



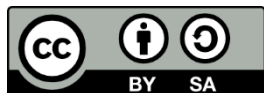
AFRICAN COUNCIL FOR DISTANCE EDUCATION (ACDE)

Quality Evaluation Toolkit for Higher Education in Africa

STANDARDS AND PERFORMANCE INDICATORS
FOR QUALITY ASSURANCE OF
HIGHER EDUCATION IN AFRICA IN A DIGITAL AGE

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FOREWORD

Sustainable Development Goal 4 emphasises the importance of inclusive and equitable education and the promotion of lifelong learning opportunities. This goal underscores the significant role that educational institutions, particularly higher education, must play to achieve these objectives by 2030. UNESCO (2022) highlights higher education institutions (HEIs) as key drivers of transformation, uniquely positioned to contribute to the social, economic, and environmental changes necessary to address pressing global challenges. In alignment with this vision, the African Union's Continental Education Strategy for Africa (CESA) focuses on education as a cornerstone for achieving its Agenda 2063 goals. Against this background, the African Council for Distance Education (ACDE) aims to fulfil its mandate of promoting quality higher education through open, distance, and e-learning (ODEL).

Since its launch in January 2004, the ACDE has established itself as the leading agency for ODeL in Africa, recognised by the African Union Commission (AUC) following a Memorandum of Understanding signed in 2011. As a vital partner to the AUC, the ACDE has contributed to initiatives like the establishment of Pan African Universities and has hosted the AUC's CESA Sub-Cluster on ODeL. In 2013, the ACDE was designated as the Lead Coordinating Agency for the Continental Teacher Development Roadmap, aimed at enhancing access to quality teacher training through distance learning.

The ACDE Quality Assurance and Accreditation Agency (QAAA) was established in 2008 to promote quality practices in open and distance higher education across Africa. Hosted by the National Open University of Nigeria (NOUN), the agency developed a quality assurance toolkit for institutions offering distance education and e-learning. This toolkit was contextualised and validated by an international reference group of quality assurance experts and has recently been updated to remain relevant amid evolving trends such as micro-credentialing, transnational education, and generative artificial intelligence.

Through its Train-the-Trainer workshops, the ACDE has trained over 140 quality assurance personnel from 11 member institutions on the toolkit's application. This initiative has facilitated self-assessment exercises, enabling institutions to address internal quality assurance and accreditation concerns effectively. The certification programme associated with the toolkit spans five years and includes training quality assurance assessors, conducting institutional self-assessments, and external peer reviews leading to certification. These efforts aim to enhance internal quality assurance practices and support national accreditation, ensuring institutions maintain high standards for ODeL provisions.

The recent updates to the toolkit are timely, given the increased adoption of distance and online learning following the COVID-19 pandemic. This toolkit provides a robust foundation for the ACDE's quality assurance training and certification programme. The ACDE encourages all higher education institutions to utilise this instrument and welcomes collaboration with African regulatory

bodies, the Association of African Universities, and other relevant organisations to enhance quality in ODeL across the continent.

In summary, the ACDE plays a crucial role in promoting quality education through ODeL, aligning its initiatives with global and continental educational goals. By continuously updating its quality assurance toolkit and fostering collaboration among institutions, the ACDE aims to ensure that higher education in Africa meets the evolving demands of learners and society.



Professor Goski Alabi

President,

African Council for Distance Education (ACDE) (2021 – 2024)

PREFACE

The African Council for Distance Education (ACDE) is dedicated to expanding access to quality education through Open, Distance, and e-Learning (ODEL). The development of a common quality assurance framework for higher education institutions in Africa was driven by the need to enhance an understanding of quality across diverse educational systems and practices, recognising the critical role of ODeL in Africa's development.

First edition

The ACDE through its Quality Assurance and Accreditation Agency developed a quality assurance framework for ODL provider of higher education in Africa about a decade ago. The toolkit aims to foster continuous self-improvement, cultivate a quality-focused culture, and enhance internal self-assessment, systematic thinking and organisational learning. The first edition was adapted from an existing toolkit developed by UNESCO, COL, and the Asian Distance Modernisation Project (DEMP). The decision to adopt this instrument was informed by its alignment with global quality assurance practices, its capacity-building focus, flexibility for various institutional contexts, and its applicability for both new and established institutions. The toolkit, comprehensive in its scope, was contextualised and internationalised through stakeholder reviews at regional workshops across the continent, benchmarked against existing QA tools and instruments, and validated by an International Reference Group of quality assurance experts.

Enhanced ACDE Quality Assurance Toolkit (Revised edition)

New developments and trends in the higher educational landscape have seen increased adoption of distance education and technology enhanced delivery modes all of which have implications for how quality is assured. Similarly, open, distance and eLearning are characterised by a changing context where learners are more diverse in profile, expectations, needs, and a changing learning, teaching and support environment characterised by a multifaceted, open educational ecosystem.

Developments such as the increasing blurring of distinction between distance and face- to -face learning and the rise of technology - enhanced delivery methods, including Generative Artificial Intelligence (GenAI), new teaching and learning resources, methods, and models such as Open Educational Resources (OER), hybrid teaching, blended learning, personalised learning, and micro-credentialing, have emerged, highlighting the need for updating of the toolkit to ensure it remains relevant. These developments have also informed the review process ensuring that the ACDE Quality Assurance Toolkit is enhanced to effectively support quality

assurance in the context of modern educational practices.

Part 1 of the toolkit on institutional reviews/audit was selected for the revision and update with the view to reflect the changes in part 2, programme review. A team of reviewers coordinated by a quality assurance expert and consultant updated the institutional review/audit instrument based on feedback obtained from a Stakeholders Quality Assurance workshop in 2023 organised to facilitate the process of updating the Toolkit reflecting the changing dynamics in distance higher education. The draft of the revised instrument underwent Stakeholders' evaluation at the Pre-conference workshop of the 7th ACDE Conference and General Assembly, Kenya in 2024. Feedback from the workshop was used to further refine the toolkit. Following the review exercise, the instrument was digitised, and a website was designed and developed for the toolkit.

The new features of the revised version include, an abridged version of the institutional review instrument, extension of coverage of the toolkit to all higher education institutions that use open, distance learning and or e-learning, the criteria, terminologies, scope, and format. For example, the Criteria standards are called 'Quality Standards' while the Criteria statements are called 'Criteria'. A new quality standard on Teaching and Learning was added to address student success while the scope of the quality standards was expanded to address the new developments. Furthermore, the revised version is in a digitalised format that is accessible online.

The ACDE aims to increase the toolkit's usage among member institutions, emphasising the importance of familiarising all institutions with its standards for effective integration into institutional and regional quality assurance frameworks.



Prof Christine I. Ofulue
Director, ACDE QAAA (2021 -2024)

STRUCTURE OF THE TOOLKIT

The ACDE-QAAA Toolkit is in three parts namely, Quality standards for Institutional reviews/audits, Quality standards for programme evaluation and a glossary of terms. It comprises twelve (12) for institutional reviews and nine (9) Quality standards for programme evaluation that reflect the essential features/elements of ODL and eLearning practices. There are six components that make up the instruments:

Quality standard: Each Quality standard has a Scope which is a statement about the coverage of the Quality standard. The Quality standards are expanded into specific criteria statements that represent good practices or measurable criteria that provide the basis for forming a judgement regarding an institution's performance in a specific quality standard.

Performance Indicators: Each quality standard has a set of Performance indicators that can be evaluated and measured.

Sources of Evidence: Examples of sources of evidence are provided for each performance indicator as proof to stakeholders.

Performance measure: A Performance measure is provided to facilitate the use of Performance Indicators (PI) as units of measurement for evaluating an institution's performance in a quality standard, using a five-point scale ranging from 0 to 4. 0 is when the PI *fails to meet a criterion*, 1 is *Unsatisfactory*, 2 is *Marginal*, 3 is *Good* and 4 is *Excellent*.

Comment: Provision is also made for comments concerning each criteria statement for which a judgement or statement by a self-assessor is based on the performance measure score.

Overall evaluation for the quality standards: Based on the overall evaluation score obtained for a quality standard, a section is provided at the end of each quality standard for a summary of strengths and weaknesses or areas of improvement and recommendations on improvement. In the digital version of the toolkit, overall evaluation score for each quality standard is automatically calculated.

HOW TO USE THE TOOLKIT

The purpose of the toolkit is to enable institutions evaluate their provisions for improvement. The toolkit is not about judging, rather it is about supporting your institution to analyse its processes and practice; practise honest self-reflection; have a readiness and willingness to investigate the issues and to utilise the results for improvement purposes; and openness to appraise facts properly. To this end, institutions need to be analytical, self-critical and evaluative rather than descriptive. They need to ensure that every claim is supported with evidence, identify their strengths in relation to the criteria statements of each quality standard. Institutions also need to be honest about areas that need improvement with suggestions of how such improvements can be achieved.

The toolkit is user friendly as each quality standard can stand alone. In the digitised version, an abridged version containing the criteria statements for each quality standard without the performance indicators and sources of evidence is provided to enable institutions have an overall view of all the areas covered and identify priority quality standards for their purposes of improving the quality of their provisions.

The toolkit is flexible, institutions may wish to conduct only institutional review or only a programme review on one or more of their academic programmes. The institutional and programme review instruments are interconnected in that they overlap in some of the quality standards. This means that institutions that wish to conduct both institutional and programme reviews will only need to assess themselves once for the specific quality standards where there is an overlap.

A self-assessment reporting template was developed to facilitate institutional self-evaluation reports as an initial step in the process towards obtaining ACDE certification.

The toolkit will continuously be revised and refined in response to changes in internal and external environment of African higher education.

The toolkit provides a comprehensive tool for self-assessment as it measures the Institution's strengths and weaknesses against key ODL practices and processes. The willingness of institutional leadership to promote regular institutional reviews/audits focusing on specific quality standards and embracing peer reviews to identify and address identified area(s) of weaknesses is essential for their envisaged continuous quality enhancement.

Quality Evaluation Toolkit for Institutional Review

Quality Standard 1: VISION, MISSION AND PLANNING

Scope

- The institution has a vision, mission and objectives that reflect its academic commitments and the needs of society. The institution is responsible for ensuring value systems in all its constituents. There is a rationale for the use of any delivery modes used by the institution. The mission of the institution promotes access and success.

Summary of standard criteria

1. The institution has a stated vision and mission that are supported by clearly defined goals and objectives within the context of national development priorities and the latest international trends in education.
2. The mission statement and objectives are regularly reviewed by the institution.
3. Policy statements and action plans to fulfil the stated mission are formulated for all operations and incorporated into the institutional Strategic Plan.
4. Policy and planning are supported by systematic institutional research.
5. To achieve its stated objectives, the institution has systematic and transparent procedures for planning and development.
6. Relevant stakeholder groups are represented in the policy formulation process to encourage ownership and to facilitate feedback and openness.
7. Implementation plans of the institution are documented and effectively communicated to the relevant parties.
8. There are monitoring procedures to ensure that the policies and plans of the institution are implemented, evaluated and improved from time to time
9. The institution demonstrates its drive to develop itself into a Centre of Excellence and to maintain nationally and internationally comparable and acceptable standards.
10. The institution's commitment to learners is documented and made available to all stakeholders.
11. There are effective and appropriate appeal mechanisms for all constituents of the institution.
12. The institution's commitment to inclusiveness is reflected in its admission and recruitment policies and learner profiles.
13. The institution has a stated policy on partnerships and collaborations.
14. The institution has a clear policy on ethical practices and ensures its implementation in all its activities.
15. The institution has a stated policy for financial support and its management for learners.
16. The institution has a stated policy with regard to quality assurance and monitoring in all aspects of its operations.
17. There is a system for implementing and reviewing the quality assurance procedures of the institution.
18. The primary purpose of the institution's quality assurance policy and procedures is to achieve quality enhancement.
19. The institution has a policy for the effective use of Information and Communications Technology (ICT) in support of all educational activities. This includes use of evolving forms of technology like AI, Chat GPT, etc.
20. The institution provides timely, accurate and clear instructions regarding its credit transfer policies and practices.

21. When the institution contracts to another agency the educational services of a learning programme, in part or full, it ensures the academic quality and integrity of all educational services offered in its name.

