Standards for Quality Assurance and Accreditation of Higher Education Institutions

Content

Standard 1: Mission, Goals and Objectives

The institution's mission statement must clearly and appropriately define its principal purposes and priorities, and be influential in guiding planning and action within the institution. The quality assurance system shall be incorporated into the strategy of the higher education institution (HEI) or other institution within the higher education sector and efficiently support its development.

Requirements

1.1 Appropriateness of the Mission

The mission statement must be appropriate for the institution in the community in which it is operating.

1.2 Usefulness of the Mission Statement

The mission statement must be useful in guiding planning and decision making in the institution.

1.3 Development and Review of the Mission

The mission statement must be developed through counseling processes and formally adopted and periodically reviewed. The institution management secures the resources necessary for the implementation and further development of its strategy, and generates new resources.

1.4 Use Made of the Mission

The mission must be used consistently as a basis for planning and major policy decisions within the institution.

1.5 Relationship between Mission, Goals and Objectives

The mission must be used as a basis for the establishment of goals and objectives for development of the institutional and organizational units within it.

Evidence and Performance Indicators

Evidence about the quality of the mission could be obtained from examination of the mission statement itself, copies of papers proposing the mission or modifications in it, interviews with staff and students to find out how well it is identified and supported, and consideration of other reports, proposals and statements to see the extent to which the mission is used as a basis for decisions.

Indicators that could be used include responses to questions on surveys to see how well the mission is identified and supported, or the share of policy decisions that refer to the mission among criteria for the decisions made.

Standard 2: Governance and Administration

The governing body must provide effective leadership in the interests of the institution as a whole and its clients, through policy development and processes for accountability. Senior administrators must lead the activities of the institution effectively within a clearly defined governance structure. Their activities must be consistent with high standards of integrity and ethical practice. Planning and management must occur within a framework of sound policies and regulations that ensure financial and administrative accountability and an appropriate balance between coordinated institutional planning and local initiative.

Requirements

2.1 Governing Body

The governing body must operate effectively in the interests of the institution as a whole and the communities it serves.

2.2 Leadership

The institution's administrators must provide effective and responsible leadership for the development and improvement of the institution.

2.3 Planning Processes

Planning processes must be managed effectively to achieve the mission and goals through cooperative action across the institution. Planning must combine coordinated strategic preparation with flexibility to adapt to results achieved and changing circumstances.

2.4 Integrity

The institution must meet high ethical standards of honesty and integrity including avoidance of conflicts of interest and avoidance of plagiarism in its teaching, research and service functions and must take action to ensure that these standards are met by staff and students. These standards must be maintained in all of the institution's dealings with its students and teaching and other staff, and its relationships with external agencies including both government and

non-governmental organizations.

2.5 Internal Policies and Regulations

The institution must have a comprehensive and widely accessible set of policies and regulations establishing the terms of reference and operating procedures for major committees, administrative units and positions within the institution.

2.6 Organizational Climate

The institution must implement systems to maintain a positive organizational environment; one that is defined and characterized by a sense of involvement in decision making, capacity to take the initiative and pursue career goals, and a belief among teaching and other staff that their own contributions are valued.

2.7 Associated Companies and Controlled Entities

If institutions establish or control subsidiary corporations for matters such as service provision, publications, or development of intellectual property the institution must maintain effective policy oversight, accountability and risk management processes.

This requirement includes any arrangement wherein an institution contracts out to another organization the provision of services to students or future students, such as a preparatory year or a preparatory English language program. In such cases the institution contracting out the service must establish supervisory and reporting requirements that ensure that all relevant standards are met and that those concerned will be held responsible for the results.

Evidence and Performance Indicators

Evidence about the quality of governance and administration can be obtained from terms of reference for the governing body and major committees, and samples of documents relating to decisions by these bodies. Evidence should be available to indicate that the governing body has evaluated its own effectiveness and taken appropriate action to improve its performance. Evidence, including performance assessments and survey results, should be available to assess the quality of administration. Evidence about the quality of policy and regulations, risk assessment investigations or oversight of controlled entities can be obtained by examination of relevant documents and discussions with teaching and other staff who might be expected to be aware of their contents. Organizational climate can be assessed by survey results or discussion with teaching and other staff and students. Evidence of dissemination of integrity expectations should include information on websites, advertisements and awareness of requirements on the part of staff and students in interviews or surveys.

