



**ព្រះរាជាណាចក្រកម្ពុជា**  
**KINGDOM OF CAMBODIA**  
**ជាតិ សាសនា ព្រះមហាក្សត្រ**  
**NATION RELIGION KING**

**ពុទ្ធិកសាគលវិទ្យាល័យព្រះសីហមុនីរាជ**

**PREAH SIHAMONIRAJA BUDDHIST UNIVERSITY**

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# QUALITY ASSUANCE IN HIGHER EDUCATION

## GUIDELINES FOR SATELLITE CENTER REVIEW







## **ពុទ្ធិកសាគលវិទ្យាល័យព្រះសីហមុនីរាជ**

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### **1. INTRODUCTION**

PSB university of Cambodia through its agent has granted authority to conduct study programs at various level such as Foundations, Certificates, Diploma, Higher Diploma, and bachelor's degree, master's degrees and PhD, programs. The PSB expects that these PSBU Satellite Center shall maintain the quality standards to the expected level by the University. As an initiative for quality assurance and standardization, it is proposed to conduct review of the PSBU Satellite Center and programs periodically and make the recommendations accordingly for the continuous improvement of the quality in the teaching and learning process.

This guideline will provide the necessary guidance for conducting satellite center and program review of the study programs approved by the PSB university. This guideline is largely in consistence with the guideline used for reviewing the programs in Sri Lanka.

### **2. CRITERIA**

The criteria for reviewing the study programs are as follows. These criteria will be used for assessing the study programs and making the recommendations for further improvement.

- Academic Standards
- Teaching and Learning
- Student Support
- Research and Innovation
- Assessment and Evaluation
- Governance and Leadership
- Infrastructure and Facilities
- Community Engagement
- Employability and Career Development
- Continuous Improvement

### **3. EVALUATION PROCESS**

1. The PSBU Satellite Center will be required to invite the review panel of the PSB university through its agent to review their study programs.
2. The external peer review (site visit) is conducted by the review team based on them significant experience as subject practitioners.
3. Reviewers are expected to maintain highest standards of profession and integrity among panel members throughout review and submit the report to the appointing authority in line with instructions below given.
4. Site visit enables external review team to:
  - Review relevant supporting documents
  - Observe facilities
  - Hold discussions with staff to discuss statements made in the self-evaluation and supporting documents







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- Hold discussions with support and administrative staff concerning center quality assurance and resources matters
- Obtain students' views on the quality of learning experience in their program of study

**5. TYPES OF JUDGMENTS**

There will be five options open to the review team in making the overall judgment. Accordingly, application reviewed will fall into one of following options.

- ★☆☆☆☆ – Very Low Compliance (1)
- ★★★☆☆ – Low Compliance (2)
- ★★★★☆ – Moderate Compliance (3)
- ★★★★★ – High Compliance (4)
- ★★★★★ – Full Compliance (5)

Review team judgments are awarded on each review aspects using a five-point rating scale to rate specified criteria and standards/ best practices given in the checklist below, in relation to each aspect. The five-point rating scale is given below with a numerical weighting and a descriptor.

Final review judgments are based on review summary information.

**6. FINAL REVIEW JUDGMENTS:**

RATING	DESCRIPTOR	NUMERICAL WEIGHT (with two decimal points Eg.2.25)
Full Compliance	<b>Present Status Compliance; No</b> shortcomings in the operation's achievement of its objectives, in its efficiency or in its relevance	5.00
High Compliance	<b>Present Status Compliance; No</b> shortcomings in the operation's achievement of its objectives, in its efficiency or in its relevance. However, it has to improve few areas in its operations.	4.00
Moderate Compliance	<b>Provisionally Compliance; Minor</b> shortcomings in the operation's achievement of its objectives, in its efficiency or in its relevance	3.00







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Low Compliance	<b>Changes Recommended; Major</b> shortcomings in the operation's achievement of its objectives, in its efficiency or in its relevance	1. 00
Very low compliance	<b>Evidence provided is inadequate</b> to prove the Capacity and Quality	1.00
Not Applicable	Source of Evidence referred is <b>Not Applicable</b>	N/A

7. REVIEW SUMMARY

As indicated in the following table the review team will summarize their findings in each criterion. The collective statements on each of the six criteria will lead the team to their overall judgment giving evidence

Criterion	Rating (1-5)	Reasons for rating/Areas need improvement if any
1. Academic Standards		
2. Teaching and Learning		
3. Student Support		
4. Research and Innovation		
5. Assessment and Evaluation		
6. Governance and Leadership		
7. Infrastructure and Facilities		
8. Community Engagement		
9. Employability and Career Development		
10. Continuous Improvement		
Sum of the Rating for Criteria (X)		







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### 8. FINAL REVIEW JUDGEMENT:

Based on the information provided in the self-evaluation report and the evidence witnessed at the site visit, the overall judgment of the review panel is (The average value of the all-rating values of the 10 criteria).

RATING	DESCRIPTOR	NUMERICALWEIGHT
Excellence	Numerical Weight (5)	Sum of the Rating for the Criteria (X) / Number of Criteria (10)
Satisfactory	Numerical Weight (4)	Sum of the Rating for the Criteria (X) / Number of Criteria (10)
Moderate	Numerical Weight (3)	Sum of the Rating for the Criteria (X) / Number of Criteria (10)
Unsatisfactory	Numerical Weight (2)	Sum of the Rating for the Criteria (X) / Number of Criteria (10)
Poor	Numerical Weight (1)	Sum of the Rating for the Criteria (X) / Number of Criteria (10)

### 9. EVALUATION MATRIXES

The following evaluation matrixes were used to review the programs and decide the level of achievement.

#### 1. ACADEMIC STANDARDS

PSB University is committed to ensuring excellence in higher education through rigorous academic standards and quality assurance mechanisms. This policy document outlines the framework for maintaining and enhancing academic quality across affiliated PSBU Satellite Center.







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Evaluating Items

Standard	1	2	3	4	5	Remarks
<b>1.1.Program Relevance and Objectives:</b>  Program Relevance and Objectives refer to the alignment of educational programs with the needs of students, employers, industry standards, and societal expectations. It ensures that the program's purpose, goals, and intended learning outcomes are clearly defined, appropriate, and responsive to current and future demands.						
<b>1.2.Alignment with SLQF Level Descriptors:</b>  Programs are structured according to the Sri Lanka Qualifications Framework (SLQF) standards. They involve mapping program outcomes, content, and assessment methods to the appropriate SLQF level, ensuring consistency in qualification titles, credit values, and competencies						
<b>1.3.Curriculum Design and Development Process:</b>  The Curriculum Design and Development Process involves the systematic planning, structuring, and updating of academic programs to ensure relevance, coherence, and quality. It includes defining learning outcomes, selecting appropriate content, designing assessment methods, and incorporating feedback from stakeholders						
<b>1.4.Teaching and Learning Strategies:</b>  Teaching and Learning Strategies refer to the methods and approaches used to facilitate effective student learning. It emphasizes the use of innovative, interactive, and inclusive pedagogical practices that cater to different learning styles and promote active engagement, critical thinking, and the development of practical skills						







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<p><b>1.5. Use of Learning Resources and Facilities:</b></p> <p>The Use of Learning Resources and Facilities standard ensures that educational programs are supported by adequate, accessible, and up-to-date resources, such as libraries, laboratories, technology, and learning spaces. It emphasizes the importance of providing students and faculty with the tools, materials, and environment necessary for effective learning, research, and academic development.</p>								
<p><b>1.6. Assessment and Evaluation Methods:</b></p> <p>Assessment and Evaluation Methods refer to the processes used to measure student learning, progress, and achievement of program outcomes. This standard ensures that assessments are valid, reliable, and aligned with the learning objectives.</p>								
<p><b>1.7. Student Feedback Mechanisms:</b></p> <p>Student Feedback Mechanisms involve collecting and analyzing students' opinions and experiences regarding their academic programs, teaching quality, and learning environment. This standard ensures that satellite Center have structured systems in place to gather feedback through surveys, focus groups, or evaluations.</p>								
<p><b>1.8. Staff Qualifications and Competencies:</b></p> <p>Staff Qualifications and Competencies ensure that faculty and academic staff possess the necessary academic credentials, professional experience, and teaching abilities to effectively deliver the program. This emphasizes the importance of recruiting qualified personnel, providing professional development opportunities, and ensuring that staff competencies align with program goals and academic standards.</p>								







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<p><b>1.9. Research and Innovation Opportunities:</b></p> <p>Research and Innovation Opportunities ensure that academic programs encourage and provide avenues for students and faculty to engage in research and innovation. This standard emphasizes fostering a research-oriented environment that supports creativity, critical thinking, and the application of knowledge.</p>								
<p><b>1.10. Graduate Attributes and Outcomes:</b></p> <p>Graduate Attributes and Outcomes refer to the key knowledge, skills, and competencies that students are expected to acquire by the end of their academic programs. This ensures that the program is designed to produce graduates who are well-equipped to meet industry demands, societal needs, and contribute to personal and professional development.</p>								
<p><b>1.11. Student Support Services:</b></p> <p>Student Support Services ensure that students have access to a range of resources and assistance to support their academic, personal, and professional development. This emphasizes the availability of services such as academic advising, counseling, career guidance, and learning support. Effective student support promotes student well-being, enhances learning outcomes, and contributes to overall success and retention throughout their academic journey.</p>								
<p><b>1.12. Academic Integrity and Ethics:</b></p> <p>Academic Integrity and Ethics ensure that students and staff uphold the highest standards of honesty, fairness, and responsibility in all academic activities. This standard emphasizes the importance of preventing plagiarism, cheating, and other unethical practices, while promoting a culture of respect, transparency, and accountability.</p>								







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<p><b>1.13. Continuous Curriculum Review and Improvement:</b></p> <p>Continuous Curriculum Review and Improvement ensures that academic programs are regularly assessed and updated to remain relevant, effective, and aligned with industry trends, student needs, and academic advancements. This emphasizes the importance of ongoing feedback, data analysis, and stakeholder involvement in refining the curriculum to enhance learning outcomes, teaching methods, and program quality over time.</p>						
<p><b>1.14. International Collaboration and Benchmarking:</b></p> <p>International Collaboration and Benchmarking involve engaging with global satellite Center and comparing academic programs, practices, and standards against international best practices. This encourages satellite Center to participate in international networks, collaborations, and exchanges, promoting a global perspective in education.</p>						
<p><b>1.15. Inclusiveness and Diversity in Academic Programs:</b></p> <p>Inclusiveness and Diversity in Academic Programs ensure that educational offerings are accessible, equitable, and supportive of students from diverse backgrounds. This standard promotes the integration of inclusive teaching practices, diverse perspectives, and equal opportunities for all students, regardless of their gender, ethnicity, socio-economic status, or ability.</p>						







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**2. TEACHING AND LEARNING**

The teaching and learning are meticulously planned and executed through teamwork and coordination. The satellite Center ensures that everyone involved is appropriately qualified, supported and facilitated for continuous professional development (CPD). The University/HEI adopts and implements appropriate teaching and learning strategies to suit an outcome-based and student-centered learning approach.

**Evaluating Items**

Standards	1	2	3	4	5	Remarks
2.1. The Higher Education Satellite Center adopts Teaching and Learning Strategies and Plan based on Satellite Center's curriculum requirements: Teaching and learning strategies are aligned to the satellite Center vision and mission. Development of curriculum based on Strategic Plan.						
2.2. Teaching and learning methods: Student-Centered Teaching and Learning –HEI has taken appropriate methods to accommodate both teacher-centered and student-centered teaching and learning in academic programs.						
2.3. Professionalisms and Ethics (Policy on benchmarking): HEI must consistently demonstrate high standards of professional behavior and ethical conduct in accordance with HEI policies and satellite Center codes, using benchmarking practices to evaluate and enhance ethical and professional standards.						
2.4. Availability and equitable access for resources to staff and students especially Technology: Ensuring all students and staff have access to high-quality technology for teaching and learning.						







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2.5. Innovative pedagogy and ICT-based learning tools HEI must integrate innovative pedagogical approaches and ICT (Information and Communication Technology) tools to enhance student engagement, personalize learning in alignment with curriculum goals and digital competency frameworks.						
2.6. Opportunities for form peer study group: HEI shall create, encourage, and support structured opportunities for students to form and engage in peer study groups, promoting collaborative learning, academic support, and the development of interpersonal and critical thinking skills.						
2.7. Assessment methods to teaching learning strategy: Assessment methods must be purposefully designed to align with instructional strategies and learning objectives, ensuring that they accurately measure student understanding, support diverse learning styles, and guide instructional improvement.						
2.8. Peer and student feedback for teaching and learning: HEI must systematically collect, reflect upon, and respond to feedback from students and peers to enhance the effectiveness of teaching practices, improve learning outcomes, and foster a culture of continuous professional growth.						
2.9. Recognizes the value of creative and innovative approaches in teaching: Academics value, apply, and continuously explore creative and innovative teaching approaches to foster deeper student engagement, critical thinking, and adaptable learning in diverse educational contexts.						
2.10. Teaching and learning strategy with integration of research: Teachers engage students in research as part of the teaching and learning strategy and encourage / support the students to publish their research giving due credit to the student.						







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### 3. STUDENTS SUPPORT SERVICES

Student Support Services at Higher Education Satellite Center (HEIs) play a vital role in fostering academic success and personal development. Quality assurance standards help HEIs deliver accessible, student-centered support that meets a range of diverse needs. These standards promote the continuous improvement of advising, engagement, and well-being services, ultimately creating an inclusive and effective learning environment.

#### Evaluating Items

Standards	1	2	3	4	5	Remarks
<b>3.1. Accessibility for Student Services:</b> The satellite Center should offer a comprehensive range of student support services that are easy to access, address diverse needs, and align with the satellite Center's mission.						
<b>3.1.1 Comprehensive Offerings:</b> Services should include academic advising, career guidance, counselling, health and wellness, financial aid support, and services for the differently abled.						
<b>3.1.2. Clarity and Transparency:</b> Clear information about services, including scope, availability, and contact details, is provided to all students (e.g., through a website, orientation, or student handbook).						
<b>3.1.3. Physical and Digital Accessibility:</b> Facilities and online portals are accessible to all students, accommodating those with disabilities or who are geographically remote.						
<b>3.1.4. Resource Adequacy:</b> Sufficient staffing, technology, and spaces are allocated to ensure students receive timely, quality services without excessive waiting times.						







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<b>3.2. Quality of Advising and Guidance:</b> Advising and guidance services foster students' academic success, personal development, and preparation for post-graduation pathways.						
<b>3.2.1 Qualified Personnel:</b> Academic advisors and counsellors possess relevant qualifications and ongoing training.						
<b>3.2.2. Individualized Support:</b> Academic, career and personal counselling is tailored to each student's background, needs, and aspirations.						
<b>3.2.3 Proactive Outreach:</b> Advisors regularly communicate important deadlines, policy changes, and resources; they also identify and support at-risk students early.						
<b>3.2.4 Integrated Approach:</b> Advising services coordinate with faculty, administration, and other student support units to ensure a seamless experience for the student.						
<b>3.3 Student Engagement and Personal Development:</b> Opportunities for co-curricular and extracurricular activities support holistic student development, leadership skills, and community engagement.						
<b>3.3.1. Variety of Activities:</b> Students have access to clubs, societies, sports, volunteering, leadership programs, and cultural events.						
<b>3.3.2. Leadership and Skill-building:</b> Activities foster teamwork, communication, critical thinking, and other soft skills that complement academic learning.						
<b>3.3.3. Recognition and Support:</b> The satellite Center allocates resources (funding, facilities, and mentorship) for student-led initiatives and publicly recognizes achievements.						







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<p><b>3.4. Equity, Well-being, and Friendly Environment:</b> The satellite Center ensures an inclusive, safe, and supportive environment that respects student diversity and promotes physical and mental well-being.</p>							
<p><b>3.4.1. Inclusive Practices:</b> Policies and procedures support equity for students of all backgrounds, including international, minority, differently abled, and non-traditional learners.</p>							
<p><b>3.4.2. Safety and Security:</b> Clear protocols, staff training, and communication channels are in place to maintain campus safety and respond to emergencies.</p>							
<p><b>3.4.3. Health and Wellness:</b> Adequate health services (medical and psychological), peer-support programs, and wellness resources are readily available.</p>							
<p><b>3.4.4. Zero Tolerance for Harassment:</b> Grievance mechanisms exist for reporting discrimination, harassment, or misconduct, with timely, confidential processes for resolution.</p>							
<p><b>3.5. Continuous Improvement and Student Feedback:</b> Services are regularly evaluated and improved through ongoing feedback from students and stakeholders, with data-driven decision-making processes in place.</p>							
<p><b>3.5.1. Regular Feedback Mechanisms:</b> The satellite Center systematically gathers feedback (e.g., via surveys, focus groups, and suggestion boxes) from students, staff, alumni, and employers.</p>							







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**3.5.2. Data Analysis and Action:**

Student feedback and service usage data are analyzed to identify trends, strengths, and areas for improvement, leading to actionable plans.

**3.5.3. Transparent Communication:**

Students are informed about how their feedback influences changes or improvements in services.

**3.5.4. Benchmarking:**

The satellite Center compares its student services against recognized standards, peer satellite Center, or accreditation requirements, and uses the findings to refine its practices.

The satellite Center compares its student services against recognized standards, peer satellite Center, or accreditation requirements, using findings to refine practices.

**4. RESEARCH AND INNOVATIONS**

Higher Education Satellite Center (HEIs) play a crucial role in fostering a strong research and innovation culture among undergraduate students by providing formal recognition, structured support, and ethical guidelines. Satellite Center must establish clear policies and regulations to define the structure, expectations, and integrity of undergraduate research, ensuring students adhere to high academic and ethical standards.

**Evaluation Items**

Standard	1	2	3	4	5	Remarks
<b>4.1.Satellite Center Recognition and Support for Undergraduate Research:</b> The satellite Center formally acknowledges undergraduate research and innovation as a key component of academic development and career preparation.						
<b>4.2.Established Guidelines and Regulations:</b> The satellite Center has clear policies and regulations that define the structure, ethics, and expectations of undergraduate research and innovation						







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<p><b>4.3. Availability of Research Training and Mentorship:</b> The satellite Center provides structured support for developing students' research skills through training, mentorship, and faculty guidance.</p>						
<p><b>4.4.Transparent Selection and Research Opportunities:</b> The satellite Center ensures fair and transparent processes for students to access research and innovation opportunities The satellite Center enforces clear policies and procedures to address academic misconduct, including plagiarism, cheating, fabrication, and falsification of academic work.</p>						
<p><b>4.5.Research Culture, Innovation Excellence, and Recognition:</b> The satellite Center actively promotes a research-driven culture and recognizes outstanding contributions by undergraduate researchers and staff members should actively mentor undergraduates in research projects, with satellite Center support for training and workload management</p>						
<p><b>4.6.Research Infrastructure and Facilities Standard:</b> The satellite Center must provide access to essential research facilities, ensuring students have the resources to conduct quality research.</p>						
<p><b>4.7.Recognition and Incentives:</b> A structured rewards system should recognize outstanding undergraduate research contributions means satellite Center promotes and facilitates undergraduate research dissemination through presentations, conferences, and publications in student journals or peer-reviewed platforms.</p>						







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<p><b>4.8.Ethical and Responsible Research Conduct:</b></p> <p>The satellite Center must enforce ethical guidelines for undergraduate research, ensuring integrity and compliance with academic policies. The satellite Center has clear policies on authorship criteria for undergraduate research projects, ensuring ethical research practices and proper attribution of intellectual contributions. It also establishes guidelines on Intellectual Property Rights (IPR) for student research innovations.</p>						
<p><b>4.9.Monitoring and Evaluation of Undergraduate Research:</b></p> <p>The satellite Center should implement structured mechanisms for tracking and evaluating undergraduate research projects the satellite Center implements mechanisms and procedures to monitor and evaluate undergraduate research projects to ensure quality, academic integrity, and compliance with research standards.</p>						
<p><b>4.10. Undergraduate Industry and Society Engagement:</b></p> <p>The satellite Center promotes interaction between undergraduates and industry, providing opportunities for internships, apprenticeships, and hands-on projects relevant to their fields of study.</p>						







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**5. ASSESSMENT AND EVALUATION**

Student assessment and evaluation criteria are pivotal elements of quality assurance frameworks in higher education, serving as mechanisms to ensure academic integrity, transparency, and continuous improvement in teaching and learning.

