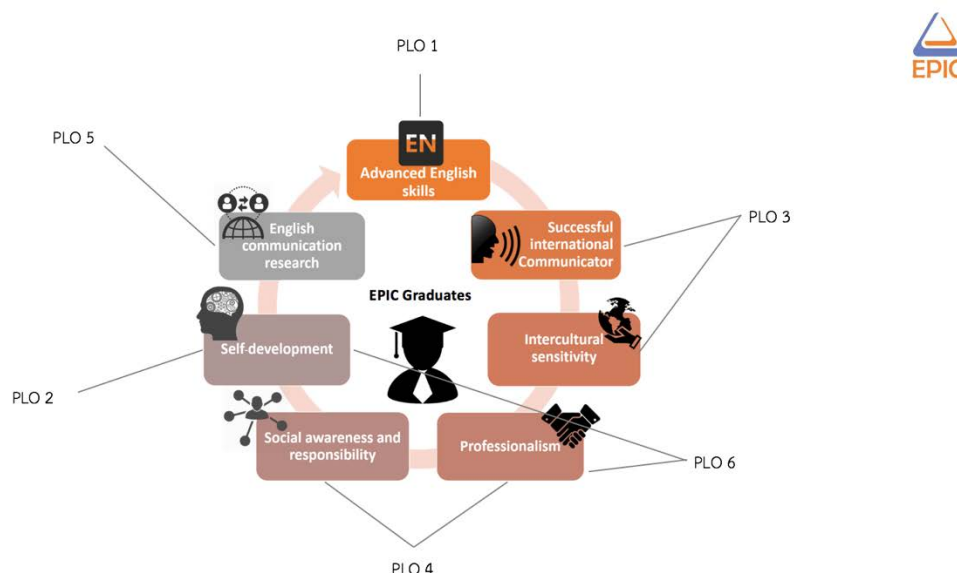
1.2 The expected learning outcomes cover both generic and specialized skills and knowledge.

As the name of the programme suggests, the core skills and knowledge of our graduates can be stated namely 'English', 'Professional', 'International', and 'Communication'.

Table 1.1 Relationship between the core skills and knowledge and learning outcomes

the core skills and knowledge	Learning outcomes					
	1	2	3	4	5	6
English (generic)	√	√			√	√
Professional (specialized)		√	√	√	√	√
International (specialized)			√	√		√
Communication (generic)	√	√	√			√

To foster the learning outcomes, objectives of the courses in the programme are carefully considered. Therefore, each of the courses take their roles to help achieve the programme's expected learning outcomes.

Table 1.2   Core courses and expected learning outcomes

Core Courses	Learning outcomes					
	1	2	3	4	5	6
Academic Reading	√	√				
Academic Writing	√	√		√		√
Principles of Communication and Language use	√		√	√		√
English as an International Language		√	√	√	√	
Intercultural Communication			√	√	√	
Research methods in Communication					√	√
Spoken Discourse for Professional Communication	√	√	√			
Written Discourse for Professional Communication	√	√				
Contemporary Issues in Professional Communication			√	√	√	
Independent Study/Research Project/Thesis	√	√	√	√	√	√

1.3 The expected learning outcomes clearly reflect the requirements of the stakeholders.

To formulate the outcomes, the programme gathered information from different stakeholders including Thailand Quality Framework (TQF), University, Employers, Graduates, Current students and Teaching staff. (see also the documents provided).

Self-Evaluation

1	Expected Learning Outcomes	1	2	3	4	5	6	7
1.1	The expected learning outcomes have been clearly formulated and translated into the programme				√			
1.2	The expected learning outcomes cover both generic and specialised skills and knowledge				√			
1.3	The expected learning outcomes clearly reflect the requirements of the stakeholders				√			
	Overall opinion				√			

Criterion 2: Programme Specification

2.1 The university uses programme specification

- General information about the programme specification is published on the university website.

  http://admission.kmutt.ac.th/master/master-page/programmes/liberal-arts

- Detailed information about the programme specification is published on the faculty website which can be linked from the main university website.

  http://sola.pr.kmutt.ac.th/homesola/index.php/intro-epic/

- Some highlighted information about the programme specification is also provided in the faculty brochure.

