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Anesthesia Program Accreditation Data Collection Tool (DCT)

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FDRE Education and Training Authority



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Abbreviations

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

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 institutions with accreditation standards. With this tool, the HEI assesses its performance and achievement against the pre-defined standards and indicators which are set for institutional accreditation.

This instrument has a narrative response and Supportive Documentation for each of the indicators that the HEIs need to provide. Narrative response is a written comment that the HEI are required to state/describe for each of the indicators whereas Supportive Documentations 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 HEIs seeking program 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.



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**
- 8. Program Management**
- 9. Continual Quality Improvement**

Each standard is designated by a number and name (e.g., Standard 1: Program Outcome). The sub-standards within each standard are labeled with two digits (e.g., 1.1 and 1.2 for two sub-standards under Standard 1). Each sub-standard is accompanied by a set of indicators labeled with three digits (e.g., Sub-standard 1.1: Alignment with institutional mission and vision includes indicators numbered 1.1.1, 1.1.2, and 1.1.3).



- 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.

Supportive Documentation

- a) Describe how the program ensures the relevance of the program to the needs of the society and national priority.
- b) Summarize the program's national priorities, needs of the society, and present and emerging role of the learner
- c) Describe the program's consistency with national and international standards.
- d) Describe the sustainability of the program based on national priorities and societal needs
- e) Indicate the professional and legal requirements of the program and show it's alignment with the program

Narrative Response

- 1.1.2. The program 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.
- 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 Document

- a) Describe the procedures and process for introducing new programs.
- b) Describe the process for formal phasing out of the programs.
- c) Summarize the process for formal review of the program.
- d) Discuss how often the program is reviewed and provide the date of the most recent formal program review.

Narrative response

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

1.1. Program Development

1. Program Outcome



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

with communication of learning outcomes (Indicator 1.1.3)
 Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied

- a) 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.
- c) Program outcome document (on site for Site Review)

Supportive Documentation

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

Narrative Response

- a) Describe the process used by the program to develop its learning outcome and by whom the program learning outcomes were formulated.
 - b) Describe the stakeholders involved in the development of program learning outcomes.
 - c) Describe the process, persons involved and frequency of review of the program learning outcomes. When was the most recent date of program review?
 - d) Describe how the program learning outcomes are communicated to internal and external stakeholders.
- 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) 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 aligning the program with professional and legal requirements.



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

Narrative Response

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

Supportive Documentation

- a) Student handbook, career guidance and counseling documents
- b) Tracer study report.
- c) Minutes of program review based on tracer study report.

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

Narrative Response

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

Supportive Documentation

- a) Stakeholder feedback data; completed evaluation forms, survey result, focus group,
 - b) Analysis of feedback data with actions taken, minutes, reports.
- 1.1.6. The program is approved by appropriate governing body.

Narrative Response

- a) Describe the procedure used to approve the program.
- b) Is the program approved by the appropriate governing bodies?

Supportive Documentation

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

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

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

Narrative response

a) Describe the mission and vision statement, the program educational objectives and program outcome set for the program.

b) Has an alignment been established between the institutional mission and the program educational objectives; between program educational objectives and program outcomes and program outcome and course learning outcome?

Supporting documentation

a) The current strategic plan of the program

b) Program document

c) Document showing the alignment between the mission and the program educational objectives; between program educational objectives and program outcomes and between program outcome and course learning outcome.

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

Narrative Response

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

Supportive Documentation

a) Alignment mapping of program learning outcome with EQF.

b) Syllabus

2. Curriculum

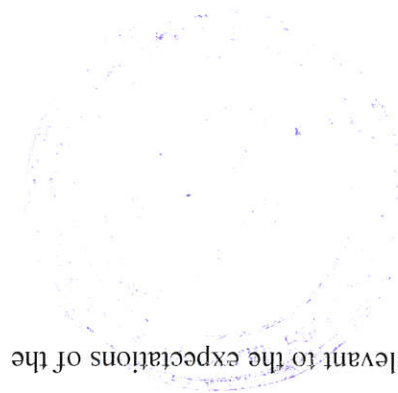
2.1. Design and Development

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?





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

Student Satisfaction Survey Indicator 2.1.3 Percentages of students who were satisfied and very satisfied with co-curricular activities are available to support students' achievement.

- b) Student satisfaction survey result on co-curricular activities
- a) Report on co-curricular activities

Supportive Documentation

development and responsibility.

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

Narrative Response

foster personal development responsibility.

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

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

b) 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

outcomes.

