

November, 2023  
Addis Ababa, Ethiopia



# Midwifery Program Accreditation Data Collection Tool (DCT)

Document Code: FTA/ACC/Mw/02  
Edition: 1  
Effective Date: Nov 10/2023

የፌዴራል የትምህርትና ስልጠና ሰልጠና ሰልጠና  
የፌዴራል የትምህርትና ስልጠና ሰልጠና ሰልጠና



Contents

III	LIST OF ABBREVIATIONS.....	1
1	INTRODUCTION.....	1
2	1. PROGRAM OUTCOME.....	2
2	1.1 Program Development.....	2
5	1.2 Alignment between Institutional Mission, program educational objective, program outcome, and course learning outcome.....	5
6	2 CURRICULUM.....	6
6	2.1 Design and Organization.....	6
8	2.2 Curriculum Evaluation and Review Process.....	8
10	3 LEARNING, TEACHING AND ASSESSMENT.....	10
10	3.1 Learning and Teaching.....	10
14	3.2 Assessment Policy and System.....	14
16	3.3. Assessment Method.....	16
19	4.1 Student Selection and Admission Policy.....	19
22	4.2. Student Support and Counseling Service.....	22
26	4.3 Student Progression.....	26
28	4.4 Alumni.....	28
29	5 ACADEMIC STAFF.....	29
29	5.1 Staff Recruitment and Selection.....	29
32	5.2 Staff support and Retention.....	32
33	5.3 Staff Professional Development.....	33
35	5.4 Preceptor Selection, Preparation, Development.....	35
36	6 EDUCATIONAL RESOURCES.....	36
36	6.1 Physical facilities.....	36





62	Skill Development Laboratory.....
40	
44	6.3. Practical/Clinical Training Site .....
46	6.4. Financial Resource .....
46	7. RESEARCH AND COMMUNITY ENGAGEMENT.....
46	7.1. Research .....
48	7.2. Community Engagement.....
51	8. PROGRAM MANAGEMENT.....
51	8.1. Leadership and Decision Making .....
55	8.2. Allocation of Resources .....
56	9. CONTINUAL QUALITY IMPROVEMENT .....
56	9.1. Continual Quality Improvement System .....
57	9.2. Implementation of Continual Quality Improvement.....
59	9.3. Monitoring and Evaluation of Continual Quality Improvement .....
60	9.4. Documentation and Dissemination .....



**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 formal 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 introduction of programs and phasing out 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 need.

e) Indicate the professional and legal requirements of the program and show its 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	% Satisfied and very satisfied
Academic	Academic	Academic	Academic	Academic	Academic	

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 to stakeholders; syllabus, learning outcomes.
- b) Minutes of meetings and documentation of the most recent review of program
- a) Program outcome document (on site for Site Review)

**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 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**

- c) Program review/committee minutes and reports providing rationale and evidence of the sustainability of the program based on national priorities and societal needs.
  - 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.
- 1.1.3. The program learning outcomes are clearly expressed and communicated to staff and students; ensure principal stakeholders have reasonably participated in formulating and reviewing processes.



a) Describe the procedure used to approve the program

**Narrative response**

1.1.6. The program is approved by appropriate governing body.

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

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

**Supportive Documentation**

various stakeholders and provide examples.

c) Discuss how the program is updating based on the feedback obtained from the each group.

b) List the various stakeholders and describe the type of feedback obtained from stakeholders to improve the delivery of the study program.

a) Describe the mechanisms and frequency that are in place to obtain feedback from

**Narrative Response**

and update the program accordingly in line with the current practice.

improve the delivery of the study program and attainment of the program outcomes

1.1.5. There is a systematic approach in place to obtain feedback from stakeholders to

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

d) Student Satisfaction Survey Percentages of students who were satisfied and very satisfied with communication of learning outcomes (Indicator 1.1.4).

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

b) Tracer study report.

a) Student handbook, career guidance and counseling documents

**Supportive Documentation**

options.

b) Describe how the students are made aware of the career and further studies stated learning outcome.

a) Discuss how the program indicates the career and further studies options based on

**Narrative Response**





## 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**
- 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 between program outcome and course learning outcome?
- Supporting Documentation**
- a) Program approval minute/(AC/DC)
- b) The current Legislation

- 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

a) Describe how the core content of the discipline were established

b) Explain how the core contents of the discipline support the program learning outcomes.

#### Supportive Documentation

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

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

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

#### Narrative response

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





- satisfied with information about the career pathways (Indicator 2.1.6)
- c) Student Satisfaction Survey. Percentages of students who were satisfied and very pathways.
  - b) Communications (syllabus, brochures, website, etc.) informing students of career pathways.
  - a) Curriculum design linked to career pathways.

**Supportive Documentation**

- 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**

are informed about the development of career pathways during their studies.

2.1.6 The curriculum is designed in such a way that there is a clear pathway and students

- 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 required domains of learning.
  - a) Describe the required domains of learning, i.e. the knowledge, skills, values and behaviors to become a professional healthcare provider.

