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Addis Ababa, Ethiopia



## Data Collection Tool (DCT) for Engineering Program Accreditation

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FDRE Education and Training Authority





Objectives (EO), Program Outcomes (PO), and Course Learning Outcomes (CLO)

2.	CURRICULUM.....	7
2.1.	DESIGN AND ORGANIZATION.....	7
2.2.	CURRICULUM EVALUATION AND REVIEW PROCESS.....	11
3.	LEARNING, TEACHING AND ASSESSMENT.....	13
3.1.	LEARNING AND TEACHING.....	13
3.2.	ASSESSMENT POLICY AND SYSTEM.....	15
3.3.	ASSESSMENT METHOD.....	17
4.	STUDENTS.....	19
4.1.	STUDENT SELECTION AND ADMISSION POLICY.....	19
4.2.	STUDENT COUNSELING AND SUPPORT SERVICE.....	22
4.3.	STUDENT PROGRESSION.....	26
4.4.	ALUMNI.....	27
5.	ACADEMIC STAFF.....	28
5.1.	STAFF RECRUITMENT AND SELECTION.....	28
5.2.	STAFF SUPPORT AND RETENTION.....	31
5.3.	STAFF PROFESSIONAL DEVELOPMENT.....	32
6.	EDUCATIONAL RESOURCES.....	34
6.1.1.	PHYSICAL FACILITIES.....	34
6.2.	FINANCIAL RESOURCE.....	38
7.	RESEARCH AND COMMUNITY ENGAGEMENT.....	38
7.1.	RESEARCH.....	38
7.2.	COMMUNITY ENGAGEMENT.....	41
8.	PROGRAM MANAGEMENT.....	43
8.1.	LEADERSHIP AND DECISION MAKING.....	43
8.2.	ALLOCATION OF RESOURCES.....	47
9.	CONTINUOUS QUALITY IMPROVEMENT.....	47
9.1.	CONTINUOUS QUALITY IMPROVEMENT SYSTEM.....	47
9.2.	IMPLEMENTATION OF CONTINUAL QUALITY IMPROVEMENT.....	48
9.3.	MONITORING AND EVALUATION OF CONTINUAL QUALITY IMPROVEMENT.....	50
9.4.	DOCUMENTATION AND DISSEMINATION.....	52

## Introduction

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

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

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



## Program Accreditation Standards

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

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

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



# 1. Program outcome

## 1.1. Program Development

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

### Narrative response

a) Describe the procedures and process for introducing new programs.

b) Describe the process for formal phasing out of the programs.

c) Summarize the process for formal review of the program.

d) Discuss how often the program is reviewed and provide the date of the most recent formal program review.

### Supporting documentation

a. Needs assessment, program development committee minutes and reports.

b. Meeting minutes/reports of most recent formal program review

c. Policy, Procedure for introduction of programs and phasing out programs

d. Policy and procedure for existing program review

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

### Narrative response

a) Describe how the program ensures the relevance of the program to the needs of the society and national priority.

b) Summarize the program's national priorities, needs of the society, and present and emerging role of the learner

c) Describe the program's consistency with national and international standards.

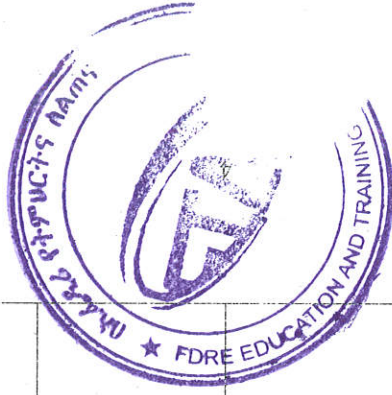
d) Describe the sustainability of the program based on national priorities and societal needs

e) Indicate the professional and legal requirements of the program and show it's alignment with the program.

### Supportive documentation

a) Mission, goals, strategic plans identifying national priorities and society needs.





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

communication of program educational objectives (PEO) (Indicator 1.1.3)

Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with stakeholders; syllabus, memos, website postings, etc.

- c) Evidence of communication of program educational objectives (PEO) to educational objectives (PEO)
- b) Minutes of meetings and documentation of the most recent review of program
- a) program educational objectives (PEO) document (on site for Site Review)

#### Supporting documentation

- d) Describe how the program educational objectives (PEO) are communicated to internal and external stakeholders.
- c) Describe the process, persons involved and frequency of review of the program educational objectives (PEO). When was the most recent date of program educational objectives (PEO)?
- b) Describe the stakeholders involved in the development of program educational objectives (PEO)
- a) Describe the process used by the program to develop its program educational objectives (PEO) and by whom the program educational objectives (PEO) were formulated.

#### Narrative response

- b) 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.
  - c) 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 educational objectives (PEO) are clearly expressed and communicated to staff and students; it also ensures the participation of principal stakeholders reasonably in formulating and reviewing the processes.

1.1.4. The program learning outcomes (PLO) are clearly expressed and communicated to staff and students; it also ensures the participation of principal stakeholders reasonably in formulating and reviewing the processes.

**Narrative response**

- e) Describe the process used by the program to develop its learning outcome and by whom the program learning outcomes were formulated.
- f) Describe the stakeholders involved in the development of program learning outcomes.
- g) Describe the process, persons involved and frequency of review of the program learning outcomes. When was the most recent date of program review?
- h) Describe how the program learning outcomes are communicated to internal and external stakeholders.

**Supporting documentation**

- a) Program outcome document (on site for Site Review)
- b) Minutes of meetings and documentation of the most recent review of program learning outcomes.
- c) 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 1.1.4)

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

1.1.5. The program learning outcomes are mapped with Engineering Graduate Attributes.

**Narrative response**

- a) Describe engineering graduate attributes
- b) Indicate each engineering graduate attributes are mapped with the content in the curriculum

**Supporting Documentation**

- a) The IEA Engineering Graduate Attributes (Washington Accord)
- b) Table showing graduate attributes mapping with program learning outcomes



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

#### Narrative Response

a) Discuss how the program indicate the career and further studies options based on stated learning outcome

b) Describe how the students are made aware of the career and further studies options.