- Some other related informal information such as extra-curricular activities and news updates is provided on the programme facebook page.

  https://www.facebook.com/MAinEPIC

2.2 The programme specification shows the expected learning outcomes and how this can be achieved.

The information provided on the faculty website includes:

1. The name of the programme, department, faculty and university.
2. The name of the degree.
3. The programme's philosophy, objectives, and learning outcomes.
4. Admission process, schedule, and requirements
5. Study plan
6. Curriculum (courses and descriptions)
7. Course structure
8. Estimate expenses
9. Contact information

2.3 The programme specification is informative, communicated, and made available to the stakeholders

As the programme specification is published online, stakeholders can always access to the information. To make sure that the online media are known to the stakeholders, the programme,

the department and the faculty try to promote them. The website address is provided in the brochure, the faculty journal, advertisement banners, and some other media types.

Also, as the programme has its facebook page, the stakeholders, current and future students, and other related individuals can post their queries and/or exchange their information about the programme freely at all time.

Self-Evaluation

2	Programme Specification	1	2	3	4	5	6	7
2.1	The university uses programme specification				√			
2.2	The programme specification shows the expected learning outcomes and how these can be achieved				√			
2.3	The programme specification is informative, communicated, and made available to the stakeholders				√			
	Overall opinion				√			

Criterion 3: Programme Structure and Content

3.1 The programme content shows a good balance between generic and specialized skills and knowledge.

Table 3.1   Courses and study plans

Knowledge module		Credits			%		
		Plan A	Plan B1	Plan B2	Plan A	Plan B1	Plan B2
Required	Basic language and communication theories	9	9	9	23	23	23
	Language analysis for professional communication	6	6	6	15	15	15
	Research	18	12	9	46	30	23
Elective	Public speaking, Translation, Technology and communication, and other courses related to professional workplace communication	6	12	15	15	31	39
Total		39			100		

Since the programme is a master's degree level, the programme content emphasizes more on specialized skills and knowledge (i.e. Language analysis, Research, and Elective courses). However, the programme still considers basic/generic knowledge essential. The programme accepts students who hold their first degree from any fields. Therefore, the programme realizes that students who are not from the field of English studies may need those basic concepts.

Students in the programme can select their study plan. Plan A highly concentrates on research. This means plan A students are required to conduct an in-depth research study, 12-credit Thesis and one publication. Plan B1 students have less emphasis on research than Plan A students. They are required to write a small-scale research report, 6-credit research project. Plan B2 students are required to conduct an independent study, 3 credits. This plan is to help students shorten their time of writing a report. However, it does not mean that they produce a low-quality research study. The final product of the 3-credit study is a research paper. Mostly, research papers produced by Plan B2 students succeed in publication.

3.2 The programme reflects the vision and mission of the university.

University's Vision

- Committed to the Search for Knowledge

- Determined to be at the Forefront of Technology and Research

- Maintaining the Development of Accomplished and Proficient Graduates

- Endeavouring for Success and Honour for Our Community

- Striving to Become a World-Class University

University's Mission

- to develop its personnel to be capable of learning, and to develop its students to be the best academically, to have virtue, morality and work ethics,

- to develop the educational systems, educational quality assurance systems, learning systems and continuous quality management systems, and

- to conduct research and to utilize the findings to formulate knowledge and develop the Thai community

The programme reflects the vision and mission of the university in that we aim at producing unique and outstanding graduates. We share the same vision as the university that doing research is important for the search for new knowledge and life-long learning and self-development. As mentioned above, the programme encourage students to conduct high quality research that is publishable.

3.3 The contributions made by each course to achieve the learning outcomes is clear.

The courses in the programme are carefully planned in order to serve the learning outcomes. All the courses are planned to direct the students to achieve the goal of the programme. We know that all the learning outcomes cannot be met in only one course. In fact, we see the core courses as pieces of a jigsaw. To complete a perfect picture, clear contributions of the jigsaw pieces are necessary.

