



COMMISSION FOR UNIVERSITY EDUCATION

**PROGRAMME QUALITY AUDIT
GUIDELINES FOR SELF-ASSESSMENT AND THE SELF-ASSESSMENT REPORT**

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PROGRAMME SELF-ASSESSMENT AND THE SELF- ASSESSMENT REPORT

1.0 INTRODUCTION

A critical self- assessment is an important tool in quality assurance because quality must be examined in a structured manner, and within a well-defined and a documented framework. Programme self-assessment can be time consuming, requiring dedication of staff and students; but the returns of self-assessment are high since members of staff come to know and appreciate university processes that may otherwise not known to them.

1.1 The importance of self-assessment for internal and external Quality Assurance

In many cases, self-assessment serves as preparation for an external assessment by peer reviewers. The self-assessment report (SAR) provides the external peer reviewers with basic information, but it has specific value for the university itself. It provides an opportunity for discovering quality. The following key questions are important:

- a. Why do we do what we do? Do we indeed do the right things?*
- b. Do we do the right things in the right way?*
- c. Do we have a thorough command of the process to actually realise our objectives?*
- d. Do we actually achieve our goals?*

1.2 Principles of effective self-assessment

In organizing an effective self-assessment, take into account some basic principles:

- a) Primarily, a self-assessment should never be felt as threatening. A self-assessment should not be used to assess an individual, should never be used for punishment or reward and should never be used to blame someone.
- b) A self-assessment aims at improvement and enhancement of the quality.
- c) It is necessary to create a broad basis for the self-assessment and to sensitize staff and students. The whole organization has to prepare itself for it.
- d) Looking at quality is more than testing the performance. It also means organizational development and shaping the institution. Everybody has to be responsible and involved for real self-assessment.
- e) The management of the institution must fully support the self-assessment. Relevant information is needed for an effective policy and good management. The self-assessment serves to acquire structural insight in performance of the university;
- f) Carrying out a critical self-evaluation demands a good organisation. Primarily someone has to coordinate the self-assessment process. It would be good to designate someone specifically with the self-evaluation project. The coordinator has to meet some requirements:

In order to obtain the required information, it is important that the coordinator has good entry rapport at all levels of the institution. Therefore, it is very important that the coordinator has

good contacts within the university, with the university management as well as with the faculties and the staff members.

It is desirable:

- a) To constitute a substantive team of staff in-charge of the self-assessment.
- b) That the team is structured in such a way that the involvement of all sections is assured. The working team is in charge of the self-assessment, gathering data, analyzing materials and drawing conclusions.
- c) That self-assessment is an analysis supported by the whole faculty/department. Therefore, everyone should be at least acquainted with the contents of the self-assessment report and should recognise it as a document from his or her own institution. The working team may organise a workshop or seminar to discuss the draft SAR.

Not everyone has to agree with all the points in the self-assessment report. There may be disagreement as to what is seen as weaknesses and strengths and what is to be considered as the causes of the weaknesses. Should there be very big differences of opinion between certain groups or bodies, then they should be reported in the SAR.

1.3 Organisation of the self-assessment

It is the university that determines how the self-assessment is carried out. The following suggestions may facilitate the process:

- a) Self-assessment should never be the work of one individual.
- b) Institute a team to be responsible for the self-assessment. This team should consist of three to five people, chaired by the coordinator appointed by the central management. Students should be involved in the self-assessment.
- c) Distribute the topics that have to be considered in the self-assessment (see section 2) among the team members and make each team member responsible for collecting information, analysing and evaluating the situation in a specified topic or area.
- d) Set a clear time-table of activities leading to a draft SAR.
- e) The draft results should be discussed on the largest scale possible. It is not necessary to have consensus concerning the report. It is, however, necessary for as many people as possible to be aware of its contents.

1.4 The Self-Assessment Report

The self-assessment exercise must culminate in a self-assessment report (SAR) which should satisfy the following conditions:

- a) The SAR should contain a clear description of the state-of-the-art and a critical analysis of the current situation, indicating whether the institution is satisfied with the situation or not. Furthermore it should state clearly what actions will be taken to address the weaknesses.
- b) The manner in which self-assessments are carried out can vary. The levels of who is to be involved in the discussion of the report will also differ from institution to institution. Nevertheless, responsibility for the self-assessment lies with the University Management.

- c) The SAR should be discussed and adopted by the university community before it is used by external peer reviewers.
- d) All topics in these Guidelines must be discussed.
- e) The SAR is the starting point for the discussions between the external peer reviewers and the institution. This implies that everyone who will be involved in the discussion conversant with the contents of the self-evaluation.
- f) The quantitative data require special attention. The manner in which data are presented is important for the correct interpretation of the data. There is need to standardise data such as student numbers, appointment of teaching staff, staff/student ratios, success rates, etc.

1.5 Standards and criteria to be applied in measuring Programme Quality

An academic programme is defined as a coherent set of courses leading to award of a qualification. Programme may also be called a Curriculum.

