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Medicine Program Accreditation Data Collection Tool (DCT)

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FDRE Education and Training Authority



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List of Abbreviations

AC	Academic commission
AY	Academic Year
CQI	Continuous Quality Improvement
CrHr	Credit hour
DC	Department Committee
ECTS	European Credit Transfer and Accumulation System
EQF	Ethiopian Qualification Framework
ETA	Education And Training Authority
HEI	Higher Education Institute
HR	Human Resource
ICT	Information Communication Technology
MoA	Memorandum of Agreement
SSS	Student Satisfaction Survey



INTRODUCTION

Data collection tool (DCT) is an instrument used to collect and analyze quantitative and/or qualitative data that demonstrate the compliance of higher education program with accreditation standards. With this tool, the program assesses its performance and achievement against the pre-defined standards and indicators which are set for program accreditation.

This instrument has a narrative response and supportive document for each of the indicators that the program need to provide. Narrative response is a written comment that the program are required to state/describe for each of the indicators whereas supportive documents are various forms such as letters, minutes, portfolios, certificates, guidelines, procedures, audio-videos or other written documents that the HEIs are required to state/list for each of the indicators. The written document or the evidence listed/stated needs to support and verify the narrative response. Thus, the program seeking accreditation need to prepare a DCT report using this instrument. And this document is considered as one of the requirements needed to apply for Program accreditation.



1. Program outcome

1.1 Program Development

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

Narrative response

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

b) Summarize the process for review of the program.

c) 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 introducing new programs.

d) Policy and procedure for existing program review.

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

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.





1.1.4. Considering the stated learning outcomes, the program indicates the career and further studies options available to students upon program completion.

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

satisfied with communication of learning outcomes (Indicator 1.1.3).

d) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with communication of learning outcomes to stakeholders; syllabus, memos, website postings, etc.

c) Evidence of communication of learning outcomes and documentation of the most recent review of program learning outcomes.

b) Minutes of meetings and documentation of the most recent review of program learning outcomes.

Supporting documentation

d) Describe how the program learning outcomes are communicated to internal and external stakeholders.

c) Describe the process, persons involved and frequency of review of the program learning outcomes. When was the most recent date of program learning outcome review?

b) Describe the stakeholders involved in the development of program learning outcomes.

a) Describe the process used by the program to develop its learning outcome and by whom the program learning outcomes were formulated.

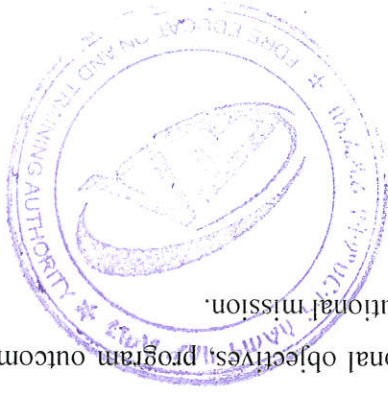
Narrative response

reviewing processes. students; ensure principal stakeholders have reasonably participated in formulating and

1.1.3. The program learning outcomes are clearly expressed and communicated to staff and the sustainability of the program based on national priorities and societal needs.

c) Program review/committee minutes and reports providing rationale and evidence of aligning the program with professional and legal requirements.

b) Program review/committee minutes and reports of program's consistency with national and international standards. Program review/committee minutes and reports



1.2. Alignment between Institutional Mission, program educational objective, program outcome, and course learning outcome

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

Narrative response

1.1.6. The program is approved by appropriate governing body.

a) Describe the procedure used to approve the program.

b) Is the program approved by the appropriate governing bodies?

Supportive documentation

a) Program approval minute/(AC/DC)

b) The current Legislation

Narrative response

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

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

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

Narrative response

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

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) Student handbook, career guidance and counseling documents

b) Tracer study report.

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

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

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) Student handbook, career guidance and counseling documents

b) Tracer study report.

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

Narrative Response

a) Discuss how the program indicates 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.

- a) Describe the mission and vision statement, the program educational objectives and program outcome 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 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 academic requirements of the study and EQF.

Supportive Documentation

- a) Alignment mapping of program learning outcome with EQF

2 Curriculum

2.1 Design and Organization

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

Narrative Response

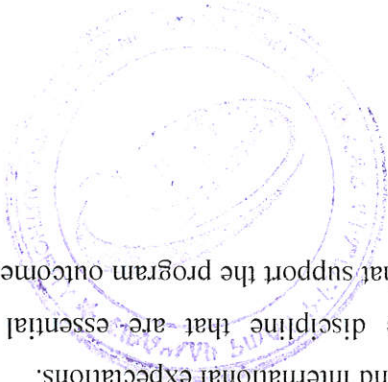
- a) Explain the program curriculum design process and describe the general design of the curriculum.
- b) How does the HEI ensure that the curriculum is relevant to the expectations of the national and international competencies?

Supportive Documentation

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

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

Narrative response





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

Narrative Response

a) Describe how the curriculum is designed with clear career pathways.

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

Supportive Documentation

domains of learning;
 b) Explain how the learning outcomes clearly articulate and are linked to the required behaviors to become a professional healthcare provider.

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

Narrative response

2.1.4 The learning outcomes are competency based and clearly articulate the required knowledge, skills, values, behavior and preparedness to become a professional healthcare provider that is socially accountable.
 a) Curriculum of the program indicating professional requirements

Supportive Documentation

discipline
 a) Describe how the program curriculum is designed to meet the appropriate professional requirements, industry requirements and good practices in the

Narrative Response

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

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

a) Table 2.1.2 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



Supportive Documentation

- a) Describe how learning and teaching activities encourage the active participation of students.
- b) Provide specific examples of learning and teaching activities that encourage the active participation of students in their learning process.

