Quality Assurance Manual

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1. Brief Background of QC

The current Queens' College was established in November 1998 G.C in Addis Ababa Ginfle Campus as a Language-Training Institute. Queens' Institute had been raised to a College level in November 1999 G.C with the motto of "Excellence in Education" to provide educational services at a Diploma level in Accounting, Secretarial Science and Office Management. Then after, the institute was upgraded to Queens' College. Moreover, a new branch has been opened in different location of Addis Ababa. In 2016, the College has been empowered to grant the bachelor's degree in Mexico Campus. First degree in Accounting and Finance, Computer science and Management has been begun. Over the last 6 years, the College has expanded its branches into eleven campuses that offer a number of TEVT, Under Graduate and Post Graduate programs at regular, extension and distance programs. It has well qualified and experienced academic and administrative staffs.

Queens College is persistently improving its academic staff hierarchy, infrastructures structures, administrative profile and overall systems since 1998 G.C. Quite surprisingly it has continuously boosted its financial strength, service facilities, employees profile and educational materials which in turn assist the college to gain wider public recognition and reputation.

From the time of its establishment, the College had made four successful Undergraduate graduation as well as one Post Graduate graduation ceremonies for the respective of years. In each successive year, the number of qualified graduates are increasing with corresponding quality education and infrastructures. The number of graduate during 2001, 2010 , 2011 , 2012 and 2013 E.C academic year were 39, 125 , 1619 and 2385 respectively that made totally **4,168** graduates.

The College took different expansion measures to insure the delivery of education for all societies. To this end, the college has been established twelve campuses at different districts of the Addis Ababa city.

This expansion will helps for delivering of Quality education that makes us education easily accessible and affordable to our customers and will have a plan expand to other uncovered areas of Addis Ababa city and other regional States.

At this time, due to increase numbers of programs and departments in the College our academic structure has been upgraded into Faculty Level. Currently, QC provides educational services in the following faculties and departments:

a. **Faculty of Business** in the two departments namely Accounting and Finance, And Management

b. **Faculty of Information Sciences** in three departments namely departments of computer engineering, Information Technology, and Computer Science.
c. **Faculty of Social Science and Humanities –** Sociology and Social work.
d. **School of Graduate Studies** in three programs namely Masters of Business Administration (MBA), Master of Project Management, and Master of Science in Accounting and Finance.

In addition to these, the school of postgraduate and College of distance education are the parts of the collage working under it. The College has been well organized in the last 23 years in creating conducive environment for teaching learning process and engaged in social responsibilities. Accordingly, relevant and qualified academicians and practitioners are performing all academic and administrative tasks.

The Management of Queens College is persistently aspiring to maximize its capacity and provide training in a more efficient manner than ever before.

1.1. Vision, Mission, Values and Educational Objectives

1.1.1. Vision

The Vision of Queens College is "to be one of the leading higher institutions centers of excellence in teaching learning, research, public engagement and be the prime choice in Ethiopia and in east Africa by 2035".

1.1.2. Mission

The mission of Queens College is to produce competent graduates in diverse field of study, provide need based community service, and undertake problem-solving research to foster social and Economic development of the country.

1.1.3. Values

Queens College is committed and guided by the following values

- Academic Freedom
- Excellence
- Maintain Quality and Standards
- Integrity
- Good Governance
- Respect for Diversity
- Student centeredness
- Transparency and Accountability
- Professionalism
- Team work and team spirit and Entrepreneurship
- Creativity and Innovation
- Dignity, respect, fairness equity, and justice for all individuals Positive thinking

- Care, Concern, and Sensitivity for cross cutting issues (Gender, Environment, and Disabled)

1.1.4. Educational Objectives

The QC has the following objectives to realize the above mission.

Academic Excellence

- Develop a highly competitive academic community where there is focus on learning, inquiry, reflection, intense pursuit of knowledge and intellectual achievement that is marked not only by transfer and ingestion of knowledge but also by intelligence development for the furtherance of new knowledge.
- Provide an intellectual background that qualifies one for further academic and/or professional pursuits.
- Enable capacity for critical thinking, personal responsibility for one's intellectual growth and maturity, skills for clear communication, keen aesthetic awareness and appreciation and understanding of key concepts within various disciplines.

Professional Capacity

- Develop internationally competitive professionals in the fields of focus.
- Develop professionals that can adapt their know-how to local situations and make a difference in the socio-economic life of local communities.
- Advance professional ethics that sustains respect and value for the profession, the professional and the community for whom who stands to serve.
- Impart professional know how that adds value to student intellectual development on one hand and places of engagement at work and in private and public lives.
- Yield graduates that can add value in their professional engagements, private and public lives, and in society at large.

Values Maturity

- Challenge students to confront their values, attitudes and behavior with an ethical spectacle that emphasizes public interest and investment in the community ahead of the pursuit of self-interest.
- Open up students to a well-ordered value structure that emphasizes attitudinal transformation befitting of the demands of the times and the needs of communities.
- Help develop a well-integrated character that is highly sensitive to both rights and obligations, is committed particularly to the less fortunate and
- Uphold to personal ethics abstaining from immoral behavior, dishonesty and conduct that hurts or exploits others.

Community Service

- Develop an ethics of indebtedness to communities and country and commitment to service to the same.
- Link the students of the college with the community for mutual learning and progress.
- Require and inspire both the faculty and students to relate their academic pursuits to the needs of the community through ongoing exchanges, fieldwork and outcomes that propel and support community development and enable the development of ideas and models that can readily be useful in both learning and development.
- Develop human capital that is committed to the service of society and nature.

Research

- Serve as a center of research on particularly topics that add value to community and national development.
- Share findings of research with the academic community and those interested in the knowledge gained.

- Experiment with research findings that can be applied for use and share the knowhow with those interested for replication.

Enabling Environment for Learning and Holistic Personal Development

- Provide adequate, high standard and inspiring buildings and grounds, facilities, learning resources and psycho-social settings that meet the teaching, learning, administrative and student personnel requirements with transformational impacts.
- Provide an inspiring and invigorating campus by putting in place an ambient, spacious, refreshing and environmentally friendly setting.

Linkage of the Graduates with the Job Market and Societal Needs

- Provide opportunities for the exploration of one's interest and potential early enough so that one will pursue an area of study that is both relevant and in line with one's interest or proclivity.
- Avail a linking pin with the job market through strong job placement service.
- Receive feedback about the quality and relevance of the educational program from various stakeholders and the local and global market, adjust one's focus according to demands, and felt needs.
- Engage in an iterative process checking the validity of the institution's offerings with the changes in the knowledge industry.

Attentiveness to Nature

- Underscore an appreciation for the interdependence of man and nature and instill a culture of environmental friendliness.
- Emphasize the restoration and renewal of nature and help develop and promote alternative energy and survival sources that do not degrade the environment or hamper the restoration of the same.

1.4. Definition of Quality terms

Quality:

As scholars of the area say, there is no unique and universally accepted definition of quality. It is multi-dimensional, relative and depends on the context. But the most widely used definition of quality in higher education today is 'Fitness for purpose.' Quality is judged by assessing to what extent intended outcomes are being achieved.

Quality assurance

If quality is defined as fitness for purpose, then quality assurance is 'assessing the level of fitness for purpose'. To put more simply, quality assurance is 'providing assurance that the College keeps its promises to its customers' that the actuality lives up to the promotional material.

Quality management system

This is the institutional system established to organize and implement quality assurance.

Assessment

For this document, assessment refers to the process of collecting, processing and analyzing of relevant information about the educational inputs, processes, and outcomes, against predetermined objectives, standards or criteria.

Audit

Auditing is a process of identifying and ensuring that appropriate internal quality assurance processes are in place and operational.

Program review

It is a process of holistic appraisal of a course-program and resources, with a view to its further evolution and improvement.

Quality control

This is the process whereby outcomes are assessed to determine whether they are of the prescribed standards or not.

Stakeholders

The term stakeholders include agencies (government and private) that have decisive influence on determination of fate of tertiary education in Ethiopia.

Quality Care

Quality care is system that ensures all the core processes of the university college are sound enough to enhance quality teaching and learning, research, and service delivery through periodic improvement follow up mechanisms.

1.5 The Underpinning Principles of this Policy

Some of the underpinning principles Queens College quality policies *are* provided below.

1. Holistic Approach: All aspects of the college activities, academic, research, community service and administrative will be subject to audit and reporting.
2. Quality Core Processes*:* Queens College aspires for quality programs, courses of study, instructional materials, teaching-learning, research, community service and continuous improvement as core processes.
3. Rigorous and continuous monitoring and evaluation*:* The College commits to continuously monitor and evaluate the effectiveness of its work processes and quality.
4. Transparency: Queens College evaluations (formative as well as summative) of programs, courses, instructional materials, teaching and learning effectiveness will be transparent and participatory
5. Continuous Improvement – Improvement Focused, Quality Assurance exercises focuses on quality teaching-learning, research, community service and administrative service and continuous improvement as a core value.
6. Quality culture: Quality should be embedded in the culture of Queens College. There should be encouragement of a culture of quality within the university.

7. Participatory Approach*:* Queens College quality must is not only the responsibility of Office of Quality Assurance or few other offices rather it should be the responsibilities of all offices and individuals (teaching and admin staff, and students) in the university college
8. Collegiality and Team spirit: Queens College procedures reflect the principles of rigorous peer review, to identify areas for improvement, foster collaboration, and team spirit, exchange of best practice, and encourage culture of critical self-evaluation.

1.6 Purpose of the Policy Document

1.6.1. General Objective

1) The main objective of this policy document is to guide quality assurance activities systematically so as to attain quality-oriented service delivery, and graduates who are problem solver, critical thinker, change makers and competent enough at national level.

