សាកលវិទ្យាល័យ ពុទ្ធិសាស្ត្រ

UNIVERSITY OF PUTHISASTRA

គោរពខ្លួនឯង Honor Self | គោរពអ្នកដទៃ Respect Others | អភិវឌ្ឍសង្គម Develop Society

Title: Guideline on Internal Quality Assurance

Prepared by:

Full Name	Position	Signature
Mr. Sok Sarin	Quality Assurance Manager	Date: 09 / 01 / 2026

Checked by:

Full Name	Position	Signature
Ms. Rien Samrithyda	Director of Engagement and Partnership	Date: 09 Jan 2026

Approved by:

Full Name	Position	Signature
Professor Ian Rouse	President and Vice-Chancellor	I Rouse Date: 14/1/2026

This policy is for:

All faculties and departments at the University of Puthisastra

The latest version of this policy is available at:

In UP Shared Drive

Questions regarding this policy should be directed to:

Internal Quality Assurance Unit

សាកលវិទ្យាល័យ ពុទ្ធិសាស្ត្រ
UNIVERSITY OF PUTHISASTRA

University of Puthisastra

Internal Quality Assurance Unit

Guideline on Internal Quality Assurance

Part A: IQA Framework in the University of Puthisastra

1. Introduction

The University of Puthisastra (UP) is a leading higher education institution in Cambodia in health sciences and technology in Cambodia, as it demonstrates good academic reputation, strong partnerships, central location, and stable financial operations. The University is committed to recruiting and retaining highly-qualified and diverse staff members, and offering robust support services, English language, critical thinking, problem-solving, and digital innovation. These could result in enhancing student learning and institutional impact. Moreover, the University has demonstrated a robust commitment to community engagement and social responsibility. UP's vision is to become the leading higher education institution in health sciences in Cambodia and the region, recognized for excellence in education, research, innovation and integration of cutting-edge technology.

As part of continuous quality improvement, the Internal Quality Assurance (IQA) Unit has been established, aiming to ensure the continuous improvement of internal education quality by encouraging a culture of learning, consistency, accountability, and transparency. Recognizing the importance of the quality assurance system, the UP-IQA framework, along with several critical policies, procedures and standards, has been established as a strategic priority given that it seeks to ensure that academic, research, community engagement, and support service functions meet and/or exceed national, and regional standards. This guideline is specifically developed to guide the implementation of the processes of UP-IQA to ensure the alignment with national and regional standards including Accreditation Committee of Cambodia (ACC) criteria, and ASEAN University Network Quality Assurance (AUN-QA) principles and standards, respectively.

2. *Scope of the UP-IQA framework*

This framework applies to:

- All academic programs (undergraduate, postgraduate, diploma certificate)
- All teaching and learning activities
- All research and innovation initiatives
- Community engagement projects
- Student support services, library services, operation functions, and other support units

3. *Vision, mission, and objectives of UP-IQA*

Vision

To become **a robust internal unit** that acts as a catalyst for **internal continuous quality improvement** in health science and technology, aiming to be nationally and regionally recognized by 2030.

Missions

- Systematically assure the quality of all academic programs and educational services
- Promote a culture of continuous quality improvement through structured monitoring and evaluation

- Engage relevant key stakeholders in the quality assurance processes
- Align academic, research, and service outputs with national and international benchmarks
- Promote university's reputation through local and international accreditations and rankings

Strategic objectives

- Develop relevant policies, procedures, and framework to maximize institutional governance, and resource and quality management
- Conduct regular review and audit on the implementation of relevant policies, procedures, and framework to ensure the effective implementation across all UP faculties and departments
- Continuously enhance academic standards and learning outcomes by reviewing programs of study to align with national and international standards
- Foster the culture of continuous improvement by engaging with relevant stakeholders such as faculty, staff, students, and external partners
- Promote the university's reputations through the national and international rankings, such as World University Ranking of Innovation, AppliedHE, THE Impact Rankings, and QS World University Rankings
- Expand the accreditation to regional level (AUN) while maintaining national one (ACC)
- Foster quality assurance capacities of all academic and support units
- Promote research quality, integrity, and societal relevance

4. Key principles

The IQA system of UP is guided by key principles below.

No	Aspect	Description
1	Quality culture and commitment	Fostering institutional culture that prioritizes quality enhancement.

2	Continuous improvement	Regular monitoring, observing, evaluating, and enhancing academic and administrative processes.
3	Stakeholder involvement	Engaging and stimulating involvement of students, faculty, staff, and external stakeholders in quality assurance processes.
4	Evidence-based decision making	Utilizing data and feedback mechanisms for informed policy development.
5	Compliance and accountability	Ensuring adherence to national and international standards.
6	Continuous feedback loop	Implementing iterative improvements based on regular assessments and stakeholder inputs.

