

# በኢፌዲሪ የትምህርትና ስልጠና ባለሥልጣን



# **FDRE Education and Training Authority**

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**Medicine Program Accreditation Rubrics** 

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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 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,	evaluated	There are internalized, systematic and sustainable practices that can be used as examples of best practices.	
The program should have clear policies and procedures to introduce new programs and to periodically and review			adopted by all units	state its acts.	practices.	
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	<ul><li>Meeting</li><li>Policy, I</li></ul>	ssessment, program g minutes/reports of Procedure for intro- and procedure for e	f most recent format ducing new progra	ms.	l reports.	

1.1.2.	The	progran	n id	lentifies	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 prof	fession	al and	legal	requiren	nents			
for prac	ctice a	nd know	ledge	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	The program	There are	There is a	There are
•	identified national	has identified	practices that	systematic	internalized,
	priorities, societal	national	reflect the	follow up and	systematic and
	needs or	priorities, needs	relevance and	monitoring of	sustainable
l	addressed by the	of the society	sustainability of	the program to	practices that can
,	program	and present and	the program and	ensure the	be used as
		emerging roles	that address the	current	examples of best
		of the learner	national	emerging needs	practices.
		that is consistent	priorities,	of the society	
		with the	societal needs	and the	
		international	and present and	professional	
		standards and	emerging roles	requirements	
		legal	of the learner	are regularly	
		requirements.	which are in line	reviewed and	
			with	updated.	
			professional and		
			ethics		

## 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 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.

The program	The program	Reviewed and	The program	There are
Learning	Learning	monitored The	Learning	internalized,
outcomes /	outcomes/	program	outcomes/	systematic and
module objective	module	learning	module	sustainable
are not stated in	objective are	outcome and	objective stated	practices that can
the curriculum	stated in the	course module	in the	be used as
	curriculum	objective stated	curriculum are	examples of best
		in the	reviewed and	practices.
		curriculum to	monitored	
		student, staff		
		and principal		
		stakeholder		

#### 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	There is no stated	There is stated	Carrier	Carrier pathway	There are
outcomes, the program indicates the	carrier pathway	111010 10 00000	pathway is	is followed and	internalized,
career and further study options available	and future study		practiced	monitored	systematic and
to students upon program completion.	options				sustainable
					practices that can
					be used as
					examples of best
The same that					practices.
The program has a means to ensure that the career and further study options that	Sample evidences				
are available to students are	_				
communicated to the students. It needs	Student handbook, career guidance and counseling documents				
to demonstrate	Tracer study report.				
	Minutes of program review based on tracer study report.				
	,		•	. 1	

1.1.5. There is a systematic approach in									
place	to	obtain	feed	lback	from				
stakeholders to improve the delivery of									
the study program and attainment of the									
prograi	program outcomes and update the								
prograi	n acc	cordingly	in li	ine wit	h the				
current	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	The program	There is a	Practices about	There are
not have any	has established	regular practice	collecting	internalized,
mechanisms to	principles and	of collecting	student	systematic and
collect student	rules related to	feedback	feedback are	sustainable
and stakeholder	the collection of	students from	followed up in	practices that can
feedback.	student and	stakeholder.	the program and	be used as
	stakeholder		they are	examples of best
	feedback (about		improved with	practices.
	courses,		student	
	lecturers,		participation.	
	programs,		Feedback	
	learning		results are	
	environment		reflected in	
	etc.) within its		decision making	

#### Sample evidences

• Stakeholder feedback data; completed evaluation forms, survey result, focus group,

processes.

• Analysis of feedback data with actions taken, minutes, reports.

teaching

processes.

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

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

## 1.2 Alignment with institutional mission, vision and goals

are clear, shared and understood.

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.

d	The program	There are	Program	The alignment	There are
e	outcomes and the	defined	outcomes are	of the program	internalized,
•	institutional	processes that	aligned with the	outcomes with	systematic and
e	mission, vision	include	institution's	the institution's	sustainable
	and strategy are	principles,	mission, vision	mission, vision	practices that can
	not aligned.	methods and	and strategy	and strategy is	be used as
	_	classifications		monitored and	examples of best
		about the design		improved.	practices.
		of the program			
		outcomes and			
		their alignment			
		to the			
		institution's			
		mission, vision			
		and strategy.			
f					1

#### 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

		<b>T</b>	T	T	T
1.2.2 The program learning outcomes	The program has	The program	The program	Program	There are
conform to academic requirements of the	no defined	has defined	has practices	learning	internalized,
study program and Ethiopian	learning outcomes	learning	implemented in	outcomes are	systematic and
Qualification Framework (EQF).	conforming to the	outcomes that	line with the	evaluated	sustainable
	academic	conform to the	academic	regularly and	practices that can
	requirements or	academic	requirements	their conformity	be used as
	the EQF.	requirements of	1 *	to academic	examples of best
		the program and		requirements	practices.
Course information packages are created		the EQF.		are ensured.	1
taking the national core program (if		the Eq.		are engarea.	
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					
	Sample evidences				
EQF should be displayed clearly.	Sumple evidences				
Alignment mapping of program learning outcome with EQF					
		<b>-</b>	-		

**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	2 Course Catalog	gue describing cor	e contents of the discipline	Ç.		

		List of	Course	Course	ECT	S/CrHr	Pre-	
		courses	category	code			requisite	
2.1.3. The curriculum	The curricu		There is a	to monito		A	monitor	
takes into account the appropriate professional	not take in the	appropriate	plan to make the	make The		mechani ensure	ism is in place that	to appropriate the professional and
and industry	professional	* * *	curriculum	the curricu	ulum	curricul	um aligns w	ith industry
requirements as well as	industry requirements		take into	take	into		vant professio	_
good practices in the field.			account the	account	the	and requiren	indus nents, and	
neid.			appropriate professional	appropriate professiona		actively	ŕ	,
			and industry	and industry stakeholders associated			1 -	
			requirements	requiremen	nts	with the	curriculum.	
	Sample Evid	lence						L
	• Curri	iculum of the	program indica	ting profess	ional 1	requireme	ents	
2.1.4. The learning	The learning	goutcomes	There is a	the lear	rning	There is	s a mechanis	m Incorporating clear
outcomes are	of the prog	<b>1</b>	plan to make	outcomes	of		itor the learnin	
competency based and	clearly arti		the learning	1	gram	outcome		′
clearly articulate the required knowledge,	_	knowledge, lues and	outcomes of the program	clearly articulate	the	1 0	to ensure the y articulate the	· ·
skills, values, behavior	provider's	social	clearly	required	the	required	₹	
and preparedness to	accountabilit		articulate the	knowledge	<del>)</del> ,	-	alues with th	
become a professional			required	skills, va	alues	values	soci	al
healthcare provider that			knowledge,	social		accounta	ability	
is socially accountable			skills, values	accountabi	lity			
			social					
			accountability					

	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.							

	ŕ	information abo				C	tudents who were sator 2.1.5)	satisfied	d and ver	y satisfied with
		Acad	lemic	Acader	nic	Academic	Academic	Acad	emic	
		Year	1	Year 2		Year 3	Year 4	Year	5	
	% Satisfied and very satisfied									
2.1.6. The curriculum has a coherence that	The curriculum coherence, and lear	rning	There	is a to	dem	curriculum onstrates	curriculum is ac	ctively	coheren	
ensures learning and teaching activities are	and teaching activate are not appropri		enhanc cohere		learr	rence, and	monitored adjustments are	and	sustaina	ized, systemic, and
appropriately designed to	designed to achiev	-	within	the	teacl	C	to learning and tea		exempla	
achieve the learning	learning outcomes.		curricu	lum,	activ	C	activities as need	_		entation
outcomes				orts are		opriately	ensure alignment			
				ay to	desig		the learning outco	omes.		
			_	earning eaching	achie learr					
				es with		omes.				
			the le	earning						
			outcon	nes.						
	Sample Evidence									
	Minutes/rej	ports o	of review	of teac	hing a	nd 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	of students in their learning process is regularly monitored, and adjustments are made to activities to further enhance	Active student participation is internalized, systemic, sustainable and exemplary implementation
	Sample Evidence		1	1	
	a) List of co	urses with active	e student participa	tion 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 curre credit hou		the program indic	cating duration and	

2.1.9 The curriculum	The curriculum	There is a pla		urriculum	The outcomes relat		The	specified
specifies outcomes related	does not specify	to includ	1		the engagement			s related to
to engagement of the	outcomes related	outcomes		es related	students in research			gement of
students in research and	to the engagement	related to th		the	community service		students	in
community service	of students in	engagement of			regularly assessed	and	research	and
	research or		n students		adjusted.		commun	•
	community	research an					engagem	
	service	community	commu	nity			internaliz	zed,
		service in th	e service.				systemic	
		curriculum.					sustainab	ole and
							exempla	ry
							impleme	ntation
	Sample evidence:	<u> </u>						
	Sample evidence.							
	• The progra	The program learning outcomes						
	List of cour	ses and activities	e with etuda	nt engagei	ment in research and	comm	ninity cary	ice
				0 0			•	
		•	_		ents who were satisfi	ied an	d very sat	isfied with
	engagement	in research and				1		1
		Academic A	cademic	Academi	c Academic	Aca	demic	
		Year 1 Y	ear 2	Year 3	Year 4	Year	r 5	
	% Satisfied and							
	very satisfied							
	very satisfied							
2.1.10 The curriculum	The curriculum	There is a plan	to The cu	ırriculum	The communication	n of	There	are
communicates the	does not		ne effectiv	ely	learning outcome	s to	internaliz	zed,
learning outcomes to	communicate	communication	commu	nicates	students, staff,	and	systemat	ic and
students, staff and	learning	of learnin	ng learning	g	stakeholders is regu	ılarly	sustainal	
stakeholders.	outcomes		to outcom		evaluated and adjus	•		that can
	effectively to	students, stat					-	sed as

