Dire Dawa University

Quality Enhancement and Academic Program Affairs Directorate

QA Policy

May, 2022

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PREMISE

The Quality Policy of the Dire Dawa University (DDU) is based on the following premise:

"Quality Assurance" is the activity of providing evidence needed to establish confidence among all concerned that the quality-related activities are being performed effectively.

"Quality Control" involves developing systems to ensure products or services are designed and produced to meet or exceed stakeholder requirements.

"Quality Evaluation" is the systematic determination of merit, worth and significance of something or someone. Evaluation is often used to characterize and apprise subjects of interest in a wide range of human enterprises.

"Quality Management" is a method of ensuring that all the activities necessary to design, develop and implement a product or service are effective and efficient with respect to the system and its performance.

"Quality Management System" (QMS) is a system that outlines the policies and procedures necessary to improve and control the various processes that will ultimately lead to improved business performance.

"Quality Enhancement" is an ongoing process of augmentation or improvement.

PURPOSE OF THIS DOCUMENT

This Quality Policy has been formulated and revised to guide the ongoing development and implementation of an Institutional Quality Management System towards ongoing quality enhancement and the fostering of a culture of continuous improvement. This is in support of the dream, namely to be an internationally recognized applied science university in Africa, distinguished for engaged scholarship, social responsiveness and an ethic of care. The development of a Quality Management System at the DDU is therefore not regarded as an event but rather as an ongoing process.

Preamble

As part of the DDU's mission statement – namely to produce competent graduates, problem solving research and technology output and provide demand driven community services through

fostering an international academic environment enriched with democratic values thereby supporting the realization of socio-economic and political transformation of the nation – clear reference is made to an embedded "quality focus". Therefore, DDU strives to be an academic institution of high quality. Quality assurance and continuous quality promotion are fundamental to the realization of the vision and mission of the DDU. The DDU accepts self-driven quality assurance and quality promotion in all academic and support functions as a core value and thus implements a system of this nature. The quality policy furthermore takes into account the historical context, establishment and development of the DDU.

Aim

This policy aims to establish conditions for assuring and improving the quality of the DDU's core business, namely teaching, learning, research and community engagement.

In the field of evaluation, there is some degree of disagreement about the difference between the terms evaluation, review and assessment. For the purpose of this policy, these terms are regarded to be interchangeable.

Quality Policy

APPROACHES TO QUALITY
For DDU, quality is achieved when

• values, plans, policies and actions are aligned

• staff, customers, stakeholders and community are engaged

• application of resources is aligned with organizational values, plans and policies

• plans, actions and achievements are reviewed and learning's applied

• results are achieved in line with institutional plans and the expectations of staff,

• customers, stakeholders and community expectations, and

• a high level of commitment to university values, plans, policies and actions is evident.

Furthermore, the DDU considers quality as:

1. The policies, systems, activities, structures, processes, procedures and guidelines directed towards achieving, maintaining, monitoring and promoting quality.

2. Activities that must ensure that standards are specified and achieved consistently and repeatedly. It involves a continuous cycle of setting standards for key activities, judging achievements against the standards, planning for improvement and taking action to implement desired changes.

3. Related activities on all levels, which may include policy setting, process and procedure formulation and implementation, documentation, staff involvement, monitoring, involving clients, training, and sound financial planning and management.

4. The "Shewhart Cycle" defines quality improvement according to four key activities, namely:

> **Plan**: Design or revise business process components to improve results (planning);
> **Do**: Implement the plan and measure its performance (action);
> **Check**: Assess the measurements and report the results to decision makers (evaluation); and
> **Act**: Decide on changes needed to improve the process (improvement).

1. In addition to the quality assurance activities, quality enhancement focuses on quality improvement and enhancement by combining self-evaluation with external evaluation, as well as self-regulation and management.

2 Self-evaluation is regarded by the DDU as a cornerstone of quality improvement. Formal quality evaluation/assessment at the DDU is not a one-off procedure but forms part of a cyclical process on the various levels of academic and support activities. Since quality assurance, quality

4 One of the permanent quality objectives of an organization should be the continual improvement of its process efficiency, its effectiveness and, hence, overall performance.

Quality Policy
Academic and support services are to ensure the realization of the dream, purpose, brand promise, values and the institutional planning priorities to which the DDU commits itself.

More specifically, the Quality Policy aims to provide a framework for an efficient and functional quality management system (QMS) with enforceable rules and procedures focusing on the:

1. Establishment and development of a quality assurance culture in both the academic and support services domains of the university.

2. Promotion of quality assurance and improvement actions at institutional, college and department levels.

3. Empowerment of staff in the development, implementation and execution of quality assurance systems, processes, procedures and mechanisms.

4. Monitoring of the quality assurance actions within functional units of the DDU (colleges, institute, schools, departments, chairs, units and support services).

5. Monitoring of institutional quality assurance accountability required of the DDU on a national and statutory level.

Evaluation/assessment and quality promotion are interlinked, the terms quality assurance and quality enhancement are used by the DDU in an embracing sense.

The DDU acknowledges that quality is multidimensional and contextual. Therefore, the DDU states that, in the context of Ethiopia, as well as in the context of the international academic community, quality for the DDU entails:

1. *Fitness for purpose* (the extent to which the institution's academic and support structures and embedded processes are aligned with their chosen dream, purpose, brand promise, values, mission statements and with those of the institution);

2. *Fitness of purpose* (the extent to which the DDU relates to national policy and framework, including the 1152/2019 Higher Education Proclamation, HERQA and other MoSHE requirements, which include governance, planning, funding and resource allocation, as well as taking into account international developments);

3. *Value for money* (judged in relation to the full range of higher education purposes);

4. *Client and needs satisfaction*;

5. *Transformation of students and the institution* (developing the capabilities of individuals for personal enrichment, as well as the requirements of social development and economic and employment growth); and

6. Meeting international benchmarks, and repeatability of processes.

Thus, quality at the DDU is to be found in the processes, the programs, graduates, research outputs, community engagements (products), and the relevance of the products and services.

DDU'S QUALITY PRINCIPLES

The following principles guide the Quality Management System (QMS) with respect to its definition of quality:

Academic

1. Academic quality is best guaranteed when responsibility for it is located as closely as possible to the academic processes of teaching, learning, research and community engagement and it is maintained and enhanced through the professional commitment of staff and students. Quality assurance is a continuous, active and responsive process. Everyone at the DDU needs to be dedicated to continuous improvement.

2. Critical self and external evaluation of processes and performance and feedback from the evaluation will be a regular feature of quality assurance and promotion at the DDU. Active sharing and dissemination of good practice and the modification of ideas are central to the proper operation of the quality management system. All self-evaluations, peer evaluations and/or soft reviews must be followed by an improvement plan with actions to respond to the results or weaknesses/deficiencies identified during the evaluation process. This, in turn, is followed by progress reports.