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
1.1 The institution has a stated vision and mission that are supported by clearly defined goals and objectives within the context of national development priorities and the latest international trends in education.	1.1.1 The vision and mission are relevant to national development priorities.	The vision and mission statements; Corporate/Strategic Plan; handbook of the institution; governing board/academic board meeting minutes; planning policy, framework; involvement of staff in the university plans.	0. Fails to meet criterion 1. Unsatisfactory 2. Marginal 3. Good 4. Excellent 0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.1.2 The vision and mission reflect the latest international trends in education	The vision and mission statements; Corporate/Strategic Plan; handbook of the institution; governing board/academic board meeting minutes; planning policy, framework; involvement of staff in the university plans.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	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.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.1.4 The specific goals and objectives are clearly defined and relevant to the institutional context.	Handbook; Corporate/Strategic Plan; brochures; programme information documents; website	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
1.2 The mission statement and objectives are regularly reviewed by the institution.	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.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.2.2 The feedback is systematically analysed and used by management for decision making.	Feedback forms, documented feedback information, interaction with stakeholders, data on workshops, minutes of meetings of various committees dealing with feedback processes.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.2.3 The senior management reviews the appropriateness of institutional activities to ensure alignment with the needs of the stakeholders and the institution's mission and objectives.	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.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
1.3 The institutional Strategic Plan incorporates policy statements and action plans for all operations to fulfill the stated vision and mission.	1.3.1 The institution has a Strategic Plan in place which provides a basis for all key activities of the institution.	Corporate/Strategic Plan; year planner; schedule of activities; minutes of statutory boards/committees; interaction with staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.3.2 The institution has a Strategic Plan which is appropriately aligned to the institutional vision and mission.	Strategic Plan/Corporate Plan, mission and vision documents.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
	1.3.3 The Mainstreaming of technology (e-learning/blended learning and OER) is adequately reflected in the vision and Strategic Plan of the institution	Vision and mission documents, handbook of the institution, policy documents	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
1.4 Policy and Institutional Planning are supported by systematic institutional research	1.4.1 The institution assigns responsibility for conducting systematic research and evaluation of its performance and for communicating the results to senior management, staff and students.	Feedback forms and data; market surveys and data; minutes of policy planning units/committees, interaction with staff, students and employers.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.4.2 The policies of the institution are based on and regularly reviewed in the light of the institutional research data.	Feedback from stakeholders; market surveys; institutional research; interaction with staff and students; policy development meeting minutes; policy documents.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
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, including students.	MIS, website, interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.5.2 Policy statements and strategic plans are aligned with the mission, goals and principles of the education provider.	Institutional Strategic plan; vision and mission of education provider.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
	1.5.3 Institutional plans are explicit about the role technology plays in supporting achievement of institutional goals.	Council approval of technology plans to support the academic project; Strategic Plan	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.5.4 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.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
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 consultation with stakeholders in decision making .	Composition of institution committees and minutes of the meetings; interactions with staff; interaction with students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.6.2 The institution adopts a participatory approach through a process of regular and continuous feedback loops with its stakeholders.	Data/information on feedback; regularity of feedback; agenda and minutes of policy development committees.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
1.7 Implementation plans of the institution are documented and effectively communicated to the relevant parties.	1.7.1 Responsibility for implementation and operationalisation of institutional plans is clearly 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.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.7.2 The institution has strategies and structures for communicating with students.	Documents specifying the roles and responsibilities of staff; documents pertaining to appointments and transfers and responsible authorities; policy manual; interaction with staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.7.3 Staff are briefed on the relevant plans and on their role in the implementation processes.	Strategic / corporate plan document	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
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/Corporate Plan; year planner; annual report; minutes of executive and academic boards, planning and implementation policy, institutional monitoring and evaluation reports.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	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/Corporate Plan; year planner; annual report; minutes of executive and academic boards, planning/implementation policy, institutional practices. management committee meetings, minutes and agenda	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
1.9 The institution demonstrates its drive to develop itself into a Centre of Excellence and to maintain nationally and internationally comparable and acceptable standards.	1.9.1 The institutional plans and policies reflect the changing national and international priorities and developments.	Institutional plan; policy documents, interaction with management and senior staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	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;	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.9.3 The institution ensures quality, equity and cost effective access to students .	Institutional policy and plan documents; feedback documents; review and monitoring committee agenda and minutes and financial allocation documents; minutes of finance committee; interaction with staff and students, quality assurance plans; university equity plans.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
1.10 The institution's commitment to learners is documented and made available to all stakeholders.	1.10.1 The institution places students at the centre of its planning and has clearly stated and documented procedures / processes reflecting its commitment to this goal.	Institution handbooks, prospectus, brochures, information package to students, website, advertisements, procedures documents, interaction with students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
	1.10.2 The institution has clearly stated and documented processes for evaluating its achievements in terms of commitment to its learners.	Institution handbooks, prospectus, brochures, information package to students, website, advertisements, procedures documents and interaction with students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.10.3 The institution disseminates factual information on its commitment to learners.	Management Information System, website, circulars; special communication documents, minutes of meetings, evidence of circulation; interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
1.11 There are effective and appropriate appeal mechanisms for all constituents of the institution.	1.11.1 The institution has transparent and mechanisms to address grievances timeously.	Agenda and minutes of relevant committee that addresses redress issues; interaction with staff and students; efficiency of reporting and consequential action	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.11.2 The details of the redress policies and procedures are readily accessible to all staff and learners.	Policy documents, prospectus, handbook, brochures, information package, bylaws, rules and regulations..	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
1.12 The institution's commitment to inclusiveness is reflected in its admission and	1.12.1 The institution publishes its policies on admission and recruitment of students and staff	Prospectus, student and mission details, recruitment policy, advertisement and media of advertisement, market surveys, institutional research data, student profile, interaction with students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
recruitment policies and learner profiles.	1.12.2 The admission process is transparent and is made available for scrutiny by relevant stakeholders.	Prospectus, handbook, website, advertisements.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.12.3. The institution makes special provision to ensure access, success and equity	Prospectus, institutional policy document, student handbook, student profiles, admission policy, interaction with students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
1.13 The institution has a stated policy on partnerships and collaborations.	1.13.1 The institution has a clearly stated policy that provides the basis for collaborative relationships and partnerships involving public – private - governmental and non-governmental agencies for the development and delivery of quality programmes.	Policy documents, Memoranda of Understandings, Corporate/Strategic Plan, annual reports.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.13.2 There are specified guidelines for establishing collaborations and partnerships.	Policy documents, Guidelines for collaborations and partnerships, Memoranda of Understandings/Agreement, Corporate/Strategic Plan, annual report,	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
	1.13.3 There are defined performance indicators for monitoring and evaluating the effectiveness of collaborations and partnerships.	Performance indicators for M&E; progress reports		
1.14 The institution has a clear policy on ethical practices and ensures its implementation in all its activities.	1.14.1 The institution has a defined code of conduct and ethical standards for staff, students and in all levels of its activities	Documents specifying code of conduct, ethical standards, corporate plan, minutes of relevant committees, structure, prospectus, brochures, information package.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.14.2 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	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.14.3 Disciplinary procedures are in place for violation of the code of conduct and unethical behaviour.	Interaction with staff and students, minutes of disciplinary committees.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
	1.14.4 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	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
1.15 The institution has a stated policy for financial support and its management for students .	1.15.1 There is a clear and transparent policy for the administration of financial support to learners, including scholarships, bursaries, fees and reimbursements.	Policy documents, brochure, prospectus, programme information package, financial statement, financial information systems.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.15.2 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.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.15.3 The institution regularly reviews the financial disbursements to students and takes necessary steps for timely disbursements.	Expenditure statements, records of disbursements, financial information system, interaction with students and administration staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
1.16 The institution has a stated policy with regard to quality assurance and monitoring in all	1.16.1 There is an integrated framework to ensure the quality of the academic and administrative activities of the institution.	Corporate/Strategic Plan; quality framework; agenda and minutes of relevant committees, quality circles and internal quality assurance teams, quality assurance policy and procedures.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
aspects of its operations.	1.16.2 There are clearly stipulated internal quality assurance processes for both administrative and academic activities.	Corporate/Strategic Plan; quality framework, agendas and minutes of relevant committees, quality circles, internal quality assurance teams, quality assurance procedures.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.16.3 Internal quality assurance mechanisms are aligned with the requirements of the relevant external quality assurance agencies.	Corporate Plan, Management Information System, website, internal circulars, Quality Assurance framework and Quality Assurance policy documents, interaction with staff and students, documents on external quality assurance agency.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.16.4 Quality assurance policies are effectively communicated to all the constituents of the institution.	Corporate Plan, Management Information System, website, internal circulars, Quality Assurance framework and Quality Assurance policy documents, interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
1.17 There is a system for implementing and reviewing the quality assurance procedures of the institution.	1.17.1 The institution undertakes quality reviews/ audits at regular intervals to ensure the quality of all activities.	Corporate /Strategic Plan; institution plans, quality assurance committee structure and minutes of quality assurance committee meetings, interaction with staff, minutes of statutory boards, planning and implementation committee meeting minutes.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
	1.17.2 The institution monitors and reviews the effectiveness of its quality assurance procedures and uses the outcomes to improve implementation strategies.	Corporate /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.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.17.3 The institution provides training to its staff and students for effective implementation of the quality assurance procedures.	Activity schedules, training modules, review documents, minutes and agendas of QA committee and staff committees; performance appraisal forms, interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
1.18 The primary purpose of the institutions' quality assurance policy and procedures is to achieve quality enhancement	1.18.1 Continuous quality enhancement is identified as a goal of the quality assurance policy	Quality Assurance plan and policy	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.18.2 Specific improvement targets are identified and subjected to monitoring and review	Quality Assurance Framework	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
1.19 The institution has a policy for the effective use of Information and Communications Technology (ICT) in support of all educational	1.19.1 The institution has provisions at various policy levels for the planning, acquisition, deployment, maintenance and use of appropriate technologies including the latest Information and	Policy documents, Corporate Plan, budget allocation documents, technology development plans, agendas and minutes of meetings of technology infrastructure and operational committees.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
activities. This includes use of evolving forms of technology like AI, Chat GPT, etc.	Communication Technologies.			
	1.19.2 There are procedures for monitoring the implementation of Information and Communication Technology policies (Inclusive of emerging technologies)	Policy documents, Corporate Plan, budget allocation documents, technology development plans, agendas and minutes of meetings of technology infrastructure and operational committees.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
1.20 The institution provides timely, accurate and clear instructions regarding its credit transfer policies and practices.	1.20.1 There is an effective and accountable mechanism for the communication and dissemination of information about credit transfer policies and practices at all levels within and between Institutions.	Prospectus, policy documents on credit transfers/exemptions, corporate /strategic plan, programme documents, course material package, interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.20.2 There is efficient administrative and academic support for the implementation of the institution's credit transfer policies.	Organogram, policy documents, Corporate Strategic Plan, prospectus, minutes of credit transfer/exemption committee meetings.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
1.21 When the institution contracts to another agency, in part or full, the educational services of a learning programme, it ensures the academic quality and	1.21.1 Quality management mechanisms are in place to ensure that the content offered by external providers is of good quality and meets the national and institutional quality criteria.	Quality Assurance Plans; Quality Assurance Committee documents; Corporate/Strategic Plan, Programme material, documented internal delegations and agency statements, documentation on staff and employees recruitment related to course development, course development,	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
integrity of all educational services offered in its name.		manuals and documentation on implementation.		
	1.21.2 The institution has specified criteria and procedures for selecting, monitoring and evaluating the services provided by partners and contractors,	Corporate Plan Memoranda of Understandings, minutes of relevant review meetings, Monitoring Committees and Plans, Management Committee meeting minutes	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

SUMMARY OF STRENGTHS AND AREAS FOR IMPROVEMENT WITHIN THE STANDARD:

Overall Input and Evaluation of Standard 1:

Strengths identified:

Areas for improvement identified:

Recommendations:

Overall Evaluation for Standard 1

0. Fails to meet criterion	1. Unsatisfactory	2. Marginal	3. Good/Commend	4. Excellent

Quality Standard 2: ORGANIZATIONAL MANAGEMENT, CULTURE AND LEADERSHIP

Scope

- The organizational culture and leadership of the institution support the achievement of the institution's vision, mission, values and mandate. The institution has clear and effective communication channels as well as efficient resource management and administration systems that enable the institution to achieve its objectives. The institution is financially sound and can make reliable educational provision. An enabling technology-enabled environment is cultivated to enhance the quality of the learning experience of the learners and promote research.

Summary of standard criteria

1. The organisational structure of the institution is suitable for its operations to ensure reliable educational provision and support to learners.
2. Appropriate structures and processes are in place to facilitate planning for student success.
3. There are effective channels for communication with potential, current and past learners, with key external stakeholders, and with all staff and tutors involved in the teaching-learning process.
4. Enquiries and complaints are dealt with quickly, fairly and efficiently.
5. Appropriate technology tools are used to facilitate sound planning and communication.
6. The enrolment procedures are clear and efficient and include provision for accurate, comprehensive and helpful information to prospective learners.
7. The development/production and delivery of course materials are timely and quality assured.
8. There is a prompt response to the learners' needs for academic, administrative and personal support.
9. Financial policies, plans and procedures are clearly stated and adhered to by the institution.
10. Provision is made in the budget to promote research in the design of courses and delivery methods.
11. Staff and students are represented on governance structures.
12. Appropriate learner representation is included in decision-making processes.
13. There is an efficient and secure system for the administration and maintenance of learners' records over time.
14. The institution has a mechanism for constantly streamlining, encouraging innovation and creativity and improving its processes.
15. Mechanisms are in place to ensure effective coordination among different institutional constituencies.
16. The institution has activities to promote social harmony.
17. The institution has a statement on 'core values' and mechanisms to ensure compliance by all its constituents.
18. The institution encourages collaborative relationship among key players

