

TUMAINI UNIVERSITY DAR ES SALAAM COLLEGE
(A Contituent College of Tumaini University Makumira)

**TOOLS AND INSTRUMENTS FOR EVALUATION OF
QUALITY**

STANDARDS AND PEROMANCE INDICATORS FOR
QUALITY ASSURANCE

November 2013

PREFACE

The establishment and deployment of this tool or instrument for evaluation of quality marks a distinct step forward in the formalisation and improvement of quality assurance at the Tumaini University Dar es Salaam College. The instrument represents a statement and guidelines of intent by the College regarding the quality of her services and products. It spells out areas in general terms what the College intends to do in order to maintain acceptable quality standards and continually improve the same in the implementation of her core mission activities of teaching/learning, research and provision of service to the public. The tool or instrument has the following creteias: first, vision, mission and planning, second, organizationa management and leadership, third criterion is the students (learners), fouth, human resource and development, fith, programme design and development, sixt criterion is course design and development. Seventh criterion is students' supports and progression, eighth, students' assessments and evaluation; ninth, learning infrastructure and resources, tenth, research, publications and consultancy services, eleventh criterion is collaboration and partnership.

This tool or instrument will guide the policy to hinge on two inextricably intertwined processes of quality assessment and improvement. According to its provisions, each unit and office at the College is responsible for carrying out these processes systematically and continuously, based on rationally established and widely disseminated performance standards. The role of the newly established Quality Assurance Unit is to coordinate this process centrally and to provide units with professional support in their perpetual process of self-evaluation and improvement. The Quality Assurance Unit will also function as a link organ between the College and external regulatory bodies, such as the Tanzania Commission for Universities, as well as professional bodies and external accrediting agents. It is expected that the implementation of this tool for quality assuarance evaluation will result in significant enhancements in the College's quality assurance system and, indeed, notable improvements in the quality of her teaching, research, and consultancy services.

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Criterion 1 - VISION, MISSION AND PLANNING (DPA & Planning Officer)

Scope - The College determines its own vision, mission and objectives that reflect its academic commitments and the needs of society.

Kindly evaluate the current status; you may add other issues which are in place in relation to this criterion.

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
1.1 The College has a stated vision and mission that is supported by specific and clearly defined goals and objectives within the context of national development priorities and the latest international trends in 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 ○ ○ ○ ○ ○	
	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 committee meeting minutes; planning policy, framework; involvement of staff in the university plans.	0 1 2 3 4 ○ ○ ○ ○ ○	
	1.1.3 The vision and mision 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 ○ ○ ○ ○ ○	
	1.1.4 The specific goals and objectives are clearly defined and relevant to the College context.	Handbook; Corporate/Strategic Plan; brochures; programme information documents; website	0 1 2 3 4 ○ ○ ○ ○ ○	

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 College 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 made available to the senior College decision makers to make the necessary revisions to the objectives and plans of the institution.	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 activities of the College and their appropriateness and assesses their alignment with the needs of the stakeholders and the institution's mission and objectives. It makes necessary changes wherever appropriate.	Agenda and minutes of management meetings; details of review meetings of management with staff; appraisal data forms; incidences of changes made; interaction with staff, students and other stakeholders.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
1.3 Policy statements and action plans to fulfill the stated mission are formulated for all operations and	1.3.1 The College 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"/>	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
incorporated into the College Strategic Plan.	1.3.2 The College has a Strategic Plan which is appropriately aligned to the College 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"/>	
	1.3.3 The use of e-learning option is adequately reflected in the vision and statements 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 planning are supported by systematic College research	1.4.1 The College assigns responsibility for conducting systematic research and evaluation of its performance and for communicating the results to senior management and key stakeholders.	Feedback forms and data; market surveys and data; minutes of policy planning units/committees, interaction with staff and employers.	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 College are based on and regularly reviewed in the light of the College research data.	Feedback from stakeholders; market surveys; College 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 College has systematic and transparent procedures for planning and	1.5.1 The planning process is clearly defined, fair and open to relevant stakeholders.	TUSARIS, 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"/>	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
development.	1.5.2 The College 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 College ensures wide consultation with stakeholders in decision making.	Composition of College 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 College 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"/>	
1.7 Implementation plans of the College are documented and effectively communicated to the relevant personnel.	1.7.1 Responsibility for implementation and operationalisation of College plans is clearly documented, defined and communicated to the relevant staff.	Operational plans of the institution; year planner, academic schedules, programme information package; internal delegation of powers, specified and communicated roles and responsibilities.	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
	1.7.2 The College has strategies for the choice of communication and interactivity structures for its 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		
1.8 There are monitoring procedures to ensure that the policies and plans of the College 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, College 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, College 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"/>	
1.9 The College demonstrates its drive to develop itself into a Centre of Excellence and to maintain nationally	1.9.1 The College plans and policies reflect national and international concerns.	College 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"/>	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
and internationally comparable and acceptable standards.	1.9.2 The College plans and policies are continuously updated to meet national and international requirements.	College 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 College ensures quality and cost effective access to students.	College 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 students is documented and made available to all stakeholders.	1.10.1 The College has clearly stated and documented procedures / processes reflecting its commitment to its students.	College 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"/>	
	1.10.2 The College has clearly stated and documented processes for evaluating its achievements in terms of commitment to its students.	College 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 College disseminates factual information on its commitment to students.	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"/>	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
1.11 There are effective and appropriate appeal mechanisms for all departments of the institution.	1.11.1 The College has transparent and timely mechanisms to address and ensures timely, grievances.	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 students.	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 recruitment policies and learner profiles.	1.12.1 The College publishes its policies on the admission and recruitment of students and staff	Prospectus, student and mission details, recruitment policy, advertisement and media of advertisement, market surveys, College 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"/>	
	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 College makes special provision to ensure equity and access to disadvantaged groups within its target student population.	Prospectus, College 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"/>	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
1.13 The College has a stated policy on partnerships and collaborations.	1.13.1 The College has a clearly identified 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 criteria for establishing collaborations and partnerships and for monitoring and evaluating their effectiveness with reference to defined performance indicators.	Policy documents, Memoranda of Understandings, 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"/>	
1.14 The College has a clear policy on ethical practices and ensures its implementation in all its activities.	1.14.1 The College 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"/>	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
	1.14.3 Violation of the code of conduct and ethical standards is supported by disciplinary action.	Interaction with staff and students, minutes of disciplinary committees.	0 1 2 3 4 ○ ○ ○ ○ ○	
	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 ○ ○ ○ ○ ○	
1.15 The College 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 students, including scholarships, bursaries, fees and reimbursements.	Policy documents, brochure, prospectus, programme information package, financial statement, financial information systems.	0 1 2 3 4 ○ ○ ○ ○ ○	
	1.15.2 The College 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 ○ ○ ○ ○ ○	
	1.15.3 The College 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 ○ ○ ○ ○ ○	
1.16 The College has a stated policy with regard to quality assurance and	1.16.1 There is an integrated framework to ensure the quality of the academic and administrative	Corporate/Strategic Plan; quality framework, agenda and minutes of relevant committees, quality circles, internal quality assurance teams,	0 1 2 3 4	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
monitoring in all aspects of its operations.	activities of the institution.	quality assurance procedures.	○ ○ ○ ○ ○	
	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 ○ ○ ○ ○ ○	
	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 ○ ○ ○ ○ ○	
	1.16.4 Quality assurance policies are effectively communicated to all the departments 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 ○ ○ ○ ○ ○	
1.17 There is a system for implementing and reviewing the quality assurance procedures of the institution.	1.17.1 The College undertakes quality reviews/ audits at regular intervals and ensures the quality of all activities.	Corporate /Strategic Plan; Collegeplans, 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 ○ ○ ○ ○ ○	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
	1.17.2 The College constantly monitors and reviews the effectiveness of its quality assurance procedures. The outcomes are used to improve implementation strategies.	Corporate /Strategic Plan; Collegeplans, 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 College provides training to its staff 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 College's quality assurance policy and procedures is to achieve quality enhancement	1.18.1 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 College has a policy for the effective use of Information and Communications Technology (ICT) in support of distance education.	1.19.1 The College has provisions at various policy levels for the planning, acquisition, deployment, maintenance and use of appropriate technologies including the latest Information and Communication Technologies.	Policy documents, 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
	1.19.2 There are procedures for monitoring the implementation of Information and Communication Technology policies.	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 College 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 College contracts to another agency, in part or full, the educational services of a distance learning programme, it ensures the academic quality and integrity of all educational services offered in its name.	1.21.1 Quality management mechanisms are in place at the College to ensure that the content offered by external providers is of good quality and meets the national and College 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, 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"/>	
	1.21.2 The College has specified criteria for selecting partners and contractors and has procedures to monitor and evaluate their services.	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 CRITERION:

Overall Input and Evaluation of Criterion 1:

Strengths identified:

Areas for improvement identified:

Recommendations:

Overall Evaluation for Criterion 1

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

Criterion 2 - ORGANIZATIONAL MANAGEMENT, AND LEADERSHIP (DPA HR Office)

Scope

- The College should be responsible for ensuring a desirable value system in all its departments. It has clear and effective communication channels as well as efficient resource management and administration systems that enable the College to achieve its objectives. The College is financially sound and can make reliable educational provision. It should inculcate technology enabled environment that will enhance the quality of the learning experience of the students.

Kindly evaluate the current status; you may add other issues which are in place in relation to this criterion.