#### Supportive Documentation

a) Student handbook, career guidance and counseling documents

b) Tracer study report.

c) Minutes of program review based on tracer study report.

1.1.7. The program has a systematic approach in place to obtain feedback from stakeholders to improve the delivery of the study program, and it confirms the up-to-datedness and attainment of the program outcomes.

#### Narrative Response

a) Describe the mechanisms and frequency that are in place to obtain feedback from stakeholders to improve the delivery of the study program.

b) List the various stakeholders and describe the type of feedback obtained from each group.

c) Discuss how the program is updating based on the feedback obtained from the various stakeholders and provide examples.

#### Supportive Documentation

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

b) Analysis of feedback data with actions taken, minutes, reports,

1.1.8. The program is approved by appropriate governing body.

#### Narrative response

a) Describe the procedure used to approve the program

b) Does the program approved by appropriate governing bodies?

c) How often and by whom the program outcomes are reviewed?

#### Supporting documentation

a) Program approval minute/(AC/DC)

a) The current Legislation

1.2. Alignment between Institutional Mission, Engineering Program Educational

Objectives(PEO), Program Outcomes(PO), and Course Learning Outcomes(CLO)





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

**Narrative response**

- a) Describe the mission and vision statement, the program educational objectives program outcomes and course learning outcomes set for the program.
- b) Has an alignment been established between the institutional mission and the program educational objectives; between program educational objectives and program outcomes and between program outcome and course learning outcome.

**Supporting documentation**

- a) The current strategic plan of the program
- b) Program document
- c) Document showing the alignment between the mission and the program educational objectives; between program educational objectives and program outcomes and between program outcome and course learning outcome.

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

**Narrative Response**

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

**Supportive Documentation**

- a) Alignment mapping of program learning outcome with EQF
- b) Syllabus

## 2. Curriculum

### 2.1. Design and Organization

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

**Narrative Response**

- a) Explain the program curriculum design process and describe the general design of the curriculum.
- b) How does the HEI ensure that the curriculum is relevant to the expectations of the national and international competencies?

**Supportive Documentation**

- a) Analysis comparing curriculum with national and international expectations.





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

- b) Course Breakdown
- a) Curriculum

**Supportive Documentation**

the program

a) Indicate the allocation of credit hours for each semester for engineering topics in

**Narrative response**

sciences and engineering design, and utilizing modern engineering tools.  
 engineering topics appropriate to the program, consisting of engineering and computer  
 2.1.4. The curriculum incorporates a minimum of 45 semester credit hours (or equivalent) of

- b) Course Breakdown
- a) Curriculum

**Supportive Documentation**

mathematics and basic sciences in the program

a) Indicate the allocation of credit hours for each semester for college-level

**Narrative response**

experience appropriate to the program.  
 combination of college-level mathematics and basic sciences with experimental  
 2.1.3. The curriculum incorporates minimum of 30 semester credit hours (or equivalent) of a

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

**a) Table 2.1.2. Course catalogue indicating core content of the discipline**

a) Course Catalogue describing core contents of the discipline.

**Supportive Documentation**

outcomes.

- b) Explain how the core contents of the discipline support the program learning
- a) Describe how the core content of the discipline were established

**Narrative response**

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



career pathways.

- b) Communications (syllabus, brochures, website, etc.) informing students of career pathways.
- a) Curriculum design linked to career pathways.

**Supportive Documentation**

their studies?

- b) How are students informed about the development of career pathways during their studies?
- a) Describe how the curriculum is designed with clear career pathways.

**Narrative Response**

students are informed about the development of carrier pathways during their studies.

2.1.8. The curriculum is designed in such a way that there are clear carrier pathways and

- b) Learning outcomes linked to the required domains of learning.
- a) The competency based learning outcomes.

**Supportive Documentation**

required domains of learning.

- b) Explain how the learning outcomes clearly articulate and are linked to the behaviors to become a professional healthcare provider

- a) Describe the required domains of learning, i.e. the knowledge, skills, values and

**Narrative response**

professionals and responsible citizens.

(knowledge, skills, values, behaviors, and preparedness of learners) to become

2.1.7. The learning outcomes of the program clearly articulates the required learning domains

- a) Curriculum of the program

**Supportive Documentation**

discipline

professional requirements, industry requirements and good practices in the

- a) Describe how the program curriculum is designed to meet the appropriate

**Narrative Response**

the field.

2.1.6. The curriculum considers the appropriate professional, industry and good practices in

- a) Curriculum

**Supportive Document**

potential

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

**Narrative Response**

SSS Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with information about the career pathways (indicator 2.1.8)

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

2.1.9. The curriculum maintains the coherence between learning and teaching activities, and the learning outcomes.

**Narrative Response**

a) Describe how the coherence of the curriculum is ensured? How the curriculum is vertically and horizontally integrated?

b) Describe how the learning and teaching activities in the curriculum are appropriately designed to achieve the learning outcomes.

c) Discuss the alignment of the learning and teaching activities with learning outcomes.

**Supportive Documentation**

a) Table 2.1.9. Learning outcomes and type of teaching/learning method for each learning outcome.

Program Outcome	Teaching and learning activity

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

**Narrative Response**

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

**Supportive Documentation**

a) The current curriculum of the program indicating duration and credit hour.

2.1.11. The program comprises a research based individual thesis or final year project with a minimum 6 credits and must be given in two semesters where students must





2.2.1. There is a functional curriculum committee with the capacity to oversee, monitor and evaluate the curriculum.

**2.2. Curriculum Evaluation and Review Process**

- a) Program linkage with industry (MoI)
- b) Minute/report on job training

**Supportive Documentation**

- a) Describe how the college create industry internship or on job training.
- b) State for how long the program run an industry internship or on job training

**Narrative Response**

2.1.13. Must comprise an industry internship or on job training with a minimum of 8 weeks minimum.

- a) Research/ project work guideline
- b) Curriculum
- c) Report on research/project activities

**Supportive Documentation**

a) Describe how the integrated design projects are applied for multidisciplinary programs.

