INTRODUCTION

A self-study is a thorough examination of all of an institutions functions and activities taking account of its mission and objectives, and the standards for quality assurance and accreditation defined by the Grenada National Accreditation Board (GNAB). Conclusions should be supported by evidence, with verification of analysis and conclusions, and advice from others able to offer informed and independent comment.

A self-study report should be considered as a research report on the quality of the institution. The study should show strengths (positives) and gaps or limitations from examining the programme and context in light of each standard of quality.

It is a form of evaluative research therefore should include sufficient information to inform a reader who is unfamiliar with the institution about the process of investigation and the evidence on which conclusions are based to have reasonable confidence that those conclusions are sound.

This report should include all the necessary information for it to be read as a complete report on the quality of the institution. It is advised that the report be prepared in conjunction with the following documents: *Internal Peer Review Checklist, Resource Manual for Basic assumption in Quality Assurance, Resource Manual for Registration of Institutions and Programmes; Basic Eligibility Standard Compliance Form.*

The template suggested below includes a number of sections and headings to assist in preparing the report. These sections and headings should act as guidelines to be followed in the report. Therefore additional information can be included. Note that these are guidelines rather than mandates and should be considered in light of the requirements of GNAB and the context of the institution.

Throughout the report evidence should be presented in tables or other forms of data presentation to support conclusions, with comparative data included where appropriate, and reference made to other reports or surveys with more detailed information.

The report should be provided as a single page numbered document, single sided, with a table of contents.   A list of acronyms used in the report should be attached.

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Suggested Template for Report on Institutional Self-Study

A. General Information

Name of Institution
Date of Report

B1. Institutional Profile

An institutional profile should be prepared including the following material:

- A brief summary of the institution's history, scale and range of activities;
- A description of the management and organizational structure using an organizational chart, list of campuses and departments, and the names and contact details of key individuals;
- A list of campus locations indicating programmes offered and student numbers;
- Teaching and other staff and student numbers in total and by campus, department, and programme;
- Summary information about the institution's accreditation status including the outcomes of any previous institutional reviews, and any conditions that were established;
- A description of the institution's quality assurance arrangements, priorities for development, and any special issues affecting its operations;
- A summary of the institution's strategic plan; (A copy of the actual strategic plan should be available for reference if required.)
- A list of matters that are of particular interest to the institution and on which the institution is seeking comment and advice in the review should also be submitted.

B2. Self-Study Process

Provide a brief description of procedures followed and administrative arrangements for the self-study. Include an organization chart. Membership and terms of reference for committees and /or working parties should be attached.

C. Context of the Self-study

1. Environmental Context.

Summary of significant elements of the external environment in which the institution is operating and changes that have occurred recently or are expected to occur (e.g. economic or social developments, population changes, government policies, developments at other institutions with implications for this institution's programmes).

2. Institutional Context.

Brief summary of recent developments at the institution with implications for the review.

D. Mission, Goals and Strategic Objectives for Quality Improvement

1. Mission of the Institution

2.   Summary of Strategic Plan for Quality Improvement (The institution's major goals

and strategic objectives for quality improvement should be listed, indicating for each objective, performance indicators and benchmarks or standards of achievement the institution wishes to achieve.)

E Special Emphasis in the Self-Study (if any)

Indicate any areas of particular interest to the institution or campus in the review. (These may relate to responses to changes in the external or institutional environment, to planning priorities that may have been determined as a result of quality assessments or other strategic priorities, to government policies, etc.)

G. Progress towards Major Quality Objectives (Refer to Item D2 above)

Assessment of institutional performance in relation to plans or any major quality improvement initiatives for the period under review. These may have been undertaken in response to a previous self-study, recommendations or requirements following an external review, or for other reasons.

Brief reports should be provided on each major initiative citing the objective(s), specific data indicating the results achieved, and a comment on reasons for success or failure to achieve the desired results.

