

Framework of Evaluation Criteria

KEY: IA=Institutional Accreditation; V= Programme Validation; PA= Programme Accreditation

Section ONE: Leadership and Management

Reflective question	Criterion	IA	V	PA	
How effectively do the management strategies of the provider support high academic achievement and the employability of graduates?	LM1	Communication throughout the organisation is effective; conveying high expectations, valuing individual input and enabling goals to be achieved through collaboration between staff and management and management ensures that staff are involved in decision making.			
	LM2	Management ensures that staff and learners have access to, and are guided by, clear and effective policies and procedures			
	LM3	The management of the institution is guided by a strategic plan which identifies areas for improved performance, based on evidence of a gap between what the provider wants to achieve (targets) and what it is achieving (results)			
	LM4	The management has effective relationship with the governing board			
What evidence is there of management responsiveness to change and commitment to implementing the Government's strategy and policies?	LM5	The management complies with the requirements of the Tertiary Education Act and the Seychelles Qualifications Authority Act and other statutory regulations relevant to the protection and rights of learners.			
How effectively does the leadership model the expected professionalism?	LM6	The members of the management are role models of professionalism who gain the respect of all stakeholders, including industry, through their achievements and maintenance of high standards of conduct			

Section Two: Management of resources and environment

Reflective question	Criterion	IA	V	P A
How well are finances managed in the best interests of all stakeholders?	RE1	The provider is financially viable and meets appropriate financial accounting standards.		
	RE2	The decision making criteria for allocating resources internally are clearly based on the strategic priorities of the provider, and the process for allocating them is clear to all concerned		
How conducive is the physical learning environment to the achievement of the desired teaching and learning outcomes?	RE3	The facilities for teaching and learning activities (including physical facilities for meetings, preparation, study, teaching, learning, mentoring and assessment) are adequate and conducive to the high performance of learners of both genders		
	RE4	Laboratory and/ or workshop facilities are appropriate, available and accessible for the learners and staff of both genders, on campus and in work-based experience environments		
	RE5	Appropriate, clean, comfortable and convenient refreshment facilities are accessible to staff and learners		
	RE6	Appropriate and diversified recreational facilities and activities are accessible to staff and learners of both genders		
	RE7	The provider has appropriate facilities or adequate adaptations for persons with physical disabilities		
Are adequate health and safety measures in place for the protection of staff, learners and visitors?	RE8	The provider complies with health and safety standards and engages in safe and environmentally friendly practices		
How adequate is the provision and maintenance of the learning resources for the teaching and learning requirements of the programmes?	RE9	ICT facilities are adequate for independent work, appropriate for the number of staff and learners in the provider, open at hours that meet learners' needs, and adequately equipped with relevant specialized software and internet connections		
	RE10	The provider has appropriate and well maintained production and reproduction facilities for learning materials, accessible to both staff and learners		
	RE11	The library provides access to specialized instructional and reference materials which are current, relevant to the programmes and courses being offered, and the international and local contexts, and accessible for learners and staff on or off campus during convenient hours		
	RE12	The provider has an effective system for making relevant and up to date instructional resources available (including hand-outs, assessment tasks, power point presentations and relevant references)		
	RE13	Sufficient good quality specialized consumable materials and equipment are available for the purpose of training the number of learners enrolled in the programmes		
How effectively does the provider manage, motivate and develop the staff to achieve excellent teaching and learning outcomes?	RE14	Employment conditions, including schemes of service, are clearly stated, are accessible to staff and are consistent with national legislation and regulations		
	RE15	The human resource management and development policies are relevant, transparent, equitable and accessible		
	RE16	Human resource management mechanisms, including staff discipline, support for staff welfare, the		

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	resolution of grievances, induction and exit procedures are known to all staff and are implemented effectively			
	RE17 Performance agreements and regular appraisal are used effectively to monitor and recognise the fulfilment of roles and responsibilities and the achievement of annual objectives			
	RE18 All staff members are supported to implement their current professional development plans, relevant to their performance agreements and performance appraisal outcomes.			
	RE19 Staff attendance and retention rates are high and there is evidence of good staff morale			
	RE20 All teaching staff (full and part time) have appropriate qualifications and work experience			
	RE21 All teaching staff who do not hold qualifications in teaching are actively supported to develop their teaching skills and knowledge			
	RE22 Human resource management ensures an appropriate balance of full time and part time staff, fair and reasonable workloads and manageable staff learner ratios, appropriate to the type of learning activity and level of teaching			
	RE23 Technical and administration support staff directly involved in training are sufficient in number and have adequate qualifications and work experience			

