ROYAL UNIVERSITY OF BHUTAN

IWP PREPARATION AND ASSESSMENT GUIDELINES



BASED ON THE PRINCIPLES ENSHRINED IN RUB HRRR 2017

Acronyms and Abbreviations

APA	Annual Performance Agreement
API	Academic Performance Index
CMC	College Management Committee
DAA	Dean of Academic Affairs
DPR	Department of Planning and Resources
DRIL	Dean of Research and Industrial Linkages
DSA	Dean of Student Affairs
HR	Human Resources
HRRR	Human Resource Rules and Regulations
IWP	Individual Work Planning
OVC	Office of the Vice Chancellor
PD	Professional Development
RUB	Royal University of Bhutan
SI	Success Indicator
SMART	Specific, Measurable, Attainable, Realistic, Time-bound
SMT	Senior Management Team
SOP	Service Operating Procedure
TAT	Turn Around Time

Table of Contents

1 GENERAL PROVISION 3

2 IWP PREPARATION FORMAT FOR ACADEMICS 4

3 STANDARDS FOR COMPLETING IWP PREPARATION 8

4 APPLICATION OF API INDEX 12

5 IWP PREPARATION FORMAT FOR ADMINISTRATIVE & TECHNICAL STAFF 14

6 STANDARD ASSESSMENT FORMAT (FOR GENERAL SERVICE STAFF) 17

7 IWP PREPARATION FORMAT FOR DEANS 18

8 STANDARDS FOR PREPARING IWP FOR DEANS 20

9 IWP PREPARATION FORMAT FOR CHIEF 22

10 FEEDBACK SYSTEM 23

11 REVIEW OF IWP 24

12 ASSESSMENT OF IWP FOR ACADEMICS 26

13 ASSESSMENT OF IWP FOR ADMINISTRATIVE AND TECHNICAL STAFF 32

14 ASSESSMENT PROCEDURE OF IWP FOR ADMINISTRATIVE AND TECHNICAL STAFF 34

15 ASSESSMENT PROCEDURES OF IWP FOR DEANS 37

1 General Provision

1.1 Colleges/OVC Departments may ensure inclusive and holistic approach to preparation of IWPs. It should align with the APA success indicators (SIs) and targets.

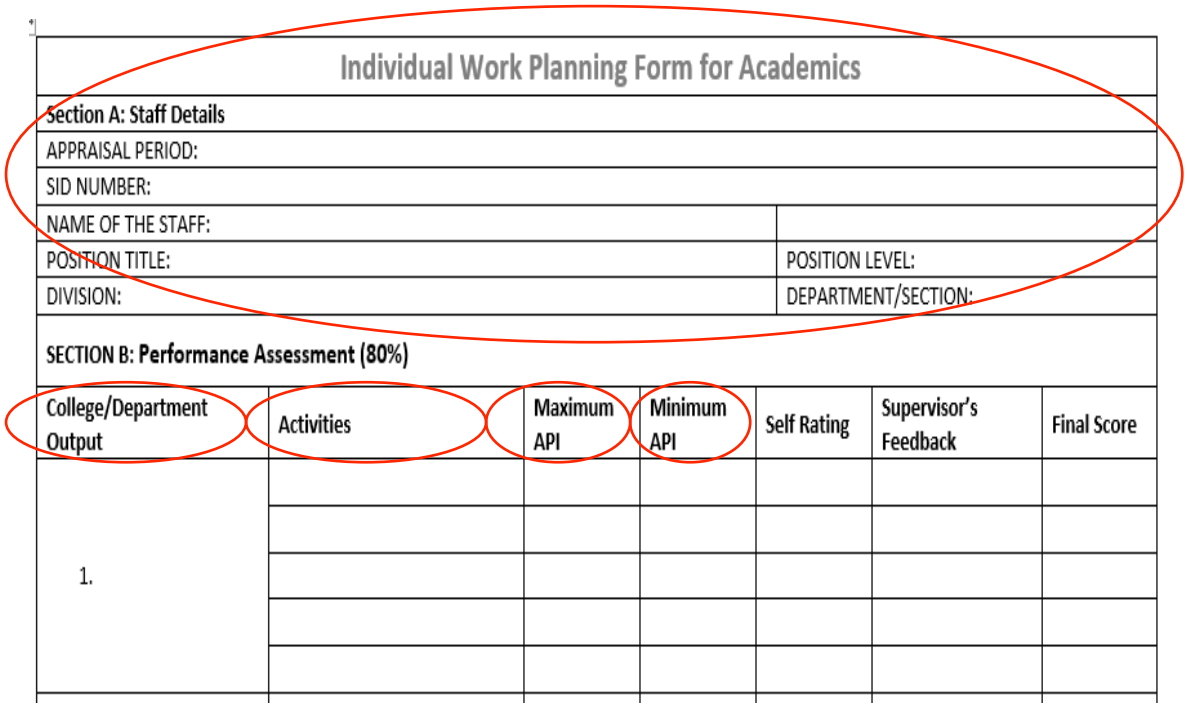
1.2 The IWPs should capture the values, quality, and other intangible aspects of operation, which contribute to the holistic growth of the college/OVC Departments in line with the APA targets of the head of the College/OVC.

1.3 During the preparation of IWP, the colleges/OVC Departments will carry out consultation among the staff and set targets as stipulated in the APA and make sure it is clearly cascaded to individuals.

1.4 The targets of the IWP should be challenging and SMART, and commensurate with the capacity of the individuals.

2 IWP Preparation Format for Academics

2.1 The format for preparation of IWP contains five main parts namely Staff Details, College/Department Output, Activity, Maximum API and Minimum API score as given in the figure below:



Individual Work Planning Form for Academics						
Section A: Staff Details						
APPRAISAL PERIOD:						
SID NUMBER:						
NAME OF THE STAFF:						
POSITION TITLE:				POSITION LEVEL:		
DIVISION:				DEPARTMENT/SECTION:		
SECTION B: **Performance Assessment (80%)**						
College/Department Output	Activities	Maximum API	Minimum API	Self Rating	Supervisor's Feedback	Final Score
1.						

Figure 1: Format for preparation of IWP for academics

2.2 **Staff Details:** This part includes providing important information of the staff at the outset by filling the first part of the format at the top as given in Figure 1. The staff details include the following information:

- Appraisal period (write the financial period for which the IWP is prepared)
- SID number (Staff Identify number)
- Name of the staff
- Position title
- Position level
- Division (Department or section in the colleges/Division in case of OVC)
- Department/Section (College name/Department name in case of OVC)

2.3 **College/Department Output:** This column should be filled by reflecting the relevant Success Indictors (SI) from the Annual Performance Agreement (APA) of the respective college/department of OVC. Each year, colleges and departments of OVC will sign APA. The APA contains list of SIs to measure their annual performance. Individuals preparing their IWP will need to select the most relevant SIs. Some of the SIs will be directly relevant while some may not.

Therefore, individuals have to choose the closest SI to your activity if there is no SI that is directly relevant. *Figure 2* provides an example of selecting SIs from APA.

The figure below shows some example of how to fill the output column.