	students, staff, or stakeholders.	and stakeholders within the	and stakeholders.		examples of best practices.		
		curriculum.					
	Sample evidence:						
	a) Comm	a) Communication of learning outcomes (syllabus, curriculum					
	orienta	orientation, brochures, website, etc.)					
	b) Studen	nt Satisfaction Sur	vey. Percentages	of students who wer	e		
	satisfie	ed and very satisfie	d with learning out	tcomes communicated t	0		
	studen	ts (Indicator 2.1.10)	)				
	Aca	ademic Academic	Academic A	cademic Academic			
	Yea	ar 1 Year 2	Year 3 Y	Year 4 Year 5			
	% Satisfied				-		
	and very						
	satisfied						
2.1.11. The curriculum	The program	The program	There is no	There is mechanism t			
ensures the content,	doesn't ensure	ensures the	mechanism to	ensure the conten	´		
extent, sequence, duration	the content,	content, extent,	ensure the	sequence, duration of	1 1 1		
of courses/modules, and	extent, sequence,	sequence,	content,	courses/modules an	<i>'</i>		
other curricular elements	duration of	duration of	sequence,	other curricul	* '		
are appropriate, integrated	courses/modules,	courses/modules,	duration of	elements ar			
and have appropriate	and other	and other	courses/modules	appropriate and hav			
coordination between	curricular	curricular	and other	coordination betwee			
basic biomedical,	elements are	elements are	curricula	basic biomedica	<i>'</i>		
behavioral, and social,	appropriate,	appropriate,	elements are	behavioral, socia	l, systemic,		

public health and clinical		1 1		1.12 1.1.1 1	
	integrated and	integrated and	11 1	public health and	sustainable and
subjects.	have appropriate	have appropriate		clinical subjects.	exemplary
	coordination	coordination	coordination		implementation
	between basic	between basic			
	biomedical,	biomedical,	biomedical,		
	behavioral,	behavioral,	behavioral,		
	social, public	social, public	social, public		
	health and	health and	health and		
	clinical subjects.	clinical subjects.	clinical subjects.		
	Sample evidence				
	a)The current curric	culum design of the	e program		
2.2 Curriculum evaluat	ion and review proc	, , , , , , , , , , , , , , , , , , , ,			
2.2 Curriculum evaluat	ion and review prod	eess 2	3	4	5
	1	2			
2.2.1. There is a functional	There is no	There is a	There is a	The activities of the	Making the
2.2.1. There is a functional curriculum committee	There is no functional	There is a curriculum	There is a functional	The activities of the curriculum committee	Making the curriculum
2.2.1. There is a functional curriculum committee where students are	There is no functional curriculum	There is a curriculum committee that	There is a functional curriculum	The activities of the curriculum committee where students are	Making the curriculum committee
2.2.1. There is a functional curriculum committee where students are represented with the	There is no functional curriculum committee where	There is a curriculum committee that is not	There is a functional curriculum committee in	The activities of the curriculum committee where students are represented are	Making the curriculum committee functional is
2.2.1. There is a functional curriculum committee where students are represented with the capacity to oversee,	There is no functional curriculum committee where students are	There is a curriculum committee that	There is a functional curriculum committee in place where	The activities of the curriculum committee where students are represented are regularly monitored	Making the curriculum committee
2.2.1. There is a functional curriculum committee where students are represented with the capacity to oversee, monitor and evaluate the	There is no functional curriculum committee where students are represented to	There is a curriculum committee that is not	There is a functional curriculum committee in	The activities of the curriculum committee where students are represented are	Making the curriculum committee functional is internalized, systemic,
2.2.1. There is a functional curriculum committee where students are represented with the capacity to oversee,	There is no functional curriculum committee where students are	There is a curriculum committee that is not	There is a functional curriculum committee in place where	The activities of the curriculum committee where students are represented are regularly monitored	Making the curriculum committee functional is internalized,
2.2.1. There is a functional curriculum committee where students are represented with the capacity to oversee, monitor and evaluate the	There is no functional curriculum committee where students are represented to	There is a curriculum committee that is not	There is a functional curriculum committee in place where students are	The activities of the curriculum committee where students are represented are regularly monitored	Making the curriculum committee functional is internalized, systemic,
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	There is no functional curriculum committee where students are represented to oversee, monitor	There is a curriculum committee that is not	There is a functional curriculum committee in place where students are	The activities of the curriculum committee where students are represented are regularly monitored	Making the curriculum committee functional is internalized, systemic, sustainable and

	intended learning						
	outcomes.						
1							
	Comple Evidence						
	Sample Evidence						
	a) Lette	ers of assignm	nent for curricu	ılum commi	ttee.		
	b) Curr	iculum comm	nittee minutes,	report for th	ne last 2 years		
	c) Stud	ent Satisfaction	on Survey. Per	centages of	students who were	satisfied and ve	ry satisfied
	with	student repre	sentation on c	urriculum co	ommittee (Indicato	r 2.2.1)	
						,	
		Academic	Academic	Academic	Academic	Academic	
		Year 1	Year 2	Year 3	Year 4	Year 5	
	% Satisfied and						
	very satisfied						
	very satisfied						

2.2.25	7D1 ' 1 1	7D1 ' 1 1	TD1		TD1 1 1
2.2.2There is a clearly	There is no clearly	_	-	The implemented	The development
defined process and	defined process	defined	defined process	process is regularly	process is
mechanism, to regularly	and mechanism in	process and		monitored and	internalized,
monitor and evaluate and	place to monitor,	mechanism but	that is	improved	systemic,
review/update the	evaluate, or	not	implemented		sustainable and
curriculum through data	review/update the	implemented			exemplary
collection including	curriculum				implementation
student and stakeholder	through data				
feedback and use the	collection,				
results to improve.	including student				
	and stakeholder				
	feedback.				
	Sample Evidence			1	
	a) Minu	ites/report on cui	riculum review proc	ess	
	b) Stud	lent evaluation of	courses and clerksh	ip and other feedback data	collected for the last
	,			T	
	2 yea				
	c) Stud	ent Satisfaction S	urvey. Percentages of	f students who were satisfi	ied and very satisfied
	with	inclusion of stud	ents' feedback durin	g curriculum monitoring a	and review (Indicator
					`
	2.2.2	.)			
			1		
		Academic Ac	ademic Academic	c Academic Aca	demic
		Year 1 Ye	ar 2 Year 3	Year 4 Yea	r 5
			I		

very satisfied		
very satisfied		

Standard 3: Learning, Teaching and Assessment Curriculum

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

methods		mon
aligned with		impr
learning		
outcomes to		
help students		
take		
responsibility		
for their		
learning.		
The leaves -		
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		
and the state of t		

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 activities to take responsibility (Indicator 3.1.1.).

	Academic	Academic	Academic	Aca	demic	Academic					
	Year 1	Year 2	Year 3	Year	r 4	Year 5					
% Satisfied and							_				
very satisfied											
3.1.2. The	The learning	and teachin	g methods are	not	There is	an attempt to	alion learning	and teaching	The	learning	Th
learning and	The learning and teaching methods are no aligned with the learning outcomes.			· HOt		with the learn	-	_	and	teaching	bet
teaching	ungned with	one rearring of				ntly implemente	•		metho	· ·	and
activities of the						, i				d with the	me
program are									learnin		lea
appropriately									outcon	mes.	out
designed to											cor
ensure that											mo
learning											

outcomes are			adjust
achieved.			impro
The leaves of			
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	ng and teaching activities	
	b) Student Satisfaction Survey. Percent	tages of students who were satisfied and very satisfied wi	th learning teaching activi
	to achieve the learning outcome (Inc	dicator 3.1.2.).	
	to define to the featining outcome (in	diction 5.1.2.).	

		Academic	Academic	Academic	Academic	Academic			
		Year 1	Year 2	Year 3	Year 4	Year 5			
	% Satisfied and								
	very satisfied								
3.1.3. The	Instructors do not	mmaxida stand	landizad avillahi	Thoma is an	intention to muc	vida standardiza	d avillahi	Instructors	The
curriculum	Instructors do not and there is no reg	•	•		_	ovide standardized including for	-	consistently	
	for teaching, include			_	_	stently implemen		•	regula
ensures that instructors	for teaching, includ	ing for chine	ai practicums.	practicums,	but it is inconsi	stently implemen	nea.	provide standardized	monit
provide a								standardized syllabi for the	impro
standardized								course/module	proce provid
syllabus for the								and plan	_
course/module								effectively for	
and effectively								teaching,	plann
plan and prepare								including for	_
for teaching,								clinical	includ
through regular								practicums.	clinic
use of session								practicallis.	practi
plans including									ensur
for clinical									effect
practicums									alignr
praeticams									progra
									r-081
The program									
should ensure									
that instructors									
effectively plan									
and prepare for									
teaching									
courses/modules									

including										
utilization of										
session plans										
and clinical										
practice syllabi.										
p-access systems.										
	Sample Evidence									
	a) N	Module/course	e cyllabuc							
	ŕ		•							
	b) S	Sample teachi	ng session plan							
	a) Stud	ent Satisfaction	on Survey Indic	eator 3.1.3. Per	rcentages of stu	idents who were	satisfied a	nd very satisf	ied w	ith cou
	and o	discussed at th	ne beginning of	the course. (In	dicator 3.1.3).					
			6 6	`	,					
		Academic	Academic	Academic	Academic	Academic	1			
		Year 1	Year 2	Year 3	Year 4	Year 5				
		i ear i	rear 2	rear 3	rear 4	i ear 3				
	% Satisfied and						<u> </u>			
	very satisfied									
3.1.4. Students	Charles of the			1 Christant	C 41- a a4 d		:dad:41.	Thoma :-		The
	Students of the students of th		-			ogram are prov		There is mechanism	no for	There
are provided with sufficient	with sufficient le facilities, libraries,				-	rces, including and support, and		students	to	mecha studer
learning	and academic guid		ure and support	guidance.	mastructure	and support, and	acaucinic	provide	ω	provid
resources,	and academic guid	ance.		guidance.				sufficient		learni
including								learning		resou
facilities,								1	and	acade
libraries, IT								resources,	ana	guida
infrastructure										guida
minastructure										

and arms at a 1								a a a da unai -	
and support, and								academic	
academic								guidance.	
guidance.									
The study									
program takes									
place in an									
appropriate									
learning									
environment,									
including in									
particular									
counseling and									
other support									
services									
SCIVICCS									
	Sample Evidence			<u>'</u>					
	<b>\ D</b>								
	a) Report	on student sup	port services						
	b) Learnin	ng resource uti	lization report						
	c) Student	t Satisfaction S	Survey Indicate	or 3.1.4. Percent	ages of students	who were satisf	ied and ver	y satisfied with acc	cess to a
			·		<i></i>		<del></del> - <del></del>	J 1 2	
	or e-lea	rning (Indicat	or 5.1.4).						
		Academic	Academic	Academic	Academic	Academic			
		Year 1	Year 2	Year 3	Year 4	Year 5			
		1		_ 5002 5					
	% Satisfied and								
	very satisfied								
	very satisfied								
3.1.5. The				There is a	n intention to	implement co-	L curricular		The c
program has in						effectively stru			activi
r8									3,00,1

