SELECT COLLEGE

ONLINE LEARNING MASTER'S PROGRAM

QUALITY ASSURANCE POLICY

June, 2022

Addis Ababa, Ethiopia

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Introduction

Select College (SC) Strategic Development Plan of 2021-2025 defined the direction SC would follow during the period to serve and meet the changing needs of society by providing quality higher education in Addis Ababa City Administrative and beyond.

Quality assurance is not about processes or procedures, it is rather a mission that needs everyone attention and support (students, academic and administrative staff) to understand and practice activities in keeping with quality standardizes in the College. Quality work requires assessing fitness of purpose, effective management, employability of graduates, standardization of procedures and innovative teaching, learning and community engagements to keep our College competitive and be sustainable in this globalize education, to fulfill the mission and vision of a College and to contribute for the development of the country.

The aim of the SC's quality assurance policy is to enhance the effectiveness of its core activities of learning-teaching, research, training and community outreaches. The policy addresses all areas of the College's activities focusing on their contribution to and in alignment with the College's strategic goals.

Cognizant of these facts, the office of quality assurance (QAD) is established as one of the Corporate Offices under the College; and given a mandate of ensuring quality teaching-learning, research, training and service delivery through a regular review and improvement process. The quality assurance activity is a continuous process. It is, therefore, hoped that lessons could be learnt during the implementation of the laid down vision, mission and goals of the College.

Consequently, the SC through this policy instrument takes positive and proactive steps to ensure quality teaching-learning, research and community outreach services relevant to the needs of the institution. This policy specifies the College's approach to quality assurance and continuous improvement as well as its principles, features, structures and standards.

As higher institution, the quality assurance office of the College would assure the quality of SC's educational programs through three mechanisms: internal self-study or assessment, an external

review based on the self-assessment and monitoring and follow up. Internally, the office will make sure that the program's policies and mechanisms fulfill its own purposes and objectives, as well as they meet set standards and benchmarks of the College. On the other hand, SC should facilitate conditions for external review of its programs and operations by government quality assurance agency like HERQA, to determine whether it is meeting the agreed standards or assure quality through accreditation, assessment or audit. In the meantime, the office of quality assurance will work in collaboration with the external audit team by providing support on their activities. Accordingly, it is also important to monitor and follow-up the enhancement activities of the College, which will be carried out after getting feedbacks from self-institutional audit report and external assessment result.

SC is a dynamic community of students, scholars and staff committed to performing at the highest standards. Its approach to quality assurance and continuous improvement is to learn from best practice, locally and internationally, and benchmark against leading universities.

The quality assurance policy of the College emanated from the vision and mission of the College which are described as follows.

1. **Vision and Mission of Select College**

    1. **Vision**

On the basis of its distinctive status as a private College with a formal public mission, "SC **aspires to be one of the leading private colleges in teaching, research and public engagement in Ethiopia and beyond by 2025.**

1.2 Mission

As a higher education institution uniquely situated in the center of the country, SC is committed to sustaining excellence in teaching, research, and public engagement. The College's official statement of mission includes:

- Support Ethiopian economic development by producing knowledgeable, competent and productive workforce;
- Discover, preserve and disseminate knowledge;
- Provide a world-class education
- Encourage and promote life-long learning;
- Understand and recognize unity and diversity;
- Contribute to achievement of local, regional and national development priorities by way of conducting scholarly and educational research and actively engaging in public service activities.

2. **Purpose and Scope of the Quality Assurance Policy**

The purpose is to demonstrate the Select college's commitment to achieving and maintaining the highest level of quality assurance in its operation and management in line with national and international standards. It strives for this in every program, department, Campus and unit sees quality improvement as both an individual and collective responsibility.

The policy also lays out the provisions for a systematic and regular quality assessment, enhancement and assurance systems for the College. It is also the purpose of this policy to provide the framework for the creation and maintenance of an internal environment which is conducive for quality provision of quality of teaching-learning, research and community outreach service especially in relation to the College's function of producing graduates of high quality.