Criteria Standards		Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
2.1	The organisational structure of the institution is suitable for its operations to ensure reliable educational provision and support to learners.	2.1.1	The institution has an organizational chart that covers all relevant units, divisions and departments with specified units and positions appropriate for functions.	Organisation chart, Corporate/Strategic Plan, policy manuals, handbook, planning implementation policy/framework; documented internal delegation of powers, websites. 0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
		2.1.2	The institution employs sufficient, appropriately qualified administrative, academic and technical staff to handle various specialized tasks and activities.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
		2.1.3	The governance structure provides for collegial decision making and oversight of institutional activities and ensures the overall quality of the institutional provisions.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
2.2	Appropriate structures and processes are in place to facilitate planning for student success	2.2.1	The systems and processes of the institution's academic activities are planned well in advance.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	2.2.2 The academic calendar is made available to both students and staff of the institution at the beginning of the academic year.	Year planners, operational schedules, prospectus and brochures of academic programmes, learning and teaching plan and interaction with students, MIS, website.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.2.3 The institution assigns responsibility for monitoring the effective implementation of the calendar and for proposing mid-term corrections where required.	Committee structure and composition, terms of reference, agenda and minutes, interaction with staff and students. Learner feedback.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.2.4 The institution has a culture of putting the student at the centre of all its planning and there is demonstrated commitment to student success by management.	Appropriate student data collected, analysed and used for decision-making and planning		
2.3 There are effective channels for communication with potential, current and past learners, with key external stakeholders, and with all staff and	2.3.1 The institution has a formal mechanism for obtaining feedback from students, staff and other stakeholders on the teaching-learning process.	Documented feedback mechanisms and plans; evidence of systems which achieve integration of feedback data from all stakeholders; surveys of stakeholder awareness and opinions; interaction with stakeholders.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
tutors involved in the teaching -learning process.	2.3.2 There are various channels of communication established to ensure a timely information flow and dialogue across various units and staff of the institution.	Management Information System, websites, interaction with stakeholders and documented feedback mechanisms and plans; evidence of systems which achieve integration of feedback data from all stakeholders; surveys of stakeholder awareness and opinions; e-mail and discussion forums, interaction with stakeholders.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.3.3 The institution has mechanisms in place for interaction among the staff.	Management Information System, websites, interaction with stakeholders, e-mail service and access.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.3.4 Clear channels of communication are established between current learners and the tutors and academic staff involved in the learning process	Operational Schedules; outreach centre activities; records of contact sessions.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.3.5 Relevant and updated information on feedback received is made available to the stakeholders through print and/or electronic media.	Management Information System, websites, interaction with stakeholders and documented feedback mechanisms and plans; evidence of systems which achieve integration of feedback data from all stakeholders; surveys of stakeholder awareness and opinions; interaction with stakeholders.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
2.4 Enquiries and complaints are dealt with quickly, fairly and efficiently.	2.4.1 There is a mechanism to receive enquiries from stakeholders and provide correct and timely information.	Corporate/Strategic Plan, grievances and redressal committee structure and policy documents and minutes of meetings, minutes of management committee meetings.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.4.2 There is a mechanism to deal promptly with complaints received and provide timely redress	Corporate/Strategic Plan, grievances and redressal committee structure and policy documents and minutes of meetings, minutes of management committee meetings, MIS, website, handbook.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.4.3 The composition, terms of reference and decisions of the grievance redress mechanisms are made known to all thereby ensuring the transparency of the process.	Corporate/Strategic Plan, grievances committee structure and policy documents and minutes of meetings, minutes of management committee meetings, MIS, website, handbook and interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
2.5 Appropriate technology tools are used to facilitate sound planning and communication	2.5.1 The institution uses tracking devices like dashboards to monitor progress	Dashboards; monitoring reports	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.5.2 Appropriate student data are collected, analysed and used for decision-making and planning.		0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	2.5.3 Institutional management supports staff development on using institutional dashboards and latest forms of technology.			
2.6 The enrolment procedures are clear and efficient and include provision for accurate, comprehensive and helpful information to prospective learners.	2.6.1 The information package of the institution is comprehensive, providing details of the facilities and support services available to the learners.	Handbook, Prospectus, brochures, programme/course information package, MIS, website, interaction with students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.6.2 Information to prospective learners includes details of admission requirements, the procedure for enrollment and the requirements for progression through the programme.	Handbook, Prospectus, brochures, programme/course information package, MIS, website, interaction with students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.6.3 Enrollment to the programmes is strictly in line with the specified norms and admission guidelines.	Handbook, Prospectus, brochures, programme/course information package, MIS, website, interaction with students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
2.7 The development, production and delivery of course materials are timely and quality assured.	2.7.1 The production of the course materials adheres to the agreed time lines.	Programme information brochures, faculty/academic board records and minutes, planning implementation policy/framework, curriculum and course development and accreditation policies and implementation strategies, activity schedules, minutes of programme theme meetings.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.7.2 The development of the course materials ensures compliance with the institutional quality standards.	Quality assurance plans; quality assurance committee documents; corporate/strategic plan, programme material, documented internal and external delegations and agency statements, documentation on staff and employees recruitment related to course development, course development, manuals and documentation on implementation.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.7.3 The responsibility for assuring the quality of course materials at various levels and stages of production and delivery is assigned to an appropriate unit/department.	Committee structure and composition, terms of reference, agendas and minutes, interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
2.8 There is a prompt response to the learners' needs for academic, administrative and personal support.	2.8.1 The institution provides support to learners through appropriately qualified staff.	Corporate/Strategic Plan, policy documents, evidence of student counselling centre/unit, its structure, functioning, interaction with students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	2.8.2 The institution ensures the availability of appropriate academic, administrative and other instructional support for effective delivery of the programme	Documents on adequacy of staff; qualifications of staff; infrastructure facilities in the centre and outreach centres, evidence of technology applications, student progress report, interaction with students	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.8.3 Learners can access personal counseling services in-person or online.	Corporate/Strategic Plan, policy documents, evidence of student counselling centre/unit, its structure, functioning, interaction with students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.8.4 The Counseling service provides prompt response for learners	Corporate/Strategic Plan, policy documents, evidence of student counseling centre/unit, its structure, functioning, interaction with students and staff, access to on-line services.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
2.9 Financial policies, plans and procedures are clearly stated and adhered to by the institution.	2.9.1 The institution has a resource mobilization plan that is prepared in advance and adequately covers all its activities.	Financial allocation to the institution, corporate/strategic plan, annual reports, audit reports, cash flow and balance sheets.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.9.2 The institution's financial procedures comply with the requirements of national financial regulatory bodies.	Financial allocation to the institution, corporate/strategic plan, annual reports, audit reports, cash flow and balance sheets.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	2.9.3 There is a formally established body 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, Corporate/Strategic Plan, annual reports, audit reports, cash flow and balance sheets.	<div>0 1 2 3 4</div> <div>○ ○ ○ ○ ○</div>	
	2.9.4 The budget allocation process is transparent and ensures that all planned and approved activities can take place.	Financial allocation to the institution, Corporate/Strategic Plan, annual reports, audit reports, cash flow and balance sheets.	<div>0 1 2 3 4</div> <div>○ ○ ○ ○ ○</div>	
	2.9.5 The institution earmarks a specific budget allocation for the enhancement of the technology infrastructure required for efficient management of institutional finances.	Internal audit reports, auditor general's reports, annual reports, audit procedures, audit committee structure, roles and responsibilities and minutes of meetings.	<div>0 1 2 3 4</div> <div>○ ○ ○ ○ ○</div>	
	2.9.6 The institution has an internal and external financial audit mechanism. Audits take place on a regular basis and the institution consistently receives unqualified audit reports.	Corporate/Strategic Plan, grievance and redress committee structure and policy documents and minutes of meetings, minutes of management committee meetings, MIS, website, handbook and interaction with staff and students.	<div>0 1 2 3 4</div> <div>○ ○ ○ ○ ○</div>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
2.10 Provision is made in the budget to promote research in the design of courses and delivery methods.	2.10.1 There is a budgetary provision for research and innovation in the design and delivery of academic programmes and courses for all modes of delivery (including distance and eLearning).	Corporate/Strategic Plan; financial information management system; financial allocation; research committee plans, minutes of meetings; review of research committee tasks	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.10.2 The research and development committee (or any other appropriate body) monitors research activities. I	Corporate/Strategic Plan; research and development committee structure, roles and responsibilities of members, evidence of research review and feedback; annual reports.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
2.11 Staff and students are represented on governance structures.	2.11.1 Appropriate staff representation is mandated and secured on key governance committees.	Corporate/Strategic Plan; handbook, faculty brochures, management committee records, academic board records, interaction with staff, procedures for nomination and appointment to committees, by-laws.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
2.12 Appropriate learner representation is included in decision-making processes.	2.12.1 Participation and representation of learners in academic committee or any other appropriate body is mandated and secured.	Corporate/Strategic Plan; faculty brochures, academic committee records, annual report, interaction with students, procedures for nomination and appointment to committees, by-laws.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	2.12.2 The institution supports the establishment of student councils, subject associations and student committees and organizes workshops and training programmes to empower learners to contribute productively towards academic improvement.	Corporate/Strategic Plan; faculty brochures, academic committee records, annual report, interaction with students, procedures for nomination and appointment to committees, by-laws.	<div>0 1 2 3 4</div> <div>○ ○ ○ ○ ○</div>	
2.13 There is an efficient and secure system for the administration and maintenance of learners' records over time.	2.13.1 There is an MIS in place which ensures that the records, personal information, assessment and evaluation results are securely stored and made accessible only to authorized persons.	Corporate/Strategic Plan; MIS; annual report; lines of authority for MIS access.	<div>0 1 2 3 4</div> <div>○ ○ ○ ○ ○</div>	
	2.13.2 Effective security 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.	<div>0 1 2 3 4</div> <div>○ ○ ○ ○ ○</div>	
	2.13.3 Learner records are regularly updated and made available without delay to authorized users.	MIS, Prospectus, handbooks, information packages, feedback studies; interaction with staff and students.	<div>0 1 2 3 4</div> <div>○ ○ ○ ○ ○</div>	
2.14 The institution has a mechanism for constantly streamlining, encouraging innovation and creativity and improving its processes	2.14.1 Quality assurance procedures are based on a continuous process of feedback, evaluation and improvement.	Feedback mechanisms documented, various committee/board minutes, performance review meeting minutes, evidence of consequential action.	<div>0 1 2 3 4</div> <div>○ ○ ○ ○ ○</div>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	2.14.2 The institution's policies and resource allocation procedures encourage innovation and creativity.	Corporate/Strategic Plan; policy documents; research committee meeting minutes; management committee meeting minutes; rewards/awards committee meeting minutes; budgetary allocations, interaction with staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.14.3 The institution recognizes the good work done by the staff through incentives, rewards, special awards and monetary grants.	Corporate/Strategic Plan; policy documents; research committee meeting minutes; management committee meeting minutes; rewards/awards committee meeting minutes; budgetary allocations, interaction with staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
2.15 Mechanisms are in place to ensure effective coordination among different institutional constituencies.	2.15.1 Committee membership is designed to secure appropriate representation of relevant constituencies in decision making processes.	Corporate/Strategic Plan; handbook, faculty brochures, management committee records, academic board records, interaction with staff, procedures for nomination and appointment to committees, by-laws	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.15.2 There is a formal mechanism for liaison between committees to ensure proper coordination and dissemination of information among the various constituencies of the institution.	Corporate/Strategic Plan; handbook, faculty brochures, management committee records, academic board records, interaction with staff, procedures for nomination and appointment to committees, by-laws and all committee meeting minutes, evidence of consequential actions, interaction with staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	2.15.3 There are established channels of communication so that issues discussed in committees are communicated to the senior management for appropriate decision.	Corporate/Strategic Plan; handbook, faculty brochures, management committee records, academic board records, interaction with staff, procedures for nomination and appointment to committees, by-laws and all committee meeting minutes, evidence of consequential actions, interaction with staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
2.16 The institution has activities to promote social harmony.	2.16.1 Institutional activities reflect national social justice priorities, social harmony, human rights, values and ethics.	Corporate/Strategic Plan; policy documents, , website, interaction with staff and students, course materials.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.16.2 The curriculum includes good citizenship and promotes the holistic development of the learner.	Corporate/Strategic Plan; policy documents, curriculum, website, interaction with staff and students, course materials.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.16.3 The institution engages in community outreach activities.	Corporate/Strategic Plan, records of outreach activities and impact.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.19.4 The Institution promotes cordial relationship among key players.	Corporate/strategic plan, policy document, by-laws, rules and regulation, interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
2.17 The institution has a statement on 'core values' and mechanisms to ensure compliance by all its constituents.	2.17.1 The institution's defined codes of conduct and ethical standards are strictly adhered to by all students and staff.	Corporate/Strategic Plan; policy documents, defined codes of conduct, by-laws, rules and regulations, interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.17.2 There is a clear procedure for disciplinary action in place.	Corporate/Strategic Plan; policy documents, defined codes of conduct, by-laws, rules and regulations, interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
2.18 The institution encourages collaborative relationship among key players	2.18.1 There is an MOU for collaborative relations and the institution adheres to its terms.	Policy documents, MOUs between institution and other agencies; ToRs; interaction with students, administrative staff and external providers.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.18.2 In programmes that are delivered collaboratively/jointly, responsibility for performance remains with the institution that confers the qualification.	Policy documents, MOUs between institution and other agencies.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

SUMMARY OF STRENGTHS AND AREAS FOR IMPROVEMENT WITHIN THE STANDARD:

Overall Input and Evaluation of Standard 2:

Strengths identified:

Areas for improvement identified:

Recommendations:

Overall Evaluation for Standard 2

0. Fails to meet criterion	1. Unsatisfactory	2. Marginal	3. Good/Commend	4. Excellent

Quality Standard 3: THE LEARNERS

Scope - The policy and practice of the institution is driven by the educational needs of the learners.

Summary of standard criteria

1. There is a system of collecting detailed information data about learners and using this information analysing the data to inform all aspects of policy and planning, programme course development, support services, and the overall processes of learning.
2. The institution has inclusive policies that are implemented effectively and reviewed on a regular basis.is aware of and responds to learners with special needs.
3. Learners are provided with information enabled to make informed decisions about their choice of programmes.
4. The institution has mechanisms to maintain close links with, obtain feedback from and monitor learners.

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
3.1 There is a system of collecting detailed data about learners and analysing the data to inform all aspects of policy and planning, programme course development, support services, and the overall processes of learning.	3.1.1 There is an up-to-date and integrated database about learners, providing data on demographics, language, gender, ethnicity, special needs, socio-economic and educational background work.	Handbook, Faculty Prospectus, programme/course information package, brochures, website, other advocacy material including advertisements; interaction with students; documentation on student performance.	0. Fails to meet criterion 1. Unsatisfactory 2. Marginal 3. Good 4. Excellent 0 1 2 3 4 ○ ○ ○ ○ ○	
	3.1.2 The institution reviews and analyses the data of learner profiles, needs and expectations.	Documents relating to admissions, tracer study and monitoring reports.	 0 1 2 3 4 ○ ○ ○ ○ ○	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	3.1.3 The outcome of reviews and research data collection and analysis, informs the design and redesign of course materials, assessment exercises and tutoring assignments.	Documentation on programme/Course development process, house style/other relevant manuals: need analysis questionnaire and documented feedback data : meeting minutes of institutional research committees; interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	3.1.4 Academic support staff have access to relevant student information and data.	MIS, interaction with staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
3.2 The institution has inclusive policies that are implemented effectively and reviewed on a regular basis.	3.2.1 The institution's admission policy has adequate provision for students with special needs.	Stakeholder analysis feedback forms; database; facilities for use by learners with special needs; documentation on workshops/meetings with outcomes; evidence of consequential action.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	3.2.2 The different facilities at the institution and the programmes offered have provision to cater to students with special learning difficulties.	Stakeholder s feedback forms; records of institutional facilities available, reports on regular review of such facilities,	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	3.2.3 The institution has policies and procedures in place to ensure that only authorized personnel have access to students' personal data.	Corporate plan; policy on available infrastructure facilities, MIS, program information package, brochures, prospectus website, interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
3.3 Students are provided with information to make informed decisions about their choice of programmes.	3.3.1 Entry requirements and other prerequisites for programmes and courses are clearly specified and communicated prior to entry to facilitate selection of programmes or courses that are relevant and meaningful to the learners.	Handbook, Faculty Prospectus, programme/course information package, brochures, websites, other advocacy material including advertisements: interaction with students: documentation on student performance.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	3.3.2 Learners have access to counseling and guidance services. Particular attention should be paid to learners with special needs.	Documents relating to admissions.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
3.4 The institution has mechanisms to maintain close links with, obtain feedback from and monitor learners.	3.4.1 The institution uses available technology to maintain regular interaction with learners. Where appropriate, formal contact sessions are used.	Prospectus, faculty brochures, programme/course information package, interaction with staff and students, feedback forms and evidence of consequential action.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	3.4.2 Staff are accessible to the learners through a range of technology-mediated platforms (e.g. e-mails, teleconferencing, SMS, telephone, social media or other internet groups, discussion.	Website, e-mail provision for students/teachers sample, MIS, guidelines to students, technology facilities and evidence of access, budget allocations.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	3.4.3 The institution keeps track of the use of technology for communication between teachers and learners to ensure that the learners' interests are well served.	Website, e-mail provision for students/teachers sample, MIS, guidelines to students, technology facilities and evidence of access, budget allocations.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	3.4.4 The institution facilitates and provides for social and academic interactions through approved student committees/societies.	Handbook, cooperate/strategic plan, constitutions of approved societies, interaction with students, establishment and support for approved societies.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

SUMMARY OF STRENGTHS AND AREAS FOR IMPROVEMENT WITHIN THE STANDARD:

Overall Input and Evaluation of Standard 3:

Strengths identified:

Areas for improvement identified:

Recommendations:

Overall Evaluation for Standard 3

0. Fails to meet criterion	1. Unsatisfactory	2. Marginal	3. Good/Commend	4. Excellent

Quality Standard 4 HUMAN RESOURCE AND DEVELOPMENT

Scope: The human resource provision is appropriate for the education and training services provided and takes into account the mode of provision used. The institution offers appropriate development programmes that equip the personnel to perform their tasks effectively.

Summary of standard criteria

1. The human resource plan provides for recruitment and retention of qualified and skilled academic, professional and administrative staff to meet the institutional strategic objectives.
2. There are clear lines of responsibility and accountability within the institution and the roles of staff are clearly spelt out.
3. Appropriate staff training and capacity development programmes are in place.
4. The workload allocation is appropriate for the mode of provision context and relates to the learning needs of the students enrolled in the respective programme(s).
5. Quality of performance is recognised for selection and promotion of all categories of staff.
6. There is an effective employee welfare system.

Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
4.1 The human resource plan provides for recruitment, retention and promotion of qualified and skilled academic, professional and administrative staff to meet the institutional strategic objectives.	4.1.1 Human resource planning forms an integral part of programme and course development and Institutional management.	Corporate/Strategic Plan; Staff establishment for ODeL; HR Policies and Guidelines (Staff attraction, recruitment and retention; Promotion; Performance management, Career development, ODeL or eLearning policy	0. Fails to meet criterion 1. Unsatisfactory 2. Marginal 3. Good 4. Excellent 0 1 2 3 4 ○ ○ ○ ○ ○	
	4.1.2 The institution has stated criteria for the recruitment, retention and promotion of academic and professions, administrative staff.	Recruitment policy, Approved vs actual staff in position. Staff Promotion policy(ies))	0 1 2 3 4 ○ ○ ○ ○ ○	
	4.1.3 The recruitment and promotion processes are transparent	Management Information System, recruitment, retention and promotion criteria policy documents.	0 1 2 3 4 ○ ○ ○ ○ ○	
	4.1.4 The selection and promotion criteria give preference to candidates with experience and skills in ODeL or eLearning activities.	HR Policies and Guidelines. Job advertisements Staff Promotion Policy(ies)	0 1 2 3 4 ○ ○ ○ ○ ○	

Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	4.1.5 The human resource plan maintains the student/facilitator ratios at the planned level and conforms to the standards of the regulatory agencies.	Corporate/Strategic Plan; Human Resources Plan Workload Policy Staff Profiles including individual workload, accreditation agency norms Learning Management System institution planning and human resource (HR) documents (including recruitment, retention, promotion, performance management, career development, records), individual staff profiles, MIS, national/accreditation agency norms. Policy on staff: student ratio	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>	
	4.1.6 The human resource plan provides for adequate numbers of teaching and administrative staff at the tutoring level to meet the needs of the learners.	Teaching and learning policy; Corporate/Strategic Plan ,institution planning and human resource documents, individual tutor profile, MIS, national/accreditation agency norms,(actual facilitator/learner ratio recommend a Ratio of 1:30 to 50)	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
4.2 There are clear lines of responsibility and accountability within the institution and the roles of staff are clearly spelt out.	4.2.1 The roles and responsibilities of staff within the institution are clearly defined and every staff member is aware of his/her role and responsibilities through job descriptions and clear organization charts.	Human resource development document, documented internal delegations and service statements, staff roles and responsibilities documentation, codes of obligations and rights, documentation of performance review systems, work norms, job	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
		description and organizational charts.		
	4.2.2 There is a justified workload distribution based on the time required by the concerned staff to complete the various assigned tasks (contact hours, tutoring, supervision of tutors, assessment etc).	Work norms, performance and appraisal committee structure, Terms of Reference and minutes of meetings, appraisal forms and feedback methods; policies of self-appraisal, interaction with staff and Chief Executive Officer of institution. Workload Policy	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	4.2.3 There is an effective staff performance management and appraisal system which promote accountability and effectiveness of the staff in performing their activities.	Work norms, performance and appraisal committee structure, Terms of Reference and minutes of meetings, appraisal forms and feedback methods; policies of self-appraisal, interaction with staff and Head of Human Resources of institution.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
4.3 Appropriate staff training and capacity development programmes are in place	4.3.1 Teaching development programmes are provided at regular intervals to improve the skills, competencies and knowledge of teaching and tutoring staff as and when necessary and the professional development programmes are in line with the mode of provision used.	Staff development training policy and plan; trainees feedback. Programmes conducted and outcomes achieved Training needs assessment report Training and Development Evaluation Staff Appraisal Report Annual Work plan	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	4.3.2 The institution has mechanisms in place to measure and ensure relevant skills and competencies of all cadre of staff.	Institution's planning and human resource document, staff development and training schedules; skills and competency audit/results. Planned observations, personnel files	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	4.3.3 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. Training Report against planned activities	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	4.3.4 There is provision for retraining and reskilling of staff in the use of equipment, facilities, and in all aspects of the application of appropriate technology as and when necessary	HR policy documents; technology policy documents; technology committee meeting minutes, training in technology data and manual, interaction with staff. Training records	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>	
4.4 The workload allocation is appropriate for the mode of provision and relates to the learning needs of the students enrolled in the respective programme(s).	4.4.1 There is a justified workload distribution based on the time required by the concerned staff to complete the various assigned tasks (contact hours, tutoring, supervision of tutors, assessment etc.).	Work norms, performance and appraisal committee structure, Terms of Reference and minutes of meetings, appraisal forms and feedback methods; policies of self-appraisal, interaction with staff and Head of Human Resources Workload Policy	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	4.4.2. 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.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
4.5 Quality of performance is recognised for selection and promotion of all categories of staff.	4.5.1 Performance Records are considered for selection and promotion of staff	Human Resources Policy(ies); Staff selection records; Staff promotion records.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	4.5.2 The outcomes of performance evaluation are communicated to and discussed with the staff concerned with the aim of improving their performance.	Acknowledgement of receipt of performance evaluation outcomes	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	4.5.3 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.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	4.5.4. There is an effective staff performance management and appraisal system which promote accountability and effectiveness of the staff in performing their activities.	Work norms, performance and appraisal committee structure, Terms of Reference and minutes of meetings, appraisal forms and feedback methods; policies of self-appraisal, interaction with staff and Chief Executive Officer of institution.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
4.6 There is an effective employee welfare system.	4.6.1 Conditions of service include welfare provision that responds to employee's needs and is in line with country norms.	policy documents, ordinance, act, service conditions, budgetary allocations, employer/employee union constitutions, roles and responsibilities of welfare unit staff. Human Resource Policy Staff Welfare Policy	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	4.6.2 The organisational climate is conducive and cultivated to maximize work outputs by employees.	Human resource development document, documented internal delegations and service statements, staff roles and responsibilities documentation, codes of obligations and rights, documentation of performance review systems, work norms and actual work profiles in use.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	4.6.3 There is a designated unit to coordinate and monitor implementation of the various welfare schemes for staff.	roles and responsibilities of welfare unit staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	4.6.4 There is a well-documented mechanism for staff grievance redress.	staff grievance policy and guidelines; evidence of implementation of the mechanism.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

SUMMARY OF STRENGTHS AND AREAS FOR IMPROVEMENT WITHIN THE STANDARD:

Overall Input and Evaluation of Standard 4:

Strengths identified:

Areas for improvement identified:

Recommendations:

Overall Evaluation for Standard 4

0. Fails to meet criterion	1. Unsatisfactory	2. Marginal	3. Good/Commend	4. Excellent

Quality Standard 5: PROGRAMME DESIGN AND DEVELOPMENT

Scope Academic programmes are flexible and relevant to the needs of the economy and those of prospective learners and employers; are responsive to the changing environments; provide appropriate articulation; and have assessment strategies that are effective and in line with relevant outcomes.

Summary of standard criteria

1. The programmes of the institution reflect its vision, mission, goals and objectives.
2. The programme learning outcomes are clearly defined.
3. Imperatives of the mode of provision are considered for programme design, development and approval.
4. Programme design and development take into account the learners' characteristics and the resources available to them.
5. Programmes are developed and modified in consultation with relevant industry, professional bodies, and are responsive to social and market demands.
6. The academic standard of the programmes is appropriate to the level National Qualification Framework (NQF).
7. Access requirements to programmes are as flexible as possible.
8. Programmes provide comprehensive information for successful learning, irrespective of the mode of provision.
9. The Programme reflects current knowledge and practice and is sufficiently comprehensive for learners to achieve the stated learning outcomes.
10. Programme design and development pays attention to gender equity, multiculturalism, artificial intelligence language issues, social justice and cohesion, ethical values and environmental sustainability.
11. The programmes provide sufficient flexibility for learner choices.

Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
5.1 The programmes of the institution reflect its vision, mission, goals and objectives	5.1.1 The offer of programmes is determined in response to national needs and reflects global trends.	Corporate/Strategic Plan; programme design and development plans, interaction with students and staff, minutes of programme development committee, programme Development and review Guidelines National Needs Assessment Documents/Policy	0. Fails to meet criterion 1. Unsatisfactory 2. Marginal 3. Good 4. Excellent 0 1 2 3 4 ○ ○ ○ ○ ○	
	5.1.2 Programmes offered are responsive to market needs and aligned to the institution's vision and mission.	Corporate/Strategic Plan; programme design and development plans, interaction with students and staff, minutes of programme development committee. Needs Assessment Documents.	0 1 2 3 4 ○ ○ ○ ○ ○	
	5.1.3 The choice of media is based on learner's needs, learning outcomes and learners' capacity to access and use technologies.	Corporate/Strategic plan Programme design and development plan Teaching and Learning Policy	0 1 2 3 4 ○ ○ ○ ○ ○	
	5.1.4 There are explicit pedagogical and technical criteria for the selection, production and adaptation of e-learning materials.	Corporate/Strategic plan document, design and development plan Teaching and Learning Policy	0 1 2 3 4 ○ ○ ○ ○ ○	
5.2 Learning outcomes are clearly defined.	5.2.1 Learning outcomes focus on the abilities, skills and expertise that the learner will get at the exit level of the programme.	Programme regulations, course outlines, course synopsis	0 1 2 3 4 ○ ○ ○ ○ ○	

Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	5.2.2 The objectives of each programme exhibit a clear relationship between the learners' needs (such as entry level skills, knowledge and experience and credit transfers), media (technology) and services available to support delivery.	programme regulations, academic information package, need survey analysis; employer surveys, institutional learning and teaching plan, curriculum and course development and accreditation policies.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
5.3 Key imperatives of the mode of provision chosen are considered in programme design, development and approval.	5.3.1 The institution has procedures for programme development and approval clearly specified in its policy and are in line with the requirements of the accreditation authorities.	Institution's teaching and learning policy; curriculum and course development and accreditation policies, academic boards and academic review process. ODeL policy and procedures Programme regulations	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	5.3.2 Programme design takes into consideration turnaround time for feedback on assessment.	general and academic regulations, teaching and learning policy Management Information System	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	5.3.3 Roles and responsibilities are allocated for practical and work integrated learning.	Programme Regulations, Course Outlines; Work allocation plan for practical and work integrated learning Supervisory records for work related learning	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	5.3.4 Programme development and approval processes involve scrutiny by internal and external peers.	Institution's teaching and learning plan, curriculum and course development and accreditation policies, academic boards	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
		and academic review process, internal audit and accreditation reports		
	5.3.5 Programmes are reviewed on a regular basis to keep them up to date with changing times	Policy on programme review Programme Review Report	0 1 2 3 4 ○ ○ ○ ○ ○	
5.4 Programme design and development take into account learners' characteristics and the resources available to them.	5.4.1 Programmes are developed keeping in view the needs, resources, 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. Student records	0 1 2 3 4 ○ ○ ○ ○ ○	
	5.4.2 The programme structure is informed by careful analysis of available and appropriate technologies, the learning environment 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, Programme development & review guideline	0 1 2 3 4 ○ ○ ○ ○ ○	
5.5 Programmes are developed and modified in consultation with relevant industry, professional bodies and are responsive to social and market demands.	5.5.1 Programmes are informed by market research, liaison with industry, review of national priorities and 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. Assessment reports from the industry and professional bodies Programme advisory board minutes	0 1 2 3 4 ○ ○ ○ ○ ○	
	5.5.2 Mandated mechanisms for review and modification of programmes are in place	Learning and teaching plan, academic review processes, employer and stakeholder surveys.	0 1 2 3 4 ○ ○ ○ ○ ○	
	5.5.3 Review and modification of programmes are done in consultation with relevant	Learning and teaching plan, academic review processes, employer and stakeholder surveys.	0 1 2 3 4	

Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	stakeholders such as employers, education sector, professional bodies, the community, staff and students.		○ ○ ○ ○ ○	
5.6 The academic standard of the programmes is appropriate to the National Qualifications Framework (NQF) level.	5.6.1 The curriculum (expected outcomes, content, teaching and learning strategies and assessment methods of the programme) matches the standards and benchmarks of accreditation agencies, academic, professional and vocational bodies where applicable.	Benchmark statements, learning and teaching plan, accreditation policies. LMS published modules, NQF documents	0 1 2 3 4 ○ ○ ○ ○ ○	
	5.6.2 The expected learning outcomes, objectives, the content, teaching and learning strategies and assessment methods of the programme are aligned and appropriate	Benchmark statements, learning and teaching plan, accreditation policies, programme regulations	0 1 2 3 4 ○ ○ ○ ○ ○	
5.7 Access requirements to programmes are as flexible as possible.	5.7.1 The access and entry requirements for the programme are flexible to the extent possible with appropriate recognition for accredited prior learning (APL) and experience.	Curriculum and programme development and accreditation policies, credit exemption and transfer policies. APL policy and procedures	0 1 2 3 4 ○ ○ ○ ○ ○	

Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	5.7.2 Programmes offered provide support to under-prepared learners (e.g., through bridging courses, additional course inputs and increased contact sessions including special sessions for optimizing the use of ICTs).	Institution's documentation of arrangements for teaching support, academic review processes, examples of support programmes Regulations for bridging courses	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
5.8 Programmes provide comprehensive information for successful learning	5.8.1 The Institution provides clear information about its programmes (via its web-site, the media, prospectus and information days) to prospective learners.	Prospectus; Handbook; programme information package; web-site	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	5.8.2 An updated, comprehensive overview of the programme is provided to prospective and registered students (e.g., aims, objectives , learning outcomes, teaching, learning and delivery processes, support services, schedule of assessment, term requirements, credit transfers and award requirements)	Prospectus, Handbook, programme information package, website, interaction with students, student comments through questionnaire Programme regulations, course outlines, course synopsis	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	5.8.3 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.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
5.9 The Programme reflects current knowledge and practice and is sufficiently comprehensive for learners to achieve the stated learning outcomes.	5.9.1 The content of the programme 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, Programme Development and Review Guideline, course outlines	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	5.9.2 The teaching and learning and assessment strategies of the programme are structured to facilitate the achievement of the intended learning outcomes.	Programme/Course Design & Development documents Teaching and Learning Policy ICT Policy (on AI)	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
5.10 Programme design and development pay attention to gender equity, multiculturalism, artificial intelligence language issues, social justice and cohesion, ethical values and environmental sustainability.	5.10.1 Issues of national and global priority such as gender, equity, inclusion, diversity, environment, social justice values and ethics are integrated into the curriculum.	Gender policy Inclusivity policy General regulations Academic regulations	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	5.10.2 Where appropriate, activities based on issues such as gender equity, ethics and values, human rights and social justice are	Programme regulations Course Outlines Course Synopsis	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	incorporated in the programme.			
5.11 The programmes provide sufficient flexibility for learner choices in the courses.	5.11.1 Sufficient elective courses from outside the major discipline are available for learners to choose a pathway through the programme that meets their needs.	Learning and teaching plan, curriculum and course development and accreditation policies and documents. Programme Development and Review Guideline Programme regulations	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	5.11.2 The interdisciplinary approach to programme design also makes possible the lateral movement of the learners 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. General regulations Academic regulations	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

SUMMARY OF STRENGTHS AND AREAS FOR IMPROVEMENT WITHIN THE STANDARD:

Overall Input and Evaluation of Standard 5:

Strengths identified:

Areas for improvement identified:

Recommendations:

Overall Evaluation for Standard 5

0. Fails to meet criterion	1. Unsatisfactory	2. Marginal	3. Good/Commend	4. Excellent

Quality Standard 6: TEACHING AND LEARNING

Scope:

The institution has in place a Transformative Teaching and Learning strategy which is socially responsive, promotes equitable access for success in a learning environment informed by values and principles that fosters a culture of participation, reflexivity, collaboration, co-creation, and the acquisition and sharing of knowledge for sustainable futures. The teaching and learning strategy of the institution is reviewed on a regular basis. Arrangements are in place for quality assurance of the teaching and learning processes. The strategy considers the diversity of students on the programmes, and the ever-changing higher education environment.

