

Addis Ababa, Ethiopia

November, 2023



Data Collection Tool (DCT) Nursing Program Accreditation

Document Code: ETA/ACC/Nurs/02
Edition: 1
Effective Date: Nov 10/2023



ገቢያዊ ስልጠና ስልጠና ስልጠና ስልጠና
FDRE Education and Training Authority



Table of contents

INTRODUCTION 1

PROGRAM ACCREDITATION STANDARDS 1

PROGRAM STANDARDS 2

1. PROGRAM OUTCOME 2

1.1. PROGRAM DEVELOPMENT 2

1.2. ALIGNMENT WITH INSTITUTIONAL MISSION, VISION AND GOALS 5

2. CURRICULUM 6

2.1. DESIGN AND ORGANIZATION 6

2.2. CURRICULUM EVALUATION AND REVIEW PROCESS 9

3. LEARNING, TEACHING AND ASSESSMENT 11

3.1. LEARNING AND TEACHING 11

3.2. ASSESSMENT POLICY AND SYSTEM 14

3.3. ASSESSMENT METHOD 17

4. STUDENTS ERROR! BOOKMARK NOT DEFINED.

4.1. STUDENT SELECTION AND ADMISSION POLICY ERROR! BOOKMARK NOT DEFINED.

4.2. STUDENT COUNSELING AND SUPPORT SERVICE ERROR! BOOKMARK NOT DEFINED.

4.3. STUDENT PROGRESSION 27

4.4. ALUMNI 29

5. ACADEMIC STAFF 29

5.1. STAFF RECRUITMENT AND SELECTION 29

5.2. STAFF SUPPORT AND RETENTION 33

5.3. STAFF PROFESSIONAL DEVELOPMENT 33

6. EDUCATIONAL RESOURCES 35





9.4. DOCUMENTATION AND DISSEMINATION 55

9.3. MONITORING AND EVALUATION OF CONTINUAL QUALITY IMPROVEMENT 54

9.2. IMPLEMENTATION OF CONTINUAL QUALITY IMPROVEMENT 52

9.1. CONTINIOUS QUALITY IMPROVEMENT SYSTEM 51

9. CONTINIOUS QUALITY IMPROVEMENT 51

8.2. ALLOCATION OF RESOURCES 50

8.1. LEADERSHIP AND DECISION MAKING 47

8. PROGRAM MANAGEMENT 47

7.2. COMMUNITY ENGAGEMENT 44

7.1. RESEARCH 42

7. RESEARCH AND COMMUNITY ENGAGEMENT 42

6.3. FINANCIAL RESOURCE 42

6.2. PRACTICAL/CLINICAL TRAINING SITE 39

6.1. PHYSICAL FACILITIES 35

Introduction

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

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

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

Program Accreditation Standards

Program accreditation is a systematic and comprehensive process for evaluating the performance of Higher Education Institutions (HEIs) programs in alignment with the standards outlined in this guideline, aimed at ensuring the delivery of quality higher education. This process scrutinizes critical aspects of program development and performance that can be objectively assessed. Accreditation entails evaluating HEI programs against a set of nine standards, which are formulated through extensive stakeholder consultations, research, and international best practices. Each standard comprises sub-standards and indicators that are significant, relevant, measurable, and attainable. These nine standards encompass:

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



- C. Describe the program's consistency with national and international standards.
- B. Summarize the program's national priorities, needs of the society, and present and emerging role of the learner.
- A. Describe how the program ensures the relevance of the program to the needs of the society and national priority.

Narrative response

- 1.1.2. The program address 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.
- 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

Supporting documentation

- formal program review.
- D. Discuss how often the program is reviewed and provide the date of the most recent formal program review.
 - C. Summarize the process for formal review of the program.
 - B. Describe the process for formal phasing out of the programs.
 - A. Describe the procedures and process for introducing new programs.

Narrative response

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

1.2. Program Development

1. Program outcome

Program Standards

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

8. Program Management

9. Continual Quality Improvement



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

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 (Indicator 1.1.3)
- C. Evidence of communication of learning outcomes to stakeholders; syllabus, memos, website postings, etc.
- B. Minutes of meetings and documentation of the most recent review of program learning outcomes.
- A. Program outcome document (on site for Site Review 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

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

Supportive documentation

- D. Describe the sustainability of the program based on national priorities and societal needs
- E. Indicate the professional and legal requirements of the program and show it's alignment with the program.



- a. Stakeholder feedback data; completed evaluation forms, survey result, focus group
- b. Analysis of feedback data with actions taken, minutes, reports.
- c. Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with feedback obtain from stakeholders to improve the delivery of the study program and attainment of the program outcomes (Indicator 1.1.5).

Supportive Documentation

- A. Describe the mechanisms and frequency that are in place to obtain feedback from stakeholders to improve the delivery of the study program.
- B. List the various stakeholders and describe the type of feedback obtained from each group.
- C. Discuss how the program is updating based on the feedback obtained from the various stakeholders and provide examples.

Narrative Response

- 1.1.5. There is a systematic approach in place to obtain feedback from stakeholders to improve the delivery of the study program and attainment of the program outcomes and update the program accordingly in line with the current practice.
- a. Minutes of program review based on tracer study report.
 - b. Tracer study report.
 - c. Student handbook, career guidance and counseling documents

Supportive Documentation

- A. Discuss how the program indicates the career and further studies options based on stated learning outcome.
- B. Describe how the students are made aware of the career and further studies options.

Narrative Response

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

%	Satisfied and	very satisfied			
---	---------------	----------------	--	--	--



Supportive Documentation

requirements of the study and EQF.