**Narrative Response**

2.1.12. The program comprises an integrated design projects which is accomplished in group and apply multidisciplinary programs.

- a) Research/ project work guideline
- b) Curriculum
- c) Report on research/project activities

**Supportive Documentation**

a) Narrate how the program offers research based individual thesis or final year project works

**Narrative Response**

demonstrate that they apply courses that they already have taken on their previous semesters.



Year 5 Academic	Year 4 Academic	Year 3 Academic	Year 2 Academic	Year 1 Academic	
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Inclusion of students' feedback during curriculum monitoring and review (Indicator 2.2.2)  
 Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with  
 for the last 2 years.

- b) Student evaluation of courses and clerkship and other feedback data collected
- a) Minutes/report on curriculum review process

**Supportive Documentation**

- e) Give examples of improvements made based on evaluation.
- d) discuss how the feedback from stakeholders are considered in the review process
- c) Describe the types of feedback data collected from students and stakeholders and committee to evaluate the curriculum.
- b) Describe the outcome measures and data sources used by the curriculum how courses and clerkships are reviewed.
- a) Describe how and how often the overall program curriculum is reviewed and

**Narrative response**

2.2.2. There is a clearly defined mechanism to regularly monitor and evaluate the curriculum.

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

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

- b) Curriculum committee minutes, report for the last 2 years
- a) Letters of assignment for curriculum committee.

**Supportive Documentation**

- d) Describe the role of students in the curriculum committee.
- c) Describe the function of the curriculum committee and how the committee oversees, monitors and evaluates the curriculum
- b) List the members and composition of curriculum committee.
- a) Describe the roles and responsibilities of the curriculum committee.

**Narrative Response**

### 3. Learning, Teaching and Assessment

#### 3.1. Learning and Teaching

3.1.1. The learning-teaching methods are aligned with learning outcomes.

##### Narrative response

a) Discuss the consistency of learning and teaching activities with the curriculum.

b) Indicate the varieties of learning-teaching methods used for the program

c) Describe how the learning-teaching methods set in the curriculum are aligned with learning outcomes.

##### Supporting Documentation

a) The current Curriculum/ Course syllabus

b) Learning teaching manual

3.1.2. The learning-teaching activities encourage the active participation of students in their learning process.

##### Narrative response

a) How do learning and teaching methods encourage the active participation of students for their own learning?

##### Supporting Documentation

a) The current Curriculum/ Course syllabus

b) Learning teaching manual

c) Table 3.1.2. learning-teaching activities encourage active participation

Student Satisfaction Survey Indicator 3.1.2. Percentages of students who were satisfied and very satisfied with teaching learning activities prepare and support students to take responsibility.

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





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

very satisfied with co-curricular activities are available to support students' achievement Student Satisfaction Survey Indicator 3.1.4. Percentages of students who were satisfied and

a) Report on co-curricular activities

**Supportive Documentation**

development and responsibility.

b) Describe how these activities enrich students' experiences, and foster personal

a) List program-related co-curricular activities

**Narrative response**

foster personal development and responsibility.

3.1.4. The program has co-curricular activities that will enrich students' experiences, and

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

outcome

very satisfied with the use and consistent of educational resources to achieve the learning Student Satisfaction Survey Indicator 3.1.3. Percentages of students who were satisfied and

b) Learning resource utilization report

a) Report on student support services

**Supportive documentation**

a) Provide details of the learning resources are sufficiently addressed to students.

**Narrative response**

consistent with the learning outcomes.

3.1.3. The program uses educational resources, (including technology facilities) that are



### 3.2. Assessment Policy and System

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

#### Narrative response

- Discuss the assessment policy/guideline and its key components
- Describe the assessment practices with respect to the following:
  - Determination of assessment methods, frequency and scoring for each type of teaching/learning activity.
  - Development and utilization of exam blueprint.
  - Describe post exam analysis procedures.
  - Describe the remediation process and procedure.

#### Supportive Documentation

- Assessment policy/guideline
- Exam blueprint examples
- Post exam analysis report examples

Student Satisfaction Survey Indicator 3.2.1. Percentages of students who were satisfied and very satisfied with availability of assessment policy / guideline/exam blueprint.

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

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

#### Narrative response

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

#### Supporting Documentation

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

3.2.3. The program has clearly regulated and fairly administered mechanisms for students appeal and dispute resolution.





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

**Supportive Documentation**

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

**Narrative response**

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

- a) Assessment policy

**Supportive Documentation**

- a) academic records.
- b) Discuss the alignment of academic security and integrity of assessment arrangements with HEIs policy.
- c) Describe the mechanism for ensuring confidentiality of assessment results and
- a) Discuss the assessment policy of the program

**Narrative response**

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

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

Student Satisfaction Survey Indicator 3.2.3. Percentages of students who were satisfied and very satisfied with availability of student appeal and dispute mechanisms for assessment.

- a) The policies and procedures for disciplinary action and appeals
- b) Minutes on disciplinary and appeal decisions

**Supportive Documentation**

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

**Narrative response**



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

a) Assessment policy/guideline

**Supportive documentation**

Learning outcome/competency	Assessment method

assessment methods used

c) Table 3.3.1. Learning outcomes, competencies, knowledge and skills and the competencies.

b) Describe how the assessment methods and tools assess the learning outcomes and

knowledge and skills.

a) Describe the various assessment methods used for each learning outcome, competency,

**Narrative response**

outcomes and competencies.

3.3.1. The program employs a variety of assessment methods and tools to assess learning

**3.3. Assessment Method**

and standard setting for courses and for progression and graduation

b) Exam committee minutes/reports of decision making based on item analysis

a) Exam item analysis report

**Supportive documentation**

a) Discuss how the exam item analysis result is used for decision making

b) Show how the exam item analysis result is used for decision making

a) Describe the system for exam item analysis and standard setting

**Narrative response**

use the results for decision-making.

