



AFRICAN COUNCIL FOR DISTANCE EDUCATION QUALITY ASSURANCE AND ACCREDITATION AGENCY (ACDE QAAA) TOOLS AND INSTRUMENTS FOR EVALUATION OF QUALITY IN OPEN AND DISTANCE LEARNING INCLUDING E-LEARNING IN AFRICAN HIGHER EDUCATION

STANDARDS AND PERFORMANCE INDICATORS FOR QUALITY ASSURANCE OF DISTANCE HIGHER EDUCATION INSTITUTIONS AND PROGRAMMES

PREFACE

Distance and online education has a critical role in accelerating Africa's socio-economic development. But Open and distance Learning (ODL) in higher education in Africa is faced with two major challenges of diverse system and practices that need convergence of understanding as well as the effective and efficient management of access, quality and cost.

The African Council for Distance Education (ACDE), a continental educational organisation committed to expanding access to quality education through ODL and e-learning, in partly responding to these challenges, established a Quality and Accreditation Agency to develop and enforce a regulatory quality assurance (QA) framework for distance and on-line education in Africa.

The Quality Assurance and Accreditation Agency (QAAA) in implementing its mandate saw no need in reinventing the wheel and therefore critically examined existing QA Toolkits for internalization, contextualisation and adoption for the purpose of promoting continuous self-improvement and building a culture of quality in higher ODL Institutions in Africa at two workshops attended by ODL experts from Africa, Asia and Europe. After examining available tools (COLRIM, CHEQC, INQAAHE, South African QA Instrument, UNESCO-COL-DEMP, the consensus was to adopt the UNESCO-COL-DEMP-(Asian Distance Education modernisation Project) QA Toolkit for Distance Higher Education Institutions and programmes. This decision was informed by many considerations namely:

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- i. The criteria, standards, indicators and performance measure reflect current global practices for QA in ODL.

- ii. The Toolkit aims at developing capacity for institutional self-improvement and building a culture of quality.
- iii. The framework is flexible to accommodate individual ODL higher education institutional provision in contextually specific environments and covers the full range of distance delivery methods from print to online learning.
- iv. The Toolkit is designed in a way that it can be contextualized.
- v. The Toolkit is appropriate for the use by both new and old institutions.
- vi. The criteria are based on the common core processes of higher education institutions and the scope covered by the criteria is well defined.
- vii. The Toolkit has undergone several revisions with input from international experts.

The ACDE-QAAA Toolkit is in three parts namely Criteria for Institutional audit, Criteria for programme accreditation and a glossary. This ACDE-QAAA Toolkit identified eleven (11) and nine (9) criteria which reflect the essential features/elements of distance Higher Education Institutions and Programmes respectively. The criteria were expanded into specific criteria standards/statements that represent good practices in a specific domain for Institutional audit programme accreditation respectively. Performance indicators were then developed for each criterion as tools or instruments that can be evaluated. To facilitate their use for evaluation, sources of evidence and performance measures on a five-point scale were identified for each performance indicator from 0-Fails to meet criterion, 1- Unsatisfactory, 2-Marginal, 3-Good to 4- Excellent. In all, the Toolkit contains 127Criteria Statements and 410Performance Indicators for institutional audit as well as 110 Criteria Statement and 338 Performance Indicators for programme accreditation respectively.

A proper and systematic use of this Toolkit will provide a comprehensive tool for self-assessment as it will measure the Institution's strengths and weaknesses against key ODL

practices and processes. The willingness of the leadership of Institutions to address identified area(s) of weaknesses is essential for the envisaged continuous quality enhancement of the Institution and its Programmes.

The Toolkit has been presented to ODL stakeholders in the different regions of the African continent for input, buy-in, ratification, ownership and legitimacy as well as to an international Group for input and critical benchmarking against international QA practices.

Prof. I. F. Adu, fas
Director, ACDE-QAAA

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PART 1

Quality Evaluation Toolkit for Institutional Reviews/Audit

In

Distance Higher Education Institutions

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Criterion 1 - VISION, MISSION AND PLANNING

Scope - The institution determines its own vision, mission and objectives that reflect its academic commitments and the needs of society. The institution should be responsible for ensuring value systems in all its constituents.

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
1.1 The institution has a stated vision and mission that is supported by specific and clearly defined goals and objectives within the context of national development priorities and the latest international trends in 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 board meeting minutes; planning policy, framework; involvement of staff in the university plans.	0 1 2 3 4 ○ ○ ○ ○ ○	
	1.1.3 The vision and mission are made known to all stakeholders.	Handbook, brochures; other advocacy materials of the institution; circulation to all stakeholders through minutes, website, materials etc., interaction with staff, students and other stakeholders.	0 1 2 3 4 ○ ○ ○ ○ ○	
	1.1.4 The specific goals and objectives are clearly defined and relevant to the institutional context.	Handbook; Corporate/Strategic Plan; brochures; programme information documents; website	0 1 2 3 4 ○ ○ ○ ○ ○	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
1.2 The mission statement and objectives are regularly reviewed by the institution.	1.2.1 The institution has a process in place for obtaining feedback from stakeholders.	Feedback forms; documented feedback information; database; interaction with stakeholders, data on workshops, minutes of various committees dealing with feedback processes.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.2.2 The feedback is systematically analysed and made available to the senior institutional 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 institution 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 institution has a Strategic Plan in place which provides a basis for all key activities of the institution.	Corporate/Strategic Plan; year planner; schedule of activities; minutes of statutory boards/committees; interaction with staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
incorporated into the institutional Strategic Plan.	1.3.2 The institution has a Strategic Plan which is appropriately aligned to the institutional vision and mission.	Strategic Plan/Corporate Plan, mission and vision documents.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	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 institutional research	1.4.1 The institution assigns responsibility for conducting systematic research and evaluation of its performance and for communicating the results to senior management 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 institution are based on and regularly reviewed in the light of the institutional research data.	Feedback from stakeholders; market surveys; institutional research; interaction with staff and students; policy development meeting minutes; policy documents.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
1.5 To achieve its stated objectives, the institution has systematic and transparent procedures for planning and	1.5.1 The planning process is clearly defined, fair and open to relevant stakeholders.	MIS, website, interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
development.	1.5.2 The institution ensures that the stakeholders are aware of the institution's objectives and of the role they are expected to play in achieving them.	Feedback documents; induction and orientation workshop data; advocacy material including prospectus and brochures.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
1.6 Relevant stakeholder groups are represented in the policy formulation process to encourage ownership and to facilitate feedback and openness.	1.6.1 The institution ensures wide consultation with stakeholders in decision making .	Composition of institution committees and minutes of the meetings; interactions with staff; interaction with students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.6.2 The institution adopts a participatory approach through a process of regular and continuous feedback loops with its stakeholders.	Data/information on feedback; regularity of feedback; agenda and minutes of policy development committees.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
1.7 Implementation plans of the institution are documented and effectively communicated to the relevant party.	1.7.1 Responsibility for implementation and operationalisation of institutional plans is clearly documented, defined and communicated to the relevant staff.	Operational plans of the institution; year planner, academic schedules, programme information package; internal delegation of powers, specified and communicated roles and responsibilities.	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 institution has strategies for the choice of communication and interactivity structures for its learners	Documents specifying the roles and responsibilities of staff; documents pertaining to appointments and transfers and responsible authorities; policy manual; interaction with staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.7.3 Staff are briefed on the relevant plans and on their role in the implementation processes.	Strategic / corporate plan document	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
1.8 There are monitoring procedures to ensure that the policies and plans of the institution are implemented, evaluated and improved from time to time	1.8.1 Internal mechanisms for monitoring and evaluating the implementation of the stated policies and plans are in place.	Strategic/Corporate Plan; year planner; annual report; minutes of executive and academic boards, planning and implementation policy, institutional monitoring and evaluation reports.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.8.2 The various data and information obtained through monitoring and evaluation are considered and reviewed by the senior management to initiate necessary improvements.	Strategic/Corporate Plan; year planner; annual report; minutes of executive and academic boards, planning/implementation policy, institutional practices. management committee meetings, minutes and agenda	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
1.9 The institution demonstrates its drive to develop itself into a Centre of Excellence and to maintain nationally	1.9.1 The institutional plans and policies reflect national and international concerns.	Institutional plan; policy documents, interaction with management and senior staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
and internationally comparable and acceptable standards.	1.9.2 The institutional plans and policies are continuously updated to meet national and international requirements.	Institutional policy and plan documents; feedback documents; review and monitoring committee agenda and minutes.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.9.3 The institution ensures quality and cost effective access to learners.	Institutional policy and plan documents; feedback documents; review and monitoring committee agenda and minutes and financial allocation documents; minutes of finance committee; interaction with staff and students, quality assurance plans; university equity plans.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
1.10 The institution's commitment to learners is documented and made available to all stakeholders.	1.10.1 The institution has clearly stated and documented procedures / processes reflecting its commitment to its learners.	Institution handbooks, prospectus, brochures, information package to students, website, advertisements, procedures documents, interaction with students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.10.2 The institution has clearly stated and documented processes for evaluating its achievements in terms of commitment to its learners.	Institution handbooks, prospectus, brochures, information package to students, website, advertisements, procedures documents and interaction with students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.10.3 The institution disseminates factual information on its commitment to learners.	Management Information System, website, circulars; special communication documents, minutes of meetings, evidence of circulation; interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
1.11 There are effective and appropriate appeal mechanisms for all constituents of the institution.	1.11.1 The institution 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 learners.	Policy documents, prospectus, handbook, brochures, information package, bylaws, rules and regulations..	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
1.12 The institution's commitment to inclusiveness is reflected in its admission and recruitment policies and learner profiles.	1.12.1 The institution 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, institutional research data, student profile, interaction with students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.12.2 The admission process is transparent and is made available for scrutiny by relevant stakeholders.	Prospectus, handbook, website, advertisements.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.12.3. The institution makes special provision to ensure equity and access to disadvantaged groups within its target student population.	Prospectus, institutional policy document, student handbook, student profiles, admission policy, interaction with students and staff.	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 institution has a stated policy on partnerships and collaborations.	1.13.1 The institution 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 institution has a clear policy on ethical practices and ensures its implementation in all its activities.	1.14.1 The institution has a defined code of conduct and ethical standards for staff, students and in all levels of its activities	Documents specifying code of conduct, ethical standards, corporate plan, minutes of relevant committees, structure, prospectus, brochures, information package.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.14.2 Management, staff and learners 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 institution has a stated policy for financial support and its management for learners.	1.15.1 There is a clear and transparent policy for the administration of financial support to learners, including scholarships, bursaries, fees and reimbursements.	Policy documents, brochure, prospectus, programme information package, financial statement, financial information systems.	0 1 2 3 4 ○ ○ ○ ○ ○	
	1.15.2 The institution monitors the implementation of the policy on financial support to students.	Expenditure statements, records of disbursements, financial information system, interaction with students and administrative staff.	0 1 2 3 4 ○ ○ ○ ○ ○	
	1.15.3 The institution regularly reviews the financial disbursements to students and takes necessary steps for timely disbursements.	Expenditure statements, records of disbursements, financial information system, interaction with students and administration staff.	0 1 2 3 4 ○ ○ ○ ○ ○	
1.16 The institution 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 constituents of the institution.	Corporate Plan, Management Information System, website, internal circulars, Quality Assurance framework and Quality Assurance policy documents, interaction with staff and students.	0 1 2 3 4 ○ ○ ○ ○ ○	
1.17 There is a system for implementing and reviewing the quality assurance procedures of the institution.	1.17.1 The institution undertakes quality reviews/ audits at regular intervals and ensures the quality of all activities.	Corporate /Strategic Plan; institution plans, quality assurance committee structure and minutes of quality assurance committee meetings, interaction with staff, minutes of statutory boards, planning and implementation committee meeting minutes.	0 1 2 3 4 ○ ○ ○ ○ ○	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
	1.17.2 The institution constantly monitors and reviews the effectiveness of its quality assurance procedures. The outcomes are used to improve implementation strategies.	Corporate /Strategic Plan; institution plans, quality assurance committee structure and minutes of meetings, interaction with staff, minutes of statutory boards, planning and implementation committee meeting minutes.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.17.3 The institution provides training to its staff for effective implementation of the quality assurance procedures.	Activity schedules, training modules, review documents, minutes and agendas of QA committee and staff committees; performance appraisal forms, interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
1.18 The primary purpose of the institutions' quality assurance policy and procedures is to achieve quality enhancement	1.18.1 Quality enhancement is identified as a goal of the quality assurance policy	Quality Assurance plan and policy	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.18.2 Specific improvement targets are identified and subjected to monitoring and review	Quality Assurance Framework	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
1.19 The institution has a policy for the effective use of Information and Communications Technology (ICT) in support of distance education.	1.19.1 The institution has provisions at various policy levels for the planning, acquisition, deployment, maintenance and use of appropriate technologies including the latest Information and 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 institution provides timely, accurate and clear instructions regarding its credit transfer policies and practices.	1.20.1 There is an effective and accountable mechanism for the communication and dissemination of information about credit transfer policies and practices at all levels within and between Institutions.	Prospectus, policy documents on credit transfers/exemptions, corporate /strategic plan, programme documents, course material package, interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.20.2 There is efficient administrative and academic support for the implementation of the institution's credit transfer policies.	Organogram, policy documents, Corporate Strategic Plan, prospectus, minutes of credit transfer/exemption committee meetings.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
1.21 When the institution contracts to another agency, in part or full, the educational services of a 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 institution to ensure that the content offered by external providers is of good quality and meets the national and institutional quality criteria.	Quality Assurance Plans; Quality Assurance Committee documents; Corporate/Strategic Plan, Programme material, documented internal delegations and agency statements, documentation on staff and employees recruitment related to course development, course development, 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 institution 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 CRITERIA:

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, CULTURE AND LEADERSHIP

Scope - The organizational culture and leadership of the institution should be well resourced to deliver on the institution’s vision, mission, values and mandate. The institution has clear and effective communication channels as well as efficient resource management and administration systems that enable the institution to achieve its objectives. The institution is financially sound and can make reliable educational provision. *It* should inculcate technology enabled environment that will enhance the quality of the learning experience of the learners.

