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FDRE Education and Training Authority



Data Collection Tool for Generic Program Accreditation

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Introduction

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

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

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



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

1. 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

Program Accreditation Standards

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



1.1.3. 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 based legal practice documents
- b) Program based policy indication document

Supportive documentation

- e) Indicate the professional and legal requirements of the program and show it's alignment with the program.
- e) needs
- d) Describe the sustainability of the program based on national priorities and societal emerging role of the learner
- c) Show program's consistency with national and international standards.

...ze the program's national priorities, needs of the society, and present and



completion (Indicator 1.1.4)

- (d) Student Satisfaction Survey: Percentages of students who were satisfied and very satisfied on their career and further studies options available to students upon program completion
- (c) Minutes of program review based on tracer study report.
- (b) Tracer study report.
- (a) Student handbook, career guidance and counseling documents

Supportive documentation

nts upon program completion considering the stated learning outcomes.

- (a) Explain how the program indicates the career and further studies options available to students

Narrative Response

available to students upon program completion.

1.1.4. The program learning outcomes indicate the career and further studies options

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

satisfied with communication of learning outcomes (Indicator 1.1.3)

- (c) Student Satisfaction Survey: Percentages of students who were satisfied and very satisfied
- (b) Syllabus

validation workshop report

- (a) Curriculum design, development and revision guide /minutes /curriculum review/

Supporting documentation

external stakeholders.

- (e) Describe how the program learning outcomes are communicated to internal and external stakeholders.
- (d) Describe the process used by the program to develop its learning outcome.

- (c) How often the program learning outcomes are reviewed?

outcomes.

- (b) Describe the stakeholders involved in the development of program learning

- (a) Describe by whom the program learning outcomes were formulated.

Narrative response



Supporting documentation

- c) Show the alignment of program outcomes with institutional mission and vision.
- b) State program outcomes set for the program.
- a) Provide the mission and vision statement of the institution

Narrative response

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

program outcome, and course learning outcome

1.2. Alignment between Institutional Mission, program educational objective,

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

Supporting documentation

- c) How often and by whom the program outcomes are reviewed?
- b) Does the program approved by appropriate governing bodies?
- a) Describe the procedure used to approve the program

Narrative response

1.1.6. The program is approved by appropriate governing body.

- b) Minutes
- a) Tracer study report

Supportive Documentation

stakeholders.
b) Show how the program is updating based on the feedback obtained from improve the delivery of the study program?

a) What mechanisms are put in place to obtain feedback from stakeholders to

Narrative Response

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

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



List of Course	Course category	Course code	ECTS/CrHr	Pre-requisite	Remark
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a) Table on Course catalogue

Supportive Documentation

- c) Show how the core contents of the discipline support the program outcomes.
- b) Current curriculum of the program
- a) Indicate the core content (Course catalogue) of the discipline for understanding the concepts, principles and methods that support the program outcomes.

Narrative response

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

a) Curriculum

Supportive Documentation

- a) How does the HEI ensure that the curriculum is relevant to the expectations of the national and international competencies?

Narrative Response

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

2.1. Design and Development

2. Curriculum

- c) Syllabus
- b) EQF document

Supportive Documentation

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

Narrative Response

- 1.2.2. The program learning outcomes conform to academic requirements of the study program and Ethiopian Qualification Framework (EQF).
- b) Program curriculum.
- a) The current strategic plan of the institutions



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

Narrative Response

a) How does the program curriculum takes into account the appropriate professional requirements, industry requirements and good practices in the discipline

Supportive Documentation

a) Curriculum of the program
2.1.4. The curriculum takes into account the indigenous knowledge that foster local potential.

Narrative response

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

Supportive documents

a) Curriculum
2.1.5. 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.

Narrative response

a) Indicate the learning outcomes of the program.
b) Show how the learning outcomes clearly articulate the required domains of learning.

Supportive Documentation

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

Narrative Response

a) Explain the program curriculum design process.
b) Discuss the way how the program curriculum design and development is communicated to students.

Supportive Documentation

a) Curriculum guideline
b) Minutes



- a) Assigning letter for the committee
- b) Curriculum committee minutes, report

Supportive Documentation

- a) List the members and composition of curriculum committee.
- b) Describe how the committee oversees, monitor and evaluate the curriculum
- c) Discuss the functionality of the curriculum committee.