3.2.6. The program has a functional system to conduct item analysis and standard-setting and



a) Describe how the program's assessment approach is communicated to students

**Narrative response**

3.3.4. Information on the program's approach to assessment is clearly provided to students.

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

actionable feedback.

very satisfied with the system of assessment that regularly offers students timely, specific, and Student Satisfaction Survey Indicator 3.3.3. Percentages of students who were satisfied and

b) Examples of actionable feedback

a) Assessment policy/guideline

**Supportive Documentation**

and areas of improvement.

c) Describe how students are provided with timely feedback to identify their strength

b) How often and how are formative and summative feedback provided?

a) Describe the feedback system for students in course and clerkships.

**Narrative response**

students' academic strengths and areas of improvement to enhance their learning

3.3.3. The program has a systematic assessment feedback mechanism in place that identifies

a) Assessment review report/minute

**Supportive document**

assessment activities.

a) Describe how and how often the program reviews the effectiveness of overall

**Narrative response**

regularly reviewed to ensure its effectiveness.

3.3.2. The program's approach to overall assessment activities are systematically and

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



Student Satisfaction Survey Indicator 4.1.1. Percentages of students who were satisfied and

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

**Supportive document**

- a) Describe the student selection and admission policies and practices of the program.
- b) Describe the roles, responsibilities and composition of the committee making admission decisions.
- c) Discuss the alignment of student selection and admission practice with HEIs policy and regulations.

**Narrative response**

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.

**4.1. Student Selection and Admission Policy**

**4. Students**

- a) Minutes/reports and letters on remediation

**Supportive Documentation**

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

**Narrative Response**

3.3.5. The assessments within the study program are adequate to judge the achievement of the learning outcomes

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

Blueprint)/fairness of assessment mechanism.  
 Student Satisfaction Survey Indicator 3.3.4. Percentages of students who were satisfied and very satisfied with information about the content, style and format of assessment (Exam

- a) Assessment policy/guideline

**Supportive documentation**



Academic year	F	#	2023
	M	#	
Enrolled students	Remark		

C) Table 4.1.3. Provide the number of active batch student enrollment capacity of the program

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

**Narrative response**

4.1.3. The program defines and periodically reviews intake capacity in accordance with available resources to ensure effective implementation

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

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

- a) Student selection and admission criteria and guideline
- b) Student handbook

**Supportive documents**

- a) Describe the minimum requirements for admission to the program.
- b) Describe the principle, criteria and process of admission to the program.
- c) Describe how student selection and admission criteria is disseminated for internal and external stakeholders.

**Narrative Response**

4.1.2. The criteria and processes of student selection and admission are published, disseminated and publicly accessible.

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

very satisfied with clarity and fairness of student selection and admission policy.



a) Describe how, by whom and how often the admission requirements are reviewed.

**Narrative response**

and other relevant internal and external reference points.

4.1.5. Entry standards for the program are regularly reviewed based on student performance

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

across institutions nationally and internationally

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

b) Student handbook/Student transfer (Guideline Registrar manual

a) Student transfer and exchange policy

**Supportive documentation**

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

academic year (3 consecutive years student active batch)

c) Table 4.1.4. Provide the number of transferred/exchange students for each indicated

b) Describe the practice and procedure of the program on student transfer and exchange

a) Describe the student transfer and exchange policy

**Narrative response**

nationally and internationally:

student mobility which may include student transfer within and between institutions

4.1.4. The program has established well-defined policies and mechanisms to facilitate

b) Current annual plan of the program

a) Student intake capacity review documents and communication letter

**Supportive documentation**

D) Describe the various routes of entry (direct vs graduate entry)

2024	#	#







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

program and support services.

Student Satisfaction Survey Indicator 4.2.3. Percentages of students who were satisfied and very satisfied with availability of effective orientation system for new students about the

b) Orientation to program and support services schedule

a) Student handbook

**Supportive Documents**

b) When and how often is orientation provided to students?

available support mechanisms.

a) Describe the process of orientation provided to new students regarding the program and

**Narrative response**

personnel.

4.2.3. Academic, non-academic and career counseling are provided by adequate and qualified

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

services service.

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

a) Student handbook with student support services

**Supportive Documents**

students?

b) How the student handbook with student support service is made available to

services and systems.

a) Indicate the availability of student hand book with inclusion of student support

**Narrative response**



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

- Narrative Response**
- a) Describe how and how often student support services are evaluated to ensure adequacy, effectiveness, and safety.
- b) How is student feedback data on adequacy and effectiveness of student support services obtained and used in evaluation?
- Supportive documentation**
- a) Student support service yearly report with evaluation and minutes
- b) Student
- c) Student evaluation data of support services

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

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

- Narrative response**
- a) Describe the mechanism to identify students with special need and the types of support provided to describe how and when students that are at risk of not progressing academically identified?
- b) Describe the academic support provided to at academically at-risk students
- c) Describe strategies used to minimize attrition
- Supportive documentation**
- a) Number of supported special need students for the last 2 academic years.
- b) Tracking report of academic at-risk students

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



b) Student handbook

a) Minutes/reports on disciplinary decision

**Supportive document**

student disciplinary cases?

b) How students are made aware of the policy, processes and procedures for handling

handling student disciplinary cases.

a) Narrate how the program defined and documented processes and procedures for

**Narrative Response**

handling student disciplinary cases.

4.2.7. The program has clearly defined and documented processes and procedures for

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

very satisfied with availability of appeals and grievance handling mechanisms.

Student Satisfaction Survey Indicator 4.2.6. Percentages of students who were satisfied and

d) Student Satisfaction Survey

c) Student handbook

b) Minutes/reports on disciplinary decision

a) Policy on disciplinary procedures, grievance and due process

**Supportive document**

non-academic matters.

b) Describe how student's grievances and appeals are handled regarding academic and

a) Describe the policy, processes and procedures for handling student disciplinary cases.