Source: Adapted from UP Internal Quality Assurance Policy

5. *UP-IQA System*

The UP-IQA System, a comprehensive framework, has been developed to ensure the structured processes which cover both internal QA and external QA. It is clear that through this robust system, such as consistent stakeholder feedback, and regular internal reviews, the UP-IQA System can have the potential to maintain its university's academic excellence, strengthen its performance, and support its vision and missions. The details are elaborated in the following sections.

A. Internal QA

Internal QA's aim is to establish a continuous improvement culture that enhances our overall university's effectiveness, accountability, and alignment with national, regional and international quality standards and principles. It consists of interrelated components such as **inputs, processes, outputs**, and **outcomes**. Collectively, these four significant components have the potential to reinforce an evidence-based system that enables our university to maintain high academic standards and competitiveness. All of them are outlined in the following section.

1. Inputs

- **Students:** Be mindful of recruiting new students in accordance with specific criteria, policies and processes.
- **Human resources**: Ensure faculty qualifications, training, staff's skill development.
- **Policies and procedures**: Set up clear internal policies and procedures.
- **Academic curricula**: Ensure the alignment with learning outcomes, up-to-date and relevant contents, and credit structure.
- **Learning resources**: Ensure the availability and accessibility of library, labs, clinical practices, learning management system (LMS), and digital tools.
- **Physical resources**: Provide enough classrooms, internet, and relevant facilities.
- **Financial support**: Make sure resource allocation for QA and academic support.

2. Processes (system and processes)

- **Teaching and learning**: Deliver the innovative pedagogical methods, student engagement, hands-on practices.
- **Assessment and evaluation**: Establish and conduct exams, rubrics, feedback mechanisms.
- **Monitoring and review**: Conduct curriculum review, staff appraisal, feedback collection (teaching assessment, teaching self-assessment and teaching observation).
- **Research and publications**: Conduct research and publication in peer-reviewed journals.
- **Management and leadership**: Set clear roles, academic committees, policy implementation, and stimulation, and ensure the effectiveness and impact.
- **Student support**: Provide academic advising, mental health counsel, and ling, and career services (employment support) and other extra-curricular activities.

3. Outputs (data analytics)

- Student academic performance

- Research and publication outputs
- Stakeholders feedback and suggestions (student satisfaction, staff satisfaction)
- Graduation rates
- Employability survey (new graduates)
- Teaching excellence awards

4. Outcomes

- Tracer study (at least two years of graduation)
- Institutional reputation
- University rankings
- Accreditation achievements
- Community engagement
- Research impact (citations and h-index, and i-10 index)

B. External QA

The external QA assures the overall educational quality across UP through independent and evidence-based assessment and benchmarking processes. It can serve to complement the internal quality mechanisms and ensure that our university remains relevant and responsive to the needs of the job markets, students, employers, and society as a whole. It consists of three aspects such as national/local QA, regional QA, and international QA. Each of them is outlined below.