Narrative Response

2.1.7 The learning and teaching activities encourage the active participation of students in their learning process.

Supportive Documentation

- a) Minutes/reports of review of teaching and learning activities
- b) Describe how the learning and teaching activities in the curriculum are vertically and horizontally integrated?
- c) Discuss the alignment of the learning and teaching activities with learning outcomes.

Narrative Response

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

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

- a) Curriculum design linked to career pathways.
- b) Communications (syllabus, brochures, website, etc.) informing students of career pathways.
- c) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with information about the career pathways (Indicator 2.1.5)

Supportive Documentation

- a) Curriculum design linked to career pathways.
- b) How are students informed about the development of career pathways during their studies?



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

Supportive Documentation

- a) Discuss how learning outcomes are communicated to student, staff and stakeholders

Narrative Response

2.1.10 The program communicates the learning outcomes to students, staff and stakeholders.

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

- a) The program learning outcomes
- b) List of courses and activities with student engagement in research and community service.
- c) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with engagement in research and community service (Indicator 2.1.9)

Supportive Documentation

- a) Describe learning outcomes and opportunities pertaining to student engagement in research and community service.
- b) Describe how students are informed about and supported in research and community service activities.
- c) Provide specific examples where students are engaged in research and community service.

Narrative Response

community service.

2.1.9 The curriculum specifies outcomes related to engagement of the students in research and

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

Supportive Documentation

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

Narrative Response

defined and consistent with the national standards.

2.1.8 The total duration of the training, credit hours per semester and duration are clearly

- a) List of courses with active student participation in learning.



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

Narrative Response

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

2.2 Curriculum Evaluation and Review Process

- Supportive Documentation**
- a) The current curriculum design of the program
 - b) Discuss how the various curricular elements and phases of the curriculum are integrated
 - c) Coordination between basic biomedical, behavioral, social and public health subjects and other curricular elements.
 - b) The duration and placement in the curriculum and sequencing of courses/modules
 - a) The content of courses/modules and other curricular elements.

Narrative Response

2.1.11 The program ensures the content, extent, sequence, duration of courses/modules, and other curricular elements are appropriate, integrated and have appropriate coordination between basic biomedical, behavioral, social, public health and clinical subjects.

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

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



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

review (Indicator 2.2.2)

- a) Minutes/report on curriculum review process
- b) Student evaluation of courses and clerkship and other feedback data collected for the last 2 years.
- c) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with inclusion of students' feedback during curriculum monitoring and

Supportive Documentation

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

Narrative response

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

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

satisfied with student representation on curriculum committee (Indicator 2.2.1)

- b) Curriculum committee minutes, report for the last 2 years
- c) Student Satisfaction Survey. Percentages of students who were satisfied and very

3 Learning, Teaching and Assessment

3.1 Learning and Teaching

3.1.1 The learning and teaching activities are consistent with the curriculum and ensure that there are varieties of learning-teaching methods aligned with learning outcomes to help students take responsibility for their own learning.

Narrative response

- a) Describe the process of selecting the learning and teaching activities with the curriculum.
- b) Describe the varieties of learning-teaching methods used for the program
- c) How do learning and teaching methods encourage the active participation of students for their own learning?

Teaching and Learning Activity	Program Outcome

Supporting Documentation

- a) The current Curriculum/Course/module syllabus
- b) Learning teaching manual.

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

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

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





- the course. (Indicator 3.1.3).
- satisfied with course/module syllabi are shared and discussed at the beginning of
- c) Student Satisfaction Survey: Percentages of students who were satisfied and very
- b) Sample teaching session plan
- a) Module/course syllabus
- Supportive Documentation**

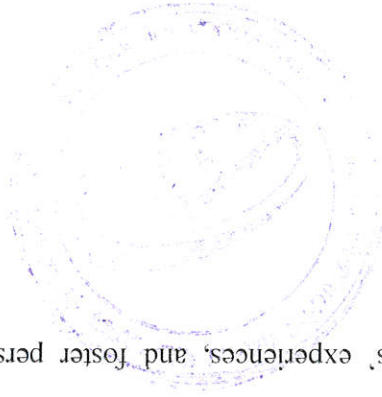
- preparation for teaching?
- c) Describe how instructors plan and prepare for teaching. Are session plan used in
- students at the beginning of the course/module?
- b) Is a standardized syllabus provided for each course/module and discussed with
- a) Describe the process for developing a standardized syllabus.
- Narrative response**

3.1.3 The curriculum ensures that instructors provide a standardized syllabus for the course and effectively plan and prepare for teaching, through regular use of session plans including clinical practicum.

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

- learning outcome (Indicator 3.1.2).
- satisfied with learning teaching activities are appropriately designed to achieve the
- b) Student Satisfaction Survey. Percentages of students who were satisfied and very
- a) Minutes/reports of review of learning and teaching activities
- Supportive Documentation**

- in achieving the learning outcomes.
- b) Describe the outcome measures used to evaluate the teaching and learning methods
- ensures the achievement of learning outcomes?
- a) How does the program review and evaluate that the teaching and learning activities
- Narrative response**



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

and foster personal development and responsibility.

3.1.5 The program has in place co-curricular activities that will enrich students' experiences

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

satisfied with access to and support for digital, blended or e-learning (Indicator 3.1.4).

c) Student Satisfaction Survey: Percentages of students who were satisfied and very

b) Learning resource utilization report

a) Report on student support services

Supportive documentation

c) List the types of support services that are provided to students.

b) Provide details of the learning resources provided to students.

implementation of the program.

a) Describe the conduciveness of the learning environment for the effective

Narrative response

counseling and other support services.

program takes place in an appropriate learning environment, including, in particular

facilities, libraries, IT infrastructure and support, and academic guidance. The study

3.1.4 Students of the study program are provided with sufficient learning resources, including

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



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

(Indicator 3.1.6).

