ATHEA Accreditation and Candidacy

SELF-EVALUATION - TEMPLATE

Name of the Submitting Institution *(This is the name that will be listed as the accredited institution)*	Date

Submitted for

☐ **Candidacy**   ☐ **Accreditation**

Version 3.0a - July 2023

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Introduction

ACCREDITATION PROCESS

ATHEA's accreditation process has two phases: a) Candidacy and b) Accreditation

a) Candidacy

In the Candidacy Phase, you will submit a self-study and receive a visit from one evaluator (either in person or virtually). This will have the character of a consulting visit and will take one to two days, depending on the size of the institution. The evaluator will devise a strategy with you to close the gap between the self-study for the candidacy and the final self-study for the accreditation visit. You will receive an annotated report that will help you to improve your quality assurance system.

b) Accreditation

In the Accreditation Phase, you will close the gaps and submit an improved self-study. Depending on the results of the Candidacy Phase this could take a couple of months or one to two years to complete. As soon as the self-study for the Accreditation Phase is accepted, the institution will host a site-visit team. This will have the character of an external audit and will take one to three days, depending on the size of the institution. The institution will receive a report based on the findings of the self-study team.

SELF-STUDY DOCUMENT(S)

The self-study reports for candidacy and accreditation are based on the same document. Should an institution hand in a "perfect" self-study for candidacy, it could use the same document for accreditation. Typically, however, the institution will improve the candidacy document for accreditation and address feedback provided by the evaluator.

RECEIVING CANDIDACY STATUS

To receive candidacy status, there should be no "critical issues" identified by the evaluator. A "critical issue" might be a quality assurance system that could not be improved to a level acceptable for accreditation within 3-5 years, or unwillingness or lack of capability to comply with the "European Standards and Guidelines for quality assurance in the European Higher Education Area (ESG)" in critical aspects. Typically, the candidacy decision will not be based on one criterion, but from a holistic perspective taking into account of the complexities of the institution.

Examples

a) In the candidacy phase, it is acceptable that an institution has an outcome-based assessment plan that is not fully deployed. In the accreditation phase, it should be fully deployed, and there should be results that have been used to make improvements.

b) In the candidacy phase, it is acceptable that an institution has a strategic plan that is at the end of its cycle (third of three years). In the accreditation phase, it should be relevant for the next 3-5 years.

DIFFERENCES BETWEEN CANDIDACY AND ACCREDITATION

The evaluators rate the institution on a scale from 1-5 (1 "Meets requirements" and 5 "Does not meet requirements"). The grading will be same for both phases. In the candidacy phase, grades at level "4" and "5" are expected in areas that need significant improvement. In the accreditation phase, there should not be any grades at this level. Nevertheless, each Standard will be considered from a holistic perspective. Institutions that are granted accreditation will typically receive it with conditions for improvement that will address any items that have received 4's or 5's.

ATHEA ACCREDITATION PROCESS MANUAL

More information can be found in the ATHEA Accreditation Process Manual.

Self-Evaluation - How to submit

This document is used for candidacy and accreditation self-studies.

The application must consist of two volumes:

Volume 1 for your narrative responses to the Standards and for the required tables.
Submit Volume 1 as a MS-Word document <u>and</u> a PDF document. It must be a searchable PDF format (No static image format).

Volume 2 for the appendices to accommodate bulky items such as course syllabi, strategic planning documents, outcomes assessment plan, faculty vitae, faculty handbook, etc.
Submit the document in PDF format. It must be a searchable PDF format (No static image format).

Volume 1 (This template)
Important Note: Do not fill in the sections which are noted "**For Evaluator Use Only**". These boxes are marked "<mark>yellow</mark>" in the document.

In the "**location box**" always reference (e.g. name of the document, and page number) or hyperlink as specific as possible to the exact location.

Volume 2 (Appendix)
Table of Contents

- Each appendix item should appear only once.
- If an appendix item is used for more than one Standard, always reference (e.g. name of the document, and page number) or hyperlink to the initial location of the evidence.