3. The quality system is effective if it results in the achievement of academic quality. The outcomes of the teaching, learning, research, community engagement/community service activities are indicators of this effectiveness. In support of the relevant DDU Policies, all college/institute-specific processes and procedures and the quality assurance thereof must be documented in a college/institute Quality Manual and updated annually.

4. Effective quality assurance requires the use of external academic, industry statutory/non-statutory and/or professional bodies/councils' representation as part of the external evaluation process. The DDU's academic work and its processes for guaranteeing the quality of that work must be responsive to the national and international contexts. This requires the use of internal but predominately external participants in the external evaluation (validation) quality assurance processes.

5. All faculties and academic offerings, namely short learning program modules, subjects, qualifications/programs are evaluated/ reviewed and must pass through a self-evaluation process on the basis of the relevant HERQA and DDU-specific criteria and, in selected cases, be followed by an external evaluation (validation).

6. Ethics in all endeavors; Academic integrity; Academic freedom and freedom of scientific research; Responsibility, accountability, fairness/ transparency; and Embracing diversity.

7. Any evaluation resulting in a "needs improvement" will be followed by a second (follow-up) evaluation within 12-18 months. Any evaluation resulting in a "does not comply" will be followed by a Senate decision on the phasing-out strategy.

8. Evaluation cycles may range between one and 3/5 years, according to whether it's a 4/5 years program or a one-year program that is considered.

SUPPORT SERVICES

All DDU support departments (functions, services, academic, administrative, student and/or general support units) must have a detailed quality manual to be regularly updated. Support departments have to pass through a comprehensive self-evaluation; self-reflection; peer evaluation and or soft review process on the basis of acceptable relevant criteria.

External evaluations (peer evaluation and/or soft review) may also be conducted as guided by the supporting guidelines for the evaluation of support services. The supporting processes on how this is to be conducted and documented are systematically set out in the supporting guidelines of the Quality Assurance Office.

QUALITY ASSURANCE BODIES

The DDU endorses the work of the HERQA and participates fully in the national reviews and institutional quality audits.

RESPONSIBILITY FOR QUALITY ASSURANCE

1. The DDU considers quality assurance as part of the responsibilities and activities of all staff members (both academic and support).

2. Each School/college, department/chair, and support department will have a "quality coordinator", who will act as a catalyst for quality. Executive directors, deans, academic and admin directors, department heads and all other managers, however, remain responsible for ensuring quality in their respective organizational units.

3. Deans report on the outcome of all faculty-related quality evaluations to the quality assurance directorate at an appropriate time frame.

4. An annual summarized report covering all quality-related evaluations and or reviews will be tabled at the Senate.

5. Overall responsibility for quality assurance rests with the president of the university, who will report on the status of quality assurance to the university Council of the DDU.

6. In the formal structured processes implemented at the DDU, each staff member will play a leading role in evaluating and developing quality at all the levels of the institution, and all staff must be committed to the quality of the institution's systems, processes, products and services.

PRINCIPLES UNDERPINNING THE POLICY

Some of the principles underpinning Dire Dawa University approach and modus operandi are outlined. These will need to shape, if not determine Dire Dawa University methodologies of accountability and improvement. Several key principles are incorporated into this Policy. The principles relate to the quality framework and processes outlined in this document. The key principles incorporated into this policy related to the quality framework and processes outlined in the policy are further clarified in this section.

Principle 1: *Holistic approach*. All aspects of the institution's activities, academic, administrative and managerial will be subject to audit and reporting.

Principle 2: *Based on self-assessment*. Trust but verify. The institution will be judged according to its own objectives, that is, on whether or not it is achieving its own mission in a purposeful and clear fashion.

Principle 3: *Improvement focus*. Dire Dawa University Quality Assurance Office will have a focus on assisting and facilitating improvement within Dire Dawa University. It sees audits as a value tool to assist Dire Dawa University to enhance quality education. QEAD is a partnership, cemented with a common will to improve.

Principle 4: *Planning framework*. The quality assurance model adopted presupposes a planning and evaluation framework to quality systems. Objectives must be planned, actions taken must be measurable in verifiable ways, reviews of the plans and measures be undertaken. Surveys particularly of employers and students are seen as crucial instruments for continuous improvement.

The set objectives must be SMART, i.e., Specific, Measurable, Achievable, Realistic and Time-bound.

Principle 5: *Data and resources*. Whatever resources are needed by the QAED should already be required by the institutions' own internal quality systems and process. The QAEDs self-assessment approach builds assessments around what already happens or should be happening. In brief, the QEADs operational catchwords are "accountability and improvement through self-assessment against objectives achieved by good planning and processes, but measured and periodically reviewed.

Principle 6: Quality teaching, learning, research and support services or auxiliary services, *continuous improvement* as a core value. Quality teaching, learning, research are essential to the University's mission, goals and activities. The University's quality assurance processes are intrinsic to the work of all staff, who are undertaking or supporting teaching and the promotion of learning and research.

Benchmarking and evidence-based approach The University evaluates its achievements against appropriate national and international benchmarks. Its quality assurance methods are evidence-based, where outcomes and feedback from stakeholders (including students, staff, employers and the community) will provide the basis for analyses and conclusions on which improvements are planned.

Principle 8: *Collegiality and Team spirit.* The University's procedures reflect the principles of rigorous peer review, as the is to identify areas for improvement, foster collaboration, and team spirit, exchange of best practice, and encourage an ethos of critical self-evaluation.

Principle 9: *Modus Operandi Audit Processes*. Members of audit teams will be independent of the institution they are auditing and will be trained in auditing techniques. To assist both auditors and institutions, audit guidelines will be developed collaboratively between the Dire Dawa University Quality Assurance Unit and the Senate.

Quality Assurance Framework of DDU

The Quality Assurance System of DDU is based on laws, decrees, regulations and directives which defines the responsibility and authority of various actors within the University and often includes process descriptions. The quality assurance methods are mainly integrated into the University's normal activities, separate structures and functions pertaining to the quality system which are used only when needed. The general quality assurance of the University's activities takes place through the management process. The cycle of activity planning, implementation, reporting and development in the management process forms the central framework of the university's quality system.

The quality assurance policy describes

•The quality framework in place at the University;

•Identifies the desired outcomes of the quality framework;

•Identifies and describes each person's responsibility for ensuring quality;

•Supports the University's strategic plans and objectives;

•Ensures DDU achieves and maintains a low-risk status from the perspective of regulatory bodies due to planned monitoring, maintenance and improvement of its quality framework;

•Promotes the application of DDU's policies, procedures, guidelines, manuals, forms….

