

**MDCSL SELF-ASSESSMENT REPORT****Instructions for Completion and Submission of MDCSL Self-Assessment Report:**

- A. Insert all responses using the “Template Self-Assessment Report” beginning on page 2 of this document. Any areas noted in BLUE must be completed by the programs or institution.**
- B. There are four (4) parts to this step of the MDCSL accreditation process:**
- 1. Statement of Continued Interest in Pursuing MDCSL Accreditation:**
 - a. Must be sent on the program(s) university/college letterhead.
 - b. Must include signatures of the program academic leader and the senior manager or administrator (e.g., dean, department head or equivalent administrator) to whom the academic leader reports.
 - 2. Updates to original Letter of Intent:**
 - a. Included in submission of Self-Assessment Report (Section I).
 - 3. Program’s responses, including evidence demonstrating alignment to the MDCSL Accreditation Standards, supplement information and screenshots of website links:**
 - a. Should be provided in English.
 - If an English-language translation is not available for a specific document (such as course description or a policy document) it is acceptable to provide an English language summary.
 - 4. MDCSL Self-Assessment Report Review fee payment (“Accreditation Fee” in MDCSL Handbook:**
 - a. The Self-Assessment Report Review Fee (“Accreditation Fee” in MDCSL Handbook) is submitted upon completion of the MDCSL Staff review of the Self-Assessment Report.
 - b. See MDCSL Fee Schedule.
 - c. An invoice will be emailed to the program with payment instructions.
 - d. All fees are in Sierra Leones local currency (Le).
- C. Additional instructions:**
1. Limit the total submitted Self-Assessment Report document to 50 pages or less. This does not include any supplements
 2. Discard this instruction cover sheet prior to submission.
 3. Submit one (1) digital copy of the completed Self-Assessment Report to info@mdc-sl.org.
 - If the Self-Assessment Report and any other documentation related to the Report exceeds 3 MB, contact info@mdc-sl.org for instructions for submitting large files.
- *It is not currently required that a hard copy of the report be mailed to the MDCSL.

Contact info@mdc-sl.org with any questions or concerns.

Self-Assessment Report Statement of Continued Interest in Pursuing MDCSL Accreditation (on school/university/college letterhead)

Insert Current Date

The Medical and Dental Council of Sierra Leone (MDCSL) Accreditation Center
for Allied Health Education Programs

Attention: Accreditation Programs Administrator
New England, Freetown, Sierra Leone, West Africa

Dear Accreditation Programs Administrator,

Please accept this Self-Assessment Report on behalf of the (insert complete institution name and school/college/department) for MDCSL accreditation of its (insert name(s) of the certificate, diploma, academic degree or award submitted for review for MDCSL accreditation).

Enclosed with this cover letter please find:

- I. Updated demographic information and program data related to the original Letter of Intent.
- II. All responses, including evidence, demonstrating that the program aligns with each of the MDCSL Accreditation Standards contained in the *MDCSL Accreditation Handbook*.???

(Insert in this area any statement that is desired to further detail the program or institution where it is housed)

We certify that all of the facts submitted in this Self-Assessment Report are true to the best of our knowledge and belief. Please contact us if any further information is needed to support this application.

Sincerely,

Insert Signature - REQUIRED

Insert name and title of Academic Leader/Administrator/Faculty submitting the Letter of Intent

Insert School/Department

Insert contact information (complete address, telephone, and email address)

Insert Signature - REQUIRED

Insert name and title of senior manager or administrator (e.g., dean, department head or equivalent administrator to whom the above academic leader reports

Insert School/Department

Insert contact information (complete address, telephone, and email address)

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1. Updates to the Original Letter of Intent

Insert in the chart below any changes to the original demographic information/program data provided in the original accepted Letter of Intent, such as updated numbers of enrolled students, graduates and so forth.

Letter of Intent Section	Updated Data
Name and Location	Insert a response with any changes to the accepted Letter of Intent, if applicable.
Business Unit	Insert a response with any changes from original accepted Letter of Intent, if applicable.
1: Institution Accreditation and Legal Authority	Insert a response with any changes from original accepted Letter of Intent, if applicable.
2: Degrees or Awards Eligible for Accreditation	Insert a response with any changes from original accepted Letter of Intent, if applicable.
3: Period of Operation	Insert a response with any changes from original accepted Letter of Intent, if applicable.
4: Administrative Structure and Academic Leadership	Insert a response with any changes from original accepted Letter of Intent, if applicable.