Narrative Response

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

2.2. Curriculum Evaluation and Review Process

- a) The current curriculum of the program

Supportive Documentation

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

Narrative Response

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

a) The current curriculum of the program

Supportive Documentation

- b) Discuss the alignment of learning and teaching activities with learning outcomes.
- a) Describe how the learning and teaching activities in the curriculum are appropriately designed to achieve the learning outcomes

Narrative Response

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

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

c) SSS Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with information about the career pathways (Indicator 2.1.6)



3.1.1. Teaching learning activities use contemporary learning approaches that stimulate, prepare and support students to take responsibility for their learning, including active

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

review (Indicator 2.2.2)

- a) Curriculum review workshop report
- b) Student satisfaction survey report
- c) Minutes/report on curriculum review process
- d) Student Satisfaction Survey: Percentages of students who were satisfied and very satisfied with inclusion of students' feedback during curriculum monitoring and

Supportive Documentation

- a) Describe how and how often the program curriculum is reviewed.
- b) Discuss how feedbacks from stakeholders are considered in the review process.

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

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



- a) Discuss how the teaching-learning activities are designed to ensure achievement of learning outcomes
- b) The learning and teaching activities are appropriately designed to ensure that learning outcomes are achieved
- c) Student Satisfaction Survey: Percentages of students who were satisfied and very satisfied with learning teaching activities are appropriately designed to achieve the learning outcome (Indicator 3.1.2).

Supportive Documentation

- a) Curriculum
- b) Module/course syllabus
- c) Student Satisfaction Survey: Percentages of students who were satisfied and very satisfied with learning teaching activities are appropriately designed to achieve the learning outcome (Indicator 3.1.2).

Narrative response

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

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

responsibility (Indicator 3.1.1).

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

Supporting Documentation

- a) Discuss the consistency of learning and teaching activities with the curriculum.
- b) Indicate the varieties of learning-teaching methods used for the program
- c) Describe how the learning-teaching methods set in the curriculum are aligned with learning outcomes.
- d) How do learning and teaching methods encourage the active participation of students for their own learning?

Narrative response

learning methods and student-centered approaches and self-directed learning across the learning continuum



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

Supportive Documentation

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

Narrative response

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

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

the course. (Indicator 3.1.3).
 satisfied with course/module syllabi are shared and discussed at the beginning of
 Student Satisfaction Survey: Percentages of students who were satisfied and very

- a) Report on student support services
- b) Learning resource utilization report

Supportive documentation

- a) Provide details of the learning resources are sufficiently addressed 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

3.1.3. Use educational resources, including technology that are consistent with the learning outcomes and with national service delivery guidelines, up-to-date and regularly revised

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



a) Discuss the policy/guideline and its key components

Narrative response

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

3.2. Assessment Policy and System

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

(Indicator 3.1.5).

- a) Student Satisfaction Survey
- b) Learning teaching Feedback report
- c) Student Satisfaction Survey: Percentages of students who were satisfied and very satisfied with feedback on teaching activities and feed-back based improvements.

Supportive documentation

- a) Describe how and how often the program monitors and reviews the learning and teaching;
- b) Describe how student feedback is used to monitor and review the quality of learning and teaching;

Narrative response

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

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

satisfied with participation of co-curricular activities (Indicator 3.1.4).

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



- a) The policies and procedures for disciplinary action and appeals
- b) Minutes on disciplinary and appeal decisions
- c) Assessment policy/guideline

Supportive Documentation

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

Narrative response

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

Supporting Documentation

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

Narrative response

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

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

(Indicator 3.2.1)

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

Supportive Documentation

- b) Describe post exam analysis procedures.



a) What assessment methods and tools are used?

Narrative response

outcomes and competencies covering knowledge, skills and attitude.

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

3.3. Assessment Method

b) Minute for Decision making item analysis

a) Exam item analysis report

Supportive documentation

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

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

Narrative response

and use the results for decision-making.

