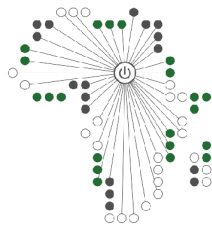


African Virtual University
presents



AVU Quality Assurance (QA) Framework
for Open, Distance and eLearning Programmes



FINAL AVU QAF
Approved by Board of Directors and AVU
General Assembly
5 September 2014
Nairobi, Kenya

prepared by

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I. Introduction and Scope

The rapid 'massification' of higher education over the past two decades has exponentially increased the demand for access worldwide (Morey, 2004; Varghese, 2011). Today, the accelerated development of advanced Information and Communication Technologies (ICTs) has resulted in traditional institutions becoming dual mode universities at the same time for-profit educational providers have seized the opportunity to establish a market niche in the sector. Digital technologies have transformed every major societal institution from business, banking and transportation to insurance, trade and education. Higher education has become a 21st century tradable commodity of international proportions under the GATS agreement with many emerging opportunities and challenges (Olcott, 2009; Vincent-Lancrin, S., & Pfothauer, S. (2012).

Given the increased access to ICTs, many university leaders and government policymakers view open and distance learning as a viable strategy for increasing student access to higher education and balancing the costs for education using these technologies (Daniel, Kanwar, & Uvalic-Trumbic (2006). At the same time, however, many national regulatory agencies and accrediting commissions worldwide see this growth of open and distance learning and the massive influx of for-profit educational providers entering the market as a serious threat to the quality of higher education (Commonwealth of Learning, 2009).

The concept of quality has many facets in higher education. Accrediting commissions and national regulatory agencies focus on institutional quality indicators to ensure the institution meets the minimum quality standards for meeting the normative teaching, research, and support missions of a modern university. Institutional accreditation also ensures that universities have the essential infrastructures (libraries, facilities, computing, financial, technology, etc.) to meet its mission. Specialized accrediting agencies target specific programs such as business, engineering, nursing, medicine, education, health professions and others to ensure rigorous standards of academic quality.

Despite the essential roles globally that accrediting commissions and national regulatory agencies play in ensuring quality in higher education, the reality is they are primarily the gatekeepers and/or oversight agencies for compliance with normative benchmarking standards. Indeed, maintaining and sustaining quality at any university is the responsibility of the institution and its members. This is precisely why two fundamental principles of accreditation and regulatory oversight are common across the globe: 1) a peer view process; and 2) a rigorous institutional and program self-study to document, validate and demonstrate quality compliance at minimum acceptable standards of compliance.

In summary, the development of effective Quality Assurance (QA) Frameworks in higher education must be built on the collaboration among the accrediting commissions, regulatory agencies and universities themselves to ensure that traditional and open and distance learning programs and services reflect the highest standards of academic and service quality. This Framework provides a flexible and adaptable QA Framework for ODeL programs and is predicated on this essential collaborative principle and the global quality principles of peer review and institutional/program self-study and assessment.

II. AVU ODeL QA Framework: Purpose, Background and Context

Purpose

The purpose of the guidelines contained in this preliminary draft is to provide a basic framework for AVU and for its Partner institutions to adapt to their unique institutions and in compliance with existing QA, accrediting, and national regulatory agencies within their respective country for the quality delivery of ODeL programs. The guidelines were drafted with consideration for the following project assumptions.

1. AVU recognizes the authority and oversight responsibilities for quality assurance of higher education by national regulatory agencies and accrediting bodies in the member countries and institutions. Moreover, consistent with the discussions at the May 2013 joint meeting of AVU, regulatory agencies and accrediting representatives, it is recognized that national regulatory agencies are independent from universities; and that national regulatory agencies in many countries accredit both the programs and institutions in the respective country.
2. The framework will encompass a comprehensive QA framework rather than a program by program approach thereby providing minimum criteria for institutions to assess existing and future academic programs primarily delivered via open and distance learning.
3. The AVU partner institutions are critical resources and stakeholders given their general experience; and the specific experience that selected institutions derived from the Phase I project. AVU partner institutions reflect the continuum of diversity, ethnicity, institutional missions, and delivery strategies that will be the primary resource for collectively identifying criteria for different competency levels based upon inputs, processes, outputs, and outcomes.
4. As an interinstitutional, multi-national partnership, these guidelines are intended to provide maximum flexibility and adaptability to meet AVU and local institutions needs and comply with national regulatory agencies, accrediting commissions, and institutional QA mechanisms already in place at the respective institutions. The document has been designated as a set of 'Guidelines' to recognize that each partner institution must have the flexibility to adapt these to national and institutional needs for ensuring quality in ODeL programs.
5. Phase II will continue the approach from Phase I of establishing minimum competency standards for QA purposes that are flexible, meet national and institutional needs, and draw upon the partner universities for advice, consultation, and collaboration.
6. The consultant has drawn upon African and international institutional benchmarks for quality in ODL programs as the baseline from which to create the QA Framework guidelines. Specifically, the current guidelines have been drawn from the collective work of the Commonwealth of Learning (COL) in concert with best practices and standards employed by U.S. Accrediting Commissions and QA agencies across the Commonwealth nations.

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Background and Context

In consideration that these Guidelines will be read and discussed among a broad range of stakeholders, regulatory and accrediting representatives, and institutional members, it is important that all stakeholders understand the progression of activities that led to the development of these preliminary guidelines.

The African Virtual University (AVU).

The African Virtual University (AVU) www.avu.org is a Pan African Intergovernmental Organization established by charter with the mandate of significantly increasing access to quality higher education and training through the innovative use of information communication technologies. A Charter, establishing the AVU as an Intergovernmental Organization, has been signed so far by nineteen (19) African Governments : Kenya, Senegal, Mauritania, Mali, Cote d'Ivoire, Tanzania Mozambique, and Democratic Republic of Congo, Benin, Ghana, Guinea, Burkina Faso, Niger, South Sudan, Sudan, The Gambia, Guinea-Bissau, Nigeria and Cape Verde. The AVU has its headquarters in Nairobi, Kenya and a Regional office in Dakar Senegal with Host-Country Agreements and Diplomatic Status with the two governments.

The AVU Business Plan 2009-2014 has two main thrusts: (a) Educational and support services provided on a fee basis; and (b) development services. The development services, aims at building the capacity of AVU Partner Institutions (PIs) with an objective of increasing access to quality education through the following activities: updating and developing content; Open Educational Resources (OER) Development; AVU Capacity Enhancement Program (ACEP); setup/upgrade ODeL centers; developing professional networks through Communities of Practices; Research and Benchmarking.

Quality Assurance Framework in Phase I of the Multinational Project.

Process: The development of the QAF in Phase I involved gathering the QA practices in the sample PIs as well as integrating existing best global QA practices. Of the 10 universities that were funded by the African Development Bank in Phase I Teacher Education Program, seven were sampled. These included University of Nairobi(Kenya), Kyambogo University (Uganda), Open University of Tanzania, University of Zimbabwe, University of Zambia, Universidad Pedagogica (Mozambique) and Universite d'Antananarivo (Madagascar).

Information regarding the quality assurance processes that were already in existence at different partner institutions was gathered through interviews and discussions. An extensive analysis was undertaken of documents that included: yearbooks, regulations, advertisement materials, internal and external examination and moderation reports, as well as compiled reports of other Teacher education Programs. A draft Quality Assurance Framework was developed from this information and document. The draft was presented to the Teacher Education Advisory Committee for discussion, adaptation and adoption. The dissemination of a Final Quality Assurance Framework to partner institutions for self-evaluation, prioritization and preliminary implementation was the last activity in this exercise.

The Phase I QAF: The QAF was organized around criteria developed based on consultation from the partner institutions and international accreditation

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systems within the spirit of the AVU's vision and mission. Each criterion was expanded by means of descriptive statements called minimum standards. The criteria attempted to strike a balance between innovation as well as the need to be normative and provide a minimum standard of performance. Each criterion constituted an activity within the systemic functioning of the Teacher Education Program. From a systemic perspective the criteria were attached to different levels namely the, Input, Process, Output/Impact and Review levels. This QAF was not a prescriptive document, but a descriptive tool that guided the quality assurance processes to be aligned with existing quality practices at a particular institution. Different partner institutions had to adopt, adapt or integrate the proposed quality criteria to suit the needs and purposes of existing or new qualifications on offer at their institutions.

The Phase II QA Project: The AfDB is funding a second phase of the Multinational Project which will build on the first phase and will extend its benefits to more countries. The overall objective of the AVU Multinational Project II is to strengthen the capacity of the AVU and a network of 27 institutions to deliver and manage quality ICT integrated education and training opportunities in 21 African countries. The project has the following activities: (1) Establishment of new Open Distance and eLearning (ODeL) Centers and/or upgrading of exiting AVU Learning Centers as well as Internet connectivity provision at AVU Partner Institutions; (2)

Development and/or improvement, and delivery of four ICT integrated Programs: ODeL Profession Development (ODeLPD); Teacher Education (TE), Applied Computer Science (ACS), and Peace Management and Conflict Resolution; (3) Gender Mainstreaming (4) Research and Development; (5) Promotion and development of Open Education Resources (OERs); and (6) Enhancement of AVU Capacity

AVU has learned from the lessons of the first phase of the Multinational project. Instead of developing a QAF for each program of the second phase, AVU will develop a comprehensive QAF that will cater for existing and future programs. This QAF will apply to any other consortium program as well as to AVU own programs. and guidelines that cater for the demands of the AVU and Multinational Project Programs while at the same time taking into account the unique needs of the Partner Institutions.