**Narrative response**

healthcare provider that is socially accountable.

- 2.1.5 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**

requirements and good practices in the discipline?

- a) Does the program curriculum consider the appropriate professional, industry requirements and good practices in the discipline?

**Narrative Response**

the field.

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

- a) Curriculum of the program.

**Supportive Documentation**



oversees monitors and evaluates the curriculum committee and how the committee

- c) Describe the function of the curriculum committee and how the committee
- b) List the members and composition of curriculum committee.
- a) Describe the roles and responsibilities of the curriculum committee.

**Narrative Response**

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

**2.2. Curriculum Evaluation and Review Process**

- 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**

with the national standards.  
 semester, and durations of practical attachments are clearly defined and consistent

- 2.1.8 The curriculum ensures that the total duration of the training, credit hours per
- a) Minutes/reports of review of teaching and learning activities

**Supportive Documentation**

- outcomes.
- c) Discuss the alignment of the learning and teaching activities with learning
- appropriately designed to achieve the learning outcomes.

- b) Describe how the learning and teaching activities in the curriculum are
- vertically and horizontally integrated?

- a) Describe how the coherence of the curriculum is ensured? How the curriculum is

**Narrative Response**

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

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



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

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.
- c) Discuss how the feedback from stakeholders is considered in the review process.
- b) Describe the types of feedback data collected from students and stakeholders and committee to evaluate the curriculum.
- a) Describe the outcome measures and data sources used by the curriculum courses and clerkships are reviewed.

**Narrative response**

a) Describe how and how often the overall program curriculum is reviewed and how stakeholder feedback and use the results to improve.

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

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

satisfied with student representation on curriculum committee (Indicator 2.2.1)

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

**Supportive Documentation**

- d) Describe the role of students in the curriculum committee.

### 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 learning and teaching methods do encourages the active participation of students for their own learning?

d) Table 3.1.1. Learning outcomes and type of teaching/learning method for each learning outcome.

Teaching and Learning Activity	Program Outcome

##### Supporting Documentation

a) The current Curriculum/ Course/module syllabus

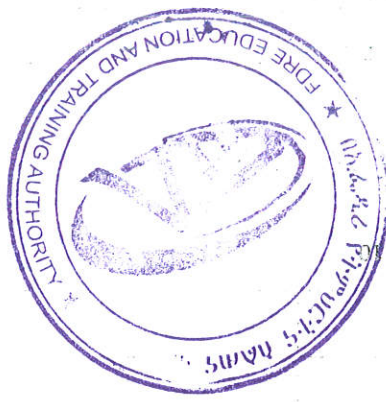
b) Learning teaching manual.

c) Student Satisfaction Survey Indicator 3.1.1. Percentages of students who were

satisfied and very satisfied with teaching learning activities prepares and support students to take responsibility:

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

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





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

**Narrative response**

particular counseling and other support services.  
 The study program takes place in an appropriate learning environment, including, in  
 3.1.4 Students of the study program are provided with sufficient learning resources,  
 including facilities, libraries, IT infrastructure and support, and academic guidance.

b) Reports on assessment of learning and teaching activities.

a) The current program curriculum.

**Supportive Documentation**

activities provided in the curriculum?

c) What are the ways adopted to assess the effectiveness of learning and teaching

b) What mechanisms are used to encourage students' participation?

of students.

a) Discuss how the learning and teaching activities encourage the active participation

**Narrative Response**

learning process.

3.1.3 The learning-teaching activities encourage the active participation of students in their

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

designed to achieve the learning outcome (Indicator 3.1.2.)

satisfied and very satisfied with learning teaching activities is appropriately

b) Student Satisfaction Survey Indicator 3.1.2. Percentages of students who were

a) Minutes/reports of review of learning and teaching activities

**Supportive Documentation**

methods in achieving the learning outcomes.

b) Describe the outcome measures used to evaluate the teaching and learning

activities ensures the achievement of learning outcomes?

a) How does the program review and evaluate that the teaching and learning

**Narrative response**



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

achievement (Indicator 3.1.5).

- a) Report on co-curricular activities.
- b) Student satisfaction survey result on co-curricular activities.
- c) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with co-curricular activities are available to support students

### Supportive Documentation

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

### Narrative response

3.1.5 The program has co-curricular activities that will enrich students' experiences, and foster personal development responsibility (needs to be stated under the curriculum).

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

3.1.4).

- a) Report on student support services.
- b) Learning resource utilization report.
- c) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with access to and support for digital, blended or e-learning (Indicator

### Supportive Documentation

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





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.

**Narrative response**

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

**Supportive Documentation**

- 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

(Indicator 3.1.6.)

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

3.1.7 The program provides special support to students with poor performance based on assessment results.

**Narrative response**

- a) Describe remedial mechanisms for low performing students.

- b) Describe academic advising, tutoring and other resources available to support low performing student

**Supportive Documentation**

- a) Minutes/reports and letters on remediation.

- b) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with availability of targeted support for poor performing students.

(Indicator 3.1.7.)