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

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

Supportive Documentation



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

Narrative Response

- 2.1.7. The curriculum is designed in such a way that there are clear career pathway and students are informed about the development of career pathways during their studies.
- a) The competency based learning outcomes.
 - b) Learning outcomes linked to the required domains of learning.

Supportive Documentation

- 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
 - b) Explain how the learning outcomes clearly articulate and are linked to the required domains of learning.

Narrative Response

- 2.1.6. The learning outcomes of the program clearly articulates the required learning domains (knowledge, skills, values, behaviors, and preparedness of learners) to become professionals and responsible citizens.
- 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 discipline

Narrative Response

- 2.1.5. The curriculum takes into account the appropriate professional and industry requirements as well as good practices in the field.
- a) Curriculum

Supportive Documentation

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

Narrative Response

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



2.2. Curriculum Evaluation and Review Process

Program Outcome	Teaching and learning activity

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

Supportive Documentation

- 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 is the curriculum vertically and horizontally integrated?

Narrative Response

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

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

- a) Curriculum design linked to career pathways.
- b) Communications (syllabus, brochures, website, etc.) informing students of career pathways.
- a) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with student awareness about the development of career pathways during their studies
- c) (Indicator 2.1.7)

Supportive Documentation



a) Minutes/report on curriculum review process

Supportive Documentation

- d) Give examples of improvements made based on evaluation.
- c) 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 courses and clerkships are reviewed.
- a) Describe how and how often the overall program curriculum is reviewed and how

Narrative Response

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

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

curriculum in Evaluation and Review Process (Indicator 2.2.1)

satisfied with represented with the capacity to oversee, monitor and evaluate the Student Satisfaction Survey. Percentages of students who were satisfied and very report for the last 2 years

b) Letters of assignment for curriculum committee. Curriculum committee minutes,

Supportive Documentation

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



- a) The current Curriculum/ Course/module syllabus
- b) Learning teaching manual.
- c) Table 3.1.1. Learning outcomes and type of teaching/learning method for each learning outcome.
- d) Student Satisfaction Survey Indicator 3.1.1. Percentages of students who were satisfied and very satisfied with teaching learning activities prepare and support students to take responsibility.

Supporting Documentation

- 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) Describe how the learning-teaching methods set in the curriculum are aligned with learning outcomes.
- d) How do learning and teaching methods encourage the active participation of students for their own learning?

Narrative Response

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

3.1. Learning and Teaching

3. Learning, Teaching and Assessment

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

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

- b) Student evaluation of courses and clerkship and other feedback data collected for the last 2 years



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

- activities.
- c) Student Satisfaction Survey Indicator 3.1.3. Percentages of students who were satisfied and very satisfied with participation of students learning and teaching
 - b) Reports on assessment of learning and teaching activities
 - a) The current program curriculum

Supportive Documentation

- a) Discuss how the learning and teaching activities encourage the active participation of students.
- b) What mechanisms are used to encourage students' participation?
- c) What are the ways adopted to assess the effectiveness of learning and teaching activities provided in the curriculum?

Narrative Response

- a) The current Curriculum/ Course syllabus
- b) Table 3.1.2. Learning outcomes, type of teaching/learning method and outcome measure for each learning outcome.
- 3.1.3. The learning-teaching activities encourage the active participation of students in their learning process.

Supportive Documentation

- a) Discuss how the teaching-learning activities are designed to ensure achievement of learning outcomes.
- b) Describe the outcome measures used to evaluate the teaching and learning methods in achieving the learning outcomes.

Narrative Response

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

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



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

- performing students.
- a) Minutes/reports and letters on remediation
- b) Student Satisfaction Survey Indicator 3.1.5. Percentages of students who were satisfied and very satisfied with availability of targeted support for poor performing students.

Supportive Documentation

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

Narrative Response

assessment results.

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

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

- learning.
- a) Report on student support services
- b) Learning resource utilization report
- c) Student Satisfaction Survey Indicator 3.1.4. Percentages of students who were satisfied and very satisfied with access to and support for digital, blended or e-learning.

Supportive Documentation

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

Narrative Response

consistent with the learning outcomes.

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



a) Assessment policy/guideline

Supportive Documentation

d) Describe the remediation process and procedure.

c) Describe post exam analysis procedures.

b. Development and utilization of exam blueprint.

of teaching/learning activity.