III. AVU Quality Assurance (QA) Framework for Open, Distance and eLearning Programmes

Practical Parameters for Developing the Framework

The Phase II multi-national project is focused on developing guidelines for QA Framework for Open, Distance and eLearning (ODeL) programs across the partner nations and universities. This focus should address key areas in ODeL that include 1) system design; 2) program design, approval and review; 3) management of program delivery; 4) learner development and support; and 5) learner communication and assessment.

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With these focus areas for ODeL in mind, it was imperative to build a broad based framework that integrates best practices and lessons learned from 'state of the art' QA standards for ODeL. Although many of the standards and criteria are covered in numerous organizations and accrediting bodies, most of these tended to focus generically on traditional academic programs at single or dual mode institutions. We needed a specific and credible framework that was flexible, adaptable and replicable in the African context and provides maximum flexibility for institutions and national agencies to apply these guidelines to fit their specific national and institutional context. In sum, we needed guidelines that were 'fit for purpose' in diverse context and institutions that ultimately could be the benchmarking starting point for African universities and agencies.

The Quality Assurance Toolkit for Distance Higher Institutions and Programs was developed by the Commonwealth of Learning (COL) in 2009. These guidelines focus on ODeL and originated from an earlier COL project in Sri Lanka. The guidelines were later developed with input from global accrediting and regulatory agencies to create a QA benchmarking resource from which institutions and programs could self-assess their status for delivering quality open and distance learning programs and adapt these guidelines to national and institutional needs. COL's guidelines are not all inclusive - they were intentionally developed from best practices, lessons learned and evolving development of QA trends across the globe in ODeL to provide the flexibility for adaptation and replication in response to local needs.

The current AVU QA Framework used the COL resource for development. Additionally, the consultant has cross-referenced these basic criteria with the Phase II project parameters, accrediting standards from the U.S. and UK, and others. The Guidelines focus on the following criteria:

Overview of QA Framework Criteria for ODeL Programs

Criterion 1: Institutional Policies and Mission

The mission, policies and procedures of the Institution reflect its commitment to distance learning and its distance learning initiatives. The Institution must have administrative policies and procedures, appropriately qualified personnel, efficient management and administrative capacity, physical facilities, financial stability and resources adequate for the proper operation of the Institution and the discharge of its obligations to all its students.

Criterion 2: Program Design and Development

Programs are designed and developed to meet the needs of learners, employers and society and to encourage access to quality education. Assessment methods effectively test and measure students' achievement of the stated learning outcomes of the programme.

Criterion 3: Course Design and Development

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

Criterion 4: Learning Infrastructure and Resources

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

Criterion 5: Learner Support and Progression

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, assignment tutoring, mentoring, counseling, and the stimulation of peer support structures to facilitate their holistic progression.

Criterion 6: Learner Assessment and Evaluation

Assessment is an essential feature of the teaching and learning process, is properly managed, and reflects institutional and national and international standards. The institution publishes its academic grading policy and applies it with fairness and consistency. Evaluation is based on the stated program objectives.

Criterion 7 - Community Capacity Building, Development and Engagement

The organization leverages its ODeL programs and services to facilitate capacity building initiatives across diverse communities and organizations to provide expanded educational access to formal and nonformal learning. This includes providing continuous developmental services to local organizations and businesses, schools, medical facilities and other NGOs. The organization promotes collaborative partnerships for engaging broad-based citizenry and maintaining cooperative liaisons with all relevant stakeholders to maximize the impact of its ODeL programs, services, and expertise.

The following bullets represent the basic components under each criterion.

- Criteria standards are based upon best practices used in HE open, distance and elearning programs.
- Performance Indicators (PIs) represent specific indicators for measuring performance of each criteria standard. Note: PIs are also referred to in AVU documents as Partner Institutions (PIs) – perhaps to avoid confusion with Performance Indicators, we re-designate institutions as Multi-National Partner Institutions (MPIs).
- Evidence is direct documents/policies that demonstrate validation of the performance indicators.
- The Performance Measure is an evaluative assessment that the criteria standard successfully or unsuccessfully meets the standard. A marginal rating would be considered a minimum level of competency towards meeting the criterion standard.

IV. Value-Added Benefits of the QA Framework

During the development phase of the COL (2009) criterion based model for assessing quality in ODeL programs, considerable discussion focused on ensuring the criterion standards reflected best practices across the profession and that the performance indicators collectively would:

- 1) Provide comprehensive coverage of the most relevant domains of quality in ODL institutions and programs
- 2) Capture important aspects of performance
- 3) Impact an overall institutional/program quality improvement
- 4) Reflect institutional realities
- 5) Focus on key impact of institutional processes on learners
- 6) Reflect key policy concerns
- 7) Capture meaningful aspects of quality provision
- 8) Be realistic, adaptable, flexible and implementable
- 9) Make sense logically and in practice
- 10) Align with key quality indicators common among national regulatory agencies and accrediting bodies (institutional and program specific)

Given the AVU Framework is readily adaptable to modification to meet local institutional and national regulatory and accrediting QA needs and requirements, the AVU Framework provides some value-added implementation benefits that include:

- Criteria 1 and 2 integrate key standards, PIs, and evidence samples that cover both the institution QA arena as well as individual academic programs delivered via ODeL. This suggests a clear recognition from ODL global best practices that program and institutional QA processes need to complement each other – not exist as separate processes. Moreover, well developed QA Frameworks at the institutional level that align with the program QA processes provide greater consistency and flexibility for meeting minimum standards set by regulatory agencies and accrediting bodies.
- The Self-Assessment capacity of the Framework allows either a comprehensive or specific review of a relevant criterion. For example, a program-institution may have very well developed student support services but need considerable improvement in the quality processes for assessing student performance in ODeL programs. Thus, focusing on a high need area like assessment could be carried out by the institution-program.
- The flexibility and adaptability of the Framework provides a sound starting point in unique partnership programs such as the AVU Multi-National Project. This allows partners to set the baseline criteria and minimum competencies for approaching existing and future ODeL interinstitutional program partnerships and adhering to national qualification bodies and accrediting agencies specific requirements.

V. Summary

The draft AVU Quality Assurance Framework for ODeL programs was presented at the AVU Quality Assurance Framework Workshop in Nairobi, Kenya, 15 May 2014. The National Regulatory Bodies of countries participating in the Multinational Project initiated a discussion and review of the document and have presented their collective comments and questions that have been addressed in a separate document to this final version of the Framework. Participants included AVU staff, representatives from Regulatory and Quality Assurance bodies, QAF experts and representatives from regional QA bodies.

Workshop Objectives

- Discuss the draft Quality Assurance Framework developed by the AVU and provide input for its alignment with existing QA of National Regulatory bodies and regional QA bodies
- Make recommendations for its recognition by the National Regularity bodies
- Make recommendations for its adoption by the AVU partner institutions
- Make recommendations for its approval by the AVU Board of Director
- Make recommendations for the accreditation of AVU programs by National Regulatory Bodies and Regional QA bodies

Workshop Deliverables and Expected Outcomes

1. An agreed Quality Assurance Framework for AVU that is aligned with National & Regional Quality Assurance Bodies.
2. Agreed strategy for recognition and adoption by:
 - The National Regulatory Bodies
 - The AVU Partner Institutions and The AVU Board of Directors
3. Agreed modalities for accreditation of AVU programs in the National and Regional QA Bodies

VI. References

Commonwealth of Learning (COL). (2009). *The Quality Assurance Toolkit for Distance Higher Institutions and Programs*. Vancouver, B.C., CANADA: COL. The COL Toolkit was used as the foundation for the draft guidelines in this document.

ATTRIBUTION: Commonwealth of Learning, 2009. Any part of this document may be reproduced without permission but with attribution to the copyright holders. CC-BY-SA (share alike with attribution) <http://creativecommons.org/licenses/by-sa/3.0> Quality Assurance Toolkit for Distance Higher Education Institutions and Programmes ISBN 978-1-894975-34-6

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CRITERION 1 - INSTITUTIONAL POLICIES AND MISSION

The mission, policies and procedures of the Institution reflect its commitment to distance learning and its distance learning initiatives. The Institution must have administrative policies and procedures, appropriately qualified personnel, efficient management and administrative capacity, physical facilities, financial stability and resources adequate for the proper operation of the Institution and the discharge of its obligations to all its students.

