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FDRE Education and Training Authority

Medicine Program Accreditation Rubrics

November, 2023

Addis Ababa, Ethiopia

Standard 1- Program Outcome

1.1.Program Development					
	1	2	3	4	5
1.1.1 The program has policies, procedures, and processes for introducing new program and periodically reviewing existing program. The program should have clear policies and procedures to introduce new programs and to periodically and review the existing program. It should clearly state the processes and procedures to undertake the regular introduction and review. It needs to ensure the processes are clear and the policies are understood, recognized and shared by the employees of the institution	The program does not have defined policies and procedures	There are defined policies and procedures that have been announced in the program.	The program has policies and practices that are in alignment with these policies that are associated with each other, adopted by all units	These policies and related practices are followed up and evaluated together with the relevant stakeholders.	There are internalized, systematic and sustainable practices that can be used as examples of best practices.

Sample evidences

- Needs assessment, program development committee minutes and reports.
- Meeting minutes/reports of most recent formal program review.
- Policy, Procedure for introducing new programs.
- Policy and procedure for existing program review.

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. The program should take into account the national and international standards and needs while determining the professional requirements. The program should ensure its relevance and display its sustainability according to the needs of the society and national priority. It should demonstrate its consistency with the national and international standards as well as the legal requirements	There are no identified national priorities, societal needs or addressed by the program	The program has identified national priorities, needs of the society and present and emerging roles of the learner that is consistent with the international standards and legal requirements.	There are practices that reflect the relevance and sustainability of the program and that address the national priorities, societal needs and present and emerging roles of the learner which are in line with professional and ethics	There is a systematic follow up and monitoring of the program to ensure the current emerging needs of the society and the professional requirements are regularly reviewed and updated.	There are internalized, systematic and sustainable practices that can be used as examples of best practices.

Sample evidences

- Mission, goals, strategic plans identifying national priorities and society needs.
- Program review/committee minutes and reports of program's consistency with national and international standards. Program review/committee minutes and reports aligning the program with professional and legal requirements.
- Program review/committee minutes and reports providing rationale and evidence of the sustainability of the program based on national priorities and societal needs.

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.	The program Learning outcomes / module objective are not stated in the curriculum	The program Learning outcomes/ module objective are stated in the curriculum	Reviewed and monitored The program learning outcome and course module objective stated in the curriculum to student, staff and principal stakeholder	The program Learning outcomes/ module objective stated in the curriculum are reviewed and monitored	There are internalized, systematic and sustainable practices that can be used as examples of best practices.
The learning outcomes of the program are formed, defined, and shared with the public. The expressions of the expected learning outcomes clearly state the foreseen cognitive, affective and psychomotor levels. The program has plans about how to monitor the realization of program outcomes. There are department-based principles and rules about the structuring of learning outcomes and necessary teaching processes. The mechanisms of involvement of internal and external stakeholders in decision-making, governance, and improvement processes are defined. The efficiency and continuity of involvement are examined. Practice samples particularly about the efficiency of student and external stakeholder involvement are available.	Sample evidences • Program outcome document • Minutes of meetings and documentation of the most recent review of program learning outcomes. • Evidence of communication of learning outcomes to stakeholders; syllabus, memos, website postings, etc. • Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with communication of learning outcomes (Indicator 1.1.3).				

Results are evaluated and relevant improvements are made					
1.1.4. Considering the stated learning outcomes, the program indicates the career and further study options available to students upon program completion.	There is no stated carrier pathway and future study options	There is stated	Carrier pathway is practiced	Carrier pathway is followed and monitored	There are internalized, systematic and sustainable practices that can be used as examples of best practices.
The program has a means to ensure that the career and further study options that are available to students are communicated to the students. It needs to demonstrate	Sample evidences • Student handbook, career guidance and counseling documents • Tracer study report. • Minutes of program review based on tracer study report.				

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. Feedback mechanisms are in place to obtain feedback from stakeholders (students, potential employers etc). Student opinions (about courses, course instructors, the program, the quality of services and general satisfaction level etc.) are collected systematically by various means; the results are shared and utilized efficiently. It is ensured that the methods used are reliable and valid and that data are consistent and representative. There are various channels for students' and stakeholders' complaints and/or suggestions which are recognized by students and the fair and efficient functioning of these channels are followed up	The program does not have any mechanisms to collect student and stakeholder feedback.	The program has established principles and rules related to the collection of student and stakeholder feedback (about courses, lecturers, programs, learning environment etc.) within its teaching processes.	There is a regular practice of collecting feedback students from stakeholder.	Practices about collecting student feedback are followed up in the program and they are improved with student participation. Feedback results are reflected in decision making processes.	There are internalized, systematic and sustainable practices that can be used as examples of best practices.

Sample evidences

- Stakeholder feedback data; completed evaluation forms, survey result, focus group,
- Analysis of feedback data with actions taken, minutes, reports.

1.1.6. The program is approved by appropriate governing body. The institution should design its programs in alignment with the objectives of the study program and learning outcomes. There is a systematically designed clear procedure to be undergone for approval of the program including the curriculum. Program competencies should be defined based on the Ethiopian Qualification Framework (EQF). The processes, methods and steps to be taken are clear, shared and understood.	The program does not have defined program design and approval processes and is not approved by appropriate governing body.	The program has defined processes related to the design and approval including principles, methods, alignment with the EQF, and stakeholder involvement.	The designed and approved program is in alignment with the program objectives and learning outcomes are implemented throughout the entire institution, in line with the defined processes.	The design and approval process of the program is systematically monitored and improved by evaluating it with relevant stakeholders.	There are internalized, systematic and sustainable practices that can be used as examples of best practices.

Sample evidences

    a) Program approval minute/(AC/DC)

    b) The current Legislation

1.2 Alignment with institutional mission, vision and goals

| 1.2.1.The program has clearly defined educational objectives, program outcome and course learning outcome that are aligned with institutional mission.

Program outcomes are designed and defined in alignment with the institution's mission, vision and strategy. Mission and vision statements are defined, recognized and shared by employees. They are specific to the institution and provide guidance in creating a sustainable future. There is a mutual understanding and settled way of approaching the strategic plan; short/medium- and long-term objectives, goals, sub-goals, actions, timing and prioritizing, people in charge, and financial resources available for the current period, all of which are created, taking the stakeholders' opinion (particularly strategic stakeholders) into account. While preparing the current strategic plan, the previous plan has been evaluated and used, the annual progress has been monitored, discussed in relevant boards and then necessary actions are taken.	The program outcomes and the institutional mission, vision and strategy are not aligned.	There are defined processes that include principles, methods and classifications about the design of the program outcomes and their alignment to the institution's mission, vision and strategy.	Program outcomes are aligned with the institution's mission, vision and strategy	The alignment of the program outcomes with the institution's mission, vision and strategy is monitored and improved.	There are internalized, systematic and sustainable practices that can be used as examples of best practices.

Sample evidences

    a) The current strategic plan of the program

    b) Program document

    c) Document showing the alignment between the mission and the program educational objectives; between program educational objectives and program outcomes and between program outcome and course learning outcome

1.2.2 The program learning outcomes conform to academic requirements of the study program and Ethiopian Qualification Framework (EQF). Course information packages are created taking the national core program (if available), the criteria (e.g. accreditation criteria, etc., if available) into account. There are department-based principles and rules about the structuring of learning outcomes and necessary teaching processes. Alignment of program learning outcomes with academic requirements of the study and EQF should be displayed clearly.	The program has no defined learning outcomes conforming to the academic requirements or the EQF.	The program has defined learning outcomes that conform to the academic requirements of the program and the EQF.	The program has practices implemented in line with the academic requirements and the EQF.	Program learning outcomes are evaluated regularly and their conformity to academic requirements are ensured.	There are internalized, systematic and sustainable practices that can be used as examples of best practices.
	Sample evidences • Alignment mapping of program learning outcome with EQF				

Standard 2: Curriculum

2.1 Design and Organization					
	1	2	3	4	5
2.1.1. The curriculum design is based on national and international expectations of the academic discipline/field of study.	The curriculum is not designed based on national and international expectations	There is a plan to make the curriculum designed based on national and international expectations	The curriculum is designed based on national and international expectations	There is a mechanism to monitor and improve the design of the curriculum	The curriculum design is internalized, systemic, sustainable and exemplary implementation
	Sample Evidence • Analysis comparing curriculum with national and international expectations.				
2.1.2. The curriculum incorporates core contents of the discipline that are essential for understanding the concepts, principles and methods that support the program outcomes.	The curriculum does not incorporate core contents of the discipline	There is a plan to make the curriculum incorporated core contents	The core contents of the curriculum are incorporated in the curriculum	The incorporated core contents are monitored with the involvement of stakeholders	The incorporation of the core contents is internalized, systemic, sustainable and exemplary implementation
	Sample Evidence a) Table 2.1.2 Course Catalogue describing core contents of the discipline.				

		List of courses	Course category	Course code	ECTS/CrHr	Pre-requisite	
2.1.3. The curriculum takes into account the appropriate professional and industry requirements as well as good practices in the field.	The curriculum does not take into account the appropriate professional and industry requirements	There is a plan to make the curriculum take into account the appropriate professional and industry requirements	to monitor to make There is a mechanism the curriculum take into account the appropriate professional and industry requirements	A monitoring mechanism is in place to ensure that the curriculum aligns with the relevant professional and industry requirements, and it actively involves stakeholders associated with the curriculum.	Incorporating the appropriate professional and industry requirements is internalized, systemic, sustainable and exemplary implementation		
	Sample Evidence • Curriculum of the program indicating professional requirements						
2.1.4. The learning outcomes are competency based and clearly articulate the required knowledge, skills, values, behavior and preparedness to become a professional healthcare provider that is socially accountable .	The learning outcomes of the program don't clearly articulate the required knowledge, skills, values and provider's social accountability	There is a plan to make the learning outcomes of the program clearly articulate the required knowledge, skills, values social accountability	the learning outcomes of the program clearly articulate the required knowledge, skills, values social accountability	There is a mechanism to monitor the learning outcomes of the program to ensure that it clearly articulate the required knowledge, skills, values with the values social accountability	Incorporating clear knowledge, skill and attitude is internalized, systemic, sustainable and exemplary implementation		

Sample Evidence

  a) The competency based learning outcomes.

  b) Learning outcomes linked to the required domains of learning.

