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Data Collection Tool for Generic Program Accreditation



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Table of Content

TABLE OF CONTENT.....	1
INTRODUCTION	1
PROGRAM ACCREDITATION STANDARDS.....	2
1. PROGRAM OUTCOME.....	3
1.1. PROGRAM DEVELOPMENT.....	3
1.2. ALIGNMENT WITH INSTITUTIONAL MISSION, VISION AND GOALS	5
2. CURRICULUM	5
2.1. DESIGN AND DEVELOPMENT	5
2.2. CURRICULUM EVALUATION AND REVIEW PROCESS.....	7
3. LEARNING, TEACHING AND ASSESSMENT.....	8
3.1. LEARNING AND TEACHING	8
3.2. ASSESSMENT POLICY AND SYSTEM.....	10
3.3. ASSESSMENT METHOD	11
4. STUDENTS.....	13
4.1. STUDENT SELECTION AND ADMISSION POLICY	13
4.2. STUDENT COUNSELING AND SUPPORT SERVICE	15
4.3. STUDENT PROGRESSION	17
5. ACADEMIC STAFF.....	19
5.1. STAFF RECRUITMENT AND SELECTION.....	19
5.2. STAFF SUPPORT AND RETENTION.....	22
5.3. STAFF PROFESSIONAL DEVELOPMENT.....	22
6. EDUCATIONAL RESOURCES	24
6.1. PHYSICAL FACILITIES.....	24
6.2. FINANCIAL RESOURCE	27
7. RESEARCH AND COMMUNITY ENGAGEMENT.....	27
7.1. RESEARCH.....	27
7.2. COMMUNITY ENGAGEMENT	29
8. PROGRAM MANAGEMENT	31
8.1. LEADERSHIP AND DECISION MAKING.....	31
8.2. ALLOCATION OF RESOURCES	33
9. CONTINUOUS QUALITY IMPROVEMENT.....	34
9.2. CONTINUOUS QUALITY IMPROVEMENT SYSTEM	34
9.2. IMPLEMENTATION OF CONTINUOUS QUALITY IMPROVEMENT.....	35
9.3. MONITORING AND EVALUATION OF CONTINUOUS QUALITY IMPROVEMENT.....	36
9.4. DOCUMENTATION AND DISSEMINATION.....	37



Introduction

A Data Collection Tool (DCT) serves as a mechanism for gathering and analyzing both quantitative and qualitative data pertaining to the performance and accomplishments of Higher Educational Institutions (HEIs) and their programs. This tool enables HEIs to evaluate their performance and achievements against predefined standards and indicators set for program accreditation.

The DCT consists of both narrative responses and supportive documents for each of the indicators that HEIs are required to provide. The narrative response entails a written comment that HEIs must provide for each indicator, while supportive documents encompass various forms such as letters, minutes, portfolios, certificates, guidelines, procedures, audio-visual materials, or other written documents that HEIs are required to list or provide for each indicator. The evidence listed or stated within these documents is essential to support and verify the narrative response provided by the HEIs.

Therefore, HEIs seeking program accreditation must compile a DCT report using this instrument. This document is considered a crucial requirement for applying for program accreditation.



Program Accreditation Standards

Program accreditation is a systematic and thorough process of assessing the performance of HEI's program in accordance with the standards in this guideline and enabling it to provide quality higher education. It looks at critical areas of program development and performance that can be assessed objectively. The program accreditation process will assess HEI's program based on a set of nine standards which are formulated through wide stakeholder consultations, research and international best practice. Each standard has sub-standards and indicators that are significant, relevant, measurable and achievable. The nine standards are:

1. Program Outcome
2. Curriculum
3. Learning, Teaching and Assessment
4. Students
5. Academic Staff
6. Educational Resources
7. Research, and Community Engagement
8. Program Management
9. Continual Quality Improvement

Each standard is identified by a number and name (e.g. standard 1: Program Outcome). The sub-standards of each standard are numbered with two digits (e.g. 1.1 and 1.2 for 2 sub standards under standard 1). Each sub-standard has a set of indicators numbered with three digits (e.g. sub-standard 1.1: Alignment with institutional mission and vision has 3 indicators numbered 1.1.1, 1.1.2, and 1.1.3).



1. Program Outcome

1.1. Program Development

1.1.1. The program has policies, procedures, and processes for introducing new program and periodically reviewing existing program.

Narrative response

- a) Describe the procedures and process for introducing new programs.
- b) Summarize the process for formal review of the program.
- c) Describe the process for formal phasing out of the programs.
- d) Discuss how often the program is reviewed.

Supporting documentation

- a) Need assessment, program development /review committee minutes and reports
- b) Policy, Procedure and Curriculum guideline

1.1.2. The program identifies and addresses the national priorities, needs of the society, and present and emerging role of the learner which is consistent with international standards in addition to professional and legal requirements for practice and knowledge creation.

Narrative response

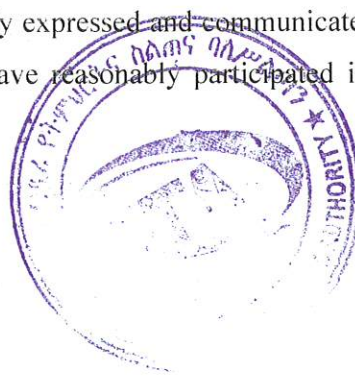
- a) Describe how the program ensures the relevance of the program to the needs of the society and national priority.
- b) Summarize the program's national priorities, needs of the society, and present and emerging role of the learner
- c) Show program's consistency with national and international standards.
- d) Describe the sustainability of the program based on national priorities and societal needs
- e) Indicate the professional and legal requirements of the program and show it's alignment with the program.

Supportive documentation

- a) Program based legal practice documents
- b) Program based policy indication document

1.1.3. The program learning outcomes are clearly expressed and communicated to staff and students; ensure principal stakeholders have reasonably participated in formulating and reviewing processes.

Narrative response



- a) Describe by whom the program learning outcomes were formulated.
- b) Describe the stakeholders involved in the development of program learning outcomes.
- c) How often the program learning outcomes are reviewed?
- d) Describe the process used by the program to develop its learning outcome.
- e) Describe how the program learning outcomes are communicated to internal and external stakeholders.

Supporting documentation

- a) Curriculum design, development and revision guide /minutes /curriculum review/ validation workshop report
- b) Syllabus

1.1.4. The program learning outcomes indicate the career and further studies options available to students upon program completion.