A. Mission

Criteria Standards	Performance Indicators	Evidence	Performance Measure										
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	1. Fails to meet criterion 2. Unsatisfactory 3. Marginal 4. Good 5. Excellent										
	1.1.2 The Institution has clearly defined goals and objectives for its distance learning initiatives	Strategic Plan	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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B. Planning

1.2 Policy statements and action plans to fulfill the stated mission are formulated for all operations and incorporated into the Institutional Strategic Plan	1.2.1 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.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	1.2.2 The institution has a Strategic Plan which is appropriately aligned to the institutional vision and mission.	Strategic Plan/Corporate Plan, mission and vision documents.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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CRITERION 1 - INSTITUTIONAL POLICIES AND MISSION

<p>1.3 To achieve its stated objectives, the institution has systematic and transparent procedures for planning and development.</p>	<p>1.3.1 The planning process is clearly defined, fair and open to relevant stakeholders.</p>	<p>Management Information System, website, interaction with staff and students.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>1.3.2 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.</p>	<p>Feedback documents; induction and orientation workshop data; advocacy material including prospectus and brochures.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
<p>1.4 Implementation plans of the institution are documented and effectively communicated to the relevant personnel.</p>	<p>1.4.1 Responsibility for implementation and operationalization of institutional plans is clearly documented, defined and communicated to the relevant staff.</p>	<p>Operational plans of the institution; year planner, academic schedules, programme information package; internal delegation of powers, specified and communicated roles and responsibilities.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>1.4.2 Staff are briefed on the relevant plans and on their role in the implementation processes.</p>	<p>Documents specifying the roles and responsibilities of staff; documents pertaining to appointments and transfers and responsible authorities; policy manual; interaction with staff.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
<p>1.5 There are monitoring procedures to ensure that the policies and plans of the institution are implemented, evaluated and improved from time to time</p>	<p>1.5.1 Internal mechanisms for monitoring and evaluating the implementation of the stated policies and plans are in place.</p>	<p>Strategic/Corporate Plan; year planner; annual report; minutes of executive and academic boards, planning and implementation policy, institutional monitoring and evaluation reports.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>1.5.2. The various data and information obtained through monitoring and evaluation are considered and reviewed by the senior management to initiate necessary improvements.</p>	<p>Strategic/Corporate Plan; year planner; annual report; minutes of executive and academic boards, planning/implementation policy, institutional practices, management committee meetings, minutes and agenda</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>

CRITERION 1 - INSTITUTIONAL POLICIES AND MISSION

C. Policies

<p>1.6 The institution has a stated policy on partnerships and collaborations.</p>	<p>1.6.1 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.</p>	<p>Policy documents, Memoranda Understandings, Corporate/Strategic Plan, annual reports.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>1.6.2 There are specified criteria for establishing collaborations and partnerships and for monitoring and evaluating their effectiveness with reference to defined performance indicators.</p>	<p>Policy documents, MOUs, Corporate/Strategic Plan, annual report</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
<p>1.7 The institution has a clear policy on ethical practices and ensures its implementation in all its activities.</p>	<p>1.7.1 The institution has a defined code of conduct and ethical standards for all levels of staff and activities</p>	<p>Documents specifying code of conduct, ethical standards, corporate plan, minutes of relevant committees, structure, prospectus, brochures, information package.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>1.7.2 Management, staff and learners are made aware of the defined code of conduct and ethical standards and adhere to it.</p>	<p>Interaction with staff and students, minutes of management committees</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
<p>1.8 The institution has a stated policy with regard to quality assurance and monitoring in all aspects of its operations.</p>	<p>1.8.1 There is an integrated framework to ensure the quality of the academic and administrative activities of the institution.</p>	<p>Corporate/Strategic Plan; quality framework, agenda and minutes of relevant committees, quality circles, internal quality assurance teams, quality assurance procedures.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>1.8.2 There are clearly stipulated internal quality assurance processes for both administrative and academic activities.</p>	<p>Corporate/Strategic Plan; quality framework, agendas and minutes of relevant committees, quality circles, internal quality assurance teams, quality assurance procedures.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>

CRITERION 1 - INSTITUTIONAL POLICIES AND MISSION

	1.8.3 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.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	1.8.4 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.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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1.9 The primary purpose of the institution's quality assurance policy and procedures is to achieve quality enhancement	1.9.1 Quality enhancement is identified as a goal of the quality assurance policy	Quality Assurance Framework; Quality Assurance Policy	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	1.9.2 Specific improvement targets are identified for each activity that is subjected to monitoring and review	Minutes of the Quality Assurance Committee; review reports	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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1.10 There is a system for implementing and reviewing the quality assurance procedures of the institution.	1.10.1 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.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	1.10.2 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.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	1.10.3 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.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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CRITERION 1 - INSTITUTIONAL POLICIES AND MISSION

<p>1.11 The institution has a stated policy for financial support for enrolled students.</p>	<p>1.11.1 There is a clear and transparent policy for the administration of financial support to students, including scholarships, bursaries, fees and reimbursements.</p>	<p>Policy documents, brochure, prospectus, programme information package, financial statement, financial information systems.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>1.11.2 The institution monitors the implementation of the policy on financial support to students.</p>	<p>Expenditure statements, records of disbursements, financial information system, interaction with students and administrative staff.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>1.11.3 The institution regularly reviews the financial disbursements to students and takes necessary steps for timely disbursements.</p>	<p>Expenditure statements, records of disbursements, financial information system, interaction with students and administration staff</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>1.11.4 The institution makes special provision to ensure equity and access to disadvantaged groups within its target student population.</p>	<p>Prospectus, institutional policy document, student handbook, student profiles, admission policy, interaction with students and staff.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
<p>1.12 There are effective and appropriate appeal mechanisms for all constituents of the institution.</p>	<p>1.12.1 The institution has transparent appeal mechanisms and ensures timely, justified redressal of grievances.</p>	<p>Agenda and minutes of grievance and appeal committee; interaction with staff and students; efficiency of reporting and consequential action</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>1.12.2 The details of the appeal policies and procedures are readily accessible to all staff and learners.</p>	<p>Policy documents, prospectus, handbook, brochures, information package, bylaws, rules and regulations.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>

CRITERION 1 - INSTITUTIONAL POLICIES AND MISSION

<p>1.13 The governance and organizational structure of the institution is appropriate for its operations</p>	<p>1.13.1 The institution has an organisation chart with specified units and positions appropriate to its functions.</p>	<p>Organisation chart, Corporate/Strategic Plan, policy manuals, handbook, planning implementation policy/framework; documented internal delegation of powers, websites.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>1.13.2 The institution employs sufficient, appropriately qualified administrative, academic and technical staff to handle various specialized tasks and activities.</p>	<p>Human resource plan, Corporate/Strategic Plan, staff recruitment, promotion and development policy documents; cadre provision documents.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>1.13.3 The governance structure provides for collegial decision making and oversight of institutional activities and ensures the overall quality of the institutional provisions.</p>	<p>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.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
<p>1.14 Mechanisms are in place to ensure effective coordination among different institutional constituencies.</p>	<p>1.14.1 Committee membership is designed to secure appropriate representation of relevant constituencies in decision making processes.</p>	<p>Corporate/Strategic Plan; handbook, faculty brochures, management committee records, academic board records, interaction with staff, procedures for nomination and appointment to committees, by-laws.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>1.14.2 There is a formal mechanism for liaison between committees to ensure proper coordination and dissemination of information among the various constituencies of the institution.</p>	<p>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.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>1.14.3 There are established channels of communication so that issues discussed in committees are communicated to the senior management for appropriate decision.</p>	<p>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.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>

CRITERION 1 - INSTITUTIONAL POLICIES AND MISSION

E. Staffing

<p>1.15 The academic staff possess appropriate qualifications, skills and expertise for their positions, including those related to Open and distance Learning (ODeL)</p>	<p>1.15.1 The institution has stated criteria for the recruitment, retention and promotion of academic staff</p>	<p>MIS, recruitment, retention and promotion criteria policy documents</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>1.15.2 The recruitment process is transparent and the institution ensures adherence to the stated criteria.</p>	<p>MIS, recruitment, retention and promotion criteria policy documents</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>1.15.3 The selection and promotion criteria give preference to candidates with experience and expertise in various Open and Distance Learning activities such as course material preparation, distance tutoring, supervision, management of learning through distance.</p>	<p>Management committee records, annual report, leadership and reporting responsibilities, policy documents of the Chief Executive Officer and senior management, efficiency of reporting consequential action.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
<p>1.16 The administrative staff possess appropriate qualifications and experience for their positions and roles.</p>	<p>1.16.1 The institution has stated criteria for recruitment, retention and promotion of administrative staff.</p>	<p>MIS, recruitment, retention and promotion criteria policy documents.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>1.16.2 The recruitment process is transparent and the institution ensures adherence to the stated criteria.</p>	<p>MIS, recruitment, retention and promotion criteria policy documents and interview policy and interaction with staff.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>1.16.3 The selection and promotion criteria give preference to candidates with experience and skills in various Open and Distance Learning activities.</p>	<p>Management committee records, annual report, leadership and reporting responsibilities, policy documents of the Chief Executive Officer and senior management, efficiency of reporting consequential action.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
<p>1.17 There are clear lines of responsibility and accountability within the institution and the roles of staff are clearly spelt out</p>	<p>1.17.1 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.</p>	<p>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.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>

CRITERION 1 - INSTITUTIONAL POLICIES AND MISSION

	1.17.2 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.	<p style="text-align: center;">1 2 3 4 5</p> <p style="text-align: center;">○ ○ ○ ○ ○</p>
	1.17.3 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, TOR and minutes of meetings, appraisal forms and feedback methods; policies of self appraisal, interaction with staff and Chief Executive Officer of institution.	<p style="text-align: center;">1 2 3 4 5</p> <p style="text-align: center;">○ ○ ○ ○ ○</p>
	1.17.4 There is an effective staff performance management and appraisal system which promotes the accountability and effectiveness of the staff in performing their activities.	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.	<p style="text-align: center;">1 2 3 4 5</p> <p style="text-align: center;">○ ○ ○ ○ ○</p>
1.18 The institution has an effective system for the management and maintenance of equipment and facilities.	1.18.1 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.	<p style="text-align: center;">1 2 3 4 5</p> <p style="text-align: center;">○ ○ ○ ○ ○</p>
	1.18.2 There is adequate financial allocation for procurement, replacement, maintenance and upgrading of the technology and other equipment required for effective programme delivery.	Corporate/Strategic Plan, financial management information system, MIS, expenditure statements, minutes of maintenance and procurement committees, grievance and complaints committee documents and minutes. ICT operational committee and minutes of meetings, Institution plan for use and maintenance of technology for teaching and learning.	<p style="text-align: center;">1 2 3 4 5</p> <p style="text-align: center;">○ ○ ○ ○ ○</p>

