



UNIVERSITY OF NAMIBIA

CENTRE FOR QUALITY ASSURANCE AND MANAGEMENT (CEQUAM)

**GUIDELINES FOR DEPARTMENTAL (ACADEMIC AND ADMINISTRATIVE) AND
PROGRAMME SELF-EVALUATION**

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TABLE OF CONTENTS

TOPIC	PAGE
Introduction.....	4
Guiding principles for self-evaluation.....	4
Purpose and QA Policy’s expectation for self-evaluation.....	5
Appointing the Self-evaluation Panel.....	6
Developing a Self-evaluation Plan.....	7
Conducting the Self-evaluation exercise.....	7
Writing the Self-evaluation Report.....	7
Suggested format for the Self Improvement Plan.....	9
SECTION A: CRITERIA FOR DEPARTMENTAL SELF-EVALUATION.....	10
THEME 1: INSTITUTIONAL VISION, MISSION, GOALS, OBJECTIVES AND GENERAL MANAGEMENT.....	11
Institutional Vision, Mission, Goals, Objectives and General Management.....	11
Institutional Quality Assurance Management System.....	16
Human Resources Management System.....	18
Financial Resources Management System.....	24
Facilities Management System.....	27

THEME 2: TEACHING AND LEARNING MANAGEMENT SYSTEM.....	30
Teaching and Learning Planning System.....	30
Course Design, Development and Approval.....	37
Enrolment Planning System.....	43
Student Enrolment Management System.....	45
Academic Support Services.....	47
Information and Communication Technology.....	51
Distance Teaching Mode.....	53
Student Welfare Services.....	60
Facilitation of Learning.....	63
Questions to Students.....	65
Assessment of Student Learning.....	67
Certification System.....	73
Tracking, Review and Feedback System.....	75
Postgraduate Studies Management System.....	77
THEME 3: RESEARCH.....	79
Research Management System.....	79

THEME 4: COMMUNITY ENGAGEMENT.....	83
Community Engagement Management System.....	83
SECTION B: CRITERIA FOR PROGRAMME SELF-EVALUATION.....	86
Data on Academic Staff and Students.....	87
Theme 1: Programme Aims and Objectives.....	88
Theme 2: Curriculum.....	90
Theme 3: Assessment.....	95
Theme 4: Staff.....	98
Theme 5: Facilities and Support.....	100
Theme 6: Internal Quality Assurance System.....	101
Theme 7: Financial Resources.....	102

1. Introduction

The Centre for Quality Assurance and Management (CEQUAM) publishes and periodically revises its documents to provide information about practices relating to quality assurance. These guidelines have been developed to assist the institution/departments preparing for self-evaluation. The guidelines have been benchmarked with the National Council for Higher Education's (NCHE) Audit and Programme accreditation criteria and international best practices in quality assurance in higher education such as the Commonwealth of Learning (COL) Quality Assurance Toolkit, the European Standards and Guidelines for Quality Assurance in Higher Education and the Higher Education Quality Committee's (HEQC) criteria for institutional Audit and Accreditation. These guidelines focus on how Departments should organize and conduct their self-evaluation processes, and report the results. The guidelines are organized as follows:

- **Section A** provides the Criteria for Departmental self-evaluation
- **Section B** provides the Criteria for Programme self-evaluation.

2. Guiding principles for self-evaluation

- *The institutional mission is the anchor point of the self-evaluation:* Effective self-evaluation is best assured if it is built around a clear sense of the purpose and goals of the university.
- *The support of institutional leadership is essential:* The usefulness of the self-evaluation is heavily dependent on the support of the process given by institutional leadership.
- *Widespread academic community involvement is necessary:* Self-evaluation is a 'collective' activity, i.e. even if a relatively small group writes the self-evaluation report, in one way or the other many constituencies of the university should be involved in the process. Throughout the entire self-evaluation process, the Review Panel should promote communication among the panel members, institution's staff, students and other relevant stakeholders.

External review builds on internal quality assurance processes and any previous institutional reviews. The self-evaluation should be based on broad consultations with internal and external stakeholders of the institution, including especially students.

Students have a vital role in the institutional audit process. Because quality is essentially the responsibility of the institution, it is important for students to be involved and actively participate in the self-review process and to make suggestions for improvement.

- *Data must provide evidence appropriate to the goals of the self-evaluation:* The self-evaluation is evidence-based. Evidence is anything that establishes a fact or gives reason for believing something. The self-review Panel should use evidence (whether in physical or digital format) to test the accuracy and validity of verbal information provided during interviews.

3. Purpose and QA Policy's expectations for self-evaluation

3.1 Purpose of self-evaluation

Ideally, departments should always be engaged in self-evaluation. Self-evaluation is an important part of the quality assurance process. The departmental self-evaluation serves two purposes: to provide information necessary for institutional portfolio as an initial stage for external audits and programme accreditation; and to encourage departmental continuous improvement. The University-wide QA Policy requires that each department systematically examines itself, assesses its strengths and concerns, and plans how to capitalize on those strengths and eliminate or alleviate those concerns. In doing so, the institution/department documents its present effectiveness and its strategies to continue to improve that effectiveness. Through a self-evaluation process, the institution/department brings together all stakeholders to:

- Collect and review data about the department and its programmes and/or activities.
- Analyze the data about the departmental strengths, areas of concern and opportunities.
- Develop strategies to ensure that the strengths are maintained and problems are addressed.
- Make specific recommendations for further quality enhancement.

When undertaking self-evaluation, as an institution/department, you ask yourself the following six basic quality assurance questions:

- What are you currently doing?
- Why are you doing it that way?
- How are you doing it?
- How effective is your approach?
- How do you know?
- What lessons have you learnt from it?
- What will you do differently in the future as a result?

The self-evaluation reports and improvement plans are submitted to CEQUAM for recordkeeping and follow-ups on the implementation of recommendations.

3.2 QA Policy's expectations for self-evaluation

While the Policy does not prescribe the details of an individual department's self-evaluation process, it does require that every self-evaluation process be guided by several general principles:

- That it must be an on ongoing cyclic process
- It must begin with a plan
- It must be evaluative rather than descriptive
- It must clearly identify the departmental strengths that must be maintained and areas in need of improvement
- It must produce a report showing that the department satisfies the appropriate Criteria.

4. Appointing the Self-evaluation Panel

If the self-evaluation process is to bring benefits to the institution/department and at the same time prepare for external audit/review the institution/department needs to carefully craft a strategy for managing the process.

The Director of CEQUAM should be the self-evaluation coordinator and facilitates appointment of the Self-evaluation Panel.

Panel members should formally be charged with their tasks (coordination, compilation and analysis of data, writing of the report), and should be provided with the necessary support to carry out their duties.

The Dean/Director/Manager/Head of Department under review is usually the Chairperson of the Panel, assisted by the University-wide QAC representative.

Keep the Panel small enough to ensure its effectiveness (5 -6 members). The Panel is responsible for organizing information and data to prepare for the comprehensive report.

Have student representation on the Panel.

One of the panel members should be possibly from outside UNAM.

Where appropriate, have a representative from a related professional group, business or significant client group on the Panel.

The self-evaluation Chairperson functions as a facilitator during the self-evaluation exercise and coordinates the preparation of the Self-evaluation Report.

The primary task of the Self-evaluation Panel is to develop a self-evaluation plan, undertake the self-evaluation exercise and write up the Self-evaluation Report. Those chosen for the Panel should be knowledgeable and energetic, and they should have the understanding of the institution's and/or departmental operations. In the case of programme self-evaluation, the Panel should constitute subject matter experts.

5. Developing a Self-evaluation Plan

The Self-evaluation Panel's first major task is to plan a self-evaluation process that both fits the needs of the department under review and satisfies the requirements of external audits. The Panel could follow the following steps when developing a self-evaluation plan:

- Identify the objectives of the self-evaluation process;
- Identify existing evaluation and planning processes and determine how best to integrate them into the self-evaluation process;
- Formulate and implement panel structures consistent with the objectives;
- Establish the self-evaluation timetable;
- Develop a preliminary outline of the Self-evaluation Report;
- Propose the evaluation methodologies to be used to gather and analyze data and specify the data that must be gathered and analyzed;
- Establish the reporting mechanisms – writing responsibilities – that will lead from data-gathering to the complete Self-evaluation Report.

6. Conducting the Self-evaluation exercise

The way in which the self-evaluation process is conducted will vary according to the purpose, nature, scope – breadth, and focus – depth of the self-evaluation plan. It will also vary according to the size, complexity, and character of the department or programme. No single pattern is appropriate to all departments or programmes.

A key to the effectiveness of the Self-evaluation Panel is providing for adequate communication among the members. No matter how the department is organized, for self-evaluation, there should be some means for regular communication with the whole Panel.

The self-evaluation panel is responsible for conducting self-evaluation and writing up a report. The students are expected to actively participate in the self-evaluation process.

The department under review is responsible for undertaking analysis of the report with regards to the strengths and weaknesses identified in the report, and for developing and implementing an improvement plan to address the challenges identified in the report.

7. Writing the Self-evaluation Report

The self-evaluation consists of three different but highly related parts namely:

- The self-evaluation process, and

- The self-evaluation report that results from it
- The self-improvement plan resulting from the recommendations

7.1 The purpose of the report

A department's Self-evaluation Report plays specific roles:

- It informs the institution/department of its performance and advises it what more it could do;
- It provides information for institutional portfolio as a point of departure for external audits;
- It summarizes the purpose and findings of the self-evaluation process;
- It demonstrates the department's ability to analyze its effectiveness and develop plans for its own improvement;
- It provides evidence that the department or programme meets its mission and objectives;
- It is a blueprint for continuous improvement;
- It summarizes information necessary for the external audit visit.

7.2 Report style

The report should be well-written, readable and narrative, not a collection of tables, charts, and graphs. It should be written in clear, simple language. It should be a coherent, self-contained analytical document rather than a descriptive list of responses to the individual topics or issues. The report should be concise yet thorough and comprehensive, and should preferably not exceed 30 pages.

7.3 Report structure

The structure of the report must be logical, concise and comprehensible. The report should contain all information necessary to justify its conclusions. The message to the institution/department must be full and unambiguous. The report must not be overdone as to become so technical or loaded that only insiders will be able to understand.

The structure of the report normally comprises the following components:

- Cover page – type of report (e.g. self-evaluation report), name of the institution/department reviewed, title of review (e.g. Self-evaluation of Human Resources Department for Cycle 2010 - 1015), month & year of the conduct of the exercise or issue of the report (e.g. September 2010)
- Table of contents
- An introduction: providing UNAM Vision and Mission, the overview of the department, strategic intent of the department, goals and objectives of the department;

- Executive summary – essential for the institution/department to know at glance what the review panel found in relation to the institution/department/programme being reviewed and how it arrived to the conclusions and recommendations. It should be concise but sufficient for its purpose (i.e. readable on its own). For this, the writer should take care not to venture into detailed discussions. Rather, the summary should be in the form of a ‘shopping list’, highlighting the basis for the review exercise, the outcome or key findings of the exercise, conclusions, commendations, and recommendations.
- Main body (evidence, judgment by review criteria) – the main body of the report details the evidence presented by the institution/department under review, the observations made and the judgments made by the Panel with regards to the review criteria. As such, commendations (strength areas), key areas of concerns (areas for improvement), and recommendations (suggestions for improvement) and conclusions should be identified.
- Appendices: supporting documents were necessary

The appendices should also provide a list review panel members (including titles and positions), site visit programme.

8. Suggested format for the Self Improvement Plan

Recommendations	Action to be taken to implement the recommendation	Responsible person(s) – by who?	Timeframe for completion – by when?	Resources required/ available	Evidence for completion – what needs to be in place?
1.					
2.					
3.					
Etc.					

SECTION A:

CRITERIA FOR DEPARTMENTAL SELF-EVALUATION

Evaluation requires that the quality of an object be judged in relation to some measures. In the case of institutional or departmental self-evaluation, the basis upon which the department is judged is its ability to meet the pre-determined Criteria. The benchmarks used to measure the performance of the institution/department/programme/course are called *performance indicators*. The department's evidence that it fulfills the Criteria is contained in a Self-evaluation Report, which then serves as a basis for an external evaluation or audit. Audit validates the findings from self-evaluation. This section provides suggested criteria for departmental self-evaluation.

Grading scale:

Met = there is plentiful evidence to indicate that achievement in this area is above average. This is an area where practice should be disseminated elsewhere.

Concern = there is evidence that achievement in this area meets expectations. With further development, this could become an area of strength.

Not met = there is little or no evidence that achievement in this area meets what is expected. Improvement is needed.

THEME 1: INSTITUTIONAL VISION, MISSION, GOALS, OBJECTIVES AND GENERAL MANAGEMENT

SUB-AREA 1: INSTITUTIONAL VISION, MISSION AND GOALS, AND GENERAL MANAGEMENT (*the institution has a clear, widely consulted and formally approved strategic vision statement as the guiding concept of what it would like to be in the future and the role it intends to play in the longer term*).

CRITERION 1: The institution's vision and mission are responsive to the Namibian context and the needs of society, and geared towards assurance of the quality of the academic outcomes.

Requirements (Sub-criteria)	Performance indicators	Source of Evidence	Performance Measure		
			Met	Concern	Not Met
1.1 The institution has a stated vision and mission that is supported by specific and clearly defined goals and objectives within the context of national development priorities and the latest international trends in higher education.	1.1.1 The vision and mission are relevant to national development priorities.	The vision and mission statements; Strategic Plan; handbook of the institution; management meeting minutes; planning policy, framework; involvement of staff in the university plans			
	1.1.2 The vision and mission reflect the latest international trends in higher education.	The vision and mission statements; Strategic Plan; handbook of the institution; management meeting minutes; planning policy, framework; involvement of staff in the university plans			
	1.1.3 The vision and mission are made known to all stakeholders.	Handbook, brochures; other advocacy materials of the institution; circulation to all stakeholders through minutes, website, materials etc., interaction with staff, students and other stakeholders			
	1.1.4 The specific goals and objectives are clearly defined and relevant to the institutional context.	Handbook; Strategic Plan; brochures; programme information documents; website			
1.2 The mission statement and objectives are regularly reviewed and revised.	1.2.1 The institution has a process in place for obtaining feedback from stakeholders.	Feedback forms; documented feedback information; database; interaction with stakeholders, data on workshops, minutes of various committees dealing with feedback processes			
	1.2.2 The feedback is systematically	Feedback forms, documented feedback			

	analysed and made available to the senior institutional decision makers to make the necessary revisions to the objectives and plans of the institution.	information, interaction with stakeholders, data on workshops, minutes of meetings of various committees dealing with feedback processes			
	1.2.3 The senior management reviews the activities of the institution and their appropriateness and assesses their alignment with the needs of the stakeholders and the institution's mission and objectives, and the necessary changes are made wherever appropriate.	Agenda and minutes of management meetings; details of review meetings of management with staff; appraisal data forms; incidences of changes made; interaction with staff, students and other stakeholders			
1.3 Policy statements and action plans to fulfill the stated mission are formulated for all operations and incorporated into the institutional Strategic Plan	1.3.1 The institution has a Strategic Plan in place which provides a basis for all key activities of the institution.	Strategic Plan; year planner; schedule of activities; minutes of statutory boards/committees; interaction with staff.			
	1.3.2 The Strategic Plan is appropriately aligned to the institutional vision and mission.	Strategic Plan, mission and vision documents			
1.4 Policy and planning are supported by systematic institutional research	1.4.1 The institution assigns responsibility for conducting systematic monitoring and evaluation of its performance and for communicating the results to senior management and key stakeholders.	Feedback forms and data; market surveys and data; minutes of policy planning units/committees, interaction with staff and employers			
	1.4.2 The policies of the institution are based on and regularly reviewed.	Feedback from stakeholders; market surveys; institutional research; interaction with staff and students; policy development meeting minutes; policy documents			
1.5 To achieve its stated objectives, the institution has systematic and transparent procedures for planning and development.	1.5.1 The planning process is clearly defined, fair and open to relevant stakeholders.	Management Information System (MIS), website, interaction with staff and students			
	1.5.2 The institution ensures that the stakeholders are aware of the institution's objectives and of the role they are expected to play in achieving them.	Feedback documents; induction and orientation workshop data; advocacy material including prospectus and brochures			
1.6 Relevant stakeholder groups are represented in the policy formulation process to encourage ownership and to facilitate feedback and openness.	1.6.1 The institution ensures wide representation of the stakeholders in all its decision making bodies.	Composition of institution committees and meeting minutes of the meetings; interactions with staff; interaction with students			
	1.6.2 The institution adopts a participatory approach through a process of regular and	Data/information on feedback; regularity of feedback; agenda and minutes of			

	continuous feedback loops with its stakeholders.	policy development committees			
1.7 Implementation plans of the institution are documented and effectively communicated to the relevant personnel.	1.7.1 Responsibility for implementation and operationalisation of institutional plans is clearly documented, defined and communicated to the relevant staff.	Operational plans of the institution; year planner, academic schedules, programme information package; internal delegation of powers, specified and communicated roles and responsibilities			
	1.7.2 Staff are briefed on the relevant plans and on their role in the implementation processes.	Documents specifying the roles and responsibilities of staff; documents pertaining to appointments and transfers and responsible authorities; policy manual; interaction with staff			
1.8 There are monitoring procedures to ensure that the policies and plans of the institution are implemented, evaluated and improved from time to time.	1.8.1 Internal mechanisms for monitoring and evaluating the implementation of the stated policies and plans are in place.	Strategic Plan; year planner; annual report; minutes of management and academic boards meetings, planning and implementation policy, institutional monitoring and evaluation reports			
	1.8.2 The various data and information obtained through monitoring and evaluation are considered and reviewed by the senior management to initiate necessary improvements.	Strategic Plan; year planner; annual report; minutes of management and academic board meetings, planning/implementation policy, institutional practices, management committee meetings, minutes and agenda			
1.9 The institution demonstrates its drive to develop itself into a <i>Centre of Excellence</i> and to maintain nationally and internationally comparable and acceptable standards.	1.9.1 The institutional plans and policies reflect national and international concerns.	Institutional plan; policy documents, interaction with management and senior staff			
	1.9.2 The institutional plans and policies are continuously updated to meet national and international requirements.	Institutional policy and plan documents; feedback documents; review and monitoring committee agenda and minutes			
1.10 The institution's commitment to students is documented and made available to all stakeholders.	1.10.1 The institution has clearly stated and documented procedures / processes reflecting its commitment to its students.	Institution handbooks, prospectus, brochures, information package to students, website, advertisements, procedures documents, interaction with students			
	1.10.2 The institution has clearly stated and documented processes for evaluating its achievements in terms of commitment to its students.	Institution handbooks, prospectus, brochures, information package to students, website, advertisements, procedures documents and interaction with students and staff			