Narrative Response

- a) Explain how the program indicates the career and further studies options available to students upon program completion considering the stated learning outcomes.

Supportive documentation

- a) Curriculum

1.1.5. There is a systematic approach in place to obtain feedback from stakeholders to improve the delivery of the study program and attainment of the program outcomes and update the program accordingly in line with the current practice.

Narrative Response

- a) What mechanisms are put in place to obtain feedback from stakeholders to improve the delivery of the study program?
- b) Show how the program is updating based on the feedback obtained from stakeholders.

Supportive Documentation

- a) Tracer study report
- b) Minutes

1.1.6. The program is approved by appropriate governing body.

Narrative response

- a) Describe the procedure used to approve the program
- b) Does the program approved by appropriate governing bodies?
- c) How often and by whom the program outcomes are reviewed?



Supporting documentation

- a) Program approval minute/(AC/DC)
- b) The current Legislation

1.2. Alignment with institutional Mission, Vision and Goals

1.2.1. The outcomes of the program align with the HEI's mission, vision and strategy.

Narrative response

- a) Provide the mission and vision statement of the institution
- b) State program outcomes set for the program.
- c) Show the alignment of program outcomes with institutional mission and vision.

Supporting documentation

- a) The current strategic plan of the institutions
- b) Program curriculum.

1.2.2. The program learning outcomes conform to academic requirements of the study program and Ethiopian Qualification Framework (EQF).

Narrative Response

- a) Describe the alignment of program learning outcomes with academic requirements of the study and EQF

Supportive Documentation

- b) EQF document
- c) Syllabus

2. Curriculum

2.1. Design and Development

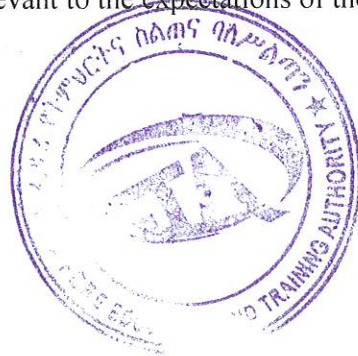
2.1.1. The curriculum design is based on national and international expectations of the academic discipline/field of study.

Narrative Response

- a) How does the HEI ensure that the curriculum is relevant to the expectations of the national and international competencies?

Supportive Documentation

- a) Curriculum



2.1.2. The curriculum incorporates core content of the discipline that are essential for understanding the concepts, principles and methods that support the program outcomes.

Narrative response

- a) Indicate the core content (Course catalogue) of the discipline for understanding the concepts, principles and methods that support the program outcomes.
- b) Current curriculum of the program
- c) Show how the core contents of the discipline support the program outcomes.

Supportive Documentation

- a) Table on Course catalogue

List of courses	Course category	Course code	ECTS/CrHr	Pre-requisite	Remark

2.1.3. The curriculum takes into account the appropriate professional and industry requirements as well as good practices in the field.

Narrative Response

- a) How does the program curriculum takes into account the appropriate professional requirements, industry requirements and good practices in the discipline

Supportive Documentation

- a) Curriculum of the program

2.1.4. The curriculum takes into account the indigenous knowledge that foster local potential.

Narrative response

- a) Does the curriculum takes in to account the indigenous knowledge that foster local potential

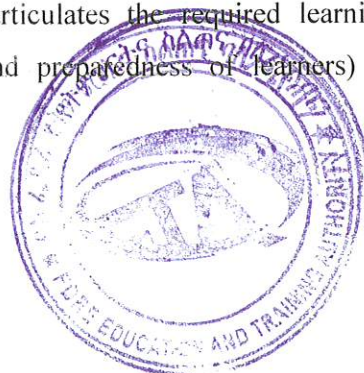
Supportive documents

- a) Curriculum

2.1.5. The learning outcomes of the program clearly articulates the required learning domains (knowledge, skills, values, behaviors, and preparedness of learners) to become professionals and responsible citizens.

Narrative response

- a) Indicate the learning outcomes of the program.



- b) Show how the learning outcomes clearly articulate the required domains of learning.

Supportive Documentation

- a) Current curriculum of the program

2.1.6. The curriculum is designed in such a way that there are clear career pathways and students are informed about the development of career pathways during their studies.

Narrative Response

- a) Explain the program curriculum design process.
- b) Discuss the way how the program curriculum design and development is communicated to students.

Supportive Documentation

- a) Curriculum guideline
- b) Minutes

2.1.7. The curriculum has a coherence that ensures learning and teaching activities are appropriately designed to achieve the learning outcomes.

Narrative Response

- a) Describe how the learning and teaching activities in the curriculum are appropriately designed to achieve the learning outcomes
- b) Discuss the alignment of learning and teaching activities with learning outcomes.

Supportive Documentation

- a) The current curriculum of the program

2.1.8. The total duration of the training, credit hours per semester and duration are clearly defined and consistent with the national standards

Narrative Response

- a) Describe the duration and credit hours in light of applicable national standards

Supportive Documentation

- a) The current curriculum of the program

2.2. Curriculum Evaluation and Review Process

2.2.1. There is a functional curriculum committee where students are represented with the capacity to oversee, monitor and evaluate the curriculum to achieve the intended learning outcomes.

Narrative Response

- a) List the members and composition of curriculum committee.



- b) Describe how the committee oversee, monitor and evaluate the curriculum
- c) Discuss the functionality of the curriculum committee.

Supportive Documentation

- a) Assigning letter for the committee
- b) Curriculum committee minutes, report

2.2.2. There is a clearly defined process and mechanism , to regularly monitor and evaluate and review/update the curriculum through data collection including student and stakeholder feedback and use the results to improve

Narrative response

- a) Describe how and how often the program curriculum is reviewed.
- b) Discuss how feedbacks from stakeholders are considered in the review process.

Supportive Documentation

- a) Curriculum review workshop report
- b) Student satisfaction survey report
- c) Minutes/report on curriculum review process

3. Learning, Teaching and Assessment

3.1. Learning and Teaching

3.1.1. Teaching learning activities use contemporary learning approaches that stimulate, prepare and support students to take responsibility for their learning, including active learning methods and student-centered approaches and self-directed learning across the learning continuum

Narrative response

- a) Discuss the consistency of learning and teaching activities with the curriculum.
- b) Indicate the varieties of learning-teaching methods used for the program
- c) Describe how the learning-teaching methods set in the curriculum are aligned with learning outcomes.
- d) How do learning and teaching methods encourage the active participation of students for their own learning?