CRITERION 1 - INSTITUTIONAL POLICIES AND MISSION

	1.18.3 There are established procedures to take care of regular maintenance works and to handle emergencies.	Human resource plan, organogram, maintenance department/unit structure, roles and responsibilities of staff, minutes of meetings, interaction with staff and student.	<p style="text-align: center;">1 2 3 4 5</p> <p style="text-align: center;">○ ○ ○ ○ ○</p>
1.19 Appropriate training is provided to staff on the use and maintenance of new technology, equipment, facilities, and communication and information systems available/deployed in the Institution.	1.19.1 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.	<p style="text-align: center;">1 2 3 4 5</p> <p style="text-align: center;">○ ○ ○ ○ ○</p>
	1.19.2 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.	<p style="text-align: center;">1 2 3 4 5</p> <p style="text-align: center;">○ ○ ○ ○ ○</p>
	1.19.3 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.	<p style="text-align: center;">1 2 3 4 5</p> <p style="text-align: center;">○ ○ ○ ○ ○</p>

CRITERION 1 - INSTITUTIONAL POLICIES AND MISSION

G. Financial Management

1.20 The financial procedures are clearly stated and adhered to by the institution.	1.20.1 The institution's financial procedures comply with the requirements of national financial regulatory bodies.	Financial allocation to the institution, corporate/strategic plan, annual reports, audit reports, cash flow and balance sheets.	<table style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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	1.20.2 There is a formally established body with designated responsibility for oversight of the institution's adherence to statutory requirements and for judicious use of available financial resources.	Financial allocation to the institution, Corporate/Strategic Plan, annual reports, audit reports, cash flow and balance sheets.	<table style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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	1.20.3 The budget allocation process is transparent and ensures that all planned and approved activities can take place.	Financial allocation to the institution, Corporate/Strategic Plan, annual reports, audit reports, cash flow and balance sheets.	<table style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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	1.20.4 The institution earmarks a specific budget allocation for the enhancement of the technology infrastructure required for quality teaching and learning and monitors its utilization.	Financial allocation to the institution, Corporate/Strategic Plan, annual reports, audit reports, cash flow and balance sheets.	<table style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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	1.20.5 The institution has an internal and external financial audit mechanism. Audits take place at regular intervals.	Internal audit reports, auditor general's reports, annual reports, audit procedures, audit committee structure, roles and responsibilities and minutes of meetings.	<table style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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1.21 There is provision for financial assistance for needy learners.	1.21.1 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.	<table style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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	1.21.2 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.	<table style="width: 100%; text-align: center;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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CRITERION 1 - INSTITUTIONAL POLICIES AND MISSION

	1.21.3 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.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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1.22 Provision is made in the budget to promote and enable constructive experimentation in the design of courses and delivery methods.	1.22.1 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	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	1.22.2 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.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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H. Learner Centered Management

1.23 The institution has a realistic academic calendar that is followed meticulously.	1.23.1 The institution plans its academic activities and prepares the academic calendar at the beginning of each academic year involving all units, divisions and departments.	Year planners, operational schedules, prospectus and brochures of academic programmes, learning and teaching plan.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	1.23.2 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.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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CRITERION 1 - INSTITUTIONAL POLICIES AND MISSION

<p>1.24 The institution's commitment to learners is documented and made available to all stakeholders.</p>	<p>1.24.1 The institution has clearly stated and documented procedures / processes reflecting its commitment to its learners.</p>	<p>Institution handbooks, prospectus, brochures, information package to students, website, advertisements, procedures documents, interaction with students.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>1.24.2. The institution has clearly stated and documented processes for evaluating its achievements in terms of commitment to its learners.</p>	<p>Institution handbooks, prospectus, brochures, information package to students, website, advertisements, procedures documents and interaction with students and staff.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>1.24.3 The institution disseminates factual information on its commitment to learners.</p>	<p>MIS, website, circulars; special communication documents, minutes of meetings, evidence of circulation; interaction with staff and students.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
<p>1.25 Entry requirements and other prerequisites for programmes and courses are clearly specified prior to entry so that selection of programmes or courses is relevant and meaningful to the student community.</p>	<p>1.25.1 The institution clearly states course requirements, prior knowledge and skills required for pursuing the course, resource implications, time schedules, access to media and technology, success and dropout rates of past students to enable prospective learners to make an informed choice.</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 style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>1.25.2 The institution strictly adheres to advertised admission requirements.</p>	<p>Documents relating to admissions.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
<p>1.26 There is an up-to-date and integrated database about learners providing information on demographics, language, gender, ethnicity, socio- economic and educational backgrounds and special needs. The confidentiality of data is maintained.</p>	<p>1.26.1 The institution has a comprehensive database of learner profiles which is updated at regular intervals.</p>	<p>MIS, student profiles.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>1.26.2 Appropriate security measures are in place to ensure the confidentiality of personal data.</p>	<p>Procedures and practices of record management, management of MIS, code of conduct and ethical standards, interaction with staff and students.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>

CRITERION 1 - INSTITUTIONAL POLICIES AND MISSION

	1.26.3 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.	<table style="margin: auto;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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1.27 Research into the needs and expectations of learners provides inputs to policy making in the institution.	1.27.1 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.	<table style="margin: auto;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	1.27.2 The outcome of reviews and research data collection and analysis, informs the design and redesign of course materials, assessment exercises and tutoring assignments.	Documentation on programme/course development process, house style/other relevant manuals; need analysis questionnaire and documented feedback data; meeting minutes of institutional research committees; interaction with staff and students.	<table style="margin: auto;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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1.28 The institution has formal and informal mechanisms and procedures in place to obtain feedback from learners.	1.28.1 The institution obtains formal and informal feedback from learners at regular intervals on the efficiency and effectiveness of its processes.	Stakeholder analysis feedback forms; database; documentation on workshops/ meetings with outcomes; evidence of consequential action.	<table style="margin: auto;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	1.28.2 The results of the feedback obtained from learners feed into the decision making and planning of its programmes.	Stakeholder analysis feedback forms; database; documentation on workshops/ meetings with outcomes; evidence of consequential action.	<table style="margin: auto;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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1.29 There are effective channels for communication with potential, current and past students, with key external organizations, and with all staff and tutors involved in the learning-teaching process.	1.29.1 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.	<table style="margin: auto;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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CRITERION 1 - INSTITUTIONAL POLICIES AND MISSION

	1.29.2 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.	<table style="margin: auto;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	1.29.3 The institution has mechanisms in place for interaction among the staff.	Management Information System, websites, interaction between staff, e-mail service and access.	<table style="margin: auto;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	1.29.4 Clear channels of communication are established between current learners and the tutors and academic staff involved in the learning process	Course information, frequency analysis of communication events	<table style="margin: auto;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	1.29.5 Relevant updated information on feedback received is made available to the stakeholders through print and electronic media.	Management Information System, websites, interaction with stakeholders and documented feedback mechanisms and plans; evidence of systems which achieve integration of feedback data from all stakeholders; surveys of stakeholder awareness and opinions; interaction with stakeholders.	<table style="margin: auto;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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1.30 The institution has mechanisms to maintain and monitor close links with learners.	1.30.1 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.	<table style="margin: auto;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	1.30.2 The institution has a clear understanding of the technology profile of the learners to optimize communication between learners and the institution.	MIS; Learner Profile	<table style="margin: auto;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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CRITERION 1 - INSTITUTIONAL POLICIES AND MISSION

	1.30.3 The institution uses available technology (e.g. internet, yahoo groups, e-mail communications, mobile phones) to communicate with the 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.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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	1.30.4 The institution facilitates and provides for social interaction through approved student societies.	Handbook, corporate/strategic plan, constitutions of approved societies, interaction with students, establishment and support for approved societies.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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1.31 There is a prompt response to the learners' needs for academic, administrative and personal support.	1.31.1 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.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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	1.31.2 The institution ensures the availability of appropriate academic, administrative and other instructional support for effective delivery of the programme	Documents on adequacy of staff; documents on qualifications of staff; documents on infrastructure facilities in the centre and outreach centres, evidence of technology applications.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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	1.31.3 Learners can access personal counselling services.	Corporate/Strategic Plan, policy documents, evidence of student counselling centre/unit, its structure, functioning, interaction with students and staff.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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	1.31.4 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 with students and staff, access to on-line services.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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1.32 The assessment and evaluation system is reliable and ensures integrity.	1.32.1 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.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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CRITERION 1 - INSTITUTIONAL POLICIES AND MISSION

	1.32.2 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	<table style="margin: auto;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr> </table>	1	2	3	4	5	○	○	○	○	○
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	1.32.3 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	<table style="margin: auto;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr> </table>	1	2	3	4	5	○	○	○	○	○
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	1.32.4 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	<table style="margin: auto;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr> </table>	1	2	3	4	5	○	○	○	○	○
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	1.32.5 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	<table style="margin: auto;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr> </table>	1	2	3	4	5	○	○	○	○	○
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	1.32.6 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.	<table style="margin: auto;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr> </table>	1	2	3	4	5	○	○	○	○	○
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1.33 Enquiries and complaints are dealt with quickly, fairly and efficiently.	1.33.1 There is a mechanism to receive enquiries from stakeholders and provide correct and timely information.	Corporate/Strategic Plan, grievances and redressed committee structure and policy documents and minutes of meetings, minutes of management committee meetings.	<table style="margin: auto;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr> </table>	1	2	3	4	5	○	○	○	○	○
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CRITERION 1 - INSTITUTIONAL POLICIES AND MISSION

	<p>1.33.2 There is a mechanism to deal promptly with complaints received and provide timely redressal</p>	<p>Corporate/Strategic Plan, grievances and redressal committee structure and policy documents and minutes of meetings, minutes of management committee meetings, MIS, website, handbook.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>1.33.3 The composition, terms of reference and decisions of the grievance redressal entity are made known to all thereby ensuring the transparency of the process.</p>	<p>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.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>

CRITERION 2 - PROGRAMME DESIGN AND DEVELOPMENT

Programmes are designed and developed to meet the needs of learners, employers and society and to encourage access to quality education. Assessment methods effectively test and measure students' achievement of the stated learning outcomes of the programme.