2.1.5. The curriculum is designed in such a way that there is a clear path ways and students are informed about the development of career pathways during their studies.	The curriculum lacks clear career pathway and Students are not informed about it	There is a plan to incorporate clear career development pathways in the curriculum and inform students	The curriculum includes clear career development pathways, and students are informed about it	The incorporated career pathways are actively monitored, and students receive ongoing support and information about career development opportunities.	Informing the students about the development of career pathway is internalized, systemic, sustainable and exemplary implementation

Sample Evidence
  a) Curriculum design linked to career pathways.

  b) Communications (syllabus, brochures, website, etc.) informing students of career pathways.

c) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with information about the career pathways (Indicator 2.1.5)

	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5
% Satisfied and very satisfied					

| 2.1.6. The curriculum has a coherence that ensures learning and teaching activities are appropriately designed to achieve the learning outcomes | The curriculum lacks coherence, and learning and teaching activities are not appropriately designed to achieve the learning outcomes. | There is a plan to enhance coherence within the curriculum, and efforts are underway to align learning and teaching activities with the learning outcomes. | The curriculum demonstrates coherence, and learning and teaching activities are appropriately designed to achieve the learning outcomes. | The coherence of the curriculum is actively monitored and adjustments are made to learning and teaching activities as needed to ensure alignment with the learning outcomes. | Making the curriculum coherent is internalized, systemic, sustainable and exemplary implementation |

Sample Evidence

- Minutes/reports of review of teaching and learning activities

2.1.7. The learning and teaching activities encourage the active participation of students in their learning process.	The learning and teaching activities do not encourage active participation of students in their learning process.	There is a plan to revise learning and teaching activities to encourage more active participation of students.	The learning and teaching activities actively encourage the participation of students in their learning process	The active participation of students in their learning process is regularly monitored, and adjustments are made to activities to further enhance engagement and participation.	Active student participation is internalized, systemic, sustainable and exemplary implementation
	Sample Evidence a) List of courses with active student participation in learning.				
2.1.8 The total duration of the training, credit hours per semester and duration are clearly defined and consistent with the national standards.	The total duration of the training, credit hours per semester, and duration are not clearly defined and do not align with national standards.	The total duration of the training, credit hours per semester, and duration are clearly defined and align with national standards.	The total duration of the training, credit hours per semester, and duration are clearly implemented as per the national standards.	There is a mechanism to regularly monitor implementation of the total duration of the training, credit hours per semester, and duration per the standards	
	Sample evidence a) The current curriculum of the program indicating duration and credit hour.				

2.1.9 The curriculum specifies outcomes related to engagement of the students in research and community service	The curriculum does not specify outcomes related to the engagement of students in research or community service	There is a plan to include outcomes related to the engagement of students in research and community service in the curriculum.	The curriculum specifies outcomes related to the engagement of students in research and community service.	The outcomes related to the engagement of students in research and community service are regularly assessed and adjusted.	The specified outcomes related to the engagement of students in research and community engagements are internalized, systemic, sustainable and exemplary implementation

Sample evidence:

- The program learning outcomes

- List of courses and activities with student engagement in research and community service.

- Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with engagement in research and community service (Indicator 2.1.9)

	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5
% Satisfied and very satisfied					

2.1.10 The curriculum communicates the learning outcomes to students, staff and stakeholders.	The curriculum does not communicate learning outcomes effectively to	There is a plan to incorporate the communication of learning outcomes to students, staff,	The curriculum effectively communicates learning outcomes to students, staff,	The communication of learning outcomes to students, staff, and stakeholders is regularly evaluated and adjusted.	There are internalized, systematic and sustainable practices that can be used as

	students, staff, or stakeholders.	and stakeholders within the curriculum.	and stakeholders.		examples of best practices.

Sample evidence:

    a) Communication of learning outcomes (syllabus, curriculum orientation, brochures, website, etc.)

    b) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with learning outcomes communicated to students (Indicator 2.1.10)

	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5
% Satisfied and very satisfied					

2.1.11. The curriculum ensures the content, extent, sequence, duration of courses/modules, and other curricular elements are appropriate, integrated and have appropriate coordination between basic biomedical, behavioral, and social,	The program doesn't ensure the content, extent, sequence, duration of courses/modules, and other curricular elements are appropriate,	The program ensures the content, extent, sequence, duration of courses/modules, and other curricular elements are appropriate,	There is no mechanism to ensure the content, sequence, duration of courses/modules and other curricula elements are	There is mechanism to ensure the content, sequence, duration of courses/modules and other curricula elements are appropriate and have coordination between basic biomedical, behavioral, social,	The mechanism to ensure the appropriateness of the content, sequence, duration of courses/modules and other curricula elements is internalized, systemic,

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public health and clinical subjects.	integrated and have appropriate coordination between basic biomedical, behavioral, social, public health and clinical subjects.	integrated and have appropriate coordination between basic biomedical, behavioral, social, public health and clinical subjects.	appropriate and have coordination between basic biomedical, behavioral, social, public health and clinical subjects.	public health and clinical subjects.	sustainable and exemplary implementation
	Sample evidence a)The current curriculum design of the program				

2.2 Curriculum evaluation and review process

	1	2	3	4	5
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.	There is no functional curriculum committee where students are represented to oversee, monitor and evaluate the curriculum to achieve the	There is a curriculum committee that is not functional	There is a functional curriculum committee in place where students are represented,	The activities of the curriculum committee where students are represented are regularly monitored and improved	Making the curriculum committee functional is internalized, systemic, sustainable and exemplary implementation

intended learning outcomes.				

Sample Evidence

    a) Letters of assignment for curriculum committee.

    b) Curriculum committee minutes, report for the last 2 years

    c) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with student representation on curriculum committee (Indicator 2.2.1)

	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5
% Satisfied and very satisfied					

2.2.2There 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.	There is no clearly defined process and mechanism in place to monitor, evaluate, or review/update the curriculum through data collection, including student and stakeholder feedback.	There is clearly defined process and mechanism but not implemented	There is clearly defined process and mechanism that is implemented	The implemented process is regularly monitored and improved	The development process is internalized, systemic, sustainable and exemplary implementation

Sample Evidence

a) Minutes/report on curriculum review process

b) Student evaluation of courses and clerkship and other feedback data collected for the last 2 years.

c) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with inclusion of students' feedback during curriculum monitoring and review (Indicator 2.2.2)

	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5

	% Satisfied and very satisfied				

Standard 3: Learning, Teaching and Assessment Curriculum

3.1 Learning and Teaching				
	1	2	3	4
3.1.1. The learning and teaching activities are consistent with the curriculum and ensure that there are varieties of learning-teaching	The learning teaching activities do not encourage active participation of student in their learning processes	The learning-teaching activities intend to encourage active participation of students in their learning processes but have not been effectively implemented.	The learning-teaching activities actively encourage active participation of students in their learning processes.	The teachi activit consis foster partic studer learni proce regula

| methods aligned with learning outcomes to help students take responsibility for their learning.

The learning teaching activities encourage active participation of student in their learning processes

The program should employ a range of active, student-centered and contemporary teaching learning activities which | | | monit impro |

empower learners and promote self-directed learning				

Sample Evidence

a) The current Curriculum/ Course/module syllabus

b) Learning teaching manual.

c) Student Satisfaction Survey Indicator 3.1.1. Percentages of students who were satisfied and very satisfied with teaching learning activitie to take responsibility (Indicator 3.1.1.).

	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5
% Satisfied and very satisfied					

3.1.2. The learning and teaching activities of the program are appropriately designed to ensure that learning	The learning and teaching methods are not aligned with the learning outcomes.	There is an attempt to align learning and teaching methods with the learning outcomes, but it is not consistently implemented.	The learning and teaching methods are aligned with the learning outcomes.	The betwe and metho learni outco consis monit

				adjust… improv…
outcomes are achieved. The learning teaching methods are aligned with the learning outcome The program should have properly designed teaching-learning activities aligned with the learning outcomes.				

	Sample Evidence
	
	    a) Minutes/reports of review of learning and teaching activities
	
	    b) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with learning teaching activi…
	       to achieve the learning outcome (Indicator 3.1.2.).			

		Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5	
	% Satisfied and very satisfied						
3.1.3. The curriculum ensures that instructors provide a standardized syllabus for the course/module and effectively plan and prepare for teaching, through regular use of session plans including for clinical practicums The program should ensure that instructors effectively plan and prepare for teaching courses/modules	Instructors do not provide standardized syllabi, and there is no regular planning or preparation for teaching, including for clinical practicums.			There is an intention to provide standardized syllabi and plan for teaching, including for clinical practicums, but it is inconsistently implemented.			Instructors consistently provide standardized syllabi for the course/module and plan effectively for teaching, including for clinical practicums.	The regula monit impro proce provic standa syllab plann teachi includ clinica practi ensure effect alignn progra

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including utilization of session plans and clinical practice syllabi.			

Sample Evidence

    a)   Module/course syllabus

    b)   Sample teaching session plan

    a) Student Satisfaction Survey Indicator 3.1.3. Percentages of students who were satisfied and very satisfied with cou and discussed at the beginning of the course. (Indicator 3.1.3).

	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5
% Satisfied and very satisfied					

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| 3.1.4. Students are provided with sufficient learning resources, including facilities, libraries, IT infrastructure | Students of the study program are not provided with sufficient learning resources, including facilities, libraries, IT infrastructure and support, and academic guidance. | Students of the study program are provided with sufficient learning resources, including facilities, libraries, IT infrastructure and support, and academic guidance. | There is no mechanism for students to provide sufficient learning resources, and | There mecha stude provid learni resou acade guidа |

and support, and academic guidance. The study program takes place in an appropriate learning environment, including in particular counseling and other support services		. 	academic guidance.

Sample Evidence

  a) Report on student support services

  b) Learning resource utilization report

  c) Student Satisfaction Survey Indicator 3.1.4. Percentages of students who were satisfied and very satisfied with access to or e-learning (Indicator 3.1.4).

	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5
% Satisfied and very satisfied					

3.1.5. The program has in		There is an intention to implement co-curricular activities, but they are not effectively structured to	The c activit

				regula...
place co-curricular activities that enrich students' experiences, and foster personal development and responsibility. The program should put-in-place co-curricular activities that enrich students' experiences and foster personal development and responsibility	The program lacks co-curricular activities aimed at enriching students' experiences and fostering personal development and responsibility.	enrich students' experiences or foster personal development and responsibility	The program has implemented co-curricular activities that enrich students' experiences and foster personal development and responsibility.	regula assess impro ensur effect studer exper foster devel respor

Sample Evidence

    a) Report on co-curricular activities

    b) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with co-curricular acti... students' achievement Indicator (3.1.5).