Summary of standard criteria

1. The teaching and learning strategy of the institution draws on the philosophical/epistemological underpinnings of the institution.
2. The teaching and learning strategy of the institution is responsive to the diverse needs of students who operate in a fast changing social and economic environment and is responsive to the ever-changing higher education environment.
3. The institution takes advantage of available technology to enhance the quality of teaching and learning and promote student success.
4. Student success is placed at the centre of the teaching and learning strategy. Feedback is obtained from students on a regular basis and the results are used to improve teaching and learning processes.
5. Sufficient resources are deployed towards enhancing quality of teaching and learning processes, irrespective of the mode of provision.
6. There is a policy on continuous professional development (CPD) for staff to ensure they keep up to date with developments in teaching and learning in higher education.
7. Where work integrated learning (WIL) is involved, the institution has a policy on how to handle such work-based learning and the policy is implemented

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
6.1 The teaching and learning strategy of the institutions draws on the philosophical/epistemological underpinnings of the institution.	6.1.1 The teaching and learning approach of an institution is informed by sound theory.	Teaching and learning policy; manuals and handbooks	0. Fails to meet criterion 1. Unsatisfactory 2. Marginal 3. Good 4. Excellent 0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	6.1.2 Teaching and learning approaches used are appropriate for the mode(s) of provision used.	Teaching and learning policy; manuals and handbooks.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
6.2 The teaching and learning strategy of the institution is responsive to the diverse needs of students who operate in a fast changing social and economic environment and is responsive to the ever-changing higher education environment.	6.2.1 Teaching and learning approaches for programmes and courses take into account the needs of the different types students on board	Student feedback on teaching and learning; Programme regulations; course outlines	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	6.2.2 Teaching and learning approaches prepare students for the dynamic world and to adapt to different contexts.	Input of stakeholders, like industry, professional bodies in T & L; Intended Learning Outcomes	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
6.3 The institution takes advantage of available technology to enhance the quality of teaching and learning and promote student success.	6.3.1 The institution's preferred pedagogy informs the technology to use and how it is to be used.	Minutes of engagement meetings on preferred teaching approaches & informing theory; Course Outlines; Study Guides.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	6.3.2 In using technology in teaching and learning, the needs of different students are taken into account.	Student profile documents	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	6.3.3 Students and staff are trained to use the technology used in teaching and learning.	Policy on staff development; reports on staff training	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	6.3.4 Use of technology does not exclude or disadvantage other students from the participating in the institution's programmes.	Profiles showing students from disadvantaged backgrounds, student records on students with disability	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
6.4 Students success is placed at the centre of the teaching and learning strategy of an institution.	6.4.1 There is a system of getting feedback on teaching and learning from students and the information is used for improvement purposes.	Analysis of feedback from students; improvement plans based on student feedback; minutes of planning meetings	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	6.4.2 There is a system of tracking and analysing student flow rates.	Reports on the analysis of throughput, pass, dropout and other relevant flow rates	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	6.4.3 There is a system of tracking students' performance and timely support is provided to those that need it.	System of tracking students	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
6.5 Sufficient resources are deployed towards enhancing quality of teaching and learning processes, irrespective of the mode of provision.	6.5.1 Where applicable, enough and appropriate laboratory and other practical facilities are provided to facilitate students' learning experiences.	Inventory of facilities and equipment, budgets for teaching & learning facilities	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	6.5.2 Where online learning is used, arrangements are in place to ensure that both the hardware and software are readily accessible to staff and students.	Records of equipment available, student profile		
6.6 There is a policy on continuous professional development (CPD) for staff to ensure they keep up to date with developments in teaching and learning in higher education.	6.6.1 The institution has a policy on CPD which is implemented to keep staff up to date with latest developments in teaching and learning.	Policy documents;	<div> 0 1 2 3 4 </div> <div> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> </div>	
	6.6.2 As much as possible, there is recognition of participation in professional development initiatives by staff.	Policy on recognition for teaching and learning		
6.7 Where work integrated learning (WIL) is involved, the institution has a policy on how to handle such work-based learning and the policy is implemented.	6.7.1 There are policy guidelines on the management of WIL to ensure impact of this component of training to students.	Policy guidelines on will; reports on supervision of WIL support		

SUMMARY OF STRENGTHS AND AREAS FOR IMPROVEMENT WITHIN THE STANDARD:

Overall Input and Evaluation of Standard 6:

Strengths identified:

Areas for improvement identified:

Recommendations:

Overall Evaluation for Standard 6

0. Fails to meet criterion	1. Unsatisfactory	2. Marginal	3. Good/Commend	4. Excellent

Quality Standard 7: COURSE DESIGN AND DEVELOPMENT

Scope

- 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, learner support and the use of technology. There is a clearly documented process of developing and reviewing courses and as much as possible, course development is a team effort. Where eLearning courses are involved, there is appropriate design of content to facilitate effective learning.

Summary of standard criteria

1. The courses are designed according to the stated programme objectives.
2. There are guidelines for instructional design and development and the guidelines are followed.
3. Course design takes into consideration and incorporates recent advances in educational technology.
4. Courses are designed based on learner-centered principles.
5. Creative and critical thinking, independent and lifelong learning, and interpersonal communication and team work are encouraged.
6. Instructional design recognizes diversity of learners' learning contexts and learning preferences, and ensures realistic scheduling of activities.
7. Instructional design enables assessment of learning against stated learning outcomes
8. Complete instructional and learning packages demonstrate the appropriate scope, sequence and depth of each course in relation to the stated learning objectives and outcomes.
9. A variety of learning activities is provided to encourage active, collaborative learning and self-assessment
10. The course development process incorporates a range of relevant expertise.
11. Quality assurance and management procedures are in place to ensure the quality of course materials and their timely production processes.
12. Mechanisms exist for clear collaboration, agreement for adoption and adaptation of course materials and delivery amongst national, regional and international bodies.

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
7.1 The course is coherent and contributes towards the achievement of the stated programme outcomes.	7.1.1 Course design takes into account national and international priorities, and the needs of prospective learners and other stakeholders.	Course materials, which hereinafter include course outlines, minutes of the course planning and course design committees, interaction with students, staff, professional accrediting bodies, governments, and employers. National Qualifications Framework (NQF)	0. Fails to meet criterion 1. Unsatisfactory 2. Marginal 3. Good 4. Excellent 0 1 2 3 4 ○ ○ ○ ○ ○	
	7.1.2 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.	0 1 2 3 4 ○ ○ ○ ○ ○	
	7.1.3 The design of individual courses contributes to achieving the overall programme objectives.	Programme and course objectives and course materials.	0 1 2 3 4 ○ ○ ○ ○ ○	
7.2 There are instructional design guidelines which are used in the design and development of courses.	7.2.1 Templates for effective instructional design and efficient course development are approved.	Course templates and course materials.	0 1 2 3 4 ○ ○ ○ ○ ○	
	7.2.2 Staff involved in instructional design and development receive prior training on the approved templates and formats,	Minutes for the course planning and course design committees, interaction with staff and course developers, training materials and feedback data.	0 1 2 3 4 ○ ○ ○ ○ ○	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
7.3 Course design takes into consideration recent advances in technology to support learners.	7.3.1 The choice of media (technology) is appropriately integrated in the course design.	Teaching and Learning Policy Course materials, minutes of the course planning and course design committees, interaction with students, staff and course developers. Technology profiles of the institutions, stock books, user records.	0 1 2 3 4 ○ ○ ○ ○ ○	
	7.3.2 Course design reflects institutional policy on ICT for learning.	Course materials, minutes of the course planning and course design committees, Corporate Plan. ICT policy	0 1 2 3 4 ○ ○ ○ ○ ○	
	7.3.3 The choice of media and technology takes into account the range of media and infrastructural support that the institution can make available to its learners.	Course materials, minutes of the course planning and course design committees, Discussion with students and staff.	0 1 2 3 4 ○ ○ ○ ○ ○	
	7.3.4. Communication strategies with learners use technologies that are most accessible to the learners such as the internet, mobile phone, telephone, television and radio.	Technology profiles of the institutions, stock books, user records, information packages or brochures, interaction with teachers, staff and students. Feedback of students, students' profiles including access to technology, institutional data base, interaction with students and teachers.	0 1 2 3 4 ○ ○ ○ ○ ○	
7.4 Courses are designed based on learner-centered principles.	7.4.1 Course design considers teaching/learning strategies, and methods, learner activities, and appropriate ICTs	Course materials, minutes of the course planning and course design committees, interaction with students and staff	0 1 2 3 4 ○ ○ ○ ○ ○	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	7.4.2 The teaching/learning methods are consciously planned and monitored keeping in view different learner abilities and needs.	Course materials, information package, minutes of the course planning and course design committees, interaction with students, staff and course developers.	0 1 2 3 4 ○ ○ ○ ○ ○	
	7.4.3 The teaching /learning strategies are clearly stated and explained in the course material.	Course materials, information package, minutes of the course planning and course design committees, interaction with students, staff and course developers.	0 1 2 3 4 ○ ○ ○ ○ ○	
7.5 Courses are designed to promote creative and critical thinking, independent and lifelong learning and the development of interpersonal communication skills.	7.5.1 Learning activities are designed to contribute to the development of creative and critical thinking	Course materials, information package, assessment and evaluation scheme, assignments and question papers.	0 1 2 3 4 ○ ○ ○ ○ ○	
	7.5.2 Learning activities encourage interpersonal communication and teamwork	Course materials, information package, assessment and evaluation scheme, assignments and question papers.	0 1 2 3 4 ○ ○ ○ ○ ○	
7.6 Instructional design recognizes diversity of learners and their contexts and ensures realistic scheduling of activities.	7.6.1 The instructional design template takes into account the profile of the learners 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.	0 1 2 3 4 ○ ○ ○ ○ ○	
	7.6.2 Scheduling of activities addresses the needs of distance learners and their access to technology and other facilities.	Course materials, information package, year planner, minutes of the course planning and course design committees, interaction with students, staff and course developers.	0 1 2 3 4 ○ ○ ○ ○ ○	
7.7 Assessment strategy enables assessment	7.7.1 Assessment is designed to measure achievement of e-	Course materials, information package, minutes of the course		

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
of learning against stated learning outcomes	learning outcomes in terms of defined criteria.	planning and course design committees, interaction with students, staff and course developers. Results of development testing.	0 1 2 3 4 ○ ○ ○ ○ ○	
	7.7.2 There are clear statements on the e-learning outcomes to be assessed.	Policy documents information package M.I.S, Interactive with Learners	0 1 2 3 4 ○ ○ ○ ○ ○	4=3
7.8 Complete instructional and learning packages demonstrate the appropriate scope, sequence and depth of each course in relation to the stated learning objectives and outcomes.	7.8.1 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, completion requirements, multimedia, supplementary learning resources, interactive course activities, community building activities and assessments.	Instructional package, interaction with students and teachers.	0 1 2 3 4 ○ ○ ○ ○ ○	
	7.8.2 The learning package includes all guidelines to LMS and annual calendar of activities.	LMS, academic calendar	0 1 2 3 4 ○ ○ ○ ○ ○	
	7.8.3 The instructional package is available on-line and off-line to all registered learners and staff prior to the course offering.	Instructional package, interaction with students and teachers.	0 1 2 3 4 ○ ○ ○ ○ ○	
	7.8.4 The instructional package is evaluated and updated regularly through a systematic review process.	Instructional package, interaction with students and teachers, institutional data base, minutes of review committees.	0 1 2 3 4 ○ ○ ○ ○ ○	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
7.9 A variety of learning activities is provided in the course to encourage active and collaborative learning, and self-assessment.	7.9.1 Appropriate learning strategies (such as experiential learning, collaborative learning and personal learning) are included in the course.	Teaching and learning Policy Course materials, information package, minutes of the course planning and course design committees, interaction with students, staff and course developers. Course outlines Study guides	0 1 2 3 4 ○ ○ ○ ○ ○	
	7.9.2 Self-assessment activities are included	Minutes of the course planning and course design committees, interaction with staff and course developers, Course outlines Study guides	0 1 2 3 4 ○ ○ ○ ○ ○	
7.10 The course development process incorporates a range of relevant expertise, especially in online courses.	7.10.1 Courses are developed with contributions from experts in the academic subject area, instructional design in course delivery, artificial intelligence and others	Course materials, information package, year planning, minutes of the course planning and course design committees, interaction with students, staff and course developers.	0 1 2 3 4 ○ ○ ○ ○ ○	
	7.10.2 Course development plans detail 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.	0 1 2 3 4 ○ ○ ○ ○ ○	
7.11 Quality assurance and management procedures are in place to ensure the	7.11.1 Roles and responsibilities for quality assurance in course materials design, development and production are clearly specified	Quality Assurance Procedure(s) Course policy documents and approval records	0 1 2 3 4 ○ ○ ○ ○ ○	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
quality of course materials.	7.11.2 Technical and production standards in course design, development and production are clearly specified	Quality Assurance Framework; Course Development plans.	0 1 2 3 4 ○ ○ ○ ○ ○	
	7.11.3 The course materials developed are pilot-tested and quality assured with reference to the objectives and outcomes of the programme and learners' needs prior to field release.	Minute 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.	0 1 2 3 4 ○ ○ ○ ○ ○	
	7.11.4 The institution obtains regular feedback from tutors and students 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 tutors. Student feedback	0 1 2 3 4 ○ ○ ○ ○ ○	
	7.11.5 The feedback is always used 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.	0 1 2 3 4 ○ ○ ○ ○ ○	
7.12 Where necessary, mechanisms exist for clear collaboration, agreement for adoption and	7.12.1 There are MOUs/MOAs with national, regional and international bodies to share quality materials which demonstrate good practice in course design, development, delivery and review of materials.	Policy documents, MOUs, minutes of course development committees, executive bodies and interaction with staff and management.	0 1 2 3 4 ○ ○ ○ ○ ○	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
adaptation of course materials and delivery amongst national, regional and international bodies.	7.12.2	The institution has linkages with national, regional 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.	0 1 2 3 4 ○ ○ ○ ○ ○
	7.12.3	There are clear provisions for contracting out e-learning course development with specific clauses for their evaluation, modifications and enhancements	Policy documents, MOU/MOA, M.I.S	0 1 2 3 4 ○ ○ ○ ○ ○
	7.12.4	Clear allocation of quality management of responsibility exist for all programmes and courses offered in partnership with other institutions/organisations, nationally, regionally and internationally.	Quality assurance and management policy and procedures; partnership agreements	0 1 2 3 4 ○ ○ ○ ○ ○

SUMMARY OF STRENGTHS AND AREAS FOR IMPROVEMENT WITHIN THE STANDARD:

Overall Input and Evaluation of Standard 7:

Strengths identified:

Areas for improvement identified:

Recommendations:

Overall Evaluation for Criterion 7

0. Fails to meet criterion	1. Unsatisfactory	2. Marginal	3. Good/Commend	4. Excellent

Quality Standard 8: LEARNER SUPPORT AND PROGRESSION

Scope

- Learners are supported by the provision of a wide range of opportunities for tutoring using various forms of technology. Contact tutoring, blended learning, online learning, mentoring, counseling, and the stimulation of peer support structures are employed to meet the varied needs of different learners.