Site Visitor Check Sheet (for evaluator use only)

Institution Visited		Date Document Completed
Site Visit – Chair	From	
Site Visit - Faculty Member	From	
Site Visitor - Administrator	From	
Site Visit - Student	From	
Site Visit – International Expert	From	
Location of Site Visit		
Date of Site Visit		
Date of Accreditation Application Received		

Notes for Evaluators (for evaluator use only)

Requirements will be rated on the following five level scale

1. Meets requirements
2. Needs minor improvements
3. Needs to demonstrate better implementation
4. Needs significant improvements
5. Does not meet requirements

The evaluated institution will not see the evaluators above rankings but will get a summarized letter listing open, unclear, or non-existent criteria, as well as notes of positive findings.

Evaluators don't give recommendations to the commissioners but send their findings via ATHEA administration to the commissioners.

The "yellow" marked boxes in the document are reserved for evaluators.

Institutional Background

The information about the institutional background is important for

- An appropriate understanding of the institution
- An appropriate understanding of the institution's partner(s) in transnational higher education operations
- Assessment of the Standards (1-10)
- Legal compliance

Comments		Location in Annex 2	Rating
1. Institution History In one or two paragraphs, provide a brief history of the institution. If the history is stated in the institution's catalogue, provide the page numbers for the relevant section.			
2. Institutional Type Please indicate the type of institution relative to ownership.	Private not-for-profit ☐ Private for-profit ☐ Public ☐ Other ☐ If "other", please describe and explain		

Comments	Location in Annex 2	Rating

3. Instructional Levels and Modality. Please indicate the instructional levels and their programme delivery modality.				

Institutional Levels and Delivery Methods		Delivery Methods			
		Traditional	Online	Joint	Other
Undergraduate/Bachelors (First Cycle)	Number of credit hours that constitute 2, 3, and 4 year degrees				
2-year					
3-year					
4-year					
Masters (Second Cycle)					
Doctorate (Third Cycle)					

Comments				Location in Annex 2	Rating
Post Doctorate					
Other (i.e., Certificate Executive Training)					

If you selected "Other" as a delivery modality, please explain what you mean.

Comments by Evaluators		

Comments	Location in Annex 2	Rating

4. **Institutional Partners**. Provide a list of institutional partners, if any, that offer programmes or joint programmes through or with the institution that is seeking accreditation (the applicant institution).

Name of Programme, Degree or Certificate	Applicant Institution	Who is(are) the Degree Issuing Institution(s)?	
		Partner Institution(s)	Joint

Comments by Evaluators		

Comments	Location in Annex 2	Rating

5. Organizational Structure. Provide a brief description of the institution's organizational structure.
Include a copy of the institution's organizational chart.

6. Organizational Governance. Provide a description of how the institution is governed. **Include a copy of the institution's governance documents.**

7. Legal Status of the institution. Explain on which legal basis the organization is operating.
Include a copy of the institution's licence(s) to operate. Indicate any known legal changes for the next 7 years.

Location Campus / Legal Entity	Which legal authority (Country/state/city, ...)	Licence – Evidence of legal basis to operate	Location	Rating

ATHEA Self-Evaluation Template

Comments	Location in Annex 2	Rating

8. Provide a balance sheet for the last completed 3 years. Include a profit and loss statement and current budget. (This information is needed to comply with the requirements of Standard 6 (Learning Resources and Student Support)

9. Provide evidence that there are financial reserves to ensure that present students will be able to complete their education at the institution. Provide a teach-out plan including budget. (This information is needed to comply with the requirements of Standard 6 (Learning Resources and Student Support)

10. Strategic Plan. Briefly describe your institution's strategic plan in up to 500 words.

11. Provide a copy of the institution's strategic plan with this application.

Comments	Location in Annex 2	Rating

STANDARDS

ATHEA's Standards are in line with the "European Standards and Guidelines for quality assurance in the European Higher Education Area (ESG)". The current version is the 3rd edition as approved by the Ministerial Conference of the European Higher Education Area (EHEA) in Yerevan in 2015 (4th Bologna Policy Forum).

For a better understanding of ATHEA's Standards please study the ESG.