One important question that is often asked is “***what criteria and standards are used to assess quality of the academic programme?*** The university has to formulate its own standards and criteria, based on its vision, mission and philosophy; taking into account:

- a) The criteria formulated by the Commission for University Education (CUE)
- b) Minimum standards and criteria of professional bodies
- c) Standards as set by regional networks (if any)
- d) Internationally recognized and accepted standards.

1.5.1 Criteria and Standards

Criterion is a specific aspect essential for quality; a **Standard** is the acceptable level level that a criterion must reach. Normally, a Standard is stated as adequate or satisfactory, and may be quantifiable. Standards may differ from discipline to discipline, or, from stakeholder to stakeholder. Criteria and standards are also a matter of negotiation and the criteria and standards of different stakeholders may actually conflict. An absolute level for quality of a graduate, for example, does not exist. It is therefore a matter of *expert opinion*.

1.5.2 Setting Criteria and Standards

In some cases criteria and standards are formulated by one stakeholder, for example, Government in the framework of Accreditation. In other cases, employers or professional bodies have formulated standards. When there are no formulated requirements, it is up to the university to decide upon the standards, taking into account international developments (benchmarking). In the case of accreditation and external quality assessment, *it is the experts who must decide if a criterion is adequate or not, using their expertise and experience.*

1.6 An Analysis Model for Teaching and Learning

Programme self-assessment mostly focuses on the teaching / learning aspect of university education. Research and Community Outreach are addressed in greater detail at institutional self-assessment level.

With regard to teaching and learning, the following dimensions can be distinguished:

- a) **Quality of processes**

- b) **Quality of inputs**
- c) **Quality Assurance of outputs / outcomes**

1.7 Quality criteria at Programme Level.

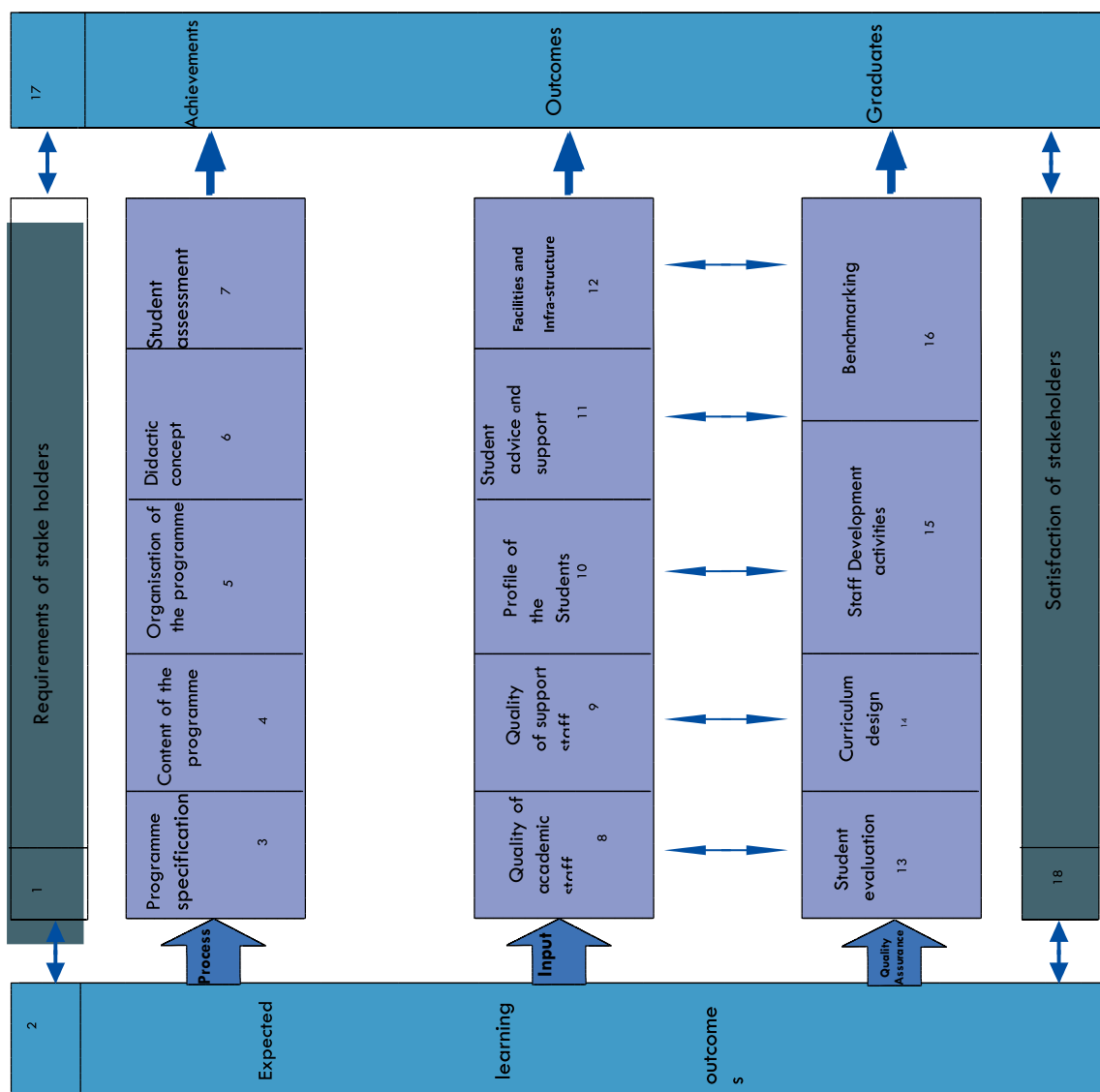
Preparation of Self-Assessment Report (SAR) by the concerned department covers the following quality criteria (cells) as shown in Fig.1, for quality assessment of programmes¹. The aspects to be considered for the programme assessment include:

1. Requirements of Stakeholders
2. Expected learning outcomes (ELOs)
3. Programme specification or description
4. Programme content
5. Organisation of the Programme
6. Didactic concept/ teaching/learning strategy
7. Student assessment
8. Quality of academic staff
9. Quality of support staff
10. Profile of student
11. Student advice/ support
12. Facilities and Infrastructure
13. Student evaluation
14. Curriculum design
15. Staff development activities
16. Benchmarking
17. Profile of graduates
18. Satisfaction of Stakeholders

The above criteria are used as minimum requirements quality aspects and helping to the Self-Assessment Team to assess quality in a systematic manner. The 18 criteria are captured as cells in the Analysis Model (Figure 1).

¹ Adopted from the Inter-University Council for East Africa (IUCEA) Handbook for Quality Assurance in Higher Education

Figure 1: An Analysis Model for Self-Assessment of Teaching and Learning



1.8 Using the Model for Self-Assessment of Academic Programme

The programme self-assessment aims at finding evidence that the Faculty/department is meeting minimum criteria and set standards for quality. Therefore, the self-assessment looks at each criterion and finds evidence of how the criteria are being met.

The procedure used for assessment

- Give a description of the status of each of the quality aspects (criteria).
- Make a critical analysis of the status (satisfied or not).
- Describe the strengths and weaknesses concerning the criteria.
- Find documentary evidence showing that the criteria are being met.
- Indicate the plans and actions to be taken to address the weaknesses / shortcomings.

The Basic Rules to Apply

- a) All aspects (cells of the model) need to be discussed
- b) For each cell the following steps should be taken:
 - i. Describe the status of the aspect/criterion
 - ii. Analyze the status
 - iii. Find evidence for meeting the criteria
 - iv. Formulate strengths and weaknesses
 - v. Give action plan for improvement

2.0 THE PROGRAMME SELF-ASSESSMENT: ASPECTS AND CRITERIA TO BE ASSESSED

Introduction:

Include a brief description of the organization of the University/Institution to give a context to the academic programme. In the description, capture the following:

- i. the University Vision, Mission and Philosophy;
- ii. minimum admission requirements;
- iii. academic organisation of programmes; and
- iv. academic resources for the support of the programme;
- v. How the self-assessment and writing of the self-assessment report (SAR) was carried out

ASPECTS/CRITERIA

1. Requirements of stakeholders

Criterion: The faculty / department responsible for the programme have a clear idea about the relevant demands and needs of all stakeholders.

Explanation

University education has many stakeholders and all of them have their own idea and expectation/requirements about the quality of the programme. Stakeholders include:

- a) Government
- b) Academia
- c) Students
- d) Parents
- e) Employers
- f) Society at large

The faculty/department must reconcile the different needs and requirements of all stakeholders, which should be translated into learning outcomes.

Looking for Evidence (Questions to ask)

- a) Does the institution have a clear idea about the requirements set by the Government?
- b) How does the institution know the needs and requirements of the academia, students, parents, employers/the labour market, and society at large?
- c) How does the institution balance the requirements of the different stakeholders?

Documentary Evidence: examples include policy and documents of discussion with stakeholders, needs assessment report

2. Expected Learning Outcomes (ELOs)

Criterion: The academic programme/curriculum has clearly defined learning outcomes (knowledge, skills, attitude) reflecting the relevant demands and needs of all stakeholders)

Explanation

Learning outcomes are statements of what a learner is expected to know, understand and/or demonstrate/do after completion of a process/learning activity. Learning outcomes must distinguish between generic and discipline specific skills. Learning outcomes are the starting point of self-assessment.

Looking for Evidence

- a) What are the expected learning outcomes (ELOs) of the programme?
- b) How do the ELOs fit into the mission of the institution?
- c) Does the labour market express specific requirements for graduates to meet?
- d) Is there well defined job profile for graduates?
- e) How does the institution tune the programme to the labour market?
- f) How are the ELOs made known to students and staff?
- g) To what extent are ELOs realized?
- h) Are there plans to adjust the ELOs?