	1.10.3 The institution disseminates factual information on its commitment to students.	MIS, website, circulars; special communication documents, minutes of meetings, evidence of circulation; interaction with staff and students			
1.11 The organizational structure of the institution is appropriate for its operations.	1.11.1 The institution has an up-to-date organisational chart with specified units and positions appropriate to its functions.	Organisation chart, Strategic Plan, policy manuals, handbook, planning implementation policy/framework; documented internal delegation of powers, websites			
	1.11.2 The institution employs sufficient, appropriately qualified administrative, academic and technical staff to handle various specialized tasks and activities.	Human resource plan, Strategic Plan, staff recruitment, promotion and development policy documents			
	1.11.3 The governance structure provides for collegial decision making and oversight of institutional activities and ensures the overall quality of education provisions.	Organogram, Strategic Plan, policy manuals, handbook, planning/ implementation policy/framework; documented internal delegations of powers and authority, websites, human resource plans, documented performance review and systems, efficiency of reporting and consequential action			
1.12 The institution has a realistic academic calendar that is followed meticulously.	1.12.1 The institution plans its academic activities and prepares the academic calendar at the end of each academic year involving all units, divisions and departments.	Year planners, academic calendars, operational schedules, prospectus and brochures of academic programmes, learning and teaching plan			
	1.12.2 The academic calendar is made available to both students and staff at the beginning of the academic year.	Year planners, operational schedules, prospectus and brochures of academic programmes, teaching and learning plan and interaction with students, MIS, website			
	1.12.3 The institution assigns responsibility for monitoring the effective implementation of the academic calendar.	Committee structure and composition, terms of reference, agenda and minutes, interaction with staff and students			
1.13 The institution has mechanisms in place to promote interpersonal relationships among key players.	1.13.1 The institution promotes harmonious relationships between key players by providing regular opportunities for communication and by facilitating opportunities for social interaction.	Strategic Plan; whole-of- institutions practices, statistics of e-mail access, surveys of staff, student and key stakeholders awareness and opinions			
1.14 The institution encourages	1.14.1 In case of shared facilities the	Policy documents, MOUs between			

collaborative relationship for its activities	institution adheres to the specific terms of reference (ToRs) and/or the MOUs.	institution and other agencies; ToRs; interaction with students, administrative staff and external providers			
	1.14.2 In case programmes are delivered collaboratively, the responsibility for performance remains with the institution that confers degree/diploma/certificate.	Policy documents, MOUs between institution and other agencies			

Strengths:

Areas of improvement:

Recommendations:

SUB-AREA 2: INSTITUTIONAL QUALITY ASSURANCE MANAGEMENT SYSTEM (IQAMS) (an IQAMS is formally established, functions efficiently in the framework of approved policies, procedures and mechanisms, and is adequately resourced).

CRITERION 2: The institution has an effective quality assurance management system in place and it is continuously monitored and improved.

Requirements (Sub-criteria)	Performance Indicators	Source of Evidence	Performance Measure		
			Met	Concern	Not Met
2.1 The institution has a policy with regard to quality assurance and monitoring in all aspects of its operations.	1.1.1 There is an integrated framework to ensure the quality of the academic and administrative activities of the institution.	Strategic Plan; quality framework, agenda and minutes of relevant committees, quality circles, internal quality assurance teams, quality assurance procedures			
	1.1.2 There are clearly stipulated internal quality assurance processes for both administrative and academic activities.	Strategic Plan; quality framework, agendas and minutes of relevant committee meetings, quality circles, internal quality assurance teams, quality assurance procedures			
	1.1.3 Internal quality assurance mechanisms are aligned with the requirements of the relevant external quality assurance agencies and professional bodies where applicable.	Strategic Plan, MIS, website, internal circulars, Quality Assurance framework and Quality Assurance policy documents, interaction with staff and students, documents on external quality assurance agency			
	1.1.4 Quality assurance policies are effectively communicated to all the constituents of the institution.	Strategic Plan, MIS, website, internal circulars, Quality Assurance framework and Quality Assurance policy documents, interaction with staff and students			
	1.1.5 Students are actively involved in quality assurance activities.	Strategic Plan, MIS, website, internal circulars, Quality Assurance framework and Quality Assurance policy documents, interaction with staff and students			

1.2 There is a system for implementing and reviewing the quality assurance procedures of the institution.	1.2.1 The institution undertakes quality reviews/ audits at regular intervals and ensures the quality of all its activities.	Strategic Plan; institutional plans, quality assurance committee structure and minutes of quality assurance committee meetings, interaction with staff, minutes of QA committee meetings, planning and implementation committee meeting minutes			
	1.2.2 The institution constantly monitors and reviews the effectiveness of its quality assurance procedures. The outcomes are used to improve implementation strategies.	Strategic Plan; institution plans, quality assurance committee structure and minutes of meetings, interaction with staff, minutes of statutory boards, planning and implementation committee meeting minutes			
	1.2.3 The institution provides training to its staff for effective implementation of the quality assurance procedures.	Activity schedules, training manuals, review documents, minutes and agendas of QA committee and staff committees; performance appraisal forms, interaction with staff and students			
1.3 The primary purpose of the institutions' quality assurance policy and procedures is to achieve <i>quality enhancement</i> .	1.3.1 Quality enhancement is identified as a goal of the quality assurance policy.	Quality Assurance plan and policy			
	1.3.2 Specific improvement targets are identified for each activity subjected to monitoring and review.	Quality Assurance Framework			

Strengths:

Areas of improvement:

Recommendations:

SUB-AREA 3: HUMAN RESOURCES MANAGEMENT SYSTEM (*human resources management system includes strategies, policies and arrangements for recruitment, appointments, record-keeping, labour relations, employment equity, performance management, compensation and benefits, and training and development*).

CRITERION 3: The management of human resources is conducted within an approved framework of institutional strategies, policies and arrangements for acquiring, developing and utilizing sufficient numbers of qualified and experienced academic and support staff in order to meet the human resources needs of the institution in such a way that the quality of academic outcome is ensured.

Requirements (Sub-criteria)	Performance indicators	Source of Evidence	Performance Measure		
			Met	Con cern	Not Met
3.1 The staff at senior management level possess appropriate qualifications and experience for their positions and roles.	3.1.1 The institution has approved and widely disseminated human resources policy.	Policy documents, interaction with management and staff			
	3.1.2 The institution has stated criteria for the recruitment, retention and promotion of senior management staff.	MIS, recruitment, retention and promotion criteria, policy documents			
	3.1.3 The recruitment process is transparent and the institution ensures adherence to the stated criteria.	MIS, recruitment, retention and promotion criteria policy documents and interview policy and interaction with staff, documentation of selection committees, appeals by applicants			
	3.1.3 Senior management appointees exemplify the institution's commitment to ensure and maintain quality in all aspects and levels of recruitment.	Management committee records, annual report, leadership and reporting responsibilities, policy documents of the VC and senior management, efficiency of reporting consequential action			
3.2 The academic staff possess	3.2.1 The institution has stated	MIS, recruitment, retention and			

appropriate qualifications, skills and expertise for their positions.	criteria for the recruitment, retention and promotion of academic staff.	promotion criteria, policy documents, Strategic Plan; institution planning and human resource (HR) documents (including recruitment, retention, promotion, performance management, career development, records), individual staff profiles, staff training and development schedules and manuals; interaction with staff, performance appraisal forms feedback			
	3.2.2 The recruitment process is transparent and the institution ensures adherence to the stated criteria.	MIS, recruitment, retention and promotion criteria policy documents			
	3.2.3 The selection and promotion criteria give preference to candidates with experience and expertise in various academic activities such as course material preparation, distance tutoring, supervision, facilitation of learning.	Management committee records, annual report, leadership and reporting responsibilities, policy documents of the VC and senior management, efficiency of reporting consequential action			
3.3 The administrative staff possess appropriate qualifications and experience for their positions and roles.	3.3.1 The institution has stated criteria for recruitment, retention and promotion of administrative staff.	MIS, recruitment, retention and promotion criteria, policy documents, Strategic Plan; institutional planning and human resource (HR) documents (including recruitment, retention, promotion, performance management, career development, records), individual staff profiles, staff training and development schedules and manuals; interaction with staff, performance appraisal forms feedback			
	3.3.2 The recruitment process is transparent and the institution ensures adherence to the stated criteria.	MIS, recruitment, retention and promotion criteria policy documents and interview policy and interaction with staff			

	3.3.4 The selection and promotion criteria give preference to candidates with experience and skills in various administrative activities.	Management committee records, annual report, leadership and reporting responsibilities, policy documents of the VC and senior management, efficiency of reporting consequential action			
3.4 Sufficient, qualified technical and support staff are employed to meet the institution's objectives for student learning.	3.4.1 The institution employs sufficient qualified and experienced support and technical staff to support the delivery of programmes and courses to learners.	Organogram, Strategic Plan, details of staffing structure of administration unit, individual staff profiles of admin unit; institution planning and HR documents			
	3.4.2 The institution ensures that the support and technical staff employed have the required qualifications, skills and experience to handle specialized tasks.	Strategic Plan; institutional planning and human resource (HR) documents (including recruitment, retention, promotion, performance management, career development, records), individual staff profiles, staff training and development schedules and manuals; interaction with staff, performance appraisal forms feedback			
	3.4.3 The institution provides training at regular intervals to improve the skills and knowledge of technical and support staff.	Strategic Plan; institutional planning and human resources (HR) documents (including recruitment, retention, promotion, performance management, career development, records), individual staff profiles, staff training and development schedules and manuals; interaction with staff, performance appraisal forms feedback			
3.5 The responsibilities and job descriptions of staff are clearly specified and respond to the learning needs of the students enrolled in the programme.	3.5.1 Duties, responsibilities and workload of all categories of staff are clearly specified in job descriptions.	University planning and HR documents, individual staff profiles, university policies and reporting procedures, especially those for staff appraisal counseling, development and monitoring, job descriptions of staff, programme descriptions			

	3.5.2 The workload of staff conforms to the work norms agreed upon by the institution.	Work norms and job descriptions of staff; individual staff profiles, performance appraisal data			
	3.5.3 Functional responsibilities of individual staff with regard to course development, course delivery, counseling, assessment, tutorial support, monitoring and management and administration of the system are clearly specified and communicated to all staff.	Learning and teaching plan; curriculum and course development and accreditation policies, roles and responsibilities of staff; promotion and reward systems for staff; documentation of arrangements for teaching support; academic boards and review process, interaction with staff			
3.6 Quality of performance is recognized for selection and promotion of all categories of staff.	3.6.1 The institution evaluates the performance of the staff at regular intervals through annual self appraisal reports, confidential reports and student feedback on courses and teaching.	Student and staff comment through questionnaires, focus groups, structured telephone interviews, annual appraisal reports, confidential reports, staff service records, agenda and minutes of performance review committees			
	3.6.2 The outcomes of performance evaluation are communicated to and discussed with the staff concerned with the aim of improving their performance.	Student and staff feedback questionnaires, focus groups, structured telephone interviews, annual appraisal reports, confidential reports, staff service records, agenda and minutes of performance review committees			
	3.6.3 The institution provides training and staff development programmes to improve the performance of the staff and contribute to their continuous development.	HR development plan, training schedules and manuals; feedback data on evaluation of training workshop, performance review after training, interaction with staff			
	3.6.4 The institution has a scheme for rewarding good performance by providing incentives, promotions, rewards, special benefits, research grants, and sponsorship.	Institutional planning and HR documents particularly policies for promotion, reward, tenure and performance management, minutes of management committee meetings, budget allocations, awards given			
3.7 There is an effective human resource development system to train, retain and motivate the employees for	3.7.1 New staff members have access to an effective induction process.	Policy documents, induction manuals, interaction with management and staff			

the roles and tasks they perform, particularly with respect to the application of appropriate new technologies.	3.7.2 Training is provided to all categories of staff in all aspects of the application of new technologies.	HR policy documents; technology policy documents; technology committee meeting minutes, training in technology data and manual, interaction with staff			
	3.7.3 There is provision for training and retraining staff at frequent intervals in the use of equipment, facilities, and new technologies.	HR policy documents; technology policy documents; technology committee meeting minutes, training in technology data and manual, interaction with staff			
3.8 The institution has a clear policy on ethical practices and ensures its implementation in all its activities.	3.8.1 The institution has a defined code of conduct and ethical standards for all levels of staff and activities.	Documents specifying code of conduct, ethical standards, corporate plan, minutes of relevant committees, structure, prospectus, brochures			
	3.8.2 Management, staff and students are made aware of the defined code of conduct and ethical standards and adhere to it.	Interaction with staff and students, minutes of management committees			
	3.8.3 Violation of the code of conduct and ethical standards is viewed seriously and is supported by disciplinary action.	Interaction with staff and students, minutes of disciplinary committees			
	3.8.4 Procedures to initiate disciplinary action for violation of the code of conduct and ethical standards are well publicized and strictly adhered to.	Code of conduct, ethical standards, corporate plan, relevant committees, structures, prospectus, brochures, information package, minutes of disciplinary committees			
3.9 There are effective and appropriate appeal mechanisms for all constituents of the institution.	3.9.1 The institution has transparent appeal mechanisms and ensures timely, justified redressal of grievances.	Agenda and minutes of grievances and appeal committee; interaction with staff and students; efficiency of reporting and consequential action			
	1.9.2 The details of the appeal policies and procedures are readily accessible to all staff and learners.	Policy documents, prospectus, handbook, brochures, information package, bylaws, rules and regulations			
3.10 There is an effective employee welfare system.	3.10.1 Conditions of service include welfare provision that responds to employee's needs and is in line with market norms.	Strategic Plan; policy documents, ordinance, act, service conditions, budgetary allocations, employer/employee union constitutions, roles and			

		responsibilities of welfare unit staff			
	3.10.2 There is a designated welfare officer or unit to coordinate and monitor implementation of the various welfare schemes for staff.	Strategic Plan; policy documents, ordinance, act, service conditions, budgetary allocations, employer/employee union constitutions, roles and responsibilities of welfare unit staff			
	3.10.3 There is a well-documented mechanism for staff grievance redressal.	Corporate/strategic plan; policy documents, ordinance, act, service conditions, budgetary allocations, employer/employee union constitutions, roles and responsibilities of welfare unit staff, evidence of implementation of the mechanism			
3.11 Internal quality assurance management system	3.11.1 There are mechanisms in place for monitoring and evaluation of the implementation of human resources management system with reference to international best practices.	Strategic Plan; operational plans, quality assurance committee structure and minutes of monitoring and evaluation meetings, interaction with staff, review/evaluation reports, minutes of QA committee meetings, planning and implementation committee meeting minutes			
	3.11.2 The findings from monitoring and evaluation, and benchmarking processes are used to continuously improve the human resources management system.	Strategic Plan; operational plans, quality assurance committee structure and minutes of monitoring and evaluation meetings, interaction with staff, review/evaluation reports, minutes of QA committee meetings, planning and implementation committee meeting minutes, improvement plans			

Strengths:

Areas of improvement:

Recommendations:

SUB-AREA 4: FINANCIAL RESOURCES MANAGEMENT SYSTEM (*the financial management system includes strategies, policies and arrangements for budgeting, resource allocation, asset management, debt management and financial reporting*)

CRITERION 4: The management of financial resources is conducted within an approved framework of institutional strategies, policies and arrangements to enable the institution to meet its financial needs in such a manner that the quality of the academic outcomes can be assured.