	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5

	% Satisfied and very satisfied							
3.1.6. There is a systematic monitoring and review of teaching of the program to improve the quality of teaching and learning. This monitoring and review include the use of student feedback on teaching quality, along with other evaluation mechanisms. There is a systematic monitoring and review of teaching of the program to improve the	There is no systematic monitoring or review of teaching within the program to improve teaching and learning quality, and student feedback is not utilized for evaluation.			There is some attempt at monitoring and reviewing teaching quality, but it lacks systematicity and does not effectively incorporate student feedback or other evaluation mechanisms.			The program conducts systematic monitoring and review of teaching quality, including the use of student feedback and other evaluation mechanisms, to improve teaching and learning.	The monit review teachi includ feedba other mecha regula condu adjust made the teachi learni contin

quality of teaching and learning. This monitoring and review include the use of student feedback on teaching quality, along with other evaluation mechanisms.			

Sample Evidence

    a) Learning teaching review report

    b) Course/module and faculty evaluation for the last 2 years.

    c) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with feedback on teaching improvements. (Indicator 3.1.6.).

	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5
% Satisfied and very satisfied					

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3.2. Assessment policy and system

The program has a robust assessment policy that outlines key aspects of contemporary assessment practices including assessment methods, frequenc
of feedback and remedial mechanisms and post exam analysis procedures

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 The program should have an assessment policy/guideline which clearly describes assessment	There is no assessment policy/guideline/ in place	There is an assessment policy/guideline/, but it lacks clarity or comprehensiveness in describing assessment practices and principles.	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.	The policy is reviev updat it rer comp and are neces on analys feedb

methods and practices				
	Sample Evidence a) • Assessment policy/guideline. b) Exam blueprint examples. c) Post exam analysis report examples. d) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with availability of asses blueprint (Indicator 3.2.1) 		Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5
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% Satisfied and very satisfied									
3.2.2. The program has put in place mechanisms to ensure validity and reliability of the student assessment system.	There are no mechanisms in place to ensure the validity and reliability of the student assessment system.	There is an attempt to establish mechanisms for ensuring validity and reliability, but they are not consistently implemented or effective.	The program has implemented mechanisms to ensure the validity and reliability of the student assessment system.	The for validi reliab regula monit impro maint integr studer assess syster
	Sample Evidences			

The program should have mechanisms in place to ensure the validity and reliability of assessments	• Reports on validity and reliability of assessments. • Assessment policy/guideline •		
3.2.3 a) The program has clear mechanisms for student appeal and dispute resolution and are regulated and fairly administered The program should have fair and efficient student appeal and dispute resolution mechanisms	The program lacks clear mechanisms for student appeal and dispute resolution, and they are not regulated or fairly administered.	There is an attempt to establish mechanisms for student appeal and dispute resolution, but not implemented	The program has clear mechanisms for student appeal and dispute resolution, and they are regularly implemented.	The program for student and resolution regularly review improv

Sample Evidences

   a) The policies and procedures for disciplinary action and appeals

b) Minutes on disciplinary and appeal decisions

c) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with availability of student a

for assessment (Indicator 3.2.3.).

	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5
% Satisfied and very satisfied					

| 3.2.3 b) The academic integrity, security of assessments and confidentiality of assessment results and academic records are maintained in line with HEI's policy | The academic integrity, security of assessments, and confidentiality of assessment results and academic records are not maintained in line with HEI's policy. | There is an attempt to maintain academic integrity, security of assessments, and confidentiality of assessment results and academic records in line with HEI's but there are inconsistencies or gaps in implementation. | The academic integrity, security of assessments, and confidentiality of assessment results and academic records are consistently maintained in line with HEI's policy. | The integr of a and confic assess result acade are uphel accor HEI's with audits reviev comp |

| The program should have academic integrity and confidentiality of assessment results and academic records | **Sample Evidences** | | | | | | contin impro |

progression and graduation			progression and graduation.	progre gradu regula for im
The program should have a comprehensive and continuous system of assessment which measures course and program learning outcomes as well as informing student progression and graduation	Sample Evidences a) Outcome measures for courses and program learning outcomes. b) Minutes/review reports of courses and program learning outcome review. c) Minutes/academic progression and graduation report.			
3.2.5. The program has a functional system to conduct item analysis and standard-setting and use the results for	The program lacks a functional system for conducting item analysis and standard-setting, and there is no utilization of the results for decision-making.	There is an attempt to establish a system for conducting item analysis and standard-setting, but it is not fully functional, and the results are not effectively utilized for decision-making	The program has a functional system for conducting item analysis and standard-setting, and the results are utilized for	The condu analys standa is r effect utilize decisi with assess impro

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			decision- making purposes.	ensure functi accura

The program should have a robust system of item analysis and standard setting procedures and practices for decision making	Sample Evidences
	
	    a) Assessment policy guideline showing policy and procedure on standard setting and item analysis.
	    b) Exam item analysis report
	    c) Exam committee minutes/reports of decision making based on item analysis and standard setting for courses and fo			

3.3. Assessment methods

3.3.1 The program employs a variety of assessment methods and tools to assess learning outcomes and competencies covering knowledge, skills and attitude	The program does not relies on employ a variety if assessment methods and tools that effectively cover learning outcomes and competencies, particularly in knowledge, skills, and attitude.	There is an attempt to incorporate a variety of assessment methods and tools, but they are not consistently utilized or do not comprehensively cover learning outcomes and competencies, including knowledge, skills, and attitude	The program employs a variety of assessment methods and tools that effectively cover learning outcomes and competencies, encompassing knowledge, skills, and attitude.	A wid assess metho tools consis and cover outco comp comp inclu know skills, attitu regula

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The program should use a repertoire of assessment methods and tools to assess the various learning outcomes and competencies covering KSAs				and impro ensure effect alignm progra

Sample Evidences

    a) Assessment policy/guideline determining type of assessment for each program learning outcome.

    b) Reports/minutes of review of assessment methods for program learning outcome.

    c) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with a variety of assessment methods/tools are employed for assessing knowledge and skills (Indicator 3.3.1.).

	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5
% Satisfied and very satisfied					

3.3.2. The program's approach to overall assessment	The program's approach to overall assessment activities is not systematically or regularly reviewed, and there is no assurance of its effectiveness.	There is an attempt to review the program's approach to overall assessment activities, but it is not implemented.	The program systematically and regularly reviews its approach to	The consis condu system regula

			overall assessment activities, ensuring effectiveness.	of its overa assess activi adjust made to contir impro effect
activities are systematically and regularly reviewed to ensure its effectiveness.				
	Sample evidence • Assessment review report/minute.			
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	The program lacks a system of assessment that offers students timely, specific, and actionable feedback, hindering their ability to identify strengths and areas for improvement and consolidate their learning.	There is an attempt to establish a system of assessment that offers feedback to students, but it is not consistently implemented	The program has a system of assessment that regularly offers students timely, specific, and actionable feedback, effectively identifying their strengths and areas for improvement and aiding in consolidating their learning.	The assess systen regula monit impro

The program offers timely and specific assessment feedback that help students identify strengths and areas for improvement for consolidating their learning	
	Sample Evidences a) Assessment policy/guideline describing feedback to students. b) Examples of actionable feedback provided to students. c) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with the system of assessmen timely, specific, and actionable feedback (Indicator 3.3.3).

	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5
% Satisfied and very satisfied					

3.3.4. a) Information on the program's approach to	Information on the program's approach to assessment is not clearly provided to students.	Information on the program's approach to assessment is prepared but not communicated to student	Information on the program's approach to assessment is	Infor the appro assess

			prepared and communicated to student	prepa comm studer and in
assessment is clearly provided to students.			prepared and communicated to student	prepa comm studer and in
b)The assessments within the study program are adequate to judge the achievement of the learning outcome	The assessments within the study program are inadequate for judging the achievement of the learning outcomes.	There is some attempt to design assessments, but they do not fully align with learning outcomes.	The program's assessments align with the achievement of the learning outcome	The assess align achiev the outco regula monit impro

| c. The assessment within the study program is designed so that students are fairly assessed.

The program should have adequate and fair assessment strategies to judge achievement of learning outcomes	The assessment within the study program are not designed, to ensue fair assessment of students.	There is some attempt to design fair assessments, but not implemented	Fair assessments of tudents is implemented	Fair of s imple reviev impro

Sample Evidences

    a) Assessment policy/guideline describing adequacy and fairness of the assessment system to achieve learning outcome.

    b) Exam committee reports reviewing adequacy and fairness of the assessment system to achieve learning outcome.

    c) Student Satisfaction Survey Indicator. Percentages of students who were satisfied and very satisfied with informatic format of assessment (Exam Blueprint)/fairness of assessment mechanism .(Indicator 3.3.4.).

		Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5		
	% Satisfied and very satisfied							
3.3.5 The program provides special support to students with poor performance based on assessment results	The program does not provide any special support to students with poor performance based on assessment results.	There is an attempt to provide special support to students with poor performance, but it is inconsistent or inadequate					The program provides special support to students with poor performance based on their assessment results.	The provic compr regula effect suppo studer poor p based assess results target interv resour them

Sample evidence

    a) Minutes/reports and letters on remediation

    b) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with availability of targete students (Indicator 3.3.5.).

	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5	
% Satisfied and very satisfied						

Standard 4. STUDENTS

4.1. Student selection and admission policy					
	1	2	3	4	5
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	The program does not have defined Student selection and admission practices.	The program have Student selection and admission practices which is not implemented according to the HEI policies and regulations	The program has Student selection and admission practices which are clear, efficient, explicit and fair, and in accordance with the HEI's policies and regulations.	Student selection and admission practices are monitored, improved and updates are announced.	There are internalized, systematic and sustainable Student selection and admission practices.

Sample evidence

a) Student selection and admission policy

b) Student handbook

c) Registrar manual

d) Student Satisfaction Survey Indicator. Percentages of students who were satisfied and very satisfied with clarity and fairness of student selection and admission policy (Indicator 4.1.1.).

	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5
% Satisfied and very satisfied					

| 4.1.2.The criteria and processes of student selection and admission are published, disseminated and publicly accessible. | The criteria and processes of student selection and admission are not published, disseminated, or publicly accessible. | There is an attempt to publish and disseminate the criteria and processes of student selection and admission, but they are not easily accessible to the public. | . The criteria and processes of student selection and admission are published, disseminated, and accessible to the public through various channels. | The Student selection and admission processes are publicly available, monitored, improved and updated regularly. | There are internalized, systematic and sustainable student selection and admission practices |

Sample Evidence

    a) Student selection and admission criteria and guideline

    b) Student handbook

    c) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with student selection and admission policy are communicated (Indicator 4.1.2.).