Standard 3: Management of Quality Assurance and Improvement

Institutions should have a policy for quality assurance that is made public and forms part of their strategic management. Internal participants should develop and implement this policy through appropriate structures and processes, while involving external participants.

Quality assurance processes must involve all sections of the institution and be effectively integrated into normal planning and administrative processes. Criteria for assessment of quality must include inputs, processes and outcomes with a particular focus on outcomes. Policies and processes are the main pillars of a coherent institutional quality assurance system that forms a cycle for continuous improvement and contributes to the accountability of the institution. Processes must be established to ensure that teaching and other staff and students

are committed to improvement and regularly evaluate their own performance. Quality must be assessed by reference to evidence and include consideration of specific performance indicators and challenging external benchmarks. Quality assurance policies are most effective when they reflect the relationship between research and learning & teaching and take account of both the national context in which the institution operates, the institutional context and its strategic approach. The institution's quality assurance system should be periodically reviewed to ensure that unnecessary requirements are not included and that data that is provided is actually used in an effective way. How the policy is implemented, monitored and revised is the institution's decision.

3.1 Institutional Commitment to Quality Improvement

An institution must be committed to maintaining and improving quality through effective leadership and active involvement of teaching and other staff. The Institution has a quality management system which is comprehensive, leads to visible results and is subject to systematic monitoring. It can give evidence for implemented changes.

3.2 Scope of Quality Assurance Processes

Quality assurance activities that are necessary to ensure good quality must apply to all functions carried out in the institution and involve teaching and other staff in all parts of the institution in performance evaluations and planning for improvement. At all levels, all representative groups of the institution or other institution within the higher education sector shall be involved in developing the quality assurance system and in its implementation, in particular students, mid-level faculty staff, professors and administrative and technical staff. Quality assurance responsibilities must be transparently and clearly assigned.

3.3 Administration of Quality Assurance Processes

The institution must make adequate arrangements for the leadership and administrative support for quality assurance processes throughout the organization. The institution shall periodically analyze the relevance of its quality assurance system and make the necessary adjustments. The quality assurance system shall ensure that the entire staff is qualified according to the type and specific characteristics of the higher education institution.

3.4 Use of Performance Indicators and Benchmarks

Specific indicators must be identified for monitoring performance and appropriate comparative benchmarks selected for evaluation of the achievement of goals and objectives and for the quality of major institutional functions.

3.4 Independent Verification of Evaluations

Evaluations of performance must be based on evidence (including but not restricted to predetermined performance indicators and benchmarks) and conclusions based on that evidence must be independently verified.

3.5 Cyclical external quality assurance

Quality assurance in higher education is based on the institutions' responsibility for the quality of their programs and other delivery; therefore it is important that external quality assurance recognizes and supports institutional responsibility for quality assurance. Institutions should monitor and periodically review their programs to ensure that they achieve the objectives set for them and respond to the needs of students and society. These reviews should lead to continuous improvement of the program. Any action planned or taken as a result should be

communicated to all those concerned. Institutions should undergo external quality assurance in line with the ESG on a cyclical basis.

External quality assurance in its various forms can verify the effectiveness of institutions' internal quality assurance, act as a catalyst for improvement and offer the institution new perspectives. It will also provide information to assure the institution and the public of the quality of the institution's activities. Institutions participate in cyclical external quality assurance that takes account, where relevant, of the requirements of the legislative framework in which they operate.

Therefore, depending on the framework, this external quality assurance may take different forms and focus at different organizational levels (such as program, faculty or institution). Quality assurance is a continuous process that does not end with the external feedback or report or its follow-up process within the institution. Therefore, institutions ensure that the progress made since the last external quality assurance activity is taken into consideration when preparing for the next one.

- Regular external monitoring, review and revision of study programs aim to ensure that the provision remains appropriate and to create a supportive and effective learning environment for students

- Programs are reviewed and revised regularly involving students and other stakeholders.

- The information collected is analyzed and the program is adapted to ensure that it is up-to-date. Revised program specifications are published.

- External quality assurance should address the effectiveness of the internal quality assurance processes

- External quality assurance should be carried out by groups of external experts that include (a) student member(s).

Evidence and Performance Indicators

Evidence about the quality assurance processes can be obtained by looking at the extent of involvement in quality assurance processes across the institution and the adequacy of responses made to evaluations that are made. The outcomes of those processes can be assessed by examining trend data to see whether there has been progressive improvement in the planning and administration of the institution and the learning outcomes achieved by students.