The following criteria will form the quality framework at DDU:

•Fitness for purpose: The core activities will be seen in relation to the vision and mission of the University and how well faculties/college/institutes and their academic programs are aligned to the vision of the University.

•value for money: The development and capacity of individual learners for personal enrichment; ability to empower and enable the learners through various activities.

Quality Assurance Mechanisms

The policy shall apply to all colleges/institute/schools, departments, support units and programs (regular, night, summer) of the University and shall include internal quality assurance (continuous) and external quality assurance (periodic). All members of the University, including teaching staff, researchers, support staff and students themselves-contribute to the quality of the teaching, research and community services. This summary relates principally to the stakeholders most directly concerned with the quality of the academic provision.

In general, the members of the University community are collectively responsible for maintaining and enhancing the quality of its academic programs, and for improving the quality of the student learning experience as well as the activities undertaken at different work units.

Standards and Areas of Internal Quality Assurance

In the regular self-evaluation, all units of the University evaluate the functionality of the working processes or the realization of strategic targets, using questions defined by the University management on the basis of the Strategy. The purpose of the self-evaluations shall be to develop activities at department/school/college/institute and the whole University level. The schools/colleges/institute/departments shall send their self-evaluation reports to the President office, and Quality Assurance directorate and then they will be given feedback on their self-

evaluations both orally in the performance negotiations and in written form after the negotiations.

schools/colleges/institute should have the possibility to give feedback to the central administration on the self-evaluation. The feedback is discussed in a council meeting for the president and vice presidents. These practices are followed in the college/schools, department units etc and they should be described in their operation manuals.

Within the framework of the QA system of the University, self-evaluation is viewed as an on-going cycle of moments of examination, as a whole, and each organizational unit, service, teacher and staff member in particular, to make sure that the required standard of competence and excellence in the institutional performance is achieved. This system also comprises the definition of improvements and the dates on which they will be implemented. The self-evaluation processes are part of the normal management procedures of collective institutions, at different levels.

The results of the evaluation processes constitute essential data to be used to overcome weak points detected and to strengthen the areas of excellence, aimed at bringing about overall improvement. These results will be disclosed publicly in a suitable manner, contributing towards a better external understanding of the institution, its needs, its potential and its achievements.

Internal quality assurance mechanisms shall be continuous. The mechanisms shall also be coherent with the quality assurance framework set forth in this policy and shall include mechanisms to assess the following areas;

1: Vision, Mission and Strategic Objectives

2: Governance and Management

3: Human Resource

4: Financial Resource Management

5: Infrastructure and Facilities

6: Student Admission, Progression and Graduate Outcomes

7: Student Support Services

8: Study Programs and Curriculum

9: Teaching, Learning and Assessment

10: Research and Consultancy

11: Industry and Community Engagement

12: Information Management System

13: Internal Quality Assurance

14: Collaboration, Staff and Student Mobility

Vision, Mission and Educational Goals

Quality assessment starts by looking at an institution's vision, mission, and educational goals. The institution'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. DDU shall define clearly its vision, mission and educational goals and make them known to its stakeholders. The following are the standards against which the vision, mission, educational goals of the university will be assessed:

The DDU must

•have a clearly written statements of vision, mission and strategic objectives.

•ensure that its vision, mission and strategic objectives are developed in consultation with internal and external stakeholders.

•ensure that its vision, mission and strategic objectives are approved by a governing board or other appropriate body.

•ensure that its vision have clear scope in terms of geography and time frame.

•ensure that its vision, mission and strategic objectives are consistent with its purpose and ability to meet national priorities and global developments.

•ensure that its mission and strategic objectives reflect the crucial elements (competency, research, community engagement, and social responsibility) of the processes and outcomes of the DDU.

•develop a strategic plan to achieve its vision, mission and strategic objectives.

•articulate its vision, mission and strategic objectives in policies, strategies, guidelines, and programs.

•have a system of communicating its mission, vision and strategic objectives to its internal and external stakeholders.

•have a mechanism to monitor how far it has achieved its mission and strategic objectives.

•The DDU's strategic plan should clearly articulate priorities, core functions and resources and define the future direction of the institution.

•DDU's vision, mission and strategic objectives should be periodically reviewed in consultation with internal and external stakeholders.

Governance and Management

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 institution. The following standards shall be employed to measure the quality of leadership and management.

The DDU must

•have appropriate organs of governance such as Board, Senate, Management Council, Academic Commission, Department Council, and committees.

•have the necessary internal regulations that clearly establish the operating procedures, mandates, duties, responsibilities, powers, privileges and tenure of major committees, academic and administrative units and other positions within the DDU.

•have an appropriate organizational structure that facilitates the successful accomplishment of its vision, mission and strategic objectives.

- have mechanisms to ensure functional integration and comparability of educational quality for geographically separated campuses.

- ensure that the governing body has an appropriate balance of individuals with the range of perspectives, expertise, and gender necessary to guide the DDU.

- ensure that the primary objective of the governing body is to oversee the effective development of the DDU in the interests of students and other stakeholders.

- enable students and staff to participate in appropriate decision-making bodies and are provided with adequate support to fulfill their roles.

- have a properly coordinated committee structures that ensure efficiency and effectiveness.

- have timely and fair process for the investigation of complaints and appeals by students, staff and other stakeholders.

- have clear policies and procedures for the appointment of leaders and managers.

- The DDU should ensure transparency of the work of governance and its decisions (through newsletters, web information, disclosure of minutes, etc.)

- The DDU's leadership should undergo periodic training and staff development program to enhance their leadership capabilities.

Human Resource

The quality of human resource (which may include staff employed by the HEI, volunteers and interns working with or contributing to the HEI, part-timers, and staff of external providers) is one of the most important components in assuring the quality of HEIs. Hence, it is important that DDU has sufficient number of academic and administrative staff to carry out its activities; this includes having a policy on staff-student ratio. DDU has to establish proper and effective systems and processes for merit-based staff recruitment, service and promotion. To further enhance the quality and productivity of staff members, DDU should provide for and encourage professional development opportunities for its staff based on needs assessments. Regular performance review of staff has to be in place, with a view to enhancing quality teaching and to recognize excellence in practice. Furthermore, DDU has to take deliberate steps to ensure a

positive organizational climate which enables the effective provision of its academic and non-academic activities and to support staff retention. Thus, the standards for human resource are as follows

The DDU must

•ensure that the number, qualification, experience and expertise of fulltime academic staff is adequate and appropriate to the nature, level and mode of delivery of programs.

•have adequate and appropriate administrative and technical support staff.

•have clear and documented policies guidelines, criteria, and procedures that ensure equal opportunities and gender equality in human resources for recruitment, selection, appointment, retention, and promotion of staff that is based on qualification, competence, and skills.