Moreover, this policy is necessitated by the need for a quality assurance mechanism to ensure the relevance of all academic programs to the mission of the College through periodic reviews (formative evaluation) and summative evaluation (internally and externally) of all their elements such as curricula, courses/modules, instructional materials, teaching and learning effectiveness, etc. The policy applies to all academic and training programs across the College.

3. Aims and Objectives of the Policy

The aims of the Quality Assurance policy is to support the College's efforts to achieve its vision and mission through the development and implementation of academic programs that meet national and international standards.

The specific objectives of the Quality Assurance include the following:

- Provides guidance in the development and implementation of internal and external quality assurance procedures and practices.
- Ensures that academic standards of SC awards and qualifications are maintained and securely managed.
- Enables students and other stakeholders to have confidence in the proper management of the quality of learning opportunities offered through the programs of study that lead to those awards.
- Enhances the quality of its educational provision, particularly by building on information gained through monitoring, internal and external reviews and feedback from stakeholders.
- Ensures that the quality of academic programs at SC meet standards expected by stakeholders.
- Ensures that graduates have attained skills and knowledge through SC's academic programs those are valued by stakeholders.

- Provides guidance in identifying internal and external standards and criteria consistent with internationally recognized standards.
- Assists in maintaining and developing quality of academic programs through enhanced support processes.
- Assures quality in appointment, development and performance of staff contributing to teaching and learning policy. Identify structural relationships across the College that supports quality assurance and enhancement, outline processes of quality assurance and improvement in the college, and
- Informs teachers, students, employers, accrediting bodies and the community about quality of education provided by the college.

4. Principles Underpinning the Policy

Some of the principles underpinning Select College approach and *modus operandi* are outlined. A summary is provided below.

Principle 1: *Holistic Approach***:** All aspects of the College activities, academic, research, community service and administrative will be subject to audit and reporting.

Principle 2: *Quality Core Processes:*Select College aspires for quality programs, courses of study, instructional materials, teaching-learning, research, community service and continuous improvement as core processes.

Principle 3: *Benchmarking and Evidence-based Approaches:* Select College believes in the central importance of evaluating its core processes against appropriate national and international benchmarks. Its quality assurance methods are evidence-based, where outcomes and feedback from stakeholders (including students, staff, employers and alumni) will provide the basis for analyses and conclusions on which improvements are planned.

Principle 4: *Rigorous and continuous monitoring and evaluation:* Select College commits itself to rigorously and continuously monitor and evaluate the effectiveness of its work processes and quality assurance procedures to ensure that they are operating in accordance with good practices, in the best interests of all stakeholders and the maintenance of academic excellence which the college Campus aspires to.

Principle 5: *Transparency:* Select College evaluations (formative as well as summative) of programs, courses, instructional materials, teaching and learning effectiveness will be transparent and participatory.

Principle 6: *"Based on self-assessment" - "Trust but verify"*: Select College will be judged according to its own objectives, i.e., on whether or not it is achieving its own mission in a purposeful and clear fashion.

Principle 7: *Continuous Improvement – Improvement Focused:*Select College Quality Assurance exercises focuses on quality teaching-learning, research, community service and administrative service and continuous improvement as a core value.

Principle 8: *Quality culture*: Quality should be embedded in the culture of Select College: There should be encouragement of a culture of quality within the College.

Principle 9: *Participatory Approach:* Select College quality must be every ones business in the college. It is not the responsibility of Office of Quality Assurance or few other offices only rather it should be the responsibilities of all offices and individuals (teaching and admin staff, and students) in the College.

Principle 10: *Collegiality and Team spirit:* Select College procedures reflect the principles of rigorous peer review, to identify areas for improvement, foster collaboration, and team spirit, exchange of best practice, and encourage culture of critical self-evaluation.

5. Quality Assurance Policy Statement

SC will provide a quality tertiary education experience that inspires its students to succeed in their study, and serve its country, regions and communities and is international in its outlook and impact. The College is committed to striving for excellence and assuring quality in all its activities.