	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5
% Satisfied and very satisfied					

| 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. | The program doesn't define the size and route of entry (direct entry vs graduate entry) of student intake | There is an attempt to define and periodically review the size and route of entry of student intake, but not consistently implemented. | The program periodically reviews the size and route of entry of student intake in line with available resources, ensuring effective implementation of the program. | The system to periodically review the size and route of entry of student intake in line with available resources is regularly reviewed and improved | There are internalized, systematic and sustainable practices |

Sample Evidence

- Student intake capacity review documents and communication letter

- Current annual plan of the program

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	The program lacks well-defined policies and mechanisms to facilitate student mobility, hindering student transfers within and between institutions nationally and internationally.	There are established policies and mechanisms to facilitate student mobility, but they are not implemented.	Policies and mechanisms to facilitate student mobility are implemented.	Policies and mechanisms to facilitate student mobility are monitored, improved and updates are announced.	There are internalized, systematic and sustainable practices that can be used as examples of best practices.

Sample Evidence

    a) Student transfer and exchange policy

    b) Student handbook/Student transfer Guideline Registrar manual.

    c) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with presence of well-defined mechanisms to facilitate student mobility (transfer) across institutions nationally and internationally (Indicator 4.1.4)

	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5
% Satisfied and very satisfied					

4.1.5.Promote diversity in admission, including gender mainstreaming,	The program has no system or mechanism to promote diversity in	There is an attempt to promote	The program implements	The program implements diversity in admission and regularly	There are internalized, systematic and

and consideration of disadvantaged groups and persons with disabilities, where applicable	admission including gender mainstreaming, and consideration of disadvantaged groups and persons with disabilities, where applicable.	diversity in admission but it is not implemented.	diversity in admission.	monitors and makes improvements.	sustainable practices that can be used as examples of best practices.

Sample Evidence

- Student selection and admission policy
- Review/ data/report on student body diversity
- Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with presence of inclusive (gender) admission policy and practices (Indicator 4.1.5.).

	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5
% Satisfied and very satisfied					

4.1.6. Entry standards for the program are regularly reviewed based on student performance and other relevant internal and external reference points.	The program does not have plan to review entry standards.	The program has plan to review entry standards for the program regularly.	There is review practices based on plans throughout the entire institution.	Entry standards for the program are reviewed regularly, improved and updates are announced.	There are internalized, systematic and sustainable practices that can be used as examples of best practices.

Sample Evidence
a) 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.	The program lacks appropriate and adequate student support services in various aspects.	There is an attempt to provide student support services, but they are not fully appropriate or adequate in all areas.	. The program provides appropriate and adequate student support services.	Student support services are monitored and improved.	There are internalized, systematic and sustainable practices that can be used as examples of best practices.

Sample Evidence

    a) Student support services manual/guidebook.

    b) Student academic and career counseling manual.

    c) Student support service yearly report.

    d) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with availability of student support service (Survey Indicator 4.2.1.).

	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5
% Satisfied and					

	very satisfied				

4.2.2.The program has a comprehensive student handbook that indicates student`s support systems and makes it accessible to students.	The program does not have student handbook .	The program have student handbook that indicates student's support systems but not accessible	The program have student handbook that indicates student's support systems which is accessible.	Student handbook is regularly revised and update is announced.	There are internalized, systematic and sustainable practices that can be used as examples of best practices.

Sample evidence

a) Student handbook with student support services.

b) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with availability of comprehensive student handbook with student support services (Indicator 4.2.2.).

	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5
% Satisfied and very satisfied					

4.2.3. There is an effective induction orientation program to new students about the program and the available support mechanisms. Academic, non-academic and career counseling are provided by adequate and qualified staff	There is no induction orientation program to new students about the program and the available support mechanisms	There is an attempt to provide an induction orientation program and counseling services, but they are not fully effective or adequately staffed.	There is an effective induction orientation program to new students about the program and the available support mechanisms	Available induction orientation and support system is periodically monitored and updated	There are internalized, systematic and sustainable practices that can be used as examples of best practices.

Sample evidences

    a) Student handbook.

    b) Orientation to program and support services schedule.

    c) Student academic and career counseling manual indicating qualification of staff.

    d) Student Satisfaction Survey Percentages of students who were satisfied and very satisfied with availability of effective orientation system for new students about the program and support services (Indicator 4.2.3.).

	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5
% Satisfied and very satisfied					

4.2.4.The program has effective mechanisms to identify and support students with special needs including those who are at risk of not progressing academically.	The program does not have a mechanism to identify and support students with special needs.	There is an attempt to have mechanisms for identifying and supporting students with special needs, but they are not fully implemented	The program fully implemented effective mechanisms to identify and support students with special needs	Mechanisms to identify and support students with special needs are monitored and improved.	The support for students with special needs is internalized, systematic and sustainable.

Sample Evidence

    a) Number of supported special need students for the last 2 academic years.

    b) Tracking report of academic at-risk students.

    c) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with availability of support system for students with special needs and academically at-risk students (Indicator 4.2.4.).

	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5
% Satisfied and very satisfied					

4.2.4.The program has effective mechanisms to identify and support students with special needs including those who are at risk of not progressing academically.	The program does not have a mechanism to identify students with special needs.	The program has effective mechanisms to identify students with special needs.	The program has effective mechanisms to identify and support students with special needs	Mechanisms to identify and support students with special needs monitored, improved periodically.	There are internalized, systematic and sustainable mechanisms.

Sample Evidence
    a) Number of supported special need students for the last 2 academic years.
    b) Tracking report of academic at-risk students.
    c) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with availability of support system for students with special needs and academically at-risk students (Indicator 4.2.4.).

	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5
% Satisfied and very satisfied					

4.2.5. The program evaluates student support services regularly to ensure their adequacy, effectiveness and safety.	The program does not evaluate student support services regularly	The program evaluates student support services regularly	The program has no a plan to evaluate student support services regularly	The program has a plan to evaluate student support services regularly	The mechanism to evaluate student support services regularly is institutionalized and can be exemplary

Sample evidence

    a) Student support service yearly report with evaluation and minutes.

    b) Student evaluation data of support services.

4.2.6. 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	There is no mechanism for students to voice their grievances and process to handle student disciplinary cases.	There is an attempt to have a mechanism for students to voice grievances, but it is not fully implemented.	. There is a fully implemented mechanism for students to voice grievances, and handle disciplinary cases	Mechanism for students to voice their grievances and process to handle student disciplinary cases are monitored and improved	There are internalized, systematic and sustainable practices that can be used as examples of best practices.

Sample Evidence
    a) Policy on disciplinary procedures, grievance, and due process.

    b) Minutes/reports on disciplinary decision.

    c) Student handbook.

    d) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with availability of appeals and grievance handling mechanisms (Indicator 4.2.6.).

	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5

% Satisfied and very satisfied					

4.3. Student progression					
	1	2	3	4	5
4.3.1.The program has appropriate strategies to improve the retention, progression and completion rates of students in the program.	The program does not have strategies to improve the retention, progression and completion rates of students.	The program has strategies to improve the retention, progression, and completion rates of students but not fully implemented .	There are fully implemented practices to improve retention, progression, and completion rates of students based on the strategies.	Strategies to improve the retention, progression and completion rates of students in the program are monitored, improved and announced.	There are internalized, systematic and sustainable strategies that can be used as examples of best practices.

	Sample Evidence
	
	    Student progression and retention plan and strategies.
	
	    b) Student progression report, review, and minutes			

4.3.2. The program ensures that more than 50% of the graduates pass the exit exam.	1	2	3	4	5
	No				Yes
	Sample evidence - Comprehensive/exit qualifying exam performance and review report. - DC & AC minutes.			

	The program does not have plans to review its strategies and mechanisms.	The program has plans to review strategies & mechanisms.	The strategies and mechanisms are regularly reviewed.	Regular review of strategies & mechanisms is monitored, improved updated and announced.	There are internalized, systematic and sustainable methods of reviewing strategies and mechanisms.
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.					

	Sample Evidence
	
	    a) Report on student achievement, retention, attrition rates, progression, and completion.
	
	    b) Academic or senate minutes of graduation.	

4.4.Alumni

	1	2	3	4	5
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	There is no active mechanism to trace employability and satisfaction of graduates and employers.	There is an active mechanism to trace employability and satisfaction of graduates and employers but the data is not effectively utilized to improve the educational program.	The mechanism traces employability and satisfaction of graduates and employers and uses the findings to improve the educational program	The mechanism is monitored, improved and updates are announced.	There are internalized, systematic and sustainable mechanisms.

	Sample Evidence • Tracer study report. • Graduates' satisfaction survey.				

4.4.2. There is an effective use of formal system and process for managing and maintaining relationships with its alumni through a database.	There is no formal system and process to maintain relationships with its alumni.	There is a formal system and process for managing and maintaining relationships with alumni not currently functional	There is an effective use of formal system and process for managing and maintaining relationships with alumni.	Systems and processes for managing and maintaining relationships with its alumni are monitored, improved and updates are announced.	There are internalized, systematic and sustainable systems and processes that can be used as examples of best practices.
	Sample Evidence • Registrar manual • Updated Database information program alumni • Tracer study report				

Standard 5: Academic Staff

5.1. Staff recruitment and selection					
	1	2	3	4	5

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.	The program does not have a clearly stated and well-defined system for the appointment and promotion of staff in line with institutional, national policy, or international best practices.	There is an attempt to have a system for the appointment and promotion of staff, but it is not implemented.	The system for the appointment and promotion of staff is implemented.	The system for the appointment and promotion of staff is regularly monitored and improved.	There are internalized, systematic and sustainable practices that can be used as examples of best practices.
	Sample evidence • Policy and procedure for appointment and promotion of academic staff. • Examples of qualification criteria for the various academic staff appointment. • Criteria for promotion of academic staff. • HR manual. • Academic staff handbook. • 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,	The program does not implement a strategic approach to human resources planning and management aligned with its mission and strategic objectives.	There is an attempt to implement a strategic approach to human resources planning and management, but it is not fully implemented.	There is a fully implemented strategic approach to human resources planning and management.	The strategic approach to human resources planning and management is regularly monitored and improved.	There are internalized, systematic and sustainable practices that can be used as examples of best practices.

between academic and non-academic staff, between academic staff with multidisciplinary backgrounds and specializations	Sample evidence				
	• Human resource strategic planning document. • HR manual. • Legislation.				
5.1.3.The program has an adequate number of qualified full-time academic staff for each study program.	The program does not have an adequate number of qualified full-time academic staff for each study program.	There is an attempt to have an adequate number of qualified full-time academic staff, but it is not fully implemented.	There is an adequate number of qualified full-time academic staff for each study program.	The adequacy of qualified full-time academic staff is regularly monitored and improved	The program has an adequate number of qualified staff that can be used as examples of best practices.
	Sample evidence				
	• Human resource management review reports, planning minutes.				
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.	The staff-to-student ratio is not adequate for the teaching-learning methods and does not comply with program discipline standards.	There is an attempt to maintain an appropriate staff to student ratio, but it is not fully implemented.	The staff to student ratio is appropriate for the teaching-learning methods and complies with program discipline standards.	The appropriateness of staff to student ratio is regularly monitored and improved.	The program has adequate staff to student ratio teaching-learning methods that can be used as examples of best practices
	Sample evidence				

		The program discipline Standard regarding staff to student ratio

5.2.   Staff support and retention

	1	2	3	4	5
5.2.1. The program utilize the appraisal data to provide timely and constructive feedback, improve the performance of staff, and inform decisions, benefits and awards.	The program does not utilize the appraisal data to provide timely and constructive feedback.	There is an attempt to utilize the appraisal data to provide timely and constructive feedback but it is not fully implemented.	The program utilizes the appraisal data to provide timely and constructive feedback, improve the performance of staff, and inform decisions, benefits and awards.	The utilization of appraisal data is regularly monitored and improved.	The program utilizes the appraisal data to provide timely and constructive feedback that can be used as examples of best practices
	Sample evidence a) Staff performance appraisal report. b) Academic staff handbook. c) Appraisal data-based benefits and awards report.				