- 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 activities and feed-back based improvements.

Supportive documentation

- a) Describe how and how often the program monitors and reviews the learning and teaching.
- b) Describe how student feedback is used to monitor and review the quality of learning and teaching.
- c) Give examples of changes made to improve learning and teaching based on student feedback and other evaluation mechanisms.

Narrative response

3.1.6 There is a systematic monitoring and review of teaching of the program to improve the quality of teaching and learning. This monitoring and review includes the use of student feedback on teaching quality, along with other evaluation mechanisms.

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

Indicator (3.1.5).

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

3.2 Assessment Policy and System

3.2.1 The program has an assessment policy/ guideline/exam blueprint that clearly describes

assessment practices and principles including methods, frequency, scoring, marking,

remedial action and post-exam analysis procedures.

Narrative response

a) Discuss the assessment policy/guideline and its key components

b) Describe the assessment practices with respect to the following:

a. Determination of assessment methods, frequency and scoring for each type

of teaching/learning activity.

b. Development and utilization of exam blueprint.

c) Describe post exam analysis procedures.

d) Describe the remediation process and procedure.

Supportive Documentation

a) Assessment policy/guideline.

b) Exam blueprint examples.

c) Post exam analysis report examples.

d) Student Satisfaction Survey. Percentages of students who were satisfied and very

satisfied with availability of assessment policy/ guideline/exam blueprint (Indicator

3.2.1)

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

3.2.2 The program has in place mechanisms to ensure the validity and reliability of the student

assessment system.

Narrative response

a) Describe the process used to create and generate student assessment systems.

b) Describe how the program ensures the validity and reliability of the student

assessment system.

Supporting Documentation

a) Reports on validity and reliability of assessments

b) Assessment policy/guideline





- a) Outcome measures for courses and program learning outcomes.
- b) Minutes/review reports of courses and program learning outcomes.
- c) Minutes/academic progression and graduation reports.

Supportive Documentation

- b) Discuss how the assessment system informs academic progression and graduation outcomes.
- a) Describe the assessment system used to measure course and program learning

Narrative response

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

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

(Indicator 3.2.3.).

- a) The policies and procedures for disciplinary action and appeals
- b) Minutes on disciplinary and appeal decisions
- c) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with availability of student appeal and dispute mechanisms for assessment

Supportive Documentation

- a) Describe the student assessment appeals policy.
- b) Describe how the program regulates and administers student appeals and disputes regarding assessment.
- c) Discuss the alignment of academic security and integrity of assessment arrangements with HEIs policy.
- d) Describe the mechanism for ensuring confidentiality of assessment results and academic records.

Narrative response

3.2.3 The program has clear mechanisms for student appeal and dispute resolution are regulated and fairly administered. The academic security and integrity of assessment, confidentiality of assessment results and academic records are maintained in line with HEI's policy.



- a) Assessment policy/guideline determining type of assessment for each program learning outcome.
- b) Reports/minutes of review of assessment methods for program learning outcome.

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 competency, knowledge and skills.
- a) Describe the various assessment methods used for each learning outcome.

Narrative response

outcomes and competencies covering knowledge, skills and attitude.

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

3.3 Assessment Method

- a) Assessment policy guideline showing policy and procedure on standard setting and item analysis.
- b) Exam item analysis report
- c) Exam committee minutes/reports of decision making based on item analysis and standard setting for courses and for progression and graduation.

Supportive documentation

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

Narrative response

use the results for decision-making.

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

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

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

Narrative response

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

Supportive Documentation

a) Assessment review report/minute.

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

Narrative response

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

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

c) Describe how students are provided with timely feedback to identify their strength and areas of improvement.

Supportive Documentation

a) Assessment policy/guideline describing feedback to students.

b) Examples of actionable feedback provided to students.

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

and actionable feedback (Indicator 3.3.3).





- a) Describe remedial mechanisms for low performing students.
- b) Describe academic advising, tutoring and other resources available to support low performing students.

Narrative Response

assessment results.

3.3.5 The program provides special support to students with poor performance based on

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

Blueprint/fairness of assessment mechanism. (Indicator 3.3.4).

- a) Assessment policy/guideline describing adequacy and fairness of the assessment system to achieve learning outcome.
- b) Exam committee reports reviewing adequacy and fairness of the assessment system to achieve learning outcome.
- c) Student Satisfaction Survey: Percentages of students who were satisfied and very satisfied with information about the content, style and format of assessment (Exam

Supportive documentation

of learning outcomes.

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

Narrative response

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

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



admission decisions

- c) Describe the roles, responsibilities and composition of the committee making
- b) How does the program ensure the admission practices are clear, efficient, and fair?
- a) Describe the student selection and admission policies and practices of the program.

Narrative response

fair, and in accordance with the HEI's policies and regulations.

4.1.1. Student selection and admission practices for the program are clear, efficient, explicit and

4.1 Student Selection and Admission Policy

The school has appropriate student admission policies and practices and systems in place for student support including academic, career, Psychosocial and financial support services.

4 Students

- c) Action plans based on performance feedback on the national and external exams.
- b) Results of national licensure and external exams with review and analysis
- a) AC/DC Minutes/reports and letters

Supportive Documentation

exams are used for improvement.

a) Describe how performance feedback from national licensure exams and external

Narrative Response

exams to improve instruction and in-school assessment practices.