Summary of standard criteria

1. Learner support is considered during programme development and is built into the design of the programme and course content as well as the delivery
2. Learner support is provided using a range of media including appropriate ICTs
3. Tutors are selected, inducted and trained for their roles as facilitators of learning for both online and contact
4. For contact sessions, tutorial group size allows for effective support to be provided to students in various ways.
5. Learners have access to their tutors through a variety of media and locations.
6. The turnaround time for assignment feedback is timely enough for students to make use of the feedback before they sit for examinations.
7. The institution has robust and extensive systems that underpin learner support.
8. There is provision for financial assistance for needy learners.
9. There are mechanisms to follow up and support learners throughout their study.
10. Appropriate support and facilities are provided for learners with special needs.
11. Learners are supported to develop self-directed learning skills
12. Opportunities are provided for academic and social peer interaction that are appropriate for blended learning contexts.
13. Measures for feedback and monitoring of learner support services are in place
14. Staff are trained to have a positive attitude towards providing effective and efficient learner-centred support services
15. The institution has mechanisms to track student progression.
16. Learner support systems also target retention

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
8.1 Learner support is considered during programme development and is built into the design of the programme and course content as well as the delivery	8.1.1 Sufficient physical and/or e-contact sessions are planned and integrated into the course design.	Information pack, year planner, schedules, course materials, Learning Management System (LMS), Teaching and Learning Policy, ICT Policy, ICT Infrastructure,.	0. Fails to meet criterion 1. Unsatisfactory 2. Marginal 3. Good 4. Excellent 0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.1.2 Student support is an integral part of course design, irrespective of the mode of provision.	Information pack, prospectus, handbook, student information materials, MIS, interaction with staff and students, record of sessions, Tutor feedback, digital footprint on LMS.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.1.3 The support of individual learners is built-into the design of course materials and its delivery	Information pack, prospectus, handbook, student information materials, LMS, interaction with staff and students, feedback from students, Student Support structure(s).	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.1.4 Peer support mechanisms are built into the learning design of the course and delivery.	Information pack, year planner, schedules, course materials, LMS, interaction with staff and students, study guides.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	8.1.5 The institution provides on-going support for learner progression across courses within a programme of study.	Policy documents, student data bases, details on monitoring, interaction with staff and students, student advisory/ support services.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.1.6 There are strategies for technical, academic, administrative and social support for learners on the e-learning platform.	Policy document, LMS, Interaction with learners, learners' handbook, call centre.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
8.2 Learner support is provided using a range of media including appropriate ICTs	8.2.1 The institution effectively uses a range of media and technologies to provide support and guidance to learners.	Information pack, year planner, schedules, course materials, LMS, Teaching and Learning Policy interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.2.2 Adequate administrative and technical support is given to tutors to enable them to provide individual academic support for learners.	Information pack, minutes of the course coordinators' meetings, interaction with staff and students, Internal Capacity Building for Teaching and Learning .	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
8.3 Tutors are selected inducted and trained for their roles as facilitators of learning.	8.3.1 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.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	8.3.2 The institution adheres to the recruitment criteria.	Recruitment policies, institution's rules and regulations, minutes of recruitment committees, interactions with management and staff, tutor profiles.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.3.3 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, reports of training sessions, recordings of online training.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.3.4 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, learner feedback, Training Policy.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.3.5 Exceptional performance of tutors is identified and rewarded.	Institution's rules and regulations, interaction with staff and management, minutes of the staff development committees, HR Policy.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
8.4 Tutorial group size allows for effective support to be provided to students in various ways	8.4.1 The tutor/learner 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, records of contact and or online facilitation sessions.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	8.4.2 The tutor/learner 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, records of digital Footprints on the LMS.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
8.5 Learners have access to their tutors through a variety of media and locations.	8.5.1 The learners have access to tutors through various modes such as telephone, appointment, e-mail, social media, video conferencing and contact sessions.	Teaching and Learning Policy, Interaction with staff and students, minutes of the course coordinators' meetings, feedback, year planner, schedules, course materials, learner feedback, feedback from tutors/facilitators.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.5.2 Appropriate quality management system(s) exist at institutional as well as at national level.	Records and terms of collaboration agreements, Internationalisation Policy, Regional Protocol(s) on Education and Training.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
8.6 The turnaround time for assignment feedback is timely enough for students to make use of the feedback before they sit for examinations.	8.6.1 There is a standardized assignment management system, with clear submission guidelines and deadlines, systematic recording and tracking of submissions, efficient processing including grading and feedback provision in both contact and online contexts. OR There is a suitable platform for prompt return of marked assignments, and ongoing refinement to enhance efficiency and effectiveness in both contact and online learning contexts.	Institution's rules and regulations, interaction with staff and management, minutes of staff/course coordinators' meetings. Processes and procedures followed for assignment management, \	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.6.2 The specific time frame indicated for submission of assignments allows learners to benefit from formative feedback.	Institution's rules and regulations, university calendar, minutes of the staff committees, minutes of the course coordinators' meetings, interaction with staff, students and management.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.6.3 There is adequate provision for the moderation of marked assignments within the overall time frame in both contact and online contexts	Institution's rules and regulations, interaction with staff and management, minutes of the staff committees, Moderators' reports, minutes of the course coordinators' meetings, interaction with staff, students and management.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	8.6.4 Procedures for tracking assignments are regularly monitored and reviewed for improvement.	Institution's rules and regulations, interaction with staff and management, minutes of staff/course coordinator's meetings. Processes in place for monitoring and records of the monitoring exercise, LMS Footprint.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
8.7 The institution has robust and extensive systems that underpin learner support.	8.7.1 The institution employs sufficient and qualified academic, administrative and technical staff as facilitators/counsellors and provides professional training and development opportunities for them.	Policy on outreach and learner support; work plan of outreach centres. Organizational arrangement for responsibility for learner support, Learner Governance Structure (e.g. SRC),	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.7.2 The institution emphasizes service orientation in the training of its staff.	Policy on outreach and learner support; work plan of outreach centres, Customer Service Charter.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
8.8 There is provision for financial assistance for indigent learners.	8.8.1 The institution has clearly stated guidelines for providing scholarships ,bursaries , stipends and other forms of financial assistance to learners.	Corporate/Strategic Plan, Prospectus, information package to students; website, bursary committee procedures, minutes of meetings, interaction with students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	8.8.2 The institution secures funds to support indigent learners.	Corporate/Strategic Plan, Prospectus, information package to students; website, bursary committee procedures, minutes of meetings, interaction with students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.8.3 The institution ensures the effective and timely disbursement of the available financial aid / scholarships / bursaries etc. to the learners.	Corporate/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.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
8.9 There are mechanisms to follow up and support learners throughout their study.	8.9.1 Academic and personal counseling is provided to the learners.	Institution's rules and regulations, student handbook, information package, interaction with management and staff, student advisory/ support services.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.9.2 Roles and responsibilities for academic and personal counselling are clearly specified.	Institution's rules and regulations, student handbook, information package, interaction with management and staff, job descriptions, staff ordinance(s).	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.9.3 The institution provides specific guidelines, monitoring systems, personnel, and opportunities to facilitate programmes requiring practical experience.	Institution's rules and regulations, student handbook, placement records, placement cell activity files, information package, MoU/ MoA with practical facility providers, timetable for the use of practical facilities, interaction with management and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
8.10 Appropriate support and facilities are provided for students with special needs.	8.10.1 The institution identifies and responds to learners with specific learning difficulties/special needs.	Institution's rules and regulations, student handbook, information package, Policy on Staff and Students with Disabilities, database of staff and students with disabilities, interaction with management, students and staff, inclusive physical facilities and library visits,	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.10.2 The institution has mechanisms in place to collect, analyse and share data information on learners with special needs across the institution.	Institution's rules and regulations, student's handbook, interaction with learners. Policy on Staff and Students with Disabilities, database of staff and students with disabilities. Available records on learners with special needs.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.10.3 The institution provides learning materials and services in appropriate multiple formats to meet learners' needs.	Institution's rules and regulations, student handbook, information package, Teaching and Learning Policy, LMS with assistive and adaptive technologies for learning and examinations, Materials, physical facilities and library visits.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.10.4 The tutors, administrative and technical staff are provided with necessary training to address the needs of the learners with specific learning difficulties/special needs.	Institution's rules and regulations, student handbook, information package, interaction with learners. Policy on Staff and Students with Disabilities, database of staff and students with disabilities. Institutional Capacity Building training workshops.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	8.10.5 The institution has a mechanism to consider concessions to learners with specific learning difficulties/ special needs.	Institution's rules and regulations, student handbook, information package, interaction with management, students and staff. Records of concessions in place.	<div>0 1 2 3 4</div> <div>○ ○ ○ ○ ○</div>	
8.11 Learners are supported to develop self-directed learning skills	8.11.1 The institution provides orientation to the learners 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, orientation programme, LMS Footprint.	<div>0 1 2 3 4</div> <div>○ ○ ○ ○ ○</div>	
	8.11.2 There is appropriate guidance and support structures empowering the learners to acquire the skills for self-directed 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.	<div>0 1 2 3 4</div> <div>○ ○ ○ ○ ○</div>	
8.12 Opportunities are provided for academic and social peer interactions that are appropriate for blended learning contexts	8.12.1 The institution has support structures that provide opportunities for peer interaction which empower the learners to share knowledge and information and develop interactive and collaborative learning skills.	Institution's rules and regulations, student handbook, information package, minutes of meetings, year planner, feedback. Provisions put in place to support peer learning on the eLearning platform.	<div>0 1 2 3 4</div> <div>○ ○ ○ ○ ○</div>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
8.13 Measures for feedback and monitoring of learner support services are in place.	8.13.1 Regular and systematic monitoring of learner support services for continuous improvement takes place.	Minutes of course coordinator's meetings, feedback, year planner, interaction with learners. Processes used for monitoring of learner support	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.13.2 Feedback from learners on support services is regularly solicited and acted upon. Learners are advised of changes resulting from their input.	Institution's rules and regulations, student handbook, information package. Processes in place for collection, and analysis of learner feedback. Processes used for sharing resultant changes with learners.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
8.14 Staff are trained to have a positive attitude towards providing effective and efficient learner-centred support services.	8.14.1 Staff receive adequate training to handle the various support services provided to the learners such as facilitation, informing, advising, guidance, use of equipment, technology, physical and infrastructural facilities ICTs	Institution's rules and regulations, student handbook, information package, interaction with management, students and staff, training records, help desk records, counseling records	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.14.2 There are appropriate guidance and support structures empowering the staff to use appropriate technology 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, Institutional Capacity Building for Teaching and Learning	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	8.14.3 Training of support staff includes service orientation. Support staff are empowered to make decisions in pursuit of learner-oriented services.	Institution's rules and regulations, student handbook, information package, interaction with management, students and staff, training records, Institutional Capacity Building for Teaching and Learning.	<div>0 1 2 3 4</div> <div>○ ○ ○ ○ ○</div>	
8.15 The institution has mechanisms to facilitate student progression, including the use of learning analytics in making decisions to support students so they can succeed.	8.15.1 There are clear guidelines for learner progression from one level to the other.	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.	<div>0 1 2 3 4</div> <div>○ ○ ○ ○ ○</div>	
	8.15.2 Career guidance advice is provided for learners.	Career guidance policy and plan, Academic regulations, student support services structure, industrial attachment coordinator(s).	<div>0 1 2 3 4</div> <div>○ ○ ○ ○ ○</div>	
	8.15.3 The programmes of the institution provide opportunities for the learners to progress both vertically and horizontally.	Student handbook, information package, Academic regulations, qualifications framework, minutes of meetings, feedback, interaction with learners and management. Reports on patterns of progression.	<div>0 1 2 3 4</div> <div>○ ○ ○ ○ ○</div>	
	8.15.4 Progression and completion rates are monitored in relation to institutional and national targets.	Results, Progression rates, MIS, Data Base, national performance data	<div>0 1 2 3 4</div> <div>○ ○ ○ ○ ○</div>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	8.15.5 Performance of past learners is used to inform programme revisions.	Institution's rules and regulations, information package, interaction with staff, students and alumni, employer satisfaction survey, Tracer studies	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.15.6 There is a positive employer perception of graduates.	Results, MIS, Data Base, Employer feedback, Tracer Studies	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.15.7 There are policies in place to facilitate learning and support learner analytics data governance and security	Guidelines on use of learner analytics	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/>
	8.15.8 There is a system in place to collect, aggregate and analyse data		0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
8.16 Learner support systems also target retention	8.16.1 Retention rates are monitored against set targets	Results, MIS, Database, retention rates in relation to programmes, throughput and graduation rates	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.16.2 Preemptive support is provided to learners at the initial stage.	Results, MIS, Database, retention rates in relation to programmes and courses, student feedback	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.16.3 Remedial interventions are provided throughout the programmes for learners at risk of failure	Materials and services related to remedial interventions, student feedback	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

SUMMARY OF STRENGTHS AND AREAS FOR IMPROVEMENT WITHIN THE STANDARD

Overall Input and Evaluation of Standard 8:

Strengths identified:

Areas for improvement identified:

Recommendations:

Overall Evaluation for Standard 8

0 Fails to meet criterion	1. Unsatisfactory	2. Marginal	3. Good/Commend	4. Excellent

Quality Standard 9: LEARNER ASSESSMENT AND EVALUATION

Scope

- Assessment and evaluation are essential features of the teaching and learning process that are properly managed, and reflect institutional, national and international standards. The institution publishes its academic grading policy and applies it with fairness and consistency. Assessment and Evaluation are based on the stated programme objectives and intended learning outcomes. Students assessment is an integral aspect of the teaching and learning processes and consists of authentic assessment, assessment of and assessment for learning.