(Documentary Evidence: Curriculum document)

3. Programme specifications

The formulated learning outcomes and formulated goals and objectives should be translated into the programme and its course content. It is important that the goals and objectives are well known to everybody. Universities are advised to publish learning outcomes and programme specification for each programme they offer.

Diagnostic questions

- a) Are the goals, learning outcomes and objectives translated into the programme and its courses?
- b) Does the university have clear curriculum specification?

Looking for Evidence

- a) Does the department have a clear programme specification/description?
- b) Does the academic programme include/cover the following:
 - i. Name of the academic programme?
 - ii. Programme objectives?
 - iii. Expected Learning Outcomes?
 - iv. Organisation of the programme (which courses per Quarter/Trimester/Semester)?
 - v. Teaching/learning methods?
 - vi. Assessment methods
- c) Is the description known to staff and students?

4. Programme/curriculum content (What is in the Programme)?

The Programme should show a balance between specialist content and general knowledge and skills. It is imperative to ask how the goals and objectives are translated into an academic programme. Is the programme coherent and up-to-date? How does each course contribute to the achievement of the institution's general mission?

Looking for evidence

- a) Does the programme content reflect the mission and vision of the university?
- b) Are the courses in the programme clearly related? Is the programme coherent?
- c) Is there a proper balance between specific and general courses?
- d) Do the courses demonstrate progressive complexity over the years?
- e) Is the programme content up-to-date?

5. The Organization of the Programme

Is the curriculum designed so that the subject matter is integrated and strengthened? Is the curriculum structured to show range, depth, coherence and organization of the courses?

Does the curriculum structure show clearly the basic courses, the intermediate courses, the specialist courses and the final thesis or dissertation?

Looking for evidence

- a) Why was this programme structure chosen?
- b) Has the academic programme been changed structurally over recent years? If so, why?
- c) Are there any requirements specified on the internal coherence of the courses? Who set these requirements?
- d) Is the instruction/teaching provided by other departments satisfactory?
- e) Does the first year of the programme provide sufficient insight into the remaining parts of the programme?
- f) Is the connection between basic programme and specialisation correct?
- g) Is the organisation of the various specialisations satisfactory?
- h) Is the relation between basic courses, intermediate courses and specialist courses in the compulsory programme and the optional sections satisfactory?
- i) Are there bottlenecks experienced within the programme?
- j) What organisational form does the university use (Term, Trimester, Quarter, Semester, or Modular)? What do those involved think of this?

6. Didactic Concept and teaching/learning Strategy

The didactic concept concerns the learning process and the requirements of good teaching/learning strategy

Looking for evidence

- a) Is there an explicit didactic concept and teaching learning strategy shared by all staff members? Is this adequate?
- b) Is the mode of delivery clearly stated?
- c) Are the instructional methods used satisfactory? (Organisation of self-instruction for students, size of classes, organisation of seminars, practical courses/internships etc.)
- d) Is ICT integrated in the academic programme?
- e) How are the didactic methods evaluated? Do the chosen methods fit into the objectives of the courses? Is there sufficient variety in the methods?

If research is a core activity for the university:

- i. When do students come into contact with research for the first time?
- ii. How is the interrelationship between education and research expressed in the programme?
- iii. How are the research findings included in the programme?

Practicum/Industrial attachment, internship

- i. Is practical training a compulsory part?
- ii. Size in credit points.
- iii. Have any criteria been formulated for the practical training to comply with?
- iv. Preparation of practical training in the programme (concerning content, method and skills).
- v. Is the level of the practical training satisfactory?
- vi. Are there any bottlenecks in the practical training? If so, what causes them?
- vii. How are students coached?
- viii. How is the assessment done?

7. Student Assessment

Student assessment is one of the most important elements of higher education. The outcomes of such assessment have a profound effect on students' future careers. Assessment also provides valuable information for institutions about the efficiency of teaching and learner support.

Looking for evidence

- a) Are new students expected to undergo entry assessments?
- b) Are exit assessments done on departing (graduating) students?
- c) To what extent do the assessments and examinations cover the content of the courses and programme? To what extent do the assessments and examinations cover the objectives of the courses and of the programme as a whole?
- d) Are the assessments criterion-referenced?
- e) Are the varieties of assessment methods used? What are they?
- f) Are the pass/fail criteria clear?
- g) Are the assessment/examination regulations clear?
- h) Are the procedures clear? Are they well known? Well followed?
- i) Are any safeguards in place to ensure objectivity?
- j) Are the students satisfied with the procedures? What about complaints from students?
- k) Do clear rules exist for re-assessments and are students satisfied with these

8. Quality of Academic Staff

A department's quality does not only depend on the programme itself. We also have to look at the preconditions set for delivering the programme. The quality of student will influence the quality of the process and output. There will be no quality without qualified and competent staff.