3.3.6 The program use performance feedback from external exams and national licensing

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

3.3.5.)

satisfied with availability of targeted support for poor performing students (Indicator

b) Student Satisfaction Survey. Percentages of students who were satisfied and very

a) Minutes/reports and letters on remediation

Supportive Documentation

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

Narrative response

a) Describe how often and by whom the size of student intake capacity is defined and reviewed.

b) Describe the various routes of entry (direct vs graduate entry).

c) Explain how the program ensures student intake capacity is aligned with available resources for effective implementation of the program.

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

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

Supportive documentation

a) Student intake capacity review documents and communication letter

b) Current annual plan of the program

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

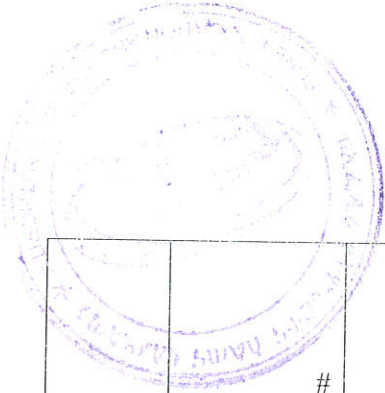
Narrative response

a) Describe the student transfer and exchange policy.

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

c) Table 4.1.4. Provide the number of transferred/exchange students for each indicated academic year (3 consecutive years student active batch).

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





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

Narrative response

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

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

(Indicator 4.1.5.).

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

Supportive Documentation

in admission.

- a) Describe the inclusiveness of the admission policy
- b) Describe the program's processes and practices that promote and ensure diversity

Narrative Response

4.1.5. Promote diversity in admission, including gender mainstreaming, and consideration of disadvantaged groups and persons with disabilities, where applicable

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

(transfer) across institutions nationally and internationally (Indicator 4.1.4)

- a) Student transfer and exchange policy
- b) Student handbook/Student transfer Guideline Registrar manual.
- c) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with presence of well-defined mechanisms to facilitate student mobility

Supportive documentation



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

- satisfied with availability of student support service (Survey Indicator 4.2.1).
- d) Student Satisfaction Survey. Percentages of students who were satisfied and very
 - c) Student support service yearly report.
 - b) Student academic and career counseling manual.
 - a) Student support services manual/guidebook.

Supportive Documentation

- f) Evaluate the adequacy and appropriateness of student services.
- e) Describe the health services available to students.
- d) Describe the recreational activities available to students.
- c) Describe how the program supports the physical, social, and financial needs of
 - a. Academic support
 - b. Career counseling

- b) Explain how and by whom the following services are provided:
 - a) Describe the types of student support services available to students.

Narrative response

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

4.2 Student Counseling and Support Service

- a) Minutes/reports on reviewing admission requirements.

Supportive document

- b) Describe the outcome data and other sources used to review the admission requirements and entry standards.
- c) Indicate the date of the last review of the admission requirements and entry standards.



- a) Student handbook.
- b) Orientation to program and support services schedule.
- c) Student academic and career counseling manual indicating qualification of staff.
- d) Student Satisfaction Survey. Percentages of students who were satisfied and very

Supportive Documentation

- a) Describe the process of orientation provided to new students regarding the program and available support mechanisms.
- b) When and how often is orientation provided to students?
- c) Describe the qualification of staff and how often academic counseling is provided to students.
- d) Describe the qualification of staff and how often career counseling is provided to students.

Narrative response

4.2.3 There is an effective orientation program to new students about the program and the available support mechanisms. Academic, non-academic and career counseling are provided by adequate and qualified staff.

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

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

Supportive Documentation

- a) Indicate the availability of student handbook with inclusion of student support services and systems.
- b) How is the student handbook with student support services made available to students?

Narrative response

4.2.2 The program has a comprehensive student handbook that indicates students' support systems and makes it accessible to students.



Narrative Response

effectiveness, and safety.

4.2.5 The program evaluates student support services regularly to ensure their adequacy,

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

academically at-risk students (Indicator 4.2.4).

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

Supportive Documentation

- d) Describe strategies used to minimize attrition.
- c) Describe the academic support provided to academically at-risk students.
- b) Describe how and when students that are at risk of not progressing academically identified?
- a) Describe the mechanism to identify students with special need and the types of support provided.

Narrative response

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.

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

satisfied with availability of effective orientation system for new students about the program and support services (Indicator 4.2.3).



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

4.3 Student Progression

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

4.2.6).

- a) Policy on disciplinary procedures, grievance, and due process.
- b) Minutes/reports on disciplinary decision.
- c) Student handbook.
- d) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with availability of appeals and grievance handling mechanisms (Indicator

Supportive Documentation

- a) Describe the policy, processes, and procedures for handling student disciplinary cases.
- b) Describe how student's grievances and appeals are handled regarding academic and non-academic matters.
- c) How students are made aware of the policy, processes, and procedures for handling student disciplinary cases?

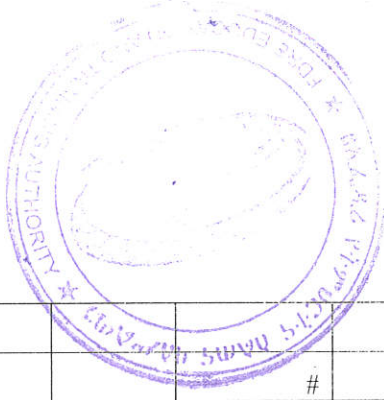
Narrative response

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.

- a) Student support service yearly report with evaluation and minutes.
- b) Student evaluation data of support services.

Supportive documentation

- 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?



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

- a) How and how often does the program review the effectiveness of its strategy and mechanism on student attrition, retention, progression, and completion rates?
- b) Describe the types of data reviewed and analyzed regarding student achievement, retention, attrition rates, progression, and completion.
- c) Table 4.3.3. Provide student data for attrition, progression, and graduation (3 consecutive year's active batch).