Table 3.3   Contributions of the core courses and expected learning outcomes

Core Courses	Learning outcomes					
	1	2	3	4	5	6
Academic Reading	√	√				
Academic Writing	√	√		√		√
Principles of Communication and Language use	√		√	√		√
English as an International Language		√	√	√	√	
Intercultural Communication			√	√	√	
Research methods in Communication					√	√
Spoken Discourse for Professional Communication	√	√	√			
Written Discourse for Professional Communication	√	√				
Contemporary Issues in Professional Communication			√	√	√	
Independent Study/Research Project/Thesis	√	√	√	√	√	√

3.4 The programme is coherent and all subjects and courses have been integrated.

All the courses are designed to produce graduates who are skillful English communicators in professional and international communication. We start the first semester with basic English course and communication theories. After students have gained their fundamental concepts, they then learn more specialized courses. This means those specialized courses require some prerequisite courses. Thus, students need to integrate the basic knowledge to acquire the more specialized one.

3.5 The programme shows breadth and depth.

The programme curriculum starts from basic knowledge to broaden the students' ground. Then, it gets to more in-depth specialized courses until the students start doing their own research study.

3.6 The programme clearly shows the basic courses, intermediate courses, specialized courses, and the final project, thesis or dissertation

There are three main basic courses for language and communication. The intermediate courses are those in the categories of language analysis and language theories. Then after the

students have gained enough related knowledge, they learn more on research related courses. Then they conduct their research study on the topic/area that they are interested in.

3.7 The programme content is up-to-date

It is a regulation that the curriculum must be revised in every 5 five years to keep the content up-to-date. More than that, it is a requirement of the programme that all the reading materials of every course must not be too old. Classic readings, even though they were published long ago, can be included. However, there should be a good combination of old and new readings.

Furthermore, the teaching of every course requires students to do their term project. So, students must find their own extra readings which are mostly recent research papers related to the topic of their project.

Self-evaluation

3	Programme Structure & Content	1	2	3	4	5	6	7
3.1	The curriculum is designed based on constructive alignment with the expected learning outcomes				√			
3.2	The contribution made by each course to achieving the learning outcomes is clear				√			
3.3	The curriculum is logically structured, sequenced, integrated and up-to-date				√			
	Overall opinion				√			

Criterion 4: Teaching and Learning Strategy

4.1 The faculty or department has a clear teaching and learning strategy

The faculty and department value learner-centreness, students' thinking and researching ability. This is made known explicitly to all teaching staff in the programme. Therefore, all the courses in the programme are designed for three main learning and teaching environments namely: English use and communication, thinking, and active learning.

- English use and communication

With an aim to equip graduates with high English proficiency, we consider regular use of the language a proper way to reach the aim. Teachers and students are required to use only English in class. Class activities of all the courses include class/group discussion, oral presentation, and the like. Moreover, active class participation is also stated and made known to the students as one of the criteria in the course assessment.

In terms of writing, students are required to write their assignments in English. All the courses share the same assessment method in that we have students complete 2-4 assignments for one course either oral or written; there is no sit-in exam. This is because we believe in continuous assessment and also we want to encourage students to plan and organize their work process to suit each individual's learning style. Furthermore, by doing take home assignments students have to search for extra knowledge to learn by themselves.

To have students' awareness on good English use and motivate them to improve English ability, all the courses agree to evaluate students' English use in both oral and written assignments. In English related courses, assessment criterion in terms of English use should be made around 5-10% and 3-5% in theory-based courses.

- Thinking

Critical and analytical thinking skills are crucial for graduate study. In class, students are encourage to discuss, share ideas, and ask and answer questions freely. For assignments, it is made explicit that thinking ability is to be a part of evaluation. Students are expected to understand theories, evaluate and analyse them. In assignments, they must state their arguments discussing related theories and application. This is made known to students as it must be clearly stated in the assessment criteria.

- Interactive learning

Learning and teaching strategy in all courses is to support interactive learning. As mentioned above students are encourage to participate in class most of the time. Not only to interact with teachers and peers, that we have them do outside class assignment is for them to interact with others from different environment and also with themselves and the information.

Moreover, at least for the last assignment (term project which is a mini-research like project), students are allowed to select their own topic related to the content of the course. They can propose the topic to teachers, discuss and gain feedback both from teachers and peers.