Summary of standard criteria

1. The institution's teaching-learning processes include formative and summative assessment.
2. Assessment and evaluation are aligned with stated learning outcomes.
3. Learners are informed about the different types of assessment and techniques for the course.
4. There are systems for the tracking and recording of the learners' performance and progress and timely communication of the same to the learners.
5. The institution has an assessment policy that is in line with national benchmarks and other appropriate accreditation bodies, and the policy is implemented. Online assessment meets the policy requirements of the institution.
6. The institution ensures the security of assessment processes.
7. There is provision for internal and external moderation regarding all aspects of assessment.
8. Appropriate measures are in place to ensure the integrity of assessment.
9. Assessment results are documented and communicated to all learners in a timely manner.
10. Feedback from learners on the institution's assessment processes is collected on a regular basis.
11. Data on progression and graduation rates is collected and analysed on an ongoing basis. The analysis results are shared with relevant stakeholders and used for improvement purposes.
12. Assessment scripts and data are properly stored or archived in secure environments

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
9.1 The institution's teaching-learning processes include formative and summative assessment.	9.1.1 The assessment outcomes are analysed and used to improve teaching methods and improve the curriculum.	Assessment Strategy/ Policy, Course materials, minutes of the course planning and course design committees, MIS, database, interaction with students, staff and employers, data on student assessment and results of analysis	0. Fails to meet criterion 1. Unsatisfactory 2. Marginal 3. Good 4. Excellent 0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	9.1.2 The assessment process forms an integral part of teaching and learning, such that assessment outcomes are systematically analysed to inform improvements in the curriculum design.	Assessment analysis reports Coherent assessment guidelines.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	9.1.3 There is a range of appropriate assessment tasks and methods for validating learning outcomes in each course.	Institution's rules and regulations, course materials, qualifications framework, minutes of the course planning and course design committees, student handbook, and information package, interaction with management, students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	9.1.4 There is transparency, fairness and consistency in the assessment system	Institution's rules and regulations, course materials, moderator reports, external examiner reports, minutes of the examination, evaluation and moderation committees, student handbook, information package, interaction with students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
9.2 Assessment and evaluation are aligned with stated learning outcomes.	9.2.1 Assessment tasks undertaken by the learners test the stated learning outcomes and are in line with the appropriate exit level descriptors.	Institution's objectives, course materials, minutes of the course planning and course design committees, student handbook, information package, interaction with management, students and staff. Institution's rules and regulations, minutes of the course planning and course design committees, intended learning outcomes, qualifications framework,	<div>0 1 2 3 4</div> <div>○ ○ ○ ○ ○</div>	
9.3 Learners are informed about the different types of assessment and techniques for the course.	9.3.1 There are clear procedures for assessment, including guidelines for submission, grading, and feedback in both contact and online contexts and they are effectively communicated.	Institution's rules and regulations, course materials, constitution, student handbook, information package, qualifications framework, interaction with management, students and staff.	<div>0 1 2 3 4</div> <div>○ ○ ○ ○ ○</div>	
	9.3.2 Practical assessments, such as projects and industrial attachments, evaluate the application of acquired knowledge and skills to real-life situations.		<div>0 1 2 3 4</div> <div>○ ○ ○ ○ ○</div>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	9.3.3 The course information package provides the details of the assessment, the assessment techniques, the intended learning outcomes and timelines		0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	9.3.4 Assessment procedures are clear, accessible, and suitable for various modes, including online contexts,		0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	9.3.5 Induction and orientation programmes for learners at course commencement provide information on assessment expectations.	Induction programmes, schedules, year planner, student handbook, information package, interaction with students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
9.4 There are systems for the tracking and recording of the learners' performance and progress and timely communication of the same to the learners.	9.4.1 Procedures for both formative and summative assessment ensure consistency and accuracy of grading and provide timely feedback and guidance to learners.	Institution's rules and regulations, constitution, student handbook, Moderator reports, information package, MIS, interaction with administrators, data from online assessment students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	9.4.2 A question bank is used for generating electronically-offered questions of comparable difficulty levels, along with rubrics for grading consistency		0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	9.4.3 Learners receive timely feedback and self-assess themselves through online quizzes and self-assessment questions.		0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	9.4.4 All summative assessment grades are processed and accurately recorded and released on the learner's record/portal and are communicated within the defined timelines using appropriate technologies.	Institution's rules and regulations, constitution, student handbook, LMS, information package, MIS, interaction with administrators, students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	9.4.5 Formative assessment enables the learners to improve on their weaknesses to ensure academic success.	MIS, LMS, interaction with administrators, students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	9.4.6 The automation of assessment and evaluation data is encouraged.	LMS, Teaching and Learning Policy, ICT Policy, ICT Infrastructure, Staff Training records.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	9.4.7 The LMS integrates all relevant units and provides appropriate access levels for assessment-related activities,	LMS, Teaching and Learning Policy, ICT Policy, ICT Infrastructure, Staff Training records.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
9.5 The institution has an assessment policy that is in line with national benchmarks and other appropriate accreditation bodies, and the policy is implemented institution. Online assessment meets the policy requirements of the institution.	9.5.1 Online assessment items encourage critical thinking, creativity, and demonstration of in-depth knowledge and competencies. 9.5.2 There are quality assurance mechanisms in place to ensure fair and reliable assessment of learners as stated in the institutional policy.	Quality assurance mechanisms and policies of the institution, Appeals Policy, Appeals Committee records, QA policy documents, corporate plans, records on QA including internal audit reports.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	9.5.3 The grading standards are aligned and are consistent with those of other national agencies and accreditation bodies.	Institution's rules and regulations, policy documents, selection procedures, minutes of the examination, Qualifications Framework, evaluation and moderation committees, External Examiner reports, schedules and content of orientation programmes, feedback data, interaction with the staff and management.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	9.5.4 The standards and quality of assessment are rigorously monitored and maintained. Where online assessment is used, appropriate measures are taken to ensure the credibility of such assessment.	Institution's rules and regulations, course materials, minutes of the examination evaluation and moderation committees, Qualifications Framework, External Examiner reports, student handbook, information package, interaction with students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	9.5.5 The institution has standardised tutor marking schemes and assessment rubric.	Institution's rules and regulations, performance evaluation reports, review committee minutes, MIS, Minutes of Marking and Moderation meetings, Moderator reports, External Examiner reports, interaction with administrators, management and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	9.5.6 The institution holds regular standardisation meetings with tutors and course coordinators.	Institution's rules and regulations, performance evaluation reports, review committee schedules and minutes, MIS, Minutes of Marking and Moderation meetings, Moderator reports, External Examiner reports, interaction with administrators, management and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
9.6 The institution ensures the security of assessment processes	9.6.1 Arrangements for the security of locally administered summative assessments are in place. Policies and procedures for proctoring electronic and online examinations, addressing plagiarism and ensuring the originality of learners' outcomes, are in place and implemented	Manual of examination procedures; Examination By- Laws, physical and electronic security infrastructure, segregation of duties.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	9.6.2 Procedures are in place to ensure the security of personal information during the assessment process	Manual of examination procedures; Examination By- Laws, Unique identification codes.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	9.6.3 Arrangements are in place to ensure that the integrity of the certification processes is not compromised	Manual of examination procedures; AI Policy, Examination By- Laws	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
9.7 There is provision for internal and external moderation regarding all aspects of assessment.	9.7.1 Approved procedures relating to setting, marking and release of the results are in place and are being implemented.	Procedures relating to the different aspects of assessment; outcome of implementation, Moderator reports, External Examiner Reports.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	9.7.2 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, Moderator reports, External Examiner Reports, corporate plans, records on QA, QA mechanisms of relevant regulatory bodies and institution's rules and regulations.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	9.7.3 The assessment strategy of the institution has provision for internal and external moderation.	Institution's rules and regulations, course materials, constitution, minutes of the grievance and disciplinary committees, student handbook, Moderator reports, External Examiner Reports, information package, interaction with management, students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
9.8 Appropriate measures are in place to ensure the integrity of assessment.	9.8.1 The learners 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, Student's constitution, minutes of the grievance and disciplinary committees, student handbook, information package, interaction with management, students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	9.8.2 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 open-source materials and Intellectual Property Rights.	Anti-Plagiarism Policy software, Intellectual Property Policy, Open Educational Resources Policy, 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.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	9.8.3 The institution adheres to the disciplinary procedures and initiates timely and justifiable disciplinary action wherever applicable.	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.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	9.8.4 There is a mechanism to ensure that complaints and appeals from learners on assessment are dealt with fairly and in a timely manner.	Institution's rules and regulations, Complaints Procedure, Appeals Policy, code of conduct and ethical practices, constitution, minutes of the grievance and disciplinary committees, student handbook, information package, interaction with management, students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
9.9 Assessment results are documented and communicated without delay to all learners.	9.9.1 At the beginning of every academic session, the institution decides and communicates the timelines for student assessment results.	Institution's rules and regulations, course materials, minutes of the course planning and course design committees, student handbook, LMS, information package, interaction with management, students and staff and corporate plan.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	9.9.2 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, LMS, information package, interaction with management, students and staff and corporate plan.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	9.9.3 The institution ensures transparency in assessment by communicating the procedures and processes through various media.	Institution's rules and regulations, course materials, student handbook, information package, LMS, Advertisements, interaction with management, students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	9.9.4 The institution has systems in place for the timely provision of transcripts.	Institution's rules and regulations, course materials, minutes of the course planning and course design committees, student handbook, LMS, information package, interaction with management, students and staff and corporate plan.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
9.10 Feedback from learners on the institution's assessment processes is collected on a regular basis.	9.10.1 Learner satisfaction surveys are regularly collected, analysed and disseminated for appropriate action.	Analysis of Feedback Results, LMS, database, Minutes of meetings to discuss Learner Feedback, Learner Satisfaction Index.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
9.11 Data on progression and graduation rates is collected and analysed on an ongoing basis. The analysis results are shared with relevant stakeholders and used for improvement purposes.	9.11.1 Completion rates of learners are aligned with the institutional targets.	Analysis of Completion Rates, LMS, database, Reports on various flowrates, Academic Regulations, General Regulations.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	9.11.2 Completion, retention and progression rates are monitored continuously.	Institution's rules and regulations, information package, Analysis of Completion Rates, LMS, database, Reports on various flowrates, Academic Regulations, General Regulations, minutes of the course coordinators' meetings, feedback, course materials, interaction with staff, students and alumni.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	9.11.3 The institution has a mechanism for reviewing the effectiveness of the processes and the assessment system's overall performance.	Institution's rules and regulations, information package, minutes of the course coordinators' meetings, LMS, Learner feedback, course materials, interaction with staff, students and alumni.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	9.11.4 The institution provides periodic reports on academic performance to stakeholders including employers.	MLS, database, website, advocacy materials, advertisements, letters to stakeholders, University Council Minutes.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	9.11.5 The institution publishes the results of annual surveys of graduate employment.	LMS, database, website, advocacy materials, advertisements, Tracer Studies, Employer Satisfaction Surveys.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	9.11.6 All assessment scripts and materials are properly stored for easy retrieval for a stipulated period. 9.11.7 All assessment-related data in digital format is properly archived for easy retrieval	LMS, database, website, advocacy materials, advertisements, Tracer Studies, Employer Satisfaction Surveys.		

SUMMARY OF STRENGTHS AND AREAS FOR IMPROVEMENT WITHIN THE STANDARD:

Overall Input and Evaluation of Standard 9:

Strengths identified:

Areas for improvement identified:

Recommendations:

Overall Evaluation for Standard 9

0. Fails to meet criterion	1. Unsatisfactory	2. Marginal	3. Good/Commend	4. Excellent

Quality Standard 10: LEARNING INFRASTRUCTURE AND RESOURCES

Scope

- The institution has adequate and appropriate infrastructure facilities to conduct quality academic programmes irrespective of the mode of provision. The institution uses appropriate 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.

Summary of standard criteria

1. The institution has adequate facilities and equipment to conduct academic programmes and administrative functions efficiently. There is a budget earmarked for procurement, updating and maintenance of institutional equipment and facilities.
2. Infrastructure growth keeps pace with student enrolment growth and any technology is used is compatible with the management information systems of the institution.
3. There are procedures and mechanisms in place for the provision, availability, and maintenance of the institution's infrastructural facilities (e.g. laboratories, libraries, technological infrastructure).
4. Library facilities include digital resources which are easy and less costly for students to access. These e-resources include openly licensed resources for the convenience of both staff and students.
5. The institution embraces technology in its teaching and learning processes and in availing learning resources to students.
6. Where appropriate, the institution has wide coverage through outreach centres to ensure equity and access.
7. The institution has mechanisms to review the adequacy, appropriateness and accessibility of resources and services for students and takes remedial measures to address inadequacies.
8. When libraries or laboratories or any other facilities of other institutions are used to meet the needs of the programme, the institution has written agreements to ensure that these services and facilities are available to learners.
9. The institution has a policy for the provision of infrastructure facilities and equipment by external stakeholders. This includes access to facilities of other institutions/organisations by students.
10. The institution has a policy on use of technology by staff and students (e.g. on accessibility, privacy, technical support, copyright on any software developed by staff and students)
11. Where applicable, outreach centres are managed in a way that does not compromise the quality of services given to students.