2. MDCSL Accreditation Standards

Each academic program applying for accreditation by MDCSL must demonstrate that its Certificates, Diploma, academic degrees, or awards satisfy the MDCSL Accreditation Standards.

The Self-Assessment Report submitted by the program shall clearly demonstrate how its Certificates, Diploma, academic degrees, or awards align with the MDCSL Accreditation Standards.

1 Program Mission

MDCSL believes that a program's mission shall form the basis for program guidance, planning, and implementation. The program shall have a clearly defined and publicly stated mission supported by objectives, consistent with the mission of the academic institution, and relevant to the management of projects.

To demonstrate that the above standard is met, the program shall submit the following information:

1.1: The program's mission statement and evidence that it is publicly available.

- Provide the program's mission statement with evidence that it is publicly available.
- All links referenced must have an image or screenshot of the information on the link in Supplement to Section 1.

1.2: Evidence that the program's mission statement and supporting objectives:

1.2.1: Are consistent with the mission of the academic institution.

- Provide institutional mission statement in narrative, include link to webpages where mission is available. All links referenced must have an image or screenshot of the information on the link in Supplement to Section .1.
- Provide a narrative statement describing how the program's mission statement and supporting objectives are consistent with the mission of the academic institution.

1.2.2: Are relevant to the management of projects* profession and consistent with the MDCSL core areas of focus for program learning outcomes.

- Provide a narrative statement.

1.2.3: Clearly identify the potential students for the program.

- Provide a narrative statement describing the student population that the program is designed to serve.
- Provide information on the students who enroll and graduate from the program in terms of age and experience ranges, industries represented, etc.

2 Curricula and Core Areas of Focus for Program Learning Outcomes

MDCSL requires programs to offer curricula that assure student achievement of three MDCSL core areas of focus for learning outcomes that address generally accepted practices, knowledge, and competencies found within the management of projects* discipline and documented in professional standards.

For all of the following areas of focus, programs are required to demonstrate student achievement of learning outcomes for each credential or award that reflects levels of achievement† appropriate for certificate, diploma, bachelor's, graduate, postgraduate, and/or doctoral degrees or awards.

Area of Focus 1: Technical Expertise

Management of projects to meet needs within constraints, with reference to professional standards and guides.*

Area of Focus 2: Professional Behavior

Ethical and culturally aware stakeholder engagement, communication, leadership, and teamwork.

Area of Focus 3: Strategic Awareness

Contextual awareness and knowledge of strategic and operational drivers required to inform decisions and deliver sustained competitive advantage.

To demonstrate that the above standard is met, the program shall submit the following information:

2.1: Description of the credentials or award, its philosophy, and references to professional standards and guides.

Provide a narrative statement for each credential or award submitted for accreditation demonstrating how it aligns with the MDCSL Accreditation Standard.

2.2: Specific learning outcomes that reflect the level and describe what students should know and be able to do on completion of the academic degree or award.

For each academic degree or award, provide the following information:

- A narrative statement demonstrating how each certificate, diploma, degree or award aligns with the MDCSL Accreditation Standard.
- A listing of specific learning outcomes for each certificate, diploma, academic degree or award.

2.3: A chart that cross-references each course or subject with the certificate, diploma, academic degree or award learning outcomes and the MDCSL core areas of focus.

For **each** certificate, diplomas, academic degree or award complete the following 2 charts and include in the Supplement to Section 2: Curricula and Core Areas of Focus for Program Learning Outcomes:

- Chart A: Mapping the certificate, diploma, academic degree or award learning outcomes to the MDCSL core areas of focus.

Use the following template for this chart:



SAR Chart A
Mapping Program C

- Chart B: Mapping the individual course/subject to the academic degree or award learning outcomes.

Use the following template for this chart:



Chart B Mapping
Courses to Learning

2.4: Description and evidence of how curricula facilitate active student engagement in learning. In addition to traditional reading, research, and course activities, programs should provide a description of collaborative, integrative activities and environments designed to reflect workplace practices to improve student professional performance.

- Provide narrative response and examples demonstrating how the degree or award aligns with the MDCSL Accreditation Standard.
- References in narrative response may be included in the Supplement to Section 2: Curricula and Core Areas of Focus for Program Learning Outcomes.
- All links referenced must have an image of the information on the link in Supplement to Section.2.

2.5: Description and evidence of how curricula provide summative experiences based on the processes, knowledge, and competencies acquired throughout the program and incorporating appropriate management of project standards and constraints.