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

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

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

Narrative Response

action and post-exam analysis procedures).

principles and practices (including methods, frequency, scoring, marking, remedial

3.2.1. The program has an assessment policy or guideline that clearly describes assessment

3.2. Assessment Policy and System

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

based improvements.

c) Student Satisfaction Survey Indicator 3.1.6. Percentages of students who were satisfied and very satisfied with feedback on teaching activities and feedback

b) Course/module and faculty evaluation for the last 2 years

a) Learning teaching review report

Supportive Documentation

learning and teaching.

b) Describe how student feedback is used to monitor and review the quality of

teaching.

a) Describe how and how often the program monitors and reviews the learning and

Narrative Response

student feedback on teaching quality, along with other evaluation mechanisms

the quality of teaching and learning. This monitoring and review include the use of

3.1.6. There is a systematic monitoring and review of teaching of the program to improve



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

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

Supportive Documentation

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

Narrative response

- a) Reports on validity and reliability of assessments
- b) Assessment policy/guideline
- 3.2.3. The program has clearly regulated and fairly administered mechanisms for students' appeal and dispute resolution.

Supporting Document

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

Narrative Response

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

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

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

- b) Exam blueprint examples
- c) Post exam analysis report examples



a) Discuss the formative and summative assessment type the program administrators

Narrative Response

assessment

3.2.6. The program maintain an appropriate balance between formative and summative

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

and graduation

c) Student Satisfaction Survey Indicator 3.2.5. Percentages of students who were satisfied and very satisfied with availability information on students' progression

b) Minutes/academic progression and graduation report

a) Outcome measures for courses and program learning outcomes.

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

outcomes and informs students on progression and graduation.

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

c) Assessment policy/guideline

b) Minutes on disciplinary and appeal decisions

a) The policies and procedures for disciplinary action and appeals

Supportive Documentation

arrangements with HEIs policy.

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

Narrative Response

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

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



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

Supportive Documentation

- 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

standard-setting and to use the results for decision-making.

3.2.7. The program has established a functional system to conduct item analysis and

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

assessment

very satisfied with maintenances an appropriate balance between formative and summative

Student Satisfaction Survey Indicator 3.2.7. Percentages of students who were satisfied and

- c) Records of assessment results
- b) Syllabus
- a) Curriculum

Supportive Documentation

assessment?

b) How the program does maintain the balance between formative and summative



- a) Assessment policy/guideline
- b) Examples of actionable feedback
- c) Student Satisfaction Survey Indicator 3.3.3. Percentages of students who were

Supportive Documentation

and areas of improvement.

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

Narrative Response

3.3.3. The program put 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

assessment activities.

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

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		

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

- a) Assessment policy/guideline

Supportive documentation

Learning outcome/competency	Assessment method



a) Describe the clinical skill summative assessment provided for students

Narrative Response

3.3.5. Administer at least three types of continuous professional and clinical skills summative assessment methods to determine the attainment of educational outcomes: structured short cases, objectively structured long case exams, objectively structured clinical/practical exam.

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

assessment (Exam Blueprint)/fairness of assessment mechanism.

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

c) Student Satisfaction Survey Indicator 3.3.4. Percentages of students who were

b) Exam committee reports

a) Assessment policy/guideline

Supportive Documentation

learning outcomes.

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

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

Narrative Response

the learning outcomes and designed so that students are fairly assessed.

The assessments within the study program are adequate to judge the achievement of

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

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

satisfied and very satisfied with the system of assessment that regularly offers students timely, specific, and actionable feedback.



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

assessment methods and practices.
 satisfied and very satisfied with alignment of educational learning outcomes with
 e) Student Satisfaction Survey Indicator 3.3.6. Percentages of students who were
 d) Course Map
 c) Assessment schedules
 b) Assessment policy
 a) Course syllabus

Supportive Documentation

teaching and assessment method
 c) Describe course mapping to assess the alignment of course objective with
 outcomes and assessment methods.
 b) Describe a sample course syllabus that demonstrates alignment between learning
 a) Describe the program's assessment policies and procedures manual,

Narrative Response

3.3.6. The program ensures alignment of educational learning outcomes with assessment
 methods and practices.

- a) Students work placed assessment portfolio
- b) Exam committee minute
- c) Assessment schedule/plan
- d) Sample assignment and projects works
- e) Department council minute
- f) Pictures of students taking OSCE exam per year
- g) Student OSCE result matrix

Supportive Documentation

b) Describe continuous professional/work placed assessment provided during
 clinical practice
 c) Describe each station per year and semester used for OSCE exam



- 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 Documentation

to improve instruction and in-school assessment practices.

- a) Describe how performance feedback from exit exam and national licensure exam

Narrative Response

to improve instruction and in-school assessment practices.