Supporting Documentation

- a) The current Curriculum/ Course syllabus
- b) Learning teaching manual
- c) Student Satisfaction Survey



3.1.2. The learning and teaching activities are appropriately designed to ensure that learning outcomes are achieved

Narrative response

- a) Discuss how the teaching-learning activities are designed to ensure achievement of learning out comes

Supportive Documentation

- a) Curriculum
- b) Module/course syllabus
- c) Student Satisfaction Survey

3.1.3. Use educational resources, including technology that are consistent with the learning outcomes and with national service delivery guidelines, up-to-date and regularly revised

Narrative response

- a) Provide details of the learning resources are sufficiently addressed to students.
- b) Describe the conduciveness of the learning environment for the effective implementation of the program.
- c) List the types of support services that are provided to students.

Supportive documentation

- a) Report on student support services
- b) Learning resource utilization report
- c) Student Satisfaction Survey

3.1.4. The program has in place co-curricular activities that will enrich students' experiences, and foster personal development and responsibility.

Narrative response

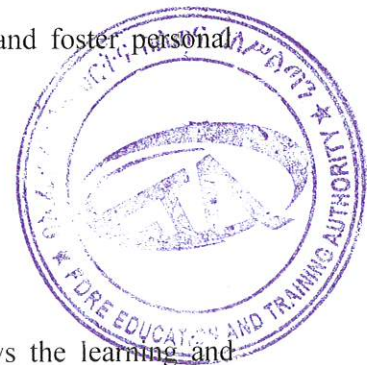
- a) List program related co-curricular activities
- b) Describe how these activities enrich students' experiences, and foster personal development and responsibility.

Supportive Documentation

- a) Student satisfaction survey result on co-curricular activities
- b) Report on co-curricular activities

Narrative response

- a) Describe how and how often the program monitors and reviews the learning and teaching.



- b) Describe how student feedback is used to monitor and review the quality of learning and teaching.

Supportive documentation

- a) Student Satisfaction Survey
- b) Learning teaching Feedback report

3.2. Assessment Policy and System

3.2.1. The program has an assessment policy/ guideline that clearly describes assessment practices and principles including methods, frequency, scoring, marking, remedial action and post-exam analysis procedures.

Narrative response

- a) Discuss the policy/guideline and its key components
- b) Describe post exam analysis procedures.

Supportive Documentation

- a) Assessment policy/guideline
- b) Post exam analysis report

3.2.2. The program has put in place mechanisms to ensure the validity and reliability of the student assessment system including exam blue print, item analysis and exam bank.

Narrative response

- a) Describe how the program ensures the validity and reliability of the student assessment system

Supporting Documentation

- a) Reports on validity and reliability of assessments
- b) Assessment policy/guideline

3.2.3. The program has clear mechanisms for student appeal and dispute resolution are regulated and fairly administered.

Narrative response

- a) Describe how the program regulate and administrate student appeals and disputes regarding assessment.
- b) Discuss the alignment of academic security and integrity of assessment arrangements with HEIs policy.

Supportive Documentation

- a) The policies and procedures for disciplinary action and appeals



- b) Minutes on disciplinary and appeal decisions
- c) Assessment policy/guideline

3.2.4. The academic security and integrity of assessment, confidentiality of assessment results and academic records are maintained in line with HEI's policy.

3.2.5. The program has a system of assessment that measures course and program learning outcomes and informs on progression and graduation.

Narrative response

- a) Describe how the assessment mechanisms used to measure the course outcomes.
- b) Discuss how the assessment ensures academic progression and graduation.

Supportive Documentation

- a) Assessment policy/guide
- b) Minutes/academic progression and graduation report

3.2.6. The program has a functional system to conduct item analysis and standard-setting and use the results for decision-making.

Narrative response

- a) Describe the system for exam item analysis and standard setting
- b) Show how the exam item analysis result is used for decision making

Supportive documentation

- a) Exam item analysis report
- b) Minute for Decision making item analysis

3.3. Assessment Method

3.3.1. The program employs a variety of assessment methods and tools to assess learning outcomes and competencies covering knowledge, skills and attitude.

Narrative response

- a) What assessment methods and tools are used?
- b) Describe how the assessment methods and tools assess the learning outcomes and competencies.

Supportive documentation

- a) Student assessment guideline
- b) Current curriculum
- c) Student Satisfaction Survey (SSS)



3.3.2. The program's approach to overall assessment activities are systematically and regularly reviewed to ensure its effectiveness.

Narrative response

- a) Describe how and how often the program reviews the effectiveness of overall assessment activities.

Supportive documentation

- a) Assessment review report/minute
- b) Student assessment guideline

3.3.3. The program has in place a system of assessment that regularly offers students timely, specific, and actionable feedback that identifies their strengths and areas of improvement and helps them to consolidate their learning.

Narrative response

- a) Discuss the system of assessment that regularly offers students with actionable feedback
- b) Describe how students are provided with timely feedback to identify their strength and areas of improvement.

Supportive Documentation

- a) Student satisfaction survey report
- b) Assessment policy/guideline
- c) Exam committee minute and report

3.3.4. Information on the program's approach to assessment is clearly provided to students. The assessments within the study program are adequate to judge the achievement of the learning outcomes and designed so that students are fairly assessed.

Narrative response

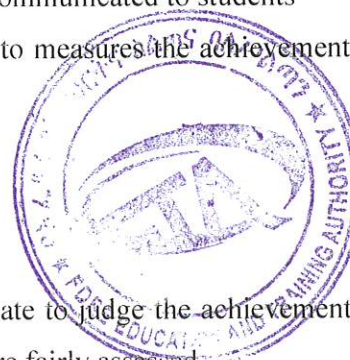
- a) Describe how the program's assessment approach is communicated to students
- b) Discuss the adequacy and fairness of the assessment to measure the achievement of learning outcomes

Supportive documentation

- a) Curriculum
- b) Assessment policy/guideline

3.3.5. The assessments within the study program are adequate to judge the achievement of the learning outcomes and designed so that students are fairly assessed.