Requirements (Sub-criteria)	Performance indicators	Source of Evidence	Performance Measure		
			Met	Concern	Not Met
4.1 The financial procedures are clearly stated and adhered to by the institution.	4.1.1 The institution's financial procedures comply with the requirements of national financial regulatory bodies.	Financial allocation to the institution, strategic plan, annual reports, audit reports, cash flow and balance sheets			
	4.1.2 There is a formally established body or person with designated responsibility for oversight of the institution's adherence to statutory requirements and for judicious use of available financial resources.	Financial allocation to the institution, Strategic Plan, annual reports, audit reports, cash flow and balance sheets			
	4.1.3 The budget allocation process is transparent and ensures that all planned and approved activities can take place.	Financial allocation to the institution, Strategic Plan, annual reports, audit reports, cash flow and balance sheets			
	4.1.4 There are appropriate mechanisms in place to monitor the implementation of the budget.	Financial allocation to the institution, Strategic Plan, annual reports, audit reports, cash flow and balance sheets			
	4.1.5 The institution earmarks a	Internal audit reports, auditor general's			

	specific budget allocation for the enhancement of the technology infrastructure required for quality teaching and learning and monitors its utilization.	reports, annual reports, audit procedures, audit committee structure, roles and responsibilities and minutes of meetings			
	4.1.6 The institution has an internal and external financial audit mechanism. Audits take place at regular intervals.	Internal audit reports, auditor general's reports, annual reports, audit procedures, audit committee structure, roles and responsibilities and minutes of meetings, interaction with staff and students			
4.2 There is provision for financial assistance for needy students.	4.2.1 The institution has clearly stated guidelines for providing scholarships, bursaries and other financial assistance to students.	Strategic Plan, Prospectus, information package to students; website, bursary committee procedures, minutes of meetings, interaction with students			
	4.2.2 The institution secures funds to support needy students.	Strategic Plan, Prospectus, information package to students; website, bursary committee procedures, minutes of meetings, interaction with students			
	4.2.3 The institution ensures the effective and timely disbursement of the available financial aid / scholarships / bursaries etc. to the students.	Strategic Plan, Prospectus, information package to students; website, bursary committee procedures, minutes of meetings, interaction with students and interactions with students; financial statements of disbursement of bursaries/stipends			
4.3 Provision is made in the budget to promote the design and development of new programmes and, courses, and delivery.	4.3.1 There is a budgetary provision for research and innovation in the design and delivery of academic programmes and courses by distance learning.	Strategic Plan; financial information management system; financial allocation; minutes of meetings; review of research committee tasks			
	4.3.2 The research and development committee or any other appropriate body monitors research activities. Its terms of reference include resource mobilization and utilization and facilitation of networking and information flow among the various departments and units of the institution.	Strategic Plan; research and development committee structure, roles and responsibilities of members, evidence of research review and feedback; annual reports			

4.4 Internal quality assurance management system	4.4.1 There are mechanisms in place to monitor and evaluate the implementation of the financial management system with reference to international best practices.	Strategic Plan; financial information management system; Quality assurance plans; quality assurance committee documents; internal and external review reports; implementation and improvement plans			
	4.4.2 The findings from monitoring, evaluation and benchmarking processes are used to continuously improve the financial management system.	Strategic Plan; financial information management system; Quality assurance plans; quality assurance committee documents; internal and external review reports; implementation and improvement plans			

Strengths:

Areas of improvement:

Recommendations:

SUB-AREA 5: FACILITIES MANAGEMENT SYSTEM *(the facilities management system includes strategies, policies and arrangements for facilities planning and acquisitions, the direction for design and construction activities, maintenance of buildings, grounds and equipment, space assignment and utilization, and real estate management)*

CRITERION 5: The management of facilities is conducted within an approved framework of institutional strategies, policies and arrangements to enable the institution to meet its facilities needs in such a manner that the quality of the academic outcomes can be assured.

Requirements (Sub-criteria)	Performance Indicators	Source of Evidence	Performance Measure		
			Met	Concern	Not Met
5.1 The institution has an effective system for the management and maintenance of facilities and equipment.	5.1.1 The institution has approved and widely disseminated facility maintenance policy.	Policy documents			
	5.1.2 There is adequate financial allocation for procurement, replacement, maintenance and upgrading of the facilities, technology and other equipment required for effective programme delivery.	Strategic Plan, facilities management information system, MIS, expenditure statements, minutes of maintenance and procurement committees, grievance and complaints committee documents and minutes. ICT operational committee and minutes of meetings, institution plan for use and maintenance of technology for teaching and learning			
5.2 The institution has adequate and appropriate infrastructure facilities to provide quality academic programmes and administrative functions and services effectively.	5.2.1 The institution uses technological innovations in educational transactions to enrich the learning experiences it provides to students and manages the institution in a technology-enabled way for effective institutional functioning.	Visit to physical facilities, Strategic Plan, facilities management information system, MIS, expenditure statements, minutes of maintenance and procurement committees, ICT operational committee and minutes of meetings, institution plan for use and maintenance of technology for teaching and learning			
	5.2.2 Necessary physical infrastructure (space and buildings) is available for conducting small group interactions and other academic activities.	Visit to physical facilities, interaction with staff and students, information package, student handbook			

	5.2.3 The institution has well equipped laboratories.	Visit to physical facilities, interaction with staff and students			
	5.2.4 The institution provides individual offices for academic staff with access to technology to support teaching-learning and research.	Visit to physical facilities, interaction with staff			
	5.2.5 Physical infrastructures are designed to also accommodate students and staff with physical challenges.	Visit to facilities, interaction with staff and students			
5.3 The institution has plans to ensure that the growth of the infrastructure keeps pace with the academic growth of the institution.	5.3.1 The institution has a master plan reflecting the future development of the campuses.	Master plan, visit to physical facilities, strategic plan, interaction with infrastructure development committee and management			
	5.3.2 There is a strategic plan for the institution covering the anticipated growth of the infrastructure in order to keep pace with institutional plans for academic expansion.	Strategic plan, policy documents, minutes of the various infrastructure development committees, interaction with management and administrative staff			
	5.3.3 The institution conducts an annual review of facilities and usage rates.	Strategic plan, corporate plan, policy documents, minutes of the various infrastructure development committees, interaction with management and administrative staff			
	5.3.4 The outcome of the review is used to improve the infrastructural facilities and as input to the strategic plan of the institution.	Strategic plan, policy documents, minutes of the various infrastructure development committees, feedback data, interaction with management and administrative staff			
5.4 There are procedures and mechanisms in place to ensure optimum use, maintenance and development of the infrastructure facilities of the institution.	5.4.1 The institution's strategic plan gives a clear direction on the optimum utilization, maintenance and development of infrastructural facilities.	Strategic plan, policy documents, minutes of the various infrastructure development committees, interaction with management and administrative staff			

	5.4.2 The institution has set procedures for maintenance of the infrastructural facilities including annual maintenance contracts.	Strategic plan, policy documents, minutes of the various infrastructure development committees, interaction with management and administrative staff			
	5.4.3 There is a specific budgetary allocation based on the information provided by the infrastructure review for the maintenance and development of the infrastructure.	Allocations, balance sheets, audited statements of expenditure, corporate plan, minutes of the finance committee and infrastructure development committee, interaction with management			
	5.4.4 There are established procedures to take care of and regular maintenance work equipment and facilities.	Strategic Plan, maintenance department/unit structure, roles and responsibilities of staff, minutes of meetings, interaction with staff and student			
5.5 Internal quality assurance management system	5.5.1 The institution has internationally benchmarked mechanisms in place to monitor and evaluate the facility management system.	Policy documents; strategic plan, master plan, quality assurance committee structure and minutes of quality assurance committee meetings, interaction with staff, minutes of QA committee meetings, planning and implementation committee meeting minutes, improvement plans			
	5.5.1 The findings from monitoring, evaluation and benchmarking processes are used to continuously improve the facilities management system.	Policy documents; strategic plan, master plan, quality assurance committee structure and minutes of quality assurance committee meetings, interaction with staff, minutes of QA committee meetings, planning and implementation committee meeting minutes, improvement plans			

Strengths:

Areas of improvement:

Recommendations:

THEME 2: TEACHING AND LEARNING MANAGEMENT SYSTEM

SUB-AREA 6 A: TEACHING AND LEARNING PLANNING SYSTEM *(the teaching and learning planning system includes strategies, policies and arrangements for development and approval of new programmes; programme review; development and approval of academic partnership; development and approval of short courses; effective and reliable central management of information on the institution's academic offerings)*

CRITERION 6 A: There is an efficient system for the planning and approval of new programmes and changes to existing programmes, courses and curricula. The system is geared towards aligning academic offerings with the institution's vision, mission and goals, and ensuring the quality of academic outcomes.

Requirements (Sub-criteria)	Performance Indicators	Source of Evidence	Performance Measure		
			Met	Concern	Not Met
6.1 Planning and approval of academic programmes.	6.1.1 The programmes reflect the institutional mission, goals and objectives	Strategic Plan; programme design and development plans, interaction with students and staff, minutes of programme development committee			

	6.1.2 The offer of programmes is determined in response to national needs and reflects global trends.	Strategic Plan; programme design and development plans, interaction with students and staff, minutes of programme development committee			
	6.1.3 Programmes offered are responsive to changing market needs and designed to achieve the institution's mission.	Strategic Plan; programme design and development plans, interaction with students and staff, minutes of programme development committee			
6.2 The programme objectives are clearly defined and focus on the development of student's knowledge, attitudes and skills and their application in professional practice where applicable.	6.2.1 The programmes' stated objectives focus on the needs of the nation, prospective students, employers and the community.	Strategic Plan; programme objectives, programme materials, Handbook, academic information package, need survey analysis; employer surveys, institutional learning and teaching plan, curriculum and course development and accreditation policies			
	6.2.2 The objectives of each programme exhibit a clear relationship between the students' needs (such as entry level skills, knowledge and experience and credit transfers) and the media and technology and other facilities and services available to support delivery.	Strategic Plan; programme objectives, programme materials, Handbook, academic information package, need survey analysis; employer surveys, institutional learning and teaching plan, curriculum and course development and accreditation policies			
	6.2.3 When a programme is aimed at a particular type of occupation or profession, the objectives of the programme clearly state the type of occupation or profession and the knowledge, attitudes and skills to be developed during the programme.	Strategic Plan; programme objectives, programme materials, Handbook, academic information package, need survey analysis; employer surveys, institutional learning and teaching plan, curriculum and course development and accreditation policies			
6.3 There are clear processes and procedures for programme development and approval.	6.3.1 The procedures for programme development and approval are clearly specified and meet the requirements of the accrediting authorities and professional bodies where applicable.	Institution's teaching and learning plan, curriculum and course development and accreditation policies, academic boards and academic review process			
	6.3.2 The programme development and approval process involves scrutiny by internal and external	Institution's teaching and learning plan, curriculum and course development and accreditation			

	peers.	policies, academic boards and academic review process			
6.4 Programmes are designed and developed taking into consideration the students' needs and the resources available to them.	6.4.1 The programmes are developed keeping in view the needs, resources, learning styles, preferences, skills and knowledge base of the learners at the entry level.	Institution's teaching and learning plan, curriculum and course development and accreditation policies, academic boards and academic review process, need survey analysis data, interaction with staff and students			
	6.4.2 The programme structure is based on a careful analysis of the availability of the appropriate technologies, the learning environment of students and external accreditation requirements.	Institution's teaching and learning plan, curriculum and course development and accreditation policies, academic boards and academic review process, need survey analysis data, interaction with staff and students			
6.5 Programmes are developed and modified in consultation with relevant industry and professional bodies and display sensitivity to changes in social and market demands.	6.5.1 The programmes are developed based on a needs analysis exercise including market research, liaison with industry, review of national priorities and professional needs and reflect the latest developments and practices in the field of study.	Institution's teaching and learning plan, curriculum framework, course development and accreditation policies, academic boards and academic review process, needs survey data, interaction with staff and students, learning and teaching plan			
	6.5.2 The institution has mandated mechanisms for review and modification of its programmes in consultation with relevant stakeholders such as employers, industry, education sector, professional bodies, the community, staff and learners.	Learning and teaching plan, academic review processes, employer and stakeholder surveys			
6.6 The academic standard of the programmes is appropriate to the level and nature of the award.	6.6.1 The curriculum (expected outcomes, content, teaching and learning strategies and assessment methods of the programme) matches the standards and benchmarks established by national bodies (e.g. accreditation agencies, and professional bodies).	Benchmark statements, learning and teaching plan, accreditation policies			

	6.6.2 The expected learning outcomes, the content, teaching and learning strategies and assessment methods of the programme are aligned and appropriate to the award and objectives of the programme.	Benchmark statements, learning and teaching plan, accreditation policies			
6.7 The programmes provide information for students which include a description of the aims, objectives and learning outcomes, target groups, teaching-learning processes, means of delivery, support services, scheme of assessment, credit and time requirements.	6.7.1 The institution/department provides clear information about its programmes (via its web-site, the media, prospectus and information days) to all prospective learners.	Prospectus; Handbook; programme information package; web-site			
	6.7.2 The institution/department provides an updated and comprehensive overview of the programmes (e.g. aims and objectives, learning outcomes, teaching, learning and delivery processes, support services, schedule of assessment, term requirements, credit transfers and award requirements) to all registered students at the beginning of the academic sessions.	Prospectus, Handbook, programme information package, website, interaction with students, student comments through questionnaire			
	6.8.3 The Prospectus and Student Handbook are easily accessible to all intended users both off-line and on-line.	Prospectus, Handbook, programme information package, website, interaction with students, student comments through questionnaire			
6.8 The Programmes curriculum reflects current knowledge and practice and is sufficiently comprehensive for students to achieve the stated learning outcomes.	6.8.1 The content of the programmes is up-to-date and reflects current knowledge and practice.	Learning and teaching plan, curriculum and course development and accreditation documents, documents of arrangements for teaching support, academic review processes			
	6.8.2 The teaching and learning and assessment strategies of the programme are structured to facilitate the achievement of the intended learning outcomes.	Programme/Course Design and Development documents			
6.9 Programme design and development pays attention to gender equity,	6.9.1 Issues of national and global priority such as gender, equity,	Strategic Plan; programme objectives, programme materials, handbook,			

multiculturalism, social justice and cohesion, ethical values and environmental sustainability.	inclusion, diversity, environment, social justice values and ethics are integrated into the curriculum.	academic information package, need survey analysis; employer surveys, institution learning and teaching plan, curriculum and course development and accreditation policies			
	6.9.2 Where appropriate, credit bearing activities based on issues such as gender, equity, ethics and values, human rights and social justice are incorporated in the programme.	Strategic Plan; programme objectives, programme materials, Handbook, academic information package, need survey analysis; employer surveys, institution learning and teaching plan, curriculum and course development and accreditation policies			
6.10 The programmes provide sufficient flexibility for student choices in the courses.	6.10.1 Sufficient elective courses from outside the major discipline are available for students to choose a pathway through the programmes that meets their needs.	Learning and teaching plan, curriculum and course development and accreditation policies and documents			
	6.10.2 The interdisciplinary approach to programme design also makes possible the articulation of the students to other programmes at various levels.	Institutional learning and teaching plan, curriculum and course development and accreditation policies and documents, corporate plan, handbook, admission and enrollment policies			
6.11 The programmes are evaluated on the basis of the students' achievement of the intended learning outcomes.	6.11.1 Programme evaluation and monitoring is undertaken at regular intervals.	Learning and teaching plan, curriculum and course development and accreditation policies, documentation of arrangements for teaching support, academic review policies, good practices statements			
	6.11.2 There is a regular and structured feedback mechanism in place to obtain feedback from students, lecturers, employers and the community about the effectiveness of the programmes in achieving its objectives.	Academic review processes, good practice statements, feedback forms, database, data on focus group discussions and workshops			
	6.11.3 The feedback from the students and employers, as well as application and registration data, student assessment results and	Learning and teaching plan, curriculum and course development and accreditation policies, documentation of arrangements for			

	graduate employment outcomes form the basis of the evaluation of programmes performance against their stated objectives.	teaching support, academic review policies, good practice statements. Surveys of students and employers' opinions of attitudes and responsiveness, student and employer comments through questionnaires			
	6.11.4 The outcomes of the evaluation are used to make necessary changes and improvements to programme design and delivery.	Learning and teaching plan, curriculum and course development and accreditation policies, documentation of arrangements for teaching support, academic review policies, good practice statements, surveys of students and employers' opinions of attitudes and responsiveness, student and employer comments through questionnaire. evidence of incorporation of the feedback, interaction with staff and students			
6.12 Student satisfaction relative to the quality of education and training provided in the programmes is regularly evaluated.	6.12.1 The institution has a mechanism to survey student satisfaction rates with reference to the service providers, the programmes delivery and the commitment of the institution to meeting the students' needs.	Strategic Plan, means of tapping student and staff opinion, data from test audits of student administration, surveys of student opinions of student services, documents reporting the efficiency of student services, strategic plan, programme/course experience questionnaire data			
	6.12.2 The survey of student satisfaction levels is conducted at regular intervals in a transparent manner.	Means of tapping student and staff opinion, data from test audits of student administration, surveys of student opinions of student services, documents reporting the efficiency of student services, corporate/strategic plan, programme/course experience questionnaire data, procedure used for surveys			
	6.12.3 The outcomes of the student satisfaction surveys are considered positively, recorded appropriately and	Means of tapping student and staff opinion, data from test audits of student administration, surveys of			

	used promptly to improve the programmes.	student opinions of student services, documents reporting the efficiency of student services, corporate/strategic plan, programme/course experience questionnaire data			
	6.12.4 The institution promptly informs staff and students of the outcomes of the survey and the actions taken in response to feedback received.	Documentation on communication of information to staff and students			
6.13 Internal quality assurance management system	6.13.1 The institution has mechanisms in place for monitoring and evaluation of teaching and learning planning system with reference to international best practices.	Strategic Plan; teaching and learning plans, interaction with management and staff, minutes of teaching and learning committees, internal and external review reports, quality assurance committee meetings minutes, implementation plans			
	6.13.2 The outcomes of monitoring and evaluation, and benchmarking processes are used to continuously improve the quality of teaching and learning planning system.	Strategic Plan; teaching and learning plans, interaction with management and staff, minutes of teaching and learning committees, internal and external review reports, quality assurance committee meetings minutes, implementation plans			

Strengths:

Areas of improvement:

Recommendations:

SUB-AREA 6 B: COURSE DESIGN, DEVELOPMENT AND APPROVAL

CRITERION 6 B: A course is a component of a broader programme of study. The course content is underpinned by research. The course material clearly presents objectives and learning outcomes, content, approaches to teaching-learning and assessment and student support. There is an identified process of development and review of courses.

