

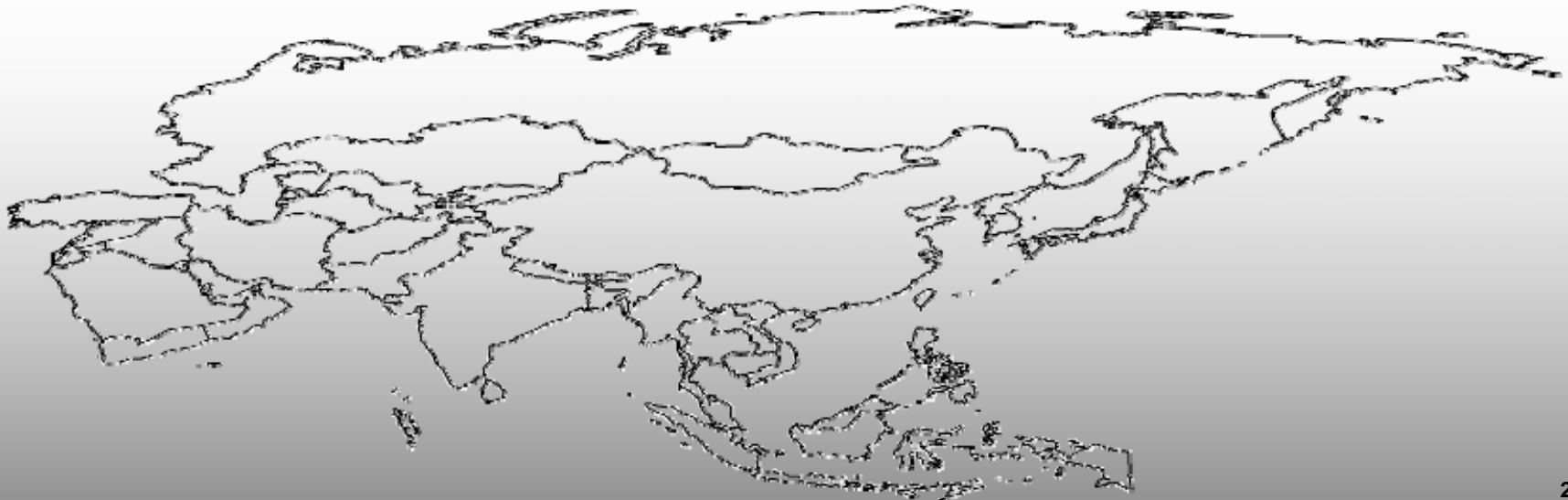


# Subject Benchmark in ASEAN Universities

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# Outline

- Subject Benchmark
- Practices in ASEAN Universities
- Benchmarking in HEIs
- Future Development

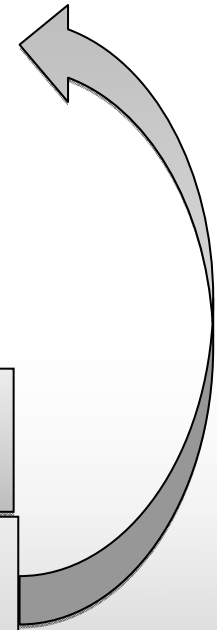
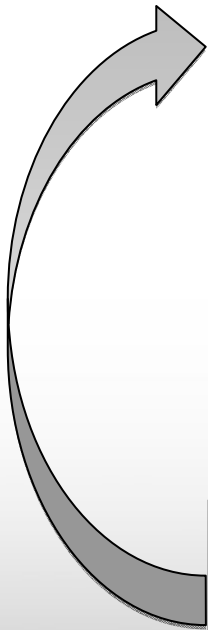


## **Benchmarking**

The continuous process of identifying, understanding and adapting best practices and processes that will lead to superior performance

## **Benchmark**

A reference or measurement standard used for comparison



# Subject Benchmark Statement

- A benchmark statement, in higher education, provides a **reference point** against which outcomes can be **measured and refers to** a particular specification of programme characteristics and indicative standards

# Purposes

- Make more explicit the nature and level of academic standards in higher education
- Describe the nature, characteristics and general expectations of a specific subject

# Nature

- Articulate a **threshold**
- Acknowledge the **difference and diversity**
- Allow for **variety, flexibility and innovation**
- Assure subject **coherence and identity**
- Reflect a **consensus**



# A Typical Subject Benchmark

- Introduction
- Nature and extent of the subject
- Generic skills
- Subject specific skills
- Teaching, learning and assessment
- Benchmark standard

Adapted from "Recognition scheme for subject benchmark statements", 2<sup>nd</sup> ed, QAA.