### 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

- a) Discuss the assessment policy/guideline and its key components
- b) Describe the assessment practices with respect to the following:

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

of teaching/learning activity.

II. 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) Percentages of students who were satisfied and very satisfied with availability of

assessment policy/ guideline/exam blueprint (Indicator 3.2.1).

		% 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 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.



outcomes.

a) Describe the assessment system used to measure course and program learning

**Narrative response**

outcomes and informs students on progression and graduation.

3.2.4 The program has a system of assessment that measures course and program learning

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

assessment (Indicator 3.2.3.)

satisfied with availability of student appeal and dispute mechanisms for

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

b) Minutes on disciplinary and appeal decisions

a) The policies and procedures for disciplinary action and appeals

**Supportive Documentation**

academic records.

d) Describe the mechanism for ensuring confidentiality of assessment results and

arrangements with HEIs policy.

c) Discuss the alignment of academic security and integrity of assessment

regarding assessment.

b) Describe how the program regulates and administers student appeals and disputes

a) Describe the student assessment appeals policy.

**Narrative response**

HEI's policy.

confidentiality of assessment results and academic records are maintained in line with

appeal and dispute resolution. The academic security and integrity of assessment,

3.2.3 The program has clearly regulated and fairly administered mechanisms for student's

b) Assessment policy/guideline.

a) Reports on validity and reliability of assessments.

**Supporting Documentation**

assessment system.

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



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**

standard setting for courses and for progression and graduation

- c) Exam committee minutes/reports of decision making based on item analysis and
- b) Exam item analysis report.
- item analysis.

a) Assessment policy guideline showing policy and procedure on standard setting and

**Supportive documents**

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

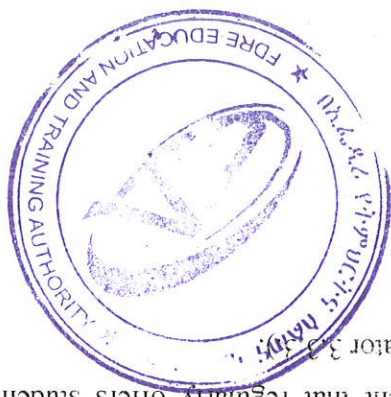
**Narrative response**

and to use the results for decision-making:

- 3.2.5 The program has a functional system to conduct item analysis and standard-setting
- c) Minutes/academic progression and graduation report.
- b) Minutes/review reports of course and program learning outcome review.
- a) Outcome measures for courses and program learning outcomes.

**Supportive Documentation**

b) Discuss how the assessment system informs academic progression and graduation.



- 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)

**Supportive Documentation**

- a) Describe the feedback system for students in course and clerkships.
- b) How often and how are formative and summative feedbacks provided?
- c) Describe how students are provided with timely feedback to identify their strengths and areas of improvement.

**Narrative response**

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 to enhance their learning.

- a) Assessment review report/minute

**Supportive Documentation**

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

**Narrative response**

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

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

- a) Assessment policy/guideline determining type of assessment for each program learning outcome
- b) Reports/minutes of review of assessment methods for program learning outcome.
- c) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with a variety of assessment methods/tools are employed for assessing knowledge and skills (Indicator 3.3.1).

**Supportive Documentation**



exams are used for improvement.

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

**Narrative Response**

to improve instruction and in-school assessment practices.

3.3.5. The program use performance feedback from exit exam and national licensing exam

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

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

satisfied with information about the content, style and format of assessment

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

system to achieve learning outcome.

b) Exam committee reports reviewing adequacy and fairness of the assessment

of the assessment system to achieve learning outcome.

a) Assessment policy/guideline describing adequacy and fairness of the assessment

**Supportive Documentation**

of learning outcomes.

b) Discuss the adequacy and fairness of the assessment to measures the achievement

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

**Narrative response**

assessed.

achievement of the learning outcomes and designed so that students are fairly

students. The assessments within the study program are adequate to judge the

3.3.4. The information on the program approach to assessment is clearly provided to

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



					% Satisfied and very satisfied
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

policy (Indicator 4.1.1).

- a) Student selection and admission policy
- b) Student handbook
- c) Registrar manual
- d) Student Satisfaction Survey Indicator. Percentages of students who were satisfied and very satisfied with clarity and fairness of student selection and admission

**Supportive Documentation**

- a) Describe the student selection and admission policies and practices of the program.
- b) How does the program ensure the admission practices are clear, efficient, and fair?
- c) Describe the roles, responsibilities and composition of the committee making admission decisions.
- d) 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, explicit and fair, and in accordance with the HEI's policies and regulations.

**4.1 Student Selection and Admission Policy**

**4. Students**

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

**Supportive Documents**



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

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

**Narrative response**

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.

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

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

**Supportive Documentation**

- 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 are 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.





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

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

- a) Student transfer and exchange policy.
- b) Student handbook/Student transfer Guideline Registrar manual.
- c) Student Satisfaction Survey Indicator 4.1.4. Percentages of students who were satisfied and very satisfied with presence of well-defined mechanisms to facilitate student mobility (transfer) across institutions nationally and internationally (Indicator 4.1.4).