5.1 Quality Assurance Policy Declaration

SC regards quality assurance and improvement as vital throughout the College business in order to realize its mission and strategic priorities and meet its expectation as private institution. SC involves in the adoption of systematic management procedures to monitor performance and to ensure achievement and improvement of the quality of outputs. The College quality assurance supported through policies, principles, attitudes, actions and procedures that assure quality is not only maintained but also enhanced.

5.2 Quality Assurance Mission

SC's quality assurance mission therefore is, to promote confidence in the academic provision of teaching- learning, research and community outreach, and support service that the quality and the

standards of awards of the College are safeguarded, enhanced and effectively managed. This mission statement provides SC with ample opportunities against which to build further and develop its quality of teaching-learning, and research base.

6. Features of the Policy

- **A commitment to widespread involvement of staff, students and other stakeholders in the QA process:**

    - Critical self-evaluation and rigorous peer review of academic, research programs and support service;
    - Methodical collection of evidence about service satisfaction and student; experience, including external comparisons;
    - External assessment of professional courses through accreditation and international review;
    - Multiple avenues for student and staff input to QA and improvement: Faculty/campus, services, academic council and committees, student council, and
    - Systematic use of client experiences to improve staff development and training.

A focus on efficient management, planning and resource processes to achieve excellence and to ensure continuous improvement:

- College-wide strategic goals linked to plans, priorities and review system;
- Strong academic council and committee structure to develop, implement and oversee academic policies;
- A regular cycle of reviews of all campuses/faculties and administrative services units;
- Alignment between academic and administrative review processes;
- A process for monitoring implementation of the recommendations of reviews through SC Senate.
- Performance-based funding of teaching-learning and research;
- Allocation of fund to address areas of improvement;
- Annually-updated faculty/campus teaching-learning plans, linked tofunding; and
- A performance management and development system for all staff.

- **A commitment to judge processes and outcomes against the highest external standards:**

- Formal links with many of the world's leading universities: national and international benchmarking of academic standards and outcomes, and

- National and international benchmarking of quality assurance processes with comparable research-led universities.

7.Quality Assurance Philosophy and Policy Framework

SC's Quality Assurance philosophy is based on laws, decrees, regulations and directives, which define the responsibility and authority of various actors within the College and often also include process descriptions. The quality assurance methods are mainly integrated into the college's normal activities, separate structures and functions pertaining to the Quality System are used only when needed. The general quality assurance of Select College 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 College's Quality System. The SC Quality Assurance framework lays down principles and guidelines which will guide in the implementation. The framework proposes that a Quality Assurance Management Structure be put in place to coordinate the implementation of the policy.

The policy and framework proposed for academic quality assurance at Select college is a participatory model, the goal of which is to obtain ownership by students, academic staff, administrative/support staff.

The Quality Policy describes the Quality Framework in place at Select College's: identifies the desired outcomes of the Quality Framework; identifies and describes each person's responsibility for ensuring Quality; supports the College Campus's Strategic Plan and Objectives; ensures the College to achieve and maintain a low risk status from the perspective of regulatory bodies due to planned monitoring, maintenance and improvement of the College's Quality Framework; and promotes the application of the College's Policies, Procedures, Guidelines, Manuals, and Forms.

The following criteria will form the quality framework at Select College.

- *Fitness for purpose*: - The core activities will be seen in relation to the vision and mission of the College and how well the campuses/faculties, departments and their academic programs are aligned to the mission of the College.
- *Value for money*: - The College will be judged in relation to the full range of higher education purposes set out in the various national policies. Also the effectiveness and efficiency of provision will depend on the quality and relevance of the education and training.

- *Transformation*: - The College strives for development and capacity of individual learners for personal enrichment. The ability to empower and enable the learners through the various activities.

In general, the implementation of the QA Policy will be spearheaded the College top management under the leadership of the President. The Policy shall apply to all units of the College through internal quality assurance mechanisms on a continuous basis and external quality assurance strategies which will be periodic. The internal quality assurance mechanisms shall focus on the quality of: programmes and courses; staff; teaching and learning experiences; staff/student performance assessment; support service; resources and facilities, research, consultancy service and community service.