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

b) Minutes/academic progression and graduation report

a) Assessment policy/guide

Supportive Documentation

b) Discuss how the assessment ensures academic progression and graduation.

a) Describe how the assessment mechanisms used to measure the course outcomes.

Narrative response

outcomes and informs on progression and graduation.

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

results and academic records are maintained in line with HEI's policy.

3.2.4. The academic security and integrity of assessment, confidentiality of assessment

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

assessment (Indicator 3.2.3.)

satisfied with availability of student appeal and dispute mechanisms for

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



- a) Assessment review report/minute
- b) Student assessment guideline

Supportive documentation

assessment activities.

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

Narrative response

regularly reviewed to ensure its effectiveness.

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

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

knowledge and skills (Indicator 3.3.1).

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

Supportive documentation

Learning outcome/competency	Assessment method

- a) Describe how the assessment methods and tools assess the learning outcomes and competencies. Table 3.3.1. Learning outcomes, competencies, knowledge and skills and the assessment methods used



- a) Curriculum
- b) Assessment policy/guideline

Supportive documentation

learning outcomes

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

Narrative response

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

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

- a) Student satisfaction survey report
- b) Assessment policy/guideline
- c) Exam committee minute and report
- d) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with the system of assessment that regularly offers students timely, specific, and actionable feedback (Indicator 3.3.3).

Supportive Documentation

and areas of improvement.

- a) Discuss the system of assessment that regularly offers students with actionable feedback
- b) Describe how students are provided with timely feedback to identify their strength

Narrative response

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



Supportive documents

and regulations.

- b) Discuss the alignment of student selection and admission practice with HET's policy
- a) Describe the student selection and admission practices of the program.

Narrative response

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

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

4.1. Student Selection and Admission Policy

4. Students

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

(Indicator 3.3.5).

satisfied with availability of targeted support for poor performing students

- b) Student Satisfaction Survey. Percentages of students who were satisfied and very
- a) Minutes/reports and letters on remediation

Supportive Documentation

performing students.

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

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

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

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

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

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



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

4.1.2).

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

Supportive documents

- c) Describe the mechanisms of appeal system to admission process.
- b) Describe the principle, criteria and process of admission to the program. and external stakeholder
- a) Describe how student selection and admission criteria is disseminated for internal

Narrative Response

4.1.2. Have updated and publicly accessible student selection and admission policy, tailored to local and national workforce requirements which sets out the aims, principles, criteria, processes, appeal procedures

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

(Indicator 4.1.1).

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



Supportive documentation
a) Legislation

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

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

Narrative response

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.

Academic year	F	#	2024
	M	#	2023
Enrolled students			
Remark			

- a) Student intake capacity communication letter
b) Current annual plan of the program
c) Summarize the active batch student enrollment capacity of the program

Supportive documentation

- a) Describe how often and by whom the size of student intake capacity is reviewed
b) Explain how to ensure student intake capacity is in lined with available resources for effective implementation 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.



- a) Student Hand book
- b) Student counseling manual

Supportive Document

- a) Explain how and by whom the academic, non-academic and career counseling are provided for students.
- b) Describe types of student support services delivered to students
- c) Evaluate the adequacy and appropriateness of student services

Narrative response

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

4.2. Student Counseling and Support Service

- a) Admission policy
- b) Registrar manual
- c) Minutes/reports on reviewing admission requirements

Supportive document

- a) Indicate the admission requirements of the program.
- b) Describe how 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	Year 1		
Academic	Year 2		
Academic	Year 3		
Academic	Year 4		
Academic	Year 5		

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



Narrative response

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

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

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

support services (Indicator 4.2.2).

satisfied with availability of comprehensive student handbook with student

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

c. Student Hand book

b. Legislations

a. Current curriculum

Supportive Documents

systems.

d) Explain the availability of student hand book with inclusion of student support

c) Describe how student hand book accessible to students

provided for students

b) Explain how and by whom the academic, non-academic and career counseling are

regarding the program and available support mechanism.

a) Describe the effectiveness of induction program provided to new students

Narrative response

mechanisms

orientation program to new students about the program and the available support

systems and makes it accessible to students. There is an effective induction

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

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

satisfied with availability of student support services (Survey Indicator 4.2.1).