•ensure that staff recruitment, selection, appointment, and promotion policies, guidelines, criteria, and procedures are communicated and consistently adhered to.

•clearly specify and communicate the roles and responsibilities of its academic staff in terms of teaching, research, community services, consultancy, and administrative functions.

•clearly specify and communicate the roles and responsibilities of its support staff.

•have clear contractual agreements with staff that outline the terms and conditions of employment and are aligned with relevant legislative requirements.

•have well-established policies, guidelines, and procedures on staff appraisal, training, and development.

•have equitable and transparent performance management system including rewards and recognition schemes.

•undertake periodic monitoring and evaluation and appraisal of staff, and results are communicated and used as input for staff development.

•plan and provide need-based training and development to its academic staff.

•provide mentoring and formative guidance for new academic staff as part of its staff development program.

•have a policy and action to support and empower female academic staff, staff with disabilities and staff who live with HIV/AIDS.

•The HEI's recruitment policy should seek a balance between senior and junior academic staff, between academic and non-academic staff, between male and female staff, and between local and international academic staff.

•The HEI should have appropriate provision to allow for advanced enhancement of its academic staff through research leave, sabbatical, and sponsored participation in professional, academic and other relevant activities, national and international.

Financial Resource Management

Finance and budgeting are important tasks of all HEIs, whether the source of funds is from the national budget or revenue from tuition and other sources. The HEI's financial plan has to reflect needs and allow for efficient disbursement in harmony with strategic and operational plans. Furthermore, the financial management system has to demonstrate an institution's financial administrative capacity in a manner that emphasizes transparency, integrity, cost effectiveness, and efficiency. Thus, the standards for financial resource management are as follows;

DDU must

•have adequate financial resources to carry out its mandate and objectives effectively.

•ensure a balanced allocation of financial resources to core functions of teaching learning, research and community engagement.

•ensure timely and proper allotment of financial resources to the respective academic units.

•give sufficient autonomy to academic units for appropriate utilization of financial resources.

•have a clear budgetary and procurement procedures.

•have a policy on tuition fee, other related payments, and refunds.

•have a clear and consistently implemented system of financing for institutional development (plough back policy).

•follow an accounting system that corresponds to accepted professional accounting standards and in line with national regulations.

•ensure that it is subject to regular external financial auditing.

•have a prudent financial management system, which includes strategies, policies and procedures for budgeting, resource allocation, repairs and maintenance of infrastructure, asset management, debt management and financial reporting.

•The HEI should have policies to safeguard its funds and maintain sufficient financial reserves to mitigate potential financial risks.

•The HEI should have diversified and sustainable sources of financial resource.

•The HEI should have a balanced budget forecast statements for subsequent financial years.

Infrastructure and Facilities

Appropriate and adequate educational resources are necessary to ensure effective teaching-learning and research activities of an HEI. These resources include the space and the necessary equipment and facilities for administration, for large and small group learning (e.g. libraries, resource centers, class rooms, lecture halls, auditoriums), for practical classes (e.g., science and computer laboratories, workshops, studios, demonstration rooms, etc.), for clinical learning (e.g., hospitals, clinics) and for research. In addition, supporting facilities such as dormitories, canteen, transport, security, recreation, etc. are useful to facilitate academic success.

The availability, quality, relevance, and accessibility of such resources are equally important to run an effective teaching and learning and research. Furthermore, a balanced and proportional increase in the direct and indirect educational resources supports effective teaching and learning and research. DDU has to ensure that educational resources on campus are accessible to and adapted for the needs of students with disabilities. Thus, DDU must

•have academic, administrative and recreational infrastructure (Library, classrooms, lecture halls, seminar rooms, staff offices, computer centers, ICT, laboratories, workshops, clinic, lounge, cafeteria, dormitories, sport fields, etc.) with up-to-date facilities adequate for the number of students and staff.

- have adequate and qualified staff for the management and services of its infrastructure and academic facilities (Library, computer centers, labs, workshops, clinic, etc.).

- ensure that academic facilities are adequately illuminated, well ventilated, and acoustically suited.

- ensure that its infrastructure and facilities comply with relevant safety, health and environmental regulations.

- ensure that academic facilities have signs and warnings posted for appropriate user behavior.

- ensure that its academic facilities have copies of relevant and updated service delivery guidelines, protocols, and manuals.

- ensure that its infrastructure and facilities are accessible and adapted for users with disabilities.

- have functional toilets separate for males and females close to academic facilities

- have regular schedule for inspection of facility and maintenance services.

- ensure the learning resources are catalogued and referenced.

- The DDU should have smart classrooms.

- The DDU should ensure that skill development centers/practical training facilities are accessible for students' independent practice

- The DDU should have strategies and procedures for the provision, monitoring and continuous improvement of adequate and appropriate infrastructure and facilities.

- Where appropriate, DDU should establish cooperative arrangements with other institutions for sharing of resources and services.

Student Admission, Progression and Graduate Outcomes

It is also important that HEIs to put in place both processes and tools to maintain up-to-date student records and collect, monitor and act on information on student progression. Moreover, HEIs has to put in place mechanisms for knowing the whereabouts and monitoring the performance of its graduates and for obtaining the perceptions of society and employers on the strengths and weaknesses of the graduates and to respond appropriately. Besides, this

information should be accurate, impartial, objective and readily accessible. Thus, to assure quality DDU must;

• have clear criteria and processes of student admission -- including those affecting transfer and exchange students – and select students whose capabilities are consistent with these criteria and processes.

• ensure that its admission policies and procedures promote diversity in admission, including consideration of females, disadvantaged groups and persons with disabilities, where applicable.

• make its student recruitment, selection and admission policies and procedures accessible to the public, especially students.

• ensure that student intake commensurate with its capacity and capability.

• assess and analyze student retention, progression, and completion rates.

• have strategies to improve student retention, progression and completion rates.

• have specified progression, graduation, and employability rates.

• establish an alumni management system.

• establish formal links with employers to facilitate graduate employment.

• have mechanisms for the collection of feedback from its graduates and their employers for program improvement.

• incorporate social responsibility in its student intake by privileged consideration for people with special needs.

• University should develop appropriate mechanisms for assessing the abilities of entering students and use this for the provision of necessary support and to inform teaching.

• The University should encourage alumni to play a role in preparing students for their professional future and to provide linkages with industry and the professions.

• The University should benchmark student retention, progression and completion rate in order to ensure comparability with other national and international institutions.

Student Support Services

HEIs need to provide appropriate and adequate support services and activities aimed at developing the students physically, emotionally, socially, and intellectually, as well as imparting the desirable graduate qualifications to the students. The support services may include orientation (academic and social), counseling, academic advising, financial, health, and recreational. HEIs should also provide support to students with special needs through special-purpose facilities and professionals.