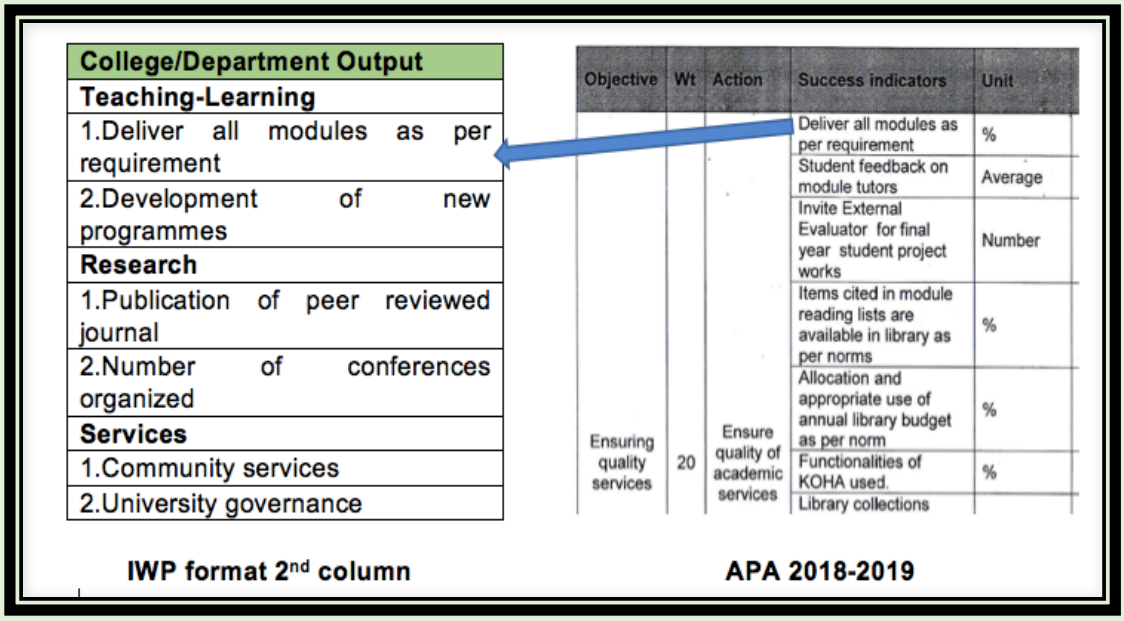
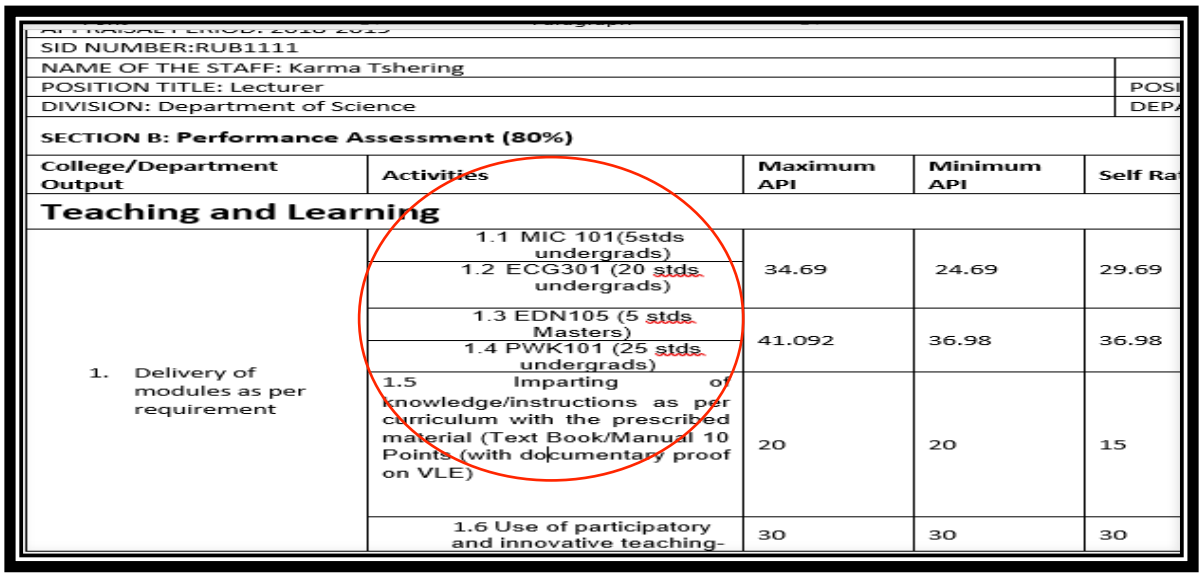


Figure 2: Preparing College/Department Output

2.4 Activities: This part needs to be filled up by including specific task that are to be carried out by the individuals that directly contribute to the SI. See example in the figure below.



SID NUMBER:RUB1111
NAME OF THE STAFF: Karma Tshering
POSITION TITLE: Lecturer
DIVISION: Department of Science

SECTION B: Performance Assessment (80%)

College/Department Output	Activities	Maximum API	Minimum API	Self Ra
Teaching and Learning				
1. Delivery of modules as per requirement	1.1 MIC 101(5stds undergrads)	34.69	24.69	29.69
	1.2 ECG301 (20 stds undergrads)			
	1.3 EDN105 (5 stds Masters)	41.092	36.98	36.98
	1.4 PWK101 (25 stds undergrads)			
	1.5 Imparting of knowledge/instructions as per curriculum with the prescribed material (Text Book/Manual 10 Points (with documentary proof on VLE)	20	20	15
	1.6 Use of participatory and innovative teaching-	30	30	30

Figure 3: Example of Activities in IWP

Identification of activities will be guided by the following:

- Representative Work Activities (RWAs) reflected for different position level.
- Specific job description of the position held such as programme leader, HoDs etc.

2.5 Maximum API: This column reflects the highest score receivable to carry out activities based on the API Guidelines as enshrined on page no. 150-155 of RUB HRRR 2017. The purpose of the column includes the following:

- To determine the total points that an individual plans to earn during the year.
- To ensure right workload for the staff. Therefore, it must be noted that if the sum of maximum API for all activities are beyond what is required by the norms, it indicates that the work load will be heavier and vice versa.

2.6 Minimum API: Is the reflection of possible score that could be earned taking into account time that could be invested (attendance in case of teaching), output that could be generated as per individual projection. This column is only to forecast the API score to plan the workload for the year so as to fulfil all requirements to attain the highest level of achievement.

SECTION B: **Performance Assessment (80%)**			
College/Department Output	**Activities**	**Maximum API**	**Minimum API**
Teaching and Learning			
1. Delivery of modules as per requirement	1.1 MIC 101(5stds undergrads)	34.69	24.69
	1.2 ECG301 (20 stds undergrads)		
	1.3 EDN105 (5 stds Masters)		
	1.4 PWK101 (25 stds undergrads)		
	1.5 Imparting of knowledge/instructions as per curriculum with the prescribed		

The main objective of having maximum and minimum API is to plan better to achieve the performance result by ensuring right workload. The calculation of points under Maximum and Minimum API needs to take into account the following two factors:

- Points for each activity as prescribed under Guidelines For Allocation of API Score.
- Norms and Standards *(Teaching undergraduate level with less/more than 40 students = score will be deducted/added by 0.1875 point per student.*

Ideal Class size is 20 for master's programme. For every deviation of student from 20 shall have point added/deducted by 0.375 (two times greater than undergraduates)

Figure 4 provides examples of how to calculate maximum API score:

Example 1

An academic teaching two modules at undergraduate level (Module MIC 101 has 5 students and other module ECG 301 has 20 students). In total the academic is teaching 25 students as opposed to 80 students in a semester as per the norm.

- Ideal Class size is 40 students in each module. Therefore, for two modules, there should be 80 students.
- Since there will be only 25 students, it is 55 students less than norm {80 (ideal class size) – 25 (Actual student no) = 55 students}.
- Therefore, as per the API Guidelines points receivable will be deducted by 55 x 0.1875 (as per API norms) = 10.31 (less API score).
- Note that as per API Guideline total API receivable will be 45 for the class size of 40 students per module.

Hence, Maximum API receivable will be 34.68 (45 - 10.31) instead of 45.

Example 2

An academic teaching two modules, one at undergraduate level (Module ECG 301 with 35 students) and one at Masters level (Module MIC 101 with 25 students).

- As per the norm, the class size is 40 students per module at undergraduate level. Therefore there will be 5 students less and the API score will fall by **0.9375** points (5 x 0.1875).
- Therefore, maximum API score receivable will be 44.0625 (45 – 0.9375).
- As per the norm, the class size is 20 students per module at Masters level. Therefore, there will be 5 students more and the API score will increase by **1.875** (5 x 0.375).
- Therefore, maximum API score receivable will be 46.875 (45 + 1.875).

Hence, Average of maximum API receivable for two modules is 45.469 {44.0625+46.875)/2}.