Requirements (Sub-criteria)	Performance indicators	Source of Evidence	Performance Measure		
			Met	Concern	Not Met
6.14 The courses are designed according to the stated programme objectives.	6.14.1 Course design is focused on national and international priorities and trends and the needs of prospective students and employers.	Course materials, minutes of the course planning and course design committees, interaction with students, staff, professional accrediting bodies, governments, and employers			
	6.14.2 Courses reflect current developments and knowledge in the relevant field of study.	Course materials, minutes of the course planning and course design committees, interaction with students, staff and employers			
	6.14.3 The design of individual courses contributes to achieving the overall programme objectives.	Programme and course objectives and course materials			
6.15 Course design takes into consideration and incorporates recent advances in ICT.	6.15.1 The choice of media and the technology to be used is appropriately integrated in the course design.	Course materials, minutes of the course planning and course design committees, interaction with students, staff and course developers. Course team includes IT personnel			
	6.15.2 The choice of media and	Course materials, minutes of the course			

	technology takes into account the range of media and infrastructural support that the institution can make available to its students.	planning and course design committees, Discussion with students and staff			
	6.15.3 Course design reflects institutional policy on ICT for learning.	Course materials, minutes of the course planning and course design committees, Corporate Plan			
	6.15.4 There is a visible link between learners' needs and the features of the technology selected for course delivery which is aimed at motivating the students in the use of that technology.	Course materials, minutes of the course planning and course design committees, interaction with students, staff and course developers. Findings of need surveys and student feedback			
6.16 Courses are designed based on student-centered principles.	6.16.1 Teaching/learning strategies to be employed, teaching methods, learner activities, use of appropriate ICTs and contact sessions are determined as part of the course design process.	Course materials, minutes of the course planning and course design committees, interaction with students and staff, observation of contact sessions			
	6.16.2 The teaching/learning methods are consciously planned and monitored keeping in view different student abilities and needs.	Course materials, information package, minutes of the course planning and course design committees, interaction with students, staff and course developers			
	6.16.3 The teaching/learning strategies are clearly stated in the course document and communicated and discussed with the learners.	Course materials, information package, minutes of the course planning and course design committees, interaction with students, staff and course developers			
6.18 The courses have ample scope for encouraging and developing creative and critical thinking, independent and lifelong learning and interpersonal communication and team work skills.	6.18.1 Learning activities are designed to contribute to the development of the specified generic skills	Course materials, information package, assessment and evaluation scheme, assignments and question papers			
6.19 Standard formats for instructional design and development are in place and are followed.	6.19.1 Templates are designed and developed for effective instructional design and efficient course development.	Course templates and course materials.			
	6.19.2 The institution provides prior training and necessary inputs to the	Minutes for the course planning and course design committees, interaction			

	staff involved in instructional design and development.	with staff and course developers, training materials and feedback data			
	6.19.3 The institution adheres to the agreed formalities and templates to be used for instructional design and development.	Minutes for the course planning and course design committees, Course materials			
6.20 Instructional design recognizes diversity of students' learning contexts and learning styles, and ensures realistic scheduling of activities.	6.20.1 The instructional design template requires the use of inclusive language and provides a variety of activities that accommodate different learning styles, circumstances and preferences.	Course materials, information package, interaction with students, staff and course developers, research studies on student feedback			
6.21 The course development process incorporates a range of relevant expertise.	6.21.1 Courses are developed with contributions from experts in the academic subject area, in instructional design and in course delivery.	Course materials, information package, year planning, minutes of the course planning and course design committees, interaction with students, staff and course developers.			
	6.21.2 Course development is based on a plan that details the processes, timelines, finance, infrastructural requirements, resources and roles and responsibilities of people involved.	Minutes of the course planning and course design committees, interaction with staff and course developers, training materials and feedback data			
6.22 Instructional design includes assessment of learning against stated learning outcomes.	6.22.1 Learning outcomes are clearly stated. Assessment is designed to measure achievement of learning outcomes in terms of defined criteria.	Course materials, information package, minutes of the course planning and course design committees, interaction with students, staff and course developers. Results of development testing			
6.23 Course design uses appropriate technology to engage and support students and to provide communication facilities.	6.23.1 Appropriate technology is used to engage and support students.	Technology profiles of the institutions, user records, information packages or brochures, interaction with teachers, staff and students			
	6.23.2 Communication with students uses the technologies that are most accessible to the students such as the internet, mobile phone, telephone, television and radio.	Technology profiles of the institutions, user records, information packages or brochures, interaction with teachers, staff and students			
	6.23.3 The institution analyses the	Feedback of students, students' profiles			

	ease of use and level of technology available to the students.	including access to technology, institutional data base, interaction with students and lecturers.			
6.24 A complete instructional package includes course description, syllabus, course plans, learning outcomes, details of assessments and evaluations, completion requirements, course material including multimedia supplementary learning resources, interactive course activities, community building activities and assessments, texts and media, materials and information to demonstrate the appropriate scope, sequence and depth of each course in relation to the stated goals and objectives.	6.24.1 The instructional package is comprehensive and contains a learner friendly description of the syllabus, course plans, learning outcomes assessment and evaluation details, credit hours, teaching/learning strategies, learning packages (study materials study guides, audio/video material, CD ROMs and online texts) and also the annual calendar of activities.	Instructional package, interaction with students and teachers			
	6.24.2 The instructional package is made available (both off-line and on-line) to all registered students and staff ahead of the courses offering.	Instructional package, interaction with students and teachers			
	6.24.3 The instructional package is reviewed, evaluated and updated regularly through a systematic process.	Instructional package, interaction with students and lecturers, institutional data base, minutes of review committees			
6.25 A variety of learning activities is provided in the course to encourage active learning, collaborative learning and self-assessment.	6.25.1 Appropriate learning strategies such as experiential learning, collaborative learning and personal learning are designed into the course.	Course materials, information package, minutes of the course planning and course design committees, interaction with students, staff and course developers			
	6.25.2 The institution systematically records and assesses the effectiveness and impact of learning strategies.	Minutes of the course planning and course design committees, interaction with staff and course developers, training material and feedback data.			
6.26 Appropriate personnel and procedures are in place to ensure the quality of course materials and their production processes.	6.26.1 Roles and responsibilities for quality assurance in course materials design, development and production are clearly specified.	Course policy documents and approval records			
	6.26.2 The institution has a mechanism to ensure the relevant competence of the content	Recruitment policy, procedures, training plan.			

	developers, technical and support staff and others involved in course design, development and production.				
	6.26.3 Technical and production standards in course design, development and production are clearly specified.	Quality Assurance Framework; Course Development plans.			
	6.26.4 The course materials developed are pilot-tested and quality assured with reference to the aims and objectives of the programme and students' needs prior to field release.	Minutes of the course planning and course design committees, interaction with staff and course developers and feedback data, evidence for editing, moderating, peer-review, pilot testing feedback and modification			
	6.26.5 The institution obtains regular feedback from academic staff on the course materials, with reference to their user friendliness, appropriateness and effectiveness.	Various formats for feedback, minutes of the course planning and course design committees, interaction with staff			
	6.26.6 The feedback is utilized in improving the course materials and assuring their quality.	Various formats for feedback, data base, minutes of the course planning and course design committees, interaction with tutors, staff and course developers, comparison of course materials before and after feedback			
6.27 Mechanisms for benchmarking and partnership established to encourage linkages with national and international institutions and agencies for course design, development and delivery.	6.27.1 There are MOUs with national and international agencies to share good quality materials which demonstrate good practice in course design, review of materials, development and delivery.	Policy documents, MOUs, minutes of course development committees, executive bodies and interaction with staff and management			
	6.27.2 The institution has linkages with national and international agencies to exchange expertise for content development and delivery methods.	Policy documents, MOUs, minutes of course development committees, executive bodies and interaction with staff and management			

	6.27.3 The institution has established mechanisms and flexibility for sharing technology and other facilities for efficient delivery of the course.	Policy documents, MOUs, minutes of course development committees, executive bodies and interaction with staff and management			
6.28 Short courses management system	6.28.1 The institution/department has an internationally benchmarked policy and system in place for the development, approval, delivery and evaluation of short courses.	Policy and procedure documents on short courses			
	6.28.2 The impacts of short courses are evaluated based on the institution/department's mission.	Evaluation reports, evaluation questionnaires			
	6.28.3 The institution has a single repository in place to store data on all short courses offered at UNAM to enable the institution to manage and monitor the offering of short courses.	Policy and procedure documents on short courses, MIS, interaction with management and staff			
6.29 Internal quality assurance management system	6.29.1 The institution has mechanisms in place for monitoring and evaluation of course design, development and approval with reference to international best practices.	Strategic Plan; teaching and learning plans, interaction with management and staff, minutes of teaching and learning committees, internal and external review reports, quality assurance committee meetings minutes, implementation plans			
	6.29.2 The findings from monitoring and evaluation, and benchmarking processes are used to continuously improve the process of courses design, development and approval.	Strategic Plan; teaching and learning plans, interaction with management and staff, minutes of teaching and learning committees, internal and external review reports, quality assurance committee meetings minutes, implementation plans			

Strengths:

Areas of improvement:

Recommendations:

SUB-AREA 7: ENROLMENT PLANNING SYSTEM (*enrolment planning system includes strategies, policies and arrangement for the gathering and interpretation of accurate and up-to-date information on institutional capacity and historical trends to inform the planning process; internal and external approval of enrolment targets by the relevant authorities; and tracking and reporting on enrolments*)

CRITERION 7: There is an efficient system for planning the number of students to be enrolled in the different programmes/courses. The system is geared towards aligning the institution’s size and shape with its vision, mission, goals and capacity, and ensuring the quality of academic outcome.

Requirements (Sub-criteria)	Performance indicators	Source of Evidence	Performance Measure		
			Met	Concern	Not Met
7.1 The enrolment procedures are clear and efficient and include provision for accurate, comprehensive and helpful information to prospective students.	7.1.1 The information package of the institution is comprehensive, providing details of the facilities and support services available to the students.	MIS, Handbook, Prospectus, brochures, programme/course information package, MIS, website, interaction with students			
	7.1.2 Information to prospective students includes details of admission requirements, the	MIS, Handbook, Prospectus, brochures, programme/course information package, MIS, website, interaction with students			

	procedure for enrollment and the requirements for progression through the programme.				
	7.1.3 Enrollment to the programmes is strictly in line with the specified norms and admission guidelines.	MIS, Handbook, Prospectus, brochures, programme/course information package, MIS, website, interaction with students			
	7.1.4 The institution implements modern means of information technology to register students and monitor their study results.	MIS, Handbook, Prospectus, brochures, programme/course information package, MIS, website, interaction with management and staff			
	7.1.4 Enrolment numbers do not exceed the programme's capacity to deliver quality teaching and learning.	MIS, Handbook, Prospectus, brochures, programme/course information package, MIS, website, interaction with management and staff			
7.2 Internal quality assurance management system	7.2.1 There are mechanisms in place for monitoring and evaluation of enrolment planning system with reference to international best practices.	MIS, policy documents, enrolment documents, minutes of enrolment committee meetings, monitoring and evaluation reports, interaction with management and staff			
	7.2.2 The outcomes of monitoring and evaluation, and benchmarking processes are used to continuously improve enrolment planning system.	MIS, policy documents, enrolment documents, minutes of enrolment committee meetings, monitoring and evaluation reports, interaction with management and staff			

Strengths:

Areas of improvement:

Recommendations:

SUB-AREA 8: STUDENT ENROLMENT MANAGEMENT SYSTEM (SEMS) (the SEMS includes strategies, policies and arrangements for marketing, admissions, selection, registration and the effective and trustworthy central management of student information)

CRITERION 8: There is an efficient student enrolment management system that is geared towards ensuring the quality of the academic outcomes.

Requirements (Sub-criteria)	Performance indicators	Source of Evidence	Performance Measure		
			Met	Concern	Not Met
8.1 The institution's commitment to diversity and inclusion is reflected in its admission policy and student profiles.	8.1.1 The institution publishes clear policies on the admission of local and international students.	Prospectus, student and mission details, market surveys, institutional research data, student profile, interaction with students			
	8.1.2 The admission process is transparent and is made available for scrutiny by relevant stakeholders.	Prospectus, handbook, website, advertisements			
	8.1.3. The institution makes special provision to ensure equity and access to disadvantaged groups within its target student population.	Prospectus, institutional policy document, student handbook, student profiles, admission policy, interaction with students and staff			
8.2 The institution has a stated policy for financial support for enrolled students.	8.2.1 There is a clear and transparent policy for the administration of financial support to students, including scholarships, bursaries, fees and reimbursements.	Policy documents, brochure, prospectus, programme information package, financial statement, financial information systems			
	8.2.2 The institution monitors the implementation of the policy on financial support to students.	Expenditure statements, records of disbursements, financial information system, interaction with students and administrative staff			
	8.2.3 The institution regularly reviews the financial disbursements to students and takes necessary steps for timely	Expenditure statements, records of disbursements, financial information system, interaction with students and			

	disbursements.	administration staff			
8.3 There is an efficient and secure system for the management and maintenance of students' records over time.	8.3.1 There is a MIS in place which ensures that the documented records, personal information, assessment and evaluation results are securely stored and made accessible only to authorized persons.	Strategic Plan; MIS; annual report; lines of authority for MIS access			
	8.3.2. Effective quality assurance arrangements are in place to ensure that the integrity of the student record is not compromised.	MIS, Prospectus, handbooks, information packages, feedback studies; interaction with staff and students			
	8.3.4 Student records are regularly updated and made available without delay to authorized users.	MIS, Prospectus, handbooks, information packages, feedback studies; interaction with staff and students			
8.4 Internal quality assurance management system	8.4.1 There are mechanisms in place for monitoring and evaluation of the student enrolment management system with reference to international best practices.	MIS, policy documents, enrolment documents, minutes of enrolment committee meetings, monitoring and evaluation reports, interaction with management and staff			
	8.4.2 The findings from monitoring and evaluation, and benchmarking processes are used to continuously improve the student enrolment management system.	MIS, policy documents, enrolment documents, minutes of enrolment committee meetings, monitoring and evaluation reports, interaction with management and staff			

Strengths:

Areas of improvement:

Recommendations:

SUB-AREA 9: ACADEMIC SUPPORT SERVICES (*academic support services include strategies, policies and arrangements for academic development services geared towards the enhancement of academic skills, student counseling services, access to information and learning materials through efficient library services and ITC, enabling students to achieve their learning objectives*)

CRITERION 9: The institution provides efficient academic support services geared towards ensuring the quality of the academic outcomes and enhancing student success.