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
10.1 The institution has adequate facilities and equipment to conduct academic programmes and administrative functions efficiently. There is a budget earmarked for procurement, updating and maintenance of institutional equipment and facilities.	10.1.1 The institution has sufficient facilities with university ambience and the required technological support for effective teaching and learning to take place.	Physical facilities like laboratories, classrooms and physical and/or digital libraries; security policy, infrastructure policy, student handbook.	0. Fails to meet criterion 1. Unsatisfactory 2. Marginal 3. Good 4. Excellent 0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	10.1.2 Necessary physical infrastructure (space and buildings) and campus hot spots are available for conducting small group interactions and other academic activities.	Visit to physical facilities, interaction with staff and students, information package, student handbook.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	10.1.3 The buildings and physical space are sufficient to accommodate the administrative staff for document processing, storage and other purposes.	Visit to physical facilities, interaction with staff and students, by-laws/ regulations for physical infrastructure.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	10.1.4 The institution has well equipped laboratories including media and production laboratories for developing course materials.	Visit to physical facilities, infrastructure policy, MoUs/MoAs for use of laboratories, timetable, interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	10.1.5 The institution provides individual offices for academic staff with access to technology to support teaching-learning and research.	Visit to physical facilities, ICT Policy, interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	10.1.6 The institution allocates a sufficient budget annually to replace, add and deploy new technology and related facilities.	Approved Budget, Budgetary Allocations, balance sheets, audited statements of expenditure, corporate plan, minutes of the finance committee and infrastructure development committee, interaction with management.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
10.2 Infrastructure growth keeps pace with student enrolment growth and any technology used is compatible with the management information systems of the institution.	10.2.1 The institution has an enrolment projection plan which facilitates planning of provision of infrastructure and facilities.	Master plan, Institutional Founding Document, visit to physical facilities, corporate plan, interaction with infrastructure development committee and management.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	10.2.2 There is a strategic plan for the institution covering the anticipated growth of the infrastructure to keep pace with institutional plans for academic expansion.	Strategic plan, corporate plan, policy documents, minutes of the various infrastructure development committees, interaction with management and administrative staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	10.2.3 The institution conducts an annual review of facilities and usage rates.	Strategic plan, corporate plan, policy documents, minutes of the various infrastructure development committees, usage registers, interaction with management and administrative staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	10.2.4 The outcome of the annual review of facilities and usage rates is used to improve the infrastructural facilities and as input to the strategic plan of the institution.	Strategic plan, corporate plan, policy documents, minutes of the various infrastructure development committees, feedback data, interaction with management and administrative staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	10.2.5 Where eLearning is used, appropriate technological infrastructure and facilities, including appropriate bandwidth are provided.	Reports on status of technology infrastructure, documents on backup support		
10.3 There are procedures and mechanisms in place for the provision, and maintenance of the institution's infrastructural facilities	10.3.1 The institution's strategic plan gives a clear direction on the provision, availability, maintenance, and development of infrastructural facilities.	Strategic plan, corporate plan, policy documents, infrastructure policy and or procedure, minutes of the various infrastructure development committees, interaction with management and administrative staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
(e.g. laboratories, libraries, technological infrastructure).	10.3.2 The institution has set procedures for maintenance of the infrastructural facilities including annual maintenance contracts.	Strategic plan, corporate plan, policy documents, maintenance plan, maintenance records, inventory of infrastructure, minutes of the various infrastructure development committees, interaction with management and administrative staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	10.3.3 The institution has an effective system for the management and maintenance of equipment	Corporate/ Strategic plan, financial management information system, maintenance procedure(s) and records, expenditure statements, minutes of maintenance and procurement committees, grievance and complaints committee documents and minutes.		
10.4 Library facilities include digital resources which are easy and less costly for students to access. These e-resources include openly licensed resources for the convenience of both staff and students.	10.4.1 The library facilities are developed, considering the student profile of the institution.	Library Policy, Institutional Repository, Open Educational Resources (OER) Policy, Information package, student handbook, course materials, feedback data, library committee minutes, interaction with students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	10.4.2 The library catalogue is up-to-date and easily accessible to learners.	library catalogue, Interaction with students and staff; library committee minutes	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	9.4.3 The library is computerised and has sufficient materials available in electronic form (e-books, e-journals).	Information package, student handbook, course materials, feedback data, library committee minutes, visit to library, Course outlines, study guides, LMS, interaction with students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	10.4.4 The library provides e-resources and reprographic facilities to staff and learners.	Library Policy, Library committee minutes, visit to library, interaction with students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	10.4.5 There is an inter – library borrowing facility which is accessible to both students and the staff.	Library Policy, Library committee minutes, visit to library, interaction with students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	10.4.6 The library has sufficient qualified staff trained to deal with the latest electronic media and provide adequate support to the learners to access the library facilities.	Recruitment policies, institution's rules and regulations, minutes of recruitment committees, training records, interaction with management and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	10.4.7 There is justified allocation of financial resources for the upkeep, maintenance and development of the library.	Library Committee records, Allocations, balance sheets, audited statements of expenditure, corporate plan, minutes of the finance committee and infrastructure development committee, interaction with management.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
10.5 The institution embraces technology in its teaching and learning processes and in availing learning resources to students.	10.5.1 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.	ICT Policy, Strategic plan, corporate plan, policy documents, minutes of the various infrastructure development committees, LMS, interaction with management and administrative staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	10.5.2 There is a process in place to monitor and maintain the equipment and technology in good working order and to facilitate annual maintenance contracts.	Strategic plan, corporate plan, budget allocations, minutes of the various infrastructure development committees, Maintenance Procedure, Maintenance Plan, ICT Inventory, interaction with management and administrative staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	10.5.3 Adequate ICT facilities are available in the institution and are accessible to all academic and administrative staff.	ICT Policy, ICT Inventory, Information package, student handbook, visit to facilities, interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
10.6 Where appropriate, the institution has wide coverage through outreach centres to ensure equity and access.	10.6.1 The outreach centers are widely distributed across different geographic areas including remote areas.	Policy document, corporate plans, institutional details, details on outreach centres, MoUs/MoAs with relevant outreach centres, expansion plans, strategic plan documents, interaction with management.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	10.6.2 The information on the available services at the outreach centers and those at the central facility is made known to all learners and staff.	Policy document, corporate plans, institutional details, details on outreach centres, expansion plans, induction records, orientation handbook, strategic plan documents, interaction with management.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	10.6.3 The institution constantly monitors the performance of the outreach centers in terms of quality, access, and equity.	Minutes of the course coordinators' meetings, feedback, year planner, schedules, course materials, usage records, LMS Footprint, interaction with staff, students and management.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	10.6.4 The institution has clearly laid down guidelines to select, review, monitor and provide guidance to the managers and staff of the outreach centers.	Minutes of the course coordinators' meetings, feedback, year planner, schedules, course materials, interaction with staff, students, and management.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	10.6.5 There is a strong and cordial linkage between the institution and the outreach centers facilitating timely communication and good relationships.	Minutes of the course coordinators' meetings, feedback, year planner, schedules, course materials, MoUs/MoAs with relevant outreach centres, interaction with staff, students and management.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
10.7The institution has mechanisms to review the adequacy, appropriateness and accessibility of resources and services for students and takes remedial measures to address inadequacies.	10.7.1 The institution obtains feedback from learners and staff 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, minutes of the course coordinators' meetings, feedback, LMS, minutes showing student involvement in relevant committees, year planner, schedules, course materials, interaction with staff, students and management.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	10.7.2 The outcome of the feedback is acted upon, and appropriate remedial measures are taken to overcome any inadequacies.	Feedback Analysis reports, 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.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	10.7.3 There is provision in the budget for meeting unforeseen emergencies in the provision of learning support facilities	Strategic Plan, Approved Budget, Allocations, balance sheets, audited statements of expenditure, corporate plan, minutes of the finance committee and infrastructure development committee, interaction with management.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
10.8When libraries or laboratories or any other facilities of other institutions are used to meet the needs of the programme, the institution has written agreements to ensure that these services and facilities are available to learners	10.8.1 The institution has clear procedures for learners to access the facilities of other institutions available on a sharing basis.	Policy documents, MOUs/MoAs, minutes of course development committees, executive bodies and interaction with the staff and management.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	10.8.2 Contracts with other institutions allowing learner access to specified facilities are clearly written and legally enforceable.	Policy documents, MOUs/ MoAs, minutes of course development committees, executive bodies and interaction with the staff and management.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	10.8.3 The institution ensures regular monitoring of the accessibility of the facilities and services offered to the learners by other institutions.	QA Audit reports, Course materials, information package, year planner, minutes of the course planning and course design committees, interaction with students, staff and course developers.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
10.9The institution has a policy for the provision of infrastructure facilities and equipment by external stakeholders. This includes access to	10.9.1 The institution has well laid out procedures and mechanisms for establishing and equipping outreach centres by stakeholders.	Infrastructure Policy, Infrastructure Specifications, Partnerships Policy, Community Engagement Policy.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
facilities of other institutions/organisations by students.	10.9.2 The institution has clear guidelines for the use of infrastructure, facilities and equipment by the immediate community.	Infrastructure Policy, Infrastructure Specifications, Partnerships Policy, Community Engagement Policy.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
10.10 The institution has a policy on use of technology by staff and students (e.g. on accessibility, privacy, technical support, copyright on any software developed by staff and students)	10.10.1 There is a policy on use of technology by staff and students.	Policy guidelines on use of technology; privacy issues, copyright where technological software and/or content is developed by university employees or students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
10.11 Where applicable, outreach centres are managed in a way that does not compromise the quality of services given to students.	10.10.2 The institution ensures quality service provision to students across all centres of delivery.	Guidelines on service provision at outreach centres; review reports, monitoring plans.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

SUMMARY OF STRENGTHS AND AREAS FOR IMPROVEMENT WITHIN THE STANDARD:

Overall Input and Evaluation of Standard 10:

Strengths identified:

Areas for improvement identified:

Recommendations:

Overall Evaluation for Standard 10

0. Fails to meet criterion	1. Unsatisfactory	2. Marginal	3. Good/Commend	4. Excellent

Quality Standard 11: RESEARCH, PUBLICATION AND CONSULTANCY SERVICES

- Scope**
- Continuous development of educational programmes and services is influenced by research. The institution supports community outreach by ensuring consultancy and extension services.

Summary of standard criteria

1. The institution actively encourages and supports research by staff.
2. Findings of research underpin the development of the programmes and the courses of the institution.
3. There are appropriate procedures and measures to ensure ethical practices in research, including measures to guide the ethical use of AI and other emerging technologies in research
4. There are relevant mechanisms and procedures to monitor and evaluate research within the institution.
5. There are appropriate mechanisms and procedures to facilitate and encourage consultancy services to the wider community.
6. The institution is responsive to community needs and conducts relevant extension and awareness programmes.
7. Research, consultancy and extension services are actively promoted to build linkages with industry and community.
8. Learning analytics: Institutions that have an LMS are encouraged to utilize Learning analytics as a research tool to enhance institutional evidences decision-making

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
11.1 The institution actively encourages and supports research by staff.	11.1.1 The institution has a research policy in place.	Research policy document,	0. Fails to meet criterion 1. Unsatisfactory 2. Marginal 3. Good 4. Excellent 0 1 2 3 4 ○ ○ ○ ○ ○	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	11.1.2 The strategic plan sets the direction of the institution's research, ensuring that the research undertaken is relevant and responsive to the needs of the community and geared towards the achievement of sustainable development goals	Strategic Plan; Research framework; evidence of the impact of research		
	11.1.3 There is a research committee or an appropriate body which develops procedures and guidelines for undertaking research by staff.	Corporate plan, research committee composition, minutes and budget allocations, guidelines, rules and regulations and roles and responsibilities of various members.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	11.1.4 The institution provides adequate information on how to apply for a research grants.	Corporate plan, research committee composition and minutes of meetings, budget allocation for research. Grant utilization records	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	11.1.5 The institution has strong links to and collaborates with various international, national, governmental and non-governmental agencies in undertaking research.	Research policy documents, MOU's, minutes of executive bodies' meetings, interaction with staff and management, records of collaboration and support. Documentation of research outcomes.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	11.1.6 The institution provides administrative and academic support for research in the form of study leave, project preparation, sponsorship, physical facilities, preferential work load allocations etc.	Corporate plan, research committee composition and minutes of meetings, rules and regulation, budget allocation, records of support given and output. Workload allocations reflecting research load.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	11.1.7 There are regular capacity building workshops on research methodologies for staff and students.	Training programmes and attendance registers; feedback from participants;		
11.2 Findings of research underpin the development of the programmes and the courses of the institution.	11.2.1 The institution undertakes market research and solicits the views of employers, industry and local communities to prioritize programme and course development.	Corporate plan, policy documents, research committee minutes and findings, guidelines, rules and regulations and roles and responsibilities of various members, documentation of surveys.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	11.2.2 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.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	11.2.3 There is a policy in place that promotes the dissemination of research findings to the wider academic community through conferences, publications, and online repositories	Policy on publications and participation in conferences	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	11.2.4 The institution has a policy to guide the ethical use of AI and other new technologies in research	Policy guidelines on use of AI in research	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	11.2.5 Research is encouraged to prepare the institution to make informed choices about the use of new technologies.	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.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	11.2.6 The institution encourages systemic research and the results feed into the improvement of the system.	Corporate plan, research committee minutes and findings of research dissemination seminars, records of research committee meetings.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
11.3 There are appropriate procedures and measures to ensure ethical practices in research, including measures to guide the ethical use of AI and other emerging technologies in research.	11.3.1 The institution has a stated code of conduct and ethical practices in research.	Code of conduct and ethical standards. Processes followed.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	11.3.2 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, etc.	Corporate 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.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	11.3.3 The institution provides training and support for staff and students in AI literacy.	Training reports,		
	11.3.4 AI-generated content is given appropriate citation and attribution	Code of conduct and ethical standards, guidelines		
11.4 There are relevant mechanisms and procedures to monitor and evaluate research within the institution.	11.4.1 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.	Corporate plan, policy documents, research committee minutes of meetings, rules and regulations. Documentation of completed research.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	11.4.2 Research activities are an integral part of the duties of academic staff. Publications and research projects are given due recognition.	Corporate 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.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	11.4.3 Academic staff are encouraged to disseminate the research findings that are relevant to other units of the institution.	Corporate plan, research committee minutes and findings of research dissemination seminars, records of research committee meetings.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	11.4.4 Scholarly publications of the institution are subject to peer review.	Research reports; Compilation of research publications	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
11.5 There are appropriate mechanisms and procedures to facilitate and encourage consultancy services to the wider community	11.5.1 The potential expertise of the academic and other staff is identified and published through all media.	Corporate plan, research committee minutes and findings, guidelines, rules and regulations and roles and responsibilities of various members.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	11.5.2 The institution has a consultancy policy to address issues like sharing the remuneration earned, through consultancy, credits sharing, time allowed etc.	Corporate plan, policy documents, research committee minutes and findings, guidelines, rules and regulations and roles and responsibilities of various members, finance committee records, records of consultancy projects.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
11.6 The institution is responsive to community needs and conducts relevant extension and awareness programmes.	11.6.1 The institution has an extension unit which undertakes various community engagement activities such as HIV/AIDS awareness, gender issues, environment issues, livelihood improvement etc.	Information pack, prospectus, handbook, student information materials, MIS, interaction with staff and students, corporate plan, year planner, extension activity committee minutes, records on extension activities, annual reports.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	11.6.2 Community work undertaken by learners and staff is recognized by the institution.	Information pack, prospectus, handbook, student information materials, MIS, interaction with staff and students, corporate plan, year planner, extension activity committee minutes, records on extension activities, annual reports.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
11.7 Research, consultancy and extension services are actively promoted to build linkages with industry and community.	11.7.1 The institution has strong industry – institution – community linkages built into its activities through membership of Advisory Boards, Council and Board of Governors.	Interaction with staff and students, corporate plan, year planner, student handbook, extension activity committee minutes, records on extension activities, annual reports.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	11.7.2 The industry – institution – community network fosters close relationships between the world of work and the world of learning for the learners.	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.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
11.8 Learning analytics: Institutions that have an LMS are encouraged to utilize learning analytics as a research tool to enhance institutional evidence decision-making	11.8.1 There are policies in place to facilitate learning analytics data governance and security	LMS functionality, Data centre, skilled staff in LMS, evidence of research work, impact of the research, evidence of students consent to use their data is obtained	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	11.8.2 There is a system in place to collect data	Policy guidelines	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	11.8.3 There are stakeholder engagements, including students on results of data analytics	Meeting minutes	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

SUMMARY OF STRENGTHS AND AREAS FOR IMPROVEMENT WITHIN THE STANDARD:

Overall Input and Evaluation of Standard11:

Strengths identified:

Areas for improvement identified:

Recommendations:

Overall Evaluation for Standard 11

0. Fails to meet criterion	1. Unsatisfactory	2. Marginal	3. Good/Commend	4. Excellent

QUALITY STANDARD 12: COLLABORATION AND PARTNERSHIP

Scope: Institutional Partnership and Collaborative relationships for mutual benefits are in place.

Summary of standard criteria

1. There are Collaborative and partnership relationships in place.
2. Process for managing partnership and collaborative relationships in place.
3. There is clear evidence of benefits of collaborative partnerships to the institution.

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
12.1 There are Collaborative and partnership relationships in place.	12.1.1 M.O. Us clearly state the areas of mutual benefits and the roles and responsibility of each partner in relationship.	Work plans: Minutes of implementation plan, meetings/workshops, seminar and budget, MOUs	0. Fails to meet criterion 1. Unsatisfactory 2. Marginal 3. Good 4. Excellent 0 1 2 3 4 ○ ○ ○ ○ ○	
	12.1.2 Clear evidence(M.O.Us) of active collaboration and partnership relationship exists. The M.O.Us clearly state the responsibilities of each party in the relationship.	Evidence of intended output e.g course material publications and recruitment. Meeting minutes, MOUs Evidence of collaboration with similar institutions, Evidence of collaboration with industries institutions, outcomes of the collaboration and partnerships.	0 1 2 3 4 ○ ○ ○ ○ ○	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
12.2 Process for managing partnership and collaborative relationships in place.	12.2.1 Management structure for approval, monitoring and evaluation	Minutes of meetings and reports	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	12.2.2 Appropriate measures are in place to foster collaboration and sharing of resources among providers and other stakeholders in the community for sustainable development	Agreement documents	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	12.2.3 Partnerships are reviewed on a regular basis to ensure their continued benefit to the institution	Review reports	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
12.3 There is clear evidence of benefits of collaborative partnerships to the institution.	12.3.1 Collaborative partnerships yield benefits to the teaching, learning and research activities of an institution.	Clear indication of added values	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

SUMMARY OF STRENGTHS AND AREAS FOR IMPROVEMENT WITHIN THE STANDARD

Overall Input and Evaluation of Standard 12:

Strengths identified:

Areas for improvement identified:

Recommendations:

Overall Evaluation for Standard 12

0. Fails to meet criterion	1. Unsatisfactory	2. Marginal	3. Good/Commend	4. Excellent