Narrative Response
 A. Describe the alignment of program learning outcomes with academic

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

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

Supporting documentation

- a. The current strategic plan of the program
 - b. Program document
 - c. Document showing the alignment between the mission and the program educational objectives; between program educational objectives and program outcomes and between program outcome and course learning outcome.
- 1.2.1 The program has clearly defined program educational objectives, program outcome and program outcome set for the program.
- B. Has an alignment been established between the institutional mission and the program educational objectives; between program educational objectives and program outcomes and program outcome and course learning outcome?

Narrative response

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

(PEO), program outcome (PO), and course learning outcome (CLO)

1.2. Alignment between Institutional Mission, Nursing program educational objective

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

Supporting documentation

- A. Describe the procedure used to approve the program.
- B. Is the program approved by the appropriate governing bodies?

Narrative response

1.1.6. The program is approved by appropriate governing body.

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



2.1.3 The program has in place co-curricular activities that will enrich students' experiences and foster personal development and responsibility.

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

Table 2.1.2. Course catalogue indicating core content of the discipline

a. Course Catalogue describing core contents of the discipline.

Supportive Documentation

outcomes.

- B. Explain how the core contents of the discipline support the program learning
- A. Describe how the core content of the discipline were established

Narrative response

understanding the concepts, principles and methods that support the program outcomes.

2.1.2. The curriculum incorporates core contents of the discipline that are essential for

- a. Analysis comparing curriculum with national and international expectations

Supportive Documentation

the national and international competencies?

- B. How does the HEI ensure that the curriculum is relevant to the expectations of the curriculum.

A. Explain the program curriculum design process and describe the general design

Narrative Response

academic discipline/field of study.

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

2.1. Design and Organization

2. Curriculum

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



Narrative response

2.1.6. Learning outcome 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

Supportive Documentation

discipline

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

Narrative Response

the field.

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

a) Curriculum of the program indicating professional requirements

Supportive Documentation

requirements, industry requirements and good practices in the discipline

A. Describe how the program curriculum is designed to meet the appropriate professional

Narrative response

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

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

available to support students' achievement

b) Student satisfaction survey result on co-curricular activities: Percentages of students who were satisfied and very satisfied with co-curricular activities are

a) Report on co-curricular activities

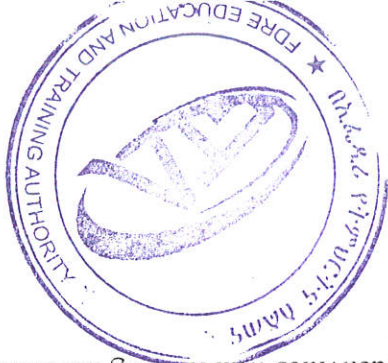
Supportive Documentation

development and responsibility.

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

a) List program related co-curricular activities

Narrative response



- C. Discuss the alignment of the learning and teaching activities with learning outcomes.
- B. Describe how the learning and teaching activities in the curriculum are appropriately designed to achieve the learning outcomes.
- A. Describe how the coherence of the curriculum is ensured? How the curriculum is vertically and horizontally integrated?

Narrative Response

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

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

and very satisfied with information about the career pathways (Indicator 2.1.7)

- c. Student Satisfaction Survey (SSS). Percentages of students who were satisfied with career 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

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

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

Supportive Documentation

required domains of learning.

- b) Explain how the learning outcomes clearly articulate and are linked to the behaviors to become a professional healthcare provider
- a) Describe the required domains of learning, i.e. the knowledge, skills, values and



A. Describe the roles and responsibilities of the curriculum committee.

Narrative Response

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

2.2. Curriculum Evaluation and Review Process

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

Supportive Documentation

required domains of learning.
 B) Explain how the learning outcomes clearly articulate and are linked to the and behaviors to become a professional healthcare provider.
 A) Describe the required domains of learning, i.e. the knowledge, skills, values

Narrative Response

2.1.10. The curriculum organizes sets of competencies (competency-based) and oriented to professional practice, based on the future occupational practice of graduates.
 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

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

Program Outcome	Teaching and learning activity

learning outcome.

b) Table 2.1.8. Learning outcomes and type of teaching/learning method for each

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

Supportive Documentation



for the last 2 years.

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

Supportive Documentation

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

Narrative response

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

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

- a) Letters of assignment for curriculum committee. Curriculum committee minutes, report for the last 2 years
- b) Student Satisfaction Survey (SSS). Percentages of students who were satisfied and very satisfied with student representation on curriculum committee (Indicator 2.2.1)

Supportive Documentation

- B. List the members and composition of curriculum committee.
- C. Describe the function of the curriculum committee and how the committee oversees, monitors and evaluates the curriculum
- D. Describe the role of students in the curriculum committee.



- c) Student Satisfaction Survey (SSS) Percentages of students who were satisfied and very satisfied with teaching learning activities prepared and support students to take responsibility (Indicator 3.1.1).
- a) The current Curriculum/ Course/module syllabus
- b) Learning teaching manual.

Supporting Documentation

Program Outcome	Teaching and Learning Activity
-----------------	--------------------------------

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

Narrative response

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.

3.1. Learning and Teaching

3. Learning, Teaching and Assessment

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

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



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

- 3.1.5 There is a systematic monitoring and review of learning and teaching of the program to improve the quality.
- 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.
- 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 (3.1.5).

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

- 3.1.4 Students of the study program are provided with sufficient learning resources, including facilities, libraries, IT infrastructure and support, and academic guidance. The study program takes place in an appropriate learning environment, including, in particular counseling and other support services.
- Narrative response**
- a) Provide details of the learning resources provided to students.
 b) Describe the conduciveness of the learning environment for the effective implementation of the program.
 c) List the types of support services that are provided to students.
- Supportive documentation**
- 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.



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

Narrative response

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).

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

students.

- a) Minutes/reports and letters on remediation
- b) Student Satisfaction Survey Indicator 3.1.6. Percentages of students who were satisfied and very satisfied with availability of targeted support for poor performing

Supportive Documentation

- A. Describe remedial mechanisms for low performing students.
- B. Describe academic advising, tutoring and other resources available to support low performing students.