# Practices in ASEAN



Brunei  
Darussalam



Cambodia



Indonesia



Laos



Malaysia



Myanmar



Philippines



Singapore



Thailand



VietNam

- AUN was founded in November 1995 by ASEAN Member States. It currently has 26 member universities.
- AUN-QA was originated in 1998.



# Case Study 1

## Subject Benchmark Practices in ASEAN

- Civil Engineering
- Undergraduate Programme
- Top Universities in Indonesia, Malaysia, Philippine, Singapore, Thailand (AUN Member Universities)

# Subject Benchmark Practices

Content	Indonesia		Malaysia		Philippine		Singapore		Thailand	
	HEI A	HEI B	HEI C	HEI D	HEI E	HEI F	HEI G	HEI H	HEI I	HEI J
Introduction	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓
Nature & Extent	✓	✓	✓	✗	✓	✓	✓	✓	✓	✓
Generic Skills	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Subject Specific Skills	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
TLA	✗	✓	✗	✓	✗	✗	✓	✓	✓	✓
Benchmark Standard	✓	✓	✓	✓	✗	✗	✓	✓	✗	✗

✗: 1) not available; 2) not available online; 3) not available in English.

# Examples

- **Generic Skills**

- *Mastering the fundamental of sciences application (math, physics, and statistics).*
- .....

- **Subject Specific Skills**

- *Having excellent skill in civil engineering structure design.*
- *Having good adjustment ability to construction services.*
- *Having competence to enter the globalization era, both to support the civil engineering development activities and higher education.*
- .....

# Examples

- **Assessment and Benchmark**
  - *Final project is listed on the study plan card;*
  - *Study achievement has met the requirements (vary for type A, B, C, or D program);*
  - *Have followed final project seminar in civil engineering department or national seminar for at least 5 times, proven by presence list copies; and*
  - *Have handed the final project proposal and have been approved by the supervisor.*

# Case Study 2

## Application of Benchmarking in Higher Education Institutions



- Keywords: Higher education, university, benchmarking, best practice, benchmark
- Databases: ScienceDirect, ABI/Inform, Business Source Premier
- Timeframe: 1990-2009 (20 years)