1. Objective 1

Result Achieved (Performance in relation to indicators and benchmarks)

Comment(s)

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Objective 2
Result Achieved (Performance in relation to indicators and benchmarks)
Comment(s)

(continue for other strategic quality improvement objectives)

H. Evaluation in Relation to Quality Assurance Standards

Reports should be given on performance in relation to each of the standards set out in the *Internal Peer Review Checklist, Resource Manual for Basic Assumption in Quality Assurance, Resource Manual for Registration of Institutions and Programmes; Basic Eligibility Standard Compliance Form.* The reports should refer to areas of strength and weakness. Reference should also be made, where relevant, evidence such as performance indicators and surveys of students, graduates, faculty and employers and tables summarizing research output. If specific numerical data is available it should be included or provided in attachments and referred to in the text. Priorities for improvement should be indicated. If priorities for improvement have already been determined in planning or initiatives already undertaken, these should be noted and any initial results reported.

- To ensure a full understanding of the report by a person or persons unfamiliar with the institution E.g. external reviewers (either local or international), a brief explanatory note should be included giving background information or explanations or processes relevant to the standard concerned.

- Some of the standards relate to functions that are administered by another accreditation body (CAAM-HP). Others are decentralized and administered by departments, or other academic or administrative units in different parts of the institution. Where the functions are decentralized the reports should provide both an overall picture for the institution as a whole, and an indication of areas where quality of performance is particularly good or less than satisfactory.

- If the institution is operating in different locations or with major separate administrative centers (E.g., professional schools within a university, or a campus in another parish or country) a single report should be provided but any significant differences should be noted and comments made about reasons for the differences and any response that should be made to deal with those differences. Where the institution operates in different locations or sections the descriptions of procedures should indicate how evaluations were conducted in the different locations

- It is not necessary to provide a detailed report on every individual item in every sub-section of each standard. The completed self-evaluation scales will provide a more comprehensive coverage. However, the report must include <u>at least</u> (a) Items where performance is poor or significantly different in different sections. (b) Items where performance is considered very good and evidence of strong performance can be provided. (c) Items that have been selected for special consideration as a result of strategic planning or previous evaluations

- **A vital element in these reports is to provide specific data to support conclusions, show trends, and make appropriate comparisons with other institutions selected to provide benchmarks for evaluation of performance.** This data can include statistical information, figures derived from survey results, student results (with standards verified), numbers of refereed publications or citations, usage rates of services or anything also that provides clear evidence about the matter being evaluated. A simple assertion that something is good, or needs improvement, is not sufficient without evidence to back it up.

1.0 LEGISLATION AND REGULATORY REQUIREMENTS

Planning and management must occur within a framework of sound policies and regulations that ensure financial and administrative accountability, and provide an appropriate balance between coordinated planning and local initiative

<u>Report on subsections of this criterion</u>

1.1. Institutional Integrity

1.2. Internal Policies and Regulations

1.3. Associated Companies and Controlled Entities (if applicable)

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Overall Evaluation of legal authority to operate: Refer to evidence obtained and provide a report based on utilization of state policy and regulations and external policies, including a summary of particular strengths in implementations for action.

2.0 GOVERNANCE AND MISSION STATEMENT

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. Planning and management must occur within a framework of sound policies and regulations that ensure financial and administrative accountability, and provide an appropriate balance between coordinated planning and local initiative.

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.

Explanatory note about development and use of the mission.

Report on subsections of this criterion

2.1 Governing Body

2.2 Leadership

2.3 Appropriateness of the Mission

2.4 Usefulness of the Mission Statement

2.5 Development and Review of the Mission

2.6 Use Made of the Mission Statement

2.7 Relationship Between Mission and Goals and Objectives

Overall Evaluation of Quality of Mission, Goals and Objectives. Refer to evidence obtained and provide a report based on that evidence and including a summary of particular strengths, areas requiring improvement, and priorities for action.

3.0 ADMINISTRATION AND ADMISSION POLICIES

Senior administrators must lead the activities of the institution effectively within a clearly defined governance structure. there must be effective communication between them, and full involvement in planning and decision making processes

Report on subsections of this criterion

3.1 Planning Processes

3.2 Relationship Between Sections for Male and Female Students

3.3 Admission policies and regulations

3.4 Supervision of branch campus

3.5 Organizational Climate

Explanatory note about aspects of governance and administration relevant to the matters referred to in this criterion that are not already explained in the institutional profile. The note can be in summary form and refer to other documents for further detail.