The ESG can be downloaded from the website of the European Association for Quality Assurance in Higher Education (ENQA):

http://www.enqa.eu/index.php/home/esg/

Comments	Location in Annex 2	Rating

Standard 1: Policy for Quality Assurance

The institution has a policy for quality assurance that is made public and forms part of the institution's strategic management. Internal stakeholders develop and implement this strategy through appropriate structures and processes, while involving external stakeholders. This policy should be included in the institution's strategic planning process. All transnational activities of the institution including joint programmes, partnership arrangements, branch campuses, etc. should also be included within the policy for quality assurance.

The following Quality Assurance Objectives are associated with this requirement.

The institution's quality assurance policy:

- Addresses the entire institution.
- Is inclusive of all internal stakeholders.
- Preserves academic integrity and freedom and is vigilant against academic fraud
- Guards against intolerance and discrimination.
- Involves external stakeholders in quality assurance.
- Includes transnational activities.

Comments	Location in Annex 2	Rating

1.a.i. *What is the institution's current policy for Quality Assurance?*

It is critical that the institution has an implemented policy for quality assurance and it addresses the entire institution.

1. What is the institution's understanding of Quality Assurance (QA)?		
2. How is the policy for quality assurance implemented, monitored and revised?		
3. How does the institution preserve academic integrity and freedom and is vigilant against academic fraud?		
4. How does the institution guard against intolerance and discrimination?		
5. How does the institution involve partners in the quality assurance process?		
6. How does the institution address transnational aspects in the quality assurance process?		

Comments	Location in Annex 2	Rating
1.a.ii. *The Quality Assurance plan of the institution.*		
1. Describe the comprehensive, outcome-based quality assurance plan. (up to 500 words)		
2. When was the current plan implemented? What is the review cycle of the plan?		
3. Results of the implementation of the plan.		
4. Identified changes and improvements needed/made.		
5. Any realized outcomes (the effect of previous changes and improvements).		

Comments	Location in Annex 2	Rating

1.a.iii. *How does the institution involve stakeholders in its Quality Assurance?*
        Please use the text box for your narrative response.

Comments	Location in Annex 2	Rating
1.b. *Provide documentation or other related evidence*		
1. **Include the Quality Assurance Policy**		
2. **Include the Quality Assurance Plan for the total institution**		
3. **Include the most recent quality assurance report.**		
4. **Provide evidence of student involvement in QA.**		
5. **Provide evidence of faculty involvement in QA.**		
6. **Provide evidence of industry involvement in QA.**		

Comments	Location in Annex 2	Rating

7. Provide evidence of any other stakeholder involvement in QA if applicable.		

Comments	Location in Annex 2	Rating

Standard 2: Design and Approval of Academic Programmes

The institution has processes for the design and approval of their academic programmes. The programmes are designed so that they meet the objectives set for them, including the intended learning outcomes. The qualification resulting from a programme is clearly specified and communicated and referred to the correct level of the national qualifications framework for higher education and, consequently, to the Framework for Qualifications of the European Higher Education Area.

The following Quality Assurance Objectives are associated with this Standard.

The process for the design and approval of the institution's academic programmes should include:
1. Programme objectives and intended learning outcomes.
2. Involving faculty, students, and other key stakeholders such as employers in the design of the programmes.
3. Reflecting the four purposes of higher education of the Council of Europe (preparation for sustainable employment; preparation for life as active citizens in democratic societies; personal development; the development and maintenance, through teaching, learning and research, of a broad, advanced knowledge base.)
4. Facilitating smooth student progression.
5. Defining the expected student workload and other learning expectations. (e.g. in ECTS)
6. Applied experiential placement opportunities for students where appropriate.
7. Formal institutional review.
8. Alignment with the European Qualification Framework (Dublin Descriptors) - First cycle, second cycle and third cycle European standards

Comments	Location in Annex 2	Rating

2.a. *What is the institution's current strategy relative to this Standard and its associated Quality Objectives?*		
1. Describe the process of development of programmatic objectives and intended learning outcomes.		
2. Describe how you involve faculty, students, and other key stakeholders such as employers.		
3. Describe how you implement the four purposes of higher education of the Council of Europe		
4. How do you facilitate smooth student progression?		
5. How do you define and document student workload and other learning expectations?		
6. Describe what kind of applied experiential placement opportunities are available for students?		