Narrative Response

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

					% Satisfied and very satisfied
--	--	--	--	--	--------------------------------



- 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 regulated and fairly administered. The academic security and integrity of assessment, 3.2.3 The program has clear mechanisms for student appeal and dispute resolution are

b) Assessment policy/guideline

a) Reports on validity and reliability of assessments

Supporting Documentation

system

A. Describe how the program ensures the validity and reliability of the student assessment

Narrative response

student assessment system (including exam blue print, item analysis and exam bank).

3.2.2. The program has put in place mechanism to ensure the validity and reliability of the

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

(Indicator 3.2.1)

- satisfied with availability of assessment policy/ guideline/exam blueprint
- d)** Student Satisfaction Survey. Percentages of students who were satisfied and very
- c)** Post exam analysis report examples.
- b)** Exam blueprint examples.
- a)** Assessment policy/guideline.

Supportive Documentation



Supportive Documentation

- A. Describe how the program balance between formative and summative assessment
- B. Discuss the type of assessment employed to assess the student progress learning

Narrative response

- 3.2.6 The program maintain an appropriate balance between formative and summative assessment
 - a) Outcome measures for courses and program learning outcomes.
 - b) Minutes/academic progression and graduation report

Supportive Documentation

- A. Describe the mechanisms used to measure course and program outcomes.
- B. Discuss how the assessment system informs academic progression and graduation.

Narrative response

- 3.2.5 The program has a system of assessment that measures course and program learning outcomes and informs on progression and graduation.
 - a) Assessment policy but no other supportive document

Supportive Documentation

- A. Discuss the alignment of academic security and integrity of assessment arrangements with HEIs policy.
- B. Describe the mechanism for ensuring confidentiality of assessment results and academic records.

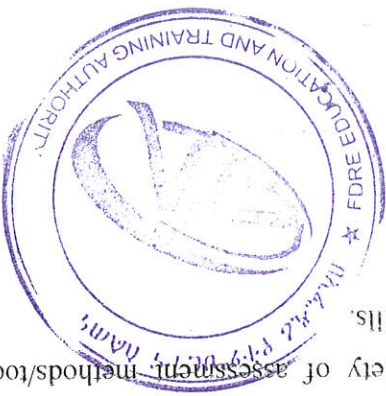
Narrative response

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

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

(Indicator 3.2.3).

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



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

Supportive documentation

Learning outcome/competency	Assessment method

assessment methods used

- a) Describe the various assessment methods used for each learning outcome, competency, knowledge and skills.
- b) Describe how the assessment methods and tools assess the learning outcomes and competencies.
- c) Table 3.3.1. Learning outcomes, competencies, knowledge and skills and the assessment methods used

Narrative response

outcomes and competencies covering knowledge, skills and attitude.

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

3.3 Assessment Method

- a) Exam item analysis report
- b) Exam committee minutes/reports of decision making based on item analysis and standard setting for courses and for progression and graduation

Supportive documentation

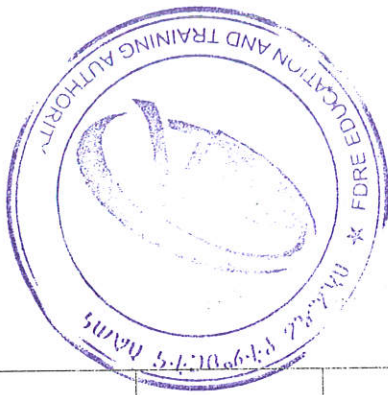
- A. Describe the system for exam item analysis and standard setting
- B. Discuss how the exam item analysis result is used for decision making

Narrative response

use the results for decision-making.

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

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



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

- students timely, specific, and actionable feedback.
- satisfied and very satisfied with the system of assessment that regularly offers
- c) Student Satisfaction Survey Indicator 3.3.3: Percentages of students who were
- b) Examples of actionable feedback
- a) Assessment policy/guideline

Supportive Documentation

- and areas of improvement.
- C) Describe how students are provided with timely feedback to identify their strength
- B) How often and how are formative and summative feedback provided?
- A) Describe the feedback system for students in course and clerkships.

Narrative response

- improvement and helps them to consolidate their learning.
- 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
- a) Assessment review report/minute

Supportive document

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

Narrative response

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

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



Supportive Documentation
 a) AC/DC Minutes/reports and letters
 are used for improvement.

Narrative Response
 A. Describe how performance feedback from national licensure exams and external exams

3.3.6 The program use performance feedback from exit exam and national licensing exam
 a) Exam committee reports
 a) Minutes/reports and letters on remediation

Supportive Documentation
 learning outcomes

Narrative Response
 A. Discuss the adequacy and fairness of the assessment to measures the achievement of

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

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

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

Supportive documentation
 a) Assessment policy/guideline
 b) Exam committee reports

achievement of learning outcomes.

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

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



4. Students

- 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.

4.1. Student Selection and Admission Policy

4.1.1. Student selection and admission practices for the program are clear, efficient, explicit and fair, and in accordance with the HEI's policies and regulations.

Narrative response

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

Supportive document

- a) Student selection and admission policy

b) Student handbook

c) Registrar manual

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

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

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

Narrative Response

- 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 a student selection and admission criterion is disseminated for internal and external stakeholders.

Supportive documents



A. Describe the student transfer and exchange policy

Narrative response

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

- b) Current annual plan of the program
- a) Student intake capacity review documents and communication letter

Supportive documentation

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

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

program

c) Table 4.1.3. Provide the number of active batch student enrollment capacity of the resources for effective implementation of the program.

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

Narrative response

implementation of the program.