4.2 The teaching and learning strategy enables students to acquire and use knowledge academically.

Certainly, in graduate level of study, students must be able to acquire and use knowledge academically. As mentioned in the above section, students are required to participate in class and produce their arguments in all assignments. With this approach, students should have deep thought about the knowledge learnt both inside and outside class. Also, they must apply the knowledge academically in order to complete all requirements for each of the assignments.

Furthermore, for MA students to graduate, they are required to conduct their individual research project under supervision of their research supervisors. (See the supervisor evaluation report). Many students (even if they conduct a small-scale research study (i.e. 3-credit study) presented their research paper in an international conference (with funding provided by the department) and/or published their paper in a refereed journal.

4.3 The teaching and learning strategy is student oriented and stimulates quality of learning.

As we value thinking ability, students can be independent. During students talk time in class, they can direct their own thought and ideas. In their written assignments, they can choose their readings. The teachers' role in this teaching and learning environment is more like to act as a facilitator. They help guide and provide supports and constructive feedbacks for students' directed learning.

4.4 The teaching and learning strategy stimulates action learning and facilitates learning to learn.

All of the aforementioned may have shown that students usually take action and responsibility in their learning. Not only in terms of the subject contents, but also students learn to manage their own learning. Also, students are encouraged to help one another in learning. The programme have learnt from the students' feedback that they usually manage to have their study group to share their resources and knowledge.

In the end of each semester, the programme require all students to get together for an informal 'EPIC sharing session'. In this session, students are asked to summarise and reflect their learning throughout the semester. They have to evaluate their success, progress, and failure. Then, they get comments for future improvement from both teachers and peers. Additionally, by listening to other students' learning stories, students should know where they are in the process of learning. Also, they learn from good and bad experience of others and thus they know how to manage their study better.

Self-evaluation

4	Teaching & Learning Approach	1	2	3	4	5	6	7
4.1	The educational philosophy is well articulated and communicated to all stakeholders				√			
4.2	The teaching and learning activities are constructively aligned to the achievement of the expected learning outcomes				√			
4.3	The teaching and learning activities enhance life-long learning				√			
	Overall opinion				√			

Criterion 5: Student Assessment

5.1. Student assessment covers student entrance, student progress, and exit test.

- Student entrance

Admission requirement

Applicants must hold a Bachelor's degree in any field from an accredited academic institution. To assess applicants' English, they can either take the KMUTT internal language proficiency test, or produce evidence of having achieved the following IELTS, TOEFL scores.

IELTS	TOEFL	
	Paper-based	Internet-based
6.0	550	61

Selection is based on two aspects: English proficiency (written exam or IELTS, TOEFL scores) and interview. The Admissions Committee's carefully evaluate the applicants' written exam, academic history, English Proficiency Test results, recommendations, interviews, and commitment to completion of the program.

- Student progress during study in the programme

Continuous assessment approach is applied to all the courses in the program. This means students are required to complete several assignments in one course. The teacher of each course keep record of the students' progress. If there are some serious problems in a particular student's learning, the course instructor can inform the student's academic advisor, programme director, or arrange a meeting. The academic advisor of students in each batch know the overall progress of the students.

Assessment method and criteria can be seen in the course outline of each course.

- Exit requirement

Study Plan A: 12-credit thesis

- Thesis report (approximately 40,000 words)
- Oral exam (thesis defense):

  Exam committee consist of 1 or 2 thesis supervisor, 1 internal examiner and 1 external examiner.

- Paper publication (Conference paper or journal paper)

Study Plan B1: 6-credit research project

- Research report (approximately 20,000 words)
- Oral exam (research project presentation):

  Exam committee consist of 1 or 2 thesis supervisor and 2 internal examiner.

Study Plan B2: 3-credit independence research study

- Independence research study report (approximately 8,000 words)

  A student work under supervision of their research supervisor. After the report is complete, it is examined by 1 internal reviewer.

- Comprehensive examination

5.2 The assessment is criterion-reference

Course assignments are evaluated based on pre-informed criteria stated in the course outline given to the students in the first week of study (see course outline). Thus, students know how each of their assignments be evaluated.

At the end of the term, a letter grade is to be assigned to summarise overall performance of the students in each course. The criteria for grading is as follows.

