

SABER – TE

Scoring Rubric

16 November 2016

Note: While there are no plans to update this document, please do check the SABER-website (saber.worldbank.org) to see if a later version of this document exist.

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Introduction

This document sets out the scoring methodology of the SABER-Tertiary Education instrument. The goal of this exercise is to offer a conceptual framework and benchmarking tools to help policy makers and other stakeholders make informed decisions to achieve system-wide goals for tertiary education. SABER-TE collects, synthesizes, and disseminates comprehensive information on tertiary education to enable policy makers, WBG staff, and development partners to learn how countries address similar policy challenges. At the same time, it helps the system target distinctive challenges and opportunities within particular regional, national, and local contexts.

The scoring is based on the data collected through the questionnaire. The qualitative information on the state of policies and institutions collected in the SABER- TE data collection instrument are rated from on a 4-point scale, from Latent (1) to Advanced (4) through the application of scoring rules for each of the 65 topics included in SABER TE. While the understanding of each rating for each topic is described in the evaluation rubric, in essence and across topics, each of the rating has the interpretation below:

1. **Latent:** there has been little attention to the topic;
2. **Emergent:** some instances of good practice for the topic;
3. **Established:** systemic good practice;
4. **Advanced:** consistent and systematic good practice with evidence of institutionalized procedures for review and reform.

The rules used to determine the level of development for each Topic are specific to that Topic and are based on available evidence on international good practices, a review of relevant literature on tertiary education systems and extensive consultation with experts. To minimize potential bias in data collection, the scoring rules are made available upon request to researchers who have completed the DCI.

Once data collection is complete, at least two members of the SABER TE technical team score the DCI independently. Scoring takes into account each of the elements below:

- Answer options selected for each question;
- Required supporting justification
- References for supporting justification and selected answers

The breadth of information provided along with the specificity of the scoring rules means that in each instance scorers should arrive at the same score. Topics where initial scoring yields conflicting scores are flagged and examined by the team. In cases where the discrepancy is a result of an incomplete answer or differences in scorers' interpretation of the information, a request for clarification is sent to the researcher who filled in the DCI and, once the clarification is received, the Topic is rescored. If no discrepancies exist, the scores are ready for validation by knowledgeable system stakeholders.

Following a data validation process, adjusted areas of the DCI are reviewed and rescored by the World Bank Education Department.

SECTION 1 - VISION					
Indicator Code	Best practice indicator	Latent	Emergent	Established	Advanced
D1_T1	The country/state has a fully developed vision/ strategic plan for tertiary education that serves as a guide for steering the system.	There is no stated vision/strategic plan for tertiary education	There is a partially developed vision/strategic plan for tertiary education	There is a fully developed vision/strategic plan for tertiary education	There is a fully developed vision/strategic plan for tertiary education created within the last 10 years
D1_T2	The creation of the tertiary education vision/ strategic plan is relevant and representative, and includes input from key stakeholders and considers key societal factors	The creation of the vision/strategic plan did not include key stakeholders	The creation of the vision/strategic plan included some key stakeholders, but no clear considerations of key societal trends	The creation of the vision/strategic plan included some key stakeholders and some considerations of key societal trends	The creation of the vision/strategic plan included varied key stakeholders and clear considerations of key societal trends

SECTION 2 – REGULATORY ENVIRONMENT					
Indicator Code	Best practice indicator	Latent	Emergent	Established	Advanced
D2_T1	The country has an explicitly stated tertiary education law for steering the system towards optimal performance.	No tertiary education law exists and there are no concrete plans to establish one.	No tertiary education law exists, but there are concrete plans to establish one.	A tertiary law is in place as has been revised in the past 10 years.	Tertiary law is in place as has been revised in the past 10 years.
D2_T2	The regulatory framework includes provisions to adequately regulate the market entry and operation of public tertiary education providers.	There are no regulations for either the entry or operation of public providers.	There are regulations in place only for the market entry of public providers, but not for monitoring their operations.	There are regulations in place for both the market entry and to monitor the performance of public institutions, and they were reviewed more than 10 years ago.	There are regulations in place for both the market entry and to monitor the performance of all public institutions, and they were reviewed less than 10 years ago.
D2_T3	The regulatory framework includes provisions to adequately regulate the market entry and operation of private tertiary education providers.	There are no regulations for either market entry or operation of private providers.	There are regulations in place only for the market entry of private providers, but not for monitoring their operations.	There are regulations in place for both the market entry and operations of private providers, but without an explicit distinction between for-profit, not-for-profit, and cross-border private institutions.	There is a clear regulatory framework for the market entry and operations of private providers, with an explicit distinction between for-profit, not-for-profit, and cross-border private institutions.
D2_T4	The regulatory framework includes provisions to adequately regulate the market entry and operation of non-university institutions.	There is no regulation for the market entry and operations of new non-university institutions.	There are regulations in place only for the market entry of new non-university institutions, but not for monitoring their operations.	There are regulations in place for both the market entry and to monitor the performance of all tertiary institutions, and they were reviewed more than 10 years ago.	There are regulations in place for both the market entry and to monitor the performance of all tertiary institutions, and they were reviewed less than 10 years ago.