**Narrative response**

on academic and non-academic matters.

4.2.6. There is an active mechanism for students to voice their grievances and seek resolution

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



a) Comprehensive/exit qualifying exam performance and review report

**Supportive Documents**

exam

b) Describe the program's strategy and plans to ensure success of the graduates on the exit

student's final competency

a) Describe the availability of a comprehensive/ exit/qualification examination to check

**Narrative response**

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

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

completion rates of students in the program.

very satisfied with the Availability of strategy to improve the retention, progression and Student Satisfaction Survey Indicator 4.3.1. Percentages of students who were satisfied and

b) Student progression report, review and minutes

a) Student progression and retention plan and strategies.

**Supportive documentation**

rate.

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

**Narrative response**

completion rates of students in the program

4.3.1. The program has appropriate strategies to improve the retention, progression and

**4.3. Student Progression**

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

student disciplinary cases

very satisfied with the Availability of documented processes and procedures for handling Student Satisfaction Survey Indicator 4.2.7. Percentages of students who were satisfied and



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

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

**Supportive documentation**

- a) Describe how and how often trace studies are used to track employment of graduates.
- b) Describe the mechanism used to trace the satisfaction of graduates and employers

**Narrative response**

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

**4.4. Alumni**

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

**Supportive Document**

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

(consecutive years active batch)

c) Table 4.3.3. Provide student data for attrition, progression and graduation (3 retention, attrition rates, progression and completion.

- a) Describe the types of data reviewed and analyzed regarding student achievement, mechanism on student attrition, retention, progression and completion rates.
- b) How and how often does the program review the effectiveness of its strategy and

**Narrative response**

ensure appropriate student attrition, retention, progression and completion rates are maintained.

4.3.3. The program regularly reviews the effectiveness of its strategies and mechanisms to

- b) DC & AC minute.



recruitment strategy seeks a balance between senior and junior academic staff, between human resources which is aligned to its mission and strategic objectives. The

- 5.1.2. The program implements a strategic approach to the planning and management of
  - f) Minute/letter for appointment and promotion
  - e) Academic staff handbook
  - d) HR manual
  - c) Criteria for promotion of academic staff
  - b) Examples of qualification criteria for the various academic staff appointment
  - a) Policy and procedure for appointment and promotion of academic staff

**Supportive Document**

- d) Describe the alignment of the system with institutional, national policy and international best practices.
- c) Are the promotion criteria and timeline for academic staff defined?
- b) Are the requirements for appropriate qualifications, competences and skills of academic staff positions defined?
- a) Discuss the system used for academic staff appointment and promotion with appropriate qualifications, competences and skills.

**Narrative response**

5.1.1. The program has a well-defined system in place for the appointment and promotion of staff with appropriate qualifications, competencies and skills guided by considerations. This should result in an alignment with institutional, national policy and international best practices.

**5.1. Staff Recruitment and Selection**

**5. Academic Staff**

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

**Supportive documentation**

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

**Narrative response**



- a) Narrate the appropriateness of staff to student ratio to the teaching-learning methods
- b) Discuss the staff to student ratio with respect to the program standards.
- c) Provide the list of part time and full time teaching staff.
- d) Show the balance of full time and part time teaching staff to ensure the effective delivery of the program.

**Narrative response**

5.1.3. The program must have a minimum of 8 academic staff requirement for the purpose of teaching as fulltime and equivalent fulltime staff for service courses and maintain a minimum of 1:20 staff to student ratio.

- a) Human resource strategic planning document
- b) HR manual
- c) Legislation

**Supportive document**

Name of academic staff	Composition		Qualification Specify degrees, specialty, sub non-Academic	Name of Academic staff	Remark
	Junior	Senior			

Table 5.1.2. List of academic and non-academic staff composition and qualification

- a. Appropriate balance between senior and junior academic staff.
- b. Appropriate balance between academic and non-academic staff.
- c. Appropriate balance of academic staff with multidisciplinary backgrounds and specialization.

ensuring the following:

- c) Discuss the effectiveness of the human resource strategic planning with respect to objectives.

- a) Describe the strategic approach of the planning and management of human resources.
- b) Describe the alignment of strategic approach with program mission and strategic objectives.

**Narrative response**

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



teaching environment

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

**Narrative response**

environment.

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

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

- a) HR manual

**Supportive documentation**

- b) Discuss the procedures for discipline, complaints, and disputes resolution
- a) Discuss the process and procedures code of academic conduct for faculty

**Narrative response**

disputes resolution.

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

- A) Human resource management review reports, planning minutes
- B) List of part time and full time staff.
- C) The program discipline Standard regarding staff to student ratio

**Supportive documentation**

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

a) Tables.1.3. Staff to student ratio (3 consecutive years active batch)

No	List of Academic	Qualification	Full time	Part time	Remark
staff					

Table 5.1.3 List of part time and full-time academic staff





staff, and inform decisions, benefits and awards.

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

**Narrative response**

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

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

on staff performance evaluation (5.2.1.).

- d) Percentages of students who were satisfied and very satisfied on the participation
- c) Staff performance appraisal report
- b) Students satisfaction survey
- a) Academic staff handbook

**Supportive document**

- e) How does the program support and encourage academic staff to achieve the promotion expectations and describe the remedial actions in placed after the appraisal.
- d) Describe the types and frequency of data collected for faculty performance assessment in teaching, research, community services and administrative functions.
- c) How are academic staff made aware of their expectations in teaching, research, community service and administrative functions in their promotion and retention?
- b) Explain how staff appraisal system addresses the roles of academic staff in teaching, research, community services and administrative functions.
- a) Describe the policies, procedures and mechanism t of staff appraisal system,

**Narrative response**

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

**5.2. Staff Support and Retention**

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

**Supportive document**



- 5.3.3. The program provides the academic staff with the necessary training, tools and technology for self-learning, access to information and for communication.
- a) Staff development report
  - b) Induction manual and report
  - c) Academic staff handbook

**Supportive document**

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

**Narrative response**

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

- a) List of academic staff professional development activities
- b) Staff development plan and report
- c) Need assessment for staff and professional development

**Supportive document**

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

- a. Teaching and assessment skills
- b. Research and scholarly activity
- c. Community service
- d. Leadership

- a) Describe the professional development programs for academic staff in the following.