1. National QA

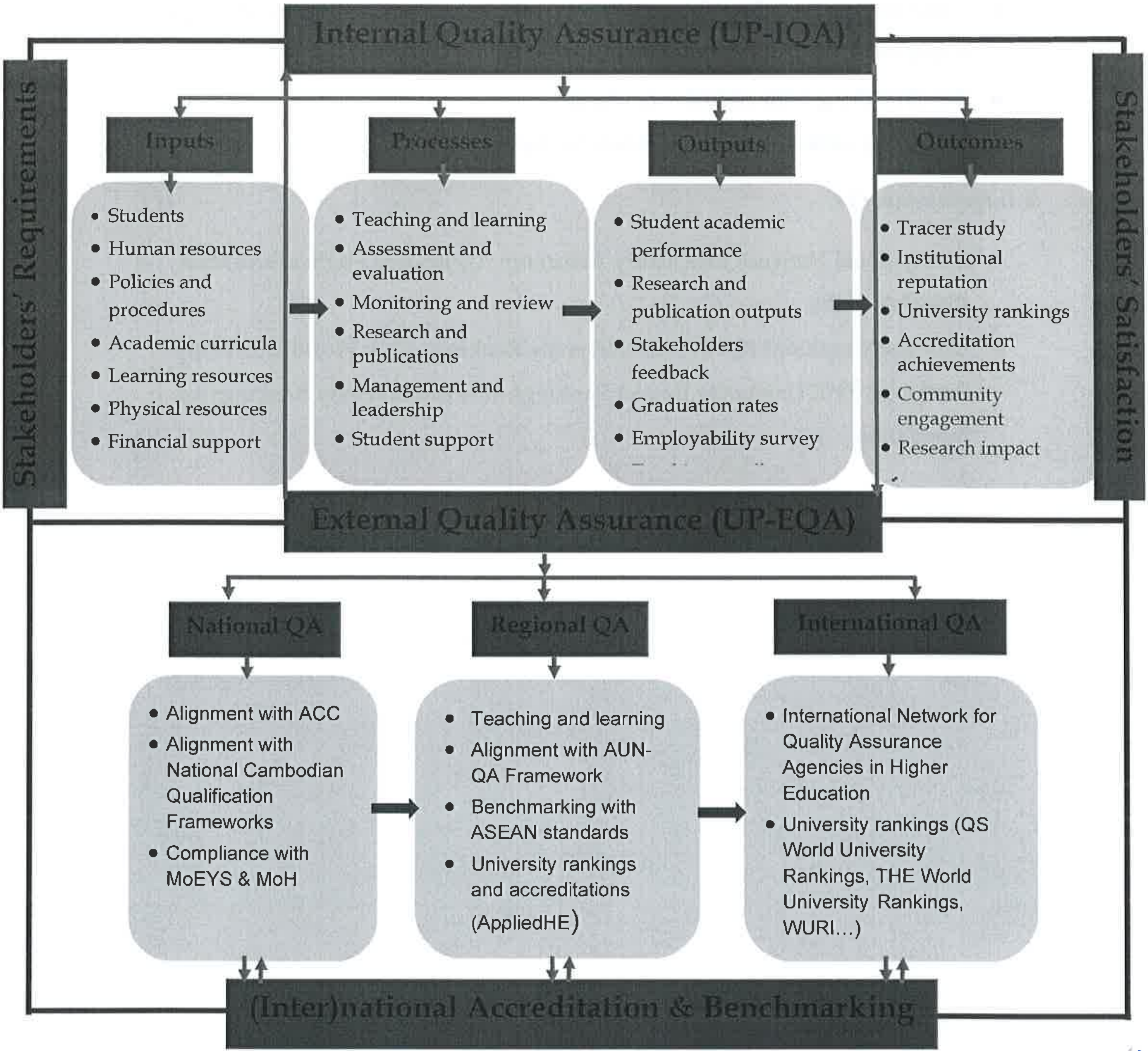
- Alignment with ACC
- Alignment with National Cambodian Qualification Frameworks
- Compliance with Ministry of Education, Youth, and Sport (MoEYS), and Ministry of Health (MoH)

2. Regional QA

- Alignment with ASEAN University Network - Quality Assurance (AUN-QA) Framework
- Benchmarking with ASEAN standards
- University rankings and accreditations (AppliedHE)

3. International QA

- International Network for Quality Assurance Agencies in Higher Education (INQAA – HE)
- University rankings (QS World University Rankings, THE World University Rankings, THE University Impact Rankings, World University Rankings for Innovation….)



YP

Figure 1: UP-IQA System

Part B: UP-IQA Governance and Organizational Structure

The UP-IQA governance and organizational structure has been established to ensure the consistent and systematic implementation, monitoring, evaluation, and continuous improvement of internal education quality. This structure operates under the UP's senior executive leadership (top level) while the IQA Unit serves as the coordinating body. The IQA Unit works collaboratively with all faculties and departments to align institutional practices with national and regional quality assurance principles and standards, particularly those of ACC and AUN-QA. Through this governance structure, UP-IQA has potential to promote a quality culture that centers around continuous improvement, stakeholder engagement, and alignment with both internal policies and procedures, and external accreditation and ranking requirements. Notably, this structure comprises three levels, including institutional level-strategic planning and evaluation, IQA unit level-monitoring and evaluation, and faculty and departmental level-operational quality assurance. The specific structures and their roles and responsibilities are described below.

1. Institutional Level (Strategic Planning and Evaluation)

Responsible bodies

- Board of Trustees
- University senior executive leadership team consisting of President, Vice Presidents, and Directors

Structure

- The President is the chief executive, accountable for institutional direction and quality.
- Vice Presidents manage and oversee important aspects such as academic affairs operations, and student experiences.
- Directors manage and oversee the important aspects based on their responsible department, which include engagement and partnership, research and publications, finance and general operations.

- The strategic planning and quality assurance committee consists of a senior leadership team, the Head of IQA, Deans, and relevant committed key stakeholders.

Roles and responsibilities

- Develop and update vision, missions, and strategic goals to align with government's strategic plan and demand of current and future job markets
- Develop university's strategic plans with clear indicators
- Establish, monitor, and evaluate university's key performance indicators
- Review and approve university's self-assessment reports
- Foster a culture of quality and excellence across different faculties and departments
- Promote the university's reputation and quality nationally, regionally and globally through international rankings, competitions, and accreditations.

2. *IQA Unit Level (Monitoring and Evaluation)*

Responsible Unit

- IQA Unit

Structure

- Director of Engagement and Partnerships
- Manager of IQA Unit
- IQA Coordinator
- IQA Officer

Roles and responsibilities

- Identify and establish quality assurance policies and frameworks
- Organize and conduct internal quality audits
- Develop and implement monitoring tools

- Track and report on institutional KPIs
- Facilitate evidence-based decision making
- Support and coordinate external accreditation processes
- Prepare and facilitate institutional self-assessment report
- Offer capacity building and QA training
- Communicate with external bodies such as ACC, AUN-QA, Rankings (Impact Rankings, AppliedHE, World University Rankings for Innovation, QS World University Rankings…).