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

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

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

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



- disadvantaged groups and persons with disabilities, where applicable
- 4.1.6 Promote diversity in admission, including gender mainstreaming, and consideration of
- a) Admission policy
 - b) Minutes/reports on reviewing admission requirements

Supportive document

- C. Indicate the date of the last review of the admission requirements and entry standards.
- B. Describe the outcome data and other sources used to review the admission requirements and entry standards.
- A. Describe how, by whom and how often the admission requirements are reviewed.

Narrative response

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

- student mobility (transfer) across institutions nationally and internationally.
- 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
 - b) Student handbook/Student transfer Guideline Registrar manual
 - a) Student transfer and exchange policy

Supportive documentation

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

- year (3 consecutive years student active batch)
- Table 4.1.4. Provide the number of transferred/exchange students for each indicated academic
- B. Describe the practice and procedure of the program on student transfer and exchange



- a) Student support services manual/guidebook
- b) Student academic and career counseling manual

Supportive Document

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

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

4.2. Student Counseling and Support Service

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

Student Satisfaction Survey Indicator 4.1.6. Percentages of students who were satisfied and very satisfied with presence of inclusive (gender) admission policy and practices.

- a) Student selection and admission policy
- b) Review/data/report on student body diversity

Supportive documents

admission.

- A. Describe the inclusiveness of the admission policy
- B. Describe the program's processes and practices that promote and ensure diversity in

Narrative Response



a) Student handbook

Supportive Documents

B. When and how often is orientation provided to students?

available support mechanisms.

A. Describe the process of orientation provided to new students regarding the program and

Narrative response

provided by adequate and qualified staff.

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

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

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

services service.

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

a. Student handbook with student support services

Supportive Documents

B. How the student handbook with student support service is made available to students?

and systems.

A. Indicate the availability of student handbook with inclusion of student support services

Narrative response

systems and makes it accessible to students.

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

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

very satisfied with availability of Student Support service.

Student Satisfaction Survey Indicator 4.2.1. Percentages of students who were satisfied and

c) Student support service yearly Report



Narrative Response

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

	Academic Year 1	Academic Year 2	Academic Year 3	Academic Year 4	Academic Year 5	% 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 Indicator 4.2.4: Percentages of students who were satisfied and very satisfied with availability of support system for students with special needs and academically at-risk students.

Supportive documentation

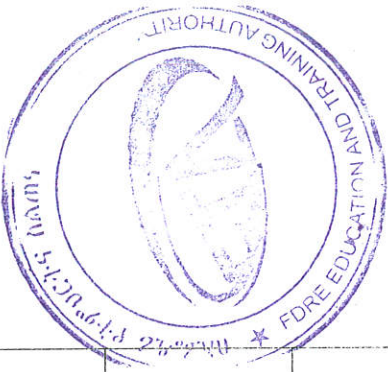
- A. Describe the mechanism to identify students with special need and the types of support provided
- B. Describe how and when students that are at risk of not progressing academically identified?
- C. Describe the academic support provided to at academically at-risk students
- D. Describe strategies used to minimize attrition

Narrative response

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

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

- b) Orientation to program and support services schedule
- c) Student Satisfaction Survey Indicator 4.2.3. Percentages of students who were satisfied and very satisfied with availability of effective orientation system for new students about the program and support services.



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

- very satisfied with availability of strategy to improve the progression rate of students (4.3.1)
- (c) Student Satisfaction Survey Indicator 4.3.1: Percentages of students who were satisfied and
- b) Student progression report, review and minutes
- a) Student progression and retention plan and strategies.

Supportive documentation

rate.

A. Describe strategies used to improve students' retention, progression and completion

Narrative response

completion rates of students in the program

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

4.3 Student Progression

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

and very satisfied with availability of mechanism to handle student disciplinary cases.

(c) Student Satisfaction Survey Indicator 4.2.7: Percentages of students who were satisfied

b) Student handbook

a) Minutes/reports on disciplinary decision

Supportive document

handling student disciplinary cases.

A. Narrate how the program defined and documented processes and procedures for

Narrative Response

handling student disciplinary cases.

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

% Satisfied and very satisfied							
--------------------------------	--	--	--	--	--	--	--



completion.

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

Supportive Document

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

(consecutive years active batch)

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 Documents

exam

B. Describe the program's strategy and plans to ensure success of the graduates on the exit

student's final competency

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

Narrative response

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

% Satisfied and very satisfied					
--------------------------------	--	--	--	--	--

b) Academic or senate Minute of graduation

4.4 Alumni

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

Narrative response

A. Describe how and how often trace studies are used to track employment of graduates.
B. Describe the mechanism used to trace the satisfaction of graduates and employers

Supportive documentation

a) Tracer study report

b) Graduates satisfaction survey

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

Narrative response

A. Describe the process and system of managing and maintaining graduates with alumni database.

B. Describe how the program create a formal link with the alumni

Supportive documentation

a) Registrar manual

b) Updated Database information program alumni

c) Tracer study report

4.4.3 The program has a system to link the graduates and potential employers and facilitate graduate employment.

Narrative response

A. Discuss the implementation of linking graduates with potential employers

Supportive documents

a) MOU

b) Tracer study

5. Academic Staff

5.1 Staff Recruitment and Selection

5.1.1. The program has clearly stated and well-defined system in place for the appointment and promotion of staff with appropriate qualifications, competences and skills guided





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

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

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

Narrative response

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

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

Supportive Document

- A. Discuss the system used for academic staff appointment and promotion with appropriate qualifications, competences and skills.
- B. Are the requirements for appropriate qualifications, competences and skills of academic staff positions defined?
- C. Are the promotion criteria and timeline for academic staff defined?
- D. Describe the alignment of the system with institutional, national policy and international best practices.

Narrative response

by considerations which are in line with institutional, national policy and international best practices.