**Evaluation Items**

Standard	1	2	3	4	5	Remarks
<b>5.1.Satellite Center Assessment Alignment with teaching and learning process:</b> The satellite Center ensures that assessment methods are systematically aligned with intended learning outcomes, teaching strategies, and course content to effectively evaluate student achievement and promote continuous, student-centered learning. This alignment enhances curriculum transparency, supports instructional improvement, and is vital for maintaining academic quality, accountability, and ongoing program development.						
<b>5.2.PSBU Satellite Center adopts a variety of assessment methods should be used with weighting, appropriate to the outcomes and discipline:</b> The satellite Center uses a variety of assessment methods, appropriately weighted and aligned with learning outcomes and the nature of the subject, to ensure fair and balanced evaluation of student performance. Incorporating both formative and summative assessments promotes a more inclusive and comprehensive understanding of student learning, reducing reliance on a single method.						







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**5.3.PSBU Satellite Center Assessment processes must be clearly communicated and equitably applied:**

Assessment processes must be transparent, consistently applied, and clearly communicated to ensure fairness, build student trust, and uphold academic integrity and satellite Central credibility. All assessment policies—including grading criteria, formats, deadlines, weightings, appeal procedures, and rules on academic misconduct—must be clearly documented and shared with students, faculty, and administrative staff.

**5.4.Satellite Center assessment practices should be systematically reviewed and continuously updated:**

Regular review and timely updating of assessment practices based on feedback and performance data are essential to maintain academic quality, support student learning, and adapt to changes in the educational environment.

**5.5.The satellite Center ensures that students receive constructive and timely feedback on assessments to support their learning, promote academic development, and guide performance improvement:**

This standard emphasizes the importance of providing students with feedback that is both meaningful and timely, helping them understand their strengths and areas for improvement. Such feedback plays a crucial role in guiding student learning, enhancing academic performance, and encouraging continuous development.

**5.6.Assessment integrity and authenticity are protected:**

Assessment integrity and authenticity are critical for upholding the credibility, fairness, and academic reputation of a higher education satellite Center. These principles ensure that the outcomes of assessments accurately reflect the student's own knowledge, skills, and abilities—free from misconduct or misrepresentation. Thus, PSBU Satellite Center should develop a policy to prevent cheating and plagiarism, and clear disciplinary procedures for violations.







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**5.7.PSBU Satellite Center adopts clear policies & procedure to appoint internal and external examiners:**

This standard ensures that the satellite Center has clear, transparent, and consistent policies and procedures for appointing both internal and external examiners to maintain fairness, credibility, and academic quality in assessment. These examiners play a crucial role in validating assessment standards, reviewing answer scripts, moderating marks and providing feedback on curriculum and grading systems.

**5.8.Examination results are accurately documented, securely stored, and maintained under the custody of separate division led by responsible person:**

Satellite Center ensures all examination results are recorded with precision, protected against unauthorized access or tampering, and managed by a dedicated administrative unit. This practice upholds data integrity, ensures confidentiality, and reinforces trust in the fairness and reliability of the assessment process.

**6. GOVERNANCE AND LEADERSHIP**

Effective governance and leadership are critical pillars in higher education satellite Center, ensuring accountability, transparency, and continuous improvement. Establishing measurable standards in this area provides a structured framework to evaluate how well an satellite Center is governed and how effectively its leadership performs in alignment with satellite Center goals. The standards outlined in this criterion are built on quantifiable indicators that assess leadership performance, strategic decision-making, and the responsible management of resources.







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**Evaluation Items**

Standard	1	2	3	4	5	Remarks
<b>6.1. Compliance of governance requirements of statutory bodies:</b> The assurance of organizational structure, governance practices, and systems are in compliance with mandatory requirements such as acts, establishment codes, rules and regulations from statutory bodies						
<b>6. 2. Availability of clear direction to the PSBU Satellite Center:</b> Availability of strategic plan and its' alignment with Higher Education Policy Framework and action plans for different levels of the PSBU Satellite Center. Availability of clearly stated mission, vision and goals.						
<b>6.3. Commitment of stakeholders:</b> Assurance of the support and commitment of stakeholders to move the PSBU Satellite Center towards vision, goals, objectives.						
<b>6.4. Availability of clearly defined procedures:</b> Availability of mechanisms and approval for procedures. Whether they facilitate the implementation and monitoring of all satellite Center policies and strategies, and actions plans. Procurement management system with transparency.						
<b>6.5. Transparency in governance:</b> Governance based on principles of transparency and internal and external auditing. Availability of information system (MIS) which is completed, updated and user-friendly. Ability to have access to the stakeholders.						
<b>6.6. Capabilities of faculty:</b> Availability of transparent procedure for recruits. Qualifications and experiences of staff. The Efforts taken to retain them and upgrade the skills. Periodical achievement of performance targets.						







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<b>6.7. Availability of performance appraisal system for faculty:</b> Availability of staff performance appraisal and management system. Well-defined roles, responsibilities, obligations and rights of staff Availability of well- defined work norms for all categories of staff and their adherence.						
<b>6.8. Availability of subject benchmark (SBS) statements:</b> Policy on the use of Subject Benchmark Statements (SBS). Adherence to Sri Lanka Qualifications Framework adherence to Sri Lanka Qualifications Framework (SLQF).						
<b>6.9. Policy framework for quality assurance:</b> Availability of policy and framework for quality assurance (QA). Well-functioning internal quality assurance cell. Availability of policy documents which promotes and rewards innovation in curriculum development. community engagement, and allocates resources accordingly.						
<b>6.10. Availability of disciplinary procedure:</b> Availability of transparent, fair disciplinary procedures. Relevant welfare schemes for all stakeholders of the PSBU Satellite Center. Welfare mechanisms for all stakeholders.						

**7. INFRASTRUCTURE AND FACILITIES**

Infrastructure facilities are critical components that support the effective delivery of academic programs and enhance the overall student and staff experience in Higher Education Satellite Center (HEIs). High-quality infrastructure ensures a conducive learning environment, promotes research and innovation, and contributes to satellite Center competitiveness and reputation.







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Evaluation Items

Standard	1	2	3	4	5	Remarks
<b>7.1.All students engaged in research activities must have equitable access to essential research infrastructure and physical spaces.</b> Research labs accessible at scheduled times, adequate seating, workstations, and study environments for independent and group research and reserved spaces for interdisciplinary and collaborative research.						
<b>7.2.Laboratories should be safe, well-equipped, and maintained to meet the needs of undergraduate research across disciplines.</b> Safety compliance (e.g., fire safety, chemical handling, first aid availability), Up-to-date equipment for relevant fields (e.g., social sciences labs, STEM labs) and scheduled training for proper equipment usage.						
<b>7.3.Students should have access to digital tools, software, and databases required for modern research.</b> Subscription to academic databases, Licensed research software, and high-speed internet access in all research areas.						
<b>7.4.Libraries must support research needs with current academic publications, e-resources, and guidance services.</b> Updated collection of journals, theses, and reference materials, access to e-books and digital repositories and research librarian assistance and referencing workshops.						
<b>7.5.Reliable ICT systems should support data collection, analysis, and virtual collaboration.</b> Computer labs with statistical and analytical software, video conferencing tools for virtual mentorship and presentations and cloud-based data storage solutions for research work.						







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<p><b>7.6.A periodic review and upgrade plan must be in place to ensure infrastructure relevance and usability.</b></p> <p>Annual audit of laboratory and digital resources, budget allocation for equipment replacement and tech upgrades and feedback mechanism from students and faculty regarding infrastructure.</p>							
<p><b>7.7.Infrastructure must be inclusive and support the participation of students with disabilities.</b></p> <p>Wheelchair-accessible research spaces, assistive technologies (e.g., screen readers, voice-to-text tools).and specialized training and support services.</p>							
<p><b>7.8.Innovation hubs, maker spaces, or incubation centers must be provided to foster creativity and experimentation.</b></p> <p>Availability of 3D printers, design software, or prototyping tools, dedicated spaces for student startups or innovation challenges and networking opportunities with industry and research mentors.</p>							

## 8. COMMUNITY ENGAGEMENT

Community engagement is an essential pillar of modern higher education and satellite Center development. It reflects an satellite Center's commitment to social responsibility, inclusivity, and the co-creation of knowledge and solutions that address real-world challenges. Effective community engagement fosters reciprocal relationships between academic satellite Center and the communities they serve, ensuring that teaching, research, and outreach activities are grounded in local relevance and global significance.

### Evaluation Items

Standard	1	2	3	4	5	Remarks
<p><b>8.1.Program Relevance and Objectives:</b></p> <p>Program Relevance and Objectives refer to the alignment of educational programs with the needs of students, employers, industry standards, and societal expectations. It ensures that the program's purpose, goals, and intended learning outcomes are clearly defined, appropriate, and responsive to current and future demands.</p>						







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<p><b>8.2.Use of Learning Resources and Facilities:</b> The Use of Learning Resources and Facilities standard ensures that educational programs are supported by adequate, accessible, and up-to date resources, such as libraries, laboratories, technology, and learning spaces. It emphasizes the importance of providing students and faculty with the tools, materials, and environment necessary for effective learning, research, and academic development.</p>						
<p><b>8.3.Assessment and Evaluation Methods:</b> Assessment and Evaluation Methods refer to the processes used to measure student learning, progress, and achievement of program outcomes. This standard ensures that assessments are valid, reliable, and aligned with the learning objectives.</p>						
<p><b>8.4.Student Feedback Mechanisms:</b> Student Feedback Mechanisms involve collecting and analyzing students' opinions and experiences regarding their academic programs, teaching quality, and learning environment. This standard ensures that satellite Center have structured systems in place to gather feedback through surveys, focus groups, or evaluations.</p>						
<p><b>8.5.Staff Qualifications and Competencies</b> Staff Qualifications and Competencies ensure that faculty and academic staff possess the necessary academic credentials, professional experience, and teaching abilities to effectively deliver the program. This emphasizes the importance of recruiting qualified personnel, providing professional development opportunities, and ensuring that staff competencies align with program goals and academic standards.</p>						








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<p><b>8.6. Research and Innovation Opportunities:</b> Research and Innovation Opportunities ensure that academic programs encourage and provide avenues for students and faculty to engage in research and innovation. This standard emphasizes fostering a research-oriented environment that supports creativity, critical thinking, and the application of knowledge.</p>						
<p><b>8.7. Graduate Attributes and Outcomes:</b> Graduate Attributes and Outcomes refer to the key knowledge, skills, and competencies that students are expected to acquire by the end of their academic programs. This ensures that the program is designed to produce graduates who are well-equipped to meet industry demands, societal needs, and contribute to personal and professional development.</p>						
<p><b>8.8. Student Support Services:</b> Student Support Services ensure that students have access to a range of resources and assistance to support their academic, personal, and professional development. This emphasizes the availability of services such as academic advising, counseling, career guidance, and learning support. Effective student support promotes student well-being, enhances learning outcomes, and contributes to overall success and retention throughout their academic journey.</p>						
<p><b>8.9. Academic Integrity and Ethics:</b> Academic Integrity and Ethics ensure that students and staff uphold the highest standards of honesty, fairness, and responsibility in all academic activities. This standard emphasizes the importance of preventing plagiarism, cheating, and other unethical practices, while promoting a culture of respect, transparency, and accountability.</p>						
<p><b>8.10. Continuous Curriculum Review and Improvement:</b> Continuous Curriculum Review and Improvement ensures that academic programs are regularly assessed and updated to remain relevant, effective, and aligned with industry trends, student needs, and academic</p>						





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advancements. This emphasizes the importance of ongoing feedback, data analysis, and stakeholder involvement in refining the curriculum to enhance learning outcomes, teaching methods, and program quality over time.						
<b>8.11. International Collaboration and Benchmarking:</b> International Collaboration and Benchmarking involve engaging with global satellite Center and comparing academic programs, practices, and standards against international best practices. This encourages satellite Center to participate in international networks, collaborations, and exchanges, promoting a global perspective in education.						
<b>8.12. Inclusiveness and Diversity in Academic Programs:</b> Inclusiveness and Diversity in Academic Programs ensure that educational offerings are accessible, equitable, and supportive of students from diverse backgrounds. This standard promotes the integration of inclusive teaching practices, diverse perspectives, and equal opportunities for all students, regardless of their gender, ethnicity, socio-economic status, or ability						

**9. EMPLOYABILITY AND CAREER DEVELOPMENT**

Standard	1	2	3	4	5	Remarks
<b>9.1. Satellite Center promotes career readiness through curriculum integration.</b> The satellite Center ensures employability skills (such as communication, critical thinking, teamwork, and problem-solving) are embedded within academic programs, allowing students to develop capabilities aligned with labor market needs.						







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<p><b>9.2. Establishment of a Career Guidance and Counseling Unit.</b> The satellite Center maintains a functional, student-centered career guidance unit that provides counseling, job placement support, and career development workshops, ensuring students are prepared for employment pathways.</p>						
<p><b>9.3.Partnerships with industry and employers for career development.</b> The satellite Center cultivates and maintains collaborative relationships with industry partners to facilitate internships, job placements, and real-world exposure, thus enhancing graduate employability.</p>						
<p><b>9.4.Satellite Center provides training in soft skills and employability competencies.</b> Students are provided structured training in essential employability and life skills including CV writing, interviewing, leadership, adaptability, and digital literacy.</p>						
<p><b>9.5.Alumni engagement in employability enhancement.</b> The satellite Center actively engages alumni to mentor students, deliver career talks, offer job referrals, and collaborate in career development initiatives.</p>						
<p><b>9.6.Tracking of graduate employment outcomes.</b> The satellite Center systematically collects and analyzes data on graduate employment to inform quality improvement and align programs with labor market needs.</p>						
<p><b>9.7.Organizing career fairs, employer visits, and job placement events</b> The satellite Center hosts job fairs, company visits, and recruitment events that connect students with potential employers and expose them to diverse career paths.</p>						







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<b>9.8.Support for entrepreneurship and self-employment initiatives</b> The satellite Center encourages and supports students who aim to become entrepreneurs through specialized training, mentorship, incubation, and funding opportunities.						
<b>9.9.Career development incorporated into student orientation and progression</b> Career guidance is integrated from the first year and continues through academic progression, ensuring students make informed career choices.						
<b>9.10. Continuous review and improvement of employability initiatives</b> The satellite Center ensures that all career development programs and services are regularly evaluated and improved based on feedback from students, employers, and staff.						

10. CONTINUOUS IMPROVEMENTS

Evaluating standards for continuous improvement in higher education satellite Center is crucial for ensuring academic quality, operational efficiency, and student success. Continuous improvement involves creating a cycle of regular evaluation, feedback, and iterative enhancements based on data-driven insights.

Evaluation Items

Standard	1	2	3	4	5	Remarks
<b>10.1 Academic Program Quality</b>						
<b>10.1.1 Curriculum Design and Review:</b> Ensure that curricula remain current, relevant, and aligned with industry standards, national frameworks, and evolving trends in the field of study.						
<b>10.1.2 Student Learning Outcomes (SLOs):</b> Regular assessment of SLOs through examinations, assignments, and practical						







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applications provides insight into the effectiveness of teaching.						
<b>10.1.3 Accreditation and External Review:</b> The satellite Center should engage in regular self-assessments, audits, and external reviews.						
<b>10.2 Teaching and Learning Effectiveness</b>						
<b>10.2.1 Faculty Development:</b> Continuous professional development programs for faculty are critical for keeping educators updated on best practices, innovative teaching methods, and the use of technology in the classroom.						
<b>10.2.2 Student Support Services:</b> This includes tutoring, career counseling, academic advising, and mental health services, all of which play a role in fostering student engagement and success.						
<b>10.2.3 Engagement and Interaction:</b> Evaluate faculty-student engagement strategies, including the use of active learning, collaborative projects, and learning technologies (such as learning management systems).						
<b>10.3 Satellite Center Leadership and Governance</b>						
<b>10.3.1 Strategic Planning:</b> The strategic plan should include measurable objectives that drive satellite Center continuous improvement.						
<b>10.3.2 Leadership Accountability:</b> Leadership should be accountable for making decisions on time that align with the satellite Center's goals.						







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<b>10.3.3 Data-Informed Decision Making:</b> The satellite Center should collect, analyze, and use satellite Center data (e.g., student success rates, retention rates, employment outcomes) to guide decision-making processes and improvement initiatives.						
<b>10.4 Student Success and Retention</b>						
<b>10.4.1 Retention and Graduation Rates:</b> Identify factors contributing to dropout rates and develop interventions such as tutoring, mentorship programs, or redesigned first-year experiences.						
<b>10.4.2 Assessment of Student Experiences:</b> Collect feedback from students regarding their academic and extracurricular experiences. Surveys, focus groups, and interviews can help identify areas for continuous improvement.						
<b>10.4.3 Diversity and Inclusion:</b> Evaluate the effectiveness of policies and practices promoting diversity, equity, and inclusion. This can include tracking enrollment, retention, and success rates for historically underrepresented groups.						
<b>10.5 Continuous Feedback Mechanisms</b>						
<b>10.5.1 Surveys and Stakeholder Feedback:</b> Regular surveys from students, alumni, faculty, staff, and employers can provide valuable insights into satellite Center performance and areas for improvement.						
<b>10.5.2 Benchmarking:</b> Use comparative data from peer satellite Center or national trends to benchmark performance. Identifying gaps relative to similar satellite Center can help highlight areas for improvement and innovation.						
<b>10.6 Resource Allocation and Efficiency</b>						
<b>10.6.1 Financial Health:</b>						







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Evaluate the financial sustainability of the satellite Center by assessing budget allocations, funding sources, and financial planning. Efficient use of resources should align with the goals of enhancing student experience and academic quality.						
<b>10.6.2 Technology Integration:</b> Regularly assess the satellite Center's technology infrastructure, including online learning platforms, administrative systems, and research tools, ensuring they are up-to-date and effective in supporting teaching, learning, and operations.						
<b>10.6.3 Facilities Management:</b> Periodic reviews of physical facilities (classrooms, libraries, laboratories, etc.) and technology infrastructure help ensure they support a conducive learning environment.						
<b>10.7 Satellite Center Culture and Climate</b>						
<b>10.7.1 Feedback and Communication:</b> Foster a culture of transparency, open communication, and continuous feedback among all stakeholders. Regular feedback sessions can help build a strong culture of improvement.						
<b>10.7.2 Staff Engagement and Satisfaction:</b> Continuous evaluation of the engagement levels of faculty, staff, and administrators.						
<b>10.7.3 Change Management:</b> Establish processes to manage and communicate satellite Center changes effectively to all stakeholders, ensuring that changes are embraced and implemented smoothly.						
<b>10.8 Sustainability and Social Responsibility</b>						
<b>10.8.1 Environmental Sustainability:</b> Implement programs and policies that promote sustainability, such as energy-saving initiatives, sustainable waste management, and green campus initiatives.						







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<b>10.8.2 Community Engagement:</b> Satellite Center should engage with local and global communities through service learning, partnerships with industry, and community outreach programs. This enhances the satellite Center's relevance and social responsibility.						
<b>10.9 Innovation and Adaptation</b>						
<b>10.9.1 Innovation in Teaching and Learning:</b> Encourage faculty and staff to explore and adopt innovative pedagogies and technologies that enhance learning, such as flipped classrooms, blended learning, and virtual simulations.						
<b>10.9.2 Adaptive Governance:</b> Satellite Center must stay adaptable, responding to changes in society, technology, and policy to remain relevant in a rapidly evolving educational landscape.						
<b>10.10 External Collaboration and Partnerships</b>						
<b>10.10.1 Industry Partnerships:</b> Collaborations with businesses, government agencies, and research satellite Center help align academic programs with the needs of the job market and foster research opportunities.						
<b>10.10.2 International Collaboration:</b> International exchange programs, joint degrees, and research collaborations can enrich the satellite Center's offerings and provide students with global perspectives.						