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
2.1 The organisational structure of the College is suitable for its programmes operations as to ensure reliable educational provision and support to the students.	2.1.1 The College has an organisation chart with specified units and positions appropriate to its functions.	Organisation chart, Corporate/Strategic Plan, policy manuals, handbook, planning implementation policy/framework; documented internal delegation of powers, websites.	0. Fails to meet criterion 1. Unsatisfactory 2. Marginal 3. Good 4. Excellent 0 1 2 3 4 ○ ○ ○ ○ ○	
	2.1.2 The College employs sufficient, appropriately qualified administrative, academic and technical staff to handle various specialized tasks and activities.	Human resource plan, Corporate/Strategic Plan, staff recruitment, promotion and development policy documents; cadre provision documents.	0 1 2 3 4 ○ ○ ○ ○ ○	
	2.1.3 The governance structure provides for collegial decision making and oversight of College activities and ensures the overall quality of the College provisions.	Organogram, Corporate/Strategic Plan, policy manuals, handbook, planning/ implementation policy/framework; documented internal delegations of powers and authority, websites, human resource plans, documented performance review and systems, efficiency of reporting and consequential action.	0 1 2 3 4 ○ ○ ○ ○ ○	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
2.2 The College has an academic calendar/almanac that is followed meticulously.	2.2.1 The College plans its academic activities and prepares the academic calendar at the beginning of each academic year involving all units, divisions and departments.	Year planners, operational schedules, prospectus and brochures of academic programmes, learning and teaching plan.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.2.2 The academic calendar is made available to both students and staff of the College 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, TUSARIS, 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 College assigns responsibility for monitoring the effective implementation of the academic calendar and for proposing mid-term corrections where required.	Committee structure and composition, terms of reference, agenda 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"/>	
2.3 The staff at senior management level possess appropriate qualifications and experience for their positions and roles.	2.3.1 The College has stated criteria for the recruitment, retention and promotion of senior management staff.	Management Information System, recruitment, retention and promotion criteria, policy documents.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.3.2 The recruitment process is transparent and the College ensures adherence to the stated criteria.	Management Information System, recruitment, retention and promotion criteria policy documents and interview policy and interaction with staff, documentation of selection committees, appeals by applicants.	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
	2.3.3 Senior management appointees exemplify the institution's commitment to ensure and maintain quality in all aspects and levels of recruitment and operations.	Management committee records, annual report, leadership and reporting responsibilities, policy documents of the CEO and senior management, efficiency of reporting consequential action.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
2.4 The academic staff possess appropriate qualifications, skills and expertise required for their positions , more specifically those related to Programmes (PROGRAMMES) .	2.4.1 The College has stated criteria for the recruitment, retention and promotion of academic staff.	Management Information System, recruitment, retention and promotion criteria policy documents.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.4.2 The recruitment process is transparent and the College ensures adherence to the stated criteria.	Management Information System, recruitment, retention and promotion criteria policy documents	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.4.3 The selection and promotion criteria give preference to candidates with experience and expertise in various programmes activities such as course material preparation, distance tutoring, supervision, management of learning through distance.	Management committee records, annual report, leadership and reporting responsibilities, policy documents of the CEO and senior management, efficiency of reporting consequential action.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
2.5 The administrative and support staff possess appropriate qualifications and experience for their	2.5.1 The College has stated criteria for recruitment, retention and promotion of administrative staff.	Management Information System, recruitment, retention and promotion criteria policy 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	Sources of Evidence	Measure	Motivation/Comment
positions and roles.	2.5.2 The recruitment process is transparent and the Collegeensures adherence to the stated criteria.	Management Information System, recruitment, retention and promotion criteria policy documents and interview policy and interaction with staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.5.3 The selection and promotion criteria give preference to candidates with experience and skills in various programmes activities.	Management committee records, annual report, leadership and reporting responsibilities, policy documents of the CEO and senior management, efficiency of reporting consequential action.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
2.6 There are clear lines of responsibility and accountability within the Collegeand the roles of staff are clearly spelt out.	2.6.1 The roles and responsibilities of the staff within the College 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 description and organizational charts.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.6.2 There are clearly defined work norms.	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.	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
	2.6.3 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.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.6.4. There is an effective staff performance management and appraisal system which promotes 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"/>	
2.7 There are effective channels for communication with potential, current and past students, with key external stakeholders, and with all staff and tutors involved in the teaching -learning process.	2.7.1 The College 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"/>	
	2.7.2 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	2.7.3 The College 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"/>	
	2.7.4 Clear channels of communication are established between current students 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"/>	
	2.7.5 Relevant updated information on feedback received is made available to the stakeholders through print and 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"/>	
2.8 Enquiries and complaints are dealt with quickly, fairly and efficiently.	2.8.1 There is a mechanism to receive enquiries from stakeholders and provide correct and timely information.	Corporate/Strategic Plan, grievances and redressed 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"/>	
	2.8.2 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, TUSARIS, website, handbook.	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
	2.8.3 The composition, terms of reference and decisions of the grievance redressal mechanisms are made known to all thereby ensuring the transparency of the process.	Corporate/Strategic Plan, grievances and redressal committee structure and policy documents and minutes of meetings, minutes of management committee meetings, TUSARIS, 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"/>	
2.9 The enrolment procedures are clear and efficient and include provision for accurate, comprehensive and helpful information to prospective students.	2.9.1 The information package of the College is comprehensive, providing details of the facilities and support services available to the students.	Handbook, Prospectus, brochures, programme/course information package, TUSARIS, website, interaction with students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.9.2 Information to prospective students includes details of admission requirements, the procedure for enrollment and the requirements for progression through the programme.	Handbook, Prospectus, brochures, programme/course information package, TUSARIS, website, interaction with students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.9.3 Enrollment to the programmes is strictly in line with the specified norms and admission guidelines.	Handbook, Prospectus, brochures, programme/course information package, TUSARIS, 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
2.10 The production and delivery of course materials are timely and quality assured.	2.10.1 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"/>	
	2.10.2 The development of the course materials ensures compliance with the College 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"/>	
	2.10.3 The College has assigned the responsibility for assuring the quality of course materials at various levels and stages of production and delivery to an appropriate body.	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"/>	
2.11 There is a prompt response to the students' needs for academic, administrative and personal support.	2.11.1 The College provides support to students 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"/>	
	2.11.2 The College 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	2.11.3 Students can access personal counseling services.	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"/>	
	2.11.4 The Counseling service provides prompt response for the distance learner	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"/>	
2.12 The assessment and evaluation system is reliable and ensures integrity.	2.12.1 The assessment process forms an integral part of teaching and learning and the analysis of assessment outcomes is used to inform curriculum improvements.	Policy documents, minutes of assessment boards/committees, course materials, teaching learning plans, curriculum development committee meetings.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.12.2 Information on the assessment of learning outcomes, assessment procedures and schedules is provided in all course modules / topics.	policy documents, minutes of assessment boards/committees, course material, teaching learning plans, curriculum development committee meetings and course materials, programme/course information package, website	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.12.3 A range of formative and summative evaluation methods are included to ensure that student learning is appropriately assessed.	Policy documents, minutes of assessment boards/committees, course material, teaching learning plans, curriculum development committee meetings and course materials, programme/course information package, website	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
	2.12.4 The assessment systems are distance-learner friendly and have effective inbuilt procedures for assessing the achievement of intended learning outcomes.	Policy documents, minutes of assessment boards/committees, course material, teaching learning plans, curriculum development committee meetings and course materials, programme/course information package, website	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.12.5 The assessment strategies are designed and administered in such a manner that they encourage the distance students to complete the courses.	Policy documents, minutes of assessment boards/committees, course material, teaching learning plans, curriculum development committee meetings and course materials, programme/course information package, website	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.12.6 There is a mechanism to ensure that complaints from the students about the fairness of the assessment and formal appeals against assessment results are dealt with fairly and in a timely manner.	Corporate/Strategic Plan, grievance and redressal committee structure and policy documents and minutes of meetings, minutes of management committee meetings, TUSARIS, 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"/>	
2.13 The College has an effective system for the management and maintenance of equipment and facilities.	2.13.1 The College has appropriate financial and administrative provision to ensure proper maintenance and operation of equipment and facilities.	Corporate/Strategic Plan, financial management information system, Management Information System, expenditure statements, minutes of maintenance and procurement committees, grievance and complaints committee documents and 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	Sources of Evidence	Measure	Motivation/Comment
	2.13.2 There is adequate financial allocation for procurement, replacement, maintenance and upgrading of the technology and other equipment required for effective programme delivery.	Corporate/Strategic Plan, financial management information system, Management Information System, expenditure statements, minutes of maintenance and procurement committees, Information Communication Technology operational committee and minutes of meetings, Collegeplan for use and maintenance of technology for teaching and learning.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.13.3 There are established procedures to take care of regular maintenance works and to handle emergencies.	Human resource plant, organogram, maintenance department/unit structure, roles and responsibilities of staff, minutes of meetings, interaction with staff and student.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
2.14 Appropriate training is provided to staff on the use and maintenance of new technology, equipment, facilities, and communication and information systems available/deployed in the Institution.	2.14.1 The Strategic Plan of the College includes specified provision for staff development activities.	Corporate/Strategic Plan; staff development centre/unit plans, training schedules, training manuals, feedback on training programmes, training budget, interaction with staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.14.2 The College conducts staff development programmes to improve the skills and competencies of the staff in handling the technology, equipment and facilities of the institution.	Corporate/Strategic Plan; staff development centre/unit plans, training schedules, training manuals, feedback on training programmes, training budget, 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 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, TUSARIS, training budget allocations, staff development centre/unit/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	Sources of Evidence	Measure	Motivation/Comment
2.15 The financial procedures are clearly stated and adhered to by the institution.	2.15.1 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.	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 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.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.15.3 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.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.15.4 The College earmarks a specific budget allocation for the enhancement of the technology infrastructure required for quality teaching and learning and monitors its utilization.	Internal audit reports, auditor general's reports, annual reports, audit procedures, audit committee structure, roles and responsibilities and minutes of 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
	2.15.5 The College has an internal and external financial audit mechanism. Audits take place at regular intervals.	Corporate/Strategic Plan, grievance and redressal committee structure and policy documents and minutes of meetings, minutes of management committee meetings, TUSARIS, 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"/>	
2.16 There is provision for financial assistance for deserving students.	2.16.1 The College has clearly stated guidelines for providing scholarships ,bursaries , stipends and other financial assistance to students.	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"/>	
	2.16.2 The College secures funds to support needy students.	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"/>	
	2.16.3 The College ensures the effective and timely disbursement of the available financial aid / scholarships / bursaries etc. to the students.	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"/>	
2.17 Provision is made in the budget to promote research in the design of courses and delivery methods.	2.17.1 There is a budgetary provision for research and innovation in the design and delivery of academic programmes and courses by distance learning.	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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	2.17.2 The research and development committee or any other appropriate body monitors research activities. Its terms of reference include resource mobilization and utilization and facilitation of networking and information flow among the various departments and units of the institution.	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"/>	
2.18 Staff are represented on governance structures.	2.18.1 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"/>	
2.19 Appropriate learner representation is included in decision-making processes.	2.19.1 Participation and representation of students 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"/>	
	2.19.2 The College supports the establishment of student councils, subject associations and student committees and organizes workshops and training programmes to empower students 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.	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
2.20 There is an efficient and secure system for the administration and maintenance of students' records over time.	2.20.1 There is 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, TUSARIS; annual report; lines of authority for MIS access.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.20.2 Effective security arrangements are in place to ensure that the integrity of the student record is not compromised.	TUSARIS, Prospectus, handbooks, information packages, feedback studies; 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"/>	
	2.20.3 Learner records are regularly updated and made available without delay to authorized users.	TUSARIS, Prospectus, handbooks, information packages, feedback studies; 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"/>	
2.21 The Collegehas a mechanism for constantly streamlining and improving its processes.	2.21.1 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.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
2.22 Mechanisms are in place to ensure effective coordination among different College constituencies.	2.22.1 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	2.22.2 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"/>	
	2.22.3 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"/>	
2.23 The College encourages innovation and creativity .	2.23.1 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"/>	
	2.23.2 The College 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	2.24.1 College 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"/>	
	2.24.2 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"/>	
	2.24.3 The College 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"/>	
	2.24.4 The College 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"/>	
2.25 The College has a statement on 'core values' and mechanisms to ensure compliance by all its departments.	2.25.1 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"/>	
	2.25.2 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
2.26 The College encourages collaborative relationship for its activities	2.26.1 There is an MOU for collaborative relations and the College adheres to its terms.	Policy documents, MOUs between College 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"/>	
	2.26.2 In programmes delivered collaboratively responsibility for performance remains with the College that confers degree/diploma/certificate.	Policy documents, MOUs between College 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 CRITERIA:

Overall Input and Evaluation of Criterion 2:

Strengths identified:

Areas for improvement identified:

Recommendations:

Overall Evaluation for Criterion 2

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

Criterion 3 - THE STUDENTS (DPAA - Admin office & Dean of Students)

- Scope**
- There is a system of collecting detailed information about students and using this information to inform all aspects of policy and planning, programme and course development, support services, and the overall processes of learning.