- A. Describe the appropriateness of staff to student ratio to the teaching-learning methods
- B. Discuss the staff to student ratio with respect to the program standards.
- C. Table 5.1.4, Staff to student ratio (3 consecutive years active batch)

Narrative response

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

a) Human resource management review reports, planning minutes

Supportive documentation

No	List of Academic staff	Qualification	Full time	Part time	Remark

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

A. Describe the balance of full time and part time teaching staff to ensure the effective delivery of the program.

Narrative response

5.1.3. The program has an adequate number of full-time academic staff.

- e) Legislation
- d) HR manual
- c) Human resource strategic planning document

Supportive document

Name of academic staff	Composition		Qualification	Name of non-Academic staff on	Qualificati	Remark
	Junior	Senior				
			Specify degrees, specialty, subspecialty, achieved with specific field of study			



a) Preceptor-ship guideline

Supportive document

A. Describe how the program implements preceptor-ship

Narrative response

5.1.7. The program implements preceptor-ship based on national clinical practice guideline.

c. HR manual

b. Staff development report

a. Minutes/report on human resources management review

Supportive document

teaching environment.

B. Describe how the strategies and mechanisms maintain a conducive learning and

mechanisms regarding staff recruitment, promotion and retention.

A. Describe how and how often the program reviews the effectiveness of strategies and

Narrative response

environment.

staff recruitment, promotion and retention to maintain conducive learning and teaching

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

b) HR manual .

a) Code of academic conduct

Supportive documentation

B. How is the code of academic conduct publicized and made available to faculty?

A. Describe the code of academic conduct for faculty.

Narrative response

5.1.5. The program develops and publicizes a code of academic conduct for faculty.

a) The program discipline standard regarding staff to student ratio

Supportive documents

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



5.2. Staff Support and Retention

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.

Narrative response

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

Supportive document

- a. Academic staff handbook
- b. Academic staff evaluation forms
- c. Staff performance appraisal report
- a) Percentages of students who were satisfied and very satisfied on the participation on staff performance evaluation (5.2.1).

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

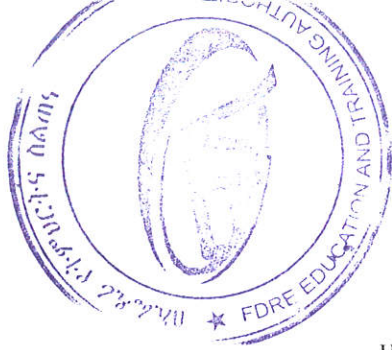
5.2.2. The program utilizes the appraisal data to provide timely and constructive feedback, improve the performance of staff, and inform decisions, benefits and awards.

Narrative response

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

Supportive documentation

- a) Staff performance appraisal report



communication available for the academic staff

- B. Discuss the technology and communication tools for instruction, information and academic staff
- A. Describe how the program provides the necessary and continuous training for the

Narrative response

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

Supportive document

part of the staff development program

- A. Describe the mechanism used for mentoring and guidance of new academic staffs as

Narrative response

- 5.3.2. The program provides mentoring and formative guidance for new academic staff as part of its staff development program.
- (c) Need assessment for staff and professional development
- b) Staff development plan and report
- a) List of academic staff professional development activities

Supportive document

development practice based on need assessments.

- B. Describe the effectiveness of academic staff development program and professional
- d. Leadership
- c. Community service
- b. Research and scholarly activity
- a. Teaching and assessment skills

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

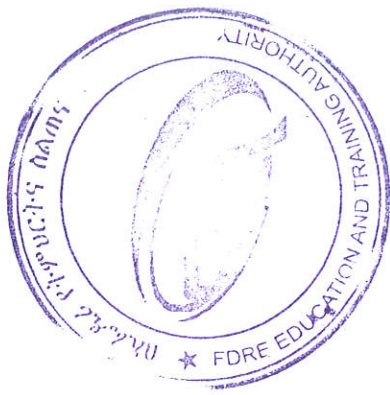
Narrative response

professional development of its staff based on appropriate needs assessment.

- 5.3.1. The program has an effective academic staff development program and offers

5.3. Staff Professional Development

- (c) Appraisal data-based benefits and awards report
- b) Academic staff hand book



- a) Resource utilization manual

Supportive document

policy

- B. Discuss how the procuring and utilization of educational resources align with the HEI
- A. Describe the system of procuring and utilization of educational resources.

Narrative response

utilization of educational resources in line with the HEI policy.

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

6.1. Physical Facilities

6. Educational Resources

scholarly work for the last 2 academic years

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

Supportive document

- B. Discuss how the linkages enhance professional development and scholarly activities.

the program

- A. Describe the mechanisms in place for supporting national and international linkage of

Narrative response

professional development and scholarly activities.

- 5.3.5. The program has national and international linkages for enhancement of academic and

- e. Academic Staff handbook

- d. Legislation

- c. Research manual

- b. Incentive package for research

- a. Published research and other scholarly activity

Supportive document

- B. Narrate how the program ensures academic freedom.

- A. Discuss how the academic staff members are supported to undertake researches.

Narrative response

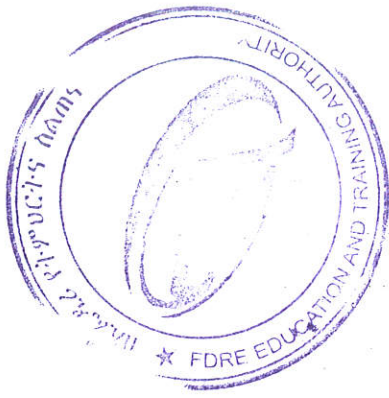
ensures their academic freedom.

- 5.3.4. The program supports and encourages the research activities of its academic staff and

- b) ICT utilization and access for staff report

- a) Continuous training reports

Supportive documentation



a. Resource utilization manual

Supportive Document

of the program.