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
2.1 The organisational structure of the institution is suitable for its operations as to ensure reliable educational provision and support to learners.	2.1.1 The institution has an organizational chart that covers all relevant units, divisions and departments with specified units and positions appropriate for functions.	Organisation chart, Corporate/Strategic Plan, policy manuals, handbook, planning implementation policy/framework; documented internal delegation of powers, websites.	0. Fails to meet criterion 1. Unsatisfactory 2. Marginal 3. Good 4. Excellent 0 1 2 3 4 ○ ○ ○ ○ ○	
	2.1.2 The institution 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 ○ ○ ○ ○ ○	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	2.1.3 The governance structure provides for collegial decision making and oversight of institutional activities and ensures the overall quality of the institutional provisions.	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 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
2.2 The institution has an academic calendar that is communicated and followed meticulously.	2.2.1 The systems and processes of the institution's academic activities is planned well in advance.	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 institution at the beginning of the academic year.	Year planners, operational schedules, prospectus and brochures of academic programmes, learning and teaching plan and interaction with students, MIS, website.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	2.2.3 The institution assigns responsibility for monitoring the effective implementation of the calendar and for proposing mid-term corrections where required.	Committee structure and composition, terms of reference, agenda and minutes, interaction with staff and students. Learner feedback.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
2.3 The staff possesses appropriate qualifications and experience for their positions and roles.	2.3.1 The institution 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 institution 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, and appeals by applicants. Records of recruitment conducted.	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 There are clear lines of responsibility and accountability within the institution and the roles of staff are clearly spelt out.	2.4.1 The roles and responsibilities of the staff within the institution are clearly defined and every staff member is aware of his/her role and responsibilities through job descriptions and clear organization charts.	Human resource development document, documented internal delegations and service statements, staff roles and responsibilities documentation, codes of obligations and rights, documentation of performance review systems, work norms, job description and organizational charts.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.4.2 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 and actual work profiles in use.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	2.4.3 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"/>	
	2.4.4. There is an effective staff performance management and appraisal system which promote accountability and effectiveness of the staff in performing their activities.	Work norms, performance and appraisal committee structure, Terms of Reference and minutes of meetings, appraisal forms and feedback methods; policies of self appraisal, interaction with staff and Chief Executive Officer of institution.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
2.5 There are effective channels for communication with potential, current and past learners, with key external stakeholders, and with all staff and	2.5.1 The institution has a formal mechanism for obtaining feedback from students, staff and other stakeholders on the teaching-learning process.	Documented feedback mechanisms and plans; evidence of systems which achieve integration of feedback data from all stakeholders; surveys of stakeholder awareness and opinions; interaction with stakeholders.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
tutors involved in the teaching - learning process.	2.5.2 There are various channels of communication established to ensure a timely information flow and dialogue across various units and staff of the institution.	Management Information System, websites, interaction with stakeholders and documented feedback mechanisms and plans; evidence of systems which achieve integration of feedback data from all stakeholders; surveys of stakeholder awareness and opinions; e-mail and discussion forums, interaction with stakeholders.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.5.3 The institution has mechanisms in place for interaction among the staff.	Management Information System, websites, interaction with stakeholders, e-mail service and access.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.5.4 Clear channels of communication are established between current learners and the tutors and academic staff involved in the learning process	Operational Schedules; outreach centre activities; records of contact sessions.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	2.5.5 Relevant and 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"/>	
2.6 Enquiries and complaints are dealt with quickly, fairly and efficiently.	2.6.1 There is a mechanism to receive enquiries from stakeholders and provide correct and timely information.	Corporate/Strategic Plan, grievances and redressal committee structure and policy documents and minutes of meetings, minutes of management committee meetings.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.6.2 There is a mechanism to deal promptly with complaints received and provide timely redress	Corporate/Strategic Plan, grievances and redressal committee structure and policy documents and minutes of meetings, minutes of management committee meetings, MIS, website, handbook.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	2.6.3 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, MIS, website, handbook and interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
2.7 The enrolment procedures are clear and efficient and include provision for accurate, comprehensive and helpful information to prospective learners.	2.7.1 The information package of the institution is comprehensive, providing details of the facilities and support services available to the learners.	Handbook, Prospectus, brochures, programme/course information package, MIS, website, interaction with students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.7.2 Information to prospective learners includes details of admission requirements, the procedure for enrollment and the requirements for progression through the programme.	Handbook, Prospectus, brochures, programme/course information package, MIS, website, interaction with students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	2.7.3 Enrollment to the programmes is strictly in line with the specified norms and admission guidelines.	Handbook, Prospectus, brochures, programme/course information package, MIS, website, interaction with students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
2.8 The production and delivery of course materials are timely and quality assured.	2.8.1 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"/>	
	2.8.2 The development of the course materials ensures compliance with the institutional quality standards.	Quality assurance plans; quality assurance committee documents; corporate/strategic plan, programme material, documented internal and external delegations and agency statements, documentation on staff and employees recruitment related to course development, course development, manuals and documentation on implementation.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	2.8.3 The institution 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"/>	
2.9 There is a prompt response to the learners' needs for academic, administrative and personal support.	2.9.1 The institution provides support to learners through appropriately qualified staff.	Corporate/Strategic Plan, policy documents, evidence of student counselling centre/unit, its structure, functioning, interaction with students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.9.2 The institution ensures the availability of appropriate academic, administrative and other instructional support for effective delivery of the programme	Documents on adequacy of staff; qualifications of staff; infrastructure facilities in the centre and outreach centres, evidence of technology applications, student progress report, interaction with students	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.9.3 Learners 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	2.9.4 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"/>	
2.10 The assessment and evaluation system is reliable and ensures integrity.	2.10.1 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"/>	
	2.10.2 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	2.10.3 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"/>	
	2.10.4 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"/>	
	2.10.5 The assessment strategies are designed and administered in such a manner that they encourage the distance learners 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	2.10.6 There is a mechanism to ensure that complaints from the learners 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, MIS, website, handbook and interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
2.11 Financial policies, plans and procedures are clearly stated and adhered to by the institution.	2.11.1 The institution has a resource mobilization plan that is prepared in advance and adequately covers all its activities.	Financial allocation to the institution, corporate/strategic plan, annual reports, audit reports, cash flow and balance sheets.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.11.2 The institution's financial procedures comply with the requirements of national financial regulatory bodies.	Financial allocation to the institution, corporate/strategic plan, annual reports, audit reports, cash flow and balance sheets.	<input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	2.11.3 There is a formally established body with designated responsibility for oversight of the institution's adherence to statutory requirements and for judicious use of available financial resources.	Financial allocation to the institution, Corporate/Strategic Plan, annual reports, audit reports, cash flow and balance sheets.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.11.4 The budget allocation process is transparent and ensures that all planned and approved activities can take place.	Financial allocation to the institution, Corporate/Strategic Plan, annual reports, audit reports, cash flow and balance sheets.	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
	2.11.5 The institution 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"/>	
	2.11.6 The institution 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, MIS, website, handbook and interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
2.12 There is provision for financial assistance for needy learners.	2.12.1 The institution has clearly stated guidelines for providing scholarships ,bursaries , stipends and other financial assistance to learners.	Corporate/Strategic Plan, Prospectus, information package to students; website, bursary committee procedures, minutes of meetings, interaction with students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	2.12.2 The institution secures funds to support needy learners.	Corporate/Strategic Plan, Prospectus, information package to students; website, bursary committee procedures, minutes of meetings, interaction with students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.12.3 The institution ensures the effective and timely disbursement of the available financial aid / scholarships / bursaries etc. to the learners.	Corporate/Strategic Plan, Prospectus, information package to students; website, bursary committee procedures, minutes of meetings, interaction with students and interactions with students; financial statements of disbursement of bursaries/stipends.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
2.13 Provision is made in the budget to promote research in the design of courses and delivery methods.	2.13.1 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
	2.13.2 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"/>	
2.14 Staff are represented on governance structures.	2.14.1 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
2.15 Appropriate learner representation is included in decision-making processes.	2.15.1 Participation and representation of learners in academic committee or any other appropriate body is mandated and secured.	Corporate/Strategic Plan; faculty brochures, academic committee records, annual report, interaction with students, procedures for nomination and appointment to committees, by-laws.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.15.2 The institution supports the establishment of student councils, subject associations and student committees and organizes workshops and training programmes to empower learners to contribute productively towards academic improvement.	Corporate/Strategic Plan; faculty brochures, academic committee records, annual report, interaction with students, procedures for nomination and appointment to committees, by-laws.	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
2.16 There is an efficient and secure system for the administration and maintenance of learners' records over time.	2.16.1 There is an MIS in place which ensures that the records, personal information, assessment and evaluation results are securely stored and made accessible only to authorized persons.	Corporate/Strategic Plan; MIS; annual report; lines of authority for MIS access.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.16.2 Effective security arrangements are in place to ensure that the integrity of the student record is not compromised.	MIS, Prospectus, handbooks, information packages, feedback studies; interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.16.3 Learner records are regularly updated and made available without delay to authorized users.	MIS, Prospectus, handbooks, information packages, feedback studies; interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
2.17 The institution has a mechanism for constantly streamlining, encouraging innovation and creativity and improving its	2.17.1 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
processes.				
	2.17.2 The institution's policies and resource allocation procedures encourage innovation and creativity.	Corporate/Strategic Plan; policy documents; research committee meeting minutes; management committee meeting minutes; rewards/awards committee meeting minutes; budgetary allocations, interaction with staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.17.3 The institution recognizes the good work done by the staff through incentives, rewards, special awards and monetary grants.	Corporate/Strategic Plan; policy documents; research committee meeting minutes; management committee meeting minutes; rewards/awards committee meeting minutes; budgetary allocations, interaction with staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
2.18 Mechanisms are in place to ensure effective coordination among different institutional constituencies.	2.18.1 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
	2.18.2 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"/>	
	2.18.3 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"/>	
2.19 The institution has activities to promote social harmony.	2.19.1 Institutional activities reflect national social justice priorities , social harmony, human rights, values and ethics.	Corporate/Strategic Plan; policy documents, , website, interaction with staff and students, course materials.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	2.19.2 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"/>	
	2.19.3 The institution engages in community outreach activities.	Corporate/Strategic Plan, records of outreach activities and impact.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.19.4 The Institution promotes cordial relationship among key players.	Corporate/strategic plan,policy document, by-laws,rules and regulation, interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
2.20 The institution has a statement on 'core values' and mechanisms to ensure compliance by all its constituents.	2.20.1 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"/>	
	2.20.2 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
2.21 The institution encourages collaborative relationship among key players	2.21.1 There is an MOU for collaborative relations and the institution adheres to its terms.	Policy documents, MOUs between institution and other agencies; ToRs; interaction with students, administrative staff and external providers.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.21.2 In programmes delivered collaboratively responsibility for performance remains with the institution that confers degree/diploma/certificate.	Policy documents, MOUs between institution and other agencies.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

SUMMARY OF STRENGTHS AND AREAS FOR IMPROVEMENT WITHIN THE 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 LEARNERS

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

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
<p>3.1 There is a system of collecting detailed information about learners and using this information to inform all aspects of policy and planning, programme course development, support services, and the overall processes of learning.</p>	<p>3.1.1 There is an up-to-date and integrated database about learners, providing information on demographics, language, gender, ethnicity, special needs, socio-economic and educational background work.</p>	<p>Handbook, Faculty Prospectus, programme/course information package, brochures, website, other advocacy material including advertisements; interaction with students; documentation on student performance.</p>	<p>0. Fails to meet criterion 1. Unsatisfactory 2. Marginal 3. Good 4. Excellent</p> <p>0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/></p>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	3.1.2 The institution reviews and analyses the data of learner profiles, needs and expectations.	Documents relating to admissions.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	3.1.3 The outcome of reviews and research data collection and analysis, informs the design and redesign of course materials, assessment exercises and tutoring assignments.	Documentation on programme/Course development process, house style/other relevant manuals: need analysis questionnaire and documented feedback data : meeting minutes of institutional research committees; interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	3.1.4 Academic support staff have access to relevant information about learners.	MIS, 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
3.2 The institution is aware of and responds to learners with special needs.	3.2.1 The institution's admission policy has adequate provision for learners 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"/>	
	3.2.2 The different facilities at the institution and the programmes offered have provision to cater to students with special learning difficulties.	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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	3.2.3 The institution has policies and procedures in place to ensure that only authorized personnel have access to students' personal data.	Coporate plan; documentation on available infrastructure facilities, MIS, program information package, brochures, prospectus website, interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
3.3 Learners are enabled to make informed decisions about their choice of programmes.	3.3.1 Entry requirements and other prerequisites for programmes and courses are clearly specified and communicated prior to entry so that selection of programmes or courses that are relevant and meaningful to the learners.	Handbook, Faculty Prospectus, programme/course information package, brochures, websites, other advocacy material including advertisements: interaction with students: documentation on student performance.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	3.3.2 Learners have access to counseling and guidance services. Particular attention should be paid to learners with special needs.	Documents relating to admissions.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
3.4 The institution has mechanisms to maintain close links with, obtain feedback from and monitor learners.	3.4.1 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment										
	3.4.2 The institution uses available technology (e.g. internet, mobile phones, radio, television, and print media) appropriate to communicate with the learners on a continuous basis.	Website, e-mail provision for students/teachers sample, MIS, guidelines to students, technology facilities and evidence of access, budget allocations.	<table border="0"> <tr> <td>0</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> <tr> <td>○</td> <td>○</td> <td>○</td> <td>○</td> <td>○</td> </tr> </table>	0	1	2	3	4	○	○	○	○	○	
0	1	2	3	4										
○	○	○	○	○										

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

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	3.4.5 The institution facilitates and provides for social and academic interactions through approved student societies.	Handbook, cooperate/strategic plan, constitutions of approved societies, interaction with students, establishment and support for approved societies.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

SUMMARY OF STRENGTHS AND AREAS FOR IMPROVEMENT WITHIN THE 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

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

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
4.1 Adequate, qualified and skilled academic, administrative and technical staff are employed to meet the institution's objectives for the learners.	4.1.1 Human resource planning forms an integral part of programme and course development and Institutional management.	Corporate/Strategic Plan; institution 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 institution ensures the recruitment of sufficient suitably qualified academic staff.	Corporate/Strategic plan, institution's planning and human resources documents (including recruitment, retention, promotion, performance management, career development, records, individual staff profile. Approved vs actual staff in position.	0 1 2 3 4 ○ ○ ○ ○ ○	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	4.1.3 Specific qualifications or experience in e-learning is one of the desirable criteria considered in academic staff recruitment.	Corporate/strategic plan document, design and development, staff profiles.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	4.1.4 The institution maintains the student/facilitator ratios at the planned level and conforms to the standards of the regulatory agencies.	Corporate/Strategic Plan; institution planning and human resource (HR) documents (including recruitment, retention, promotion, performance management, career development, records), individual staff profiles, MIS, national/accreditation agency norms.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	4.1.5 The institutional human resource plan lays emphasis on providing adequate numbers of teaching and administrative staff at the tutoring level to meet the needs of the learners.	Corporate/Strategic Plan ,institution planning and human resource documents, individual staff profile, MIS, national/accreditation agency norms,(actual facilitator/learner ratio).	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
	4.1.6 The institution provides teaching development programmes at regular intervals to improve the skills and knowledge of teaching and tutoring staff.	Staff development training plan: trainees feedback. Actual programmes Conducted and outcomes achieved	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	4.1.7 Planned administrative and technical 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; institution planning and HR documents.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	4.1.8 The institution has mechanism in place to measure and ensure relevant skills of all cadre of staff.	Corporate/Strategic plan, Institution's planning and human resource document, individual staff profile, staff development and training schedules.	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 The academic staff possess appropriate qualifications, skills and expertise required for their positions , more specifically those related to Open and Distance Learning (ODL) .	4.2.1 The institution 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"/>	
	4.2.2 The recruitment process is transparent and the institution 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"/>	
	4.2.3 The selection and promotion criteria give preference to candidates with experience and expertise in various ODL 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
4.3 The administrative and support staff possess appropriate qualifications and experience for their positions and roles.	4.3.1 The institution 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"/>	
	4.3.2 The recruitment process is transparent and the institution ensures 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"/>	
	4.3.3 The selection and promotion criteria give preference to candidates with experience and skills in various ODL 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
4.4 The institution ensures that training mechanisms are in place for policy makers, senior management, academic, administrative and technical staff	4.4.1 The institution provides training at regular intervals to improve the skills and knowledge of policy makers, senior management academics, and technical and support staff.	Corporate/Strategic plan, Institution's planning and human resource document, staff development and training schedules and manuals, interaction with staff, performance Appraisal forms/feedback. Actual training conducted and outcomes achieved.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	4.4.2 The institution ensures that the support and technical staff employed have the required qualifications, skills and experience to handle specialized tasks.	Corporate/Strategic Plan; institution planning and human resource (HR) documents (including recruitment, retention, promotion, performance management, career development, records), individual staff profiles, staff training and development schedules and manuals; interaction with staff, performance appraisal forms feedback.	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 The institution provides training at regular intervals to improve the skills and knowledge of technical and support staff.	Corporate/Strategic Plan; institution planning and human resource (HR) documents (including recruitment, retention, promotion, performance management, career development, records), individual staff profiles, staff training and development schedules and manuals; interaction with staff, performance appraisal forms feedback.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
4.5 Appropriate training is provided to staff on the use and maintenance of new technology, equipment,	4.5.1 The Strategic Plan of the institution 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
facilities, and communication and information systems available/deployed in the Institution.	4.5.2 The institution 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"/>	
	4.5.3 The budget allocation for the staff development programme is sufficient to provide in-house and off-site training opportunities for staff.	Financial information and management system, MIS, training budget allocations, staff development centre/unit/committee meeting minutes.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
4.6 The roles, responsibilities and job descriptions of all categories of staff are clearly specified and relate to the learning needs of	4.6.1 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
the students enrolled in the programme	4.6.2 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"/>	
	4.6.3 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
4.7 Quality of performance is recognized for selection and promotion of all categories of staff.	4.7.1 The institution 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"/>	
	4.7.2 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
	4.7.3 The institution has a scheme for rewarding good performance by providing incentives, promotions, rewards, special benefits, research grants, and sponsorship..	Institutional planning and HR documents particularly policies for promotion, reward, tenure and performance management, minutes of management committee meetings, budget allocations, awards given.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
4.8 There is an effective human resource development system to train, retrain and motivate and reward the employees for the roles and tasks they perform.	4.8.1 Institutional policies are in place to retain, motivate and reward all categories of staff.	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"/>	
	4.8.2 There is provision for training and retraining of staff at frequent intervals in the use of equipment, facilities, and in all aspects of the application of appropriate technology.	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
4.9 There is an effective employee welfare system.	4.9.1 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"/>	
	4.9.2 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"/>	
	4.9.3 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

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

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
5.1 The programmes of the institution reflects its mission, goals and objectives	5.1.1 The offer of programmes is determined in response to national needs and reflects global trends.	Corporate/Strategic Plan; programme design and development plans, interaction with students and staff, minutes of programme development committee.	0. Fails to meet criterion 1. Unsatisfactory 2. Marginal 3. Good 4. Excellent 0 1 2 3 4 ○ ○ ○ ○ ○	
	5.1.2 Programmes offered are responsive to market needs and 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 learner's needs, learning outcomes and learners' 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	5.2.1 The programmes' stated objectives focus on the needs of the nation, prospective learners, employers and the community.	Corporate/Strategic Plan; programme objectives, programme materials, Handbook, academic information package, need survey analysis; employer surveys, institutional learning and teaching plan, curriculum and course development and accreditation policies.	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
in professional practice where applicable.	5.2.2 The objectives of each programme exhibit a clear relationship between the learners' needs (such as entry level skills, knowledge and experience and credittransfers) 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, institutional learning and teaching plan, curriculum and course development and accreditation policies.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	5.2.3 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, institutional learning and teaching plan, curriculum and course development and accreditation policies.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
5.3 The institution takes ODL imperatives into consideration in its processes and procedures for programme design, development and approval.	5.3.1 The procedures for programme development and approval are clearly specified in line with ODL modular approach 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"/>	
	5.3.2 The programme is designed taking into consideration turnaround time for feedback on assessment.	Institution's teaching and learning plan, 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"/>	
	5.3.3 The programme development process allocates roles and time for practicals.	Time to see, academic board 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
	5.3.4 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, internal audit and accreditation reports.	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 learners' characteristics and the resources available to them.	5.4.1 The programmes are developed keeping in view the needs, resources, learning styles , preferences, skills and knowledge base of the learners at the entry level	Institution's teaching and learning plan, curriculum and course development and accreditation policies, academic boards and academic review process, need survey analysis data, interaction with staff and students.	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
	5.4.2 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 industry, professional bodies and is responsive to 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 developments and practices in the field	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
	of study.			
	5.5.2 The institution has mandated mechanisms for review and modification of its programmes in consultation with relevant stakeholders such as employers, industry, education sector, professional bodies, the community, staff and learners .	Learning and teaching plan, academic review processes, employer and stakeholder surveys.	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	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
	standards and benchmarks established by bodies such as accreditation agencies, academic, professional and vocational bodies where applicable.			
	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 requirements to programmes as flexible as possible.	5.7.1 The access and entry requirements for the programme are flexible to the extent possible with appropriate	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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	recognition for prior knowledge and experience.			
	5.7.2 Programmes offered provide support to under – prepared learners (e.g. through bridging courses, additional course inputs and increased contact sessions including special sessions for optimizing the use of ICTs).	Institution’s documentation of arrangements for teaching support, academic review processes.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
5.8 Programmes provide comprehensive information for successful learning.	5.8.1 The Institution provides clear information about its programmes (via its web-site, the media, prospectus and information days) to all prospective learners.	.Prospectus; Handbook; programme information package; web-site	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	5.8.2 The institution 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	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
	sessions			
	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 learners to achieve the stated learning outcomes.	5.9.1 The content of the programme is up-to-date and reflects current knowledge and practice.	Learning and teaching plan, curriculum and course development and accreditation documents, documents of arrangements for teaching support, 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
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, institution 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"/>	
	5.10.2 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, institution 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 learners to choose a pathway through the programme that meets their needs.	Learning and teaching plan, curriculum and course development and accreditation policies and documents.	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
	5.11.2 The interdisciplinary approach to programme design also makes possible the lateral movement of the learners to other programmes at various levels.	Institutional learning and teaching plan, curriculum and course development and accreditation policies and documents, corporate plan, handbook, admission and enrollment policies.	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 programme and impact studies.	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"/>	
	5.12.2 There is a regular and structured feedback mechanism in place to obtain feedback from learners,	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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	<p>teachers, employers and the community about the effectiveness of the programme in achieving its objectives</p>			
	<p>5.12.3 The feedback from the learners 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.</p>	<p>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.</p>	<p>0 1 2 3 4 ○ ○ ○ ○ ○</p>	
	<p>5.12.4 The outcomes of the evaluation are used to make necessary changes and improvements to programme design and delivery.</p>	<p>Learning and teaching plan, curriculum and course development and accreditation policies, documentation of arrangements for teaching support, academic review policies, good practice statements.</p>	<p>0 1 2 3 4 ○ ○ ○ ○ ○</p>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
		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.		
5.13 Learner satisfaction relative to the quality of education and training provided in the programmes is regularly evaluated.	5.13.1 The institution has a mechanism to survey learner satisfaction rates with reference to the service providers, the programme delivery and the commitment of the institution to meeting the learners' 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 ○ ○ ○ ○ ○	
	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 ○ ○ ○ ○ ○	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	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 institution promptly informs staff and learners 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

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.