Figure 4: Example of calculating Maximum API

3 Standards for completing IWP preparation

3.1 As per the norms, an academic is required to carry out activities under three themes namely Teaching-Learning, Research and Academic Services.

3.2 Teaching-learning:

3.2.1 The maximum API score Under Teaching-Learning is 125.

3.2.2 It is mandatory for a lecturer to carry out the Nature of Activity from Sl. No 1-5 of the Table below.

Sl. No.	Nature of Activity	Maximum Score
1.	Teaching of modules as per the Norms and Standards plus attendance	45
2.	Preparation and imparting of knowledge/instruction as per curriculum; syllabus enrichment by providing additional resources to students	20
3.	Use of participatory and innovative teaching-learning methodologies and ICT	30
4.	Examination duties (invigilation; question paper setting, evaluation/assessment of answer scripts) as per allotment	20
5.	Leading initiative for improvement of teaching-learning strategies	10
6.	Other awards/medals/certificate received	10
7.	*Development of new programmes or review of existing programmes including updating of subject contents for course improvement*	*20*
8.	*Lectures or other teaching duties in addition to the Norms and Standards*	*20*
9	*Developing and imparting bridge course/providing remedial*	*10*
10	*Developing and imparting soft skills/communications skill/personality development courses/modules, etc.*	*10*
	Maximum API Score	**125**

Figure 5: API Score distribution for teaching-learning

Note: *If an academic is required to do Sl. 7-10, the points should be transferred to either research or services for the purpose of assessment.*

3.2.3 If an academic accumulates total API score that is more than maximum API score (125), the differential score will be transferred to either research or services. However, the faculty is required to do nature of activity from Sl. No. 7-10 as prescribed in Guidelines For Academic Performance Index.

3.2.4 If a lecturer earns additional points for teaching extra number of students or extra module, the points will be added in Sl. No. 8 (Figure 5). An example of how points could be transferred is given below:

E.g., If an academic is teaching ten extra students, the point earned is **1.875** (**10X0.1875**). This additional score will be reflected under SL. No. 8 in Guidelines for academic performance index (API) as a separate activity.

Teaching learning	Std No.	Extra students	Max. API	Min. API (considering 90% attendance)
M1	60	20	47.34375	42.60938
M2	55	15		
M3	45	5		
M4	50	10		
Preparation			20	20
Use of participatory			30	30
Examination duty			20	20
Development of new programmes (3 modules)			15	15
Point earned from teaching extra students			2.34375	2.344
			134.6875	**129.9534**

3.2.5 In the event where a two or more faculty members share a module, a score will be shared between them.

Examples on sharing of API score for sharing teaching workload.

1. Songs and Music modules (SM102) shared by 2 academics in a semester = **45 (Max. API)/2**

   Hence: 11.25/2 = 5.625

2. Songs and Music modules (SM102) shared by 3 academics in a semester = **45(Max.API)/2**

   Hence: 11.25/3 = 3.75

3.3 Research and innovation

3.3.1 The total maximum API score for Research and Innovation shall vary depending on the position levels where:

3.3.1.1 Professor = 110

3.3.1.2Associate Professor = 88

3.3.1.3Assistant Professor = 50

3.3.1.4Lecturer = 34

3.3.1.5Associate Lecturer = 20

3.3.2 The total score shall be converted out of 30%.

Research and Innovation		
1. Publication of peer-reviewed journal	1.1 Publish refereed journal	30
2. Publish books/book chapter	2.1 Environment studies (1 chapter)	5
3. Joint research project with national and international	3.1 Sunrise project (Nu. 5 Million)	10

3.3.3 Maximum API score for each research activity will be based on output as guided by the points reflected under API Guidelines.

3.3.4 Minimum API score for research shall be determined by assessing the possibility in terms of level of results that could be achieved. For instance, if an academic plans to publish a paper in a journal with impact factor, the minimum score could be set at publishing in a referred journal.

3.3.5 Student research supervision will be considered as part of research and innovation and will be reflected under research only. However, the activity will be linked to SI “Deliver all modules as per requirement” if there is no SI that is directly linked to the activity.

3.3.6 Research and Innovation at the position of Assistant Lecturer is not a requirement and hence it cannot be planned as part of their IWP activity.

3.3.7 The API score earned by assistant lecturers from research outputs shall be credited to services.

3.3.8 An assistant lecturer who has already acquired highest possible API score under services will not have the scope to add API score earned from research. In such a case, the President through the recommendation of CMC/SMT will award a letter of appreciation for those with minimum API score of 10 points.

3.4 Academic services

3.4.1 The maximum API scored for academic services shall be 30, which will be later converted to 10% of total performance score.

3.4.2 An individual academics must maintain documentary evidence as and when they carryout activities/services.

3.4.3 The services reflected in the APA is not exhaustive and different services will considered verifying the evidence.

3. Academic Services			
1. Community service	1.1 Initiate mass cleaning in the College	5	
	1.2 Assigned as Tarayana club advisor	5	
2. Project related to environment friendly practices	2.1 Coordinated mass plantation	5	
	2.2 Initiated paperless practices	5	
3. Child care center	3.1 Initiated child care center	5	
4. Initiative related to improvement of university governance	4.1 Members of CMC	2	
	4.2 Member of UHRC	3	

3.4.4 Academics may include activities that could be foreseen and leave some spaces for inclusion during the mid-year review and at the end of the year. Activities such as member of AB, APRC, HRC, etc could be noted in the beginning, as attending these meetings can be foreseen right at the start of the year.

4 Application of API Index

Activity	Application	Examples and notes
Teaching and learning		
Teaching of Modules as per norms and standards	2 modules per semester of 40 students each	
	1 module per semester with 100 students for science programmes or 120 students for arts programmes	
	2 modules per semester of 20 students each for Masters programmes	
	3. The college management has the flexibility in considering other training sessions as teaching of modules provided there is equivalency in workload.	
Development/review of programmes with more than one persons	Sharing of points with 5 points to a leader - applies to overall programme development where two or more academics are jointly leading the programme development/review	
	A Programme leader may mention this and reduce teaching workload if required. But must deliver and be assessed as per the result	For instance, a programme leader may take only one module per semester and work on programme review or development.
	If modules are developed jointly, the points could be shared equally.	
Awards/Medals/Certificates received (P. 150 of RUB HRRR 2017)	Only special recognition or excellence awarded will be considered. This is a bonus point given in honour of the awards/certificate received.	E.g. National Order of Merit, Lecturer of the Year Award by college etc. Other certificates received due to participation in short-term PD courses will not be included here. It should be reflected under Services p. 154 of RUB HRRR 2017.
Lectures or other teaching duties in addition to Norms and Standards	It includes teaching of extra modules or teaching or same modules with students beyond the norm	E.g. teaching of modules ACC101 with 200 students (200-120=80). So 80 students could be allocated under this activity. Or teaching completely new module.
Research & Innovation		
Impact factors	Since impact factors vary, the highest impact factor will be counted irrespective of the year for assessment.	E.g. Journal of Management has impact factor of 1.7(2013), 1.8(2014), 2.1(2015), 2.3(2016). The impact factor of the journal will be considered as 2.3.
		Since impact factor is difficult to determine, the information that can be retrieved from Research Gate, SCImago Journal Rank(SJR), and other Journal Citation Reports (JCR) including search results shown by Wikipedia as considered by the CMC and HRC will be considered.
Sponsored projects carried out or on-going	Include research or any development projects awarded by international or national	Only projects where there are substantial intellectual inputs made by the proponents while designing the proposal will be

	organizations based on proposals developed by RUB academics and proposed	counted. E.g. Eramus Mundus project, research projects etc.
Consultancy Projects	Include projects that are part of expert services such as conducting training, conducting surveys, undertaking projects etc.	
Research Supervision	Supervision of research projects will be included under the SI "Deliver all modules as per requirement" but reflected under Research and Innovation.	

5 IWP Preparation Format for Administrative & Technical Staff

5.1 The section on IWP preparation format will apply to all categories of staff under administrative and technical staff including deans except staff under GSS.