1.6.2. Specific Objectives

Preparation of this policy document aspires to fulfill the following specific purposes:

1) It helps to organize the management structure and mechanisms for internal and external quality assurance.
2) It provides information and guidance to the different offices and teams in the Campus on areas of quality care.
3) It identifies the duties and responsibilities for policy implementers.
4) It sets a common frame of reference and specifies performance indicators for the review of quality within the Campus.
5) Ensure quality of education of the Campus through customer based quality service and meet standards expected by stakeholders;

6) It helps to organize the management structure and mechanisms for internal and external quality assurance.
7) Provide guidance in the development and implementation of internal and external quality assurance procedures and practices;
8) Assure quality in appointment, development and performance of staff contributing to teaching and learning policy;
9) Inform teachers, students, employers, accrediting bodies and the community about quality of education provided by the Campus.
10) Enhances the quality of its educational provision, particularly by building on information gained through monitoring, internal and external reviews and feedback from stakeholders.
11) Ensures that the quality of academic programs at Queens' College Ayer Tena Campus meet standards expected by stakeholders.
12) Provides guidance in identifying internal and external standards and criteria consistent with internationally recognized standards.

1.7 Guiding Values of the Quality Assurance Office

1. Individual values:
   - ✦ Competence
   - ✦ Teamwork
   - ✦ Professional integrity
   - ✦ Self-initiation
2. Organizational values:
   - ✦ Trusted partnership
   - ✦ Participatory team work
   - ✦ Client satisfaction
3. Operational values:
   - ✦ Credibility
   - ✦ Efficiency and effectiveness
3. Strategic value:
   - ✦ Commitment to excellence

✦ Quality of service

1.8 Quality Assurance Policy Guiding Principles

The standards and performance indicators described in the policy are based on a number of principles about quality assurance both internal and external to higher education. These include:

1) Queens' College has in place a formal, approved, transparent policy committing it to ensuring the quality and continuous improvement of its academic programs.
2) The policy applies to current and planned programs, research and the support services given to the academic and research processes.
3) All academic programs are subject on a regular cycle, according to pre-set criteria.
4) The quality assessment process is based on self-evaluation and independent external review from ETA.
5) The quality assurance policy assumes the active participation of all the members of the academic community and strategic social partners in the process of analysis.
6) The primary purpose of quality assurance is enhancement of the quality of the student learning experience and the maintenance of academic standards in the context of the student population that is increasingly diverse in background and in aspiration and the particular nature of Queens' College academic portfolio.
7) All policies, codes of practice and procedures will be appropriately documented and readily accessible to staff, students and other stakeholders, primarily through the academic quality and standards manual.
8) The Campus will rigorously and continuously monitor the effectiveness of its quality assurance procedures to assure itself and others that they are operating in accordance with good practice, in the best interests of students and the maintenance of academic standards.

2. Quality assurance framework

Queens' College aims to foster a quality culture whereby each and every member of staff assumes responsibility for the quality aspects of their work. In addition to individual responsibilities and accountabilities, Queens' College has a comprehensive governance structure in place to take ultimate responsibility for the operation of quality assessment at the Campus and ensure that its mission is achieved.

2.1. Internal Quality Assurance Structure

All bodies of the Campus are responsible in shouldering the educational improvement and quality assurance tasks run by the institution itself but here are listed below specially those who are more responsible for such as Senate standing committee, the central Quality Assurance Office, the Campus Quality Assurance officer and the program level Quality Assurance Coordinator:

2.1.1. The Quality Assurance Committee

This is one of the Senate standing committee which performs the following duties and responsibilities:

1) Assisting the development and review of curricula for all programs;
2) Ensuring that curricula are implemented properly;
3) Ensuring that latest editions of text and reference books are available in the libraries;
4) Making sure that students are provided with all the necessary information and services;
5) Monitoring the Conduct of internal quality assessments and the preparation of self-assessment documents regularly by departments and programs at all Queens' College campuses and faculties;
6) Making sure that Queens' College consistently prepare and submit required reports to MOE and other accrediting bodies;
7) Advising the Senate on matters pertaining to the quality of education and training and related matters.

2.1.2. Quality Assurance

The office is accountable to the President and shall have the following duties and responsibilities:

1) Undertaking planned and systematic review of the instructional process at the College to determine the acceptable standards of education are being maintained & enhanced;
2) Conducting institutional quality audit and program audit;
3) Ensuring the implementation of the quality assurance policy and strategies of the campus;
4) Developing quality assurance plan and submit same to the Senate for approval;
5) Planning, coordinating, supervising and reporting instructors' performance evaluation on a semester basis;
6) Following up, monitoring & evaluating annual performance of the Campus & major units
7) Coordinating and conducting quality assurance training for the Campus staff;
8) Producing its own guideline or working document and implement when approved by the Senate;
9) Submitting a periodic report to the President on the activities of the Office;
10) Coordinate and direct the development of strategies, policies and procedures directing quality assurance and enhancement to ensure that these are maintained, reviewed and enhanced;
11) Support Campuses, Departments and Program Units in quality care matters;
12) Work in consultation with the campuses community to establish, coordinate, and monitor the college's assessment programs;
13) Provide assistance for assessment conducted by academic departments as part of Academic Program Review;
14) Coordinate and direct testing and assessment service;

15) Provide assistance for assessment conducted by administrative units as part of the Support Unit Review processes;
16) Establish and maintain a set of procedures which allow the college to respond in a systemic and transparent manner to the external requirements of External Audit Agency (ETA);
17) Ensure that a robust External Examiner system is in place;
18) Support enhancement of quality of education, and serve as a resource for the college community in its collective commitment to quality, and
19) In cooperation with the Campuses Deans and Department Heads, develop/review examination policies, standards and guidelines and submit to relevant bodies for approval.

2.1.3. Campus Quality Assurance Officer

The Campus Quality Assurance Officer is Accountable to the Campus dean and has the following duties/responsibilities:

1. Overseeing the internal monitoring, evaluation and review of all courses in the Campus;
2. Reporting to the Campus Dean on the above activities including identification of issues which require a response;
3. Overseeing the development and validation of new courses, amendments and revisions to existing courses within the Campus;
4. Overseeing the phasing out of any course/program within the Campus;
5. Overseeing proposals within the Campus for professional accreditation or similar recognition by external bodies (ETA);
6. Receiving the outcomes of external reviews of quality and standards and monitoring action plans to address any matters raised;
7. Monitoring the position in relation to external examiner appointments within the Campus and recommending nominations for external examiners to the College Academic Standards and Quality Committee
8. Co-operating with the Office of Quality Assurance in the development and dissemination of effective practice in relation to quality assurance processes
9. Coordinating courses, programs, department and campus self-assessment;
10. Coordinating programs, department and campus peer review, external review and accreditation audit, and

11. Providing professional support for the development of Campus level policy in relation to quality assurance and improvement in line with good national and international practices.

2.1.4. Program Level Quality Assurance Team

This team is accountable to the dean of the Campus and consists of three members chaired by the department head. The two team members shall be nominated by the department staff. The committee is responsible for the following duties:

1) keeps a baseline data of key activities of the department;
2) Benchmarks similar institutions and introduce their best practices to the department;
3) Maintains examination system, question bank, computer-based testing, external examination;
4) Coordinates and administers examinations in cooperation with the Registrar;
5) Develops academic standard for resources like classroom technology, laboratories, workshops and follow-up their implementation;
6) Conducting students/staff/ owners satisfaction survey with regard to quality and reports to all relevant bodies;
7) Overseeing the internal monitoring, evaluation and review of all courses in the department;
8) Reporting to the Campus Quality Assurance Officer on the above activities including identification of issues which require a Campus response;
9) Coordinates course, program and department self-assessment.

2.2. Roles and Responsibilities in the Quality Assurance Process

Quality is a responsibility of everyone at Queens' College. All members of the College community and its organs should, therefore, be sensitized to strive for high quality in their activities. All members of the College, including teaching staff, support staff and students contribute directly or indirectly to the quality of the teaching, research, and support services.

2.2.1. Roles and Responsibilities of Top Management

Commitment from the top management is an essential pre-requisite for an effective quality assurance system. Members of top management are the bedrock, the anchors of Quality Assurance. Top management includes CEO, President, Academic Vice Presidents and Administrative Vice President. Some of the roles of the leadership and or management include but are not limited to:

1) Guide the College in reviewing the organizational performance for quality assurance;
2) Establish a clear mission, articulate core values, and communicate high expectations of performance at all levels;
3) Create and sustain an educational environment that promotes ethical values and equity for all stakeholders at Queens' College;
4) Encourage research, innovations and pursue current and future opportunities for improvement;
5) Establish priorities for quality improvement to ensure that Queens' College Mission is successfully achieved; and
6) Ensure the College is strategically located to achieve its Mission and Vision.

2.2.2. Role of the QAU

The Unit for Quality Assurance at campus level is responsible for, among others:

1) Operationalize the College QA system within the College setting;
2) Provide technical support on QA matters to relevant authorities and the Campus;
3) Oversee Campus QA functions in all Campus activities and ensure compliance to QA requirements;
4) Constantly update the Campus on new and global developments on QA matters for Higher Education Institutions;
5) Monitoring the implementation of Queens' College quality assurance system;

6) Sharing best practices with key stakeholders in quality assurance implementation at Queens' College through research and benchmarking;
7) Building capacity on quality assurance among staff and students.