Providing students with opportunities to form associations, student clubs, and to experience student leadership is also important. Furthermore, the HEI has to facilitate co-curricular and sports activities. THUS, to enhance its quality of student support services DDU must ensure the following;

•have clear policies and procedures for student support services and ensures that students are informed about the services available to them.

•have mechanisms to evaluate the satisfaction of student with the adequacy, effectiveness, and safety student support services.

•provide guidance and counseling services by qualified staff.

•arrange a comprehensive induction program to new students.

•provide appropriate remedial support to students facing academic difficulty.

•provide special support to female students, students with disability, and students living with HIV and AIDS.

•provide at least emergency medical services to students.

•encourage and facilitate student organizations.

•provide a range of co-curricular activities and events designed to positively impact on student welfare and enhance the student experience.

•publish a statement of student rights, responsibilities, and obligations and make it available to students and the HEI community.

•have policies and procedures that specify the steps to be taken in investigating breaches of student discipline, the responsibilities of relevant units and committees, and the penalties which may be imposed on students.

•have a mechanism for students to appeal on matters related to student support services.

•The university should provide career guidance and advice on progression after completing the program.

Study Programs and Curriculum

Study program and curriculum are at the core of a HEIs teaching and learning mission. They provide students with both academic knowledge and skills including those that are transferable, which may influence their personal development and may be applied in their future careers.

HEIs need to have policies and procedures that ensure the design and development of relevant and quality study programs that are aligned with the needs of stakeholders and that contribute to the achievement of their mission.

The dynamism of a HEI is reflected by keeping up with the latest development in the various disciplines through an effective relationship between curriculum content and current practices in these disciplines as well as by taking into consideration the current needs of an ever-changing society. Thus, to ensure the quality of its programs and curriculum DDU must;

•have a policy on and guidelines for curriculum design, development, and approval.

•have policies and procedures that ensure its programs are relevant to the HEI's mission and strategic objectives.

•have defined and robust structures, procedures, and process for curriculum design, development, and approval.

•clearly stipulate roles and responsibilities of different bodies in the process of curriculum design, development, and approval.

•have a system to ensure that programs are launched only after the resources to support the programs have been identified.

•conduct program need assessment with due consideration of labor market factors and national labor requirement projections.

•have a mechanism to ensure that program structure and credit hours/units are in accord with national and international norms.

•have mechanisms for stakeholder participation in curriculum design, review and validation, including feedback from students, alumni and employers.

•ensure that departments have sufficient autonomy to design and review curriculum.

•ensure that all programs undergo a regular cycle of curriculum review to ensure currency, quality and relevance.

•have policies requiring learning outcomes to be formulated and

•documented for all programs and courses.

•provide students with the latest written information about the aims, outline, learning outcomes, and methods of assessment of programs offered.

•The HEI should have mechanisms to ensure appropriate ongoing external input into curriculums from employers and the professions.

•The HEI should ensure vertical and horizontal integration of associated concepts, disciplines, and subjects in its curriculum.

Teaching, Learning and Assessment

Teaching and learning is one of the core activities of a HEI and it is important that the academic staff and facilitators ensure quality student experience to enable the students to acquire appropriate knowledge, skill and attitude. Student assessment is one of the most important elements of higher education because the outcomes of such assessment have a profound effect on students' progression and future careers. The robustness and security of the processes and procedures related to student assessment are important in inspiring confidence in the quality of the qualifications awarded by the HEI. Hence, DDU have to ensure that teaching, learning and assessment enable students to fully develop as learners in their field of study and to achieve the

learning outcomes for their program and the university's generic graduate attributes. Thus DDU must

•have a teaching and learning policy and guideline.

•employ a range of teaching and learning strategies and process that stimulate, prepare, and support students to take responsibility for their learning including active learning methods and a student-centered approach.

•ensure that each course/module instructor provides a standardized syllabus for the course on the first day class and thoroughly discusses it with the students.

•ensure that instructions use a balanced mix of theory and practice as per the curriculum.

•have systems for periodic monitoring and evaluation of the teaching and learning approaches and use the results/feedback to improve learning.

•ensure that instructors announce and use consultation hours to support student learning.

•have policies and guidelines on assessment and examination.

•ensure that assessment regulations, policies and procedures are fair and transparent.

•ensure that the principles, methods and practices of student assessment are appropriate and aligned with learning outcomes.

•use a variety of methods for assessment and administer both formative and summative assessment on a continuous basis.

•have mechanisms to ensure the validity and reliability of exams.

•ensure that students are informed about the results of assessment in time.

•ensure that changes to student assessment and grading methods follow established procedures and regulations and communicated to students prior to their implementation.

•put in place a transparent student appeal system.

•ensure that departments have sufficient autonomy in the management of student assessment.

•ensure that exam administration process have considerations for students with disabilities.

•ensure that examinations, assessment materials, results and records are securely managed and stored, and students' assessed work is archived for an appropriately defined period.

•have effective policies and procedures for deterring, detecting and dealing with cheating and collusion on assessment and exam and there are appropriate policies and procedures to effectively addressed cases of cheating and collusion.

•have mechanisms to follow up suspected assessment, examination and invigilation security breaches.

•The UNIVERSITY should ensure that instructors prepare and use a session plan that contains session objectives, an outline of key points, questions, and other group activities, with needed materials for the students.

•The UNIVERSITY should ensure that programs have well-established internal and external moderation processes that are applied to assessment and examinations.

•The UNIVERSITY should have mechanisms to detect plagiarism and cases of plagiarism are effectively addressed through the implementation of appropriate policies and procedures.

•The UNIVERSITY should establish and run a functional exam bank, conduct item analysis and use the result for decision-making.

•The UNIVERSITY should prepare a blueprint for each course to ensure that assessment methods match the learning outcomes and cover all portions of the course.

Research and Consultancy

Whereas HEIs may have different research emphasis depending on the environment and expertise of the institution, research is an essential mission of every institution. Hence, DDU has to put in place a system and mechanisms to carry out this mission effectively and efficiently based on its own focus in order to generate beneficial research and consultancy.

A successful and beneficial research is implied by plan, availability of necessary resources, active participation of faculty, integration with the teaching and learning process, high quality and corresponds with national priorities. Thus, to ensure the quality of its research and consultancy DDU must;

- have policy, guidelines, and procedures for research.

- have adequate research infrastructure and resources that commensurate with the institutional emphasis.

- have policies and strategies that encourage all teaching staff to undertake research and publish research results.

- have standards and procedures for the approval of research proposals and the conduct and supervision of research.

- ensure adequate academic integrity through the establishment and use of appropriate research committees and boards.

- have clear procedures for developing institutional research priorities.

- ensure that research conducted by both staff and students is in line with institutional and national research priorities.