3. *Faculty and Departmental Level (Operational Quality Assurance)*

Responsible bodies

- Faculty Deans, Deputy Deans, and Assistant Deans
- Heads of Departments (HoDs)
- Faculty/Departmental Program Coordinators

Structure (Working group)

- Each faculty appoints a QA Coordinator (senior academics or admin staff) to lead QA operations within the faculty. This role can be a Dean, Deputy Dean of Academic Affairs or Program Coordinator.
- Each department has a representative who is responsible for implementing, monitoring, evaluating and reporting IQA-related work.
- A Faculty QA Sub-Committee may be formed to oversee QA activities locally and report to the IQA Unit.

Roles and responsibilities

- Develop faculty and departmental action plans to align with institutional vision and IQA framework
- Conduct course and program evaluations

- Monitor and evaluate students' learning outcomes, students' learning assessments, and teaching methodologies
- Prepare and submit self-assessment reports (SAR) for IQA
- Promote continuous improvement at the program level
- Ensure lecturers' performance review and development
- Participate in audits and external evaluations
- Conduct curriculum review and development
- Foster a culture of research and innovation among faculty members and students.

Part C: IQA-UP Implementation Mechanisms

UP has recognized that a robust implementation strategy is of paramount importance for its IQA framework. Therefore, UP-IQAU's implementation mechanisms are established with three key components, including (1) cycling processes, (2) well-defined policies and procedures, and (3) systematic assessments. Each of them is described in turn.

1. UP-IQA process

At UP, the UP-IQA process is a structured and continuous cycle designed to align with the university's vision, mission, and strategic plan. This is to ensure that academic and administrative operations meet both national and regional standards. The process is guided by the **Plan-Do-Check-Act** (PDCA) model.

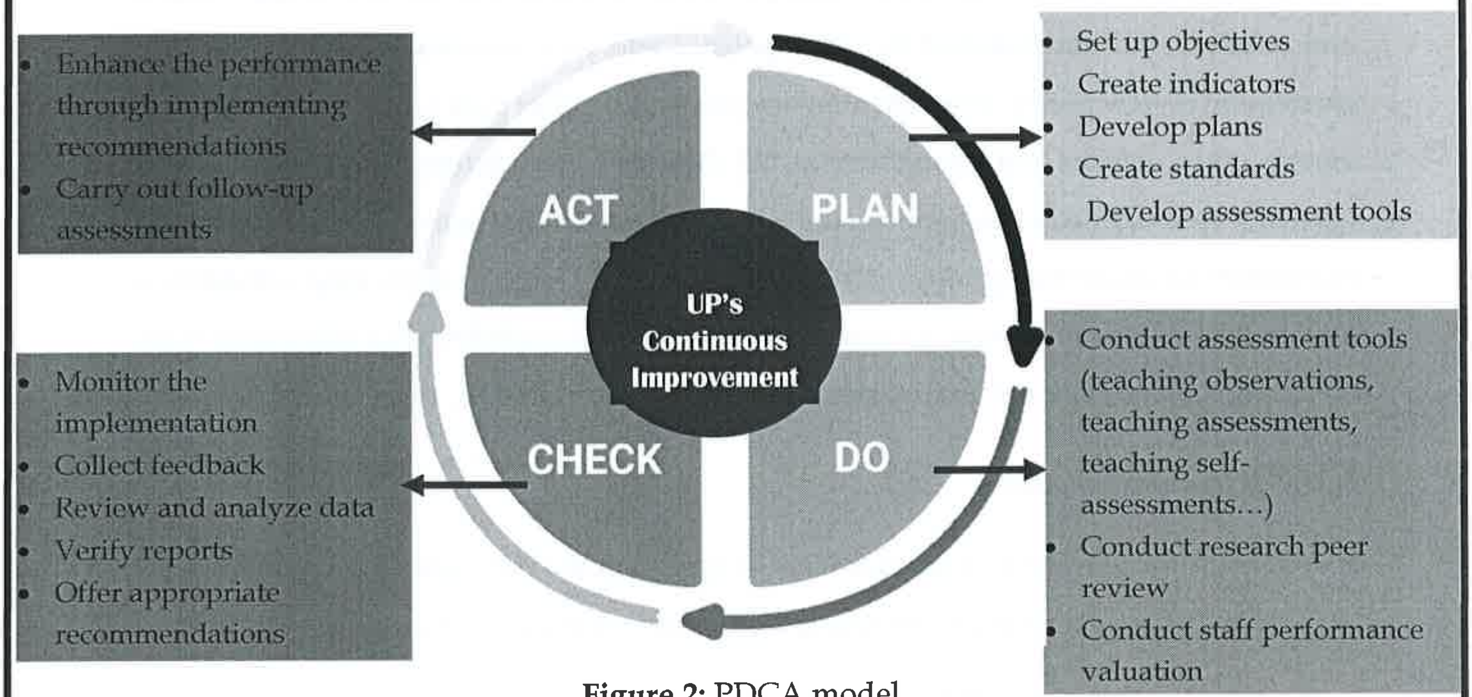


__Figure 2__: PDCA model

- **Plan (P)**: This stage is needed to set objectives, create indicators, develop plans, create standards, and develop assessment tools for all levels of staff members to provide them with clear expectations and guidelines.