2.2.3. Roles and Responsibilities of Academic Staff

The College's confidence in the quality of its academic programs, research output, and community engagement activities rests mainly on its expectations with regard to the professionalism of individuals, who are aggregated in programs and course teams, organized and managed in departments and faculties and act within the expectations laid down in Queens' College Quality Assurance Policy. All academic staff has responsibilities for both maintaining and continuously improving quality in their mandated activities of teaching, research and consultancy.

2.2.4. Roles and Responsibilities of Students in Quality Assurance

1) Students can make a significant contribution to the quality of their own learning and that of their fellow students.
2) They can also contribute to the improvement of the learning opportunities of future students on similar programs.
3) Students can also contribute to quality assurance through student representation on various structures of the institution by members of student bodies.
4) Students also have a responsibility to attend classes regularly; prepare for taught sessions, especially seminar and mid semester sessions; spend the recommended time in student managed learning; use the information and guidance provided; take up available opportunities to receive academic advice and feedback on their work; thoughtfully complete course questionnaires and other surveys and consultations; and use the system of representatives, etc to raise issues for improvement.

2.2.5. Roles and Responsibilities of Support Staff in Quality Assurance

Support staffs have a responsibility to maintain professional standards appropriate to the service function, and to plan, manage and review the services they provide to ensure that those services align with institutional priorities, support academic developments and add to the quality of the student experience. Gather information on customer needs and priorities to inform the planning of the service. Consider stakeholder feedback, through surveys and use the findings from the exercise to improve their services.

2.3. Focus Areas of Internal Quality Assurance of the College

The practice of assuring academic quality and educational improvement run by the institution itself through the quality assurance office and the quality assurance standing committee:

- **a)** Ensuring that campuses/faculties are practicing quality assurance activities;
- **b)** Assessing the classroom teaching learning process;
- **c)** Assessing the fulfillment of facilities, resources and services;
- **d)** Guiding curricular review activities at departmental or institutional level;
- **e)** Creating experience sharing links and organizing sessions with similar institutions;
- **f)** Conducting student satisfaction survey;
- **g)** Enhancing staff's and students' participation in institutional decision making;
- **h)** Ensuring efficient and effective allocation, utilization & management of resources by the top and middle management of the College;
- **i)** Organizing and leading the self- evaluation process at program or institutional level;
- **j)** Assessing the provision of student support services including guidance and counseling on academic, social and psychological issues;
- **k)** Organizing capacity building programs for the staff;
- **l)** Ensuring that the students' assessment & evaluation is implemented as per the College's Grading and Grade Administration guideline;
- **m)** Ensuring that the community services rendered address consulting, training and outreach services;
- **n)** Ensuring that the research activities focused on social problem solving issues and contribute for staff career enhancement.

2.4. Process and Outcome of Internal Quality Assurance

1. Assessment tools used can be:
    1. Onsite visit
    2. Questionnaires
    3. Interviews
    4. Document reviews
    5. Focus group discussions
2. Outcome of the assessment shall be communicated through:
    a) Reports to the respective office
    b) Reports to the President
    c) Reports to the Senate
    d) Production of relevant documents
3. Monitoring and evaluation shall be made

2.5. Internal Quality Assurance

Internal quality assurance designs a regular self-evaluation procedure to all units of the College to evaluate the functionality of the working processes or the realization of strategic targets, using questionnaires developed on the basis of the strategy and approved by the College management. The purpose of the self-evaluation is to develop activities both at unit and College level. The campuses and departments send their self-evaluation reports to the office of quality assurance and are given feedback on their self-evaluations both orally in the performance negotiations and in written form after the negotiations. Internal quality assurance mechanisms are departmentally generated, program-level and are continuous.

The mechanisms shall be coherent with the quality assurance framework set forth in this policy and approved by Senate and shall include mechanisms to assess the following areas:

2.5.1. Quality of Academic Staff

Assessment of quality in academic staff shall include expectations with regard to qualifications, scholarly work and continuing professional development. Benchmarks for minimum qualifications, scholarly work and involvement in continuing professional development activities shall be determined by academic units. Guidelines and procedures from the performance management and appointments and promotions procedures shall be considered when developing these academic staff expectations.

2.5.2 Quality of Teaching and Learning Experience

1) Assessment of quality in teaching and learning shall cover the following:
   a) Use of well- established tools such as the head of department's assessment;
   b) Student evaluation of course and teaching;
   c) Teaching portfolios and peer review;
   d) Individual performance management goals, appointments & promotion procedures that pertain to teaching shall be included in the assessment of quality teaching, and
   e) The quality assurance unit shall have an advisory and supportive role in the improvement of teaching, for example, through implementation of the induction courses for academic staff, ongoing professional development programs, teaching improvement grants and teaching excellence awards.
2) Assessment level of student engagement in the teaching and learning experience.

2.5.3 Quality of Resources and Facilities

Assessment of quality of resources and facilities shall include measures of the availability and appropriateness of lecture rooms, library, e-books, ICTs, laboratory or practical facilities and equipment, etc.

2.5.4 Quality of Research, Consultancy and Community Services

In order for Queens' College to keep an outstanding international reputation in research, it must be committed to maintaining and expanding its research capacity, innovation and technology transfer to achieve research, training and consultancy/advisory service of international distinction.

Quality of research shall include for the following:

a) Assessment of capacity to perform research at the individual and campus level;
b) Assessment of the research relevance to the discipline;
c) Assessment of external research and internal funding
d) Assessment of research management;
e) Assessment of research findings and dissemination, and
f) Assessment of research & research training strategies whether they reflect international best practices.

2.5.5 Quality of Program Review Process

The primary purpose of a program review is to evaluate five aspects of a

program:

1. Quality;
2. Resource use;
3. Contribution to the mission and vision of the institution;
4. Adaptability, and Transferability and recognition of qualifications.

A program is normally reviewed once every three years, or depending on the duration of the program. In consultation with the deans and department heads, the academic program Senate Standing Committee selects the programs to be reviewed and recommends the order of their review. A program review features both quantitative and qualitative analysis. The quantitative analysis consists of gathering and analyzing numerical data related to the program. These data are reported in the self-study report.

2.5.6 Quality of Curriculum

The curriculum should enable achievement of the program's intended learning outcome through its contents and structure within the set time ensuring appropriate teaching and learning methods and enabling articulation with other programs. The quality assurance process of the curriculum shall answer the following questions:

a) Is the curriculum aligned with current professional practice and does the program enable development of the required professional competences?
b) Does the program make provision for work-based learning as an integral part of the curriculum?
c) Is the curriculum aligned with current developments in the relevant subject/discipline and does it enable the development of the required knowledge and skills and/or research competences?
d) Does it provide opportunity for the postgraduate students to develop research competences and to undergo training in research skills?
e) Is the curriculum aligned with current technical and career requirements and paths?

f) Is the curriculum responsive to the learning needs of the target student intake with respect to its intended learning outcomes, teaching and learning methods, modes of delivery, modes of provision, learning materials etc.?
g) Is the curriculum responsive to the national, labor-market, or social cultural needs in Ethiopia, and or regional needs?
h) Was the curriculum developed with close involvement of all the relevant stakeholders
i) Are the teaching and learning methods of the program appropriate for its institutional type, mode of provision etc.?
j) Is the quality of the learning experiences comparable on all the campuses and tuition centers where the program will be offered?
k) Is the quality of teaching and learning process continuously monitored and improved?
l) Are the admission requirements in line with the proposed program's academic demands and the qualifications of the incoming students?
m) Will the selected students be provided with education of high quality?
n) In cases of professional programs, are the needs of the professional field taken into account?
o) Does the content and structure of the curriculum enable articulation with other programs nationally or internationally?
p) Does the policy ensure that well-qualified, experienced and respected researchers are appointed in the relevant field?
q) Are the roles and responsibilities of supervisors and students clearly stipulated?

2.5.7 Quality of Students' Assessment

Quality assurance mechanism for determining quality of student assessments, both continuous and final shall be developed. In the absence of external auditors, departments shall develop systems that are coherent with the QA framework approved

by Senate. These shall include a minimum of internal moderation procedures that ensure validity of student assessment and reliability of marking. The program must provide valuable information about the effectiveness of teaching and learning and learner support. The assessment policies and practices of a quality program make provision for appropriate modes of assessment, capacity development of staff, and measures for ensuring the integrity of the assessment process.

1. Are the assessment methods appropriate for their purpose?
2. Will the assessment methods effectively measure progress towards achievement of the program's intended learning outcomes?
3. Does the assessment policy and procedures have clear criteria for marking?
4. Is there an internal assessment system in place for academics that teach the program? Does it include internal moderation?
5. Does the assessment system include external moderation on the exit level of the program by moderators who are well qualified in relation to the program? Are the moderators appointed and do they perform their duties according to clear guidelines?
6. Are there criteria for the assessment of work-based learning, where this forms an integral part of the curriculum? Are there regulations in place dealing with mitigating circumstances like student absence, illness etc.?
7. Are there measures in place (in all campuses) to ensure accuracy and appropriateness of assessment methods and inferences made from the assessment results?
8. Are certificates authentication protected to avoid fraud?

2.5.8 Quality in Students' satisfaction

Students should be assessed using published criteria, regulations and procedures which are applied consistently. The following are some of the sample questions that may be asked when assessing the satisfaction of student assessment: -

1) Do you know what your study program sets out to achieve?
2) Do you know what knowledge and skills you will acquire through completing your program?
3) Are you aware of the links between the knowledge and skills you are acquiring and the content of your program?
4) Do you think you are treated with respect by staff?