Grade	A	B+	B	C+	C	D+	D	F
Score (%)	100-85	84-80	79-75	74-70	69-65	64-60	59-55	54-0

Even though a criterion-referenced method is used, so as to confirm appropriate and standard grading, all students' scores and grades are presented to the graduate study committee for their approval.

Note: The pass grade for MA study is B.

5.3 Student assessment uses a variety of methods

For the fairness in assessment, each course offer a variety of assessment method and process. Also, since the programme emphasise learning process before product, individual and group consultation is made available for students to obtain feedbacks from both teacher and classmates along the process of completing each assignment.

Detailed description of methods of assessment can be seen in the course outline.

5.4 Student assessment reflects the expected learning outcomes and the content of the programme

The course content and objectives of each course are designed to perfectly serve the expected learning outcomes and the content of the programme. Certainly, one course cannot contribute to all of the programme's outcomes. Each of the course truly sticks on their objectives which were planned for its roles to contribute to the expected learning outcomes. (See table 3.3. and the course outline)

5.5 The criteria for assessment are explicit and well-known.

Teachers of all the courses are require to produce a handout of their course outline. One main section of the handout must include the criteria of assessment. The handout must be provided to the students in the first week of the study. Also, teachers provide verbal explanation and allow students to ask for clarification.

5.6 The assessment methods cover the objectives of the curriculum

All the courses were designed based on the objectives of the curriculum. In other words, we designed the curriculum and stated it objectives before the courses were designed. Therefore, the assessment methods should conform to the curriculum objectives.

5.7 The standard applied in the assessment are explicit and consistent.

The programme always have a meeting to review the course content, teaching methods, and assessment before the term begins. Thus, we can check the consistency and standard of the assessment both within the course and across the whole courses.

Self-evaluation

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				√			
5.2	The student assessment including timelines, methods, regulations, weight distribution, rubrics and grading are explicit and communicated to students				√			
5.3	Methods including assessment rubrics and marking schemes are used to ensure validity, reliability and fairness of student assessment			√				
5.4	Feedback of student assessment is timely and helps to improve learning			√				
5.5	Students have ready access to appeal procedure			√				
	Overall opinion			√				

Criterion 6: Academic Staff Quality

The faculty select academic staff members who are appropriate for the assigned position and duty in order to serve the faculty's missions. The selection is based on rules, regulations and criteria set by the university. Moreover, it must align with the faculty's human resource plan so as to support teaching, learning, and services.

The faculty assign workload (i.e. teaching, research supervision, research committee, academic advisor) to the staff members based on individuals' experience and expertise.

The faculty apply an evaluation system (My Evaluation) produced by the university to evaluate the staff members' work efficacy for career advancement and promotion. The evaluation is divided into 5 categories namely 1. Teaching, 2. Academic work, 3. Administrative work, 4. Services, 5. Resources. (See also attachment 1)

Furthermore, the teaching staff in the programme are highly encouraged to do research. We attend meetings called 'research discussion' and 'research clusters' every month to share our research ideas. There are research fundings for research projects and conference presentation both inside and outside Thailand.

Self-evaluation

6	Academic Staff Quality	1	2	3	4	5	6	7
6.1	Academic staff planning (considering succession, promotion, redeployment, termination, and retirement) is carried out to fulfil the needs for education, research and service				√			
6.2	Staff-to-student ratio and workload are measured and monitored to improve the quality of education, research and service				√			
6.3	Recruitment and selection criteria including ethics and academic freedom for appointment, deployment and promotion are determined and communicated				√			
6.4	Competences of academic staff are identified and evaluated				√			

6	Academic Staff Quality	1	2	3	4	5	6	7
6.5	Training and developmental needs of academic staff are identified and activities are implemented to fulfil them			√				
6.6	Performance management including rewards and recognition is implemented to motivate and support education, research and service		√					
6.7	The types and quantity of research activities by academic staff are established, monitored and benchmarked for improvement			√				
	Overall opinion			√				

<u>Criterion 7: Support Staff Quality</u>

The faculty select academic staff members who are appropriate for the assigned position and duty in order to serve the faculty's missions. The selection is based on rules, regulations and criteria set by the university. Moreover, it must follow the faculty's human resource plan so as to support teaching, learning, and services.