- Provide narrative response and examples demonstrating how the certificate, diploma, degree or award aligns with the MDCSL Accreditation Standard.
- References in narrative response may be included in the Supplement to Section 2: Curricula and Core Areas of Focus for Program Learning Outcomes.
- All links referenced must have an image of the information on the link in Supplement to Section 2.

2.6: Description and evidence of how curricula include academic content, rigor, and quality appropriate for the degree or award level.

- Provide narrative response demonstrating how the certificate, diploma, degree or award aligns with the MDCSL Accreditation Standard. Refer to the MDCSL Accreditation Handbook, Appendix C:

MDCSL Expected Levels of professional/Academic Achievement for Certificate, Bachelor's, Diploma, Bachelors, Graduate, Postgraduate and Doctoral Academic Degrees or Awards.

- For each academic certificate, diploma, degree or award complete the following chart and include in the Supplement to Section 2: Curricula and Core Areas of Focus for Program Learning Outcomes:
 - Chart C: Mapping course or subject learning outcomes to appropriate MDCSL Expected Levels of Academic Achievement.

Use the following template for this chart:

2.7: Description and evidence of how the achievement of program learning outcomes are assessed for each academic degree or award.

- Provide narrative response demonstrating how the certificate, degree or award aligns with the MDCSL Accreditation Standard.
- Include samples of assessment plan/ tools/reports in Supplement to Section D.2: Curricula and Core Areas of Focus for Program Learning Outcomes.

2.8: A detailed outline for each course or subject (e.g., aim and objectives, learning outcomes assessed, content, teaching, learning and assessment strategies, reading and resources, and major assessable activities) relevant to the management of projects.

- Provide a syllabus/course outline for each course/module, relevant to the management of projects, in Supplement to Section 2: Curricula and Core Areas of Focus for Program Learning Outcomes.

2.9: Description and evidence of how consistent delivery of curricula is assured across all locations and delivery modalities.

- Provide narrative response demonstrating how the degree or award aligns with the MDCSL Accreditation Standard.
- Include quality assurance policy/process document related to ensuring consistent delivery of curricula across all locations/modalities in Supplement to Section 2: Curricula and Core Areas of Focus for Program Learning Outcomes.

3 Program Information in the Public Domain

MDCSL understands the importance of ensuring that students and the public have access to accurate, current information about the certificate, diploma, academic degree or award in order to make informed decisions. To this end, the program shall provide accurate, consistent, and verifiable information about the certificate, diploma, academic degree or award to students and the public.

To demonstrate that the above standard is met, the program shall submit the following:

3.1: A description and examples of the information provided to students, prospective students, other stakeholders, and the public on the certificate, diploma, academic degree or award, such as school catalogs/prospectuses, websites, and any other institutionally authorized printed and digital materials.

- Provide a description of the certificate, diploma, academic degree or award as it appears in school catalogs, web sites and any other institutionally authorized printed and digital materials.
- Provide link to program website. All links referenced must have an image or screenshot of the information on the link in Supplement to Section 1: Program Mission.

4 Faculty and Staff

The program shall demonstrate adequate sustainable faculty and staff, including academic leadership and an administrative head with sufficient expertise and time for effective administration (who may also be the academic leader).

The program shall demonstrate that it benefits from and contributes to its institution and professional community.

MDCSL encourages creation of new knowledge related to the management of projects* through research, applied research, and scholarly activity.

To demonstrate that the above standard is met, the program shall submit the following information:

4.1: The roles and responsibilities of academic leadership, administrative leadership, and support staff, by position.

- Provide narrative response with:
 - A description of the roles and responsibilities of academic and administrative leadership, and support staff.
 - Evidence that faculty has sufficient time for teaching, research, scholarly activity and to interact with students for advising, etc.
- Include the following required materials in the “Supplement to Section 4.”
 - An organizational chart, with key academic and administrative leadership,
 - Sample workload agreements for faculty.

4.2: Institutional/program standards for hiring and retaining faculty.

- Include program policy documents for hiring/retaining faculty in the Supplement to Section 4: Faculty and Staff.

4.3: Curriculum vitae for all faculty currently teaching within the program.

4.3.1: For each certificate, diploma, academic degree or award, complete the following grid and add rows, as necessary.