5.2 The format for preparation of IWP contains four main parameters namely Staff Details, College/Department Output, Activities, Target Value score as given in the figure below:

College/ OVC /Section Output	Activities	Target Value				Target Achieved specified by individual	Supervisor's Feedback/ Comment/ Justification	Final Score by Supervisor
		Outstanding (85+)	Very Good (70 – 84.9)	Good (60-69.9)	Need Improvement (59.9 and below)			
1.	1.1.....							
	1.2.....							
2.	2.1.....							
	2.2.....							
Total								
Final Score								

5.3 **Staff Details:** It consists of the staff details which includes the following and the template in the following figure:

5.3.1 Appraisal period

5.3.2 SID number

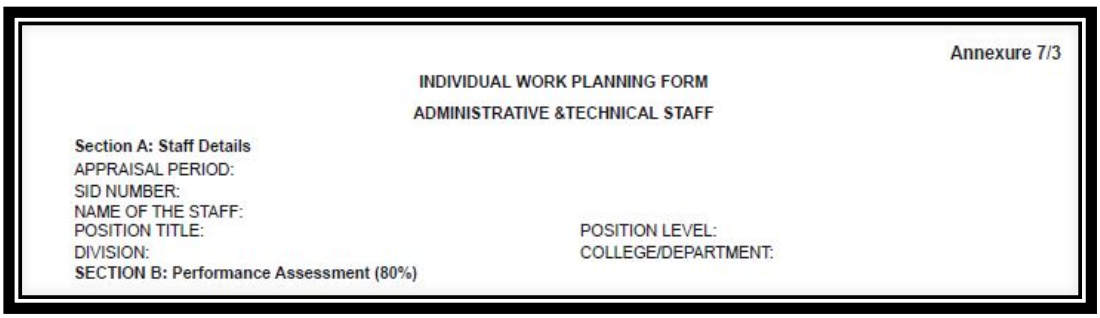
5.3.3 Name of the staff

5.3.4 Position title

5.3.5 Position level

5.3.6 Division

5.3.7 College/Departments



Annexure 7/3

INDIVIDUAL WORK PLANNING FORM

ADMINISTRATIVE &TECHNICAL STAFF

Section A: Staff Details

APPRAISAL PERIOD:

SID NUMBER:

NAME OF THE STAFF:

POSITION TITLE: POSITION LEVEL:

DIVISION: COLLEGE/DEPARTMENT:

SECTION B: Performance Assessment (80%)

5.4 College/OVC/Section outputs: The output shall be derived from the APA SIs of the College/OVC Departments**.**

5.5 Activities: The activities shall be derived from position profiles of individual positions.

5.5.1 The position profile consists of representative work activities (RWAs) and specific roles and responsibilities of the position.

5.5.2 The activities shall be also linked to the output of the College/OVC Departments as reflected below:

College/OVC /Section Output	Activities	Outstanding	Very Good	Good	Need Improvement
Develop SOP and TAT for all major public services and offer quality services	SOP and TAT developed for all administrative services	SOP & TAT developed and approved by CMC	SOP & TAT developed, but awaiting endorsement by CMC	Draft completed	Not drafted

5.5.3 Section Heads and below may also have activities linked to SIs of the College/OVC Department but may not directly reflect outcome/APA targets.

Objective	Wt.	Action	Success Indicators	Unit	Weight	Outstanding	Very Good	Good	Need Improvement
Ensuring quality services	...	Ensure quality of academic services	Labs equipped with required facilities based on programme	Number	5%	4 labs equipped with computer	3 labs equipped with computer	2 labs equipped with computer	1 lab equipped with computer

Table 2: IWP Samples of Administrative Officer

College/OVC /Section Output	Activities	Outstanding	Very Good	Good	Need Improvement
Labs equipped with required facilities based on programme	Procure required number of computers for the labs	Received goods	Award and supply order placed	Tender floated	Not done

5.6 Target Value:

5.6.1 The target setting shall be guided by the APA for the College/OVC Department, Standard Operating Procedure (SOP) and TAT.

5.6.2 The target setting can be *quantitative (numbers)* or *qualitative (status of work)*, as determined by APA targets/SOP.

5.6.3 Target setting as *Target Value* would constitute target in absolute number/value. E.g. the number of capacity building programme conducted or coordinated.

College/OVC /Section Output	Activities	Outstanding	Very Good	Good	Need Improvement
Administrative & Technical staff attending short term PD programme annually	Send administrative staffs on short term PD programme	4	3	2	1

5.6.4 Target setting as *Status of Work* can constitute target which cannot be defined in absolute value/number but which is procedure oriented (qualitative). E.g. the development of policy document, where the target can be completion of work/endorsement by the highest decision-making body.

College/OVC /Section Output	Activities	Outstanding	Very Good	Good	Need Improvement
Develop HR Master Plan	Draft and finalize HR Master Plan Proposal for the College	Endorsed by CMC and submitted to OVC	Endorsed by CMC	First draft complete	Not initiated
Ensuring qualitative administrative services	Supported in the preparation of budget proposals for the college and submitted to OVC	Review budget proposal and submit to OVC with supporting documents within the dateline	Budget proposal presented to CMC and approved	Budget proposals compiled	Called for budget plan from departments

6 Standard Assessment Format (for General Service Staff)

6.1 The standard assessment format will be used uniformly for all GSS to assess their core competencies.

6.2 There shall not be any separate IWP preparation required for GSS.

6.3 The standard form consists of two sections (Section A and B) as given below:

Section A

Appraisal Period:	
Name of the Staff:	Name of the Supervisor:
Position Title:	Position Title:
Position Level:	

Section B

Sl. No.	**Core competency**	**Self-rating**	**Supervisor's rating**	**Comments by Supervisor**
1	Punctuality			
2	Integrity			
3	Flexibility			
4	Interpersonal relations			
5	Communication skills			
6	Team work and cooperation			

Signature of Staff & Date *Signature of Supervisor & Date*

7 IWP Preparation Format for Deans

7.1 The IWP preparation for Dean of Academic Affairs, Dean of Student Affairs and Dean of Research & Industrial Linkages shall be carried out using the same form as that of Administrative & Technical Staff.

7.2 **College/OVC/Section outputs:** The outputs shall be derived from the APA SIs of the College

7.3 **Activities:**

7.3.1 The activities shall be derived from the Position Profile of Dean's position, consisting of representative work activities (RWAs) and specific roles and responsibilities of the Dean.

7.3.2 The activities shall be also linked to output as reflected in the APA of the College.

7.3.3 Teaching & Learning as mandatory activity for academics shall be included as one activity for all Deans (DAA, DRIL & DSA).

7.4 **Target Value:**

7.4.1 The target setting for Deans shall be guided by the APA for the College and Standard Operating Procedure (SOP) for the Dean's position.

7.4.2 The target setting shall be Target Value and Status of Work, as determined by APA targets. However, given their leadership role at the College, Deans shall have their target range identified at outcome level directly as per the targets set in the APA for the College.

7.4.3 For all Deans, teaching-learning activity with regard to teaching of one module per semester will be included as a separate activity.

College/OVC /Section Output	Activities	Outstanding	Very Good	Good	Need Improvement
Enhancement of quality and relevance of programme	**Teaching-Learning Activity**				
	1. Teach MT201 to BCA 2nd Semester students as per norms & standards plus attendance (Semester 1)	API score	API score	API score	API score
	2. Teach MT302 (Semester 2)				
	3. Teach (if teaching more modules add here). Each module should be included as a separate activity.				

	4. Preparation and imparting of knowledge/instruction as per curriculum; syllabus enrichment by providing additional resources to students	API score	API score	API score	API score
	5. Use of participatory and innovative teaching-learning methodologies and ICT	API score	API Score	API Score	API Score

8 Standards for preparing IWP for Deans

8.1 **Step 1:** As per the norms, Deans are required to carry out the nature of activities under Theme 1 (Teaching and Learning), which are mandatory for academics i.e. Sl. No. 1-3 (also indicated in the table above)

8.2 **Step 2:** For the sub-activity of teaching of one module, as reflected in Sl. No. 1, the target setting shall also take into account the student number, as detailed below:

8.2.1 If a Dean has more number of students than the standard class size (40 students for undergraduate level/20 students for masters level) in the module he is assigned with, API shall be set at 45.

