Report on the COL RIM Staff Survey

Conducted at the University of Jaffna, Sri Lanka

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1. INTRODUCTION

Commonwealth of Learning Review and Improvement Model (COL RIM) was developed by the Commonwealth of Learning (COL) in response to two key drivers':

- Increased global emphasis on the quality of higher education
- Rising concern about too high cost and uncertain benefits of conventional approaches to external quality assurance (EQA).

The model has been so designed that it can be implemented as a first step towards improving quality and gaining credibility or can be used for development purposes by institutions wishing to strengthen established system and improve performance. It is suitable for institutions of all levels of quality maturity, all levels of investment capability and different local contexts.

COL supports COL RIM and provides an information package; COL RIM Handbook and a bank of quality indicators; a survey of staff and preliminary analysis and negotiate an implementation plan.

It focuses on stakeholder needs and core processes, systemic approach to the performance of the whole system with an emphasis on the key role of human actors in the system. It is also a do-it-yourself approach which supports you to review your institution yourself with the recommended option of getting your findings verified by a quality professional or panel of verifiers.

Five key processes of the COL RIM are: Initiation Survey; Self-review; Verification and Follow up. Features of the COL RIM are:

- combines internal and external quality assurance
- focus on stakeholder needs and core processes
- systemic approach to the performance of the whole system
- emphasis on key role of staff in the system
- centralize self-review as the key to improvement
- enhance the authenticity of self review
- emphasis on transparency and information to stakeholders
- emphasis on continuous review and incremental improvement cycle
- offers credibility for enhanced stakeholder confidence

COL RIM has pre-identified six evaluative questions that are relevant to the evaluation of the quality of all modern evaluation institutions under six cross cutting themes (Table 1).

Answering these high level evaluative questions requires a holistic view of the institution.

Table 1 – Cross-cutting Themes

No.	Theme	Evaluative Questions
1	Communication	How effectively does the institution communicate with its stakeholders?
2	Needs Orientation	How well does the institution provide the outcomes that its stakeholders need and value?
3	Engagement	How effectively does the institution engage with local and international communities?
4	Innovation and Creativity	How effective are the institutions' innovative and creative responses to a changing environment?
5	Capacity Building	How effective does the institution develop the capacity of the people to provide valued outcome to stakeholders
6	Quality Management	How well does the institution monitor and improve its performance?

For detailed consideration of these evaluative questions COL RIM includes a bank of 48 quality indicators[1]. This is used as a tool to help make judgments about specific aspects of performance that contribute to your overall high level evaluation.

The indicators are divided into ten areas called 'Key performance Areas'(PA) and these are further divided into two groups: 'enablers' (28 indicators) and 'results (20 indicators).'. Enablers are behaviours and processes, provide the means by which results can be achieved. Results are the outcome of behaviours and processes which shows you whether your processes are effective or not. There is no simple one-to-one relationship between enablers and results. Any result is the outcome of a complex interaction. It is the results which are really important. Table 2 shows the ten Performance Areas arranged into two groups: Enablers and Results. Each indicator belongs to at least one of the cross cutting themes.

Table 2 - Performance Areas grouped into Enablers and Results

	Performance Areas (PA) (ENABLERS)		Performance Areas (PA) (RESULTS)
1	Managing change strategically	6	Impact on Society Outcomes
2	Stakeholder and Partnership Orientation	7	Teaching Learning Outcomes
3	Learner Knowledge and Society Focus	8	Research, Innovation and Entrepreneurial Outcome
4	People Management	9	Staff Outcomes
5	Resources Knowledge and Information Management	10	Support System Outcomes

COL RIM uses a three tier rating system with descriptors (Table 3) as a tool for analyzing strengths and weakness for each of

- 48 individual quality indicators
- Six themes for evaluation
- the summative result of verification

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[1] COL RIM Handbook (2010) Appendix 8

Table 3 - Three-tier rating system and its basis

Description & Weightage	What the rating means
Opportunity for improvement (Numerical weighting =0)	Inadequate, high risk, reactive approach to problems, lack of coherence; little or no alignment of activities across the institution, little or no use of performance indicators, no systematic evaluation of outcomes
Threshold (Improvement orientation) Numerical weighting-1)	Some evidence of a systemic approach to quality management of core processes, key risks are managed, some quality problems are identified and effort made to address them. Some use is made of key performance information for improvement planning.
Good practice (Numerical weighting=2)	Seamless deployment of systems across the institution, proactive approach to problems, joint problem solving, evaluation data used systematically to improve efficiency and effectiveness, evidence of continuous refinement and innovation, strong focus on outcomes

This report is about staff survey which is administered electronically. The staff survey is based on a set of 48 quality indicators and each indicator is provided with three alternative descriptive statements characterizing three levels of performance[2]. In the staff survey staff members are expected to rate performance against each of the indicators by picking the descriptive statement that best represents their experience or opinion. Thus these ratings are based on opinion and perception only, and not yet backed up by objective evidence, but are considered indicative of areas of potential strength and weakness for further investigation.

Ratings can be interpreteds as follows::
- A numerical rating of less than one may indicate the need for improvement
- A rating of more than one may show that the Institution is moving towards the achievement of the quality standard.

The survey report also rates performance in relation to the six evaluative questions of the cross-cutting themes (Table 3). Institution can tailor the quality indicators to reflect their own particular context and strategic direction within the full range of themes. During the evaluative process of COL RIM the institution, due to time / personnel constraints can opt out of certain themes. Four themes are essential: communication, needs orientation, capacity building, quality management. Two themes are optional: engagement, innovation and creativity. The institution can, by negotiation, exclude indicators that relate mainly to these two themes.

Layout of the Report
The report is presented in four Sections:.
Section 1 Introduction to the survey and implementation
          1.1 Response rate
          1.2 Method and Presentation of Results
Section 2 Findings by Performance Areas
Section 3 Findings, by Evaluative Questions of the six Themes
Section 4 Recommendations

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[2]   COL RIM Handbook (2010) Appendix 9.

1.1 Responses to the Staff Survey

The survey was administered electronically via University of Jaffna (UoJ), liaison person to all staff as per the staff list sent to COL by the UoJ. Each staff member was asked to consider each indicator and based on their own experience in their own areas of work and their understanding of the systems and performance of the institution select one of three levels of performance and also asked to give comments.

The number of staff to participate in the survey as per the staff list forwarded by UoJ is 411 with 331 academics and 80 administrative and other staff. A total of 95 responses were returned .A target response rate of 25% of the total was set but this was not achieved despite postponing the closing of the survey by a day. A significant observation was that a number of respondents skipped a considerable number (28-41) of questions.

The sampling adequacy analysis of the responses (Kaizer-Neyer-Olkin and Bartlett's Test[3]) was 0.816 and this value is significant at $P<0.05$. Thus the responded sample size of 95 can be justifiable and rest of the analysis can be continued.

Sample returned was stratified according to the staff type, their stated role and years of experience (Tables 4, 5 and 6) With respect to staff type and role the respondents were placed under two categories: academic (79) and administrative and other (16) For years of experience respondents were placed under 0-6 years (37), and more than 7 years (58)..

As Table 4 and Figures 1 and 2 indicate number of respondents is significantly higher among the academics both with respect to type and role. In practice the university activities are dominated by the academic role and this is reflected in this survey.

Table 4 - Sample stratification- Staff type

Staff type	Staff number	Staff Distribution (%)	Respondents number	Respondents distribution (%)
Academic	331	80.54	79	83.16
Administrative & other	80	19.46	16	16.84
Total	**411**	**100**	**95**	**100**

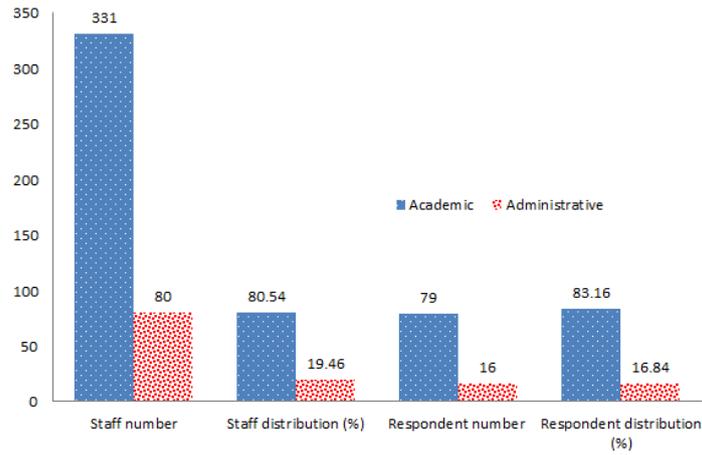[3] Advanced Statistics, SPSS Manual SPSS inc., USA
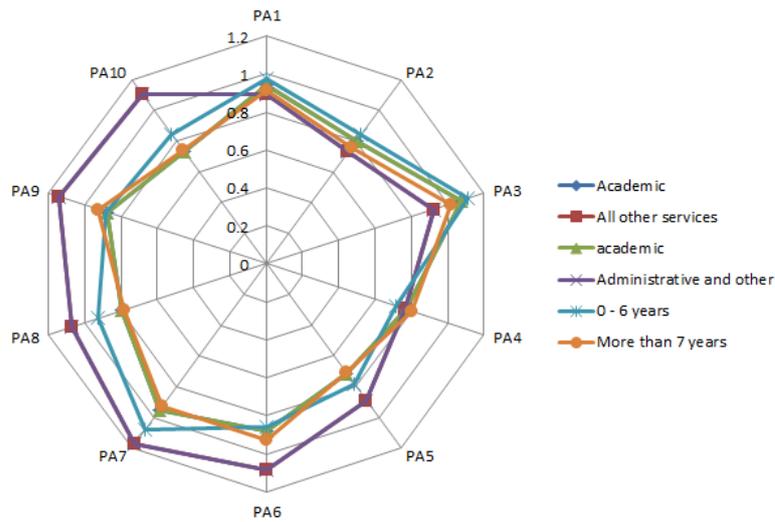
Figure 1- Sample stratification- Staff type

Figure 2 – Average rating for performance areas – stratified for staff type, the role and years of service

Table 5 - Sample stratification – role

Staff Role	Staff number	Staff distribution (%)	Respondents	Respondents distribution (%)
Academic	331	80.54	79	83.2
Administrative & other	80	19.46	16	16.8
Total	**411**	**100**	**95**	**100**

Table 6 - Sample stratification - length of service (respondents only)

Length of service	Number of responses	Response distribution (%)
0 - 6 years	**37**	**39.0**
More than 7 years	**58**	**61.0**
Total	**95**	**100**

1.2 Method and Presentation of results

Response rate is low as 23.1%, with 95 responding out of a population of 411 . With respect to staff type and role 79 respondents placed themselves as academic and 16 respondents placed themselves as administrative and other. Discussions therefore are based on two categories only. Viz. academic; administrative and other.

The summary of staff type, role and the length of service is presented in the Table7.

Table 7 - Sample distribution staff type, role and length of service

Staff type	Number of respondents	Response distribution (%)
Academic	79	83.2
Administrative and other services	16	16.8
All	**95**	**100**
Role		
Academic	79	83.2
Administrative and others	16	16.9
All	**95**	**100**
Length of service		
0 - 6 years	37	39.0
More than 7 years	58	61.0
All	**95**	**100**

In this survey average ratings for performance areas and themes are calculated by averaging all the individual ratings for indicators of the respective performance areas and themes. For each of the performance areas, their indicators and themes their average ratings have been stratified between staff type, staff role and length of service (Table 9;Table 22; Appendix2). Where appropriate, average ratings for themes with their performance areas have been stratified between enablers and results (Table 20; Appendix 1) to see whether there is a positive relationship between strong enabling mechanisms and good outcomes and vice versa.

2. FINDING BY PERFORMANCE AREA

The quality indicators of the COL RIM are divided into 10 Key Performance Areas (PA). In the staff survey each indicator is elaborated at three levels of performance and the participants are asked to consider the three alternative descriptive statements of each indicator and select one of the three levels that best represent their experience or opinion and in addition to making any comments .Average ratings for each performance area calculated by averaging all the individual ratings of indicators are tabulated (Table 8) and are also stratified for staff type, role and length of service (Table 9) and enablers and

results (Table 10). First five (1-5) performance areas are enablers (Table 10) which are policies, processes, systems and behaviours in place to support the achievement of expected results and goals. The last five (6-10) performance areas are results (Table 10) which are the outcomes that an institution can demonstrate. Good results should indicate that proper policies, systems etc. are in place and vice versa.

2.1 General trends

Average ratings of the indicators of the respective performance areas are presented in Table 8. Only one performance area show a rating greater than 1.00 indicating certain amount of weakness in others. .Average ratings for performance areas stratified for staff type, role and years of service are presented in Table 9 and Figure 1.As indicated in Table 9 academic staff indicated average rating greater than one in only one area. Administrators and others have rated higher than academics in all the results performance areas. This is of some significance.

Table 8 - Average ratings for performance areas

Code	Key Performance area	Average rating
PA1	Managing change strategically	0.94
PA2	Stakeholder and partner orientation	0.79
PA3	Learner and knowledge society	1.05
PA4	People management	0.77
PA5	Resources, facilities knowledge and information management	0.73
PA6	Impact of society outcome	0.91
PA7	Teaching and learning outcomes	0.98
PA8	Research, innovation and entrepreneurial outcomes	0.83
PA9	Staff outcomes	0.91
PA10	Support system outcomes	0.78

Only one performance area which is an enabler shows a rating greater than one while all others show a value of less than one indicating need for improvement. .

Table 9 - Average ratings for performance areas – stratified for staff type, the role and years of service

Performance area	Staff type		Role		Years of Service	
	Academic	Administrative & other	Academic	Administrative & other	0-6 years	More than 7 years
Managing change strategically	0.94	0.89	0.94	0.89	0.98	0.91
Stakeholder and partner orientation	0.80	0.73	0.80	0.73	0.84	0.76
Learner and knowledge society	1.07	0.92	1.07	0.92	1.11	1.01
People management	0.77	0.76	0.77	0.76	0.71	0.80
Resources, facilities knowledge and information management	0.71	0.90	0.71	0.89	0.78	0.71
Impact of society outcome	0.88	1.08	0.88	1.08	0.86	0.93
Teaching and learning outcomes	0.95	1.17	0.95	1.17	1.07	0.93
Research, innovation and entrepreneurial outcomes	0.80	1.07	0.80	1.07	0.93	0.78
Staff outcomes	0.88	1.14	0.88	1.14	0.88	0.92
Support system outcomes	0.73	1.11	0.73	1.10	0.85	0.74

The ratings assigned under enablers and results for each performance area by members of academic services, members of administrative services are summarized in Table 10 and Figure 2. Comparison of these average ratings reveals that with respect to academics all key performance areas have been rated low while all others have rated all five 'results' areas higher performance areas under enablers show a higher rating than those under results.

Table 10 - Average rating for Performance Areas -Enablers and Results by academic and administrative services.

| PA number	Performance area	Stratified rating	
		Academic	Administrative & other
	Enablers		
PA1	Managing change strategically	0.94	0.89
PA2	Stakeholder and partner orientation	0.80	0.73
PA3	Lerner and knowledge society focus	1.07	0.92
PA4	People management	0.77	0.76
PA5	Resource, knowledge management	0.71	0.89
	Total	**0.86**	**0.84**
	Results		
PA6	Impact on society outcomes	0.88	1.08
PA7	Teaching and learning outcomes	0.95	1.17
PA8	Research, innovation and entrepreneurial outcomes	0.80	1.07
PA9	Staff outcomes	0.88	1.14
PA10	Support system outcomes	0.73	1.11
	Total	**0.85**	**1.12**
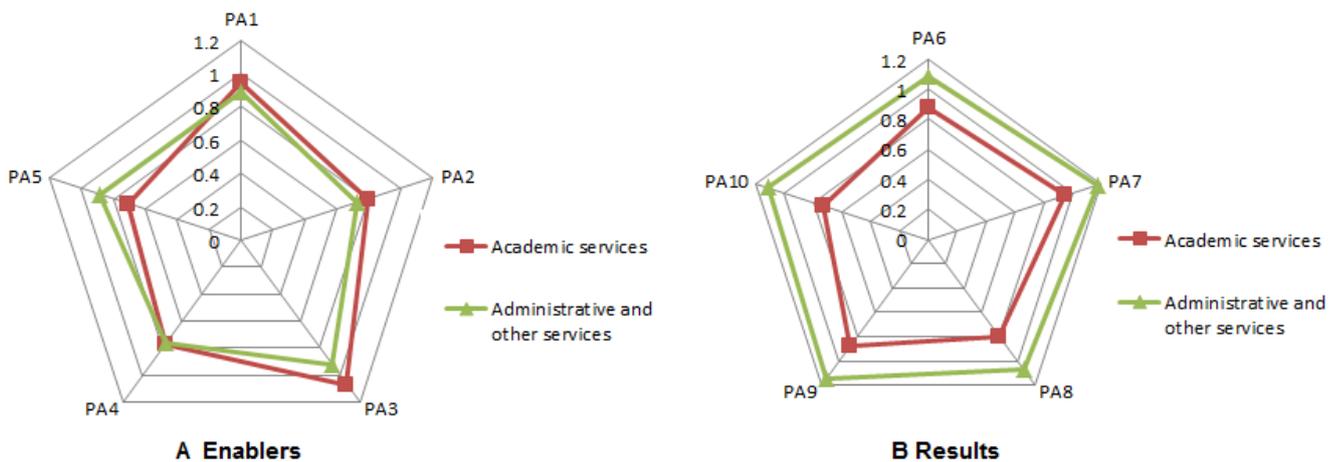
Figure 3- Average rating for Performance Areas -Enablers (A) and Results (B) by academic and administrative and other

2.2 Findings by indicators of the Performance Areas

Average ratings of each indicators for the respective performance areas are given under each Performance Area. Average ratings for indicators stratified by staff type, role and years of services are given in Appendix 2. Discussions under each indicator draws findings from these tables/appendices.

ENABLERS PERFORMANCE AREAS
Enablers are the behaviours and processes of leadership and operation. They provide the means by which the results will be achieved.

2.2.1 Performance area 1 - Managing change strategically

This performance area has scored an average rating of 0.97. The stratified table 9 reflects that academics have rated it higher than the academic staff. Those with service less than six years have rated it higher than those more than seven years of service. Three indicators within this performance area have been rated greater than 1.00 while three others have been rated below one. It is to be noted that the indicator relating to finances have received a very low value. Ratings show that academics are more confident that the change is being managed strategically than others (Table 9). Three areas for improvement identified in this section are financial management practices, communication to stakeholders and weak implementation.

Table 11- Average rating for Performance Area 1 - Managing change strategically

Performance area	Relevant indicators	Rating
1. Managing change strategically	1.1 The vision and mission of the institution reflect national and community goals and the identified interests and needs and expectations of its stakeholders	1.1
	1.2 Ongoing strategic planning is informed by information about institutional performance and external environmental information	1.03
	1.3 Policy and strategy are communicated and developed through a current and coherent framework of key processes that ensure consistent and coordinated delivery of services and the achievement plans are implemented and monitored	0.95
	1.4 Performance is reviewed regularly against agreed performance targets and improvement plans are implemented and monitored	0.93
	1.5 Policies and procedures support lifelong learning goals (e.g. inclusiveness, access, progression, credit transfer, non-formal learning opportunities, transparency, flexible delivery)	1.16
	1.6 Finances are managed to support the institution to achieve goals	0.63
Average		**0.97**

Indicator 1.1 - The vision and mission of the institution reflect national and community goals and the identified interests and needs and expectations of its stakeholders

The number of respondents who have attempted this indicator is 67 while 28 have skipped. The average rating for this indicator is 1.1. Majority (52%) of respondents believe that the institution has only achieved a threshold level in this indicator and are of the view that   key stakeholders see the relevance of the vision and mission of the university to the country and the local community as well as to their own needs and expectations. Only 25% are of the view that the university demonstrates good practice. Staff with an academic role rate it higher than those having an administrative role.(Table 9) 16% rate it very low while 6% does not seem to know the answer. Those with more years of service rate it higher (Appendix 2)..

This may indicate that the communication structure and /or flow may be weak.
Comments:

> - Awarding degree certificates became the only mission
> - The young staff are not aware of the mission and vision

Indicator 1.2 - Ongoing strategic planning is informed by information about institutional performance and external environmental information

This has been attempted by 67 and skipped by 25.The average rating for this indicator is 1.03. Higher percentage (42%) of respondents indicated that there is no evidence that strategic plan is analyzed with the information from stakeholders while 25% has stated that they believe that the university demonstrates good practice. 14% cannot see any relevance between strategic planning and reality while 10% do not know. This has to be looked into in detail. Comments:

> - Strategic planning does not reflected in stakeholders.
> - The people in the University thinks that it is a regional University
> - There is no discussion at least at the faculty level

Indicator 1.3 - Policy and strategy are communicated and developed through a current and coherent framework of key processes that ensure consistent and coordinated delivery of services and the achievement plans are implemented and monitored

This has been attempted by 67 and skipped by 28.On an average this indicator received a rating of 0.95. Being less than one it implies that there is a need for

improvement. Only 19% of respondents believed that the university demonstrates good practice in this respect. Majority (46%) feel that the university demonstrates a threshold level of performance. and 19% of respondents have chosen lowest level of performance. 10% of respondents have selected 'do not know' which indicated that there is a gap in staff awareness and policy strategy. Academics rate it higher than others (Appendix 2). Comments:

- No open discussion is done on the policy and strategy issues.
- Not up to date, merely it is in good progress.

Indicator 1.4 - Performance is reviewed regularly against agreed performances targets and improvement plans are implemented and monitored

This was attempted by 67 and skipped by 28. The average rating for this indicator is 0.93. Only 18% feel that the university demonstrates good practice in this area. 49% of the respondents feel that the university only reaches a threshold of performance and about 18% rate it very lowly. The stratified figures (Appendix 2) indicates that academics rate it much higher than others. Those who have served under six years too rate it higher than those with longer service. Comments:

- People do the review because of the pressure from the UGC.
- Staff should be informed/introduced with performance assessment or accreditation processes.

Indicator1.5 - Policies and procedures support lifelong learning goals (e.g. inclusiveness, access, progression, credit transfer, non-formal learning opportunities, transparency, flexible delivery

This has been attempted by 67 and skipped by 28. This has received an average rating of 1.16 and is the highest rating for this performance area. 33% of the respondents feel that the university demonstrates good practice while 34% respondents feel that the university only reaches a threshold level of performance indicating that university recognizes only some non-traditional and minority groups. 19% feels university is not geared towards lifelong learning. 13% indicate that they do not know the answer. Academic have rated this slightly higher than administrative staff (Appendix 2).

Indicator 1.6 - Finances are managed to support the institution to achieve goals

This has been attempted by 67 and skipped by 28.This indicator is rated very low as 0.63.Only 16% of the respondents feel that university demonstrates

good practice with a good systematic approach to funding allocation , distributing funding equitably and fairly. Nevertheless more than half (51%) feel that the university's performance with respect to finances is low. While another 25% have rated it at a threshold level. Appendix 2 indicates that administrative staff have rated this indicator significantly higher than academics. Whether this means academics are not aware how finances are managed needs further study. Comments:

> - It should be transparent among at least to academics.
> - There is no proper financial management implemented

2.2.2 Performance area 2 – Stakeholder and Partner Orientation

Ratings in this performance area show that respondents perceive weakness in the effectiveness of communications with internal and external stakeholders and lack of support for engagement with local and international communication. As indicated in Table 9 academics rate this performance area slightly higher than administrators. This is to be expected as more collaboration and networking is related to teaching and research.

Table 12 - Average rating for Performance Area 2 -Stakeholder and partner orientation.

Performance area	Relevant indicators	Rating
2. Stakeholder and partner orientation	2.1 Leaders create and maintain relationships with internal and external stakeholders that characterized by high expectations, engagement in decision making and commitment to common goals	0.69
	2.2 Identified stakeholders are informed about the performance and plans of the institution and the services it offers in relation to their own interest and need and expectations	0.71
	2.3 There are structured processes for eliciting and using feedback from stakeholders to inform decision making	0.9
	2.4 Strategies, policy and agendas are implemented to encourage and support educators to engage and collaborate with local and international communities to achieve common goals	0.86
	2.5 Relationships with partners and suppliers locally and internationally are formalized	0.85
Average		**0.80**

Indicator 2.1 -   Leaders create and maintain relationships with internal and external stakeholders that characterized by high expectations, engagement in decision making and commitment to common goals

This was attempted by 62 and skipped by 33. The average rating for this indicator is 0.69. More than half of the respondents feel that the university only reaches a threshold level of performance with leaders having relationship with their staff and stakeholders only to a certain extent. Only 6.5% of the respondents perceive that institution demonstrates good practice.36%rate it very low. This is an important indicator relating to stakeholder collaboration and partnerships is part of the functioning of the institution.. Academic staff And those in service less than six years rate it higher than administrative staff And those serving longer (Table). Comment :

- Leaders/Directors have good relationship stakeholders, but unable to achieve many things.

Indicator 2.2 -   Identified stakeholders are informed about the performance and plans of the institution and the services it offers in relation to their own interest and need and expectations

This is attempted by 62 and skipped by 33. The average rating for this indicator is 0.71.   11% of the respondents are of the opinion that the university demonstrates good practice. Highest figure of 40% feel that the university only reaches a threshold level of performance while 37% feels that it needs improvement and orientation. A minority, yet significant enough have stated "I don't know".
According to the stratified data (Appendix 2) academics have rated it significantly higher than administrative staff. And those with less than six years of service also rated it higher than others. Comment:

- No information at all or not easily available (those kind of information).

Indicator 2.3 -   There are structured processes for eliciting and using feedback from stakeholders to inform decision making

This has been attempted by 62 and skipped by 33. The average rating of this indicator is 0.90 and is the highest for this performance area. Only 11% of the respondents are of the view that institution demonstrates good practice with some feedback. More than half (61%) of the respondents are of the opinion that institution reaches a threshold value and needs to improve on its feedback mechanism and its operation while 2Academics and those with less than six years of service rate it higher than others (Appendix 20.1% rate it lowly. They may be indicating that feedback is either not collected or has no impact.

Indicator 2.4 -   Strategies, policy and agendas are implemented to encourage and support educators to engage and collaborate with local and international communities to achieve common goals

This was attempted by 62 and skipped by 33. This indicator received a rating of 0.86. Only 18% of the respondents felt that institution demonstrates good practice while 44% of the respondents felt that the university is in the threshold level of performance indicating perceived lack of time and lack of support for engagement activities. 31% rate it below threshold. This indicates that there is poor coherence between policies and procedures,. Engagement with communities being also poor. According to the stratified data (Appendix 2) administrative staff have rated it higher.

Indicator 2.5 -   Relationships with partners and suppliers locally and internationally are formalized

This was attempted by 62 and skipped by 33. The average rating for this indicator is 0.85 and it is the second highest. 16% of the staff felt that institution is demonstrating good practice in relation to this indicator while 44% rated it as threshold level of performance with 29% as lower than threshold. 11% respondents responded as "I don't know'. According to the stratified data academics have rated it significantly higher than administrative staff (Appendix 2).

2.2.3   Performance Area 3 - Learner and knowledge society focus

The average rating for this performance area is 1.06 and is the highest rated area in the survey. It shows confidence in effective teaching and learning and in assessment practice. Five indicators in this performance area are rated above 1.00 which are of good practice , reflecting good practices in teaching learning .

Table 13 - Average rating for Performance Area 3 - Learner and knowledge society focus

Performance area	Relevant indicators	Rating
3. Learner and knowledge society focus	3.1 Programmes are designed and developed to meet learners' needs and reviewed regularly to ensure that they remain current and relevant to present and future needs	1.03
	3.2 Teaching and learning methods and delivery modes are deployed to meet the needs of learners and other stakeholders	0.91
	3.3 Learners are provided with information and support services that are learner/client-centred and support the academic, social and personal development of all learners	1.05
	3.4 Educators and learners develop effective relationships for teaching and learning	1.18
	3.5 Assessment and feedback to learners supports learning and provides useful information to stakeholders	1.16
	3.6 Quality assurance of assessment ensures that assessment outcomes are valid and fair and assessment information is reliable	1.22
	3.7 Strategies, policy and agenda are implemented to encourage and support educators to engage in relevant research	0.93
	3.8 Strategies, policy and agenda are implemented to encourage and support educators to be innovative and creative in meeting the needs of learners	0.96
Average		**1.06**

Indicator 3.1 -   Programmes are designed and developed to meet learners' needs and reviewed regularly to ensure that they remain current and relevant to present and future needs

This has been attempted by 59 and skipped by 36. This indicator has a rating of 1.03. 58% of the respondents feel that the university is indicating only threshold level of performance while only 22% feel that the university is demonstrating good practice. 19% rated it lower than the threshold value..

This may be indicating a perception that review and improvement of all programmes may not being implemented in a systematic way. Comments:

- Arts, Social Science and Humanities have to be up dated
- Too theoretical

Indicator 3.2 - Teaching and learning methods and delivery modes are deployed to meet the needs of learners and other stakeholders

This has been attempted by 59 and skipped by 36. Rating given for the indicator is 0.91 and is the lowest. Majority of respondents (63%) have selected the threshold level of performance for this indicator showing that a great effort is being made to use methods of delivery that meet learners' needs. Only 14% indicate that teaching, learning methods and appropriate delivery mode are deployed to meet the needs of learners and thus the university demonstrates good practice. However 22% have rated it lowly, suggesting that university is failing to meet learners' needs.   Stratified data (Appendix 2) indicates that academics and those in service less than six years have rated it higher the administrative staff.
And those with longer service.

Indicator 3.3 - Learners are provided with information and support services that are learner/client-centred and support the academic, social and personal development of all learners

This has been attempted by 59 and skipped by 36. This indicator has been rated 1.05. Majority (56%) feel that university only reaches a threshold level of performance while quarter (24%)of the respondents feel that university demonstrates good practice.19 % selected the lowest level of performance, indicating that there is inadequacy of timely information to students.

Indicator 3.4 - Educators and learners develop effective relationships for teaching and learning

This has been attempted by 59 and skipped by 36. This is one of the highest rated indicator in the survey with the rating of 1.18.   42% of respondents feel that the institution maintained good practice in relation to this while 29% feel that the university is at a threshold level. Rating indicates a perception that they believe that students find their teachers accessible to discuss issues. However 25% rating it lowly needs a close study. Stratified table (Appendix 2) indicates that academics have rated it significantly higher. Those with less than six years of service also have rated it higher.

Indicator 3.5 - Assessment and feedback to learners supports learning and provides useful information to stakeholders

This has been attempted by 59 and skipped by 36. Rating is 1.16 with academics rating it   higher than administrators. With   34% rating it at threshold level highest percentage of respondents (39%) felt that the university is demonstrating good practice. However 24% gave it the   lowest rating. This needs a closer study. Academics and those with less than six years of service have rated it higher (Appendix 2).

Indicator 3.6 -   **Quality assurance of assessment ensures that assessment outcomes are valid and fair and assessment information is reliable**

This was attempted by 59 and 36 skipped answering. Average rating for the indicator is 1.22 and it is in the highest rating for this performance area. Academics and staff more than six years of service have rated it higher than others(Appendix). . Among the respondents 31% rate it indicating good practice while 53% rate it at threshold level. Very low rating has been given by 10% .

Indicator 3.7 -   **Strategies, policy and agenda are implemented to encourage and support educators to engage in relevant research**

This has a rating of 0.93. This was attempted by 59 and skipped by 36. Administrators and staff serving less than six years rated it higher than academics (Appendix 2). Administrators may be more aware of policies and procedures relating to different aspects and about the coherence between them than academics. Only 22% of respondents place it in the good practice area while 46% rate it as threshold and 29% rating it very lowly. Comments:

- After the implementation of the research allowance by the government all most all the staff "do" research
- Teaching loads are not divided equally, hence there is no sufficient time available for research, Similarly calendar of dates are in continues flux so staffs are compelled to work without vacation. Therefore unable plan their research within their year planner

Indicator 3.8 -   **Strategies, policy and agenda are implemented to encourage and support educators to be innovative and creative in meeting the needs of learners**

This has been attempted by 59 and skipped by 36. This has a rating of 0.96. Academics and staff serving less than six years rated it higher than administrative (Appendix 2). 27% respondents have rated the indicator to imply that there is good practice relating to this indicator while 36% rate it at a threshold level and 31% rating it lowly. . This may mean that information about creative and innovative ideas are not disseminated across the campus. This needs further study. Comment:

- In most of the Faculties

2.2.4 Performance Area 4 - People Management

This is one of the lowly rated Performance Area in the survey. This performance area has an average rating of 0.78 with none of its indicators rated above 1.00. There is evidence of perceived weakness in all areas of people management.

Table 14 - Average rating for Performance Area 4 -People management.

Performance Area	Relevant indicators	Rating
4. People management	4.1 Appropriately qualified and experienced educators are effectively attracted, recruited, and integrated into the institution	0.78
	4.2 Educators participate in improvement oriented performance management and are supported to engage in professional development activity	0.86
	4.3 Allocation of workload is fair and transparent and reflects the vision, mission and goals of the institution	0.82
	4.4 Staff contribute to interdisciplinary teams and collaborative projects with local and international colleagues to achieve valued outcomes	0.73
	4.5 Staff establishment is adequate for the size and diversity and strategic direction of the institution	0.73
Average		**0.78`**

Indicator 4.1 - Appropriately qualified and experienced educators are effectively attracted, recruited, and integrated into the institution

This has been attempted by 57 and skipped by 38. The rating given to this indicator is 0.78 while majority of respondents (46%) have given a threshold value to this indicator while only 12% felt that institution is demonstrating good practice. Moreover a high percentage (32%) of respondents have rated it lower. This needs a closer study. There may be a perception among staff that there are difficulties. Academics have rated it significantly higher than administrative (Appendix 2). Comments:

- Administrator/Directors should have been looking in to this
- Most of the vacancies are filled with local past outs without any exposure scenario.

Indicator 4.2 - Educators participate in improvement oriented performance management and are supported to engage in professional development activity

This has been attempted by 57 and skipped by 38. The rating for this indicator is 0.86 and it is the highest rated for this performance area. Administrative staff and those serving more than seven years have rated it higher.(Appendix). 40% of respondents feel that university is at a threshold level while 18% feel that it demonstrates good practice. Low rating has been given by 30% indicating that performance management system for evaluating individual staff is weak. This needs further study. 12% of the respondents indicate that they don't know whether performance is managed. Comment:

- In the Arts and humanities, junior staff shoulder the burden

Indicator 4.3 - Allocation of workload is fair and transparent and reflects the vision, mission and goals of the institution

This has been attempted by 57 and skipped by 38. The rating for this indicator is 0.82. Only 18% of respondents felt that the institution is demonstrating good practice while 47% placed it in the threshold level with 35% rating it very low indicating system of workload allocation is an issue. This has to looked at in detail. I don't know has not been indicated by anyone meaning that they all know for sure where they stand with respect to workload. One third of respondents indicate lack of a consistent system for allocation workload that ensures fairness and equity.

Indicator 4.4 - Staff contribute to interdisciplinary teams and collaborative projects with local and international colleagues to achieve valued outcomes

This has been attempted by 57 and skipped by 38. The rating for this indicator is 0.73 indicating need for improvement. This indicator deals with team work and collaboration relating to policies, research, quality improvement, partnership with industries etc. Rating indicate that these aspects need considerable improvement. Only 14% of the respondents feel that the institution demonstrates good practice in these areas. 39% placed it at a threshold value .However another 39% rates it even lower than that. Perception is that staff tend to work alone and that there is less collaborative work. Administrative staff and those serving longer than seven years have rated it higher (Appendix 2). Comment:

- Mindset is such- difficult to collaborate.

Indicator 4.5 -   Staff establishment is adequate for the size and diversity and strategic direction of the institution

This has been attempted by 57 and skipped by 38. The rating for this indicator is 0.73. This indicator deals with staff-student ratio, norms and the levels of engagement and yet academics have rated it lower than administrators. 18% of the respondents are of the view that institution demonstrates good practice in this area while 35% placed it on a threshold value .However 44% rated it very low, which is of concern. They may be of the opinion either criteria for staffing may be unclear or staffing decisions seem unjustifiable. Academics And those serving longer than seven years have rated it higher than administrators (Appendix 2). Comment :

- Staff inadequate, especially supportive staff, most recruitment are political

2.2.5   Performance Area 5 - Resource facilities - knowledge and information management

Problem areas in this include adequacy of resources, resource utilization and maintenance and information processing related to resources. Average rating for this area is 0.73 and is one of the lowest ratings among the performance areas. Academics rate it much lower than other services (Table 9).   The performance area deals with infrastructure and other resources, technological uses, and accountability.   Indicator 5.1 dealing with allocation and maintenance of resources is rated very low which is of grave concern.

Table 15 - Average rating for Performance Area 5 - Resource facilities, knowledge and information management

Performance Area	Relevant Indicators	Rating
5. Resource, facilities knowledge and information management	5.1 Allocation and maintenance of facilities and resources is adequate for the mode and type of teaching and learning, and for the number of students and reflects the vision and mission and goals of the institution	0.49
	5.2 Infrastructure for communication flow, quality assurance and accountability is clear	0.66
	5.3 Performance information (such as data on staff and learners) is well managed, accessible and used for planning and improvement purposes	0.93
	5.4 Users are adequately trained to make innovative use of equipment and information management technologies	0.84
Average		**0.73**

Indicator 5.1 -   Allocation and maintenance of facilities and resources is adequate for the mode and type of teaching and learning, and for the number of students and reflects the vision and mission and goals of the institution

This has been attempted by 56 and skipped by 39. Average rating of this indicator is 0.49, which is the weakest of all indicators. As shown in the pie chart 61% of the respondents indicate that the facilities and resources are inadequate and not well used. Thus rating it very low. 44% feel that transparent systems for allocation of facilities and space are met but the university is at a threshold level. While only 13% feel that institution demonstrates good practice in this area of indicator. 21% maintains that they do not know the answer. Administrative staff and those serving longer than seven years have rated it higher (Appendix 2).

Indicator 5.2 -   Infrastructure for communication flow, quality assurance and accountability is clear

This has been attempted by 56 and skipped by 39. Average rating for this indicator is 0.66. It deals with good communication, quality assurance and accountability. Academics have rated it higher than the administrators .. Only 11% of the respondents imply that the institution is demonstrating good practice. 41% is at threshold level while 43% rating it very low, implying that information regarding quality assurance is not communicated to all constituents. Perception seems to be that communication flow is poor, and clarity on quality assurance is needed. Administrators have rated it higher than academics (Appendix 2).

Indicator 5.3 -   Performance information (such as data on staff and learners) is well managed, accessible and used for planning and improvement purposes

This has been attempted by 56 and skipped by 39. Average rating for this indicator is 0.93. As seen in Appendix 2, administrators and those serving less than six years have rated it higher the academics. Majority of the respondents (50%) have placed it at threshold level. Only 20% feel that university demonstrates good practice while 27% have rated very low as they may be perceiving that information on staff and students is not collected and used. There may not be an institution-wide system for collecting data and making it accessible to staff.

Indicator 5.4 -   Users are adequately trained to make innovative use of equipment and information management technologies

This has been attempted by 56 and skipped by 39. Average rating of this indicator is 0.84. It is concerned with innovative use of equipment and technology. It is more of an academic arena. 57% respondents rate it at a

threshold value while only 13% feel that institution is demonstrating good practice. 29% rate it very low may be implying there is lack of relevant training in the use of equipment and information technologies. Administrators have rated significantly higher than academics (Appendix 2). Comment:

- Not in all cases

RESULTS PERFORMANCE AREAS

Performance Areas 6-10 are results, which are the impacts of the policies and systems in place. These are the outcomes that the university can demonstrate. Good results may suggest that the enabler indicators are working to the desired effect. Poor results may indicate that the enabling systems are inadequate and/or ineffective.

2.2.6 Performance Area 6 - Impact on society outcomes

Average rating of this performance area is 0.91. Academics and those serving longer than seven years rated it lower than others (Table 9). It deals with transparent mechanisms in budgets, accountability, stakeholder satisfaction engagement with national and community issues. All the indicators in this performance area with the exception of 6.3 have been rated below 1.00..

Table 16 - Average rating for Performance Area 6 - Impact on society outcomes

Performance Area	Relevant Indicators	Rating
6. Impact on society outcomes	6.1 Practices and operations in all parts of the institution are legal and ethical and financially stable and sustainable	0.93
	6.2 The institution engages positively with its stakeholders and demonstrates accountability	0.81
	6.3 The institution meets stakeholder expectations and public perception of the institution is positively	1.04
	6.4 The institution demonstrates leadership in public and academic debate and contributes to the development of local and international communities	0.87
Average		**0.91**

Indicator 6.1 - Practices and operations in all parts of the institution are legal and ethical and financially stable and sustainable

This has been attempted by 56 and skipped by 39. Average rating given to this indicator is 0.93. Administrators and those serving longer than seven years have rated it higher than academics.(Appendix). 16% view that institution demonstrates good practice in this aspect. 45% rated it at a threshold value implying all the practices need improvement while 21% have rated it very low. 18% indicate that they do not know the answer. Comments:

- In some Departments like Music
- Sexual allegations which widely reported in the local media gave a bad impression on this institution.

Indicator 6.2 -   The institution engages positively with its stakeholders and demonstrates accountability

This has been attempted by 56 and skipped by 39. It has a rating of 0.81. It is an important area with accountability, quality issues and stakeholder consultation on all issues. However only 20% of the respondents feel that institution is demonstrating good practice. 36% feel that the university is at the threshold level while 38% rate it very low implying that the university is not responsive to stakeholder feedback and concerns. 7% state "I don't know". Administrators and those serving less than six years have rated it higher than academics (Appendix 2).

Indicator 6.3 -   The institution meets stakeholder expectations and public perception of the institution is positively

This has been attempted by 56 and skipped by 39. This has a rating of   1.04 . It is very much to do with a wide focus on stakeholder satisfaction and image of institution. Only 25% of respondents agree that institution is showing good practice while 48% place it on a threshold and 21% rating it very low. Administrators have rated it higher than academics (Appendix 2). Comments:

- No international students
- Some of the school leavers consider it as first choice
- There should be some evaluations from stakeholders.

Indicator 6.4 -   The institution demonstrates leadership in public and academic debate and contributes to the development of local and international communities

This has been attempted by 56 and skipped by 39. The average rating for this indicator is 0.87. Academics and those serving more than seven years rate it higher than the administrators.(Appendix). Only 18% indicate that institution demonstrates good practice in national and community issues while 48% indicate that the university is at a threshold level and needs improvement. 30% rate it very low, implying that university community does not engage well and often with local community.

2.2.7   Performance Area 7 - Teaching and learning outcomes

This is an 'results' performance area with a rating of 0.99. The corresponding enabler performance area for Learner and Knowledge Society (3.1 -3.8) focus is the highest rated performance area in this survey (1.06). Based on this a higher rating for this performance area would have been expected. However, it is not demonstrated. Two of its indicators are rated greater than 1.00 Administrators have rated it higher than academics (Appendix). both dealing with the learning process.

Table 17 - Average rating for Performance Area 7 - Teaching and learning outcomes

Performance Area	Relevant Indicators	Rating
7. Teaching and learning outcomes	7.1 Learners persist with their studies and progress steadily	1.18
	7.2 Learners achieve their goals (including developing of their skills and knowledge and completing formal qualifications)	1.18
	7.3 Learners are generally satisfied with all aspects of their academic, social and personal development experiences	0.92
	7.4 Graduates of the institution are employable in their field(s) and eligible to progress to higher levels of study	0.94
	7.5 Improvement and excellence in teaching are recognised and rewarded	0.75
Average		**0.99**

Indicator 7.1 -   Learners persist with their studies and progress steadily

This has been attempted by 55 and skipped by 40. This indicator is rated 1.18. Only 27% feel that institution has an institution-wide information management system which monitor enrolment, retention and success rates for student progression and demonstrates good practice.   53% of respondents felt institution is at a threshold level and needs to improve on it, while 11% rate it very low and 9% "I don't know" Many believe that there is improvement in retention and success rate.   Administrators and those serving less than six years have rated it significantly higher than academics (Appendix 2).

Indicator 7.2 -   Learners achieve their goals (including developing of their skills and knowledge and completing formal qualifications)

This was attempted by 55 and skipped by 40. Rating for this indicator has the highest being 1.18. Majority (62%) feel that university is at threshold level with 24% feeling that university is demonstrating good practice. 7% rate it very low and another 7% claiming they don't know. It is of concern that for this indicator and 7.1 respondents claim that they don't know whether students achieve their goals. Administrators rated it higher than academics (Appendix 2). Comment:

- Lack in soft skill, specially Communication skill

Indicator 7.3 -   Learners are generally satisfied with all aspects of their academic, social and personal development experiences

This has been attempted by 55 and skipped by 40. Average rating of this indicator is 0.92. Only 13% indicate that learners are generally satisfied with their learning experience and university is demonstrating good practice while 62% place it at threshold level.20% rate it very low may be implying that data on learner satisfaction is not collected or when collected they are not satisfied

Academics and those serving less than six years rated it higher than others (Appendix2).. Comments:

- It is true as far as our degree program is concerned. I do not know about the others.
- Learners target Government job, which is a passive processes

Indicator 7.4 -   Graduates of the institution are employable in their field(s) and eligible to progress to higher levels of study

This has been attempted by 55 and skipped by 40. Average rating for this indicator is 0.94.   22% of respondents only believe that institution is demonstrating good practice with graduate destination showing high proportion of employment and graduates are sought after. 47% of respondents give it only a threshold value with a high 27% rating it lowly may be indicating that there is unemployability of graduates and there is a lack of tracer studies.   Administrators and those serving less than six years have rated it higher than academics (Appendix 2). Comments:;

- Data not collected formally, but it is known that most of the graduates of certain disciplines get appropriate employment after a short period from Graduation.
- Most seek Government job, for which they have to wait till elections.
- The government does not have a policy for employment, that affect the course and made specialization irrelevant in government employ

Indicator 7.5 -   Improvement and excellence in teaching are recognized and rewarded

This has been attempted by 55 and skipped by 40. Average rating of this is 0.75, lowest   rating for this performance area. Majority of respondents (42%) feel that university is not even at threshold level while only 18% feel that the university is demonstrating good practice, with 36% rating it at a threshold level.   Administrators have rated it significantly   higher than academics (Appendix 2). Comment:

- It is assumed to be the duty of a staff to improve and excel in teaching

2.2.8 Performance Area 8 - Research, innovation and entrepreneurial outcomes

As indicated in Table 8, this received the lowest rating of 0.84. Ratings of all its indicators are less than one indicating need for an overall improvement in the area. Administrators rate it significantly higher than academics.(Table 9)..

Table 18 - Average rating for Performance Area 8 - Research, innovation and entrepreneurial outcomes

Performance Area	Relevant Indicators	Rating
8. Research, innovation and entrepreneurial outcomes	8.1 Innovation and creativity and partnerships are used to develop relevant products and services	0.82
	8.2 Research outputs are relevant to national development goals and institutional goals and meet international standards	0.92
	8.3 Excellent research performance is recognized and rewarded	0.90
	8.4 Creative and innovative approaches to meeting the needs of learners are recognized and rewarded	0.71
Average		**0.84**

Indicator 8.1 -   Innovation and creativity and partnerships are used to develop relevant products and services

This has been attempted by 55 and skipped by 40. The indicator has a rating of 0.82. Commercialization of research and collaboration area the focus of this indicator and is one of the weak areas in the institution. Only 15% of respondents recognize that there is a flourishing culture of innovation and creativity in the institution and relevant entrepreneurial initiatives have been taken with the university demonstrating good practice. 44% of respondents indicated that products and services are developed only in certain areas thus placing it at threshold level. 31% unaware of any development while 11% stated " I don't know". Administrators and those serving less than six years rate it higher than academics (Appendix 2). Comment:

- Very rare

Indicator 8.2 -   Research outputs are relevant to national development goals and institutional goals and meet international standards

This was attempted by 55 and skipped by 40. Average rating for this indicator is 0.92. Only about 16% of the respondents indicate that there is a flourishing research culture and the institution publishes internationally in several areas of expertise thus indicating that the university demonstrates good practice. 24% are unaware about the research culture in the institution and rate it lowly. 51%

indicate that institution meets its own targets for quality and quality of research and as this is in the threshold value institution should improve its research culture. 9% of respondents claiming that they do not know. Administrators have rated it higher than academics (Appendix 2). Comments:

- Only few researches meet the international standards
- There are research outputs relevant to national development / institutional goals, but There are no targets.

Indicator 8.3 - Excellent research performance is recognized and rewarded

This has been attempted by 55 and skipped by 40. Average rating of this indicator is 0.90. 38% place it at a threshold level while 22% feel that university demonstrates good practice. 31% have rated it very low with 9% cases " I don't know" and this needs attention. Administrators have rated it higher than academics (Appendix 2). Comments:

- Excellence in research will help to climb the career path
- Requires more commitment in this regard.

Indicator 8.4 - Creative and innovative approaches to meeting the needs of learners are recognized and rewarded

This has been attempted by 55 and skipped by 40. This is one of the lowly rated indicator with a rating of 0.71. While 36% indicate that creative and innovative approaches to meeting the needs of learners are not recognized. 47% place the university at threshold level. Only 9% indicate that the institution demonstrates good practice in this regard. This response indicates that institution-wide mechanism for recognition and rewards for innovative creative approaches may not be there. Administrators have rated it higher than academics (Appendix 2). Comment:

- Support is provided to be creative and innovative to meet the needs of the learners.

2.2.9   Performance Area 9 - Staff outcomes

Average rating of this performance area is 0.89. Administrators rate it higher than the academics (Table9). All three indicators have been rated lower than one.

Table 19 - Average rating for Performance Area 9 - Staff outcomes

Performance Area	Relevant Indicators	Rating
9. Staff outcomes	9.1 Staff are retained and empowered to achieve performance targets and progress their careers within the institution	0.80
	9.2 Staff are actively involved in the organizational, social/cultural and academic life of the institution	0.89
	9.3 People's performance contributes to the achievement of institutional goals and shows ongoing development of new knowledge and skills	0.98
Average		**0.89**

Indicator 9.1 -   Staff are retained and empowered to achieve performance targets and progress their careers within the institution

This has been attempted by 55 and skipped by 40. Average rating for this indicator is 0.80 in keeping with low ratings for enablers under people management. Administrators have rated it much higher than the academics (.Appendix2) Only 20% of the respondents indicated that staff are retained and supported to develop their capacity and progress their careers thereby demonstrating good practice. 38% of the respondents are unaware about progression of staff within the institution, and rated it very low. 35% feel that university reached a threshold level. Comments:

- Not appropriate responses given
- There are certain amount of feeling that the institution can do more to improve the services and opportunities. Institution is also has limited capacity in this regard.

Indicator 9.2 -   Staff are actively involved in the organizational, social/cultural and academic life of the institution

This has been attempted by 55 and skipped by 40. Average rating for this indicator is 0.89. Administrators have rated it higher than academics. Only 18% of respondents viewed the institution having a good practice of facilitating and encouraging events that enhance a vibrant organizational culture. 49% rate it in the threshold level. 29% rated it very low . Comment:

- Requires, steep and action-oriented participation.

Indicator 9.3 -   People's performance contributes to the achievement of institutional goals and shows ongoing development of new knowledge and skills

This has been attempted by 55 and skipped by 40. It has a *rating* of 0.98. 22% of the respondents indicated that institution demonstrates good practice while 44% gave it a threshold value. 24% rated it lowly while 11% indicated; I don't know". This may suggest that a performance appraisal system for staff at all levels may not be in place. Administrators have rated it higher than academics (Appendix 2). Comments:

- Performance review of academic staff is not conducted on a regular basis. But the promotions are tied up with the performance, and reviewed during the promotion.
- Permanent staff are pretty sure they cannot be fired...few are under qualified due to the inappropriate appointment.

2.2.10 Performance Area 10 - Support system outcomes

Average rating for this performance area is 0.80. All its indicators have been rated below one.

Table 20 - Average rating for Performance Area 10 -Support system outcomes

Performance Area	Relevant Indicators	Rating
10. Support system outcomes	10.1 The institution is making progress towards achieving the goals of lifelong learning	0.94
	10.2 The institution practices fact-based decision making and continuous improvement in all key performance areas	0.79
	10.3 Uptake and satisfaction with internal and external services shows that these continue to meet stakeholder needs	0.77
	10.4 Information management and communication systems effectively support the achievement of institutional goals	0.69
Average		**0.80**

Indicator 10.1 - The institution is making progress towards achieving the goals of lifelong learning

This was attempted by 54 and skipped by 41. If we consider the frequency levels 15% of the respondents indicated that university achieves good practice in this area. 59% place it in the threshold value. 20% rate it very low perceiving that institution cannot demonstrate any progress making education more accessible.   Administrators have rated it higher than academics (Appendix 2). Comment:

- Few cases: have to be improved

Indicator 10.2 - The institution practices fact-based decision making and continuous improvement in all key performance areas

This was attempted by 54 and skipped by 41. This is rated 0.79. Only 15% of the respondents believe that the institution displays good practice and 39% had given a threshold value indicating that institution uses performance information to plan improvements. 13% of staff unaware of any support systems. 33% have rated it very low perception being the institution does ot have key performance targets or does not use it. Administrators have rated it higher than academics (Appendix 2).

Indicator 10.3 - Uptake and satisfaction with internal and external services shows that these continue to meet stakeholder needs

This has been attempted by 54 and skipped by 41. This indicator has been given a rating of 0.77. 20% is unaware of how the institution meets its stakeholders' needs. Only 13% believes that the institution displays good practice. 35% are of the view that the university is reaching only a threshold level. 32% have rated very low. 32% of very low rating and 20% claiming that they do not know imply that satisfaction with services no measured or they are not aware how it is done.

Indicator 10.4 - Information management and communication systems effectively support the achievement of institutional goals

This has been attempted by 54 and skipped by 41. It is rated 0.69. According to the frequency levels 15% of the respondents believe that the institution displays good practice with the possession of effective information management system supporting the institution meetings its goals and develop new ways of meeting current and future needs. 37% of respondents place it at a threshold value. 44% rate it lowly. Administrators have rated it higher than academics (Appendix 2). Comments:

- Internet and institutional network is there
- Internet facilities provided to the staff is very primitive!! The official web page is not updated regularly!
- Requires improvements in this regard
- Some portions available but needs improvement.

3. FINDINGS BY THEMES

Forty eight indicators referred to in this Report can also be grouped according to six evaluative questions that they are most relevant to. Six evaluative questions have been identified by COL RIM that are relevant to the evaluation of the quality of all modern education and training institutions. The evaluative questions focus on six themes and are also referred to as thematic questions.

Ratings for each theme are arrived at by averaging ratings for all indicators relevant to the respective themes and by moderating ratings arrived in this way by applying three levels of descriptive statements for each theme as given in the .Text Boxes 1-6 gives the thematic question for each of the themes, descriptors of rating and presents the average rating of each theme.

Theme ratings are also stratified for 'Enablers' and 'Results' in Table 21 and for staff type, role and years of service in Table 22 and Figure3..Appendix 1 gives the ratings for themes by enabler indicators and results indicators.

3.1 Theme 1 - Communication

Text Box 1 - Average rating for Theme 1 - Communication

How effectively does the institution communicate with its stakeholders?		
Opportunity for improvement	**Threshold (Improvement orientation)**	**Good practice**
There is little consultation with stakeholders and important information does not reach those that need it.	There are systems for consultation and getting feedback from stakeholders. Communication of information to stakeholders is mostly adequate and timely so that in general people know what they need to know.	The institution work closely with stakeholders and ensures that information that various stakeholders need for decision making is accurate, up-to- date, comprehensive and readily available.
Average rating = 0.90		

Average rating for this theme is 0.90, which may show that the institution needs improvement.. Average rating of both enabler indicators and results indicators are below 1.00. as shown in Appendix 1. One out of eleven enabler indicators under this theme has been rated above 1.00 .The ones which have a rating below one relate to communication of policies and strategies; leaders creating and maintaining relationships with stakeholders and infrastructure for communication flow. Communication is a very important criterion for a quality service. Lack or inadequacy of it hinders managing the accuracy comprehensiveness flow and providing, timely information to the stakeholders. On the results side all but one indicator have been rated below 1.00 which reiterates the fact that the input and processes have to be in place for good outcomes. Table 21 indicates that when stratified according to enablers and results average rating of enablers is marginally higher than results (Table 21).

3.2 Theme 2 - Needs orientation

Text Box 2 - Average rating for Theme 2 - Needs Orientation

How well does the institution provide the outcomes that its stakeholders need and value?		
Opportunity for improvement	**Threshold (Improvement orientation)**	**Good practice**
Planning and resource allocation and programmes are not aligned to the identified needs of learners.	Key stakeholder needs are identified and management of resources and methods effectively balance the interest of all stakeholders.	Planning and resource allocation and programmes are responsive to ongoing analysis of national trends and feedback from internal and external stakeholders.
Average rating = 0.93		

The average rating for this them is 0.93, indicating that this needs improvement. Academic sector has rated this theme higher than the administrative and other sector (Table 22) However, among 16 enabler indicators contributing to this theme five are rated under 1.00 (Appendix 1).These relate mainly to stakeholder partner orientation, people management and resources. Among the eight results indicators five have been rated below 1.00. They relate to impact on society outcome, support system outcome and research and innovation. Outcome of this theme is important in orienting the institution to serving the needs of stakeholders particularly the learners and also in national and institutional imperatives.

Without systematic feedback from stakeholders on how well the institution needs are met and without regular reporting on student outcomes the institution will not be able to demonstrate conclusively that it is meeting the needs of stakeholders .Looking at the enabler indicators and results indictors that contribute to this theme, alignment between enablers and results/outcomes is lacking relating to progression of learners in their studies, learners achieving their goals and outcome. Academics have rated this slightly higher than administrative and other. Average rating in the stratified table (Appendix 1) are lower than 1.00 for both enablers and results(Table 21).

3.3 Theme 3 - Engagement

Text Box 3 - Average rating for Theme 3 - Engagement

How effectively does the institution engage with local and international communities?		
Opportunity for improvement	**Threshold (Improvement orientation)**	**Good practice**
There is little evidence of engagement with relevant local and international bodies and communities	The institution has some formal involvement with relevant local and international groups such as industry/professional bodies, academic communities, other providers, funding bodies, accreditation agencies, local community, national and international bodies.	The institution is actively engaged in working collaboratively with local and international communities to achieve common goals.
Average rating = 0.83		

Average rating of this theme is 0.83, which indicate that university needs improvement.. This theme has been rated higher by administrative and others (Table22). Among its six enabler indicators all have been rated below 1.00 (Appendix 1). They relate to stakeholder and partner orientation and people management.. Of the three results indicators which contribute to this theme only one has been rated above 1.00.Averaging rating of enablers is much lower than results indicators .

The theme is important since engagement with industry, academic communities, funding bodies, accreditation agencies and local community is an important element of quality assurance.   This aspect needs to be looked at closely to see whether the problem is one of resource limitation or lack of institution-wide policies and implementation.

3.4 Theme 4 – Innovation and Creativity

Text Box 4 - Average rating for Theme 4 - Innovation and Creativity

How effective are the institutions innovative and creative responses to a changing environment?		
Opportunity for improvement	**Threshold (Improvement orientation)**	**Good practice**
The institution is slow to respond to a changing environment and to the meeting the diverse needs of a growing student population.	The institution supports and encourages the creative use of new technologies and new modes and methods to meet the needs of current and future students.	The institution is well known for its innovative 'cutting edge' responsiveness to the emerging needs of its students.
Average rating = 0.77		

Average rating for this theme is 0.97.which falls under the descriptor' opportunity for improvement'(Table 22).Out of the three enabler indicators all have been rated below 1.00. These relate to staff contributing to interdisciplinary teams and collaborative projects to achieve valued outcomes; users are adequately trained to make innovative use of equipment and information management technologies, which are imperatives for the knowledge era. This reflects in the outcome through both results indicators being rated below 1.00. Innovative and creative ways of responding to a changing environment and adapting to meet local and national needs is an important element of the higher education context. Administrative and other services have rated it higher than academics (Table 22).

3.5 Theme 5 - Capacity building

Text Box 5 - Average rating for Theme 5 - Capacity building

How effectively does the institution develop the capacity of its people to provide valued outcomes for stakeholders?		
Opportunity for improvement	**Threshold (Improvement orientation)**	**Good practice**
The institution provides an inadequate level of support for the staff development that is necessary to meet stakeholder needs.	Staffs are supported to develop their skills, knowledge, and gain the experience they need in order to advance their careers.	The institution invests in its people, and the return on that investment is demonstrated through their success and demonstrable expertise in leadership, management, research, teaching and service provision.
Average rating = 0.86		

Average rating for this theme is 0.86 indicating opportunity for improvement Administrators have rated this theme higher than academics (Table 22-). Out of the nine enabler indicators all have been rated below 1.00. They relate to stakeholder and partner orientation, learner and knowledge society focus, and resource facilities knowledge and information management. Out of the five results indicators contributing to this theme all of them have been rated below 1.00.(Appendix 1) . Both the enabler indicators average and result indicators averages are lower than 1.00. For a higher educational institution developing the capacity of the institution through the development of its staff which includes capacity of quality management, research, teaching learning and engagement is imperative. Inputs, processes and outcome seem to be weak. There is a perception that workload allocation may not be fair and transparent and engagement in research particularly in collaborative projects may be minimal.

3.6   Theme 6 – Quality Management

Text Box 6- Average rating for Theme- Quality Management

How well does the institution monitor and improve its performance?		
Opportunity for improvement	**Threshold (Improvement orientation)**	**Good practice**
Some aspect of quality is managed in some areas but the deployment of the systems, assurance quality is piecemeal, and there are significant risks.	There is a coherent system and infra-structure for managing quality, risks is managed and quality culture is developing in some areas.	The institution regularly evaluates its performance, plans and implement improvement interventions and monitors its own progress.
Average rating = 0.91		

Average rating it has received is 0.91 placing the them in the category of opportunity for improvement . This is an important theme which focuses on the development and deployment of an effective quality management system in all key performance areas. This theme has been rated higher by the administrative and other. (Table 22). Out of the nine enabler indicators only two of them have received ratings above 1.00. They relate strategic planning and quality assessment outcomes which are reliable. Out of the six results indicators all have been rated below 1.00 (Appendix). These relate to legal, ethical, financially stable and sustainable practices; positive engagement with stakeholders and accountability; services meeting stakeholder needs.   Managing quality and inculcating quality culture in the institution
Is important to be nationally and globally competitive.

Table 21 - Average ratings for themes by enablers and results

Theme	Average rating Enablers	Average rating Results
Communication	0.91	0.85
Need Orientation	0.91	0.98
Engagement Bodies	0.81	0.91
Innovation and Creativity	0.81	0.75
Capacity Building	0.82	0.89
Quality Management	0.93	0.83

Table 21 is a summary of the ratings of enabler and results indicators thematically. The figures reflect very much what have been dealt with under each theme. A similar trend is depicted in Figure 3.

Table 22 - Average rating for themes by staff type, role, and years of service.

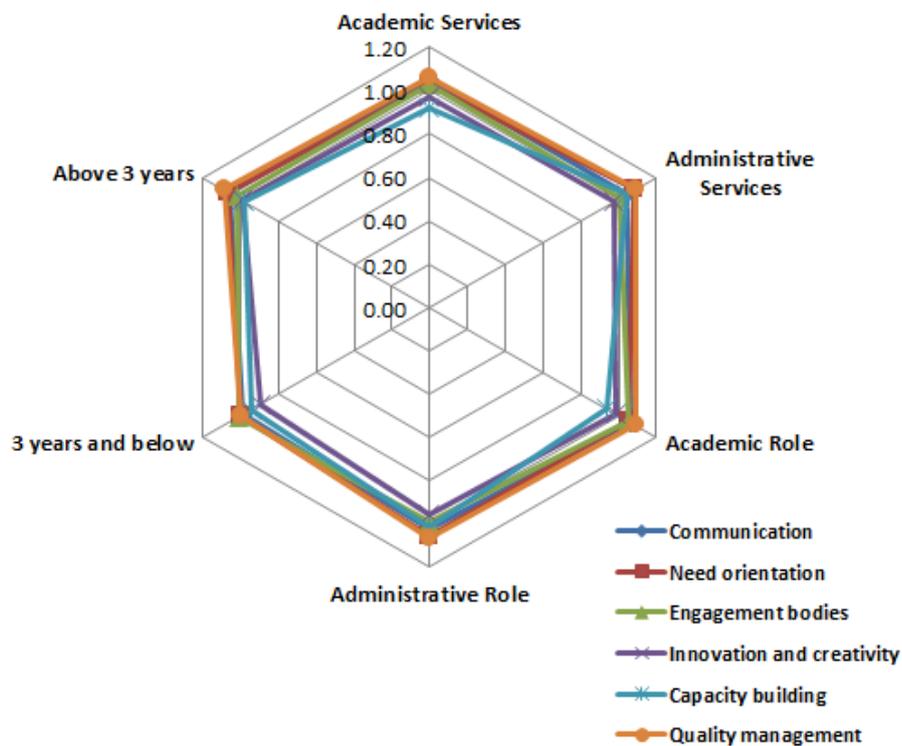| Theme	Staff type		Role		Years of service	
	Academic Services	Administrative services	Academic Role	Administrative Role	Below 3 years	Above 3 years
Communication	0.89	0.92	0.89	0.92	0.99	0.84
Need orientation	0.93	0.90	0.93	0.90	1.00	0.87
Engagement bodies	0.82	0.91	0.82	0.91	0.84	0.82
Innovation and Creativity	0.75	0.86	0.75	0.86	0.75	0.77
Capacity building	0.83	1.01	0.83	1.01	0.87	0.85
Quality management	0.91	0.89	0.91	0.89	1.00	0.85

Figure 3- Average rating for themes by staff type, role, and years of service

4. RECOMMENDATIONS

Self review is the most important part of the COL-RIM. All the quality outcomes of the process (i.e. Assessment of good and poor performance) are formative outcomes. These have to be confirmed or disconfirmed during the next step, verification. This depends on the rigour of the self-review.

As we move from the survey to the self-review we start to focus more on results and what they are telling us about the performance of the institution. The process of self-review evaluates your results and asks whether your enablers are effectively enabling you to achieve your goals. Self review provides the information that you need to diagnose problems and develop interventions that will improve your results.

Reviewers should take a thematic approach to their investigations using the ratings of the indicators (Appendix 1) as reference points. Whereas the survey is based on staff opinion, self-review must be based on evidence that confirms or disconfirms issues raised in the survey. Therefore, self-reviewers should focus on gathering evidence. It is recommended that the self-reviewers also consider the following questions in the course of their scoping.

Communication Systems

- How policies and strategies are communicated and deployed through a current and coherent framework of key processes that ensure consistent and coordinated delivery of services and the achievement of institutional goals?

- How strategies policies and agendas are implemented to encouraging and support educators to engage and collaborate with local and international communities to achieve common goals?

- How effective and efficient is the infrastructure for communication flow to include quality assurance and accountability?

- How does the institution engage positively with stakeholders, meet stakeholder expectations and public perception of the institution positively and contributes to the development of local and international communities?

Need Orientation

- What measures are in place to ensure staff adequacy and training and to meet the needs of learners and for fair and transparent allocation of workload so that it reflects vision, mission and goals of the institution?

- How are resources allocated for effective and efficient teaching learning and research which also reflects the student numbers, vision, mission and goals of the institution?

- Are performance information systems in place to inform the progression of students and how is it monitored?

- Strategies, policies and agenda in place to support teachers to be innovative and creative in meeting the needs of learners and to engage in relevant research ?

Engagement

- What are the strategies, policies and agenda of the institution that are in place and implemented to encourage and support engagement and collaboration with local and international communities to achieve common goals?

- How does the institution ensure institution-wide team work and collaboration relating to policies, research quality improvement, partnerships with industries, development of products and services etc.?

Innovation and Creativity

- How effective is the university's approach to the development and support of innovative and creative approach to teaching and learning?

- What mechanisms are available and implemented for building capacity of staff for innovative use of equipment and information management technologies

Capacity Building

- What mechanisms the institution have to improve and incentivize excellence in teaching and research?

- What mechanisms are in place to retain and empower staff to achieve performance targets and progress careers within the institution?

- What is the institution's commitment to encouraging staff to be involved in organizational social/cultural and academic life of the institution?

Quality Management

- How current, comprehensive and accessible are the university's policies, rules and regulations to learners , staff and relevant stakeholders?

- What systems are in place at the institution for institution-wide implementation monitoring and measuring performance targets against the vision, mission and goals of the institution?

- How effective and efficient is the information management system in managing accessible and used for planning and improvement purposes?

- How adequate, effective and efficient is the infrastructure for communication flow , quality assurance and accountability ?

Appendix 1

Theme 1 – Communications
How effectively does the institution communicate with its stakeholders?

Enablers		Results	
How do you make sure that right people get right information at the right time so that they can make the informed decision?		**How effectively does the institution communicate with its stakeholders?**	
Managing Change strategically		**Impact on society outcomes**	
1.2 Ongoing strategic planning is informed by information about institutional performance and external environmental information	1.10	6.2 The institution engages positively with its stakeholders and demonstrates accountability	0.81
1.3 Policy and strategy are communicated and deployed through a current and coherent framework of key processes that ensure consistent and coordinated delivery of services and the achievement of institutional goals	0.95	6.3 The institution meets stakeholder expectations and public perception of the institution is positively	1.04
Stakeholder and partner orientation		6.4 The institution demonstrates leadership in public and academic debate and contributes to the development of local and international communities	0.87
2.1 Leaders create and maintain relationships with internal and external stakeholders that are characterized by high expectations, engagement in decision making and commitment to common goals	0.69	**Teaching and learning outcomes**	
2.2 Identified stakeholders are informed about the performance and plans of the institution and the services it offers in relation to their own interests and needs and expectations	0.71	7.3 Learners are generally satisfied with all aspects of their academic, social and personal development experiences	0.92
2.3 There are structured processes for eliciting and using feedback from stakeholders to inform decision making	0.90	**Support system outcome**	
2.4 Strategies, policy and agendas are implemented to encourage and support educators to engage and collaborate with local and international communities to achieve common goals	0.85	10.1 The institution is making progress towards achieving the goals of lifelong learning	0.94
2.5 Relationships with partners and suppliers locally and	0.69	10.2 The institution practices fact based decision	0.79

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internationally are formalized Section three: Learner and knowledge society focus		making and continuous improvement in all key performance areas	
Learner and knowledge society focus		**Average**	**0.90**
3.3 Learners are provided with information and support services that are learner/client-centred and support the academic, social and personal development of all learners	1.05		
3.5 Assessment and feedback to learners supports learning and provides useful information to stakeholders	1.16		
Resources, facilities knowledge and information management			
5.2 Infrastructure for communication flow, quality assurance and accountability is clear	0.66		
5.3 Performance information (such as data on staff and learners) is well managed, accessible and used for planning and improvement purposes	0.93		
Total	**0.90**		

Theme 2 – Needs Orientation
How well does the institution provide the outcome that its stakeholders need and value?

Enablers		Results	
How do you make sure that your institution is meeting the needs of its stakeholders?		**How well does the institution provide the outcomes that its stakeholders need and values**	
Managing changing strategically		**Impact on society outcome**	
1.1 The vision and mission of the institution reflect national and community goals and the identified interests and needs and expectations of its stakeholders	1.10	6.1 Practices and operations in all parts of the institution are legal and ethical and financially stable and sustainable	0.93
1.5 Policies and procedures support lifelong learning goals (e.g. inclusiveness, access, progression, credit transfer, non-formal learning opportunities, transparency, flexible delivery)	1.16	**Teaching and learning outcome**	
1.6 Finances are managed to support the institution to achieve its goals	0.63	7.1 Learners persist with their studies and progress steadily	1.18
Stakeholder and partner orientation		7.2 Learners achieve their goals (including developing of their skills and knowledge and completing formal qualifications)	1.18
2.2 Identified stakeholders are informed about the performance and plans of the institution and the services it offers in relation to their own interests and needs and expectations	0.71	7.3 Learners are generally satisfied with all aspects of their academic, social and personal development experiences	0.92
2.3 There are structured processes for eliciting and using feedback from stakeholders to inform decision making	0.90	7.4 Graduates of the institution are employable in their field(s) and eligible to progress to higher levels of study	1.18
Leaner and knowledge society focus		**Research, innovation and entrepreneurial outcomes**	
3.1 Programmes are designed and developed to meet learners' needs and reviewed regularly to ensure that they remain current and relevant to present and future needs	1.03	8.2 Research outputs are relevant to national development goals and institutional goals and meet international standards	0.92
3.2 Teaching and learning methods and delivery modes are deployed to meet the needs of learners and other stakeholders	0.91	**Support system outcome**	

3.3 Learners are provided with information and support services that are learner/clien-tcentred and support the academic, social and personal development of all learners	1.05	**10.1 The institution is making progress towards achieving the goals of lifelong learning**	0.94
3.4 Educators and learners develop effective relationships for teaching and learning	1.18	**10.3 Uptake and satisfaction with internal and external services shows that these continue to meet stakeholder needs**	0.77
3.7 Strategies, policy and agenda are implemented to encourage and support educators to engage in relevant research	0.96	**Average**	0.98
3.8 Strategies, policy and agenda are implemented to encourage and support educators to be innovative and creative in meeting the needs of learners	1.03		
People management			
4.1 Appropriately qualified and experienced educators are effectively attracted, recruited, and integrated into the institution	0.78		
4.3 Allocation of workload is fair and transparent and reflects the vision, mission and goals of the institution	0.82		
4.5 Staff establishment is adequate for the size and diversity and strategic direction of the institution	0.73		
Resources, facilities knowledge and information management			
5.1 Allocation and maintenance of facilities and resources is adequate for the mode and type of teaching and learning, and for the number of students and reflects the vision and mission and goals of the institution	0.49		
5.4 Users are adequately trained to make innovative use of equipment and information management technologies	0.84		
Average	**0.89**		

Theme 3 – Engagement
How effectively does the institution engage with local and international communities?

Enablers		Results	
How do you establish and maintain mutually beneficial relationships with local and international communities?		**How effectively does the institution engage with local and international communities?**	
Stakeholder and partner orientation		**Impact on society outcome**	
2.1 Leaders create and maintain relationships with internal and external stakeholders that are characterized by high expectations, engagement in decision making and commitment to common goals	0.69	6.3 The institution meets stakeholder expectations and public perception of the institution is positively	1.04
2.3 There are structured processes for eliciting and using feedback from stakeholders to inform decision making	0.71	6.4 The institution demonstrates leadership in public and academic debate and contributes to the development of local and international communities	0.87
2.4 Strategies, policy and agendas are implemented to encourage and support educators to engage and collaborate with local and international communities to achieve common goals	0.90	**Research innovation and entrepreneurial outcomes**	
2.5 Relationships with partners and suppliers locally and internationally are formalized Section three: Learner and knowledge society focus	0.86	8.1 Innovation and creativity and partnerships are used to develop relevant products and services	0.82
People management	0.85	**Average**	**0.91**
4.4 Staff contribute to interdisciplinary teams and collaborative projects with local and international colleagues to achieve valued outcomes	0.73		
Average	**0.79**		

Theme 4 – Innovation and Creativity
How effective are the institution's innovative and creative responses to a changing environment?

Enablers		Results	
How do you foster creative and innovative responses to a changing environment?		**How effective are the institution's innovative and creative responses to a changing environment?**	
Managing change strategically		**Research, innovation and entrepreneurial outcomes**	
3.8 Strategies, policy and agenda are implemented to encourage and support educators to be innovative and creative in meeting the needs of learners	0.96	8.1 Innovation and creativity and partnerships are used to develop relevant products and services	0.82
People management		8.4 Creative and innovative approaches to meeting the needs of learners are recognized and rewarded	0.71
4.4 Staff contribute to interdisciplinary teams and collaborative projects with local and international colleagues to achieve valued outcomes	0.73	**Average**	**0.77**
Resources, facilities knowledge and information management			
5.4 Users are adequately trained to make innovative use of equipment and information management technologies	0.84		
Average	**0.84**		

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Theme 5 – Capacity Building
How effectively does the institution develop the capacity of its people to provide valued outcome for stakeholders?

Enablers		Results	
How do you build the capacity of the people of your institution to achieve better outcomes?	**Rating**	**How effectively does the institution develop the capacity of its people to provide valued outcome?**	**Rating**
Stakeholder and partner orientation		**Teaching and learning outcomes**	
2.1 Leaders create and maintain relationships with internal and external stakeholders that are characterized by high expectations, engagement in decision making and commitment to common goals	0.69	7.5 Improvement and excellence in teaching are recognised and rewarded	0.75
2.4 Strategies, policy and agendas are implemented to encourage and support educators to engage and collaborate with local and international communities to achieve common goals	0.86	**Research, innovation and entrepreneurial outcomes**	
Learner and knowledge society focus		8.3 Excellent research performance is recognized and rewarded	0.90
3.7 Strategies, policy and agenda are implemented to encourage and support educators to engage in relevant research	0.93	**Staff outcomes**	
3.8 Strategies, policy and agenda are implemented to encourage and support educators to be innovative and creative in meeting the needs of learners	0.96	9.1 Staff are retained and empowered to achieve performance targets and progress their careers within the institution	0.80
People management		9.2 Staff are actively involved in the organizational, social/cultural and academic life of the institution	0.89
4.1 Appropriately qualified and experienced educators are effectively attracted, recruited, and integrated into the institution	0.78	9.3 People's performance contributes to the achievement of institutional goals and shows ongoing development of new knowledge and skills	0.98
4.2 Educators participate in improvement oriented performance management and are supported to engage in professional development activity	0.86	**Average**	**0.86**
4.3 Allocation of workload is fair and transparent and reflects the	0.82		

vision, mission and goals of the institution	
4.4 Staff contribute to interdisciplinary teams and collaborative projects with local and international colleagues to achieve valued outcomes	0.73
Resources, facilities knowledge and information management	
5.4 Users are adequately trained to make innovative use of equipment and information management technologies	0.84
Average	**0.83**

Theme 6 – Quality Management
How well does the institution monitor and improve its performance?

Enablers		Results	
Management change strategically	**Rating**	**Impact on society outcomes**	**Rating**
What systems do you develop to manage and improve performance and meet accountability requirements?		**How well does the institution monitor and improve its performance?**	
1.2 Ongoing strategic planning is informed by information about institutional performance and external environmental information	1.03	6.1 Practices and operations in all parts of the institution are legal and ethical and financially stable and sustainable	0.93
1.3 Policy and strategy are communicated and deployed through a current and coherent framework of key processes that ensure consistent and coordinated delivery of services and the achievement of institutional goals	0.95	6.2 The institution engages positively with its stakeholders and demonstrates accountability	0.81
1.4 Performance is reviewed regularly against agreed performance targets and improvement plans are implemented and monitored	0.93		
Stakeholder and partner orientation		**Staff outcomes**	
2.2 Identified stakeholders are informed about the performance and plans of the institution and the services it offers in relation to their own interests and needs and expectations	0.71	9.3 People's performance contributes to the achievement of institutional goals and shows ongoing development of new knowledge and skills	0.98
2.3 There are structured processes for eliciting and using feedback from	0.90	**Support system outcomes**	

stakeholders to inform decision making			
Learner and knowledge society focus		10.2 The institution practices fact-based decision making and continuous improvement in all key performance areas	0.79
3.6 Quality assurance of assessment ensures that assessment outcomes are valid and fair and assessment information is reliable	1.22	10.3 Uptake and satisfaction with internal and external services shows that these continue to meet stakeholder needs	0.77
People management		10.4 Information management and communication systems effectively support the achievement of institutional goals	0.69
4.2 Educators participate in improvement oriented performance management and are supported to engage in professional development activity	0.86	**Average**	**0.83**
Resources, facilities knowledge and information management			
5.2 Infrastructure for communication flow, quality assurance and accountability is clear	0.66		
5.3 Performance information (such as data on staff and learners) is well managed, accessible and used for planning and improvement purposes	0.93		
Average	**0.91**		

Appendix 2
Average rating for indicators stratified by staff type, role and the years of service

Staff type	Staff type	Staff type	Role	Role	Years in service	Years in service
Staff type	Academic	All other services	academic	Administrative and other	0 - 6 years	More than 7 years
q1.1	1.11	1.00	1.11	1.00	1.00	1.16
q1.2	1.02	1.11	1.02	1.11	1.04	1.03
q1.3	0.96	0.88	0.96	0.88	1.12	0.83
q1.4	1.02	0.44	1.02	0.44	1.00	0.89
q1.5	1.16	1.14	1.16	1.14	1.13	1.17
q1.6	0.57	1.00	0.57	1.00	0.63	0.63
q2.1	0.70	0.67	0.70	0.67	0.77	0.65
q2.2	0.77	0.29	0.77	0.29	0.76	0.68
q2.3	0.90	0.88	0.90	0.88	0.96	0.86
q2.4	0.84	1.00	0.84	1.00	0.91	0.82
q2.5	0.89	0.63	0.89	0.63	0.86	0.85
q3.1	1.04	1.00	1.04	1.00	1.09	1.00
q3.2	0.96	0.63	0.96	0.63	0.95	0.89
q3.3	1.06	1.00	1.06	1.00	1.05	1.06
q3.4	1.24	0.75	1.24	0.75	1.29	1.11
q3.5	1.18	1.00	1.18	1.00	1.27	1.09
q3.6	1.26	1.00	1.26	1.00	1.15	1.26
q3.7	0.90	1.13	0.90	1.13	1.10	0.83
q3.8	0.98	0.86	0.98	0.86	1.00	0.94
q4.1	0.82	0.57	0.82	0.57	0.88	0.74
q4.2	0.86	0.83	0.86	0.83	0.94	0.82
q4.3	0.82	0.88	0.82	0.88	0.70	0.89
q4.4	0.70	0.88	0.70	0.88	0.67	0.76
q4.5	0.74	0.63	0.74	0.63	0.56	0.81
q5.1	0.48	0.57	0.48	0.57	0.45	0.52
q5.2	0.65	0.71	0.65	0.71	0.78	0.60
q5.3	0.91	1.00	0.91	1.00	1.06	0.86
q5.4	0.77	1.29	0.77	1.29	0.85	0.83
q6.1	0.90	1.17	0.90	1.17	0.87	0.97
q6.2	0.78	1.00	0.78	1.00	0.83	0.79
q6.3	1.00	1.29	1.00	1.29	1.00	1.06
q6.4	0.87	0.83	0.87	0.83	0.68	0.97
q7.1	1.12	1.57	1.12	1.57	1.33	1.09
q7.2	1.16	1.29	1.16	1.29	1.26	1.13
q7.3	0.93	0.86	0.93	0.86	1.06	0.85
q7.4	0.91	1.14	0.91	1.14	1.05	0.88

q7.5	0.72	1.00	0.72	1.00	0.74	0.76
q8.1	0.79	1.00	0.79	1.00	0.95	0.73
q8.2	0.91	1.00	0.91	1.00	1.13	0.82
q8.3	0.86	1.17	0.86	1.17	0.88	0.91
q8.4	0.66	1.00	0.66	1.00	0.76	0.68
q9.1	0.77	1.00	0.77	1.00	0.61	0.91
q9.2	0.87	1.00	0.87	1.00	0.84	0.91
q9.3	0.95	1.17	0.95	1.17	1.00	0.97
q10.1	0.93	1.00	0.93	1.00	0.95	0.94
q10.2	0.73	1.17	0.73	1.17	0.93	0.73
q10.2	0.73	1.17	0.73	1.17	0.93	0.73
q10.3	0.76	0.83	0.76	0.83	0.71	0.79
q10.4	0.62	1.14	0.62	1.14	0.79	0.64

Appendix 3
Frequency of responses of the respondents

		Frequency	Skipped	Pecent
1.1			28	
	A) Any one of the following describes your situation (i) Key stakeholders (like staff and students) are not familiar with the mission and vision (ii) They regard the mission and Vision statements as irrelevant or (iii) They feel that more important purposes are omitted	11		16.42
	B) Key stakeholders can see the relevance of the vision and mission of the institution to the country and the local community as well as to their own needs and expectations	35		52.24
	C) The institution consulted widely on the mission and vision and all stakeholders feel that it embodies the important purposes of the institution and the absolute commitment of the institution to meet their needs and expectations	17		25.37
	D) I don't know	4		5.97
1.2			28	
	A) Any one of the following describes your situation: i) Internal stakeholders don't know what the process is for strategic planning ii)Internal stakeholders are unfamiliar with the plan iii) Internal stakeholders can't see the relevance of the plan to the internal and external realities of the institution.	15		22.39
	B) The strategic plan is developed with input from stakeholders and is clearly responsive to information about how the institution is currently performing in relation to the current and future needs of the country and the community;	28		41.79
	C) Strategic planning is based on thorough evidence-based analysis of the strengths and weaknesses of the institution and comprehensive environmental scan; and all stakeholder groups are involved in planning and have input into goal setting;	17		25.37
	D) I don't know.	7		10.45
1.3			28	
	A) Any one of the following describes your situation (i) Policies are contradictory (ii) Policies are out of date (iii) Policies are inaccessible so people don't know about them and use them (iv) People don't know what the processes are or the reasons why things are done the way they are	16		23.88
	B) The core processes of the institution (like enrolment, assessment and results, performance management, or promotion) reflect policy intentions and are clearly documented so that everyone knows what to do, and what happens next, and what the required outcomes are;	31		46.27
	C) An up-to-date, coherent and comprehensive framework of	13		19.40

	policies is accessible. Explicit linkages are shown to other relevant policy documents, and to templates and user-friendly procedures for implementation;			
	D) I don't know.	7		10.45
1.4			28	
	A	16		23.88
	B	33		49.25
	C	12		17.91
	D	6		8.96
1.5			28	
	A) The institution caters only for traditional learner cohorts (school leavers, full time, face to face) and not for non-traditional learners (like mature or rural or international or disabled students) who need special support or recognition or flexibility;	13		19.40
	B) The needs of some non-traditional and minority learner populations are recognized and policies and procedures are being developed to improve their access to tertiary education and to support their success;	23		34.33
	C) A strategy for lifelong learning includes policies, procedures, regulations, technologies, information, services and infrastructure to meet the access and support needs of lifelong learning;	22		32.84
	D) I don't know.	9		13.43
1.6			28	
	A) Any one of the following describes your situation (i) Staff of the institution cannot see clear rationale behind funding allocation decisions or (ii) Funding seems to be based mostly on what you got last year and whose voice is loudest	34		50.75
	B) Staff are confident that financial management is sound and allocation of funding is fair;	17		25.37
	C) A systematic approach to funding allocation assures that the institution distributes funding fairly and equitably and invests transparently in achieving the goals of the institution;	11		16.42
	D) I don't know.	5		7.46
2.1			33	
	A) Any one of the following describes your situation (i) Leaders have weak relationships with people who report to them and other stakeholders (like students and industry /professional groups) (ii) People don't know much about the direction and plans of the institution (iii) People don't feel that they are involved in decisions about things that affect the whole institution.	22		35.48
	B) Leaders have good relationships with their staff and stakeholders and people feel involved in the planning and	33		53.23

	decision-making of the organization and committed to its vision and mission;			
	C) Leaders are role models of excellence who engage actively with all stakeholder groups and inspire a culture of excellence and commitment to world class performance;	4		6.45
	D) I don't know.	2		3.23
2.2			33	
	A) It is difficult for internal and external stakeholders (like staff and students and the public) to do any one of the following (i) Find out exactly what the institution offers (ii) Access information about the institution's performance in relation to what they need and expect (iii) Find out what the institution's plans are.	23		37.10
	B) The institution publishes information about its programmes and services and reports annually about its performance and plans;	25		40.32
	C) Stakeholders can access and navigate with ease through comprehensive information's about the institutions' programmes and services, performance and plans, and make informed comparisons with other institutions and informed decisions about how the institution meets their own needs and expectations:;	6		9.68
	D) I don't know.	8		12.90
2.3			33	
	A) Any one of the following describes your situation (i) Feedback from students and staff and other stakeholders (like industry/professional groups) is not collected (ii) Feedback from stakeholders does not influence the way things are done	13		20.97
	B) Some feedback is collected from some groups of stakeholders and such feedback is discussed and has some impact on the further development (i.e. improvement) of programmes and services;	38		61.29
	C) Feedback is collected systematically and regularly from all key stakeholder groups and used to make improvements that meet stakeholders' express needs. The collection of feedback is followed by reporting back to stakeholders about how their feedback is being used to improve programmes and services;	7		11.29
	D) I don't know.	3		4.84
2.4			33	
	A) People feel that they are far too busy with teaching to be involved in outside activities, and/or there are no benefits to the individual for getting involved in activities with local and international groups; it is just extra work;	19		30.65
	B) Teaching and research and administration staff all have professional networks of local and international colleagues and partners, and there are some institutional incentives for	27		43.55

	collaborative work and engagement with communities;			
	C) Engagement with local and international communities and collaborative effort to achieve common goals is enabled in employment contracts, performance agreements, and in the workload allocation system; and supported by technologies and services; and the valuable outcomes of such work are recognized in promotion and reward systems;	11		17.74
	D) I don't know.	5		8.06
2.5			33	
	A) Any one of the following describes your situation (i) The institution does not have formal preferred supplier relationships (ii) The institution does not have formal partnerships or working relationships with other institutions or professional/industry or accreditation bodies (iii) Such relationships exist on paper but there is little evidence of any mutual benefit	18		29.03
	B) The institution has formed a variety of formal relationships, and documented the terms and agreements and expected outcomes of those relationships;	27		43.55
	C) The institution actively seeks to formalize relationships with suppliers and other partners to achieve strategic goals, and systematically evaluates the benefits of such arrangements;	10		16.13
	D) I don't know.	7		11.29
3.1			36	
	A) Any one of the following describes your programmes (i) out-of-date (ii) poorly designed (iii) irrelevant (iv) too theoretical (v) low demand (vi) not meeting stakeholders' needs	11		18.64
	B) Programmes are reviewed regularly and updated and there is clear demand for them and positive feedback from learners and employers;	34		57.63
	C) Programmes are reviewed against international standards and relevant internal performance data (including stakeholder feedback); and evaluated for 'fit' with strategic goals; and continuously improved to enhance their relevance and effectiveness in meeting stakeholder needs; or discontinued if they no longer meet the evolving needs of stakeholders;	13		22.03
	D) I don't know.	1		1.69
3.2			36	
	A) Teaching methods and delivery modes (which may consist mostly of 'chalk and talk') may not be meeting individual learners needs, since many of them withdraw or fail courses;	13		22.03
	B) A variety of methods and modes are deployed which are designed to meet specific learner needs; and educators strive continuously to engage learners and enhance their learning experiences and achievements through the implementation of effective teaching methods and modes;	37		62.71

	C) Innovative and demonstrably effective responses to learner needs and aspirations are embedded into the practices of the organisation and ensure that high levels of learner engagement and motivation are sustained;	8		13.56
	D) I don't know.	1		1.69
3.3			36	
	A) Any one of the following describes your situation (i) It's very confusing for learners because they find out piecemeal about how their programme works; what's expected of them; and what services are available, and how to access those services (ii) There is low uptake of support services because learners don't know about them or because they are not learner-centred and do not effectively support learning and well being	11		18.64
	B) Information about the institution, its programmes and regulations and processes and services is made available to learners in a timely way, and learners are actively invited to access academic and personal development and support services that meet their needs;	33		55.93
	C) The institution regularly updates and distributes comprehensive and user-friendly information on all aspects of programmes and services; and effectively orients learners to the institution; and uses referral systems for its support services;	14		23.73
	D) I don't know.	1		1.69
3.4			36	
	A) Learners rarely see their teachers outside of big classroom situations and opportunities for one-to-one interaction are limited;	15		25.42
	B) Teachers set aside time for consultation with individual learners;	17		28.81
	C) Learners find their teachers accessible and benefit from structured opportunities to discuss their concerns and their progress;	25		42.37
	D) I don't know.	2		3.39
3.5			36	
	A) Any one of the following describes information on assessment in your area (i) Too little feedback to be helpful (ii) Feedback comes too late (iii) Assessment information does not show what the learner can do, how well and under what conditions.	14		23.73
	B) Feedback to learners is comprehensive, sufficient and timely, so that learners know what they have to do to succeed; and assessment information is useful for other stakeholders;	20		33.90
	C) Different types of assessment activity are integrated into programmes of learning, including formative and summative assessment; and learners get feedback on their progress at	23		38.98

	regular intervals. Graduates have comprehensive information about their performance to pass on to employers or other providers;			
	D)I don't know.	1		1.69
3.6			36	
	A) Any one of the following describes your situation (i) Individual staff members design assessment items and assess learners without any moderation (i.e. quality control by other colleagues) (ii) Results are not systematically quality assured and approved before learners are advised of their results	6		10.17
	B) Some form of moderation (e.g. pre assessment and post assessment) takes place in most areas and the accuracy and reliability of results is assured before results are released to learners;	31		52.54
	C) All courses of all programmes are subject to moderation regimes; and results and eligibility to graduate are approved by mandated quality assurance groups;	18		30.51
	D) I don't know.	4		6.78
3.7			36	
	A) Any one of the following describes research in your area (i) Few staff members do any research because they don't have the time or the interest (ii) Research activity is not supported by management (iii) Research is not recognised and rewarded	17		28.81
	B) Policies and plans are in place to support and encourage research;	27		45.76
	C) The institution supports a thriving research culture with a coherent framework of policies and procedures that enable staff to produce high quality and quantity of relevant research;	13		22.03
	D) I don't know.	2		3.39
3.8			36	
	A) Traditional teaching methods are not working for today's crowded classrooms and diverse student populations, and high expectations, and teachers are struggling and not finding new ways of managing in a new environment;	18		30.51
	B) A framework of policies and plans are in place to encourage the development of new and innovative approaches to meeting learners needs;	21		35.59
	C) There is a dialogue within the institution about methods and technologies for teaching and learning, and an environment that encourages experimentation: and good practice and new ways of working are disseminated and supported;	16		27.12
	D) I don't know.	4		6.78
4.1			38	
	A) The institution has many unfilled teaching vacancies;	18		31.58
	B) Staff are effectively recruited and integrated into the	26		45.61

	institution;			
	C) The institution is known as a good employer and highly qualified applicants compete to fill vacancies, and all new employees are systematically inducted to the organisation;	7		12.28
	D) I don't know.	7		12.28
4.2			38	
	A) There is no performance management system;	17		29.82
	B) All staff have agreed performance plans and their performance is evaluated against agreed targets;	23		40.35
	C) Performance management is part of a coherent human resource management framework that enables and rewards good performance and applies appropriate interventions to poor performance;	10		17.54
	D) I don't know.	7		12.28
q4.3	A) Any one of the following describes your situation (i) There is no consistent system for allocating workload (ii) The system for allocating workload is not fair (iii) Workload seems unevenly distributed	28		49.12
	B) The approach to workload allocation is transparent (i.e. based on known criteria) but some people may still have higher workloads than others;	20		35.09
	C) A workload allocation model is coherent with internal funding allocation, performance management and promotion systems; and ensures that allocation is fair and transparent, and meets the needs of the institution and individuals;	10		17.54
	D) I don't know.			
4.4			38	
	A) Any one of the following describes your situation (i) People tend to work alone (ii) People don?t know what other people are working on (iii) There is no incentive for working with others (iv) There is little interest in exploring or pursuing new ideas and new ways of working	22		38.60
	B) The institution values team work and routinely forms project teams that include partners and that cross departmental boundaries, and teams are encouraged to be creative and innovative in their approach to issues;	22		38.60
	C) Staff collaborate and add value in many spheres outside of their own department and 'comfort zone'; and collaboration within the institution and with external partners results in innovative proposals and new ways of working; and such proposals and new approaches are considered at the highest levels of the institution and followed up with implementation and action planning;	8		14.04
	D) I don't know.	5		8.77
4.5			38	

	A) Any one of the following describes your situation (i) Methods and/or criteria for quantifying staffing needs are unclear (ii) Some staffing decisions seem unjustifiable (i.e. decisions to increase or decrease staff establishment)	25		43.86
	B) There is a clear system for quantifying staffing needs that includes factors such as student numbers, level, field and diverse learner needs;	20		35.09
	C) Staffing is established to meet the needs of learners and fulfil the goals of the institution through a system that is fair and transparent and internationally benchmarked;	10		17.54
	D) I don't know.	2		3.51
5.1			39	
	A) Any one of the following describes your situation (i) Facilities and /or resources are not adequate for the number of learners or type or mode of education and training (ii) Facilities and resources are not well used because of lack of access, lack of training or lack of technical support	34		87.18
	B) Transparent systems for allocating and maintaining facilities and resources ensures that teaching and learning and wellbeing needs of stakeholders are consistently met across the campus;	12		30.77
	C) Allocation and maintenance of facilities and resources, and high levels of support for the innovative use and upgrading of technologies meet and exceed current needs and expectations and anticipate future needs and expectations;	7		17.95
	D) I don't know.	3		7.69
5.2			39	
	A) Any one of the following describes your situation (i) People often miss out on important information because they are not informed or because they receive far too much information (ii) People aren't clear what the processes of quality assurance are, and who is responsible and who is accountable for quality outcomes	24		42.86
	B) There are clear systems for communicating, planning, reporting and quality assuring outcomes;	23		41.07
	C) The institution has effective systems for assuring that information is filtered and channelled in a timely manner, and that the right people get the information that they need at the right time;	6		10.71
	D) I don't know.	3		5.36
5.3			39	
	A) Any one of the following describes your situation (i) The institution does not collect data on patterns of enrolment, retention, progression and completion (ii) Information collected is inaccurate or inaccessible and doesn't give us a true picture of what is happening (iii) We don't know whether this information	15		26.79

	is collected or what is done with it			
	B) The institution has systems for managing performance information and useful reports can be generated;	28		50.00
	C) The institution has systems for managing information on all aspects of performance (including teaching and learning, research, staffing, finances, facilities and resources etc) and data is widely accessible and widely used for improvement planning purposes;	11		19.64
	D) I don't know.	2		3.57
5.4			39	
	A) People are not trained to use the equipment and information technologies that are available so there is little benefit to be had from them;	16		28.57
	B) Training and technical support is available for staff to help them make good use of equipment and technologies;	32		57.14
	C) Training opportunities and high levels of technical support and interdisciplinary engagement with issues of concern combine to facilitate innovative use of equipment and technologies and good return on investment;	7		12.50
	D) I don't know.	1		1.79
6.1			39	
	A) Practices in some areas are a risk to the reputation of the institution;	12		21.43
	B) The institution has controls in place and ensures that there are no abuses of the system or opportunities for individuals to profit at the expense of the institution;	25		44.64
	C) The institution has a framework of policies and procedures that effectively prevent practices that are not legal and/or ethical and/or not coherent with the intent and purpose of the institution; and are designed and deployed to protect the integrity of the institution;	9		16.07
	D) I don't know.	10		17.86
6.2			39	
	A) The institution does not collect, or is not responsive to, stakeholder feedback and concerns (including internal stakeholders, students, employers, professional, regulatory and funding bodies)	21		37.50
	B) The institution is influenced by feedback from its stakeholders, demonstrates responsiveness to their concerns and meets accountability requirements;	20		35.71
	C) The institution involves stakeholders in planning and decision-making; demonstrates high levels of responsiveness to stakeholders' explicit and implicit concerns and meets or exceeds all accountability requirements;	11		19.64
	D) I don't know.	4		7.14

6.3			39	
	A) Any one of the following describes your situation (i) The institution is not a first choice for most school leavers (ii) Internal or external stakeholders complain about the performance of the institution	12		21.43
	B) The institution is generally respected by the community and attracts students locally and internationally;	27		48.21
	C) The institution is a first choice for school leavers; is highly thought of in the community; and publically celebrates its successes and achievements;	14		25.00
	D) I don't know.	3		5.36
6.4			39	
	A) Any one of the following describes your situation (i) People of the institution generally don't get involved in academic and/or public debate (ii) People of the institution generally don't get involved in in local and international communities	17		30.36
	B) People of the institution contribute to public and academic debate and the institution offers services and hosts events for the public;	27		48.21
	C) The institution is influential in forming public opinion on national and community issues and offers a range of services and events designed to engage and develop the local community; furthermore the institution makes valuable contribution to the development of international communities (such as benchmarking partners or research communities);	10		17.86
	D) I don't know.	2		3.57
7.1			40	
	A) Any one of the following describes your situation (i) There is no data on enrolment, retention and success that I know of (ii) These data show high rates of withdrawal and failure	6		10.91
	B) Data shows improvement in retention and success rates;	29		52.73
	C) Data shows high rates of retention and success;	15		27.27
	D) I don't know.	5		9.09
7.2			40	
	A) Any one of the following describes your situation (i) There is no data on completion of qualifications that I know of (ii) These data show that a low proportion of learners complete qualifications within the expected duration	4		7.27
	B) Data shows improvement in completion rates over time;	34		61.82
	C) Data shows high rates of completion of qualifications; and learners who do not complete qualifications achieve their other explicit goals;	13		23.64
	D) I don't know.	4		7.27
7.3			40	

	A) Any one of the following describes your situation (i) There is no data on learner satisfaction that I know of (ii) These data show that learners are generally not satisfied	11		20.00
	B) Learners are generally satisfied with their learning experiences and data shows improved satisfaction over time;	34		61.82
	C) Learners are very satisfied with all aspects of their learning experiences and satisfaction rates improve over time;	7		12.73
	D) I don't know.	3		5.45
7.4			40	
	A) Any one of the following describes your situation (i) There is no data on graduate destinations that I know of (ii) These data show that many graduates are unemployed for long periods after graduation, or take jobs requiring lower qualifications	15		27.27
	B) Data on graduate destinations shows that most graduates gain appropriate employment in their field within a short period after graduation;	26		47.27
	C) Data on graduate destinations shows that graduates are highly sought after;	12		21.82
	D) I don't know.	2		3.64
7.5			40	
	A) Improvement and excellence in teaching are not recognised;	23		41.82
	B) Improvement and excellence in teaching are recognised and rewarded;	20		36.36
	C) Improvement and excellence in teaching are recognised and rewarded in every teaching team;	10		18.18
	D) I don't know.	2		3.64
8.1			40	
	A) There is no development of products and services or these are not relevant to stakeholders;	17		30.91
	B) Relevant products and services are being developed in one or more areas of the institution's operations;	24		43.64
	C) There is a flourishing culture of innovation and creativity and the institution has developed products and services that are relevant to national and community goals and have commercial application;	8		14.55
	D) I don't know.	6		10.91
8.2			40	
	A) There are no research outputs or there is no data on the research outputs of the institution;	13		23.64
	B) The institution meets its own targets for quantity and quality of research;	28		50.91
	C) There is a flourishing research culture and the institution publishes internationally in several areas of expertise; and research findings contribute to national development goals;	9		16.36
	D) I don't know.	6		10.91

8.3			40	
	A) Excellence in research is not recognised;	17		30.91
	B) Excellence in research is recognised and rewarded;	21		38.18
	C) The research performance of teams and individuals across the campus are recognised and rewarded, and research findings are disseminated and celebrated within and outside the institution;	12		21.82
	D) I don't know.	5		9.09
8.4			40	
	A) Creative and innovative approaches to meeting the needs of learners are not recognised;	20		36.36
	B) Creative and innovative approaches to meeting the needs of learners are recognised and rewarded;	26		47.27
	C) The creative and innovative approaches of individuals and teams are recognised and rewarded across the campus and such approaches are widely disseminated within and outside the institution;	5		9.09
	D) I don't know.	4		7.27
9.1			40	
	A) Any one of the following describes your situation (i) There is no data on staff turnover that I know of (ii) Staff turnover is high (iii) There is no data on staff satisfaction that I know of (iv) Staff are generally unsatisfied with conditions of employment	21		38.18
	B) Staff are generally retained at least for the duration of one contract, and there are support systems in place, and data shows that staff are satisfied with their conditions of employment;	19		34.55
	C) Staff are retained and tangible and intangible turnover costs are low; and staff are supported to develop their capacity and progress their careers within the institution; and staff are highly satisfied with their conditions of service and the opportunities provided by the institution;	11		20.00
	D) I don' know.	4		7.27
9.2			40	
	A) Any one of the following describes your situation (i) People don't voluntarily get involved in professional and social activities and events on campus (ii) There are no such activities and events to get involved in (iii) Mandatory activities and events are poorly attended (iv) There is no data on attendance at mandatory events	16		29.09
	B) Individuals voluntarily participate in professional and social events on campus and mandatory events are well attended;	27		49.09
	C) The institution facilitates and animates and encourages initiative in designing and hosting events that enhance a vibrant organisational culture;	10		18.18
	D) I don't know	2		3.64
9.3			40	

	A) Any one of the following describes your situation (i) The performance of individuals is not appraised (ii) Performance appraisal shows poor alignment of individual performance with institutional goals (iii) Performance appraisal shows that people are not developing their skills and knowledge	13		23.64
	B) Performance review identifies (for intervention) some individuals whose performance is not fully aligned to institutional goals and /or individuals who are not developing their skills and knowledge;	24		43.64
	C) Performance review across the institution shows that all individuals are contributing to the achievement of institutional goals and continuously improving their skills and knowledge;	12		21.82
	D) I don't know.	6		10.91
10.1			41	
	A) The institution cannot demonstrate any progress towards making education more accessible;	11		20.37
	B) The institution is active in pursuing ways of making its education and training more accessible;	32		59.26
	C) Data shows that measures taken by the institution to meet the needs of lifelong learners have effectively increased the participation and success of a wider range of learners;	8		14.81
	D) I don't know.	3		5.56
10.2			41	
	A) The institution does not have key performance targets or does not use performance information for improvement purposes;	18		33.33
	B) The institution uses performance information to plan improvements and records positive progress towards targets, showing steady improvement over time;	21		38.89
	C) The institution continuously reviews performance information and uses it to inform improvement planning and the achievement of internationally benchmarked performance targets;	8		14.81
	D) I don't know	7		12.96
10.3			41	
	A) Uptake and satisfaction with services is not measured;	17		31.48
	B) Analysis shows that uptake of services and user satisfaction with those services is improving;	19		35.19
	C) Analysis shows that there is high uptake and high satisfaction with services and these are meeting the needs of learners, staff and other stakeholders;	7		12.96
	Response	11		20.37
10.4			41	
	A) Information services (e.g. internet, institutional network, open and distance learning platforms, data management systems) are	24		44.44

inadequate for achieving the goals of the institution and/or not consistently available;			
B) Information management systems systematically provide the information that the institution needs to improve quality outcomes;	20		37.04
C) Information management systems effectively support the institution to achieve its goals and develop new ways of meeting current and future needs;	8		14.81
D) I don't know.	2		3.70