**Supportive Documentation**

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

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

**Narrative response**

- a) Student intake capacity review documents and communication letter
  - b) Current annual plan of the program
- 4.1.4. The program established well-defined policies and mechanisms to facilitate student mobility which may include student transfer within and between institutions nationally and internationally.

**Supportive Documentation**



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

**Narrative response**

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

**4.2. Student Support and Counseling Service**

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

(Indicator 4.1.6.)

- 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**

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

- a) Minutes/reports on reviewing admission requirements.

**Supportive Documentation**

standards.

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

**Narrative response**



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

### Supportive Documentation

- 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

systems and make accessible to students.

4.2.2. The program has a comprehensive student handbook that indicates student's support

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

- satisfied with availability of Student Support service (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.
- students.
- c) Describe how the program supports the physical, social and financial needs of
- a. Academic support
- b. Career counseling



provided.

a) Describe the mechanism to identify students with special need and the types of support

**Narrative response**

needs including those who are at risk of not progressing academically.

4.2.4. The program has effective mechanisms to identify and support students with special

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

the program and support services (Indicator 4.2.3).

satisfied with availability of effective orientation system for new students about

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

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

b) Orientation to program and support services schedule

a) Student handbook

**Supportive Documentation.**

students.

d) Describe the qualification of staff and how often career counseling is provided to

provided to students.

c) Describe the qualification of staff and how often academic counseling is

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

program and available support mechanisms.

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

**Narrative response**

provided by adequate and qualified staff.

available support mechanisms. Academic, non-academic and career counseling are

4.2.3. There is an effective induction program to new students about the program and the

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



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 procedures for handling student disciplinary cases.

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

- a) Student support service yearly report with evaluation and minutes
- b) Student evaluation data of support services.
- c) Student evaluation data of support services
- d) Student Satisfaction Survey. Percentages of students who were Satisfied and very satisfied with regular evaluation of student support services (Indicator 4.2.5).

**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?

**Narrative Response**

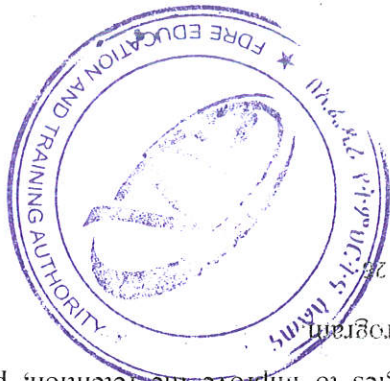
4.2.5. The program evaluates student support services regularly to ensure their adequacy, effectiveness and safety.

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

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

**Supportive Documentation**

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



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

(Indicator 4.2.7).

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

### Supportive Documentation

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

### Narrative response

4.2.7 The program clearly defined and documented processes and procedures in handling student disciplinary cases.

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

(Indicator 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 Indicator. Percentages of students who were satisfied and very satisfied with availability of appeals and grievance handling mechanisms

### Supportive Documentation

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

### Narrative response



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

(consecutive year's active batch)

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

**Narrative response**

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

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

**Supportive Documentation**

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

**Narrative response**

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

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

**Supportive Documentation**

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

**Narrative response**



a) Registrar manual.

**Supportive Documentation**

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

alumni database.

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

**Narrative response**

relationships with its alumni database.

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

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

(Indicator 4.4.1.)

and very satisfied in graduate employability to improve quality of education

c) Student Satisfaction Survey Indicator. Percentages of students who were satisfied

b) Graduates' satisfaction survey

a) Tracer study report

**Supportive Documentation**

employers.

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

graduates.

a) Describe how and how often trace 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 Minute of graduation

completion.

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

**Supportive Documentation**





management of human resources which is aligned to its mission and strategic

- g) The program implements a strategic approach to the planning and
- 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 Documentation**

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

**5.1 Staff Recruitment and Selection**

**5 Academic Staff**

- a) MOU
- b) Tracer study

**Supportive Documentation**

- a) Discuss the implementation of linking graduates with potential employers.

**Narrative response**

- 4.4.3 The program has a system to link the graduates and potential employers and facilitate graduate employment.
- c) Tracer study report.
- b) Updated Database information program alumni.



30

program.

5.1.2 The program has an adequate number of full-time academic staff for each study

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

**Supportive Documentation**

Name of academic staff	Composition		Qualification Specify degrees, specialty, sub-specialist, achieved with specific tied of staff study	Name of Academic non-	Qualification	Remark
	Senior	Junior				

qualification

d) Table 5.1.2.List of academic and non-academic staff composition and

backgrounds and specialization.

- 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

to ensuring the following

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

**Narrative response**

objectives. The recruitment strategy seeks a balance between senior and junior academic staff, between academic and non-academic staff, between multidisciplinary staff with multidisciplinary backgrounds and specializations.



faculty?