Criteria Standards	Performance Indicators	Sources of Evidence	Measure										
2.1 The programmes of the institution reflect the institutional 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.	1. Fails to meet criterion 2. Unsatisfactory 3. Marginal 4. Good 5. Excellent										
	2.1.2 Programmes offered are responsive to changing market needs and designed to achieve the institution's mission.	Corporate/Strategic Plan; programme design and development plans, interaction with students and staff, minutes of programme development committee.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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2.2 The programme objectives are clearly defined and focus on the development of knowledge, attitudes and skills and their application in professional practice where applicable.	2.2.1 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.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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	2.2.2 The objectives of each programme exhibit a clear relationship between the learners' needs (such as entry level skills, knowledge and experience and credit transfers 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.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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CRITERION 2 - PROGRAMME DESIGN AND DEVELOPMENT

	2.2.2 The objectives of each programme exhibit a clear relationship between the learners' needs (such as entry level skills, knowledge and experience and credit transfers 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.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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	2.2.3 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.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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2.3 There are clear processes and procedures for programme development and institutional 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.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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	2.3.2 The programme development and approval process involves scrutiny by internal and external peers.	Institution's teaching and learning plan, curriculum and course development and accreditation policies, academic boards and academic review process.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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2.4 Programmes are designed and developed taking into consideration the learners' needs and the resources available to them.	2.4.1 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.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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	2.4.2 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.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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CRITERION 2 - PROGRAMME DESIGN AND DEVELOPMENT

<p>2.5 Programmes are developed and modified in consultation with relevant industry and professional bodies and display sensitivity to changes in social and market demands.</p>	<p>2.5.1 The programmes are developed based on a needs analysis exercise including market research, liaison with industry, review of national priorities and professional needs and reflect the latest developments and practices in the field of study.</p>	<p>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.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>2.5.2 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 .</p>	<p>Learning and teaching plan, academic review processes, employer and stakeholder surveys.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
<p>2.6 The academic standard of the programmes is appropriate to the level and nature of the award.</p>	<p>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 bodies (e.g. accreditation agencies, academic, professional and vocational bodies).</p>	<p>Benchmark statements, learning and teaching plan, accreditation policies.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>2.6.2 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.</p>	<p>Benchmark statements, learning and teaching plan, accreditation policies.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
<p>2.7 Access to programmes is as open as possible with flexible entry and exit points where applicable.</p>	<p>2.7.1 The access and entry requirements for the programme are open to the extent possible with appropriate recognition for prior knowledge and experience.</p>	<p>Curriculum and programme development and accreditation policies, credit exemption and transfer policies.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>

CRITERION 2 - PROGRAMME DESIGN AND DEVELOPMENT

	2.7.2 Programmes offered by open entry system institutions provide additional academic 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.	<table style="margin: auto;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	2.7.3 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.	<table style="margin: auto;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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2.8 The programmes provide information for learners which includes a description of the aims, objectives and learning outcomes, target groups, teaching-learning processes, means of delivery, support services, scheme of assessment, credit and time requirements.	2.8.1 The Institution provides clear information about its programmes (via its web-site, the media, prospectus and information days) to all prospective learners.	Web-site; prospectus; information package	<table style="margin: auto;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	2.8.2 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 sessions	Prospectus, Handbook, programme information package, website, interaction with students, student comments through questionnaire	<table style="margin: auto;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	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.	<table style="margin: auto;"> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> <tr> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> <td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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CRITERION 2 - PROGRAMME DESIGN AND DEVELOPMENT

<p>2.9 The Programme curriculum reflects current knowledge and practice and is sufficiently comprehensive for learners to achieve the stated learning outcomes.</p>	<p>2.9.1 The content of the programme is up-to-date and reflects current knowledge and practice.</p>	<p>Learning and teaching plan, curriculum and course development and accreditation documents, documents of arrangements for teaching support, academic review processes.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>2.9.2 The teaching and learning and assessment strategies of the programme are structured to facilitate the achievement of the intended learning outcomes.</p>	<p>Curriculum and course development and accreditation documents.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
<p>2.10 Programme design and development pays attention to gender equity, multiculturalism, social justice and cohesion, ethical values and environmental sustainability.</p>	<p>2.10.1 Issues of national and global priority such as gender, equity, inclusion, diversity, environment, social justice values and ethics are integrated into the curriculum</p>	<p>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.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>2.10.2 Where appropriate, credit bearing activities based on issues such as gender, equity, ethics and values, human rights and social justice are incorporated in the programme.</p>	<p>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.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
<p>2.11 The programmes provide sufficient flexibility for learner choices in the courses.</p>	<p>2.11.1 Sufficient elective courses from outside the major discipline are available for learners to choose a pathway through the programme that meets their needs.</p>	<p>Learning and teaching plan, curriculum and course development and accreditation policies and documents.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>2.11.2 The interdisciplinary approach to programme design also makes possible the lateral movement of the learners to other programmes at various levels.</p>	<p>Institutional learning and teaching plan, curriculum and course development and accreditation policies and documents, corporate plan, handbook, admission and enrollment policies.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>

CRITERION 2 - PROGRAMME DESIGN AND DEVELOPMENT

<p>2.12 The programmes are evaluated on the basis of the learners' achievement of the intended learning outcomes.</p>	<p>2.12.1 Programme evaluation and monitoring is undertaken at regular intervals.</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 style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>2.12.2 There is a regular and structured feedback mechanism in place to obtain feedback from learners, teachers, employers and the community about the effectiveness of the programme in achieving its objectives</p>	<p>Academic review processes, good practice statements, feedback forms, database, data on focus group discussions and workshops.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>2.12.3 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 style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>2.12.4 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. 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.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>

CRITERION 2 - PROGRAMME DESIGN AND DEVELOPMENT

<p>2.13 Learner satisfaction relative to the quality of education and training provided in the programmes is regularly evaluated.</p>	<p>2.13.1 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.</p>	<p>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.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>2.13.2 The survey of learner satisfaction levels is conducted at regular intervals in a transparent manner.</p>	<p>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.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>2.13.3 The outcomes of the learner satisfaction surveys are considered positively, recorded appropriately and used promptly to improve the programme.</p>	<p>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.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>2.13.4 The institution promptly informs staff and learners of the outcomes of the survey and the actions taken in response to feedback received.</p>	<p>Documentation on communication of information to staff and students.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>

CRITERION 3 - COURSE DESIGN AND DEVELOPMENT

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

Criteria Standards	Performance Indicators	Sources of Evidence	Measure
3.1 The courses are designed according to the stated programme objectives.	3.1.1 Course design is focused on national and international priorities and 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
	3.1.2 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.	1 2 3 4 5 ○ ○ ○ ○ ○
	3.1.3 The design of individual courses contributes to achieving the overall programme objectives.	Programme and course objectives and course materials.	1 2 3 4 5 ○ ○ ○ ○ ○
3.2 Course design takes into consideration and incorporates recent advances in Information and Communication Technology.	3.2.1 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 Information Technology personnel.	1 2 3 4 5 ○ ○ ○ ○ ○
	3.2.2 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.	1 2 3 4 5 ○ ○ ○ ○ ○

CRITERION 3 - COURSE DESIGN AND DEVELOPMENT

	3.2.3 Course design reflects institutional policy on Information and Communication Technology for learning.	Course materials, minutes of the course planning and course design committees, Corporate Plan.	<table style="margin: auto;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr> </table>	1	2	3	4	5	○	○	○	○	○
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	3.2.3 Course design reflects institutional policy on Information and Communication Technology for learning.	Course materials, minutes of the course planning and course design committees, Corporate Plan.	<table style="margin: auto;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr> </table>	1	2	3	4	5	○	○	○	○	○
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	3.2.4 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	<table style="margin: auto;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr> </table>	1	2	3	4	5	○	○	○	○	○
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3.3 Courses are designed based on learner-centered principles.	3.3.1 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.	<table style="margin: auto;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr> </table>	1	2	3	4	5	○	○	○	○	○
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	3.3.2 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.	<table style="margin: auto;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr> </table>	1	2	3	4	5	○	○	○	○	○
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	3.3.3 The teaching/learning strategies are clearly stated in the course book and communicated and discussed with the learners.	Course materials, information package, minutes of the course planning and course design committees, interaction with students, staff and course developers.	<table style="margin: auto;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr> </table>	1	2	3	4	5	○	○	○	○	○
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3.4 The course has ample scope for encouraging and developing creative and critical thinking, independent and lifelong learning and interpersonal communication and team work skills.	3.4.1 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.	<table style="margin: auto;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr> </table>	1	2	3	4	5	○	○	○	○	○
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CRITERION 3 - COURSE DESIGN AND DEVELOPMENT