The faculty regularly conduct satisfactory evaluation to evaluate services provided by supporting staff. The supporting units include the resource centre, laboratory, computer facilities, and student services. Results from the evaluations are used to improve the work quality of the supporting staff.

Self-evaluation

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				√			
7.2	Recruitment and selection criteria for appointment, deployment and promotion are determined and communicated			√				
7.3	Competences of support staff are identified and evaluated				√			
7.4	Training and development needs of support staff are identified and activities are implemented to fulfil them			√				
7.5	Performance management including rewards and recognition is implemented to motivate and support education, research and service		√					
	Overall opinion			√				

Criterion 8: Student Quality and support

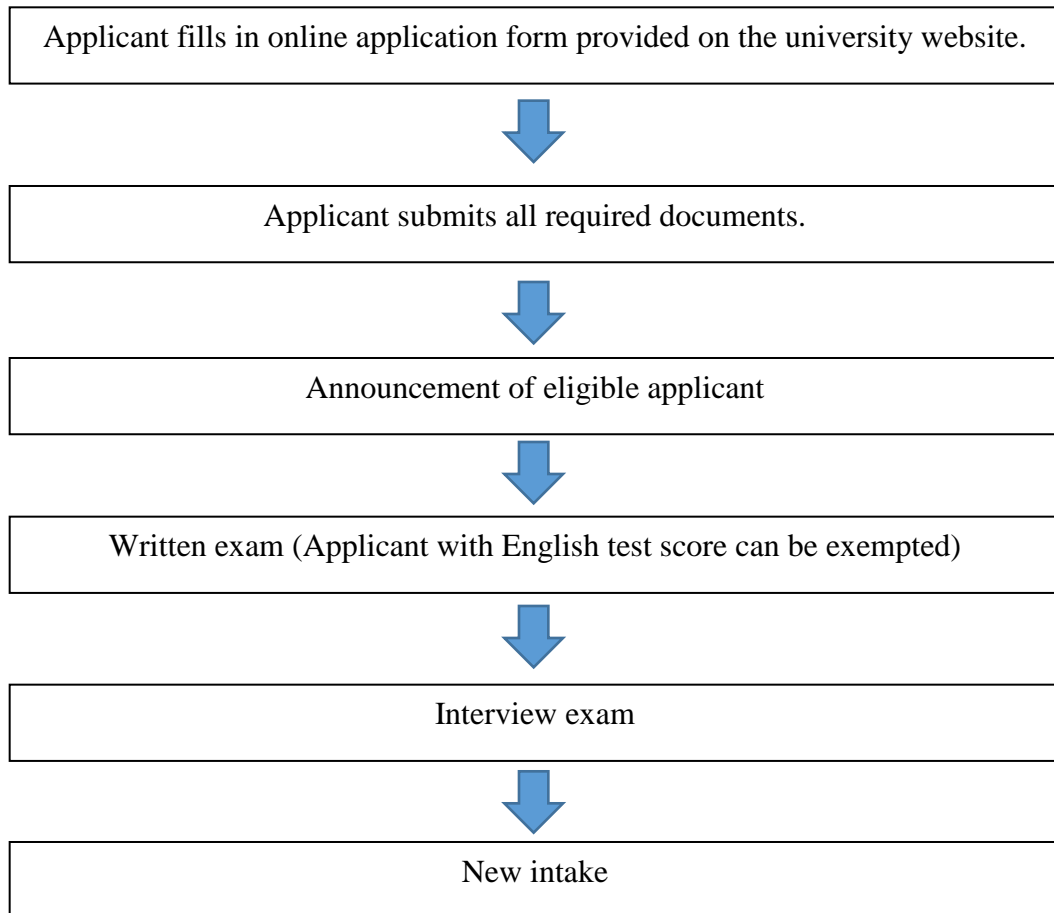**8.1 There is a clear student intake policy**

New intakes to the programme are carefully considered. English proficiency is the first thing that we consider. As stated, applicants must pass our written exam for English proficiency or provide their Standard English test score. If the applicants do not possess our required English proficiency, we know that they might have problem in surviving in our programme anyway. Also, it can be difficult for us to control the student quality. Therefore, we do not admit applicants with lower English proficiency.