8.2.2 If a Dean has less number of students than the standard class size (40 students for undergraduate level/20 students for masters level) in the module he is assigned with, the target setting for API shall also consider deducting points from maximum score of 45.

E.g. Teach Module with 25 students (less than standard class size):

Eg. 40 (Ideal class size) – 25 (Actual class size) =15x0.1875(as per API norms)=2.81(less point)
=45 (Max API score-2.81 (less point)=42.18

8.2.3 The maximum target value will be set after taking into account the student number.

E.g. Maximum Target of 'Outstanding' be set at **API 42.18**, and points to be subsequently set for other target values, based on discretion of supervisor.

College/OVC /Section Output	Activities	Outstanding	Very Good	Good	Need Improvement
Enhancement of quality and relevance of programme	**Teaching-Learning Activity**				
	1. Teach MT201 to BCA 2nd Semester students as per norms & standards plus attendance	API score	API score	API score	API score

8.3 **Step 3:** For the sub-activity as reflected in Sl. No. 2 and 3 of API Guideline (on p. 150, RUB HRRR 2017) the target shall be set separately as guided by Academic Performance Index (API) for academics.

College/Dept Output	Activities	Outstanding	Very Good	Good	Need Improvement
Enhancement of quality and relevance of programme	**Teaching-Learning Activity**				
	2. Preparation and imparting of knowledge/instruction as per curriculum; syllabus enrichment by providing additional resources to students	API score	API score	API score	API score
	3. Use of participatory and innovative teaching-learning methodologies and ICT	API score	API score	API score	API score

8.4 **Dean of Academic Affairs:** All activities related to academic affairs at the College as reflected in APA shall become the activities of the Dean of Academic Affairs, maintaining the same target.

College/OVC /Section Output	Activities	Outstanding	Very Good	Good	Need Improvement
Enhancement of quality and relevance of programme	Review B.Sc. IT programme	Programme reviewed successfully	Review documents presented to PQC	Review documents presented to CAC	Review documents initiated
Ensuring qualitative services	Conduct CAC meetings as per schedule (quarterly)	CAC conducted quarterly (every 3 months' time)	4 CAC meetings conducted, but not as per required timeline	3 CAC meetings conducted	2 CAC meetings conducted

8.5 **Dean of Student Affairs:** All activities related to student affairs at the College as reflected in APA shall become the activities of the Dean of Student Affairs, maintaining the same target.

College/OVC /Section Output	Activities	Outstanding	Very Good	Good	Need Improvement
Ensuring qualitative services	Establish reprographic facilities to staff and student which is functional and of quality	Facility made available, and functional	Facility made available, but not functional		Facility not available

8.6 **Dean of Research & Industrial Linkages:** All activities related to research and liaising at the College as reflected in APA shall become the activities of the Dean of Research & Industrial Linkages, maintaining the same target.

College/OVC /Section Output	Activities	Outstanding	Very Good	Good	Need Improvement
Enhancement of research, innovation and scholarship	Academics engaged in research through publications of research work	10 publications	8 publications	6 publications	<6 publications

9 IWP Preparation Format for Chief

9.1 The IWP preparation for Chief Positions shall be carried out in the same manner as that of Administrative & Technical Staff.

9.2 **College/OVC/Section outputs:** The outputs shall be derived from the APA SIs of the OVC Department

9.3 **Activities:**

9.3.1 The activities shall be derived from the Position Profile of Chief's position, consisting of representative work activities (RWAs) and specific roles and responsibilities of the Dean.

9.3.2 The activities shall also be linked directly to output as reflected in the APA of the OVC Department.

9.4 **Target Value:**

9.4.1 The target setting for Chief shall be guided by the APA for the OVC Department and Standard Operating Procedure (SOP) for the Chief's position.

9.4.2 The target setting shall be *Target Value* and *Status of Work*, as determined by APA targets. However, given its leadership role, Chief positions shall have their target range identified at outcome level directly from the targets set in the APA of the Department at OVC.

10 Feedback System

10.1 The feedback system shall cover all staff of the Royal University of Bhutan, including Executives, Academics and Administrative & Technical Staff

10.2 Feedback shall be used for assessment of staff in the University, wherever possible.

10.3 Feedback providers shall be identified for three categories:

10.3.1 Feedback providers for Peer Feedback

10.3.2 Feedback providers for Sub-ordinate Feedback

10.3.3 Feedback providers for Beneficiary Feedback

10.4 The supervisor, in agreement with the staff for whom the assessment will be carried out, shall be responsible for identifying relevant staff as peers, subordinates and beneficiary.

10.5 Identification of feedback providers shall happen along with the IWP Preparation for individual staff.

10.6 There shall be at least 10 staff as feedback provider for each of the categories.

10.7 In the event, there is less than 10 staff as feedback provider for peer/sub-ordinate/beneficiary, the feedback will not be assessed for the particular category (or categories).

10.8 In the event, there is less than 10 staff for all categories, the performance assessment of the concerned staff will be strictly based on the IWP Performance Score.

11 Review of IWP

11.1 Review of IWPs will be carried out in view of reviewing the performance of individuals.

11.2 Review will happen in two frequencies:

11.2.1 Quarterly for probationers and for those who fall under "Need Improvement" category.

11.2.2 Half-yearly for all other staff

11.3 IWP planning and assessment will follow the Financial Year. Therefore, those appointed in January will begin with IWP for half the year.

11.4 Mid-year review will normally happen in December. However, the colleges may carry out the review during the semester planning period.

11.5 Individuals will provide the status of implementation or performance based on IWP and status of progress as per the format given below (with example) for feedback from the supervisor:

College/Department Output (SI)	Activity	Status update by the individual	Remarks by the supervisor
Deliver all modules as per requirement	Teach Module 101	Completed	
Develop IWP guidelines	Develop IWP guidelines	Guidelines drafted through a workshop	

11.6 The Mid-year review is also an opportunity to review the IWP activities and targets based on the changes that has occurred under the following circumstances:

11.6.1 When there is change in plan and funding status that affect the implementation of the activity in IWP.

11.6.2 When there is direction from the government/university/college that requires reprioritization of activities in the IWP.

11.6.3 To include specific modules to be taught that are not defined during the beginning of the year for academics.

11.7 There should be a provision to recognize and include major activities after mid-year review under circumstances that fall under **Section 6**.

11.8 The changes could be proposed using the format (with example) given below:

Activity	**Proposal**	**Rationale**
Conduct one international conference	Dropped	Due to change in funding status
Develop guidelines for research award	New	As per the directives of Academic Board

If new activity is to be included with set target range as given below:

SI	New Activity	Outstanding	Very Good	Good	Need Improvement
Develop research	Develop guidelines for research award	Approved by AB	Submitted to CRC	Submitted to DRIL	Drafting stage

11.9 For quarterly review, the supervisor will continue to provide feedback for each of the activity including mid-year review.

11.10 No more than two activities should be deleted from the IWP even if there are major new activities to be included.

11.11 The outcome of the mid year review should be included in the IWP of the individuals based on the approval of the supervisor and a copy sent to Administrative Section/HR Division in case of OVC staff.

12 Assessment of IWP for Academics

12.1 The assessment of IWP for academics shall begin as soon as after the evaluation of College APA. Towards this, individual academics should produce verifiable records/documentary evidence against the activities carried out. The assessment should be completed by end of June.

E.g. Verifiable record/documentary evidence such as office orders, certificates, receipts, reports and physical verification.

12.2 The ratings shall consist of three stages. The first stage shall include assessment of performance as per the targets on the Individual Work Plan. Academic Performance Index (API) shall be used for rating of academics.