LIBRARY SERVICES

Requirements (Sub-criteria)	Performance Indicators	Sources of Evidence	Performance Measure		
			Met	Concern	Not Met
9.4 Library facilities include technology aided learning materials to enable students to acquire information, knowledge and skills.	9.4.1 The institution has approved and widely disseminated library policy.	Policy documents			
	9.4.2 The library facilities of the institution are developed keeping in mind the requirements of the full-time, part-time and distance students.	Information package, student handbook, course materials, feedback data, library committee minutes, interaction with students and staff			
	9.4.3 The library catalogue is up-to-date and easily accessible to staff and students.	Interaction with students and staff; library committee minutes			
	9.4.4 The library is computerized and	Information package, student			

	has sufficient materials available in electronic form (e-books, e-journals).	handbook, course materials, feedback data, library committee minutes, visit to library, interaction with students and staff			
	9.4.5 The library provides internet facilities to staff and students.	Library committee minutes, visit to library, interaction with students and staff.			
	9.4.6 There is an inter – library borrowing facility which is accessible to both students and the staff.	Library committee minutes, visit to library, interaction with students and staff			
	9.4.7 The library has sufficient qualified staff trained to deal with the latest electronic media and provide adequate support to the staff and students to access the library facilities.	Recruitment policies, institution's rules and regulations, minutes of recruitment committees, interaction with management and staff			
	9.4.8 There is justified allocation of financial resources for the upkeep, maintenance and development of the library.	Allocations, balance sheets, audited statements of expenditure, strategic plan, minutes of the finance committee and infrastructure development committee, interaction with management			
9.5 The library uses technology as a learning resource and manages its activities in a technology enabled way.	9.5.1 The institution makes extensive use of technology for learning and ensures that the technical infrastructure for delivery (e.g. computers, internet, electricity, audio/video facilities) is fully operational.	Strategic plan, policy documents, minutes of the various infrastructure development committees, interaction with management and administrative staff			
	9.5.2 There is a process in place to monitor and maintain the equipment and technology in good working order.	Strategic plan, budget allocations, minutes of the various infrastructure development committees, interaction with management and administrative staff			
	9.5.3 The institution allocates sufficient budget annually to replace, add and deploy new technology and related facilities.	Allocations, balance sheets, audited statements of expenditure, minutes of the finance committee and infrastructure development committee, interaction with management			
9.6 There is wide distribution of the services through satellite campuses	9.6.1 The satellite libraries are widely distributed across different geographic	Policy document, institutional details, details on satellite,			

and regional centres to ensure equity and access.	areas in inaccessible places thus catering to larger numbers and remote rural populations.	expansion plans, strategic plan documents, interaction with management.			
	9.6.2 The information on the available services at the satellite libraries and those at the central facility is made known to all students and staff.	Policy document, institutional details, details on satellite libraries, expansion plans, strategic plan documents, interaction with management			
	9.6.3 The library constantly monitors the performance of the satellite libraries in terms of quality, access and equity.	Minutes of the library committee meetings, feedback, year planner, schedules, interaction with staff, students and management			
	9.6.4 The library has clearly laid down guidelines to review, monitor and provide guidance to the managers and staff of the satellite libraries.	Minutes of the course coordinators' meetings, feedback, year planner, schedules, interaction with staff, students and management			
	9.6.5 There is a strong and cordial linkage between the main library and the satellite libraries.	Minutes of the meetings, feedback, year planner, schedules, interaction with staff, students and management			
9.7 The library has mechanisms to regularly evaluate the adequacy and accessibility of resources and services for students and takes appropriate remedial measures to address inadequacies.	9.7.1 The library obtains feedback from students and staff, and other users on the adequacy and accessibility of the support facilities and learning resources available at the institution and the outreach centers.	Institution's rules and regulations, student handbook, information package, feedback, year planner, schedules, course materials, interaction with staff, students and management			
	9.7.2 The outcome of the feedback is acted upon and appropriate remedial measures are taken to overcome any inadequacies.	Institution's rules and regulations, student handbook, information package, feedback, year planner, schedules, interaction with staff, students and management			
	9.7.3 There is a provision in the budget for meeting unforeseen emergencies in the provision of learning support facilities.	Allocations, balance sheets, audited statements of expenditure, minutes of the finance committee and infrastructure development committee, interaction with management			
9.8 When libraries or laboratories or any other facilities of other institutions are used to meet the needs of the	9.8.1 The library has clear procedures for staff and students to access the facilities of other institutions available on	Policy documents, MOUs, interaction with the staff and management			

provision of education and research, the library has written agreements to ensure that these services and facilities are available to learners.	a sharing basis.				
	9.8.2 Contracts with other libraries allowing staff and students access to specified facilities are clearly written and legally enforceable.	Policy documents, MOUs, interaction with the staff and management			
	9.8.3 The library ensures regular monitoring of the accessibility of the facilities and services offered to the staff and students by other libraries.	Interaction with students and staff			
9.9 Internal quality assurance management system	9.9.1 The institution has mechanisms in place for monitoring and evaluation of library services provision with reference to international best practices.	Policy documents, Strategic Plan, quality assurance documents, minutes of quality assurance committee meetings, internal and external review reports, implementation plans			
	9.9.2 The outcomes of monitoring and evaluation are used to continuously improve the quality of library services provision.	Policy documents, Strategic Plan, quality assurance documents, minutes of quality assurance committee meetings, internal and external review reports, implementation plans			

Strengths:

Areas of improvement:

Recommendations:

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT) SERVICES

Requirements (Sub-criteria)	Performance indicators	Source of Evidence	Performance Measure		
			Met	Concern	Not Met
9.9 The institution has a policy for the effective use of Information and Communications Technology (ICT) in teaching and learning, research, community engagement, and support services.	9.9.1 The institution has a modern and effective ICT system in place and it is continuously monitored and improved.	Policy documents, Strategic Plan, budget allocation documents, ICT development plans, agendas and minutes of meetings of ICT infrastructure and operational committees.			
	9.9.2 The institution has provisions at various policy levels for the planning, acquisition, deployment, maintenance and use of appropriate technologies including the latest Information and Communication Technologies.	Policy documents, Strategic Plan, budget allocation documents, ICT development plans, agendas and minutes of meetings of ICT infrastructure and operational committees.			
	9.9.3 There are procedures for monitoring the implementation of Information and Communication Technology policies.	Policy documents, Strategic Plan, budget allocation documents, ICT development plans, agendas and minutes of meetings of ICT infrastructure and operational committees.			
	9.9.4 ICT services on the satellite campuses are comparable to those on the main campus.	Visit to ITC facilities, interaction with staff and students			
9.10 Appropriate training is provided to staff on the use and maintenance of new technology, equipment, facilities, and communication and information systems	9.10.1 The Strategic Plan of the institution includes specified provision for staff development activities.	Strategic Plan; staff development plans, training schedules, training manuals, feedback on training programmes, training budget, interaction with staff.			
	9.10.2 The institution conducts staff	Strategic Plan; staff development plans,			

available/deployed in the Institution.	development programmes to improve the skills and competencies of the staff in handling the technology, equipment and facilities of the institution.	training schedules, training manuals, feedback on training programmes, training budget, interaction with staff.			
	9.10.3 The budget allocation for the staff development programme is sufficient to provide in-house and off-site training opportunities for staff.	Financial information and management system, MIS, training budget allocations, staff development centre/unit/committee meeting minutes.			
9.11 Internal quality assurance management system	9.9.4 The institution mechanisms in place for monitoring and evaluation of the quality of its ICT services with reference to international best practices.	Policy documents, Strategic Plan, budget allocation documents, ICT development plans, agendas and minutes of meetings of ICT infrastructure and operational committees.			
	9.9.5 The findings from monitoring and evaluation, and benchmarking processes are used to continuously improve the quality of its ICT service provision.	Policy documents, Strategic Plan, budget allocation documents, ICT development plans, agendas and minutes of meetings of ICT infrastructure and operational committees.			

Strengths:

Areas of improvement:

Recommendations:

DISTANCE TEACHING MODE

Requirements (Criteria)	Performance Indicators	Sources of Evidence	Performance Measure		
			Met	Conc ern	Not Met
9.11 Student support is considered during programme development and is built into the design of the programme and course materials.	9.11.1 The institution provides efficient academic support services geared towards ensuring the quality of the academic outcomes and enhancing student success.	MIS, information pack, year planner, schedules, course materials			
	9.11.2 Sufficient contact sessions are planned and integrated into the course design.	Information pack, prospectus, year planner, schedules, course materials, handbook, student information materials, MIS, interaction with staff and students			
	9.11.3 The support of individual students is built into the design of course materials.	Information pack, prospectus, handbook, student information materials, MIS, interaction with staff and students, feedback from students			
	9.11.4 Peer support mechanisms are built into the course materials.	Information pack, year planner, schedules, course materials, MIS, interaction with staff and students			
	9.11.5 The institution provides ongoing support for student progression across courses within a programme of study.	Policy documents, student data bases, details on monitoring, interaction with staff and students			
9.12 Student support is provided using a range of media including appropriate ICTs	9.12.1 The institution uses a range of media to provide support and guidance to distance students.	Information pack, year planner, schedules, course materials, MIS, interaction with staff and students			
	9.12.2 Adequate administrative and technical support is given to tutors to enable them to provide individual academic support for distance students.	Information pack, minutes of the course coordinators' meetings, interaction with staff and students			

9.13 Tutors are selected and trained for their roles as facilitators of learning.	9.12.2 There is a specified set of criteria (qualifications, experience) and procedures for the recruitment of tutors.	Recruitment policies, institution rules and regulations, interactions with management and staff			
	9.13.2 The institution adheres to the recruitment criteria.	Recruitment policies, institution's rules and regulations, minutes of recruitment committees, interactions with management and staff			
	9.13.3 Induction and orientation training programmes are conducted for tutors before the commencement of the course.	Minutes of the course coordinators' meetings, feedback, year planner, training schedules, training materials, interaction with staff and management			
	9.13.4 There is a mechanism for monitoring the performance of tutors which informs future training programmes.	Minutes of the course coordinators' meetings, feedback, year planner, training schedules, training materials, interaction with staff and management			
	9.13.5 The good performance of tutors is identified and rewarded.	Institution's rules and regulations, interaction with staff and management, minutes of the staff development committees			
9.14 Tutorial group size allows for support to be provided to students in various ways.	9.14.1 The tutor/student ratio enables tutors to provide individual support to learners and monitor their progress to completion.	Minutes of the course coordinators' meetings, feedback, year planner, schedules, course materials, interaction with staff, students and management			
	9.14.2 The tutor/student ratio enables tutors to work with small groups of learners and facilitate problem solving.	Minutes of the course coordinators' meetings, feedback, year planner, schedules, course materials, interaction with staff, students and management			
9.15 Students have access to the tutors through a variety of media and locations.	9.15.1 The students have access to the tutors at fixed centres and can also reach them through various modes such as by telephone, appointment, email, on-line discussion and video conferencing.	Interaction with staff and students, minutes of the course coordinators' meetings, feedback, year planner, schedules, course materials			

	9.15.2 There is provision for contact sessions.	Minutes of the course coordinators' meetings, feedback, year planner, schedules, course materials, interaction with staff, students and management			
9.16 The turnaround of assignments ensures timely feedback.	9.16.1 There is a specified procedure to receive, record, process and return marked assignments to students.	Institution's rules and regulations, interaction with staff and management, minutes of the staff committees, minutes of the course coordinators' meetings, interaction with staff, students and management			
	9.16.2 The specific time frame to return assignments allows students to benefit from formative feedback.	Institution's rules and regulations, minutes of the staff committees, minutes of the course coordinators' meetings, interaction with staff, students and management			
	9.16.3 There is adequate time for moderation of marked assignments within the overall time frame.	Institution's rules and regulations, interaction with staff and management, minutes of the staff committees, minutes of the course coordinators' meetings, interaction with staff, students and management			
	9.16.4 Procedures for receiving, recording, processing and returning assignments are regularly monitored.	Institution's rules and regulations, interaction with staff and management, minutes of the staff committees, minutes of the course coordinators' meetings, interaction with staff, students and management			
9.17 Academic, administrative and technical staff facilitate student success.	9.17.1 The institution employs sufficient and qualified academic staff as tutors and provides professional training and development opportunities to them.	Recruitment and Promotion criteria for staff; staff training and development plan			
	9.17.2 The institution employs sufficient and competent	Recruitment and Promotion criteria for staff; staff training and			

	administrative staff to support students.	development plan			
	9.17.3 The institution employs sufficient and competent technical staff to respond to student needs.	Recruitment and Promotion criteria for staff; staff training and development plan			
	9.17.4 The institution has robust and extensive systems that underpin student support.	Policy on outreach and student support; work plan of outreach centres.			
	9.17.5 The institution emphasizes service orientation in the training of its staff.	Policy on outreach and student support; work plan of outreach centres			
9.18 There are mechanisms to follow up and support students throughout the duration of their study.	9.18.1 Academic and personal counseling is provided to the students.	Institution's rules and regulations, student handbook, information package, interaction with management and staff			
	9.18.2 Roles and responsibilities for academic and personal counseling are clearly specified.	Institution's rules and regulations, student handbook, information package, interaction with management and staff			
	9.18.3 The institution provides specific guidelines, monitoring systems, personnel and institutional spaces to facilitate programmes requiring practical experience.	Institution's rules and regulations, student handbook, placement records, placement cell activity files, information package, interaction with management and staff			
9.19 Appropriate support and facilities are provided for students with specific learning difficulties.	9.19.1 The institution identifies and responds to students with specific learning difficulties.	Institution's rules and regulations, student handbook, information package, interaction with management, students and staff, physical facilities and library visits			
	9.19.2 The institution provides materials and services in multiple formats to meet students' needs.	Institution's rules and regulations, student handbook, information package, Materials, physical facilities and library visits			
	9.19.3 The tutors, administrative and technical staff are provided with necessary training to address the needs of students with specific learning difficulties.	Institution's rules and regulations, student handbook, information package, interaction with management, students and staff, training records			

	9.19.4 The institution has a mechanism to make special consideration to students with specific learning difficulties.	Institution's rules and regulations, student handbook, information package, interaction with management, students and staff			
9.20 Student support emphasizes the development of independent learning skills.	9.20.1 The institution provides orientation to the students on the desired learning skills for pursuing the programme.	Institution's rules and regulations, student handbook, information package, minutes of the course coordinators' meetings, feedback, year planner, schedules, course materials, interaction with staff, students and management			
	7.20.2 There is appropriate guidance and support structures empowering the students to acquire the skills for independent learning.	Institution's rules and regulations, student handbook, information package, minutes of the course coordinators' meetings, feedback, year planner, schedules, course materials, interaction with staff, students and management			
9.21 Opportunities are provided for academic and social peer interaction.	9.21.1 The institution has support structures that provide opportunities for peer interaction which empower the students to share knowledge and information and develop interactive and collaborative learning skills.	Institution's rules and regulations, student handbook, information package, minutes of the course coordinators' meetings, feedback, year planner, schedules, course materials, interaction with staff, students and management			
9.22 Measures for feedback and monitoring of student support services are in place.	9.22.1 Regular and systematic monitoring of student support services for continuous improvement takes place.	Minutes of the course coordinators' meetings, feedback, year planner, schedules, course materials, interaction with staff, students and management			
	9.22.2 Feedback from students on support services is regularly solicited and acted upon. Students are advised of changes resulting from their input.	Institution's rules and regulations, student handbook, information package, minutes of the course coordinators' meetings, feedback, year planner, schedules, course materials, interaction with staff, students and management			
9.23 Staff are trained and have a positive attitude towards student-centred provisions	9.23.1 Staff are trained to handle the various support	Institution's rules and regulations, student handbook, information			

and effectively and efficiently handle the student-support services.	services provided to the students such as equipment, technology, physical and infrastructural facilities and communication and information systems.	package, interaction with management, students and staff, training records			
	9.23.2 There are appropriate guidance and support structures empowering the staff to use appropriate technology and other support provisions to facilitate effective and efficient learning by the students.	Institution's rules and regulations, student handbook, information package, interaction with management, students and staff, training records			
	9.23.3 Training of support staff includes service orientation. Support staff are empowered to make decisions in pursuit of student-oriented services.	Institution's rules and regulations, student handbook, information package, interaction with management, students and staff, training records			
9.24 The institution has mechanisms to facilitate student progression from one level of education to the next higher level successfully and towards gainful employment.	9.24.1 Students are advised of opportunities to progress into higher level studies.	Institution's rules and regulations, student handbook, information package, minutes of the course coordinators' meetings, feedback, year planner, schedules, course materials, interaction with staff, students and management			
	9.24.2 Career guidance advice is provided for students.	Career guidance policy and plan			
	9.24.3 The programmes of the institution provide opportunities for the students to progress both vertically and horizontally.	Student handbook, information package, minutes of the course coordinators' meetings, feedback, course materials, interaction with staff, students and management.			
	9.24.4 Progression and completion rates are monitored in relation to institutional and national targets.	Results, Progression rates, MIS, Data Base, national performance data			
	9.24.5 Performance of past students is monitored to inform programme revisions.	Institution's rules and regulations, information package, interaction with staff, students and alumni. Tracer studies			