5) Do you think the methods of teaching and learning used are adequate and appropriate to your needs?
6) Are you clear about the link between what you are learning and the ways in which you are assessed?
7) What do you think about the feedback you receive on assessment? How long do you have to wait? Is it helpful?
8) Does the institution make an effort to prepare you for the next career step when you leave Queens' College?
9) Is student representation on institutional committees effective?
10) Do you receive feedback on suggestions you make to improve the quality of courses, teaching and learning and services?
11) What do you think about the facilities for teaching and learning?
12) What do you think about the equipment to support learning?
13) What do you think about the technical support?
14) What do you think about library resources?
15) Do you feel that you have adequate access to resources to support your l earning?

2.5.9 Quality of staff and promotion

The College should have ways of satisfying itself that staff involved with the teaching of students and support staffs are qualified and competent. Criteria for promotion will be used in terms of number of years, publication and work performance. For the purpose of promotion of staff dissertation, thesis and project reports shall not be considered as a form of publication. The following are some of the sample questions that may be asked when assessing the quality of staff assessment: -

1) Are the academic and support staff qualified to do their job?
2) Are there any problems with the human resources? Age profile? Vacancies difficult to fill? What difficulties are there in attracting qualified staff?

3) What policy is pursued with regard to the employment of staff, both in teaching and administration?
4) How are lecturers prepared for the teaching task?
5) What about teaching load? The student/staff ratio?
6) Is staff recruitment based on experience in teaching and research?
7) Is there a system of staff appraisal?
8) What role do teaching qualifications and teaching activities play in the career of the staff members?
9) What does the College think of Human Resource policy so far?
10) What future developments of staff are there?

2.5.10 Quality of Post-graduate studies

The management of postgraduate studies must be conducted within an approved framework of institutional strategies, policies and arrangements to enable the College to meet its needs in such a manner that the quality of postgraduate studies can be assured. The following sample questions can be adopted.

1. Does the College have mechanisms in place for design, approval, offering, evaluation and continuous improvement of postgraduate programs?
2. Does the College have criteria and procedures in place for the approval of research proposals for master's studies?
3. Does the College have mechanisms in place for support and development of postgraduate studies?
4. Does the College have in place approved and widely disseminated code of conduct for supervisors and postgraduate students?
5. Does the College have in place effective and trustworthy central management of postgraduate student information?
6. Are there mechanisms in place for monitoring and evaluation of the postgraduate studies management system with reference to international best practices?
7. Are the findings from monitoring and evaluation, and benchmarking practices used to continuously improve the postgraduate studies management system?

3. Thematic Areas with Performance Indicators in the Quality Assurance process

The following focus areas for college quality assurance are further described thematically with detailed performance indicators. A total of eleven thematic areas are considered in this quality assurance policy and under these thematic areas, a number of performance indicators were indicated which can be rated using likers scale. The rating scales for all thematic areas Indicators is as described below in the table.

Table 1. Rating scales for quality assessment indicators, Queen' College

Scale	Level of performance	Description
	Unsatisfactory	Little/no evidence of development or implementation
	Satisfactory	Satisfactory Limited development and /or partial implementation
	Good	Good More than half (>50%) of the standard is implemented
	Very Good	Very Good Fully functioning and operational level of implementation (75%-100%) is accomplished
	Excellent	Excellent Exceeding the standard /Exemplary level of development and/or implementation

3.1. Theme 1: Quality of Programs and Courses

The first theme focuses on quality performance indicators in relation to programs and courses. This indicator has a total of 27 indicators and the department can score with minimum score of 27 and the maximum score of 135 points.

Table 2. Quality indicators in relation to programs and courses

S.No	Indicators	Level of performance					Evidence
		1	2	3	4	5	
1)	Programs are developed based on experience sharing						
2)	Academic programs are consistent with and serve to fulfill						
3)	The college publishes, or makes available, the principles to be						
4)	Each program includes a rationale which relates the general goals of each subject area and course to the college`s mission and vision						
5)	Each academic program has a general description of the content, instructional strategies references and Evaluation techniques						

6)	There is documentation system of the expected learning outcomes of all academic programs						
7)	Other stakeholders participate in developing the						
8)	The college creates opportunity for students and other stakeholders to know and understand the programs that are to be run.						
9)	Systematic procedures are used to review and revise programs						
10)	The college establishes a monitoring program and evaluation committee under the college internal legislation						
11)	The committee periodically reviews and amends the program documents and awards in accordance with the						
12)	There is a well-defined relationship between departments and the college administration						
13)	The academic staffs are involved in program curriculum development						
14)	There is a mechanism and procedure to review of the academic programs curriculum periodically.						
15)	The college publishes, or make available, the principles to be considered when programs are tested at the approval stage.						
16)	Program validation and approval is carried out by the academic authority, or body acting on its behalf that is independent of the academic department, or other unit that offers the program, and has access to any necessary specialist advice						
17)	In the event of a decision to discontinue a program, measures are taken to notify and protect the interests of students registered for, or accepted for admission of the program.						
18)	The college evaluates the continuing effectiveness of the programs and awards in relation to the intended learning outcomes						
19)	Appropriate actions are taken to remedy any identified short-comings						
20)	Teachers are aware of making explicit the hidden curriculum to enable students to learn different social and emotional skills						

21)	The college creates a balance between courses, the time allotted and students` developmental stages						
22)	The college investigates student workload and establishes an expected average student workload linked to the credit value of courses						
23)	There is documentation system of the expected learning outcomes of all courses						
24)	The college creates and publishes annually an institution- wide course catalogue in a standard format						
25)	Courses link to real life, practical experience, and provide frequent opportunities for hands-on						
26)	Teachers receive training on curriculum review and revision process, course alignment, and assessment strategies.						

3.2. Theme 2: Quality of academic Staff

This theme focuses on quality of the academic staffs and their performance in the departments and the college. This indicator has a total of 22 indicators and the department can score with minimum score of 22 and the maximum score of 110 points.

Table 3. The table indicates the quality indicators of the academic staffs

S.No	Indicators	Level of performance					Evidence
		1	2	3	4	5	
1)	There is a fixed year academic staff need projection in the college.						
2)	The college creates and implements a human resource training and development plan						
3)	The College develops and documents a policy with procedures and criteria for academic staff recruitment and selection.						
4)	The staff participates in search and selection processes for new members of the instructional staff.						
5)	Staff selection in all campuses reflects the effectiveness of the process of recruiting and appointing the staff in a variety of intellectual backgrounds and training						

6)	College publishes and implements standards and procedures for all departments and other professionals, for actions such as appointment, promotion, tenure, grievance, discipline and dismissal, based on principles of fairness with due regard to the rights of all persons						
7)	Each prospective department member is provided with a written contract that states explicitly the nature and term of the initial appointment and, when applicable, institutional considerations that might preclude or limit						
8)	The College makes regular/periodic evaluation of staff appointments, performance and retention						
9)	The college uses staff appraisal to identify skill gap and training needs thereby staff development						
10)	Assessment of quality in academic staff includes expectations with regard to top qualifications, scholarly work and continuing professional development.						
11)	The college develops a transparent system for promotion structure and career pathway for academic						
12)	The college provides its staff with substantial and equitable opportunities for continued professional development throughout their career						
13)	The opportunities in professional development are consistent with and enhance the achievement of the institution`s mission and purpose						
14)	Staff assignments and workloads are equally determined to enable them provide effective instruction, advise and evaluate students..						
15)	The academic staff profile in departments are to the set standard of ETA						
16)	The college`s teachers exhibit personal and professional qualities						
17)	The college`s teachers know and able to apply different types of active learning methods						
18)	The preparation and qualification of all departments are appropriate to the field and level of their assignments						
19)	Teachers actively participate in student advisement, tutoring of students and academic planning						
20)	Teachers actively participate in activities such as policy making, course and curricular development, research and institutional governance						
21)	The college has a statement of expectations and processes to ensure that staff act responsibly and ethically, observe the established conditions of their employment, and otherwise function in a manner consistent with the mission						

22)	The college uses staff appraisal to identify skill gap and training needs thereby staff development.						

3.3. Theme 3: Quality of Teaching and Learning

This theme focuses on quality performance indicators in relation to the student assessment. This indicator has a total of 29 standard indicators and the department can score with minimum score of 29 which is unsatisfactory and the maximum score of 135 points which is graded as excellent performance.

Table 4. The table indicates the quality indicators of teaching learning

S.No	Indicators	Level of performance					Evidence
		1	2	3	4	5	
1	Classroom learning is based on high intellectual quality and challenging and engaging content						
2	Learning and teaching activities are explicit, systematic, varied and challenging and are designed to move the students on to the next level						
3	Teaching programs take into account students` prior knowledge and make adjustments to extend students`						
4	Teachers` collaboration with students in the teaching learning process and selection of learning experience is						
5	Students are given opportunity to engage in higher order thinking and meetings in the college.						
6	Students are made to demonstrate deep rather than superficial/shallow understanding of what they are						
7	The college constantly provides access to extended learning time and alternative instructional delivery system for all students						
8	Scholarly and creative achievement by students is encouraged and appropriately assessed						
9	Students learning and achievement outside the college is recognized and valued						
10	Students are involved in community-based programs						
11	Teaching programs extend class thinking into real life situation						
12	Teachers employ technology to enable students to connect and engage in global learning opportunities						

13	Teachers connect students with the environment outside the college.						
14	The college develops and disseminates a policy on applying a variety of teaching styles.						
15	Teaching programs, personal reflection journals observed classroom practice, and professional pathways reflect the range of teaching styles						
16	Classroom strategies that accommodate students` individual learning needs are implemented						
17	A variety of scientifically research-based strategies and best or proven practices focused on increasing students` achievement are used effectively in classrooms						
18	The teaching method is adapted to context (i.e., to course matter, type of program, students' interests, background, and learning environment).						
19	The teaching methods are substantially supplied through new technologies and organizational arrangements						
20	Instructional techniques and delivery systems are compatible with and serve to further the mission of the institution as well as the learning goals of academic programs and objectives of individual courses.						
21	Students in each program are taught by a variety of methods in order to ensure experience in different methods of instruction and exposure to different view						
22	Methods of instruction are appropriate to the students' capacities and learning needs						
23	The college encourages research to assess and improve the quality teaching and learning experiences						
24	Assessment of quality in teaching and learning include the use of well-established tools						
25	Instructional process is periodically and systematically assessed using adequate and reliable procedures and the results are used to improve learning.						
26	Staff collectively and individually endeavors to fulfill their responsibility to improve instructional effectiveness						
27	The college's assessment process is carried out by appropriately qualified and competent persons.						
28	The assessment committee organized at college level supports the committee at the department level and those at the department level are systematically assessing						

29	Self-assessment documents at college and department levels are communicated to the responsible bodies and documented						

3.4. Theme 4: Quality of Student Assessment

This theme focuses on quality performance indicators in relation to the student assessment. This indicator has a total of 44 standard indicators and the department can score with minimum score of 44 which is unsatisfactory performance and the maximum score of 220 points which is graded as excellent performance.