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

- a) Assessment data from all sources (exam, quiz, OSCE, oral...)
- b) Faculty efficiency assessment
- c) Faculty performance evaluation data
- d) CPD for staff based on assessment data
- e) Faculty evaluation by peer and student

Supportive Documentation

professional development plans for academic staff

- a) Describe the process used to collect and analyze assessment data.
- b) Explain faculty performance evaluations based on assessment data and

Narrative Response

courses and the institution.

- 3.3.8. Utilize the assessment data to evaluate and improve performance of academic staff,

- a) Assessment policy
- b) Exam committee Term of reference
- c) Sample exam bank exams
- d) Exam committee meeting minutes

Supportive Documentation

- a) Describe the establishment of an exam committee and an exam bank.
- b) Explain the exam committee' terms of reference and its member roster
- c) Discuss the process used to develop and maintain the exam bank.

Narrative Response

the establishment of exam committee and exam bank.

- 3.3.7. The program has a functional system to assure the quality of assessment, including

4. Students

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

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

Supportive Documentation

- Student selection and admission policy

- Student handbook

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

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

Narrative Response

- Describe the minimum requirements for admission to the program.

- Describe the principle, criteria and process of admission to the program.

- Describe how student selection and admission criteria are disseminated for internal and external stakeholders.

Supportive Documentation

- Student selection and admission criteria and guideline

- Student handbook

- Student Satisfaction Survey Indicator 4.1.2. Percentages of students who were





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

Narrative response

a) Student intake capacity review documents and communication letter

b) Current annual plan of the program

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

Supportive Documentation

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

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

- a) Describe how often and by whom the size of student intake capacity is reviewed
- b) Explain how the program ensures student intake capacity is aligned with available resources for effective implementation of the program.
- c) 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		Year 1	Year 2	Year 3	Year 4	Year 5
Academic	Academic	Academic	Academic	Academic	Academic	Academic

satisfied and very satisfied with student selection and admission policy are communicated.



a) Student selection and admission policy

Supportive Documentation

diversity in admission.

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

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

c) Indicate the date of the last review of the admission requirements and entry standards.
 requirements and entry standards.

b) Describe the outcome data and other sources used to review the admission
 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 1	Year 2	Year 3	Year 4	Year 5	

mobility (transfer) across institutions nationally and internationally.
 satisfied and very satisfied with presence of well-defined mechanisms to facilitate student

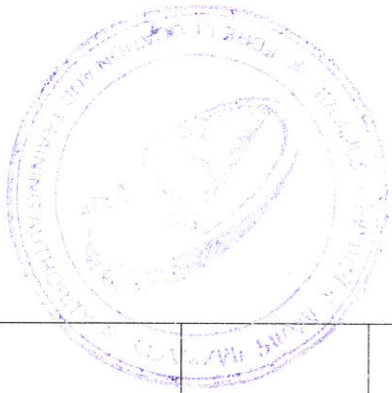
c) Student Satisfaction Survey Indicator 4.1.4: Percentages of students who were

b) Student handbook/Student transfer Guideline Registrar manual

a) Student transfer and exchange policy

Supportive documentation

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



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

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

Supportive Documentation

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

Narrative Response

4.2.1. There are 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

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

- b) Review/ data/report on student body diversity
- c) 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.



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

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

Supportive Documentation

b) When and how often is orientation provided to students?
 and available support mechanisms.
 a) Describe the process of orientation provided to new students regarding the program

Narrative Response

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

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

a. Student handbook with student support services
 b. 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 services service.

Supportive Documentation

b) How is the student handbook with student support service made available to students?
 services and systems.

Narrative Response

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



a) Describe how student's grievances and appeals are handled regarding academic and non-academic matters

Narrative Response

4.2.6. There is an effective mechanism for students to voice their grievances and seek resolution on academic and non-academic matters.

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

Supportive Documentation

- a) Describe how and how often student support services are evaluated to ensure adequacy, effectiveness, and safety.
- b) How is student feedback data on adequacy and effectiveness of student support services obtained and used in evaluation?

Narrative Response

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

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

needs and academically at-risk students. satisfied and very satisfied with availability of support system for students with special

- 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

Supportive Documentation

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



Supportive Documentation

rate.

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

Narrative Response

completion rates of students in the program.

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

4.3. Student Progression

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

procedures in handling student disciplinary cases.

satisfied and very satisfied with clearly defined and documented processes and

c) Student Satisfaction Survey Indicator 4.2.7. Percentages of students who were

b) Student handbook

a) Minutes/reports on disciplinary decision

Supportive Documentation

handling student disciplinary cases.