- a) Describe the code of academic conduct for faculty.
- b) How is the code of academic conduct publicized and made available to

**Narrative response**

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

5.1.4 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				

- c) Table 5.1.4, Staff to student ratio (3 consecutive year's active batch).
- b) Discuss the staff to student ratio with respect to the program standards.
- a) Narrate the appropriateness of staff to student ratio to the teaching-learning methods

**Narrative response**

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

5.1.3 a) Human resource management review reports, planning minutes.

**Supportive Documentation**

No	List of Academic	Qualification	Full time	Part time	Remark
staff					

- 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**



- b) Academic staff handbook.
- a) Staff appraisal policy.

**Supportive Documentation**

- 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.
- 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 staffs 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 of staff appraisal system.

**Narrative response**

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

**5.2 Staff support and Retention**

- c) Minutes/reports on compliant and disputes resolution.
- b) HR manual
- a) Policy on disciplinary procedures, grievance and due process.

**Supportive Documentation**

- c) How are staffs made aware of the policy, processes and procedures for handling disciplinary actions?
- b) Discuss the procedures and timeline for discipline, complaints, and disputes resolution of academic staff.
- a) Is there a Policy on disciplinary procedures, grievance and due process?

**Narrative response**

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 environment.

- b) HR manual
- a) Code of academic conduct

**Supportive Documentation**



b) Staff development plan and report.

a) List of academic staff professional development activities.

**Supportive Documentation**

professional development practice based on need assessments.

b) Describe the effectiveness of academic staff development program and

d. Leadership

c. Community service

b. Research and scholarly activity

a. Teaching and assessment skills

following.

a) Describe the professional development programs for academic staff in the

**Narrative response**

professional development of its staff based on appropriate need assessment.

5.3.1 The program has an effective academic staff development program and offers the

**5.3 Staff Professional Development**

c) Appraisal data-based benefits and awards report.

b) Academic staff hand book.

a) Staff performance appraisal report.

**Supportive Documentation**

performance appraisal data.

c) Describe the benefits and awards provided for academic staff based on

staff, and inform decisions, benefits and awards.

b) Discuss how the program utilizes appraisal data to improve the performance of

a) Describe how and how often the program provides feedback for staff

**Narrative response**

awards.

feedback, improve the performance of staff, and inform decisions, benefits and

5.2.2 The program utilizes the appraisal data to provide timely and constructive

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

participation on staff performance evaluation (5.2.1).

h) Percentages of students who were satisfied and very satisfied on the

d) Staff performance appraisal report.

c) Academic staff evaluation forms.



- a) Published research and other scholarly activity
- b) Incentive package for research
- c) Research manual
- d) Legislation

**Supportive Documentation**

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

**Narrative response**

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

5.3.4

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

**Supportive Documentation**

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

**Narrative response**

access to information and for communication.  
technology for self-learning, technical update training in the field of instruction and

5.3.3

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

**Supportive Documentation**

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

**Narrative response**

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

5.3.2

- c) Need assessment for staff and professional development.



a) Copies of relevant documents related to preceptors' motivation and continuous professional development.

#### **Supportive Documentation**

a) Narrate the mechanism used to motivate preceptors and how to provide continuous professional development for preceptor.

#### **Narrative response**

5.4.2 The program establish mechanisms and procedure for motivation, continuous professional development and career advancement of the preceptors with acceptable continuing education units according to regulatory standards.

a) Preceptors' guideline

#### **Supportive Documentation**

a) Describe the availability of preceptors' guideline that contains the role and responsibilities of preceptors for planning, preparing, teaching and assessing performance.

#### **Narrative response**

5.4.1 The program develop/adapt and implement a written guideline/criteria for the selection of preceptors who are licensed and proficient practitioners working at practice sites; describing the role and responsibilities of preceptors for planning, preparing, teaching and assessing performance; and providing service according to regulatory standards.

### **5.4 Preceptor Selection, Preparation, Development**

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

#### **Supportive Documentation**

b) Discuss how the linkages enhance professional development and scholarly linkage of the program.

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

#### **Narrative response**

5.3.5 The program has national and international linkages for enhancement of Academic Staff handbook pertaining to research academic and professional development and scholarly activities.



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

**Narrative response**

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.

- a) Resource utilization manual.
- b) Procurement policy.

**Supportive Documentation**

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

**Narrative response**

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

**6.1 Physical facilities**

**6 Educational Resources**

- a) Training certificate
- b) Training reports

**Supportive Documentation**

- a) Describe the type and frequency of and technical update training provided for preceptors in the last two years

**Narrative response**

5.4.3 The program establish a system to ensure each preceptor received clinical teaching skills training and technical update training in the past 2 years in line with regulatory requirements.





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

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

- the delivery of the curriculum (Indicator 6.1.3).
- a) Minutes/reports reviewing adequacy of resources and facilities.
  - b) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with availability of sufficient and appropriate resources to ensure

**Supportive Documentation**

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

**Narrative response**

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

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

**Supportive Documentation**

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

e) Table 6.1.2. Educational resources list.