Comments	Location in Annex 2	Rating
7. Describe how the results of the implemented quality assurance plan have been used to make improvements at the institutional, unit, and program levels.		
8. How do the programmes link to the European Qualification Framework (Dublin Descriptors) - First cycle, second cycle and third cycle?		

Comments	Location in Annex 2	Rating

2.b. *Provide documentation or other related evidence.*

List all academic programmes offered by the institution at the time of this application.

Programmes offered by the applicant institution	Academic Programme Data				
List each degree level separately Location of the programme's description and content available to the public. http:// _____ and/or Name of Document: _____	Levels of degree or diploma (e.g., under-graduate, masters, doctorate)	Number of students currently enrolled in the programme	Number of graduates in the past 12 months	Year the programme was first offered	Year of the last programme review

(Add lines as needed)

Comments for Evaluators		

Comments	Location in Annex 2	Rating

Provide documentation or other related evidence for typical programmes you offer for first, second and third cycle degrees. Include at least two per cycle (when applicable). Copy additional tables as needed.

Programme:	Cycle 1 (Bachelor):
Programmatic Objectives	Intended Learning Outcomes

Programme:	Cycle 2 (Master):
Programmatic Objectives	Intended Learning Outcomes

Comments	Location in Annex 2	Rating

Programme:	Cycle 3 (Doctorate):
Programmatic Objectives	Intended Learning Outcomes

Comments for Evaluators		

Comments	Location in Annex 2	Rating

Standard 3: Student-Centred Learning, Teaching, and Assessment.

All the quality assurance objectives listed under this Standard should be addressed.

These student-centred learning and teaching objectives are as follows:

1. To recognize and respect student diversity and their needs, enabling flexible learning paths.
2. To consider different delivery modalities where appropriate.
3. To use a variety of pedagogical methods.
4. To evaluate and adjust the modes of delivery and pedagogical methods.
5. To encourage a sense of autonomy in the learner.
6. To ensure adequate guidance and support from the teacher.
7. To have procedures for addressing student complaints.

b) The assessment strategy:

1. Includes assessors familiar with existing testing and examination methods.
2. Is published.
3. Is focused on evaluating intended learning outcomes.
4. Employs multiple assessment methods.
5. Is consistent and fairly administered.
6. Includes a formal appeals procedure.

Comments	Location in Annex 2	Rating

3.a.i. *Student -Centred learning and teaching objectives*		
1. How do you recognize and respect student diversity and diverse student needs to enable flexible learning paths?		
2. Which learning modalities do you make use of and why?		
3. Provide an overview of the pedagogical methods used.		
4. How do you evaluate and adjust the modes of delivery and pedagogical methods?		
5. How do you encourage a sense of autonomy in the learner?		
6. What ensures adequate guidance and support from the teacher?		

Comments	Location in Annex 2	Rating

7. Describe the procedures for addressing student complaints.		

Comments	Location in Annex 2	Rating

3.a.ii. *Assessment Strategy*		
1. How are assessors familiarized with existing testing and examination methods?		
2. Where is your assessment strategy published?		
3. How are intended learning outcomes evaluated?		
4. Which assessment methods are used?		
5. How often are the assessment methods reviewed?		
6. Describe how you consistently and fairly administer the assessments.		

Comments	Location in Annex 2	Rating
7. Describe the institutions formal appeal procedure(s).		

Comments	Location in Annex 2	Rating

3.b. Provide documentation or other related evidence.		
1. Include a copy of the institution's academic policies that deal with learning, teaching, and assessment, or provide the location of the evidence.		
2. Provide a copy of the institution's student handbook, or location of the evidence.		
3. Provide evidence that the faculty and staff are involved in and committed to student-centred learning, teaching, and assessment, and that the institution encourages this involvement and commitment.		

Comments	Location in Annex 2	Rating

Standard 4: Student Admission, Progression, Recognition, and Certification

The institution consistently applies pre-defined and published regulations and policies covering all phases of the student "life cycle" including student admission, progression, recognition, and certification.

The following Quality Assurance Objectives are associated with this Standard.