**Narrative response**

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

**5.3. Staff Professional Development**

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

**Supportive documentation**

- c) Describe the benefits and awards provided for academic staff based on appraisal data/performance.



- b) Report/minute on industry-based practices
- a) Curriculum

**Supportive document**

- a) Explain the practical industry-based experience of the professional engineers/staff

**Narrative response**

5.3.6. The program has at least three professional engineers/staff with practical industry-based experience.

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

**Supportive document**

- b) Discuss how the linkages enhance professional development and scholarly activities.
- a) Describe the mechanisms in place for supporting national and international linkage of the program

**Narrative response**

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

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

**Supportive document**

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

**Narrative response**

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

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

**Supportive documentation**

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

**Narrative response**

## 6. Educational Resources

### 6.1.1. Physical Facilities

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

#### Narrative response

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

#### Supportive document

- Resource utilization manual

- Procurement policy

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

#### Narrative response

- Describe the available educational resource related to the program
- Discuss the appropriateness and adequacy of educational resources to ensure effective delivery of the curriculum
- Describe how educational resources are distributed according to the need of the program
- Describe the process and mechanism for maintenance of the educational resources.

Table 6.1.2. Educational resources list.

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





regulation.

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

- a) Resource utilization manual and report
- b) Health and safety manual/guideline

**Supporting Document**

- b) Describe the available physical facilities to people with disabilities. regulations.

- a) Describe how the physical facilities conform with relevant laws, health and safety

**Narrative Response**

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

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

the curriculum.

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

- a) Resource utilization manual
- b) Resource review and progress report

**Supportive Document**

of the program.

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

**Narrative response**

and adequate to meet the needs of its study programs.

6.1.3. The program ensures that learning and teaching resources and facilities are appropriate

- a) Resource utilization manual
- b) Resource review and progress report
- c) Inventory report on facilities

**Supportive document**



- a) Describe the database system used in the library.
- b) List the number of staff in the library and their qualifications.

**Narrative response**

6.1.6. The library has adequate and appropriate 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.

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

6.1.5. Percentages of students who were satisfied and very satisfied with availability of functional and adequate capacity library.

- a) Library manual

**Supportive Document**

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

**Narrative Response**

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

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

6.1.4.B. Percentages of students who were satisfied and very satisfied with Accessibility of the physical facility to people with disabilities

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



- a) Information technology strategic planning and review document
- b) Website and corporate email
- c) Student satisfaction survey

**Supportive documents**

- a) Describe the type of information and communication technology infrastructure available to support the program.
- b) Discuss the appropriateness and adequacy of information and communication technology infrastructure of the program

**Narrative response**

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

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

6.1.6. Student Satisfaction Survey Indicator 6.1.6. Percentages of students who were satisfied and very satisfied with availability of digital library, up to date text and reference and database management system

- a) Library manual

**Supportive document**

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

- c) Describe resource sharing and access mechanisms that are available to extend the library's capabilities.
- d) Discuss the organization of the library and the availability of adequate supply of up-to-date textbooks and reference materials of both hard and softcopy.



Student Satisfaction Survey Indicator 6.1.7. Percentages of students who were satisfied and very satisfied with presence of information and communication technology infrastructure.

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

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

**Narrative response**

a) Describe how, how often and by who the appropriateness and effectiveness of resource are reviewed.

b) Provide examples of changes implemented based on review of program resources.

**Supportive documents**

a) Educational resource inventory report

b) Minute/report on review

**6.2. Financial Resource**

6.2.1. The program has sufficient resources to undertake its operations.

**Narrative response**

a) Discuss the adequacy of financial resources of the program to its operations and

implement the strategic objectives.

**Supportive documentation**

a) Report on budget utilization

b) Financial plan of the program

c) Budget breakdown

**7. Research and Community Engagement**

**7.1. Research**

7.1.1 The program has a policy and procedure that identifies the priorities, and researcher

recognition of research outputs.

**Narrative Response**

a) Describe the program's goals, strategic objective and plan for research.





- b) Describe the policy and procedure that identifies the research priorities, mechanisms for researcher recognition and commercialization of research output.

**Supportive Document**

- a) Research strategic objective

- b) Research policy/manual

- c) List of researcher recognition research output

- d) List of commercialization of research output

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

**Narrative response**

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

**Supportive documents**

- a) Annual plan of the research

- b) Budget request approval report

7.1.3. The program encourages national and international research collaboration and cooperation.

**Narrative response**

- a) Describe how the program support research collaboration and cooperation across the institutions and externally, nationally and internationally.

**Supportive documentation**

- a) MOA between the program and external institutions

- b) Research annual plan/report on research collaborations.

7.1.4. The program ensures that its research activities conform to internationally accepted quality standards. The program ensures that misconduct, including plagiarism, is prevented and complied with ethical standards.

**Narrative response**

- a) Describe how the research activities comply with international accepted methodological, quality and ethical standards including review board approval, conflict of interest, integrity of research, etc.
- b) Describe the policies and procedures and mechanisms to prevent academic misconduct.



**Supportive documents**

a) Research policy/manual

b) Minutes/reports of review boards.

c) Conflict of interest disclosure forms

d) Plagiarism checker system

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

**Narrative response**

a) Describe how and how often the programs reviews the effectiveness of its approach to research and community engagement planning and management.  
b) Explain how the program ensures the achievement of research output and outcome.