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## ANNEXURES EVIDENCE FOR EVALUATION

### EVICENCE 01: ACADEMIC STANDARDS

Standard	Evidence
<p><b>1.1. Program Relevance and Objectives:</b></p> <p>Program Relevance and Objectives refer to the alignment of educational programs with the needs of students, employers, industry standards, and societal expectations. It ensures that the program's purpose, goals, and intended learning outcomes are clearly defined, appropriate, and responsive to current and future demands</p>	<ul style="list-style-type: none"> <li>• Program Specification (with clearly stated objectives)</li> <li>• Curriculum Mapping Matrix (Program Objectives vs. Course Outcomes)</li> <li>• Labor Market/Needs Assessment Report</li> <li>• Stakeholder Feedback Reports (industry, alumni, students)</li> <li>• Minutes of Curriculum Review Committee Meetings</li> <li>• Benchmarking Report (comparison with similar national/international programs)</li> <li>• Graduate Tracer Study Reports</li> <li>• Employer Feedback Reports</li> <li>• National Qualifications Framework (NVQ) Alignment Document</li> <li>• Approval Letters from Academic Board / Senate</li> </ul>
<p><b>1.2. Alignment with SLQF Level Descriptors:</b></p> <p>Programs are structured according to the Sri Lanka Qualifications Framework (SLQF) standards. They involve mapping program outcomes, content, and assessment methods to the appropriate SLQF level, ensuring consistency in qualification titles, credit values, and competencies</p>	<ul style="list-style-type: none"> <li>• SLQF Mapping Document for the Program</li> <li>• Curriculum Mapping Matrix (Course Outcomes vs SLQF Descriptors)</li> <li>• Program Specification aligned with relevant SLQF level</li> <li>• Course Specifications showing Level Appropriateness</li> <li>• Assessment Mapping against SLQF Cognitive Levels</li> <li>• Internal Review Report on SLQF Compliance</li> <li>• Minutes of Curriculum Committee Meetings (on SLQF alignment)</li> <li>• External Reviewer Reports (on SLQF alignment)</li> <li>• Graduate Profile Document (linked to SLQF outcomes)</li> </ul>







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	<ul style="list-style-type: none"> <li>SLQF Training/Orientation Records for Academic Staff</li> </ul>
<p><b>1.3. Curriculum Design and Development Process:</b></p> <p>The Curriculum Design and Development Process involves the systematic planning, structuring, and updating of academic programs to ensure relevance, coherence, and quality. It includes defining learning outcomes, selecting appropriate content, designing assessment methods, and incorporating feedback from stakeholders.</p>	<ul style="list-style-type: none"> <li>Program Specification (incl. ILOs, structure, credits)</li> <li>Curriculum Development Policy</li> <li>Needs Assessment Report / Market Survey</li> <li>Curriculum Mapping Matrix (ILOs vs. Courses)</li> <li>Benchmarking Report (against similar national/international programs)</li> <li>Minutes of Curriculum Committee Meetings</li> <li>Stakeholder feedback reports (industry, alumni, students)</li> <li>Approval letters from Academic Board / Senate</li> </ul>
<p><b>1.4. Teaching and Learning Strategies:</b></p> <p>Teaching and Learning Strategies refer to the methods and approaches used to facilitate effective student learning. It emphasizes the use of innovative, interactive, and inclusive pedagogical practices that cater to different learning styles and promote active engagement, critical thinking, and the development of practical skills.</p>	<ul style="list-style-type: none"> <li>Teaching and Learning Policy</li> <li>Course Specifications with ILOs and Teaching Methods</li> <li>Lesson Plans / Weekly Teaching Plans</li> <li>Teaching and Learning Strategy Matrix</li> <li>LMS Usage Report / E-learning Logs</li> <li>Staff Training Records on Pedagogical Methods</li> <li>Student Feedback Reports on Teaching</li> <li>Peer Review of Teaching Reports</li> <li>Sample Teaching Materials</li> <li>Action Taken Reports Based on Feedback</li> </ul>
<p><b>1.5. Use of Learning Resources and Facilities:</b></p> <p>The Use of Learning Resources and Facilities standard ensures that educational programs are supported by adequate, accessible, and up-to-date resources, such as libraries, laboratories, technology, and learning spaces. It emphasizes the importance of providing students and faculty with the tools, materials, and environment</p>	<ul style="list-style-type: none"> <li>Inventory of Learning Resources (Library books, e-resources, software, etc.)</li> <li>Library Usage Statistics / Reports</li> <li>ICT Facilities Report (Labs, internet, learning platforms)</li> <li>Student Access Logs to LMS / E-library</li> <li>Policy on Learning Resources and Infrastructure Development</li> <li>Feedback Reports from Students on Learning Resources and Facilities</li> <li>Maintenance and Upgrade Logs for Learning Facilities</li> </ul>







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<p>necessary for effective learning, research, and academic development.</p>	<ul style="list-style-type: none"> <li>• Timetables for Use of Laboratories / Resource Centers</li> <li>• MOUs with External Resource Providers (e.g., online databases, training labs)</li> <li>• Reports on Orientation/Training Sessions for Students on Resource Usage</li> </ul>
<p><b>1.6.Assessment and Evaluation Methods:</b></p> <p>Assessment and Evaluation Methods refer to the processes used to measure student learning, progress, and achievement of program outcomes. This standard ensures that assessments are valid, reliable, and aligned with the learning objectives.</p>	<ul style="list-style-type: none"> <li>• Assessment Policy and Procedures</li> <li>• Course Assessment Plans (with methods and weightages)</li> <li>• Sample Question Papers and Assignments</li> <li>• Marking Schemes / Rubrics</li> <li>• Internal and External Moderation Reports</li> <li>• Samples of Marked Answer Scripts with Feedback</li> <li>• Board of Examiners' Meeting Minutes</li> <li>• Grade Distribution Reports</li> <li>• Plagiarism Policy and Turnitin/Similarity Reports</li> <li>• Student Feedback Reports on Assessment Methods</li> </ul>
<p><b>1.7.Student Feedback Mechanisms:</b></p> <p>Student Feedback Mechanisms involve collecting and analyzing students' opinions and experiences regarding their academic programs, teaching quality, and learning environment. This standard ensures that satellite Center have structured systems in place to gather feedback through surveys, focus groups, or evaluations.</p>	<ul style="list-style-type: none"> <li>• Student Feedback Policy and Guidelines</li> <li>• Standardized Feedback Forms / Survey Instruments</li> <li>• Completed Feedback Reports (Course, Program, Teaching)</li> <li>• Analysis and Summary Reports of Student Feedback</li> <li>• Action Taken Reports based on Feedback</li> <li>• Meeting Minutes Discussing Student Feedback Outcomes</li> <li>• Feedback Collection Schedule / Calendar</li> <li>• Feedback from Graduating Students / Exit Surveys</li> <li>• Online Feedback System Reports (if applicable)</li> <li>• Communication Records of Feedback Results to Students</li> </ul>







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<p><b>1.8. Staff Qualifications and Competencies:</b></p> <p>Staff Qualifications and Competencies ensure that faculty and academic staff possess the necessary academic credentials, professional experience, and teaching abilities to effectively deliver the program. This emphasizes the importance of recruiting qualified personnel, providing professional development opportunities, and ensuring that staff competencies align with program goals and academic standards.</p>	<ul style="list-style-type: none"> <li>• Staff Profiles / Curriculum Vitae (CVs)</li> <li>• Certified Copies of Academic and Professional Qualifications</li> <li>• Staff Recruitment and Selection Policy</li> <li>• Appointment Letters and Contracts</li> <li>• Academic Staff Workload Allocation Documents</li> <li>• Records of Staff Training and Development (CPD)</li> <li>• Peer Review and Classroom Observation Reports</li> <li>• Staff Performance Appraisal Reports</li> <li>• List of Publications / Research Contributions</li> <li>• Professional Memberships and Industry Engagement Records</li> </ul>
<p><b>1.9. Research and Innovation Opportunities:</b></p> <p>Research and Innovation Opportunities ensure that academic programs encourage and provide avenues for students and faculty to engage in research and innovation. This standard emphasizes fostering a research-oriented environment that supports creativity, critical thinking, and the application of knowledge.</p>	<ul style="list-style-type: none"> <li>• Research Policy and Strategy Document</li> <li>• List of Research Projects (ongoing/completed)</li> <li>• Research Funding and Grant Application Records</li> <li>• Research Output (Publications, Conference Papers, Patents)</li> <li>• Research Collaboration Agreements / MOUs</li> <li>• Research Performance and Impact Reports</li> <li>• Research Seminar/Workshop/Event Records</li> <li>• Staff Participation in Research and Innovation Activities</li> <li>• Student Research Opportunities and Outcomes (theses, projects)</li> <li>• Innovation and Commercialization Initiatives (spin-offs, patents)</li> </ul>
<p><b>1.10. Graduate Attributes and Outcomes:</b></p> <p>Graduate Attributes and Outcomes refer to the key knowledge, skills, and competencies that students are expected to acquire by the end of their academic programs. This ensures that the program is</p>	<ul style="list-style-type: none"> <li>• Graduate Attributes Document</li> <li>• Program Specifications with Graduate Outcome Alignment</li> <li>• Mapping of Program Learning Outcomes to Graduate Attributes</li> <li>• Employer Feedback on Graduate Competencies</li> <li>• Graduate Tracer Study Reports</li> <li>• Alumni Feedback Surveys</li> </ul>







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<p>designed to produce graduates who are well-equipped to meet industry demands, societal needs, and contribute to personal and professional development.</p>	<ul style="list-style-type: none"> <li>• Graduate Success / Employability Statistics</li> <li>• Industry Collaboration and Internship Reports</li> <li>• Student Capstone Projects / Thesis Outcomes</li> <li>• Accreditation and Benchmarking Reports (with reference to graduate outcomes)</li> </ul>
<p><b>1.11. Student Support Services:</b></p> <p>Student Support Services ensure that students have access to a range of resources and assistance to support their academic, personal, and professional development. This emphasizes the availability of services such as academic advising, counseling, career guidance, and learning support. Effective student support promotes student well-being, enhances learning outcomes, and contributes to overall success and retention throughout their academic journey.</p>	<ul style="list-style-type: none"> <li>• Student Support Services Policy and Guidelines</li> <li>• List of Available Support Services (counseling, academic advising, career services, etc.)</li> <li>• Orientation Program Materials for New Students</li> <li>• Records of Counseling and Academic Support Sessions</li> <li>• Student Satisfaction Survey Reports on Support Services</li> <li>• Career Services Reports (job placements, internships, career fairs)</li> <li>• Disability Support and Accessibility Services Documentation</li> <li>• Health and Wellbeing Services Records</li> <li>• Peer Mentoring / Tutoring Program Documentation</li> <li>• Feedback and Action Taken Reports from Student Support Services</li> </ul>





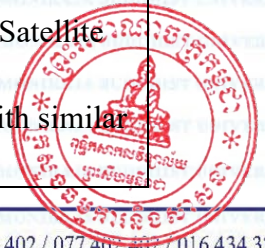


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<p><b>1.12. Academic Integrity and Ethics:</b></p> <p>Academic Integrity and Ethics ensure that students and staff uphold the highest standards of honesty, fairness, and responsibility in all academic activities. This standard emphasizes the importance of preventing plagiarism, cheating, and other unethical practices, while promoting a culture of respect, transparency, and accountability.</p>	<ul style="list-style-type: none"> <li>• Academic Integrity and Ethics Policy</li> <li>• Plagiarism Detection Reports (e.g., Turnitin, Copyscape)</li> <li>• Code of Conduct for Students and Staff</li> <li>• Awareness and Training Materials on Academic Integrity</li> <li>• Student and Staff Declaration Forms on Integrity</li> <li>• Academic Misconduct Incident Reports and Resolutions</li> <li>• Reports on Academic Integrity Workshops or Seminars</li> <li>• Procedures for Handling Plagiarism and Cheating</li> <li>• Records of Disciplinary Actions Taken for Violations</li> <li>• Satellite Center Accreditation/Certification Reports (with emphasis on ethics)</li> </ul>
<p><b>1.13. Continuous Curriculum Review and Improvement:</b></p> <p>Continuous Curriculum Review and Improvement ensures that academic programs are regularly assessed and updated to remain relevant, effective, and aligned with industry trends, student needs, and academic advancements. This emphasizes the importance of ongoing feedback, data analysis, and stakeholder involvement in refining the curriculum to enhance learning outcomes, teaching methods, and program quality over time.</p>	<ul style="list-style-type: none"> <li>• Curriculum Review Policy and Procedures</li> <li>• Annual or Bi-annual Curriculum Review Reports</li> <li>• Minutes of Curriculum Review Committee Meetings</li> <li>• Feedback from Stakeholders (students, alumni, industry) on Curriculum</li> <li>• External Examiner Reports on Curriculum</li> <li>• Program Learning Outcome Mapping to Industry Standards</li> <li>• Action Plans for Curriculum Improvements</li> <li>• Documentation of Changes Made Post-Review</li> <li>• Benchmarking Reports (comparing with national/international programs)</li> <li>• Evidence of Ongoing Staff Engagement in Curriculum Development (workshops, training)</li> </ul>
<p><b>1.14. International Collaboration and Benchmarking:</b></p> <p>International Collaboration and Benchmarking involve engaging</p>	<ul style="list-style-type: none"> <li>• International Collaboration Agreements / MOUs</li> <li>• Partnership Reports with International Satellite Center</li> <li>• Benchmarking Reports (comparison with similar international programs)</li> </ul>







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with global satellite Center and comparing academic programs, practices, and standards against international best practices. This encourages satellite Center to participate in international networks, collaborations, and exchanges, promoting a global perspective in education.	<ul style="list-style-type: none"> <li>• Participation in International Conferences and Networks</li> <li>• Collaborative Research and Joint Publications</li> <li>• Records of Student and Staff Exchange Programs</li> <li>• Accreditation or Recognition from International Bodies</li> <li>• International Internship or Placement Records</li> <li>• International Student Feedback Reports</li> <li>• Curriculum Alignment Documents (with international standards or frameworks)</li> </ul>
<p><b>1.15. Inclusiveness and Diversity in Academic Programs:</b></p> <p>Inclusiveness and Diversity in Academic Programs ensure that educational offerings are accessible, equitable, and supportive of students from diverse backgrounds. This standard promotes the integration of inclusive teaching practices, diverse perspectives, and equal opportunities for all students, regardless of their gender, ethnicity, socio-economic status, or ability</p>	<ul style="list-style-type: none"> <li>• Inclusiveness and Diversity Policy</li> <li>• Diversity and Inclusion Strategy Document</li> <li>• Enrollment and Demographic Reports of Diverse Student Populations</li> <li>• Curriculum Design Guidelines with a Focus on Inclusiveness</li> <li>• Evidence of Adaptations for Students with Disabilities (e.g., accessible materials)</li> <li>• Records of Diversity Training for Faculty and Staff</li> <li>• Student Support Programs for Diverse Groups (e.g., scholarships, mentorships)</li> <li>• Feedback Reports from Diverse Student Groups</li> <li>• Documentation of Cultural Awareness and Sensitivity Activities</li> <li>• Reports on Inclusive Pedagogical Practices and Student Engagement</li> </ul>

**EVIDENCE 02: TEACHING AND LEARNING**

Standards	Evidence
<p><b>2.1.</b>The Higher Education Satellite Center adopts Teaching and Learning Strategies and Plan based on Satellite Center's curriculum requirements: Teaching and learning strategies are</p>	<ul style="list-style-type: none"> <li>• Strategic Management Plan, student Handbook, Teaching learning plans of programs, Records of attendance and delivery of lectures/ tutorials/practical's,</li> </ul>







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aligned to the satellite Center vision and mission. Development of curriculum based on Strategic Plan	Students' log books/ portfolios; Minutes of Academic syndicate.
<b>2.2.</b> Teaching and learning methods: Student-Centered Teaching and Learning –HEI has taken appropriate methods to accommodate both teacher-centered and student-centered teaching and learning in academic programs	<ul style="list-style-type: none"> <li>Teaching and learning materials and methods developed/adopted (e.g. print and ICT-based material); student feedback; peer observations. <ul style="list-style-type: none"> <li>Academic Time table</li> <li>Academic Calendar</li> <li>Course Outline</li> </ul> </li> </ul>
<b>2.3.</b> Professionalisms and Ethics (Policy on benchmarking): HEI must consistently demonstrate high standards of professional behavior and ethical conduct in accordance with HEI policies and satellite Center codes, using benchmarking practices to evaluate and enhance ethical and professional standards.	<ul style="list-style-type: none"> <li>Ethics or professionalism-focused policies or staff handbooks.</li> <li>Minutes from staff meetings discussing professional or ethical standards.</li> <li>Evidence of satellite Center benchmarking exercises comparing ethics policies with national frameworks.</li> </ul>
<b>2.4.</b> Availability and equitable access for resources to staff and students especially Technology: Ensuring all students and staff have access to high-quality technology for teaching and learning.	<ul style="list-style-type: none"> <li>Inventory of learning resources/tools; evidence of induction programs; records on the use of learning resources by students and staff; Laboratory Facilities including Computer Lab, WIFI Facilities.</li> </ul>
<b>2.5.</b> Innovative pedagogy and ICT-based learning tools HEI must integrate innovative pedagogical approaches and ICT (Information and Communication Technology) tools to enhance student engagement, personalize learning in alignment with curriculum goals and digital competency frameworks.	<ul style="list-style-type: none"> <li>Program and course specifications; samples of teaching and training materials and methods developed/adopted, digital tools, ICT policy, student feedback; peer observations.</li> </ul>
<b>2.6.</b> Opportunities for form peer study group:	<ul style="list-style-type: none"> <li>Evidence of presence of peer study groups; student achievement surveys.</li> </ul>







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<p>HEI shall create, encourage, and support structured opportunities for students to form and engage in peer study groups, promoting collaborative learning, academic support, and the development of interpersonal and critical thinking skills.</p>	<p>data; student satisfaction data. Course syllabi, Newsletter, Social Media Posts, MLM forum for study group creation</p>
<p><b>2.7.</b>Assessment methods to teaching learning strategy: Assessment methods must be purposefully designed to align with instructional strategies and learning objectives, ensuring that they accurately measure student understanding, support diverse learning styles, and guide instructional improvement.</p>	<ul style="list-style-type: none"> <li>• Approved policy and mechanism on curriculum design; Senate/curriculum development committee documents; evidence of assessments integrated to teaching and learning; sample assessment papers; external assessors' and moderators' reports.</li> </ul>
<p><b>2.8.</b>Peer and student feedback for teaching and learning: HEI must systematically collect, reflect upon, and respond to feedback from students and peers to enhance the effectiveness of teaching practices, improve learning outcomes, and foster a culture of continuous professional growth.</p>	<ul style="list-style-type: none"> <li>• Records and reports on student feedback; records on feedback provided to teachers based on student feedback/peer observation reports.</li> <li>• Feedback analysis report</li> </ul>
<p><b>2.9.</b>Recognizes the value of creative and innovative approaches in teaching: Academics value, apply, and continuously explore creative and innovative teaching approaches to foster deeper student engagement, critical thinking, and adaptable learning in diverse educational contexts.</p>	<ul style="list-style-type: none"> <li>• Policy documents on incentives/rewards/awards for recognition of innovative teaching to encourage creativity; records of evaluation mechanisms applied; records of staff receiving such awards.</li> </ul>
<p><b>2.10.</b> Teaching and learning strategy with integration of research: Teachers engage students in research as part of the teaching and learning strategy and encourage / support the students to</p>	<ul style="list-style-type: none"> <li>• Research output of staff and student in relation to their course:</li> <li>• Conference Proceedings as evidence of Staff and student research paper presentation.</li> </ul>







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publish their research giving due credit to the student.

- Number of Paper published in Refereed and Indexed Journals.

**EVIDENCE 03: STUDENT SUPPORT SERVICES**

Standards	Evidence
<b>3.1. Accessibility for Student Services</b>	
<b>3.1.1 Comprehensive Offerings</b>	<ul style="list-style-type: none"> <li>• Service Directory.</li> <li>• Catalog of Support Services.</li> <li>• Annual Reports.</li> <li>• Organization Charts.</li> <li>• Promotional Materials.</li> </ul>
<b>3.1.2 Clarity and Transparency</b>	<ul style="list-style-type: none"> <li>• Student Handbooks.</li> <li>• Orientation Materials.</li> <li>• Website sections on student services.</li> <li>• Mobile app interface for student services.</li> <li>• Brochures, Pamphlets, and FAQs.</li> <li>• Information Kiosks.</li> </ul>
<b>3.1.3 Physical and Digital Accessibility</b>	<ul style="list-style-type: none"> <li>• Facility Audit Reports.</li> <li>• Documentation of available assistive technologies.</li> <li>• Website accessibility compliance certifications.</li> <li>• Maps showing service locations with accessibility features.</li> <li>• Documentation of off-campus service options.</li> <li>• Portal Screenshots.</li> <li>• Disability Access Policy.</li> </ul>







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<b>3.1.4 Resource Adequacy</b>	<ul style="list-style-type: none"> <li>• Staff-to-student ratios for each service area.</li> <li>• Budget allocations for student services.</li> <li>• Inventory of facilities dedicated to student services.</li> <li>• Inventory of technology resources.</li> </ul>
<b>3.2. Quality of Advising and Guidance</b>	
<b>3.2.1 Qualified Personnel</b>	<ul style="list-style-type: none"> <li>• Staff qualification records.</li> <li>• Professional certification documentation.</li> <li>• Training program curricula.</li> <li>• Performance evaluation data.</li> </ul>
<b>3.2.2 Individualized Support</b>	<ul style="list-style-type: none"> <li>• Sample Advising Plans.</li> <li>• Case Management Protocols.</li> <li>• Student Needs Assessment Tools.</li> <li>• Personalized Education Plans.</li> <li>• Documentation of counseling approaches.</li> </ul>
<b>3.2.3 Proactive Outreach</b>	<ul style="list-style-type: none"> <li>• Communication calendars and templates.</li> <li>• Documentation of intervention strategies.</li> <li>• Retention program descriptions.</li> <li>• Outreach campaign metrics.</li> </ul>
<b>3.2.4 Integrated Approach</b>	<ul style="list-style-type: none"> <li>• Cross-departmental meeting minutes.</li> <li>• Referral process documentation.</li> <li>• Shared case management systems.</li> <li>• Documentation of joint programming initiatives.</li> <li>• Information sharing protocols.</li> </ul>







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**3.3. Student Engagement and Personal Development**

**3.3.1 Variety of Activities**

- List of registered student organizations.
- Calendar of events and activities.
- Participation data across different activities.
- Program descriptions for leadership initiatives.
- Photographs and documentation of events.