# Search Results

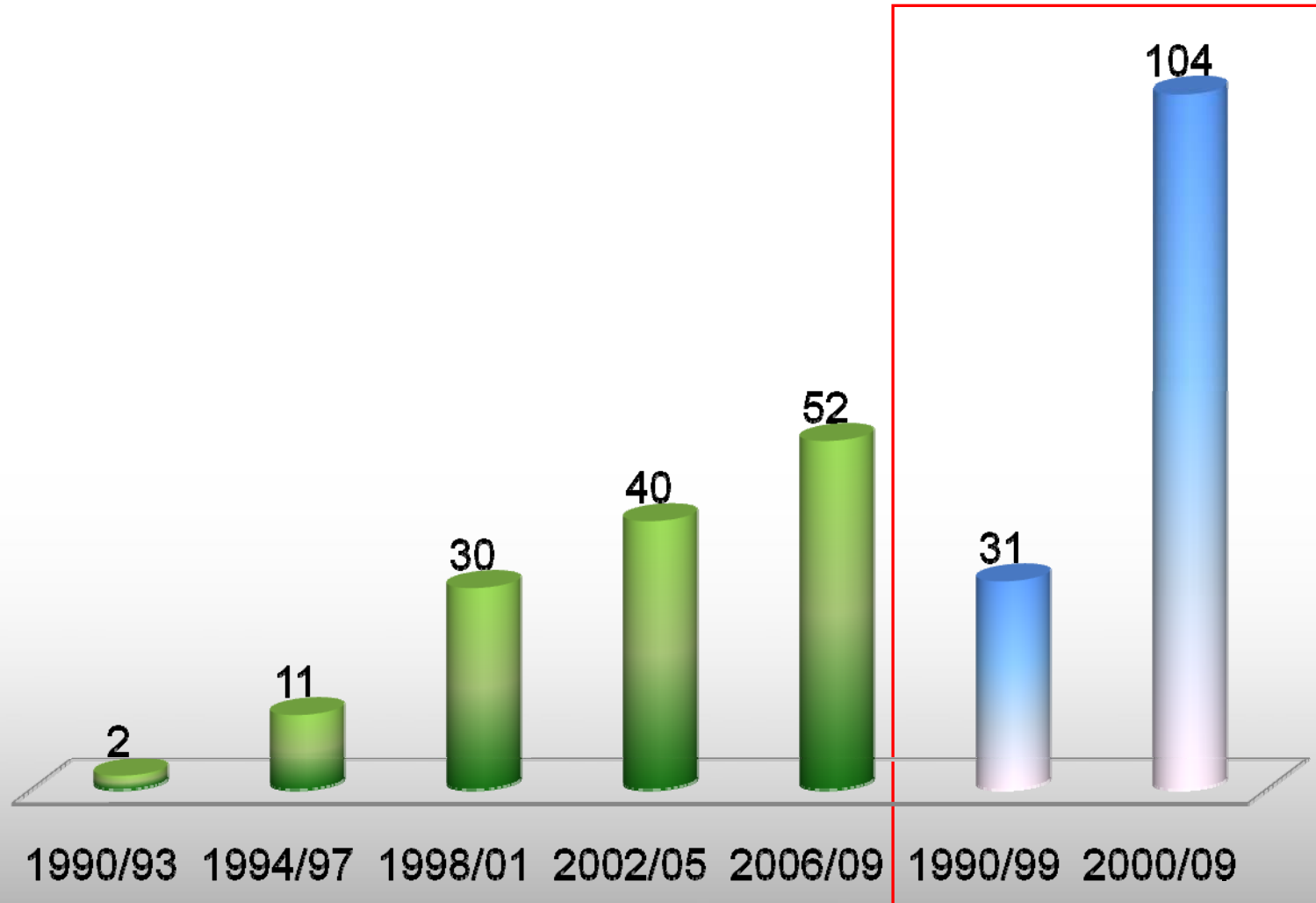
Search Query	Databases		
	SD	ABI	BSP
Benchmarking AND “higher education”	2	11	10
Benchmarking AND university	53	67	76
Benchmark AND “higher education”	6	19	8
Benchmark AND university	158	57	49
“Best practice” AND “higher education”	30	16	6
“Best practice” AND university	98	99	28
Total	347	269	177