Narrative Response



- a) Discuss the adequacy and fairness of the assessment to measures the achievement of learning outcomes

Supportive Documentation

- a) Minutes/reports and letters on remediation

4. Students

4.1. Student Selection and Admission Policy

- 4.1.1. Student selection and admission practices for the program are clear, efficient, explicit and fair, and in accordance with the HEI's policies and regulations.

Narrative response

- a) Describe the student selection and admission practices of the program.
- b) Discuss the alignment of student selection and admission practice with HEIs policy and regulations.

Supportive documents

- a) Student selection and admission policy
- b) Student Satisfaction Survey
- c) Student handbook
- d) Registrar manual

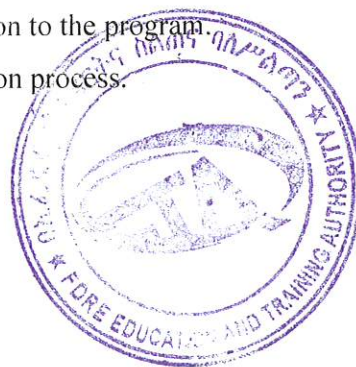
- 4.1.2. Have updated and publicly accessible student selection and admission policy, tailored to local and national workforce requirements which sets out the aims, principles, criteria, processes, appeal procedures

Narrative Response

- a) Describe how student selection and admission criteria is disseminated for internal and external stakeholder
- b) Describe the principle, criteria and process of admission to the program.
- c) Describe the mechanisms of appeal system to admission process.

Supportive documents

- a) Current Curriculum
- b) Student handbook
- c) Student selection and admission guideline
- d) Student Satisfaction Survey report



4.1.3. The program defines and periodically reviews the size and route of entry (direct entry vs graduate entry) of student intake in line with available resources to ensure effective implementation of the program.

Narrative response

- a) Describe how often and by whom the size of student intake capacity is reviewed
- b) Explain how to ensure student intake capacity is in lined with available resources for effective implementation of the program.

Supportive documentation

- a) Student intake capacity communication letter
- b) Current annual plan of the program
- C) Summarize the active batch student enrollment capacity of the program

Academic year	Enrolled students		Remark
	F	M	
2023	#	#	
2024	#	#	

4.1.4. The program has established well-defined policies and mechanisms to facilitate student mobility which may include student transfer within and between institutions nationally and internationally.

Narrative response

- a) Describe the policy which state about transfer and exchange of students nationally and internationally
- b) Describe the practice and procedure of the program on student transfer and exchange
- c) Provide the number of transferred/exchange students for each indicated academic year (3 consecutive year’s student active batch)

Transfer/exchange students	AY	AY	AY	Remark
Transferred students that entered into the second year	#	#	#	

Supportive documentation

- a) Legislation



- b) Registrar manual
- c) Current curriculum
- d) Student Satisfaction Survey
- e) Student handbook/Student transfer Guideline

4.1.5. Entry standards for the program are regularly reviewed based on student performance and other relevant internal and external reference points.

Narrative response

- a) Indicate the admission requirements of the program.
- b) Describe how and how often the admission requirements are reviewed.

Supportive document

- a) Admission policy
- b) Registrar manual
- c) Minutes/reports on reviewing admission requirements

4.2. Student Counseling and Support Service

4.2.1. There are appropriate and adequate student support services such as physical, social and financial support, recreational and online facilities, academic, non-academic and career counseling, and health services.

Narrative response

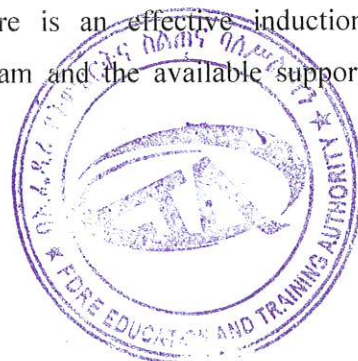
- a) Explain how and by whom the academic, non-academic and career counseling are provided for students.
- b) Describe types of student support services delivered to students
- c) Evaluate the adequacy and appropriateness of student services

Supportive Document

- a) Student Hand book
- b) Student counseling manual
- c) Student Satisfaction Survey

4.2.2. The program has a comprehensive student handbook that indicates student's support systems and makes it accessible to students. There is an effective induction orientation program to new students about the program and the available support mechanisms

Narrative response



- a) Describe the effectiveness of induction program provided to new students regarding the program and available support mechanism.
- b) Explain how and by whom the academic, non-academic and career counseling are provided for students
- c) Describe how student hand book accessible to students
- d) Explain the availability of student hand book with inclusion of student support systems.

Supportive Documents

- a. Current curriculum
- b. Legislations
- c. Student Hand book
- d. Student satisfaction survey

4.2.3. The program has effective mechanisms to identify and support students with special needs including those who are at risk of not progressing academically.

Narrative response

- a) Describe the mechanism to identify students with special need
- b) Describe how to support students with special need
- c) Describe strategies used to minimize attrition

Supportive documentation

- a) Student support service yearly Report
- b) List of supported special need students
- c) Student Satisfaction Survey

4.2.4. The program evaluates student support services regularly to ensure their adequacy, effectiveness and safety.

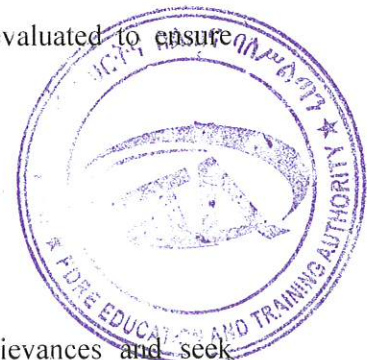
Narrative Response

- a) Describe how and how often student support services are evaluated to ensure adequacy, effectiveness and safety.

Supportive documentation

- a) Student Satisfaction Survey
- b) Student support guide
- c) Minutes/report on evaluation

4.2.5. There is an active mechanism for students to voice their grievances and seek resolution on academic and non-academic matters. The program has clearly defined and documented processes and procedures for handling student disciplinary cases.



Narrative response

- a) Describe how student's grievances and appeals are handled regarding academic and non-academic matters
- b) Narrate how the program defined and documented processes and procedures for handling student disciplinary cases.

Supportive document

- a) Minutes/reports on disciplinary decision
- b) Student handbook
- c) Student Satisfaction Survey

4.2.6. The program has clearly defined and documented processes and procedures for handling student disciplinary cases.

Narrative Response

- a) Narrate how the program defined and documented processes and procedures for handling student disciplinary cases.