- have mechanisms to purposely involving and mentoring female and early career researchers.

- create platforms to disseminate its research outputs, share research experience, and establish networking.

- ensure that undertaking of consultancy or other supplementary activities in any way compromise the quality, extent, and availability of activities for the implementation of teaching and learning and research.

- have policy, guidelines, and procedures for consultancy and commissioned/sponsored research services.

- The UNIVERSITY should have mechanisms for solicitation and management of funds from different sources.

- The UNIVERSITY should provide opportunities - including funding - for academic staff to publish in reputable journals, participate in professional, academic and other relevant activities.

- The UNIVERSITY should use the results of research and consultancy services to inform current teaching and learning and community service.

Industry and Community Engagement

One of the responsibilities of HEIs is to offer knowledge-based services to the community by utilizing the abilities and expertise at their disposal. It is also important that HEIs implement a planned and well-managed approach to their engagement with a range of stakeholders, including: industry and employers, professions and professional bodies, education providers, alumni, and the community at large. Fostering positive relationships will help to enhance student learning activities; identify industry and employer requirements of graduates; and provide students and staff with opportunities to engage with industry and employers. Thus, to ensure the quality of its engagement with industry and community DDU must;

• have a clear policy, guideline and procedure for community engagement and industry linkage.

• establish and maintain positive relationships with the industry, employers, professions, other education providers, alumni and the community at large.

• create opportunities for staff and students to links with, participate in, contribute to, and benefit from relevant partners in the industry, employers, professions, other education providers, alumni and the community at large.

• ensure that knowledge-based community service is a part and component of the institutional long-term plan and strategies.

• have criteria and processes for determining priorities, approving proposals and conducting terminal evaluation of knowledge-based community service projects.

• have and maintain ethical standards in the conduct of knowledge-based community service.

• The UNIVERSITY should establish relationships with other education providers nationally and/or internationally to support activities such as the sharing of resources, benchmarking, research, networking, establishing student articulation pathways and other beneficial activities.

• The UNIVERSITY should establish an alumni association to facilitate effective engagement with its graduates.

Information Management System

Information management system is important for gathering, organizing and storing, processing and analyzing data and generate reports. It is also crucial for management and decision making that are consistent with institutional policies and planning.

In addition, all interested parties are able to interact with the HEI in full confidence that they maintain control over their own data, and that the institution treats their data with appropriate care and confidentiality. Thus, to assure quality of its internal processes DDU must;

•have clear policy and guideline for information management.

•have robust, reliable and comprehensive information management system which is usable in diverse ways

•ensure the confidentiality, security, accuracy, currency, and completeness of database in its information management system.

•have guidelines and strategies that ensure storage of detailed records and transcripts, indicating the list of courses, credit hours and grades.

•maintain secure learner records for current use and historical review; backup files are maintained in a secured way.

•have rigorous processes for issuance and storage of certificates.

•have clear strategy for data archive, retention, and destruction.

•keep up-to-date records of staff numbers, qualifications, gender, and employment turnover rates.

•provide clear, accurate and adequate information on its capacity, facilities and resources.

•maintain information on student progression, drop-out rates, and graduation rates.

•publish periodic information including programs offered, selection criteria, expected learning outcomes, qualifications awarded, teaching and learning procedures, graduation rates, learning opportunities, and employment of its graduates.

•maintain data on research; consultancy services; community engagement; and links with industry, other providers, employers, professions, and alumni.

•generate data required for, and compatible with, external regulatory, professional or national systems as appropriate (e.g., requirements by HERQA).

•establish effective processes for collecting and analyzing information on academic programs and other activities of the institution that feed into the internal quality assurance system.

•have a website that is comprehensive and robust in the information it provides and kept up-to-date.

•The HEI should put in place an electronic learning management system.

Internal Quality Assurance

Internal quality assurance is a planned and systematic monitoring and review processes established by HEIs to determine the quality and relevance of programs and the appropriateness of resources. It is important that HEIs assume responsibility for the quality of their operations and, therefore, have in place a published policy on quality assurance. In addition, HEIs should have a system for the assurance of relevance and quality, supported by a quality assurance strategy. The procedures for internal quality assurance are important factors which reflect the potential for quality improvement and to convey confidence in the quality of the provision of an HEI to its staff, students, employers and other stakeholders.

To support the enhancement of quality, the quality assurance system should provide for relevant information and data that can be used for strategic management to mitigate identified weaknesses. HEIs are also expected to regularly review and continuously develop their system and mechanism for internal quality assurance. Thus, the standards for internal quality assurance are as follows. To ensure the quality DDU must;

•have a policy and guidelines for quality assurance.

•have units, committee structures, and procedures for quality assurance.

•give the internal quality assurance unit a prominent status in the organizational structure.

•clearly specify and communicate roles and responsibilities of different bodies involved in quality assurance.

•allocate adequate budget to the quality assurance unit to carry out its responsibilities.

•have procedures for obtaining comprehensive data on quality and take actions to enhance quality.

•regularly carry out self-evaluation and submit to HERQA whenever requested.

•prepare a quality enhancement plan following internal regular or ongoing monitoring process, or periodic self-evaluations at academic or support unit and/or institutional level.

•ensure that quality assurance plans give due consideration of recommendations provided by previous external audit.

•make sure that self-evaluation addresses how the institution responded to the actions recommended by previous external audit.

•The HEI should have a procedure for the identification and dissemination of good practices.

•The HEI should make continuous efforts to keep up-to-date with the changes and best practices in quality assurance.

•The HEI should have continuous and periodic consultation, monitoring, evaluation and benchmarking of processes for purposes of continual improvement.

Collaboration, Staff and Student Mobility (Internationalization)

Internationalization is the process of integrating an international and intercultural dimension into the teaching, research and service functions of HEIs in order to improve the quality of education and research for students, faculty and the society. Therefore, HEIs need to have policies that promote mechanisms, collaboration and facilitate the mobility of academic staff, researchers and students (in collaborative programs) internationally. Thus, to be effective at internationalization DDU must;

•have a policy, guidelines, procedures and requirements for establishing and managing collaborations.

•have a clearly set management system responsible for collaborative arrangements.

•have a clear statement on the need for collaboration justifying that the task to be performed through collaboration is not locally accessible or more cost effective.

•ensure that programs and services under collaboration are of the required standard and rigor as those of the parent institution;

•ensure that collaborating institutions are approved by the relevant quality assurance agency/ professional body at the country of origin and are subject to periodic quality audits;

•ensure that there is an appropriate formal agreement for all programs offered in partnership with other institutions, specifying in detail the roles and responsibilities of both partners, including teaching commitments and quality assurance arrangements, legal ownership, accreditation status and resources available.

•ensure that the contents of the contractual agreement signed between the collaborating parties are in line with relevant regulations at parent and host countries.