Evidence about the processes followed can be obtained from surveys or discussions with staff or students and the quality of reports on performance by units within the institution, including whether they are evidence-based and appropriately benchmarked in relation to external standards. Information about the quality of services provided by a quality center can be obtained from sources such as client surveys, rates of participation in, and reports on the effectiveness of the center's activities.

The nature of evidence considered and the performance indicators used will vary according to the functions being considered. The key performance indicators identified by the Commission should be used, but additional indicators linked to the particular mission and of the institution should also be used. When goals and objectives are established for the institution or for organizational units within it appropriate performance indicators should be identified as part of

that planning process.

Standard 4: Learning and Teaching

The institution must have an effective system for ensuring that all programs meet high standards of learning and teaching through initial approvals, monitoring of performance, and provision of institution-wide support services. In all programs student learning outcomes must be clearly specified, consistent with the National Qualifications Framework and (for professional programs) requirements for employment or professional practice. Standards of learning must be assessed and verified through appropriate processes and benchmarked against demanding and relevant external reference points. Teaching staff must be appropriately qualified and experienced for their particular teaching responsibilities, use teaching strategies suitable for different kinds of learning outcomes and participate in activities to improve their teaching effectiveness. Teaching quality and the effectiveness of programs must be evaluated through student assessments and graduate and employer surveys with evidence from these sources used as a basis for plans for improvement. If programs are offered in different sections for male and female students required standards must be the same, equivalent resources must be provided, and evaluations must include data for each section.

4.1 Institutional Oversight of Quality of Learning and Teaching

The institution must have effective systems for ensuring that high standards of learning and teaching are achieved in all programs offered, and for supporting their improvement. Institutional processes must be in place to monitor and report on the extent to which the requirements included in the standard for learning and teaching are met for all the programs across the institution. Appropriate action must be taken by the institution to deal with problems and support improvements through general institutional strategies or support for initiatives within particular organizational units where they are needed.

4.2 Student Learning Outcomes

Intended student learning outcomes must be consistent with the National Qualifications Framework, and with generally accepted standards for the field of study concerned, including requirements for any professions for which students are being prepared. Programs must be planned in a way that ensures that all courses contribute to program learning outcomes in a coordinated way.

4.3 Program Development Processes

Programs must be planned as coherent packages of learning experiences in which all courses contribute in planned ways to the intended learning outcomes for the program.

4.4 Program Evaluation and Review Processes

The quality of all courses and of programs as a whole must be monitored regularly through appropriate evaluation mechanisms and amended as required, with more extensive quality reviews conducted periodically.

4.5 Student Assessment

Student assessment processes must be appropriate for the intended learning outcomes and effectively and fairly administered with independent verification of standards achieved.

4.6 Educational Assistance for Students

Effective systems must be in place for assisting student learning through academic advice, study facilities, monitoring student progress, encouraging high performing students and provision of assistance when needed by individuals.

4.7 Quality of Teaching

Teaching must be of high quality with appropriate strategies used for different categories of learning outcomes. The quality assurance system shall ensure that the entire staff is qualified according to the type and specific characteristics of the higher education institution.

4.8 Support for Improvements in Quality of Teaching

The institution must implement appropriate strategies to support continuing improvement in quality of teaching.

4.8 Qualifications and Experience of Teaching Staff

The teacher's role is essential in creating a high quality student experience and enabling the acquisition of knowledge, competences and skills. The diversifying student population and stronger focus on learning outcomes require student-centered learning and teaching and the role of the teacher is, therefore, also changing. Higher education institutions have primary responsibility for the quality of their staff and for providing them with a supportive environment that allows them to carry out their work effectively. Such an environment - sets up and follows clear, transparent and fair processes for staff recruitment and conditions of employment that recognize the importance of teaching; - offers opportunities for and promotes the professional development of teaching staff; - encourages scholarly activity to strengthen the link between education and research; - encourages innovation in teaching methods and the use of new technologies.