A. Describe the appropriateness and adequacy of educational resources to meet the need

Narrative response

appropriate and adequate to meet the needs of its study programs.

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

c) Inventory report on facilities

b) Resource review and progress report

a) Resource utilization manual

Supportive document

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

Table 6.1.2 Educational resources list

D. Describe the process and mechanism for maintenance of the educational resources.

program

C. Describe how educational resources are distributed according to the need of the

effective delivery of the curriculum

B. Discuss the appropriateness and adequacy of educational resources to ensure

A. Describe the available educational resource related to the program

Narrative response

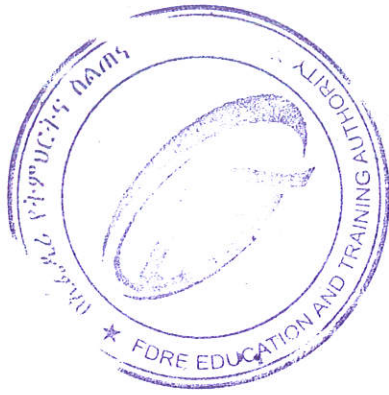
and are well maintained.

resources are distributed according to the educational needs of the study program,

facilities for training, to ensure effective delivery of the curriculum. Educational

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

b) Procurement policy



a) Library manual

Supportive Document

a) Discuss the functionality and adequate 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					

regulation.

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

b) Health and safety manual/guideline

a) Resource utilization manual and report

Supporting Document

B. Describe the available physical facilities to people with disabilities.

regulations.

A. Describe how the physical facilities conform with relevant laws, health and safety

Narrative Response

regulations including accessibility to people with disabilities.

6.1.4. The physical facilities comply with the relevant laws, and with health and safety

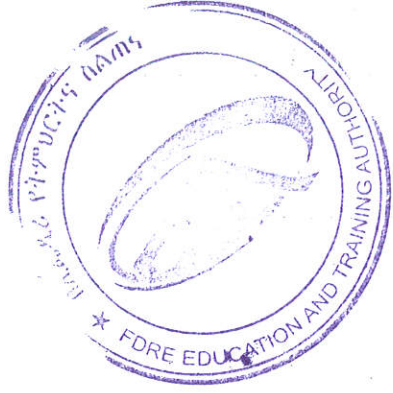
	Year 1	Year 2	Year 3	Year 4	Year 5
Academic					
Academic					
Academic					
Academic					
Academic					
% Satisfied and very satisfied					

to ensure the delivery of the curriculum.

satisfied and very satisfied with availability of sufficient and appropriate resources

c. Student Satisfaction Survey Indicator 6.1.3. Percentages of students who were

b. Resource review and progress report



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

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

management system.

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

a) Library manual

Supportive document

date textbooks and reference materials of both hard and softcopy.

D. Discuss the organization of the library and the availability of adequate supply of up-to-

library's capabilities.

C. Describe resource sharing and access mechanisms that are available to extend the

B. List the number of staff in the library and their qualifications.

A. Describe the database system used in the library.

Narrative response

programs and research activities.

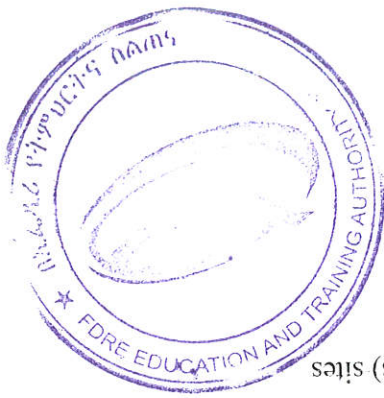
databases, qualified staff and other facilities including appropriate information and communication technology mediated reference materials, to support academic

6.1.6 The library has adequate and appropriate current references, electronic resources and

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

and very satisfied with availability of functional and adequate capacity library.

b) Student Satisfaction Survey Indicator 6.1.5. Percentages of students who were satisfied



A. Provide a list of the community attachment (Training Sites) sites

Narrative Response

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

6.2 Practical/Clinical Training Site

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

Supportive documents

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

Narrative response

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

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

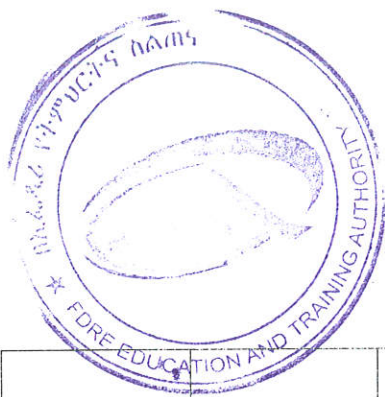
Student Satisfaction Survey Indicator 6.1.7. Percentages of students who were satisfied and very satisfied with presence of information and communication technology infrastructure.

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

Supportive documents

B. Discuss the appropriateness and adequacy of information and communication technology infrastructure of the program.
 A. Describe the type of information and communication technology infrastructure available to support the program.

Narrative response



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

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

Supportive Document

a) Assessment Checklist

b) Student documents (Notes, portfolios, reports)

6.2.2 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.

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

B. For each attachment site, describe the type of training provided, the resources available and services provided, the timing of training in the curriculum and the duration of time spent at the site by the students.

C. Describe the process (MOU, etc) by which access of the resources for the students is ensured.

Supportive Document

g) MOU

h) Schedule of training

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

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

Narrative Response

A. Describe the resources available to students as listed in element 6.2.3

Supportive Document

a. SOP)

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

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

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

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

Narrative Response

A. Describe the process used to ensure facilitation of the community/clinical training.

B. Is there a dedicated coordinator for the training sites? Describe the roles and responsibilities of the coordinator and who they report to.