**3.3.2 Leadership and Skill-building**

- Learning outcomes for co-curricular programs.
- Skills development workshop curricula.
- Student leadership training materials.
- Competency frameworks.
- Assessment data on skill development.

**3.3.3 Recognition and Support**

- Budget allocation for student initiatives.
- Documentation of award ceremonies.
- Grant programs for student projects.
- Mentorship program descriptions.
- Documentation of recognition systems.

**3.4. Equity, Well-being, and Friendly Environment**

**3.4.1 Inclusive Practices**

- Equity and inclusion policy documents.
- Diversity statistics of service utilization.
- Accommodation procedures.
- Records of cultural competency training.
- International student support program descriptions.

**3.4.2 Safety and Security**

- Safety protocols and emergency response plans.
- Security staff training records.
- Incident reporting procedures.
- Campus safety audit reports.
- Documentation of emergency alert communication systems.
- CCTV layout plans.







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<b>3.4.3 Health and Wellness</b>	<ul style="list-style-type: none"> <li>• Health center usage statistics.</li> <li>• Inventory of mental health resources.</li> <li>• Wellness program descriptions.</li> <li>• Healthcare provider credentials.</li> <li>• Peer support training materials.</li> </ul>
<b>3.4.4 Zero Tolerance for Harassment</b>	<ul style="list-style-type: none"> <li>• Anti-harassment policies.</li> <li>• Documentation of reporting mechanisms.</li> <li>• Case resolution timelines and procedures.</li> <li>• Training materials on harassment prevention.</li> <li>• Confidentiality protocols.</li> <li>• Grievance procedure documents.</li> <li>• Awareness campaign materials.</li> </ul>
<b>3.5. Continuous Improvement and Student Feedback</b>	
<b>3.5.1 Regular Feedback Mechanisms</b>	<ul style="list-style-type: none"> <li>• Student satisfaction survey instruments.</li> <li>• Focus group protocols and summaries.</li> <li>• Suggestion box logs.</li> <li>• Feedback collection schedule.</li> <li>• Alumni feedback mechanisms.</li> </ul>
<b>3.5.2 Data Analysis and Action</b>	<ul style="list-style-type: none"> <li>• Service utilization reports.</li> <li>• Trend analysis documents.</li> <li>• Action plans based on feedback.</li> <li>• Meeting minutes discussing improvement initiatives.</li> <li>• Data dashboards.</li> </ul>







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<b>3.5.3 Transparent Communication</b>	<ul style="list-style-type: none"> <li>Communications to students about service changes.</li> <li>Documentation of feedback loop closure (e.g., how feedback was acted upon).</li> <li>Annual reports highlighting improvements.</li> <li>Presentations to student forums.</li> <li>Emails or newsletters detailing actions taken from feedback.</li> <li>Policy updates reflecting student input.</li> </ul>
<b>3.5.4 Benchmarking</b>	<ul style="list-style-type: none"> <li>Peer satellite Center comparison data.</li> <li>Accreditation self-study documents.</li> <li>Documentation of alignment with industry standards.</li> <li>External review reports.</li> <li>Improvement plans based on benchmarking.</li> </ul>

**EVIDENCE 04: RESEARCH AND INNOVATION**

<b>Standard</b>	<b>Evidence</b>
<b>4.1. Satellite Center Recognition and Support for Undergraduate Research:</b> acknowledges undergraduate research and innovation as a key component of academic development	<ul style="list-style-type: none"> <li>Inclusion of undergraduate research in the Satellite Center strategic plan and policies.</li> <li>Availability of dedicated research facilities and laboratories for undergraduate students.</li> <li>Satellite Center partnerships with industry, research centers, and innovation hubs.</li> <li>Presence of undergraduate research offices or committees to oversee student research activities.</li> </ul>
<b>4.2. Established Guidelines and Regulations:</b> clear policies and regulations that define the structure, ethics, and expectations	<ul style="list-style-type: none"> <li>Published undergraduate research policies and handbooks.</li> <li>Ensure that research is embedded into coursework, with opportunities for students to engage in independent studies.</li> <li>Encourage capstone projects, thesis requirements, and research-based assignments as part of the academic curriculum.</li> </ul>





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	<ul style="list-style-type: none"> <li>Satellite Center by-laws and subject-specific guidelines for student research.</li> <li>Research ethics and compliance frameworks for student-led projects.</li> <li>Mechanisms for disseminating research findings through satellite Center websites, journals, or research showcases.</li> </ul>
<b>4.3. Availability of Research Training and Mentorship:</b> structured support for developing students' research skills through training, mentorship, and faculty guidance.	<ul style="list-style-type: none"> <li>Conduct training schedules on project preparation and academic writing to improve research quality.</li> <li>Organize workshops on ethical research practices, data analysis, and publishing research papers.</li> <li>Regular training sessions and workshops on research methodology, project writing, and publishing.</li> <li>Mentorship programs pairing students with satellite Center researchers or industry professionals.</li> <li>Access to research proposal development support and funding guidance.</li> <li>Availability of writing centers and research consultancy services for students.</li> </ul>
<b>4.4. Transparent Selection and Research Opportunities:</b> clear policies and procedures to address academic misconduct, including plagiarism, cheating, fabrication, and falsification of academic work.	<ul style="list-style-type: none"> <li>Clear criteria for selecting students for research projects, grants, or innovation programs.</li> <li>Official records of student participation in research projects, innovation programs, or internships.</li> <li>Documentation of research funding, scholarships, and grants awarded to undergraduate students.</li> <li>Inclusion of research experience in student transcripts or graduation requirements.</li> </ul>







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<p><b>4.5. Research Culture, Innovation Excellence, and Recognition:</b> actively mentor undergraduates in research projects, with satellite Center support for training and workload management</p>	<ul style="list-style-type: none"> <li>• Satellite Center policies for research incentives, awards, and grants.</li> <li>• Records of student-led research publications, conference presentations, and innovation patents.</li> <li>• Hosting of undergraduate research symposiums, innovation fairs, or competitions.</li> <li>• Formal recognition through certificates, research scholarships, or industry collaborations.</li> </ul>
<p><b>4.6. Research Infrastructure and Facilities Standard:</b> access to essential research facilities, ensuring students have the resources to conduct quality research.</p>	<ul style="list-style-type: none"> <li>• Inventory of available research labs, libraries, and digital resources.</li> <li>• Dedicated undergraduate research spaces and study areas.</li> <li>• Satellite Center policies on access to computing resources and research software.</li> </ul>
<p><b>4.7. Recognition and Incentives:</b> A structured rewards system should recognize o research contributions facilitating presentations, conferences, and publications</p>	<ul style="list-style-type: none"> <li>• University policies on undergraduate research publication and dissemination.</li> <li>• Student participation in research conferences and seminars.</li> <li>• Evidence of financial, editorial, and academic support for student research publication.</li> <li>• Records of published undergraduate research papers.</li> <li>• Student feedback on research support services.</li> </ul>
<p><b>4.8. Ethical and Responsible Research Conduct:</b> enforce ethical guidelines and proper attribution of intellectual contributions.</p>	<ul style="list-style-type: none"> <li>• Research ethics policies, including plagiarism prevention measures.</li> <li>• Satellite Center Review Board (IRB) approval records for human/animal research.</li> <li>• Training programs on research ethics and responsible conduct.</li> </ul>







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<p><b>4.9. Monitoring and Evaluation of Undergraduate Research:</b> mechanisms for tracking and evaluating quality, academic integrity, and compliance with research standards</p>	<ul style="list-style-type: none"> <li>• Satellite Center research monitoring and evaluation policies.</li> <li>• Documentation of research meetings, project reviews, and feedback sessions.</li> <li>• Records of undergraduate research grants and funding.</li> <li>• Student research seminar reports.</li> <li>• Feedback from faculty mentors and industry stakeholders</li> <li>• Satellite Center research project database.</li> <li>• Quality assurance reports and feedback on student research.</li> <li>• Records of research assessment and faculty evaluations</li> </ul>
<p><b>4.10. Undergraduate Industry and Society Engagement:</b> promotes interaction with industry, providing opportunities for internships, apprenticeships, and hands-on projects</p>	<ul style="list-style-type: none"> <li>• Signed agreements and MOUs with industries.</li> <li>• Internship placement records for undergraduates.</li> <li>• Industry-sponsored student projects and research.</li> <li>• Student testimonials and feedback on industry engagement</li> </ul>

**EVIDENCE 05: ASSESSMENT AND EVALUATION**

Standard	Evidence
<p><b>5.1. PSBU Satellite Center Assessment Alignment with teaching and learning process.</b> The satellite Center ensures that assessment methods are systematically aligned with intended learning outcomes, teaching strategies, and course content to effectively evaluate student achievement and promote continuous, student-centered learning. This alignment enhances curriculum transparency, supports instructional improvement, and is vital for</p>	<ul style="list-style-type: none"> <li>• Assessment policy and procedures</li> <li>• Course specifications</li> <li>• Minutes of curriculum committees</li> <li>• By-Laws</li> <li>• Curriculum maps showing alignment between ILOs, teaching methods, and assessments</li> <li>• Review reports from curriculum review committees</li> </ul>







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maintaining academic quality, accountability, and ongoing program development.	<ul style="list-style-type: none"> <li>Internal or external moderation reports that verify whether assessments align with course content and learning objectives.</li> </ul>
<p><b>5.2. PSBU Satellite Center adopts a variety of assessment methods should be used with weighting, appropriate to the outcomes and discipline.</b></p> <p>The satellite Center uses a variety of assessment methods, appropriately weighted and aligned with learning outcomes and the nature of the subject, to ensure fair and balanced evaluation of student performance. Incorporating both formative and summative assessments promotes a more inclusive and comprehensive understanding of student learning, reducing reliance on a single method. Example of Evidence.</p>	<ul style="list-style-type: none"> <li>Assessment policy and procedures</li> <li>Course specification with assessment schedules</li> <li>Examination By Laws</li> <li>Lecture plan and time slots allocated for continuous assessment</li> <li>Student Handbook/prospectus</li> <li>Student feedback reports on assessment diversity</li> <li>Examples of exam papers, quizzes, assignments, project briefs</li> <li>Marking schemes, grading rubrics, and model answers</li> <li>Online assessment interfaces (screenshots or LMS exports)</li> </ul>
<p><b>5.3. PSBU Satellite Center Assessment processes must be clearly communicated and equitably applied</b></p> <p>Assessment processes must be transparent, consistently applied, and clearly communicated to ensure fairness, build student trust, and uphold academic integrity and satellite Center credibility. All assessment policies—including grading criteria, formats, deadlines, weightings, appeal procedures, and rules on academic misconduct—must be clearly documented and shared with students, faculty, and administrative staff.</p>	<ul style="list-style-type: none"> <li>Examination By Laws and Guidelines</li> <li>Manual of Examination procedures</li> <li>Course Outlines or Syllabi showing to students that clearly state assessment methods, weightings, and expectations.</li> <li>Orientation and Briefing Sessions indicating where assessment procedures are explained</li> <li>Student Handbook/prospectus and Web site</li> <li>Minutes of course committee meeting and Feedback analysis</li> <li>Course evaluation surveys reflecting fairness, awareness of and satisfaction with how assessments are communicated and applied</li> </ul>
<p><b>5.4. Satellite Center assessment practices should be systematically reviewed and continuously updated</b></p> <p>Regular review and timely updating of assessment practices based on</p>	<ul style="list-style-type: none"> <li>Course review and improvement reports</li> <li>Minutes or reports from academic or quality assurance committees that evaluate and revise assessment practices</li> <li>Student feedback and staff feedback reports</li> </ul>





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feedback and performance data are essential to maintain academic quality, support student learning, and adapt to changes in the educational environment.

- External examiner feedback collected to inform assessment improvements.
- Curriculum review meeting minutes
- Records of workshops or training for staff on new assessment strategies and best practices
- Annual Program Review Reports showing how assessment effectiveness is analyzed as part of overall program evaluations.

**5.5. The satellite Center ensures that students receive constructive and timely feedback on assessments to support their learning, promote academic development, and guide performance improvement.**

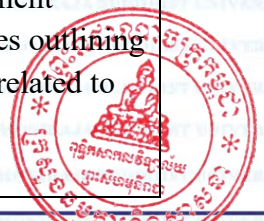
This standard emphasizes the importance of providing students with feedback that is both meaningful and timely, helping them understand their strengths and areas for improvement. Such feedback plays a crucial role in guiding student learning, enhancing academic performance, and encouraging continuous development.

- Samples of student work showing written or annotated feedback from instructors, including formative and summative assessments.
- LMS records showing feedback delivery dates showing and accessed by students.
- Feedback policy guidelines issued by the PSBU Satellite Center outlining standards for the timing, format, and quality of feedback.
- Course materials that inform students about feedback mechanisms, timelines, and expectations
- Minutes from Academic or Quality Assurance Committees showing records discussing feedback practices, improvements, or student concerns related to feedback
- Student satisfaction surveys on feedback effectiveness
- Evidence of professional development programs for academic staff on providing effective and timely feedback.

**5.6. Assessment integrity and authenticity are protected.**

Assessment integrity and authenticity are critical for upholding the credibility, fairness, and academic reputation of a higher education

- Academic integrity policy document indicating satellite Center policies outlining rules, procedures, and penalties related to academic misconduct.







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<p>satellite Center. These principles ensure that the outcomes of assessments accurately reflect the student's own knowledge, skills, and abilities—free from misconduct or misrepresentation. Thus, PSBU Satellite Center should develop a policy to prevent cheating and plagiarism, and clear disciplinary procedures for violations.</p>	<ul style="list-style-type: none"> <li>• Records of academic misconduct cases- Documented cases of academic dishonesty, investigations, and actions taken, maintained by academic or disciplinary committees.</li> <li>• Internal and External examiner reports</li> <li>• Processes such as student ID checks during exams or secure login systems for online assessments.</li> <li>• Proctoring Records – Evidence of physical or online invigilation/proctoring systems used during examinations and tests.</li> <li>• Training and Awareness Sessions/ workshops conducted for students and staff on academic honesty and how to avoid misconduct</li> <li>• Plagiarism Detection Reports</li> </ul>
<p><b>5.7. PSBU Satellite Center adopts clear policies &amp; procedure to appoint internal and external examiners</b> This standard ensures that the satellite Center has clear, transparent, and consistent policies and procedures for appointing both internal and external examiners to maintain fairness, credibility, and academic quality in assessment. These examiners play a crucial role in validating assessment standards, reviewing answer scripts, moderating marks and providing feedback on curriculum and grading systems.</p>	<ul style="list-style-type: none"> <li>• Satellite Center policy on examiner appointment outlining criteria, procedures, and responsibilities for appointing internal and external examiners.</li> <li>• Letter of appointment of examiners</li> <li>• Minutes of Academic Boards or Committees showing discussions and approvals related to examiner appointments</li> <li>• CVs of external examiners</li> <li>• Database/List of Approved Examiners</li> <li>• Evidence of training, induction, or briefing sessions provided to examiners about satellite Center assessment policies and expectations</li> <li>• Evaluations or feedback forms regarding the performance and effectiveness of examiners, used for quality assurance and continuous improvement</li> </ul>







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**5.8. Examination results are accurately documented, securely stored, and maintained under the custody of separate division led by responsible person.**

Satellite Center ensures all examination results are recorded with precision, protected against unauthorized access or tampering, and managed by a dedicated administrative unit. This practice upholds data integrity, ensures confidentiality, and reinforces trust in the fairness and reliability of the assessment process.

- Outline procedures for result processing, custody and communication
- Organizational Structure Chart showing a separate examination or records division with clearly defined roles and leadership
- Result Documentation Records – Official transcripts, mark sheets, and result summaries maintained in standardized formats.
- Results approval meeting minutes
- Evidence of both physical (locked filing systems, restricted rooms) and digital (password-protected databases, encrypted systems) result storage.
- LMS notifications send to students
- LMS screenshots- results release platforms

**EVIDENCE 06: GOVERNANCE AND LEADERSHIP**

Standard	Evidence
<b>6.1.</b> The assurance of organizational structure, governance practices, and systems are in compliance with mandatory requirements such as acts, establishment codes, rules and regulations from statutory bodies.	<ul style="list-style-type: none"> <li>• Relevant acts and satellite Center By-laws; illustration of organogram; documentation of Procedures, Standard Operational Procedures (SOP) with the approval of relevant external and internal bodies.</li> </ul>
<b>6.2.</b> Availability of strategic plan and its' alignment with Higher Education Policy Framework and action plans for different levels of the PSBU Satellite Center. Availability of clearly stated mission, vision and goals.	<ul style="list-style-type: none"> <li>• Higher Education Policy Corporate Plan, Strategic Plan; Action Plans of deferent levels of the satellite Center. Records of the Strategic Management Planning Committee.</li> </ul>
<b>6.3.</b> Assurance of the support and commitment of stakeholders to move the PSBU Satellite Center towards vision, goals, objectives.	<ul style="list-style-type: none"> <li>• Minutes of Governing committee meetings. Minutes of progress review meetings by top management, evidences for corrective adjustment after progress review meetings.</li> </ul>





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<p><b>6.4.</b> Availability of mechanisms and approval for procedures. Whether they facilitate the implementation and monitoring of all satellite Center policies and strategies, and actions plans. Procurement management system with transparency.</p>	<ul style="list-style-type: none"> <li>Progress reviews of implementation, monitoring and meeting minutes by top management. Evidence from Committees, Procurement Technical Evaluation and Maintenance Committees</li> </ul>
<p><b>6.5.</b> Governance based on principles of transparency and internal and external auditing. Availability of information system (MIS) which is completed, updated and user-friendly. Ability to have access to the stakeholders.</p>	<ul style="list-style-type: none"> <li>Minutes of Audit Committee and audit reports from Internal and External Auditors. Annual reports. Evidence of maintenance of the MIS. Records of regular updates. Usage rate of stackers</li> </ul>
<p><b>6.6.</b> Availability of transparent procedure for recruits. Qualifications and experiences of staff. The Efforts taken to retain them and upgrade the skills. Periodical achievement of performance targets.</p>	<ul style="list-style-type: none"> <li>Recruitment and Promotion criteria, policy documents; Selection committee appointments; evidence for interviews. interview board's decisions interaction with staff; staff feedback survey reports; Annual Reports.</li> </ul>
<p><b>6.7.</b> Availability of staff performance appraisal and management system. Well-defined roles, responsibilities, obligations and rights of staff Availability of well- defined work norms for all categories of staff and their adherence.</p>	<ul style="list-style-type: none"> <li>Satellite Center adopted work norms of staff. action taken to enforce it; staff appraisal documents. Minutes of the meetings to review the feedback</li> </ul>
<p><b>6.8.</b> policy on the use of Subject Benchmark Statements (SBS). Adherence to Sri Lanka Qualifications Framework adherence to Sri Lanka Qualifications Framework (SLQF).</p>	<ul style="list-style-type: none"> <li>Staff appraisal documents and reports. Academic and non-academic Staff Charters.</li> <li>Satellite Center Policies and Procedures for Academic Planning and Development. Minutes of Senate, Faculty Boards, Curriculum Development Committees, (CDC), and website.</li> </ul>
<p><b>6.9.</b> Availability of policy and framework for quality assurance (QA). Well-functioning internal quality assurance cell.</p>	<ul style="list-style-type: none"> <li>Satellite Center QA policy; Corporate plan; Senate minutes; Faculty Boards/Heads' meeting minutes.</li> </ul>







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Availability of policy documents which promotes and rewards innovation in curriculum development, community engagement, and allocates resources accordingly.	
<b>6.10.</b> Availability of transparent, fair disciplinary procedures. Relevant welfare schemes for all stakeholders of the PSBU Satellite Center. Welfare mechanisms for all stakeholders.	<ul style="list-style-type: none"> <li>By-laws for staff and students Minutes on disciplinary and grievance handling procedure. Minutes of Grievance Committee meetings; Complaints received and evidences for actions taken. Evidence of established welfare procedure. handbooks, website. other documents. records of students and staff.</li> </ul>