After the written examination or the presence of English proficiency test score, the applicants are invited for an interview. Here, the interviewer pay attention to the applicant's English oral communication skills, attitudes and suitability.

It should be noted that the maximum number of intakes to the programme per year is 15. We prefer a small size of intakes to control the quality of teaching (teachers' workload, number of teacher/student).

8.2 The student admission process is adequate

Admission process

| Applicant fills in online application form provided on the university website. |

⬇

| Applicant submits all required documents. |

⬇

| Announcement of eligible applicant |

⬇

| Written exam (Applicant with English test score can be exempted) |

⬇

| Interview exam |

⬇

| New intake |

8.3 The actual study load is in line with the prescribed load

Students are scheduled for their study based on the prescribed course structure.

Table 8.2 Programme course structure

Term	1	2	3
Year 1	- Principles of communication and language use - Spoken Discourse for professional communication - Language and Study Skills	- English as an international language - Written Discourse for professional communication - Research Methods	- Intercultural communication - Elective course
Year 2	- Contemporary issues in professional communication - Elective course	- Elective course - Elective course OR - Thesis	- Elective course - Independent study OR - Thesis

Each course earns 3 credits. It requires students to study in class for three hours a week, 15 weeks a term and to study outside class by themselves for 9 hours a week.

Record of student's grades and GPA is kept in the university intranet system. Academic advisor, programme director, teaching staff and academic service officer are authorized to view the record. When students start to have some problem in their study (i.e. not getting the pass grade: B), the academic advisor arrange a personal meeting with that student so as to help he plan his study more effectively.

Another way to monitor students' progress in that the programme arrange a sharing session every semester. The session is usually a week after the semester ends. Students are required to present their progress. The initial rationale behind this activity is to gently force students to reflect and evaluate their own progress. This is especially students who are in their last year and must complete their research project. Once they know their own progress and causes of learning problems, they get suggestions for future improvements.

Also, online questionnaires are provided for students to give feedback to the courses and teachers. Students do the questionnaires twice a term (mid of the term and end of the term). Thus, they can communicate directly the issues related to their study and performance, needs, and so on.

Not only the formal session, can students make a request to meet with their academic advisor or teachers for consultation. The relationship between academic staff and students in the programme is very friendly. We do not only build rapport in classroom, but also we usually arrange extra and informal outside class activities such as outing, study trips, welcoming activities, parties and so on. With this kind of friendly relationship, students feel comfortable to share their feelings, problems, or success stories with the academic staff.

Self-evaluation

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 ab duo-to-date				√			
8.2	The methods and criteria for the selection of students are determined and evaluated				√			
8.3	There an adequate monitoring system for student progress, academic performance and workload				√			
8.4	Academic advice, co-curricular activities, student completion and other student support services are available to improve learning and employability			√				
8.5	The physical, social and psychological environment is conductive for education and research as well as personal well-being			√				
	Overall opinion				√			

Criterion 9: Facilities and infrastructure

Classrooms are all equipped with supporting devices: computer, projector, microphone, speaker, WiFi and so on. There are students' common rooms (with computers, internet access, and printers) and lockers together with study rooms. The faculty has its own library (resource centre) where students can find resources for their study and research.

Self-evaluation

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				√			
9.2	The library and its resources are adequate and updated to support education and research				√			
9.3	The laboratory and equipment are adequate and updated to support education and research				√			
9.4	The IT facilities including e-learning infrastructure are adequate and updated to support education and research				√			
9.5	The standards for environment, health and safety; and access for people with special needs are defined and implemented			√				
	Overall opinion				√			

Criterion 10: Quality enhancement

10.1 Stakeholders' needs and feedback serve as input to curriculum design and development

Current students, Alumni, Employers, and teachers in the programme were asked to evaluate and provide feedback. At the beginning of the semester, all the academic staff would have a meeting to consider all the feedback. The course outlines, assessment activities and outcomes are compared, discussed and (if needed) adjusted. For example, we have discussed and adjusted the content of the course to be more practical. Assessment activities emphasise application and discussion of theories based on students' experiences rather than recitation of theories.