Since quality assurance is a core component of the overall delivery of quality service in academics, research, community outreach and support service; the office of quality assurance has given emphasizes to these processes as a clear **ROADMAP** to quality assurance system of SC.

Quality Assurance Mechanisms

The major quality assurance mechanisms are *internal/self-evaluation;external evaluation* and *tracer study*, and follow up that show the status of quality in the core process of the College and recommends quality enhancement in the different settings.

8.1 Quality Assurance Assessment Processes

All members of the College community and its organs should be sensitized to strive for high quality in education provision. The Senate Standing Committee for quality assurance shall determine and approve quality management frameworks for all campuses/faculties to ensure effective management and to maintain a high standard of teaching-learning, research, and community service.

The Policy shall apply to all campuses, Campus of distance education, departments, support units and programs (regular, night, distance) of the College and shall include internal Quality assurance(continuous) and external Quality assurance(periodic).

The quality assessment process is composed of the following elements:

1. **Performance measures**. Establish and maintain measures to monitor all level of performances against College's and national standards. Measures will be linked to the universities mission, vision, and standards.

2. **Assessments and Reviews**. Develop comprehensive assessment programs for different operations; including self-assessments, peer reviews, and external reviews.

The effectiveness review process will consist of the following elements:

- Institutional self-evaluation, including preparation of an analytical and reflective self-evaluation report and incorporating a consultation process within the College;

- Review visit (or visits) by external experts and their reports in which recommendations are clearly set out;

- Production of a written response which addresses all recommendations and a timeline in respect of their implementation;

- Establishment and implementation of a clear and timely follow-through process in respect of any quality improvement recommendations.

8.1.1 Internal Quality Assurance

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

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

Quality of Programs and Courses

Assessment of quality in the design and implementation of programs and courses shall ensure that well-qualified staff members carry out such activities, which are based on the guidelines and procedures approved by Senate.

8.1.1.1 Quality of Academic Staff

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

8.1.1.2 Quality of Teaching and Learning Experience

i) Assessment of quality in teaching and learning shall cover the following:

- Use of well-established tools such as the head of department's assessment;
- Student evaluation of course and teaching (SECAT);
- Teaching portfolios and peer review;
- Individual performance management goals, appointments and promotions procedures that pertain to teaching shall be included in the assessment of quality teaching, and
- The centre for academic development/quality assurance unit shall have an advisory and supportive role in the improvement of teaching, for example, through implementation of the induction courses for academic staff, ongoing professional development programs, teaching improvement grants and teaching excellence awards.

ii. Assessment level of student engagement in the teaching and learning experience.

8.1.1.3 Quality in Student Assessment: Internal Moderation

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

These shall include a minimum of internal moderation procedures that ensure validity of student assessment and reliability of marking.

8.1.1.4 Quality in Student Support Service

Assessment of quality in the academic support service provided to Faculties/Campuses and departments including record keeping and attention to process as it relates to academic excellence; shall be included in the framework for quality assurance.

8.1.1.5 Quality of Resources and Facilities

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

Quality of Research, Consultancy and Community Services

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

Quality of research shall include for the following:

- Assessment of capacity to perform research at the individual and faculty/campus level;
- Assessment of the research relevance to the discipline, SC, locally and globally;
- Assessment of external research and internal funding;
- Assessment of research management;
- Assessment of research findings and dissemination, and
- Assessment of research & research training strategies whether they reflect international best practices.

8.1.1.7 Quality Program Review Process

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

- Quality;
- Resource use;
- Contribution to the mission and vision of the institution;
- Adaptability, and
- Transferability and recognition of qualifications.

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

The qualitative analysis is embodied into two parts: a self-study completed by program representatives and a study by an external review team that augments and validates the self-

study. With a balance between quantitative and qualitative analysis, the program review process can ensure accountability and fairness.

External Quality Assurance

Select College external evaluation complements the self-evaluation process, adding credibility to it by encompassing the judgment of the national and international academic community. Education and Training Agency (ETA) is the only institution which does the external evaluation until to date. Establishment of Ethiopian qualification framework is also on progress which evaluates graduates of different programs from different universities before the world of work.