**EVIDENCE 07: INFRASTRUCTURE AND FACILITIES**

Standard	Evidence
<b>7.1.</b> All students engaged in research activities must have equitable access to essential research infrastructure and physical spaces.	<ul style="list-style-type: none"> <li>Research Policy &amp; Access Guidelines – documents ensuring equitable access to research facilities.</li> <li>Physical Infrastructure Records – lists/photos of research rooms, labs, and study spaces.</li> <li>ICT &amp; Software Access Evidence – availability of computers, data analysis software, and digital research platforms.</li> <li>Library &amp; E-Resource Inventory – books, journals, databases, and usage details supporting research.</li> <li>Student Training &amp; Workshop Records – sessions on research methods, data analysis, ethics, and referencing.</li> <li>Supervisor Support Evidence – schedules, consultation records, and allocated supervision hours.</li> <li>Facility Booking &amp; Usage Logs – records showing equitable student access to research spaces.</li> </ul>







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	<ul style="list-style-type: none"> <li>Student Feedback &amp; Satisfaction Surveys – feedback on research infrastructure and access issues.</li> </ul>
<p><b>7.2.</b> Laboratories should be safe, well-equipped, and maintained to meet the needs of undergraduate research across disciplines.</p>	<ul style="list-style-type: none"> <li>Laboratory Safety Policy &amp; SOPs – safety guidelines, emergency procedures, chemical handling protocols, and safety signage.</li> <li>Inventory of Laboratory Equipment – updated lists of instruments, tools, consumables, and calibration records.</li> <li>Maintenance &amp; Service Logs – scheduled maintenance records, repair histories, and equipment servicing contracts.</li> <li>Laboratory Safety Training Records – evidence students received safety briefings, PPE training, and emergency drills.</li> <li>Lab Accessibility &amp; Usage Logs – timetables and booking records showing fair access for undergraduate researchers.</li> <li>Health &amp; Safety Audit Reports – internal/external inspection reports, risk assessments, and compliance certificates.</li> <li>Funding &amp; Resource Allocation Evidence – budgets for lab upgrades, procurement documents, and records of new equipment purchases.</li> </ul>
<p><b>7.3.</b> Students should have access to digital tools, software, and databases required for modern research.</p>	<ul style="list-style-type: none"> <li>Digital Resource Inventory – list of research software, analytical tools, e-databases, and online platforms available to students.</li> <li>Access Policy &amp; Guidelines – documents defining student access rights to software, digital libraries, and online tools.</li> <li>Licensing &amp; Subscription Records – proof of valid software licenses, database subscriptions, and renewal schedules.</li> </ul>







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	<ul style="list-style-type: none"> <li>• ICT Infrastructure Evidence – availability of computers, high-speed internet, Wi-Fi coverage, and remote access systems (VPN/LMS).</li> <li>• Student Usage Logs &amp; Analytics – login data, usage statistics for databases, and access reports from the digital library.</li> <li>• Training &amp; Support Documentation – workshops, user guides, and helpdesk support for using research software and digital tools.</li> <li>• Feedback &amp; Improvement Records – student feedback on digital resource availability and evidence of actions taken to enhance access.</li> </ul>
<p><b>7.4. Libraries must support research needs with current academic publications, e-resources, and guidance services.</b></p>	<ul style="list-style-type: none"> <li>• Library Collection Inventory – updated lists of books, journals, research publications, theses, and subject-specific reference materials.</li> <li>• E-Resource Subscriptions – evidence of access to online databases, e-journals, e-books, and digital repositories.</li> <li>• Library Access &amp; Usage Records – statistics on borrowing, database usage, digital downloads, and student visits.</li> <li>• Library Policies &amp; Guidelines – acquisition policy, research support policy, circulation rules, and e-resource access guidelines.</li> <li>• Research Support &amp; Training Evidence – workshops on referencing, database searching, citation tools (e.g., Zotero/Mendeley), research skills.</li> <li>• Library Staffing &amp; Guidance Services – records showing availability of qualified librarians and research assistance services.</li> </ul>







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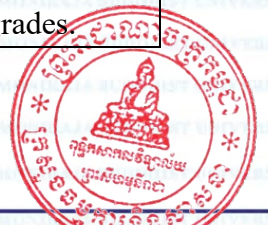
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**7.5. Reliable ICT systems should support data collection, analysis, and virtual collaboration.**

- ICT Infrastructure Inventory – details of computers, servers, networks, data storage systems, and collaboration platforms.
- System Reliability & Maintenance Records – logs of system uptime, backups, updates, and technical maintenance activities.
- Software & Analytical Tools Availability – evidence of licensed data analysis tools (SPSS, NVivo, Excel, etc.) and collaboration platforms (Zoom, Teams).
- Access & Connectivity Evidence – Wi-Fi coverage, internet bandwidth reports, and remote access systems (VPN/LMS).
- User Support & Training Documentation – helpdesk services, ICT support logs, and training sessions on digital tools.
- Cybersecurity & Data Protection Measures – policies, data protection protocols, secure login systems, and backup procedures.

**7.6. A periodic review and upgrade plan must be in place to ensure infrastructure relevance and usability.**

- Infrastructure Review Policy/Plan – documented policies outlining the schedule, frequency, and scope of infrastructure reviews.
- Annual/Periodic Review Reports – records of internal assessments, audit findings, and evaluations of existing facilities.
- Upgrade & Replacement Plans – documented plans for renewing equipment, upgrading ICT systems, and improving physical spaces.
- Budget Allocation Records – financial evidence showing funds assigned for repairs, upgrades, and new infrastructure.
- Procurement & Implementation Evidence – purchase orders, installation reports, and completion notes for infrastructure upgrades.







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	<ul style="list-style-type: none"> <li>Committee Meeting Minutes – decisions and discussions from management, procurement, or infrastructure committees.</li> </ul>
<p><b>7.7. Infrastructure must be inclusive and support the participation of students with disabilities.</b></p>	<ul style="list-style-type: none"> <li>Accessibility Policy &amp; Guidelines – satellite Center policies ensuring accessibility, inclusion, and reasonable accommodations for students with disabilities.</li> <li>Physical Accessibility Evidence – ramps, elevators, accessible washrooms, handrails, signage, and barrier-free pathways.</li> <li>Assistive Technology &amp; Learning Tools – availability of screen readers, magnifiers, adjustable desks, hearing support systems, and other assistive devices.</li> <li>Accessible Digital Platforms – LMS, website, and online tools compliant with accessibility standards (e.g., alternative text, screen-reader compatibility).</li> <li>Support Services Documentation – records of disability support units, counselling, special exam arrangements, and academic accommodations.</li> <li>Training for Staff &amp; Students – evidence of awareness programmes or workshops on inclusivity and disability support.</li> </ul>
<p><b>7.8. Innovation hubs, maker spaces, or incubation centers must be provided to foster creativity and experimentation.</b></p>	<ul style="list-style-type: none"> <li>Facility Inventory &amp; Descriptions – documentation of available innovation hubs, maker spaces, and incubation centers, including equipment lists and capabilities.</li> <li>Access &amp; Usage Policies – guidelines defining who can use these spaces, booking procedures, operating hours, and safety protocols.</li> <li>Activity &amp; Participation Records – logs of student usage, project registrations, workshops, hackathons, and innovation-related events.</li> <li>Equipment Maintenance &amp; Upgrade Records – servicing logs, calibration reports, and</li> </ul>







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	<p>procurement of new tools/equipment for innovation spaces.</p> <ul style="list-style-type: none"> <li>• Support Services &amp; Mentorship Evidence – documentation of mentorship programs, technical support, start-up guidance, and faculty involvement.</li> <li>• Collaborations &amp; Partnerships – MoUs or agreements with industry partners, start-up accelerators, or technology centers supporting innovation.</li> </ul>
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**EVIDENCE 08: COMMUNITY ENGAGEMENT**

Standard	Evidence
<p><b>8.1. Program Relevance and Objectives:</b></p> <p>Program Relevance and Objectives refer to the alignment of educational programs with the needs of students, employers, industry standards, and societal expectations. It ensures that the program's purpose, goals, and intended learning outcomes are clearly defined, appropriate, and responsive to current and future demands.</p>	<ul style="list-style-type: none"> <li>• Survey learning reports</li> <li>• Faculty Records</li> <li>• Outreach Projects Reports</li> <li>• Stakeholder Feedback Reports (industry, employers, alumni, students)</li> <li>• Data on Evaluation of the Program's impact on local community</li> <li>• Community Engagement Rings (Students' involvement in Community Projects)</li> <li>• Community Organizations' Feedback Reports</li> <li>• Data on Evaluation of Program Outcomes</li> <li>• Data on Community Engagement Projects</li> <li>• Community Partner Feedback Report</li> </ul>
<p><b>8.2. Alignment with SLQF Level Descriptors:</b></p> <p>Programs are structured according to the Sri Lanka Qualifications Framework (SLQF). They involve mapping program outcomes, content, and assessment methods to the appropriate SLQF level, ensuring consistency in qualification titles, credit values, and competencies</p>	<ul style="list-style-type: none"> <li>• SLQF Mapping Document for the Program</li> <li>• Curriculum Mapping Matrix (Course Outcomes vs SLQF Descriptors)</li> <li>• Program Specification aligned with relevant SLQF level</li> <li>• Course Specifications showing Level Appropriateness</li> <li>• Assessment Mapping against SLQF Cognitive Levels</li> <li>• Internal Review Report on SLQF Compliance</li> </ul>







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	<ul style="list-style-type: none"> <li>• Minutes of Curriculum Committee Meetings (on SLQF alignment)</li> <li>• External Reviewer Reports (on SLQF alignment)</li> <li>• Graduate Profile Document (linked to SLQF outcomes)</li> <li>• SLQF Training/Orientation Records for Academic Staff</li> <li>• Faculty guidelines:</li> <li>• Student assignments and projects</li> </ul>
<p><b>8.3. Curriculum Design and Development Process:</b></p> <p>The Curriculum Design and Development Process involves systematically planning, structuring, and updating of academic programs to ensure relevance, coherence, and quality. It includes defining learning outcomes, selecting appropriate content, designing assessment methods, and incorporating feedback from stakeholders</p> <p><b>Outcome and competency-based designs are essential</b></p>	<ul style="list-style-type: none"> <li>• Degree of Collaboration with External Community</li> <li>• Inclusion of community Engagement Learning into Curriculum</li> <li>• Needs Assessment Report</li> <li>• Minutes of Curriculum Committee Meetings</li> <li>• Stakeholder feedback reports (industry, employers, alumni, students)</li> <li>• Occupation Profile</li> <li>• Feedback from the Satellite Center Assessment Committee</li> <li>• Curriculum Design Documents</li> <li>• Community Partner Reports</li> <li>• Data from Program Evaluation Studies</li> </ul>







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**8.4. Teaching and Learning Strategies:**

Teaching and Learning Strategies refer to the methods and approaches used to facilitate effective student learning. It emphasizes the use of innovative, interactive, and inclusive pedagogical practices that cater to different learning styles and promote active engagement, critical thinking, and the development of practical skills.

- Student Portfolios (learning journey, skills, and achievements)
- Departmental and Faculty Assessments
- Student and Community Outcomes
- Integrated Learning Environment with Community
- Staff Training Records on Recognized Teaching Methodologies
- Student Feedback and Peer Review Reports on Teaching
- Instructional Connection
- Learning Outcome Assessment:
- Students Employability
- Learning Analytics:(data analysis of course platforms & student engagement metrics)

**8.5. Use of Learning Resources and Facilities:**

The Use of Learning Resources and Facilities standard ensures that educational programs are supported by adequate, accessible, and up-to- date resources, such as libraries, laboratories, technology, and learning spaces. It emphasizes the importance of providing students and faculty with the tools, materials, and environment necessary for effective learning, research, and academic development.

**Capacity Balancing is significant**

- Usage of Technological Infrastructure (computer labs, Wi-Fi, multimedia, use of ICT and Online learning)
- Usage of specialized Facilities (Library, labs & specialized equipment, classroom resources)
- Increase in Research Opportunities
- Feedback Reports from Students, Stakeholders and Faculties on Usage of Learning Resources and Facilities
- Reports on Improvement of Students and Faculties
- Data on Community Benefits & University Reputation
- Leveraging Existing Resources (libraries, departments, student affairs, digital spaces)
- Degree of Sharing Resources with Community
- Capacity Planning & Balancing Reports
- Data on Student Retention & Engagement.







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<p><b>8.6. Assessment and Evaluation Methods:</b></p> <p>Assessment and Evaluation Methods refer to the processes used to measure student learning, progress, and achievement of program outcomes. This standard ensures that assessments are valid, reliable, and aligned with the learning objectives</p>	<ul style="list-style-type: none"> <li>• Course Assessment Plans (with methods and weightages)</li> <li>• Alignment with Program Learning Outcomes</li> <li>• Diverse Assessment (catering to diverse learners' needs and learning styles)</li> <li>• Student Evaluations:</li> <li>• Program Reviews:</li> <li>• Accreditation Processes</li> <li>• Data Analysis (Analyze student performance data on exams, assignments, and projects)</li> <li>• Stakeholder Input</li> <li>• Articulating Program Goals &amp; Learning Objectives</li> <li>• Curriculum Mapping &amp; Curriculum Methods &amp; Metrics</li> </ul>
<p><b>8.7. Student Feedback Mechanisms:</b></p> <p>Student Feedback Mechanisms involve collecting and analyzing students' opinions and experiences regarding their academic programs, teaching quality, and learning environment. This standard ensures that satellite Center have structured systems in place to gather feedback through surveys, focus groups, or evaluations.</p>	<ul style="list-style-type: none"> <li>• Survey Reports (course evaluation, student satisfaction, and lifestyle surveys)</li> <li>• Completed Feedback Reports (Course, Program, Teaching)</li> <li>• Impact on Student Learning and Staff Development</li> <li>• Action Taken Reports based on Feedback</li> <li>• Communication Records of Feedback Results to Students</li> <li>• University Policies and Guidelines on Feedback, Student, and Community Engagements</li> <li>• External Accreditation Reports</li> <li>• Student Success Metrics (graduation rates, retention rates, and student outcomes)</li> <li>• Student Engagement Data (attendance records, participation in discussions, project and assignment quality, and student organization involvement)</li> <li>• Interviews and Focus Groups (student interviews, faculty and staff interviews, community representative interviews)</li> </ul>







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<p><b>8.8. Staff Qualifications and Competencies:</b> Staff Qualifications and Competencies ensure that faculty and academic staff possess the necessary academic credentials, professional experience, and teaching abilities to effectively deliver the program. This emphasizes the importance of recruiting qualified personnel, providing professional development opportunities, and ensuring that staff competencies align with program goals and academic standards.</p>	<ul style="list-style-type: none"> <li>• Staff Profiles / Curriculum Vitae (CVs)/Resumes</li> <li>• Staff Recruitment and Selection Policy</li> <li>• Teaching Materials &amp; Lesson Plans</li> <li>• Academic Staff Workload Allocation Documents</li> <li>• Records of Staff Training and Development</li> <li>• Peer Review and Classroom Observation Reports</li> <li>• Student feedback Surveys and Input</li> <li>• List of Publications / Research Contributions</li> <li>• External Review &amp; Accreditation</li> <li>• Professional Memberships, Licenses/Registrations and Industry Engagement Records</li> </ul>
<p><b>8.9. Research and Innovation Opportunities:</b>  Research and Innovation Opportunities ensure that academic programs encourage and provide avenues for students and faculty to engage in research and innovation. This standard emphasizes fostering a research-oriented environment that supports creativity, critical thinking, and the application of knowledge</p>	<ul style="list-style-type: none"> <li>• Research Policy and Strategy Document</li> <li>• List of Research Projects (ongoing/completed)</li> <li>• Research Funding and Grant Application Records</li> <li>• Research Output (Publications, Conference Papers, Patents)</li> <li>• Research Collaboration Agreements / MOUs</li> <li>• Research Performance and Impact Reports</li> <li>• Research Seminar/Workshop/Event Records</li> <li>• Staff Participation in Research and Innovation Activities</li> <li>• Student Research Opportunities and Outcomes (theses, projects)</li> <li>• Innovation and Commercialization Initiatives (patents)</li> <li>• University Websites and Online Presence</li> <li>• Internal University Reports:</li> </ul>







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<p><b>8.10. Graduate Attributes and Outcomes:</b></p> <p>Graduate Attributes and Outcomes refer to the key knowledge, skills, and competencies that students are expected to acquire by the end of their academic programs. This ensures that the program is designed to produce graduates who are well-equipped to meet industry demands, societal needs, and contribute to personal and professional development.</p>	<ul style="list-style-type: none"> <li>• Employer Feedback on Graduate Competencies</li> <li>• Graduate Tracer Study Reports</li> <li>• Alumni Feedback Surveys</li> <li>• Graduate Success / Employability Statistics</li> <li>• Industry Collaboration and Internship Reports</li> <li>• Accreditation and Benchmarking Reports</li> <li>• Graduation Project Analysis</li> <li>• Student Academic Records</li> <li>• Societal Impact Studies</li> <li>• Alignment of the Curriculum with Industry Needs and Technological Advancements.</li> </ul>
<p><b>8.11. Student Support Services:</b></p> <p>Student Support Services ensure that students have access to a range of resources and assistance to support their academic, personal, and professional development. This emphasizes the availability of services such as academic advising, counseling, career guidance, and learning support. Effective student support promotes student well-being, enhances learning outcomes, and contributes to overall success and retention throughout their academic journey.</p>	<ul style="list-style-type: none"> <li>• Student Support Services Policy and Guidelines</li> <li>• List of Available Support Services (counseling, academic advising, career services, etc.)</li> <li>• Orientation Program Materials for New Students</li> <li>• Records of Counseling and Academic Support Sessions</li> <li>• Student Satisfaction Survey Reports on Support Services</li> <li>• Career Services Reports (job placements, internships, career fairs)</li> <li>• Disability Support and Accessibility Services Documentation</li> <li>• Health and Wellbeing Services Records</li> <li>• Peer Mentoring / Tutoring Program Documentation</li> <li>• Feedback and Action Taken Reports from Student Support Services.</li> </ul>







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**8.12. Academic Integrity and Ethics:**

Academic Integrity and Ethics ensure that students and staff uphold the highest standards of honesty, fairness, and responsibility in all academic activities. This standard emphasizes the importance of preventing plagiarism, cheating, and other unethical practices, while promoting a culture of respect, transparency, and accountability.

- Academic Integrity and Ethics Policy Enforcement and Open Communication
- Research Policies and Plagiarism Detection Reports
- Code of Conduct and Legal and Regulatory Frameworks
- Student and Staff Declaration Forms on Integrity
- Academic Misconduct Incident Reports and Resolutions
- Reports on Academic Integrity Workshops or Seminars
- Records of Disciplinary Actions Taken for Violations
- Training on Integrity and Ethics and Continuous Improvement
- Organizational Policies
- Satellite Center Accreditation/Certification Reports (with emphasis on ethics)

**8.13. Continuous Curriculum Review and Improvement.**

Continuous Curriculum Review and Improvement ensures that academic programs are regularly assessed and updated to remain relevant, effective, and aligned with industry trends, student needs, and academic advancements. This emphasizes the importance of ongoing feedback, data analysis, and stakeholder involvement in refining the curriculum to enhance learning outcomes, teaching methods, and program quality over time.

- Curriculum Frameworks and Context
- Annual or Bi-annual Curriculum Review Reports
- Minutes of Curriculum Review Committee Meetings
- Feedback from Stakeholders (students, alumni, employers, industry) on the Curriculum
- Standardized Curricula and Quality Assurance
- Program Learning Outcome Mapping to Industry Standards
- Action Plans for Continuous Curriculum Improvements and Refinement
- Documentation of Changes Made Post-Review
- Benchmarking Reports (comparing with national/international programs)
- Report on Data-Driven Analysis (curriculum design, implementation, and Evaluation)







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**8.14. International Collaboration and Benchmarking.**

International Collaboration and Benchmarking involve engaging with global satellite Center and comparing academic programs, practices, and standards against international best practices. This encourages satellite Center to participate in international networks, collaborations, and exchanges, promoting a global perspective in education.

- International Collaboration Agreements / MOUs
- Benchmarking Partner Selection and Partnership Reports with International Satellite Center
- Centralized Internationalization Strategy
- Participation in International Networks and Associations
- Student and Faculty Mobility, Research Collaboration, and Joint Degree Programs
- Seeking Funding Opportunities
- Accreditation or Recognition from International Bodies
- International Internship or Placement Records
- International Student Feedback Reports
- Curriculum Alignment Documents (with international standards or frameworks)

**8.15. Inclusiveness and Diversity in Academic Programs.**

Inclusiveness and Diversity in Academic Programs ensure that educational offerings are accessible, equitable, and supportive of students from diverse backgrounds. This standard promotes the integration of inclusive teaching practices, diverse perspectives, and equal opportunities for all students, regardless of their gender, ethnicity, socio-economic status, or ability.