10.2 The curriculum design and development process is established and subjected to evaluation and enhancement

The curriculum and programme's structure are presented on the faculty's websites. Everyone can freely access them. Students are officially invited to evaluate the courses twice a semester (mid-term and final) so the teachers would get feedback and know what should be adjusted. In our programme, it is a major advantage, as we are teaching communication, our teaching staff are very open-minded. Students can always talk to their course instructors or they can leave their comments with their academic advisor. This information is informed to all students since their first day in the programme (the programme orientation).

10.3 The teaching and learning processes and student assessment are continuously reviewed and evaluated to ensure their relevance and alignment

At the beginning of every semester, all the teaching staff meet to discuss the performance (of both students and teachers) from the previous semester. We always learn about our current students and so we know how to facilitate their learning. We are aware that students of different batches (and their group dynamics) are not the same. Among the teaching staff, we exchange our success and failure in our teaching.

Also, we have once got feedback from our students that they could not manage to work properly when the deadlines of assignments from 2-3 different courses were the same. Therefore, now at the beginning of the semester, all the course instructors share their course outlines and compare their assignments to make sure that they are for different weeks. Furthermore, we consider our content topics to see the connections of all the courses.

10.4 Research output is used to enhance teaching and learning

All the courses require students to conduct a term project. To do so, students are required to find their own topic of interest and study from their selected research papers with support and guidance from their teachers. Moreover, all the teachers in the programme are doing research. Thus, they can always discuss their studies in their teaching.

10.5 Quality of support services and facilities (at the library, laboratory, IT facility and student services) is subjected to evaluation and enhancement

Students are asked to evaluate their satisfactions of the services and facilities.

10.6 The stakeholder's feedback mechanism are systematic and subjected to evaluation and enhancement

The faculty have an annual plan for obtaining stakeholder's feedback.

Self-evaluation

10	Quality enhancement	1	2	3	4	5	6	7
10.1	Stakeholders' needs and feedback serve as input to curriculum design and development				√			
10.2	The curriculum design and development process is established and subjected to evaluation and enhancement				√			
10.3	The teaching and learning processes and student assessment are continuously reviewed and evaluated to ensure their relevance and alignment				√			
10.4	Research output is used to enhance teaching and learning				√			
10.5	Quality of support services and facilities (at the library, laboratory, IT facility and student services) is subjected to evaluation and enhancement				√			
10.6	The stakeholder's feedback mechanism are systematic and subjected to evaluation and enhancement				√			
	Overall opinion				√			

Criterion 11: Output

11.1 The pass rates and dropout rates are established, monitored and benchmarked for improvement

We have a record of students pass rates and dropout rates. For a student who did not perform well, the course instructor would talk to the student personally and inform the student's academic adviser. So that the programme can closely monitor the student and provide supports in time.

Students who dropped out were contacted in order for us to know the reasons. Mostly, the reasons are not about the programme quality, but students' personal issues.

11.2 The average time to graduate is established, monitored and benchmarked for improvement

We have a record of students' time to graduate. We try to improve it. For plan B2 students (3-credit independent study), we try to encourage them to graduate within 2 years (the programme time). And now about 80% of them can do so. For Plan A students, we aim that they should graduate in 2.5 years. Based on the requirements for publication and students as weekend students, it is too difficult for them to graduate in 2 years. The students understand the condition and for now they are happy with it.

11.3 Employablity of graduates is established. monitored and benchmarked for improvement

The faculty have their plan to monitor our graduates' employment.

11.4 The types and quantity of research activities by students are established, monitored and benchmarked for improvement

Students, even if they are doing a 3-credit project, are encourage to disseminate their research studies. We have a system to record all of them.

11.5 The satisfaction levels of stakeholders are established, monitored and benchmarked for improvement

The faculty regularly survey stakeholders' satisfactions. The results are given to the programme director and all related persons for their knowledge and improvement.

Self-evaluation

11	Output	1	2	3	4	5	6	7
11.1	The pass rates and dropout rates are established, monitored and benchmarked for improvement				√			
11.2	The average time to graduate is established, monitored and benchmarked for improvement				√			
11.3	Employablity of graduates is established. monitored and benchmarked for improvement				√			
11.4	The types and quantity of research activities by students are established, monitored and benchmarked for improvement				√			
11.5	The satisfaction levels of stakeholders are established, monitored and benchmarked for improvement				√			
	Overall opinion				√			