5.2.2. 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. Exchange of 1 and 2	The program does not have transparent staff appraisal system addressing the roles of the academic staff in teaching, research, community services and administrative functions.	There is an attempt to have a transparent staff appraisal system, but it is not fully implemented	There is a fully implemented transparent staff appraisal system.	The staff appraisal system is regularly monitored and improved	The program has transparent staff appraisal system and that can be used as examples of best practices
	Sample evidence • Staff appraisal policy. • Academic staff handbook. • Academic staff evaluation forms. • Staff performance appraisal report.				

5.3. Staff professional development					
	1	2	3	4	5
5.3.1. Have mechanisms in place for the promotion of staff to leadership positions and academic ranks	The program does not have mechanisms in	There is an attempt to have	The mechanisms for staff promotion are	The mechanisms for staff	The program has mechanisms in place for the promotion of

	place for the promotion of staff to leadership positions and academic ranks	mechanisms for staff promotion, but they are not fully implemented.	fully implemented.	promotion are regularly monitored and improved.	staff to leadership positions and academic ranks and that can be used as examples of best practices

Sample evidence

- Policy of academic staff promotion.
- HR manual.
- Academic leadership manual.

5.3.2. The program has an effective academic staff development program and offers professional development of its staff based on appropriate needs assessment.	The program does not have effective academic staff development program and does not offer professional development based on appropriate needs assessment.	There is an attempt to have an effective academic staff development program, but it is not fully implemented.	The program has an effective academic staff development program that is fully implemented.	The academic staff development program is regularly monitored and improved.	The program has an effective academic staff development program and that can be used as examples of best practices

Sample evidence

- List of academic staff professional development activities.
- Staff development plan and report.

		• Need assessment for staff and professional development.			
		• t			
5.3.3. The program provides mentoring and formative guidance for new academic staff as part of its staff development program.	The program does not have mentoring and formative guidance for new academic staff	There is an attempt to provide mentoring and formative guidance for new academic staff but is it not fully implemented.	There is fully implemented mentoring and formative guidance for new academic staff.	The mentoring and formative guidance system for new academic staff is regularly monitored and improved.	The program provides mentoring and formative guidance for new academic that can be used as examples of best practices
	Sample evidence				
	• Staff development report				
	• Induction manual and report				
	• Academic staff handbook				
5.3.4. The program provides the academic staff with the necessary training, tools and technology for self-learning, access to information and for communication.	The program does not provide the academic staff with the necessary training, tools and technology for self-learning, access to information and for	There is an attempt to provide training, tools, or technology, but they are not fully implemented.	There is a fully implemented system that provides academic staff the necessary training, tools, or technology for self-learning, access to information, and communication	The implemented system of providing academic staff the necessary training, tools, or technology for self-learning, access to information, and communicatio	The program provides the academic staff with the necessary training that can be used as examples of best practices

	communicatio n			n is regularly monitored and improved.	
	Sample evidence • Academic staff continuous training reports. • ICT utilization and access for staff report.				

5.3.5. The program supports and encourages the research activities of its academic staff and ensures their academic freedom.	The program does not support and encourage the research activities and academic freedom of its academic staff	There is an attempt to support and encourage research activities and academic freedom of the academic staff but it is not fully implemented.	There is a fully implemented system to support and encourage research activities and academic freedom of the academic staff.	The system to support and encourage research activities and academic freedom of the academic staff is regularly monitored and improved.	The program supports and encourages the research activities of its academic staff and ensures their academic freedom that can be used as examples of best practices

- Incentive package for research.

- Research manual.

- Legislation.

- Academic Staff handbook pertaining to research.

5.3.6. The program has national and international linkages for enhancement of academic and professional development and scholarly activities.	The program does not have international linkages for enhancement of academic and professional development and scholarly activities.	There is an attempt to establish national and international linkages, but it is not fully implemented.	National and international linkages are established and fully implemented to enhance academic and professional development and scholarly activities.	Established national and international linkages are regularly monitored and improved.	The program has national and international linkages for enhancement of academic and professional development and scholarly activities that can be used as examples of best practices

Sample evidence

- List of national and international linkages with professional development activities and scholarly work for the last 2 academic years.

6. Educational Resources

6.1 Physical facilities	1	2	3	4	5

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.	The program lacks a clearly stated system for procuring and utilizing educational resources, and it does not adhere to HEI policy.	There is an attempt to have a system for procuring and utilizing educational resources, but it is not implemented	The program has a system in place for procuring and utilization of educational resources in line with the HEI policy	The system for procuring and utilization of resources is followed and improved	The system is internalized and sustainable which can be mentioned as best practice

	Supportive document
	
	   a) Resource utilization manual
	   b) Procurement policy				

	1	2	3	4	5
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.	The program lacks sufficient and appropriate resources for training, and educational resources are not distributed according to the needs of the study program.	There is an attempt to provide sufficient and appropriate resources, but they may not fully meet the needs of the study program, and maintenance may be lacking.	The program has some sufficient and appropriate resources for training, and resources are distributed according to the needs of the study program to some extent.	The program has sufficient and appropriate resources for training, distributed according to the needs of the study program, and all resources are well maintained, ensuring effective delivery of the curriculum.	The program has sufficient back up equipment in the store and the staff is well aware of it.

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

	e) Table on educational resources lists			

	1	2	3	4	5
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.	Learning and teaching resources and facilities are not appropriate or adequate to meet the needs of study programs.	The program has a plan to do an inventory to ensure if the learning and teaching resources and facilities are appropriate and adequate to meet the needs of its study programs.	The program ensures that learning and teaching resources and facilities are appropriate and adequate to meet the needs of its study programs	There is a regular monitoring and improvement system the availability, appropriateness and adequacy of resources	There is a recognized and separate committee for regular inventory and auditing of resources

Supportive Document

    a) Minutes/reports reviewing adequacy of resources and facilities.

    b) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with availability of sufficient and appropriate resources to ensure the delivery of the curriculum (Indicator 6.1.3.).

	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5
% Satisfied and					

	1	2	3	4	5
	very satisfied				
6.1.4.The physical facilities comply with the relevant laws, and with health and safety regulations including accessibility to people with disabilities.	Physical facilities do not comply with relevant laws or health and safety regulations, including accessibility to people with disabilities.	There is an attempt to comply with relevant laws and regulations, but there may be gaps or deficiencies, especially regarding accessibility.	The physical facilities fully comply with relevant laws and regulations, ensuring safety and accessibility for all, including people with disabilities.	The system that regulates the relevant laws and regulations of physical facilities, to ensure the safety and accessibility of all including people with disabilities is monitored and improved	The physical facilities comply with the relevant laws, and with health and safety regulations including accessibility to people with disabilities. and there is a way for any appeal for improvement

Supporting Document

a) a) Facilities review/report of compliance with health and safety regulations.

b) Physical facility health and safety manual/guideline.

c) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with availability of physical facilities that comply with laws and safety regulation (Indicator 6.1.4.).

	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5
% Satisfied and very satisfied					

6.1.5 The program has a risk management strategy and ensures risk assessment.	The program lacks a risk management strategy and does not conduct risk assessments.	The program has a risk management strategy and ensures risk assessment is done but not implemented	The program has a risk management strategy and conducts risk assessments	The process of risk management strategy and assessment are monitored and improved	The mechanism to monitor a risk management is institutionalized and exemplary
	Sample evidence: • Risk management strategy of educational resources. • Risk assessment report of educational resources.				
	1	2	3	4	5
6.1.6.The program has a functional library accessible to students and staff with adequate capacity.	The program lacks a functional library or it is not accessible to students and staff, or its capacity is inadequate.	There is an attempt to have a functional library, but it may not be fully accessible or do not have adequate capacity.	The program has a functional library that has adequate capacity and is accessible to students and staff,	The program has a functional library with adequate capacity, accessible to all students and staff, that undergone regular audit and improvement	There is a separate staff and student library
	Supportive Document a) a) Library manual. b) Student Satisfaction Survey. Percentages of students who were satisfied and very Satisfied with availability of functional and adequate capacity library (Indicator 6.1.6.).				

		Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5	
	% Satisfied and very satisfied						
	1	2	3	4			5
6.1.7.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.	The library lacks adequate and current references, electronic resources, databases, qualified staff, or appropriate information and communication technology-mediated reference materials to support academic programs and research activities.	There is an attempt to provide adequate references, resources, and qualified staff, but it is not implemented	The library has adequate and current references, electronic resources, databases, qualified staff, and facilities to support academic programs and research activities.	The library has adequate and current references, electronic resources, databases, qualified staff, and facilities, including appropriate information and communication technology-mediated reference materials, that fully support academic programs and research activities are monitored and improved			There adequate and current resources and there is a continuous auditing system

Supportive document

    a) Library manual describing the database system, textbook and reference materials.

    b) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with availability of digital library, up to date text and reference and database management system (Indicator 6.1.7.).

		Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5	
	% Satisfied and very satisfied						

	1	2	3	4	5
6.1.8.The program has information and communication technology infrastructure appropriate to the program including computer laboratories that are required for the study programs.	The program lacks appropriate information and communication technology infrastructure, including required computer laboratories.	There is an attempt to have appropriate information and communication technology infrastructure, but it does not fully meet the needs of the study programs.	The program has appropriate information and communication technology infrastructure, including required computer laboratories.	The program's information and communication technology infrastructure, including required computer laboratories, is monitored and improved	There are adequate information and communication technology infrastructure and are updated regularly

Supportive documents

   a) Information technology strategic planning and review document.

   b) Website and corporate email.

   c) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with presence of information and communication technology infrastructure (Indicator 6.1.8.).

		Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5	
	% Satisfied and very satisfied						
	1	2	3	4	5		
6.1.9.The program regularly reviews resources to ensure they are appropriate and effectively support mechanism for learning and teaching.	Resources are not regularly reviewed to ensure appropriateness and effectiveness in supporting mechanisms for learning and teaching.	There is an attempt to review resources, but it is not done regularly or systematically.	The program consistently and systematically reviews resources to ensure they are appropriate and effectively support the learning and. teaching	The Process of reviewing program resources are regularly followed and improved	Review is undergone every 3 months		
	Supportive documents a) Educational resource inventory report b) Minute /report on review						
6.2. Practical/clinical training site	1	2	3	4	5		
6.2.1. The program has access to various clinical and community attachment	There are no attachment sites	There is some access to clinical and community attachment sites,	The program has access to a wide range of clinical and community	The clinical and community attachment sites, are monitored and improvement done to	There are attachment sites with adequate case flows, adequate equipment and		

(training) sites to provide adequate clinical and community learning experiences for students		but it may be limited, and training experiences may not fully meet student needs.	attachment sites, providing diverse and adequate training experiences for students, meeting their learning needs effectively.	ensure adequacy and diversity of experience	expertise and are expanding from time to time

Supportive Document

a) MOU.

b) Schedule of training.

c) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with engagement of students at various clinical and community attachment (training) sites (Indicator 6.2.1.).

	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5
% Satisfied and very satisfied					
	1	2	3	4	5

6.2.2 The program has practical sites that are accessible with adequate patient number and mix per the core competencies	Practical sites are not accessible, and there is insufficient patient number and mix per core competencies.	The program has plan to have practical sites that are accessible with adequate patient number and mix per the core competencies	The program has practical sites that are accessible with adequate patient number and mix per the core competencies	The practical sites are regularly monitored and improved to ensure comprehensive training experiences for students.	The program has practical sites that are accessible with adequate patient number and mix per the core competencies that are internalized , systemic & exemplary

SAMPLE EVIDENCE

    a) Assessment Checklist.

    b) Student documents (notes, portfolios, and reports).

    c) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with adequacy of facilities in the practical training sites (Indicator 6.2.2.).

	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5
% Satisfied and very satisfied					
	1	2	3	4	5

6.2.3. The program provides educational resources including national service delivery guidelines, personal protective equipment, learning tools (checklists, log book, SOP) and other essential equipment	The program does not provide educational resources, including national service delivery guidelines, personal protective equipment, learning tools, or essential equipment.	There is an attempt to provide some educational resources, and personal protective equipment but they may be limited or inadequate.	The program consistently provides educational resources, including national service delivery guidelines, personal protective equipment, learning tools, and essential equipment,	The program that provides educational resources and protective equipment is regularly monitored and improved	All types of national service delivery guidelines, personal protective equipment, learning tools (checklists, log book, SOP) and other essential equipment are available and are up to date and there is assigned personnel and office for this task

Supportive Document

a) a) SOP.

b) Evidence of resource provision to students (receipt forms, etc.).

c) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with availability of educational resources including national service delivery guidelines, personal protective equipment, learning tools (Indicator 6.2.3.).

	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5
% Satisfied and very satisfied					

	1	2	3	4	5
6.2.4. The program has a dedicated coordinator for facilitating community/clinical training	There is no dedicated coordinator for facilitating community/clinical training.	There is an attempt to have a dedicated coordinator, but the role may not be clearly defined or effectively implemented.	The program has a dedicated coordinator for facilitating community/clinical training, effectively overseeing and supporting training activities to ensure quality and consistency.	The program that has dedicated coordinator for community/clinical training is regularly monitored and improved.	There is only one dedicated coordinator for facilitating community/clinical training at department level accountable to the next level

Supportive Document

a) Assignment/appointment Letter.

b) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with presence of dedicated coordinator for facilitating community/clinical training (Indicator 6.2.4.).

	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5
% Satisfied and very satisfied					

1	2	3	4	5

6.2.5. the program engages adequate instructors and supervisors in the required range of clinical and community settings	There are inadequate instructors and supervisors in clinical and community settings	There is an attempt to engage instructors and supervisors, but they may be insufficient in number or qualifications.	The program engages adequate instructors and supervisors in a required range of clinical and community settings, ensuring comprehensive supervision and support for students during training.	The process of engaging adequate instructor and supervisors is regularly monitored and improved	There are adequate instructors and supervisors assigned for the entire job
	Supportive Document a) a) Official list of instructors and supervisors at the training sites. b) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with availability of assigned instructors and supervisors in the practical centers (Indicator 6.2.5.).				

	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5
% Satisfied and very satisfied					

6.3. Financial Resource	1	2	3	4	5
6.3.1.The program has financial resources sufficient to undertake	The program lacks sufficient financial resources to	There is an attempt to have sufficient financial resources,	The program has sufficient financial resources to	The Process that oversees financial resources and	There is adequate budget for all curricular important

its operations and implement the strategic objectives.	undertake its operations or implement strategic objectives.	but they may be inadequate or not effectively allocated.	undertake its operations and effectively implement strategic objectives, ensuring smooth functioning and achievement of goals.	implementation of strategic objectives is regularly monitored and improved.	activities and the school runs.
	Supportive documentation a) Report on budget utilization b) financial plan of the program c) Budget breakdown				

Standard 7. Research and Community Engagement

7.1 Research					
	1	2	3	4	5
7.1.1. The program has a policy and procedure that identifies the priorities, researcher recognition and commercialization of research outputs.	The program do not have policy and procedure that identifies the priorities, researcher	There is a plan to have a policy and procedure, but not effectively implemented.	The program has policy and procedure that identifies the priorities, researcher recognition and commercialization	The program has policy and procedure that identifies the priorities, researcher recognition and	There are internalized, systematic and sustainable practices that can be used as best practices.

			of research outputs which is being practiced fully	commercialization of research outputs which is being practiced and monitored regularly and improved.	
	recognition and commercialization of research outputs.				

Sample Evidence
- Research strategic objective.
- Research policy/manual.
- List of researcher recognition and research output.
- List of commercialization of research output.

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.	The program doesn't provide Budget and sufficient facilities and equipment for the research activities.	The program provides budget, facilities and equipment for the research activities of its staff which is not sufficient. There is a plan to provide budget sufficient facilities and equipment for research activities, but not fully implemented.	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.	The program provides adequate budget and sufficient facilities and equipment for the research activities of its staff which is monitored and improved	There are internalized, systematic and sustainable budget allocation and resource provision which can be seen as best practices.

7.1.3. The program encourages national and international research collaboration and cooperation.	The program doesn't encourage research collaboration and cooperation across the institution and externally	The program has a plan of encouraging research collaboration and cooperation with in the institution and externally but not fully implemented	The program implement research collaboration and cooperation across the institution and externally.	The program monitor and improve research collaboration and cooperation across the institution and externally	There are internalized, systematic and sustainable practices of research collaboration

Sample Evidence

- Annual research plan.

- Budget request approval report.

Sample Evidence
- MOA between the program and internal and external institutions.

- Research annual plan /report on research collaborations.

7.1.4 The program ensures that its research activities conform to internationally accepted quality standards. The program ensures that misconduct, including plagiarism, is prevented and complied with ethical standards.	The program does not have a mechanism that ensures methodological and ethical standards.	The program has a mechanism that ensures research activities conform to methodological and ethical standards but not fully implemented.	The program has a fully implemented mechanism that ensures research activities conform to methodological and ethical standards	The program ensures that its research activities conform to internationally accepted methodological and ethical standards that employ regular monitoring and improvement.	There are internalized, systematic and sustainable practices prevent academic misconduct including plagiarism.

Sample Evidence

- Research policy/manual.

- Minutes/reports of review boards.

- Conflict of interest disclosure forms.

- 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.	The program does not regularly review the effectiveness of its approach to research and community engagement planning and management	There is a plan to review the effectiveness of research planning and management, but it is not fully implemented	The program has fully implemented review mechanism for its research and community engagement to ensure quality research outputs and outcomes .	The review mechanism on the effectiveness of a research and community engagement planning and management, are regularly monitored and improved	There are internalized, systematic and sustainable review mechanism for its research and community engagement approaches.

Sample Evidence

- Minute/report on research effectiveness review.

- Annual list of research and scholarly productivity and output.

- Annual research report.

- Annual community engagement report.

7.1.6.The program has dedicated resource and budget for research and community engagement.	The program does not have a dedicated resource and budget for research and community engagement.	The program attempt to dedicate resource and budget for research and community engagement	The program has dedicated resource and budget for research and community engagement.	The program allocates dedicated resources and budget for research and community engagement, ensuring regular monitoring and improvement.	There are internalized, systematic and sustainable budget allocation and resource provision for community service project.
	Sample Evidence • Annual plan of the research and community engagement budget. • 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	The program does not ensures that the outcomes of research are appropriately integrated into the learning and teaching activities and community engagements	The program ensures that the outcomes of research are appropriately integrated into the learning and teaching activities and community engagements but not fully implemented	The program ensures that the outcomes of research are appropriately integrated into the learning and teaching activities and community engagements	The integration of research outcomes into the learning and teaching activities and community engagements is monitored regularly and improved.	There are internalized, systematic and sustainable method of integrating research outputs into learning and teaching activities and community engagements.
	Sample Evidence • Research annual report. • Examples of learning activities and community engagement where research outcomes were integrated.				

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.	The program does not have system and process for planning, implementing, monitoring and evaluating community engagement in line with HEI policies.	The program has a system and process for planning, implementing, monitoring and evaluating community engagement in line with HEI policies but not fully implemented.	The program has a system and process for planning, implementing community engagement in line with HEI policies	The system and process for planning, implementing, monitoring and evaluating community engagement are regularly monitored and improved .	There are internalized, systematic and sustainable method of planning, implementing, monitoring and evaluating community engagement.
	Sample Evidence • Community engagement policy/manual • Reports on community engagement activities				
7.2.2.The program defines the community it serves to assess their needs and requirements and takes these in to consideration for its activities.	The program does not define the community it serves to assess their needs and requirements and takes these in to consideration for its activities.	. The program defines the community it serves to assess their needs and requirements and takes these into consideration for its activities but not fully implemented.	The program defines the community it serves to assess their needs and requirements and takes these into consideration for its activities.	The process of defining the community needs and requirements regularly monitored and improved.	There are internalized, systematic and sustainable methods of addressing community needs.