6.1.6 The library has adequate and appropriate current references, electronic resources and databases, qualified staff and other facilities including appropriate information and

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

6.1.5):

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

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

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

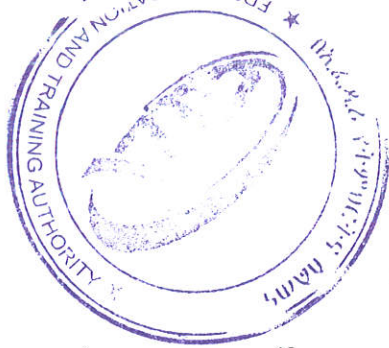
	Year 1	Year 2	Year 3	Year 4	Year 5
Academic					
Academic					
Academic					
Academic					
Academic					
% Satisfied and very satisfied					

safety regulation (Indicator 6.1.4)

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

**Supporting Documentation**

b) Describe how the program ensures accessibility of physical facilities to people with disabilities.  
 safety regulations.  
 a) Describe how the physical facilities confront with relevant laws, health and  
**Narrative Response**



- a) Information technology strategic planning and review document
- b) Website and corporate email
- c) Percentages of students who were satisfied and very satisfied with presence of information and communication technology infrastructure (Indicator 6.1.7).

**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**

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

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

(Indicator 6.1.6).

- a) Library manual describing database system, textbook and reference materials.
- b) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with availability of functional and adequate capacity library

**Supportive documents**

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

**Narrative response**

communication technology mediated reference materials, to support academic programs and research activities.



- c) Percentages of students who were satisfied and very satisfied with presence of information and communication technology infrastructure (Indicator 6.2.1).
- b) Student satisfaction survey.
- a) Pictures (SDL).

**Supportive Documentation**

- b) Describe the functionality of water and power supply in SDL.  
m2/student.
- a) Narrate safety, illumination, ventilation and adequacy of SDL (accommodate 25 students per session for skill demonstration, practice, and discussion 2.2

**Narrative response**

6.2.1 The program has access to safe and adequately illuminated and ventilated spaces for skill demonstration, practice, and discussion/ debriefing for intended skill development with functional water and power supply.

**6.2. Skill Development Laboratory**

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

**Supportive Documentation**

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

**Narrative response**

6.1.8 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	Year 2	Year 3	Year 4	Year 5
Academic					
Academic					
Academic					
Academic					



- g) Skill lab checklist
- f) Posted materials
- e) Adequate supplies listed in the respective Annex I and II
- d) Picture (SDL)
- c) Student satisfaction survey
- b) Resource utilization manual
- a) Inventory report

**Supportive Documentation**

Describe the adequate supply of functional midwifery equipment and simulators to learn essential competencies (with the ratio of one piece of equipment for six students in each lab session) (See Annex I)

b) Describe the availability of up-to-date learning materials (reference books, checklists for all skills, standard operating procedures [SOPs], wall charts, posters, flow charts, and electronic learning resources) (See Annex II for skill lab manuals).

**Narrative response**

a) Describe the adequate supply of functional midwifery equipment and simulators to learn essential competencies (with the ratio of one piece of equipment for six students in each lab session) (See Annex I)

b) Describe the availability of up-to-date learning materials (reference books, checklists for all skills, standard operating procedures [SOPs], wall charts, posters, flow charts, and electronic learning resources, audiovisual aids including video sets).

6.2.3 The program has Functional anatomic models, simulators, and mannequins with adequate supplies to learn essential competencies. Skills labs with adequate and up-to-date learning materials (checklists for all skills, standard operating procedures (SOPs), wall charts, posters, flow charts, and electronic learning resources, audiovisual aids including video sets).

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

b) Percentages of students who were satisfied and very satisfied with engagement of students at various clinical and community attachment (training) sites ( 6.2.2).

**Supportive Documentation**

a) Describe the accessibility of SDL for disabled.

**Narrative response**

6.2.2 The program has skill development labs that are accessible to people with disabilities.

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



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

6.2.5).

- a) Safety manual.
- b) Picture (posted safety precautions).
- 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

**Supportive Documentation**

- a) Narrate the availability of safety manual, posted safety precautions, fire extinguisher, emergency shower, and infection prevention equipment.

**Narrative response**

- 6.2.5 The program has safety manuals posted safety precautions, a fire extinguisher, emergency shower, and infection prevention equipment.
- a) Picture (Labeled office skill lab assistants and store).

**Supportive Documentation**

- a) Describe the availability of separate office for skill lab assistants and store.

**Narrative response**

- 6.2.4 The program has a dedicated office for skill lab assistants and a store for equipment.

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

of educational resources (6.2.3).

- h) Documents on Standard operating procedures
- i) Percentages of students who were satisfied and very satisfied with the Availability



6.2.6 The program has skills labs with an adequate number of movable chairs, tables for each station, a labeled shelf with locks in the storages.