<p>3.5 Standard formats for instructional design and development are in place and are followed.</p>	<p>3.5.1 Templates are designed and developed for effective instructional design and efficient course development.</p>	<p>Course templates and course materials.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>3.5.2 The institution provides prior training and necessary inputs to the staff involved in instructional design and development.</p>	<p>Minutes for the course planning and course design committees, interaction with staff and course developers, training materials and feedback data.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>3.5.3 The institution adheres to the agreed formalities and templates to be used for instructional design and development.</p>	<p>Minutes for the course planning and course design committees, Course materials.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
<p>3.6. Instructional design recognizes diversity of learners' learning contexts and learning styles, and ensures realistic scheduling of activities.</p>	<p>3.6.1 The instructional design template requires the use of inclusive language and provides a variety of activities that accommodate different learning styles, circumstances and preferences.</p>	<p>Course materials, information package, interaction with students, staff and course developers, research studies on student feedback.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>3.6.2. Scheduling of activities addresses the needs of distance learners and their access to technology and other facilities.</p>	<p>Course materials, information package, year planner, minutes of the course planning and course design committees, interaction with students, staff and course developers.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
<p>3.7 The course development process incorporates a range of relevant expertise.</p>	<p>3.7.1 Courses are developed with contributions from experts in the academic subject area, in instructional design and in course delivery.</p>	<p>Course materials, information package, year planning, minutes of the course planning and course design committees, interaction with students, staff and course developers.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>3.7.2 Course development is based on a plan that details the processes, timelines, finance, infrastructural requirements, resources and roles and responsibilities of people involved.</p>	<p>Minutes of the course planning and course design committees, interaction with staff and course developers, training materials and feedback data.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>

CRITERION 3 - COURSE DESIGN AND DEVELOPMENT

<p>3.8 Instructional design includes assessment of learning against stated learning outcomes.</p>	<p>3.8.1 Learning outcomes are clearly stated. Assessment is designed to measure achievement of learning outcomes in terms of defined criteria.</p>	<p>Course materials, information package, minutes of the course planning and course design committees, interaction with students, staff and course developers. Results of development testing.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
<p>3.9 Course design uses appropriate technology to engage and support learners and to provide communication facilities.</p>	<p>3.9.1 Appropriate technology is used to engage and support learners</p>	<p>Technology profiles of the institutions, stock books, user records, information packages or brochures, interaction with teachers, staff and students.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>3.9.2 Communication with learners uses the technologies that are most accessible to the learners such as the internet, mobile phone, telephone, television and radio.</p>	<p>Technology profiles of the institutions, stock books, user records, information packages or brochures, interaction with teachers, staff and students.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>3.9.3 The institution analyses the ease of use and level of technology available to the learners.</p>	<p>Feedback of students, students' profiles including access to technology, institutional data base, interaction with students and teachers.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
<p>3.10 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>3.10.1 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, learning packages (study materials study guides, audio/video material, CD ROMs and online texts) and also the annual calendar of activities.</p>	<p>Instructional package, interaction with students and teachers.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>3.10.2 The instructional package is made available (both off-line and on-line) to all registered learners and staff ahead of the courses offering.</p>	<p>Instructional package, interaction with students and teachers.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>

CRITERION 3 - COURSE DESIGN AND DEVELOPMENT

	3.10.3 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.	<table style="margin-left: auto; margin-right: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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3.11 A variety of learning activities is provided in the course to encourage active learning, collaborative learning and self- assessment.	3.11.1 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.	<table style="margin-left: auto; margin-right: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	3.11.2 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.	<table style="margin-left: auto; margin-right: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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3.12 Appropriate personnel and procedures are in place to ensure the quality of course materials and their production processes.	3.12.1 Roles and responsibilities for quality assurance in course materials design, development and production are clearly specified	Course policy documents and approval records	<table style="margin-left: auto; margin-right: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	3.12.2 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.	<table style="margin-left: auto; margin-right: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	3.12.3 Technical and production standards in course design, development and production are clearly specified.	Programme/Course design manual	<table style="margin-left: auto; margin-right: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	3.12.4 The course materials developed are pilot-tested and quality assured with reference to the aims and objectives 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.	<table style="margin-left: auto; margin-right: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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CRITERION 3 - COURSE DESIGN AND DEVELOPMENT

	3.12.5 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.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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	3.12.6 The feedback is utilized in improving the course materials and assuring their quality.	Various formats for feedback, data base, minutes of the course planning and course design committees, interaction with tutors, staff and course developers, comparison of course materials before and after feedback.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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3.13 Mechanisms for adoption and adaptation are established to encourage linkages with national and international agencies for course design, development and delivery.	3.13.1 There are MOUs with national and international agencies to share good quality materials which demonstrate good practice in course design, review of materials, development and delivery.	Policy documents, MOUs, minutes of course development committees, executive bodies and interaction with staff and management.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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	3.13.2 The institution has linkages with national and international agencies to exchange expertise for content development and delivery methods.	Policy documents, MOUs, minutes of course development committees, executive bodies and interaction with staff and management.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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	3.13.3 The institution has established mechanisms and flexibility for sharing technology and other facilities for efficient delivery of the course.	Policy documents, MOUs, minutes of course development committees, executive bodies and interaction with staff and management.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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	3.13.4 The institution has a policy relating to the use of Open Educational Resources	Policy documents	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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CRITERION 4 - LEARNING INFRASTRUCTURE AND RESOURCES

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

Criteria Statements	Performance Indicators	Sources of Evidence	Measure										
4.1 Sufficient, qualified and skilled academic, 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.	Corporate/Strategic Plan; institution planning and human resource (HR) documents (including recruitment, retention, promotion, performance management, career development, records), individual staff profiles.	0. Fails meet criterion 1. Not satisfactory 2. Marginal 3. Good 4. Excellent										
	4.1.2 The institution ensures the recruitment of sufficient 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.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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	4.1.3 The institution maintains the student/teacher 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.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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	4.1.4 The institutional human resource plan lays emphasis on providing adequate numbers of teaching staff and staff at the tutoring level to meet the needs of the students.	Corporate/Strategic Plan; institution planning and human resource (HR) documents (including recruitment, retention, promotion, performance management, career development, records), individual staff profiles, MIS.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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CRITERION 4 - LEARNING INFRASTRUCTURE AND RESOURCES

	4.1.5 The institution provides teaching development programmes at regular intervals to improve the skills and knowledge of teaching and tutoring staff.	Staff development training schedules; feedback forms from trainees.	<table style="margin-left: auto; margin-right: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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4.2. Sufficient, qualified and experienced administrative staff are employed to meet the institution's objectives for the learners.	4.2.1 Planned administrative staff strength is sufficient 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.	<table style="margin-left: auto; margin-right: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	4.2.2 The institution ensures that the administrative staff employed have the relevant skills and experience to deal with the learners and academic and other staff, of the institution and its outreach centres.	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.	<table style="margin-left: auto; margin-right: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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4.3. Sufficient, qualified technical and support staff are employed to meet the institution's objectives for student learning.	4.3.1 The institution employs sufficient 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.	<table style="margin-left: auto; margin-right: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	4.3.2 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.	<table style="margin-left: auto; margin-right: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	4.3.3 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.	<table style="margin-left: auto; margin-right: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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CRITERION 4 - LEARNING INFRASTRUCTURE AND RESOURCES

<p>4.4 The responsibilities and job descriptions of staff are clearly specified and respond to the learning needs of the students enrolled in the programme.</p>	<p>4.4.1 Duties, responsibilities and workload of all categories of staff are clearly specified in job descriptions.</p>	<p>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.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>4.4.2 The workload of staff conforms to the work norms agreed upon by the institution.</p>	<p>Work norms and job descriptions of staff; individual staff profiles, performance appraisal data.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>4.4.3 Functional responsibilities of individual staff with regard to course development, course delivery, counseling, assessment, tutorial support, monitoring and management and administration of the system are clearly specified and communicated to all staff.</p>	<p>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.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
<p>4.5 Quality of performance is recognized for selection and promotion of all categories of staff.</p>	<p>4.5.1 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.</p>	<p>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</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>4.5.2 The outcomes of performance evaluation are communicated to and discussed with the staff concerned with the aim of improving their performance.</p>	<p>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</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>4.5.3 The institution provides training and staff development programmes to improve the performance of the staff and contribute to their continuous development.</p>	<p>HR development plan, training schedules and manuals; feedback data on evaluation of training workshop, performance review after training, interaction with staff.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>

CRITERION 4 - LEARNING INFRASTRUCTURE AND RESOURCES

	4.5.4 The institution has a scheme for rewarding good performance by providing incentives, promotions, rewards, special benefits, research grants, and sponsorship.	Institutional planning and HR documents particularly policies for promotion, reward, tenure and performance management, minutes of management committee meetings, budget allocations, awards given	<table style="margin: auto;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr> </table>	1	2	3	4	5	○	○	○	○	○
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4.6 There is an effective human resource development system to train, retain and motivate the employees for the roles and tasks they perform, particularly with respect to the application of appropriate new technologies.	4.6.1 Training is provided to all categories of staff in all aspects of the application of new technologies.	HR policy documents; technology policy documents; technology committee meeting minutes, training in technology data and manual, interaction with staff.	<table style="margin: auto;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr> </table>	1	2	3	4	5	○	○	○	○	○
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	4.6.2 There is provision for training and retraining staff at frequent intervals in the use of equipment, facilities, and new technologies.	HR policy documents; technology policy documents; technology committee meeting minutes, training in technology data and manual, interaction with staff.	<table style="margin: auto;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr> </table>	1	2	3	4	5	○	○	○	○	○
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4.7 There is an effective employee welfare system.	4.7.1 Conditions of service include welfare provision that responds to employee's needs and is in line with market norms.	Corporate/Strategic Plan; policy documents, ordinance, act, service conditions, budgetary allocations, employer/employee union constitutions, roles and responsibilities of welfare unit staff.	<table style="margin: auto;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr> </table>	1	2	3	4	5	○	○	○	○	○
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	4.7.2 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.	<table style="margin: auto;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr> </table>	1	2	3	4	5	○	○	○	○	○
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	4.7.3 There is a well-documented mechanism for staff grievance redressal.	Corporate/strategic plan; policy documents, ordinance, act, service conditions, budgetary allocations, employer/employee union constitutions, roles and responsibilities of welfare unit staff, evidence of implementation of the mechanism.	<table style="margin: auto;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr> </table>	1	2	3	4	5	○	○	○	○	○
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CRITERION 5 - LEARNER SUPPORT AND PROGRESSION

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, assignment tutoring, mentoring, counseling, and the stimulation of peer support structures to facilitate their holistic progression.