Kindly evaluate the current status; you may add other issues which are in place in relation to this criterion.

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
3.1 Entry requirements and other prerequisites for programmes and courses are clearly specified.	3.1.1 The College clearly states course requirements, prior knowledge and skills required for pursuing the course, resource implications, time schedules, access to media and technology, success and dropout rates of past students to enable prospective students to make an informed choice.	Handbook, 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 College strictly adheres to advertised admission requirements.	Documents relating to admissions.	0 1 2 3 4 ○ ○ ○ ○ ○	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
<p>3.2 There is an up-to-date and integrated database about students providing information on demographics, language, gender, ethnicity, special needs socio-economic and educational backgrounds, work experience etc and the confidentiality of data/information is maintained.</p>	<p>3.2.1 The College has a comprehensive data base of learner profiles which is updated at regular intervals.</p>	<p>TUSARIS, student profiles.</p>	<p>0 1 2 3 4 ○ ○ ○ ○ ○</p>	
	<p>3.2.2 Appropriate security measures are in place to ensure the confidentiality of personal data.</p>	<p>Procedures and practices of record management, management of TUSARIS, code of conduct and ethical standards, interaction with staff and students.</p>	<p>0 1 2 3 4 ○ ○ ○ ○ ○</p>	
	<p>3.2.3 The College has policies and procedures in place to ensure that only authorized personnel have access to students' personal data.</p>	<p>Procedures and practices of record management, management of TUSARIS, code of conduct and ethical standards, interaction with staff and students. policy documents.</p>	<p>0 1 2 3 4 ○ ○ ○ ○ ○</p>	
<p>3.3 The needs and expectations of students provide inputs to policy making in the institution.</p>	<p>3.3.1 The College reviews and analyses the data on learner profiles, needs and expectations.</p>	<p>Documentation on programme/course development process, house style/other relevant manuals; need analysis questionnaire and documented feedback data; meeting minutes of College research committees; interaction with staff and students.</p>	<p>0 1 2 3 4 ○ ○ ○ ○ ○</p>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	3.3.2 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 College 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"/>	
3.4 The College has formal and informal mechanisms and procedures in place to obtain feedback from students.	3.4.1 The College obtains formal and informal feedback from students at regular intervals on the efficiency and effectiveness of its processes.	Stakeholder analysis feedback forms; database; 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"/>	
	3.4.2 The results of the feedback obtained from students feed into the decision making and planning of its programmes.	Stakeholder analysis feedback forms; database; 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"/>	
3.5 The College is aware of and responds to students with special needs.	3.5.1 The institution's admission policy has adequate provision for students with special needs.	Stakeholder analysis feedback forms; database; 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"/>	
	3.5.2 The different facilities at the College and the programmes offered have provision to cater to students with special learning difficulties.	Corporate plan; documentation on available infrastructure facilities, TUSARIS, programme 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
3.6 Academic and support staff have access to relevant information about students.	3.6.1 The College maintains a database of students enrolled in the College and the profiles are regularly updated.	TUSARIS, 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"/>	
	3.6.2 The Management Information System (MIS) of the College enables the academic staff to access relevant student information and use it for guidance and counseling, track students at risk as well as for performance improvement.	MIS, TUSARIS, 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"/>	
3.7 The College has mechanisms to maintain close links with, and monitor students.	3.7.1 Teacher and learner interaction is facilitated through formal contact sessions and tutor feedback on assignments.	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"/>	
	3.7.2 The College has a clear understanding of the technology profile of the students to optimize communication between students and the institution.	TUSARIS; student Profile	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
	3.7.3 The College uses available technology (e.g. internet, mobile phones,radio,television, print media) to communicate with the students on a continuous basis.	Website, e-mail provision for students/teachers sample, TUSARIS, 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"/>	
	3.7.4 The College facilitates and provides for social and academic interactions through approved student societies.	Handbook, corporate/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"/>	
	3.7.5 Staff are accessible to the students through a range of technology-mediated platforms (e.g. e-mails, teleconferencing, SMS, telephone, social media or other internet groups, discussion fora).	Website, e-mail provision for students/teachers sample, TUSARIS, 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"/>	
	3.7.6 The College keeps track of the use of technology for communication between teachers and students to ensure that the students' interests are well served.	Website, e-mail provision for students/teachers sample, TUSARIS, 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"/>	

SUMMARY OF STRENGTHS AND AREAS FOR IMPROVEMENT WITHIN THE CRITERIA:

Overall Input and Evaluation of Criterion 3:

Strengths identified:

Areas for improvement identified:

Recommendations:

Overall Evaluation for Criterion 3

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

Criterion 4 - HUMAN RESOURCE AND DEVELOPMENT (DPA - HR Office)

- Scope** - The human resource provision is appropriate for the education and training services provided. The College offers appropriate development programmes that equip the personnel to perform their tasks effectively.

Kindly evaluate the current status; you may add other issues which are in place in relation to this criterion.

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
4.1 Adequate, qualified and skilled academic staff are employed to meet the institution's objectives for the students.	4.1.1 Human resource planning forms an integral part of programme and course development.	Corporate/Strategic Plan; College planning and human resource (HR) documents (including recruitment, retention, promotion, performance management, career development, records), individual staff profiles.	0. Fails to meet criterion 1. Unsatisfactory 2. Marginal 3. Good 4. Excellent 0 1 2 3 4 ○ ○ ○ ○ ○	
	4.1.2 The College ensures the recruitment of sufficient suitably qualified academic staff	Corporate/Strategic Plan; College planning and human resource (HR) documents (including recruitment, retention, promotion, performance management, career development, records), individual staff profiles.	0 1 2 3 4 ○ ○ ○ ○ ○	
	4.1.3 Specific qualifications or experience in e-learning is one of the considered criteria in staff recruitment	Corporate/strategic plan document, design and development	0 1 2 3 4 ○ ○ ○ ○ ○	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	4.1.3 The College maintains the student/facilitator ratios at the planned level and conforms to the standards of the regulatory agencies.	Corporate/Strategic Plan; Collegeplanning and human resource (HR) documents (including recruitment, retention, promotion, performance management, career development, records), individual staff profiles, TUSARIS, national/accreditation agency norms.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	4.1.4 The College human resource plan lays emphasis on providing adequate numbers of teaching staff and staff at the tutoring level to meet the needs of the students.	Corporate/Strategic Plan; Collegeplanning and human resource (HR) documents (including recruitment, retention, promotion, performance management, career development, records), individual staff profiles, TUSARIS.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	4.1.5 The College provides teaching development programmes at regular intervals to improve the skills and knowledge of teaching and tutoring staff.	Staff Development training Plan; trainees; feedback	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	4.1.6 The College has a clear policy to retain best performer students to join academic staff.	Corporate/Strategic Plan; Collegeplanning and human resource (HR) documents (including recruitment, retention, motivate, career development, records through faculty deans), individual staff profiles	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
4.2 Adequate, qualified and experienced administrative staff are employed to meet the institution's objectives for the students.	4.2.1 Planned administrative staff strength is adequate to coordinate and supervise the various activities of the institution.	Organogram, Corporate/Strategic Plan, details of staffing structure of administration unit, individual staff profiles of admin unit; Collegeplanning and HR documents.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	4.2.2 The College ensures that the administrative staff employed have the relevant skills and experience to deal with the students, academic and other staff of the College and its outreach centres.	Corporate/Strategic Plan; Collegeplanning and human resource (HR) documents (including recruitment, retention, promotion, performance management, career development, records), individual staff profiles, staff training and development schedules and manuals; interaction with staff, performance appraisal forms feedback.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
4.3 Adequate, qualified technical and support staff are employed to meet the institution's objectives for student learning.	4.3.1 The College employs adequate, qualified and experienced support and technical staff to support the delivery of programmes and courses to students.	Organogram, Corporate/Strategic Plan, details of staffing structure of administration unit, individual staff profiles of admin unit; Collegeplanning and HR documents.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	4.3.2 The College ensures that the support and technical staff employed have the required qualifications, skills and experience to handle specialized tasks.	Corporate/Strategic Plan; Collegeplanning and human resource (HR) documents (including recruitment, retention, promotion, performance management, career development, records), individual staff profiles, staff training and development schedules and manuals; interaction with staff, performance appraisal forms feedback.	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
	4.3.3 The College provides training at regular intervals to improve the skills and knowledge of technical and support staff.	Corporate/Strategic Plan; Collegeplanning and human resource (HR) documents (including recruitment, retention, promotion, performance management, career development, records), individual staff profiles, staff training and development schedules and manuals; interaction with staff, performance appraisal forms feedback.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
4.4 The roles, responsibilities and job descriptions of all categories of staff are clearly specified and relate to the learning needs of the students enrolled in the programme.	4.4.1 Duties, responsibilities, roles and workload of all categories of staff are clearly specified in job descriptions.	University planning and HR documents, individual staff profiles, university policies and reporting procedures, especially those for staff appraisal counseling, development and monitoring, job descriptions of staff, programme descriptions.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	4.4.2 The workload of staff conforms to the work norms agreed upon by the institution.	Work norms and job descriptions of staff; individual staff profiles, performance appraisal data.	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
	4.4.3 Functional responsibilities of individual staff with regard to course development, course delivery, counseling, assessment, tutorial support, monitoring and management and administration of the system are clearly specified and communicated to all staff.	Learning and teaching plan; curriculum and course development and accreditation policies, roles and responsibilities of staff; promotion and reward systems for staff; documentation of arrangements for teaching support; academic boards and review process, interaction with staff.	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 recognized for selection and promotion of all categories of staff.	4.5.1 The College evaluates the performance of the staff at regular intervals through annual self appraisal reports, confidential reports and learner feedback on courses and teaching.	Student and staff comment through questionnaires, focus groups, structured telephone interviews, annual appraisal reports, confidential reports, staff service records, agenda and minutes of performance review committees	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.	Student and staff feedback questionnaires, focus groups, structured telephone interviews, annual appraisal reports, confidential reports, staff service records, agenda and minutes of performance review committees	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
	4.5.3 The College provides training and staff development programmes to improve the performance of the staff and contribute to their continuous development.	HR development plan, training schedules and manuals; feedback data on evaluation of training workshop, performance review after training, interaction with staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	4.5.4 The College has a scheme for rewarding good performance by providing incentives, promotions, rewards, special benefits, research grants, and sponsorship..	College 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"/>	
4.6 There is an effective human resource development system to train, retrain and motivate the employees for the roles and tasks they perform.	4.6.1 Training is provided to all categories of staff in all aspects of the application of appropriate technologies.	HR policy documents; technology policy documents; technology committee meeting minutes, training in technology data and manual, interaction with staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	4.6.2 There is provision for training and retraining staff at frequent intervals in the use of equipment, facilities, and new technologies.	HR policy documents; technology policy documents; technology committee meeting minutes, training in technology data and manual, interaction with staff.	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
4.7 There is an effective employee welfare system.	4.7.1 Conditions of service include welfare provision that responds to employee's needs and is in line with country norms.	Corporate/Strategic Plan; policy documents, ordinance, act, service conditions, budgetary allocations, employer/employee union constitutions, 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"/>	
	4.7.2 There is a designated unit to coordinate and monitor implementation of the various welfare schemes for staff.	Corporate/Strategic Plan; policy documents, ordinance, act, service conditions, budgetary allocations, employer/employee union constitutions, 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"/>	
	4.7.3 There is a well-documented mechanism for staff grievance redressal.	Corporate/strategic plan; policy documents, ordinance, act, service conditions, budgetary allocations, employer/employee union constitutions, roles and responsibilities of welfare unit staff, evidence of implementation of the mechanism.	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 CRITERIA:

Overall Input and Evaluation of Criterion 4:

Strengths identified:

Areas for improvement identified:

Recommendations:

Overall Evaluation for Criterion 4

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

Criterion 5 - PROGRAMME DESIGN AND DEVELOPMENT (DPAA & Deans)

- Scope** - Programmes are designed and developed to meet the needs of students, employers and society; to encourage access to quality education; assessment methods, effectively test and measure students achievement of the stated learning outcomes of the programme.

Kindly evaluate the current status; you may add other issues which are in place in relation to this criterion.

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
5.1 The programmes of the College reflects its mission, goals and objectives	5.1.1 The offer of programmes is determined in response to national needs and reflect global trends.	Corporate/Strategic Plan; programme design and development plans, interaction with students and staff, minutes of programme development committee.	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 changing market needs and designed to achieve the institution's mission.	Corporate/Strategic Plan; programme design and development plans, interaction with students and staff, minutes of programme development committee.	0 1 2 3 4 ○ ○ ○ ○ ○	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	5.1.3 The choice of media, technology in programme objectives is based on student's needs, learning outcomes and students' capacity to access and use technologies	Corporate/Strategic plan document, design and development plan	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	5.1.4 There are explicit pedagogical and technical criteria for the selection, production and adaptation of programme content of e-learning materials	Corporate/Strategic plan document, design and development plan	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
5.2 The programme objectives are clearly defined and focus on the development of knowledge, attitudes, values and skills and their application in professional practice where applicable.	5.2.1 The programmes' stated objectives focus on the needs of the nation, prospective students, employers and the community.	Corporate/Strategic Plan; programme objectives, programme materials, Handbook, academic information package, need survey analysis; employer surveys, College 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	5.2.2 The objectives of each programme exhibit a clear relationship between the students' needs (such as entry level skills, knowledge and experience and credit transfers) and the media and technology and other facilities and services available to support delivery	Corporate/Strategic Plan; programme objectives, programme materials, Handbook, academic information package, need survey analysis; employer surveys, College 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"/>	
	5.2.3 When a programme is aimed at a particular type of occupation or vocation, the objectives of the programme clearly state the type of occupation or vocation and the knowledge, attitudes and skills to be developed during the programme.	Corporate/Strategic Plan; programme objectives, programme materials, Handbook, academic information package, need survey analysis; employer surveys, College 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 The College has clear processes and procedures for programme design, development and approval.	5.3.1 The procedures for programme development and approval are clearly specified and meet the requirements of the accrediting authorities.	Institution's teaching and learning plan, curriculum and course development and accreditation policies, academic boards and academic review process.	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
	5.3.2 The programme development and approval process involves scrutiny by internal and external peers.	Institution's teaching and learning plan, curriculum and course development and accreditation policies, academic boards and academic review process.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
5.4 Programmes are designed and developed taking into consideration the students' needs and the resources needed.	5.4.1 The programmes are developed keeping in view the needs, resources, learning styles, preferences, skills and knowledge base of the students at the entry level	Institution's teaching and learning plan, curriculum and course development and accreditation policies, academic boards and academic review process, need survey analysis data, interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	5.4.2 The programme structure is based on a careful analysis of the availability of the appropriate technologies, the learning environment of students and external accreditation requirements.	Institution's teaching and learning plan, curriculum and course development and accreditation policies, academic boards and academic review process, need survey analysis data, interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
5.5 Programmes are developed and modified in consultation with relevant industries and professional bodies to meet social and market demands.	5.5.1 The programmes are developed based on a needs analysis exercise including market research, liaison with industry, review of national priorities and professional needs and reflect the latest	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.	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
	developments and practices in the field of study.			
	5.5.2 The College has mandated mechanisms for review and modification of its programmes in consultation with relevant stakeholders such as employers, industry, education sector, professional bodies, the community, staff and students .	Learning and teaching plan, academic review processes, employer and stakeholder surveys.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
5.6 The academic standard of the programmes is appropriate to the level and nature of the qualification/award.	5.6.1 The curriculum (expected outcomes, content, teaching and learning strategies and assessment methods of the programme) matches the standards and benchmarks established by national bodies (e.g. accreditation agencies, academic, professional and vocational bodies).	Benchmark statements, learning and teaching plan, accreditation policies.	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
	5.6.2 The expected outcomes, the content, teaching and learning strategies and assessment methods of the programme are aligned and appropriate to the award and objectives of the programme.	Benchmark statements, learning and teaching plan, accreditation policies.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
5.7 Access to programmes is as open as possible with flexible entry and exit points where applicable.	5.7.1 The access and entry requirements for the programme are open to the extent possible with appropriate recognition for prior knowledge and experience.	Curriculum and programme development and accreditation policies, credit exemption and transfer policies.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	5.7.2 Programmes offered by open entry system institutions provide additional academic support to under – prepared students (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.	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
	5.7.3 The programme structure is flexible and allows for and encourages lateral entry and exit that leads to progression to higher levels and enables programme diversification.	Institution's documentation of arrangements for teaching support, academic review processes and student data collections, course experience questionnaire, etc.	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 College provides clear information about its programmes (via its web-site, the media, prospectus and information days) to all prospective students.	.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 The College provides an updated and comprehensive overview of the programme (e.g. aims and objectives, learning outcomes, teaching, learning and delivery processes, support services, schedule of assessment, term requirements, credit transfers and award requirements) to all registered students at the beginning of the academic sessions	Prospectus, Handbook, programme information package, website, interaction with students, student comments through questionnaire	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
	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 curriculum reflects current knowledge and practice and is sufficiently comprehensive for students 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, academic review processes.	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	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 pays attention to gender equity, multiculturalism, 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.	Corporate/Strategic Plan; programme objectives, programme materials, handbook, academic information package, need survey analysis; employer surveys, College 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	5.10.2 Where appropriate, activities based on issues such as gender equity, ethics and values, human rights and social justice are incorporated in the programme.	Corporate/Strategic Plan; programme objectives, programme materials, Handbook, academic information package, need survey analysis; employer surveys, College 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"/>	
5.11 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 students to choose a pathway through the programme that meets their needs.	Learning and teaching plan, curriculum and course development and accreditation policies and documents.	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 students to other programmes at various levels.	College learning and teaching plan, curriculum and course development and accreditation policies and documents, corporate plan, handbook, admission and enrollment policies.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
5.12 The programmes are evaluated on the basis of the students' achievement of the intended learning outcomes.	5.12.1 Programme evaluation and monitoring are undertaken at regular intervals.	Learning and teaching plan, curriculum and course development and accreditation policies, documentation of arrangements for teaching support, academic review policies, good practices statements.	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
	5.12.2 There is a regular and structured feedback mechanism in place to obtain feedback from students, teachers, employers and the community about the effectiveness of the programme in achieving its objectives	Academic review processes, good practice statements, feedback forms, database, data on focus group discussions and workshops.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	5.12.3 The feedback from the students and employers, as well as application and registration data, student assessment results and graduate employment outcomes form the basis of the evaluation of programme performance against its stated objectives.	Learning and teaching plan, curriculum and course development and accreditation policies, documentation of arrangements for teaching support, academic review policies, good practice statements. Surveys of students and employers' opinions of attitudes and responsiveness, student and employer comments through questionnaires.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	5.12.4 The outcomes of the evaluation are used to make necessary changes and improvements to programme design and delivery.	Learning and teaching plan, curriculum and course development and accreditation policies, documentation of arrangements for teaching support, academic review policies, good practice statements. surveys of students and employers' opinions of attitudes and responsiveness, student and employer comments through questionnaire. evidence of incorporation of the feedback, interaction with staff and students.	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
5.13 Learner satisfaction relative to the quality of education and training provided in the programmes is regularly evaluated.	5.13.1 The College has a mechanism to survey learner satisfaction rates with reference to the service providers, the programme delivery and the commitment of the Collegeto meeting the students' needs.	Corporate/Strategic Plan, means of tapping student and staff opinion, data from test audits of student administration, surveys of student opinions of student services, documents reporting the efficiency of student services, corporate/strategic plan, programme/course experience questionnaire data.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	5.13.2 The survey of learner satisfaction levels is conducted at regular intervals in a transparent manner.	Means of tapping student and staff opinion, data from test audits of student administration, surveys of student opinions of student services, documents reporting the efficiency of student services, corporate/strategic plan, programme/course experience questionnaire data, procedure used for surveys.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	5.13.3 The outcomes of the learner satisfaction surveys are considered positively, recorded appropriately and used promptly to improve the programme.	Means of tapping student and staff opinion, data from test audits of student administration, surveys of student opinions of student services, documents reporting the efficiency of student services, corporate/strategic plan, programme/course experience questionnaire data.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	5.13.4 The Collegepromptly informs staff and students of the outcomes of the survey and the actions taken in response to feedback received.	Documentation on communication of information to staff and students.	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 CRITERIA:

Overall Input and Evaluation of Criterion 5:

Strengths identified:

Areas for improvement identified:

Recommendations:

Overall Evaluation for Criterion 5

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

Criterion 6 - COURSE DESIGN AND DEVELOPMENT (Directors, Deans and Heads.)