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

Narrative Response

student disciplinary cases.

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

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

and seek resolution on academic and non-academic matters.

satisfied and very satisfied with mechanism for students to voice their grievances

c) Student Satisfaction Survey Indicator 4.2.6. Percentages of students who were

b) Student handbook

a) Minutes/reports on disciplinary decision

Supportive Documentation



4.4. Alumni

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

Supportive Documentation

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

(consecutive years active batch)

- a) 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

- exit exam
- b) Describe the program's strategy and plans to ensure success of the graduates on the 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.
- a) Student progression and retention plan and strategies.
- b) Student progression report, review and minutes



- (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? academic staff positions defined?
- (b) Are the requirements for appropriate qualifications, competences and skills of appropriate qualifications, competences and skills.
- (a) Discuss the system used for academic staff appointment and promotion with

Narrative Response

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

5.1. Staff Recruitment and Selection

5. Academic Staff

- (c) Tracer study report
- (b) Updated Database information program alumni
- (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

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

Supportive Documentation

- (b) Describe the mechanism used to trace the satisfaction of graduates and employers graduates.
- (a) Describe how and how often 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

Supportive Documentation

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

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.

Narrative Response

- a) Describe the strategic approach of the planning and management of human resources.
- b) Describe the alignment of strategic approach with program mission and strategic objectives.
- c) Discuss the effectiveness of the human resource strategic planning with respect to ensuring the following:
 - a. Appropriate balance between senior and junior academic staff.
 - b. Appropriate balance between academic and non-academic staff.
 - c. Appropriate balance of academic staff with multidisciplinary backgrounds and specialization.

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

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





Narrative Response

5.1.5. 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.

a) The program discipline standard regarding staff to student ratio

Supportive Documentation

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

c) Table 5.1.4, Staff to student ratio (3 consecutive years active batch)

b) Discuss the staff to student ratio with respect to the program standards.

methods

a) Describe the appropriateness of staff to student ratio to the teaching-learning

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

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

delivery of the program.

a) Describe the balance of full time and part time teaching staff to ensure the effective

Narrative Response

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

c) Legislation

b) HR manual

a) Human resource strategic planning document

Supportive Documentation



- 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 staff made aware of their expectations in teaching, research, community service and administrative functions in their promotion and retention.

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.

5.2. Staff Support and Retention

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

Supportive Documentation

Describe how the strategies and mechanisms maintain conducive learning and teaching environment

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

Narrative Response

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

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

Supportive Documentation

How are staff made aware of the policy, processes and procedures for handling disciplinary actions?
resolution of academic staff.

- a) Describe the code of academic conduct for faculty.
- b) How is the code of academic conduct publicized and made available to faculty?
- c) Is there a Policy on disciplinary procedures, grievance and due process?
- d) Discuss the procedures and timeline for discipline, complaints, and disputes
- e) How are staff made aware of the policy, processes and procedures for handling disciplinary actions?



- a) List of academic staff professional development activities
- b) Staff development plan and report

Supportive Documentation

- 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

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

5.3. Staff Professional Development

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

Supportive Documentation

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

Narrative Response

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

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

Supportive Documentation

- e) How does the program support and encourage academic staff to achieve the promotion expectations and describe the remedial actions in placed after the appraisal.
- d) Describe the types and frequency of data collected for faculty performance assessment in teaching, research, community services and administrative functions.



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

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

Supportive Documentation

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

Narrative Response

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

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

Supportive Documentation

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

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.

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

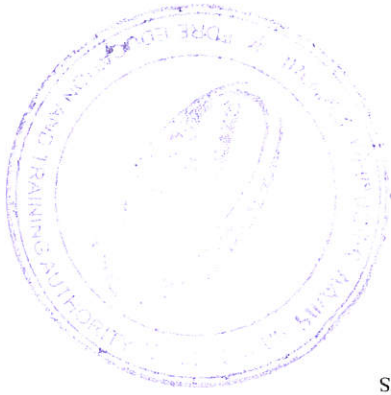
Supportive Documentation

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

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



Narrative Response

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

Supportive Documentation

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

5.4 Preceptor Selection, Preparation and Development

5.4.1 The program develop/adopt 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

Narrative Response

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

Supportive Documentation

- a) Preceptors' guideline

5.4.2. The program develops and publicize a clear guideline describing the role and responsibilities of preceptors or clinical instructors for planning, preparing, teaching and assessing performance