- **Do (D)**: This stage is required to implement quality initiatives and processes with clear mechanisms such as teaching assessment tools (teaching observation, self-assessment, and teaching assessment by students….), research peer review, and staff performance evaluation. It also involves other writing reports.
- **Check (C)**: In this stage, there is a need to monitor the implementation, collect feedback, review and analyze the data and offer appropriate recommendations.
- **Act (A)**: This last stage is required to enhance the performance based on key recommendations and outcomes, as well as conduct follow-up assessments.

2. *IQA-UP policies and procedures*

The quality assurance system at UP is grounded in a set of institutional policies and associate procedures, aiming to offer clear directions and consistency across the university. These include IQA policy and procedure aligned with the university's vision and mission, and underpinned by other policies and procedures such as audit policy, curriculum review policy, assessment policy, student support policy, and research policy, among other policies and procedures at UP (Master List of Internal Policies). UP also created a well-defined rating scale using a five-point scale that can enable the consistent evaluation of academic quality across all programs. These policies help establish a university-wide commitment to quality, ensuring accountability and alignment with both national and regional quality standards, ACC and AUN-QA, respectively.

3. *UP-IQA assessments*

A systematic assessment is crucial for the IQA system at the UP. Various assessment tools have been designed and implemented, which include, but are not limited to:

- Board of Trustees Self-Evaluation
- President's self-evaluation, and the evaluation by the Board of Trustees
- Self-assessment report
- Teaching assessment (by students)

- Teaching self-assessment
- Teaching observation
- Tracer study report
- Student satisfaction survey
- Staff satisfaction survey
- Staff performance evaluation by line managers
- Employer's survey

These UP-IQA assessments are thoroughly implemented to ensure that our university continuously keeps and enhances the quality of its academic programs, teaching and learning, research, and support services. These assessments serve as key mechanisms to evaluate whether institutional practices align with established standards, policies, procedures and quality benchmarks set by the IQA unit and UP as a whole, as well the ACC, and AUN-QA. Moreover, these well-designed assessments can enable the UP-IQA system to not only identify key strengths and areas for improvement, but also provide greater opportunities for university innovation. Such assessments can also foster fairness, accountability, and a culture of continuous improvement among academic and administrative departments/faculties. More importantly, UP-IQA assessment tools aim at fostering student academic outcomes, institutional performance, and the university's reputation for excellence both in the nation and region.

Part D: UP-IQA Standards for Faculty and Department Level

UP-IQA standards have been thoroughly established in response to the core principles of internal audit to ensure the continuous improvement. These ten standards are aligned with the UP's vision and missions; ACC; and AUN-QA, as well as the benchmarks from regional and global rankings. These standards provide evidence-based monitoring, and evaluation to improve graduates' competencies, employability and research impact. Through structured evaluation, feedback mechanisms and enhancement plans, UP-IQA ensures sustained institutional enhancement, and local and international comparability. The ten standards are listed below.

1. *Leadership and management*
2. *Academic research and publishing activities*
3. *Program learning outcomes*
4. *Program structure and content*
5. *Teaching and learning activities*
6. *Student assessment*
7. *Academic staff*
8. *Student support services*
9. *Facilities and infrastructure*
10. *Outputs and outcomes*

No	Standards/Criteria	Objective evidence
1	**Leadership and management**	
1.1.	The faculty/department has vision, missions, and annual strategic plans that are in line with UP's vision, missions, and goals.	• Faculty or department's strategic plan

		• An alignment with UP's vision, missions, and goals
1.2.	The faculty/department has the annual strategic goals that are specific, measurable, achievable, and relevant.	• Faculty or department's strategic plan
1.3.	The faculty/department has communicated strategic goals with all relevant stakeholders (staff, and students).	• Tracking report (minute meeting, orientation, ….) • Interview outcomes with stakeholders
1.4.	The leadership team meets the necessary qualifications and competencies to effectively perform their duties.	• Leadership team's CV • Research profile (Google Scholar, Scopus, and/or Web of Science Profile)
1.5.	The leadership team consistently applies policies on staff recruitment, workload allocation, appraisal, and promotion with fairness and responsibility.	• Result of staff survey • Interview outcomes
1.6.	The leadership team demonstrates continuous professional development and contribution to the knowledge creation through research and conference.	• A list of professional development records including certificates, training/workshop attendance records, and/or CPD logs of leadership members • Record of research outputs and impact for all faculty leadership members

