

Make your “Evidence - Evident”

Evidence can be anything that informs a decision and forms the base towards judgement on quality in all types of national and international (professional) accreditations. “Evidence” refers to the material - information, data and facts presented to support the Institution / Program’s claim of meeting accreditation standards / criteria.

The possible sources of evidence for each of the standard / criteria are examples of documents or information that may contain evidence of actions or decisions taken. Following a self-evaluation, an Institution / Program is expected to present particular evidence to affirm how each standard is met. These may be obtained in more than one document or sources of information. Each of evidence may differ from the type of standard / criteria. Evidence should be existing information such as policies, processes, and performance outcomes, and is not supposed to be developed for the accreditation process. In preparing / collecting an evidence, the emphasis should be on its quality and relevance to the standard / criteria and not on the quantity.

Attributes of Evidence:

- Is sufficient, relevant and of an *appropriate* scope to demonstrate meeting of the standard / criteria.
- Evidence is *integrated, comprehensive and consistent*, it does not consist merely of a list of unrelated facts, in the sense that information collected from diverse sources should be in one direction.
- *Focused* in addressing the requirements of the accreditation standards based on the underlying principle of fitness of purpose.
- Demonstrates *interpretation and reflection* of Institution / Program’s self-evaluation for identification of their own strengths and weaknesses, and for continuous improvement.

Sources of Evidence

- Evidence should be based on *multiple sources* to enable verification by the Accreditation Review Panel, and to facilitate the accreditation decisions. Evidence, whether from written, oral or observational sources, needs to be based on a variety of methodologies such as surveys, expert opinion, interviews and independent reports. Presentation of evidence may take a range of forms such as administrative orders / decisions, facts, data, examples, information, case studies and physical facilities.

- Evidence can be both *quantitative and qualitative* and not just limited to numbers. Certainly, where available and appropriate, quantitative data will be powerful. Both quantitative and qualitative evidence may be presented to demonstrate competence.
- Evidence can either be *direct and indirect*. Direct evidence is tangible, measurable and points to Institution / Program's competence. Indirect evidence, may allow inferences to be drawn on Institution / Program's capacity from various surveys, ratings, benchmarks, annual reports etc.