Narrative Response

- a) Describe how the program follow up the preceptors or clinical instructors in planning, preparing, teaching and assessing performance
- b) Narrate the practice of the program in describing the role and responsibilities of preceptors or clinical instructors
- c) Describe how and by whom the program develop guideline that clearly describe the role and responsibilities of preceptors or clinical instructors

Supportive Documentation

- a) Preceptors' guideline
- b) Minutes

5.4.3. 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

Narrative Response

- a) Narrate the mechanism used to motivate preceptors and how to provide continuous professional development for preceptor
- b) Describe the policy and requirements for the promotion of staff to academic ranks.
- c) Describe the mechanisms for staff promotion to leadership positions.

Supportive Documentation

- a) Copies of relevant document related to preceptors' motivation and continuous professional development

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

5.4.4. 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.

Narrative Response

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

Supportive Documentation

- a) Training certificate
- b) Training reports

6. Educational Resources

6.1. Physical Facilities

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

Narrative Response

- 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.



need of the program

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

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

Number	Facilities	Number and holding capacity		Remarks
		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.

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

delivery of the curriculum

b) Discuss the appropriateness and adequacy of educational resources to ensure effective

a) Describe the available educational resource related to the program

are well maintained.

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

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) Resource utilization manual

Supportive Documentation



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

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

laws and safety regulation.

satisfied and very satisfied with availability of physical facilities that comply with

c) Student Satisfaction Survey Indicator 6.1.4. Percentages of students who were

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

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

to ensure the delivery of the curriculum.

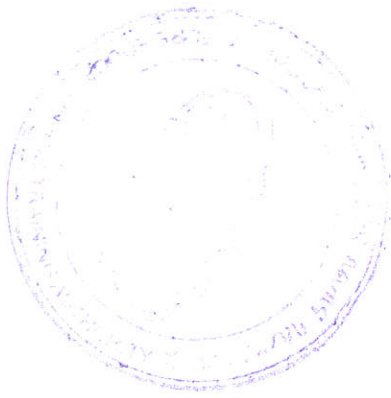
satisfied and very satisfied with availability of sufficient and appropriate resources

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

b) Resource review and progress report

a) Resource utilization manual

Supportive Documentation



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

reference and database management system.

satisfied and very satisfied with availability of digital library, up to date text and

b) Student Satisfaction Survey Indicator 6.1.6. Percentages of students who were

a) Library manual

Supportive Documentation

of up-to-date textbooks and reference materials of both hard and softcopy.

d) Discuss the organization of the library and the availability of adequate supply

the library's capabilities.

c) Describe resource sharing and access mechanisms that are available to extend

b) List the number of staff in the library and their qualifications.

a) Describe the database system used in the library.

Narrative Response

academic programs and research activities.

information and communication technology mediated reference materials) to support

resources, digital library, qualified staff and other facilities including appropriate

6.1.6. The library has adequate resources and facilities (such as latest references, electronic

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

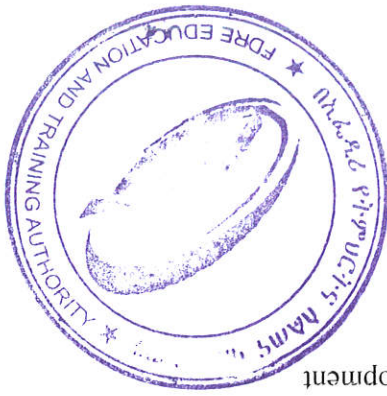
library.

satisfied and very satisfied with availability of functional and adequate capacity

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

a) Library manual

Supportive Documentation



Narrative Response

6.1.9. The program has access to safe and adequate spaces for clinical skill demonstration, practice and discussion/debriefing for intended skill development

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

Supportive Documentation

resources.

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

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	Academic
% Satisfied and very satisfied					

technology infrastructure.

satisfied and very satisfied with presence of information and communication

d) Student Satisfaction Survey Indicator 6.1.7. Percentages of students who were

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

Supportive Documentation

technology infrastructure of the program

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

Narrative Response

study programs.