Accordingly, ETA conducts evaluation based on the following ten focus areas of programs level audit:

- Vision Mission and Learning Outcomes;
- Governance, Leadership and Administration;
- Infrastructure and Learning Resources;
- Academic and Support Staff;
- Student Admission and Support Services;
- Program Relevance and Curriculum;
- Teaching, Learning and Assessment;
- Student Progression and Graduate Outcomes;
- Research and Outreach Activities, and
- Continual Quality Assurance.

8.1.3 Tracer Studies

Tracer studies not only provide valuable information for College Campus teaching-learning and research on the relationship between higher education and work, but the success of graduates in the world of work are also an important indicator of quality in College education. Therefore, the SC seeks to strengthen its quality assurance and quality development by implementing regular tracer studies. The information acquired by means of graduate and employer surveys can indicate possible deficits in a given educational program and serve as a basis for future planning activities, such that the academic program review might be brought more closely into line with the needs of the country.

9. Responsibility for Policy Implementation

SC quality assurance is part of the College's normal functions. The President is responsible for the organization of the quality system in the College as a whole. Moreover, the office of quality

assurance oversees the implementation of the policy. The campus/faculty deans and heads of different departments are responsible for the quality assurance within their respective unit. However, the quality of the College's activities is fundamentally the result of the expert, responsible and ethical work of the members of the College Campus community.

The College shall specify and document its policy and strategy for defining, maintaining and improving the quality of their mandates. The College shall ensure that this policy is adopted, implemented and understood at all level of the institution.

9.1 Quality Assurance Management Structure

All members of the SC community have a stake and role in quality assurance and improvement at the College. The creation and maintenance of a culture of quality is fundamental to the effectiveness of the College's quality system.

Underlying the effectiveness of the quality framework is the need for College management to ensure that all members of the College community are part of the quality culture and are made aware of:

- All elements of the quality framework;
- Those aspects of College operations including structures, policies, principles, procedures, plans and practices that affect, guide or direct their activity as part of the quality culture, and
- Where the related accountabilities and responsibilities lie.

All members of the SC executives are responsible for ensuring that a quality assurance culture is adopted and that compliance with external responsibilities is an inherent part of quality assurance. It is expected that quality assurance procedures will be documented in quality assurance manuals across the College at critical control points to ensure business continuity and quality enhancement.

Quality Assurance Committees Structure

- The College Senate
- Senate Standing Committee for QA
- Campus/Faculty Level QA Team
- Program Level QA Team

Structure for the Office of Quality Assurance

- Office of Quality Assurance is accountable to the President.
- Quality Assurance Officer for campus/faculty is accountable to the campus/faculty Dean.
- Quality Assurance Team at Program Level is accountable to Department Head.

The significant features of the QA Structure include the setting up of a College committee to be known as Quality Assurance Standing Committee (QASC), Faculty/Campus Quality Assurance Committees and creation of Quality Assurance Directorate. The Non-teaching Departments will coordinate the implementation of the QA Policy through the Quality Assurance Administrative Team. In the faculty/campus the quality assurance work is led by the Quality Assurance Officer and in the departments by a Team Leader, who leads program level quality assurance.

Structures at all levels have unanimously the authority to approve, adjust and review the policy.

9.1.1 Responsibilities of the Office of Quality Assurance

General

The primary purpose of the Office of Quality Assurance is to provide leadership in the coordination of College Campus wide efforts related to improving student learning and enhancing institutional effectiveness.

The following are some of the specific responsibilities.