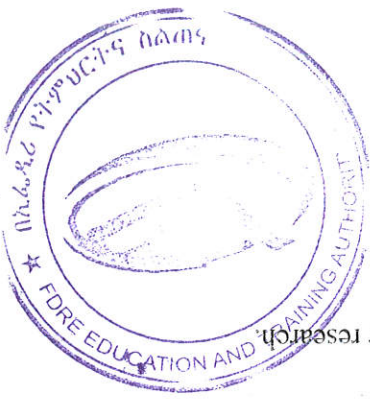
Supportive Document

a) Assignment/appointment letter

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

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





Narrative Response
 A. Describe the program's goals, strategic objective and plan for research recognition of research outputs.

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

7.1 Research

7 Research and Community Engagement

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

Supportive documentation

A. Discuss the adequacy of financial resources of the program to its operations and implement the strategic objectives.

Narrative response

6.3.3 The program has sufficient resources to undertake its operations.

6.3 Financial Resource

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

the practical centers.
 satisfied and very satisfied with availability of assigned instructor and supervisors in

- c) Student Satisfaction Survey Indicator 6.2.5. Percentages of students who were
- b) Official list of instructors and supervisors at the training sites.

Supportive Document

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

Narrative Response

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



- a) Research policy/manual
- b) Minutes/reports of review boards.

Supportive documents

- 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 quality standards. The program ensures that misconduct, including plagiarism, is prevented and complies with ethical standards
- a. MOA between the program and external institutions
- b. Research annual plan/report on research collaborations.

Supportive documentation

- 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.
- a. Annual plan of the research
- b. Budget request approval report

Supportive documentations

- A. Discuss the adequacy of facilities, equipment and budget allocation for research work and dissemination.

Narrative response

- 7.1.2. The program provides adequate budget and sufficient facilities and equipment for the research activities of its staff in line with its strategies to promote research activities.
- a) Research strategic objective
- b) Research policy/manual
- c) List of researcher recognition research output
- d) List of commercialization of research output

Supportive Document

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



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

- a. Research annual report
- b. Examples of learning activities and community engagement where research outcomes were integrated.

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

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

Supportive documentations

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

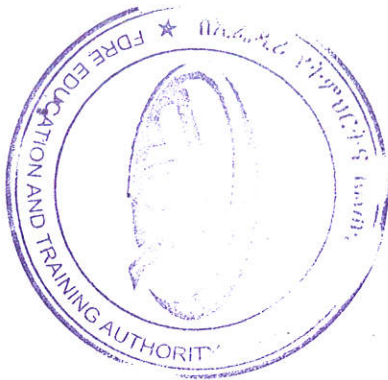
7.1.6 The program has dedicated resource and budget for research and community engagement.
a) Minute/report on research effectiveness review
b) Annual list of research and scholarly productivity and output
c) Annual research report

Supportive documentation

A. Describe how and how often the programs review the effectiveness of its approach to research and community engagement planning and management.
B. Explain how the program ensures the achievement of research output and outcome.

Narrative response

7.1.5 The program regularly reviews the effectiveness of its approach to research and outputs and outcomes are achieved.
c) Conflict of interest disclosure forms
d) Plagiarism checker system



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

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

Supportive documentation

- A. Describe how the program identifies and defines the community it serves.
- B. Describe the mechanism to identify the needs and requirements of the community.
- C. Explain how the community engagement activities are aligned with the needs of the community.

Narrative response

- 7.2.2. The program defines the community it serves, assesses its needs and requirements and takes these in to consideration for its activities.
- a) Community engagement policy/manual
- b) Reports on community engagement activities

Supportive documents

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

Narrative response



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

Supporting Document

- A. Discuss the effectiveness of industrial linkage for program delivery
- B. How often the industrial linkage is reviewed.

Narrative Response

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

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

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

Supporting Document

- A. Describe how the academic staff and students are involved in industry and community engagement.
- B. Describe how academic staff are made aware of the opportunities to engage in industry and community.
- C. State any initiatives taken by the program to involve students and staff in industry and community engagement.
- D. Describe how the program ensures that the community and industry engagements lead to a productive relationship.

Narrative Response

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



8. Program Management

8.1. Leadership and Decision Making

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

Narrative Response

- a) Describe the administrative structure of the program that supports the implementation of the educational program

- b) Describe the administrative offices and the qualification and adequacy of leaders and support staffing and recognized authority and accountability

Supportive Documentation

- a) Organizational structure/organogram

- b) Public announcement (letter, website, social media, printed media...)

- c) Strategic plan/Legislation

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

Narrative Response

- A. Describe how and how often the program reviews and updates its structure, functions, strategies core activities and resources.

- B. Describe policy, procedures and mechanism to ensure continual quality improvement.
- C. Describe how the program seeks feedback from staff, students, and stakeholders for continual quality improvement.

- D. Provide examples of changes made to improve the program based on review reports.

Supportive Documentation

- a) Program performance report

- b) report and minutes

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

Narrative Response

- A. Describe the governance structure of the program.



following:

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

Narrative Response

other principal stakeholders in committees and decision making at program level.

8.1.6 The program ensures the representation and role of the academic staff, students and

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

Supportive Documentation

academic leaders.

B. Describe conventional and digital documentation for smooth transition of

A. Describe how the program creates and preserves institutional memory.

Narrative Response

a smooth transition of academic leaders.

8.1.5 The program ensures creating institutional memory (archives, institutional emails) for

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

Supportive Documentation

activities of the program.

B. Describe the offices and persons involved and frequency of reporting of the core

engagement activities.

A. Describe the system for reporting about teaching-learning, research and community

Narrative Response

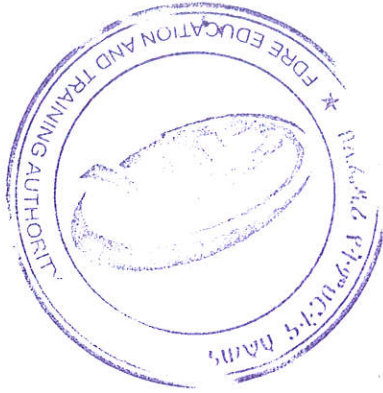
research, community engagement.