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 learners 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 ○ ○ ○ ○ ○	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	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 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	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 institution can make available to its learners.	Course materials, minutes of the course planning and course design committees, Discussion with students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	6.2.3 Course design reflects institutional 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 learners' needs and the features of the technology selected for course delivery which is aimed at motivating the learners 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"/>	
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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	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 institution 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 institution adheres to the agreed formalities and templates to be used for instructional design and development.	Minutes for the course planning and course design committees, Course materials.	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 Instructional design recognizes diversity of learners' 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"/>	
	6.6.2 Scheduling of activities addresses the needs of distance learners and their access to technology and other facilities.	Course materials, information package, year planner, minutes of the course planning and course design committees, interaction with students, staff and course developers.	0 1 2 3 4 <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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	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 enables 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 Learners	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
6.9 Course design uses appropriate technology to engage and support learners.	6..9.1 Appropriate technology is used to engage and support learners	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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	6.9.2 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"/>	
	6.9.3 The choice of media and technology takes into account the range of media and infrastructural support that the institution can make available to its learners.	Course materials, minutes of the course planning and course design committees, Discussion with students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	6.9.4 Course design reflects institutional 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	6.9.5 There is a visible link between learners' needs and the features of the technology selected for course delivery which is aimed at motivating the learners 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"/>	
	6.9.6 Communication with learners uses the technologies that are most accessible to the learners such as the internet, mobile phone, telephone, television and radio.	Technology profiles of the institutions, stock books, user records, information packages or brochures, interaction with teachers, staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	6.9.7 The institution analyses the ease of use and level of technology available to the learners.	Feedback of students, students' profiles including access to technology, institutional 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
6.10 A complete instructional and learning package and information to demonstrate the appropriate scope, sequence and depth of each course in relation to the stated learning objectives and outcomes.	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, completion requirements, multimedia supplementary learning resources, interactive course activities, community building activities and assessments.	Instructional package, interaction with students and teachers.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	6.10.2 The learning package includes all the study materials, ODL/video materials, CD-ROMs and online texts.	Study materials in all forms.	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
	6.10.3 The learning package includes the annual calendar of activities	Academic calendar, instructional package.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	6.10.4 The instructional package is made available (both on-line and off-line) to all registered learners and staff prior to the course offering.	Instructional package, interaction with students and teachers.	0 1 2 3 4 <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, institutional 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 institution systematically records and assesses the effectiveness and impact of learning strategies.	Minutes of the course planning and course design committees, interaction with staff and course developers, training material and feedback data.	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 institution has a mechanism to ensure the relevant competence of the content developers, technical and support staff and others 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	6.12.4 The course materials developed are pilot-tested and quality assured with reference to the objectives and outcomes of the programme and learners' needs prior to field release.	Minute of the course planning and course design committees, interaction with staff and course developers and feedback data, evidence for editing, moderating, peer-review, pilot testing feedback and modification.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	6.12.5 The institution 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
6.13 Mechanisms exist for clear collaboration, agreement for adoption and adaptation of course materials and delivery amongst national, regional and international bodies.	6.13.1 There are MOUs/MOAs with national, regional and international bodies 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 institution has linkages with national, regional and international agencies to exchange expertise for content development and delivery methods.	Policy documents, MOUs, minutes of course development committees, executive bodies and interaction with staff and management.	0 1 2 3 4 <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 institution 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 institution has a policy and procedures for 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			

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	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 - LEARNER SUPPORT AND PROGRESSION

Scope - Learners are supported by the provision of a wide 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.

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 desirable but not mandatory.	Information pack, prospectus, handbook, student information materials, MIS, interaction with staff and students, record of sessions, Tutor feedback.	0 1 2 3 4 ○ ○ ○ ○ ○	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	7.1.3 The support of individual learners is built into the design of course materials.	Information pack, prospectus, handbook, student information materials, MIS, interaction with staff and students, feedback from students	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	7.1.4 Peer support mechanisms are built into the course materials.	Information pack, year planner, schedules, course materials, MIS, 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 institution provides on-going support for learner progression across courses within a programme of study.	Policy documents, student data bases, details on monitoring, interaction with staff and students.	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 learners on e-learning platform.	Policy document, M.I.S, Interaction with learners, learners 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
7.2 Learner support is provided using a range of media including appropriate ICTs	7.2.1 The institution effectively uses a range of media to provide support and guidance to learners.	Information pack, year planner, schedules, course materials, MIS, 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 learners.	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"/>	
7.3 Tutors are selected inducted 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, institution rules and regulations, interactions with management and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	7.3.2 The institution adheres to the recruitment criteria.	Recruitment policies, institution's rules and regulations, minutes of recruitment committees, interactions with management and staff, tutor profiles.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	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, reports of training sessions.	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, learner feedback.	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 learners in various ways	7.4.1 The tutor/learner ratio enables tutors to provide individual support to learners and monitor their progress to completion.	Minutes of the course coordinators' meetings, feedback, year planner, schedules, course materials, interaction with staff, students and management, records of facilitation sessions.	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 learners 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
7.5 Learners have access to the tutors through a variety of media and locations.	7.5.1 The learners 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, learner feedback, feedback from tutors/facilitators.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	7.5.2 There is provision for contact sessions including for learners 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.	Records and terms of collaboration agreements.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
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 learners.	Institution's rules and regulations, interaction with staff and management, minutes of staff/course coordinators' meetings. Processes followed for assignment 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 learners 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	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"/>	
	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 staff/course coordinator's meetings. Processes in place for monitoring and records of the monitoring exercise.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
7.7 The institution has robust and extensive systems that underpin learner support.	7.7.1 The institution employs sufficient and qualified academic, administrative and technical staff as facilitators/counselors and provides professional	Policy on outreach and learner support; work plan of outreach centres. Organizational arrangement for responsibility for learner support.	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
	training and development opportunities for them.			
	7.7.2 The institution 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 learners throughout the duration of their study.	7.8.1 Academic and personal counseling is provided to the learners.	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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	7.8.3 The institution provides specific guidelines, monitoring systems, personnel and institutional spaces to facilitate programmes requiring practical experience.	Institution's rules and regulations, student handbook, placement records, placement cell activity files, information package, interaction with management and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
7.9 Appropriate support and facilities are provided for learners with specific learning difficulties/special needs.	7.9.1 The institution identifies and responds to learners 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 Institution has mechanisms in place to collect and share data on learners with special needs across the institution.	Institution's rules and regulations, student's handbook, interaction with learners. Available records on learners with special needs.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	7.9.3 The institution provides materials and services in multiple formats to meet learners' needs.	Institution's rules and regulations, student handbook, information package, Materials, physical facilities and library visits.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	7.9.4 The tutors, administrative and technical staff are provided with necessary training to address the needs of the learners with specific learning difficulties/special needs.	Institution's rules and regulations, student handbook, information package, interaction with learners. Records of concessions in place.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	7.9.5 The institution has a mechanism to make special consideration for concessions to learners 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 institution provides orientation to the learners on the desired learning skills for pursuing the programme.	Institution's rules and regulations, student handbook, information package, minutes of the course coordinators' meetings, feedback, year planner, schedules, course materials, interaction with staff, students and management.	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 learners 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
7.11 Opportunities are provided for academic and social peer interaction.	7.11.1 The institution has support structures that provide opportunities for peer interaction which empower the learners to share knowledge and information and develop interactive and collaborative learning skills.	Institution's rules and regulations, student handbook, information package, minutes of meetings, year planner, feedback. Provisions put in place to support peer learning.	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 course coordinator's meetings, feedback, year planner, interaction with learners. Processes used for monitoring of learner support	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	7.12.2 Feedback from learners on support services is regularly solicited and acted upon. Learners are advised of changes resulting from their input.	Institution's rules and regulations, student handbook, information package. Processes in place for collection, and analysis of learner feedback. Processes used for sharing resultant changes with learners.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
7.13 Staff are trained and have a positive attitude towards learner-centred provisions. They effectively and efficiently handle the learner-support services.	7.13.1 Staff are trained to handle the various support services provided to the learners such as facilitation, guidance, use of 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	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 institution 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 learners.	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 institution provide opportunities for the learners to progress both vertically and horizontally.	Student handbook, information package, minutes of meetings, feedback, interaction with learners and management. Reports on patterns of progression.	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
	7.14.4 Progression and completion rates are monitored in relation to institutional and national targets.	Results, Progression rates, MIS, 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 learners is used 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, MIS, Data Base, Employer feedback, Tracer Studies	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
7.15 Learner support systems also target retention	7.15.1 Retention rates are monitored against set targets	Results, MIS, Database, retention rates in relation to programmes, output and graduation rates	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 learners at the initial stage.	Results, MIS, Database, retention rates in relation to programmes and courses, student feedback	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	7.15.3 Remedial interventions are provided throughout the programmes for learners at risk of failure	Materials and services related to remedial interventions, student feedback	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

SUMMARY OF STRENGTHS AND AREAS FOR IMPROVEMENT WITHIN THE 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 - LEARNER ASSESSMENT AND EVALUATION

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

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
8.1 The teaching - learning processes of the institution include formative as well as summative assessment.	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, MIS, 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 course design committees, student handbook, and information package, interaction with management, students and staff.	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 handbook, information package, interaction with students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
8.1 Assessment and evaluation are aligned with stated learning objectives/outcomes.	8.2.1 Assessment tasks undertaken by the learners test the stated learning outcomes.	Institution's objectives, course materials, minutes of the course planning and course design committees, student handbook, information package, interaction with management, students and staff.	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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
8.2 Learners are informed about the different types of assessment and techniques for the course.	8.3.1 The course information package provides the details of the assessment, the assessment techniques, the intended learning outcomes and timelines.	Institution's rules and regulations, course materials, constitution, student handbook, information package, interaction with management, students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.3.2 Induction and orientation programmes for learners at course commencement provide information on assessment expectations.	Induction programmes, schedules, year planner, student handbook, information package, interaction with students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
8.3 There are systems for the tracking and recording of the learners' performance and progress and a timely communication of the same to the learners.	8.4.1 Procedures for both formative and summative assessment ensure consistency and accuracy of marking ,grading and provide timely feedback and guidance to learners.	Institution's rules and regulations, constitution, student handbook, information package, MIS, interaction with administrators, students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.4.2 All summative assessment grades are accurately recorded on the learner's record and are communicated promptly.	Institution's rules and regulations, constitution, student handbook, information package, MIS, interaction with administrators, students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	8.4.3 Formative assessment enables the learners to receive objective feedback on their performance.	MIS, interaction with administrators, students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.4.4 The automation of assessment and evaluation data are encouraged.		0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
8.4 The processes of assessment satisfy the requirements of institutional policy and other appropriate accreditation bodies.	8.5.1 There are quality assurance mechanisms in place to ensure fair and reliable assessment of learners as stated in the institutional policy.	Quality assurance mechanisms and policies of the institution, 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	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 examination , 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, course materials, minutes of the examination evaluation and moderation committees, student handbook, information package, interaction with students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.5.4 The institution has standardized tutor marking schemes	Institution's rules and regulations, performance evaluation reports, review committee minutes, MIS, interaction with administrators, management and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	8.5.5 The institution holds regular standardization meetings with tutors and course coordinators.	Institution's rules and regulations, performance evaluation reports, review committee schedules and minutes, MIS, interaction with administrators, management and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
8.5 The institution ensures the security of assessment processes	8.6.1 Arrangements for locally administered summative assessments are secure	Manual of examination procedures; Examination By-Laws	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 procedures; Examination By-Laws	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 learners	Manual of examination procedures; Examination 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; Examination By-Laws	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
8.6 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	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.7.2 The institution 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
8.8 There is provision for internal and external moderation with respect to all aspects of assessment.	8.8.1 Approved procedures relating to setting, marking and the results are in place and are being implemented.	Procedures relating to the different aspects of assessment; outcome of implementation.	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"/>	
	8.8.3 The assessment strategy of the institution has provision for internal and external moderation.	Institution's rules and regulations, course materials, constitution, minutes of the grievance and disciplinary committees, student handbook, 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
8.9 Appropriate measures are in place to ensure the integrity of assessment.	8.9.1 The learners are made aware of ethical practices and code of conduct for submission of assignments and project work and for sitting examinations	Institution's rules and regulations, code of conduct and ethical practices, constitution, minutes of the grievance and disciplinary committees, student handbook, information package, interaction with management, students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	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, 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
	8.9.3 The institution 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, 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"/>	
	8.9.4 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, 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"/>	
8.10 Assessment results are documented and communicated without delay to all learners.	8.10.1 At the beginning of every academic session, the institution decides and communicates to the students assessment results.	Institution's rules and regulations, course materials, minutes of the course planning and course design committees, student handbook, information package, interaction with management, students and staff and corporate plan.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	8.10.2 The institution adheres to the scheduled timelines	Institution's rules and regulations, course materials, minutes of the course planning and course design committees, student handbook, information package, interaction with management, students and staff and corporate plan.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.10.3 The institution ensures transparency in assessment by communicating the procedures and processes through various media..	Institution's rules and regulations, course materials, 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"/>	
	8.10.4 The institution adheres to the timelines for the distribution of grades and transcripts.	Institution's rules and regulations, course materials, minutes of the course planning and course design committees, student handbook, information package, interaction with management, students and staff and corporate plan.	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
8.11 Learner satisfaction is appropriately measured.	8.11.1 Learner satisfaction surveys are regularly collected, analysed and disseminated for appropriate action.	Results, LMS, 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 institutional and national targets.	8.12.1 Completion rates of learners are aligned with the institutional targets.	Results, LMS, database.	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, information package, minutes of the course coordinators' meetings, feedback, course materials, interaction with staff, students and alumni.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	8.12.3 The institution has a mechanism for reviewing the effectiveness of the processes and the overall performance of the assessment system.	Institution's rules and regulations, information package, minutes of the course coordinators' meetings, feedback, course materials, interaction with staff, students and alumni.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.12.4 The institution provides periodic reports on academic performance to stakeholders including employers	MLS, 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"/>	
	8.12.5 The institution publishes the results of annual surveys of graduate employment.	LMS, 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