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



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

effectiveness and safety (Indicator 4.2.4).
 satisfied with the evaluation of student support services regularly to ensure their adequacy,
 c) Student Satisfaction Survey. Percentages of students who were satisfied and very
 b) Minutes/report on evaluation
 a) Student support guide

Supportive documentation

adequacy, effectiveness and safety.
 a) Describe how and how often student support services are evaluated to ensure

Narrative Response

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

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

(Indicator 4.2.3).
 satisfied with availability of comprehensive student handbook with student support services



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

procedures for handling student disciplinary cases (Indicator 4.2.6).

c) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with availability of clearly defined and documented processes and procedures for handling student disciplinary cases.

b) Student handbook

a) Minutes/reports on disciplinary decision

Supportive document

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

Narrative Response

4.2.6. The program has clearly defined and documented processes and procedures for handling student disciplinary cases.

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

4.2.5. There is an active mechanism for students to voice their grievances and seek resolution on academic and non-academic matters. The program has clearly defined and documented processes and procedures for handling student disciplinary cases.

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

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

a) Minutes/reports on disciplinary decision

b) Student handbook

c) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with availability of appeals and grievance handling mechanisms (Indicator 4.2.5).

Supportive document

Narrative response



Narrative response

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

- d) Interview of students and faculty
- e) DC & AC minute
- b) Department report on examination
- a) Curriculum

Supportive Documents

- b) Describe ways of evaluation graduates quality student's final competency
- a) Describe the presence of comprehensive/ exit/qualification examination to check

Narrative response

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

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

progression and completion rate (Indicator 4.3.1).

satisfied with availability of strategies used to improve students' retention, (c) Student Satisfaction Survey: Percentages of students who were satisfied and very

- b) Progression report
- a) Program plan and strategies:

Supportive documentation

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

Narrative response

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

4.3. Student Progression



Supportive documentation

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

Narrative response

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

4.4. Alumni

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

4.3.3.)

- d) interview of students and faculty
- e) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with availability of regularly reviews the effectiveness of its strategies to ensure student attrition, retention, and completion rates are maintained (Indicator

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

years active batch)

- c) Provide student data for attrition, progression and graduation (3 consecutive
- a) Academic or senate Minute of graduation
- b) Student Satisfaction Survey

Supportive Document

- a) How and how often the program reviews the effectiveness of its strategy and mechanism on student attrition, retention, progression and completion rates.
- b) Narrate periodic recorded data and analysis regarding student achievement, retention, attrition rates, progression and completion.



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,

(d) Minute/letter for appointment and promotion

(c) Academic staff hand book

(b) Legislation

(a) HR manual

Supportive Document

international best practices.

(b) Describe the alignment of the system with institutional, national policy and with appropriate qualifications, competences and skills

(a) Discuss the system used for academic staff appointment and promotion of staff

Narrative response

best practices.

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

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



No	List of Academic staff				
		Full time	Part time	Remark	

- a) List of part time and full time staff.
- b) Table on part time and full time staff

Supportive documentation

- delivery of the program.
- a) Provide the list of part time and full time teaching staff.
- b) Show 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 qualified full-time academic staff for each study program.

Name of academic staff	Composition	Qualification	Name of non-academic staff	Qualification	Remark	Junior	Senior		

- a) HR manual
- b) Legislation
- c) List of academic and non-academic staff composition and qualification

Supportive document

- and specialization.
- a) Narrate 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) Explain the balance between senior and junior academic staff.
- d) Explain the balance between academic and non-academic staff.
- e) Explain the balance between academic staff with multidisciplinary backgrounds

Narrative response

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



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

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) HR manual
 b) Minutes/reports on compliant and disputes resolution.

Supportive documentation

a) Discuss the procedures for discipline, complaints, and disputes resolution

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.

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

a) The program discipline Standard regarding staff to student ratio
 b) Table on Staff to student ratio (3 consecutive years active batch)

Supportive documents

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

methods

a) Narrate 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 teaching-learning methods and comply with the program discipline standards.

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- a) Staff appraisal report
- b) Academic staff hand book

Supportive documentation

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

Narrative response

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

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

- a) Academic staff hand book
- b) Staff performance appraisal report
- c) Students satisfaction survey: Percentages of students who were satisfied and very satisfied on the participation on staff performance evaluation (5.2.1).