Supportive document

- a) Minutes/reports on disciplinary decision
- b) Student handbook
- c) Student Satisfaction Survey

4.3. Student Progression

4.3.1. The program has appropriate strategies to improve the retention, progression and completion rates of students in the program

Narrative response

- a) Describe strategies used to improve students' retention, progression and completion rate.

Supportive documentation

- a) Program plan and strategies.
- b) Progression report.

4.3.2. The program ensures that more than 50% of the graduates pass the exit exam

Narrative response

- a) Describe the presence of comprehensive/ exit/qualification examination to check student's final competency
- b) Describe ways of evaluation graduates quality



Supportive Documents

- a) Curriculum
- b) Department report on examination
- c) DC & AC minute
- d) Interview of students and faculty

4.3.3. The program regularly reviews the effectiveness of its strategies and mechanisms to ensure appropriate student attrition, retention, progression and completion rates are maintained.

Narrative response

- a) How and how often the program reviews the effectiveness of its strategy and mechanism on student attrition, retention, progression and completion rates.
- b) Narrate periodic recorded data and analysis regarding student achievement, retention, attrition rates, progression and completion.

Supportive Document

- a) Academic or senate Minute of graduation
- b) Student Satisfaction Survey
- c) Provide student data for attrition, progression and graduation (3 consecutive years active batch)

Year of entry	Registered	Drop out	Dismiss	Withdrawal	Attrition rate	Progression rate	No of Graduated students	Graduation rate
AY1	#	#	#	#	#	#		
AY2	#	#	#	#	#	#		
AY3								

- d) interview of students and faculty

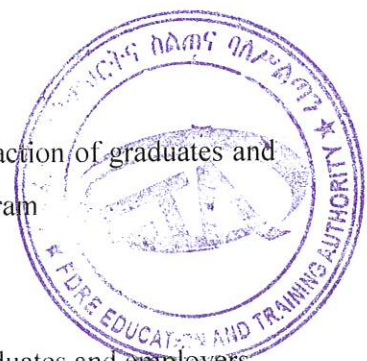
4.4. Alumni

4.4.1. There is an active mechanism to trace employability and satisfaction of graduates and employers and use the findings to improve the educational program

Narrative response

- a) Describe how and how often trace the employability
- b) Describe the mechanism used to trace the satisfaction of graduates and employers

Supportive documentation



- a) Tracer study report
- b) Graduates satisfaction survey

4.4.2. There is an effective use of formal system and process for managing and maintaining relationships with its alumni database

Narrative response

- a) Describe the process and system of managing and maintaining graduates with alumni database.
- b) Describe how the program create a formal link with the alumni

Supportive documentation

- a) Registrar manual
- b) Updated Database information program alumni
- c) Tracer study report

5. Academic Staff

5.1. Staff Recruitment and Selection

5.1.1. The program has clearly stated and well defined system in place for the appointment and promotion of staff with appropriate qualifications, competences and skills guided by considerations which are in line with institutional, national policy and international best practices.

Narrative response

- a) Discuss the system used for academic staff appointment and promotion of staff with appropriate qualifications, competences and skills
- b) Describe the alignment of the system with institutional, national policy and international best practices.

Supportive Document

- a) HR manual
- b) Legislation
- c) Academic staff hand book
- d) Minute/letter for appointment and promotion

5.1.2. The program implements a strategic approach to the planning and management of human resources which is aligned to its mission and strategic objectives. The recruitment strategy seeks a balance between senior and junior academic staff,



between academic and non-academic staff, between academic staff with multidisciplinary backgrounds and specializations

Narrative response

- a) Narrate the strategic approach of the planning and management of human resources.
- b) Describe the alignment of strategic approach with program mission and strategic objectives.
- c) Explain the balance between senior and junior academic staff.
- d) Explain the balance between academic and non-academic staff.
- e) Explain the balance between academic staff with multidisciplinary backgrounds and specialization.

Supportive document

- a) HR manual
- b) Legislation
- c) List of academic and non-academic staff composition and qualification

Name of academic staff	Composition		Qualification	Name of non-Academic staff	Qualification	Remark
	Junior	Senior				

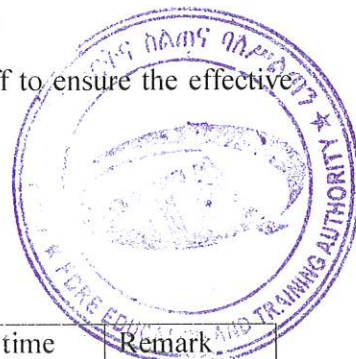
5.1.3. The program has an adequate number of qualified full-time academic staff for each study program.

Narrative response

- a) Provide the list of part time and full time teaching staff.
- b) Show the balance of full time and part time teaching staff to ensure the effective delivery of the program.

Supportive documentation

- a) List of part time and full time staff.
- b) Table on part time and full time staff



No	List of Academic staff	Qualification	Full time	Part time	Remark

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5.1.4. The staff to student ratio of the program is appropriate to the teaching-learning methods and comply with the program discipline standards.

Narrative response

- a) Narrate the appropriateness of staff to student ratio to the teaching-learning methods
- b) Discuss the staff to student ratio with respect to the program standards.

Supportive documents

- a) The program discipline Standard regarding staff to student ratio
- b) Table on Staff to student ratio (3 consecutive years active batch)

Active batch	No of Academic staff	No student	Ratio	Remark
AY1				
AY2				
AY3				

5.1.5. The program has clearly defined roles and responsibilities for staff and has an academic code of conduct with efficient and fair procedures for discipline, complaints, and disputes resolution.

Narrative response

- a) Discuss the procedures for discipline, complaints, and disputes resolution

Supportive documentation

- a) HR manual
- b) Minutes/reports on compliant and disputes resolution.

5.1.6. The program regularly reviews the effectiveness of its strategies and mechanisms of staff recruitment, promotion and retention to maintain conducive learning and teaching environment.

Narrative response

- a) Narrate how and how often the program reviews the effectiveness of strategies and mechanisms regarding staff recruitment, promotion and retention.
- b) Describe how the strategies and mechanisms maintain conducive learning and teaching environment

Supportive document



- a) Minutes/report on review
- b) Staff development report
- c) HR manual

5.2. Staff Support and Retention

5.2.1. The program has transparent staff appraisal system addressing the roles of the academic staff in teaching, research, community services and administrative functions and leading to action.