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

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
9.1 The institution has adequate physical facilities and equipment to conduct academic programmes and administrative functions efficiently.	9.1.1 The institution has sufficient classrooms with the required ICT support to run the scheduled contact sessions.	Visit to physical facilities, interaction with staff and students, information package, student handbook.	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, information package, student handbook.	0 1 2 3 4 ○ ○ ○ ○ ○	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	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 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	9.1.4 The institution 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 institution 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
9.2 The institution has plans to ensure that the growth of the infrastructure keeps pace with the academic growth of the institution.	9.2.1 The institution has a master plan reflecting the future development of the campus/outreach centres.	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 institution covering the anticipated growth of the infrastructure in order to keep pace with institutional plans for academic expansion.	Strategic plan, corporate plan, policy documents, minutes of the various infrastructure development committees, interaction with management and administrative staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	9.2.3 The institution conducts an annual review of facilities and usage rates.	Strategic plan, corporate plan, policy documents, minutes of the various infrastructure development committees, 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
	9.2.4 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 for the provision, availability and maintenance of the infrastructural facilities of the institution.	9.3.1 The institution's strategic plan gives a clear direction on the provision, availability, maintenance and development of infrastructural facilities.	Strategic plan, corporate plan, policy documents, 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 institution 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	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"/>	
9.4 The institution has an effective system for the management and maintenance of equipment.	9.4.1 The institution has appropriate financial and administrative provision to ensure proper maintenance and operation of equipment.	Coperate/ Strategic plan, financial management information system, expenditure statements, minutes of maintainance 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"/>	
	9.4.2 There is adequate financial allocation for procurement, replacement, maintainance and upgrading of the technology and other equipment required for effective programme delivery.	Coperate/ Strategic plan, financial management information system, expenditure statements, minutes of maintainance and procurement committees, Information communication technology operational committee and minutes of meetings, institution plan 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	9.4.3 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"/>	
9.5 Library facilities include technology aided learning materials to enable students acquire information, knowledge and skills.	9.5.1 The library facilities of the institution are developed keeping in mind the needs of the distance learner.	Information package, student handbook, course materials, feedback data, library committee minutes, interaction with students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	9.5.2 The library catalogue is up-to-date and easily accessible to learners.	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"/>	
	9.5.3 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"/>	
	9.5.4 The library provides e-resources and reprographic facilities to staff and learners.	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
	9.5.5 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"/>	
	9.5.6 The library has sufficient qualified staff trained to deal with the latest electronic media and provide adequate support to the learners to access the library facilities.	Recruitment policies, institution's rules and regulations, minutes of recruitment committees, 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"/>	
	9.5.7 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
9.6 The institution uses technology as a learning resource and manages its activities in a technology-enabled way.	9.6.1 The institution makes extensive use of technology for learning and ensures that the technical infrastructure for delivery (e.g. computers, internet, electricity, audio/video facilities) is fully operational.	Strategic plan, 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"/>	
	9.6.2 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"/>	
	9.6.3 The institution 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	9.6.4 The institution 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 learners 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"/>	
	9.6.5 Adequate ICT facilities are available in the institution and are accessible to all academic and administrative staff.	Information package, student handbook, visit to facilities, interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
9.7 There is wide coverage through outreach centres to ensure equity and access.	9.7.1 The outreach centers are widely distributed across different geographic areas including remote areas.	Policy document, corporate plans, institutional details, details on outreach centres, expansion plans, strategic plan documents, interaction with management.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	9.7.2 The information on the available services at the outreach centers and those at the central facility is made known to all learners and staff.	Policy document, corporate plans, institutional details, details on outreach centres, expansion plans, strategic plan documents, interaction with management.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	9.7.3 The institution constantly monitors the performance of the outreach centers in terms of quality, access and equity.	Minutes of the course coordinators' meetings, feedback, year planner, schedules, course materials, 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"/>	
	9.7.4 The institution has clearly laid down guidelines to select, review, monitor and provide guidance to the managers and staff of the outreach centers.	Minutes of the course coordinators' meetings, feedback, year planner, schedules, course materials, interaction with staff, students and management.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	9.7.5 There is a strong and cordial linkage between the institution and the outreach centers facilitating timely	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
	communication and good relationships.			
9.8 The institution has mechanisms to regularly evaluate the adequacy and accessibility of resources and services for learners and takes appropriate remedial measures to address inadequacies.	9.8.1 The institution obtains feedback from learners and staff on the adequacy and accessibility of the support facilities and learning resources available at the institution and the outreach centers.	Institution's rules and regulations, student handbook, information package, minutes of the course coordinators' meetings, feedback, 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"/>	
	9.8.2 The outcome of the feedback is acted upon and appropriate remedial measures are taken to overcome any inadequacies.	Institution's rules and regulations, student handbook, information package, 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
	9.8.3 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"/>	
9.9 When libraries or laboratories or any other facilities of other institutions are used to meet the needs of the programme, the institution has written agreements to ensure that these services and facilities are available to learners.	9.9.1 The institution has clear procedures for learners 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"/>	
	9.9.2 Contracts with other institutions allowing learner access to specified facilities are clearly written and legally enforceable.	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"/>	
	9.9.3 The institution ensures regular monitoring of the accessibility of the facilities and services offered to the learners by other institutions.	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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
9.10. The institution has a policy for the provision of infrastructure facilities and equipment by external stakeholders	9.10.1 The institution has well laid out procedures/mechanisms for establishing and equipping outreach centres by stakeholders.		0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	9.10.2 The institution has clear guidelines for the use of infrastructure, facilities and equipment by the immediate community.		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 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

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

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
10.1 The institution actively encourages and promotes research by staff.	10.1.1 The institution has a research policy in place.	Research policy document	0. Fails to meet criterion 1. Unsatisfactory 2. Marginal 3. Good 4. Excellent 0 1 2 3 4 ○ ○ ○ ○ ○	
	10.1.2 There is a research committee or an appropriate body which develops procedures and guidelines for undertaking research by staff.	Corporate plan, research committee composition, minutes and budget allocations, guidelines, rules and regulations and roles and responsibilities of various members.	0 1 2 3 4 ○ ○ ○ ○ ○	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	10.1.3 The institution provides grant for staff to conduct research.	Corporate plan, research committee composition and minutes of meetings, budget allocation for research. Grant utilization records.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	10.1.4 The institution has strong links to and collaborates with various international, national, governmental and non-governmental agencies in undertaking research.	Research policy documents, MOU's, minutes of executive bodies' meetings, interaction with staff and management, records of collaboration and support. Documentation of research outcomes.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	10.1.5 The institution 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 and minutes of meetings, rules and regulation, budget allocation, records of support given and output. Workload allocations reflecting research load.	<p>0 1 2 3 4</p> <p>○ ○ ○ ○ ○</p>	
10.2 Findings of research underpin the development of the programmes and the courses of the institution.	10.2.1 The institution undertakes market research and solicits the views of employers, industry and local communities to prioritize programme and course development.	Corporate plan, policy documents, research committee minutes and findings, guidelines, rules and regulations and roles and responsibilities of various members, documentation of surveys.	<p>0 1 2 3 4</p> <p>○ ○ ○ ○ ○</p>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	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 institution to make informed choices about the use of new technologies.	Minutes of the course planning and course design committees, feedback data, minutes of the research committees, research output data and verification of the same, interaction with staff, course developers and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	10.2.4 The institution encourages systemic research in ODL and the results feed into the improvement of the system.	Corporate plan, research committee minutes and findings of research dissemination seminars, records of research committee meetings.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
10.3 There are appropriate procedures and measures to ensure ethical practices in	10.3.1 The institution has a stated code of conduct and ethical practices in research.	Code of conduct and ethical standards. Processes followed.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
research.	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 of meetings, rules and regulations. Documentation of completed research.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	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"/>	
	10.4.4 Scholarly publications of the institution are subject to peer review.	Research reports; Compilation of research publications	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
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 and other staff is identified and published through all media.	Corporate plan, research committee minutes and findings, guidelines, rules and regulations and roles and responsibilities of various members.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	10.5.2 The institution has a consultancy policy to address issues like sharing the remuneration earned , through consultancy,credits sharing, time allowed etc.	Corporate plan, policy documents, research committee minutes and findings, guidelines, rules and regulations and roles and responsibilities of various members, finance committee records, records of consultancy projects.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
10.6 The institution is responsive to community needs and conducts relevant extension and awareness programmes.	10.6.1 The institution has an extension unit which undertakes various community engagement activities such as HIV/AIDS awareness, gender issues, environment issues, livelihood improvement etc.	Information pack, prospectus, handbook, student information materials, MIS, interaction with staff and students, corporate plan, year planner, extension activity committee minutes, records on extension activities, annual reports.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	10.6.2 Community work undertaken by learners is recognized by the institution .	Information pack, prospectus, handbook, student information materials, MIS, interaction with staff and students, corporate plan, year planner, extension activity committee minutes, records on extension activities, annual reports.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
10.7 Research, consultancy and extension services are actively promoted to build linkages with industry and community.	10.7.1 The institution has strong industry – institution – community linkages built into its activities through membership of Advisory Boards, Council and Board of Governors.	Interaction with staff and students, corporate plan, year planner, student handbook, extension activity committee minutes, records on extension activities, annual reports.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	10.7.2 The industry – institution – community network fosters close relationships between the world of work and the world of learning for the learners.	Information pack, prospectus, handbook, student information materials, MIS, interaction with staff and students, corporate plan, year planner, student handbook, extension activity committee minutes, records on extension activities, annual reports.	<p>0 1 2 3 4</p> <p>○ ○ ○ ○ ○</p>	

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

Scope

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

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
11.1 There are Collaborative and partnership relationships in place.	11.1.1 M.O.U.s clearly states the areas of mutual benefits and the roles and responsibility of each partner in relationship.	Work plans: Minutes of implementation plan, meetings/workshops, seminar and budget	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"/>	
	11.1.2 Clear evidences (M.O.U.s) of active collaboration and partnership relationship The M.O.U.s clearly state the responsibilities of each party in the relationship.	Evidence of intended output e.g course material publications and recruitment.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	11.1.3 Clear evidences of benefits to the institution.	Clear indication of added values.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
11.2 Process for managing partnership and collaborative relationships in place.	11.2.1 Management structure for approval, monitoring and evaluation.	Minutes of meetings and reports	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

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

PART 2

Quality Evaluation Toolkit for DEProgrammeEvaluation

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Criterion 1 - INSTITUTIONAL PLANNING AND MANAGEMENT

- Scope** - The mission, policies and procedures of the Institution reflect its commitment to its distance learning initiatives. The Institution has administrative policies and procedures, efficient management and administrative capacity, physical facilities, financial and human resources adequate for the proper operation of the Institution and the discharge of its obligations to its students.