Supportive document

- a) Describe the mechanism to develop and implement staff appraisal system
- b) Narrate how staff appraisal system address the roles of academic staff in teaching, research, community services and administrative functions

Narrative response

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

5.2. Staff Support and Retention

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

Supportive document



- 5.3. Staff Professional Development
- 5.2.3. The program has an effective academic staff development program and offers professional development of its staff based on appropriate needs assessment.
- Narrative response**
- a) Describe the effectiveness of academic staff development program and professional development practice based on need assessments
- Supportive document**
- a) Staff development report
- b) Need assessment for staff and professional development
- 5.2.4. The program provides mentoring and formative guidance for new academic staff as part of its staff development program.
- Narrative response**
- a) Describe the mechanism used for mentoring and guidance of new academic staffs as part of the staff development program
- Supportive document**
- a) Staff development report
- b) Induction manual and report
- c) Academic staff handbook
- 5.2.5. The program provides the academic staff with the necessary training, tools and technology for self-learning, access to information and for communication.
- Narrative response**
- a) Describe how the program provides necessary continuous trainings for the academic staff
- b) Discuss the technology and communication tools accessed for the academic staff
- Supportive documentation**
- a) Continuous training reports
- b) ICT utilization and access for staff report
- 5.2.6. The program supports and encourages the research activities of its academic staff and ensures their academic freedom.
- Narrative response**
- a) Discuss how the academic staff members are supported to undertake researches
- c) Appraisal data based benefits and awards report



Number and holding	Facilities	No		Remarks
		Capacity	Capacity	
1	Lecture Halls			
2	Basic Science Labs			

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

Narrative response

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

6.1. Physical Facilities

6. Educational Resources

- a) Describe the national and international linkage of the program to involve renowned academics and professionals
- b) Narrate how the linkages enhance the scholarly activities.

Narrative response

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

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

Supportive document

b) Narrate how the program ensures academic freedom.



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

Supportive document

- a) Resource utilization manual
- b) Progress report
- c) Inventory report on facilities
- d) Student Satisfaction Survey
- e) Table on educational resources lists

Narrative response

- a) List all the educational resource related to the program
- b) Describe the appropriateness and adequacy of educational resources to ensure effective delivery of the curriculum
- c) Describe how educational resources are distributed according to the need of the program

Supportive document

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

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

Clinical Skill Lab			
PBL Discussion Rooms			
Morning Session Rooms			



- a) Resource utilization manual and report
- b) Health and safety manual/guideline
- c) Physical facility health and safety manual/guideline.
- d) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with availability of physical facilities that comply with laws and safety regulation (Indicator 6.1.4).

Supporting Document

- a) How the physical facilities confront with relevant laws, health and safety regulations.
- b) Describe the inclusiveness of the available physical facilities to people with disabilities.

Narrative Response

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

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

- a) Resource utilization manual
- b) Progress report
- c) Inventory report on facilities
- d) Table on educational resources lists
- e) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with availability of sufficient and appropriate resources to ensure the delivery of the curriculum (Indicator 6.1.3).

Supportive Document

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

Narrative response

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



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

infrastructure (Indicator 6.1.7).

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

b) Website and corporate email.

a) Information technology strategic planning and review document.

Supportive documents

infrastructure to the program

a) Describe the appropriateness of information and communication technology

Narrative response

study programs.

appropriate to the program including computer laboratories that are required for the

6.1.7. The program has information and communication technology infrastructure

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

c) Table on reference materials supporting the program

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

database management system (Indicator 6.1.6).

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



Narrative response

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

Supportive Document

a) Research policy/manual
 a) Narrate the policy and procedure that identifies the priorities, researcher recognition and commercialization of research output

Narrative Response

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

7.1. Research

7. Research and Community Engagement

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

Supportive documentation

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

Narrative response

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

6.2. Financial Resource

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

Supportive documents

a) Describe how and how often the appropriateness and effectiveness of resource are reviewed

Narrative response

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



- a) Minute/report on research conference

Supportive documentation

- b) Narrate how the program ensure the achievement of research output and outcome approach to research planning and management
- a) Describe how and how often the programs reviews the effectiveness of its

Narrative response

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

- a) Research policy/manual
- b) Plagiarism checker system

Supportive documents

- b) Describe the mechanisms to prevent academic misconduct methodological standards and ethical standards
- a) Narrate how the research activities comply with international accepted

Narrative response

- 7.1.4 The program ensures that its research activities conform to internationally accepted methodological standards, comply with ethical standards. The program ensures that academic misconduct, including plagiarism, is prevented.