**Narrative response**

a) Describe the availability of adequate number of movable chairs, tables in SDL.

a) Inventory report

b) Resource utilization manual

c) Student satisfaction survey

d) Picture (SDL)

e) Percentages of students who were satisfied and very satisfied with the availability

of adequate chairs, tables, and labeled shelves in the skill lab. (6.2.6)

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

6.2.7 The program has skills labs properly organized and managed by a dedicated skills lab coordinator.

coordinator.

**Narrative response**

a) Narrate how skills labs are organized and managed by a dedicated skills lab

coordinator.

**Supportive Documentation**

a) Assignment letter.

6.2.8 The program has skills labs with regular cleaning schedule and follow-up for the

facility. Skills labs accessible/open for students' independent practice.

**Narrative response**

a) Describe the availability of cleaning schedules.

b) Narrate how skills labs are accessible/open for students' independent practice.

**Supportive Documentation**

a) Meeting Minute and reports

b) Regular cleaning schedule and follow-up for the facility



**6.3. Practical/Clinical Training Site**

6.3.1. The program has practical sites that are accessible with adequate patient number and mix per the core competencies.

**Narrative Response**

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

**Supportive Documentation**

- a) Assessment Checklist
- b) Student documents (notes, portfolios, reports)
- c) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with adequacy of facilities in the practical training sites (Indicator 6.3.1)

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

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

**Narrative Response**

a) Describe the resources available to students as listed in element 6.3.2 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 6.3.2).





centers (Indicator 6.3.4.)

- b) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with availability of assigned instructor and supervisors in the practical
- a) Official list of instructors and supervisors at the training sites.

**Supportive Documentation**

attachment.

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

**Narrative Response**

clinical and community settings.

6.3.4. The program engages adequate instructors and supervisors in the required range of

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

community/clinical training (Indicator 6.3.3.).

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

**Supportive Documentation**

responsibilities of the coordinator and who they report to.

- b) Is there a dedicated coordinator for the training sites? Describe the roles and training.

- a) Describe the process used to ensure facilitation of the community/clinical

**Narrative Response**

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

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



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.

- d) List of commercialization of research output.
- c) List of researcher recognition research output.
- b) Research policy/manual.
- a) Research strategic objective.

**Supportive Documentation**

- 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.

**Narrative Response**

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

**7.1. Research**

**7. Research and Community Engagement**

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

**Supportive Documentation**

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

**Narrative response**

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

**6.4. Financial Resource**

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



- 7.1.5. The program regularly reviews the effectiveness of its approach to research and community engagement planning and management.
- d) Plagiarism checker system.
  - c) Conflict of interest disclosure system.
  - b) Minutes/reports of review boards.
  - a) Research policy/manual.

**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.

**Narrative response**

- 7.1.4. The program ensures that its research activities conform to internationally accepted methodological standards and comply with ethical standards and ensures that academic misconduct, and plagiarism, is prevented.
- b) Research annual plan/report on research collaborations.
  - a) MOA between the program and external institutions.

**Supportive documents**

- b) Provide examples of research collaborations with the various institutions internally and externally.
- a) Describe how the program support research collaboration and cooperation across the institutions and externally, nationally and internationally.

**Narrative response**

- 7.1.3. The program encourages national and international research collaboration and cooperation.
- b) Budget request approval report.
  - a) Annual plan of the research.

**Supportive documents**

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

**Narrative response**



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

### Narrative response

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

b) Budget request approval report.

a) Annual plan of the research and community unit.

### Supportive Documentation

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

b) Describe the resource and budget allocation for community engagement.

### Narrative response

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

d) Annual community engagement report

c) Annual research report.

b) Annual list of research and scholarly productivity and output.

a) Minute/report on research effectiveness review

### Supportive Documentation

outcome.

b) Explain how the program ensures the achievement of research output and

approach to research and community engagement planning and management.

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

### Narrative response



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

**Supportive Documentation**

- 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
- c) Describing the tracking system used to monitor these engagements.

**Narrative response**

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

**Supportive Documentation**

- a) Need assessment for community engagement activities.
- b) Reports on community engagement activities.
- a) Describe how the program identifies and defines the community it serves.
- b) Describe the process to identify the needs and requirements of the community.
- c) Explain how the community engagement activities are aligned with the needs of the community.

**Narrative response**

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

**Supportive Documentation**

- a) Community engagement policy/manual.
- b) Reports on community engagement activities.
- a) Describe the system and process for planning, implementing, monitoring and evaluating community engagement
- b) Describe the alignment of community engagement with HBI policies.
- c) Describe how the program identifies and prioritizes the community engagement activities.

**Narrative response**



- a) Industry engagement policy/manual.
- b) Industry engagement report.

**Supportive Documentation**

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

**Narrative response**

the effectiveness of the linkage.

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

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

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**

lead to a productive relationship

- d) Describe how the program ensures that the community and industry engagements and community engagement.

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

industry and community.

b) Describe how staffs and students are made aware of the opportunities to engage in

engagement.

a) Describe how the 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



- 8.1.3. The program has a transparent governance structure that aligns with the program goals to realize teaching learning, research and community engagement.
- a) Program performance report
  - b) Continual quality improvement review report and minutes.