The institution's student admission, progression, recognition, and certification processes:

1. Are predefined, published and are applied consistently, fairly, and in a transparent manner.
2. Effectively cover the entire student life cycle.
3. Provide for fair recognition in line with the principles of the Lisbon Recognition Convention.
4. Are in line with appropriate regulatory standards and national/regional requirements.
5. Recognize both non-formal and informal learning.
6. Validate the qualifications of transfer students.
7. Cover both academic and non-academic life.
8. Facilitate cooperation with other institutions and quality assurance agencies such as the ENIC/NARIC centres.

Comments	Location in Annex 2	Rating
4.a. *What is the institution's current strategy for student admission, progression, recognition and certification?*		
1. Describe the institution's admission, progression, recognition, and certification policies.		
2. What are the procedures for monitoring the student life cycle?		
3. Demonstrate, that you provide fair recognition in line with the principles of the Lisbon Recognition Convention.		
4. Describe and explain the fair recognition in accordance with appropriate regulatory standards and national/regional requirements.		
5. How do you recognize non-formal and informal learning?		
6. How do you validate the qualifications of transfer students?		

Comments	Location in Annex 2	Rating
7. What are your policies and procedures that cover both academic and non-academic life?		
8. How do you cooperate with other institutions, quality assurance agencies and the ENIC/NARIC centres?		

Comments	Location in Annex 2	Rating

4.b. Provide documentation or other related evidence.		
1. Where do you publish the admission, progression, recognition and certification guidelines?		
2. Include a copy of the student admissions form.		
3. Include a copy of the student file template or list of what is included in a student file.		
4. Include a copy of the student guide or another document which outlines how students progress through the programmes.		
5. Include a copy of the document used to determine that a student has completed the programme of study and how the completion certificate/diploma/degree is awarded.		

Comments	Location in Annex 2	Rating
6. Include documentation that the institution's policies are in accordance with appropriate regulatory standards and national/regional requirements.		
7. Include a copy of typical diploma(s) awarded for the first, second and third cycle of higher education (Bachelor, Master, Doctoral level).		
8. Include a copy of typical Diploma Supplements for the first, second and third cycle of higher education (Bachelor, Master, Doctoral level).		

Comments	Location in Annex 2	Rating

Standard 5: Teaching Staff

The institution ensures that its teachers, are appropriately qualified and competent to teach the assigned courses. The institution applies fair and transparent processes for the recruitment and development of the teaching staff. The institution performs research appropriate to the institution's mission.

The following Quality Assurance Objectives are associated with this Standard.

The members of the institution's teaching staff:

1. Are recruited using clear, transparent, and fair processes.
2. Have employment agreements that recognize the importance of teaching.
3. Are offered opportunities for professional development.
4. Are encouraged to pursue scholarly activity and research.
5. Are encouraged to use innovative teaching methods and apply new technologies.
6. Are qualified for the role they assume.
7. Are fairly evaluated according to their contribution to the institution.

Comments	Location in Annex 2	Rating

5.a. *What is the institution's current strategy relative to this Standard and its associated Quality Objectives?*		
1. **Describe the recruitment and retention process of your faculty.**		
2. **Describe the employment agreements for teaching faculty?**		
3. **Describe the policies and opportunities for professional development for faculty?**		
4. **Describe the institution's scholarly expectations of its faculty including the link between education and research.**		
5. **How are faculty members encouraged to make use of innovative teaching methods and new technology?**		
6. **Describe the institution's policy that determines who is qualified to teach by subject/discipline at the various levels of education.**		

Comments	Location in Annex 2	Rating
7. How is the institution's teaching staff assessed and evaluated?		

ATHEA Self-Evaluation Template

Comments	Location in Annex 2	Rating
5.b. Provide documentation or other related evidence.		
1. **Include a copy of the institution's employment document/contract for teaching staff. If there is more than one employment document/contract used, include copies of all the documents.**		

Comments	Location in Annex 2	Rating

| 2. Complete the table that demonstrates that teaching staff are qualified to teach in their assigned academic programmes. |||||||

Academic Programme (should be the same list of programmes as provided under Standard 2)	Faculty Member Name	Programme Role or Position (e.g., Chair, Lead Faculty, Programme Head, etc.)	Qualifications			
			Highest Degree Earned	Field of Study	Qualification to Teach	Years of teaching experience in higher education

Comments by Evaluators		

Comments	Location in Annex 2	Rating

3. Include in the list at least one qualified faculty member for each of the programmes as identified under Standard 2a and list his/her specific qualifications relative to the programme.		
4. Include in the list at least one qualified faculty member for each *academic discipline* taught within each academic programme as identified under Standard 2a and list his/her specific qualifications relative to the *academic discipline*.		
5. Provide evidence of professional development initiatives for instructors/teachers.		
6. Provide evidence that instructors/teachers are involved in scholarly activity in their field of teaching responsibility using the Boyer Model for scholarly activity.		
7. Full time and part time faculty files are to be made available for the site visit.		