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



Narrative Response

6.1.11. The program has clinical skills labs accessible/open for students' independent practice.

- a) Skill development laboratory policy and procedures
- b) Pictures and videos of the station
- c) Videos of student skill development practice
- d) Inventory of the materials, drugs and equipment found in each skill development laboratory

Supportive Documentation

- a) Describe the type and number of the skill demonstration laboratory utilized by anesthesia students per year and semester of study
- b) Describe the availability of local made simulators, fidelity and technological integration during skills lab teaching
- c) Describe the adequacy and complexity of the simulators
- d) Describe the availability of skill lab assistances
- e) Describe the availability of digital technology in the management skill development laboratory
- f) Describe the how the stations constructed
- g) Describe the list material and equipment of each station
- h) Describe the skill development laboratory policy and procedures

Narrative Response

6.1.10. The program has adequately equipped clinical skills labs with anatomic models, simulators, and mannequins with adequate supplies to learn essential competencies.

- a) Student safety protocols
- b) Pictures of the physical facilities and materials

Supportive Documentation

- a) Describe the overall student clinical practice teaching regarding to ensuring anesthesia students safety and security
- b) Describe the safety measures provided for students and instructors to conduct clinical learning
- c) Describe the adequacy of the space to conduct innovative teaching learning process (PBL, Clinical simulation, morning session/preoperative conference, debriefing session, duty room, mini-library and digital access)
- d) Describe the materials provided for clinical teaching of anesthesia students



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

community attachment (training) sites.

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

Supportive Documentation

is ensured.

- c) Describe the process (MOU) by which access of the resources for the students
- 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.
- 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

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

practice.

Student Satisfaction Survey Indicator 6.1.11. Percentages of students who were satisfied and very satisfied with presence of clinical skills labs accessible/open for students' independent

- a) Skill development laboratory policy and procedures

Supportive Documentation

- a) Describe the Rota of the students during their skill development practice
- b) Describe the working hours of the skill development laboratory



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

tools.

- c) 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
- b) Evidence of resource provision to students (receipt forms, etc)
- a) SOP)

Supportive Documentation

- a) Describe the resources available to students as listed in element 6.2.3

Narrative Response

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

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

sites.

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

Supportive Documentation

the learning outcomes of the program.

- a) For each practical training site, describe the patient flow and case mix that supports

Narrative Response

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

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

- 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 for its operations and implementing the strategic objectives.

Narrative Response

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

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

- supervisors in the practical centers.
- a) Official list of instructors and supervisors at the training sites.
 - b) Student Satisfaction Survey Indicator 6.2.4. Percentages of students who were satisfied and very satisfied with availability of assigned instructor and

Supportive Documentation

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

Narrative Response

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



- 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 ensures that academic misconduct, and plagiarism, is prevented.
- a) MOA between the program and external institutions
- b) Research annual plan/report on research collaborations.

Supportive documentation

- a) Describe how the program supports 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 Documentation

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

Narrative Response

- 7.1.2. The program provides adequate budget and sufficient facilities and equipment for the research activities of its staff and students 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 Documentation

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



7.2. Community Engagement

outcomes were integrated.

- b) Examples of learning activities and community engagement where research
- a) Research annual report

Supportive Documentation

with the learning and teaching activities of the program.

- a) Describe how the research goals and outcome are aligned with and integrated

Narrative Response

and teaching activities and community engagements.

7.1.7. The program ensures research outcomes are appropriately integrated into the learning

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

Supportive Documentation

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

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

Narrative Response

engagement.

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

- 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 programs reviews the effectiveness of its

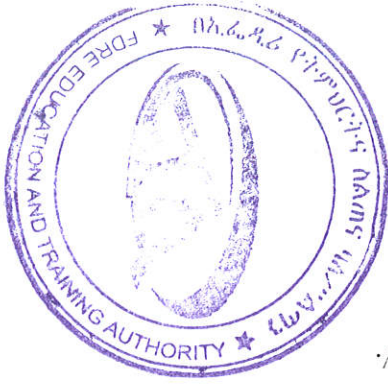
Narrative Response

community engagement planning and management

7.1.5. The program regularly reviews the effectiveness of its approach to research and

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

Supportive documents



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

Narrative Response

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

Supportive Documentation

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

Narrative Response

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

Supportive Documentation

- a) Need assessment for community engagement activities
 - b) Reports on community engagement activities
- 7.2.3. The program has a well-defined, coordinated approach to the identification of, and engagement with, industry, employers, professions and the community at large.

Narrative Response

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

Supportive Documentation

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



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

Supportive Documentation

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

Narrative Response

the effectiveness of the linkage.

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

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

- c) Student Satisfaction Survey Indicator 7.2.4. Percentages of students who were satisfied and very satisfied with participation of students in community engagement.

productivity.