Narrative response

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

Supportive Documentation

- a) Comprehensive/exit qualifying exam performance and review report.
- b) DC & AC minutes.

Narrative response

- a) Describe the availability of a comprehensive/exit/qualification examination to check student's final competency.
- b) Describe the program's strategy and plans to ensure success of the graduates on the exit exam.

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

Supportive documentation

- a) Student progression and retention plan and strategies.
- b) Student progression report, review, and minutes

Narrative response

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



Narrative response

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

5.1 Staff Recruitment and Selection

5. Academic Staff

c) Tracer study report.

b) Updated database information of program alumni.

a) Registrar manual.

Supportive Documentation

b) Describe how the program creates a formal link with the alumni.

database.

a) Describe the process and system of managing and maintaining graduates with alumni

Narrative response

relationships with its alumni database.

4.4.2 There is an effective use of formal system and process for managing and maintaining

b) Graduates' satisfaction survey.

a) Tracer study report.

Supportive documentation

b) Describe the mechanism used to trace the satisfaction of graduates and employers.

graduates.

a) Describe how and how often tracer studies are used to track employment of

Narrative response

employers and use the findings to improve the educational program.

4.4.1 There is an active mechanism to trace employability and satisfaction of graduates and

4.4 Alumni

b) Academic or senate minutes of graduation.

a) Report on student achievement, retention, attrition rates, progression, and completion.

Supportive Documentation



Name of Composition	Qualification	Name	of Qualification	Remark
---------------------	---------------	------	------------------	--------

d) 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.
- d) Discuss the effectiveness of the human resource strategic planning with respect to ensuring the following:
 - 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.
 - c) Discuss the effectiveness of the human resource strategic planning with respect to

Narrative response

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

- a) Policy and procedure for appointment and promotion of academic staff.
- b) Examples of qualification criteria for the various academic staff appointment.
- c) Criteria for promotion of academic staff.
- d) HR manual.
- e) Academic staff handbook.
- f) Minute/letter for appointment and promotion.

Supportive Documentation

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



- a) Describe 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) Table 5.1.4, Staff to student ratio (3 consecutive years active batch).

Narrative response

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

a) Human resource management review reports, planning minutes.

Supportive documentation

No	List of Academic staff	Qualification	Full time	Part time	Remark

b) Table 5.1.3 List of part time and full-time academic staff.

- a) Describe 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 has an adequate number of qualified full-time academic staff for each study program.

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

Supportive Documentation

academic staff	Junior	Senior	Specify degrees, non-specialty, sub-specialty, staff achieved with specific field of study	Academic non-specialty, staff		



Narrative response

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

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

on staff performance evaluation (5.2.1).

- d) Percentages of students who were satisfied and very satisfied on the participation
- c) Appraisal data-based benefits and awards report.
- b) Academic staff handbook.
- a) Staff performance appraisal report.

Supportive documentation

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

Narrative response

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

5.2 Staff Support and Retention

- a) 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. 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

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

- a) Policy of academic staff promotion.
- b) HR manual.
- c) Academic leadership manual.

Supportive Documentation

- a) Describe the policy and requirements for the promotion of staff to academic ranks.
- b) Describe the mechanisms for staff promotion to leadership positions.

Narrative response

5.3.1 Have mechanisms in place for the promotion of staff to leadership positions and academic ranks.

5.3 Staff Professional Development

- a) Staff appraisal policy.
- b) Academic staff handbook.
- c) Academic staff evaluation forms.
- d) Staff performance appraisal report.

Supportive document

- a) Describe the policies, procedures, and mechanism of staff appraisal system.
- b) Explain how the staff appraisal system addresses the roles of academic staff 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?
- d) Describe the types and frequency of data collected for faculty performance assessment in teaching, research, community services and administrative functions.
- e) How does the program support and encourage academic staff to achieve the promotion expectations and describe the remedial actions in place to ensure success.



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

Narrative response

- 5.3.5 The program supports and encourages the research activities of its academic staff and ensures their academic freedom.
- a) Academic staff continuous training reports.
 - b) ICT utilization and access for staff report.

Supportive Documentation

- communication available for the academic staff.
- a) Describe how the program provides the necessary and continuous training for the academic staff.
 - b) Discuss the technology and communication tools for instruction, information, and

Narrative response

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

Supportive Documentation

- a) Describe the mechanism used for mentoring of new academic staff as part of the staff development program.
- b) How is formative guidance and feedback provided to new academic staff?

Narrative response

- 5.3.3 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 Documentation

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



a) Describe the available educational resource related to the program.

Narrative response

maintained.

distributed according to the educational needs of the study program and are well for training, to ensure effective delivery of the curriculum. Educational resources are

6.1.2. The program has sufficient and appropriate resources, including equipment and facilities

b) Procurement policy.

a) Resource utilization manual.

Supportive document

HEI policy.

b) Discuss how the procuring and utilization of educational resources align with the

a) Describe the system of procuring and utilization of educational resources.

Narrative response

utilization of educational resources in line with the HEI policy.

6.1.1. The program has clearly stated and well-defined system in place for procuring and

6.1 Physical Facilities

6. Educational Resources

and scholarly work for the last 2 academic years.

a) List of national and international linkages with professional development activities

Supportive Documentation

b) Discuss how the linkages enhance professional development and scholarly activities.

of the program.

a) Describe the mechanisms in place for supporting national and international linkage

Narrative response

professional development and scholarly activities.

5.3.6 The program has national and international linkages for enhancement of academic and

d) Academic Staff handbook pertaining to research.

c) Legislation.

b) Research manual.

a) Incentive package for research.

Supportive Documentation



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

delivery of the curriculum (Indicator 6.1.3).