Comments	Location in Annex 2	Rating
8. Provide the documentation that states the qualification needed to teach by subject/discipline at the various levels of education for the site visit.		
9. Provide the faculty manual.		
10. Provide evidence that members of the faculty are assed and evaluated.		

Comments	Location in Annex 2	Rating

Standard 6: Learning Resources and Student Support

The institution has appropriate funding for learning and teaching activities and provides adequate and readily accessible learning resources and student support.

The following Quality Assurance Objectives are associated with this Standard.

The institution's learning resources and student support services:

1. Are appropriately funded and equipped.
2. Are fit for purpose (e.g. student-centred learning) in line with the educational strategy of the institution
3. Are readily available to all students.
4. Are staffed with qualified professional and administrative personnel for support.

Comments	Location in Annex 2	Rating

6.a. *What is the institution's current strategy relative to this Standard and its associated Quality Objectives?*

1. **Describe how the institution is funded.** This information was required in the section "Institutional Background" at the beginning of the document. It does not have to be repeated here.

2. **Describe the physical learning and human support resources available to the students in line with the educational strategy of the institution.**

3. **Describe how the students access these resources**

4. **How are these learning resources supported by professional and administrative personnel**

Comments	Location in Annex 2	Rating

6.b. Provide documentation or other related evidence.		
1. List the present learning resources (for each location).		
2. Provide evidence of sufficient facilities available for educational and human support services (for each location).		
3. Provide evidence of the support services that are available at the institution (for each location).		

Comments	Location in Annex 2	Rating

Standard 7: Information Management

The institution collects, analyses, and uses relevant information for the effective management of their academic programmes and other institutional activities with appropriate policies and procedures to facilitate clear communication with all stakeholders.

The following Quality Assurance Objectives are associated with this Standard.

The institution's information management system:

1. Is appropriate for the strategy and requirements of the institution (technical fit).

2. Provides reliable data for informed decision-making (key-performance indicators).

3. Supports the internal quality assurance system.

4. Tracks student progression, success and drop-out rates

5. Tracks stakeholders (student, faculty, industry) satisfaction, as applicable

6. Facilitates effective two-way communication with all stakeholders of the institution.

7. Monitors the career paths of graduates.

Comments	Location in Annex 2	Rating

7.a. *What is the institution's current strategy relative to this Standard and its associated Quality Objectives?*		
1. Describe the institution's information management system/s.		
2. Describe how the institution collects data and compiles key-performance indicators.		
3. Describe how the information system supports the quality assurance process.		
4. How does the institution track student progression, success and drop-out rates?		
5. How does the institution track stakeholder (e.g. student, faculty, industry) satisfaction?		
6. Describe how the institution communicates with its graduates, students, faculty, and the public at large.		

Comments	Location in Annex 2	Rating
7. Describe how the institution collects data about the career paths of students/alumni and monitors their careers.		

Comments	Location in Annex 2	Rating

7.b. Provide documentation or other related evidence.		
1. **Provide a copy of the template used for student files.**		
2. **Provide a copy of the template used for faculty files.**		
3. **Provide copies of any policies related to the Standard.**		
4. **Provide evidence of the institution's present technology infrastructure.**		
5. **Provide the process/plan used to keep information technology system in line with the needs of the institution.**		

Comments	Location in Annex 2	Rating

Standard 8: Public Information

The institution publishes information about its activities, including academic programmes, which is clear, accurate, objective, up-to-date, and readily accessible. The institution also publishes information regarding its ethical standards and conduct, community engagement activities, and social responsibilities.

The following Quality Assurance Objectives are associated with this Standard.