				1					Т	
place co-	The program la				dents' experienc		foster	personal	The program	regula
curricular	aimed at enrichin	· ·	•	1 -	nt and responsibi	ility			has	assess
activities that	fostering perso	onal develo	opment and	d					implemented	impro
enrich students'	responsibility.								co-curricular	ensure
experiences, and									activities that	effect
foster personal									enrich students'	studei
development									experiences and	exper
and									foster personal	foster
responsibility.									development	develo
									and	respon
									responsibility.	
The program										
should put-in-										
place co-										
curricular										
activities that										
enrich students'										
experiences and										
foster personal										
development										
and										
responsibility										
	Sample Evidence									1
	a) Repo	ort on co-curri	cular activities							
	-				dente who ware	catiofic	ed and t	ery cotiofi	ed with co-curricu	ılar anti
	•		•	Ü	dents who were	- 5at1811(	cu anu V	ory satisti	ica with co-cullict	ııaı actl
	stude	ents' achievem	nent Indicator (	3.1.5).						
		Academic	Academic	Academic	Academic	Acade	mic			
		Year 1	Year 2	Year 3	Year 4	Year 5	5			
	i l									

Г	T.,	Г			T	Г	1			
	% Satisfied and									
	very satisfied									
3.1.6. There is a	There is no system	natic monitorii	ng or review o	f There is so	me attempt at n	nonitoring and 1	reviewing	The pro	gram	The
systematic	teaching within the	program to in	nprove teaching	g teaching qu	ality, but it lack	s systematicity	and does	conducts		monit
monitoring and	and learning quality	y, and student	feedback is no	t not effective	ely incorporate	student feedback	k or other	systematic		reviev
review of	utilized for evaluat	ion.		evaluation r	nechanisms.			monitoring	and	teachi
teaching of the								review	of	includ
program to								teaching		feedb
improve the								quality,		other
quality of								including	the	mech
teaching and								use of st	udent	regula
learning. This								feedback	and	condu
monitoring and								other evalu		adjust
review include								mechanism	ns, to	made
the use of								improve		the
student								teaching	and	teachi
feedback on								learning.		learni
teaching quality,										contir
along with other										
evaluation										
mechanisms.										
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.	
	Sample Evidence
	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	Academic	Academic	Academic	Academic
	Year 1	Year 2	Year 3	Year 4	Year 5
% Satisfied and					
very satisfied					

3.2. Assessment policy and system

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

3.2.1. The	There is no assessment policy/guideline/ in	There is an assessment policy/guideline/, but it lacks	The program	The
program has an		clarity or comprehensiveness in describing	has an	polic
assessment		assessment practices and principles.	assessment	is
policy/			policy/guideline	revie
guideline that			that clearly	updat
clearly describes			describes	it re
assessment			assessment	comp
practices and			practices and	and
principles			principles,	are
including			including	neces
methods,			methods,	on
frequency,			frequency,	analy
scoring,			scoring,	feedb
marking,			marking,	
remedial action			remedial action,	
and post-exam			and post-exam	
analysis			analysis	
procedures			procedures.	
The program				
should have an				
assessment				
policy/guideline				
which clearly				
describes				
assessment				

methods and												
practices												
	Sample Evidence											
	<ul><li>a) • Asse</li><li>b) Exam I</li><li>c) Post ex</li><li>d) Studen</li></ul>	int (Indicato	amples. s report exa on Survey.	mples.	nic A	f students v Academic Year 3	who were sat  Academic  Year 4	isfied and ve  Academic  Year 5	ry satisfied	with availab	ility (	of asse
3.2.2. The	There are no mecha	nnisms in pla	ace to ensur				-	blish mecha		The prog	gram	The
mechanisms to ensure validity and reliability of the student assessment system.	validity and reliabilisystem.	ity of the stu	ident assess				and reliabi	lity, but the ffective.	y are not	has implemented mechanisms ensure validity reliability of student assessment system.	the and	for valid reliab regul moni impre main integ stude asses syste
	Sample Evidences											

	Reports on validity and reliability of asses	ssments.							
The program should have mechanisms in place to ensure the 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 lacks clear mechanisms for student appeal and dispute resolution, and they are not regulated or fairly administered.	_				The phas mechanistudent and resolution they regularly implement	appeal dispute on, and are	The for st and resol regul revie impr	
The program should have fair and efficient student appeal and dispute resolution mechanisms									
	Sample Evidences							<u> </u>	
	a) The policies and procedures for disciplinary action and appeals								

	b) Minutes	s on disciplina	ry and appeal o	lecisions					
	c) Student	Satisfaction S	Survey. Percent	ages of studen	s who were sati	isfied and very s	atisfied wi	th availability of s	tudent
	for asse	essment (Indic	ator 3.2.3.).						
		`	,						
		Academic	Academic	Academic	Academic	Academic			
		Year 1	Year 2	Year 3	Year 4	Year 5			
		1 cur 1	1 Cur 2	1 cur 3	1 cur i	1 cur 3			
	% Satisfied and								
	very satisfied								
	<b>J</b>								
3.2.3 b) The	The academic integ	grity, security	of assessments	, There is an	attempt to ma	intain academic	integrity,	The academic	The
academic	and confidentiality	•		•		and confident	•	integrity,	integ
integrity,	academic records a	re not maintai	ned in line with			demic records in		1	
security of	HEI's policy.					onsistencies or	gaps in	assessments,	and
assessments and				implementa	tion.			and	confi
confidentiality								confidentiality	asses
of assessment								of assessment	
results and								results and	
academic								academic	are
records are								records are	1
maintained in								consistently	acco
line with HEI's								maintained in	
policy								line with HEI's	
								policy.	audi
									revie
									com

The program										contir
should have										impro
academic										
integrity and	Sample Evidences	S								
confidentiality										
of assessment	a) The pol	licies and proc	cedures for disc	iplinary action	and appeals					
results and	h) Minutes on dissiplinary and appeal desisions									
academic										idant a
	c) Student	Saustaction	Survey. Percent	ages of studen	is who were sa	distiled and very s	alished wh	ın avanabınıy	OI SU	udent a
records	for asse	essment (Indic	ator 3.2.3.).							
		Academic	Academic	Academic	Academic	Academic				
		Year 1	Year 2	Year 3	Year 4	Year 5				
	% Satisfied and									
	very satisfied									
3.2.4. The	The program lack	s a system o	f assessment to	There is	ı attemnt to	establish a s	vstem of	The prog	gram	The
program has a	measure course and	•			-	effectively measu	•	has a system	-	assess
system of	and there is no cle		•			omes, and there a		assessment		robus
•			ii ioi iiiioiiiiiig	1 0	_		re gaps m		tnat	
assessment that	on progression and	graduation.		informing c	on progression a	and graduation.		measures	,	meası
measures course								course	and	and
and program								program		learni
learning								learning		outco
outcomes and								outcomes		accura
informs on								effectively	and	provi
								informs	on	and
										inforr
								1		

progression and			progression and	progr
graduation			graduation.	gradu
				regul
				for in
The program				
should have a	Sample Evidences			
comprehensive	a) Outcome measures for courses and pro	ogram learning outcomes.		
and continuous	b) Minutes/review reports of courses and			
system of	· · · · · · · · · · · · · · · · · · ·			
assessment	c) Minutes/academic progression and grad	aduation report.		
which measures				
course and				
program				
learning				
outcomes as				
well as				
informing				
student				
progression and				
graduation				
3.2.5. The	The program lacks a functional system for The	ere is an attempt to establish a system for		The
program has a	1 0	nducting item analysis and standard-setting, but it		condu
functional	•	not fully functional, and the results are not	The program	analy
system to		ectively utilized for decision-making	has a functional	standa
conduct item			system for	is r
analysis and			conducting item	effect
standard-setting			analysis and	utilize
and use the			standard-	decisi
results for			setting, and the	with
			results are	assess
			utilized for	impro
<del></del>			·	

decision-			decision-	ensur
making.			making	functi
ı			purposes.	accur
The program				
should have a	Sample Evidences			
robust system of	•			
item analysis	a) Assessment policy guideline showing	ng policy and procedure on standard setting and item a	ınalysis.	
and standard	b) Exam item analysis report			
setting	c) Exam committee minutes/reports of	decision making based on item analysis and standard	setting for courses	and fo
procedures and	c) Zimii committee minutes reports of	decision making cused on hem analysis and standard	seeing for courses	, and 10
practices for				
decision making				
2.2 1				
3.3. Assessment r	nethods			
3.3.1 The	The program does not relies on employ a variety	There is an attempt to incorporate a variety of		
program	if assessment methods and tools that a	assessment methods and tools, but they are not	and a	١
employs a	effectively cover learning outcomes and	consistently utilized or do not comprehensively cover	The program	A wie
variety of	competencies, particularly in knowledge, skills, l	learning outcomes and competencies, including	employs a	assess
assessment	and attitude.	knowledge, skills, and attitude	variety of	metho
methods and			assessment	tools
tools to assess			methods and	consis
learning			tools that	and
outcomes and			effectively	cover
competencies			cover learning	outco
covering			outcomes and	comp
knowledge,			competencies,	comp
skills and			encompassing	includ
attitude			knowledge,	know

skills,

attitud

regula

and

skills,

attitude.