		• Record of conference participation (presenters, keynote speakers, or participant) of leadership members
1.7.	The leadership team demonstrates robust leadership competencies by influencing others, inspiring staff, coaching, serving as role models, and making effective decisions and strategic plans.	• Staff and student feedback surveys • Performance review records • Documented achievements/plans showing strategic plans, successful initiatives that indicate leaders' decisions and their positive changes/outcomes.
1.8	The faculty/department has clear annual budget plans for operations.	• Interview (involvement from faculty members) • Minute meetings
2	**Academic research and publishing activities**	
2.1.	The number of peer-reviewed articles, conference papers, and book chapters published annually by faculty members.	• A list of peer reviewed articles, conference papers, and book chapters
2.2.	The number of peer-reviewed academic books published by the faculty members.	• A list of peer-reviewed academic books
2.3.	Faculty members are allocated a specific schedule for conducting research and publishing.	• A table of schedule
2.4.	Faculty members participate in academic conferences, workshops, and public engagement activities (e.g., guest speakers, peer reviewers, editors, ….).	• A list of academic activities

2.5.	The number of externally or internally funded research projects conducted by faculty members.	• A list of projects
2.6.	The extent of collaborative publications with national and international institutions or co-authored works across faculties.	• A list of collaborative publication
2.7.	The proportion of publications in high-impact journals indexed in Scopus or Web of Science.	• A list of research articles with number of citations in Scopus
2.8.	The number of citations in Google Scholar within the faculty/departments.	• A list of research articles with citations in Google Scholar
3	**Program learning outcomes**	
3.1.	The program demonstrates that its learning outcomes are appropriately written and aligned with the Cambodian Qualification Framework (CQF), reflecting different levels of Bloom's Taxonomy.	• Program of study
3.2.	The program shows that the learning outcomes for all courses are appropriate and are in accordance with the program learning outcomes.	• Program of study • Course syllabi
3.3.	The program demonstrates that the learning outcomes consist of all domains of Bloom's Taxonomy with diverse levels of each domain.	• Program of study
3.4.	The program is evident that the requirements of the stakeholders, especially the external stakeholders (e.g., employers, alumni, industry	• Relevant reports (survey and/interview outcomes)

	partners), are gathered, and that these are reflected in the expected learning outcomes.	
3.5.	The program shows that the expected learning outcomes are achieved by the students by the time they graduate.	• Tracer study • Graduate rate • Employer Feedback
4	**Program structure and content**	
4.1.	The program and course specifications are comprehensive, up to date, and accessible to all stakeholders.	• Program of study • Course syllabi • Interview and/or survey outcomes
4.2.	The design of the curriculum is evident to be constructively aligned with achieving the expected learning outcomes.	• Curriculum mapping matrix • Course specifications • Teaching-learning-assessment alignment tables • Assessment rubrics and blueprints
4.3.	The design of the curriculum is found to consult with feedback from key stakeholders (students, teachers, alumni, employers....)	• Report of feedback • Minute report • Survey and/or interview outcomes
4.4.	The curriculum demonstrates that all its courses are logically structured, from basic courses to advanced ones.	• Program of study
4.5.	The curriculum has at least two options for students to pursue a specific major/specialization.	• Program of study

4.6.	The faculty/department shows that all course syllabi are available, and aligned with templates approved by the Academic Board.	• Course syllabi
4.7.	The faculty/department demonstrates that its curriculum is reviewed and updated following the policy and procedure and that it remains relevant to the job market.	• Report of curriculum review
5	**Teaching and learning activities**	
5.1.	The educational philosophy is available and communicated to all stakeholders. It must be reflected in the teaching and learning activities.	• Educational philosophy • Outcomes of survey and/interview
5.2.	The teaching and learning activities are evident to enable students to engage in all classroom activities.	• Classroom observation • Teaching assessment report • Students' satisfaction survey
5.3.	The teaching and learning activities are shown to be pedagogically sound.	• Classroom observation • Teaching assessment report • Students' satisfaction survey
5.4.	Teaching and learning activities show the potential to encourage students' life-long learning.	• Evidence of life-long learning activities such as project-based learning, practical training, assignment… (course syllabi) • Online learning platform • New learning methods such as blended learning, online learning….