- Satellite Center Policies and Practices
- Diversity and Inclusion Strategy Document
- Student Demographic Reports
- Evidence of Adaptations for Students with Disabilities (e.g., accessible materials)
- Records of Diversity Training for Faculty and Staff
- Student Support Programs for Diverse Groups (e.g., scholarships, mentorships)
- Feedback Reports from Diverse Student Groups
- Curriculum Representation of Diverse Perspectives
- Reports on Inclusive Pedagogical Practices and Student Engagement
- Presence of Inclusive Learning Environment







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**EVIDENCE 09: EMPLOYABILITY AND CAREER DEVELOPMENT**

Standard	Evidence
9.1.Satellite Center promotes career readiness through curriculum integration	<ul style="list-style-type: none"> <li>Curriculum Documents &amp; Syllabi – courses with embedded employability skills, internships, project work, and industry-oriented modules.</li> <li>Learning Outcomes Evidence – clearly stated career-related competencies in course and program learning outcomes.</li> <li>Experiential Learning Records – records of internships, field visits, industry projects, and capstone projects integrated into the curriculum.</li> <li>Workshops &amp; Career Skills Programs – documentation of employability workshops, CV writing, interview preparation, and professional skills training linked to courses.</li> <li>Assessment &amp; Evaluation Evidence – assignments, projects, and assessments that develop workplace readiness and practical skills.</li> <li>Faculty Engagement Documentation – evidence of faculty involvement in mentoring, career guidance, and linking curriculum to industry needs.</li> </ul>
9.2.Establishment of a Career Guidance and Counseling Unit	<ul style="list-style-type: none"> <li>Official Establishment Documents – approval letters, policy documents, organizational structure, and mandate of the Career Guidance and Counseling Unit.</li> <li>Staffing &amp; Qualifications Evidence – list of appointed career counselors, their qualifications, job descriptions, and training records.</li> <li>Services &amp; Program Records – documentation of career workshops, counseling sessions, CV clinics, interview preparation programs, and career fairs.</li> <li>Student Engagement &amp; Usage Logs – records of student participation in counseling sessions, guidance programs, and follow-up support.</li> </ul>







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	<ul style="list-style-type: none"> <li>• Resource Materials &amp; Tools – career development guides, psychometric assessments, job portals, employability tools, and career planning resources.</li> <li>• Collaborations &amp; Industry Linkages – evidence of partnerships with employers, internship providers, alumni networks, and industry advisory groups.</li> <li>• Monitoring, Feedback &amp; Improvement Evidence – student feedback forms, evaluation reports, and documented improvements made to guidance services.</li> </ul>
<b>9.3.Partnerships with industry and employers for career development</b>	<ul style="list-style-type: none"> <li>• MoUs and Partnership Agreements – signed documents with companies, industry bodies, and professional organizations for student development.</li> <li>• Internship &amp; Placement Records – documentation of student placements, internships, and industry attachments facilitated through partnerships.</li> <li>• Industry-Led Programs &amp; Workshops – records of guest lectures, skill development sessions, and training programs delivered by industry partners.</li> <li>• Advisory Boards &amp; Committees – evidence of employer participation in curriculum design, career guidance, and industry advisory committees.</li> <li>• Collaborative Projects &amp; Research – records of joint projects, competitions, and innovation initiatives with industry partners.</li> <li>• Student Engagement Metrics – data on student participation in industry-led programs, mentorship, and networking opportunities.</li> </ul>
<b>9.4.Satellite Center provides training in soft skills and employability competencies</b>	<ul style="list-style-type: none"> <li>• Training Program Records – documentation of workshops, seminars, and modules on communication, teamwork, leadership, problem-solving, and other soft skills.</li> </ul>







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	<ul style="list-style-type: none"> <li>• Curriculum Integration Evidence – courses or modules embedding employability skills, career readiness, and professional competencies.</li> <li>• Facilitator/Trainer Qualifications – records of trainers, guest speakers, and faculty delivering soft skills and employability programs.</li> <li>• Student Participation &amp; Attendance Logs – records showing student engagement in soft skills and employability sessions.</li> <li>• Assessment &amp; Certification Evidence – assignments, projects, or certificates demonstrating skill acquisition and competency development.</li> <li>• Feedback &amp; Evaluation Reports – student and employer feedback on effectiveness of training programs.</li> </ul>
9.5.Alumni engagement in employability enhancement	<ul style="list-style-type: none"> <li>• Alumni Association Records – documentation of the formal alumni network, its structure, and objectives related to employability support.</li> <li>• Alumni-Led Programs &amp; Workshops – records of career talks, mentorship sessions, webinars, and skill development workshops conducted by alumni.</li> <li>• Industry Networking &amp; Placement Support – evidence of alumni facilitating internships, job placements, and industry connections for current students.</li> <li>• Mentorship &amp; Coaching Programs – logs showing alumni involvement in one-on-one or group mentoring of students.</li> <li>• Alumni Feedback &amp; Surveys – surveys or feedback forms reflecting alumni contributions and engagement in employability initiatives.</li> <li>• Collaborative Projects &amp; Initiatives – evidence of alumni participating in curriculum development, innovation projects, or career enhancement initiatives.</li> </ul>







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<p><b>9.6.Tracking of graduate employment outcomes</b></p>	<ul style="list-style-type: none"> <li>• Graduate Employment Tracking Policy – formal policy or procedures outlining methods for collecting employment data.</li> <li>• Alumni Employment Database – records of graduate employment status, positions, employers, and sectors.</li> <li>• Surveys &amp; Questionnaires – periodic graduate and employer surveys capturing employment outcomes, satisfaction, and career progression.</li> <li>• Analysis &amp; Reporting Records – reports analyzing graduate employment data, trends, and employability metrics.</li> <li>• Career Services Documentation – evidence of career guidance or follow-up support for graduates, including alumni engagement in career tracking.</li> <li>• Benchmarking &amp; Comparisons – comparison of employment outcomes with national statistics, professional bodies, or similar satellite Center.</li> </ul>
<p><b>9.7.Organizing career fairs, employer visits, and job placement events</b></p>	<ul style="list-style-type: none"> <li>• Event Planning Documents – approvals, schedules, and plans for career fairs, employer visits, and placement events.</li> <li>• Event Participation Records – lists of attending students, faculty, and participating employers.</li> <li>• Agreements &amp; Collaboration Evidence – MoUs or letters of collaboration with companies and industry partners.</li> <li>• Promotional Materials &amp; Communications – posters, emails, social media posts, and other materials used to inform stakeholders about the events.</li> <li>• Event Execution Reports – photographs, attendance logs, session reports, and activity summaries.</li> <li>• Feedback &amp; Evaluation Forms – surveys or feedback collected from students, employers, and faculty on the effectiveness of the events.</li> </ul>







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<p><b>9.8.Support for entrepreneurship and self-employment initiatives</b></p>	<ul style="list-style-type: none"> <li>• Entrepreneurship Policy &amp; Guidelines – satellite Center policies supporting start-ups, self-employment, and entrepreneurial initiatives.</li> <li>• Programs &amp; Workshops – records of training sessions, workshops, and bootcamps on business planning, start-up management, and entrepreneurial skills.</li> <li>• Incubation &amp; Maker Space Records – documentation of access to innovation hubs, incubation centers, and maker spaces for entrepreneurial projects.</li> <li>• Mentorship &amp; Advisory Services – logs showing faculty, alumni, or industry mentors providing guidance to aspiring entrepreneurs.</li> <li>• Funding &amp; Resource Support Evidence – records of seed funding, grants, or financial support provided to student start-ups or self-employment projects.</li> <li>• Collaboration &amp; Partnerships – MoUs or agreements with business incubators, start-up accelerators, and industry partners supporting entrepreneurship.</li> </ul>
<p><b>9.9.Career development incorporated into student orientation and progression</b></p>	<ul style="list-style-type: none"> <li>• Orientation Program Materials – agendas, schedules, and content showing inclusion of career guidance, employability skills, and professional development sessions.</li> <li>• Curriculum Mapping Evidence – documentation demonstrating integration of career development modules or activities across the student lifecycle.</li> <li>• Student Participation Records – attendance logs and engagement metrics for orientation and career-related sessions.</li> <li>• Training &amp; Workshop Records – evidence of workshops, seminars, or sessions on resume writing, interview preparation, networking, and career planning.</li> </ul>







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	<ul style="list-style-type: none"> <li>• Faculty &amp; Staff Involvement – records of faculty and career services staff facilitating orientation and progression activities.</li> <li>• Assessment &amp; Follow-Up Documentation – tracking student engagement, progress in career readiness, and participation in skill-building activities.</li> </ul>
<b>9.10. Continuous review and improvement of employability initiatives</b>	<ul style="list-style-type: none"> <li>• Policy &amp; Procedure Documents – formal policies outlining processes for monitoring, reviewing, and improving employability initiatives.</li> <li>• Evaluation &amp; Review Reports – periodic reports assessing the effectiveness of career guidance, skill development, and employability programs.</li> <li>• Feedback Collection Records – surveys, focus groups, and feedback from students, alumni, and employers regarding employability initiatives.</li> <li>• Action Plans &amp; Improvement Records – documented plans and steps taken to address gaps and enhance employability programs.</li> <li>• Committee Minutes &amp; Decisions – records from career services, employability committees, or academic boards reviewing initiatives.</li> <li>• Benchmarking &amp; Best Practices Evidence – comparisons with other satellite Center, professional standards, or industry expectations to guide improvements.</li> <li>• Impact Assessment Reports – evidence of outcomes such as increased placements, internships, or employability skill acquisition resulting from improvements.</li> </ul>







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**EVIDENCE 10: CONTINUOUS IMPROVEMENT**

Standard	Evidence
<b>10.1 Academic Program Quality</b>	
<b>10.1.1. Curriculum Design and Review:</b>	<ul style="list-style-type: none"> <li>Documents of curriculum design processes that were documented, regularly reviewed, and updated.</li> <li>Revision documents of program review</li> <li>Mapping documents and approvals</li> <li>Curriculum innovation such as introducing new subjects, etc.</li> </ul>
<b>10.1.2 Student Learning Outcomes (SLOs):</b>	<ul style="list-style-type: none"> <li>Detailed curriculum and syllabus (updated)</li> <li>SLO assessments and use in decision-making.</li> <li>How SLOs are communicated to students and stakeholders. (induction/ PPTs)</li> <li>Improvements and updates of SLOs.</li> </ul>
<b>10.1.3 Accreditation and External Review:</b>	<ul style="list-style-type: none"> <li>Current accreditation status with all updates and renewals</li> <li>All external review reports</li> <li>Action plans for addressing the review findings.</li> <li>Compliance documents with accrediting body standards</li> </ul>
<b>10.2 Teaching and Learning Effectiveness</b>	
<b>10.2.1 Faculty Development:</b>	<ul style="list-style-type: none"> <li>Regular faculty training or professional development programs</li> <li>Participation records of training and development programs</li> <li>Evidence related to the support for innovation</li> <li>Details of mentorship programs or peer review processes</li> </ul>







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<b>10.2.2 Student Support Services:</b>	<ul style="list-style-type: none"> <li>• Academic advising systems</li> <li>• Evidence of career services</li> <li>• Leaflets, posters, approvals, memos and other evidence</li> <li>• Documents, /feedback forms to prove the feedback mechanisms and checklists for actions taken for the feedback.</li> </ul>
<b>10.2.3 Engagement and Interaction:</b>	<ul style="list-style-type: none"> <li>• Faculty-student interaction events</li> <li>• Faculty- student meeting records</li> <li>• Peer learning and co-curricular engagement as field visit details,</li> <li>• Attitude survey records of students</li> <li>• Counselling and help desk policy</li> </ul>
<b>10.3 Satellite Center Leadership and Governance</b>	
<b>10.3.1 Strategic Planning:</b>	<ul style="list-style-type: none"> <li>• Strategic plan with updated versions.</li> <li>• Documents of strategic initiatives and reviews.</li> <li>• Minutes for the strategic planning meeting with the participant list of stakeholders.</li> <li>• Evidence of periodic updates to strategic priorities and addressing contingencies.</li> </ul>
<b>10.3.2 Leadership Accountability:</b>	<ul style="list-style-type: none"> <li>• Job descriptions and SOPs that have defined leadership roles and responsibilities.</li> <li>• Performance evaluations of the leaders.</li> <li>• Records of the complaints, disciplinary actions done against the leaders.</li> <li>• Details of leadership development and training opportunities.</li> </ul>
<b>10.3.3 Data-Informed Decision Making</b>	<ul style="list-style-type: none"> <li>• Details of data collections (google forms, questionnaires, etc.)</li> <li>• Evidence of how the data is used to guide academic and administrative decisions. Board memos, planning reports, progress reports, statistical reports, etc.</li> <li>• Dashboards or reporting tools that are available to stakeholders. Evidence as web pages and logins.</li> </ul>







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**10.4 Student Success and Retention**

**10.4.1 Retention and Graduation Rates:**

- Retention and graduation data
- Evidence for handling the dropouts.
- Documents of the decisions taken to increase the retention and completion rates. Meeting minutes, debriefing reports, etc.

**10.4.2 Assessment of Student Experiences:**

- Student satisfaction or engagement surveys
- Evidence of qualitative data collection (focus groups, interviews).
- Documents of follow-ups.

**10.4.3 Diversity and Inclusion:**

- Policies related to equity and inclusion.
- Analyzed demographic data of the staff
- Training on inclusive practices.
- Documents related to the diversity outcomes that are assessed and reported.

**10.5 Continuous Feedback Mechanisms**

**10.5.1 Surveys and Stakeholder Feedback:**

- Regular survey records: targeting students, faculty, alumni, and employers.
- Instruction manuals
- Documents of the results which are disseminated and acted upon
- Evidence of stakeholder engagement for key decisions (Memos, records, meeting minutes and other).

**10.5.2 Benchmarking:**

- Documentary evidence for benchmarking against peer satellite Center
- Comparative data sheets to identify gaps
- Mapping documents of benchmarks
- International and national standards as ISO certification







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**10.6 Resource Allocation and Efficiency**

**10.6.1 Financial Health:**

- Financial audits and budget reviews
- Resource allocation sheets and plans.
- Cost-efficiency and financial sustainability reports (customized)
- Stakeholders should be informed about the financial status. (Financial statements and annual reports)

**10.6.2 Technology Integration:**

- Referring to their LMS and its updates.
- Visual verifications of digital infrastructure support teaching, learning, and research
- Evidence of technology training
- IT policies and cybersecurity policy documents
- 

**10.6.3 Facilities Management:**

- Physical verification of facilities that are given to academics and students.
- Maintenance schedules and upgrade plans
- Documents related to accessibility and safety standards (Ex: approvals, compliances etc).
- Documents related to feedback and control mechanisms of the given facilities.

**10.7 Satellite Center Culture and Climate.**

**10.7.1. Feedback and Communication:**

- How they communicate with internal/external stakeholders. Details of meetings, memo, gatherings, etc.
- Review and progress reports for the actions taken to the feedback and responses.
- Open group chats, WhatsApp groups, etc.
- 

**10.7.2 Staff Engagement and Satisfaction:**

- Staff satisfaction surveys.
- Details of Continuous Professional Development (CPD) programs.
- Welfare programs (Trips, festivals, social harmony activities, get-togethers, etc.







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<b>10.7.3 Change Management:</b>	<ul style="list-style-type: none"> <li>• Details of new changes and developments</li> <li>• Evidence for stakeholder involvement in change initiatives</li> <li>• Details of monitoring and evaluation of Change outcomes.</li> </ul>
<b>10.8 Sustainability and Social Responsibility</b>	
<b>10.8.1 Environmental Sustainability:</b>	<ul style="list-style-type: none"> <li>• Sustainability policies and initiatives</li> <li>• Details for carbon footprint, waste, and energy usage.</li> <li>• Details of green infrastructure and curriculum integration.</li> <li>• Evidence for community partnerships supports sustainability.</li> </ul>
<b>10.8.2 Community Engagement:</b>	<ul style="list-style-type: none"> <li>• Community-based projects or partnerships.</li> <li>• Service-learning or civic engagement as part of the curriculum.</li> <li>• Collected feedback from community stakeholders.</li> <li>• Assessed documents on the impact on the local community</li> </ul>
<b>10.9 Innovation and Adaptation</b>	
<b>10.9.1. Innovation in Teaching and Learning:</b>	<ul style="list-style-type: none"> <li>• Evidence of innovative instructional design.</li> <li>• Support and funding details for educational innovations</li> <li>• Pilot projects or experimental approaches should be evaluated.</li> <li>• Details of innovation which are shared across departments or campuses.</li> </ul>
<b>10.9.2. Adaptive Governance:</b>	<ul style="list-style-type: none"> <li>• Governance structures support agility and responsiveness.</li> <li>• Policy revisions details (evidence-based and timely).</li> </ul>







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	<ul style="list-style-type: none"> <li>• Details of stakeholders' participation in governance processes.</li> <li>• Evidence for transparent and accountable decision-making.</li> </ul>
<b>10.10 External Collaboration and Partnerships</b>	
<b>10.10.1. Industry Partnerships:</b>	<ul style="list-style-type: none"> <li>• Partnerships details related to internships, research, or curriculum input.</li> <li>• Details of advisory boards that have industry representatives.</li> <li>• Documented details of outcomes of partnerships</li> <li>• The details of academic planning which are done with the industry trends.</li> </ul>
<b>10.10.2. International Collaboration:</b>	<ul style="list-style-type: none"> <li>• Active partnerships details with international satellite Center.</li> <li>• Details of student and faculty exchange programs are supported.</li> <li>• Global perspectives should be integrated into curricula. (Customized evidence)</li> <li>• Internationalization strategy or goals should be defined and activated. (Customized evidence)</li> </ul>

**POLICY DOCUMENTS**

**ANNEXURE I: POLICY ON ACADEMIC STANDARDS**

**ACADEMIC STANDARDS FOR QUALITY ASSURANCE IN HIGHER EDUCATION**

**1.Introduction**

PSB University is committed to ensuring excellence in higher education through rigorous academic standards and quality assurance mechanisms. This policy document outlines the framework for maintaining and enhancing academic quality across affiliated PSBU Satellite Centers.







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### 2. Purpose and Scope

- Define academic standards to ensure consistent quality in teaching, learning, and assessment.
- Establish a robust quality assurance system to monitor and evaluate academic practices.
- Enhance the academic reputation and employability of graduates from affiliated PSBU Satellite Centers.

The policy applies to all programs, faculty, students, and administrative staff of the affiliated PSBU Satellite Centers of PSB University.

### 3. Key Principles

- **Excellence:** Strive for the highest standards in academic delivery and outcomes.
- **Equity:** Ensure equal opportunities for all students to achieve academic success.
- **Accountability:** Maintain transparency and responsibility in academic processes.
- **Continuous Improvement:** Regularly evaluate and improve academic standards.

### 4. Academic Standards Framework

#### 4.1 Curriculum Design and Review

- Curricula should align with national education standards and PSB University guidelines.
- Regular reviews to incorporate advancements in knowledge and industry requirements.
- Inclusion of interdisciplinary and skill-based learning components.

#### 4.2 Teaching and Learning

- Adoption of student-centered teaching methodologies.
- Integration of technology and innovative practices in pedagogy.
- Provision of adequate academic resources, including libraries, laboratories, and e-learning platforms.

#### 4.3 Assessment and Evaluation

- Transparent, fair, and consistent assessment processes.
- Use of diverse evaluation methods such as exams, projects, presentations, and practicals.







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- Regular feedback mechanisms for students and faculty.

**5. Quality Assurance Mechanisms**

**5.1 Internal Quality Assurance Cell (IQAC)**

- Each affiliated PSBU Satellite Center must establish an IQAC to monitor academic processes.
- Responsibilities include periodic audits, data collection, and reporting to PSB University.

**5.2 External Quality Assurance**

- Annual evaluations by PSB University-appointed external committees.
- Accreditation and compliance with national and international quality standards.

**5.3 Faculty Development**

- Regular training and development programs for faculty.
- Opportunities for professional growth through research and collaborations.

**6. Roles and Responsibilities**

**6.1 PSB University**

- Provide policy guidelines and support to affiliated PSBU Satellite Centers.
- Conduct training sessions and workshops on quality assurance.
- Monitor compliance with academic standards.

**6.2 Affiliated PSBU Satellite Centers**

- Implement university guidelines and policies.
- Establish and maintain IQAC.
- Submit periodic reports to PSB University.

**6.3 Faculty and Staff**

- Uphold academic integrity and standards.
- Engage in continuous professional development.
- Actively participate in quality assurance activities.