Looking for evidence

Quality of Staff

- a) Are the staff members competent and qualified for their job?

- b) Are the competencies and expertise of the staff adequate for delivering this programme?
- c) Are there any problems with the human resources? Age structure? Vacancies difficult to fill? How many Master's and PhD degree holders are there among the staff? What difficulties are there in attracting qualified staff?
- d) What policy is pursued with regard to the employment of staff, both in teaching and research?
- e) Is a conscious effort made to involve professors in the basic training?
- f) Is a policy in place with regard to the involvement in seminars, supervision of final papers, practical courses and/or practical training/internships?
- g) What about teaching loads? The staff/student ratio? The staff/graduate ratio?
- h) How many contact hours of service-instruction are given in other programmes and departments?

Staff management

- a) Does the department have a clearly formulated staff management structure?
- b) Is staff recruitment based on experience in teaching and research?
- c) Is there a system of staff appraisal?
- d) What role do teaching qualifications and teaching activities play in the career of the staff members?
- e) What does the department think of its HR policy so far?
- f) What future developments are there?
- g) How are teachers prepared for the teaching task?
- h) Is the teaching delivered by the staff supervised and assessed?

9. Quality of Support Staff

Programme quality depends mostly on interaction between staff and students. Therefore, academic staff cannot perform well without the quality of the support staff.

Looking for evidence

- a) Are the library support staff members competent and sufficient?
- b) Are the laboratories support staff members competent and sufficient?
- c) Are the computer facilities support staff members competent and sufficient?
- d) Are the administrative support staff members competent and sufficient?

10. Profile of Students

The quality of the output depends a lot on the quality of the input. This means that the quality of students joining the programme is important.

Looking for evidence

- a) How do you analyse the development of the student intake: Reasons to worry? Causes of problems? Prospects for the future?
- b) What are the admission procedures?
- c) Are students selected?
- d) If so, how are they selected? What are the requirements?
- e) What policy is pursued with regard to the intake of students? Does it aim to increase the intake or to stabilise it? Why?
- f) What measures are taken to affect the quality and size of the intake?
- g) What effect do these measures have?
- h) How does the programme take into account the level of achievement of entering students? How are the programme and secondary education linked?

11. Student Advice and Support

How students are monitored and supported by staff is essential to a good student career. A university must ensure that a good physical, material, social and psychological environment is in place.

Looking for evidence

- a) What role do staff members play in informing and coaching students?
- b) What role do they play in integrating students into the department?
- c) How is the information flow to potential students organised? Is sufficient attention paid to the requirements of their educational background? Does the future student get a good impression of the education offered? Is the information evaluated? If so, what happens with the results?
- d) How students are informed about the study facilities? How is the information provided with regard to the programme?

12. Facilities and Infrastructure

Facilities and physical resources should be in line with the formulated goals and aims of the designed programme. Facilities are also connected to the teaching/learning strategy.

Looking for evidence

Teaching rooms

- a) Are there enough lecture halls, seminar rooms, laboratories, reading rooms, and computer rooms available? Do these meet the relevant requirements?
- b) Is the library sufficiently equipped for education at university level?
- c) Is the library within easy reach (location, opening hours)?
- d) Are laboratory facilities and support staff sufficient?
- e) Do the laboratories meet the relevant requirements?

Didactic aids and tools

- a) Is there sufficient and appropriate technology to support the programme?
- b) Do the facilities/infrastructure promote or obstruct delivery of the programme?
- c) Is the total budget for technology sufficient?

13. Student evaluation of teaching and learning

Students are the first to judge the quality of teaching and learning

Looking for evidence

- a) Does the university use student evaluations in a structured manner?
- b) Who is responsible for the evaluations?
- c) What is done with the outcome of the evaluations? Are there any examples of this contributing to improvements?
- d) What is the input of the students who sit on the committees involved in the internal quality assurance process?

14. Curriculum design and evaluation

The curriculum is developed in a structured way to ensure the representation of various committees, and involvement of stakeholders from industry, government and professional organizations. Is there a functional programme or curriculum committee? Is the academic programme regularly evaluated and reviewed?

Looking for evidence

i. Curriculum design

- a) Who is responsible for designing the curriculum?
- b) What do staff and students contribute?
- c) How is the labour market involved in the curriculum design?
- d) How do curriculum innovations come about? Who takes the initiative? On the basis of what signals?
- e) Who is responsible for implementation?
- f) When designing curricula, is there any benchmarking with other institutions?
- g) In which international networks does the department participate?
- h) With which institution abroad does exchange take place?
- i) Has the programme been recognised, nationally, regionally and internationally?

ii. Course and curriculum evaluation

- a) How is the programme (curriculum) evaluated? At course level? At curriculum level?
- b) Is the evaluation done systematically?
- c) How are the students involved in evaluating the education and training?
- d) How and to whom are the results made known?
- e) Is anything done with the results? How is this made transparent?