Table 5. The table indicates the quality indicators of student assessment

S.No	Indicators	Level of performance					Evidence
		1	2	3	4	5	
1	Teachers' assessments address the feeling, thinking and doing aspects of students` behavior.						
2	Assessment is directed towards checking students' deep understanding and behavioral change.						
3	Assessment process leads students to take responsibility for what is learned						
4	Student-initiated projects are in place						
5	Self-assessment mechanisms are in place						
6	Teachers use information from assessment to inform future learning						
7	Staff and students engage in regular discussion forums about assessment processes						
8	Students are involved in decision about assessment						
9	Processes are in place to ensure that there is appropriate feedback given to students						
10	Students are involved in assessment and reflection of their own learning and set goals for future learning						
11	Students are provided with written guidance about the criteria for success when completing assessment tasks						
12	Students are clearly informed about the assessment strategy being used for their programs, assessment criteria to be used and what is expected of them						
13	All students are given sufficient advance notice of all assessed activities such as assignment specifications and submission dates and time at the beginning of the course						

14	Assessment data is used to inform the whole-institution planning in general and ongoing learning and teaching experiences in the classroom in particular						
15	All methods used to assess student performance are fair and fit for purpose						
16	All formative assessed work is returned to students with appropriate feedback within a reasonable period						
17	The methods used are consistent with equality of opportunity across programs and take account appropriate individual difference between students						
18	Students with special needs provided alternative comparative assessment tasks which are agreed and approved sufficiently in advance of the point at which the assessment is undertaken						
19	The college has transparent and fair mechanism for marking and moderating marks						
20	Classroom assessments are aligned to college academic standards and performance objectives						
21	Assessments are used to refocus student learning on targets to enable them to meet/exceed standards						
22	Test scores are used to identify gaps in curriculum or between groups of students for instructional implication						
23	Multiple and varied assessment and evaluation strategies are used appropriately and effectively						
24	Teachers assess learning, formulate classroom benchmarks based on standards and communicate the results to students with respect to students' abilities						
25	The college implements specific steps for monitoring and reporting student progress in learning the academic standards						
26	The college coordinates the implementation of required assessment and accountability program						
27	The departments have prime responsibility for devising and implementing assessment strategies						
28	Students experience a variety of assessment methods which target the learning outcomes of their course and						
29	The student assessment process is carried out by appropriately qualified and competent persons						
30	Assessment procedures are designed to measure the achievement of the intended learning outcomes and other program objectives						
31	The college has clear and published criteria for making						

32	Student assessment procedures are undertaken by people who understand the role of assessment in the progression of students towards the achievement with their intended qualification						
33	The college's assessment procedures have clear regulations covering student absence, illness other mitigating circumstances.						
34	Assessments are conducted securely in accordance with its stated procedures						
35	Students are clearly informed about the assessment strategy being used						
36	All assessed coursework is set in a timely manner with a clear statement to students of what is required, in what form and by when and a clear indication of the criteria by which performance will be judged						
37	The amount and timing of assessment enables appropriate measurement of students` achievement of intended learning outcomes.						
38	All assessment results have to be submitted to the Academic Commission (AC) for approval.						
39	Each department establishes examination an assessment committee for evaluation and approval						
40	The college has testing center at college level which coordinates effort at campus and department levels, and works towards improving the overall assessment and						
41	The college has established criteria for grading students` performance						
42	Students have access to take makeup and re-exams as it deems necessary						
43	The college assures that makeup and re-exams are equivalent with the previously administered exams						
44	Each department identifies students who fail to seat for exams in the regular schedule to arrange makeup and re-						

3.5. Theme 5: Quality of Learning Resources and Facilities

This theme focuses on quality performance indicators in relation to learning resources and facilities. This indicator has a total of 31 standard indicators and the department can score with minimum score of 31 which is unsatisfactory and the maximum score of 155 points which is graded as excellent performance.

Table 6. The table indicates the quality indicators of teaching learning resources and facilities

S.No	Indicators	Level of performance					Evidence
		1	2	3	4	5	

1	All programs and services in the college are housed in appropriate facilities according to ETA standard						
2	All educational facilities in the college are clean, safe and orderly state						
3	The college gives orientation for new coming students about the proper use of facilities						
4	The college regularly and systematically evaluates the adequacy, utilization, and impact of resources						
5	The college`s physical and technological resources including classrooms, laboratories, network infrastructure, materials, equipment, and buildings and grounds commensurate with						
6	Classrooms and other facilities are appropriately equipped and adequate in capacity						
7	Classrooms and other teaching spaces support teaching methods appropriate to the discipline						
8	Students and staff have access to appropriate physical, technological and educational resources to support teaching						
9	The college improves the standard of teaching rooms to facilitate more interactive approaches to teaching and learning.						
10	Up-to-date instructional resource and equipment's are readily available						
11	Instructional resources support curriculum objectives						
12	The college undertakes physical resource planning linked to academic and student services, support functions, and financial						
13	Training in the use of instructional equipment and technology is provided						
14	The college uses instructional technology as an integral part of instructional program						
15	There is technology and information access for student as an integral part of their learning, attaining levels of proficiency appropriate to their degree and subject or professional field of						
16	Students are given appropriate sources of information and are directed to these sources						
17	All college staffs and students are provided with appropriate training and support to make effective use of instructional and information technology.						
18	ICT classrooms are equipped with necessary ICT equipment						
19	The library is calm and conducive for reading						
20	The college library avails both electronic and hard copy versions of journals, periodicals, theses dissertations, reference books and other in house research products						

21	Newspapers, magazines and bulletins are availably displayed and systematically arranged for students and instructors						
22	All library texts and other reading materials are systematically						
23	The library workers provide sufficient service for customers.						
24	The library welcomes and entertains student complaints about insufficient library services						
25	The library uses the feedbacks given from users to improve its services						
26	The library habitually avails more up-to-date and recently published/edited books and journals						
27	The library sufficiently provides (binding, internet, audiovisual and documentation) services.						
28	There is professionally qualified and numerically adequate staff for the library						
29	Each library uses educational or informational technology to provide users access to internal and external resources						
30	The library services are properly automated						
31	Library resources are selected by library specialists with inputs from students and departments						

3.6. Theme 6: Quality of Research and Community service

This theme focuses on quality performance indicators in relation to scholarship, research and community services. This indicator has a total of 26 standard indicators and the department can score with minimum score of 26 which is unsatisfactory and the maximum score of 130 points which is graded as excellent performance.

Table 7. The table indicates the quality indicators of research and community services

S.N	Indicators	Level of performance					Evidenc
		1	2	3	4	5	
1	The college defines the scholarly expectations for staff consistent with its mission and purpose and the levels of						
2	Scholarship activities receive encouragement and support appropriate to the college`s purpose and						
3	Staffs and students are accorded academic freedom in research and creative activities						

4	Staff exercise substantive role in the development and administration of research policies and practices						
5	The college disseminates research results to national, regional and international audience through its own						
6	The college puts in place performance-based incentive mechanisms for academics taking part in research activities						
7	The college ensures that there is an active and effective linkage between research and teaching -						
8	Research outputs are made readily available to all those who need it						
9	The college ensures that research priority areas identified and periodically revised						
10	Physical, technological, and administrative resources together with academic services are adequate to support the institution`s commitment to research and						
11	Policies and procedures related to research, including ethical considerations, are established and clearly communicated throughout the college.						
12	The college encourages multi-disciplinary research structure and methodology/approach						
13	The college develops a means that involves all staff in research activities by tackling the emerging obstacles						
14	There is a strengthened research office that encourages a stronger research culture						
15	The college encourages each department to have are search strategy and a research plan						
16	Each campus provides an annual research and						
17	The college provides research training for beginning						
18	The college creates access for disseminating the research results of the staff and students to the						
19	The college disseminates up-to-date and recent information to the public.						
20	The college has developed and implemented written policy for solving community problems.						
21	The college cooperates with other local agencies to assess the needs for community education and provides access to a comprehensive program studies designed to						
22	There is a shared vision and values that are consistent with system vision and priorities.						