The program		and
should use a		impro
repertoire of		ensur
assessment		effect
methods and		align
tools to assess		progr
the various		
learning		
outcomes and competencies	Sample Evidences	
covering KSAs	a) Assessment policy/guideline determining type of assessment for each program outcome.	learning
	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 a	and skills
	(Indicator 3.3.1.).	
	Academic Academic Academic Academic Academic Academic	emic
	Year 1 Year 2 Year 3 Year 4 Year 5	5
	% Satisfied and	
	very satisfied	
3.3.2. The	The program's approach to overall assessment   There is an attempt to review the program's a	approach The program The
program's	activities is not systematically or regularly to overall assessment activities, but it	
approach to	reviewed, and there is no assurance of its implemented.	and regularly cond
overall	effectiveness.	reviews its system
assessment		approach to regul

activities are			overall	of its
systematically			assessment	overa
and regularly			activities,	asses
reviewed to			ensuring	activ
ensure its			effectiveness.	adjus
effectiveness.				made
				to
				conti
				impro
				effect
	Sample evidence			
	Sample evidence			
	• Assessment review report/minute.			
3.3.3 The	The program lacks a system of assessment that	There is an attempt to establish a system of	The program	The
program has in	offers students timely, specific, and actionable	assessment that offers feedback to students, but it is	has a system of	asses
place a system	feedback, hindering their ability to identify	not consistently implemented	assessment that	syste
of assessment	strengths and areas for improvement and		regularly offers	regul
that regularly	consolidate their learning.		students timely,	moni
offers students			specific, and	impro
timely, specific,			actionable	
and actionable			feedback,	
feedback that			effectively	
identifies their			identifying their	
strengths and			strengths and	
areas of			areas for	
improvement			improvement	
and helps them			and aiding in	
to consolidate			consolidating	
their learning			their learning.	
				1

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/guide	line describing	g feedback to stu	dents.					
	b) Examples of actionable f	eedback provid	ded to students.						
	c) Student Satisfaction Surv	vev. Percentage	es of students wh	no were satisf	ied and very sa	tisfied wit	h the syst	em of as	sessmer
					ied diid very sa	cigiroa vvic	ii ciic syst	om or us.	,00011101
	timely, specific, and action	onable feedbac	ck (Indicator 3.3	.3).					
	Г		Academic	Academic	Academic	Academ	ic Ac	ademic	
			Year 1	Year 2	Year 3	Year 4	Ye	ar 5	
	-	% Satisfied an	nd						
		very satisfied							
3.3.4. a)	Information on the program's a	annroach to	Information of	n the pro	gram's appro	pach to	Informa	tion on	Inforr
Information on	assessment is not clearly provided to		assessment is		• • • • • • • • • • • • • • • • • • • •				the
	assessment is not clearly provided to		student	prepareu but	not communi	cated to	•	ogram's	
1 0			Stuuciit				approach		appro
approach to							assessme	ent is	assess

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

	<u> </u>		1	1
c. The	• 1	There is some attempt to design fair assessments, but	Fair	Fair
assessment	not designed, to ensue fair assessment of r	not implemented	assessments of	f of s
within the study	students.		tudents is	imple
program is			implemented	reviev
designed so that				impro
students are				
fairly assessed.				
The program				
should have				
adequate and				
fair assessment				
strategies to				
judge				
achievement of				
learning				
outcomes				
	Sample Evidences			
	a) Assassment policy/quideline describing	g adequacy and fairness of the assessment system to a	ahiava laamina a	utoomo
	,		C	
	b) Exam committee reports reviewing ade	equacy and fairness of the assessment system to achieve	ve learning outco	me.
	c) Student Satisfaction Survey Indicator.	Percentages of students who were satisfied and very	satisfied with in	formatic
	format of assessment (Evam Rhienrint)	)/fairness of assessment mechanism .(Indicator 3.3.4.)		
	iorma or assessment (Dram Diucprint)	granicos or assessment medianism (maicator 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	supj	e program does no port to students v ed on assessment re	with poor per	rformance s	There is an atte students with poo inadequate				The program provides special support to students with poor performance based on their assessment results.	The provide compare regular effect support of student poort of based assess resultanget interversour them
	San		•	vey. Percenta		vho were satisf	ied and very sati	sfied w	vith availability of	targete

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

## **Standard 4. STUDENTS**

4.1. Student selection and	l 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 se	election and ad	mission p	olicy	7					
	b) Student ha	andbook								
	c) Registrar	manual								
	d) Student Sa	atisfaction Sur	vey Indic	ator.	Percentages	ofs	students who	were satisfied and	very satisfied	
	with clarity and fairness of student selection and admission policy (Indicator 4.1.1.).									
	r									
		Academic Academic Academic Academic								
		Year 1	Year 2		Year 3		Year 4	Year 5		
	% Satisfied and									
	very satisfied									
4.1.2.The criteria and	The criteria and	There is an a	ttempt			Th	e Student	There are interna	l ilized,	
processes of student	processes of student	to publish an	d	. Th	e criteria	sel	selection and systematic		ustainable	
selection and admission	selection and	disseminate	the		processes	ad	mission	student selection		
are published,	admission are not	criteria and			tudent	1 -	ocesses are	admission practi	ces	
disseminated and	published,	processes of selection and			ction and nission are	1 -	blicly			
publicly accessible.	disseminated, or publicly accessible.	admission, b			lished,		ailable, onitored,			
	paonery accessione.	are not easily	•	-	eminated,		proved and			
			•		accessible		dated			
		public.			ne public	reg	gularly.			
					ough					
				vari						
				chai	nnels.					

	b) Student c) Student	<ul> <li>a) Student selection and admission criteria and guideline</li> <li>b) Student handbook</li> <li>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.).</li> </ul>									
		Academic Academic Academic Academic Academic									
		Year 1	Year 1 Year		Year 3	Year	4	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 and route or entry of sturintake, but consistently implemented	y size f ident not	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 size entry of in line v	cally review and route of student intake with available es is regularly d and	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	The program lacks well-	There are	Policies and	Policies and	There are
established well-defined	defined policies and	established	mechanisms	mechanisms to facilitate	internalized,
policies and mechanisms	mechanisms to facilitate	policies and	to facilitate	student mobility are	systematic and
to facilitate student	student mobility,	mechanisms to	student	monitored, improved	sustainable practices
mobility which may	hindering student	facilitate	mobility are	and updates are	that can be used as
include student transfer	transfers within and	student	implemented.	announced.	examples of best
within and between	between institutions	mobility, but			practices.
institutions nationally	nationally and	they are not			
and internationally	internationally.	implemented.			
	Sample Evidence				
	_	er and exchange po	lion		
	·	0 1	•		
	b) Student handl	ook/Student transfe	er Guideline Regi	istrar manual.	
	c) Student Satisf	faction Survey. Per	centages of stud	ents who were satisfied an	nd very satisfied with
	presence of v	vell-defined mecha	nisms to facilitat	te student mobility (transf	er) across institutions
	nationally and	l internationally (In-	dicator 4.1.4)		
		Academic Aca	demic Academ	ic Academic Acade	emic
		Year 1 Year	r 2 Year 3	Year 4 Year	5
	% Satisfied and				
	very satisfied				
	very satisfied				
4.1.5.Promote diversity in	The program has no	There is an	The program	The program	There are
admission, including	system or mechanism to		implements	implements diversity in	internalized,
gender mainstreaming,	promote diversity in	*	Implements	admission and regularly	systematic and
Britari manistreaming,	Promote diversity in	Promote		administration and regularry	

and consideration of disadvantaged groups and persons with disabilities, where applicable	admission incompender mainstream and consideration disadvantaged groupersons with disadvantaged where applicable.	eaming, and in the same of the	admission but	in diversity admission	•	monitors		makes	sustainable that can b examples practices.	e used as
	• Review	v/ data/rep	n and admissic port on studer ction Survey. I	nt body diver Percentages	of stud				•	sfied with
		fied and	Academic Year 1	Academic Year 2	Acade Year				cademic Tear 5	
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 do have plan to review standards.	es not 'w entry	The progra has plan review ent standards for t program regularly.	to review ry practice	n plans out the	program regularly	andards f are rev v, improve are annou	viewed ed and	There internalize systematic sustainable that can be examples practices.	and practices

Sample Evidence
a) Minutes/reports on reviewing admission requirements.