Faculty Name (Last Name, First Name)	Name of Certificate, Diploma Program Where Teaching	Type of Faculty, Academic Staff (Permanent Full-Time, Part-Time Faculty, Adjunct [Visiting], Tutor)	Academic Professional Credentials	Professional Certifications	Years of Experience	Years of Teaching Experience	Years at Institution
Insert response	Insert response	Insert response	Insert response	Insert response	Insert response	Insert response	Insert response
Insert response	Insert response	Insert response	Insert response	Insert response	Insert response	Insert response	Insert response
Insert response	Insert response	Insert response	Insert response	Insert response	Insert response	Insert response	Insert response
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Insert response	Insert response	Insert response	Insert response	Insert response	Insert response	Insert response	Insert response
Insert response	Insert response	Insert response	Insert response	Insert response	Insert response	Insert response	Insert response

4.3.2: Include curriculum vitae for all faculty currently teaching within the program in Supplement to Section 4: Faculty and Staff.

4.4: A schedule of courses/modules offered, by term/semester/quarter over the past two years that includes course title and assigned faculty.

- For each course/module included in the certificate, diploma and academic degree or award, complete the following grid, and add rows, as necessary. If grid is large, include in Supplement to Section 4: Faculty and Staff:

Course/Module Title	Name of Certificate, Degree Program	Term/Semester/Quarter/ Offered	Assigned Faculty (First Name/Last Name)
Insert response	Insert response	Insert response	Insert response
Insert response	Insert response	Insert response	Insert response
Insert response	Insert response	Insert response	Insert response
Insert response	Insert response	Insert response	Insert response
Insert response	Insert response	Insert response	Insert response
Insert response	Insert response	Insert response	Insert response

4.5: A brief summary and examples of institutional engagement and professional development of staff and faculty that addresses the following:

4.5.1: The interaction between the program and other programs at the institution.

- Provide response that summarizes and gives specific examples.

4.5.2: The contributions of the faculty and administrators to the governance, intellectual, and social life of the program, institution, and professional community.

- Provide response that summarizes and gives specific examples.

4.5.3: Support for staff and faculty in acquiring new skills and knowledge.

- Provide response that summarizes and gives specific examples.
- Include professional development policies for faculty/staff in the Supplement to Section .4: Faculty and Staff:

5 Students

Students admitted to the certificate, diploma and academic degree or award should meet the institution's admission and selection policies. The program, regardless of modality, shall demonstrate equal student access to services in support of academic achievement.

To demonstrate that the above standard is met, the program shall submit the following information:

5.1: Clear policies for program admission and ongoing academic performance expectations.

- Provide response with detailed narrative and evidence demonstrating how the certificate, diploma degree or award aligns with the MDCSL Accreditation Standard.
- Include policies related to admission and ongoing academic expectations in the Supplement to Section 5: Students:

5.2: Descriptions of the academic advisement, evaluation of academic progress, and support provided to students necessary to complete their intended courses of studies.

- Provide response with narrative descriptions and examples demonstrating how the degree or award aligns with the MDCSL Accreditation Standard.
- Any related materials may be included in the Supplement to Section 5: Students.

5.3: Descriptions of the support services provided to students that are appropriate to the mission of the program and the needs of the students.

- Provide response with narrative descriptions and examples of support services demonstrating how the degree or award aligns with the MDCSL Accreditation Standard. If applicable, examples could include services related to career guidance, language support, internships, post-graduate support, etc.
- Any related materials may be included in the Supplement to Section 5: Students.

5.4: Descriptions of the library staff, services, investments, and digital resources that are appropriate, adequate, and accessible to support the program's learning outcomes.

- Provide a narrative description demonstrating how the degree or award aligns with the MDCSL Accreditation Standard.
- All links referenced must have an image of the information on the link in Supplement to Section 5: Students.

5.5: Descriptions of the appropriate and accessible facilities, instructional equipment, and technology to support the program and students.

- Provide a self-assessment demonstrating how the certificate, diploma, degree or award aligns with the MDCSL Accreditation Standard.
- All links referenced must have an image or screenshot of the information on the link in Supplement to Section 5: Students.

5.6: Descriptions of opportunities for students to participate in student and/or professional societies and activities.

- Provide narrative descriptions and examples demonstrating how the certificate, diploma, degree or award aligns with the MDCSL Accreditation Standard.
- All links referenced must have an image or screenshot of the information on the link in Supplement to Section 5: Students.

6 Financial Resources

MDCSL believes that sound financial resources are essential for operational sustainability, improvement, and innovation within a management of program. The program should demonstrate that the institution allocates adequate resources for the program to achieve its stated objectives.

To demonstrate that the above standard is met, the program shall submit the following information:

6.1: Description of how the program maintains financial adequacy and sustainability.