Sl. No	Category	Weight	Remarks
1	Teaching & Learning	60%	The maximum API score shall be 125. Accordingly, the total score shall be converted out of 60%. (Student feedback shall be incorporated within this rating and shall constitute 20% of the rating)
2	Research and Innovation	30%	The maximum API score shall vary depending on the position levels (Professor = 110, Associate Professor = 88, Assistant Professor = 50, Lecturer = 34, Associate Lecturer = 20). Accordingly, the total score shall be converted out of 30%.
3	Professional Services	10%	The maximum API scored shall be 30. Accordingly, the total score shall be converted out of 10%.

12.3 The self-assessment shall be carried out for the purpose of validation and communication. There shall be no weight assign on self-assessment. It is also to encourage faculties to examine their level of understanding and nature of activities.

SECTION B: **Performance Assessment (80%)**

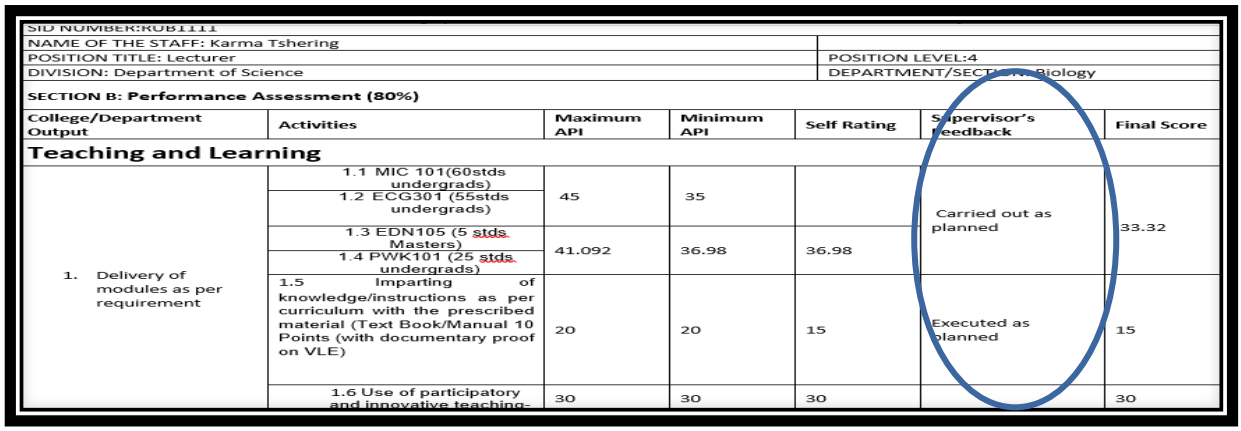
College/Department Output	Activities	Maximum API	Minimum API	Self Rating	Supervisor's Feedback	Final Score
Teaching and Learning						
	1.1 MIC 101(5stds undergrads)	34.69	24.69	29.69		
	1.2 ECG301 (20 stds undergrads)					

12.4 Initially, the academic has planned for 90% attendance keeping in mind of unforeseen factors. However, he/she could take 95% attendance and in his/her self-rating the score is **29.69** as reflected above.

12.5 The IWP assessment shall be carried out between the academics and his/her supervisors.

12.6 Supervisors should assign score and give feedback to academics for each of the activities that they have carried out by verifying the evidences provided.

12.7 Supervisor feedback will be given during the time of assessment in the IWP form given below.



SID NUMBER:RUB1111
NAME OF THE STAFF: Karma Tshering
POSITION TITLE: Lecturer — POSITION LEVEL:4
DIVISION: Department of Science — DEPARTMENT/SECTION: Biology

SECTION B: Performance Assessment (80%)

College/Department Output	Activities	Maximum API	Minimum API	Self Rating	Supervisor's Feedback	Final Score
Teaching and Learning						
1. Delivery of modules as per requirement	1.1 MIC 101(60stds undergrads)	45	35	36.98	Carried out as planned	33.32
	1.2 ECG301 (55stds undergrads)					
	1.3 EDN105 (5 stds Masters)	41.092	36.98			
	1.4 PWK101 (25 stds undergrads)					
	1.5 Imparting of knowledge/instructions as per curriculum with the prescribed material (Text Book/Manual 10 Points (with documentary proof on VLE)	20	20	15	Executed as planned	15
	1.6 Use of participatory and innovative teaching-	30	30	30		30

12.8 If an academic scores more than maximum API score (125), the differential score will be transferred to either research or services. However, the academic is required to do Nature of Activity from Sl. No 7-10 as prescribed in guidelines for academic performance index.

Differential score = 129.95(Actual score)- 125(Max. API) = 4.95, this score will be transferred research or services for assessment.

Teaching learning	Std No.	Extra students	Max. API	Min. API (considering 90% attendance)
M1	60	20	47.34375	42.60938
M2	55	15		
M3	45	5		
M4	50	10		
Preparation			20	20
Use of participatory			30	30
Examination duty			20	20
Development of new programmes (3 modules)			15	15
Point earned from teaching extra students			2.34375	2.344
			134.6875	**129.9534**

12.9 The average for 4 modules per year is calculated by adding the score achieved and further dividing by the number of module.

Let us consider a case of an academic who has taken four modules in the entire year:

Module 1 = 44.5
Module 2 = 43
Module 3 = 45
Module 4 = 45

The average of all is **44.375** {(44.5+43+45+45)/4}

Therefore, annual API score for teaching of above four modules should be 44.375.

SECTION B: **Performance Assessment (80%)**						
College/Department Output	**Activities**	**Maximum API**	**Minimum API**	**Self Rating**	**Supervisor's Feedback**	**Final Score**
Teaching and Learning						
1. Delivery of modules	1.1 MIC 101(5stds undergrads)	34.69	24.69	29.69		33.32
	1.2 ECG301 (20 stds undergrads)					
	1.3 EDN105 (5 stds Masters)	41.092	36.98	36.98		
	1.4 PWK101 (25 stds undergrads)					
	1.5 Imparting of knowledge/instructions as per curriculum with the prescribed material (Text Book/Manual 10 Points (with documentary proof on VLE)	20	20	15		15
	1.6 Use of participatory and innovative teaching-	30	30	30		30

12.10 The supervisor will verify the documents and evidences and assign the final score as per the template (with example) given below.

SECTION B: **Performance Assessment (80%)**						
College/Department Output	**Activities**	**Maximum API**	**Minimum API**	**Self Rating**	**Supervisor's Feedback**	**Final Score**
Teaching and Learning						
1. Delivery of modules	1.1 MIC 101(5stds undergrads)	34.69	24.69	29.69		33.32
	1.2 ECG301 (20 stds undergrads)					
	1.3 EDN105 (5 stds Masters)	41.092	36.98	36.98		
	1.4 PWK101 (25 stds undergrads)					
	1.5 Imparting of knowledge/instructions as per curriculum with the prescribed material (Text Book/Manual 10 Points (with documentary proof on VLE)	20	20	15		15
	1.6 Use of participatory and innovative teaching-	30	30	30		30

12.11 Average of all four modules will be considered to determine the score for Imparting of knowledge as per curriculum and use of participatory approach and ICT. Therefore, the score given for each module will be divided by number of modules to determine the final score.

12.12 Average of two semesters will be used for examination duties, as there are two semesters in a year. Therefore, the score given for each semester will be divided by two to get annual rating.

12.13 The college management has the flexibility in considering other training sessions as teaching of modules provided there is equivalency in workload.

12.14 After finalization of performance rating based on API, it will be converted to 60%, which is further converted to 48% to include 20% (of 60%) for student feedback. It can be simplified directly by converting to 48% as given below:

E.g. If an academic scored 105 out of 125 as per API and the student feedback is 88%, the total point under teaching and learning will be converted as given below:

1. Noting that the actual score should be converted out of 60% and further down by 20% for student feedback. The API Score should be converted out of 48%. Thus, the score receivable by the academic is:

$$\frac{105}{125} X 48 = \mathbf{40.32}$$

2. The student feedback will be converted out of 12%. Thus, the score receivable by the academic is:

$$\frac{88}{100} X 12 = \mathbf{10.56}$$

3. The sum of Sl. No 1 and Sl. No 2 is 40.32 + 10.56 = **50.88%.** This figure is the actual point accrued for teaching and learning for the year.