•ensure that the contractual agreement for collaboration clearly indicate issues of currency, staff exchange, and student mobility,

•ensure that students benefit from the same standard of resources as those for the regular students of the awarding institution.

•ensure that students are fully informed of the nature of the collaboration between the institutions concerned.

•have clear plans to achieve the goals of collaboration

•have a mechanism for monitoring and evaluating the effectiveness of collaboration.

•ensure fair participation of its staff in researches conducted collaboratively.
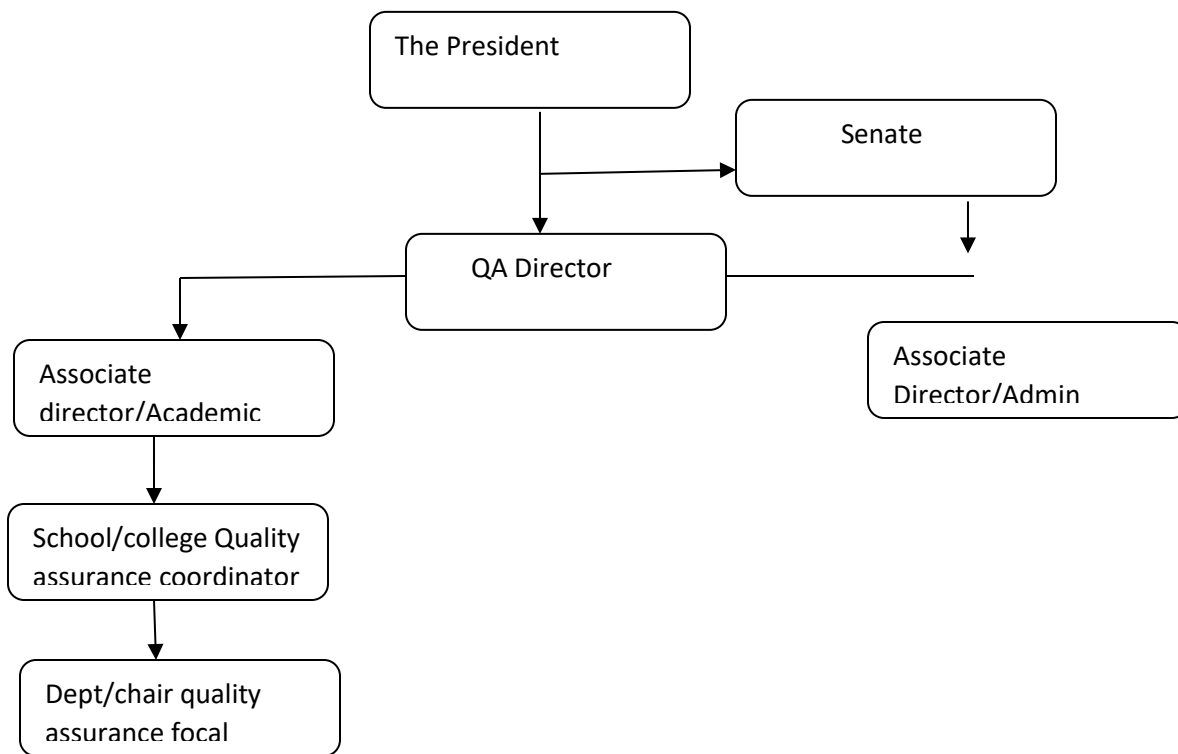

Organizational Structure of the Directorate

The focus of this Quality Management Framework is on the university-wide quality management system and the activities undertaken by the university to guarantee a good quality of education and learning and applied research. Quality management in the support departments is also the

concern of this quality assurance policy. The Quality Assurance Directorate at Dire Dawa University has a director and two vice directors. One of the vice directors is for management of quality in the academic wing (research, teaching and learning and community service); thus, known as Associate Director for Academic quality and the other one is for management of quality in administrative wing (procurement, finance and budget utilization, property management, General service, ICT, student service, etc) thus, known as associate director for administrative quality. QAD also shall have one officer who is full time employee for quality information management activities of quality assurance. On the academic wing, the QAD systems of operations are chained to colleges/institutes/schools through colleges/institutes/school's quality coordinators as well as to academic departments through department quality committees. Thus, each college/institute/school has its own quality coordinator whose accountability is to QAD and the respective college, institute or school. On the administrative wing, the QAD systems of operation are done in cooperation with their respective heads.

The QAD is accountable to the president horizontally responsible for quality of the academic and administrative activities; thus, works in collaboration with all offices and departments under all vice presidents (Vice president for Research and Academic Affairs, Vice President for Business and Development and Vice president for Administration and student services).

The following is the simple organizational chart of the directorate.

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┌─────────────────┐
│  The President  │
└─────────────────┘
        │        ┌─────────────────┐
        │───────▶│     Senate      │
        │        └─────────────────┘
        ▼                 │
┌─────────────────┐       ▼
│   QA Director   │
└─────────────────┘
   │                 ┌──────────────────┐
   │                 │    Associate     │
   ▼                 │  Director/Admin  │
┌──────────────────┐ └──────────────────┘
│    Associate     │
│ director/Academic│
└──────────────────┘
   │
   ▼
┌──────────────────────┐
│ School/college Quality│
│ assurance coordinator │
└──────────────────────┘
   │
   ▼
┌──────────────────┐
│ Dept/chair quality│
│ assurance focal  │
└──────────────────┘
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Major Responsibilities of Dire Dawa University Quality Assurance office

1. Formulating comprehensive QA policy documents and updating it considering the everchanging national and international environment

2. Providing clear and comprehensive measures of quality covering the professional development of academic staff, course contents, teaching-learning processes, assessment and grading systems including student evaluation, assessment and examination and grading.

3. Communicating or disseminating information regarding the QA policy of SU and its standards, internal and external audit reports of the university to the university community through training and distributing duplicated documents

4. Applying quality enhancement system to all processes of importance to the quality of study programs being with the information provided to the potential applicants and ending with student evaluation upon completion of the course

5. Developing quality standards, undertake internal audit on a periodic basis, follow up and rectify the deficiencies revealed by the audit and maintain appropriate documentation of the audit, activities undertaken and of the ensuing results and submit such documentations regularly to the agency

6. Giving practical effect to appropriate recommendations by the agency on quality enhancement measures that have to be taken

7. Establish quality assurance teams at various levels and initiate each quality assurance team to establish transparent and measurable action plan consistent with the strategic plan of the university or QA policy document or the respective sub process.

8. Conducting serious follow up whether the team is performing its task based on the designed action plan or not.

9. Conducting internal evaluation or auditing the educational and service quality of the university based on the designed strategic plan and measurement standards Management Structure

The Director of Institutional Quality Assurance

The director is a semi-autonomous body under the auspices of the president. He/s provides support to the university's colleges, directors, departments, centers, top management and major university committees and other bodies whenever necessary to deliver quality teaching learning and research activities.