23	The college provides access to short-term and long- term vocational and professional training for adults whose level is inadequate for their vocational/professional						
24	Each campus and department constitutes community service as one basic task						
25	The research done is relevant and applied in that it should address the concerns of the society						
26	The college periodically collects feedback from stakeholders to improve its services						

3.7. Theme7: Quality of Leadership and Governance in the college

This theme focuses on quality performance indicators in relation to leadership and Governance. This indicator has a total of 31 standard indicators and the department can score with minimum score of 31 which is unsatisfactory and the maximum score of 155 points which is graded as excellent performance.

Table 9. The table indicates the quality indicators of leadership and governance

S.No	Indicators	Level of					Evidence
		1	2	3	4	5	
1	The college develops institutional policies and procedures that guide activities.						
2	The college documents and regularly updates its policies and procedures						
3	There is system for implementation, monitoring and revision of policies and procedures						
4	The college policies are consistent with its mission and mandate						
5	Policies and procedures are developed and revised through participation of the whole community						
6	There is system for measuring how policies are implemented						
7	The college establishes committee for designing, monitoring and revision of policies in each units of work.						
8	The college collects feedback from stakeholders about the extent of implementation and effects of policies						
9	The college introduces new policies and makes ready for comments by staff and all stakeholders						
10	Curriculum and programs are reviewed periodically						
11	Data is used to anticipate future trends and directions						

12	Succession planning is a priority and strategies are in place to support and develop high quality future						
13	The college develops institutional policies and procedures that guide activities						
14	The college vision is dynamic and is periodically reviewed to ensure it is responsive.						
15	The college documents and regularly updates its policies and procedures						
16	The college policies are consistent with its mission and mandate.						
17	There is system for implementation, monitoring and revision of policies and procedures						
18	Policies and procedures are developed and revised through participation of the whole college community						
19	There is system for measuring how policies are implemented						
20	The college establishes committee for designing, monitoring and revision of policies in each units of work						
21	The college collects feedback from stakeholders about the extent of implementation and effects of policies.						
22	The college introduces new policies and makes ready for comments by all stakeholders						
23	Data and information is used to analyze the effectiveness of the college's institutional improvement priorities.						
24	Priorities are clearly linked to the college's improvement process						
25	Improvement priorities are formulated in consultation with the college community						
26	Professional pathways include professional learning priorities						
27	Strategic plans include professional learning priorities						
28	Staff and student surveys confirm positive relationship existed						
29	Staffs are able to demonstrate significant involvement in college (institutional) decision making.						
30	The college has a professional code of practice and a conflict resolution process						
31	Coaching and mentoring process for staff are established						

3.8. Theme 8: Quality of Administrative and Support Staff

This theme focuses on quality performance indicators in administrative and

support staffs services. This indicator has a total of 22 standard indicators and the department can score with minimum score of 22 which is unsatisfactory and the maximum score of 110 points which is graded as excellent performance.

Table 10. The table indicates the quality indicators of administrative and support staffs services

S.No	Indicators	Level of performance					Evidence
		1	2	3	4	5	
1	The college has a fixed year administrative and support staff needs projection.						
2	The college develops periodic assessment of the effectiveness of administrative structures and services						
3	Administrative and support staff selection reflects the effectiveness of the process of recruiting and appointing the staff in a variety of intellectual backgrounds and						
4	The college gives equal employment opportunities consistent with legal requirements and other dimensions of its own choosing.						
5	The college creates and implements a human resource development plan.						
6	Assessment of quality in administrative and support staff includes expectations with regard to top qualifications, scholarly work and continuing professional development						
7	The college develops and documents a policy with procedures and criteria for recruitment, appointment and professional renewal of personnel.						
8	The college publishes and implements standards and procedures for appointment, promotion, grievance, discipline and dismissal, based on principles of fairness with due regard to the rights of all persons.						
9	The college has equitable and broad-based procedure for evaluation of administrative workers.						
10	The college uses staff appraisal to identify skill gap and training needs thereby staff development.						
11	The college makes regular/periodic evaluation of staff appointments, performance and retention.						
12	The evaluation criteria reflect the mission and purpose of the institution and the importance it attaches to the various responsibilities of the staff.						

13	The college has an adequately organized and competent administrative and support staff to support the academic						
14	Benchmarks for minimum qualifications, scholarly work and involvement in continuing professional development activities are determined by respective units.						
15	Develops a transparent system for promotion structure and career pathway for administrative and support staff.						
16	The College provides the administrative and support staff with substantial and equitable opportunities for continued professional development throughout their career.						
17	The opportunities in professional development are consistent with and enhance the achievement of the institution`s mission and purpose.						
18	The college develops systematic procedures for evaluating administrative units.						
19	Where new personnel are employed, the college carefully selects, inducts, supervise and evaluate them.						
20	The loads and types of work are reappraised periodically and adjusted as institutional conditions change.						
21	Consistent with the college`s mission staff selection processes give appropriate consideration to diversity in areas such as age, ethnicity, and gender						
22	The college develops a transparent promotion structure and career pathway for administrative and support staff						

3.9. Theme 9: Quality of Student Admission and Support Services

This theme focuses on quality performance indicators in student admission and support services. This indicator has a total of 20 standard indicators and the department can score with minimum score of 20 which is unsatisfactory and the maximum score of 100 points which is graded as excellent performance.

Table 10. The table indicates the quality indicators of Student Admission and Support services

S.No	Indicators	Level of performance					Evidence
		1	2	3	4	5	
1	Fast and efficient registration service is put in place in the						
2	The college documents and disseminates the entry and placement criteria for all programs and all modes of						

3	The college pays special attention for females, disables and disadvantaged groups in admission and placement						
4	The admission procedure for all programs is made transparent and readily available to all applicants and to the staff involved in the admission process.						
5	The college`s promotional material and activities are accurate, relevant, current and accessible and provide information that will enable applicants to make informed						
6	The college's selection policies and procedures are clear, transparent, and followed fairly, courteously, consistently, and expeditiously						
7	The college`s registrar systematically collects analyses and disseminates data on withdrawals and dismissals from each program for each cohort of entering students.						
8	The college informs applicants about the obligations placed on prospective students at the time the offer of a						
9	The college conducts induction and orientation for new students about the overall environment and expectations.						
10	The college considers the most effective and efficient arrangements for providing feedback to applicants who have not been offered a place.						
11	The college has policies and procedures in place for responding to applicants` appeals and complaints about the operation of admission process and outcome of a selection decisions.						
11	The college regularly reviews its policies and procedures related to students` admission to ensure that they continue to support the mission and strategic objectives						
12	Students are provided with a variety of learning opportunities within the normal school day.						
13	The college provides information to its students, in published form, about the programs it is offering, the intended learning outcome of these and the teaching /learning and student assessment procedures used						
14	The college continuously follows up that all departments provide academic advice based on students request and during research.						
15	All students with disabilities have access to general curriculum, participate in regular education settings with non-disabled peers and demonstrate progress in the general curriculum.						

16	The college regularly reviews its policies and procedures related to students` admission to ensure that they continue to support the mission and strategic objectives						
17	Each department identifies students who need help and conducts tutorial class to increase academic						
18	Special educational services are appropriately designed and provided for students with special needs.						
19	Written procedures are in place to systematically identify students with special needs in all departments.						
20	The college implements programs which result in improved opportunities for employment of students with disabilities						

3.10 Theme 10. Quality of Handling Student Complaints and Appeals

This theme focuses on quality performance indicators in handling of student compliant and appeals. This indicator has a total of 13 standard indicators and the department can score with minimum score of 13 which is unsatisfactory and the maximum score of 65 points which is graded as excellent performance.

Table 11. The table indicates the quality indicators of Student Complaints and Appeals

S.No	Indicators	Level of performance					Evidence
		1	2	3	4	5	
1	The college has fair, effective and timely procedures for handling students' complaints and academic appeals						
2	The college's complaints and appeals procedures are approved and overseen at the highest level.						
3	Students in each program of study have the opportunity to raise matters of concern without risk of						
4	The college publicly avails easily comprehensible information on their complaints and appeals procedures						
5	Clear design of the college `s complaints and appeals procedures enables to be conducted in a timely, fair and reasonable manner, and having regard to any applicable						
6	Appropriate action is taken following a complaint or an						
7	Appropriate guidance and support is available for persons making a complaint or an appeal.						
8	The college makes provision in its procedures for those making a complaint or an appeal to be accompanied at any stage, including formal hearings						

9	The college has effective arrangements to monitor, evaluate and improve the effectiveness of their complaints and appeal procedures and to reflect on their outcomes for enhancement purpose						
10	The college uses suitable briefing and support to handle or support complaints and appeal						
11	All students are encouraged to use the proper channels to put forward their feedback (comments), suggestions and						
11	The contact units for complaint are charged with the responsibility of ensuring that the complaints are settled as quickly and amicably as possible						
12	Complaints are made in writing and does not generally make any reply for verbal complaints although internally it takes note or undertake investigation						
13	All units of the college acknowledge all written complaints within two working days and re-ply to the complaints of the investigation results within five working days depending on the seriousness of the complaint						

3.11. Theme 11. Quality of Student Progression, Enrichment program and Graduate Outcomes

This theme focuses on quality performance indicators in student progression, enrichment and graduate outcomes. This indicator has a total of 36 standard indicators and the department can score with minimum score of 36 which is unsatisfactory and the maximum score of 180 points which is graded as excellent performance.

Table 12. The table indicates the quality indicators of student progression, enrichment and graduate outcomes services

S.No	Indicators	Level of performance					Evidence
		1	2	3	4	5	
1	All students have opportunities to succeed						
2	The college has a mechanism to retain students and minimize attrition rate						
3	The college establishes guidance and counseling and academic support services						
4	The college establishes a system for accurate data based on academic attrition and success rates for decision making and intervention based on cohort analysis.						