4.9 Field Experience Activities

In programs that include field experience activities, the field experience activities must be planned and administered as fully integrated components of the program, with learning outcomes specified, supervising staff considered as members of teaching teams, and appropriate evaluation and course improvement strategies carried out. (Field experience includes any work based activity such as internships, cooperative training, practicums, clinical placements or other activities in a work or clinical setting under the supervision of staff employed in that work or professional setting)

4.10 Partnership Arrangements With Other Institutions

In situations in which a local institution delivers programs through cooperative arrangements with another institution the arrangements must be clearly specified, enforceable under Curacao law and all requirements for programs in the ACC must be fully complied with.

Educational programs or courses offered by international organizations including on line or other distance education programs or courses, must not be used unless they have been accredited or otherwise quality assured and approved by the relevant government authorized educational quality assurance agency in the country of origin. Any such programs must be adapted as needed to suit the needs of students in this country, and must meet all Curacao requirements regardless of where and by whom materials are developed.

In situations where institutions deliver programs using materials developed by another

institution, the institution granting the academic award must accept full responsibility for the quality of all aspects of the program including the materials used and the teaching and other services provided.

Cooperation agreements and (regional/national/international) network partnerships engaged in correspond with the strategic concept of the Institution and clearly help the Institution to implement its strategic objectives. They have a positive effect on research, teaching, internationality, and the generation of benefits for its shareholders. The Institution uses its connections with other institutions in order to use future chances and minimize risks.

Evidence and Performance Indicators

Evidence about the quality of learning and teaching may be obtained from ratings by students, graduates and employers of the quality of programs, statistics on course and program completions and employment outcomes, ratios of students to teaching staff, and statistics on teaching staff qualifications. Important sources of evidence might include independent expert advice on the appropriateness of teaching strategies and assessments for the different domains of learning in the National Qualifications Framework. Evidence should be available on the results of benchmarking of standards of learning outcomes in relation to appropriate external reference points. This could be done in several different ways including check marking of samples of students' work and independent assessments of the standards of test questions and students' responses.

The selection of performance indicators for quality of learning and teaching requires use of data in a form that can be quantified and used in comparisons across the institution, with other institutions, and with past performance.

Standard 5: Student Administration and Support Services

Student admissions, the assessment of student performance and the awarding of their degrees are essential components of the student "life cycle". Institutions should consistently apply pre-defined and published regulations covering all phases of the "life cycle". It is important that access policies, admission processes and criteria are implemented consistently and in a transparent manner.

Fair recognition of higher education qualifications, periods of study and prior learning, including the recognition of non-formal and informal learning, are essential components for ensuring the students' progress in their studies, while promoting mobility. Appropriate recognition procedures rely on - institutional practice for recognition being in line with the principles of the European Lisbon Recognition Convention; - cooperation with other institutions, quality assurance agencies and the national ENIC/NARIC center worldwide with a view to ensuring coherent recognition across the country.

Graduation represents the culmination of the students' period of study. Students need to receive documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed.

The role of support services is of particular importance in facilitating the mobility of students within and across higher education systems. The needs of a diverse student population (such as mature, part-time, employed and international students as well as students with disabilities), and the shift towards student-centered learning and flexible modes of learning and teaching, are taken into account when allocating, planning and providing the learning resources and student support. Support activities and facilities may be organized in a variety of ways

depending on the institutional context. However, the internal quality assurance ensures that all resources are fit for purpose, accessible, and that students are informed about the services available to them. In delivering support services the role of support and administrative staff is crucial and therefore they need to be qualified and have opportunities to develop their competences.

Students' rights and responsibilities must be clearly defined and understood, with transparent and fair procedures available for discipline and appeals. Mechanisms for academic advice, counseling and support services must be accessible and responsive to student needs. Support services for students must go beyond formal academic requirements and include extra-curricular provisions for religious, cultural, sporting and other activities relevant to the needs of the student body.

Requirements

5.1 Student Admissions

Student admission processes must be reliable, efficient and simple for students to use. In order to achieve excellence and with a view to fairness, responsibility and development in completing its tasks and depending on its particular characteristics the Institution shall take account of the issues of equal opportunities and gender equality

5.2 Student Records

student records must be maintained in a secure and confidential location, with automated processes for generation of statistical data needed by the institution for performance indicators, external reporting requirements, and generation of reports on student progress and achievements. The confidentiality of individual student information should be protected.

5.3 Student Management

Policies and regulations must be established for fair and consistent processes of student management, with effective safeguards for independent consideration of disputes and appeals. The Institution systematically derives its program portfolio (disciplines, types of program, didactic approach etc.) from its strategic objectives. It offers its students a comprehensive set of services and support and a modern and high-quality infrastructure.