- a) Community and industry engagement policy/manual
- b) List of activities with community and industry engagement and evidence of output and

Supporting Document

- a) Describe how academic staff are made aware of the opportunities to engage in industry and community.
- 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

- a) Describe how the academic staff and students are involved in industry and community engagement.
- b) Describe how the academic staff and students are involved in industry and community engagement.
- c) Reports on engagement activities with industry, employers, professional organizations and the community.

7.2.4. The program encourages and supports staff and students to engaged 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 of its structures, functions, strategies and core activities 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) Review 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.

b) Explain how the program ensures transparency of its governance structure.

c) Discuss the alignment of the governance structure with program goals.

Supportive Documentation



participation.

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

following.

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

Narrative Response

8.1.6. The program describes the representation and role of the academic staff, students and other stakeholders in committees and decision-making process at program level.

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

Supportive Documentation

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

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

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

Narrative Response

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

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



- 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.

- 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 with consideration of the effectiveness of the program management.

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

- 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.

- a) DC minutes
- b) Legislation

Supportive Documentation

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



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

8.2. Allocation of Resources

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

Supportive Documentation

- a) Describe the 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.

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

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

Supportive Documentation

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

b) How is the information disseminated to students and other stakeholders?

Narrative Response

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

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

Supportive Documentation

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

adequate degree of autonomy.

b) Describe how the program ensures the effectiveness of decision making with an



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

Supporting Documentation

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

Narrative Response

- 9.1.1. The program has a system for monitoring, evaluating and reviewing the effectiveness of the governance structure.
- ### **9.1. Continual Quality Improvement System**

9. Continual Quality Improvement

- b) Report on purchase request and procurement
- a) Resource utilization manual

Supportive Documentation

- b) Describe how the program utilizes resources efficiently and responsibly.
- a) Discuss how the program ensures the sufficiency of resources allocated for the program.

Narrative Response

- 8.2.2. The program ensures resources are sufficient, utilized efficiently and responsibly to achieve the objectives of the program.

- b) Annual plan
- a) Budget breakdown

Supportive Documentation

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

Narrative Response



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

Narrative Response

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

9.2. Implementation of Continual Quality Improvement

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

Supportive Documentation

- a) Discuss how often internal quality assurance activities are reviewed and updated
- b) QA review.
- c) Provide examples of changes made to ensure continual quality improvement based on QA review.
- d) Discuss how often internal QA activities are reviewed and updated.

- a. Presence of a qualified and responsible person with senior level reporting.
- b. Resources available including budget, adequate staff and IT systems.
- c. Quality assurance manual with defined processes for monitoring and evaluating.
- d. Persons/committees responsible for QA activities.

Narrative Response

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 ensure continuous quality improvement.



document dissemination

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

Supportive Documentation

activities?

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

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.

- 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

institutional goals?

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

Narrative Response

institutional goals.

9.2.2. The program 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.



b) Describe the type of data collected and the frequency.

other stakeholders

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

Narrative Response

for program improvement.

including feedback from students, instructors and other stakeholders, and use results

9.3.1. The program has a mechanism to periodically gather and analyze a variety of data

9.3. Monitoring and Evaluation of Continual Quality Improvement

d) Resource request form/letter

c) Resource allocation minutes

b) Quality assurance activity reports

a) Resource allocation records

Supportive Documentation

circumstances

d) Provide evidence of the program's ability to successfully adapt to changing

c) Describe how the program is continuously evaluating its resource allocation plans

b) Highlight the program's ability to respond to changing circumstances

time

a) Describe the program's ability to adapt to changing circumstances and needs over

Narrative Response

additional resources, to support quality assurance activities.

9.2.4. Adapt to changing circumstances and needs over time including allocation of

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

quality improvement activities.

satisfied and very satisfied with the participation of students in the continual

e) Student satisfaction survey. Indicator 9.2.3. Percentages of students who were

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



a) Sample published/disseminated good practices

Supportive Documentation

wider community

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

Narrative Response

stakeholders and wider community.

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

9.4. Documentation and Dissemination

b) Annual quality assurance report

a) Review report

Supportive Documentation

system?

b) How, often and by whom does the program reviews its quality assurance

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

Narrative Response

and impact.

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

c) Designation letter for committee members

b) Annual quality assurance report

a) Committee Minutes/ review report

Supportive Documentation

current and relevant?

c) Explain how the program review committee ensures that the program is

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

for continual review of the program to ensure its currency and relevancy.

9.3.2. The program has an internal program monitoring and review committee responsible

c) Feedback report

b) Minutes

a) Examples of feedback data with analysis

Supportive Documentation

c) Provide an example of program improvement based on analyzed data.