# Database cleanup



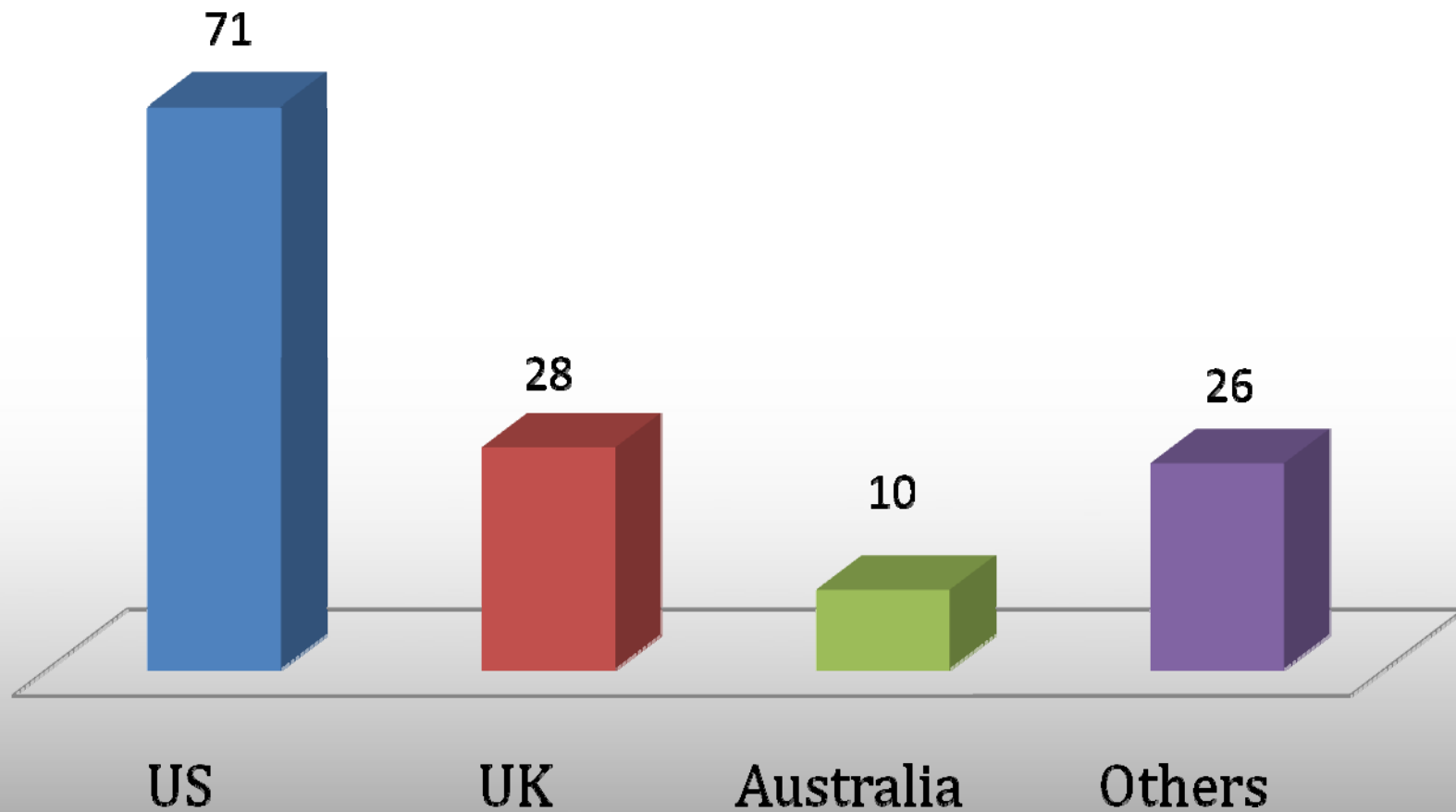
- Remove duplications
- Remove studies not on higher education benchmarking
- Total # of verified articles: 135