Name of Directorate/Faculty/Department _____

- 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 an identified process of development and review of courses collaboratively where necessary.

Kindly evaluate the current status; you may add other issues which are in place in relation to this criterion.

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
6.1 The courses are designed according to the stated programme objectives.	6.1.1 Course design is focused on national and international priorities and trends and the needs of prospective students and other stakeholders..	Course materials, minutes of the course planning and course design committees, interaction with students, staff, professional accrediting bodies, governments, and employers.	0. Fails to meet criterion 1. Unsatisfactory 2. Marginal 3. Good 4. Excellent 0 1 2 3 4 ○ ○ ○ ○ ○	
	6.1.2 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 ○ ○ ○ ○ ○	
	6.1.3 The design of individual courses contributes to achieving the overall programme objectives.	Programme and course objectives and course materials.	0 1 2 3 4 ○ ○ ○ ○ ○	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	6.1.4 The course design is flexible enough to accommodate when and where study/learning takes place	Course objectives, Course materials	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
6.2 Course design takes into consideration and incorporates recent advances in ICT.	6.2.1 The choice of media and the technology to be used is appropriately integrated in the course design.	Course materials, minutes of the course planning and course design committees, interaction with students, staff and course developers. Course team includes IT personnel.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	6.2.2 The choice of media and technology takes into account the range of media and infrastructural support that the College can make available to its students.	Course materials, minutes of the course planning and course design committees, Discussion with students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	6.2.3 Course design reflects College policy on ICT for learning.	Course materials, minutes of the course planning and course design committees, Corporate Plan.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	6.2.4 There is a visible link between students' needs and the features of the technology selected for course delivery which is aimed at motivating the students in the use of that technology.	Course materials, minutes of the course planning and course design committees, interaction with students, staff and course developers. Findings of need surveys and student feedback	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 Courses are designed based on learner-centered principles .	6.3.1 Teaching/learning strategies to be employed, teaching methods, learner activities, use of appropriate ICTs and contact sessions are determined as part of the course design process	Course materials, minutes of the course planning and course design committees, interaction with students and staff, observation of contact sessions.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	6.3.2 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 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	6.3.3 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 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
6.4 The course encourages the development of creative and critical thinking, independent and lifelong learning and interpersonal communication and team work.	6.4.1 Learning activities are designed to contribute to the development of the specified generic skills	Course materials, information package, assessment and evaluation scheme, assignments and question papers.	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 Approved formats for instructional design and development are in place and are followed.	6.5.1 Templates are designed and developed for effective instructional design and efficient course development.	Course templates and course materials.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	6.5.2 The College provides prior training and necessary inputs to the staff involved in instructional design and development.	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 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	6.5.3 The College adheres to the agreed formalities and templates to be used for instructional design and development.	Minutes for the course planning and course design committees, Course materials.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
6.6 Instructional design recognizes diversity of students' learning contexts and learning styles, and ensures realistic scheduling of activities.	6.6.1 The instructional design template takes into account the profile of the learner 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 <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
	6.6.2 Scheduling of activities addresses the needs of distance students 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 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
6.7 The course development process incorporates a range of relevant expertise.	6.7.1 Courses are developed with contributions from experts in the academic subject area, in instructional design and in course delivery.	Course materials, information package, year planning, minutes of the course planning and course design committees, interaction with students, staff and course developers.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	6.7.2 Course development is based on a plan that details the processes, timelines, finance, infrastructural requirements, resources and roles and responsibilities of people involved.	Minutes of the course planning and course design committees, interaction with staff and course developers, training materials and feedback data.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
6.8 Instructional design includes assessment of learning against stated learning outcomes	6.8.1 Learning outcomes are clearly stated. Assessment is designed to measure achievement of learning outcomes in terms of defined criteria.	Course materials, information package, minutes of the course planning and course design committees, interaction with students, staff and course developers. Results of development testing.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	6.8.2 There are clear statements on the e-learning outcomes to be achieved	Policy documents information package M.I.S, Interactive 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
6.9 Course design uses appropriate technology to engage and support students.	6.9.1 Appropriate technology is used to engage and support students	Technology profiles of the institutions, stock books, user records, information packages or brochures, interaction with teachers, staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	6.9.2 Communication with students uses the technologies that are most accessible to the students such as the internet, mobile phone, telephone, television and radio.	Technology profiles of the institutions, stock books, user records, information packages or brochures, interaction with teachers, staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	6.9.3 The College analyses the ease of use and level of technology available to the students.	Feedback of students, students' profiles including access to technology, College data base, interaction with students and teachers.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
6.10 A complete instructional and learning packages and information to demonstrate the appropriate scope, sequence and depth of each course in relation to the stated learning	6.10.1 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.	Instructional package, interaction with students and teachers.	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
objectives and outcomes.	6.10.2 The learning package include all the study materials, ROGRAMMES/video materials, CD-ROMs and online texts.			
	6.10.3 The learning package includes the alamanacr of activities			
	6.10.4 The instructional package is made available for both evening and full time students	Instructional package, interaction with students and teachers.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	6.10.5 The instructional package is reviewed, evaluated and updated regularly through a systematic process.	Instructional package, interaction with students and teachers, College data base, minutes of review committees.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
6.11 A variety of learning activities is provided in the course to encourage active learning, collaborative learning and self-assessment.	6.11.1 Appropriate learning strategies such as experiential learning, collaborative learning and personal learning are designed into the course.	Course materials, information package, minutes of the course planning and course design committees, interaction with students, staff and course developers.	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
	6.11.2 The College systematically records and assesses the effectiveness and impact of learning strategies.	Minutes of the course planning and course design committees, interaction with staff and course developers, training material and feedback data.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
6.12 Appropriate personnel and procedures are in place to ensure the quality of course materials and their timely production processes.	6.12.1 Roles and responsibilities for quality assurance in course materials design, development and production are clearly specified	Course policy documents and approval records	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	6.12.2 The College has a mechanism to ensure the relevant competence of the content developers, lecturers and technical involved in course design, development and production.	Recruitment policy, procedures, training plan.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	6.12.3 Technical and production standards in course design, development and production are clearly specified	Quality Assurance Framework; Course Development plans.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	6.12.4 The course materials developed are pilot-tested and quality assured with reference to the objectives and outcomes of the programme and students' 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 <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
	6.12.5 The College obtains regular feedback from tutors 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.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	6.12.6 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 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
6.13 Mechanisms exist for clear collaboration, agreement for adoption and adaptation of course materials and delivery amongst national, regional and international agencies.	6.13.1 There are MOUs/MOAs with national, regional and international agencies to share good 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 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	6.13.2 The College 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 <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
	6.13.3 The College has established mechanisms and flexibility for sharing technology and other facilities amongst collaborating partners for efficient delivery of the course.	Policy documents, MOUs, minutes of course development committees, executive bodies and interaction with staff and management.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	6.13.4 The College has a policy relating to the use of Open Educational Resources	Policy documents on OER	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	6.13.5 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 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	6.13.6 Clear allocation of quality management of responsibility exist for all programmes and courses offered in partnership with other institutions/organisations, nationally, regionally and internationally.			

SUMMARY OF STRENGTHS AND AREAS FOR IMPROVEMENT WITHIN THE CRITERIA:

Overall Input and Evaluation of Criterion 6:

Strengths identified:

Areas for improvement identified:

Recommendations:

Overall Evaluation for Criterion 6

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

Criterion 7 - STUDENTS SUPPORT AND PROGRESSION (DPA - Dean of Students)

Scope

- Students are supported by the provision of a range of opportunities for tutoring at a distance through the use of various forms of technology. Contact tutoring, e-tutoring, assignment tutoring, mentoring, counseling, and the stimulation of peer support structures are employed to facilitate their holistic progression.

Kindly evaluate the current status; you may add other issues which are in place in relation to this criterion.