- b) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with availability of sufficient and appropriate resources to ensure the
- a) Minutes/reports reviewing adequacy of resources and facilities.

Supportive Documentation

needs of the program.

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

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

- c) Inventory report on facilities.

- b) Resource review and progress report.

- a) Resource utilization manual.

Supportive Documentation

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

- e) Table 6.1.2. Educational resources list.
- d) Describe the process and mechanism for maintenance of the educational resources.
- c) Describe how educational resources are distributed according to the needs of the program.
- b) Discuss the appropriateness and adequacy of educational resources to ensure effective delivery of the curriculum.



- a) Discuss the functionality and adequate capacity of the library
 - b) Describe when the library is accessible to students and staff
- Narrative Response**
- capacity.

- 6.1.6. The program has a functional library accessible to students and staff with adequate
- a) Risk management strategy of educational resources.
 - b) Risk assessment report of educational resources.

Supportive Documentation

- a) Discuss the program's risk management strategy with respect to educational resources and teaching facilities.
- b) Describe how the program conducts risk assessment.

Narrative response

- 6.1.5. The program has a risk management strategy and conducts risk assessment of its educational resources and teaching facilities.

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

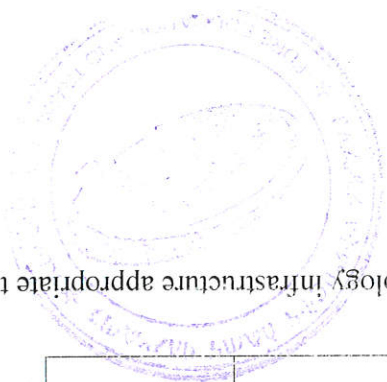
- regulation (Indicator 6.1.4).
- a) Facilities review/report of compliance with health and safety regulations.
 - b) Physical facility health and safety manual/guide.
 - c) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with availability of physical facilities that comply with laws and safety

Supporting Documentation

- a) Describe how the program ensures that the physical facilities conform with relevant laws, health, and safety regulations.
- b) Describe how the program ensures accessibility of physical facilities to people with disabilities.

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.



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

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

management system (Indicator 6.1.7).

- a) Library manual
- b) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with availability of digital library, up to date text and reference and database

Supportive Documentation

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

Narrative response

and research activities.
 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.

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

6.1.6).

- a) Library manual.
- b) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with availability of functional and adequate capacity library (Indicator

Supportive Documentation



a) Provide a list of the community attachment (training sites) sites

Narrative Response

6.2.1 The program has access to various clinical and community attachment (training) sites to provide adequate clinical and community learning experiences for students.

6.2 Practical/Clinical Training Site

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

Supportive Documentation

- b) Provide examples of changes implemented based on review of program resources. resources are reviewed.
- a) Describe how, how often and by whom the appropriateness and effectiveness of

Narrative response

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

(Indicator 6.1.8.).

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

- a) Information technology strategic planning and review document.
- b) Website and corporate email.

Supportive Documentation

- 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



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

- satisfied with adequacy of facilities in the practical training sites (Indicator 6.2.2).
- c) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied
 - b) Student documents (notes, portfolios, and reports).
 - a) Assessment Checklist.

Supportive Documentation

- a) For each practical training site, describe the patient flow and case mix that supports the learning outcomes of the program.
- Narrative Response**

per the core competencies.

6.2.2 The program has practical sites that are accessible with adequate patient number and mix

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

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

Supportive Documentation

- c) Describe the process (MOU, etc.) by which access of the resources for the students is ensured.
- b) For each attachment site, describe the type of training provided, the resources available and services provided, the timing of training in the curriculum and the duration of time spent at the site by the students.

6.2.3 The program provides educational resources including national service delivery guidelines, personal protective equipment, learning tools (checklists, logbook, SOP) and other essential equipment.

Narrative Response

- a) Describe the various educational resources available to students as listed in element 6.2.3 and any additional learning tools that are provided.
- b) How and when are these resources provided to students?

Supportive Documentation

- a) SOP.
- b) Evidence of resource provision to students (receipt forms, etc.).
- c) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with availability of educational resources including national service delivery

guidelines, personal protective equipment, learning tools (Indicator 6.2.3.).

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

6.2.4 The program has a dedicated coordinator for facilitating community/clinical training.

Narrative Response

- a) Describe the process used to ensure facilitation of the community/clinical training.
- b) Is there a dedicated coordinator for the training sites? Describe the roles and responsibilities of the coordinator and who they report to.

Supportive Documentation

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

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



6.2.5 The program engages adequate instructors and supervisors in the required range of clinical and community settings.

Narrative Response

a) For each practical training site, describe the instructors and supervisors available for student training including total number, professional and expertise mix for the attachment.

Supportive Documentation

a) Official list of instructors and supervisors at the training sites.

b) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with availability of assigned instructors and supervisors in the practical centers (Indicator 6.2.5).

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

6.3 Financial Resource

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

Narrative response

a) Discuss the adequacy of financial resources of the program for its operation and implementing the strategic objectives.

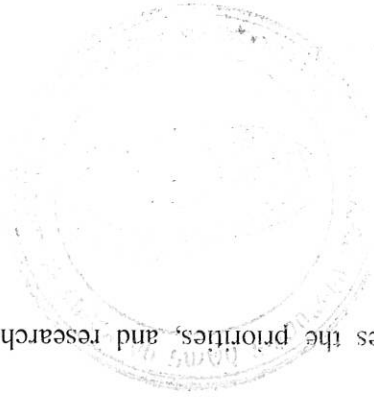
Supportive documentation

- 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

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 complies with ethical standards.