4.0 EDUCATION PROGRAMMES

Learning and Teaching

The institution must have an effective system for ensuring that all programmes meet high standards of learning and teaching through initial approvals, monitoring of performance, and provision of institution-wide support services.

In all programmes student learning outcomes must be clearly specified, consistent with the CARICOM Qualifications Framework and (for professional programmes). Teaching staff must be appropriately qualified and experienced for their particular teaching responsibilities, use teaching strategies appropriate for different kinds of learning outcomes, and participate in activities to improve their teaching effectiveness. Teaching quality and the effectiveness of programmes must be evaluated through student assessments and graduate and employer surveys, with feedback used as a basis for plans for improvement.

Report on subsections of this criterion

(In sub-section 4.1 a description should be given of the institutions processes for oversight of quality of learning and teaching. In each other subsection include an explanatory statement describing what is done throughout the institution.. If common procedures are not followed this should be indicated and an explanation given of major variations and how the institution as a whole monitors quality of performance.)

4.1 Institutional Oversight of Quality of Learning and Teaching

4.2 Student Learning Outcomes

4.3 Programme Development Processes

4.4 Programme Evaluation and Review Processes

4.5 Student Assessment

4.6 Educational Assistance for Students

4.7 Quality of Teaching

4.7 Support for Improvements in Quality of Teaching

4.8 Qualifications and Experience of Teaching Staff

4.9 Field Experience Activities

4.10 Partnership Arrangements with Other Institutions (If applicable)

<u>Overall Evaluation of Quality of Learning and Teaching</u>: Refer to evidence obtained and provide a report based on that evidence about the extent to which the requirements of the standard of learning are met throughout the institution. The evidence of performance should be provided (or summarized and referred to in other documents) including KPIs, survey reports and other relevant sources of evidence. A general conclusion should be drawn that includes a summary of particular strengths, areas requiring improvement, and priorities for action.

5.0 STAFFING

Employment Processes

Teaching and other staff must have the qualifications and experience for effective exercise of their responsibilities and professional development strategies must be followed to ensure continuing improvement in faculty and staff expertise. Performance of all faculty and staff must be 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 faculty and/or staff.

Explanatory note about processes for employment and professional development of teaching and other staff. The explanation should include a description of how colleges and departments are involved in the selection of teaching staff, a description of institutional policies on staff development and promotion, and indicators used for monitoring the quality of staff management processes throughout the institution.
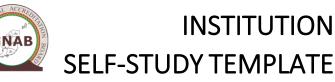
Description of process for preparation of report on this criterion

Report on subsections of this criterion

5.1 Policy and Administration

5.2 Recruitment

5.3 Personal and Career Development

5.4 Discipline, Complaints and Dispute Resolution

Overall Evaluation of Institutional Employment Processes. The report should refer to relevant evidence and benchmarks and include a summary comment indicating particular strengths, areas requiring improvement, and priorities for action.

6.0 STUDENT RECORD

6. Student Administration and Support Services

Administration of admissions and student record systems must be reliable and responsive, with confidentiality of records maintained in keeping with stated policies. Students' rights and responsibilities must be clearly defined and understood, with transparent and fair procedures available for discipline and appeals. Mechanisms for academic advice, counselling and support services must be accessible and responsive to student needs. Support services for students must go beyond formal academic requirements and include extracurricular provisions for religious, cultural, sporting, and other activities relevant to the needs of the student body.

Explanatory note about student administration arrangements and support services, including functions carried out centrally and those managed in other campus or departments. For those managed in departments other campuses refer to any relevant institution-wide policies or regulations and describe the processes used by the institution to monitor how effectively local services are provided.

Description of process for preparation of report on this criterion.

Report on subsections of the standard

   6.1 Student Admissions

   6.2 Student Records

   6.3 Student Management

   6.4 Planning and Evaluation of Student Services

   6.5 Medical and Counseling Services

   6.7 Extra-Curricular Activities for Students

Overall Evaluation of Quality of Student Administration and Support Services. Refer to evidence obtained and provide a report based on that evidence that includes a summary of particular strengths, areas requiring improvement, and priorities for action.

7.0 RESOURCE MANAGEMENT: PHYSICAL RESOURCES

7. Facilities and Equipment

Facilities must be designed or adapted to meet the particular requirements for teaching and learning in the programmes offered by the institution, and offer a safe and healthy environment

for high quality education for all students. 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 faculty and student and appropriate provision made for associated services such as food services, extracurricular activities, and where relevant, student accommodation.