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
1.1 The Institution has a mission statement that is relevant to its operational context and supported by clearly defined goals and objectives.	1.1.1 The Institution's mission statement makes specific reference to its commitment to quality across all modes of delivery.	Mission Statement, university publications.	0. Fails to meet criterion 1. Unsatisfactory 2. Marginal 3. Good 4. Excellent 0 1 2 3 4 ○ ○ ○ ○ ○	
	1.1.2 The Institution has clearly defined goals and objectives for its distance learning initiatives.	Strategic Plan, Mission statement.	0 1 2 3 4 ○ ○ ○ ○ ○	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
	1.1.3 The institution has a Strategic Plan in place which provides a basis for all key activities of the institution.	Corporate/Strategic Plan; year planner; schedule of activities; minutes of statutory boards/committees; interaction with staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
1.2 The institution has systematic and transparent procedures for planning and development.	1.2.1 The planning process is clearly defined, fair and open to relevant stakeholders.	Management Information System, website, interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.2.2 The institution ensures that the stakeholders are aware of the institution's objectives and of the role they are expected to play in achieving them.	Feedback documents; induction and orientation workshop data; advocacy material including prospectus and brochures.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.2.3 Responsibility for implementation and operationalisation of institutional plans is clearly documented, defined and communicated to the relevant staff.	Operational plans of the institution; year planner, academic schedules, programme information package; internal delegation of powers, specified and communicated roles and responsibilities.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
1.3 There are monitoring procedures to ensure that the policies and plans of the institution are implemented, evaluated and improved from time to time.	1.3.1 Internal mechanisms for monitoring and evaluating the implementation of the stated policies and plans are in place.	Strategic/Corporate Plan; year planner; annual report; minutes of executive and academic boards, planning and implementation policy, institutional monitoring and evaluation reports.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.3.2. The various data and information obtained through monitoring and evaluation are considered and reviewed by the senior management to initiate necessary improvements.	Strategic/Corporate Plan; year planner; annual report; minutes of executive and academic boards, planning/implementation policy, institutional practices. management committee meetings, minutes and agenda.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
1.4 The governance and organizational structure of the institution is appropriate for its operations.	1.4.1 The institution has an organisational 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 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.4.2 The institution employs sufficient, appropriately qualified administrative, academic and technical staff to	Human resource plan, Corporate/Strategic Plan, staff recruitment, promotion and development policy documents; cadre provision documents.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
	handle various specialized tasks and activities.			
	1.4.3 The governance structure provides for collegial decision making and oversight of institutional activities and ensures the overall quality of the institutional 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 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
1.5 The institution has a stated policy on partnerships and collaborations.	1.5.1 The institution 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	Policy documents, Memoranda 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"/>	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
	delivery of quality programmes.			
	1.5.2 There are specified criteria for establishing collaborations and partnerships and for monitoring and evaluating their effectiveness with reference to defined performance indicators.	Policy documents, MOUs, 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"/>	
1.6 The institution has a clear policy on ethical practices and ensures its implementation in all its activities.	1.6.1 The institution has a defined code of conduct and ethical standards for all levels of staff and activities.	Documents specifying code of conduct, ethical standards, corporate plan, minutes of relevant committees, structure, prospectus, brochures, information package.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.6.2 Management, staff and learners are made aware of the defined code of conduct and ethical	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
	standards and adhere to it.			
1.7 The institution has a stated policy with regard to quality assurance and monitoring in all aspects of its operations.	1.7.1 There is an integrated framework to ensure the quality of the academic and administrative activities of the institution.	Corporate/Strategic Plan; quality framework, agenda and minutes of relevant committees, quality circles, internal quality assurance teams, quality assurance procedures.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.7.2 There are clearly stipulated internal quality assurance processes for both administrative and academic activities.	Corporate/Strategic Plan; quality framework, agendas and minutes of relevant committees, quality circles, internal quality assurance teams, quality assurance procedures.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.7.3 Internal quality assurance mechanisms are aligned with the requirements of the relevant external quality assurance agencies.	Corporate Plan, Management Information System, website, internal circulars, Quality Assurance framework and Quality Assurance policy documents, interaction with staff and students, documents on external quality assurance agency.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
	1.7.4 Quality assurance policies are effectively communicated to all the constituents of the institution.	Corporate Plan, Management Information System, website, internal circulars, Quality Assurance framework and Quality Assurance policy documents, interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.7.5 Quality enhancement is identified as a goal of the quality assurance policy.	Quality Assurance Framework; Quality Assurance Policy.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.7.6 Specific improvement targets are identified for each activity that is subjected to monitoring. The institution has mechanisms for addressing shortcomings in quality assurance practices and processes.	Minutes of the Quality Assurance Committee; review reports, 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
1.8 There is a system for implementing and reviewing the quality assurance procedures of the institution.	1.8.1 The institution undertakes quality reviews/ audits at regular intervals and ensures the quality of all activities.	Corporate /Strategic Plan; institution plans, quality assurance committee structure and minutes of quality assurance committee meetings, interaction with staff, minutes of statutory boards, planning and implementation committee meeting minutes.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.8.2 The institution constantly monitors and reviews the effectiveness of its quality assurance procedures. The outcomes are used to improve implementation strategies.	Corporate /Strategic Plan; institution plans, quality assurance committee structure and minutes of meetings, interaction with staff, minutes of statutory boards, planning and implementation committee meeting minutes.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.8.3 The institution provides training to its staff for effective implementation of the quality assurance procedures.	Activity schedules, training modules, review documents, minutes and agendas of Quality Assurance 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"/>	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
1.9 The institution has a stated policy for financial support for learners.	1.9.1 There is a clear and transparent policy for the administration of financial support to learners, including scholarships, bursaries, fees and reimbursements.	Policy documents, brochure, prospectus, programme information package, financial statement, financial information systems.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.9.2 The institution monitors the implementation of the policy on financial support to learners.	Expenditure statements, records of disbursements, financial information system, interaction with students and administrative staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.9.3 The institution regularly reviews the financial disbursements to learners and takes necessary steps for timely disbursements.	Expenditure statements, records of disbursements, financial information system, interaction with students and administrative staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.9.4 The institution makes special provision to ensure equity and access to disadvantaged groups within its target student population.	Prospectus, institutional policy document, student handbook, student profiles, admission policy, interaction with students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
1.10 There are effective and appropriate redress mechanisms for all constituents of the institution.	1.10.1 The institution has transparent redress mechanisms and ensures timely, justified redressal of grievances.	Agenda and minutes of grievance and appeal committee; 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"/>	
	1.10.2 The details of the redress policies and procedures are readily accessible to all staff and learners.	Policy documents, prospectus, handbook, brochures, information package, bylaws, rules and regulations.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
1.11 Mechanisms are in place to ensure effective coordination among different institutional constituencies.	1.11.1 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"/>	
	1.11.2 There is a formal mechanism for liaison between committees to ensure proper coordination and dissemination of	Corporate/Strategic Plan; handbook, faculty brochures, management committee records, academic board records, interaction with staff, procedures for nomination and	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
	information among the various constituencies of the institution.	appointment to committees, by-laws and all committee meeting minutes, evidence of consequential actions, interaction with staff.		
	1.11.3 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"/>	
1.12 The academic staff possess appropriate qualifications, skills and expertise in Open and distance Learning (ODL) for their positions.	1.12.1 The institution has stated criteria for the recruitment, retention and promotion of academic staff.	MIS, 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"/>	
	1.12.2 The recruitment process is transparent and the institution adheres to stated criteria.	MIS, recruitment, reports, retention and promotion criteria policy documents. 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
1.13 The administrative staff possess appropriate qualifications and experience for their positions and roles.	1.13.1 The institution has stated criteria for recruitment, retention and promotion of administrative staff.	MIS, 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"/>	
	1.13.2 The recruitment process is transparent and the institution adheres to stated criteria.	MIS, 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"/>	
1.14 There are clear lines of responsibility and accountability within the institution for staff.	1.14.1 The roles and responsibilities of the staff within the institution are clearly defined and every staff member is aware of his/her role and responsibilities through job descriptions and clear organization charts.	Human resource development document, documented internal delegations and service statements, staff roles and responsibilities documentation, codes of obligations and rights, documentation of performance review systems, work norms, job description and organizational charts.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.14.2 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	Evidence	Performance Measure	Motivation/Comment
	1.14.3 There is an effective staff performance management and appraisal system which promotes accountability and effectiveness.	Work norms, performance and appraisal committee structure, TOR 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"/>	
1.15 The institution has an effective system for the management and maintenance of equipment and facilities.	1.15.1 The institution has appropriate financial and administrative provision to ensure proper maintenance and operation of equipment and facilities.	Corporate/Strategic Plan, financial management information system, MIS, 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"/>	
	1.15.2 There is adequate financial allocation for procurement, replacement, maintenance and upgrading of the technology and other equipment required for effective	Corporate/Strategic Plan, financial management information system, MIS, expenditure statements, minutes of maintenance and procurement committees, grievance and complaints committee documents and minutes. ICT operational	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
	programme delivery.	committee and minutes of meetings, Institution plan for use and maintenance of technology for teaching and learning.		
	1.15.3 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"/>	
1.16 Appropriate training is provided for staff on the use and maintenance of, equipment, facilities, as well as communication and information systems in the Institution.	1.16.1 The institution 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"/>	
	1.16.2 The budget allocation for staff development programme is adequate to provide in-house and off-site training opportunities for staff.	Financial information and management system, MIS, training budget allocations, staff development centre/unit/committee meeting minutes.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
1.17 The financial procedures are clearly stated and adhered to by the institution.	1.17.1 The institution's financial procedures comply with the requirements of national, supervisory/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"/>	
	1.17.2 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 finances.	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"/>	
	1.17.3 The budget allocation process is transparent and ensures that all planned and approved activities	Financial allocation to the institution, Corporate/Strategic Plan, annual reports, audit reports, cash flow and balance sheets.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
	can take place.			
	1.17.4 The institution earmarks a specific budget allocation for the enhancement of the technological infrastructure required for quality learning and monitors their utilization.	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"/>	
	1.17.5 The institution has an internal and external financial audit mechanism.	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"/>	
1.18 There is provision for financial assistance for needy learners.	1.18.1 The institution has clearly stated guidelines for providing scholarships, bursaries, stipends and other financial assistance to learners.	Corporate/Strategic Plan, Prospectus, information package to students; website, bursary committee procedures, minutes of meetings, interaction with students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
	1.18.2 The institution has different sources for securing funds to support needy learners.	Corporate/Strategic Plan, Prospectus, information package to students; website, bursary committee procedures, minutes of meetings, interaction with students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.18.3 The institution ensures the effective and timely disbursement of the financial aid / scholarships / bursaries etc. to the needy learners.	Corporate/Strategic Plan, Prospectus, information package to students; website, bursary committee procedures, minutes of meetings, interaction with students and interactions with students; financial statements of disbursement of bursaries/stipends.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
1.19 Provision is made in the budget to promote constructive experimentation in the design of courses and delivery methods.	1.19.1 There is budgetary provision for research and innovation in the design and delivery of academic programmes and courses in the institution.	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	Evidence	Performance Measure	Motivation/Comment
1.20 The institution has a realistic academic calendar that is followed meticulously.	1.20.1 The institution plans its academic activities, prepares and follows the academic calendar in consultation with 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"/>	
	1.20.2 The academic calendar is made available to both students and staff of the institution at the beginning of the academic year.	Year planners, operational schedules, prospectus and brochures of academic programmes, learning and teaching plan and interaction with students, MIS, website.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
1.21 The institution's commitment to learners is documented and made available to learners and all stakeholders.	1.21.1 The institution has clearly stated and documented procedures / processes reflecting its commitment to its learners.	Institution handbooks, prospectus, brochures, information package to students, website, advertisements, procedures documents, interaction with students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
	1.21.2. The institution has clearly stated and documented processes for evaluating its achievements in terms of commitment to its learners.	Institution handbooks, prospectus, brochures, information package to students, website, advertisements, procedures documents and interaction with students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
1.22 Requirements and other prerequisites for programmes and courses are clearly specified prior to administration.	1.22.1 The institution clearly states course/programme requirements, prior knowledge and skills required for pursuing any course or programme.	Handbook, Faculty Prospectus, programme/course information package, brochures, website, other advocacy material including advertisements; interaction with students; documentation on student performance.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.22.2 The institution strictly adheres to advertised admission requirements for its programmes.	Documents relating to admissions, copies of advertisements.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
1.23 There is an up-to-date and integrated database about learners (providing	1.23.1 The institution has a comprehensive database of learner profiles which is updated at regular intervals.	MIS, student 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	Evidence	Performance Measure	Motivation/Comment
information on demographics, language, gender, ethnicity, socio- economic and educational backgrounds and special needs, etc.) and the confidentiality of data is maintained.				
	1.23.2 Appropriate security measures are in place to ensure the confidentiality of personal data.	Procedures and practices of record management, management of MIS, code of conduct and ethical standards, 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"/>	
	1.23.3 The institution has policies and procedures in place to ensure that only authorized personnel have access to students' personal data.	Procedures and practices of record management, management of MIS, code of conduct and ethical standards, interaction with staff and students. Policy documents.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
1.24 Research into the needs and expectations of learners provides inputs to policy making in the institution.	1.24.1 The institution reviews and analyses the data on learner profiles, needs and expectations.	Documentation on programme/course development process, house style/other relevant manuals; need analysis questionnaire and documented feedback data; meeting minutes of institutional research committees; interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
	1.24.2 The outcome of reviews, data collection and analysis, informs the design and redesign of course materials, assessment exercises and tutoring assignments.	Documentation on programme/course development process, house style/other relevant manuals; need analysis questionnaire and documented feedback data; meeting minutes of institutional research committees; interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
1.25 The institution has formal and informal mechanisms and procedures to obtain feedback from learners.	1.25.1 The institution obtains formal and informal regular feedback from learners on the efficiency and effectiveness 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"/>	
	1.25.2 The results of the feedback obtained from learners are fed into the decision making and programme planning process.	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"/>	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
1.26 The institution has effective channels of communication about its programmes with potential, current and past students, key external organizations, staff, tutors and learners.	1.26.1 The institution has a formal mechanism of communication with 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"/>	
	1.26.2 There are various channels of communication established to ensure a timely information flow among staff, tutors and students.	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"/>	
	1.26.3 The institution has mechanisms in place for interaction among the staff.	Management Information System, websites, interaction between staff, e-mail service and access, minutes of staff meetings.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.26.4 Information on feedback is made available to the stakeholders through print and electronic	Management Information System, websites, interaction with stakeholders and documented feedback mechanisms and plans;	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
1.27 The institution has mechanisms to maintain and monitor close links with Tutors, learners.	media.	evidence of systems which achieve integration of feedback data from all stakeholders; surveys of stakeholder awareness and opinions; interaction with stakeholders.		
	1.27.1 Tutors 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"/>	
	1.27.2 The institution uses available technology (e.g. internet, yahoo groups, e-mail communications, mobile phones) to communicate with the tutors and learners on a continuous basis.	Website, e-mail provision for students/teachers sample, Management Information System, 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"/>	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
	1.27.3 The institution facilitates and provides for social interaction through approved student societies/associations.	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"/>	
1.28 The institution has mechanisms to promptly respond to the learners' needs be it academic, administrative and personal support.	1.28.1 The institution provides support to learners.	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"/>	
	1.28.2 The institution ensures the availability of appropriate academic, administrative and other instructional support for its learners.	Documents on adequacy of staff; documents on qualifications of staff; documents on infrastructure facilities in the centre and outreach centres, evidence of technology applications.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	1.28.3 Learners have access to personal counselling 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"/>	
	1.28.4 The Counselling service provides just in time response for the distance learner.	Corporate/Strategic Plan, policy documents, evidence of student counseling centre/unit, its structure, functioning, interaction	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
		with students and staff, access to on-line services.		
1.29 The assessment and evaluation system of the institution are reliable, transparent and ensures integrity.	1.29.1 A range of formative and summative evaluation methods are included to ensure that learning is appropriately assessed.	Policy documents, minutes of assessment boards/committees, course material, teaching learning plans, result sheets, 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"/>	
	1.29.2 Information on the assessment of learning outcomes, assessment procedures and schedules is provided in all course modules / programmes.	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"/>	
	1.29.3 The assessment outcomes are 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"/>	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
	1.29.4 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"/>	
	1.29.5 The assessment strategies are designed and administered in such a manner that they encourage the distance learners to complete the courses/programme.	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"/>	
	1.29.6 There is a fair and timely mechanism for redressing assessment complaints.	Corporate/Strategic Plan, grievance and redressal committee structure and policy documents and minutes of meetings, minutes of management committee meetings, MIS, website, handbook and interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Evidence	Performance Measure	Motivation/Comment
1.30 The institution has mechanisms to receive enquiries, and complaints are dealt with quickly, fairly and efficiently.	1.30.1 There is a mechanism to receive enquiries from stakeholders and provide correct and timely responses.	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"/>	
	1.30.2 The composition, terms of reference and decisions of the grievance /redressal committee are publicised.	Corporate/Strategic Plan, grievances and redressal committee structure and policy documents and minutes of meetings, minutes of management committee meetings, MIS, website, handbook and interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

SUMMARY OF STRENGTHS AND AREAS FOR IMPROVEMENT WITHIN THE CRITERIA:

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 - PROGRAMME DESIGN AND DEVELOPMENT

Scope - Programmes are designed and developed to meet the needs of learners, employers and society; to achievement of the stated learning outcomes of the programme. The processes and procedures for programme conception, design development and approval as well as intended learning outcomes from the programme are clear and documented.

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
2.1 The programmes of the institution reflect its mission, goals and objectives.	2.1.1 The offer of programmes is determined in response to national needs and reflects global trends.	Corporate/Strategic Plan; programme design and development plans, interaction with students and staff, minutes of programme development committee.	0. Fails to meet criterion 1. Unsatisfactory 2. Marginal 3. Good 4. Excellent 0 1 2 3 4 ○ ○ ○ ○ ○	
	2.1.2 Programme 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
2.2 The programme objectives are clearly defined and focus on the development of knowledge, attitudes, values and skills and their application in (professional) practice.	2.2.1 The programmes' stated objectives focus on the needs of the nation, prospective learners, employers and the society.	Corporate/Strategic Plan; programme objectives, programme materials, Handbook, academic information package, need survey analysis; employer surveys, institutional learning and teaching plan, curriculum and course development and accreditation policies.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.2.2 The objectives of each programme exhibit a clear relationship between the learners' needs and facilities available to deliver them.	Corporate/Strategic Plan; programme objectives, programme materials, Handbook, academic information package, need survey analysis; employer surveys, institutional learning and teaching plan, curriculum and course development and accreditation policies.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.2.3 The objectives of the programme clearly state the type of knowledge, attitudes and skills to be acquired during the programme.	Corporate/Strategic Plan; programme objectives, programme materials, Handbook, academic information package, need survey analysis; employer surveys, institutional learning and teaching plan, curriculum and course development and accreditation policies.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
2.3 The institution has clear processes and procedures for programme design, development and approval.	2.3.1 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
	2.3.2 The programme development and approval processes are documented and are available for 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"/>	
2.4 Programmes are designed and developed taking into consideration the learners' needs available resources (technology) and the environment.	2.4.1 The programmes are developed keeping in view the needs, resources, learning styles, preferences, skills and knowledge base of the learners.	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"/>	
	2.4.2 The programme structure is based on the availability of the appropriate technologies, the learning environment and regulatory bodies 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"/>	
2.5 Programmes are developed and modified in consultation with relevant industries, professional bodies, social and market demands.	2.5.1 The programmes are developed based on national priorities, market research and professional needs as well as the latest developments and practices in the field of study.	Institution's teaching and learning plan, curriculum, course development and accreditation policies, academic boards and academic review process, needs survey data, interaction with staff and students, learning and teaching plan.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	2.5.2 The institution has mechanisms for review and modification of its programmes in consultation with relevant stakeholders.	Learning 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"/>	
2.6 The academic standard of the programmes is appropriate to the level and nature of the qualification/award.	2.6.1 The curriculum (expected outcomes, content, teaching and learning strategies and assessment methods of the programme) matches the standards and benchmarks established by national and professional regulatory bodies.	Benchmark statements, learning plan and accreditation policies.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.6.2 The expected outcomes, and assessment methods of the programme are aligned and appropriate to the desired award.	Benchmark statements, learning plan, and accreditation policies.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
2.7 Access to programmes is open and flexible.	2.7.1 The access and entry requirements for the programme are open with appropriate recognition for prior knowledge and experience.	Curriculum and programme development and accreditation policies, admission requirement, 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	2.7.2 Institutions provide additional academic support to under – prepared learners (e.g. through bridging courses, increased contact sessions etc).	Institution’s documentation of arrangements for teaching support, academic review processes. Learning plan.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.7.3 The programme structure is flexible and allows for and encourages lateral entry and exit that leads to progression to higher levels.	Institution’s documentation of arrangements for learning 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"/>	
2.8 Programmes provide comprehensive information for successful learning.	2.8.1 The Institution provides clear information about its programme to all prospective learners.	.Prospectus; Handbook; programme information package; web-site.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.8.2 The institution provides updated and comprehensive information about the programme 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
	2.8.3 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"/>	
2.9 The Programme curriculum is comprehensive and reflects current knowledge and practice in the field.	2.9.1 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"/>	
	2.9.2 The teaching, 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"/>	
2.10 Programme design and development pays attention to, multiculturalism, language issues, social justice and cohesion, ethical values and environmental sustainability.	2.10.1 Issues of national and global priority such as equity, 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, institution 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"/>	
	2.10.2 Credit bearing activities are incorporated into the programme where appropriate.	Corporate/Strategic Plan; programme objectives, programme materials, Handbook, academic information package, need survey analysis; employer surveys, institution learning and teaching plan, curriculum and course development and accreditation	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
		policies.		
2.11 Programmes are evaluated on the basis of feedback from the learners' achievement of the intended learning outcomes.	2.10.3 Sufficient elective courses from outside the major discipline are available for learners to choose from.	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"/>	
	2.11.1 Programme evaluation and monitoring is undertaken at regular intervals.	Learning and teaching plan, curriculum and course development and accreditation policies, documentation of arrangements for teaching support, academic review policies, and good practices statements.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	2.11.2 There is a structured feedback mechanism to regularly obtain feedback from learners, teachers, and employers 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"/>	
	2.11.3 The feedback from student assessment results and graduate	Learning and teaching plan, curriculum and course development and accreditation policies, documentation of	0 1 2 3 4	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	employment outcomes form the basis of the programme performance evaluation against its stated objectives.	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.	○ ○ ○ ○ ○	
	2.11.4 The outcomes of the evaluation are used to make necessary changes and improvements in 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 ○ ○ ○ ○ ○	
2.12 Learner satisfaction and quality of training provided are regularly monitored and evaluated.	2.12.1 The institution has a mechanism to survey learner satisfaction rates with reference to the programme delivery, the service providers, and the commitment of the institution to meeting learners' 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 ○ ○ ○ ○ ○	
	2.12.2 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 ○ ○ ○ ○ ○	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	2.12.3 The outcomes of the learner satisfaction surveys are considered recorded and are used 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"/>	
	2.12.4 The institution promptly informs staff and learners 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 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 - PROGRAMME MANAGEMENT

Scope - The Institution has a clear process of internal programme management to ensure programme quality.

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
3.1 The Institution has a structure with defined responsibility to ensure that the quality of the programme is maintained.	3.1.1 There is a programme coordinator(s) responsible for managing and ensuring the quality of the programme.	An organizational chart or explicit measures that integrates programme management into the institution's programme.	0. Fails to meet criterion 1. Unsatisfactory 2. Marginal 3. Good 4. Excellent 0 1 2 3 4 ○ ○ ○ ○ ○	
	3.1.2 The programme coordinator is supported by adequate resources of staff and facilities.	There is a programme coordinator or person responsible for ensuring quality of the programme.	0 1 2 3 4 ○ ○ ○ ○ ○	
	3.1.3 The programme is subjected to internal and external review in a participatory manner to reflect developments in the field.	There is a periodic or annual programme planning and review as an integral part of the programme management.	0 1 2 3 4 ○ ○ ○ ○ ○	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	3.1.4 The Institution allocate sufficient resources to support programme management.	The proramme has sufficient resources to properly discharge its functions.	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 - COURSE DESIGN AND DEVELOPMENT

Scope - A course is a component of a broader programme of study. The course content is underpinned by research. The course material clearly presents objectives and learning outcomes, approaches to learning and assessment, learner support and the use of technology. There is an identified process of development and review of courses collaboratively where necessary.