15. Staff Development Activities

Staff development needs should be systematically identified, in relation to individual aspirations, the curriculum and institutional requirements. Academic and support staff undertake appropriate staff development programmes to identified needs

Looking for evidence

- a) Does the university have a training programme for the academic staff about:
 - i. Curriculum design
 - ii. Test development and construction
 - iii. Teaching skills
 - iv. Computers in the class room
- b) Does the university offer the academic staff possibilities to develop and extend their teaching abilities by participation in conferences etc.?
- c) Does the university provide opportunities and support to staff for further studies?

16. Benchmarking

Benchmarking is a process that enables comparison of inputs, processes and outputs between departments within the institution, or between similar institutions in a structured manner for purposes of improvement.

Looking for evidence

- a) Has the university developed and used an instrument of benchmarking? How?
- b) Is the information collected through benchmarking used for improvement planning and decision-making?
- c) What does the department do with benchmarking information?

17. Achievements

In assessing quality, universities have to look not only at the process, but also take into the programme output. Final qualifications achieved by graduates should be in line with formulated expected learning outcomes of the programme. Graduates should be able to operate adequately in the field for which they have been trained

Does the university have an efficient monitoring system, including:

- a) A system to follow student progress?
- b) A system to register pass rates and dropout rates?
- c) Structured feedback from the labour market?
- d) Structured feedback from the alumni?
- e) Records on the number of publications registered by staff?
- f) Records on the number of research grants?

Looking for evidence

a) The Output: Achieved outcomes (Profile of Graduates)

- i. Is the average standard of the graduate satisfactory?
- iii. Do the achieved standards match the expected standards?
- iv. Do graduates get jobs easily?
- v. Are the jobs that the graduates get in accordance with the level of graduation?
- vi. Have any changes been signalled in the labour market prospects of graduates over the cohort? What are the prospects?

b) Pass Rate and Dropout Rate

- i. Is the pass rate satisfactory? If not satisfactory, what measures have been taken to improve the pass rate?
- ii. Have any fluctuations in the success rate been seen over the cohort period?
- iii. How high is the dropout rate? Are there explanations for the dropout rate?
- iv. Does the department know where the dropout students are going?

c) Average time to graduate

- i. What does the department think of the average time taken to graduation?
- ii. What measures have been taken to promote graduation and eliminate unnecessary delays?
- iii. How effective are the measures taken?

d) Employability of graduates

- i. Does the department or faculty conduct tracer studies to assess the employability of its graduates?
- ii. Does the department or faculty use the results of tracer studies to improve the programme?
- iii. What percentage of graduates found a job within six months of graduation over the cohort period?
- iv. What percentage of graduates are still unemployed two years after graduation?

18. Stakeholders Satisfaction

Quality is measured by stakeholder satisfaction. The department/faculty must have a structured method to obtain feedback from all key stakeholders to measure stakeholder satisfaction.

Looking for evidence

a) Opinion of Students

- i. Does the department know what students think about the programme in terms of courses, teaching and assessment?
- ii. Is student evaluation of lecturers carried out regularly and adequately?
- iii. What is done with the outcome of student evaluation of lecturers?
- iv. How does the department respond to student complaints?

b) Opinion of Alumni

- i. Does the department interview graduates on regular basis?
- ii. What is the opinion and feedback of graduates who are employed?
- iii. Is the feedback of the alumni used for improvement of the programme?

c) Opinion of Labour Market

- i. Does the department have structured contact with employers and the labour market for feedback on graduates?
- ii. How do employers appreciate graduates of the programme?
- iii. Are there any specific complaints from employers?
- iv. How does the department respond to complaints from employers?

3.0 THE SELF-ASSESSMENT REPORT (SAR)

Introduction

- a) How self-assessment was carried out.
- b) Description of the university and the department responsible for the curriculum.
- c) Description of the academic programme /curriculum

Chapter 1: Requirements of stakeholders

- 1.1 Evidence of identification of stakeholders
- 1.2 Evidence of analysis of stakeholders' requirements
- 1.3 Evidence of translation of stakeholders' requirements into programme vision, mission, goals and objectives

Chapter 2: Goals and Objectives/Learning Outcomes- This should include:

- 2.1 The evidence of what knowledge, skills and attitudes graduates are to achieve at the end of the program.
- 2.2 Evidence of aligning the learning outcomes with the content of the program

Chapter 3: The Programme- The chapter should address:

- 3.1 The **programme specification** should indicate evidence of what students are supposed to learn when they come to the university; is it published to guide the learners.
- 3.2 The **programme content** should indicate the chronology or sequence of the program content; general or specific courses.
- 3.3 The **programme organization** should show evidence of the range, depth, coherence, indicating basic, intermediate, specialized courses and final thesis.
- 3.4 **Didactic concept** should show evidence of variety of teaching and learning processes to promote good learning strategy.
- 3.5 **Student assessment:** Show evidence of examination policy concerning the entire examinations processes.