- Coordinate and direct the development of strategies, policies and procedures directing quality assurance and enhancement to ensure that these are maintained, reviewed and enhanced;
- Support Campuses/Faculties, Departments and Program Units in quality care matters;
- Work in consultation with the campuses/faculties community to establish, coordinate, and monitor the College Campus's assessment programs;
- Provide assistance for assessment conducted by academic departments as part of Academic Program Review;
- Coordinate and direct testing and assessment service;
- Provide assistance for assessment conducted by administrative units as part of the Support Unit Review processes;
- Establish and maintain a set of procedures which allow the College to respond in a systemic and transparent manner to the external requirements of External Audit Agency (i.e., HERQA);
- Ensuring compliance with the College's quality framework to meet required standards;
- Ensure that a robust External Examiner system is in place;

- Work with Campuses/Faculties and Departments to provide professional advice and guidance on quality assurance and enhancement matters;
- Support enhancement of quality of education, and serve as a resource for the College Campus community in its collective commitment to quality, and
- In cooperation with the Campuses/Faculties Deans and Department Heads, develop/review examination policies, standards and guidelines and submit to relevant bodies for approval.

9.1.2. Quality Assurance Standing Committee (QASC)

- It is a standing committee of the senate ;
- It will be established according to the senate legislation;
- It is established to liaise the efforts of QAC with the senate;
- It oversees matters related to quality assurance across the campus/units/offices and departments of the College;

9.1..3 Campus/Faculty Quality Assurance Officer

The Campus/Faculty Quality Assurance Officer has the following duties/responsibilities:

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

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

9.1..4 Campus Quality Assessment Team (CQAT)

- consists of the dean, up to three department heads and one student representative in the campus;
- chaired by the Campus dean;
- oversees quality assurance operations at campus level;
- oversees the internal monitoring, evaluation and review of all courses in the campus;
- reports to the President and to the Institutional Quality Assurance Directorate on the above activities including identification of issues which require a College response;
- oversees proposals within the Campus for professional accreditation or similar recognition by external bodies;
- receives the outcomes of external reviews of quality and standards, and monitors action plans to address any matters raised;
- co-operates with the College's Quality Assurance Directorate, the Quality Assurance Standing Committee (QASC) and the Campus Quality Assessment Unit of other Campuses, in the development and dissemination of effective practice in relation to quality assurance processes;

9.1.5 Program Level Quality Assurance Team

The Program Level Quality Assurance Team is accountable to the department:

- Keeps a baseline data of key activities of the department;
- Benchmarks similar institutions and introduce their best practices to the department;
- Maintains examination system, question bank, computer-based testing, external examination;
- Coordinates and administers examinations in cooperation with the Registrar;
- Develops academic standard for resources like classroom technology, laboratories, workshops and follow-up their implementation;
- In cooperation with campus/faculty QA Officer drives new initiatives designed to resolve issues arising repeatedly in review reports;
- Conducting students/staff/stakeholders satisfaction survey with regard to quality and reports to all relevant bodies;
- Overseeing the internal monitoring, evaluation and review of all courses in the department;

- Reporting to the Campus/Faculty Quality Assurance Officer on the above activities including identification of issues which require a Campus/Faculty response;
- Overseeing the development and validation of new courses, and amendments and revisions to existing courses within the department;
- Overseeing the phasing out of any courses/programs within the department;
- Coordinates course, program and department self-assessment, and
- Coordinates program, department and peer review, external review and accreditation audit taken in the department.

9.2 Quality Assessment, Review and Audit Processes

Evaluations are not projects which are done on a one shot basis and stops but rather ongoing processes which are to be integrated into a comprehensive quality management system. Such a system integrates all important performance processes within the College and all key quality dimensions. The office of quality assurance works on the basis of national and international standards and guidelines. The quality of its own work is subject to regular improvement on the basis of feedback from the College, peers and the evaluation board. The office of quality assurance also sees its role as being that of a laboratory for experimenting with new methods within evaluation research and quality development; it seeks to develop innovative approaches through dialogue, and to test and try out these together with various actors both within and outside the College.

Quality Assurance Policy Review Procedures

The policy should be updated regularly every three years. Procedures for review and implementation would be stated in the senate legislation.

9.2.1 Policy Review Procedure

SC Quality assurance policy aims to constantly perfect and add value to the College. The office of quality assurance shall carry out, periodically, the respective review of the quality assurance policy. The procedures of the office of quality assurance must be reviewed at the time of the institutional evaluation of the College and the conclusions of this evaluation shall be translated into functioning proposals to be submitted to the President. The delineated quality assurance policy, thus, aims to be an open and evolutionary process, in order to contribute to the excellence and national and international recognition of the College.