5.4 Planning and Evaluation of Student Services

Effective processes must be established for the planning, administrative oversight and evaluation of student services and activities.

5.5 Medical and Counseling Services

Medical and counseling services appropriate for the needs of the student population must be provided by individuals fully qualified for their responsibilities, with confidentiality maintained and effective follow up processes used for students in need.

5.6 Extra-curricular Activities for Students

Adequate provision must be made for extra curricula activities for students.

Evidence and Performance Indicators

Evidence about the quality of student administration and support services can be obtained from surveys of students about the quality and responsiveness of services provided,

usage rates for particular services, response times for communicating decisions on admissions and results and the frequency and results of discipline procedures. Performance indicators can be based directly on this information, but additional evidence in a review might include such things as visits to facilities and discussions with students and staff.

Standard 6: Learning Resources

For a good higher education experience, institutions provide a range of resources to assist student learning. These vary from physical resources such as libraries, study facilities and IT infrastructure to human support in the form of tutors, counselors and other advisers. Learning resources including libraries and provisions for access to electronic and other reference material must be planned to meet the particular requirements of the institution's programs and provided at an adequate level. Library and associated IT facilities must be accessible at the times required to support independent learning, with assistance provided in finding material required. Facilities must be provided for individual and group study in an environment conducive to effective investigations and research. The services must be evaluated and improved in response to systematic feedback from teaching staff and students.

Requirements

6.1 Planning and Evaluation

Policies and procedures must be in place to ensure that resource materials and services needed to support student learning are adequate and appropriate for the programs offered at the institution, regularly evaluated, and kept up to date as required.

6.2 Organization

The library or resource center must be managed efficiently to provide required services in a secure environment conducive to effective study.

6.3 Support for Users

Adequate support must be provided to assist students and teaching staff to make effective use of library services and resources.

6.4 Resources and Facilities

Resources and facilities must be adequate for the learning and research requirements of the institution.

Evidence and Performance Indicators

Evidence about the quality of learning resource provision and performance indicators derived from this evidence can be obtained from user satisfaction surveys, success rates for students in accessing course reference material, documents describing processes for identifying and responding to course requirements, and details of times when facilities are available for use by students and teaching staff. Information should be available about provision of orientation programs for new students and other users, and responsiveness to requests from stakeholders. The institution should be able to provide information about comparisons of level of provision through books, periodicals and web-based resources with comparable institutions offering similar programs and an appropriate performance indicator would be whether that level of

provision was equaled or exceeded.

Standard 7: Facilities and Equipment

Facilities must be designed or adapted to meet the particular requirements for teaching and learning in the programs offered by the institution and offer a safe and healthy environment for high quality education. Use of facilities must be monitored and user surveys used to assist in planning for improvement. Adequate provision must be made for classrooms and laboratories, use of computer technology and research equipment by teaching staff and students, and appropriate provision made for associated services such as food services, extracurricular activities, and where relevant, student accommodation.

7.1 Policy and Planning

The institution must develop and effectively implement master plans for development and management of facilities and equipment to meet the needs of the institution. This planning must be carried out in consultation with stakeholders and be responsive to their requirements.

7.2 Quality and Adequacy of Facilities and Equipment

Facilities and equipment must be of good quality with effective strategies used to evaluate their adequacy, their quality, and services associated with them.

7.3 Management and Administration of Facilities and Equipment

Management and administration of facilities, equipment and associated services must be efficient and ensure maximum effective utilization of facilities provided.

7.4 Information Technology

Computing equipment and software and related support services must be adequate for the institutions needs and managed in ways that ensure secure, efficient and effective utilization.

7.5 Student Residences

If student residential accommodation is provided it should be a healthy and secure environment with all the facilities and services necessary for students studying at the institution.

Evidence and Performance Indicators

Evidence about the quality of provision of facilities and equipment can be obtained from planning documents, user satisfaction surveys, comparisons of provision with comparable institutions offering similar programs and direct observations by independent evaluators.

Condition assessments and maintenance schedules provide information about the quality and maintenance of facilities and major equipment. Regulations and codes of practice relating to the use of facilities and expensive equipment provide evidence of sound management practices and security arrangements. Performance indicators could include such things as ratings on surveys of user satisfaction, statistics on equipment breakdowns, comparisons of provision in relation to other institution.