Criteria Statements	Performance Indicators	Sources of Evidence	Measure										
5.1 Learner support is considered during programme development and is built into the design of the programme and course materials.	5.1.1 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										
	5.1.2 Mandatory attendance at contact sessions is fixed at a minimum desired level.	Information pack, prospectus, handbook, student information materials, MIS, interaction with staff and students.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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	5.1.3 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	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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	5.1.4 Peer support mechanisms are built into the course materials.	Information pack, year planner, schedules, course materials, MIS, interaction with staff and students.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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	5.1.5 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.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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5.2. Learner support is provided using a range of media including appropriate ICTs	5.2.1 The institution 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.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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CRITERION 5 - LEARNER SUPPORT AND PROGRESSION

	5.2.2 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.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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	5.3.2 The institution adheres to the recruitment criteria.	Recruitment policies, institution's rules and regulations, minutes of recruitment committees, interactions with management and staff.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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	5.3.3 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.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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	5.3.4 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.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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	5.3.5 The good performance of tutors is identified and rewarded.	Institution's rules and regulations, interaction with staff and management, minutes of the staff development committees.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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5.4.1 Tutorial group size allows for support to be provided to learners in various ways	5.4.1 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.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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	5.4.2 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.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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CRITERION 5 - LEARNER SUPPORT AND PROGRESSION

<p>5.5.1 Learners have access to the tutors through a variety of media and locations.</p>	<p>5.5.1 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.</p>	<p>Interaction with staff and students, minutes of the course coordinators' meetings, feedback, year planner, schedules, course materials.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>5.5.2 There is provision for contact sessions specifically for learners entering courses through open access.</p>	<p>Minutes of the course coordinators' meetings, feedback, year planner, schedules, course materials, interaction with staff, students and management.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
<p>5.6 The turnaround of assignments ensures timely feedback</p>	<p>5.6.1 There is a specified procedure to receive, record, process and return marked assignments to learners.</p>	<p>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.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>5.6.2 The specific time frame to return assignments allows learners to benefit from formative feedback.</p>	<p>Institution's rules and regulations, minutes of the staff committees, minutes of the course coordinators' meetings, interaction with staff, students and management.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>5.6.3 There is adequate time for moderation of marked assignments within the overall time frame.</p>	<p>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.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>5.6.4 Procedures for receiving, recording, processing and returning assignments are regularly monitored.</p>	<p>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.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
<p>5.7 Academic, administrative and technical staff facilitate learner success.</p>	<p>5.7.1 The institution employs sufficient and qualified academic staff as tutors and provides professional training and development opportunities to them.</p>	<p>Conditions and criteria for appointment and promotion; staff training and development plan</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>

CRITERION 5 - LEARNER SUPPORT AND PROGRESSION

	5.7.2 The institution employs sufficient and competent administrative staff to support learners.	Conditions and criteria for appointment and promotion; staff training and development plan	1 2 3 4 5 ○ ○ ○ ○ ○
	5.7.3 The institution employs sufficient and competent technical staff to respond to learner needs.	Conditions and criteria for appointment and promotion; staff training and development plan	1 2 3 4 5 ○ ○ ○ ○ ○
	5.7.4 The institution has robust and extensive systems that underpin learner support.	Policy on outreach and learner support; work plan of outreach centres.	1 2 3 4 5 ○ ○ ○ ○ ○
	5.7.5 The institution emphasizes service orientation in the training of its staff.	Staff training plan; Performance appraisal document.	1 2 3 4 5 ○ ○ ○ ○ ○
5.8 There are mechanisms to follow up and support learners throughout the duration of their study.	5.8.1 Academic and personal counselling is provided to the learners.	Institution's rules and regulations, student handbook, information package, interaction with management and staff.	1 2 3 4 5 ○ ○ ○ ○ ○
	5.8.2 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.	1 2 3 4 5 ○ ○ ○ ○ ○
	5.8.3 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.	1 2 3 4 5 ○ ○ ○ ○ ○
5.9 Appropriate support and facilities are provided for learners with specific learning difficulties.	5.9.1 The institution identifies and responds to learners with specific learning difficulties.	Institution's rules and regulations, student handbook, information package, interaction with management, students and staff, physical facilities and library visits.	1 2 3 4 5 ○ ○ ○ ○ ○
	5.9.2 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	1 2 3 4 5 ○ ○ ○ ○ ○

CRITERION 5 - LEARNER SUPPORT AND PROGRESSION

	5.9.3 The tutors, administrative and technical staff are provided with necessary training to address the needs of learners with specific learning difficulties.	Institution's rules and regulations, student handbook, information package, interaction with management, students and staff, training records.	<table style="margin: auto;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr> </table>	1	2	3	4	5	○	○	○	○	○
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	5.9.4 The institution has a mechanism to make special concessions to learners with specific learning difficulties.	Institution's rules and regulations, student handbook, information package, interaction with management, students and staff.	<table style="margin: auto;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr> </table>	1	2	3	4	5	○	○	○	○	○
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5.10. Learner support emphasizes the development of independent learning skills.	5.10.1 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.	<table style="margin: auto;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr> </table>	1	2	3	4	5	○	○	○	○	○
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	5.10.2 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.	<table style="margin: auto;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr> </table>	1	2	3	4	5	○	○	○	○	○
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5.11 Opportunities are provided for academic and social peer interaction.	5.11.1 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 the course coordinators' meetings, feedback, year planner, schedules, course materials, interaction with staff, students and management.	<table style="margin: auto;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr> </table>	1	2	3	4	5	○	○	○	○	○
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5.12 Measures for feedback and monitoring of learner support services are in place.	5.12.1 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.	<table style="margin: auto;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr> </table>	1	2	3	4	5	○	○	○	○	○
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CRITERION 5 - LEARNER SUPPORT AND PROGRESSION

	5.12.2 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.	<table style="margin: auto;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr> </table>	1	2	3	4	5	○	○	○	○	○
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5.13 Staff are trained and have a positive attitude towards learner-centred provisions and effectively and efficiently handle the learner-support services	5.13.1 Staff are trained to handle the various support services provided to the 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.	<table style="margin: auto;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr> </table>	1	2	3	4	5	○	○	○	○	○
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	5.13.2 There are appropriate guidance and support structures empowering the staff to use appropriate technology and other support provisions to facilitate effective and efficient learning by the students.	Institution's rules and regulations, student handbook, information package, interaction with management, students and staff, training records.	<table style="margin: auto;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr> </table>	1	2	3	4	5	○	○	○	○	○
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	5.13.3 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.	<table style="margin: auto;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr> </table>	1	2	3	4	5	○	○	○	○	○
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5.14 The institution has mechanisms to facilitate student progression from one level of education to the next higher level successfully and towards gainful employment.	5.14.1 Learners are advised of opportunities to progress into higher level studies.	Institution's rules and regulations, student handbook, information package, minutes of the course coordinators' meetings, feedback, year planner, schedules, course materials, interaction with staff, students and management.	<table style="margin: auto;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr> </table>	1	2	3	4	5	○	○	○	○	○
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	5.14.2 Career guidance advice is provided for learners.	Interaction with students	<table style="margin: auto;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr> </table>	1	2	3	4	5	○	○	○	○	○
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	5.14.3 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.	<table style="margin: auto;"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> <tr><td>○</td><td>○</td><td>○</td><td>○</td><td>○</td></tr> </table>	1	2	3	4	5	○	○	○	○	○
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CRITERION 5 - LEARNER SUPPORT AND PROGRESSION

	5.14.4 Progression and completion rates are monitored in relation to institutional and national targets.	Results, Progression rates, MIS, Data Base, national performance data	1 2 3 4 5 ○ ○ ○ ○ ○
	5.14.5 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	1 2 3 4 5 ○ ○ ○ ○ ○
	5.14.6 There is a positive employer perception of graduates.	Results, MIS, Data Base, Employer feedback, Tracer Studies	1 2 3 4 5 ○ ○ ○ ○ ○
5.15 Learner support systems target retention	5.15.1 Retention rates are monitored against targets	Results, MIS, Database, retention rates in relation to programmes and courses	1 2 3 4 5 ○ ○ ○ ○ ○
	5.15.2 Preventative support provided in initial courses	Results, MIS, Database, retention rates in relation to programmes and courses, student feedback	1 2 3 4 5 ○ ○ ○ ○ ○
	5.15.3 Remedial interventions are provided throughout the programmes for learners at risk of failure	Materials and services related to remedial interventions, student feedback	1 2 3 4 5 ○ ○ ○ ○ ○

CRITERION 6 - LEARNER ASSESSMENT AND EVALUATION

Assessment is an essential feature of the teaching and learning process, is properly managed, and reflects institutional and national and international standards. The institution publishes its academic grading policy and applies it with fairness and consistency. Evaluation is based on the stated programme objectives.