Narrative response

- a) Describe the mechanism to develop and implement staff appraisal system
- b) Narrate how staff appraisal system address the roles of academic staff in teaching, research, community services and administrative functions

Supportive document

- a) Academic staff hand book
- b) Students satisfaction survey
- c) Staff performance appraisal report

5.2.2. The program utilize the appraisal data to provide timely and constructive feedback, improve the performance of staff, and inform decisions, benefits and awards.

Narrative response

- a) Describe how and how often the program provides feedback for staff
- b) Discuss how the program utilized the appraisal data to improve the performance of staff, and inform decisions, benefits and awards.
- c) Describe the benefits and awards provided for academic staff based on appraisal data/performance.

Supportive documentation

- a) Staff appraisal report
- b) Academic staff hand book
- c) Appraisal data based benefits and awards report



5.3. Staff Professional Development

5.2.3. The program has an effective academic staff development program and offers professional development of its staff based on appropriate needs assessment.

Narrative response

- a) Describe the effectiveness of academic staff development program and professional development practice based on need assessments

Supportive document

- a) Staff development report
- b) Need assessment for staff and professional development

5.2.4. The program provides mentoring and formative guidance for new academic staff as part of its staff development program.

Narrative response

- a) Describe the mechanism used for mentoring and guidance of new academic staffs as part of the staff development program

Supportive document

- a) Staff development report
- b) Induction manual and report
- c) Academic staff handbook

5.2.5. The program provides the academic staff with the necessary training, tools and technology for self-learning, access to information and for communication.

Narrative response

- a) Describe how the program provides necessary continuous trainings for the academic staff
- b) Discuss the technology and communication tools accessed for the academic staff

Supportive documentation

- a) Continuous training reports
- b) ICT utilization and access for staff report

5.2.6. The program supports and encourages the research activities of its academic staff and ensures their academic freedom.

Narrative response

- a) Discuss how the academic staff members are supported to undertake researches
- b) Narrate how the program ensures academic freedom.

Supportive document

- a) Published researches
- b) Incentive package for research
- c) Research manual
- d) Legislation
- e) Academic Staff handbook



5.2.7. The program has national and international linkages for enhancement of academic and professional development and scholarly activities.

Narrative response

- a) Describe the national and international linkage of the program to involve renowned academics and professionals
- b) Narrate how the linkages enhance the scholarly activities.

6. Educational Resources

6.1. Physical Facilities

6.1.1. The program has clearly stated and well-defined system in place for procuring and utilization of educational resources in line with the HEI policy.

Narrative response

- a) Describe the system of procuring and utilization of educational resources.
- b) Narrate how the procuring and utilization of educational resources aligned with the HEI policy

Supportive document

- a) Resource utilization manual
- b) Procurement policy

6.1.2. The program has sufficient and appropriate resources, including equipment and facilities for training, to ensure effective delivery of the curriculum. Educational resources are distributed according to the educational needs of the study program, and are well maintained.

Narrative response

- a) List all the educational resource related to the program
- b) Describe the appropriateness and adequacy of educational resources to ensure effective delivery of the curriculum
- c) Describe how educational resources are distributed according to the need of the program

Supportive document

- a) Resource utilization manual
- b) Progress report
- c) Inventory report on facilities
- d) Student Satisfaction Survey



e) Table on educational resources lists

No.	Facilities	Number and holding capacity		Remarks
		No	Capacity	
1	Lecture Halls			
2	Basic Science Labs			
	Clinical Skill Lab			
	PBL Discussion Rooms			
	Morning Session Rooms			

6.1.3. The program ensures that learning and teaching resources and facilities are appropriate and adequate to meet the needs of its study programs.

Narrative response

a) Describe the appropriateness and adequacy of educational resources to meet the need of the program

Supportive Document

- a) Resource utilization manual
- b) Progress report
- c) Inventory report on facilities
- d) Student satisfaction survey
- e) Table on educational resources lists

6.1.4. The physical facilities comply with the relevant laws, and with health and safety regulations including accessibility to people with disabilities.

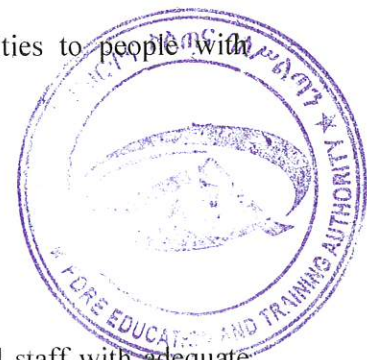
Narrative Response

- a) How the physical facilities confront with relevant laws, health and safety regulations.
- b) Describe the inclusiveness of the available physical facilities to people with disabilities.

Supporting Document

- a) Resource utilization manual and report
- b) Health and safety manual/guideline
- c) Student satisfaction survey

6.1.5. The program has a functional library accessible to students and staff with adequate capacity.



Narrative Response

- a) Narrate the functionality and adequate capacity of the library.

Supportive Document

- a) Student Satisfaction Survey
- b) Library manual

6.1.6. The library has adequate and current references, electronic resources and databases, qualified staff and other facilities including appropriate information and communication technology mediated reference materials, to support academic programs and research activities.

Narrative response

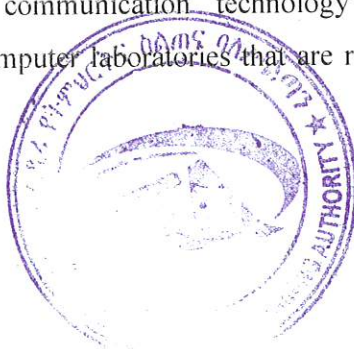
- a) State the database system used in the library.
- b) List the number of staff in the library and their qualifications.
- c) Describe resource sharing and access mechanisms that are available to extend the library's capabilities.
- d) Discuss the organization of library and the availability of adequate supply of up-to-date textbooks and reference materials of both hard and softcopy.

Supportive document

- a) Library manual
- b) List of Library staff
- c) Student Satisfaction Survey
- d) Table on reference materials supporting the program

Resources supporting the program (e.g., books, online resources, etc)			Number of Journals			State other facilities such as CD ROM, Video and electronic reference material
Title	Publish date	Number of Collection	Title	Publish date	Number of Collection	

6.1.7. The program has information and communication technology infrastructure appropriate to the program including computer laboratories that are required for the study programs.