Each of these key areas has a dedicated section providing precepts and general guidelines on quality assurance mechanisms, as organized in this document which may be revised whenever its

principles are significantly affected by changes in policy or procedures as agreed by the joint College senate.

9.2.2 Codes of Practices

SC Quality Assurance Framework provides codes of practices that shall serve as benchmarks and guidelines for implementation of the Quality Assurance Policy. The codes of practices are categorized as follows:

Codes of Practice for Quality in Teaching and Learning

SC assessment of quality in teaching and learning shall include but not be limited to: use of well-established tools such as the head of department's assessment, student evaluation of courses and teaching, teaching portfolios and peer review. Individual performance management goals and appointments and promotions procedures that pertain to teaching shall be included in the assessment of quality in teaching.

SCstaffs have academic freedom in their institution. Academic freedom is guaranteed for the College Campus in pursuit of its mission and consistent with international good practice. The College cultivates the culture of social responsibility in its academic community in the exercise of academic freedom.

The College regulates the exercise of academic freedom in accordance with the Proclamation 650/2009 and international good practice.

Key codes of practices in learning-teaching are categorized as follows:

- Quality of experiential and flexible learning;
- Academic appeals and student complaints on academic matters;
- Student admission, assessment and quality standards;
- Program approval, monitoring and review;
- Staff recruitment, development and appraisal;
- Career guidance based on tracer studies, and
- Equality of opportunities.

Codes of Practice for Quality in Research

SC is a self-sponsored private institution. It is rational to expect that society should benefit as a result. This means that scientific research should at least have a potential societal impact. Select college researchers should therefore give serious thought to the societal relevance of their research activities and report on them broadly. The crucial quality assurance method pertaining to research is peer evaluation and response within the scientific community, which has a long history.

Peer evaluation is conducted both within the College among its researchers and by external evaluators.

However, the responsibility for participating in peer evaluations within the scientific community lies with the individual researcher. The central role of research merits in the recruitment process of research and teaching staff forms the basis of the College's quality assurance of research. SC recruitment policy secures the competence of the staff, which is essential for the quality of future research. The research at SC is free and researcher-based. High-standard, multi- and interdisciplinary research form the basis of the College's activities, on which education and societal impact are built in.

Codes of Practice for Quality in Community Service

SC believes an important ingredient in the public interest in higher education is its role in creating a meritocratic society which is able to secure the best political leaders and civil servants, doctors and teachers, lawyers and engineers, business and civic leaders. These people are often selected from the most educated, and an economy is less likely to develop when then they are chosen from the richest, rather than the most talented.

SC provides service to the community to improve the livelihood of the community and bring development to the locality, region and the country at large. Select college has pool of professionals having different expertise and capacities which can provide service to alleviate the community problems.

SC education simultaneously improves individual lives and enriches wider society. College education raises wages and productivity, which makes both individuals and countries richer. It allows people to enjoy an enhanced "life of the mind", offering wider society both cultural and political benefits. And it can encourage independence and initiative, both valuable commodities in the knowledge society.

Codes of Practice for Quality in Consultancy Service

SC provides consultancy service in the area of research, advisory, technology transfer, training, provision of service such as legal, health, material testing supervision and such other related paid activities, which is conducted at the request of and paid for by companies, agencies or organizations external to the College. In this regard, staff members of the College may conduct contractual researches as long as these contribute an essential and in positive to the intellectual development and facilitate the College's interaction with the community.

Codes of Practice for Good Governance

SC governing and advisory bodies consist: General Assembly, Managing Team, the President, Senate, Senate Standing Committees, Campus/Faculty Academic Commission; Department Academic Council. The most senior decision-making body of the College, the governing general assembly exists to oversee the development and adoption of institutional strategic plans and key policies, to monitor and review the institution's overall performance and to bear ultimate accountability for the institution.

Like other governing bodies, SC management is subject to standards of corporate governance; standards which govern the way College organizations are managed and structured and in which they deal with their various stakeholders.