Standard 8: Financial Planning and Management

The resources and infrastructure are to suit the particular characteristics of the HE institution, including in terms of teaching methods (e.g. distance learning) and to meet the needs of the institution's activities, including in terms of organization, planning and method of allocation.

In particular, the evaluation of financial resources is to include the type and degree of engagement of the competent local authority, funding methods and external financial audits, methods for the use of external funds, methods for the approval of budgets and accounts, and financial planning.

Financial resources must be adequate for the programs and services offered and efficiently managed in keeping with program requirements and institutional priorities. Budgetary processes should allow for long term planning over at least a three year period. Effective systems must be used for budgeting and for financial delegations and accountability, providing flexibility for managers at different levels in the institution combined with institutional oversight and effective risk management.

8.1 Financial Planning / Financial Management

Financial planning processes must be responsive to institutional goals and priorities, maintain viable revenue/expenditure relationships and take full account of long term and short term funding implications. Financial affairs must be effectively managed with a proper balance between local flexibility for cost center managers and institutional accountability and responsibility.

8.2 Auditing and Risk assessment

Risk assessment and auditing processes must provide for effective risk analysis and thorough independent verification of financial processes and reports in keeping with applicable accounting standards.

Evidence and Performance Indicators

Evidence about the quality of financial planning and management can be obtained from budget statements and audit reports together with relevant expenditure ratios such as staff salaries to total costs, and trends in expenditure on items such as student services, learning resources, and equipment. Reports on risk assessment should be available together with strategies for risk minimization. If the institution is involved in commercial activities the short and long term total financial impact should be identified and evaluated in relation to the institution's mission and priorities. Performance indicators in this area commonly rely to a considerable extent on expenditure within budget estimates, ratios of categories of expenditure to total budget, with comparisons made with other institutions.

Standard 9: Employment Processes

Teaching and other staff must have the qualifications and experience required for effective exercise of their responsibilities. Professional development strategies must be followed to ensure continuing improvement in the expertise of teaching and other staff. Performance of all teaching and other staff must be periodically evaluated, with outstanding performance recognized and support provided for improvement where required. Effective, fair, and transparent processes must be available for the resolution of conflicts and disputes involving

teaching or other staff. (Note: Teaching staff refers to all staff with responsibility for teaching classes including full and part time staff, faculty, lecturers, and teaching assistants)

9.1 Policy and Administration

The institution must have clearly defined staffing and employment policies. The policies should include a desired staffing profile and other matters including employment and promotion policies and procedures, workloads, performance evaluations, professional development, delegations of responsibilities and procedures for reporting on performance in relation to these matters.

9.2 Recruitment

Recruitment processes must be designed to ensure that capable and appropriately qualified teaching and other staffs are available for all teaching and administrative functions, administered fairly, and that new faculty and staffs are thoroughly prepared for their responsibilities.

9.3 Personal and Career Development

Processes for personal and professional development must be fair to all teaching and other staff, designed to encourage and support improvements in performance, and recognize outstanding achievements.

9.4 Discipline, Complaints and Dispute Resolution

Procedures for management of disputes must be efficient and fair to all parties involved.

Evidence and Performance Indicators

Evidence about quality of employment processes can be obtained from documents setting out employment and promotion processes and criteria, descriptions of orientation programs for new faculty and staff, and procedures for performance evaluation and support for improvement. Records of assessments of quality of teaching, and staff participation in professional development activities relevant to their employment can provide valuable evidence, particularly when they include ratios of participation and assessments of the value of those activities by the participants. Data on staff turnover in parts of the institution can be used to indicate stability or instability in staffing. Regulations on dispute resolution combined with records of the incidence and outcomes of disputes can provide evidence about the effectiveness of those processes.

Performance indicators almost always include student/teaching staff ratios and proportions of teaching staff with levels of qualifications. However a number of others that can also be readily quantified are important such as participation ratios in professional development and scholarly activities. Some others such as rates of turnover of teaching staff, and incidence of disputes might be selected if there are problems in the institution those need to be monitored.

Standard 10: Research

The Institution has a plausible research portfolio, which is embedded in its overall strategy. There are systematic linkages between research activities, teaching and knowledge transfer. The Institution identifies new fields of research and takes them into account in the further development of its research strategy. It takes up scientific trends as well as research demands in its environment.