Chapter 4: The Input

- 4.1 **Quality of academic staff:** Evidence of academic staff qualifications and their levels, and the academic staff numbers against number of students.
- 4.2 **Quality of support staff:** Evidence of support staff qualifications and their numbers (laboratory technicians & library staff).
- 4.3 **Student profile:** Evidence of quality of entering students since it affect quality.
- 4.4 **Students advise/support:** Evidence of how both new and continuing students are monitored & supported by staff.
- 4.5 **Facilities and infrastructure:** Evidence of available space, equipment and materials to support teaching and learning. Indicate whether the available facilities and infrastructure matches the number of students.

Chapter 5: Quality Assurance

- 5.1 **QA of teaching and learning:** Evidence of quality support system (s) in place such as QA unit, QA policy, monitoring system, curriculum review etc.
- 5.2 **Student evaluation:** Evidence of student evaluation in place; how is it done, who does it, what happened to the results.
- 5.3 **Curriculum design:** Evidence of how it starts, who are involved in the curriculum design and how often the curriculum is reviewed.
- 5.4 **Staff development:** Evidence of existing policy on staff development; who qualify to go for staff development and how the university bridges the gap.
- 5.5 **Feedback from stakeholders:** Evidence on how the department relate to the stakeholders (employers, alumni, students, professional bodies) when it comes to curriculum development and other activities.

Chapter 6: Output

- 6.1 **Achievement of graduates:** Evidence of students acquiring the knowledge, skills & attitudes (learning outcomes) at the end of the program.
- 6.2 **Pass & dropout rates:** Evidence on how many in a cohort graduate within the time schedule & how many drop out.
- 6.3 **Average time to degree:** Evidence of minimum & maximum period for one to graduate.
- 6.4 **Employability:** Evidence of tracer study to track down the graduates

Chapter 7: Stakeholder satisfaction

- 7.1 Opinion – students:** Evidence of what they say about the program & its content
- 7.2 Opinion – alumni:** Evidence of what they say about the program they went through; what inadequacies did they have in the labour market that the program should address
- 7.3 Opinion – labour market:** Evidence of what they say about the graduates of the program; what kind of skills, knowledge & attitudes did they miss at the university which is crucial in the labour market
- 7.4 Opinion – society:** Evidence on what the society say about the graduates of the program; especially the attitudes.

Chapter 8: Strengths/weaknesses analysis

- 8.1 Summary of strengths
- 8.2 Summary of weaknesses
- 8.3 Quality plan to address the weaknesses

Summary of strengths

This summarises the points that the university considers to be its strengths in terms of quality of the academic programmes; the aspects that the department/faculty is proud of.

Summary of weaknesses

Indicate which points the department considers to be weak and in need of improvement. Also indicate what you are going to do about this.

4.0 RATING OF OVERALL QUALITY OF ACADEMIC PROGRAMME

The quality of the different aspects of the academic programme will be rated on a 7-point scale

The ratings on the scale have the following meaning:

- 1 = absolutely inadequate; immediate improvements must be made
- 2 = inadequate, improvements necessary
- 3 = inadequate, but minor improvements will make it adequate
- 4 = adequate as expected
- 5 = better than adequate
- 6 = example of good practice
- 7 = excellent

RATING OF THE QUALITY OF THE ACADEMIC PROGRAMME

Do not start completing the Checklist before you have finished the text of the Self-Assessment Report (SAR). **First write the text and then mark the checklist; not the other way round.** By doing so, the marks may help you to see if there is any discrepancy between the marks and the wording.

Appendix 1: Checklist on the Programme Quality

1. Requirements stakeholders: The faculty/department has a clear understanding about the needs and requirements of	1	2	3	4	5	6	7
i. the government							
ii. the labour market							
iii. the students/parents							
iv. the academic world							
v. the society							
Overall opinion							
2. Expected learning outcomes (objectives)							
i. The programme has clearly formulated learning outcomes							
ii. The programme promotes learning to learn and life-long learning							
iii. The expected learning outcomes cover generic skills and knowledge as well as specific skills and knowledge							
iv. The expected learning outcomes clearly reflect the requirements of the stakeholders							
Overall opinion							
3. Programme specification							
i. The university uses programme specifications/programme description							
ii. The programme specification shows the expected learning outcomes							
iii. The programme specification is informative for the stakeholders							
Overall opinion							
4. Programme content							