8.1.4 The program has effective regular reporting procedures about teaching-learning,

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

Supportive Documentation

- C. Discuss the alignment of the governance structure with program goals.
- B. Explain how the program ensures transparency of its governance structure.



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

Supportive documentation

- A. Describe how and how often the program is reviewed.
- B. Describe the process and frequency of how the program reviews the effectiveness of the management.
- C. Describe the types of data used to review the effectiveness of the management.
- D. Describe any changes made to improve the effectiveness of the management based on review.

Narrative response

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

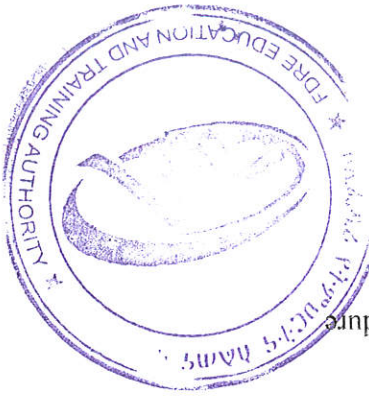
					% Satisfied and very satisfied
Academic	Academic	Academic	Academic	Academic	
Year 1	Year 2	Year 3	Year 4	Year 5	

- a. DC minutes
- b. Legislation
- c. Student satisfaction survey: Indicator 8.1.6. Percentages of students who were satisfied and very satisfied with the participation of students in decision making.

Supportive Documentation

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

- 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.**



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

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					

program.

Student satisfaction survey (SSS) Indicator 8.1.9 Percentages of students who were satisfied and very satisfied with communication of accurate, relevant and timely information about the

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

Supportive documentations

- 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

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

Supportive Documentation

adequate degree of autonomy.

B. Describe how the program ensures the effectiveness of decision making with an frequency of meetings.

A. Describe the decision-making body, its role and responsibilities, membership,

Narrative Response

adequate degree of autonomy.

8.1.8 The governing body of the program is an effective decision-making body with an



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

Narrative response

of the governance structure.

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

9.1. Continuous Quality Improvement System

9. Continuous Quality Improvement

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

Supportive Documentation

B. Describe how the program utilizes resources efficiently and responsibly.
program.

A. Discuss how the program ensures the sufficiency of resources allocated for the

Narrative Response

achieve the objectives of the program.

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

- b) Annual plan
- a) Budget breakdown

Supportive Documentation

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

A. Discuss how the program ensures balanced and transparent budget allocation for core

Narrative Response

allocation for the core functions.

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

8.2 Allocation of resources

- a. Legislation
- b. Minutes
- c. Incidence reports

Supportive Documentation



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

9.2. Implementation of Continual Quality Improvement

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

Supportive documentation

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

Narrative response

9.1.2. The program has a publicly available quality assurance policy and procedure including adequate staffing and support, regular reviewing and updating of its internal quality assurance activities to ensure continuous quality improvement.

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

Supportive documentation

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



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

Supportive document

- A. Describe the QA process and procedure for the following:
 - B. Program area monitored including teaching and learning, research, community engagement and strategic planning and management.
 - C. QA activities integrated across all areas monitored.
 - D. Systematic data collection and analysis with defined frequency and benchmark
 - E. Describe how quality assurance activities provide relevant information and data
 - F. How does the relevant information and data support the program management and development?
 - G. How does the quality assurance activities output align with the achievement of institutional goals?

Narrative response

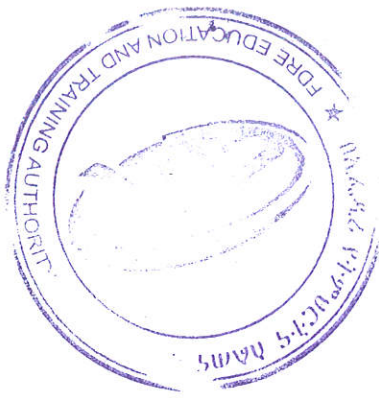
9.2.2 The program's continual quality improvement covers all units and areas of operations. The quality assurance activities provide relevant information and data to support the institution in its management and linked with the achievement of the institutional goals.

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

Supportive Documentation

- A. Discuss the mechanism for continuous and need-based staff capacity building.
- B. Describe staff development based on need assessment

Narrative Response



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

9.3 Monitoring and Evaluation of Continual Quality Improvement

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

- a) Quality assurance activities and data publication and program level self-study document dissemination
- b) QA activities discussion at department and other units level
- c) Awareness and educational discussion forums on QA policies, procedure and processes
- d) Publication and dissemination of program level self-study report
- e) Student satisfaction survey (SSS) Indicator 9.2.3. Percentages of students who were satisfied and very satisfied with the participation of students in the continual quality improvement activities.

Supportive documentation

- A. Describe how the quality assurance (QA) activities are focused on quality enhancement
- B. Describe how the program creates, encourages and supports the development of a quality culture.
- C. How academic and support staff and students are involved in quality assurance activities?

Narrative response

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



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

Narrative response

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

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

Supportive documentation

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

Narrative response

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

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

- a) Examples of feedback data with analysis
- b) Program improvements report/minutes based on feedback data.
- c) Student satisfaction survey. Percentages of students who were satisfied and very satisfied with gathering periodically and analyze a variety of feedback from students, and use results for program improvement (Indicator 9.3.1.).

Supportive Documentation

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

Narrative Response



Supportive documentation

a) Review report

b) Annual quality assurance report

9.4 Documentation and Dissemination

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

stakeholders and the wider community.

Narrative Response

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

wider community

Supportive Documentation

a) Sample published/disseminated good practices