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**7. Monitoring and Review**

- Biannual reviews of the policy by PSB University.
- Feedback from stakeholders, including students, faculty, and industry partners.
- Adjustments to the policy to meet evolving educational needs.

**8. Implementation Timeline**

- Immediate establishment of IQAC in all affiliated PSBU Satellite Centers.
- First audit and review within six months of policy adoption.
- Full compliance expected within two academic years.

**9. Conclusion**

This policy reflects PSB University's commitment to fostering academic excellence and ensuring quality education across its affiliated PSBU Satellite Centers. Adherence to these standards will build a strong foundation for student success and satellite Center growth.

**Approved by:** [Authority Name]

**Date:** [Approval Date]

**ANNEXURE II: POLICY ON ASSESSMENT AND EVALUATION**

**POLICY ON ASSESSMENT AND EVALUATION**

**1. Introduction**

PSBU Satellite Center recognizes the Assessment and Evaluation processes have a significant influence on the student learning experience. This intends to measure the knowledge, and skills acquired by the student through learning process. Moreover, assessment enables to measure the level of achievement of ILOs of the module or a program by the student and facilitating continuous improvement. In broader terms it aims to foster academic excellence, inclusivity, and ethical evaluation methods to support quality assurance in learning. This policy provides a structured approach to assessment and evaluation, ensuring alignment with international best practices and Sri Lankan educational standards.







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### 2. Purpose and Scope

- **Purpose:** Establish clear guidelines for assessment and evaluation to ensure fairness, consistency, and alignment with satellite Center and national standards.
- **Scope:** This policy applies to all academic programs, and students within the satellite Center.

### 3. Policy Statement

The satellite Center is committed to:

- Ensuring equitable, fair, and transparent assessment processes.
- Supporting diverse learning styles through varied evaluation methods.
- Promoting integrity and ethical practices in all assessment activities.

PSBU Satellite Center assessment policy ensures that assessment strategy of student is an integral part of the programme design with clear relationship between assessment and programme intended learning outcomes.

### 4. Principles and Standards

- **Advancement:** Assessment strategies must advance student learning
- **Fairness:** Assessment criteria and methods must be clearly communicated to students and staff.
- **Diversity:** Methods will accommodate a range of learning preferences and needs.
- **Ethical Practices:** Adherence to integrity and plagiarism prevention.
- **Continuous Feedback:** Regular feedback loops to enhance student learning.

### 5. Functionalities

- **Assessment Methods:** Include formative, summative assessment. Formative assessment is carried out during a course to provide feedback to students. Summative assessment take place on completion of learning activities.
- **Moderation and Validation:** Robust processes to ensure consistency and reliability.
- **Student Feedback:** Mechanisms to provide constructive performance feedback.

### 6. Governance and Responsibilities

- The **Quality Assurance unit** will oversee implementation and compliance.







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- Faculty members are responsible for designing assessments and providing timely feedback.
- Students must adhere to ethical practices during assessments.

**7. Compliance and Review**

- The policy will be reviewed every three years to incorporate feedback, satellite Center changes, and updates in standards.
- Compliance will be monitored through audits and feedback mechanism

**Approved by:** [Authority Name]

**Date:** [Approval Date]

**ANNEXURE III: POLICY ON RESEARCH AND INNOVATIONS**

**POLICY OF RESEARCH AND INNOVATION**

**1. Introduction:**

This policy document on research and innovation articulates a comprehensive framework designed to significantly enhance the quality, relevance, and societal impact of research activities conducted within the satellite Center. By establishing a robust structure, this policy aims to promote transparency, accountability, and collaborative engagement among researchers, and various stakeholders. To achieve its objectives, the policy delineates clear guidelines and standards for research governance that foster an environment conducive to intellectual curiosity and innovative inquiry. It encourages practices that ensure adherence to ethical standards, rigorous methodological approaches, and the dissemination of research findings that contribute to the advancement of knowledge across disciplines. Moreover, the policy emphasizes the importance of stakeholder collaboration, necessitating active participation and communication among other universities and educational satellite Center, industry partners, and community. This multi-faceted engagement seeks to align research initiatives with real-world challenges, thereby enhancing the applicability and impact of research outcomes.







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## 2. Purpose and Scope

### 2.1 Purpose

The primary purpose of this policy document is to foster an environment conducive to high-quality research and innovation that aligns with the satellite Center's mission and vision. It aims to provide guidelines for action planning, resource allocation, and support for continuous improvement in research outputs and impacts.

### 2.2 Scope

The scope of this policy encompasses the following critical areas

**Research Governance:** Define roles, responsibilities, and structures essential for effective research management and oversight.

- **Strategic Research Planning:** Outline how research activities align with the satellite Center's long-term goals, strategic priorities, and funding opportunities.
- **Innovation Framework:** Establish a comprehensive approach for creating, evaluating, and implementing innovative solutions and projects
- **Research Funding and Resources:** Provide infrastructural support for research activities.
- **Collaborative Research:** Promote interdisciplinary collaboration, partnerships with industry, other foreign or local and community engagement for impactful research initiatives
- **Ethical Research Practices:** Ensure adherence to ethical standards in conducting and reporting research.
- **Impact Assessment:** Develop mechanisms for assessing the impact of research on society and the economy, focusing on outcomes and effectiveness

## 3. Policy Statement

The satellite Center is committed to advancing research and innovation by fostering a supportive environment that enhances the quality, relevance, and societal impact of research activities.







## 4. Principles and Standards

### 4.1 Principles

The adherence to the following principles shall ensure effective research governance and innovation development:

- **Transparency:** Ensure open communication regarding research policies, progress, and outcomes among stakeholders.
- **Accountability:** Establish mechanisms to monitor, evaluate, and report on research performance at all levels.
- **Research Excellence:** Prioritize high standards in research design, methodology, and ethical conduct to maintain academic integrity.
- **Inclusivity:** Promote an equitable research environment where diverse contributions and perspectives are valued.
- **Collaboration:** Encourage teamwork and partnerships among academic satellite Center, industry, and community stakeholders.
- **Sustainability:** Focus on long-term viability by balancing research initiatives with environmental and societal needs.
- **Innovative Practices:** Foster a culture of creativity, experimentation, and adaptation in research and innovation.
- **Regulatory Compliance:** Align with national and international research standards and guidelines to assure satellite Center credibility.

### 4.2 Standards

The standards for assessing the quality of research and innovation include:

- Research governance structures
- Management and oversight procedures
- Strategic research agendas and action plans
- Funding mechanisms and allocation processes/ have to check whether any support willing to provide from PSB at least to publish in high impact journals
- Interdisciplinary collaboration processes
- Ethical review and compliance procedures
- Impact assessment and reporting frameworks
- Mechanisms for stakeholder engagement and feedback
- Academic integrity and research quality assurance
- Support for knowledge transfer and commercialization







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### 5. Functionalities

The functionalities related to research and innovation ensure well-managed, effective, and impactful research activities. These include:

- **Policy Development and Implementation:** Creating frameworks for research ethics, funding applications, and collaboration guidelines.
- **Strategic Research Planning:** Setting long-term research directions aligned with the university mission and external funding opportunities.
- **Research Oversight:** Monitoring and evaluating research quality and compliance with ethical and regulatory standards.
- **Resource Management:** Allocating budgets, facilities, and human resources effectively to support research endeavors.
- **Stakeholder Engagement:** Building relationships with industry partners, government agencies, and community organizations for collaborative research.
- **Innovation Support:** Providing platforms and resources for nurturing innovative projects and startups emerging from research outcomes.
- **Quality Assurance and Evaluation:** Maintaining compliance with established research standards and regularly reviewing research impact.
- **Data-Driven Decision Making:** Utilizing data analytics to inform research strategy, assess program outcomes, and guide resource allocation.
- **Crisis Management:** Addressing challenges such as funding declines, ethical dilemmas, and shifts in research priorities.

### 6. Responsibilities

Responsibilities related to research management are distributed among various stakeholders, including:

Top Level	Middle Level	Operating Level
Setting research policies and frameworks	Monitoring research quality and performance	Conducting day-to-day research activities
Defining roles of research committees and administrators	Ensuring compliance with ethical standards	Managing research projects and teams
Ensuring funding and resource availability	Building partnerships and collaborations	Collecting and analyzing research data
Evaluating research outcomes and impacts	Supporting faculty in grant applications	Engaging in knowledge transfer and dissemination





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Top Level	Middle Level	Operating Level
Promoting innovative research initiatives	Aligning research with satellite Center goals	Facilitating student engagement in research

By fulfilling these responsibilities, leaders and stakeholders ensure the advancement and societal relevance of the university's research activities.

## 7. Continuous Improvement

The PSBU Satellite Center shall continuously seek ways to enhance research quality and impact through regular evaluations and stakeholder feedback.

## 8. Compliance and Reporting

Maintaining compliance with funding agencies, ethical standards, and regulatory bodies is essential for sustaining research credibility and securing future support. Regular reporting of research activities and outcomes promotes transparency and accountability among stakeholders.

## 9. Policy Review and Revision

To ensure the effectiveness, relevance, and alignment of the research policy with satellite Center objectives, a review will be conducted every five years. This process will assess:

- Quality assurance practices
- Compliance with regulatory and ethical standards
- Clarity and consistency
- Stakeholder needs and perspectives
- Adaptability to changes in the research landscape

**Approved by:** [Authority Name]

**Date:** [Approval Date]

## ANNEXURE IV: POLICY ON CONTINUOUS IMPROVEMENT

### POLICY ON "CONTINUOUS IMPROVEMENT" IN EDUCATION

This policy document on "Continuous Improvement" in Quality Assurance provides a structured framework for ensuring that the quality of education within an satellite Center is consistently maintained and enhanced. It emphasizes the satellite Center's commitment to







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adapting and evolving its practices in response to feedback, assessment results, and changing educational needs.

This document ensures that quality assurance in education is not a one-time or static effort, but an ongoing, dynamic process that involves all levels of the satellite Center in striving for improvement. It fosters an environment where quality is consistently monitored, assessed, and enhanced through data, reflection, and collaborative action.

### 1. Introduction

- **Purpose:** The policy outlines the principles and practices for continuous improvement in quality assurance (QA) within the satellite Center. It aims to ensure the delivery of high-quality education by establishing an ongoing process of self-reflection, feedback integration, and evidence-based improvements.
- **Scope:** This policy applies to all academic and administrative functions within the satellite Center, including curriculum design, teaching and learning, assessment, student services, and organizational processes.

### 2. Definition of Continuous Improvement

- **Continuous Improvement:** A systematic, ongoing process of reviewing and enhancing the quality of education, services, and operations, driven by feedback, data analysis, and changing educational standards and needs.
- **Quality Assurance:** Mechanisms and practices used to ensure that educational processes meet established standards and that the satellite Center is accountable for its commitment to high-quality education.

### 3. Guiding Principles

- **Student-Centered Focus:** Prioritize the needs and experiences of students in the improvement process.
- **Data-Driven Decisions:** Use of data from various sources (such as assessments, surveys, feedback, and performance metrics) to inform improvement strategies.
- **Stakeholder Involvement:** Active participation of staff, faculty, students, and external stakeholders in the process of review and improvement.
- **Sustainability:** Ensuring that improvements are sustainable in the long term, considering resources and satellite Center capacity.
- **Collaboration:** Encourage inter-departmental and inter-disciplinary collaboration in the identification and implementation of improvements.







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### 4. Objectives

- **Maintain High Standards:** Ensure educational programs and services meet or exceed national and international quality standards.
- **Enhance Teaching and Learning:** Foster innovation in teaching and learning practices to improve student engagement and outcomes.
- **Promote Accountability:** Establish transparent processes for monitoring, evaluating, and reporting on quality assurance and improvement efforts.
- **Foster Innovation:** Encourage the adoption of innovative practices and technologies that enhance educational delivery and operational efficiency.

### 5. Key Areas of Focus

- **Curriculum and Program Review:** Continuous evaluation of academic programs to ensure relevance, effectiveness, and alignment with learning outcomes.
- **Teaching and Learning:** Regular assessment of instructional methods, teaching quality, and learning environments to support student success.
- **Assessment and Feedback:** Ongoing review of assessment practices, ensuring they are fair, transparent, and aligned with learning objectives.
- **Support Services:** Evaluation and enhancement of student support services such as academic advising, counseling, and career guidance.
- **Infrastructure and Resources:** Ensuring that facilities, technology, and resources are adequate and up-to-date to support teaching and learning.

### 6. Framework for Continuous Improvement

- **Step 1: Assessment and Review**
  - Regular assessment of current educational and operational practices.
  - Gathering of feedback from all stakeholders, including students, faculty, staff, and external bodies (e.g., accreditation agencies).
- **Step 2: Data Collection and Analysis**
  - Collection of qualitative and quantitative data (e.g., student performance, satisfaction surveys, course evaluations).
  - Data analysis to identify strengths, weaknesses, and areas for improvement.







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- **Step 3: Action Planning**
  - Based on findings, develop actionable improvement plans.
  - Set clear, measurable goals with timelines for implementing changes.
- **Step 4: Implementation**
  - Put into practice the improvement actions.
  - Ensure necessary resources and support systems are in place.
- **Step 5: Monitoring and Evaluation**
  - Continuously monitor the effectiveness of the implemented actions.
  - Regular evaluation of outcomes to determine if the improvements meet the desired objectives.
- **Step 6: Feedback and Adjustments**
  - Incorporate feedback and make necessary adjustments to the improvement initiatives.
  - Keep stakeholders informed about the progress and results.

## 7. Roles and Responsibilities

- **Leadership and Governance:** Senior management, including the Quality Assurance Committee, will oversee the implementation of continuous improvement strategies.
- **Academic Staff:** Faculty members are responsible for integrating feedback into their teaching practices and contributing to curriculum improvement.
- **Support Staff:** Administrative and support staff will assist in facilitating improvements in student services and satellite Center processes.
- **Students:** Students play an active role in providing feedback, engaging in surveys, and participating in improvement initiatives.
- **External Stakeholders:** Accreditation bodies, industry representatives, and alumni will provide external validation and feedback.







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**8. Monitoring and Evaluation of the Policy**

- **Key Performance Indicators (KPIs):** Establish KPIs to assess the effectiveness of the continuous improvement process.
- **Regular Reviews:** The policy will be reviewed annually to ensure that it remains relevant and effective, with changes made as needed.
- **Reporting:** Annual reports will be produced to communicate progress on improvement initiatives to all stakeholders.

**9. Continuous Professional Development (CPD)**

- Provide ongoing training and professional development for staff to ensure they have the skills and knowledge to implement quality improvement practices effectively.
- Promote a culture of learning and self-reflection within the satellite Center.

**10. Conclusion**

- The satellite Center commits to the continuous improvement of its educational services through a structured and collaborative approach, focused on student success, stakeholder engagement, and the pursuit of excellence in education.
- Regular reflection, feedback, and strategic action will be key to ensuring long-term success and relevance in a dynamic educational environment.

**Approved by:** [Authority Name]

**Date:** [Approval Date]

**ANNEXURE V: POLICY ON COMMUNITY ENGAGEMENT**

**COMMUNITY ENGAGEMENT FOR QUALITY ASSURANCE IN  
HIGHER EDUCATION**

**1. Introduction**

Community engagement is a critical component of higher education that fosters meaningful connections between academic satellite Center and the broader community. PSB University recognizes the importance of integrating community engagement into its affiliated PSBU Satellite Centers to enhance educational relevance, social responsibility, and societal impact.







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### 2. Purpose and Scope

- Promote active community participation in education and research.
- Foster partnerships that address societal challenges.
- Encourage students and faculty to contribute to community development through service and innovation.

The policy applies to all affiliated PSBU Satellite Centers, their faculty, students, and administrative staff.

### 3. Key Principles

- **Inclusivity:** Engage diverse communities with respect and equality.
- **Collaboration:** Build sustainable partnerships with stakeholders.
- **Impact:** Focus on initiatives that create measurable societal benefits.
- **Reflection:** Continuously evaluate and improve community engagement practices.

### 4. Framework for Community Engagement

#### 4.1 Strategic Partnerships

- Develop long-term collaborations with local, regional, and national organizations.
- Engage with NGOs, industry, and government agencies for community-focused projects.

#### 4.2 Curriculum Integration

- Incorporate service-learning components into academic programs.
- Offer credit-bearing courses that involve community-based projects.
- Promote research addressing local and global challenges.

#### 4.3 Student and Faculty Participation

- Encourage volunteering and internships with community organizations.
- Recognize and reward contributions to community service.
- Facilitate faculty-led initiatives to address societal issues.







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**5. Quality Assurance Mechanisms**

**5.1 Community Engagement Cell (CEC)**

- Each affiliated PSBU Satellite Center must establish a CEC to coordinate and monitor activities.
- Responsibilities include project identification, implementation, and reporting.

**5.2 Impact Assessment**

- Conduct regular evaluations of community engagement initiatives.
- Use qualitative and quantitative metrics to measure outcomes.
- Gather feedback from community partners and participants.

**5.3 Capacity Building**

- Organize workshops and training sessions on effective community engagement.
- Provide resources and support for faculty and student-led projects.

**6. Roles and Responsibilities**

**6.1 PSB University**

- Develop guidelines for community engagement activities.
- Provide funding and resources for impactful projects.
- Facilitate networking opportunities with community stakeholders.

**6.2 Affiliated PSBU Satellite Centers**

- Implement the university's community engagement framework.
- Establish and manage CECs.
- Report annually on community engagement activities and outcomes.

**6.3 Faculty and Students**

- Actively participate in community engagement programs.
- Uphold ethical standards and respect community values.
- Collaborate with stakeholders to achieve shared goals.

**7. Monitoring and Review**







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- Annual reviews of community engagement policies and practices.
- Regular audits by PSB University's Quality Assurance Office.
- Updates based on feedback and evolving societal needs.

**8. Implementation Timeline**

- Establish CECs within three months of policy approval.
- Launch initial projects within the first academic year.
- Conduct the first impact assessment within two years.

**9. Conclusion** This policy underscores PSB University's commitment to embedding community engagement into higher education. By fostering meaningful partnerships and addressing real-world challenges, affiliated PSBU Satellite Centers will contribute significantly to societal well-being and academic excellence.

**Approved by:** [Authority Name]

**Date:** [Approval Date]

**ANNEXURE VI: POLICY ON GOVERNANCE AND LEADERSHIP**

**POLICY DOCUMENT OF GOVERNANCE AND LEADERSHIP**

**1. Introduction:**

This policy document on governance and leadership provides a guide for effectively managing the degree program/s in a university while it serves as a foundational structure that ensures transparency, accountability, and consistency in governing and leading the satellite Center. Additionally, the document outlines the roles and responsibilities of leaders, committees, and stakeholders, providing a clear structure for balancing academic and administrative tasks. Ultimately, adherence to the guides shall promotes the sustainable growth and academic integrity of the degree program/s while balancing the stakeholder expectations.

**2. Purpose and Scope**

The main purpose of this policy document is to improve the quality and relevancy of programs through good governance and strategic leadership and to align the decision-making to the mission and vision of the PSBU Satellite Center. Additionally, it focuses providing the guidance for action planning and comprehensively following up the plans for







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continuous improvement of the output. The scope of this policy document on governance and leadership will encompasses the following critical areas but not limited to;

- **Governing Structure;**  
Define roles, responsibilities, and the structure for academic and administrative leadership, ensuring clarity in decision-making processes.
- **Strategic Planning and Alignment;**  
Outline how the program/s aligns with the PSBU Satellite Center's mission, vision, and long-term goals while meeting regulatory and accreditation requirements.
- **Curriculum and Quality Assurance;**  
Establish a framework for curriculum development, program evaluation, and maintaining academic standards.
- **Stakeholder Engagement;**  
provide guidelines for collaboration and communication among faculty, staff, students, and external stakeholders.
- **Resource Allocation;**  
prepare strategies for budgeting, staffing, and resource distribution to ensure program sustainability.
- **Ethical Compliance;**  
Ensure adherence to satellite Center policies, ethical standards, and legal regulations.
- **Adaptability and Innovation;**  
Outline the mechanisms for responding to evolving educational needs and integrating innovative practices.

### 3. Policy Statement

The PSBU Satellite Center shall be committed to maintain the quality and relevancy of the programme/s by governing and leading to assure the adherence to strictly to all academic standards established by PSBU, ensuring continuous improvement and robust quality assurance across all their processes.