**Supportive documentation**

a) Minute/report on research effectiveness review

b) Annual list of research and scholarly productivity and output

c) Annual research report

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

**Narrative response**

a) Describe the resource and budget allocation for research and dissemination of output  
b) Describe the resource and budget allocation for community engagement

**Supportive documentations**

a) Annual plan of the research and community engagement budget

b) Budget request approval report

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

**Narrative response**

a) Describe how the research goals and outcome are aligned with and integrated with the learning and teaching activities of the program.

**Supportive documentation**

a) Research annual report

b) Examples of learning activities and community engagement where research outcomes were integrated.



**7.2. Community Engagement**

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

**Narrative response**

- a) Describe the system and process for planning, implementing, monitoring and evaluating community engagement
- b) Describe the alignment of community engagement with HFI policy
- c) Describe how the program identifies and prioritizes the community engagement activities.

**Supportive documents**

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

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

**Narrative response**

- a) Describe how the program identifies and defines the community it serves.
- b) Describe the mechanism to identify the needs and requirements of the community.
- c) Explain how the community engagement activities are aligned with the needs of the community.

**Supportive documentation**

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

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

**Narrative response**

- a) Describe the process and procedure to identify and engage with industry, employers, professional organizations and the community at large.
- b) Explain the process to ensure the engagement process and procedures are well-defined and coordinated.

**Supportive documentation**

- a) Manual/process and procedure for engagement with, industry, employers, professional organizations and the community.
- b) MoA



B).How often the industrial linkage are reviewed.

A).Discuss the effectiveness of industrial linkage for program delivery

**Narrative Response**

the effectiveness of the linkage.

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

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

community engagement activities.

c) Student Satisfaction Survey Indicator 7.2.4. Percentages of students who were satisfied and very satisfied with presence of Encouragements of students to engage in industry and

productivity.

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

a) Community and industry engagement policy/manual

**Supporting Document**

to a productive relationship.

d) Describe how the program ensures that the community and industry engagements lead

community engagement.

c) State any initiatives taken by the program to involve students and staff in industry and

and community.

b) Describe how academic staff are made aware of the opportunities to engage in industry

engagement.

a) Describe how the academic staff and students are involved in industry and community

**Narrative Response**

community engagement activities that lead to productive relationship.

7.2.4 The program encourages and supports staff and students to engage in industry and

organizations and the community.

c) Reports on engagement activities with industry, employers, professional



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

- a) Program performance report
- b) Review report and minutes

**Supportive Documentation**

- d) Provide examples of changes made to improve the program based on review reports.
- e) Describe how the program seeks feedback from staff, students, and stakeholders for continual quality improvement.
- f) Describe policy, procedures and mechanism to ensure continual quality improvement.
- g) Describe core activities and resources.
- h) Describe how and how often the program reviews and updates its structure, functions, strategies core activities and resources.

**Narrative Response**

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

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

**Supportive Documentation**

- a) Describe the administrative structure of the program that supports the implementation of the educational program.
- b) Describe the administrative offices and the qualification and adequacy of leaders and support staffing and recognized authority and accountability

**Narrative Response**

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

**8.1. Leadership and Decision Making**

**8. Program Management**

- a) Community engagement policy/manual
- b) Community engagement report

**Supporting Document**



following.

- a) Describe how the program ensures representation and participation of academic staff, students and other principal stakeholders in decision making with respect to the

**Narrative Response**

- 8.1.6. The program describes the representation and role of the academic staff, students and other principal stakeholders in committee's activity and decision-making process.

- c) Archive of reports, minutes, decisions and communications
- b) Institutional email system
- a) Process and documentation of handover of academic leaders

**Supportive Documentation**

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

**Narrative Response**

- 8.1.5. The program ensures creating institutional memory (archives, institutional emails) for a smooth transition of academic leaders.

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

**Supportive Documentation**

- activities of the program
- b) Describe the offices and persons involved and frequency of reporting of the core engagement activities.
- a) Describe the system for reporting about teaching-learning, research and community

**Narrative Response**

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

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

**Supportive Documentation**

- c) Discuss the alignment of the governance structure with program goals.
- b) Explain how the program ensures transparency of its governance structure.
- a) Describe the governance structure of the program.

**Narrative Response**



- b) Reports on management effectiveness
- a) DC minute

**Supportive documentation**

- on review.
- d) Describe any changes made to improve the effectiveness of the management based
- c) Describe the types of data used to review the effectiveness of the management.
- of the management.
- b) Describe the process and frequency of how the program reviews the effectiveness
- a) Describe how and how often the program is reviewed.

**Narrative response**

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

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

process.  
 very satisfied in representation of students in committee's activity and decision-making  
 Student satisfaction survey. Indicator 8.1.6. Percentages of students who were satisfied and

- b) Legislation
- a) DC minutes

**Supportive Documentation**

List of	No. of Academic	No. of student members.	No. of Stakeholders.	
Committees	staff voting	Voting or non-voting	Voting or non-voting	
members				

**participation.**

b) . Table 8.1.6. List of Committees with academic staff, students and stakeholders'

- i. Criteria for selection and terms of services.
- ii. Role in the committees/working groups in decision making



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

**Narrative Response**

- a) Describe the decision-making body, its role and responsibilities, membership, frequency of meetings.
- b) Describe how the program ensures the effectiveness of decision making with an adequate degree of autonomy.

**Supportive Documentation**

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

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

**Narrative response**

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

**Supportive documentations**

- a) Student hand book
- a) Social media brochures, publications of the program

8.1.9. Percentages of students who were satisfied and very satisfied with communication of accurate, relevant and timely information about the program

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

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

**Narrative Response**

- a) Describe the program's risk management strategy and procedure
- b) Describe the risk areas assessed and types of data reviewed.

**Supportive Documentation**

- a) Legislation





- b) Minutes
- c) Incidence reports

### 8.2. Allocation of resources

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

#### Narrative Response

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

b) Discuss how the program ensures educational resource allocation for core functions.