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
4.1 Courses are designed according to the stated programme objectives.	4.1.1 Course design is focused on national priorities, international trends and the needs of prospective learners and employers.	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 ○ ○ ○ ○ ○	
	4.1.2 Courses reflect current developments and knowledge in the 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 ○ ○ ○ ○ ○	
	4.1.3 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	
4.2	Course design takes into consideration available media and technology.	4.2.1	The choice of media and the technology to be used are 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"/>	
		4.2.2	The choice of media and technology takes into account available infrastructural support.	Course materials, minutes of the course planning and course design committees, Discussion with students and staff, ICT facilities.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
		4.2.3	Course design reflects institutional 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"/>	
		4.2.4	There is a visible link between learners' needs and the features of the technology selected for course delivery.	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"/>	
4.3	Courses are designed based on learner-centered principles.	4.3.1	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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	4.3.2 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"/>	
4.4 Approved formats for instructional design and development are in place and are followed.	4.4.1 Templates are designed and developed for effective instructional design and efficient course development.	Course templates and course materials, course development manual.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	4.4.2 The institution 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"/>	
	4.4.3 The institution adheres to the agreed formalities and templates to be used for instructional design and development.	Minutes for the course planning and course design committees, Course materials.	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 The course encourages the development of creative and critical thinking, independent and lifelong learning and interpersonal communication and team work.	4.5.1 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"/>	
4.6 Instructional design recognizes diversity of learners' learning contexts and learning styles, and ensures realistic scheduling of activities.	4.6.1 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"/>	
	4.6.2 Scheduling of activities addresses the needs of distance learners and their access to technology and other facilities.	Course materials, information package, year planner, minutes of the course planning and course design committees, interaction with students, staff and course developers.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
4.7 The course development process incorporates a range of relevant expertise.	4.7.1 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	4.7.2 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"/>	
4.8 Course design uses appropriate technology to engage and support learners.	4.8.1 Appropriate technology is used to engage and support learners.	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"/>	
	4.8.2 Communication with learners uses the technologies that are most accessible to the learners such as the internet, mobile phone, telephone, television and radio.	Technology profiles of the institutions, stock books, user records, information packages or brochures, interaction with teachers, staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	4.8.3 The institution analyses the ease of use and level of technology available to the learners.	Feedback of students, students' profiles including access to technology, institutional 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
<p>4.9 A complete instructional package (includes course description, syllabus, course plans, learning outcomes, details of assessments and evaluations, completion requirements, course material including multimedia supplementary learning resources, interactive course activities, community building activities and assessments, texts and media, materials and information) to demonstrate the appropriate scope, sequence and depth of each course in relation to the stated goals and objectives.</p>	<p>4.9.1 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.</p>	<p>Instructional package, interaction with students and teachers.</p>	<p>0 1 2 3 4 ○ ○ ○ ○ ○</p>	
	<p>4.9.2 The learning package include all the study materials, ODL/video materials, CD-ROMs and online texts.</p>			
	<p>4.9.3 The learning package includes the annual calendar of activities.</p>			
	<p>4.9.4 The instructional package is made available (both off-line and on-line) to all registered learners and staff prior to the course offering.</p>	<p>Instructional package, interaction with students and teachers.</p>	<p>0 1 2 3 4 ○ ○ ○ ○ ○</p>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	4.9.5 The instructional package is reviewed, evaluated and updated regularly through a systematic process.	Instructional package, interaction with students and teachers, institutional 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"/>	
	4.9.6 Assessment methods to measure learning outcomes are clearly spelt out.	Course material, results of development testing, examination scripts, interaction with students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
4.10 A variety of learning activities is provided in the course to encourage active learning, collaborative learning and self-assessment.	4.10.1 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"/>	
	4.10.2 The institution systematically records and assesses the effectiveness and impact of learning strategies.	Minutes of the course planning and course design committees, interaction with staff and course developers, training material and feedback data.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
4.11 Appropriate personnel and procedures are in place to ensure the quality of course materials and their	4.11.1 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
timely production.	4.11.2	The institution has a mechanism to ensure the relevant competence of the content developers, technical and support staff and others involved in course design, development and production.	Recruitment policy, procedures, training plan. 0 1 2 3 4 ○ ○ ○ ○ ○	
	4.11.3	Technical and production standards in course design, development and production are clearly specified.	Quality Assurance Framework; Course Development plans. 0 1 2 3 4 ○ ○ ○ ○ ○	
	4.11.4	The course materials developed are pilot-tested and quality assured with reference to the objectives and outcomes of the programme and learners' needs prior to 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 ○ ○ ○ ○ ○	
	4.11.5	The institution 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 ○ ○ ○ ○ ○	
	4.11.6	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 ○ ○ ○ ○ ○	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
4.12 Mechanisms exist for clear collaboration, agreement for adoption and adaptation of course materials and delivery amongst national, regional and international agencies.	4.12.3 The institution has linkages with national, regional and international agencies to exchange expertise for content development and delivery methods.	Policy documents, MOUs, minutes of course development committees, executive bodies and interaction with staff and management.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	4.12.1 The institution 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"/>	
	4.12.2 There are MOUs 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"/>	
	4.12.4 The institution 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"/>	
	4.12.5 The institution has a clear allocation of responsibility for quality management for all programmes and courses offered in partnership with other institutions/organisations,	Policy documents, MOUs, job description document.	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
	nationally, regionally and internationally.			

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 - LEARNING INFRASTRUCTURE AND RESOURCES

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

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
5.1 The institution has adequate physical facilities and equipment to conduct its academic programmes and administrative functions efficiently.	5.1.1 The institution has sufficient lecture rooms with the required ICT support to run scheduled contact sessions.	Visit to physical facilities, interaction with staff and students, information package, student handbook.	0. Fails to meet criterion 1. Unsatisfactory 2. Marginal 3. Good 4. Excellent 0 1 2 3 4 ○ ○ ○ ○ ○	
	5.1.2 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, information package, student handbook.	0 1 2 3 4 ○ ○ ○ ○ ○	
	5.1.3 The buildings and physical space are sufficient to accommodate the 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
	5.1.4 The institution has well equipped laboratories to support for course delivery.	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"/>	
	5.1.5 The institution provides staff with adequate 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"/>	
5.2 The institution has plans to ensure that the growth of the infrastructure keeps pace with the academic growth of the institution.	5.2.1 The institution has a master plan reflecting the future development of the campus/outreach centres.	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"/>	
	5.2.2 There is a strategic plan for the institution covering the anticipated growth of infrastructure to keep pace with institutional plans for academic expansion.	Strategic plan, corporate plan, policy documents, minutes of the various infrastructure development committees, interaction with management and administrative staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	5.2.3 The institution conducts an annual review of facilities and usage rates.	Strategic plan, corporate plan, policy documents, minutes of the various infrastructure development committees, interaction with management and administrative staff.	0 1 2 3 4 ○ ○ ○ ○ ○	
	5.2.4 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 ○ ○ ○ ○ ○	
5.3 There are procedures and mechanisms in place to ensure optimum use, maintenance and development of the infrastructure facilities of the institution.	5.3.1 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 ○ ○ ○ ○ ○	
	5.3.2 The institution 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 ○ ○ ○ ○ ○	
	5.3.3 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 ○ ○ ○ ○ ○	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
5.4 Library facilities include technology aided learning materials to enable students acquire information, knowledge and skills.	5.4.1 The library facilities of the institution are developed keeping in mind the requirements of the distance learner.	Information package, student handbook, course materials, feedback data, library committee minutes, interaction with students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	5.4.2 The library catalogue is up-to-date and easily accessible to learners.	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"/>	
	5.4.3 The library is computerized and has sufficient materials available in both hard and electronic forms (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"/>	
	5.4.4 The library provides internet and reprographic facilities to staff and learners.	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"/>	
	5.4.5 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
	5.4.6 The library has sufficient qualified staff trained to provide adequate support to learners accessing 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"/>	
	5.4.7 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"/>	
5.5 The institution uses technology as a learning resource and manages its activities in a technology - enabled way.	5.5.1 The institution makes extensive use of technology for learning and ensures that the technical infrastructure for delivery (e.g. computers, internet, electricity, audio/video facilities) is fully operational.	Strategic plan, 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"/>	
	5.5.2 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
	5.5.3 The institution allocates sufficient budget annually to replace, add and deploy new technology and related facilities.	Allocations, balance sheets, audited statements of expenditure, 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"/>	
	5.5.4 The institution has a Management Information System (MIS) which provides for proper communication among the various units of the institution, with the various stakeholders, the learners and staff.	MIS, website, interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	5.5.5 Adequate computing facilities are available in the institution and are accessible to all academic and administrative staff.	Information packages, student handbook, visit to facilities, interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
5.6 There is wide distribution of the services through outreach centres to ensure equity and access.	5.6.1 The outreach centers are widely distributed across different geographic areas in inaccessible places and remote areas.	Policy document, corporate plans, institutional details, details on outreach centres, expansion plans, strategic plan documents, interaction with management.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment		
	5.6.2	Information on available services at the outreach centres and those at the headquarters are made known to all learners and staff.	Policy document, corporate plans, institutional details, details on outreach centres, expansion plans, strategic plan documents, interaction with management.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>		
	5.6.3	The institution constantly monitors the performance of the outreach centres in terms of quality, access and equity.	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"/>		
	5.6.4	The institution has clearly laid down guidelines to select, review, monitor and provide guidance to the managers and staff of the outreach centres.	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"/>		
	5.6.5	There is a good link between the institution and the outreach centres to facilitate timely communication and good working relationships.	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"/>		
5.7	The institution has mechanisms to regularly evaluate the adequacy and accessibility of resources and services for learners and to take appropriate remedial measures to address	5.7.1	The institution obtains feedback from learners and staff on the adequacy and accessibility of the support facilities and learning resources available at the institution and the outreach centres.	Institution's rules and regulations, student handbook, information package, minutes of the course coordinators' meetings, feedback, year planner, schedules, course materials, interaction with staff, students and management.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
inadequacies.	5.7.2 The outcome of the feedback is acted upon and appropriate redressal measures are taken.	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 ○ ○ ○ ○ ○	
	5.7.3 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 ○ ○ ○ ○ ○	
5.8 When libraries or laboratories or any other facilities of other institutions are used to meet the needs of the programme, the institution has written agreements to ensure that these services and facilities are available to learners.	5.8.1 The institution has clear procedures for learners to access the facilities of other institutions for their use.	Policy documents, MOUs, executive bodies and interaction with the staff and management.	0 1 2 3 4 ○ ○ ○ ○ ○	
	5.8.2 Contracts with other institutions allowing learner access to specified facilities are clearly written and legally enforceable.	Policy documents, MOUs, minutes of course development committees, executive bodies and interaction with the staff and management.	0 1 2 3 4 ○ ○ ○ ○ ○	
	5.8.3 The institution ensures regular monitoring of the accessibility of the facilities and services offered to the learners by other institutions.	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 ○ ○ ○ ○ ○	
5.9 The institution has a policy for the provision of infrastructure/ facilities/ equipment by external stakeholders.	5.9.1 The institution has well laid out procedures/mechanisms for providing facilities/equipment by stakeholders.	Policy document, MOUs, information package, interaction with staff, students and stakeholders.	0 1 2 3 4 ○ ○ ○ ○ ○	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	5.9.2 The institution has clear guidelines for the use of infrastructure, facilities and equipment provided by external stakeholders.	MOUs, information 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"/>	

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 - LEARNER SUPPORT AND PROGRESSION

Scope - Learners 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.

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
6.1 Learner support is considered during programme development and is built into the design of the programme and course materials.	6.1.1 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 ○ ○ ○ ○ ○	
	6.1.2 Mandatory attendance at contact sessions is fixed at a minimum level.	Information pack, prospectus, handbook, student information materials, MIS, interaction with staff and students.	0 1 2 3 4 ○ ○ ○ ○ ○	
	6.1.3 The support of individual learners is built into the design of course materials.	Information pack, prospectus, handbook, student information materials, MIS, interaction with staff and students, feedback from students.	0 1 2 3 4 ○ ○ ○ ○ ○	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	6.1.4 Peer support mechanisms are built into the course design and materials.	Information pack, year planner, schedules, course materials, MIS, 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"/>	
	6.1.5 The institution provides on-going support for learner progression across courses within a programme of study.	Policy documents, student data bases, details on monitoring, interaction with staff and students.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
6.2 Learner support is provided using a range of media and technology.	6.2.1 The institution effectively uses a range of media to provide support and guidance to learners.	Information pack, year planner, schedules, course materials, MIS, 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"/>	
	6.2.2 Adequate administrative and technical support is given to tutors to enable them to provide individual academic and administrative support for learners.	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"/>	
6.3 Tutors are selected and trained for their roles as facilitators of learning.	6.3.1 There is a specified set of criteria (qualifications, experience) and procedure for the recruitment of tutors.	Recruitment policies, institution rules and regulations, interactions with management and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	6.3.2 The institution adheres to the recruitment criteria.	Recruitment policies, institution's rules and regulations, minutes of recruitment committees, interactions with management and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	6.3.3 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"/>	
	6.3.4 There is a mechanism for monitoring the performance of tutors and the outcomes inform 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"/>	
	6.3.5 Good performing tutors are 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"/>	
6.4 Tutorial group size allows for support to be provided to learners in various ways.	6.4.1 The tutor/learner ratio enables tutors to provide individual support to learners and monitor their progress to completion.	Minutes of the course coordinators' meetings, feedback, year planner, schedules, course materials, interaction with staff, students and management.	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
	6.4.2 The tutor/learner ratio enables tutors to work with small groups of learners and facilitates 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"/>	
6.5 Learners have access to the tutors through a variety of media at fixed locations.	6.5.1 The learners have access to the tutors at fixed centres and can also reach them through various modes such as. by telephone, e-mail, on-line discussion and video conferencing.	Interaction with staff and students, minutes of the course coordinators' meetings, feedback, year planner, schedules, student handbook.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	6.5.2 There is provision for contact sessions specifically for learners requesting them.	Minutes of the course coordinators' meetings, feedback, year planner, schedules, course materials, interaction with staff, students and management, student handbook.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
6.6 The turnaround of assignments ensures timely feedback.	6.6.1 There is a specified procedure to receive, assess, record, and return marked assignments to learners.	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
	6.6.2 The specific time frame to return assignments allows learners 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"/>	
	6.6.3 There is adequate time for moderation of marked assignments to further assist learners.	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"/>	
	6.6.4 Procedures for receiving, assessing, recording, processing and returning assignments are regularly reviewed for effectiveness.	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"/>	
6.7 Academic, administrative and technical staff facilitates learner success.	6.7.1 The institution employs sufficient and qualified academic staff as tutors and provides professional training and development opportunities for 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"/>	
	6.7.2 The institution employs sufficient and competent administrative staff to support learners.	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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	6.7.3 The institution 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"/>	
	6.7.4 The institution 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"/>	
	6.7.5 The institution emphasizes service orientation in the training of its staff.	Policy on outreach and learner support; work plan of outreach centres. Human resource manual.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
6.8 There are mechanisms to support learners throughout the duration of their study.	6.8.1 Academic and personal counselling are provided to the learners.	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"/>	
	6.8.2 Roles and responsibilities for academic and professional 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	6.8.3 The institution provides specific guidelines, monitoring systems, personnel and facilities to programmes requiring practicals.	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"/>	
6.9 Appropriate support facilities are provided for learners with specific learning difficulties/special needs.	6.9.1 The institution identifies and responds to learners 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"/>	
	6.9.2 The institution provides materials and services in multiple formats to meet learners' 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"/>	
	6.9.3 The tutors, administrative and technical staffs are provided with necessary training to address the needs of learners 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	6.9.4 The institution has a mechanism to make special concessions to learners 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"/>	
6.10 Learner support emphasizes the development of independent learning skills.	6.10.1 The institution provides orientation to learners on the needed learning skills for pursuing a 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"/>	
	6.10.2 There is appropriate guidance and support structure empowering learners to acquire 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"/>	
6.11 Opportunities are provided for academic and social peer interaction among learners.	6.11.1 The institution has support structure that provides opportunities for peer interaction which empower the learners to share knowledge and information and develop interactive and collaborative learning skills.	Institution's rules and regulations, student handbook, information package, minutes of 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
6.12 Measures for monitoring and feedback of learner support services are in place.	6.12.1 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"/>	
	6.12.2 Feedback from learners on support services is regularly solicited and acted upon. Learners are advised of changes resulting from their input.	Institution's rules and regulations, student handbook, information package, 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"/>	
6.13 Staff are trained and have a positive attitude towards learner-centred provisions and how to effectively and efficiently handle the learner-support services.	6.13.1 Staff are trained to handle the various support services provided to learners 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"/>	
	6.13.2 There are appropriate guidance and support structures empowering the staff to use appropriate technology and other support provisions to facilitate effective and efficient learning.	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
6.14 The institution has mechanisms to facilitate learners to successfully progress from one level of education to the next higher level and towards gainful employment.	6.14.1 Learners are advised about opportunities to progress into higher level of studies.	Institution's rules and regulations, student handbook, information package, minutes of the course coordinators' meetings, feedback, year planner, schedules, course materials, interaction with staff, students and management.	0 1 2 3 4 ○ ○ ○ ○ ○	
	6.14.2 Career guidance advice is provided for learners.	Career guidance policy and plan.	0 1 2 3 4 ○ ○ ○ ○ ○	
	6.14.3 The programmes of the institution provide opportunities for the learners 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 ○ ○ ○ ○ ○	
	6.14.4 Progression and completion rates are monitored in relation to institutional and national targets.	Results, Progression rates, MIS, Data Base, national performance data.	0 1 2 3 4 ○ ○ ○ ○ ○	
	6.14.5 Performance of past learners 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 ○ ○ ○ ○ ○	
	6.14.6 There is a positive employer perception of graduates.	Results, MIS, Data Base, Employer feedback, Tracer Studies.	0 1 2 3 4 ○ ○ ○ ○ ○	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
6.15 Learner support systems target retention.	6.15.1 Retention rates are monitored against targets.	Results, MIS, 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"/>	
	6.15.2 Remedial interventions are provided throughout the programme for learners at risk of failure.	Materials and services related to remedial interventions, student feedback.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

SUMMARY OF STRENGTHS AND AREAS FOR IMPROVEMENT WITHIN THE 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 - LEARNER ASSESSMENT AND EVALUATION