Section THREE: Programme Development

Reflective question	Criterion	IA	V	PA
Does the programme meet the specifications for the relevant qualification on the Seychelles Qualifications Framework?	PD1 The occupational outcome /learning outcomes to be achieved in the programme are appropriate to the level, length and type of qualification			
	PD2 The level of the programme and the level of all the sequenced programme components are aligned to the level descriptors of the Seychelles Qualifications Framework			
	DP3 The credit value of the programme is appropriate to the type and level of qualification to be awarded on the Seychelles Qualifications Framework			
	PD4 The credit value of the programme and all programme components is coherent with the duration of teaching and learning shown in weeks (including teaching and work based experience weeks) and hours (described as contact, non-contact and work based experience)			
	PD5 The structure of the programme is coherent and all options for progression through the programme (including the sequence of compulsory, elective and optional components, pre and co requisites) and all entry and exit points are clearly presented			
	PD6 The level of demand and sequencing of the assessment activities is in line with the objectives of the course and the relationship between assessments tasks and the learning outcomes of the course is specified			

How relevant is the curriculum to the development of citizens who are life-long learners and active participants in the social and economic development of Seychelles?	PD7	The rationale for the programme is well established and relevance is demonstrated using evidence of labour demand, support of employers and the NHRDC; and endorsement by relevant professional bodies			
	PD8	There is evidence that the programme is designed with input from all stakeholder groups			
	PD9	The balance between theory and practice, including amount and type of work based experience, is in line with the level, length and type of qualification			
	PD10	Pathways of the programme are clearly described and show how the programme articulates with entry qualifications and higher level qualifications offered locally and internationally			
	PD11	The programme is comparable in terms of level and duration with specified similar programmes offered internationally			

Section FOUR: Teaching and Learning

Reflective question	Criterion	IA	V	PA	
How well does the provider manage processes that support teaching and learning and provide information needed for decision making and continuity?	TL1	The enrolment procedures, including induction (e.g. provision of information on the programmes and courses and administration of fees and allowances) are undertaken efficiently and in the interests of the learners			
	TL2	The entry level is appropriate to the level and type of programme and entry criteria do not pose any unreasonable barrier to applicants who are reasonably likely to be able to complete the programme			
	TL3	There is provision for entry with credit including Recognition of Prior Learning and Credit transfer, in accordance with SQA policies			
	TL4	The provider has a clear and appropriate policy on attendance and participation of learners as well as appropriate learner management mechanisms which are known and understood by all educational staff and learners.			
	TL5	The procedures and conditions for leaving the programme temporarily or permanently (e.g. dismissal, resignation, deferment) are clear, precise and fair for all learners			
	TL6	There is evidence of clear and appropriate policy framework, infrastructure and communication for the implementation and management of each programme			
	TL7	There are clear, effective and fair procedures and mechanisms in the design of the timetable of learners, lecturers/trainers, programmes and courses and rooms			
	TL8	Programme records provide evidence that schemes of work and teaching/learning sessions for all programme components are systematically and effectively prepared and reviewed			
	TL9	Programme records provide evidence that copies of all assessment tasks, together with any moderation information, are retained by the provider as a resource for teaching staff			
	TL10	There are clear and appropriate procedures on the security of assessment for handling and securing confidential assessment materials			
	TL11	Clear and appropriate procedures to deal with breaches of the regulations and all forms of			

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		inappropriate behaviour are implemented consistently			
	TL12	Clear, fair and effective internal mechanisms for dealing with complaints are implemented consistently			
	TL13	Clear and appropriate procedures for handling academic conflicts of interest and academic dishonesty (including plagiarism, cheating, and collusion) are implemented consistently			
	TL14	Formalised procedures for monitoring and recording learners' progress are implemented consistently and such records are clear, consistent and readily accessible to all concerned			
How effectively does the provider create an environment that supports learners of both genders to develop their self-esteem and fulfil their learning potential?	TL15	Programme regulations are aligned with the policies of the institution and any specific regulations for the programme, including work based experience regulations, are justifiable			
	TL16	Learning strategies and activities and appropriate and relevant equipment and other resources are used effectively to engage learners and encourage them to develop critical thinking skills			
	TL17	Teaching staff demonstrate appropriate and effective communication (sensitivity to language capacity) and interaction skills to facilitate the learning and to create a conducive learning environment			
	TL18	Systematic feedback to learners on their performance is sufficient and timely and clearly indicates where improvement is necessary			
	TL19	A system for supportive intervention when learners are not making good progress is implemented consistently			
	TL20	Learners are retained and achieve qualifications			
	TL21	All Learners are satisfied with their learning experiences			
What structures are in place for the effective management of work based experience (WBE)?	TL22	Graduates attest to the value of their learning experiences and qualifications for employment and further development			
	TL23	WBE, including coordination, induction, monitoring, visits, reporting, and assessment, is well managed, and contributes to the overall standing of the learner in the programme.			
How well do the assessment strategies ensure that assessment is fair, valid and reliable?	TL24	Learners have access to WBE Handbooks.			
	TL25	There are clear assessment policies, procedures and regulations, known to all staff and learners, which ensure that assessment is carried out in a fair, consistent and constructive manner			
	TL26	A schedule for assessments including the type, weighting, due date and assessment criteria for each assessment is provided to learners at the commencement of each course			
	TL27	A variety of assessment techniques integrates assessment into the teaching and learning process and is suited to the needs of learners and the nature and level of the course			
	TL28	There are formalized arrangements for the moderation and marking of assessment			
What systems are in place to ensure that all learners are supported and have access to resources to enable them to succeed?	TL29	There are formalized arrangements for learners to appeal and to resubmit work or re-sit examinations			
	TL30	Learners are aware of the support services provided by the provider, the regulations and culture of the institution, and the expectations and requirements of the programme			
	TL31	Institutional data on learner uptake of student support services and satisfaction with support services shows that these meet learners needs			