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
7.1 Learner support is considered during programme development and is built into the design of the programme and course materials.	7.1.1 Sufficient contact sessions are planned and integrated into the course design.	Information pack, year planner, schedules, course materials.	0. Fails to meet criterion 1. Unsatisfactory 2. Marginal 3. Good 4. Excellent 0 1 2 3 4 ○ ○ ○ ○ ○	
	7.1.2 Attendance at contact sessions is fixed at a minimum level.	Information pack, prospectus, handbook, student information materials, TUSARIS, interaction with staff and students.	0 1 2 3 4 ○ ○ ○ ○ ○	
	7.1.3 The support of individual students is built into the design of course materials.	Information pack, prospectus, handbook, student information materials, TUSARIS, interaction with staff and students, feedback from students	0 1 2 3 4 ○ ○ ○ ○ ○	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	7.1.4 Peer support mechanisms are built into the course materials.	Information pack, year planner, schedules, course materials, TUSARIS, 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"/>	
	7.1.5 The College 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.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	7.1.6 There are strategies for technical, academic, administrative and social support for students on e-learning platform	Policy document, M.I.S, Interaction with students, students handbook	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
7.2 Learner support is provided using a range of media including appropriate ICTs	7.2.1 The College effectively uses a range of media to provide support and guidance to students.	Information pack, year planner, schedules, course materials, TUSARIS, 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"/>	
	7.2.2 Adequate administrative and technical support is given to tutors to enable them to provide individual academic support for students.	Information pack, minutes of the course coordinators' meetings, 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
7.3 Tutors are selected and trained for their roles as facilitators of learning.	7.3.1 There is a specified set of criteria (qualifications, experience) and procedures for the recruitment of tutors.	Recruitment policies, College 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"/>	
	7.3.2 The College adheres to the recruitment criteria.	Recruitment policies, institution's rules and regulations, minutes of recruitment committees, 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"/>	
	7.3.3 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.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	7.3.4 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.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	7.3.5 Exceptional performance of tutors is identified and rewarded.	Institution's rules and regulations, interaction with staff and management, minutes of the staff development committees.	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
7.4 Tutorial group size allows for effective support to be provided to students in various ways	7.4.1 The tutor/learner ratio enables tutors to provide individual support to students and monitor their progress to completion.	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"/>	
	7.4.2 The tutor/learner ratio enables tutors to work with small groups of students and facilitate problem solving.	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"/>	
7.5 Students have access to the tutors through a variety of media and locations.	7.5.1 The students have access to the tutors at fixed centres and can also reach them through various modes such as. by telephone, appointment, e-mail, on-line discussion and video conferencing.	Interaction with staff and students, minutes of the course coordinators' meetings, feedback, year planner, schedules, course materials.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	7.5.2 There is provision for contact sessions specifically for students entering courses through open access.	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
	7.5.3 Appropriate quality management arrangement exist nationally, regionally and internationally to ensure the sharing of human resources when learner support capacity is needed.			
7.6 The turnaround of assignments ensures timely and useful feedback	7.6.1 There is a specified procedure to receive, record, process and return marked assignments to students.	Institution's rules and regulations, interaction with staff and management, minutes of the staff committees, minutes of the course coordinators' meetings, interaction with staff, students and management.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	7.6.2 The specific time frame to return assignments allows students to benefit from formative feedback.	Institution's rules and regulations, minutes of the staff committees, minutes of the course coordinators' meetings, interaction with staff, students and management.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	7.6.3 There is adequate time for moderation of marked assignments within the overall time frame.	Institution's rules and regulations, interaction with staff and management, minutes of the staff committees, minutes of the course coordinators' meetings, interaction with staff, students and management.	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
	7.6.4 Procedures for receiving, recording, processing and returning assignments are regularly monitored and effective.	Institution's rules and regulations, interaction with staff and management, minutes of the staff committees, minutes of the course coordinators' meetings, interaction with staff, students and management.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
7.7 Academic, administrative and technical staff facilitate learner success.	7.7.1 The College employs sufficient and qualified academic staff as tutors and provides professional training and development opportunities to them.	Recruitment and Promotion criteria for staff; cadre book; staff training and development plan	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	7.7.2 The College employs sufficient and competent administrative staff to support students.	Recruitment and Promotion criteria for staff; cadre book; staff training and development plan	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	7.7.3 The College employs sufficient and competent technical staff to respond to learner needs.	Recruitment and Promotion criteria for staff; cadre book; staff training and development plan	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	7.7.4 The College has robust and extensive systems that underpin learner support.	Policy on outreach and learner support; work plan of outreach centres.	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
	7.7.5 The College emphasizes service orientation in the training of its staff.	Policy on outreach and learner support; work plan of outreach centres	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
7.8 There are mechanisms to follow up and support students throughout the duration of their study.	7.8.1 Academic and personal counseling is provided to the students.	Institution's rules and regulations, student handbook, information package, 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"/>	
	7.8.2 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.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	7.8.3 The College provides specific guidelines, monitoring systems, personnel and College spaces to facilitate programmes requiring practical experience.	Institution's rules and regulations, student handbook, placement records, placement cell activity files, information package, interaction with management and staff.	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
7.9 Appropriate support and facilities are provided for students with specific learning difficulties/special needs.	7.9.1 The College identifies and responds to students with specific learning difficulties/special needs.	Institution's rules and regulations, student handbook, information package, interaction with management, students and staff, 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"/>	
	7.9.2 The College provides materials and services in multiple formats to meet students' needs.	Institution's rules and regulations, student handbook, information package, Materials, physical facilities and library visits	0. Not at all 1. Poor 2. Satisfactory 3. Good 4. Excellent 0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	7.9.3 The tutors, administrative and technical staff are provided with necessary training to address the needs of the students with specific learning difficulties/special needs.	Institution's rules and regulations, student handbook, information package, interaction with management, students and staff, training records.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	7.9.4 The College has a mechanism to make special consideration for concessions to students with specific learning difficulties/special needs.	Institution's rules and regulations, 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
7.10 Learner support emphasizes the development of independent learning skills.	7.10.1 The College provides orientation to the students on the desired learning skills for pursuing the programme.	Institution's rules and regulations, student handbook, information package, minutes of the course coordinators' meetings, feedback, year planner, schedules, course materials, interaction with staff, students and management.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	7.10.2 There is appropriate guidance and support structures empowering the students to acquire the skills for independent learning.	Institution's rules and regulations, student handbook, information package, minutes of the course coordinators' meetings, feedback, year planner, schedules, course materials, interaction with staff, students and management.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
7.11 Opportunities are provided for academic and social peer interaction.	7.11.1 The College has support structures that provide opportunities for peer interaction which empower the students to share knowledge and information and develop interactive and collaborative learning skills.	Institution's rules and regulations, student handbook, information package, minutes of the course coordinators' meetings, feedback, year planner, schedules, course materials, interaction with staff, students and management.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
7.12 Measures for feedback and monitoring of learner support services are in place.	7.12.1 Regular and systematic monitoring of learner support services for continuous improvement takes place.	Minutes of the course coordinators' meetings, feedback, year planner, schedules, course materials, interaction with staff, students and management.	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
	7.12.2 Feedback from students on support services is regularly solicited and acted upon. Students are advised of changes resulting from their input.	Institution's rules and regulations, student handbook, information package, minutes of the course coordinators' meetings, feedback, year planner, schedules, course materials, interaction with staff, students and management.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
7.13 Staff are trained and have a positive attitude towards learner-centred provisions and effectively and efficiently handle the learner-support services.	7.13.1 Staff are trained to handle the various support services provided to the students such as equipment, technology, physical and infrastructural facilities and communication and information systems.	Institution's rules and regulations, student handbook, information package, interaction with management, students and staff, training records.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	7.13.2 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.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	7.13.3 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.	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
7.14 The College has mechanisms to facilitate student progression.	7.14.1 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.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	7.14.2 Career guidance advice is provided for students.	Career guidance policy and plan.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	7.14.3 The programmes of the College provide opportunities for the students to progress both vertically and horizontally.	Student handbook, information package, minutes of the course coordinators' meetings, feedback, course materials, interaction with staff, students and management.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	7.14.4 Progression and completion rates are monitored in relation to College and national targets.	Results, Progression rates, TUSARIS, Data Base, national performance data	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	7.14.5 Performance of past students is monitored to inform programme revisions.	Institution's rules and regulations, information package, interaction with staff, students and alumni. Tracer studies	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	7.14.6 There is a positive employer perception of graduates.	Results, TUSARIS, 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
7.15 Learner support systems target retention	7.15.1 Retention rates are monitored against targets	Results, TUSARIS, Database, retention rates in relation to programmes and courses	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	7.15.2 Preemptive support is provided to students at the initial stage.	Results, TUSARIS, 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"/>	
	7.15.3 Remedial interventions are provided throughout the programmes for students 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 CRITERIA:

Overall Input and Evaluation of Criterion 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

Criterion 8 - STUDENTS ASSESSMENT AND EVALUATION (DPAA - Deans & Heads)

Name of Directorate/Faculty/Department _____

- Scope**
- Assessment and evaluation are essential features of the teaching learning process that are properly managed, and reflect College, national and international standards. The College publishes its academic grading policy and applies it with fairness and consistency. Assessment and Evaluation are based on the stated programme objectives.

Kindly evaluate the current status; you may add other issues which are in place in relation to this criterion.