4.2. Student counseling and st	unnort sarvica						
4.2. Student counseling and si	upport service						
4.2.1.There are appropriate	The program	There is an att	tempt .		Student suppor	t There are i	nternalized
and adequate student support	lacks appropriate	to provide st	udent T	he program	services are	e systematic	and
services such as physical,	and adequate	support serv	vices, pr	rovides	monitored and	d sustainable pr	ractices tha
social and financial support,	student support	but they are	e not ap	ppropriate and	improved.	can be used a	s examples
recreational and online	services in	fully appropria	ate or ac	dequate		of best practic	ces.
facilities, academic, non-	various aspects.	adequate in	all st	tudent support			
academic and career		areas.	se	ervices.			
counseling, and health	0 1 5 1						
services.	Sample Evidence		1	/ • 1 1 1			
	a) Student	support service	es manual/	/guidebook.			
	b) Student	academic and c	career cou	unseling manual			
	c) Student	support service	yearly re	eport.			
	d) Student	Satisfaction Sur	rvey. Perc	centages of stude	ents who were sat	isfied and very sa	itisfied with
	availabi	lity of student s	support se	ervice (Survey In	ndicator 4.2.1.).		
		Academic	Academic	2 Academic	Academic	Academic	٦
		Year 1	Year 2	Year 3	Year 4	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 programment of the student indicastudent's systems be accessible.	andbook ates support ut not	stude that i stude syste	program have ent handbook indicates ent's support ems which is ssible.	Student handberegularly revisupdate is anno	ed and	syster sustai practic can be examp	alized, natic and
	b) Student	Satisfaction	Survey.	Percei	· ·	ents who were s ok with student		and ver	ry satisfied
	% Satisfied and very satisfied	Academic Year 1	Academ Year 2	nic	Academic Year 3	Academic Year 4	Academ Year 5	nic	

4.2.3. There is an effective	There is no in-	duction The	re is ar	There i	s an	Availab	le induction	There are
induction orientation program	orientation prog	ram to atter	mpt to provide	e effective in	nduction	orientati	ion and	internalized,
to new students about the	new students ab	out the an	induction	orientation		support	system is	systematic
program and the available	program and	the orie	ntation	program t	to new	periodic	ally	and
support mechanisms.	available	support prog	gram and	students ab	out the	monitor	ed and	sustainable
Academic, non-academic and	mechanisms	cour	nseling	program a	and the	updated		practices
career counseling are		serv	ices, but they		support			that can be
provided by adequate and		are	not fully	mechanism	S			used as
qualified staff			ctive of					examples of
			quately					best
		staff	fed.					practices.
	Sample evidences	l						
	1 *	ent handbook.						
	,		mann and summ	ant gantyiaag gal	hadula			
	,	1 0		ort services scl				
	c) Stude	ent academic a	nd career cou	nseling manua	ıl indicatii	ng qualifi	ication of stat	ff.
	d) Stude	ent Satisfactio	n Survey Per	centages of st	udents wh	no were	satisfied and	very satisfied
	with	availability o	f effective or	ientation syste	em for ne	w studer	nts about the	program and
		•		•	101 10	500001		program una
	suppo	ort services (ir	ndicator 4.2.3.	).				
		Academic	Academic	Academic	Academ	nic A	cademic	
		Year 1	Year 2	Year 3	Year 4	Y	ear 5	
	11		l		1			

% Satisfied and

very satisfied

4.2.4 TI	l mi				
4.2.4.The program has	The program does not		The program	Mechanisms to	The support for
effective mechanisms to	have a mechanism to	attempt to	3	identify and	students with special
identify and support students	identify and support		implemented	support students	needs is internalized,
with special needs including	students with special	mechanisms	effective	with special needs	systematic and
those who are at risk of not	needs.	for	mechanisms to	are monitored and	sustainable.
progressing academically.		identifying	identify and	improved.	
		and	support students		
		supporting	with special		
		students with	needs		
		special			
		needs, but			
		they are not			
		fully			
		implemented			
	Sample Evidence				
	a) Number of	supported speci	al need students for	the last 2 academic y	ears.
	b) Tracking re	eport of academi	c at-risk students.		
	c) Student Sa	isfaction Survey	. Percentages of stud	lents who were satisfi	ied and very satisfied with
	availability	of support syste	em for students with	special needs and aca	demically at-risk students
	(Indicator	1.2.4.).			
	Ac	ademic Acad	emic Academic	Academic A	cademic
	Ye	ar 1 Year	2 Year 3	Year 4 Y	ear 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	The program does not have a mechanism to identify students with special needs.	The program has effective mechanisms to identify students with	The program has effective mechanisms to identify and support students with	identify a support studer with special nee	-	e and
progressing academically.		special needs.	special needs	improved periodically.	medianisi	
	Sample Evidence			<u> </u>		
	a) Number of	supported specia	l need students for t	he last 2 academic ye	ears.	
	b) Tracking re	port of academic	at-risk students.			
	c) Student Sat	isfaction Survey.	Percentages of stude	ents who were satisfic	ed and very sat	isfied with
	availabilitv	of support system	m for students with s	pecial needs and acad	demically at-ris	sk students
	(Indicator 4	•				
	(malcator 4	. <i>L</i> . <del>4</del> . <i>)</i> .				
	Aca	ndemic Acade	emic Academic	Academic Ac	cademic	
	Yea	ar 1 Year 2	Year 3	Year 4 Year	ear 5	
	% Satisfied and					
	very satisfied					
4.2.5. The program evaluates	The program does not	The progran	n The program	The program has a	The mecha	anism to
student support services	evaluate student	evaluates	has no a plan to	plan to evaluate	evaluate	student
regularly to ensure their	support services	student suppor		student support	support	services
adequacy, effectiveness and safety.	regularly	services regularly	student support services	services regularly	regularly institutionalize	zed and
saicty.		regularly	regularly		can be exemp	
			8			· ··· <i>J</i>

	Sample evidence					
	a) Student sup	port service ye	ırly report v	with evalu	ation and minutes.	
	b) Student eva	aluation data of	support ser	vices.		
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.	attempt to have	There i implem mechan student voice grievan handle discipli	nism for ts to nces, and	Mechanism for students to voice their grievances and process to handle student disciplinary cases are monitored and improved	There are internalized systematic an sustainable practice that can be used a examples of best practices.
			cases			
	Sample Evidence	isciplinary proc	edures oria	evance an	d due process	
	,	oorts on discipli			d due process.	
	c) Student har	<u> </u>	inary accision			
	,		. Percentag	ges of stude	ents who were satisfi	ed and very satisfied wit
		•	_		nechanisms (Indicato	•
	Ac	ademic Aca	demic A	Academic	Academic	Academic
	Ye	ear 1 Yea	r 2 Y	Year 3	Year 4	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.

	_	e progression and ref at progression repo	_	_	
4.3.2. The program ensures that more than 50% of the graduates pass the exit exam.	1 No	2	3	4	5 Yes
	report.		ying exam perfor	mance and review	

	The program	The program	The strategies	Regular review	There are
4.2.2.551	does not have	has plans to	and	of strategies &	internalized,
4.3.3.The program regularly reviews the	plans to review	review	mechanisms	mechanisms is	systematic and
effectiveness of its strategies and	its strategies	strategies &	are regularly	monitored,	sustainable
mechanisms to ensure appropriate student	and	mechanisms.	reviewed.	improved	methods of
attrition, retention, progression and	mechanisms.			updated and	reviewing
completion rates are maintained.				announced.	strategies and
					mechanisms.

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.

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

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

## **Standard 5: Academic Staff**

5.1.	5.1. Staff recruitment and selection							
		1	2	3	4	5		

				<u> </u>			
5.1.1. The program has	1 0	There is an attempt	The system for the	The system for the	There are		
clearly stated and well-	not have a clearly	to have a system for	appointment and	appointment and	internalized,		
defined system in place for	stated and well-	the appointment and	promotion of staff is	promotion of staff is	systematic		
the appointment and	defined system for	promotion of staff,	implemented.	regularly monitored	and		
promotion of staff with	the appointment and	but it is not		and improved.	sustainable		
appropriate qualifications,	promotion of staff in	implemented.			practices that		
competences and skills	line with				can be used as		
guided by considerations	institutional, national				examples of		
which are in line with	policy, or				best practices.		
institutional, national	international best						
policy and international	practices.						
best practices.	Sample evidence						
	<ul> <li>Policy and procedure for appointment and promotion of academic staff.</li> <li>Examples of qualification criteria for the various academic staff appointment.</li> <li>Criteria for promotion of academic staff.</li> <li>HR manual.</li> <li>Academic staff handbook.</li> <li>Minute/letter for appointment and promotion.</li> </ul>						
5.1.2. The program	The program does	There is an attempt to	There is a fully	The strategic	There are		
implements a strategic	not implement a	implement a strategic	implemented	approach to human	internalized,		
approach to the planning	strategic approach to	approach to human	strategic approach to	resources planning	systematic		
and management of		resources planning	human resources	and management is	and		
human resources which is	planning and	and management, but	planning and	regularly monitored	sustainable		
aligned to its mission and	management aligned	it is not fully	management.	and improved.	practices that		
strategic objectives. The	with its mission and	implemented.			can be used as		
recruitment strategy seeks	strategic objectives.				examples of		
a balance between senior					best practices.		
and junior academic staff,							

between academic and	Sample evidence						
non-academic staff, between academic staff	Human resource strategic planning document.						
with multidisciplinary	• HR manua	ıl.					
backgrounds and specializations	• Legislation	n.					
5.1.3.The program has an	The program does	There is an attempt	There is an adequate	The adequacy of	The program		
adequate number of	not have an adequate	to have an adequate	number of qualified	qualified full-time	has an		
qualified full-time	number of qualified	number of qualified	full-time academic	academic staff is	adequate		
academic staff for each	full-time academic	full-time academic	staff for each study	regularly monitored	number of		
study program.	staff for each study	staff, but it is not	program.	and improved	qualified staff		
	program.	fully implemented.			that can be		
					used as		
					examples of		
					best practices.		
	Sample evidence						
	• Human r	resource management re	view reports, planning	minutes.			
5.1.4. The staff to student	The staff-to-student	There is an attempt to	The staff to student	The appropriateness	The program		
ratio of the program is	ratio is not adequate	maintain an	ratio is appropriate	of staff to student	has adequate		
appropriate to the	for the teaching-	appropriate staff to	for the teaching-	ratio is regularly	staff to		
teaching-learning methods	learning methods and	student ratio, but it is	learning methods and	monitored and	student ratio		
and comply with the	does not comply with	not fully	complies with	improved.	teaching-		
program discipline	program discipline	implemented.	program discipline		learning		
standards.	standards.		standards.		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.	utilizes the appraisal data to provide timely and constructive feedback,	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.				
		,	lemic staff handboo raisal data-based be		report.	