The institution should develop a research strategy consistent with its nature (e.g. as a university with research obligations or as an undergraduate college) and its mission. All staff teaching higher education programs must be involved in sufficient appropriate scholarly activities to ensure they remain up to date with developments in their field, and those developments should be reflected in their teaching. Staff teaching in post graduate programs or supervising higher degree research students must be actively involved in research in their field. Adequate facilities and equipment must be available to support the research activities of teaching staff and post graduate students to meet these requirements. In universities and other institutions with research responsibility, teaching staff must be encouraged to pursue research interests and to publish the results of that research. Their research contributions must be recognized and reflected in evaluation and promotion criteria. The research output of the institution must be monitored and reported, and benchmarked against that of other similar institutions. Clear and equitable policies must be established for ownership and commercialization of intellectual property.

10.1 Institutional Research Policies

An institution with research responsibility must have a comprehensive research development plan based on its mission that includes performance targets, support and development strategies and administrative arrangements that encourage widespread involvement across the institution. It must have mechanisms for ensuring that ethical standards are maintained in the conduct and reporting on research.

10.2 Teaching Staff and Student Involvement in Research

Expectations for involvement in research and scholarly activities by teaching staff must be made clear and provide for widespread participation. Encouragement and support must be provided to encourage research activity by junior teaching staff and postgraduate students.

10.3 Research Facilities and Equipment

Adequate facilities and equipment appropriate for research in the fields of study offered in the institution must be available for use by teaching staff and post graduate students. Clear policies should be established for ownership and care of specialized facilities and equipment obtained through research grants or cooperation with industry.

Evidence and Performance Indicators

Evaluations of the quality of research should include a review of the research strategy and other supporting documents including details of the extent and quality of research output in all colleges and departments and research centers. Documentary evidence about the institution's research strategies can be obtained from documents such as a research development plan, evaluation and promotion criteria, policies on commercialization of research and ownership of intellectual property and the extent of cooperation with industry and other institutions. Further evidence can be obtained by consideration of agreements for cooperative research and for shared use of major equipment items. Staff and student surveys can provide evidence about the adequacy of provisions for research facilities and equipment.

Performance indicators for research are commonly based on statistics on the number of research publications per faculty member in reputable journals, the proportions of research-active faculty (a term that needs to be defined) and numbers of research citations. These figures should be compared with those at other comparable institutions. Institutions with a commitment to research may include indicators of the extent to which research and scholarly activities are translated into applications within the academic or professional field concerned.

Standard 11: Relationships with the Community

Contributing to the community must be recognized as an important institutional responsibility. Facilities and services must be made available to assist with community developments. Teaching and other staff must be encouraged to be involved in the community and information about the institution and its activities made known to the community through public media and other appropriate mechanisms. Community perceptions of the institution must be monitored and appropriate strategies adopted to improve understanding and enhance its reputation.

For the purposes of this standard contributions to the community should include services and activities to assist individuals, organizations or communities outside the institution i.e. they would not include such things as financial assistance or extracurricular activities for enrolled students or the provision of academic programs leading to qualifications but could include participation in research or development projects, and community education programs provided without cost.

11.1 Institutional Policies on Community Relationships

The institution's commitment to service to the community must be clearly specified, clear in its nature and scope, supported by policies to encourage involvement, and regular reports should be prepared on activities that take place.

11.2 Interactions with the Community

Relationships should be established with the community to provide services, drawing on the skills and resources available in the institution, and community expertise should be drawn upon when appropriate in strengthening the institution and its programs.

11.3 Institutional Reputation

The reputation of the institution in the community must be monitored and enhanced through delivery of reliable and accurate information about its activities.

Evidence and Performance Indicators

Evidence about quality of community relationships can be obtained from documents describing policies on service to the community, criteria for staff evaluation and promotion that include community contributions, and guidelines and processes for community media releases and other public comments on behalf of the institution. Reports on community relationships that include such matters as community use of institutional facilities, participation of staff on community committees or development projects, and interactions with schools and other agencies can provide relevant information. The extent of community service activity, including formal courses and other services provided by departments or individuals throughout the institution should be documented and retained in a central data system. Community views about the quality of the institution and its standing as a respected member of the community can be obtained from surveys. A number of these forms of evidence include ratings and

rankings that can be used directly as performance indicators. However in this area in particular the mission of the institution and the community within which it operates is important in deciding what aspects of performance should be closely monitored.