12.15 Student feedback will also be the average of all modules taught. If an academic has taught 4 modules in a year, the average of student feedback for the four modules will be used for final assessment.

12.16 Under research and innovation, a faculty earns total 30% of the total weight.

12.17 The total points accumulated based on research output will be converted by using the formula below:

$$Final\ Score\ in\ research = \frac{Total\ score\ as\ per\ IWP}{Maximum\ API\ for\ the\ position\ level}\ x\ 30$$

Example:

Research and Innovation						
1. Publication of peer-reviewed journal	1.1 Publish refereed journal	30	30	30		30
2. Publish books/book chapter	2.1 Environment studies (1 chapter)	5	5	4		4
Sub total						34/34=30%

E.g. calculation on above mentioned figure

1. API score from the research and innovation theme is 34/34*30=**30**(Lecturer position)

12.18 Under academic services, a faculty earns total 10% of weight.

12.19 The total points accumulated under academic services will be converted by using the following formula:

$$Final\ Score\ in\ research = \frac{Total\ score\ as\ per\ IWP}{30}\ x\ 10$$

3. Academic Services						
1. Community service	1.1 Initiate mass cleaning in the College	5	5	4		4
	1.2 Assigned as Tarayana club advisor	5	5	5		4
2. Project related to environment friendly practices	2.1 Coordinated mass plantation	5	5	4		4
	2.2 Initiated paperless practices	5	5	3		3
3. Child care center	3.1 Initiated child care center	5	5	5		4
4. Initiative related to improvement of university governance	4.1 Members of CMC	2	2	2		2
	4.2 Member of UHRC	3	3	3		3
Sub total						24/30=8%
	Total Score					

E.g

1. let's assume, a lecturer has scored 24/30,

2. Convert Sl.No 1 into 10% (24/30 X 10) = 8

12.20 The final score will be sum of performance score (teaching learning, research and innovation and academic services) and feedback score as given in the table below.

Annual Performance Score			
Particular	**Score received**	**Score Allocated**	**Final Score**
Performance score		80	
Feedback score		20	
		Total	

12.21 Firstly performance score will be converted out of 80. The remaining 20% will be for feedback score. The following figure provides an example of how conversion could be done.

E.g: Performance score = 55.848(teaching learning) + 30 (research and innovation) + 8 (services) = 93.848.

1. The performance score will be converted to 80% (80/100 X 93.848) =75.0784

2. Assuming, the feedback score is 17

3. Annual Performance score is sum of Sl.No1 and Sl.No.2 (total) = 75.0784 + 17 = **92.0784**

12.22 In order to determine the different categories of performers, the total score shall be converted into following rating scales:

Sl No	Category	Score
1	Outstanding	85+
2	Very Good	70 – 84.9
3	Good	60 – 69.9
4	Needs Improvement	59.9 and below

12.23 The academic performance (result) of academics pursuing long term PD/Master will be determined based on the performance in their studies and will be done on annual basis.

12.24 To calculate final performance score, the interpolation method will be used. Since there are different systems of grading across universities, the labelling will be done by first matching the “Outstanding” rating with the highest level of achievement of that University e.g. High Distinction (HD) in Australia.

12.25 The performance score for a faculty availing EoL will not be assessed as it was clearly reflected in HRRR under EoL Leave. Therefore, academics taking EoL for six months will have their assessment reflected and considered only for remaining half year.

13 Assessment of IWP for administrative and technical staff

13.1 Assessment will be based on evidences of results and output for each of the activities.

13.2 Assessment will be carried out by respective supervisor while verifying the evidences of results through document assessment/physical verification, and feedback

13.3 Assessment report of IRT for APA of the College shall guide the evaluation of the activities of the relevant individuals.

13.4 The supervisor and individual staff will sit together to discuss and verify the results and output based on the evidence provided.

13.5 The assessment score shall be provided by supervisor based on the result verifications

13.6 Assessment range will be as per the rating scale:

13.6.1 Outstanding: The rating score for outstanding ranges from 85 to 100.

13.6.2 Very Good: The rating for very good ranges from 70 - 84.9

13.6.3 Good: The rating for good ranges from 60 – 69.9

13.6.4 Need Improvement: The rating for need improvement ranges from 59.9 and below.

13.7 In the event the staff do not agree with the score provided by supervisor, the staff can re-discuss the evaluation with supervisor (with additional evidences, if any) to come to consensus.

13.8 The assessment shall comprise of three parameters:

College/ OVC /Section Output	Activities	Target Value				Target Achieved specified by individual	Supervisor's Feedback/ Comment/ Justification	Final Score by Supervisor
		Outstanding (85+)	Very Good (70 – 84.9)	Good (60-69.9)	Need Improvement (59.9 and below)			
1.	1.1							
	1.2							
2.	2.1							
	2.2							
Total								
Final Score								

13.9 Target achieved specified by individual:

13.9.1 The individual staff shall specify the result (either achievement or non-achievement) in the section or status of achievement.

13.9.2 Wherever necessary, the staff can provide justification or comments on the achievement/non-achievement

Target achieved specified by individual	Supervisor feedback/comment/justification	Final score by supervisor

13.10 Supervisor's feedback/comment/justification: The supervisor shall provide his/her feedback, comments and/or justifications against each activity based on verification of evidences.

Target achieved specified by individual	Supervisor feedback/comment/justification	Final score by supervisor

13.11 Final score by supervisor: On the basis of justification/comment/feedback and evidences, assessment shall be made by supervisor for each activity in line with the targets set.

Target achieved specified by individual	Supervisor feedback/comment/justification	Final score by supervisor

14 Assessment Procedure of IWP for Administrative and Technical Staff

14.1 Step 1: Individual staff to specify achievements by reflecting his achievement/result for each activity.

14.2 Step 2: The supervisor must verify the achievement and results of the individual staff against each activity.

14.3 Step 3: Award of Score by Supervisor

14.3.1 Scores awarded by supervisor for each activities shall range from **0-100** as guided by the rating scale of Performance Management System: **85 to 100** for 'Outstanding', **70 – 84.9** for 'Very Good', **60 – 69.9** for 'Good', **0 – 59.9** for 'Need Improvement'

14.3.2 Target achieved by individual will be the basis for converting score within the prescribed range of Performance Rating.

14.3.3 Scores will be subsequently converted by using appropriate calculations, such as interpolation as given in the figure below.

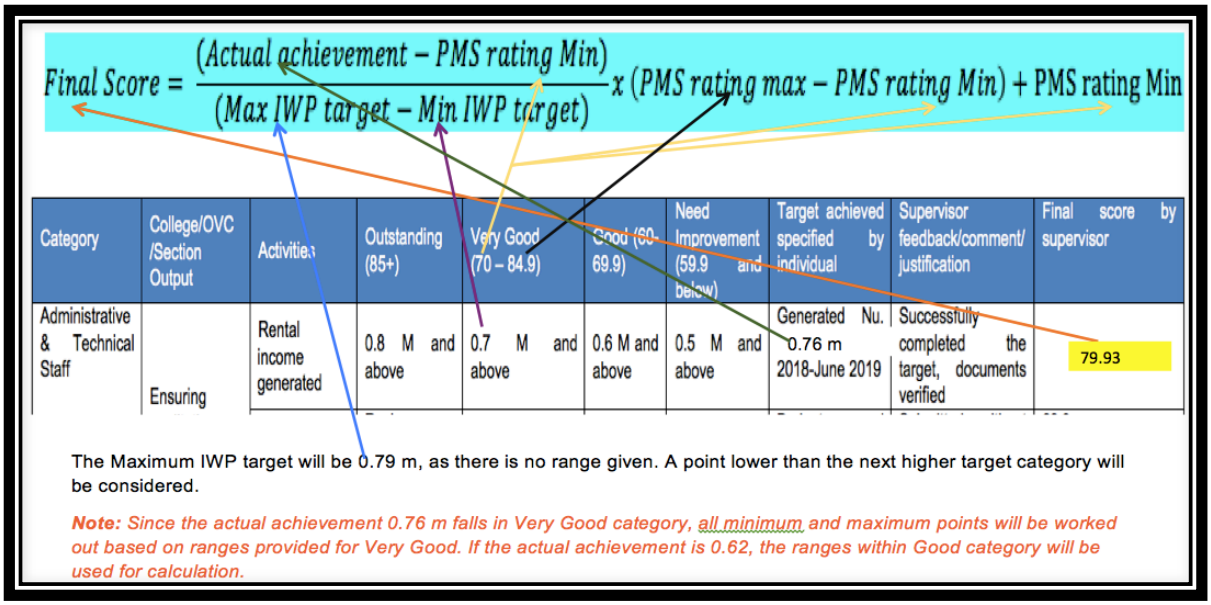
Formula for determination of Final Score when there is possible range in IWP targets:

$$Final\ Score = \frac{(Actual\ achievement - PMS\ rating\ Min)}{(Max\ IWP\ target - Min\ IWP\ target)} x\ (PMS\ rating\ max - PMS\ rating\ Min) + \text{PMS rating Min}$$