- Provide a narrative description demonstrating how the degree or award aligns with the MDCSL Accreditation Standard, including supplemental documentation that a budget is in place.

7 Program Improvement

MDCSL requires programs to provide a description of the program's continuous improvement process and timeline, including representative examples that address each of the MDCSL Accreditation Standards and that portray strong evidence of use for achievement of improvement goals.

To demonstrate that the above standard is met, the program shall submit:

7.1: A description of the program's continuous improvement process and timeline with respect to all of the MDCSL Accreditation Standards.

- Provide a narrative description demonstrating how the degree or award aligns with the MDCSL Accreditation Standard.
- Any related materials may be included in the Supplement to Section 7: Program Improvement.

7.2: A program-level summary of notable strengths, areas for improvement, and future directions.

- Provide a narrative demonstrating how the certificate, diploma, degree or award aligns with the MDCSL Accreditation Standard.

7.3: Evidence of curricular improvement and student learning, including:

7.3.1: A description of the program learning outcome assessment process.

- Provide a narrative description and include examples of how the program uses this process to improve its curricula and student learning outcomes.
- Any related materials may be included in the Supplement to Section 7: Program Improvement.

7.3.2: Analysis of assessment data showing the extent to which students have achieved the MDCSL core areas of focus for program learning outcomes and use of these data for continuous program improvement.

- Provide a narrative to include:
 - The assessment data the program collects,
 - The process the program uses to analyze the assessment data collected,
 - How the assessment analysis is used to assure student achievement of the MDCSL core areas of focus
 - How the assessment analysis is used for continuous program improvement.
- Include examples of assessment data and related analyses collected in the Supplement to Section 7: Program Improvement.

7.3.3: The means by which faculty, students, and staff are involved in curricula review and revision.

- Provide a narrative description and examples demonstrating how the degree or award aligns with the MDCSL Accreditation Standard.

7.4: Evidence of how the effectiveness of faculty and staff is assessed and how the assessment data are used to inform continuous improvement.

- Provide a narrative description and examples demonstrating how the degree or award aligns with the MDCSL Accreditation Standards.

3. Supplements

Provide a detailed listing of each Supplement included, plus page numbers for reference

Supplement to Section 1: Program Mission

- All links referenced in Self-Assessment Report narrative must have an image or screenshot of the information on the link in Supplement.

Supplement to Section 2: Curricula and Core Areas of Focus for Program Learning Outcomes

- Include sample documentation that demonstrates that the program's curricula:
 1. Assures student achievement of program learning outcomes.
 2. Aligns with appropriate MDCSL Expected Levels of Academic Achievement.
 3. Aligns with the MDCSL core areas of focus.
- Documentation must include:
 1. Course outlines/syllabi for all of the relevant management of projects courses.
 2. Chart A mapping the academic degree or award learning outcomes to the MDCSL core areas of focus.
 3. Chart B mapping the individual course/subject to the academic degree or award learning outcomes.
- All links referenced must have an image of the information on the link in Supplement.
- Include quality assurance policy/process document related to ensuring consistent delivery of curricula across all locations/modalities.

Supplement to Section 3: Program Information in the Public Domain

- Include documentation related to Program Information in the Public Domain, for example, the institution catalogue, website screen shots, and marketing and promotional materials.
- All links referenced in Self-Assessment Report narrative must have an image or screenshot of the information on the link in Supplement.

Supplement to Section 4: Faculty and Staff

- Documentation must include:
 1. Organizational charts with key academic and administrative leadership.
 2. Faculty curricula vitae.
 3. Program policy documents for hiring/retaining faculty.
 4. Sample workload agreements for faculty.
 5. Professional development policies for faculty/staff.

Supplement to Section 5: Students

- Include documentation that provides evidence of the program's alignment to MDCSL Accreditation Standards related. Include:
 1. Policies related to admission and academic expectations,
 2. Library, and any other supporting facilities summary.
- All links referenced in Self-Assessment Report narrative must have an image or screenshot of the information on the link in Supplement.

Supplement to Section 6: Financial Resources

- If needed, include additional supporting documentation related to the program's financial resources described in the Self-Assessment Report.

Supplement to Section 7: Program Improvement

- Include documentation that provides evidence and use of the program's processes and outcomes for program improvement.
- Include:
 1. Examples of how the program uses its program learning outcome assessment process to improve its curricula and student learning outcomes.
 2. Examples of assessment data and related analyses collected.

End of Self-Assessment Report Template