	Sample Evidence • Describe how the program defines and identifies the community it serves. • Describe the process to identify the needs and requirements of the community. • Explain how the community engagement activities are aligned with the needs of the community.				
7.2.3. The program has a well-defined, coordinated approach to the identification of, and engagement with, industry, employers, professions and the community.	The program does not have a well-defined, coordinated approach to the identification of, and engagement with, industry, employers, professions and the community at large.	The program has a well-defined, coordinated approach to the identification of, and engagement with, industry, employers, professions and the community at large but not fully implemented.	The program has a well-defined, coordinated approach to the identification of, and engagement with, industry, employers, professions and the community at large with full implementation.	The program has a well-defined, coordinated approach to the identification of, and engagement with, industry, employers, professions and the community at large with regular monitoring and improvement.	There are internalized, systematic and sustainable methods of engaging stakeholders.
	Sample Evidence • Manual/process and procedure for engagement with, industry, employers, professional organizations, and the community. • MOA. • Tracking reports on engagement activities with industry, employers, professional organizations, and the community				
7.2.4. The program encourages and supports staff and students to engage in industry and community engagement activities that lead to productive relationship.	The program does not encourage or support staff and students to engage in industry and community activities.	There is a system that encourages and supports staff and students to engage in industry and community engagement	There is a practice that encourages and supports staff and students to engage in industry and community engagement activities that lead	The support to staff and students to engage in industry and community services is well monitored and improved periodically.	The support to staff and students to engage in industry and community services is systematized and internalized.

		activities but not fully implemented.	to productive relationship.		

Sampling Evidence

   a) Community and industry engagement policy/manual.

   b) List of activities with community and industry engagement and evidence of output and productivity.

   c) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with participation of students in community engagement (Indicator 7.2.4.).

	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5
% Satisfied and very satisfied					

7.2.5.There is an effective industry linkage for program delivery and periodically reviewing the effectiveness of the linkage.	There is no effective industry linkage for program delivery and periodically reviewing the effectiveness of the linkage.	There is an effective industry linkage for program delivery and periodically reviewing the effectiveness of the linkage but lacks full practice.	.There is an effective industry linkage for program delivery and periodically reviewing the effectiveness of the linkage	The process of effective industry linkage for program delivery is regularly monitored and imporved	The mechanism for effective industry linkage for program delivery is institutionalized and exemplary.

Sample evidence

    a) Community and industry engagement policy/manual.

    b) List of activities with community and industry engagement and evidence of output and productivity.

    c) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with participation of students in community engagement (Indicator 7.2.4.).

	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5
% Satisfied and very satisfied					

Standard 8- Program Management

8.1. Leadership and Decision Making					
	1	2	3	4	5
8.1.1. The program has administrative structure and adequate staff that are qualified to support the implementation of the educational program	The program lacks an administrative structure and adequate staff to support the implementation of the educational program.	There is an administrative structure and adequate staff but it is not fully functional	The program has a fully functional administrative structure and adequate staff to support the implementation of the educational program.	The practices related to the management and organizational structure of the program are regularly monitored, and improved.	There are internalized, systematic and sustainable practices that can be used as examples of best practices. .
The program should have a governance and administrative structure that ensures the accomplishment of the program mission, vision and program outcomes. The governing body should					

be able to undertake constructive leadership; the administrative staff should have the required competence.				

Sample evidences

- Organizational structure /organogram.

- Public announcement (letter, website, social media, printed media, etc.) of the administrative structure and leaders.

- 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.	The program lacks policies, procedures, and mechanisms for regular reviewing and updating its functions, strategies, core activities, and resources.	There are policies, procedures, and mechanisms for regular reviewing and updating, but not fully implemented	The program has fully implemented policies, procedures, and mechanisms for regular reviewing and updating.	The system of regular reviewing and updating practice is regularly monitored and improved	There are internalized, systematic and sustainable practices that can be used as examples of best practices.

The program should have procedures and mechanisms that ensure regular reviewing and updating its core functions, activities and resources. The policy is recognized and shared by the employees of the program The policy document is simple, perceptible and realistic. Perceptible results, effects on the implementation of activities, and examples of these	Sample evidences
	
	   a) Program performance report.
	
	   b) Continual quality improvement review report and minutes.				

policy statements can be presented.					
8.1.3. The program has a transparent governance structure that aligns with the program goals to realize teaching-learning, research and community engagement. The program should have transparent governance structure that aligns with the	The program lacks a transparent governance structure aligned with program goals.	. There is an attempt to establish a transparent governance structure, but it is not fully functional and implemented.	The program has a fully implemented a functional transparent governance structure that aligns with program goals	The transparency and accountability mechanisms of the institution are monitored and improved	There are internalized, systematic and sustainable practices that can be used as examples of best practices.

program mission, vision and outcomes to realize effective teaching learning, research and community engagement. Informing the institutional community and the public is adopted as a principle, the ways and how to use them are designed, announced in an accessible manner, and all information steps are taken systematically					
	Sample Evidences • Program organizational structure aligned with teaching/learning, research, and community engagement. • Strategic plan/Legislation.				
8.1.4. The program has effective regular reporting procedures about teaching-learning, research, community engagement.	The program lacks effective regular reporting procedures about teaching-learning, research, and community engagement.	There are defined reporting procedures about teaching-learning, research, and community	The program has fully implemented regular reporting procedures about teaching-learning, research, and community engagement	The effectiveness of regular reporting practices of the program is regularly monitored, and improved.	There are internalized, systematic and sustainable practices that can be used as examples of best practices.

There should be a well-defined and clear reporting procedures to ensure periodic reporting about teaching-learning, research, community engagement and other important processes of the program. The procedures should clearly stipulate the direction of reporting and feedback mechanisms.		engagement but not implemented.			
	Sample evidences • DC Minutes. • 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.	The program does not ensure the creation of institutional memory for a smooth transition of academic leaders.	The program attempts to create institutional memory, but it is not fully implemented	The program has effectively implemented institutional memory.	The practice and efficient use of creating institutional memory is monitored and evaluated.	There are internalized, systematic and sustainable practices that can be used as examples of best practices.
There program should have effective documentation and proper archiving so as					

to ensure creation of institutional memory and a smooth hand-over experience during transition of academic leaders.	Sample evidences • Institutional email • Meeting Minutes • Archives (documents, reports, pictures, videos, …)				
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. The program should have a proper representation of academic staff, students and other stakeholders in relevant committees and decision making at a program level. This representations and role should be well described.	The program lacks clear representation and roles of academic staff, students, and other principal stakeholders in committees and decision-making processes at the program level.	There are defined descriptions about representation and role of academic staff, students and stakeholders in decision making but not exercised.	The representation and role of the academic staff, students and other stakeholders are exercised in committee activities and decision making.	The representation and role of academic staff, students and stakeholders is regularly monitored, eand improved.	There are internalized, systematic and sustainable practices that can be used as examples of best practices.
	Sample evidences • DC minutes				

	• Student satisfaction survey • Legislation				
8.1.7. There is a periodic review of the program, which includes consideration of the effectiveness of the management arrangements for the program.	There is no periodic review to ensure the effectiveness of program management.	There is a defined periodic review of the program but not fully conducted.	The program has a regular periodic review that ensures its effectiveness.	The periodic review of the program management is monitored, evaluated and improved.	There are internalized, systematic and sustainable practices that can be used as examples of best practices.
The program should have a periodic and regular review. This review should ensure the effectiveness of the program management.	Sample evidences • AC/DC minute • Reports on program management review • Program review guideline/Program review schedule				
8.1.8. The governing body of the program is an effective decision-making body with an adequate degree of autonomy.	The program's governing body has no autonomy.	There is some degree of autonomy but not reasonably adequate to make necessary decisions.	The governing body of the program is an effective decision-making body with an adequate degree of autonomy	The degree of autonomy and decision making power is regularly monitored, and improved.	There are internalized, systematic and sustainable practices that can be used as examples of best practices.
	Sample evidences				

The governing body of the program should have a reasonable degree of autonomy (in terms of budgeting, staff and student selection/ admission/ transfer, disciplinary or academic decisions) to make effective decisions and oversee the routine operations of the program.	- AC/DC minutes - Legislation - Program performance report - Founding document, letters - Proclamations				
8.1.9 The program provides accurate, relevant and timely information about the program, which are easily and publicly accessible, especially to prospective students.	The program does not provide accurate, relevant, and timely information about the program, and information is not easily accessible to prospective students.	. There is some attempt to provide program information, but it may be inaccurate, irrelevant, or not easily accessible.	The program provides accurate, relevant, and timely information about the program, easily accessible to prospective students, facilitating informed decision-making.	Information dissemination mechanisms of the program are regularly monitored, and improved	There are internalized, systematic and sustainable practices that can be used as examples of best practices.
Informing the public is adopted as a principle, the ways and how to use them are designed, announced in an accessible manner, and	Sample evidences - Student satisfaction survey - Student hand book - Social media of the program website, printed media, audio-visual				

all information steps are taken systematically. The website of the institution provides accurate, up-to-date, relevant and easily accessible information about the program; a mechanism to ensure it is available.					
8.1. 10 The program has a risk management strategy and ensures risk assessment.	The program does not have a risk management strategy that ensures risk assessment	The program has a risk management strategy that ensures risk assessment	The program risk management strategy that ensures risk assessment is executed	The executed risk management strategy in assessing risk is monitored and evaluated	The executed risk management strategy in assessing risk is systematized, institutionalized, and sustained.
	Supportive Documents/Sample evidence: a) Risk management policy/manual b) Risk assessment report				

8.1.11. The program has clear policies, guidelines and strategies to prevent and manage sexual harassment and gender-based violence (GBV)	There are no policies, guidelines and strategies to prevent and manage sexual harassment and Gender Based Violence (GBV)	There are defined policies, guidelines and strategies to prevent and manage sexual harassment and Gender Based Violence (GBV) but not fully practiced.	The program has fully practiced the policies, guidelines, and strategies to prevent and manage sexual harassment and GBV	Policies, and practices about Sexual Harassment and Gender Based Violence (GBV) are regularly monitored, and improved.	There are internalized, systematic and sustainable practices that can be used as examples of best practices.
The program has clear policies guidelines and strategies to prevent and manage sexual harassment and Gender Based Violence. These guidelines should be well communicated to the academic staff, students and principal stakeholders,					