Narrative response

- a) Describe the appropriateness of information and communication technology infrastructure to the program

Supportive documents

- a) Student satisfaction survey
- b) Website and corporate email

6.1.8. The program regularly reviews resources to ensure they are appropriate and effectively support mechanism for learning and teaching.

Narrative response

- a) Describe how and how often the appropriateness and effectiveness of resource are reviewed

Supportive documents

- a) Educational resource inventory report
- b) Minute /report on review

6.2. Financial Resource

6.2.1. The program has financial resources sufficient to undertake its operations and implement the strategic objectives.

Narrative response

- a) Discuss the adequacy of financial resources of the program to its operations and implement the strategic objectives.

Supportive documentation

- a) Report on budget utilization
- b) Financial plan of the program
- c) Budget breakdown

7. Research and Community Engagement

7.1. Research

7.1.1 The program has a policy and procedure that identifies the priorities, researcher recognition and commercialization of research outputs.

Narrative Response

- a) Narrate the policy and procedure that identifies the priorities, researcher recognition and commercialization of research output



Supportive Document

- a) Research policy/manual

7.1.2 The program provides adequate budget and sufficient facilities and equipment for the research activities of its staff in line with its strategies to promote research activities.

Narrative response

- a) Discuss the adequacy of facilities, equipment and budget allocation for research works and disseminations

Supportive documentation

- a) Annual plan of the research
- b) Annual plan of the program
- c) Budget request approval report

7.1.3 The program encourages research collaboration and cooperation across the institution and externally.

Narrative response

- a) Describe how the program support research collaboration and cooperation across the institutions and externally

Supportive documentation

- a) MOA between the program and external institutions
- b) Research annual plan /report

7.1.4 The program ensures that its research activities conform to internationally accepted methodological standards, comply with ethical standards. The program ensures that academic misconduct, including plagiarism, is prevented.

Narrative response

- a) Narrate how the research activities comply with international accepted methodological standards and ethical standards
- b) Describe the mechanisms to prevent academic misconduct

Supportive documents

- a) Research policy/manual
- b) Plagiarism checker system

7.1.5 The program regularly reviews the effectiveness of its approach to research and community engagement planning and management in order to ensure quality research outputs and outcomes are achieved.

Narrative response



- a) Describe how and how often the programs reviews the effectiveness of its approach to research planning and management
- b) Narrate how the program ensure the achievement of research output and outcome

Supportive documentation

- a) Minute/report on research conference

7.1.6 The program has dedicated resource and budget for research and community engagement.

Narrative response

- a) Discuss the resource and budget allocation for research works and disseminations
- b) Discuss the resource and budget allocation for community engagement

Supportive documentations

- a) Annual plan of the research and community unit
- b) Annual plan of the program
- c) Budget request approval report

7.1.7 The program ensures that the outcomes of research are appropriately integrated into the learning and teaching activities and community engagements.

Narrative response

- a) Describe how the research outcome aligned with learning and teaching activities

Supportive documentation

- a) Research annual report

7.2. Community Engagement

7.2.1 The program has a system and process for planning, implementing, monitoring and evaluating community engagement in line with HEI policies.

Narrative response

- a) Narrate the system and process for planning, implementing, monitoring and evaluating community engagement
- b) Describe the alignment of community engagement with HEI policy

Supportive documents

- a) Community engagement policy/manual
- b) Reports on community engagement activities

7.2.2 The program defines the community/communities it serves for assesses their needs and requirements and takes these in to consideration for its activities.



Narrative response

- a) Describe the mechanism to identify the need and requirements of the community

Supportive documentation

- a) Need assessment for community engagement activities
- b) Reports on community engagement activities

7.2.3 The program has a well-defined, coordinated approach to the identification of, and engagement with, industry, employers, professions and the community at large.

Narrative response

- a) State the approach to identify and engage with industry, employers, professions and the community at large

Supportive documentation

- a) Community engagement manual
- b) MOA
- c) Reports on community engagement activities

7.2.4 The program encourages and supports staff and students to engage in industry and community engagement activities that lead to productive relationship.

Narrative Response

- a) Describe how the academic staff and students are involved in industry and community engagement.
- b) State any initiatives taken by the program to involve students and staff in industry and community engagement.

Supporting Document

- a) Community engagement policy/manual
- b) Community engagement report
- c) Student satisfaction survey

7.2.5. There is an effective industry linkage for program delivery and periodically reviewing the effectiveness of the linkage.

Narrative Response

- a) Discuss the effectiveness of industrial linkage for program delivery
- b) How often the industrial linkage are reviewed.

Supporting Document

- a) Community engagement policy/manual
- b) Community engagement report
- c) Student satisfaction survey



8. Program Management

8.1. Leadership and Decision Making

8.1.1 The program has administrative structure and adequate staff that are qualified to support the implementation of the educational program

Narrative Response

- a) Describe the governance structure of the program.
- b) Discuss the alignment of the governance structure with program goals.
- c) Availability of recognized office with authority and accountability

Supportive Documentation

- a) Organizational structure /organogram
- b) Public announcement (letter, website, social media, printed media...)
- c) Strategic plan/Legislation

8.1.2. The program has policies, procedures and mechanisms for regular reviewing and updating its, functions, strategies core activities and resources to ensure continual quality improvement.

Narrative Response

- a) Describe how and how often the program review and update of its structure, functions, strategies and core activities
- b) Describe policy, procedures and mechanism to ensure continual quality improvement.

Supportive Documentation

- a) Program performance report
- b) Review report

8.1.3. The program has a transparent governance structure that aligns with the program goals to realize teaching learning, research and community engagement.

Narrative Response

- a) Describe the governance structure of the program.
- b) Discuss the alignment of the governance structure with program goals.

Supportive Documentation

- a) Program organizational structure
- b) Strategic plan/Legislation



8.1.4. The program has effective regular reporting procedures about teaching-learning, research, community engagement.

Narrative Response

- a) Describe how and how often the core activities of the program are reported.

Supportive Documentation

- a) DC Minutes
- b) Reports on Core activities

8.1.5. The program ensures creating institutional memory through the use of proper archives, institutional emails, for a smooth transition of academic leaders.

Narrative Response

- a) Describe how the program creates institutional memory.
- b) List conventional and digital documentation for smooth transition of academic leaders.

Supportive Documentation

- a) Institutional email

8.1.6. The program describes the representation and role of the academic staff, students and other principal stakeholders in committees and decision making at program level.