5	Specific requirements have been set for student academic promotion and programs are in place to address the achievement problems of students at risk of retention.						
6	A well-articulated and implemented student management policy that is fair and consistent is in place.						
7	Survey data, fact sheets and relief teacher evaluation forms substantiate the college's high expectations of performance and behavior.						
8	The College promotes a culture of high expectations and all staff believes that all students can learn.						
9	Expectations of student standards are regularly communicated to and reinforced with students						
10	The college's beliefs and values about quality learning and teaching, maximizing curriculum engagement and successful behavior management for all students have been negotiated and clearly documented						
11	Teachers and administrative staff accept responsibility for promoting student success and reducing student failure						
12	The quality, openness and congruence of relationships exist in the classroom are reflected in surveys.						
13	Suspension rates are low and declining.						
14	Appropriate standards of student behavior are evident in a variety of contexts.						
15	Students behave in accordance with the rules and regulations of the college.						
16	Every student performs tasks provided by the instructors and fulfills their duties						
17	Students know that they have a right to expect fairness, respect and excellence in teaching						
18	Students through their representatives are involved in decision-making activities concerning academic and						
19	The college strengthens students' council through direct budgetary support and guidance						
20	The college provides students with opportunities, means and forums for self-governance and democratic						
21	Opinion surveys indicated that student responsibility; self-esteem and independence in learning are supported and						
22	Students are represented in many committees of the college.						
23	The college maintains good communications with all matters of student support						

24	Students` council help the effort made to improve the quality of teaching and learning.						
25	Analysis of attendance data, surveys, special needs referrals and professional pathways' goals show the degree to which these qualities are embedded in the college culture						
26	The college uses its institutional context data to identify the specific needs of students and to inform programming for						
27	Students participate in decision making and governance of the college						
28	Regular and seasonal discussions with students are in place.						
29	Structures exist that promote student participation in decision making e.g. student representative council and						
30	The college has leadership program for students						
31	Written code of conduct which specifies acceptable student behavior						
32	Standards of conduct are formulated and consistently						
33	Students participate in class forums and cooperative learning activities						
34	Student surveys indicate a high-level participation of students in their own learning and discipline.						
35	Student views are regularly sought on their perception of their own learning						
36	Formal ways for students to negotiate and comment on curriculum are embedded in class room practice.						

4. Institutional and Program Quality Review Process

The primary purpose of a program review is to evaluate five aspects of a program:

1) Quality;
2) Resource use;
3) Contribution to the Mission and Vision of the institution;
4) Adaptability, and
5) Transferability and recognition of qualifications.

A program is normally reviewed once every three years, or depending on the duration of the program. In consultation with the Deans and Department Heads, the Academic Program Senate Standing Committee selects the programs to be reviewed and recommends the order of their review.

A program review features ***both quantitative and qualitative analysis***. The quantitative analysis consists of gathering and analyzing numerical data related to the program. These data are reported in the self-study report.

The qualitative analysis is embodied into two parts: a self-study completed by program representatives and a study by an external review team that augments and validates the self-study. With a balance between quantitative and qualitative analysis, the program review process can ensure accountability and fairness.

4.1. External Quality Assurance

Queens College external evaluation complements the self-evaluation process, adding credibility to it by encompassing the judgment of the national and international academic community. Higher Education Relevance and Quality Agency ***(ETA***) is the only institution which does the external evaluation until to date. Accordingly, ETA conducts evaluation based on the following ten focus areas of programs level audit:

1) Vision, Mission and Learning Outcomes;
2) Governance, Leadership and Administration;
3) Infrastructure and Learning Resources;
4) Academic and Support Staff;
5) Student Admission and Support Services;
6) Program Relevance and Curriculum;
7) Teaching, Learning and Assessment;
8) Student Progression and Graduate Outcomes;
9) Research and Outreach Activities,
10) Continual Quality Assurance.

4.2. The Ten Areas of Focus for Institutional Quality Audit and the possible Indicators

Higher Education Relevance and Quality Agency has identified ten key aspects of operation which will form the focus points for quality audits in Ethiopian Higher Institutions. As part of such higher institutions, Queens' College should work in line

with the following ten focus areas which are described below.

4.2.1. Vision, Mission and Educational goals

Quality assessment starts by looking at an institution's vision, mission, and educational goals. The College's mission should define clearly its purpose within the higher education system, state the goals it intends to accomplish and make explicit the stakeholders it intends to serve and why. Thus, the College must define clearly its vision, mission and educational goals and make them known to its stakeholders.

Reference points

1) The clarity of the vision, mission, and goals of the College and the extent of their communication
2) The relevance of the institutional vision, mission and goals to the needs of the nation and to the stakeholders it sets out to serve.
3) The realism of the vision, mission and goals and the strategic plan for their achievement.

Indicative source of information

1. Documentation on legislation; vision, mission and goal statements; strategic plan.
2. Interviews with senior management, stakeholders, students, academic staff and administration staff.

4.2.2. Governance and management system

The College is expected to have in place strong governance and management systems. The governing body should have sufficient powers to assure institutional autonomy and integrity and the senior management team must have delegated responsibilities to enable actions consistent with the vision, mission and goals of the College.

Reference points

1. The clarity of descriptions of responsibilities and duties and the extent of their communication.
2. Academic staff and student participation in decision-making; clarity and

transparency of the decision making process.

3. The appropriateness and effectiveness of the governance and organizational structure to facilitate the successful accomplishment of the vision, mission and goals of the College.

Indicative source of information

1. Documentation on legislation; description of organizational structure; College policy documents; job descriptions; annual performance reports.
2. Interviews with governors, senior management, department heads, deans, student council members, academic staff and administration staff.

4.2.3. Infrastructural and learning resource

The College should provide clear, accurate and adequate information on the capacity of its facilities and resources. It must have sufficient and appropriate physical facilities, learning resources and the financial capacity to ensure effective delivery of its programs.

The facilities in the College should be suitable and adequate for the effective teaching and learning of the numbers of students admitted. It should ensure that the resources available to support students' learning are adequate and appropriate for each program offered.

Reference points

1) Sufficiency and adequacy of the College's ***learning resources*** (library; computer centers with appropriate software and hardware, audio-visual equipment; internet access; laboratories; Skill labs *etc.*).
2) Resource utilization and mechanisms for maintenance and updating.
3) The financial stability of the College and the adequacy of its budget to run and sustain its programs.
4) Sufficiency and adequacy of the Colleges physical facilities (classrooms; offices; lecture halls; cafeteria; sport fields; *etc.*).

Indicative source of information

1) Survey of physical facilities and learning resources.
2) Interviews with senior management, Librarian, Deans, Department Heads, students, academic staff and administrative staff.
3) Description of facilities and resources; inventories.

4.2.4. Academic and Support staff

The quality of an educational program depends strongly on the quality of the staff who provide teaching and student support. The College should ensure that the staff recruitment and appointment procedures include a means of making certain that all new staff have the necessary level of competence. Thus, the College must have sufficient and appropriate staff to ensure effective implementation of its programs.

Reference points

1) The suitability of the teaching staff in terms of the **mix of qualifications**, experience, full-time/part-time, local/expatriate; *etc.*
2) The existence of suitable, clearly stated, well-established and effectively implemented policies for the appointment and promotion of staff.
3) The operation of a **transparent staff appraisal system** that identifies the strengths and weaknesses of staff and which leads to action.
4) The provision of pedagogical and other training organized to support staff development.
5) Availability of adequate **number of qualified academic staff** to support programs and an appropriate **staff-student ratio** for each program.

Indicative source of information

1) Documentation on legislation; staff development policy; staff workload documents; student /staff ratios; minutes of meetings at departmental, faculty and AC level; *etc.*
2) Interviews with senior management, Deans, Department Heads, students and

academic staff.

4.2.5. Student Admission and Support Services

The College must have a transparent admission policy and adequate student support services to ensure effective implementation of its programs

Reference Points

1. The clarity, transparency and accessibility of admissions policies
2. The appropriateness of mechanism for assessing the abilities of entering students and the provision of appropriate support
3. The suitability and adequacy of student support services and academic counseling.
4. The extent of student representation in the affairs of the College; the effectiveness of a Students' Council

Indicative Sources of Information

1) Student enrollment data, student handbooks, documents on careers guidance, documents on student counseling, etc.
2) Interviews with senior management, dean of students, students' council, students, academic and administration staff

4.2.6. Program Relevance and Curriculum

The College is expected to justify the relevance of its programs and to have robust procedures for curriculum design, approval and review.

Reference Points

1) Descriptions of program approval, monitoring and review mechanisms.
2) The extent of involvement of external professionals and employers in curriculum design, evaluation and review process.
3) The extent to which curricular aims and objectives are made explicit and are known to students; the appropriateness of the balance of subject knowledge and transferable skills.

Indicative Sources of Information

1. Description of the curriculum (program and course) approval procedures.
2. Minutes of meetings of committees dealing with curriculum approval, monitoring and review at departmental, AC level; curriculum review reports.
3. Course catalogs showing the structure and aims of each program; course aims, descriptions, indicative activities; book lists.
4. Interviews with senior management, Deans, Department Heads, academic staff, students, graduates and employers.

4.2.7. Teaching, Learning and Assessment

The College must employ appropriate teaching, learning and assessment methods to ensure effective implementation of its programs.