SC as one of the private HEIs in Ethiopia established to serve public ends and receive significant public duty. As a result, it requires governance with high levels of public accountability and transparency. Fundamentally, the College management has final responsibility for the good governance of the institution and the delivery of administrative, educational and research outcomes consistent with community expectations.

The management of the College has the following responsibilities:

- supervise and ensure that the institution implements the provisions of higher education Proclamation 650/2009 and that good governance prevails in the institution;
- examine, approve and follow up the implementation of proposals of institutional reorganization, organizational plans, policies, administration and academic programs and internal regulations of the institution;
- review and submit strategic plans, annual plans and budgets of the institution and supervise their implementation upon approval; approve and submit performance reports and financial statements of the institution;
- approve policies regarding employment, promotion, discipline, salary, allowances, and other benefits for the administrative and technical support staff;
- examine and give final decision on grievances against decision made by the College;

- conduct on the basis of the president's report, performance evaluations of the institution, of its constituents, and of its leaders and governing bodies against plans;
- monitor the implementation of legislations and decisions;
- reverse decisions made by the president or the senate when the decisions compromise institutional mission or contravene government policy, or the constitution, and
- Oversee the proper constitution and functioning of the senate, College council, and the managing council; and establish, as it may consider necessary and upon the advice of the president, any particular advisory council accountable to the president or to the College council.

Appendices

Guidelines, Standards and By-Laws of Quality Assurance

SC should have rules and by-laws to operate properly. Guidelines, standards for evaluation, procedures and legislation ensure in the execution of its mandate. These are the lists of guidelines, standards and by-laws recommended to be developed in the SC by concerned program owners to support the quality assurance of the College which are not part of the policy.

Lists of Guidelines:

i.   Guideline for undergraduate program admission, teaching evaluation, degree offering;
ii. Guideline for postgraduate admission, supervision, thesis/dissertation submission and evaluation;
iii. Guideline for students' assessment (exam preparation, evaluation, administration and correction/ marking procedures) on examination conduct;
iv. Guideline for program development, approval, accreditation, and review;
v.   Guideline for course evaluation and review;
vi. Guideline for staff recruitment, appointment and promotion;
vii. Guideline for staff appraisal and development;
viii. Guideline for quality assurance of teaching and learning;
ix. Guideline for module preparation, review and approval;
x.   Guideline for student remedial actions and treatment of special needs students;
xi. **G**uidelines on exploring collaboration and approving collaborative programs;
xii. Guidelines for code of ethics, academic irregularities and misconducts;

xiii. Guidelines for selection external examiners, and information for external examiners;

xiv. Guidelines for staff research, dissemination, and community outreach,

xv. Guideline for opening, administering continuing and distance education program.

Lists of Standards:

i. Standards for quality of programs and courses;

ii. Standards for Quality of learning resources and facilities;

iii. Standards for quality assurance of research;

iv. Standards for quality of academic staff;

v. Standards for quality of teaching and learning experience;

vi. Standards for quality in student assessment;

vii. Standards for quality in support service, and

viii. Standard for virtual universities and distance learning.

Lists of By-laws:

i. Senate Legislation;

ii. Rules for staff recruitment, selection, appraisal, appointment, promotion, retention and termination are in place;

iii. Academic rules and regulations;

iv. Research and consultancy service rules and regulation, and

v. Community outreach service regulation.

Annex 1

Activities and Frequencies of the QA process

i. **Activities of the QA Process:**

- Department self-assessment;

- Program self-assessment;
- Internal/peer review of program self-assessment;
- Internal/peer program visits;
- External review of peer assessment of a program;
- External visit of program;
- Institutional self-assessment;

- External review of institutional self-assessment;
- External visit of institution;
- Enhancement planning, and
- Enhancement plan implementation

ii. **Frequency of Assessment, Review and Audit**

- Yearly self-assessment of a department and support unit;
- Yearly self-assessment of programs/other units;
- Program/unit peer review once every two years;
- Program/unit external audit once every four years, and
- Institutional/College level external audit once every five years.