Sample evidences

- Senate legislation
- Student handbook (guide)
- Discipline guideline

	• Discipline committee – interview • Student Satisfaction Survey • Gender office plan, policy/guideline and report				

8.2. Allocation of Resources

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

The program ascertains the presence of effective, transparent and well monitored budget allocation to its core functions including Teaching-learning, Research and Community engagement. | The program does not have a balanced transparent budget and educational resource allocation its core functions. | There is an attempt to allocate budget and resources, but it is not fully implemented, may be unbalanced or lacking transparency | The program has fully implemented a balanced and transparent budget and educational resource allocation system | The program budget and resource allocation system are regularly monitored, and improved. | There are internalized, systematic and sustainable practices that can be used as examples of best practices. |
| | Sample evidences

    • Resource utilization manual
    • Report on purchase request and procurement
    • Evidence for the follow-up and improvement of the financial resources management practices
    • Budget allocation
    • Request and approval letters | | | | |

8.2.2 The program ensures resources are sufficient, utilized efficiently and responsibly to achieve the objectives of the program. The program ascertains the presence of sufficient resources. It should ensure the presence of a responsible, transparent and well monitored use of the allocated resources to achieve the program mission, vision and outcomes	The program does not have a defined process to oversee the sufficiency and proper utilization of allocated resources.	There are attempt to define processes to oversee the sufficiency, and proper utilization of allocated resources but not fully implemented	The program has defined and implemented processes to oversee the sufficiency, and proper utilization of allocated resources to achieve its mission, vision and outcomes.	The process of ensuring efficient use of resources to the objective of the program are regularly monitored, and improved	There are internalized, systematic and sustainable practices that can be used as examples of best practices.
				.	

	Sample evidences
	
	   • Resource utilization manual
	   • Report on purchase request and procurement
	   • Evidence for the follow up and improvement of the financial resources management practices
	   • Letters, minutes, report				

9. Continual Quality Improvement

<table>
<tr><td colspan="6">9.1. Continual quality improvement system</td></tr>
<tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr>
<tr>
<td rowspan="2">9.1.1. The program has a system for monitoring, evaluating and reviewing the effectiveness of the governance structure.

There is a functional quality assurance system.</td>
<td>The program has no system for monitoring, evaluating, and reviewing the effectiveness of the governance structure.
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.
.</td>
<td>There is some attempt to establish a system, but it is not fully implemented</td>
<td>The program has a system for monitoring, evaluating, and reviewing the effectiveness of the governance structure, that is fully implemented</td>
<td>The established system of reviewing the effectiveness of the governance structure, is regularly monitored, and improved</td>
<td>There is a system of monitoring, evaluating and reviewing the governance structure becomes the culture and value of the institution.</td>
</tr>
<tr>
<td colspan="5">Sample Evidence

- Organogram for the college and QA office
- Monitoring and evaluation review report
- Quality assurance policy/guideline
- Minutes</td>
</tr>
</table>

	1	2	3	4	5
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. There is a dedicated qualified and responsible person. The institution has well defined quality assurance policy and procedures that are publicly available and reviewed and updated regularly	The program does not have a publicly available quality assurance policy and procedure .	There is an attempt to establish a quality assurance policy and procedure, but they may not be publicly available or lack adequate staffing and support	The program has a quality assurance policy and procedure that are publicly available, and there are efforts to ensure adequate staffing and support. Regular reviewing and updating of internal quality assurance activities	The quality assurance policy and procedures are comprehensive and regularly monitored and updated.	There are internalized, systematic and sustainable practices that can be used as examples of best practices.
	Sample Evidence • Quality assurance policy/manual • Legislation • Review reports of quality assurance activities • Website/social media channel • HR, dedicated person in office, • Committee membership letter				

9.2. Implementation of Continual Quality Improvement

	1	2	3	4	5
9.2.1. The program has a mechanism for continuous and need-based staff capacity building.

There is a mechanism for continuous and need-based staff capacity building.

Staff development activities are done based on the need assessment | The program does not have a mechanism for continuous and need-based staff capacity building. | There is some attempt to provide staff capacity building, but it is not fully implemented. | The mechanism for continuous and need-based staff capacity building is fully implemented | The mechanism for for continuous and need-based staff capacity building is regularly monitored and improved | The mechanisms for continuous and need-based staff capacity building can be used as examples of best practices. |
| | Sample Evidence

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

	1	2	3	4	5
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. The units and area of operations covered by the program continual quality improvement are clearly stipulated. The quality assurance activities provide relevant information and data to support the program management and development. The outputs of the quality assurance activities are aligned with the achievement of institutional goals.	. The program's continuous quality improvement does not cover all units and areas of operations, and quality assurance activities do not provide relevant information to support management and development. .	There is an attempt to cover units and areas, but quality assurance activities are not fully implemented	The program's quality improvement covers all units and areas and is fully implemented.	The program's continuous quality improvement practices are regularly monitored and improved.	Program continuous quality improvement practices can be used as examples of best practices.
	Sample Evidence • Continual quality assurance manual/Guideline • Annual quality assurance report • Program level self-evaluation document				
9.2.3. A)The program's quality assurance activities focus on quality enhancement and quality culture development.	The program's quality assurance activities does	The program's quality assurance activities does focus on quality	The program's quality assurance activities focus are ensured	The program's quality assurance activities focus is	The program's quality assurance activities focus is internalized,

	not focus on quality enhancement and quality culture development	enhancement and quality culture development		monitored and evaluated	systematized, and sustained
B) The program ensures the active involvement of academic and support staff and students in the operational process of continual quality improvement.	The program does not ensure the active involvement of academic and support staff and students in process of continual quality improvement	The program does ensure the active involvement of academic and support staff and students in process of continual quality improvement	The active involvement of academic and support staffs and students in process of continual quality improvement is ensured.	The active involvement of academic and support staffs and students in process of continual quality improvement monitored and evaluated	The active participation of academic and support staffs and students in process of continual quality improvements internalized, systematized, and sustained improvement

	1	2	3	4	5
9.2.4. 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. A culture of quality is inbuilt in the quality assurance activities of the institution. The quality assurance activities involve academic and support staff and students for operational processes.	The program does not focus its quality assurance activities on enhancing quality or developing a quality culture, and there is no involvement of academic and support staff and students.	There is an attempt to focus on quality enhancement, but it may not be systematic or inclusive of all stakeholders.	A culture of quality is established throughout the entire institution with involvement of staff and students.	The active involvement of academic and support staffs and students in process of continual quality improvement is regularly monitored and improved.	There is a culture of quality in the institution that can be used as examples of best practices.

Sample Evidence

- Student satisfaction survey
- Annual quality assurance report
- Program level self-evaluation document
- Awards and prizes on quality
- Reports on workshops, training on continual quality process

	1	2	3	4	5
9.2.5. The program has a mechanism to evaluate educational outcomes using a variety of outcome data (graduation and attrition rates, feedback from clients, tracer study, employment rates, pass rates, mean scores and performance breakdown on national licensure exam)	The program does not have any mechanism to evaluate educational outcomes	There is some attempt to establish a system, but it may be inadequate or not fully implemented.	There is an established system to evaluate educational outcomes using a variety of outcome data.	The system for evaluating educational outcome is regularly monitored and improved	The system of using a variety of outcome data to evaluate educational outcomes can be used as example of best practices.
There is a system of using a variety of outcome data to evaluate educational outcomes. There is an active Career center/similar office	Sample Evidence • Document found in department /school vision of the program, rate of employment) • Tracer study, • Employer satisfaction survey • Report on national/ licensure/exit exam performance • Annual quality assurance report				

9.3. **Monitoring and evaluation of Continual Quality Improvement**					
	1	2	3	4	5
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. There is an established mechanism to gather and use feedbacks from students, instructors and other stakeholders.	The program does not have a mechanism to gather and use feedback from students, instructors, and other stakeholders.	There is an attempt to gather feedback, but the mechanism is not fully implemented ~~may be limited or not effectively utilized~~.	The program has a fully implemented mechanism gathers feedback from students, instructors and stakeholders	Mechanisms to periodically gather and analyze data for program improvement is regularly monitored and improved.	The system of periodically gathering and analyzing of a variety of data are disseminated and used as a decision-making tool for intervention and better improvement.
	Sample Evidence • Minutes/Feedback on quality improvement report/Documents on various data collection and analysis /SSS				

	1	2	3	4	5
9.3.2. The program has an internal program monitoring and review committee with a designated head responsible for continuous review of the program to ensure its currency and relevancy. There is an active program monitoring and review committee with a designated head. Individuals who participate in the monitoring and review of the program are specifically designated. The committee employs various means to ensure the timeliness and relevance of the program.	The program does not have an internal program monitoring and review committee, and there is no designated head responsible for continuous program review.	There is an attempt to establish an internal program monitoring and review committee, but -it is not fully implemented	The program has a functional internal program monitoring and review committee with designated head.	The internal program monitoring and review committee activities are monitored and improved.	The internal program monitoring and review committee evaluation findings are used for intervention consistently.

Sample Evidence

- Committee Minutes/ review report
- Annual quality assurance report
- Designation letter
- Continual quality improvement Monitoring and evaluation guideline

	1	2	3	4	5
9.3.3. The program periodically reviews its quality assurance system for its effectiveness and impact. There is a regular review of the quality assurance system. The effectiveness and impact of quality the assurance system are well documented.	The program does not periodically review its quality assurance system for effectiveness and impact.	There is an attempt to review the quality assurance system, but it is not fully implemented.	The program established and implemented a system of regular review of the quality assurance system.	The system of regular review of the quality assurance system is regularly monitored and improved.	The system of regular review of the quality assurance system can be used for system improvement and to put impact on the system continuous advancement.
	Sample Evidence • Review report • Annual quality assurance report • Quality assurance guideline • Program review guideline • Legislation • Minutes				

9.4. **Documentation and dissemination**					
	1	2	3	4	5
9.4.1. Te program has a mechanism to identify and disseminate good practices to the stakeholders and wider community There is a mechanism used to disseminate good practices to the stakeholder and wider community	The program does not have any mechanism for the identification and dissemination of good practices.	The program has defined mechanism for the identification and dissemination of good practices but not fully implemented	Mechanism that identifies and disseminates good practices is fully implemented.	The program's mechanism to identify and disseminate good practices to stakeholders and the wider community is monitored and improved.	The program disseminates good practice and collect feedbacks to develop learning organizational culture. The identification and dissemination of good practices that can be used as examples of best practices.
	Sample Evidences • Sample of disseminated good practices/Guideline for identification and dissemination of good practice/ Dissemination report				