	9.24.6 There is a positive employer perception of graduates.	Results, MIS, Data Base, Employer feedback, Tracer Studies			
9.25 Student support systems target retention	9.25.1 Retention rates are monitored against targets	Results, MIS, Database, retention rates in relation to programmes and courses			
	9.25.2 Preventative support provided in initial courses	Results, MIS, Database, retention rates in relation to programmes and courses, student feedback			
	9.25.3 Remedial interventions are provided throughout the programmes for students at risk of failure.	Materials and services related to remedial interventions, student feedback			
9.26 Internal quality assurance management system	9.26.1 The department has mechanisms in place to ensure that the quality of programmes offered on distance mode is comparable to that of programmes offered on full-time mode.	Policy documents, Strategic Plan, quality assurance documents, minutes of quality assurance committee meetings, internal and external review reports, implementation plans, interaction with staff			
	9.26.2 The Institution has mechanisms in place for monitoring and implementation of the distance education provision with reference to international best practices.	Policy documents, Strategic Plan, quality assurance documents, minutes of quality assurance committee meetings, internal and external review reports, implementation plans			
	9.26.3 The findings from monitoring and evaluation, and benchmarking processes are used to continuously improve the distance education provision.	Policy documents, Strategic Plan, quality assurance documents, minutes of quality assurance committee meetings, internal and external review reports, implementation plans			

Strengths:

Areas of improvement:

Recommendations:

STUDENT WELFARE SERVICES

Requirements (Criteria)	Performance Indicators	Sources of Evidence	Performance Measure		
			Met	Concern	Not Met
9.26 Student welfare management system	9.26.1 The institution has approved and widely disseminated social welfare policy that aims at enhancing the quality of student life.	Interaction with staff and students, visit to facilities, master plan, strategic plan			
	9.26.2 The institution has approved and widely disseminated policy in place on welcoming new students.	Interaction with staff and students, visit to facilities, master plan, strategic plan			
	9.26.3 The institution has approved and widely disseminated policy in place on welcoming foreign students.	Interaction with staff and students, visit to facilities, master plan, strategic plan			
	9.26.4 There is adequate student counseling services equipped with qualified and competent staff.	Interaction with staff and students, visit to facilities, master plan, strategic plan			
	9.26.5 The institution has a policy on student community engagement.	Interaction with staff and students, visit to facilities, master plan, strategic plan			
	9.26.6 There is a central management of information related to community engagement activities.	Interaction with staff and students, visit to facilities, master plan, strategic plan			

	9.26.7 Students' community engagement activities are internationally benchmarked.	Interaction with staff and students, visit to facilities, master plan, strategic plan			
	9.26.8 The student community engagement activities are evaluated and monitored to inform continuous improvement.	Interaction with staff and students, visit to facilities, master plan, strategic plan			
	9.26.9 The institution provides efficient academic support services geared towards ensuring the quality of academic outcomes and enhancing student success both on main campus and satellite as well as tuition campuses.	Interaction with staff and students, visit to facilities, master plan, strategic plan			
	9.26.10 Conflict resolution between students and the university administration on the one hand and students and academic staff on the other is handled through internationally benchmarked best practices.	Interaction with staff and students, visit to facilities, master plan, strategic plan			
9.27 Social amenities	9.26.1 Recreational facilities are adequate and well equipped for both students on the main campus and satellite campuses	Interaction with staff and students, visit to facilities, master plan, strategic plan			
	9.26.2 Accommodation facilities are adequate and well equipped for both students on the main campus and satellite campuses.	Interaction with staff and students, visit to facilities, master plan, strategic plan			
	9.26.3 Catering facilities are adequate and well equipped for both students on the main campus and satellite campuses.	Interaction with staff and students, visit to facilities			
	9.26.4 Cultural and sporting aspects of the institution are catered for and recognized.	Interaction with staff and students, visit to facilities, master plan, strategic plan			
	9.26.5 The institution offers all the students the chance to play sport and develop a culture of catering their body.	Interaction with staff and students, visit to facilities, master plan, strategic plan			
9.28 Internal quality assurance management system	9.28.1 The institution has mechanisms in place for monitoring and evaluation of student welfare services with reference to international best practices.	Policy documents, Strategic Plan, quality assurance documents, minutes of quality assurance committee meetings, internal and			

		external review reports, implementation plans			
	9.28.2 The findings from monitoring and evaluation, and benchmarking processes are used to continuously improve the quality of student welfare services.	Policy documents, Strategic Plan, quality assurance documents, minutes of quality assurance committee meetings, internal and external review reports, implementation plans			

Strengths:

Areas of improvement:

Recommendations:

SUB-AREA 10: FACILITATION OF LEARNING

CRITERION 10: The activities to facilitate student learning are geared towards ensuring the quality of the academic outcomes and enhancing student success.

Requirements (Criteria)	Performance Indicators	Sources of Evidence	Performance Measure		
			Met	Concern	Not Met
10.1 Facilitation of learning	10.1.1 The institution has approved and widely disseminated teaching and learning policy.	Policy documents, interaction with management and academic staff			
	10.1.2 The institution has approved and widely disseminated teaching and learning framework	Teaching and learning framework documents, interaction with management and academic staff			
	10.1.3 The institution has approved and widely disseminated curriculum framework.	Curriculum framework documents, interaction with management and staff			
	10.1.4 The institution/department deploys learning opportunities appropriate to the learning outcomes including formal lectures, group work, service learning, etc.	Year planners, operational schedules, prospectus and brochure of academic programmes, teaching and learning plan, interaction with students and staff, MIS, website			
	10.1.5 The institution has approved and widely disseminated e-learning policy.	Policy documents, interaction with management and academic staff			
	10.1.6 The department's objectives fit into the overall goals and objectives of the institution, and they are being achieved.	Year planners, operational schedules, prospectus and brochure of academic programmes, teaching and learning plan, interaction with students and staff, MIS, website			
	10.1.7 The institution/department has sufficient, qualified and experienced academic staff, including contract, part-time staff and tutors, to teach the programmes/courses allocated to them.	Strategic plan, institution planning and human resource (HR) documents (including recruitment, retention, promotion, performance management, career development, records), individual staff profiles			
	10.1.8 The institution/department offers	Strategic plan, institution planning			

	development opportunities to academic staff to enhance their knowledge and competences to facilitate learning.	and human resource (HR) documents (including recruitment, retention, promotion, performance management, career development, records), individual staff profiles			
	10.1.8 The quality of learning experience on satellite campuses and tuition centres is comparable to that on the main campus.	Visit to campuses, interaction with students and staff			
	10.1.8 The institution/department has effective systems in place for identifying and dealing with at risk students, tracking student performance, gathering student feedback, reviewing programmes and courses, gathering feedback from stakeholders and providing feedback on teaching and learning matters to students, staff and other stakeholders.	Interaction with staff , feedback questionnaires			
10.2 Internal quality assurance management system	10.2.1 There are mechanisms in place for monitoring and evaluation of the learning facilitation activities with reference to international best practices.	Quality assurance policies and procedure documents, internal and external review reports, improvement plans			
	10.2.2 The findings from monitoring and evaluation, and benchmarking practices are used to continuously improve learning facilitation activities	Quality assurance policies and procedure documents, internal and external review reports, improvement plans			

Strengths:

Areas of improvement:

Recommendations:

QUESTIONS TO STUDENTS

Requirements (Criteria)	Performance Indicators	Source of Evidence	Performance Measure		
			Met	Concern	Not Met
10.3 Student experience of teaching and learning activities	10.3.1 All students know what their study programmes set out to achieve.	Information packs, interaction with students and staff			
	10.3.2 All students are aware of the knowledge and skills they will acquire through completing their study programmes.	Interaction with students and staff			
	10.3.3 Students are clear about the links between what they are learning and the ways in which they are assessed.	Information packs, study materials, interaction with students and staff			
	10.3.4 Students are treated in a respectful manner by staff.	Interaction with students and staff			
	10.3.5 The institution makes an effort to prepare students for their next career step when they leave UNAM.	Information packs, interaction with students and staff			
	10.3.6 The quality of the support services such as access to the library, computers, counseling, etc available to you is satisfactory.	Interaction with students and staff, visit to facilities			
	10.3.7 Student representation on institutional committees is effective.	Interaction with students and staff			
	10.3.8 Students receive feedback on the suggestions they make to improve courses, teaching and learning.	Interaction with students and staff			
	10.3.9 Facilities for teaching and learning, equipment to support learning, and technical support are adequate.	Interaction with students and staff, visit to facilities			
	10.3.10 Library resources are adequate	Interaction with students and staff			

	and accessible.				
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Strengths:

Areas of improvement:

Recommendations:

SUB-AREA 11: ASSESSMENT OF STUDENT LEARNING *(the system for assessment of student learning includes strategies, policies and arrangements for regulations and procedures related to student assessment, including, for example, the security of test and examination papers, composition and calculation of marks, supplementary/special assessment opportunities, disciplinary and appeal procedures, internal and external moderation and examinations, etc.)*

CRITERION 11: The institution/department has an efficient system to assess student learning that is geared towards ensuring the quality of the academic outcomes and enhancing student success.

Requirements (Sub-criteria)	Performance Indicators	Sources of Evidence	Performance Measure		
			Met	Conc ern	Not Met
11.1 Assessment policy framework	11.1.1 The institution has approved and widely disseminated assessment policy.	Policy documents			
11.2 Assessment and certification of student learning	11.2.1 Academic staff are competent to conduct student assessment in the programmes/courses allocated to them.	Institution's rules and regulations, course materials, minutes of the examination, evaluation and moderation committees, student handbook, information package, interaction with students and staff			
	11.2.2 Academic staff are offered opportunities to enhance their knowledge and competencies in student assessment.	Institution's rules and regulations, course materials, minutes of the examination, evaluation and moderation committees, student handbook, information package, interaction with students and staff			
	11.2.3 The institution has mechanisms in place to ensure that assessment events on satellite campuses and tuition centres meet the same requirements as on the main campus.	Institution's rules and regulations, course materials, minutes of the examination, evaluation and moderation committees, student handbook, information package, interaction with students and staff			
	11.2.4 The institution has effective and reliable central management of the students' marks and learner records that guarantee the security of the data.	Institution's rules and regulations, course materials, minutes of the examination, evaluation and moderation committees, student handbook, information package, interaction with students and staff			
	11.2.5 There is transparency, fairness and consistency in the assessment system.	Institution's rules and regulations, course materials, minutes of the examination, evaluation and moderation committees, student handbook, information package, interaction with students and staff			

11.3 The teaching – learning processes of the institution include formative as well as summative assessment.	11.3.1 The assessment outcomes are used to inform teaching methods and improve the curriculum.	Course materials, minutes of the course planning and course design committees, MIS, database, interaction with students, staff and employers			
	11.3.2 The institution publishes its academic grading policy and applies it with fairness and consistency.	Assessment policy documents, institution’s rules and regulations, course materials			
	11.3.3 There is a range of assessment tasks and methods for validating learning outcomes in each course.	Institution’s rules and regulations, course materials, minutes of the course planning and course design committees, student handbook, information package, interaction with management, students and staff			
11.4 Assessment is aligned with stated learning outcomes.	11.4.1 Assessment tasks undertaken by the students test the stated learning outcomes.	Institution’s objectives, course materials, minutes of the course planning and course design committees, student handbook, information package, interaction with management, students and staff			
	11.4.2 The assessment workload is appropriately linked to the NQF level and credit requirements of the course.	Institution’s rules and regulations, course materials, minutes of the course planning and course design committees, student handbook, information package, interaction with management, students and staff			
11.5 The assessment system is reliable and ensures integrity.	11.5.1 Information on the assessment of learning outcomes, assessment procedures and schedules is provided in all course modules / topics.	policy documents, minutes of assessment boards/committees, course material, teaching learning plans, curriculum development committee meetings and course materials, programme/course information package, website			
	11.5.2 A range of formative and summative evaluation methods are included to ensure that student learning is appropriately assessed.	Policy documents, minutes of assessment boards/committees, course material, teaching learning plans, curriculum development committee meetings and course materials, programme/course			

		information package, website			
11.6 Students are informed about the different types of assessment and assessment techniques for the course.	11.6.1 The course information package provides the details of the assessment, the assessment techniques, the intended learning outcomes and timelines.	Institution's rules and regulations, course materials, constitution, student handbook, information package, interaction with management, students and staff			
	11.6.2 Induction and orientation programmes for students at course commencement provide information on assessment expectations.	Induction programmes, schedules, year planner, student handbook, information package, interaction with students and staff			
11.7 There are systems for the tracking and recording of the students' performance and progress and a timely communication of the same to the students.	11.7.1 Procedures for both formative and summative assessment ensure consistency and accuracy of marking / and grading and provide timely feedback to learners.	Institution's rules and regulations, constitution, student handbook, information package, MIS, interaction with administrators, students and staff			
	11.7.2 All summative assessment grades are accurately recorded on the student's record and are communicated promptly.	Institution's rules and regulations, constitution, student handbook, information package, MIS, interaction with administrators, students and staff			
	11.7.3 Formative assessment enables the students to receive objective feedback on their performance.	MIS, interaction with administrators, students and staff			
11.8 The processes of assessment satisfy the requirements of institutional policy and other appropriate accreditation bodies.	11.8.1 There are quality assurance mechanisms in place to ensure a fair and reliable assessment of learners as stated in the institutional policy.	Quality assurance mechanisms and policies of the institution, policy documents, strategic plans, records on QA			
	11.8.2 The standards and quality of assessment are rigorously monitored and maintained.	Institution's rules and regulations, course materials, minutes of the examination evaluation and moderation committees, student handbook, information package, interaction with students and staff			
11.9 The institution ensures the security of assessment processes.	11.9.1 Arrangements for summative assessments are in place.	Manual of examination procedures			
	11.9.2 Procedures are in place to ensure the security of identity and of personal information during the	Manual of examination procedures			

	assessment process.				
	11.9.3 Assessment results are recorded securely and reliably and are made available to students timely.	Manual of examination procedures; interaction with students			
	11.9.4 Arrangements are in place to ensure that the integrity of the certification processes is not compromised.	Manual of examination procedures			
11.10 National and international benchmarks guide assessment.	11.10.1 The internal quality assurance processes and assessment standards are correlated with the requirements of relevant professional bodies where applicable and accreditation agencies.	Quality assurance mechanisms and policies of the institution, policy documents, strategic plans, records on QA, QA mechanisms of relevant regulatory bodies			
	11.10.2 The institution makes reference to practice in other similar institutions to benchmark its assessment standards.	Quality assurance mechanisms and policies of the institution, policy documents, corporate plans, records on QA, QA mechanisms of relevant regulatory bodies, institution's rules and regulations			
11.11 Detailed marking schemes are provided to all examiners.	11.11.1 The department uses standardized marking schemes.	Institution's rules and regulations, performance evaluation reports, review committee minutes, MIS, interaction with administrators, management and staff			
	11.11.2 There is a procedure for orientation of the examiners on the marking schemes to ensure consistency.	Institution's rules and regulations, policy documents, selection procedures, minutes of the examination, evaluation and moderation committees, schedules and contents of orientation programmes, feedback data, interactions with the staff and management			
	11.11.3 There are procedures to ensure that examiners apply the marking scheme in a consistent manner.	Quality assurance mechanisms and policies of the institution, policy documents, corporate plans, records on QA, QA mechanisms of relevant regulatory bodies and institution's rules and regulations			
	11.11.4 The assessment strategy of	Institution's rules and regulations, course			

	the institution has provision for internal and external moderation.	materials, constitution, minutes of the grievance and disciplinary committees, student handbook, information package, interaction with management, students and staff			
11.12 Appropriate measures are in place to ensure the integrity of assessment.	11.12.1 The students are made aware of ethical practices and code of conduct for submission of assignments and project work and for sitting examinations	Institution's rules and regulations, code of conduct and ethical practices, constitution, minutes of the grievance and disciplinary committees, student handbook, information package, interaction with management, students and staff			
	11.12.2 There is a clearly stated disciplinary procedure for handling malpractices and violation of code of conduct and ethical standards relating to copying, plagiarism, reproduction of materials and Intellectual Property Rights.	Institution's rules and regulations, code of conduct and ethical practices, constitution, minutes of the grievance and disciplinary committees, student handbook, information package, interaction with management, students and staff			
11.13 Assessment results are documented and communicated without delay to all learners.	11.13.1 At the beginning of every academic session, the institution decides and communicates to the students the timelines for assessment and the publication of results.	Institution's rules and regulations, course materials, minutes of the course planning and course design committees, student handbook, information package, interaction with management, students and staff and strategic plan			
	11.13.2 The institution adheres to the scheduled timelines.	Institution's rules and regulations, course materials, minutes of the course planning and course design committees, student handbook, information package, interaction with management, students and staff and corporate plan			
	11.13.3 The institution adheres to the timelines for the distribution of grades and transcripts.	Institution's rules and regulations, course materials, minutes of the course planning and course design committees, student handbook, information package, interaction with management, students and staff and corporate plan			

8.14 Graduation rates are aligned with institutional and national targets.	8.14.1 Completion rates of students are aligned with the institutional targets.	Results, MIS, database			
	8.14.2 Completion, retention and progression rates are monitored on a continuous basis.	Institution's rules and regulations, information package, minutes of the course coordinators' meetings, feedback, course materials, interaction with staff, students and alumni			
	8.14.3 The institution has a mechanism for reviewing the effectiveness of the processes and the overall performance of the assessment system.	Institution's rules and regulations, information package, minutes of the course coordinators' meetings, feedback, course materials, interaction with staff, students and alumni			
	8.14.4 The institution provides periodic reports on academic performance to stakeholders such as Government and NCHE.	MIS, database, website, advocacy materials, advertisements			
	8.14.5 The institution publishes the results of annual surveys of graduate employment.	MIS, database, website, advocacy materials, advertisements			
9.1 Internal quality assurance management system	9.1.1 The institution has mechanisms in place for monitoring and evaluation of assessment system with reference to international best practices.	Policy documents, Strategic Plan, quality assurance documents, minutes of quality assurance committee meetings, internal and external review reports, implementation plans			
	9.1.2 The findings from monitoring and evaluation, and benchmarking processes are used to continuously improve the student assessment system.	Policy documents, Strategic Plan, quality assurance documents, minutes of quality assurance committee meetings, internal and external review reports, implementation plans			

Strengths:

Areas of improvement:

Recommendations:

SUB-AREA 12: CERTIFICATION SYSTEM (*certification system includes strategies, policies and arrangements for accurate and secure data capturing and management, regular internal software control procedures, and security measures to avoid fraud*)

CRITERION 12: The accuracy and integrity of all the certificates issued by the institution are guaranteed

Requirements (Sub-criteria)	Performance Indicators	Sources of Evidence	Performance Measure		
			Met	Concern	Not Met
12.1 Certification system	12.1.1 The institution has accurate and secure data capturing and management system in place.	Policy documents, interaction with management and academic staff			
	12.1.1 The institution has regular internal software control procedures in place.	Teaching and learning framework documents, interaction with management and academic staff			
	12.1.2 The institution has security measures in place to avoid fraud.	Curriculum framework documents, interaction with management and staff			
12.2 Quality assurance management system (QAMS)	12.2.1 The institution has mechanisms in place for monitoring and evaluation of the certification system with reference to international best practices.				