- b) Research annual plan/report
- a) MOA between the program and external institutions

Supportive documentation

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

Narrative response

- 7.1.3 The program encourages research collaboration and cooperation across the institution and externally.

- c) Budget request approval report
- b) Annual plan of the program
- a) Annual plan of the research

Supportive documentation

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



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

Narrative response
 a) Describe the mechanism to identify the need and requirements of the community

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

Supportive documents

Narrative response
 a) Narrate the system and process for planning, implementing, monitoring and evaluating community engagement
 b) Describe the alignment of community engagement with HEI policy

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

7.2. Community Engagement

- a) Research annual report

Supportive documentation

- a) Describe how the research outcome aligned with learning and teaching activities

Narrative response

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

- c) Budget request approval report

- b) Annual plan of the program

- a) Annual plan of the research and community unit

Supportive documentations

- b) Discuss the resource and budget allocation for community engagement
- a) Discuss the resource and budget allocation for research works and disseminations

Narrative response

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



Supporting Document

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

Narrative Response

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

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

7.2.4).

- a) Community engagement policy/manual
- b) Community engagement report
- c) Student Satisfaction Survey. Percentages of students who were satisfied and very satisfied with participation of students in community engagement (Indicator

Supporting Document

- a) Describe how the academic staff and students are involved in industry and community engagement.
- b) State any initiatives taken by the program to involve students and staff in industry and community engagement.

Narrative Response

- 7.2.4 The program encourages and supports staff and students to engage in industry and community engagement activities that lead to productive relationship.
- a) Community engagement manual
 - b) MOA
 - c) Reports on community engagement activities

Supportive documentation

- a) State the approach to identify and engage with industry, employers, professions and the community at large

Narrative response

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



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 governance structure of the program.

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

c) Availability of recognized office with authority and accountability

Supportive Documentation

a) Organizational structure/organogram

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

c) Strategic plan/Legislation

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

Narrative Response

a) Describe how and how often the program review and update of its structure, functions, strategies and core activities

b) Describe policy, procedures and mechanism to ensure continual quality improvement.

Supportive Documentation

a) Program performance report

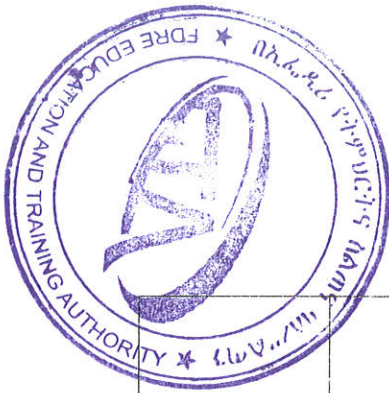
b) Review report

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) Discuss the alignment of the governance structure with program goals



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

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

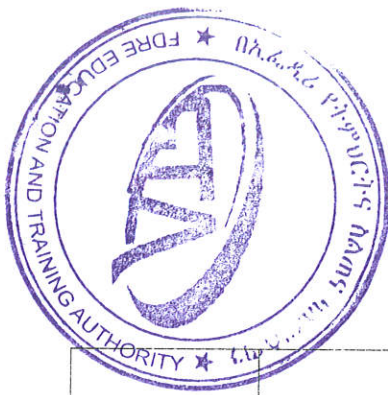
- b) Legislation
- a) DC minutes

Supportive Documentation

a) Describe how the program ensures transparency and participation of academic staff, students and other principal stakeholders in decision making.

Narrative Response

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



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

the program (Indicator 8.1.9).

- c) Student satisfaction survey. Percentages of students who were satisfied and very satisfied with communication of accurate, relevant, and timely information about
- b) Social media of the program
- a) Student hand book

Supportive documentations

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

Narrative response

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

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

Supportive Documentation

adequate degree of autonomy.