Duties and Responsibilities of the Director

1. Develop policies and instruments for quality assurance and auditing;

2. Prepare the annual action plan of the center/office and report every quarter and annual action plan accomplishments to the president office

3. Coordinate quality assessment for the overall academic activities of the University;

4. Initiates and/or supports course, program, facilities and institutional self-assessment, peer review, and external review;

5. Develop quality standards;

6. Proposes improvement plans based on quality assessment recommendations

7. Assists departments in developing standards for academic resource centers like classroom technology, laboratories, library, etc;

8. Assists the Academic record and Examination Board in the establishment of central examination database;

9. Offer trainings to staff on quality care;

10. Work towards the continual development and improvement of quality and relevance of the University;

11. Advise regular reviews of curricula, initiation of new courses, cancellation of obsolete ones, and merger of courses;

12. Monitor and evaluate the quality and effectiveness of the operations of the university as a learning institution;

13. Monitor the effectiveness of compliance with the University's policies and procedures.

14. Propose new quality policies and procedures as appropriate.

15. Liaise with academics and facilitate the validation, monitoring and review of program and courses.

16. Facilitate calls for external advisers and review panels and support their activities

17. Take responsibility for the internal quality audit function.

18. Facilitate the effective implementation, review and periodic adaptation of the Quality Strategy

19. Undertakes other relevant duties given by the president

Reporting

•Accountable to the President office

The Senate

The University Senate has overall responsibility for institutional quality assurance of the university having continuous contact with Stakeholders (Board, MoSHE, HERQA, HESC).

Duties and Responsibilities

1. Approve QA related policies.

2. Establishes the QA Committee of the senate.

3. Initiates Institutional Self Evaluations.

4. Establishes a cycle of college, Department and Program Reviews.

5. Initiates, considers and acts on reviews of academic and support units and centers (such as libraries, ICT, health centers, dormitories, cafeterias, etc.)

6. Receives and considers the reports of the QA Committee.

7. Provides feedback and guidance to the QA Committee.

8. Reports back to Stakeholders (Board, HERQA, MOSHE) on status of QA in the University

9. Where appropriate, provides feedback and guidance to colleges and Departments.

Quality Assurance Standing Committee of the Senate

The QA Committee has operational responsibility for quality assurance of DDU and it is accountable to the senate.

Membership

The QA Committee shall have the following members:

1. Academic core Process Vice-President,   chairperson

2. Quality assurance director   Secretary

3. Research core Process Vice-President   member

4. Dean of each college   members

5. President of student council   member

6. President of teachers' association   member

Duties and Responsibilities

1. Initiates studies for diversifying educational programs and forward recommendations on the establishment and maintenance of departments, schools, institutes, and other teaching units in the University to the Senate

2. Meets at least 2 times per semester to oversee the overall activities of QA

3. Provides guidance to Colleges and Departments on QA matters.

4. Formulate Standardized guidelines for exam preparation, evaluation, administration, correction/marking and system

5. Evaluates and approve courses and educational programs with regards to their relevance and accountability.

6. Approves and register minor curricular changes reported and passed by Department Council.

7. Formulates guidelines for evaluating the depth, contents and credit hours allocation of courses offered in various academic units of the University.

8. Oversees implementation of curriculum development and reviews.

9. Reports to the University Senate on matters pertaining to students' academic performance and teaching standards within the University.

10. Considers Department Council (DC) decisions on certain deviations from the established academic standards legislated by the Senate.

11. Recommends to the Senate on the Degrees, Diplomas and Certificates of proficiency to be granted by the university.

12. Approves course equivalence, waivers, and exemptions presented by concerned academic units.

13. Evaluates and recommend changes on make-up exam rules, academic achievements of students repeating courses and issuance of credentials.

14. Determines its own rules of procedures within the framework of the University Legislation and QA policy document.

15. Undertakes periodic supervision on quality of teaching environment, teaching aid, quality of exams, student teachers ration, optimal class size, staff profile compositions, staff load etc and prepare report thereof.

16. Overlook graduation rate, employment of graduates in appropriate graduate level posts and the actions taken to maximize it

17. Examine the link between the institution and potential employers that facilitate graduate employment and to get feedback about the graduates

18. Evaluate the extent of contacts with graduates in terms of graduate association and how these are used

19. Prepares quality assurance criteria and standards, and audits efficiency thereof.

20. Seeks to enhance quality by identifying and disseminating good practice

21. Performs any other duties given to it by the Senate.

College Quality Assurance Coordinator (CQAC)
CQAC is established for each college and it has operational responsibility for quality care.

Duties and Responsibilities

1. Initiate and guide department committees (curriculum review, assessment committees)

2. Guide department QA committees to Prepare annual plan and follow up its implementation

3. Report their accomplishment of every quarter of the academic year

4. Receive and give feedback about accomplishment of department QA committees

5. Assists departments in developing standards for academic resource centers like classroom technology, laboratories, etc;

6. Follow up and advice with regard to over all QA activities of the respective college

7. Receives and considers recommendations for new programs/courses/modules changes from Department Curriculum Committees and passes comments to the QA Committee of the university.

8. Receives and considers Annual Program Reviews from Departments and passes comments to the QA Committee.

9. Uses Program Reviews from Departments and other data to prepare an annual review.

Reporting

Accountable to the Quality Assurance Director

Department Quality Assurance Committee (DQAC)

The DQAC is the locus of QA activity and has responsibility at the department level.

Membership

DQAC shall have the following members

1. Department head	chairperson
2. Curriculum development and review committee focal person	member
3. Module team focal person	member
4. Research and community service focal person	member
5. Two representative students from the department	member

Duties and Responsibilities

1. Prepare QA guidelines and standards of the department together with the direction of CQAC

2. Prepare annual action plan and implement accordingly

3. The committee meets at least 2 times per semester to discuss the ongoing process of QA activities

4. Report their accomplishment in every quarter of the academic year and based on their accomplishment revise action plan of the department

5. Design program/ course/ module review/ feedback system and instruments in line with QA Committee procedures and guidelines.

6. Collect student feedback on all courses/modules implementation processes (teaching learning, assessment, grading).

7. Receive Tutor Reflective Reports on courses/ modules.

8. Receives and considers recommendations for new programs/ courses/ modules changes and forward recommendations to college QA Committee.

9. Collects and analyses systematic data such as on student admissions, progression, attainment, and graduation destinations at program level in line with the requirements for the preparation of an Annual Program Review.

10. Prepare an Annual Program Review for all programs offered by the Department and forwards to the CQAC.

Reporting

•Accountable to the department head