	12.2.2 The findings from monitoring and evaluation, and benchmarking practices are used to continuously improve the process of the certification system.	Policy documents, interaction with management and academic staff			
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Strengths:

Areas of improvement:

Recommendations:

SUB-AREA 13: TRACKING REVIEW AND FEEDBACK SYSTEMS (*the tracking, review and feedback systems include strategies, policies and arrangements for the tracking of student performance, including success rates, throughput rates, graduation rates, with regular reports enabling appropriate interventions by all the parties concerned*)

CRITERION 13: There are effective systems to track student performance, gather feedback from stakeholders and provide feedback on learning and teaching matters to students, staff and other stakeholders.

Requirements (Sub-criteria)	Performance Indicators	Sources of Evidence	Performance Measure		
			Met	Concern	Not Met
13.1 Tracking, review and feedback systems	13.1.1 The institution has mechanisms in place for regularly soliciting feedback from students on the quality of the programmes and courses, learning opportunities, teaching, and the total student learning experience.	Institutional Research (IR), MIS, interaction with management and academic staff, feedback and surveys questionnaires and reports			
	13.1.2 The institution has internal and external review mechanisms in place of programmes/courses with a view to continuously improve the quality.	Institutional Research (IR), MIS, interaction with management and academic staff, feedback and surveys questionnaires and reports			
	13.1.3 The institution regularly undertakes stakeholders surveys (graduates, employers, etc.) and the findings from these surveys are used to improve the quality of teaching and learning, research, community service, and other service provision.	Institutional Research (IR), MIS, interaction with management and academic staff, feedback and surveys questionnaires and reports			
10.2 Internal quality assurance management system	10.2.1 There are mechanisms in place for monitoring and evaluation of the tracking, review and feedback systems with reference to international best practices.	Institutional Research (IR), MIS, interaction with management and academic staff, feedback and surveys questionnaires and reports, monitoring and evaluation reports, minutes, of quality assurance committee meetings			
	10.2.2 The findings from monitoring and evaluation, and benchmarking practices are used to continuously improve the process of the tracking, review and feedback systems.	Institutional Research (IR), MIS, interaction with management and academic staff, feedback and surveys questionnaires and reports, monitoring and evaluation reports, minutes, of quality			

		assurance committee meetings			
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Strengths:

Areas of improvement:

Recommendations:

SUB-AREA 14: POSTGRADUATE STUDIES MANAGEMENT SYSTEM (*postgraduate studies management system includes strategies, policies and arrangements for design, approval and offering of postgraduate programmes, approval of research proposals, supervision of postgraduate students, and assessment master’s and doctoral theses*)

CRITERION 14: The management of postgraduate studies is conducted within an approved framework of institutional strategies, policies and arrangements to enable the institution to meet its needs in such a manner that the quality of postgraduate studies can be assured.

Requirements (Criteria)	Performance Indicators	Sources of Evidence	Performance Measure		
			Met	Concern	Not Met
14.1 Management of postgraduate studies	14.1.1 The institution has mechanisms in place for design, approval, offering, evaluation and continuous improvement of postgraduate programmes.	Institutional Research (IR), MIS, interaction with management and academic staff, feedback and surveys questionnaires and reports			
	14.1.2 The institution has criteria and processes in place for the approval of research proposals for master’s and doctoral studies.	Institutional Research (IR), MIS, interaction with management and academic staff, feedback and surveys questionnaires and reports			
	14.1.3 The institution has mechanisms in place for support and development of postgraduate students.	Institutional Research (IR), MIS, interaction with management and academic staff, feedback and surveys questionnaires and reports			
	14. 1.4 The institution has approved and widely disseminated code of conduct for supervisors and postgraduate students.	Policy documents			

	14.1.5 The institution has effective and trustworthy central management of postgraduate student information.	MIS, interaction with management			
14.2 Internal quality assurance management system	14.2.1 There are mechanisms in place for monitoring and evaluation of the postgraduate management system with reference to international best practices.	Institutional Research (IR), MIS, interaction with management and academic staff, review reports, minutes of postgraduate studies committee meetings			
	14.2.2 The findings from monitoring and evaluation, and benchmarking practices are used to continuously improve the postgraduate studies management system.	Institutional Research (IR), MIS, interaction with management and academic staff, review reports, minutes of postgraduate studies committee meetings			

Strengths:

Areas of improvement:

Recommendations:

THEME 3: RESEARCH

SUB-AREA 15: **RESEARCH MANAGEMENT SYSTEM (the research management system includes strategies, policies and arrangements providing for shared understanding of the nature, role and goals of research at the institution)**

CRITERION 15: The management of the institution’s research is conducted within an approved framework of institutional strategies, policies and arrangements to enable the institution to meet its needs in such a manner that the quality of the research activities can be assured.

Requirements (Criteria)	Performance Indicators	Sources of Evidence	Performance Measure		
			Met	Concern	Not Met
15.1 The research management system.	15.1.1 The institution has an approved and widely disseminated research policy.	Policy documents, interaction with staff and management			
	15.1.2 The institution has approved and widely disseminated processes and criteria in place for the approval of research proposals.	Policy and procedures documents, minutes of research management committee meetings, interaction with management and staff, strategic plan			
	15.1.3 The institution has mechanisms in place for support and development of the capacity of new and established researchers.	Policy and procedures documents, minutes of research management committee meetings, interaction with management and staff, strategic plan			
	15.1.4 The institution has mechanisms in place for the management of research partnerships and research contracts.	Policy and procedures documents, minutes of research management committee meetings, interaction with management and staff, strategic plan			
	15.1.5 The institution has in place approved and widely disseminated policy on the handling of Intellectual Property Rights and the commercialization of research.	Policy and procedures documents, minutes of research management committee meetings, interaction with management and staff, strategic plan			
	15.1.6 The institution has an effective and trustworthy central management system of research information.	Policy and procedures documents, minutes of research management committee meetings, interaction with management and staff, strategic plan			

15.2 The institution actively encourages and promotes research by academic staff and students.	15.2.2 There is a research committee or an appropriate body which develops procedures and guidelines for undertaking research by academic staff.	Strategic plan, research committee composition, minutes and budget allocations, guidelines, rules and regulations and roles and responsibilities of various members			
	15.2.3 The institution provides financial assistance to academic staff to conduct research.	Strategic plan, research committee composition, minutes and budget allocations, guidelines, rules and regulations and roles and responsibilities of various members			
	15.2.4 The institution has strong links to and collaborates with various international, national, governmental and nongovernmental agencies in undertaking research.	Policy documents, MOUs, minutes of executive bodies and interaction with the staff and management, records of collaboration and support			
	15.2.5 The institution facilitates and encourages research by providing administrative and academic support to its academic staff in the form of study leave, project preparation, sponsorship, physical facilities, preferential work load allocations etc.	Strategic plan, research committee composition, minutes and budget allocations, guidelines, rules and regulations and roles and responsibilities of various members, records of support given and outputs etc.			
15.3 Findings of research underpin the development of the programmes and the courses.	15.3.1 The institution undertakes market research and solicits the views of employers, industry and local communities to prioritize programme and course development.	Strategic plan, policy documents, research committee minutes and findings, guidelines, rules and regulations and roles and responsibilities of various members, documentation of surveys			
	15.3.2 The research output is used to make informed choices for developing programmes and courses.	Minutes of the course planning and course design committees, feedback data, minutes of the research committees, research output data and verification of the same, interaction with staff, course developers and students			
	15.3.4 Research into science and technology is encouraged to prepare the institution to make informed choices about their introduction.	Minutes of the course planning and course design committees, feedback data, minutes of the research committees, research output data and verification of the same,			

		interaction with staff, course developers and students			
15.4 There are appropriate procedures and measures to ensure ethical practices in dealing with human and animal subjects in research.	15.4.1 The institution has a stated code of conduct and ethical practices in research.	Code of conduct and ethical standards			
	15.4.2 There is a stated procedure adopted by the research committee or an appropriate body to ensure specified ethical practices in research relating to plagiarism, copying, intellectual property rights, breach of confidentiality, etc.	Strategic plan, research committee minutes and findings, guidelines, rules and regulations and roles and responsibilities of various members, violation of code of conduct and ethical standards and action taken			
15.5 There are relevant mechanisms and procedures to monitor and evaluate research within the institution.	15.5.1 At appropriate stages, the research committee or an appropriate body monitors and evaluates the research work of the academic staff that is funded by the institution.	Strategic plan, policy documents, research committee minutes and findings, guidelines, rules and regulations and roles and responsibilities of various members, progress reports			
	15.5.2 Research activities are an integral part of the duties of academic staff. Publications and research projects are given due recognition and good work is rewarded.	Strategic plan, work norms and job descriptions, performance appraisals, research committee minutes and findings, guidelines, rules and regulations and roles and responsibilities of various members, records of evaluations and given rewards			
	15.5.3 Academic staff are encouraged to disseminate the research findings that are relevant to other units of the institution.	Strategic plan, research committee minutes and findings of research dissemination seminars, records of research committee meetings			
	15.5.4 Scholarly publications of the institution are subject to peer review.	Research reports; Compilation of research publications			
15.6 There are appropriate mechanisms and procedures to facilitate and encourage consultancy services to the wider	15.1.1 The potential expertise of the academic staff is identified and published through all media.	Strategic plan, research committee minutes and findings, guidelines, rules and regulations and roles and responsibilities of various members			

community	15.1.2 The institution has a policy for sharing the remuneration earned through consultancy between the academic staff member and the institution.	Strategic plan, policy documents, research committee minutes and findings, guidelines, rules and regulations and roles and responsibilities of various members, finance committee records			
15.7 Research, consultancy and extension services are actively promoted to build linkages with industry.	15.7.1 The institution has strong industry – institution – community linkages built into its activities.	Interaction with staff and students, corporate plan, year planner, student handbook, extension activity committee minutes, records on extension activities, annual reports			
	15.7.2 The industry – institution – community network fosters close relationships between the world of work and the world of learning for the students.	Information pack, prospectus, handbook, student information materials, MIS, interaction with staff and students, corporate plan, year planner, student handbook, extension activity committee minutes, records on extension activities, annual reports			
15.8 Internal quality assurance management system	15.8.1 It is standard practice to monitor and evaluate the approach, deployment and results of the research management system with reference to international best practices.	Strategic plan, policy documents, research committee minutes and findings, guidelines, rules and regulations and roles and responsibilities of various members, finance committee records, review reports, improvement plans			
	15.8.2 The institution acts appropriately on the risks, gaps and challenges identified through monitoring, evaluation and benchmarking processes in order to continuously improve the research management system.	Strategic plan, policy documents, research committee minutes and findings, guidelines, rules and regulations and roles and responsibilities of various members, finance committee records, review reports, improvement plans			

Strengths:

Areas of improvement:

Recommendations:

THEME 4: COMMUNITY ENGAGEMENT

SUB-AREA 16: COMMUNITY ENGAGEMENT MANAGEMENT SYSTEM (*the community engagement management system includes strategies, policies and arrangements providing for a shared understanding of the nature, role and goals of community engagement by the institution*)

CRITERION 16: The management of the institution’s community engagement activities is conducted within an approved framework of institutional strategies, policies and arrangements to enable the institution to meet its needs in such a manner that the quality of the community engagement activities can be assured.

Requirements (Sub-criteria)	Performance Indicators	Sources of Evidence	Performance Measure		
			Met	Concern	Not Met
16.1 The community engagement planning and management system.	16.1.1 The institution has in place approved and widely disseminated community engagement policy.	Policy documents			
	16.1.2 The institution has in place Criteria and processes for the	Information materials, MIS, interaction with staff and students, strategic plan, year			

	approval of community engagement projects.	planner, community engagement committee minutes, records on community engagement activities, annual reports			
	16.1.3 The institution has effective and trustworthy central management system of information related to community engagement activities	Information materials, MIS, interaction with staff and students, strategic plan, year planner, community engagement committee minutes, records on community engagement activities, annual reports			
16.2 The institution is responsive to community needs and conducts relevant extension and awareness programmes.	16.2.1 The institution has an extension unit which undertakes various community engagement activities such as HIV/AIDS awareness, gender issues, environmental issues, livelihood improvement etc.	Information materials, MIS, interaction with staff and students, strategic plan, year planner, community engagement committee minutes, records on community engagement activities, annual reports			
	16.2.2 Community work undertaken by students is integrated in learning programmes and is recognized by the institution in fulfillment of graduation requirements.	Information pack, prospectus, handbook, student information materials, MIS, interaction with staff and students, strategic plan, year planner, community engagement committee minutes, records on extension activities, annual reports			
16.3 Internal quality assurance management system	16.3.1 The institution has mechanisms in place to monitor and evaluate the implementation of community engagement system with reference to international best practices.	Information materials, MIS, interaction with staff and students, strategic plan, year planner, community engagement committee minutes, records on community engagement activities, annual reports, review reports, improvement plans			
	16.3.2 The institution implements findings from monitoring and evaluation to continuously improve the quality of community engagement activities.	Information materials, MIS, interaction with staff and students, strategic plan, year planner, community engagement committee minutes, records on community engagement activities, annual reports, review reports, improvement plans			

Strengths:

Areas of improvement:

Recommendations:

SECTION B:

CRITERIA FOR PROGRAMME SELF-EVALUATION

GENERAL INFORMATION:

1. Faculty: _____

2. Department: _____

3. Department Head: _____

4. Programme under review: _____

5. Course in the programme: _____

DATA ON ACADEMIC STAFF AND STUDENTS

STAFF PROFILE	PERMANENT STAFF		TEMPORARY STAFF			
Professors						
Associate professors						
Senior Lecturers						
Lecturers						
Junior Lecturers						
Support staff						
Totals						
STUDENT PROFILE	1st yr	2nd yr	3rd yr	4th yr	5th yr	6th yr
Proportions of male and female students						
Proportions of international students						
Proportions of students with disability						
Proportions of students declare themselves from ethnic minority						
Totals						