The institution's public information management process:

1. Makes relevant information regarding the institution's vision and mission, as well as its activities available to the public.
2. Provides the public with information concerning the institution's programmes, the intended learning outcomes, the qualifications awarded, and the teaching, learning, and assessment procedures used.
3. Provides the public with the pass rates, learning outcomes, and graduate employment information, and any other additional relevant information.
4. States the ethical code of conduct for the institution.
5. Identifies community engagement activities.

Comments	Location in Annex 2	Rating
8.a. *What is the institution's current strategy relative to this Standard and its associated Quality Objectives?*		
1. Describe how the institution makes relevant information about its vision and mission, as well as its activities, available to the public.		
2. Describe how the institution provides the public with information concerning the institution's programmes, the intended learning outcomes, the qualifications awarded, and the teaching, learning, and assessment procedures used.		
3. Describe how the institution provides the public with pass rates, learning outcomes, and graduate employment information, and any other relevant information.		
4. What is the ethical code of conduct for the institution and where is it published?		

Comments	Location in Annex 2	Rating

5. In which community engagement activities is the institution involved and where are they published?		

Comments	Location in Annex 2	Rating

8.b. *Provide documentation or other related evidence.*		
1. Provide a link on the institution's website where this information can be found.		
2. Provide the links available to the public that address this Standard.		

Comments	Location in Annex 2	Rating

Standard 9: Ongoing Monitoring and Periodic Review of Programmes.

The institution monitors and periodically reviews their programmes to ensure that the programmes achieve the objectives set for them and are responsive to the needs of students and society. Periodic reviews lead to continuous improvement of the academic programme. Actions planned or taken because of the periodic reviews are communicated to all those concerned. A periodic review is also completed on the comprehensive quality assurance plan.

The following Quality Assurance Objectives are associated with this Standard.

The institution's ongoing monitoring and periodic review of programmes evaluate:

1. Programme content to ensure the up-to-date status of the content.
2. Changing needs of society.
3. Student workload, progression, and completion.
4. The effectiveness of procedures for assessment of students.
5. Student expectations, needs, and satisfaction with the programmes.
6. The learning environment and support services, and their fitness for purpose.

Comments	Location in Annex 2	Rating
9.a. *What is the institution's current strategy relative to this Standard and its associated Quality Objectives?*		
1. Describe the periodic review policy/process for all programs to ensure that they are up-to-date.		
2. Describe how the institution keeps the programmes up to date with the changing needs of society.		
3. Describe how the institution periodically reviews student workload, progression, and completion.		
4. How does the institution ensure the effectiveness of procedures for assessment of students?		
5. How does the institution keep its programmes in line with student expectations, needs, and satisfaction?		
6. How are the learning environment and support services kept fit for purpose?		

Comments	Location in Annex 2	Rating

9.b. *Provide documentation or other related evidence.*		
1. Include the institution's comprehensive quality assurance plan.		

Comments	Location in Annex 2	Rating

Standard 10: Cyclical External Quality Assurance.

The institution undergoes external quality assurance in accordance with ATHEA Standards on a cyclical basis.

The following Quality Assurance Objectives are associated with this Standard.

The institution's cyclical external quality assurance:

- Considers the legislative environment in which the institution operates and is focused accordingly.
- Undertakes cyclical external quality assurance
- Integrates feedback from the external review into the continuous improvement of the institution.

Comments	Location in Annex 2	Rating

10.a. *What is the institution's current strategy relative to this Standard and its associated Quality Objectives?*		
1. Describe the legislative environment in which the institution exists. If the institution is working in more than one environment, provide details on all the jurisdictions where the institution operates.		
2. Describe the present external review processes (e.g. other accreditations and quality assurances).		
3. Describe how feedback from external reviews has been integrated into the quality assurance system of the organization.		
4. If different locations of the institution have undergone different external reviews, describe the review process used in each location.		

Comments	Location in Annex 2	Rating

10.b. Provide documentation or other related evidence.		
1. Provide relevant documents about the legislative environment in which the institution operates.		
2. Provide an executive summary of all external reviews, including copies of all final reports/letters received from the external reviewers for the last 7 years.		

Comments	Location in Annex 2	Rating

General Comments

Evaluators Comments		

--- END OF DOCUMENT ---