Criteria Statements	Performance Indicators	Sources of Evidence	Measure										
6.1 The teaching - learning processes of the institution include formative as well as summative assessment.	6.1.1 The assessment outcomes are used to inform teaching methods and improve the curriculum.	Course materials, minutes of the course planning and course design committees, MIS, database, interaction with students, staff and employers.	0. Fails to meet criterion 1. Unsatisfactory 2. Marginal 3. Good 4. Excellent										
	6.1.2 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.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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	6.1.3 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.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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6.2 Assessment is aligned with stated learning outcomes.	6.3.1 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.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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	6.3.2 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.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td><td style="text-align: center;">○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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CRITERION 6 - LEARNER ASSESSMENT AND EVALUATION

<p>6.4. There are systems for the tracking and recording of the learners' performance and progress and a timely communication of the same to the learners.</p>	<p>6.4.1 Procedures for both formative and summative assessment ensure consistency and accuracy of marking / and grading and provide timely feedback to learners.</p>	<p>Institution's rules and regulations, constitution, student handbook, information package, MIS, interaction with administrators, students and staff.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>6.4.2 All summative assessment grades are accurately recorded on the learner's record and are communicated promptly.</p>	<p>Institution's rules and regulations, constitution, student handbook, information package, MIS, interaction with administrators, students and staff.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>6.4.3 Formative assessment enables the learners to receive objective feedback on their performance.</p>	<p>MIS, interaction with administrators, students and staff.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
<p>6.5 The processes of assessment satisfy the requirements of institutional policy and other appropriate accreditation bodies.</p>	<p>6.5.1 There are quality assurance mechanisms in place to ensure a fair and reliable assessment of learners as stated in the institutional policy.</p>	<p>Quality assurance mechanisms and policies of the institution, policy documents, corporate plans, records on QA.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>6.5.2 The marking schemes are aligned and are consistent with those of other national agencies and accreditation bodies.</p>	<p>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.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>6.5.3 The standards and quality of assessment are rigorously monitored and maintained</p>	<p>Institution's rules and regulations, course materials, minutes of the examination evaluation and moderation committees, student handbook, information package, interaction with students and staff.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>

CRITERION 6 - LEARNER ASSESSMENT AND EVALUATION

	6.5.4 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.	<table style="margin-left: auto; margin-right: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	6.5.5 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.	<table style="margin-left: auto; margin-right: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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6.6 The institution ensures the security of assessment processes	6.6.1 Arrangements for locally administered summative assessments are secure	Manual of examination procedures; Examination By- Laws	<table style="margin-left: auto; margin-right: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	6.6.2 Procedures are in place to ensure the security of identity and of personal information during the assessment process.	Manual of examination procedures; Examination By- Laws	<table style="margin-left: auto; margin-right: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	6.6.3 Assessment results are recorded securely and reliably and are available to learners.	Manual of examination procedures; Examination By- Laws; interaction with students	<table style="margin-left: auto; margin-right: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	6.6.4 Arrangements are in place to ensure that the integrity of the certification processes is not compromised	Manual of examination procedures; Examination By- Laws	<table style="margin-left: auto; margin-right: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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6.7 National and international benchmarks guide assessment.	6.7.1 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	<table style="margin-left: auto; margin-right: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	6.7.2 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.	<table style="margin-left: auto; margin-right: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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CRITERION 6 - LEARNER ASSESSMENT AND EVALUATION

<p>6.8 Detailed marking schemes are provided to all examiners.</p>	<p>6.8.1 There is a procedure for selection and orientation of the examiners on the marking schemes to ensure consistency.</p>	<p>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</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>6.8.2 There are procedures to ensure that examiners apply the marking scheme in a consistent manner.</p>	<p>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.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>6.8.3 The assessment strategy of the institution has provision for internal and external moderation.</p>	<p>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.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
<p>6.9 Appropriate measures are in place to ensure the integrity of assessment.</p>	<p>6.9.1 The learners are made aware of ethical practices and code of conduct for submission of assignments and project work and for sitting examinations</p>	<p>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.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>
	<p>6.9.2 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.</p>	<p>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.</p>	<p style="text-align: center;">1 2 3 4 5 ○ ○ ○ ○ ○</p>

CRITERION 6 - LEARNER ASSESSMENT AND EVALUATION

	6.9.3 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.	<table style="margin-left: auto; margin-right: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	6.9.4 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.	<table style="margin-left: auto; margin-right: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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6.10 Assessment results are documented and communicated without delay to all learners.	6.10.1 At the beginning of every academic session, the institution decides and communicates to the students the timelines for assessment and the publication of results.	Institution's rules and regulations, course materials, minutes of the course planning and course design committees, student handbook, information package, interaction with management, students and staff and corporate plan.	<table style="margin-left: auto; margin-right: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	6.10.2 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.	<table style="margin-left: auto; margin-right: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	6.10.3 The institution ensures transparency in assessment by communicating the procedures and processes through various media and through the appeals and grievance redressal mechanism.	Institution's rules and regulations, course materials, student handbook, information package, interaction with management, students and staff.	<table style="margin-left: auto; margin-right: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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CRITERION 6 - LEARNER ASSESSMENT AND EVALUATION

	6.10.4 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.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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6.11 Learner satisfaction with the programme is appropriately measured.	6.11.1 Learner satisfaction rates are regularly collected and disseminated.	Results, MIS, database.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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6.12 Graduation rates are aligned with institutional and national targets.	6.12.1 Completion rates of learners are aligned with the institutional targets.	Results, MIS, database.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	6.12.2 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.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	6.12.3 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.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	6.12.4 The institution provides periodic reports on academic performance to stakeholders including employers.	Management Information System, database, website, advocacy materials, advertisements.	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	6.12.5 The institution publishes the results of annual surveys of graduate employment.	Management Information System, database, website, advocacy materials, advertisements	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td><td><input type="radio"/></td> </tr> </table>	1	2	3	4	5	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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CRITERION 7 - COMMUNITY CAPACITY BUILDING, DEVELOPMENT AND ENGAGEMENT

The organization leverages its ODL programs and services to facilitate capacity building initiatives across diverse communities and organizations to provide expanded educational access to formal and nonformal learning. This includes providing continuous developmental services to local organizations and businesses, schools, medical facilities and other NGOs. The organization promotes collaborative partnerships for engaging broad-based citizenry and maintaining cooperative liaisons with all relevant stakeholders to maximize the impact of its ODL programs, services, and expertise.

Criteria Statements	Performance Indicators	Sources of Evidence	Measure										
7.1 The organization has clearly defined processes and procedures for community capacity building projects with external organizations (NGOs, government agencies, national qualification bodies, and partners/ stakeholders.	1.1.1 The organization's community capacity building roles are aligned with the mission, values, and goals of the institution.	Mission Statement, university publications, partnership guidelines, fiscal processes and funding agency policies, contracts, progress reports, data analysis reports, impact statements for each project, final project reports	0. Fails to meet criterion 1. Unsatisfactory 2. Marginal 3. Good 4. Excellent										
	1.1.2 The organization has clear goals and objectives for its community capacity building projects.	Strategic Plan, Operational Plans, Communication and Marketing venues, alignment with Pan-African goals and or MDGs	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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1.2 The organization maintains detailed records, reports, progress summaries, and performance data on all community development and engagement activities.	1.2.1 The organization utilizes performance-based management and decision making based on capacity building project data for making improvements, future planning, decision making, impact statements, and establishing normative practices and standards for projects.	Progress reports, documentation of data collection, fiscal management reports, decision processes, formative and summative data summaries, list of best practices, KPIs for each project, project impact statements, description of all partners and their roles, community participation data, development activities	<table style="margin: auto;"> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td> </tr> <tr> <td>○</td><td>○</td><td>○</td><td>○</td><td>○</td> </tr> </table>	1	2	3	4	5	○	○	○	○	○
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AFRICAN VIRTUAL UNIVERSITY - QUALITY ASSURANCE FRAMEWORK FOR ODeL

Supplemental Optional Institutional Criteria

The flexibility and adaptability of the approved AVU QAF provides institutions the opportunity to address additional criteria unique to their programs, services, and partnerships. It is recognized that these could be incorporated into the primary QAF criteria, however, the institution may wish to track and monitor specific initiatives of the following.

- Open Educational Resources (OERs)
- MOOCs
- Research and Evaluation for ODeL
- Internationalization and Borderless Programmes
- Social Media
- ODeL Partnerships and Consortia
- Personalized Learning Environment (PLEs)
- ODeL Learning Spaces
- Nonformal Education
- Continuing Education and Professional Development

Recommended Members of ODeL QA Team

Each ODeL organization is positioned differently within the University. Selecting the appropriate members of the ODeL QAF Management Team must be carefully considered by institutional and ODeL leadership. The following is a list of common professionals who make up the ODeL Quality Assurance Team. The following is offered only as an example of potential team members and each institution/ODeL unit must consider their own unique needs.

- Director of Innovation/IT
- Institutional Accrediting/QA Professional
- Two (2) faculty members experienced in online teaching and evaluation
- Evaluation and/or research specialist
- Instructional design specialist
- One Senior leader - PVC or Vice President
- One (1) ODeL student
- One representative from business and industry