i. The programme content shows a good balance between general and specific skills and knowledge							
ii. The programme reflects the vision and mission of the university							
iii. The expected learning outcomes have been adequately translated into the programme							
iv. The contribution made by each course to achieving the learning outcomes is clear							
Overall opinion							
5. Programme organisation							
i. The curriculum is coherent and all subjects and courses have been integrated							
ii. The curriculum shows breadth and depth							
iii. The curriculum clearly shows the basic courses, intermediate courses, specialist courses and the final project (thesis, etc.) activities							
iv. The curriculum is up-to-date							
Overall opinion							
6. Didactic concept/teaching/learning strategy							
i. The staff have a clear teaching/learning strategy							
ii. The teaching/learning strategy enables students to acquire and manipulate knowledge academically							
iii. The teaching/learning strategy is student oriented and stimulates quality learning							
iv. The curriculum stimulates active learning and facilitates learning to learn							
Overall opinion							
7. Educational activities							
i. The assessments reflect the expected learning outcomes and the content of the programme							
ii. Student assessment uses a variety of methods							
iii. The criteria for assessment are explicit and well-known							
iv. The standards applied in the assessment are explicit and consistent							
v. The assessment schemes, the assessment methods and the assessment itself are always subject							
Overall opinion							
8. quality of Academic Staff							
i. The staff is qualified and competent for the task							
ii. The staff are sufficient to deliver the curriculum adequately							
iii. Recruitment and promotion are based on academic merits							
iv. Duties allocated are appropriate to qualifications, experience, and skills							
v. Time management and incentive systems are designed to support the quality of teaching and learning							
vi. Accountability of the staff members is well regulated							
vii. There are provisions for review, consultation, and redeployment							
viii. Termination, retirement and social benefits are planned and well implemented.							
ix. There is an efficient appraisal system							
Overall opinion							
9. Quality of the support staff							
i. There are adequate support staff for the libraries							

ii. There are adequate support staff for the laboratories									
iii. There are adequate support staff for computer facilities									
iv. There are adequate support staff for the student services									
Overall opinion									
10. The student									
i. The selection of entering students (if there is selection) is adequate									
ii. There is an adequate intake policy									
iii. There is an adequate credit points system									
iv. The actual study load is in line with the calculated load									
Overall opinion									
11. Student advice and support									
i. There is an adequate student progress system									
ii. Students get adequate feedback on their performance									
iii. Coaching for first-year students is adequate									
iv. The physical and material environment for the student is satisfactory									
v. The social and psychological environment for the student is satisfactory									
Overall opinion									
12. Facilities and infrastructure									
i. The lecture facilities (lecture halls, small course rooms) are adequate									
ii. The library is adequate and up-to-date									
iii. The laboratories are adequate and up-to-date									
iv. The computer facilities are adequate and up-to-date									
v. Environmental Health and Safety Standards should meet the local requirements in all respects									
Overall opinion									
13. Student evaluation									
i. Courses and curriculum are subject to structured student evaluation									
ii. Student feedback is used for improvement									
iii. The department provides the students with feedback on what is done with the outcomes									
Overall opinion									
14. Curriculum design and evaluation									
i. The curriculum was developed as a joint enterprise by all the staff members									
ii. Students are involved in the curriculum design									
iii. The labour market is involved in the curriculum design									
iv. The curriculum is regularly evaluated									
v. Revision of the curriculum takes place at reasonable time periods									
vi. Quality assurance of the curriculum is adequate									
Overall opinion									
15. Staff development activities									
i. There is a clear vision on the needs for staff development									
ii. The staff development activities are adequate to the needs									
Overall opinion									
16. Benchmarking									
i. The faculty/department uses the instrument of benchmarking to get a better view on its performance									

ii. The faculty/department uses the instrument of benchmarking for curriculum design									
Overall opinion									
17. Achievements/the graduates									
i. The level of the graduates is satisfactory									
ii. The pass rate is satisfactory									
iii. The drop out rate is acceptable									
iv. The average time for graduation is in line with the planned time									
v. The graduates can find easily a job. The unemployment rate is at acceptable level									
Overall opinion									
18. Stakeholders' feedback									
i. There is adequate structural feedback from the labour market (employers)									
ii. There is adequate structural feedback from the alumni									
Overall opinion									
Overall verdict									

Overall Rating of the Academic Programme

The overall assessment of the different aspects is based on the scores given to each sub-aspect in the category. But, not all sub-aspects have the same weight. This means that you cannot calculate mathematically an average. You have to balance the various sub-aspects and to judge the weighting of each of them. Positive aspects may compensate for some negative ones. Marking each aspect leads to a verdict on each aspect of the model.

Quality Aspect	Rating						
	1	2	3	4	5	6	7
1. Requirements of Stakeholders							
2. Expected learning outcomes (ELOs)							
3. Programme specification or description							
4. Programme content							
5. Organisation of the Programme							
6. Didactic concept/ teaching/learning strategy							
7. Student assessment							
8. Quality of academic staff							
9. Quality of support staff							
10. Profile of student							
11. Student advice/ support							
12. Facilities and Infrastructure							
13. Student evaluation							
14. Curriculum design							
15. Staff development activities							
16. Benchmarking							
17. Profile of graduates							
18. Satisfaction of Stakeholders							
Overall Rating							