# Trend of Publications

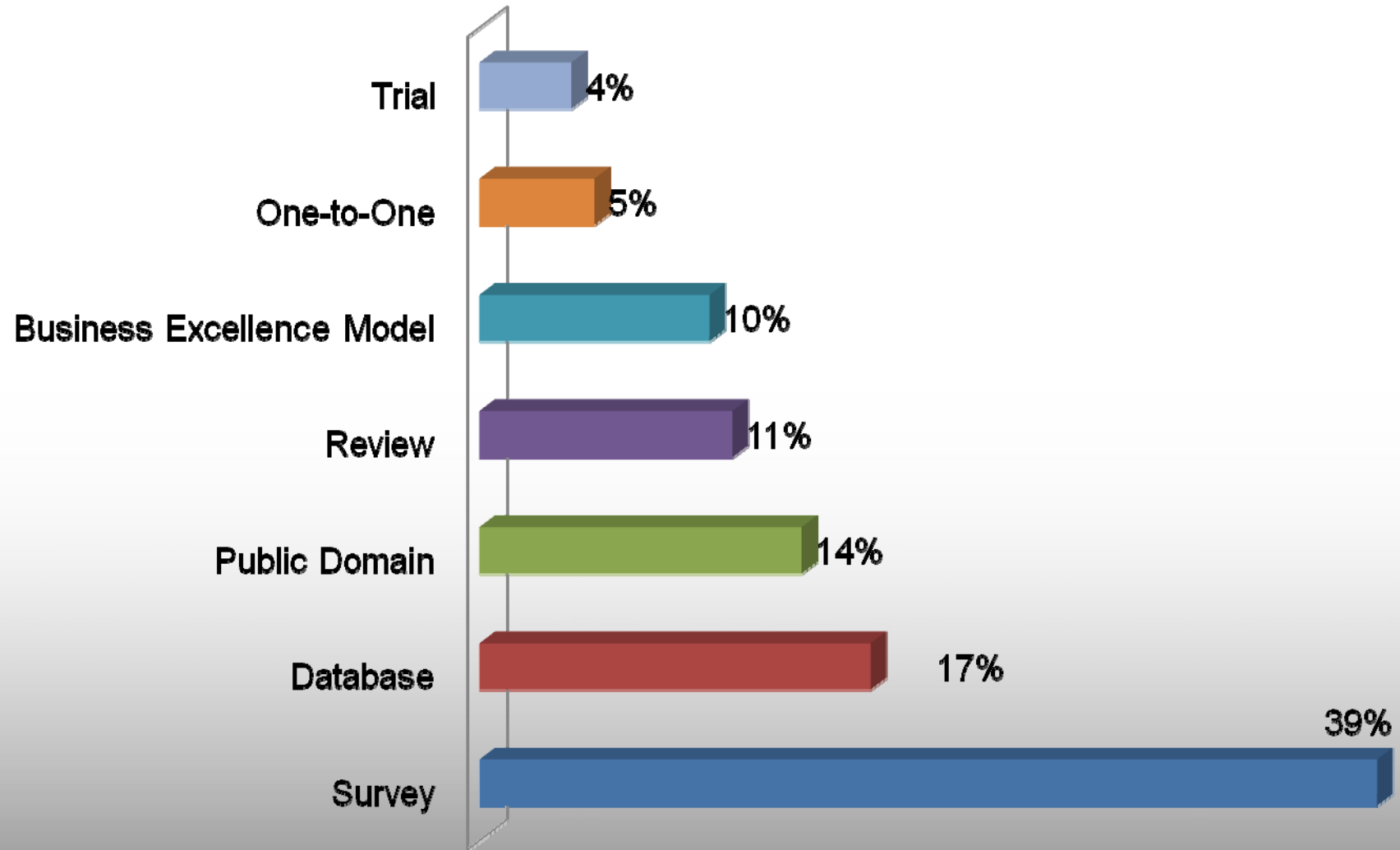




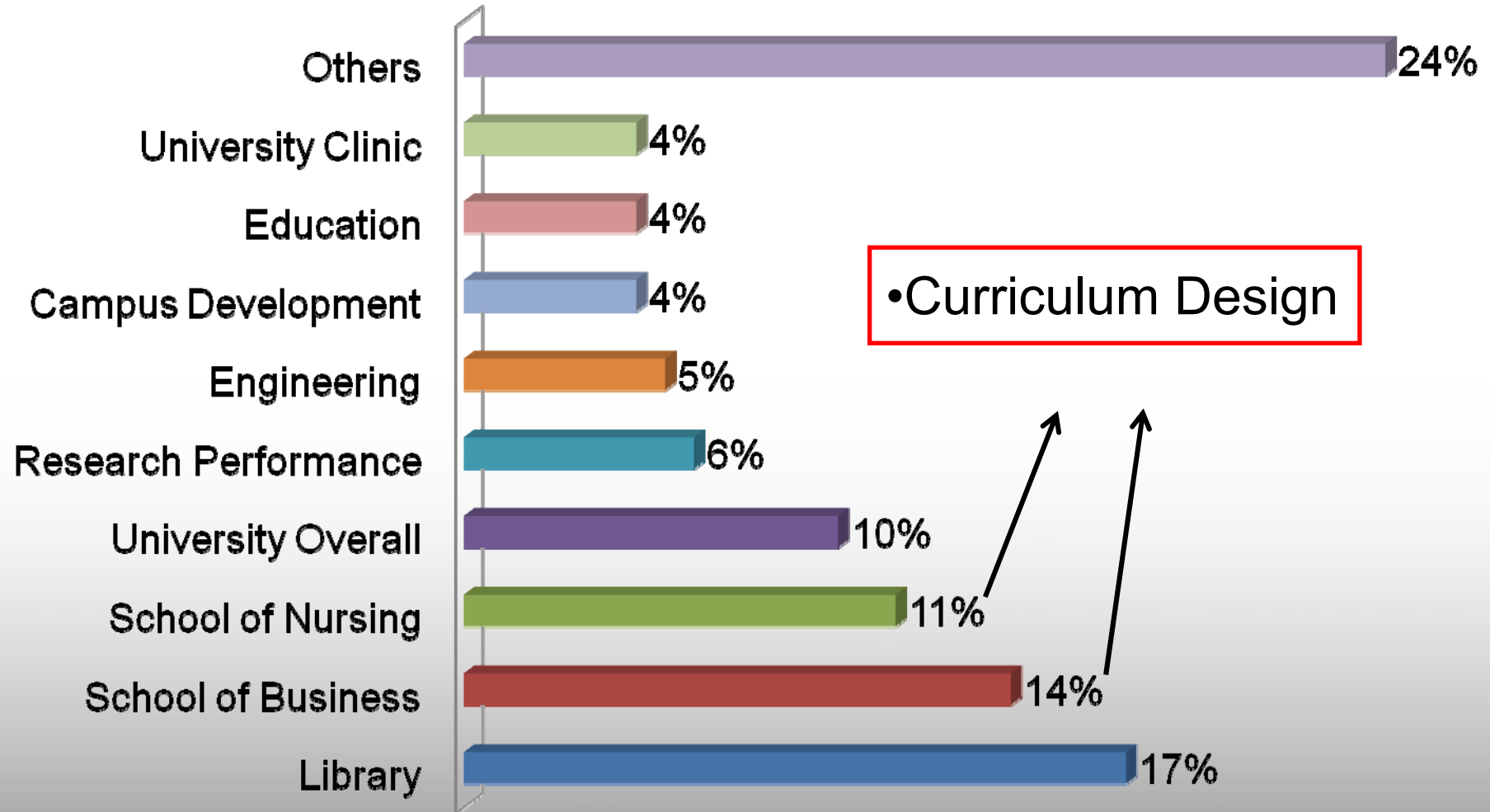
# # of Publications by Country



# Benchmarking Methods



# Areas of Benchmarking



# Case Study 3

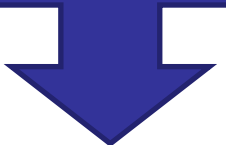


- Benchmarking in Curriculum Re-design
  - School of Nursing, Oregon Health and Science University
  - Benchmarking with nationally recognized competencies
  - From objectives-based curriculum to competencies-based curriculum

Adapted from Lecuyer, DeSocio et al. (2009), From objectives to competencies: Operationalizing the NONPF PMHNP competencies for use in a graduate curriculum, *Archives of Psychiatric Nursing*, 23 (3), pp.185-199

# Competency-based Curriculum

Develop a set of related components for each competency



Design a set of learning activities



Establish a set of competency demonstrations.

# Key Benefits

- Shared sense of ownership and commitment toward the programme and students
- Increased sense of coherence between academic coursework and actual practice
- Increased satisfaction from clinical preceptors

# Case Study 4



- Infusing sustainability principles into Mechanical Engineering curriculum
  - Department of Mechanical Engineering, Michigan Technological University



# Benchmarking Partners



- National Science Foundation
- Georgia Institute of Technology
- University of Washington
- University of Michigan
- University of Technology, Sydney



# Outcome and Practices

- **Promote** student exposure to more hands-on experiences earlier in the degree programme
- **Establish** the Sustainable Futures Institute (SFI) to serve as a campus-wide magnet for research, education, and outreach initiatives related to sustainability
- **Develop** and offer interdisciplinary, sustainability-related course to undergraduate ME students

# Future Development

- **Set up** agency responsible for developing and updating subject benchmark statement
- **Harmonise** subject benchmark in countries and regions
- **Adhere** to international standards
- **Conduct** best practices benchmarking (programme level, institution level, international)

# Thank You