Reference Points

1) The appropriateness, variety and level of innovation of teaching methods.
2) Practice regarding academic advice and tutorial support.
3) The balance of theory and practice.
4) The extent of evaluation of approaches to teaching and learning and the consequent action.
5) The extent to which the assessment policy and procedures and the criteria for marking ensure that students are graded fairly and that standards are appropriate and applied consistently.
6) The extent of communication of the assessment policy and procedures.
7) The appropriateness of mechanisms to ensure that assessment methods for each course in each program are balanced (*e.g.* between continuous and end of course, formative and summative), are matched to the learning outcomes and are applied appropriately.
8) The adequacy of the student appeal procedures.

Sources of Information

1) Documentation on legislation; policy documents on teaching and assessment; academic calendar; faculty handbooks; student handbooks;

examination committee reports; reports of reviews of teaching, learning and assessment; minutes of meetings at department and AC level;

2) Classroom observation.
3) Interviews with senior management, Deans, Department Heads, students and academic staff.

4.2.8. Student Progression and Graduate Outcomes

The College is expected to document student progression and graduate outcomes and to seek to improve student retention and achievement

Reference Points

1) The level of student attrition, the reasons for student drop out and the actions taken to minimize this
2) The graduation rate, the employment of graduates in appropriate graduate level posts and the actions taken to maximize such employment
3) The extent of links between the College and potential employers that facilitate graduate employment
4) The extent of contacts with graduates, the existence of an association of graduates and how these are used
5) The extent of contacts with employers to collect feedback on graduates and the actions taken on the information

Indicative Sources of Information

1. Registrar's Office reports; data on student attrition and completion rates; graduate newsletters; tracer studies of graduates, lists of employer contacts; employer feed- back reports;
2. Interviews with senior management, Registrar, Coordinator of Employment guidance, academic staff, students, graduates, employers.

4.2.9. Research and Outreach Activities

The College is expected to undertake research activities, conduct consultancy and engage in community service. In order for Queens College to keep an outstanding

international reputation in research, it must be committed to maintaining and expanding its research capacity, innovation and technology transfer to achieve research, research training and consultancy/advisory service of international distinction.

Reference Points

1. The proportion of staff in each faculty and department actively engaged in appropriate research and consultancy.
2. The number and nature of research projects and consultancies undertaken
3. The number of research reports produced and research articles published.
4. The number and nature of organizations benefiting from consultancy and community services
5. The number and nature of national and international links with academics and industrialists

Indicative Sources of Information

1. Research and publication office reports, collections of recent publications; minutes of meetings at departmental and AC level; summary of links; etc.
2. Interview with senior management, coordinator of research and publications, deans, heads of department, academic staff.

4.2.10. Internal Quality Assurance

A robust and transparent quality assurance system conveys confidence in the quality of the provision of the College to its staff, to students, to employers and to other stakeholders. Thus, the quality assurance should have a policy and associated procedures for the assurance of the quality and relevance of its programs. It should also commit itself explicitly to the development of a culture which recognizes the importance of relevance, quality and quality assurance in all its work. It should also develop and implement a strategy for the continuous enhancement of quality. Thus, the College must have an internal quality assurance system that seeks to continuously improve the quality of its provision.

Reference points

1. The quality assurance policy
2. The quality assurance system and mechanisms
3. Actions taken following program evaluations
4. The nature and appropriateness of responsibilities of quality assurance office committees and individuals and the extent to which these are communicated clearly
5. The appropriateness of the procedures for obtaining comprehensive data on the quality of the College and the actions taken to enhance quality
6. The extent of procedures to identify good practice and ways in which this is disseminated.

Indicative Sources of Information

1) Quality Assurance policy, documentation on quality assurance procedures, quality assurance reports, institutional self-evaluations, minutes of meetings at departmental, faculty and AC level, etc.
2) Interviews with senior management, quality assurance director, deans, department heads, students, academic and administrative staff

5. General Policy statements for Teaching- Learning and Assessment

1. The teaching learning process should be interactively student-centered that shall promote active learning
2. The teaching learning condition with in the College (in class and on-campus in general) should be enabling environment and encouraging atmosphere for student to learn
3. The designing of the courses and their delivery shall be such that the courses shall add to the knowledge and skills students already have cultivate constructive professional values, and bring about attitudinal changes and development in students at the end of the courses

4. Students are assessed and evaluated against the set standards /benchmarks/ frame work that they are expected to achieve "must know and able to do" than relative to the knowledge of their peers.
5. To suit the assessment and evaluation system with criteria-referenced or fixed grading system, the assessment process including exam and assignments should be standardized.
6. Students shall be assessed properly and fairly on the basis of their learning experience, the marking system shall be reflective of the competences achieved by students.
7. Whenever group assignments are given, it has to be targeted to improve students' academic capacity, communication skill and develop tolerance among students themselves. To this end, members of a group are better to be heterogeneous considering their academic capacity, gender and social background
8. Students' complaints against assessment methods, examinations, grading systems or results thereof shall be handled at the department level with due care and expeditiously
9. Depending on the nature of the course, continuous assessment in the form of tests, quiz, reports, assignments, presentations, shall be implemented. In addition to continuous assessment final exam is also offered for every course.
10. Assessment rules, regulations and modalities are published in a full and accessible form and made freely available to students, staff and external examiners
11. Plagiarism and cheating by students in assignments and examinations and nepotism ,vengeance by academic staff in administration of examinations ,correction of examinations and assignments and in determining shall constitute breaches of discipline warranting severe penalties
12. Rules and procedures governing teaching methods and assessment grading and academic status of students shall be provided in the AC statutes of each academic unit shall be further elaborated in the guidelines issued by the

appropriate academic unit

13. QA committees at various levels have an important role in overseeing assessment and teaching methodology practices and maintaining standards and the respected QA committee should develop policies and procedures governing the structure, operation and timing of assessment.

5.1. Specific guidelines

1. Appropriateness, variety and level of innovation of teaching learning methods
2. Practice regarding academic advice and tutorial support
3. The balance of theory and practice
4. Evaluation approaches of teaching and learning and the consequent action
5. Assessment policy and procedures and the criteria for marking ensure that students are graded fairly and that standards are appropriate and applied consistently
6. Communication of assessment policy and procedures with instructors and students
7. Mechanism to ensure that assessment methods are balanced for each program and course (between continuous assessment and end of courses, formative summative) are matched to the learning out comes and are applied appropriately
8. The adequacy of the student appeal procedures
9. Level of attrition, reasons for students drop out and the actions taken to minimize it.

5.2. Exam Preparation, Evaluation, Administration and Correction/ Marking procedures

5.2.1. Exam preparation and evaluation

The instructor prepares exam from what he/she taught considering the stated objectives of the course and level of students understanding. After preparation, the exam is submitted to the assessment committee of the department for the sake of

evaluation. The committee has the power to accept or reject the evaluated exam with convincing reasons. Whenever the committee evaluates the exam, it should take in to account the following points:

1) Does it consider the set objectives of the course?
2) Its comprehensiveness (integration of knowledge, skill and attitude) although determined by the nature of the course.
3) Does it give equal chance for the three levels of learners (fast, medium and low)?
4) Is it from the covered contents of the course?
5) Mark specification for every question
6) Appropriate time allotment to accomplish the exam
7) Answer key particularly for subjective questions keeping its confidentiality
8) As much as possible the questions of an exam should not give any hint of answers for candidates and it should not be suit for cheating.
9) For the sake of avoiding cheating instructor/s better to use coded exam

5.2.2. Exam Administration

1. The number of candidates sitting for an exam with in an exam hall shall be appropriate to run the exam without violence/cheating
2. Whatever the size of the exam room; the number of students setting for an electronic devices students use and candidates' wearing style should not be suitable for exam cheating and violation
3. An invigilator is supposed to control or check any exam cheating or violation by using various techniques (switch off mobile, avoiding written pieces of information etc).

The number of candidates setting for an examination in every exam hall shall be prepared in advance of the examination by the course instructor(s) and shall be handed over to the invigilators for purposes of checking attendance in the exam.

5.2.3. Curriculum development and review

1) Based on the national interest and relevance, the College has legitimate

authority to develop curricula for all of its academic programs including programs for which nationally applicable curricula m a y b e developed through joint efforts of institutions

2) Curriculum design, delivery and assessment of learning outcomes of the College shall aim at enabling the learner to acquire pertinent scientific knowledge, independent thinking skills, communication skills and professional values that together prepare him/her to become a competent professional

3) The AC through the QA committee shall guide curricular development by its academic units through appropriate learning outcomes

4) In the development of curricula, departments should clearly formulate their aims as well as learning outcomes. This will facilitate the identification of specific outcomes for various courses and modules. Such planned outcomes need to be explicitly communicated to learners through various mechanisms

5) Curricula should be learner-centered and describe content, skills to be mastered and fundamental viewpoints. The nature of the learning experience including teaching methods and forms of assessment of learner attainment should be clearly stated.

6) In planning curricula, departments should accommodate as far as possible the diverse linguistic, cultural and religious backgrounds of learners. Support and development programs to facilitate access to courses by those students that need such services should be clearly outlined.

7) In developing and reviewing curricula, wide consultation should take place with students, key players, potential employers and academics from other institutions. Interdisciplinary curriculum planning should be encouraged.

8) Heads of departments/course coordinators will be required to report via the QA committee to the AC on a regular basis in respect of their development and review of curricula.

9) Curriculum delivery shall be research and study based and up to date and

the teaching learning process be continuously updated in its design, delivery methods and instruments of assessment

5.2.4. Amendments of quality assurance policy and guideline

This policy and guideline is subject to internal discussion and debate. In the quality assurance process, it is Queens's fundamental belief that the Quality Assurance Committee should continuously review and enhance the policies and procedures that support this process in order to improve the quality of the programs and brings customer satisfaction.

5.2.5. Effective Date

This policy shall enter into force since August 12/2023 G.C