5.5.	The overall quality of teaching and learning is evident based on the regular assessment.	• Classroom observation • Teaching assessment report
5.6.	The percentage of faculty members is adequate to support, and mentor students' learning.	• List of faculty members • List of student names • Policy on faculty-student ratios
6	**Student assessment**	
6.1.	The faculty/department uses different types of assessment methods which are aligned with course learning outcomes.	• Assessment policy • Assessment standard • Course syllabi • Assessment reports
6.2.	The faculty/department has assessment and assessment-appeal policies that are clear, widely communicated to students and lecturers.	• Assessment policy • Assessment standard • Course syllabi • Appeal policies and/or procedures
6.3.	The faculty/department has a clear assessment plan that is constructively aligned with assessment policy, assessment procedure, and assessment standards.	• Assessment plan • Assessment policy • Assessment standard • Assessment procedures
6.4.	The faculty/department uses assessment methods along with scoring rubrics, or marking guides, and these are shown to ensure validity, reliability, and fairness in assessment.	• Assessment policy • Assessment standard • Assessment procedures • Course syllabi
6.5.	The faculty/department applies assessment methods that are shown to achieve the expected learning outcomes.	• Assessment policy • Assessment standard • Assessment procedures

		• Course syllabi
6.6.	Lecturers provide feedback to students timely with clear instructions.	• Course syllabi • Assessment policy • Teaching observation • Teaching assessment
6.7.	The faculty/department reviews and improves the assessment policy, procedures, and assessment standards regularly to ensure their alignment with learning outcomes.	• Assessment policy • Assessment standard • Assessment procedures • Course syllabi
7	**Academic staff**	
7.1.	The faculty/department demonstrates that academic staff are qualified in terms of academic qualification, experience, and research.	• Lecturers' CV • Research profile (Google Scholar, Scopus and Web of Science Profile) • Teaching evaluation report
7.2.	The faculty/department demonstrates that staff workload is measured and monitored to improve the quality of education, research, and service.	• A list/report of workload that clearly indicates teaching load, administrative/service tasks, and research projects/assignments per academic staff
7.3.	The faculty/department demonstrates that teaching subjects/courses are appropriately assigned to the academic staff based on their qualifications, experiences, and research outputs.	• Report/Record on percentage of courses assigned to staff whose qualifications align with the subject area (e.g., staff hold degrees in the same or related field) • Proportion of courses matched to staff with relevant teaching/research experience (e.g.,

		prior teaching record, publications, or professional practice) • Documentation of workload allocation and assignment criteria
7.4.	The faculty/department demonstrates that professorship promotion of the academic staff is based on a merit system which accounts for teaching, research, and service.	• Teaching assessment • Teaching observation • Teaching self-assessment • Research outputs and impact • Qualification • A list of professorship promotions
7.5.	The faculty/department systematically identifies academic staff training needs and implements appropriate development plans and activities to cope with them.	• Report on training needs assessment Report on training and development (list of attendance, training topics, trainers, brief training content....) • Report on evaluation and feedback
7.6.	The faculty/department demonstrates that performance management including reward and recognition is properly implemented to evaluate academic staff teaching and research quality.	• Report on performance management • Report on recognition (Certificate Awards...) • HR policy
8	**Student support services**	
8.1.	The faculty/department has a student intake policy, admission criteria, and admission procedures to the program that are clearly defined, communicated, and up-to-date.	• Admission policy and criteria on the university website • Records of student applications and admission decisions aligning with the mentioned criteria

		• Reports showing the history of revisions of admission policies
8.2.	The faculty/department has both short-term and long-term plans to offer sufficient support for teaching, research, and community service	• Annual plans including academic and student support services • Records of budget allocation and resources provided for support services • Survey results: Surveys or feedback both students and staff concerning effectiveness of support services
8.3.	The faculty/department has a clear system to consistently track students' study progress, results, and workload. Students get feedback, and help is given when needed.	• Academic records such as transcripts, GPA reports, and attendance records • A list of mentoring, coaching, peer teaching schemes • Advising/mentoring reports or counseling session records for students with difficulties • Report/record on remedial classes and mentoring to support students who need support
8.4.	The faculty/department has co-curricular activities, extra-curricular activities, and support services that can assist in enhancing students' learning experience and future job opportunities.	• Report/record on student activities and competitions (debate and public speaking, local and international competitions, research clubs, sport clubs….) • Annual budget allocated for co-curricular and support services

		• Student feedback (surveys or interviews) on how these activities have improved their skills or employability
8.5.	Student support services are regularly reviewed, compared with good practices, and enhanced when needed.	• Evaluation reports of student support services (e.g., annual review or external audit) • Benchmarking records indicating comparison with other local and/or international universities • Tracking records of changes and/or improvements following feedback and assessment
8.6.	The faculty/department has counseling services, health services, health education programs that are in response to the student's needs.	• Report on counseling services, and health education services/program • The availability of policy and procedure on these services • Policy and/or procedure on students' academic support services
9	**Facilities and infrastructure**	
9.1.	The faculty/department shows that physical resources, including equipment, materials, and information technology, are adequate to support effective teaching and learning processes.	• An updated list of teaching and learning equipment, facilities, and IT resources with regular maintenance logs • Reports showing satisfaction levels on the accessibility of learning resources