#### Supportive Documentation

a) Budget breakdown

Annual plan

8.2.2. The program ensures the allocations of sufficient resources, efficient utilization. This in turn enables to achieve the objectives of the program efficiently and responsibly.

#### Narrative Response

a) Discuss how the program ensures the sufficiency of resources allocated for the program.

b) Describe how the program utilizes resources efficiently and responsibly.

#### Supportive Documentation

a) Resource utilization manual

b) Report on purchase request and procurement

## 9. Continuous Quality Improvement

### 9.1. Continuous Quality Improvement System

9.1.1. The program has a system for monitoring, evaluating and reviewing the effectiveness of the governance structure.

#### Narrative response

a) Discuss the system of monitoring, evaluating and reviewing the effectiveness of program governance structure.

b) Describe the types of data collected and reviewed including frequency and personnel and offices involved.

#### Supportive documentation

a) Quality assurance policy/manual



**Supportive Documentation**

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

**Narrative Response**

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

**9.2. Implementation of Continual Quality Improvement**

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

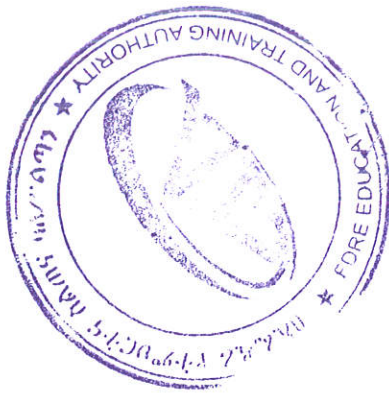
**Supportive documentation**

- e) Discuss how often internal quality assurance activities are reviewed and updated on QA review.
- d) Provide examples of changes made to ensure continual quality improvement based
- c) Discuss how often internal QA activities are reviewed and updated.
  - iv. Persons/committees responsible for QA activities.
  - iii. Quality assurance manual with defined processes for monitoring and evaluating.
  - ii. Resources available including budget, adequate staff and IT systems.
  - i. Presence of a qualified and responsible person with senior level reporting.
- a) Describe the quality assurance (QA) policy and procedure.
- b) Describe the QA system for the following.
  - i. Presence of a qualified and responsible person with senior level reporting.
  - ii. Resources available including budget, adequate staff and IT systems.
  - iii. Quality assurance manual with defined processes for monitoring and evaluating.
  - iv. Persons/committees responsible for QA activities.

**Narrative response**

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.

- b) Legislation
- c) Review reports



- a) Describe how the quality assurance (QA) activities are focused on quality enhancement
- b) Describe how the program creates, encourages and supports the development of a quality culture.

**Narrative response**

9.2.3. The program's quality assurance activities focus on enhancement and quality culture development. The program ensures the active involvement of academic and support staff and students in the operational process of continual quality improvement.

- a) Continual quality assurance manual/Guideline
- b) Annual quality assurance report
- c) Program level self-study document
- d) Examples of QA data reviewed and analyzed for each area of program activity.

**Supportive document**

- a) Describe the QA process and procedure for the following.
  - b) Program area monitored including teaching and learning, research, community engagement and strategic planning and management.
  - c) QA activities integrated across all areas monitored.
  - d) Systematic data collection and analysis with defined frequency and benchmark
  - e) Describe how quality assurance activities provide relevant information and data
  - f) How does the relevant information and data support the program management and development?
  - g) How does the quality assurance activities output align with the achievement of institutional goals?

**Narrative response**

9.2.2. The program's continual quality improvement covers all units of operations. The quality assurance activities provide feedbacks to support the program's goals.

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



- a) Examples of feedback data with analysis
- b) Minutes
- c) Feedback report

**Supportive Documentation**

- a) Describe the mechanism to gather and use feedback from students, instructors and other stakeholders
- b) Describe the type of data collected and the frequency.
- c) Provide an example of program improvement based on analyzed data

**Narrative Response**

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.

**9.3. Monitoring and Evaluation of Continual Quality Improvement**

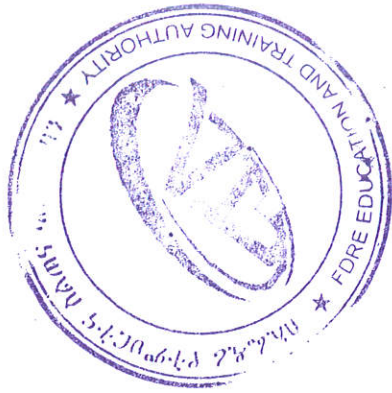
								% Satisfied and very satisfied	
Academic	Year 1	Academic	Year 2	Academic	Year 3	Academic	Year 4	Academic	Year 5

Student satisfaction survey. Indicator 9.2.3. Percentages of students who were satisfied and very satisfied with the participation of students in the continual quality improvement activities

- a) QA activities discussion at department and other units level
- b) Awareness and educational discussion forums on QA policies, procedure and processes
- c) Publication and dissemination of program level self-study report
- d) QA activities discussion at department and other units level

**Supportive documentation**

- a) Quality assurance activities and data publication and program level self-study document dissemination
- b) QA activities discussion at department and other units level
- c) How academic and support staff and students are involved in quality assurance activities?



d) Student satisfaction survey. Percentages of students who were satisfied and very satisfied with gathering periodically and analyze a variety of feedback from students, and use results for program improvement (Indicator 9.3.1.).

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

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

**Narrative response**

- a) Is there a program monitoring and review committee with a designated head?
- b) Describe the role and membership of the program review committee. ?
- c) Explain how the program review committee ensures that the program is current and relevant?

**Supportive documentation**

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

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

**Narrative response**

- a) Describe the effectiveness and impact of the quality assurance system.
- b) How, often and by whom does the program reviews its quality assurance system?

**Supportive documentation**

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



## 9.4. Documentation and Dissemination

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

### Narrative Response

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

### Supportive Documentation

a) Sample published/disseminated good practices