Supportive Documentation

- a) MOA between the program and internal and external institutions.
 - b) Research annual plan/report on research collaborations.
- a) Describe how the program supports research collaboration and cooperation across the institutions and externally, nationally, and internationally.
- b) Provide examples of research collaborations with the various institutions internally and externally.

Narrative response

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

Supportive documentations

- a) Annual research plan.
 - b) Budget request approval report.
- a) Discuss the adequacy of facilities, equipment and budget allocation for research work and dissemination.

Narrative response

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.

Supportive Documentation

- a) Research strategic objective.
 - b) Research policy/manual.
 - c) List of researcher recognition and research output.
 - d) List of commercialization of research output.
- a) Describe the program's goals, strategic objective, and plan for research.
- b) Describe the policy and procedure that identifies the research priorities.
- c) Discuss the mechanisms for researcher recognition and commercialization of research output.

Narrative Response



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) Annual plan of the research and community engagement budget.
 b) Budget request approval report.

Supportive documentations

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

Narrative response

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

Narrative response

a) Minute/report on research effectiveness review.
 b) Annual list of research and scholarly productivity and output.
 c) Annual research report.
 d) Annual community engagement report.

Supportive Documentation

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

Narrative response

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) Research policy/manual.
 b) Minutes/reports of review boards.
 c) Conflict of interest disclosure forms.
 d) Plagiarism checker system.

Supportive Documentation

b) Describe the policies and procedures and mechanisms to prevent academic misconduct.
 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.



a) Describe the process and procedure to identify and engage with industry, employers, professional organizations, and the community at large.

Narrative response

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

a) Need assessment for community engagement activities.

Supportive documentation

community.

c) Explain how the community engagement activities are aligned with the needs of the community.

b) Describe the process to identify the needs and requirements of the community.

a) Describe how the program defines and identifies the community it serves.

Narrative response

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

b) Reports on community engagement activities.

a) Community engagement policy/manual.

Supportive Documentation

activities.

c) Describe how the program identifies and prioritizes the community engagement activities.

b) Describe the alignment of community engagement with HEl policies.

a) Describe the system and process for planning, implementing, monitoring, and evaluating community engagement.

Narrative response

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

7.2 Community Engagement

outcomes were integrated.

b) Examples of learning activities and community engagement where research

a) Research annual report.

Supportive Documentation

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



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

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

- satisfied with participation of students in community engagement (Indicator 7.2.4).
- c) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with participation of students in community engagement (Indicator 7.2.4).
 - b) List of activities with community and industry engagement and evidence of output and productivity.
 - a) Community and industry engagement policy/manual.

Supporting Documentation

- d) Describe how the program ensures that the community and industry engagements lead to a productive relationship.
- c) State any initiatives taken by the program to involve students and staff in industry and community engagement.
- b) Describe how staff and students are made aware of the opportunities to engage in industry and community.
- a) Describe how the staff and students are involved in industry and community engagement.

Narrative Response

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

- c) Tracking reports on engagement activities with industry, employers, professional organizations, and the community.
- b) MOA.
- a) Manual/process and procedure for engagement with industry, employers, professional organizations, and the community.

Supportive documentation

- c) Describe the tracking system used to monitor these engagements.
- b) Explain the process to ensure the engagement process and procedures are well-defined and coordinated.



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 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 regularly reviewing and updating its, functions, strategies, core activities and resources to ensure continual quality improvement.

- a) Strategic plan/Legislation.
- b) administrative structure and leaders.
- c) Public announcement (letter, website, social media, printed media, etc.) of the
- d) Organizational structure/organogram.

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 staff with recognized authority and accountability over the educational program.

Narrative Response

8.1.1. The program has 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) Industry engagement policy/manual.
- b) Industry engagement report.

Supporting Documentation

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

Narrative Response



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

Narrative response

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

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

satisfied with participation of students in decision making (Indicator 8.1.6).
 (c) Student Satisfaction Survey. Percentages of students who were satisfied and very

- a) DC minutes.
- b) Legislation.

Supportive Documentation

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

participation.
 b) Table 8.1.6. List of Committees with academic staff, students, and stakeholders' participation.
 i. Criteria for selection and terms of services.
 ii. Role in the committees/working groups in decision making.

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



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

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

program (Indicator 8.1.9).

- a) Student handbook
 - b) Social media, brochures, publications of the program
 - c) Student satisfaction survey. Percentages of students who were satisfied and very satisfied with communication of accurate, relevant, and timely information about the program.
- Supportive documentations**
- b) How is the information disseminated to students and other stakeholders?

a) Describe how accurate, relevant, and timely information is provided regarding the program.

Narrative response

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

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

Supportive Documentation

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

Narrative Response

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

- a) DC minutes.
- b) Reports on management effectiveness review.

Supportive documentation



for the core functions.

8.2.1 The program ensures a balanced and transparent budget and educational resource allocation

8.2 Allocation of resources

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

harassment and gender-based violence (GBV) (Indicator 8.1.11).

- f. Student satisfaction survey. Percentages of students who were satisfied and very satisfied with clear policies, guidelines, and strategies to prevent and manage sexual harassment and gender-based violence (GBV) (Indicator 8.1.11).
- e. Discipline committee hearings and minutes.
- d. Discipline guideline.
- c. Faculty handbook pertaining to sexual harassment and GBV.
- b. Student handbook (guide) pertaining to sexual harassment and GBV.
- a. Senate legislation.

Supportive Documentation

- d. How are staff, students and stakeholders made aware of the process?

gender-based violence (GBV).

- c. Describe the process of reporting, investigating, and managing sexual harassment and GBV.
- b. Describe the process and procedures for preventing and identifying sexual harassment and GBV.
- a. Describe the sexual harassment and GBV prevention and management guideline.