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
8.1 The teaching and learning processes of the College include mid semester tests and university examination.	8.1.1 The assessment outcomes are used to improve teaching methods and improve the curriculum.	Course materials, minutes of the course planning and course design committees, TUSARIS, database, interaction with students, staff and employers.	0. Fails to meet criterion 1. Unsatisfactory 2. Marginal 3. Good 4. Excellent 0 1 2 3 4 ○ ○ ○ ○ ○	
	8.1.2 There is a range of assessment tasks and methods for validating learning outcomes in each course	Institution's rules and regulations, course materials, minutes of the course planning and departments, time table for each set examination are in place.	0 1 2 3 4 ○ ○ ○ ○ ○	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	8.1.3 There is transparency, fairness and consistency in the assessment system	Institution's rules and regulations, course materials, minutes of the examination, evaluation and moderation committees, student papers, 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"/>	
8.2 Assessment and evaluation are aligned with stated learning objectives/outcomes.	8.2.1 Assessment tasks undertaken by the students test the stated learning outcomes.	Institution's objectives, course materials, minutes of the course planning and course design committees, student handbook, 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"/>	
	8.2.2 The assessment workload is appropriately linked to the level and credit requirements of the course.	Institution's rules and regulations, course materials, minutes of the course planning and course design committees, student handbook, information package, interaction with management, students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
8.3 Students are informed about the different types of assessment and techniques for the course.	8.3.1 The course outline provides the details of the assessment, the assessment techniques, the intended learning outcomes and timelines.	Institution's rules and regulations, course materials, prospectus chater, 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
	8.3.2 Induction and orientation programmes for students at course commencement provide information on assessment expectations.	Induction programmes, group work, individual assignments, year planner, student handbook, information package, interaction with students during seminars/tutorials.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
8.4 There are systems for the tracking and recording of the students' performance and progress and a timely communication of the same to the students.	8.4.1 Procedures for both mid semester and UE assessments ensure consistency and accuracy of marking , grading and provide timely feedback and guidance to students.	Institution's rules and regulations, constitution, student handbook, information package, TUSARIS, 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"/>	
	8.4.2 All UE assessment grades are accurately recorded on the student's record and are communicated promptly.	Institution's rules and regulations, constitution, student handbook, information package, TUSARIS, 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"/>	
	8.4.3 University examinations enables the students to receive objective feedback on their performance.	TUSARIS, 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
	8.4.4 The automation of assessment and evaluation data are encouraged.	TUSARIS, 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"/>	
8.5 The processes of assessment satisfy the requirements of College policy and other appropriate accreditation bodies.	8.5.1 There are quality assurance mechanisms in place to ensure fair and reliable assessment of students as stated in the College policy.	Quality assurance mechanisms and policies of the institution, policy documents, corporate plans, records on QA.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.5.2 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 examiners boards , evaluation and moderation committees, 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"/>	
	8.5.3 The standards and quality of assessment are rigorously monitored and maintained	Institution's rules and regulations, minutes of the examinationers boards evaluation and moderation committees, student booklets, 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
	8.5.4 The College has standardized and adopted marking schemes in each department	Institution's rules and regulations, performance evaluation reports, review external examiners' reports, TUSARIS, interaction with internal and external examiners.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.5.5 The College holds regular standardization meetings with lecturers and programme coordinators.	Institution's rules and regulations, performance evaluation reports, examiners board minutes, TUSARIS, interaction with examiners.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
8.6 The College ensures the security of assessment processes	8.6.1 Arrangements for internal invigilations and assessments are secure	Examination Regulations and procedures are exposed to students and lecturers	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.6.2 Procedures are in place to ensure the security of personal information during the assessment process	Manual of examination regulations and procedures are used to guide invigilators.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.6.3 Assessment results are recorded securely and reliably and are available to students	Manual of examination procedures; Examination and students by- Laws; 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
	8.6.4 Arrangements are in place to ensure that the integrity of the certification processes is not compromised	Manual of examination procedures is in place and available to all lecturers and students	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
8.7 National and international benchmarks guide assessment.	8.7.1 The internal quality assurance processes and assessment standards are correlated with the requirements of relevant governmental and accreditation agencies.	Quality assurance mechanisms and policies of the institution, policy documents, corporate plans, records on QA, QA mechanisms of relevant regulatory bodies are familiar to all examiners	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.7.2 The College makes reference to practice in other similar institutions to benchmark its assessment standards.	Quality assurance mechanisms and policies of the institution, policy documents, corporate plans, records on QA, QA mechanisms of relevant regulatory bodies, institution's rules and regulations.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
8.8 Detailed marking schemes are prepared and submitted to examiners officers by all examiners.	8.8.1 There is a procedure for preparation of marking scheme to all examiners to ensure consistency.	Institution's rules and regulations, policy documents, moderation committees, schedules and contents of marking scheme, feedback from external examiners, interactions with the internal and external examiners are maintained in all faculties.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.8.2 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, 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	8.8.3 The assessment strategy of the College has provision for internal and external moderation.	Institution's rules and regulations, constitution, minutes of the grievance and disciplinary committees, external examiners reports, faculty boards minutes.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
8.9 Appropriate measures are in place to ensure the integrity of assessment.	8.9.1 The students are made aware of ethical practices and code of conduct for submission of assignments and project work and for sitting examinations	Institution's rules and regulations, code of conduct and ethical practices, constitution, minutes of the grievance and disciplinary committees, external examiners reports and interaction with both examiners and students representatives.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.9.2 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.	Institution's rules and regulations, code of conduct and ethical practices, constitution, minutes of the grievance and disciplinary committees.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.9.3 The College adheres to the disciplinary procedure 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 for both students and academic staff are in place	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
	8.9.4 There is provision for seeking redress.	Institution's rules and regulations, code of conduct and ethical practices, constitution, minutes of the grievance and disciplinary committees, students and staff have a room for appeal decision made by upper authorities.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
8.10 Assessment results are documented and communicated without delay to all students.	8.10.1 At the beginning of every academic session, the College decides and communicates to the students assessment results.	Institution's rules and regulations, course materials, course outlines and planning, student participation procedure, information package from DPAA, interaction with academic staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.10.2 The College adheres to the almanac	Institution's rules and regulations, almanac of the College is made available for th public all College community are aware with. College prospectus and notice borads contains such information. Time tables indicate number of credits hours required per each course in a semester.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.10.3 The College ensures transparency in assessment by communicating the procedures.	Institution's rules and regulations, each course outline provides details of how the course will be assessed. Students are given all course outlines in each programmes.	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
	8.10.4 The College adheres to the timelines for the distribution of grades and transcripts.	Institution's rules and regulations, course materials, minutes of the examiners boards, faculty boards and academic committee meetings to scrutiny acuarcy of grades and examination officers prepare transcripts on time in all programmes in each directorate, faculty and departments.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
8.11 Learner satisfaction with the programme is appropriately measured.	8.11.1 Learner satisfaction surveys are regularly collected, analysed and disseminated for appropriate action.	Results, documented by different faculties and department database.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
8.12 Graduation rates are in line with College and national targets.	8.12.1 Completion rates of students are aligned with the College targets and almanac.	Results are published in each semester and graduation date is allocated in the almanac of each academic year.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.12.2 Completion, retention and progression rates are monitored on a continuous basis.	Institution's rules and regulations, appeals committee are established to handle pending cases of students who are supposed to graduate.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.12.3 The Collegehas a mechanism for reviewing the effectiveness of the processes and the overall performance of the assessment system.	Institution's rules and regulations, examiners boards, faculty boards, external examiners and College Academic Committee handle the assessment 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	Sources of Evidence	Measure	Motivation/Comment
	8.12.4 The College provides periodic reports on academic performance to stakeholders including employers	Website, progress reports, advocacy materials, advertisements.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.12.5 The College publishes the results of annual surveys of graduate employment.	database, website, advocacy materials, advertisements	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 CRITERIA:

Overall Input and Evaluation of Criterion 8:

Strengths identified:

Areas for improvement identified:

Recommendations:

Overall Evaluation for Criterion 8

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

Criterion 9 - LEARNING INFRASTRUCTURE AND RESOURCES (ICT & Library)

- Scope**
- The College has adequate and appropriate infrastructure facilities to conduct quality academic programmes through distance education. The College uses appropriate technological innovations in educational transactions to enrich the learning experiences it provides to students and manages the College in a technology-enabled way for effective College functioning.

Kindly evaluate the current status; you may add other issues which are in place in relation to this criterion.

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
9.1 The College has adequate physical facilities and equipment to conduct academic programmes and administrative functions efficiently.	9.1.1 The College has sufficient classrooms with the required ICT support to run the scheduled contact sessions.	Visit to physical facilities, interaction with staff and students.	0. Fails to meet criterion 1. Unsatisfactory 2. Marginal 3. Good 4. Excellent 0 1 2 3 4 ○ ○ ○ ○ ○	
	9.1.2 Necessary physical infrastructure (space and buildings) is available for conducting small group interactions and other academic activities.	Visit to physical facilities, interaction with staff and students.	0 1 2 3 4 ○ ○ ○ ○ ○	
	9.1.3 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.	0 1 2 3 4 ○ ○ ○ ○ ○	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	9.1.4 The College has well equipped laboratories including media and production laboratories for developing course materials.	Visit to physical 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"/>	
	9.1.5 The College provides individual offices for academic staff with access to technology to support teaching-learning and research.	Visit to physical 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"/>	
9.2 The College has plans to ensure that the growth of the infrastructure keeps pace with the academic growth of the institution.	9.2.1 The College has a master plan reflecting the future development of the campus	Master plan, 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"/>	
	9.2.2 There is a strategic plan for the College covering the anticipated growth of the infrastructure in order to keep pace with College 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
	9.2.3 The College conducts an annual review of facilities and usage rates.	Strategic plan, corporate plan, policy documents, minutes of the various infrastructure development committees, interaction with management and administrative staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	9.2.4 The outcome of the review is used to improve the infrastructural facilities and as input to the strategic plan of the institution.	Strategic plan, 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"/>	
9.3 There are procedures and mechanisms in place to ensure optimum use, maintenance and development of the infrastructure facilities of the institution.	9.3.1 The institution's strategic plan gives a clear direction on the optimum utilization, maintenance and development of infrastructural facilities.	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"/>	
	9.3.2 The College has set procedures for maintenance of the infrastructural facilities including annual maintenance contracts.	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"/>	
	9.3.3 There is a specific budgetary allocation based on the information provided by the infrastructure review for the maintenance and development of the infrastructure.	Allocations, balance sheets, audited statements of expenditure, corporate plan, minutes of the finance committee and infrastructure development committee, interaction with management.	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 Library facilities include technology aided learning materials to enable students acquire information, knowledge and skills.	9.4.1 The library facilities of the College are developed keeping in mind the needs of the distance learner.	Availability of up to date nad relevant books and ICt facilities in the libraray, 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"/>	
	9.4.2 The library catalogue is up-to-date and easily accessible to students.	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 computerized 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, 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"/>	
	9.4.4 The library provides internet and reprographic facilities to staff and students.	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"/>	
	9.4.5 There is an inter – library borrowing facility which is accessible to both students and the staff.	Library committee minutes, visit to library, interaction with students and staff.	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 library has sufficient qualified staff trained to deal with the latest electronic media and provide adequate support to the students to access the library facilities.	Recruitment policies, institution's rules and regulations, minutes of recruitment committees, 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"/>	
	9.4.7 There is justified allocation of financial resources for the upkeep, maintenance and development of the library.	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"/>	
9.5 The College uses technology as a learning resource and manages its activities in a technology- enabled way.	9.5.1 The College makes extensive use of technology for learning and ensures that the technical infrastructure for delivery (e.g. computers, internet, electricity, audio/video facilities) is fully operational.	Strategic plan, 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"/>	
	9.5.2 There is a process in place to monitor and maintain the equipment and technology in good working order and also to facilitate annual maintenance contracts.	Strategic plan, corporate plan, budget allocations, 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
	9.5.3 The College allocates sufficient budget annually to replace, add and deploy new technology and related facilities..	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"/>	
	9.5.4 The College has a Learning Management System (LMS) in place which provides for proper communication among the various units of the institution, with the various stakeholders and with the students and staff.	LMS, 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"/>	
	9.5.5 Adequate ICT facilities are available in the College and are accessible to all academic and administrative staff.	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"/>	
	9.6.4 The College 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"/>	
	9.6.5 There is a strong and cordial linkage between the College and the outreach centers facilitating timely communication and good	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
	relationships.			
9.6 The College has mechanisms to regularly evaluate the adequacy and accessibility of resources and services for students and takes appropriate remedial measures to address inadequacies.	9.7.1 The College obtains feedback from students and staff on the adequacy and accessibility of the support facilities and learning resources available at the College	Institution's rules and regulations, 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"/>	
	9.7.2 The outcome of the feedback is acted upon and appropriate remedial measures are taken to overcome any inadequacies.	Institution's rules and regulations, 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"/>	
	9.7.3 There is a provision in the budget for meeting unforeseen emergencies in the provision of learning support facilities	Allocations, balance sheets, audited statements of expenditure, 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"/>	
9.7 When libraries or laboratories or any other facilities of other institutions are used to meet the needs of the	9.8.1 The College has clear procedures for students to access the facilities of other institutions available on a sharing basis.	Policy documents, MOUs, 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
programme, the College has written agreements to ensure that these services and facilities are available to students.	9.8.2	Contracts with other institutions allowing student access to specified facilities are clearly written and legally enforceable.	<p>Policy documents, MOUs, minutes of course development committees, executive bodies and interaction with the staff and management.</p> <p>0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	
	9.8.3	The College ensures regular monitoring of the accessibility of the facilities and services offered to the students by other institutions.	<p>Year planner, interaction with students, staff</p> <p>0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	
9.9 The College has a policy for the provision of infrastructure facilities and equipment by external stakeholders	9.9.1	The College has well laid out procedures/mechanisms for establishing and equipping campuses by stakeholders.	<p>Institution's rules and regulations, interaction with staff, students and management</p> <p>0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	
	9.9.2	The College has clear guidelines for the use of infrastructure, facilities and equipment by the immediate community.	<p>Institution's rules and regulations, interaction with staff, students and management</p> <p>0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	

SUMMARY OF STRENGTHS AND AREAS FOR IMPROVEMENT WITHIN THE CRITERIA:

Overall Input and Evaluation of Criterion 9:

Strengths identified:

Areas for improvement identified:

Recommendations:

Overall Evaluation for Criterion 9

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

Criterion 10 - RESEARCH, PUBLICATION AND CONSULTANCY SERVICES (Director Postgraduate)

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

Kindly evaluate the current status; you may add other issues which are in place in relation to this criterion.