THEME 1: PROGRAMME AIMS AND OBJECTIVES

Requirements (Criteria)	Performance Indicators	Sources of Evidence	Performance Measure		
			Met	Concern	Not Met
1.1 The programme reflects the institutional vision, mission, goals and objectives, and national and regional needs.	1.1.1 The programme has a clearly defined purpose and objectives and it is designed to meet that purpose and those objectives.	Programme documents; programme design and development plans, interaction with students and staff, minutes of programme development committee			
	1.1.1 The programme's learning outcomes are linked to Namibia's national needs and goals (for example, as expressed in ETSIP within the context of Vision 2030), and/or regional needs.	Programme documents; programme design and development plans, interaction with students and staff, minutes of programme development committee			
	1.1.3 The programme's intended learning outcomes and goals are clearly formulated, and are in line with the institution's vision, mission and general strategic direction.	Programme documents; programme design and development plans, interaction with students and staff, minutes of programme development committee			
1.2 The programme objectives are clearly defined and focus on the development of knowledge, attitudes and skills and their application in professional practice where applicable.	1.2.1 The programmes' stated objectives focus on the needs of the nation, prospective students, employers and the community.	Strategic Plan; programme objectives, programme materials, academic information package, need survey analysis; employer surveys, institutional learning and teaching plan, curriculum and course development and accreditation policies			
1.3 Subject- or discipline-specific requirements and programme level.	1.3.1 When a programme is aimed at a particular type of occupation, the objectives of the programme clearly state the type of occupation and the knowledge, attitudes and skills to be developed during the programme.	Strategic Plan; programme objectives, programme materials, Handbook, academic information package, need survey analysis; employer surveys, institutional learning and teaching plan, curriculum and course development and accreditation policies			
1.4 Programme development follows processes and procedures for programme development and institutional approval.	1.4.1 The procedures for programme development and approval are clearly specified and meet the requirements of the accrediting authorities.	Institution's teaching and learning plan, curriculum and course development and accreditation policies, academic boards and academic review process			
	1.4.2 The programme development and approval process involves scrutiny by internal and external peers.	Institution's teaching and learning plan, curriculum and course development and accreditation policies, academic boards and academic review process			

1.5 Programme design and developed takes into consideration the students' needs and the resources available to them.	1.5.1 The programmes are developed keeping in view the needs, resources, learning styles, skills and knowledge base of the students at the entry level	Institution's teaching and learning plan, curriculum and course development and accreditation policies, academic boards and academic review process, need survey analysis data, interaction with staff and students			
	1.5.2 The programme structure is based on a careful analysis of the availability of the appropriate technologies, the learning environment of students and external accreditation requirements.	Institution's teaching and learning plan, curriculum and course development and accreditation policies, academic boards and academic review process, need survey analysis data, interaction with staff and students			
1.6 Programme development is done in consultation with relevant industry and professional bodies and displays sensitivity to changes in social and market demands.	1.6.1 The programme was developed based on a needs analysis exercise including market research, liaison with industry, review of national priorities and professional needs and reflect the latest developments and practices in the field of study.	Institution's teaching and learning plan, curriculum, course development and accreditation policies, academic boards and academic review process, needs survey data, interaction with staff and students, learning and teaching plan			
	1.6.2 The institution/department has mechanisms in place for review and modification of its programmes in consultation with relevant stakeholders such as employers, industry, education sector, professional bodies, the community, staff and students.	Teaching and learning plan, academic review processes, employer and stakeholder surveys			
	1.6.3 The Institution/department provides clear information about its programmes (via its web-site, the media, prospectus and information days) to all prospective students.	Web-site; prospectus; information package			
	1.6.4 The Prospectus and Student Handbook are easily accessible to all intended users both off-line and on-line.	Prospectus, Handbook, programme information package, website, interaction with students, student comments through questionnaire			

Strengths:

Areas of improvement:

Recommendations:

THEME 2: CURRICULUM

Requirements (Criteria)	Performance Indicators	Sources of Evidence	Performance Measure		
			Met	Concern	Not Met
2.1 The academic standard (intended learning outcomes) of the programmes is appropriate to the level and nature of the award.	2.1.1 The curriculum is balanced and coherent (expected outcomes, content, teaching and learning strategies and assessment methods of the programme) matches the standards and benchmarks established by national bodies (e.g. accreditation agencies and professional bodies).	Programme documents; programme design and development plans, interaction with students and staff, minutes of programme development committee, benchmark statements, learning and teaching plan, accreditation policies			
	2.1.2 In professional programmes, the curriculum is aligned with current professional practice and enables development of the required professional competences.	Programme documents; programme design and development plans, interaction with students and staff, minutes of programme development committee, documents on professional requirements			
	2.1.3 In professional programmes, the curriculum makes provision for sufficient work-based learning as an integral part of the curriculum.	Programme documents; programme design and development plans, interaction with students and staff, minutes of programme development committee, national quality assurance documents, documents on professional requirements			

	2.1.4 In subject- or discipline-based programmes, the curriculum is aligned with current developments in the relevant subject/discipline and enables development of the required knowledge and skills and/or research competence.	Programme documents; programme design and development plans, interaction with students and staff, minutes of programme development committee, benchmark statements, learning and teaching plan, accreditation policies			
	2.1.5 In subject- or discipline-based programmes, the curriculum links with current professional practice, where applicable.	Programme documents; programme design and development plans, interaction with students and staff, minutes of programme development committee, benchmark statements, learning and teaching plan, accreditation policies			
2.2 Needs of stakeholders	2.2.1 The curriculum is responsive to the learning needs of the target student intake with respect to its learning outcomes, teaching and learning methods, modes of delivery, modes of provision, learning materials, etc.	Programme documents; programme design and development plans, interaction with students and staff, minutes of programme development committee, benchmark statements, learning and teaching plan, accreditation policies			
	2.2.2 The curriculum is responsive to the national, labour-market, or socio-cultural needs in Namibia, and/or regional needs.	Programme documents; programme design and development plans, interaction with students and staff, minutes of programme development committee, benchmark statements, learning and teaching plan, accreditation policies, need analysis questionnaires, feedback from stakeholders			
	2.2.3 The curriculum was developed with close involvement of all the relevant stakeholders.	Programme documents; programme design and development plans, interaction with students and staff, minutes of programme development committee, benchmark statements, learning and teaching plan, accreditation policies, need analysis questionnaires, feedback from stakeholders			
2.3 Teaching and learning strategy	2.3.1 The programmes provide information for students which include a description of the aims, objectives and learning outcomes, target groups, teaching-learning processes, means of delivery, support services, scheme of assessment, credit and time requirements.	Web-site; prospectus; information package			

	2.3.2 The curriculum provides an updated and comprehensive overview of the programme (e.g. aims and objectives, learning outcomes, teaching, learning and delivery processes, support services, schedule of assessment, term requirements, credit transfers and award requirements) to all registered students at the beginning of the academic sessions.	Prospectus, Handbook, programme information package, website, interaction with students, student comments through questionnaire			
	2.3.3 The expected outcomes, the content, teaching and learning strategies and assessment methods of the programme are aligned and appropriate to the award and objectives of the programme.	Benchmark statements, learning and teaching plan, accreditation policies			
	2.3.4 The teaching and learning methods of the programme are appropriate and facilitate achievement of learning outcomes.	Benchmark statements, learning and teaching plan, curriculum documents			
	2.3.5 Learning opportunities are provided which facilitate achievement of the intended learning outcomes, for example, formal lectures, group work, service learning, online learning, etc.	Benchmark statements, learning and teaching plan, curriculum documents			
	2.3.6 The quality of the learning experience is comparable on all the campuses and tuition centres where the programme is offered.	Benchmark statements, learning and teaching plan, curriculum documents, interaction with students and staff			
	2.3.7 The quality of the teaching and learning process is continuously monitored and improved.	Benchmark statements, learning and teaching plan, curriculum documents, interaction with students and staff, review reports, improvement plans			

2.4 Student enrolment	2.4.1 Strategies, policies and arrangements for student enrolment make provision for marketing, recruitment, admissions, selection, registration and student information.	Student information packs, website, curriculum documents, prospectus			
	2.4.2 Admission requirements are in line with the programme's academic demand and the qualifications of the incoming students.	Student information packs, website, curriculum documents, prospectus			
	2.4.3 Selection procedures are such that the programme will be able to provide all students who are selected with education of a high quality.	Benchmark statements, learning and teaching plan, curriculum documents, interaction with students and staff			
	2.4.4 In selection procedures for professional programmes, the needs of the professional field are taken into account.	Prospectus, Handbook, programme information package, information on professional requirements			
2.5 Articulation	2.5.1 The content and structure of the curriculum enables articulation with other programmes nationally and internationally.	Curriculum documents, programme information package			
2.6 Postgraduate programmes	2.6.1 The curriculum provides the opportunity for postgraduate students to develop research competence.	Curriculum documents, programme information package, national quality assurance documents			
	2.6.2 The programme provides opportunity for training in research skills.	Curriculum documents, programme information package, national quality assurance documents			
	2.6.3 The policy for the appointment of supervisors for dissertations or theses ensures that well-qualified and experienced persons are appointed to supervise postgraduate students	Policy documents			
	2.6.3 The policy for the appointment of supervisors for dissertations or theses stipulates their roles and responsibilities clearly as well as those of research	Policy documents			

	students.				
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Strengths:

Areas of improvement:

Recommendations:

THEME 3: ASSESSMENT

Requirements (Criteria)	Performance Indicators	Sources of Evidence	Performance Measure		
			Met	Concern	Not Met
3.1 Intended learning outcomes and assessment	3.1.1 Assessment methods (diagnostic, formative, or summative) are appropriate for their purpose.	Assessment policy documents, curriculum documents, assessment tools			
	3.1.2 There are mechanisms in place to ensure that assessment methods effectively measure progress towards achieving intended learning outcomes of the programme.	Assessment policy documents, curriculum documents, assessment tools, interaction with staff			
3.2 Marking, assessment and moderation, validity and security	3.2.1 Assessment policy and procedures have clear and widely disseminated criteria for marking.	Assessment policy and procedure documents, curriculum documents			
	3.2.2 Assessment policy and procedures include internal moderation.	Assessment policy and procedure documents, curriculum documents			
	3.2.3 Assessment policy and procedures include external moderation on the exit level of the programme by moderators who are well qualified in relation to the programme, and are appointed and perform their duties according to clear guidelines.	Assessment policy and procedure documents, curriculum documents			
	3.2.3 Assessment policy and procedures have clear regulations for dealing with mitigating circumstances like student absence, illness, irregularities, etc.	Assessment policy and procedure documents, curriculum documents			
	3.2.4 Assessment policy and procedures contain measures to ensure the accuracy and appropriateness of assessment methods and inferences made from	Assessment policy and procedure documents, curriculum documents			

	the assessment results.				
	3.2.5 Assessment policy and procedures contain measures to ensure that assessment events on all campuses meet the same requirements.	Assessment policy and procedure documents, curriculum documents, interaction with staff and students			
	3.2.6 Assessment policy and procedures contain measures to ensure the accuracy and integrity of qualifications issued by the institution, including accurate and secure data capturing and management, regular internal software control procedures, and security measures to avoid fraud.	Assessment policy and procedure documents, curriculum documents, interaction with management and staff			
3.3 Assessment and staff	3.3.1 Academic staff are well qualified and experienced in assessment of the programme they assess.	Assessment policy and procedure documents, curriculum documents, interaction with management and staff			
	3.3.2 Academic staff understand the function of assessment in measuring achievement of the intended learning outcomes in the context of the programme.	Assessment policy and procedure documents, curriculum documents, interaction with management and staff			
3.4 Information to students	3.4.1 Students are provided with clear information on the intended learning outcomes of the programme.	Curriculum documents, student information package, prospectus, interaction with students and staff			
	3.4.2 Students are provided with clear information on the assessment methods that are used.	Curriculum documents, student information package, prospectus, interaction with students and staff			
3.5 Dissertations and theses	3.5.1 Policy and procedures for the assessment of dissertations or theses include, in addition to internal examiners, at least one examiner external to the institution who has a proven research record and is acceptable to the research community in the same field. In the case of doctoral programmes, at	Assessment policy and procedure documents, curriculum documents, policies on postgraduate studies, interaction with management and staff			

	least one external examiner should be from abroad.				
	3.5.2 Examiner' s reports are taken into consideration by postgraduate committee in making decisions.	Assessment policy and procedure documents, curriculum documents, policies on postgraduate studies, interaction with management and staff			

Strengths:

Areas of improvement:

Recommendations:

THEME 4: STAFF

Requirements (Criteria)	Performance Indicators	Sources of Evidence	Performance Measure		
			Met	Concern	Not Met
4.1 Qualifications and experience	4.1.1 Sufficient, qualified and skilled academic staff in relation to the programme are employed. <i>Undergraduate programmes: a qualification higher than the exit level, but at least a degree</i> <i>Postgraduate programmes: a qualification at least the same level as the exit level of the programme</i>	Strategic Plan; institution planning and human resource (HR) documents (including recruitment, retention, promotion, performance management, career development, records), individual staff profiles			
	4.1.2 Academic staff that teach the programme have the necessary skills and experience to pass on their knowledge effectively to students.	Strategic Plan; institution planning and human resource (HR) documents (including recruitment, retention, promotion, performance management, career development, records), individual staff profiles			
	4.1.3 Academic staff teaching professional programmes are competent enough to link the programme to professional practice.	Strategic Plan; institution planning and human resource (HR) documents (including recruitment, retention, promotion, performance management, career development, records), individual staff profiles			
	4.1.4 Academic staff teaching the programme have the necessary research experience, especially those teaching at postgraduate level.	Strategic Plan; institution planning and human resource (HR) documents (including recruitment, retention, promotion, performance management, career development, records), individual staff profiles			
	4.1.2 The institution ensures the recruitment of sufficient suitably qualified academic staff.	Strategic Plan; institution planning and human resource (HR) documents (including recruitment, retention, promotion, performance management, career development, records), individual staff profiles			

	4.1.3 Administrative and technical support staff are sufficiently qualified and experienced to support the activities of the programme.	Strategic Plan; institution planning and human resource (HR) documents (including recruitment, retention, promotion, performance management, career development, records), individual staff profiles			
4.2 Number of staff	4.2.2 A sufficient number of staff (in terms of the staff: student ration, full-time: part-time, etc.) is available to teach the programme.	Strategic Plan; institution planning and human resource (HR) documents (including recruitment, retention, promotion, performance management, career development, records), individual staff profiles			
4.3 Staff development	4.3.1 Staff are provided with ample opportunity to improve their knowledge and skills.	Human resources development plan, interaction with management and staff			

Strengths:

Areas of improvement:

Recommendations:

THEME 5: FACILITIES AND SUPPORT

Requirements (Criteria)	Performance Indicators	Sources of Evidence	Performance Measure		
			Met	Concern	Not Met
5.1 Physical facilities	5.1.1 Adequate physical facilities, such as lecture rooms, libraries, workshop rooms, laboratories, computer facilities, etc., are available to support the programme.	Visit to facilities, interaction with management, staff and students			
5.2 Support services	5.2.1 Efficient academic support services (i.e. academic support services and counseling services) are available to support the quality of academic outcomes and enhance student success in the programme.	Interaction with staff and students, proof that these services are in place			
5.3 Programme administrative services	5.3.1 The programme administration services provide reliable information about the venue, timetable, staff consultation times, etc., and student records.	Student information package, interaction with staff and students			

Strengths: _____

Areas of improvement:

Recommendations:

THEME 6: INTERNAL QUALITY ASSURANCE SYSTEM

Requirements (Criteria)	Performance Indicators	Sources of Evidence	Performance Measure		
			Met	Concern	Not Met
6.1 Internal quality assurance system	6.1.1 There are formal policies and procedures in place for the quality assurance of the programmes that actively involve staff, students, and the professional bodies, where applicable.	Internal quality assurance documents, benchmarking statements, monitoring and evaluation and review reports, interaction with management and staff			
	6.1.2 There are mechanisms in place for the design and approval of the programme.	Internal quality assurance documents, benchmarking statements, monitoring and evaluation and review reports, interaction with management and staff			
	6.1.3 There are mechanisms in place for monitoring and evaluation of the implementation of the programme.	Internal quality assurance documents, benchmarking statements, monitoring and evaluation and review reports, interaction with management and staff			
	6.1.4 The findings from monitoring and evaluation are used to improve them programme offering.	Internal quality assurance documents, benchmarking statements, monitoring and evaluation and review reports, interaction with management and staff			
	6.1.5 There are mechanisms in place for periodic review of the programme.	Internal quality assurance documents, benchmarking statements, monitoring and evaluation and review reports, interaction with management and staff			
	6.1.6 The findings from programme reviews are used to improve the quality of the	Internal quality assurance documents, benchmarking statements, monitoring and evaluation and review reports, interaction			

	programme.	with management and staff			
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Strengths:

Areas of improvement:

Recommendations:

THEME 7: FINANCIAL RESOURCES

Requirements (Criteria)	Performance Indicators	Sources of Evidence	Performance Measure		
			Met	Concern	Not Met
7.1 Institutional planning and resource allocation	7.1.1 Provision has been made for the programme in the institution's planning and resource allocation process.	Financial allocation to the department, strategic plan, annual reports, audit reports, cash flow and balance sheets			
7.2 adequacy of funds	7.2.1 Financial resources are adequate to support the needs of students on placement	Financial allocation to the department, strategic plan, annual reports, audit reports, cash flow and balance sheets			
	7.2.2 The allocated funds are adequate to support the programme and continue it on a long-term basis.	Financial allocation to the department, strategic plan, annual reports, audit reports, cash flow and balance sheets			

	7.2.3 The department has been making effort in raising funds outside its conventional sources.	Financial allocation to the department, strategic plan, annual reports, audit reports, cash flow and balance sheets			
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Strengths:

Areas of improvement:

Recommendations:
