

EQUAMBI

Enhancing Quality Assurance Management and
Benchmarking Strategies in Indian Universities

574023-EPP-1-2016-1-ES-EPPKA2-CBHE-JP

EQUAMBI Toolkit Template for the HEI's Implementation Plans

Integrated Version Post-Pune Meeting 4th March 2020

15th March 2020

Name of the University/HEI: Asian Institute of Design

Each University/HEI has to fill-in two templates:

Annex 1. Template for the 10 items of the complete exercise:

Annex 2. Template for the exercise limited to the Item "3. How the university ensures the quality of its programmes" ("Course life-cycle"), in accordance with the suggestion made by KTH at Pune

Table of contents

Introduction.....	3
The template	4
Practicalities to fill-in the template	6
Annex 1. Template for the 10 items of the complete exercise.....	7
Annex 2. Template for the exercise limited to the Item “3. How the university ensures the quality of its programmes” (Course life-cycle)	18
Conclusion	20

Introduction

The first version for the implementation of the Toolkit in the pilot projects of the EQuAM-BI project by the Indian higher education institutions (HEI) universities of the Consortium was based on the discussions held in the Consortium meeting at Barcelona University on 7th and 8th January 2020.

The current (and final) version of the template, dated on 13th March 2020, is the one shared and agreed upon in the Consortium meeting held in Symbiosis International University at Pune on 4th March 2020 by the Indian HEIs plus NAAC and the representatives of University of Barcelona, KTH Stockholm and ANECA, among the European partners that could attend the meeting under the difficult circumstances derived from the measures regarding the Coronavirus (COVID19).

The first purpose of designing a template is to allow institutions of higher education to gather the information according to an agreed model by all the partners in order to analyse the information on the grounds on comparable items, regardless the diversity of the universities responding filling-in the template. Not using the common template would make it almost impossible to arrive to a final shared document, given the rich diversity of the Indian HEI landscape.

After the presentation of the experiences from the different universities made in the meeting at Bengaluru (on 7th and 8th November 2019) and Barcelona (on 7th and 8th January 2020), a synthesis of the headlines that the template should contained has been achieved. The template is based on the case studies of the following Indian higher education institutions: Symbiosis International (Deemed University), Javadpur University, the Indian Institute of Technology at Chennai, the Asian Institute of Design at Bangaluru, Shivaji University at Kolhapur, University of Mysore and University of Mangalore.

Furthermore, the meeting on 4th March at Symbiosis International (Deemed University) favored a deeper discussion among the partners as well as a big deal of exchange of opinions

between ANECA representatives, who prepared the first draft, and NAAC representative who had submitted before the meeting some suggestions and remarks.

These conversations allowed clarifying the concepts and, above all, the purpose of the toolkit, making possible for all the attendees to share a clear understanding of the objectives to be reached in the implementation process.

The template

Each focus area or “item” of the template should be considered as a guideline and an orientation respectful with the institutional environment, and not as a statement to be read and understood literally. Furthermore, an item can be left blank if the university considers it does not apply to its performance.

The items of the template are as follows:

- 0. Higher Education Institution mission, vision and values. (Strategic drivers concerning quality management in the context of the specific HEI)*
- 1. Proposed structure of the quality management and benchmarking department/unit: links with the governing bodies of the university*
- 2. Quality policy and objectives*
- 3. How the university ensures the quality of its programmes*
- 4. Development of teaching and other actions aimed at students*
- 5. How the university ensures and enhances the quality of its academic staff*
- 6. Management and improvement of material resources and services*
- 7. Research development*
- 8. Community engagement¹*
- 9. Internationalisation strategy*
- 10. Analysis and application of the outcomes to/by the decision-making process of the university*

¹ Following the suggestion of NAAC in the meeting at Pune, items Nr 8 and Nr 9, which in the first version were together, have been split in two different ones.

11. Transparency, equity and ethics

Therefore, and as agreed with NAAC after their input on the toolkit and template and discussed with the Indian partners at Pune, for each of the above-mentioned 11 items (except for the first one), each University or HEI's Implementation plan should specify (in accordance with their context and mission) the following statements that will allow to describe the detailed contents and provide evidence on the development of an institutional QA policy:

- a. **Objectives of the Quality Policy** regarding the specific item.
- b. **Strategies** (plan embracing the chain of activities and procedures) to reach these quality assessment objectives.
- c. **Procedures and activities** to properly develop such activity regarding the specific item.
- d. **Indicators**, used to measure and assess the quality in that specific item.
- e. **Benchmark** used to assess the degree of fulfilment of the quality policy
- f. **Statistics and data used as evidences** of the degree of fulfilment of the standard/criteria that will let us judge where the institution is regarding the approved benchmark.
- g. **Recommendations**, in the event the benchmark is not reached and new benchmarks in case it was reached.
- h. The quality system should include a cyclical **quality system-assessment of the appropriateness** of its objectives, strategies, procedures, and indicators.

Each item/guideline of the template will unfold in the above eight statements, from a) to h), allowing a much more accurate analysis of the guidelines at each and particular institutional context. Using the Toolkit will allow the development of this analysis, improved or tuned in the light of the coaching sessions, will help EQuAM-BI to reach a better enhanced level of conclusions of the project in terms of benchmarking of Indian universities.

The analysis will be concluded in the meeting in July at Kolkotta, and the conclusions of these exercises will provide all the input needed to be ready for the dissemination conference at the end of the project.

Practicalities to fill-in the template

As explained above, in the coaching session related to the implementation exercises in the Consortium meeting held at Pune on 4th March 2020, KTH Stockholm's representative suggested that it would be a good exercise for the Indian HEIs, besides filling-in the whole 11-item list, to fill-in one of the items of the template in an intensive and thorough way. That would allow HEIs to really test the set of statements included in the Toolkit.

This approach allows the Consortium to make the most of the implementation exercise in order to also test the main features of the EQuAM-BI Toolkit and introduce changes for its final version. Therefore, the exercise ahead has two parts, both to be developed by the Indian HEIs partners:

Annex 1. The 11-item exercise for the implementation

This table should be filled-in by each Indian university/HEI following the set of statements included in the Table, based on evidences gathered or developed by the HEI. Not all the points probably will be completely developed in a university/HEI, so a particular statement could be left unanswered or providing a short evidence of implementation (even though all/most of the items should be addressed -explaining what in the HEI's missions prevents to filling-in all of them). Such information is also useful because one of the objectives of the current deliverable, as well as the project, is to provide support and information to Indian universities and HEIs to advance in their QA arrangements, structure and strategies.

The purpose of Annex 1 is to have a general overview about the implementation of the EQuAM-BI Indian universities of the QA issues related to the Toolkit, allowing the benchmarking exercise describe in the project.

Annex 2. Template for the exercise limited to the selected item

In this particular point, the Indian university/HEI should fill-in the template developing a much detailed account of the processes related to this item/statement number 3. For that purpose, the Indian university should look for an in-depth information, probably involving people from other departments and units of the university.

The purpose of this much more detailed analysis is having the chance to deepen in the benchmarking exercise of EQuAM-BI Project gathering detailed information from all universities on a very particular issue that plays a crucial part in a successful QA management system.

ANNEX 1. The template

(When filling-in, please enlarge the boxes as needed)

EQuAM-BI Erasmus+ Project	
Template for the implementation of the Toolkit	
Nr	<u>Item from the quality assurance policy and management of the university</u>
0	<p>Higher Education Institution mission, vision and values.</p> <p><i><u>Comments, operationalisation, and evidences:</u></i></p> <p><i>Please, write the mission, vision and values of your university/HEI and explain the way they permeate your organisation and make it different or unique among the rest of the HEIs in your estate or at the national level.</i></p> <p><i>Specify the strategic drivers concerning quality management in the context of the specific HEI. Which are the channels used by your institution to design, put in practice and assess any quality assurance arrangement, practice or policy.</i></p> <p>- Mission: NA</p> <p>- Vision: “Inspiring minds for a connected world”</p> <p>- Values:</p> <ul style="list-style-type: none"> • <u>Commitment:</u> We are dedicated to the success of our students, partners, employees and shareholders

	<ul style="list-style-type: none"> • <u>Integrity:</u> We are open, honest and ethical in all our operations at all the times • <u>Agility:</u> We are open to new experience, embrace and adapt to the changes quickly • <u>Innovation:</u> We develop a culture that encourages risk-taking, entrepreneurship and flexibility by creating an environment to share learning and make a difference • <u>Diversity:</u> We enhance a diverse workforce that promotes, reflects, and supports the community <p>Considering the above points, specify the strategic drivers concerning quality management in the context of the specific HEI:</p> <ol style="list-style-type: none"> 1. Education Strategy 2. Employability Strategy 3. Internationalization Strategy <p>AID strives to realize the vision and objectives through deliberate approach of quality teaching and learning, providing conducive learning environment to students and establish quality culture that drives various entities to realize its vision and objectives.</p> <p>The Institutional strategies such as Education strategy, Internationalization Strategy and Employability strategy with associated KPIs and Action strategies provide necessary impetus to achieve the set KPIs.</p> <p>These are regularly monitored and reviewed by the governing committees and College management</p>
1	<p>Proposed structure of the quality management and benchmarking department/unit: links with the governing bodies of the university</p>

Comments, operationalization, and evidences:

Please, explain how your university/HEI deals with this particular item/guideline using the following statements:

- a. **Objectives of the Quality Policy** regarding the specific item.
- b. **Strategies** (plan embracing the chain of activities and procedures) to reach these quality assessment objectives.
- c. **Procedures and activities** to properly develop such activity regarding the specific item.
- d. **Indicators**, used to measure and assess the quality in that specific item.
- e. **Benchmark** used to assess the degree of fulfilment of the quality policy.
- f. **Statistics and data used as evidences** of the degree of fulfilment of the standard/criteria that will let us judge where the institution is regarding the approved benchmark.
- g. **Recommendations**, in the event the benchmark is not reached and new benchmarks in case it was reached.
- h. The quality system should include a cyclical **quality system-assessment of the appropriateness** of its objectives, strategies, procedures, and indicators.

Process of Academic Quality Assurance

Our approach : AID's approach to quality is underpinned by the following:

- I. Reliance on sound academic principles in the design and delivery of learning and teaching
- II. the importance of the student feedback

- III. the importance of review by industry and professional bodies and;
- IV. a commitment to quality management processes that are efficient and effective.

The Academic Board

Academic Board is concerned with ensuring that the activities of teaching and learning and research, are reputable, of high quality, deliver expected outcomes and comply with institutional policy requirements.

Traditionally Academic Board is responsible for assuring academic standards and quality, academic activities carried out from the staff who are involved in those activities. The academic board ensures academic freedom and academic integrity.

Course management

The Programme Manager shall be responsible for overall quality of the programme. The responsibilities of Programme Manager include:

- I. Ensuring that the course meets its specified aims and learning outcomes;
- II. Administration of the course in respect of academic matters;
- III. The provision of documentation in respect of the monitoring and review process.

Assessment of students

One purpose of assessment is to enable students to demonstrate that they have fulfilled the learning outcomes of the course and achieved the standard required for the award. Student assessment shall be carried out by competent and impartial examiners, and by methods which enable them to assess students fairly.



	<ul style="list-style-type: none"> • An internal moderator specialized in the area of subject shall review the assessments to ensure that the assessment is appropriate to the level and meets the desired outcomes. • The Programme Manager shall review and approve the Assessments • The marked assessment copies shall be reviewed by an independent moderator to ensure that marking is fair and consistent. <p>The Academic Board shall review the results and approve the grades leading to the award of degree to the eligible students.</p> <p>Program monitoring and Review</p> <p>I. On biannual basis, the Programme Advisory Committee (PAC) shall review the performance of the program based on program performance data and any additional strategic measures as required from time to time.</p> <p>II. The performance review may identify the improvements to ensure the success of the program. Any changes undertaken to the programs shall be approved by the Academic Board before implementation.</p> <p>Program Evaluation</p> <p>I. AID shall review and monitor the course and faculty evaluation survey, for the evaluation of courses and teaching.</p> <p>II. Any amendments to courses identified through the evaluation will be undertaken by the PAC which shall review and approve the outcomes.</p>
2	Quality policy and objectives
	<u>Comments, operationalization, and evidences:</u>

Please, explain how your university/HEI deals with this particular item/guideline using the following statements:

- a. **Objectives of the Quality Policy** regarding the specific item.
- b. **Strategies** (plan embracing the chain of activities and procedures) to reach these quality assessment objectives.
- c. **Procedures and activities** to properly develop such activity regarding the specific item.
- d. **Indicators**, used to measure and assess the quality in that specific item.
- e. **Benchmark** used to assess the degree of fulfilment of the quality policy.
- f. **Statistics and data used as evidences** of the degree of fulfilment of the standard/criteria that will let us judge where the institution is regarding the approved benchmark.
- g. **Recommendations**, in the event the benchmark is not reached and new benchmarks in case it was reached.
- h. The quality system should include a cyclical **quality system-assessment of the appropriateness** of its objectives, strategies, procedures, and indicators.

QUALITY POLICY: Policy Statement attached

QUALITY OBJECTIVES

Asian Institute of Design (AID) is responsible for the academic standards of awards provided in its name, and for ensuring that the quality of teaching and learning experiences is appropriate to enable students to achieve those standards. It gives significant importance to its quality assurance

	<p>processes in all of its core activities and ensures all processes are efficient and effective in achieving the Vision and Mission and meet stakeholder expectations.</p> <p>The quality policy provides the framework for establishing and maintaining a functional Quality Management System .To discharge those responsibilities, a range of policies and procedures are set for assuring the academic standards of awards and enhancing the quality of its educational provision.</p> <p><u>Operationalization:</u> The implementation of policy rests with Quality Assurance Department and Internal Quality Audits are conducted twice yearly.</p> <p>Evidence: Policy Statement attached</p>
<p>3</p>	<p>How the university ensures the quality of its programmes</p>
	<p><i><u>Comments, operationalization, and evidences:</u></i></p> <p><i>Please, explain how your university/HEI deals with this particular item/guideline using the following statements:</i></p> <ol style="list-style-type: none"> a. <u>Objectives of the Quality Policy</u> regarding the specific item. b. <u>Strategies</u> (plan embracing the chain of activities and procedures) to reach these quality assessment objectives. c. <u>Procedures and activities</u> to properly develop such activity regarding the specific item. d. <u>Indicators</u>, used to measure and assess the quality in that specific item. e. <u>Benchmark</u> used to assess the degree of fulfilment of the quality policy.

- f. **Statistics and data used as evidences** of the degree of fulfilment of the standard/criteria that will let us judge where the institution is regarding the approved benchmark.
- g. **Recommendations**, in the event the benchmark is not reached and new benchmarks in case it was reached.
- h. The quality system should include a cyclical **quality system-assessment of the appropriateness** of its objectives, strategies, procedures, and indicators.

The programmes offered by AID should be of high quality, affordable, current and relevant to meet the growing needs of the region and industry. A deliberate, collaborative and effective approach to decision-making related to curricular change is needed. Thus, Program Advisory Committee (PAC) plays a key role in reviewing the existing programme, provide recommendations on developmental plans to improve academic programmes offered at AID in alignment with regulatory requirements and the Vision and the values of the College.

The programmes offered by AID should be of high quality, affordable, current and relevant to meet the growing needs of the region and industry. A deliberate, collaborative and effective approach to decision-making related to curricular change is needed. Thus, Program Advisory Committee (PAC) plays a key role in reviewing the existing programme, provide recommendations on developmental plans to improve academic programmes offered at AID in alignment with regulatory requirements and the Vision and the values of the College.

MANDATE /ROLE OF THE PROGRAM ADVISORY PANEL

The PAC shall provide strategic and operational advice on programmes through review meetings and discussions:

- i. On programme development and review policies.
- ii. On Programme quality and assessment methodologies.
- iii. On the measures to improve the quality in teaching and learning



	<ul style="list-style-type: none"> iv. On currency and relevance of programmes offered v. On development of new and/or revised Programmes quality. vi. On academic – industry engagement to strengthen the curriculum, internships and employability of graduates.
<p>4</p>	<p>Development of teaching and other actions aimed at students</p>
	<p><u>Comments, operationalization, and evidences:</u></p> <p><i>Please, explain how your university/HEI deals with this particular item/guideline using the following statements:</i></p> <ul style="list-style-type: none"> a. Objectives of the Quality Policy regarding the specific item. b. Strategies (plan embracing the chain of activities and procedures) to reach these quality assessment objectives. c. Procedures and activities to properly develop such activity regarding the specific item. d. Indicators, used to measure and assess the quality in that specific item. e. Benchmark used to assess the degree of fulfilment of the quality policy. f. Statistics and data used as evidences of the degree of fulfilment of the standard/criteria that will let us judge where the institution is regarding the approved benchmark. g. Recommendations, in the event the benchmark is not reached and new benchmarks in case it was reached. h. The quality system should include a periodical quality system-assessment of the appropriateness of its objectives, strategies, procedures, and indicators.

	<p>The teaching at AID is driven by student centric approach which provides enough opportunities for Collaborative and Creative learning. The Teaching and learning activities are guided by internal quality assurance process that ensures process is followed while development of content, assessment preparation and evaluation of student works.</p> <p>Peer review verifies and validates the content and materials developed by faculties. The faculties ensures that students are provided with industry focused content and assessments are real-time oriented that are drawn from industry problems in the area of Animation, Gaming and Design.</p> <p>The Societies and Clubs related to Gaming, Animation, and entrepreneurship provides ample opportunities for students not only to be professionally competent but also for holistic development.</p>
5	<p>How the university ensures and enhances the quality of its academic staff</p>
	<p><u>Comments, operationalization, and evidences:</u></p> <p><i>Please, explain how your university/HEI deals with this particular item/guideline using the following statements:</i></p> <ol style="list-style-type: none"> a. Objectives of the Quality Policy regarding the specific item. b. Strategies (plan embracing the chain of activities and procedures) to reach these quality assessment objectives. c. Procedures and activities to properly develop such activity regarding the specific item. d. Indicators, used to measure and assess the quality in that specific item. e. Benchmark used to assess the degree of fulfilment of the quality policy. f. Statistics and data used as evidences of the degree of fulfilment of the standard/criteria that will let us judge where the institution is regarding the approved benchmark. g. Recommendations, in the event the benchmark is not reached and new benchmarks in case it was reached.

	<p>h. The quality system should include a cyclical <u>quality system-assessment of the appropriateness</u> of its objectives, strategies, procedures, and indicators.</p> <p>The teaching quality is reviewed by Peer and head of academics every semester and provides suggestions for improvements. The innovative practices are shared among faculties which builds a culture of innovative teaching and learning at AID.</p> <p>Regular workshops and training by subject and Industry experts help faculty to be up to date provide current and relevant information to the students.</p> <p>For pedagogical approaches workshops are conducted to provides inputs on student engagement, teaching methods , appropriate tools for assessments and constructive feedback.</p>
<p>6</p>	<p>Strategic drivers of the university concerning quality management</p>
	<p><i><u>Comments, operationalization, and evidences:</u></i></p> <p><i>Please, explain how your university/HEI deals with this particular item/guideline using the following statements:</i></p> <p>a. <u>Objectives of the Quality Policy</u> regarding the specific item.</p> <p>b. <u>Strategies</u> (plan embracing the chain of activities and procedures) to reach these quality assessment objectives.</p> <p>c. <u>Procedures and activities</u> to properly develop such activity regarding the specific item.</p> <p>d. <u>Indicators</u>, used to measure and assess the quality in that specific item.</p>

	<p>e. Benchmark used to assess the degree of fulfilment of the quality policy.</p> <p>f. Statistics and data used as evidences of the degree of fulfilment of the standard/criteria that will let us judge where the institution is regarding the approved benchmark.</p> <p>g. Recommendations, in the event the benchmark is not reached and new benchmarks in case it was reached.</p> <p>h. The quality system should include a cyclical quality system-assessment of the appropriateness of its objectives, strategies, procedures, and indicators.</p> <p>The strategic drivers of the college are:</p> <ol style="list-style-type: none"> 1. Education Strategy 2. Employability Strategy 3. Internationalization Strategy <p>The KPIs associated with each strategy and Action plans drive the operationalization and realization of strategies. These activities are periodically reviewed by Governing committees for quality assurance and management.</p>
7	<p>Research development</p>
	<p><u>Comments, operationalization, and evidences:</u></p> <p><i>Please, explain how your university/HEI deals with this particular item/guideline using the following statements:</i></p> <p>a. Objectives of the Quality Policy regarding the specific item.</p>

	<p>b. Strategies (plan embracing the chain of activities and procedures) to reach these quality assessment objectives.</p> <p>c. Procedures and activities to properly develop such activity regarding the specific item.</p> <p>d. Indicators, used to measure and assess the quality in that specific item.</p> <p>e. Benchmark used to assess the degree of fulfilment of the quality policy.</p> <p>f. Statistics and data used as evidences of the degree of fulfilment of the standard/criteria that will let us judge where the institution is regarding the approved benchmark.</p> <p>g. Recommendations, in the event the benchmark is not reached and new benchmarks in case it was reached.</p> <p>h. The quality system should include a cyclical quality system-assessment of the appropriateness of its objectives, strategies, procedures, and indicators.</p> <p>Asian Institute of Design primarily focus on Specialized courses training post-secondary students. The emphasis is on creating graduates who are employable.</p> <p>The research activities over the years were very minimal, however with the development and reorganization of the college, Special Interest Group in the area of Animation, Gaming are created and KPIs are set to ensure that atleast 30% of staff are research active.</p>
8	<p>Community engagement and internationalization strategy</p>
	<p><u>Comments, operationalization, and evidences:</u></p> <p>Please, explain how your university/HEI deals with this particular item/guideline using the following statements:</p>

- a. **Objectives of the Quality Policy** regarding the specific item.
- b. **Strategies** (plan embracing the chain of activities and procedures) to reach these quality assessment objectives.
- c. **Procedures and activities** to properly develop such activity regarding the specific item.
- d. **Indicators**, used to measure and assess the quality in that specific item.
- e. **Benchmark** used to assess the degree of fulfilment of the quality policy.
- f. **Statistics and data used as evidences** of the degree of fulfilment of the standard/criteria that will let us judge where the institution is regarding the approved benchmark.
- g. **Recommendations**, in the event the benchmark is not reached and new benchmarks in case it was reached.
- h. The quality system should include a cyclical **quality system-assessment of the appropriateness** of its objectives, strategies, procedures, and indicators.

The teaching and learning approach, the co-curricular and extra-curricular activities conducted, practices adopted should instill the culture of community engagement among the students and staff. This should enable them to contribute to the immediate society while studying and after graduating. Thus various opportunities should be explored which enables students to participate in activities that contribute to the development of community. The curriculum that provides scope for these activities shall be included as part of the course. The knowledge gained through these shall be applied in real-life scenarios that will have an impact on socio, economic conditions of the society. This can be achieved by:

- a) Continuous engagement with industries and NGOs to provide real time work practices
- b) Providing opportunities for students to participate in live projects that emphasize on resolving problems associated to the society.

	<p>c) Promoting volunteering activities that contributes to the betterment of society</p> <p>Efficient utilization of resources that promotes sustainable environment</p> <p>Internationalization Strategy: The overarching aim of AID’s internationalization strategy is to boost our international presence and prepare our students and staff to face the global environment with confidence thereby making them global citizens. Successful implementation of the internationalization strategy will not only help position the institution as a reputed global player in the region but will also help the institution in its continuous pursuit of institutional excellence.</p> <p>The primary objectives identified for the next five academic years in our internationalization agenda are:</p> <ol style="list-style-type: none"> 1) Student & Staff Mobility Program (Inward & Outward) 2) Recruitment of International Students focusing on SAARC, Southeast Asia, Africa & Middle East countries 3) Build & develop International Partnership / International Affiliations 4) Promote AID overseas
9	<p>Internationalization strategy</p>
	<p><u>Comments, operationalization, and evidences:</u></p> <p><i>Please, explain how your university/HEI deals with this particular item/guideline using the following statements:</i></p> <p>a. Objectives of the Quality Policy regarding the specific item.</p>

	<p>b. Strategies (plan embracing the chain of activities and procedures) to reach these quality assessment objectives.</p> <p>c. Procedures and activities to properly develop such activity regarding the specific item.</p> <p>d. Indicators, used to measure and assess the quality in that specific item.</p> <p>e. Benchmark used to assess the degree of fulfilment of the quality policy.</p> <p>f. Statistics and data used as evidences of the degree of fulfilment of the standard/criteria that will let us judge where the institution is regarding the approved benchmark.</p> <p>g. Recommendations, in the event the benchmark is not reached and new benchmarks in case it was reached.</p> <p>h. The quality system should include a cyclical quality system-assessment of the appropriateness of its objectives, strategies, procedures, and indicators.</p> <p>The primary objectives identified for the next five academic years in our internationalization agenda are:</p> <ol style="list-style-type: none"> 1) Student & Staff Mobility Program (Inward & Outward) 2) Recruitment of International Students focusing on SAARC, Southeast Asia, Africa & Middle East countries 3) Build & develop International Partnership / International Affiliations 4) Promote AID overseas
10	Analysis and application of the outcomes to the decision-making process of the university
	<i>Comments, operationalisation, and evidences:</i>

	<p><i>Please, explain how your university/HEI deals with this particular item/guideline using the following statements:</i></p> <ul style="list-style-type: none"> a. <u>Objectives of the Quality Policy</u> regarding the specific item. b. <u>Strategies</u> (plan embracing the chain of activities and procedures) to reach these quality assessment objectives. c. <u>Procedures and activities</u> to properly develop such activity regarding the specific item. d. <u>Indicators</u>, used to measure and assess the quality in that specific item. e. <u>Benchmark</u> used to assess the degree of fulfilment of the quality policy. f. <u>Statistics and data used as evidences</u> of the degree of fulfilment of the standard/criteria that will let us judge where the institution is regarding the approved benchmark. g. <u>Recommendations</u>, in the event the benchmark is not reached and new benchmarks in case it was reached. h. The quality system should include a cyclical <u>quality system-assessment of the appropriateness</u> of its objectives, strategies, procedures, and indicators. <p>The decision making process has been distributed rather than centralized. The decision making process is more data driven supported by variety of tools and technologies (Data Analysis).</p> <p>This has resulted in more deterministic decisions with decision making process simplified and lean in nature.</p> <p>The department heads are responsible for decisions making to achieve the Institutional KPIs provided to them.</p>
11	Transparency, Equity and Ethics

Comments, operationalization, and evidences:

Please, explain how your university/HEI deals with this particular item/guideline using the following statements:

- a. **Objectives of the Quality Policy** regarding the specific item.
- b. **Strategies** (plan embracing the chain of activities and procedures) to reach these quality assessment objectives.
- c. **Procedures and activities** to properly develop such activity regarding the specific item.
- d. **Indicators**, used to measure and assess the quality in that specific item.
- e. **Benchmark** used to assess the degree of fulfilment of the quality policy.
- f. **Statistics and data used as evidences** of the degree of fulfilment of the standard/criteria that will let us judge where the institution is regarding the approved benchmark.
- g. **Recommendations**, in the event the benchmark is not reached and new benchmarks in case it was reached.
- h. The quality system should include a cyclical **quality system-assessment of the appropriateness** of its objectives, strategies, procedures, and indicators.

AID believes in transparency in its operations and transactions. All their operations are guided and driven by set of core values that emphasise and focus on transparency and ethical operations.

It believes that these values should be inculcated in an each stakeholder who is part of AID. Few of the learner attributes are:

- i. Ethical Practice
- ii. Leadership



	iii. Agile Learner
--	--------------------

Annex 2. Template for the exercise limited to the Item “3. How the university ensures the quality of its programmes” (Course life-cycle)

EQuAM-BI Erasmus+ Project	
Template for the implementation of the Toolkit	
Nr	<u>Item from the quality assurance policy and management of the university</u>
3	How the university ensures the quality of its programmes



Comments, operationalization, and evidences:

a. **Objectives of the Quality Policy** regarding the specific item.

Please, explain how your university/HEI deals in-depth with this particular item/guideline using the following statements:

b. **Strategies** (plan embracing the chain of activities and procedures) to reach these quality assessment objectives.

Please, explain how your university/HEI deals in-depth with this particular item/guideline using the following statements:

c. **Procedures and activities** to properly develop such activity regarding the specific item.

Please, explain how your university/HEI deals in-depth with this particular item/guideline using the following statements:

d. **Indicators**, used to measure and assess the quality in that specific item.

Please, explain how your university/HEI deals in-depth with this particular item/guideline using the following statements:

e. **Benchmark** used to assess the degree of fulfilment of the quality policy.

Please, explain how your university/HEI deals in-depth with this particular item/guideline using the following statements:

f. **Statistics and data used as evidences** of the degree of fulfilment of the standard/criteria that will let us judge where the institution is regarding the approved benchmark.

Please, explain how your university/HEI deals in-depth with this particular item/guideline using the following statements:



g. **Recommendations**, in the event the benchmark is not reached and new benchmarks in case it was reached.

Please, explain how your university/HEI deals in-depth with this particular item/guideline using the following statements:

h. The quality system should include a cyclical **quality system-assessment of the appropriateness** of its objectives, strategies, procedures, and indicators.

Please, explain how your university/HEI deals in-depth with this particular item/guideline using the following statements:



Conclusion

The template should be filled-in under the coordination of a person responsible for quality management but collectively with the contribution of representatives of the various departments, and units involved in the processes mentioned in the template.

The University's/HEI's implementation plan has to be discussed in the one-to-one coaching session with the designed European partner, so they can be tuned in accordance to the aims of EQuAM-BI project, before being finally delivered and circulated among all the partners.

Needless to say, the final version should be checked and approved by the person in charge of contributing to the EQuAM-BI Project on behalf of the institution of higher education acting as partner representative in front of EQuAM-BI Project.

Concerning the dates for the next activities, in the meeting in Pune at Symbiosis International University, the attending Indian and European partners agreed on the following agenda:

- 6th April 2020: coaching sessions after each university/HEI had finished the two exercises of the implementation process (the 11-item general one and the specific on item Nr 3).
- 6th May 2020: final versions of the two exercises made at each university/HEI after the coaching sessions will be completed.

Madrid, March 15th, 2020