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
10.1 The College actively encourages and promotes research by staff.	10.1.1 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. Fails to meet criterion 1. Unsatisfactory 2. Marginal 3. Good 4. Excellent 0 1 2 3 4 ○ ○ ○ ○ ○	
	10.1.2 The College provides grant for staff to conduct research.	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 ○ ○ ○ ○ ○	
	10.1.3 The College has strong links to and collaborates with various international, national, governmental and non-governmental agencies in undertaking research.	Policy documents, MOUs, minutes of executive bodies and interaction with the staff and management, records of collaboration and support.	0 1 2 3 4 ○ ○ ○ ○ ○	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	10.1.4 The College facilitates and encourages research by providing administrative and academic support to its staff in the form of study leave, project preparation, sponsorship, physical facilities, preferential work load allocations etc.	Corporate plan, research committee composition, minutes and budget allocations, guidelines, rules and regulations and roles and responsibilities of various members, records of support given and outputs.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
10.2 Findings of research underpin the development of the programmes and the courses of the institution.	10.2.1 The College 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"/>	
	10.2.2 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"/>	
	10.2.3 Research is encouraged to prepare the College 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
10.3 There are appropriate procedures and measures to ensure ethical practices in research.	10.3.1 The College has a stated code of conduct and ethical practices in research.	Code of conduct and ethical standards.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	10.3.2 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"/>	
10.4 There are relevant mechanisms and procedures to monitor and evaluate research within the institution.	10.4.1 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 and findings, guidelines, rules and regulations and roles and responsibilities of various members, progress reports.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	10.4.2 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"/>	
	10.4.3 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	10.4.4 Scholarly publications of the College 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"/>	
	10.4.5 The College encourages systemic research in different programmes and the results feed into the improvement	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"/>	
10.5 There are appropriate mechanisms and procedures to facilitate and encourage consultancy services to the wider community	10.5.1 The potential expertise of the academic 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"/>	
	10.5.2 The College has a policy for sharing the remuneration earned through consultancy between the academic staff member and the institution.	Corporate plan, policy documents, research committee minutes and findings, guidelines, rules and regulations and roles and responsibilities of various members, finance committee records.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
10.6 The College is responsive to community needs and conducts relevant extension and awareness programmes.	10.6.1 The College 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, TUSARIS, 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	10.6.2 Community work undertaken by students is recognized by the College.	Information pack, prospectus, handbook, student information materials, TUSARIS, 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"/>	
10.7 Research, consultancy and extension services are actively promoted to build linkages with industry.	10.7.1 The College has strong industry – College–community linkages built into its activities through membership of academic committee and Governing Board. .	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"/>	
	10.7.2 The industry – College–community network fosters close relationships between the world of work and the world of learning for the students.	Information pack, prospectus, handbook, student information materials, TUSARIS, 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"/>	

SUMMARY OF STRENGTHS AND AREAS FOR IMPROVEMENT WITHIN THE CRITERIA:

Overall Input and Evaluation of Criterion 10:

Recommendations:

Overall Evaluation for Criterion 10

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

Criterion 11 - COLLABORATION AND PARTNERSHIP (Continuing education)

Scope - Partnership and Collaborative relationships are formed for cost-effectiveness, information sharing, experiential learning, research and quality assurance

Kindly evaluate the current status; you may add other issues which are in place in relation to this criterion.

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
11.1 Collaborative and partnership relationships are formed in the inferent of information sharing, cost-effectiveness and networking.	11.1.1 There are clear evidences (M.O.Us) of existing and active collaborative and partnership relationship	The College has collaborative/partnership with M. O. Us	0. Fails to meet criterion 1. Unsatisfactory 2. Marginal 3. Good 4. Excellent 0 1 2 3 4 ○ ○ ○ ○ ○	
	11.1.2 The M.O.Us clearly state the responsibilities of each party in the relationship.	The M.O. Us are clear and clearly state the responsibilities of each partner	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
	11.1.3 The collaboration and partnerships are very relevant to the work of the institution.	M O Us.	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"/>	
	11.1.4 There are clear evidences that the College has benefited from such relationships.	There is evidence of the Institute's benefit from the collaborative/partnership relationship.	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"/>	
11.2 Collaborative and partnership relationships are formed in the inferent of sharing short courses, professionalism,, cost-effectiveness and networking.	11.2.1. There are clear evidences (M.O.Us) of existing and active collaborative and partnership relationship	The College has collaborative/partnership with M. O. Us	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"/>	
	11.2.2 There are clear evidences that the College has benefited from such relationships.	There is evidence of the Institute's benefit from the collaborative/partnership relationship.	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"/>	

SUMMARY OF STRENGTHS AND AREAS FOR IMPROVEMENT WITHIN THE CRITERIA:

Overall Input and Evaluation of Criterion 11:

Strengths identified:

Areas for improvement identified:

Recommendations:

Overall Evaluation for Criterion 11

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

Criterion 12 - TEACHING AND LEARNING (DPAA, Directors, Deans & Heads)

- Scope** - Teaching and learning are formed for cost-effectiveness, information sharing, experiential learning, researches and quality assurance. It includes strategies, policies and arrangement for development and approval of new programme; programme review and continuously improved in the area of teaching and learning.

Kindly evaluate the current status; you may add other issues which are in place in relation to this criterion.

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
12.1 There are approval, monitoring and periodic review of programmes and awards	12.1.1 The College has a formal mechanisms for the approval, periodic review and monitoring of their programmes and awards. This is to ensure that the programmes offered meet the expectations of the stakeholders, have clearly formulated expected learning outcomes' are coherent and up-to-date	Educational policy, expressing evidently the principles of choosing the programmes and settling its profile are in place. Stakeholders are involved through interaction with them during programmes needs assessment.	0. Fails to meet criterion 1. Unsatisfactory 2. Marginal 3. Good 4. Excellent 0 1 2 3 4 ○ ○ ○ ○ ○	
	12.1.2 The College has a policy expresses clearly rules for curriculum design and curriculum revision, including the involvement of all stakeholders.	The college policy and regulations on curriculum development and design is in place.	0 1 2 3 4 ○ ○ ○ ○ ○	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	12.1.3 The institution have a clear educational policy, expressing evidently the principles of choosing the programmes and settling its profile.	Procedure and Guidelines for students to choose the desired programmes are in place.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	12.1.4 The College has academic programmes in line with the mission statement of the College, national needs and developmental goals.	There is evidence of the College to have academic programmes to meet national needs. Stakeholders are involved.	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"/>	
	12.1.5 The College has academic programmes which correspond to national and international standards.	There is evidence of the College to have a quality assurance unit which trace programme to correspond to national and international standards.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
12.2. The activities to facilitate students' learning must be geared towards ensuring the quality of the academic outcomes and enhancing student success.	12.2.1. The College have approved and widely disseminated teaching and learning policy.	The teaching learning popilcy is in place. Both students and lecturers are aware with it.	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
	12.2.2 Tthe College deploy learning opportunities appropriate to the learning outcomes including formal lectures, group work, service learning.	There is evidence of the College to have course outlines to show opportunities of learning. Students have access to course outlines.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	12.2.3 College's expectations with regard to qualifications, scholarly work and continuing professional developments are adequately met.	Academic and administrative staff are encourage to publish locally and internationally. Promotion criteria are in place and strictly followed.	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"/>	
	12.2.4 Mechanisms are in place for monitoring and evaluation of the learning facilitation activities with reference to national and international best practices.	Academic staff are encouraged and facilitated to attend international workshop and seminars. Use of ICT facilities (projectors) and video conferencing in teaching.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	12.2.5 the College has sufficient, qualified and experienced academic staff, including contract, part-time staff and tutors, to teach the programmes/courses allocated to them	College recruitment policy and procedure for all teaching are in place. A newly lecturer is examined in the classroom before recruited/employed.	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
	12.2.6 Academically-related activities reflect the College's mission and goals, and discrepancies between the goals and reality addressed and strengths reinforced	College's mission and goals are reminded to academicians frequently.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
12.3 Analysis of leadership and management practice in the directorate, faculty, departments and units are assessed in different ways.	12.3.1 The College has mechanism on coordination within the directorate/faculty/department take place.	Policy and regulations to guide academic staff and students on how to evaluate coordination of relevant head of section is in place.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	12.3.2 The college has mechanism to ensure Directorate, Faculty and Department involve students and external stakeholders in decision-making.	Procedures and regulations to involve students and external stakeholders to involve in decision making is in place. Students and academic staff are aware with.	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"/>	
	12.3.3 The College has a mechanism for academic leaders to control and decide the selection and promotion of academic and administrative staff	Institution's rules and regulations, are in place and interaction with academic leaders 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
	12.3.4 the Directorate/Institute/Faculty/Department have an internal quality assurance policy or handbook.	Departmental quality assurance policy is in place. Students and lecturers are aware with it.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	12.3.5 The Directorate/Institute/Faculty/Department conduct internal evaluations of programmes	Policy, regulation and procedures for evaluation of programmes are in place students and lecturers are aware with them.	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"/>	
	12.3.6 the Directorate/Institute/Faculty/Department has a mechanism to address the demands, threats and opportunities present in its external environment.	Documents containing procedures and regulations are in place. Lecturers are informed on how to address demands, threats and opportunities.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
12.4 The quality of teaching and examining of lecturers in all levels/programmes	12.4.1 The college has a mechanism to ensure lecturers and instructors teach and examine in a high quality in all programmes	Procedures and regulations to allow head of section and quality assurance unit to asses or observe teaching and examining meet standards are in place. Lecturers are aware with them	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
	12.4.2 The College has a mechanism to ensure lecturers and instructors are prepared well for teaching	Procedures and regulations to allow head of section and quality assurance unit to assess or observe teaching and examining meet standards are in place. Lecturers are aware with them.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	12.4.3 The College has a mechanism to ensure lecturers and instructors set tests and examinations by considering standards.	Procedures and regulations to allow head of section, external examiners and quality assurance unit to assess or observe tests and examinations meet standards are in place. Lecturers are aware with them.	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"/>	
	12.4.4 The College has a mechanism to ensure lecturers and instructors comply with workload distribution by considering standards and quality.	Policy containing workload is in place. Every lecturer has an access to the policy.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	12.4. 5The College has a mechanism to ensure young academicians (TAs) are mentored by senior academicians by considering standards	Policy and regulations to guide the practice is in place. An interaction with TAs and senior academicians is done through heads of departments.	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 CRITERIA:

Overall Input and Evaluation of Criterion 12:

Strengths identified:

Areas for improvement identified:

Recommendations:

Overall Evaluation for Criterion 12

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