### Key Principles and Standards







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The adherence to the principles given shall ensure effective governance, leadership, and the holistic development of the degree program/s. Such basic principles include;

- **Transparency**  
Ensure open and clear communication regarding policies, decisions, and program expectations among stakeholders.
- **Accountability**  
Establish mechanisms to monitor and evaluate performance of responsible individuals and teams at all levels of the PSBU Satellite Center.
- **Student-centered Approach**  
Prioritize the academic, professional, and personal development of students, tailoring the program to meet their evolving needs.
- **Maintain academic and administrative excellence**  
Promote rigorous standards in governing and leading to maintain high-quality education.
- **Collaboration**  
Encourage teamwork among academic, administrative staff, and external partners to achieve program objectives.
- **Sustainability**  
Focus on long-term viability by balancing physical, human, and environmental resources.
- **Ethical leadership**  
Uphold integrity, fairness, and adherence to ethical guidelines in governance.
- **Adaptability**  
Enable the program/s to responding to changes in educational demands, technology, and societal trends.
- **Regulatory Compliance**  
Align with accreditation standards and legal requirements to ensure satellite Center credibility in maintaining the high quality of programme/s







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### 4. Functionalities

The functionalities related to governance and leadership ensure well-managed, effective, and competitive degree program/s. Such functionalities in an PSBU Satellite Center include;

- **Policy Development and Implementation**

- Creating frameworks and guidelines for curriculum design, assessment standards, and faculty qualifications
- Implementing satellite Center policies to ensure quality and compliance with regulatory and accreditation bodies

- **Strategic Planning and implementation**

- Setting long-term direction through mission and vision of the PSBU Satellite Center
- establishing goals and objectives aligned with the vision
- Developing short-term and long-term strategies to enhance the degree program's competitiveness and relevance

- **Academic Oversight**

- Monitoring and evaluating the quality of teaching, learning, and research
- Ensuring academic integrity and promoting innovative educational practices

- **Resource Allocation**

- Managing budgets, facilities, and human resources to support program delivery
- Optimizing the use of technology and infrastructure and other resources

- **Stakeholder Engagement**

- Building relationships with students, faculty, alumni, industry partners, and accreditation bodies
  - Collecting and addressing feedback from diverse stakeholders

- **Leadership and Management**

- Empowering faculty and staff to achieve excellence in their roles
- Fostering an inclusive, collaborative, and goal-oriented organizational culture

- **Quality Assurance and Accreditation**

- Maintaining compliance with national and international accreditation standards







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- Regularly reviewing and updating program components to ensure relevance and excellence
- **Student Development and Support**
  - Offering academic advising, career counseling, and personal development opportunities
  - Ensuring access to adequate learning resources and extracurricular activities
- **Data-Driven, Evidence-based Decision Making**
  - Using data analytics to assess program outcomes, track student performance, and improve processes and procedures
    - Identifying trends to adapt to changing academic and industry demands
- **Crisis Management and Problem Solving**
  - Addressing challenges, such as declining enrollments, higher rate of drop-outs technological disruptions, and regulatory changes
    - Implementing proactive measures to mitigate risks and enhance resilience

## **5. Quality Assurance Mechanisms**

### **Internal Quality Assurance Cell**

- Each affiliated PSBU Satellite Center must establish an IQAC to monitor governance and leadership processes
- Responsibilities include periodic audits, data collection, and reporting to PSB University.

### **External Quality Assurance**

- Annual evaluations by PSB University-appointed external committees.
- Accreditation and compliance with national and international quality standards.
- Regular leadership training and development programs
- Opportunities for professional growth through research and collaborations.

## **6. Responsibilities**

The responsibilities of governing and leading degree Program/s spread among academic and administrative, employees at top, middle and first levels of an PSBU Satellite Center. Such responsibilities include;







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**PSB University**

- Provide policy guidelines and support to affiliated PSBU Satellite Centers.
- Conduct training sessions and workshops on quality assurance.
- Monitor compliance with academic standards

**Affiliated PSBU Satellite Centers**

- Establishing units, committees, groups and defining their responsibilities
- Defining the roles of academic administrators, faculty, and administrative staff
- Policy implementation
- Implementing satellite Center policies
- Ensuring the quality of the governance
- Assuring the compliance with regulatory and accreditation bodies
- Setting long-term direction through mission and vision of the PSBU Satellite Center
- Establishing goals and objectives aligned with the vision
- Making the resources and facilities available
- Fostering an inclusive, collaborative, and quality-oriented organizational culture

**Faculty and Staff**

- Uphold academic integrity and standards.
- Engage in continuous professional development.
- Actively participate in quality assurance activities.

**7. Policy Review and Revision**

Biannual reviews of the policy by PSB University.

- Feedback from stakeholders, including students, faculty, and industry partners.
- Adjustments to the policy to meet evolving educational needs.

**Approved by:** [Authority Name]

**Date:** [Approval Date]







## ANNEXURE VII: POLICY ON EMPLOYABILITY AND CAREER DEVELOPMENTS

### POLICY OF EMPLOYABILITY, AND CAREER DEVELOPMENT

#### 1. Introduction

Encourage continuous development among students for Encourage continuous development among students. Maintain curricula that reflect current industry trends and technological advancements. This policy document outlines the framework for **employability**, and career development designed for higher diploma, undergraduate, and other higher degree students.

#### 2. Purpose and Scope

Ensure high **Employability, and Career Development** continuous improvement in educational practices. Foster skills and competencies aligned with labor market needs. Encourage continuous development among students. Maintain curricula that reflect current industry trends and technological advancements. The scope encompasses all academic programs and ensures a cohesive approach to enhancing educational quality and relevance.

#### 3. Policy Statement

The curriculum will be structured to balance theoretical knowledge and practical application, ensuring the development of core competencies essential for employability. A diverse range of teaching methodologies will be employed to engage students and provide practical insights into the workplace.

#### 4. Key principles and Standards

- **Enhancing Educational Quality:** Ensure high teaching standards and continuous improvement in educational practices.
- **Promoting Employability:** Foster skills and competencies aligned with labor market needs.
- **Supporting Lifelong Learning:** Encourage continuous development among students and faculty.
- **Ensuring Industry Relevance:** Maintain curricula that reflect current industry trends and technological advancements.







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- **Encouraging Innovation:** Promote innovative teaching methods and experiential learning to enhance outcomes.

### 5. Functionality

- **Interactive Lectures:**
  - Provide theoretical foundations of employability and career development.
  - Include guest speakers from industry to share real-world experiences.
- **Case Studies and Problem-Based Learning:**
  - Use real-life scenarios to develop critical thinking and problem-solving skills.
- **Workshops and Seminars:**
  - Conduct specialized workshops on resume writing, interview techniques, and networking.
  - Host seminars on industry trends and career development strategies.
- **Experiential Learning:**
  - Incorporate mandatory internships and industrial placements.
  - Encourage industry-based projects for practical experience.
- **Mentorship and Coaching:**
  - Facilitate mentorship by faculty and industry professionals for career guidance.

### 6. Employability and Career Development Mechanism

**Curriculum Design** The curriculum will be structured to balance theoretical knowledge and practical application, ensuring the development of core competencies essential for employability.

1. Employability Skills and Competency Building
2. Professional Communication
3. Industry Awareness and Networking
4. Leadership and Team Dynamics
5. Digital Literacy for the Workplace
6. Entrepreneurship and Innovation
7. Personal Branding and Professional Image
8. Global Career Opportunities







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**7. Responsibility**

A diverse range of teaching methodologies will be employed to engage students and provide practical insights into the workplace.

**8. Review**

By implementing this integrated policy, the satellite Center reaffirms its commitment to providing high-quality education that bridges the gap between academic learning and professional practice. Through continuous improvement in teaching, curriculum design, and career support services, graduates will be well-prepared to thrive in the evolving global workforce.

**Approved by:** [Authority Name]

**Date:** [Approval Date]

**ANNEXURE VIII: STUDENT SUPPORT SERVICE**

**THE POLICY DOCUMENT ON STUDENT SUPPORT SERVICES**

**1. Introduction**

A policy document on Student Support Services provides a framework for maintaining and enhancing the quality of Student Support Services in an satellite Center. The document outlines principles, standards, and procedures to ensure effective Student Support Services.

**9. Purpose and Scope**

- The objective of the policy is promoting an excellent Student Support Services alignment with satellite Center mission.
- The policy of Student Support Services is applicable to all academic programs, faculty, students support units involved in providing student support services.

**10. Policy Statement**

Articulate the satellite Center's commitment to high-quality Student Support Services and to emphasize values like inclusivity, innovation, student-centered learning, and academic integrity.







## 11. Principles and Standards

- **Learner-Centered Education**

Services should focus on students' needs, goals, and overall well-being to promote their academic, personal, and professional success.

- **Collaboration and Partnership**

Collaboration between faculty, staff, students, and external resources is crucial for an effective and comprehensive support network.

- **Welcoming and Inclusive**

Support should be accessible to all students, irrespective of their background, abilities, or circumstances, and should demonstrate a commitment to diversity, equity, and inclusion.

- **Artistic Competence**

Staff should be trained to understand and respect diverse cultural backgrounds and experiences of students.

- **All-inclusive Growth**

Support should encompass academic challenges as well as personal growth, mental health, career readiness, and social engagement.

## 12. Functionalities

Provide timely and efficient support regarding available services, eligibility requirements, and access procedures to promptly address student needs by establishing communication channels for students to seek help and provide feedback.

- **Proactive Approach and Early Intervention**

Services should prioritize the early identification and resolution of issues to prevent larger problems and provide timely support for students.

- **Confidentiality and Privacy**

Services must protect student information confidentiality while adhering to relevant legal and satellite Center policies.

## 13. Quality Assurance Mechanisms

- Consistent feedback from students and stakeholders should guide the improvement and development of services.

- Regular assessments should evaluate how effectively services are working, using data to enhance student outcomes.







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- Systems must be established to address emergencies, including mental health crises, natural disasters, and interruptions in academics.

**14. Responsibilities**

- HEI practice good governance with the support of all the sections of the PSBU Satellite Center.
- Academic Administrators, Academic staff, development committees and administrative staff are responsible in implementing the policy.
- Define roles and responsibilities for implementing and overseeing the student support services.
- Establish committees or task forces as needed to address specific areas of the policy.

**15. Policy Review and Revision**

- Conduct periodic reviews (every 03 to 4 years) of the policy to ensure it remains effective and relevant.
- Incorporate students' feedback into the review process.
- Procedures for revising the policy based on satellite Center and external developments.

**Approved by:** [Authority Name]

**Date:** [Approval Date]

**ANNEXURE IX: POLICY ON LEARNING RESOURCE**

**POLICY ON LEARNING RESOURCES**

**1. Introduction**

This policy document outlines a structured framework for managing and enhancing learning resources across PSB University and its affiliated PSBU Satellite Centers. It aims to ensure the availability, accessibility, and relevance of physical and digital learning resources to support high-quality teaching, learning, and research. The policy fosters a learner-centered environment, promotes digital transformation, and emphasizes equitable access for all students and faculty members.







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### 2. Purpose and Scope

- Ensure the availability of adequate, relevant, and up-to-date learning resources.
- Promote the integration of digital and physical learning tools for effective teaching and learning.
- Support academic excellence through structured resource management and faculty engagement.
- Align learning resource development with PSB University's academic goals.
- Apply this policy to all affiliated PSBU Satellite Centers, faculty, students, and administrative staff.

### 3. Policy Statement

All affiliated PSBU Satellite Centers must ensure that learning resources are maintained at a standard that supports academic excellence. PSBU Satellite Centers are required to develop and implement strategies for the procurement, organization, maintenance, and effective utilization of learning resources, ensuring alignment with curriculum requirements and emerging educational trends.

### 4. Key Principles and Standards

- **Accessibility:** Ensure all learners have equitable access to quality learning resources.
- **Relevance:** Maintain alignment of resources with current curricula and academic requirements.
- **Sustainability:** Optimize use and renewal of resources through responsible management.
- **Innovation:** Promote the use of modern educational technologies and digital platforms.
- **Quality:** Regularly review and update learning materials to maintain high academic standards.
- **Inclusivity:** Provide diverse resources to cater to varying learning styles and needs.
- **Compliance:** Adhere to copyright laws, licensing standards, and satellite Center regulations.

### 5. Functionalities

- **Resource Planning and Budgeting:** Develop annual plans for acquiring new materials based on course demand.







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- **Library Services:** Maintain a comprehensive collection of print and digital materials, accessible to students and staff.
- **Digital Learning Platforms:** Use LMS and e-library systems to support remote and blended learning.
- **ICT Infrastructure:** Provide hardware and software tools essential for digital learning and research.
- **Learning Support Services:** Offer orientation and training sessions for students and faculty on effective resource usage.
- **Feedback and Evaluation:** Collect user feedback to improve the quality and accessibility of resources.

## 6. Quality Assurance Mechanisms

### Internal Quality Assurance

- Each affiliated PSBU Satellite Center must maintain a **Learning Resources Committee (LRC)**.
- Responsibilities include:
  - Monitoring availability and usage of learning materials.
  - Conducting annual audits of library and IT resources.
  - Coordinating feedback from users for continuous improvement.
  - Ensuring compliance with PSB University guidelines.

### External Quality Evaluation

- Annual inspections by PSB University-appointed review teams.
- Evaluation criteria:
  - Sufficiency and relevance of learning materials.
  - Integration of technology in learning environments.
  - User satisfaction and utilization rates.
  - Recommendations must be implemented and recorded.

### Faculty and Staff Development

- Regular capacity-building programs on:
  - Use of digital and open educational resources (OERs).
  - Curriculum-resource alignment strategies.
  - Managing virtual learning environments.
  - Accessibility and inclusivity in instructional materials.







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**7. Responsibilities**

**PSB University**

- Provide policy guidelines and support to affiliated PSBU Satellite Centers.
- Conduct training sessions and workshops on learning resource management.
- Monitor compliance with standards and recommend improvements.

**Affiliated PSBU Satellite Centers**

- Implement university guidelines and maintain a well-equipped resource center.
- Establish and operate a Learning Resources Committee (LRC).
- Submit annual reports on learning resource status and improvements.

**Faculty and Staff**

- Recommend appropriate and updated resources for courses.
- Engage in training programs on digital and library resource utilization.
- Promote ethical and effective use of learning materials in teaching.

**8. Policy Review and Revision**

This policy will be reviewed every five years to ensure its continued relevance and effectiveness. The review process will assess:

- The adequacy of learning resources.
- Integration with technological advancements.
- User satisfaction and utilization patterns.
- Alignment with academic and satellite Center priorities.

**Approved by:** [Authority Name]

**Date:** [Approval Date]







## **ANNEXURE X: POLICY ON TEACHING AND LEARNING**

### **POLICY FOR TEACHING AND LEARNING**

#### **1. Introduction:**

This policy outlines the general principles that guide the selection of appropriate teaching and learning approach. The Higher Education Satellite Center (HEI) is committed to provide a high-quality teaching and learning experience for all its students. Here are the key elements of such a policy document:

#### **2. Purpose and Scope**

- To establish a framework for delivering high-quality higher education.
- To promote a culture of continuous improvement in teaching and learning.
- To ensure that teaching practices align with the HEI's vision, mission and strategic goals.

#### **3. Policy Statement**

The policy applies to all programs, faculty, students, and administrative staff of the affiliated PSBU Satellite Centers of PSB University.

#### **4. Principles and Standards**

Affiliated PSBU Satellite Centers should commit high-quality teaching and learning. It should focus emphasize values like inclusivity, innovation, student-centered learning, and academic integrity in their teaching learning process

**Academic Excellence:** Commitment to delivering high standard in teaching and learning.

- **Inclusivity:** Provide equitable access and opportunities for all students.
- **Student-Centered Learning:** Focus on active learning, critical thinking, and lifelong learning.
- **Ethical Practices:** Promoting academic integrity and staff maintain professional ethics.
- **Innovation:** Encouraging the use of innovative teaching methods and technologies.
- **Collaboration:** Promoting teamwork among students, staff, and external partners.
- **Sustainability:** Integrating sustainable (SDG) practices into teaching and learning







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**5. Functionalities**

**Curriculum and Program Design**

- Courses should be designed to meet Intended learning outcomes, incorporate feedback, and stay relevant to industry standards.

**Teaching Practices**

- Employ diverse methods (lectures, seminars, labs, online learning) to cater to different learning styles.

**Assessment and Evaluation**

- Use a variety of assessment methods to evaluate student learning effectively.

**Academic Staff Roles and Development**

- Encourage continuous professional development for teaching staff through workshops, seminars, and certifications.
- Promote research and scholarship in teaching and learning.

**Student Support**

- Offer academic support, counseling, and accessibility services

**6. Quality Assurance Mechanisms**

- Regularly review and update teaching and learning policies and practices.
- Use feedback from students, academic staff, and external reviews to inform improvements.
- Monitor and evaluate teaching effectiveness and student outcomes.

**7. Responsibilities**

- HEI practice good governance with the support of Quality Assurance Office, Academic Branch and Board of study
- Academic Administrators, Academic staff, Curriculum development committees and administrative staff are responsible in implementing the policy.
- Define roles and responsibilities for implementing and overseeing the teaching and learning policy.
- Establish committees or task forces as needed to address specific areas of the policy







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**8. Policy Review and Revision**

- Conduct periodic reviews (every 03 to 4 years) of the policy to ensure it remains effective and relevant.
- Incorporate stakeholder feedback into the review process.
- Procedures for revising the policy based on satellite Center and external developments.

**Approved by:** [Authority Name]

**Date:** [Approval Date]







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## ACCREDITATION CERTIFICATE

This is to certify that

**Full Name of the Satellite Center: [e.g. ABC Campus]**  
**Satellite Center ID: [e.g. PSBU/ST/SL/001]**

Located at **[Address of the Center]**

has successfully undergone a comprehensive  
**Center Review** conducted by the  
**Quality Assurance Team of PSB University, Cambodia.**

The review, based on **ten internationally recognized criteria**,  
has confirmed that the center  
has achieved the required standards of

**[e.g. EXCELLENCE]**



IN

### QUALITY ASSURANCE IN HIGHER EDUCATION

Accordingly, **[Full Name of the Center: ABC Center]** is hereby accredited  
as an Affiliated Education Center of PSB University, Cambodia for a period of  
**[e.g. 01<sup>st</sup> January 2026 – 31<sup>st</sup> December 2026]**, subject to adherence to continuous  
quality improvement and compliance with the academic standards of PSB University.

**Issued on:** [e.g. 01<sup>st</sup> January, 2026]

**Valid until:** [e.g. 31<sup>st</sup> December, 2026]

**Next Renew Date:** [e.g. 31<sup>st</sup> December, 2026]

**Rector**

PSB University, Cambodia

**International Academic Director**  
PSB University, Cambodia

**Quality Assurance Committee**  
PSB University, Cambodia







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**PREAH SIHAMONIRAJA BUDDHIST UNIVERSITY  
CAMBODIA**

**QUALITY ASSURANCE ACHIEVEMENT**

This performance review report is proudly presented to

**Name of the Satellite Center: [e.g. ABC Campus]**

In recognition of its demonstrated commitment to maintaining and promoting  
excellence in Education through compliance  
with the Ten Quality Assurance Standards of PSB University.

**Achievements:**

- Quality Assurance Standard
- Academic Standards
- Teaching and Learning
- Student Support
- Research and Innovation
- Assessment and Evaluation
- Governance and Leadership
- Infrastructure and Facilities
- Community Engagement
- Employability and Career Development
- Continuous Improvement

**Signed and Seal Affixed this** [e.g. 31<sup>st</sup> December 2025]

**Valid until:** [e.g. 31<sup>st</sup> December, 2026]

**Satellite Center ID:** [e.g. PSBU/ST/SL/001]

**Next Renew Date:** 31<sup>st</sup> December 2026







**PREAH SIHAMONIRAJA BUDDHIST UNIVERSITY**

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# SATELLITE CENTER AUDIT REPORT

**Next Renew Date:** [e.g. 31<sup>st</sup> December, 2025]

The review was carried out in accordance with the **Quality Assurance Framework of PSB University** using **Ten Review Criteria**, namely:

Review Areas	Grade
Academic Standards	e.g. 1-5
Teaching and Learning	e.g. 1-5
Student Support	e.g. 1-5
Assessment and Evaluation	e.g. 1-5
Research and Innovations	e.g. 1-5
Governance and Leadership	e.g. 1-5
Infrastructure and Facilities	e.g. 1-5
Community Engagement	e.g. 1-5
Employability and Career Development	e.g. 1-5
Continuous Improvement	e.g. 1-5

Following a comprehensive evaluation of documents, facilities, and practices, the institute was reviewed against these criteria, and its level of compliance has been duly recorded by the Quality Assurance Team (QAT).

**Evaluation Scale (Five or Less Value):**

- ☆☆☆☆☆ – Very Low Compliance (1)  
 ★☆☆☆☆ – Low Compliance (2)  
 ★★☆☆☆ – Satisfactory Compliance (3)  
 ★★★☆☆ – High Compliance (4)  
 ★★★★★ – Full Compliance (5)

**Next Renew Date:** 31<sup>st</sup> December 2026

**Overall Quality Assurance  
Achievement Level:**  
**[e.g. Full Compliance]**