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

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
7.1 The teaching / learning processes of the institution include formative as well as summative assessment.	7.1.1 The assessment outcomes are used to inform learning methods and improve the curriculum.	Course materials, minutes of the course planning and course design committees, MIS, 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 ○ ○ ○ ○ ○	
	7.1.2 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 course design committees, student handbook, information package, interaction with management, students and staff.	0 1 2 3 4 ○ ○ ○ ○ ○	
	7.1.3 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 handbook, information package, interaction with students and staff.	0 1 2 3 4 ○ ○ ○ ○ ○	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
7.2 Assessment and evaluation are aligned with stated learning objectives/outcomes.	7.2.1 Assessment tasks undertaken by the learners test the stated learning outcomes.	Institution's objectives, course materials, minutes of the course planning and course design committees, student handbook, information package, interaction with management, students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	7.2.2 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"/>	
7.3 Learners are informed about the different types of assessment and techniques for the course.	7.3.1 The course information package provides the details on the assessment and, the assessment techniques.	Institution's rules and regulations, course materials, constitution, 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"/>	
	7.3.2 Induction and orientation programmes for learners at course commencement provide information on assessment expectations.	Induction programmes, schedules, year planner, student handbook, information package, interaction with students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
7.4 There are systems for the tracking and recording learners' performance and progression and a timely communication of the same to the learners.	7.4.1 Procedures for both formative and summative assessment ensure consistency and accuracy of marking / and grading and provide timely feedback and guidance to learners.	Institution's rules and regulations, constitution, student handbook, information package, MIS, interaction with administrators, students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	7.4.2 All summative assessment grades are accurately recorded on the learner's record and are communicated promptly.	Institution's rules and regulations, constitution, student handbook, information package, MIS, interaction with administrators, students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	7.4.3 Formative assessment enables the learners to receive objective feedback on their performance.	MIS, interaction with administrators, students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	7.4.4 The automation of assessment and evaluation data are in place.	Institution's rules and regulations, Student handbook, Information package, MIS.	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 The processes of assessment satisfy the requirements of institutional policy and other appropriate accreditation bodies.	7.5.1 There are quality assurance mechanisms in place to ensure a fair and reliable assessment of learners as stated in the institutional policy.	Quality assurance mechanisms and policies of the institution, policy documents, 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"/>	
	7.5.2 The marking policies/guidelines are aligned and are consistent with those of the accreditation body.	Institution's rules and regulations, policy documents, selection procedures, minutes of the examination , 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"/>	
	7.5.3 The standards and quality of assessment are rigorously monitored and maintained.	Institution's rules and regulations, course materials, minutes of the examination evaluation and moderation committees, student handbook, information package, interaction with students and staff.	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
	7.5.4 The institution ensures that there is a marking scheme for each examined course.	Institution's rules and regulations, performance evaluation reports, review committee minutes, MIS, interaction with administrators, management and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	7.5.5 The institution holds regular standardization meetings with tutors, and course coordinators.	Institution's rules and regulations, performance evaluation reports, review committee schedules and minutes, MIS, interaction with administrators, management and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
7.6 The institution ensures the security of assessment processes.	7.6.1 Arrangements to keep locally administered summative assessments secure are in place.	Manual of examination procedures; Examination By- Laws.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	7.6.2 Arrangements are in place to ensure the security of identity of assessors during the assessment process.	Manual of examination procedures; Examination By- Laws.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	7.6.3 Assessment results are recorded and secured and are made available to learners on time.	Manual of examination procedures; Examination By- Laws; Senate records, 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
	7.6.4 Arrangements are in place to ensure that the integrity of the certification processes is not compromised.	Manual of examination procedures; Examination By- Laws, senate records.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
7.7 National and international benchmarks guide assessment.	7.7.1 The internal quality assurance processes and assessment standards are aligned with the requirements of relevant government and accreditation agencies.	Quality assurance mechanisms and policies of the institution, policy documents, corporate plans, records on QA, QA mechanisms of relevant regulatory bodies.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	7.7.2 The institution makes reference to practice in other similar institutions to benchmark its assessment standards.	Quality assurance mechanisms and policies of the institution, policy documents, corporate plans, records on QA, QA mechanisms of relevant regulatory bodies, institution's rules and regulations.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
7.8 Detailed marking schemes are provided to all examiners.	7.8.1 There is a procedure for selection and orientation of examiners on the marking schemes to ensure consistency.	Institution's rules and regulations, policy documents, selection procedures, minutes of the examination, evaluation and moderation committees, schedules and contents of orientation programmes, feedback data, interactions with the staff and management.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	7.8.2 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
	7.8.3 The assessment strategy of the institution has provision for internal and external moderation.	Institution's rules and regulations, course materials, constitution, minutes of the grievance and disciplinary committees, student handbook, 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"/>	
7.9 Appropriate measures are in place to ensure the integrity of assessment.	7.9.1 The learners are made aware of ethical practices and code of conduct for submission of assignments and project work and sitting for examinations.	Institution's rules and regulations, code of conduct and ethical practices, constitution, minutes of the grievance and disciplinary committees, student handbook, information package, interaction with management, students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	7.9.2 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, 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"/>	
	7.9.3 The institution 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, 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
	7.9.4 There is provision for grievance redressal and appeals.	Institution's rules and regulations, code of conduct and ethical practices, constitution, minutes of the grievance and disciplinary committees, student handbook, information package, interaction with management, students and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
7.10 Assessment results are documented and communicated without delay to all learners.	7.10.1 At the beginning of every academic session, the institution communicates to the learners the timelines for assessment and the publication of results.	Institution's rules and regulations, course materials, minutes of the course planning and course design committees, student handbook, information package, interaction with management, students and staff and corporate plan.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	7.10.2 The institution adheres to the scheduled timelines.	Institution's rules and regulations, course materials, minutes of the course planning and course design committees, student handbook, information package, interaction with management, students and staff and corporate plan.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	7.10.3 The institution ensures transparency in assessment by communicating the procedures and processes through various media to learners and stakeholders.	Institution's rules and regulations, course materials, 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
	7.10.5 The institution adheres to the timelines for the release of results and communicates guidelines for the issuance of transcripts.	Institution's rules and regulations, course materials, minutes of the course planning and course design committees, student handbook, information package, interaction with management, students and staff and corporate plan.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
7.11 Learner satisfaction with the programme is appropriately measured.	7.11.1 Learner satisfaction rates are regularly collected, reported and used as input for improvement.	Results, MIS, database. Satisfaction rate, feedback, interaction with learners and staff.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
7.12 Graduation rates are aligned with institutional and national targets.	7.12.1 Completion rates of learners are aligned with the institutional targets.	Results, MIS, database, records of learners.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	7.12.2 Completion, retention and progression rates are monitored on a continuous basis.	Institution's rules and regulations, information package, minutes of the course coordinators' meetings, feedback, course materials, interaction with staff, students and alumni.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	7.12.3 The institution has a mechanism for reviewing the effectiveness of the processes and the overall performance of learners.	Institution's rules and regulations, information package, minutes of the course coordinators' meetings, feedback, course materials, interaction with staff, students and alumni.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	7.12.4 The institution provides periodic reports on academic performance to stakeholders including employers.	MIS, 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"/>	
	7.12.5 The institution publishes the results of annual surveys of graduate employment.	MIS, 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 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 - HUMAN RESOURCE AND DEVELOPMENT

Scope - The human resource provision is appropriate for the education and training services provided. The programme offers appropriate development courses that equip the learners to perform their tasks effectively.

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
8.1 Adequate, qualified and skilled academic staff are employed to meet the programme's objectives for the learners.	8.1.1 Human resource planning forms an integral part of programme and course development.	Corporate/Strategic Plan; institution 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 ○ ○ ○ ○ ○	
	8.1.2 The programme ensures the recruitment of sufficient and suitably qualified academic staff.	Corporate/Strategic Plan; institution planning and human resource (HR) documents (including recruitment, retention, promotion, performance management, career development, records), individual staff profiles.	0 1 2 3 4 ○ ○ ○ ○ ○	
	8.1.3 The programme maintains the learner/tutor ratios at the planned level and conforms to the standards of the regulatory agencies.	Corporate/Strategic Plan; institution planning and human resource (HR) documents (including recruitment, retention, promotion, performance management, career development, records), individual staff profiles, MIS, national/accreditation agency norms.	0 1 2 3 4 ○ ○ ○ ○ ○	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	8.1.4 The programme human resource plan lays emphasis on providing adequate numbers of tutoring staff to meet the needs of the learners.	Corporate/Strategic Plan; institution planning and human resource (HR) documents (including recruitment, retention, promotion, performance management, career development, records), individual staff profiles, MIS.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.1.5 The programme provides training programmes at regular intervals to improve the skills and knowledge of 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"/>	
8.2 Adequate, qualified and experienced administrative staff are employed to meet the programme's objectives for the learners.	8.2.1 Planned administrative staff strength is adequate to coordinate and supervise the various activities of the programme.	Organogram, Corporate/Strategic Plan, details of staffing structure of administration unit, individual staff profiles of admin unit; institution planning and HR documents.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.2.2 The programme ensures that the administrative staff employed have the relevant skills and experience to deal with the learners.	Corporate/Strategic Plan; institution planning and human resource (HR) documents (including recruitment, retention, promotion, performance management, career development, records), individual staff profiles, staff training and development schedules and manuals; interaction with staff, performance appraisal forms feedback.	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 Adequate, qualified technical and support staff are employed to meet the programme's objectives for student learning.	8.3.1 The programme employs adequate, qualified and experienced support and technical staff to support the delivery of programmes and courses to learners.	Organogram, Corporate/Strategic Plan, details of staffing structure of administration unit, individual staff profiles of admin unit; institution planning and HR documents.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.3.2 The programme ensures that the support and technical staff employed can handle specialized tasks.	Corporate/Strategic Plan; institution planning and human resource (HR) documents (including recruitment, retention, promotion, performance management, career development, records), individual staff profiles, staff training and development schedules and manuals; interaction with staff, performance appraisal forms feedback.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.3.3 The programme provides training at regular intervals to improve the skills and knowledge of technical and support staff.	Corporate/Strategic Plan; institution planning and human resource (HR) documents (including recruitment, retention, promotion, performance management, career development, records), individual staff profiles, staff training and development schedules and manuals; interaction with staff, performance appraisal forms feedback.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
8.4 The roles, responsibilities and job descriptions of staff are clearly specified and respond to the learning needs of the	8.4.1 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
learners enrolled in the programme.	8.4.2 The workload of staff conforms to the work norms agreed upon by the programme and conform to national standards.	Work norms and job descriptions of staff; individual staff profiles, performance appraisal data. Human resource manual.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	8.4.3 Functional responsibilities of individual staff with regard to course development, course delivery, counseling, assessment, tutorial support, monitoring and management and administration of the programme 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"/>	
8.5 Quality of performance is recognized for reward/promotion for all categories of staff.	8.5.1 The programme 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"/>	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	8.5.2 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"/>	
	8.5.3 The programme 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"/>	
	8.5.4 The programme has a scheme for rewarding good performance by providing incentives, promotions, rewards, special benefits, research grants, and sponsorship etc.	Institutional planning and HR documents particularly policies for promotion, reward, tenure and performance management, minutes of management committee meetings, budget allocations, awards given.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
8.6 There is an effective human resource development system to train, retain and motivate the employees for the roles and tasks they perform.	8.6.1 Training is provided to all categories of staff in the application of appropriate technologies for programme/course delivery and assessment.	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
	8.6.2 There is provision for training and retraining staff at frequent intervals in the use of equipment, facilities, new technologies and in programme administration.	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"/>	
8.7 There is an effective employee welfare system.	8.7.1 Conditions of service include welfare provision that responds to employee's needs and is in line with national 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"/>	
	8.7.2 There is a designated welfare officer or 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"/>	
	8.7.3 There is a well-documented procedure 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 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 - RESEARCH, CONSULTANCY, EXTENSION SERVICES AND COMMUNITY OUTREACH

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

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
9.1 The programme actively encourages and promotes research by staff and learners.	9.1.1 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 ○ ○ ○ ○ ○	
	9.1.2 The programme 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 ○ ○ ○ ○ ○	
	9.1.3 The programme 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
	9.1.4 The programme facilitates and encourages research by providing administrative and academic support to its academic staff in the form of study leave, project preparation, sponsorship, physical facilities, preferential work load allocations etc.	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"/>	
9.2 Findings from research underpin the development of the programmes and the courses.	9.2.1 The programme undertakes market research and solicits the views of employers, industry and local communities in 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"/>	
	9.2.2 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"/>	
	9.2.3 Research into technologies is encouraged to enable the institution make informed choices about their introduction.	Minutes of the course planning and course design committees, feedback data, minutes of the research committees, research output data and verification of the same, interaction with staff, course developers and students.	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
9.3 There are appropriate procedures and measures to ensure ethical practices in research.	9.3.1 The programme 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"/>	
	9.3.2 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, are adhered to.	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"/>	
9.4 There are relevant mechanisms and procedures to monitor and evaluate research within the institution.	9.4.1 The research committee or an appropriate body monitors and evaluates the research work of 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"/>	
	9.4.2 Research activities are an integral part of the duties of academic staff. Publications and research work are given due recognition and rewarded.	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"/>	
	9.4.3 Academic staff are encouraged to disseminate their research findings.	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
	9.4.4 Scholarly publications of the institution are subject to peer review.	Research reports; Compilation of research publications.	0 1 2 3 4 ○ ○ ○ ○ ○	
	9.4.5 The programme encourages systemic research in ODL and the results feed into the improvement of the programme and system.	Corporate plan, research committee minutes and findings of research dissemination seminars, records of research committee meetings.	0 1 2 3 4 ○ ○ ○ ○ ○	
9.5 There are appropriate mechanisms and procedures to facilitate and encourage consultancy services.	9.5.1 The potential expertise of the staff is identified and published.	Corporate plan, research committee minutes and findings, guidelines, rules and regulations and roles and responsibilities of various members.	0 1 2 3 4 ○ ○ ○ ○ ○	
	9.5.2 The programme has a policy for sharing the remuneration earned through consultancy between the 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 ○ ○ ○ ○ ○	
9.6 The institution is responsive to community needs and conducts relevant extension and awareness programmes.	9.6.1 The programme has an extension unit which undertakes various community engagement activities such as HIV/AIDS awareness, gender issues, environment issues, livelihood improvement etc.	Information pack, prospectus, handbook, student information materials, MIS, interaction with staff and students, corporate plan, year planner, extension activity committee minutes, records on extension activities, annual reports.	0 1 2 3 4 ○ ○ ○ ○ ○	

Criteria Standards	Performance Indicators	Sources of Evidence	Measure	Motivation/Comment
	9.6.2 Community work undertaken by learners is recognized by the institution.	Information pack, prospectus, handbook, student information materials, MIS, interaction with staff and students, corporate plan, year planner, extension activity committee minutes, records on extension activities, annual reports.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
9.7 Research, consultancy and extension services are actively promoted to build linkages with industry.	9.7.1 The programme has strong industry – institution – community linkages built into its activities through membership of Advisory Boards, Council and Board of Governors.	Interaction with staff and students, corporate plan, year planner, student handbook, extension activity committee minutes, records on extension activities, annual reports.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	
	9.7.2 The industry – institution – community network fosters close relationships between the world of work and the world of learning for the learners.	Information pack, prospectus, handbook, student information materials, MIS, interaction with staff and students, corporate plan, year planner, student handbook, extension activity committee minutes, records on extension activities, annual reports.	0 1 2 3 4 <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	

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

PART 3

Glossary of Terms

Term	Definition
Academic Calendar	the schedule of the institution for the academic year giving details like dates of reopening and closing, holidays, exams, results, convocation, etc.
Access	the arrangements that an educational or training system makes with respect to entry requirements (exam qualifications, etc.) so as to offer entry opportunities for a much wider range of applicants than was traditionally the case.
Accountability	the obligation to demonstrate and take responsibility for performance in the light of agreed expectations.
Accreditation	certification of an academic institution by a recognized national or regional body or agency with reference to quality provision that is valid for a fixed period.
Accrediting Agency/Body	an organisation or association with authority to certify the quality of the educational provision of an institution and of individual programmes.
Action plan	description of specific activities that respond to short and longer term strategic objectives. The plan includes outcomes and outputs along with detailed roadmap and planned milestones. It also details resource commitments and time horizons required for the accomplishment of the plan.
Active Learning	interactive instructional techniques that engage students in such higher-order thinking tasks as analysis, synthesis, evaluation and reflection. Students engaged in active learning might use resources beyond the faculty, such as libraries, Web sites, interviews and/or focus groups, to obtain information. They may demonstrate their abilities to analyze, synthesize, and evaluate through projects, presentations, experiments, simulations, internships, practicum, independent study projects, peer teaching, role playing, or written documents. ¹
Advocacy	the practice of supporting an individual or group to make their voice heard.
Appeal Mechanism	documented procedures for dealing with challenges to a rule or decision, or for reviewing a judgement or decision made on behalf of the institution. This also includes the constitution, roles, responsibilities and ethical practices of the committees or authority established for the purpose.
Assessment	an integrated set of evaluation measures including both formative and summative components (see 'formative assessment' and 'summative assessment' below) that monitors and measures student performance in terms of knowledge, skills and attitudes.
Assignments	work submitted by learners during a course at pre-determined intervals and according to defined criteria in fulfillment of assessment requirements. Assignments may be computer-marked or tutor marked. Assignment marking gives tutors the opportunity to evaluate learner performance and provide personalised written feedback.
Audit	on-site verification activity, such as inspection or review, of a process or quality system, to ensure compliance to requirements.
Award	a certificate or title conferred by an academic institution signifying that the recipient has successfully completed a prescribed course of study.
Benchmarking	a benchmark is an example of good performance that serves as a standard for comparison of one's own performance. Benchmarking is a technique in which an institution measures its performance against that of the best of others, making reference to how those institutions achieved the 'benchmark' levels, and uses that information to improve its own performance.
Beneficiaries	anyone who benefits from a particular action. In the case of an ODL course this may include learners, employers, the community etc.
Bridging course (Bridge	a course designed for learners who have difficulty in coping with the transition to a higher level of study. The bridging course is