Narrative Response

8.1.11. Have clear policies, guidelines, and strategies to prevent and manage sexual harassment and gender-based violence (GBV).

- c) Incident reports.
- b) Risk assessment reports.
- a) Risk management policy and procedure.

Supportive Documentation

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

Narrative Response



Narrative response

assurance activities to ensure continuous quality improvement. adequate staffing and support, regular reviewing and updating of its internal quality

9.1.2. The program has a publicly available quality assurance policy and procedure including

- b) Effectiveness of governance structure review reports.
- a) Legislation.

Supportive documentation

and offices involved.

b) Describe the types of data collected and reviewed including frequency and personnel program governance structure.

a) Discuss the system of monitoring, evaluating, and reviewing the effectiveness of

Narrative response

the governance structure.

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

9.1 Continual Quality Improvement System

9. Continual Quality Improvement

- c) Report on purchase request and procurement.
- b) Budget planning for resources.
- a) Resource utilization manual.

Supportive Documentation

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

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

Narrative Response

achieve the objectives of the program.

8.2.2. The program ensures resources are sufficient, utilized efficiently and responsibly to

b) Annual plan.

a) Budget break down.

Supportive Documentation

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

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

Narrative Response



a) Describe the QA process and procedure for the following.

Narrative response

9.2.2 The program's continual 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.

- c) Evidence of staff development (training, attendance, certificates, and sponsorship letters).
- b) Staff capacity building plan and report.
- a) Staff capacity building need assessment (need assessment analysis document).

Supportive Documentation

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

Narrative Response

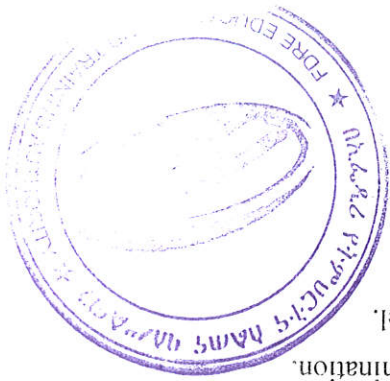
9.2.1 The program has a mechanism for continuous and need-based staff capacity building.

9.2 Implementation of continual Quality Improvement

- c) QA review reports
- b) Legislation.
- a) Quality assurance policy/manual.

Supportive documentation

- QA review.
- d) Provide examples of changes made to ensure continual quality improvement based on QA review.
- 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.
- b) Describe the QA system for the following.
 - a) Describe the quality assurance (QA) policy and procedure.



- a) Quality assurance activities and data publication and dissemination.
- b) QA activities discussion at department and other units' level.

Supportive documentation

- 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.
- c) How academic and support staff and students are involved in quality assurance activities?

Narrative response

- a) QA manual describing types and frequency of data collected.
 - 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 and changes made based on reports.
- 9.2.3 The program places the focus of its quality assurance activities on the enhancement of quality and the development of a quality culture. The program ensures the active involvement of academic and support staff and students in the operational process of continual quality improvement.

Supportive Documentation

- a. The program areas monitored including teaching and learning, research, community engagement and strategic planning and management.
- b. How QA activities are integrated across all areas monitored.
- c. The types of data collected and analysis with defined frequency and benchmark.
- b) Describe how quality assurance activities provide relevant information and data for continual quality improvement.
- c) How does the relevant information and data support the program management and development?
- d) How does the quality assurance activities align with and ensure the achievement of institutional goals?



- a) Educational outcome review process and procedure/ guideline.
- b) Performance breakdown on national licensure exam.
- c) Tracer study.
- d) Employment rate.
- e) Employer satisfaction rate/feedback from clients.

Supportive Documentation

Outcome Data	AY 2021-2022	AY 2022-2023	AY 202
1. National licensing exam pass rate			
2. National licensing exam mean score			

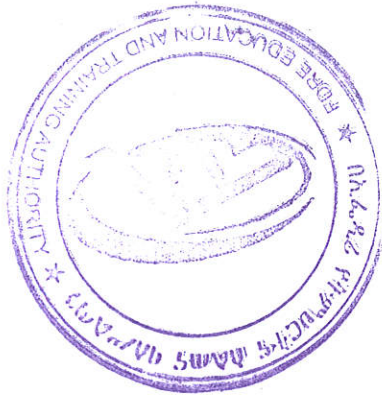
- c) Table 9.2.4 Program Outcomes Data.
- a) Describe the system and process for evaluation of the educational outcomes.
- b) Describe the types of data collected, describe how the benchmark is set for each and how often and by whom the data is analyzed and reviewed.

Narrative Response

9.2.4 The program has a mechanism to evaluate program educational objective and program outcome 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)

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

- c) Awareness and educational discussion forums on QA policies, procedure, and processes.
- d) Publication and dissemination of program level self-study report.
- e) Student satisfaction survey. Percentages of students who were satisfied and very satisfied with the participation of students in the continual quality improvement activities (Indicator 9.2.3.).



9.3 Monitoring and Evaluation of Continual Quality Improvement

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

Narrative Response

a) Describe the mechanism to gather and use 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.

Supportive Documentation

a) Examples of feedback data with analysis

b) Program improvements report/minutes based on feedback data.

c) 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).

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

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.



- a) Sample published/disseminated good practices

Supportive Documentation

stakeholder and the wider community.

- a) Describe the mechanism used to identify and disseminate good practices to the

Narrative Response

stakeholders and the wider community.

- 9.4.1 The program has a mechanism to identify and disseminate good practices to the

9.4 Documentation and Dissemination

- a) Quality assurance review report

Supportive Documentation

- b) Describe how often and by whom the program reviews its quality assurance system.

- a) Describe the effectiveness and impact of the quality assurance system.

Narrative response

impact.

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

- c) Designation letter for committee members.