Where as:

1. **Final Score** is the 'final score by the supervisor' to be entered in the last column of the IWP form.
2. **Actual Achievement** is the point scored based on achievement as per the targets set out within the target value.
3. **Max IWP target** is the highest point provided within the range. If range is not provided, a point lower than the next higher point will be considered. For an instance, if target for Very Good is Nu. 7 million and Good is Nu. 6 million. The higher point for Good will be Nu. 6.9 million.
4. **Min IWP target** is the lower end of the range provided within the target value.
5. **PMS rating Max** is the highest point within range provided for each category of PMS rating scale corresponding to the actual achievement.
6. **PMS rating Min** is the lowest point within range provided for each category of PMS rating scale corresponding to the actual achievement. E.g. For 'Outstanding' rating the minimum point is 85 and for 'Need Improvement' rating the minimum point is 0.

An example of how it could be mapped with IWP is given in the next page:



$$Final\ Score = \frac{(Actual\ achievement - PMS\ rating\ Min)}{(Max\ IWP\ target - Min\ IWP\ target)} x\ (PMS\ rating\ max - PMS\ rating\ Min) + PMS\ rating\ Min$$

Category	College/OVC /Section Output	Activities	Outstanding (85+)	Very Good (70 – 84.9)	Good (60-69.9)	Need Improvement (59.9 and below)	Target achieved specified by individual	Supervisor feedback/comment/ justification	Final score by supervisor
Administrative & Technical Staff	Ensuring	Rental income generated	0.8 M and above	0.7 M and above	0.6 M and above	0.5 M and above	Generated Nu. 0.76 m 2018-June 2019	Successfully completed the target, documents verified	79.93

The Maximum IWP target will be 0.79 m, as there is no range given. A point lower than the next higher target category will be considered.

Note: *Since the actual achievement 0.76 m falls in Very Good category, all minimum and maximum points will be worked out based on ranges provided for Very Good. If the actual achievement is 0.62, the ranges within Good category will be used for calculation.*

14.4 Step 4: Final Score of IWP - The average score of the scores awarded by supervisor for all activities will be the final score. It will be calculated by dividing the total scores given by supervisor by total number of activities.

Category	College/OVC /Section Output	Activities	Outstanding (85+)	Very Good (70 – 84.9)	Good (60-69.9)	Need Improvement (59.9 and below)	Target achieved specified by individual	Supervisor feedback/comment/ justification	Final score by supervisor
Administrative & Technical Staff	Ensuring qualitative administrative services	Rental income generated	0.8 M and above	0.7 M and above	0.6 M and above	0.5 M and above	Generated Nu. 0.85 M from July 2018-June 2019	Successfully completed the target, documents verified	
		Preparation of budget proposals for the college	Review budget proposal and submit to OVC within the dateline	Budget proposal presented to CMC and approved	Budget proposals compiled	Called for budget plan from departments	Budget proposal submitted to OVC	Submitted without the approval of the CMC	69.9
Total									
Final score									=(total score/total number of activities)

14.5 Step 5: Annual Performance Evaluation Score

14.5.1 For positions where no feedback is required, the final Performance rating is the Final Score (out of 100%) of the IWP Rating

14.5.2 For positions for which the feedback are to be incorporated:

14.5.2.1 IWP rating shall further be converted out of 80%

14.5.2.2 Average feedback score shall be converted to 20%

14.5.2.3 The sum of IWP rating and feedback score shall be the final Performance Rating score of the individual

Annual Performance Evaluation Score			
Particular	**Score Received**	**Score Allocated**	**Final Score**
Performance Score		80	
Feedback Score		20	
Total			

15 Assessment procedures of IWP for Deans

15.1 Step 1: Assessment of Teaching-Learning activity - Assessment of performance shall be made as per the targets set in the Individual Work Plan. An example is given in the figure below.

College/OVC /Section Output	Activities	Outstanding (85+)	Very Good (70 – 84.9)	Good (60-69.9)	Need Improvement (59.9 and below)
Enhancement of quality and relevance of programme	**Teaching-Learning Activity**				
	1. Teach MT201 to BCA 2nd Semester students as per norms & standards plus attendance	Based on API score and student feedback	Based on API score and student feedback	Based on API score and student feedback	Based on API score and student feedback

15.2 Assessment for the sub-activity as reflected in Sl. No. 2 and 3 in the table

Example: A dean teaching Module MAT201 with attendance of 90%, and student number 25:

1. API Score for teaching a module with 90% attendance is 35. With 15 students less from ideal class size, further point 2.8125 (15*0.1875) will be deducted.
2. The actual score receivable out of total 45 will be **32.1875**.
3. Points received from other quality teaching aspects as given under API Guideline point 2 & 3 on page 150 of RUB HRRR 2017 will be calculated for each module separately. The total receivable point is 50. Lest assume the dean scored **45** under this point.
4. Calculate the sum of point 2 & 3. Which is **77.1875** (32.1875+45).
5. The sum of maximum score receivable under the above two are **95** (45+50)
6. The score received under point 4 will be calculated out of 80% of teaching. In this case, it will work out to **65%** (77.1875/95*80).
7. The student feedback on module teaching will be taken out of 20%. Lets assume that the dean received 83% from student feedback.
8. Converting the student feedback out of 20% comes to **16.6** (83/100*20).
9. The final score to be considered is 65%+16.6% = **81.6%**. It is the supervisor's score.
10. This point will be mapped with PMS rating scale and inserted accordingly. In this case it falls in "Very Good" category with 81.6%.
11. If the Dean teaches more than one module per semester/year, each module will be treated as a separate activity and will be assessed and scored separately.

below will be evidence based and rated as per the target set.

College/OVC /Section Output	Activities	Outstanding	Very Good	Good	Need Improvement	Target achieved specified by individual	Supervisor feedback/comment /justification	Final score by supervisor
Enhancement of quality and relevance of programme	**Teaching-Learning Activity**							
	1. Preparation and imparting of knowledge/instruction as per curriculum; syllabus enrichment by providing additional resources to students	API score of 20			Not done	API 20 achieved	Achieved as planned	100
	2. Use of participatory and innovative teaching-learning methodologies and ICT	API score of 30			Not done	API 30 achieved	Achieved as planned	100

15.3 Step 2: Assessment of other activities - The assessment for other activities shall be evidence based and carried out in the same manner as that of administrative & technical staff.

College/OVC /Section Output	Activities	Outstanding	Very Good	Good	Need Improvement	Target achieved specified by individual	Supervisor feedback/comment/ justification	Final score by supervisor
Enhancement of quality and relevance of programme	Review B.Sc. IT programme	Programme reviewed successfully	Review documents presented to PQC	Review documents presented to CAC	Review documents initiated	Programme reviewed successfully	Achieved	100
Ensuring qualitative services	Conduct CAC meetings as per schedule (quarterly)	CAC conducted quarterly (every 3 months' time)	4 CAC meetings conducted, but not as per required timeline	3 CAC meetings conducted	2 CAC meetings conducted	2 CAC meetings conducted	Two meetings conducted	59.9