#### **Supportive Documentation**

- d) Provide examples of changes made to improve the program based on review reports.
- c) Describe how the program seeks feedback from staff, students, and stakeholders for continual quality improvement.
- b) Describe policy, procedures and mechanism to ensure continual quality improvement.
- a) 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 of its structures, functions, strategies and core activities to ensure continual quality improvement.

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

#### **Supportive Documentation**

- b) Describe the administrative offices and the qualification and adequacy of leaders and support staff with recognized authority and accountability over the educational program.
- a) Describe the administrative structure of the program that supports the implementation of 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) Describe how the program creates and preserves institutional memory.

**Narrative Response**

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

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

**Supportive Documentation**

c) How are these reports disseminated to staff, students, and other stakeholders? activities of the program.

b) Describe the offices and persons involved and frequency of reporting of the core community engagement activities.

a) Describe the system for reporting about teaching-learning, research and

**Narrative Response**

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

					% Satisfied and very satisfied
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

**goals (8.1.3)**

availability of transparent governance structure that aligns with the program

c) Percentages of students who were satisfied and very satisfied with the

**Supportive Documentation**

a) Program organizational structure

b) Strategic plan/Legislation

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**





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 1	Year 2	Year 3	Year 4	Year 5	

- satisfied with the participation of students in decision making (Indicator 8.1.6)
- a) DC minutes
  - b) Legislation
  - c) Student Satisfaction Survey. Percentages of students who were satisfied and very

**Supportive Documents**

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

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

**Narrative Response**

- 8.1.6. The program describes the representation and role of the academic staff, students and other stakeholders in committees and decision-making process at program level.
- a) Describe how the program ensures representation and participation of academic staff, students and other principal stakeholders in decision making with respect to the following.
    - i. Criteria for selection and terms of services.
    - ii. Role in the committees/working groups in decision making.
  - b) Institutional email system.
  - c) Archive of reports, minutes, decisions and communications.

**Supportive Documentation**

- a) Process and documentation of handover of academic leaders.
- b) Describe conventional and digital documentation for smooth transition of academic leaders.



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

**Supportive Documentation**

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

**Narrative response**

which are easily and publicly accessible, especially to prospective students.

8.1.9. The program provides accurate, relevant and timely information about the program

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

**Supportive Documentation**

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

**Narrative Response**

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

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

**Supportive Documentation**

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

**Narrative response**



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 breakdown.

**Supportive Documents**

functions.

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

core functions.

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

**Narrative Response**

allocation for the core functions.

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

**8.2. Allocation of Resources**

c) Incidence reports

b) Minutes

a) Legislation

**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**

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

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

the program (Indicator 8.1.9).

c) Student satisfaction survey. Percentages of students who were satisfied and very

satisfied with communication of accurate, relevant and timely information about



based on QA review.

- d) Provide examples of changes made to ensure continual quality improvement
- c) Discuss how often internal QA activities are reviewed and updated.
  - iv. Persons/committees responsible for QA activities.
  - evaluating.
  - iii. Quality assurance manual with defined processes for monitoring and
  - 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.

#### **Narrative response**

- ensure continuous quality improvement.
- 9.1.2. The program has a publicly available quality assurance policy and procedure including regular reviewing and updating of its internal quality assurance activities to
- b) Effectiveness of governance structure review reports
  - a) Legislation

#### **Supporting Documentation**

- personnel and offices involved.
- b) Describe the types of data collected and reviewed including frequency and program governance structure.
  - a) Discuss the system of monitoring, evaluating and reviewing the effectiveness of

#### **Narrative response**

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

### **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.



**Supportive documentation**

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

**9.2. Implementation of Continual Quality Improvement**

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

**Narrative Response**

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

**Supportive Documents**

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

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.

**Narrative response**

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

- a. Program area monitored including teaching and learning, research, community engagement and strategic planning and management.
- b. How QA activities 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 control quality improvement.

c) How does the relevant information and data support the program management and

development?

d) How does the quality assurance activities output align with the achievement of

institutional goals?



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

activities Indicator (9.2.3).

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

a) Quality assurance activities and data publication and program level self-study

### Supportive Documentation

activities?

- c) How academic and support staff and students involved in quality assurance a quality culture.
- b) Describe how the program creates, encourages and supports the development of enhancement

a) Describe how the quality assurance (QA) activities are focused on quality

### 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.

and changes made based on reports.

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

### Supportive Documentation



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

**Supportive Documentation**

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

**Narrative response**

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

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

(9.3.1).

- a) Examples of feedback data with analysis
- b) Program improvements reports/minutes based on feedback data.
- c) Percentages of students who were satisfied and very satisfied with the availability of mechanism to take feedback from students for program improvement

**Supportive Documentation**

- c) Provide an example of program improvement based on analyzed data.
- b) Describe the type of data collected and the frequency.

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

**Narrative Response**

for program 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

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



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

**Narrative response**

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

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

**Supportive Documentation**

a) Quality assurance review 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