- a. Describe how the program ensures the effectiveness of decision making with an

Narrative Response

adequate degree of autonomy.

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

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

Supportive documentation

- b) How and how often the program reviews the effectiveness of the management
- a) Describe how and how often the program is reviewed

Narrative response

the program management.

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



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

Narrative Response

a. Describe the program's risk management strategy and procedure.

b. Describe the risk areas assessed and types of data reviewed.

Supportive Documentation

a) Risk management policy and procedure.

b) Risk assessment reports.

c) Incident reports.

8.2. Allocation of resources

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

allocation for the core functions.

Narrative Response

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

core functions.

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

functions.

Supportive Documentation

a) Budget breakdown

b) Annual plan

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

achieve the objectives of the program.

Narrative Response

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

program.

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

Supportive Documentation

a) Resource utilization manual

b) Report on purchase request and procurement

9. Continuous Quality Improvement

9.2. Continuous Quality Improvement System

9.1.1. The program has a system for monitoring, evaluating and reviewing the attainment of learning outcomes and program's mission and goals.

Narrative Response

- a) Describe the existing quality assurance system
- b) Describe the curriculum revision process

Supportive Documentation

- a) Observing organogram and QA office
- b) Availability of revised curriculum
- c) Curriculum review committee minutes
- d) Participant attendance sheet

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

Narrative response

- a) Presence of qualified and responsible person
- b) Describe the quality assurance policy and procedure
- c) How the policy and procedure are publicly available
- d) Discuss how often internal quality assurance activities are reviewed and updated

Supportive documentation

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

9.2. Implementation of Continuous Quality Improvement

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

Narrative Response

a) Discuss the mechanism used for continuous and need-based staff capacity building.





a) Annual quality assurance report

Supportive documentation

students for operational process

b) How the quality assurance activities involved academic and support staff and culture

a) Describe how the quality assurance activities focused on quality enhancement and

Narrative response

continuous quality improvement.

involvement of academic and support staff and students in the operational process of

quality and the development of a quality culture. The program ensures the active

9.2.3. The program places the focus of its quality assurance activities on the enhancement of

c) Program level self-study document

b) Annual quality assurance report

a) Continual quality assurance manual/Guideline

Supportive document

institutional goals?

d) How the quality assurance activities output aligned with the achievement of

development?

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

b) Describe how quality assurance activities provide relevant information and data

improvement.

a) State the units and area of operations covered by the program continual quality

Narrative response

achievement of the institutional goals.

support the institution in its management and development and linked with the

operations. The quality assurance activities provide relevant information and data to

9.2.2. The program's continuous quality improvement covers all units and areas of

d) Training attendance, pictures, certificates, sponsorship letters

c) Capacity building need assessment (need assessment analysis document)

b) Staff capacity building report

a) Staff development plan

Supportive Documentation

b) Staff development based on need assessment



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

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

- and use results for program improvement (Indicator 9.3.1.).
- a) Minutes
 - b) Feedback report/letter
 - c) Student satisfaction survey. Percentages of students who were satisfied and very satisfied with gathering periodically and analyze a variety of feedback from students.

Supportive Documentation

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

Narrative Response

for program improvement.

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

9.3. Monitoring and Evaluation of Continuous Quality Improvement

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

- activities (Indicator 9.2.3.).
- b) Program level self-study document
 - c) Student satisfaction survey. Percentages of students who were satisfied and very satisfied with the participation of students in the continual quality improvement



9.4. Documentation and Dissemination

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

Narrative Response

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

Supportive Documentation

a) Sample published/disseminated good practices

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

Narrative response

a) How and how often the program review its quality assurance system

b) Describe the effectiveness and impact of quality assurance system

c) Narrate at what level the quality assurance system is reviewed

Supportive documentation

a) Review report

b) Annual quality assurance report

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

Narrative response

a) Describe the availability of program monitoring and review committee with a designated head

b) Who are participating on monitoring and review of the program?

c) How the committee ensures the current and relevance of the program?

Supportive documentation

a) Committee Minutes/ review report

b) Annual quality assurance report

c) Designation letter