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	TL32	The programme handbook including (at a minimum) programme structure, progression requirements, assessment requirements for each component, programme regulations, text books, any additional costs, and availability of support services, is made available to all learners at the commencement of their programme			
	TL33	There is appropriate provision of advice and support for learners going on to employment or further/ higher education			
	TL34	Clear and appropriate policies and procedures on access for persons who require special considerations owing to physical disabilities are implemented consistently			
Is the academic staff of degree programmes engaged in research?	TL35	Teaching staff are engaged in research in their field of education and training; and meet performance targets for research outcomes including presenting at conferences and workshops nationally and internationally and publishing in peer reviewed journals			
	TL36	Staff and learners engage in consultancy and offer services to stakeholders and partners			
Are there transparent mechanisms in place to ensure that feedback is collected from all stakeholder groups and used to improve the quality of Teaching and Learning?	TL37	Effective systems enable the provider to analyse and monitor achievement of its Teaching and Learning goals. These include: a) Systematic evaluation of teaching by the management and by learners b) Regular evaluation of the views of potential employers and work based experience partners using appropriate and rigorous instruments c) Graduate destination surveys/tracer studies d) Regular and effective review and revision of programmes and courses incorporating employer, learner and graduate feedback e) Annual programme reports including analysis of learning outcomes (assessment results, learner retention, completion rates) and analysis of stakeholder feedback			

Section FIVE: Engagement with Community and Regulatory bodies

Reflective question	Criterion	IA	V	PA
How clearly and accurately does the provider project the relevance and quality of its services to the community?	EC1 Identified stakeholders have easy access to comprehensive, user friendly and up to date information (e.g. prospectus, website) on: <ul style="list-style-type: none"> the performance and plans of the provider the services it offers in relation to their own interests and needs and expectations each programme offered, including level, qualification to be awarded, entry requirement, programme components and validation/accreditation status 			
How well does the provider promote lifelong learning through the services it offers and the profile it maintains in the community?	EC2 Institution staff are visible in the community, approachable and accessible to all stakeholders			
	EC3 The provider encourages and supports its staff to engage and collaborate with local and international communities to achieve common goals			
	EC4 The provider contributes to the development of the local community in a variety of ways which could include services such as access to facilities by community groups, provision of career guidance services, evening programmes and courses and public lectures			
How constructively does the provider work to meet the requirements and expectations of regulatory and funding bodies?	EC5 The provider actively engages with regulatory and funding bodies demonstrating initiative, timeliness and responsiveness in the discharge of its responsibilities			
How effective are the provider mechanisms and structures to address stakeholder and community concerns?	EC6 Internal mechanisms for addressing stakeholder and community concerns (including employers, Ministries, private and public bodies) exist and are clear, fair and effective			

Section SIX: Management of Quality

Reflective Questions	Criterion	IA	V	PA
How well does the provider collect and manage data for operational and strategic purposes?	Q1 Institutional research (i.e. analysis of its own data) and strategic planning processes (such as environmental scan) ensure that the provider is proactive in its responses to a changing environment, priorities set by government, emerging trends and new training needs			
Are there transparent mechanisms in place to ensure that feedback is collected and used to inform decision making?	Q2 The provider implements cycles of internal audit, programme review and self-evaluation and the outcomes of such exercises are used for improvement planning			
Does the provider practice rigorous quality assurance in its management of learning outcomes?	Q3 There are effective systems for the quality assurance of learners' results including rigorous processes for moderation of assessment, approval of results and eligibility to graduate			
	Q4 Quality management infrastructure and processes ensure that quality issues are systematically identified for management attention and quality improvement planning and implementation			