5.2.2. The program has transparent staff appraisal	The program	There is an	There is a fully	The	staff	The program has	
system addressing the roles of the academic staff	does not have	attempt to have	implemented	appraisal		transparent staff	
in teaching, research, community services and	transparent	a transparent	transparent	system	is	appraisal system	
administrative functions and leading to action.	staff appraisal	staff appraisal	staff appraisal	regularly		and that can be used	
	system	system, but it is	system.	monitored	and	as examples of best	
Exchange of 1 and 2	addressing the roles of the academic staff in teaching,	not fully implemented		improved		practices	
	research,						
	community						
	services and administrative						
	functions.						
	Tunctions.						
	Sample evidence	<u> </u> <u>e</u>					
	G. 60	_					
	Staff appraisal policy.						
	Academic staff handbook.						
	Academic staff evaluation forms.						
	• Staff	performance appra	aisal report.				

5.3.	Staff professional development					
		1	2	3	4	5
5.3.1.	Have mechanisms in place for the	The program	There is an	The mechanisms	The	The program has
	promotion of staff to leadership positions	does not have	attempt to	for staff	mechanisms	mechanisms in place
	and academic ranks	mechanisms in	have	promotion are	for staff	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	
	HR I     Acad	e  cy of academic sta  manual.  demic leadership r				
5.3.2. The program has an effective academic staff development program and offer professional development of its staff based on appropriate needs assessment.	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	
	<ul> <li>Sample evidence</li> <li>List of academic staff professional development activities.</li> <li>Staff development plan and report.</li> </ul>					

		Need	assessment for sta	ff and professiona	l development.	
		,		rr wite protessions	- 0.0 ( 0.10 p.1110.110)	
		• t				
5.3.3.	The program provides mentoring and	The program	There is an	There is fully	The mentoring	The program
	formative guidance for new academic staff	does not have	attempt to	implemented	and formative	provides mentoring
	as part of its staff development program.	mentoring and	provide	mentoring and	guidance	and formative
		formative	mentoring and	formative	system for	guidance for new
		guidance for	formative	guidance for	new academic	academic that can be
		new academic	guidance for	new academic	staff is	used as examples of
		staff	new academic	staff.	regularly	best practices
			staff but is it not		monitored and	
			fully		improved.	
			implemented.			
		Sample evidence	<u>e</u>			
		• Staff	development repor	t		
			ction manual and re	•		
		• Acad	emic staff handboo	k		
5.3.4.	The program provides the academic staff	The program	There is an	There is a fully	The	The program
	with the necessary training, tools and	does not	attempt to	implemented	implemented	provides the
	technology for self-learning, access to	provide the	provide training,	system that	system of	academic staff with
	information and for communication.	academic staff	tools, or	provides	providing	the necessary
		with the	technology, but	academic staff	academic staff	training that can be
		necessary	they are not	the necessary	the necessary	used as examples of
		training, tools	fully	training, tools,	training, tools,	best practices
		and technology	implemented.	or technology	or technology	
		for self-		for self-	for self-	
		learning,		learning,	learning,	
		access to		access to	access to	
		information		information,	information,	
		and for		and	and	
				communication	communicatio	
		l				

communicatio			n is regularly			
n			monitored and			
			improved.			
Sample evidence	<u> </u>					
<ul> <li>Academic staff continuous training reports.</li> <li>ICT utilization and access for staff report.</li> </ul>						

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

	<ul><li>Researc</li><li>Legislat</li></ul>	ve package for resch manual.	earch.	rch.	
5.3.6. The program has national and international linkages for enhancement of academic and professional development and scholarly activities.		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.	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

## **6.** Educational Resources

6.1 Physical facilities	1	2	3	4	5

6.1.1.The program has	The program lacks a	There is an attempt	The program has a	The system for	The system is				
clearly stated and well-	clearly stated	to have a system	system in place for	procuring and	internalized and				
defined system in	system for	for procuring and	procuring and	utilization of	sustainable which can be				
place for procuring and	procuring and	utilizing	utilization of	resources is followed	mentioned as best				
utilization of	utilizing	educational	educational	and improved	practice				
educational resources	educational	resources, but it is	resources in line with						
in line with the HEI	resources, and it	not implemented	the HEI policy						
policy.	does not adhere to								
	HEI policy.								
	Supportive document	,							
	) D (31	. 1							
	a) Resource utili								
	b) Procurement		Ι	Г	Τ _				
	1	2	3	4	5				
6.1.2.The program has	The program lacks	There is an attempt	The program has	The program has	The program has				
sufficient and	sufficient and	to provide	some sufficient and	sufficient and	sufficient back up				
appropriate resources,	appropriate	sufficient and	appropriate	appropriate resources	equipment in the store				
including equipment	resources for	appropriate	resources for	for training,	and the staff is well				
and facilities for	training, and	resources, but they	training, and	distributed according	aware of it.				
training, to ensure	educational	may not fully meet	resources are	to the needs of the					
effective delivery of	resources are not	the needs of the	distributed according	study program, and					
the curriculum.	distributed	study program, and	to the needs of the	all resources are well					
Educational resources	according to the	maintenance may	study program to	maintained, ensuring					
are distributed	needs of the study	be lacking.	some extent.	effective delivery of					
according to the	program.			the curriculum.					
educational needs of									
the study program, and	Supportive document								
are well maintained.	a) Resource utili	zation manual							
	b) Progress repo								
	, ,	ort on facilities							
	, ,								
	a) Student Satisf	d) Student Satisfaction Survey							

	e) Table on educational resources lists								
	4			1.	T ~				
	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.  Supportive Document	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	monitoring and improvement system the availability, appropriateness and adequacy of	There is a recognized and separate committee for regular inventory and auditing of resources				
	b) Student Savailabilit 6.1.3.).	Satisfaction Survey.	opropriate resources to	ats who were satisfied	and very satisfied with the curriculum (Indicator				
	% Satisfied and	Year 1 Year 2	Year 3 Year 3	ear 4 Year 5					

	very satisfied							
	1	2		3		4	l	5
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.	to comprelevant regulation there may or detection especially	laws and as, but y be gaps ficiencies,	facilities comply with rele laws and regulat ensuring safety accessibility for	ions, and all,	regulates laws and rephysical ensure the accessibilitincluding	people with s is monitored	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 Documents		/roport of o	ompliance with h	oolth.	and safaty r	ogulations	
	<ul><li>b) Physical</li><li>c) Student S</li><li>satisfied</li></ul>	facility heal	th and safet Survey. Per oility of phy	cy manual/guideli centages of studersical facilities that	ne. nts wh	no were satis	sfied and very	
		cademic ear 1	Academic Year 2	Academic Year 3	Acad Year		Academic Year 5	
	% Satisfied and very satisfied	cai i	rear Z	Teal 3	1 eal	14	i cai 3	

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
	Risk assessme	nent strategy of educa	al resources.		5
	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
	b) Student S	ry manual. Satisfaction Survey. Po	<u> </u>	who were satisfied and ver capacity library (Indicator	

		Academic Year 1	Academic Year 2	Acaden Year 3		cademic 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.	to provide references resources, qualified it is implement	adequate, and staff, but not	The libradequate ar references, electronic adatabases, staff, and fasupport programs research ac	resources, qualified acilities to academic and	adequate references, resources, qualified facilities, appropriate and co technology reference refully supp programs	databases, staff, and including e information mmunication y-mediated materials, that ort academic and research are monitored	There adequate and current resources and there is a continuous auditing system
	Supportive documen	t				1		
	a) Library m	nanual descr	ibing the d	atabase syst	em, textbo	ook and refere	ence materials.	
	b) Student S	Satisfaction	Survey. 1	Percentages	of studer	nts who wer	re satisfied an	nd very satisfied with
		ty of digital	library, up	to date tex	t and refer	rence and dat	tabase manage	ment system (Indicator
	6.1.7.).							

		Academic Year 1	Academic Year 2	e Acad Year		Academic Year 4	Academic Year 5	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 a to have ap information communicate technology infrastruct it does not meet the the programs.	propriate on and cation y ure, but ot fully needs of study	The prappropri informat commun technolo infrastru including compute laborator	on an ication  By cture,  Trequire	information communicate technolog infrastruct including computer	cation y	There are adequate information and communication technology infrastructure and are updated regularly
	b) Website a	on technologind corporat	e email. Survey. Per	centages	of students	w document.  who were satestructure (Indi		satisfied with presence

6.1.9.The program regularly reviews resources to ensure they are appropriate and effectively support mechanism for learning and teaching.	% Satisfied and very satisfied	There is an attempt to review resources, but it is not done regularly or systematically.	Year 3 Ye	reviewing program resources are regularly followed and improved	Review is undergone every 3 months
6.2. Practical/clinical training site  6.2.1. The program has access to various clinical and community attachment	b) Minute /repor	esource inventory re	The program has access to a wide range of clinical and	community attachment	There are attachment sites with adequate case flows, adequate equipment and

(	T	T	T	Τ , .							
(training) sites to		but it may be	· ·	ensure adequacy and	expertise and are						
provide adequate		limited, and	providing diverse	diversity of experience	expanding from time						
clinical and		training	and adequate		to time						
community learning		experiences may	training experiences								
experiences for		not fully meet	for students, meeting								
students		student needs.	their learning needs								
			effectively.								
	Supportive Documen	Supportive Document									
	a) MOU.										
	b) Schedule of training.										
	c) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with										
	·	•			•						
	engageme	in of students at vari	ous chinear and commu	nity attachment (training) s	ites (mulcator 0.2.1.).						
	A	Academic Academ	ic Academic Ac	cademic Academic	7						
		Year 1 Year 2	Year 3 Year 3	ear 4 Year 5							
				1 001 0							
	% 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 had plan to have practical sites the are accessible with adequate patient number and maper the concompetencies	re pra at are th ado nt nut the	actical sites that e accessible with equate patient imber and mix per	regularly and impro	monitored wed to ensure asive training s for	The program has practical sites that are accessible with adequate patient number and mix per the core competencies that are internalized, systemic & exemplary			
	SAMPLE EVIDENC	SAMPLE EVIDENCE								
	a) Assessme	nt Checklist.								
	b) Student do	ocuments (notes, po	rtfolio	os, and reports).						
	c) Student Sa	atisfaction Survey.	Percen	ntages of students w	ho were sati	sfied and very	satisfied with adequacy			
	of facilitie	es in the practical tr	aining	sites (Indicator 6.2	.2.).					
	A	cademic Acade	mic	Academic Ac	cademic	Academic				
	Y	Year 1 Year 2		Year 3 Year	ear 4	Year 5				
	% Satisfied and						_			
	very satisfied									
	, or y succession									
	1	2	3		4		5			