Narrative Response

- a) Describe how the program ensures transparency and participation of academic staff, students and other principal stakeholders in decision making.

Supportive Documentation

- a) DC minutes
- b) Student satisfaction survey
- c) Legislation

8.1.7. There is a periodic review of the program which includes review of effectiveness of the program management.

Narrative response

- a) Describe how and how often the program is reviewed
- b) How and how often the program reviews the effectiveness of the management

Supportive documentation

- a) DC minute
- b) Reports on Core activities

8.1.8. The governing body of the program is an effective decision-making body with an adequate degree of autonomy.



Narrative Response

- a. Describe how the program ensures the effectiveness of decision making with an adequate degree of autonomy.

Supportive Documentation

- a. DC minutes
- b. Legislation
- c. Program performance report

8.1.9. The program provides accurate, relevant and timely information about the program which are easily and publicly accessible, especially to prospective students.

Narrative response

- a) How accurate, relevant and timely information provided regarding the program?
- b) How the information disseminated to students and other stakeholders?

Supportive documentations

- a) Student satisfaction survey
- b) Student hand book
- c) Social media of the program

8.1.10. The program has a risk management strategy and ensures risk assessment

Narrative Response

- a) Ensure the presence of risk management procedure

Supportive Documentation

- a) Legislation
- b) Interviews
- c) Minutes
- d) Incidence reports



8.2. Allocation of resources

8.2.1. The program ensures a balanced and transparent budget and educational resource allocation for the core functions.

Narrative Response

- a) Discuss how the program ensures balanced and transparent budget allocation for core functions.
- b) Discuss how the program ensures educational resource allocation for core functions.

Supportive Documentation

- a) Budget breakdown
- b) Annual plan

8.2.2. The program ensures resources are sufficient, utilized efficiently and responsibly to achieve the objectives of the program.

Narrative Response

- a) Discuss how the program ensures the sufficiency of resources allocated for the program.
- b) Describe how the program utilizes resources efficiently and responsibly.

Supportive Documentation

- a) Resource utilization manual
- b) Report on purchase request and procurement

9. Continuous Quality Improvement

9.2. Continuous Quality Improvement System

9.1.1. The program has a system for monitoring, evaluating and reviewing the attainment of learning outcomes and program's mission and goals.

Narrative Response

- a) Describe the existing quality assurance system
- b) Describe the curriculum revision process

Supportive Documentation

- a) Observing organogram and QA office
- b) Availability of revised curriculum
- c) Curriculum review committee minutes
- d) Participant attendance sheet

9.1.2. The program has a publicly available quality assurance policy and procedure including adequate staffing and support, regular reviewing and updating of its internal quality assurance activities to ensure continuous quality improvement.

Narrative response

- a) Presence of qualified and responsible person
- b) Describe the quality assurance policy and procedure
- c) How the policy and procedure are publicly available
- d) Discuss how often internal quality assurance activities are reviewed and updated



Supportive documentation

- a) Quality assurance policy/manual
- b) Legislation
- c) Review reports
- d) Website/social media channel
- e) HR, dedicated person in office,
- f) Committee membership letter

9.2. Implementation of Continuous Quality Improvement

9.2.1. The program has a mechanism for continuous and need-based staff capacity building.

Narrative Response

- a) Discuss the mechanism used for continuous and need-based staff capacity building.
- b) Staff development based on need assessment

Supportive Documentation

- a) Staff development plan
- b) Staff capacity building report
- c) Capacity building need assessment (need assessment analysis document)
- d) Training attendance, pictures, certificates, sponsorship letters

9.2.2. The program's continuous quality improvement covers all units and areas of operations. The quality assurance activities provide relevant information and data to support the institution in its management and development and linked with the achievement of the institutional goals.

Narrative response

- a) State the units and area of operations covered by the program continual quality improvement.
- b) Describe how quality assurance activities provide relevant information and data
- c) How the relevant information and data support the program management and development?
- d) How the quality assurance activities output aligned with the achievement of institutional goals?

Supportive document

- a) Continual quality assurance manual/Guideline
- b) Annual quality assurance report



c) Program level self-study document

9.2.3. The program places the focus of its quality assurance activities on the enhancement of quality and the development of a quality culture. The program ensures the active involvement of academic and support staff and students in the operational process of continuous quality improvement.

Narrative response

a) Describe how the quality assurance activities focused on quality enhancement and culture

b) How the quality assurance activities involved academic and support staff and students for operational process

Supportive documentation

a) Student satisfaction survey

b) Annual quality assurance report

c) Program level self-study document

9.3. Monitoring and Evaluation of Continuous Quality Improvement

9.3.1. The program has a mechanism to periodically gather and analyze a variety of data including feedback from students, instructors and other stakeholders, and use results for program improvement.

Narrative Response

a) Describe the mechanism to gather and use feedbacks from students, instructors and other stakeholders

Supportive Documentation

a) Minutes

b) Feedback report/letter

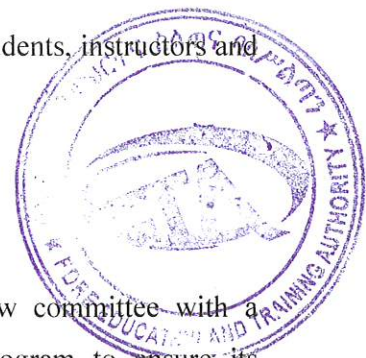
9.3.2. The program has an internal program monitoring and review committee with a designated head responsible for continual review of the program to ensure its currency and relevancy.

Narrative response

a) Describe the availability of program monitoring and review committee with a designated head

b) Who are participating on monitoring and review of the program?

c) How the committee ensures the current and relevance of the program?



Supportive documentation

- a) Committee Minutes/ review report
- b) Annual quality assurance report
- c) Designation letter

9.3.3. The program periodically reviews its quality assurance system for its effectiveness and impact.

Narrative response

- a) How and how often the program review its quality assurance system
- b) Describe the effectiveness and impact of quality assurance system
- c) Narrate at what level the quality assurance system is reviewed

Supportive documentation

- a) Review report
- b) Annual quality assurance report

9.4. Documentation and Dissemination

9.4.1. The program has a mechanism to identify and disseminate good practices to the stakeholders and wider community

Narrative Response

- a) Describe the mechanism used to disseminate good practices to the stakeholder and wider community

Supportive Documentation

- a) Sample published/disseminated good practices