¹Baldrige National Quality Program- Education Criteria for Performance Excellence (2005) . Web site : www.baldrige.nist.gov

course)	often of a short duration and is intended to bridge the gap between an existing level of competence and the level required for effective study at the higher level.
Certification	the process of granting recognition to a learner who has satisfied the predetermined criteria set by an authorized awarding body.
Code of conduct	expectations of behaviour mutually agreed upon by the institution and its constituent members.
Collaboration	the process by which people/organisations work together to accomplish a common mission.
Collaborative Learning	when learners work in groups on the same task simultaneously, thinking over demands and tackling complexities. Within the context of electronic communication, collaborative learning can take place without members being physically in the same location. ²
Community engagement	developing and sustaining a working relationship between an institution and one or more community groups to help them both to understand and act on the needs and issues that the community experiences.
Completion rates (course/programme)	the ratio of the total number of learners successfully completing a course/ graduating from a programme in a given year to the total number of learners who initially enrolled on the course/programme.
Compliance	a state of being in accordance with established guidelines, specifications, requirements or legislation.
Counselling	the provision of academic, personal and emotional support and guidance to learners.
Course development	a specified and quality assured process that combines the elements of course formulation and approval, academic content writing, assessment design, instructional design, integration of media content, media production and course materials production.
Course materials	materials in print or electronic format which are provided to the learner to support the achievement of the intended learning outcomes.
Credit	a unit used in the calculation of the value of the courses taken by a learner. A learner accumulates credits by passing courses. A pre-determined number of credits is required for an award. The value of a credit is normally determined by the number of notional learning hours required to complete it.
Credit Transfer	the ability to transfer credits (for learning) from one setting to another. This not only facilitates smooth transfer of learners from one programme to another and one institution to another but also enables transnational mobility.
Curriculum	the total planned structure of knowledge and skills and educational experiences that make up a programme of study and enable the learners to achieve the intended learning outcomes.
Database	a collection of data fundamental to an operation, organized in some pre-defined structure; typically held on a computer.
Disabled learners	learners who have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.
(Academic) Discipline	a branch of knowledge or learning which is taught or researched at the college or university level.
Distance Education	an educational process and system in which all or a significant proportion of the teaching is carried out by someone or something removed in space and time from the learner. Distance education requires structured planning, well-designed courses, special instructional techniques and methods of communication by electronic and other technology, as well as specific organisational and administrative arrangements. ³
Distance Learning	a system and a process that connects learners to distributed learning resources. Distance learning can take a variety of forms. All distance learning, however, is characterized by a) separation/distance of place and/or time between instructor and learner,

² UNESCO <http://www.unesco.org/education/educprog/lwf/doc/portfolio/definitions.htm>

³ UNESCO (ibid)

	amongst learners, and/or between learners and learning resources; and b) interaction between the learner and instructor, among learners and/or between learners and learning resources conducted through one or more media. ⁴
Diversity	differences among people and individuals based on caste, creed, geographies, colour, ethnicity, race, socio-economic status, gender, learning abilities etc.
Dual mode institution	an institution that offers learning opportunities in two modes: one using traditional classroom-based methods, the other using distance methods.
Elective courses	a range of courses not specified in programme completion requirements from which learners may select in accordance with their own preference and learning and career goals.
Electronic media	media that utilize electronic or electromechanical devices to enable the end user to access the content. Includes video recordings, audio recordings, multimedia presentations, slide presentations, CD-ROM and online content. Excludes print media which may be produced electronically but do not require electronics to be accessed by the end user.
Equity	an educational and learning environment in which individuals can consider options and make choices throughout their lives based on their abilities and talents, not on the basis of stereotypes, biased expectations or discrimination. The achievement of educational equity enables females and males of all races and ethnic backgrounds to develop skills needed to be productive, empowered citizens. It opens economic and social opportunities regardless of gender, ethnicity, race or social status.
Ethics	the practice of applying a code of conduct based on moral principles to the day-to-day actions of individuals or groups within an organisation.
Evaluation	a series of activities, based on stakeholder feedback and quantitative analysis, designed to measure the effectiveness of a course, instructional programme, institution etc.
Experiential learning	learning acquired through workplace or other previous experience.
Extension (services, programmes)	an educational opportunity provided by colleges and universities to people who are not enrolled as regular students.
Face to Face interaction	interaction between two individuals or groups in the same physical space.
Feedback	a) formative and evaluative comments made to individual learners by their tutors in response to written assignments. b) evaluative comments made by stakeholders to the institution on the quality and effectiveness of a defined process.
Feedback mechanism	systems for obtaining information from participants in a process that contributes to the assessment of its quality and effectiveness and may trigger adjustments.
Formative assessment	the evaluation of learning that is carried out as the learning activities of a course progress.
Formative evaluation	the assessment of learning that occurs as a project or course is in progress, with the aim of identifying problems and addressing them immediately.
Generic skills	skills that are fundamental to a class of activities and are transferable from one job or activity to another. Lists of generic skills usually include the following categories: Basic/fundamental skills—such as literacy, using numbers, using technology People-related skills—such as communication, interpersonal, teamwork, customer-service skills Conceptual/thinking skills—such as collecting and organising information, problem-solving, planning and organising, learning-to-learn skills, thinking innovatively and creatively, systems thinking Personal skills and attributes—such as being responsible, resourceful, flexible, able to manage own time, having self-esteem Skills related to the business world—such as innovation skills, enterprise skills Skills related to the community—such as civic or citizenship knowledge and skills. ⁵

⁴ UNESCO (ibid)

Goal	a result, milestone or checkpoint in the future which will indicate significant progress towards achieving the institutional mission. A goal should be specific, measurable, critical for success and benchmarked. ⁶
Governance structure	the system and structure for defining policy, providing leadership, managing and coordinating the procedures and resources that ensure the quality of all the activities of the organisations. (NCATE Standards – http://www.cqaie.org)
Grievance redressal	mechanisms for receiving , processing and addressing dissatisfaction expressed, complaints and other formal requests made by learners, staff and other stakeholders on the institutional provisions promised and perceived.
Horizontal mobility	the opportunity for learners to move within and across disciplines for additional learning within the same level of education. Also see vertical mobility.
Inclusiveness	the process by which all those who provide education develop their cultures, policies and practices so as to include all learners. Educationally inclusive institutions are ones in which the learning, achievements, attitudes and well-being of all learners matter. This involves taking account of learners' varied life experiences and needs. Educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnic origin, religious belief, care status, impairment, sexuality, attainment or social or economic background. It pays particular attention to the provision made for, and the achievement of, different groups of learners. It is about tackling the underachievement and exclusion of groups who have been marginalized or disadvantaged in the past, through taking positive action and through the targeting of resources to ensure that they have their rights upheld. ⁷
Independent study	a mode of learning in which learners work through their study materials independently of other learners.
Induction session (see also Orientation)	introductory information session for new entrants to the various provisions of the institution.
ICTs (see also new technologies)	Information and Communication Technologies (ICTs) consist of the hardware, software, networks and media for the collection, storage, processing, transmission and presentation of information (voice, data, text, images) as well as related services. ⁸
Innovation	using new knowledge and understanding to experiment with new possibilities in order to implement new concepts that create new value.
Institutional research	the collection, analysis, reporting and warehousing of quantitative and qualitative data about an institution's students, faculty, staff, curriculum, course offerings and learning outcomes to inform institutional decision-making and planning.
Instructional design	a process of designing instructional materials in a way that helps learners to learn effectively.
Intellectual Property Rights (IPR)	temporary grants of monopoly intended to give economic incentives for innovative and creative activity. IPR exist in the form of patents, copyrights and trademarks.
Interactive learning	learning that results from the two-way communication between tutor and learner, between learners and between the learner and the learning materials. The interactivity of the learning can be assessed in terms of the learner's interaction with the medium of delivery, the level and immediacy of the feedback the medium itself provides, the extent to which the medium will accommodate

⁵ Australian National Training Authority (2003) <http://www.ncver.edu.au/research/proj/nr2102b.pdf>

⁶ Oakland John S. and Porter Les. (1994) *Cases in Total Quality Management*

⁷ Bristol L.A. <http://www.bristol-cyps.org.uk/services/eit/definitions.html>

⁸ World Bank <http://web.worldbank.org/WBSITE/EXTERNAL/TOPICS/EXTEDUCATION/0,,contentMDK:2>

	the learner's own input and direction and the extent to which learners interact with the tutor and with each other via a given medium. ⁹
Interdisciplinary study	an integrative approach in which information from more than one discipline is used in interpreting the content of a subject, phenomenon, theory or principle.
Knowledge Info-mediaries	Persons who could mediate in sharing information and facilitating creation of knowledge (in agriculture they could be farmers themselves, community workers, extension workers, teachers, ICT centre operators, etc.).
Learner-centred education	learner-centered education places the learner at the centre of education. It begins with understanding the educational context from which a learner comes. It continues with the instructor evaluating the learner's progress towards the achievement of negotiated learning outcomes. By helping the student acquire the basic skills to learn, it ultimately provides a basis for learning throughout life. This approach strives to be individualistic, flexible, competency-based, varied in methodology and not always constrained by time or place. ¹⁰
Learner support services	physical and academic facilities made available to learners to enable every individual to achieve the stated learning outcomes and optimize his/her learning. They may include online support, tutor support, library and information services, laboratories, administrative support for admission, assignments, examinations etc.
Learning centres	(also known as Access centres, Outreach centres or Regional centres); offices or buildings maintained by open and distance learning programmes in order to provide localized delivery of learning materials and support to learners.
Learning environment	the place and setting where learning occurs. A virtual learning environment is one in which a student is provided with tools and resources to learn both autonomously and with a virtual cohort of learners.
Learning outcomes	statements of what a learner is expected to know, understand and/or be able to do at the end of a period of learning.
Lifelong learning skills	knowledge and skills which improve learners' competence at the time of learning and facilitate continuous learning throughout life.
Livelihood	the application of knowledge and skills that will help an individual to boost his/her self-esteem and eventually achieve a better quality of life.
Management Information System (MIS)	a computerized integrated information collection and analysis system to support institutional decision making.
Market research	activities undertaken by an institution to determine the demand for its programmes and services and the features in similar programmes and services that its potential customers prefer.
Marking scheme	a set of criteria used in assessing student learning.
Mission	the overall function or purpose of an institution.
Monitoring	a management function that operates during programme implementation to carry out an on-going assessment or appraisal of a system while it is in operation with a view to correcting problems as they arise.
Multimedia	learning technologies that involve the whole range of audio, visual, text and graphics media available, integrated into a package that has been effectively designed from an instructional perspective. ¹¹
Network	any system consisting of a number of physically separated but inter-connected sub-systems. It may be applied to computers, radio or TV stations, agencies, institutions as well as to people with shared interests.

⁹ COL Glossary of ODL terms www.col.org/colweb/site/pid/3128

¹⁰ Arizona Faculties Council (2000) Definition of Learner Centred Education http://www.abor.asu.edu/4_special_programs/lce/afc-defined_lce.htm

¹¹COL ibid

New Technologies	digital tools and resources (hardware and software) and their application in the field of education.
Objectives	(see also learning outcomes) In the context of teaching and learning, a specific statement about what the learner will be able to do when a learning activity is complete, the conditions under which learners will demonstrate their competency and the way in which this competency will be measured ¹² .
Open access	a way of providing learning opportunities that implies a lack of formal entry requirements, prerequisite credentials or an entrance examination. ¹³
Open learning	an educational philosophy that also emphasizes giving learners choices about media, place of study, support mechanisms and entry and exit points. ¹⁴
Open and Distance Learning	a way of providing learning opportunities that is characterized by the separation of teacher and learner in time and/or place; learning that is certified in some way by an institution or agency; the use of a variety of media, including print and electronic; two-way communications that allow learners and tutors to interact; the possibility of occasional face to face meetings between tutor and learners; and a specialized division of labour in the production and delivery of courses. ¹⁵
Open educational resources	educational materials and resources offered freely and openly for anyone to use and under some licenses to re-mix, improve and redistribute.
Open source software	a licensing model for software that gives free access to the source code of the software to allow interested parties to modify or contribute to the software as they see fit.
Organisational structure	the form of an organisation that is evident in the way that divisions, departments, functions and people link together and interact. It reveals vertical responsibilities and horizontal linkages and may be represented by an organisation chart. (see organogram)
Organogram	a diagram that shows the structure of an organisation and the relationships and relative ranks of its parts and positions/jobs.
Orientation	a process through which a new student or employee is integrated into an institution, learning about its culture, policies and procedures, and the specific practicalities of his or her programme of study or job.
Outreach	the provision of programmes, services, activities and /or expertise to those outside the traditional university community. Outreach is a one-way process in which the university is the provider either on a gratis basis or with an associated charge.
Outreach centres	see Learning Centres.
Outreach programmes/activities	a systematic attempt to provide services beyond the conventional limits of institutional provision to particular segments of a community e.g. educational programmes for illiterate adults.
Participatory management	a system of institutional management in which every member of the institution is involved at one stage or the other in the decision making process.
Partnership	a strategy and a formal relationship between the institution and another institution or agency that engenders cooperation for the benefit of both parties and for the learners.
Peer assessment	a method of assessment that is based on the consensus opinion of a peer group of learners on the respective contributions made to the work of the group by each individual participant.
Performance appraisal	a systematic assessment of an individual's performance in order to assess his/her achievement of objectives, training needs, potential for promotion, eligibility for merit increment etc.
Performance indicators	criteria which are used by educational institutions themselves in self-evaluation and by external evaluators when judging the

¹²COL ibid

¹³COL ibid

¹⁴COL ibid

¹⁵COL ibid

	quality of educational provision.
Policy	a statement of aims, purpose, principles or intentions which serve as continuing guidelines for management in accomplishing objectives. ¹⁶
Pre-requisites	something that is required or necessary as a prior condition, e.g. a course that is required prior to taking an advanced course.
Print media	printed, as distinguished from broadcast or electronically transmitted, communications.
Prior learning	what has been achieved by a learner upon entering a programme of study by means of previous experience, knowledge or skills acquired in the workplace. ¹⁷
Procedures	the documented steps in a process and how they are to be performed.
Process	a set of interrelated work activities characterized by a set of specific inputs and activities to achieve specific outputs.
Prospectus	a booklet produced by an institution for prospective students giving details about itself, its programmes, courses and admission requirements.
Provider	any organisation providing training or education.
Quality	the fitness for purpose of a product or service according to a set of required standards.
Quality assurance (internal)	the policies and procedures initiated by an institution which guarantee the quality of educational courses and qualifications.
Quality Audit/Review (external)	a systematic, independent examination by an independent third party to determine whether quality activities in an institution and related results comply with plans and whether these plans are implemented effectively and are suitable to achieve the stated objectives.
Quality enhancement	efficiency in efforts at improving the performance or performance efficiency of a system.
Regulatory agencies	government or quasi government agencies with responsibility for the overall planning and monitoring of the educational provision of institutions.
Research	rigorous intellectual activity that probes into what is known to reach the unknown.
Social Learning Capital	the blending of social capital and lifelong learning taking place in the context of the horizontal transfer of knowledge ¹⁸ .
Staff development	skills development, refresher programmes or other training provided for staff within or outside the institution to enable them to continuously update their knowledge and skills for effective and efficient performance and career advancement.
Stakeholder	any individual, group, unit, department or organisation that will have a significant impact on or will be significantly impacted by the quality of a specific process or service. They may be internal (e.g. staff, students) or external to the institution (e.g. employers, government; for agriculture they include farmers, educators, extension personnel, researchers, representatives of financial institutions and NGOs).
Standardisation	the establishment of standards for different levels of performance.
Standards	measurable criteria that provide the basis for forming judgements concerning the performance of an instructional activity, innovation or programme. ¹⁹
Strategic Plan	a specific, action-oriented medium or long-term plan for making progress towards a set of institutional goals.
Student Handbook	an information book for registered students of an institution containing information on all matters relevant to students for their

¹⁶Johannsen, H. and Gerry, T. (1986) *International Directory of Management* (3rd Edition)

¹⁷Copenhagen Process http://ec.europa.eu/education/policies/2010/vocational_en.html

¹⁸<http://www.ala.asn.au/conf/2006/papers/non%20refereed%papers/v.2.%20SLC%20ALA%20Conf%paper.pdf>

¹⁹www.utexas.edu/academic/diia/assessment/iar/glossary.php

	academic career in the institution.
Student:tutor ratio	the average number of students assigned to an individual tutor across a programme or institution.
Summative assessment	evaluation of learning that takes place on completion of the learning activity or activities. ²⁰
Summative evaluation	assessment that occurs at the completion of a course or project, which provides a summary account of its effectiveness and the extent to which it met its goals and objectives. ²¹
Survey	the act of examining a process or questioning a selected sample of individuals to obtain data about a process, product or service.
Systemic change	change that occurs in all aspects and levels of the educational process.
Transparency	institutional processes that are characterized by openness, communication and clearly assigned accountability.
Tutoring	an interactive approach to disseminating knowledge that helps students to improve their learning strategies in order to promote empowerment and independent learning.
(Vertical) Progression	vertical movement of students from one level of education to the next higher level or towards gainful employment.
Vision	a short memorable statement that paints a vivid picture of an ambitious, desirable and future state aligned with institutional values. Its purpose is to inspire and act as a guide for decision-making and planning within a 5 year time horizon.

²⁰COL ibid

²¹COL ibid