6.2.3. The program	The program does	There is an atten	npt The 1	program The pr	rogram that	All types of national
provides educational	not provide	to provide so	me consistently p	provides provides	educational	service delivery
resources including	educational	educational	educational	resources	and	guidelines, personal
national service	resources, including	resources, a	and resources, ir	cluding protective	e equipment is	protective equipment,
delivery guidelines,	national service	personal protect	ive national	service regularly	monitored	learning tools
personal protective	delivery guidelines,	equipment but th	ney delivery gui	idelines, and impro	oved	(checklists, log book,
equipment, learning	personal protective	may be limited	or personal pr	otective		SOP) and other
tools (checklists, log	equipment, learning	inadequate.	equipment,	learning		essential equipment
book, SOP) and other	tools, or essential		tools, and e	essential		are available and are
essential equipment	equipment.		equipment,			up to date and there is
						assigned personnel
						and office for this task
	G .: D					
	Supportive Documen	t				
	a) a) SOP.					
	b) Evidence	of resource provis	ion to students (re	ceipt forms, etc.).		
	c) Student S	Satisfaction Surve	y. Percentages o	f students who we	ere satisfied an	d very satisfied with
	availabilit	v of educational i	resources including	g national service d	elivery guidelin	es, personal protective
		•		5	en en en garacina	es, personar processive
	equipmen	t, learning tools (I	ndicator 6.2.3.).			
	I A	Academic Acad	emic Academic	c Academic	Academic	
		Year 1 Year	2 Year 3	Year 4	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	d dedicated to have coordinator for coordinating role community/clinical training.		The program has a dedicated dedicated coordinator for facilitating community/clinical training, effectively overseeing and supporting training activities to ensure quality and consistency.		dedicated for community training monitore improved and ling are		There is only one dedicated coordinator for facilitating community/clinical training at department level accountable to the next level
	b) Student S of dedica	ent/appointm Satisfaction S	Survey. Per	centages of student		·	satisfied with presence 2.4.).
	1	2		3	4	_1	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	The process of engaging adequate instructor and supervisors is regularly monitored and improved	There are adequate instructors and supervisors assigned for the entire job
			support for students during training.		
	b) Student S	Satisfaction Survey.	-	nining sites. ts who were satisfied ar he practical centers (Indica	•
	A	Academic Academi	c Academic Ac	cademic Academic	
	Y	Year 1 Year 2	Year 3 Ye	ear 4 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
Sallie on to didertake	10001000	111111111111111111111111111111111111111	11304100	1130 arees and	Tarresia important

its	operations	and	undertake	its	but they may	be	undertake	its	implementa	tion	of	activities	and	the
impl	ement	the	operations	or	inadequate or	not	operations	and	strategic ol	bjectives	is	school run	s.	
strat	egic objective	es.	implement	strategic	effectively		effectively		regularly	monito	red			
			objectives.		allocated.		implement	strategic	and improve	ed.				
							objectives,	ensuring						
							smooth fu	nctioning						
							and achiev	ement of						
							goals.							
			Supportive	document	tation		<u> </u>					1		
			a) Rep	ort on bud	dget utilization									
			b) fina	ncial plan	of the program									
			c) Bud	get break	down									

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

	<ul><li>Research</li><li>List of res</li></ul>	ence strategic objective. policy/manual.	of research outputs which is being practiced fully  and research output.	commercialization of research outputs which is being practiced and monitored regularly and improved.	
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.

	Sample Evid	ence						
	Annual r	esearch pla	n.					
	Budget r	equest appr	oval report					
7.1.3. The program	The The p	The The program The program implement The program There are internalized					ernalized,	
encourages national and	1 0	plan of		collaboration	monitor		•	nd sustainable
international research collaboration and			aging and cooperation across the institution and		_	research	practices of r	
collaboration and cooperation.	encourage research collab					ation and ion across	collaboration	l
cooperation.		¥		ution and				
		with in the externally						
	cooperatio institu	aution and						
		rnally but						
		t fully						
	institution imple	mplemented						
	externally							
	Sample Evidence	41			1 : :	4:		
				nternal and exter		tions.		
	Research a	nnual plan /	report on r	esearch collabor	ations.			
7.1.4 The program ensures	The program does	1 0	ram has a	The program h			am ensures	There are
that its research activities	not have a	mechanis		fully implemen		that its res		internalized,
conform to internationally accepted quality standards.	mechanism that	ensures reactivities		mechanism that research activity		internation	conform to	systematic and sustainable
The program ensures that	ensures methodological	to method		conform to	ues	accepted	nany	practices prevent
misconduct, including	and ethical	and ethic	•	methodologica	l and	methodolo	ogical and	academic
plagiarism, is prevented and	standards.	standards	but not	ethical standar			ndards that	misconduct
complied with ethical		fully imp	lemented.			employ re	~	including
standards.						monitorin	_	plagiarism.
						improvem	ent.	

	Sample Evidence				1			
	Research policy/manual.							
	Minutes/rep	orts of review boards	<b>.</b>					
	Conflict of i	interest disclosure for	rms.					
	Plagiarism checker system.							
	- Tagarisii (	Flagianism checker system.						
7.1.5.The program regularly	The program does	There is a plan to	The program has fully	The review	There are			
reviews the effectiveness of	not regularly	review the	implemented review	mechanism on the	internalized,			
its approach to research and	review the	effectiveness of	mechanism for its	effectiveness of a	systematic and			
community engagement	effectiveness of	research planning	research and	research and	sustainable			
planning and management	its approach to	and management,	community	community	review			
in order to ensure quality	research and	but it is not fully	engagement to ensure	engagement planning	mechanism for			
research outputs and	community	implemented	quality research outputs	and management, are	its research and			
outcomes are achieved.	engagement		and outcomes.	regularly monitored	community			
	planning and			and improved	engagement			
	management				approaches.			
	Sample Evic	dence						
	Minute/report on research effectiveness review.							
	<ul> <li>Annual list of research and scholarly productivity and output.</li> </ul>							
	Annual research	n report.						
	Annual commu	nity engagement repo	ort.					

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.		
	1	of the research and clest approval report.	community engagement bu	dget.			
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 Enga	ngement				
7.2.1.The program has a system and process for planning, implementing, monitoring and evaluating community engagement in line with HEI policies.	1	The program has a system and process for planning, implementing, monitoring and evaluating community engagement in line with HEI policies but not fully implemented.	system and process for planning, implementing community engagement in line with HEI policies	process for planning, implementing, monitoring and	There are internalized, systematic and sustainable method of planning, implementing, monitoring and evaluating community engagement.
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	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 commu	unity it serves.	
	Describe the proce	ess to identify the nee	ds and requirements	of the community.	
	• Explain how the co	ommunity engageme	nt activities are align	ed with the needs of the	e 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.	a well-defined, coordinated approach to the	-	well-defined, coordinated app to the identificat with, and engagement industry, employ professions and	internalized, systematic tion of, t with, yers, the internalized, systematic and sustainable methods of engaging
	Sample Evider	1			
	• Manua	l/process and proce	edure for engagem	ent with, industry, e	mployers, professional
	organiz	zations, and the comm	nunity.		
	• MOA.				
		ng reports on engager community	ment activities with i	ndustry, employers, pro	ofessional organizations,
7.2.4. The program		There is a system	There is a practice	The support to staff	The support to staff
encourages and supports staff and students to engage	support staff and s	that encourages and supports staff and	that encourages and supports staff	and students to engage in industry	and students to engage in industry
in industry and community engagement activities that		students to engage in industry and	and students to engage in industry	and community services is well	and community services is
lead to productive	· · · · · · · · · · · · · · · · · · ·	community	and community	monitored and	services is systematized and
relationship.	1	engagement	engagement activities that lead	improved and periodically.	internalized.
				<u> </u>	

		activities be fully imple		to productive relationship.			
	b) List of a	nity and indunctivities with Satisfaction	communit		gagement and e	e satisfied a	utput and productivity.  nd very satisfied with
	% Satisfied and very satisfied	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5	
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.	and per reviewing effectivene	nkage for delivery priodically the ss of the	effective industrial linkage program deliverand periodical	stry effective for linkage for ery delivery in ally monitored the imporved	ocess of industry or program s regularly and	The mechanism for effective industry linkage for program delivery is institutionalized and exemplary.