Explanatory note about administration of arrangements for planning, development and maintenance of facilities and equipment. This should include cross references to other more detailed facilities planning documents.

Description of process for investigation and preparation of report on this criterion.

Report on subsections of this criterion

7.1 Policy and Planning

7.2 Quality and Adequacy of Facilities and Equipment

7.3 Management and Administration

7.4 Information Technology

7.5 Student Residences

Overall Evaluation of Provision of Facilities and Equipment. This report should refer to

evidence and relevant benchmarks, and include a summary of particular strengths, areas requiring improvement, and priorities for action

8.0 RESOURCE MANAGEMENT: LEARNING AND MEDIA

8. Learning Resources

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 programmes and provided at an adequate level. Library and associated IT facilities must be accessible at times 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.

Explanatory note about provision of learning resources within the institution. This should include information about the extent to which library services are provided centrally or within colleges. If they are provided in different locations, descriptions should be given of any overall institutional coordination and performance monitoring.

Description of process for investigation and preparation of report on this criterion. (if library services are provided in different locations this investigation should deal with provisions throughout the institution and draw conclusions about overall performance and variations between different locations)

Report on subsections of this criterion

6.1 Planning and Evaluation

6.2 Organization

6.3 Support for Users

6.4 Resources and Facilities

<u>Overall Evaluation of Learning Resource Provision</u>. Refer to evidence and provide a report based on that evidence that includes a summary of particular strengths, areas requiring improvement, and priorities for action

9.0 RESOURCE MANAGEMENT: FINANCIAL RESOURCES

9. Financial Planning and Management

Financial resources must be adequate for the programmes and services offered and efficiently managed in keeping with programme requirements and institutional priorities. Effective systems must be used for budgeting and for financial delegations and accountability providing local flexibility, institutional oversight and effective risk management.

Explanatory note describing budgeting and financial planning and funding submission processes and arrangements for audit. The explanation should include a list of financial reports that are prepared. Information should be given about levels of financial delegation within the institution with reference to other documents that set out institutional policies and regulations relating to these delegations. .

Description of process for investigation and preparation of report on this criterion.

Report on subsections of the criterion

8.1 Financial Planning

8.2 Financial Management

8.3 Auditing and Risk Management

Overall Evaluation of Financial Management and Planning Processes. The report should refer to relevant evidence and benchmarks and include a summary comment indicating particular strengths, areas requiring improvement, and priorities for action.

10. RESEARCH

10. All staff teaching higher education programmes 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. Where relevant, staff teaching in post graduate programmes 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 benchmarked against that of other similar institutions. Clear and equitable policies must be established for ownership and commercialization of intellectual property.

Explanatory note describing the nature and extent of research involvement of the institution and of teaching staff within it. The explanation should include a brief description of organizational arrangements for developing and monitoring research activity across the institution including any research centers and activities to encourage research by individual staff members. Indicators used for monitoring research performance should be listed.

Description of process for preparation of report on this criterion.

Report on subsections of the criterion

10.1 Institutional Research Policies

10.2 Faculty and Student Involvement in Research

10.3 Commercialization of Research

10.4 Facilities and Equipment

Overall Evaluation of Research Performance. For a university the report should include statistical data on the extent and quality of research activity including competitive grants, publications and citations and other relevant information benchmarked against appropriate institutional benchmarks. For a college this information can be included but the report must include data on professional or scholarly activities that ensure teaching staff are up to date with developments in their teaching field. The report should include summary comment indicating particular strengths, areas requiring improvement, and priorities for action.
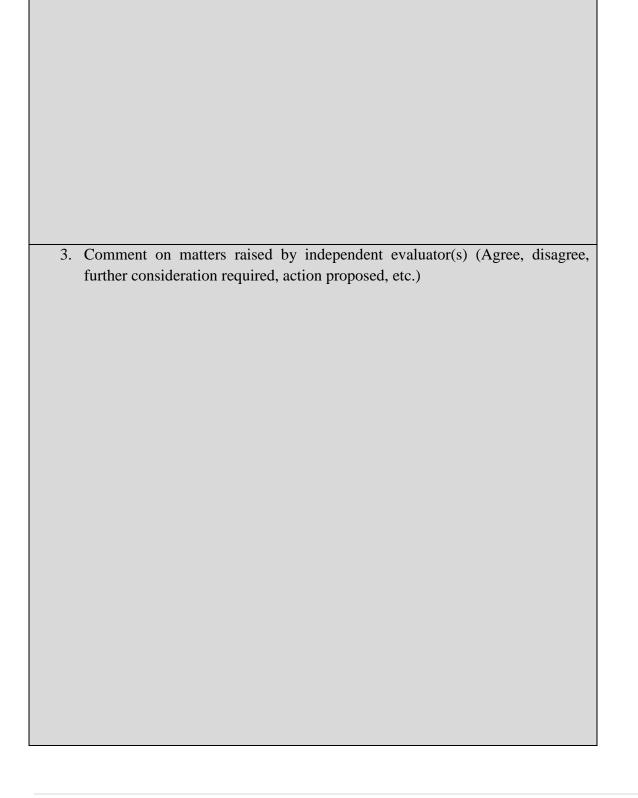
INDEPENDENT EVALUATIONS

1. Describe the process used to obtain independent comment on the self-study. Processes may include a review of documentation by experienced and independent persons familiar with similar institutions and who could comment on relative standards, consultancy advice or a report by a review panel or even the results of an accreditation review by an independent agency.   An independent evaluation may be conducted in relation to the total self-study, or involve a number of separate comments by different people on different issues.

2. Summary of matters raised by independent evaluator(s)

3. Comment on matters raised by independent evaluator(s) (Agree, disagree, further consideration required, action proposed, etc.)

CONCLUSIONS

1. List and briefly describe institutional activities that are particularly successful or that demonstrate high quality.

2. List and briefly describe institutional activities that are less than satisfactory and that need to be improved.

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ACTION RECOMMENDATIONS

These should be based on the matters identified earlier in the report for further improvements or to overcome problems or weaknesses identified indicate specific actions proposed to deal with the most important priorities for action identified in those sections. Matters of greatest urgency or highest priority should be identified. For each action proposed recommendations should be made on who should be responsible for the action, timelines specified, and any necessary resources required.

Action Recommendation 1 …..
Person (s) responsible

Timelines (For total initiative and for major stages of development)

Resources Required

Action Recommendation 2…..

Person(s) responsible

Timelines

Resources Required

Action Recommendation 3…..

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Person(s) responsible
Timelines
Resources Required

Action Recommendation 4…..
Person(s) responsible
Timelines

Resources Required

Continue for further action recommendations..

The Institutional Self-study Report should be on A4 paper, unbound, printed on one side, page numbered, and with a table of contents for easy reference.

Attachments

Membership and terms of reference for sub-committees and working parties

Reference list of key reports and other documents cited in the report

Glossary of acronyms and abbreviations used in the report

Copy of report(s) by independent evaluator(s)

In addition to the self-study report the following documents should be provided:

(i)   A copy of the institution's strategic plan

(ii)   A copy of the institution's strategic plan for quality improvement (which may be included within the broader institutional strategic plan)

(iii)   Current student catalogue, prospectus, bulletin or handbook including descriptions of the curriculum, admissions requirements, degree completion requirements, and related information

The following documents should be available for the review panel during the visit. Members of the panel may ask for some of it to be sent to them in advance.

(iv) Faculty handbook or similar document with information about staffing policies, professional development policies and procedures and related information;

(v) Administrative and financial policies manual or similar document including the institution's bylaws and regulations, roles and responsibilities of administrative and academic officers and major committees, and an explanation of the institutions governance and administrative structure.

(vi) Quality assurance manual or description of procedures including information about the institutions system of assessing programmes and services, the role of the institution's quality center and systems for gathering and analyzing data on quality of performance and planning for improvement.

(vii) Current data on faculty and other teaching staff including tables with numbers by academic rank, by highest qualification, teaching staff/student ratios for each department and college, and for the institution as a whole; For a university (optional for a college) information should be provided on research output for each department, college and for the institution as a whole. Current teaching staff CVs should be on file and available for the review panel if required.