		• Report/list of classroom, laboratory, and IT system usage to confirm that resources are accessible and meet teaching and learning needs
9.2.	The faculty/department provides modern laboratories and equipment that are accessible and well used for teaching and learning purposes.	• Updated inventory lists of laboratory tools, machines, and equipment • Maintenance and upgrade records (e.g., repair, replacement) • Record/report showing student and staff access to labs
9.3.	The faculty/department has an online library system that keeps up with new technology and supports teaching, learning, and research.	• Access records and subscription agreements for e-books, journals, and databases • Reports on student and staff use of the digital library • Regular updates or upgrades of the digital library system/software
9.4.	The faculty/department consistently reviews and improves its library, labs, IT, and student services to maintain high quality.	• Evaluation reports on facilities and services • Student and staff satisfaction surveys • Records of improvements or upgrades made based on feedback and evaluations

9.5.	The faculty/department has adequate and up-to-date printed and digital textbooks that are related to the academic curricula.	• Lists of printed and digital textbooks available, categorized by program or subject, showing alignment with the curricula • Records of newly purchased or updated textbooks (both printed and online) in recent academic years • Survey or interview outcomes indicating student and staff satisfaction with the availability and relevance of textbooks
10	**Output and outcomes**	
10.1.	The statistics of passing rates, dropout rates, and average graduation times are consistently tracked, evaluated, and benchmarked to ensure continuous improvement.	• A record of passing rates, dropout rates, completion rates in the last five-year cohorts • Policy/strategies/mechanisms on reducing the dropout rates and supporting students to complete their degree on time • Students' retention policy and/or procedure
10.2.	Employability rate of graduates is assessable, monitored and benchmarked for continuous improvement.	• Tracer study report • Employee survey and feedback • Improvement plans

10.3.	The faculty/department shows the outcomes of community engagement and service impact.	• Report/List of community engagement and service impact. • List down a number and effectiveness of outreach, partnership, or social responsibility activities led by staff and students
10.4.	Research outputs by students are systematically recorded, and monitored to enhance quality and impact.	• A list of research thesis and/or publications • Research impact (citations on the research publication)
10.5.	The achievements of the program outcomes are established and monitored.	• Tracer study report • Course results: Exam scores, theses, and portfolios mapped against program outcomes. • Report on teaching assessment • Report of employer feedback
10.6.	Stakeholder satisfaction levels are regularly and consistently assessed, monitored, and benchmarked for continuous improvement.	• Stakeholder satisfaction • Student feedback
10.7.	Evidence shows that recommendations/findings from the IQA office and/or ACC are systematically used to improve curricula, administrations, teaching, and services.	• Program improvement action plan • Report or record of progress against the recommendations/findings from IQA (teaching assessment, teaching self-assessment, teaching

		observation) and/or ACC (recommendations)
10.8.	The faculty/department shows the evidence of receiving research grants, attending rankings, and getting accreditation.	• Report of research grants • Evidence of rankings • Evidence of program accreditation

Standards and weightings

No	Standards	#of specific criteria	Weighting	Converted percentage (100%)
1	Leadership and management	8	8	10%
2	Academic research and publishing activities	8	8	10%
3	Program learning outcomes	5	5	10%
4	Program structure and content	7	7	10%
5	Teaching and learning activities	6	6	10%
6	Student assessment	7	7	10%
7	Academic staff	6	6	10%
8	Student support services	6	6	10%
9	Facilities and infrastructure	5	5	10%
10	Output and outcomes	8	8	10%
	Total:	66	66	100%

References

Accreditation Committee of Cambodia. (2023). *Manual on accreditation in higher education.*

ASEAN University Network. (2020). *Guide to AUN-QA assessment at programme level: Version 4.0 (4th ed.).*

ASEAN University Network. (n.d.). *AUN-QA framework for internal quality assurance.*

Ministry of Education, Youth and Sport. (2021). *Manual on quality assurance in higher education.*

Ministry of Education, Youth and Sport. (2021). *Manual on quality assurance in higher education.*

Ministry of Education, Youth and Sport. (2024). *Education Strategic Plan 2024–2028.*

Strengthening Quality Assurance in Cambodian Higher Education. (2020). *Guideline for internal quality assurance: Quality assurance in Cambodian higher education.* Royal University of Phnom Penh. https://rupp.edu.kh/offices/qao/files/manual_instrument/E-Guideline%20for%20Internal%20Quality%20Assessment-SICA.pdf

Uttara, S. & Udam, M. (2023). Developing a robust internal quality assurance system for international accreditations: The case of CamEd Business School. *CamEd Open Access Repository, 10, 35 – 46.* https://doi.org/10.62458/CamEd/OAR/ACBSP/35-46

Appendix

Rubrics for Internal Self-Assessment

Self-Assessment Rating

Self-Assessment Report (SAR)