<ul><li>b) List of a</li><li>c) Student</li></ul>	activities with	n community Survey. Per	, ,	gagement and e	e satisfied and	out and productivity.  very satisfied with
% Satisfied and very satisfied	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5	

**Standard 8- Program Management** 

8.1. Leadership and De	cision 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.					
required competence.					
	C 1 '1				
	Sample evidences				
	<ul> <li>Organizational struct</li> </ul>	ure /organogram.			
			social media, printed media,	etc ) of the admir	nistrative structure
		i (icitoi, website,	bootai media, printed media,	cic., or the admin	instructive structure
	and leaders.				
	Strategic plan/Legisla	ation.			
	•				

8.1.2. The program has	The program lacks policies,	There are	The program has fully	The system of	There are
policies, procedures	procedures, and	policies,	implemented policies,	regular	internalized,
and mechanisms for	mechanisms for regular	procedures,	procedures, and	reviewing and	systematic and
regular reviewing and	reviewing and updating its	and	mechanisms for regular	updating	sustainable
updating its, functions,	functions, strategies, core	mechanisms	reviewing and updating.	practice is	practices that
strategies core activities	activities, and resources.	for regular		regularly	can be used as
and resources to ensure		reviewing and		monitored and	examples of best
continual quality		updating, but		improved	practices.
improvement.		not fully			
		implemented			
	Sample evidences				
The program should	Sample evidences				
have procedures and	a) Program perfor	mance report.			
mechanisms that	b) Continual quali	ty improvement r	eview report and minutes.		
ensure regular	o) Commun quan	ty improvement is	eview report and influtes.		
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

policy statements can					
be presented.					
8.1.3. The program has	The program lacks a	. There is an	The program has a fully	The	There are
a transparent	The program lacks a transparent governance	attempt to	implemented a functional	transparency	internalized,
governance structure	structure aligned with	establish a	transparent governance	and	systematic and
that aligns with the	program goals.	transparent	structure that aligns with	accountability	sustainable
program goals to realize	program gows:	governance	program goals	mechanisms of	practices that
teaching-learning,		structure, but it		the institution	can be used as
research and		is not fully		are monitored	examples of best
community		functional and		and improved	practices.
engagement.		implemented.			
771 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1					
The program should					
have transparent					
governance structure					
that aligns with the					

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	l		1	
	Program organizational	structure aligned	with teaching/learning, research	ch, and communit	ty engagement.
	Strategic plan/Legislation	on.			
8.1.4. The program has	The program lacks	There are	The program has fully	The	There are
effective regular	effective regular reporting	defined	implemented regular	effectiveness	internalized,
reporting procedures	procedures about teaching-	reporting	reporting procedures about	of regular	systematic and
about teaching-	learning, research, and	procedures	teaching-learning,	reporting	sustainable
learning, research,	community engagement.	about	research, and community	practices of	practices that
community		teaching-	engagement	the program is	can be used as
engagement.		learning,	_ <del>-</del>	regularly	examples of
		research, and		monitored,	best practices.
		community		and improved.	-

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.	Sample evidences      DC Minutes.      Reports on core activities	engagement but not implemented.			
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	Sample evidences				
and a smooth hand- over experience during transition of academic	<ul><li>Institutional e</li><li>Meeting Minu</li><li>Archives (doc</li></ul>	utes	pictures, videos,)		
leaders.					
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	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	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	There are internalized, systematic and sustainable practices that can be used as examples of best practices.
program level.  The program should		stakeholders in decision making but not exercised.		monitored, eand improved.	
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.	Sample evidences				
	<ul> <li>DC minutes</li> </ul>				

	Student satisfa	action survey			
	<ul> <li>Legislation</li> </ul>				
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.		ogram manageme	nt review ram 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 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.  8.1.9 The program does not provides accurate, relevant, and timely information about the program, which are easily and publicly accessible to prospective students.  **Notice 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.  **The program provides accurate, relevant, and timely information provide accurate, relevant, and timely information about the program, which are easily and publicly accessible to prospective students.  **The program provides accurate, relevant, and dissemination internalized, mechanisms of systematic and sustainable information, accessible to prospective students.  **Interest is some accurate, relevant, and dissemination internalized, mechanisms of systematic and sustainable information, accessible to prospective students.  **Interest is some accurate, relevant, and dissemination internalized, internalized, information about the program, easily accessible to prospective students.  **Interest is some accurate, relevant, and dissemination internalized, inte
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easily and publicly accessible to prospective but it may be accessible, especially to prospective students.  but it may be students, facilitating informed decision-making. informed decision-making. and improved practices.
accessible, especially to prospective students.  inaccurate, irrelevant, or informed decision-making. and improved practices.
prospective students. irrelevant, or practices.
not easily
accessible.
Sample evidences
Informing the public is
adopted as a principle  • Student satisfaction survey
the ways and how to
use them are designed,  • Social media of the program website, printed media, audio-visual
announced in an
accessible manner, and

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	The program does not have	The program	The program risk	The executed	The executed
a risk management	a risk management strategy	has a risk	management strategy that		risk
strategy and ensures	that ensures risk assessment	management	ensures risk assessment is	management	management
risk assessment.	that chisares risk assessment	strategy that	executed	strategy in	strategy in
Tisk dissessificate.		ensures risk	CACCUICU	assessing risk	assessing risk is
		assessment		is monitored	systematized,
				and evaluated	institutionalized,
					and sustained.
	Supportive Documents/San	nple evidence:			
	a) Risk management policy/r	nanual			
	b) Risk assessment report				

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8.1.11. The program	There are no policies,	There are	The program has fully	Policies, and	There are
has clear policies,	guidelines and strategies to	defined	practiced the policies,	practices about	internalized,
guidelines and	prevent and manage sexual	policies,	guidelines, and strategies to	Sexual	systematic and
strategies to prevent	harassment and Gender	guidelines and	prevent and manage sexual	Harassment	sustainable
and manage sexual	Based Violence (GBV)	strategies to	harassment and GBV	and Gender	practices that
harassment and gender-		prevent and		Based	can be used as
based violence (GBV)		manage sexual		Violence	examples of best
		harassment		(GBV) are	practices.
		and Gender		regularly	
		Based		monitored,	
		Violence		and improved.	
The program has clear		(GBV) but not			
policies guidelines and		fully practiced.			
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	l	<u> </u>	l	
	• Sena	te legislation			
		ent handbook (gu	ide)		
		ipline guideline	•		

		ipline committee -									
	Student Satisfaction Survey										
	• Gend	ler office plan, po	licy/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 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	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.						
The program ascertains the presence of		lacking transparency									
effective, transparent and well monitored budget allocation to its core functions including Teaching- learning, Research and Community engagement.	<ul><li>Repo</li><li>Evidence</li><li>pract</li><li>Budg</li></ul>	ence for the follo	quest and procurement ow-up and improvement of the	ne financial resou	rces management						

8.2.2 The program	The program does not have	There are	The program has defined	The process of	There are	
	1 0		1 0	_	internalized,	
ensures resources are	a defined process to oversee	attempt to	and implemented processes	ensuring	, , ,	
sufficient, utilized	the sufficiency and proper	define	to oversee the sufficiency,	efficient use of	systematic and	
efficiently and	utilization of allocated	processes to	and proper utilization of	resources to	sustainable	
responsibly to achieve	resources.	oversee the	allocated resources to	the objective	practices that	
the objectives of the		sufficiency,	achieve its mission, vision	of the program	can be used as	
program.		and proper	and outcomes.	are regularly	examples of best	
		utilization of		monitored,	practices.	
		allocated		and improved		
		resources but				
		not fully				
The program ascertains		implemented				
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						
Vision and outcomes						
	Sample evidences					
	A Dogo	urce utilization m	anual			
	*	-	quest and procurement	C* . 1		
	Evidence for the follow up and improvement of the financial resources management					
	*	practices				
	• Lette	ers, minutes, repor	t			

## 9. Continual Quality Improvement

9.1. Continual quality improvement system								
	1	2	3	4	5			
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.	The program has no system for monitoring, evaluating, and reviewing the effectiveness of the governance structure.	There is some attempt to establish a system, but it is not fully implemented	The program has a system for monitoring, evaluating, and reviewing the effectiveness of the governance structure, that is fully implemented	system of reviewing the effectiveness of the governance structure, is regularly	There is a system of monitoring, evaluating and reviewing the governance structure becomes the culture and value of the institution.			
	Monitoring	m for the college and and evaluation revisurance policy/guide	ew report					

	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					

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	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.				
	<ul><li>Staff capa</li><li>Capacity t</li></ul>	lopment plan city building report	,	ent analysis documership letters	ent)				

	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.	<ul> <li>Annual qu</li> </ul>	quality assurance ma	rt	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.
	Program l	evel self-evaluation o	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,

	T	T	ı	T	1
	not focus on	enhancement and		monitored and	systematized,
	quality	quality culture		evaluated	and sustained
	enhancement	development			
	and quality				
	culture				
	development				
	_				
B) The program ensures the active	The program	The program does	The active	The active	The active
involvement of academic and	does not ensure	ensure the active	involvement of	involvement of	participation of
support staff and students in the	the active	involvement of	academic and	academic and	academic and
operational process of continual	involvement of	academic and	support staffs	support staffs	support staffs
quality improvement.	academic and	support staff and	and students in	and students in	and students in
	support staff	students in	process of	process of	process of
	and students in	process of	continual quality	continual quality	continual quality
	process of	continual quality	improvement is	improvement	improvements
	continual	improvement	ensured.	monitored and	internalized,
	quality			evaluated	systematized,
	improvement				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 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.
the institution. The quality assurance activities involve academic and support staff and students for operational processes.	<ul><li>Annual qu</li><li>Program le</li><li>Awards an</li></ul>	tisfaction survey ality assurance report evel self-evaluation of d prizes on quality a workshops, training	locument	y 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	<ul><li>Tracer study,</li><li>Employer sat</li><li>Report on nat</li></ul>	und in department /sch isfaction survey tional/ licensure/exit ex ty assurance report			mployment)

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.			
		 ce s/Feedback on quality i lysis /SSS	mprovement report/	Documents on vario	ous data collection			

	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.	The program does not have an internal program monitoring and review committee, and there is no designated head responsible for	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
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.	continuous program review.	-			consistently.
	<ul> <li>Sample Evidence</li> <li>Committee Minutes/ review report</li> <li>Annual quality assurance report</li> <li>Designation letter</li> <li>Continual quality improvement Monitoring and evaluation guideline</li> </ul>				

	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.
	<ul> <li>Sample Evidence</li> <li>Review report</li> <li>Annual quality assurance report</li> <li>Quality assurance guideline</li> <li>Program review guideline</li> <li>Legislation</li> <li>Minutes</li> </ul>				

9.4. <b>Documentation and dissem</b>	nination			
9.4.1. Te program has a mechanism to identify and disseminate good practices to the stakeholders and wider	The program does not have any mechanism for the identification and dissemination of good practices.  Sample Evidences  Sample of	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.