SECTION 2 – REGULATORY ENVIRONMENT					
Indicator Code	Best practice indicator	Latent	Emergent	Established	Advanced
D2_T5	The regulatory framework includes provisions to adequately regulate the distance and online education.	There is no regulation for the market entry and operation of distance and online education.	There are regulations in place only for the market entry of distance and online education, but not for monitoring its operation.	There are regulations in place for both the market entry and to monitor distance and online education	There are regulations in place for both the market entry and to monitor distance and online education, with explicit distinction between types of education providers.
D2_T6	The regulatory framework includes provisions to adequately regulate the independent agencies and buffer bodies.	Independent agencies or buffer bodies do not exist in the country	The country does not regulate the activity of independent agencies or buffer bodies	The country regulates the activity of independent agencies or buffer bodies, but does not monitor their operation	The country regulates the activity of independent agencies or buffer bodies and monitors their operation
D2_T7	The regulatory framework embeds key guiding principles.	The regulatory framework includes no guiding principle	The regulatory framework includes few guiding principles	The regulatory framework includes some guiding principles	The regulatory framework includes multiple guiding principles

SECTION 3 - GOVERNANCE					
Indicator Code	Best practice indicator	Latent	Emergent	Established	Advanced
D3_T1	The regulatory framework establishes distinct functions for university and non-university institutions in contributing to system-wide goals.	The regulatory framework does not establish a formal distinction between the functions of university and non-university TEIs.	The regulatory framework hints at a formal distinction between the functions of university and non-university TEIs, but the possible functions of both organizational types are underspecified or not specified.	The regulatory framework establishes a formal distinction between the functions of university and non-university TEIs, but only the possible functions of universities are clearly specified.	The regulatory framework establishes a formal distinction between the functions of public and private TEIs, and the possible functions for both organizational types are clearly specified.
D3_T2	The regulatory framework provides incentives to strengthen the unique mission of different institutions.	The regulatory framework does not provide incentives to strengthen the unique mission of different institutions.	The regulatory framework provides some incentive to strengthen the unique mission of different institutions, but the incentives are unclear.	The regulatory framework provides some incentive to strengthen the unique mission of different institutions, but the incentive is not accompanied by financial or regulatory consequences	The regulatory framework provides some incentive to strengthen the unique mission of different institutions, and the incentive is accompanied by financial and regulatory consequences
D3_T3	The tertiary system has an enabling governance structure that facilitates collaboration between institutions.	There are no system-wide incentives to promote collaboration between TEIs.	There are some incentives, but only for collaboration among the same organizational type of institution (e.g., universities).	There are some incentives for collaboration between the same organizational type of institution (e.g., universities) and between institutions of different types.	There are clear, formal, documented incentives and programs to promote collaboration between the same type of institution (e.g., universities) and between different types of institutions.
D3_T4	The tertiary system has an enabling governance structure that facilitates student transfer across institutions.	There is no formal structure or mechanism to facilitate student transfers.	There are some transfer structures or mechanisms, but only across same-type institutions (e.g. universities).	There are some transfer structures or mechanisms, but only across the same type of institution (e.g., universities).	There are clear, formal, documented structures or mechanisms to facilitate student transfer across the same (e.g. universities) as well as among different types of institutions.

SECTION 3 - GOVERNANCE					
Indicator Code	Best practice indicator	Latent	Emergent	Established	Advanced
D3_T5	The tertiary system has an enabling governance structure that facilitates collaboration and/or communication with other educational sectors (e.g. secondary education).	There is little to no significant collaboration with other educational levels.	Collaboration with other educational levels is done exclusively through centralized channels; institutions do not have the autonomy to seek or improve ties.	Some collaboration with other educational levels is done through centralized channels, and institutions have some autonomy to seek or improve ties.	Some collaboration with other educational levels is done through centralized channels, and there are clear, formal, documented incentives to promote collaborations across educational sectors.
D3_T6	Public TEIs are able to negotiate at least some performance targets with stakeholders, such as the government or tertiary education agencies (TEAs).	Performance targets do not exist for public TEIs.	Performance targets exist for public TEIs, but they are not open to negotiation.	At least some performance targets for public TEIs are open to negotiation, and they are negotiated on an ad-hoc basis.	At least some performance targets for public TEIs are open to negotiation, they are negotiated through an evidence-based transparent process.
D3_T7	The governance framework for public TEIs supports their academic autonomy.	The governance framework makes no explicit provisions regarding the academic autonomy of public TEIs.	The governance framework allows few forms of academic autonomy of public TEIs	The governance framework allows some forms of academic autonomy of public TEIs	Public TEIs can make academic decisions with few or no restrictions.
D3_T8	The governance framework for public TEIs supports their staffing autonomy.	The governance framework makes no explicit provisions regarding the staffing autonomy of public TEIs.	The governance framework allows few forms of staffing autonomy of public TEIs	The governance framework allows some forms of staffing autonomy of public TEIs	Public TEIs can make staffing decisions with few or no restrictions.
D3_T9	The regulatory framework for public TEIs supports their governance autonomy.	The regulatory framework makes no explicit provisions regarding the governance autonomy of public TEIs.	The regulatory framework allows few forms of governance autonomy of public TEIs	The regulatory framework allows some forms of governance autonomy of public TEIs	Public TEIs can make governance decisions with few or no restrictions.

SECTION 3 - GOVERNANCE					
Indicator Code	Best practice indicator	Latent	Emergent	Established	Advanced
D3_T10	The governance framework grants public TEIs significant freedom to diversify their sources of funding.	The governance framework makes no explicit provisions regarding the autonomy of public TEIs to diversify their sources of funding, or public TEIs have no autonomy to diversify revenue sources.	Public TEIs have limited autonomy to diversify their sources of funding.	Public TEIs have some autonomy to diversify their sources of funding.	Public TEIs have considerable autonomy to diversify their sources of funding.
D3_T11	Private TEIs are able to negotiate at least some performance targets with stakeholders, such as the government or TEAs.	Performance targets do not exist for private TEIs.	Performance targets exist for private TEIs, but they are not open to negotiation.	At least some performance targets for private TEIs are open to negotiation, and they are negotiated on an ad-hoc basis.	At least some performance targets for private TEIs are open to negotiation, they are negotiated through an evidence-based transparent process.
D3_T12	The governance framework for private TEIs supports their academic autonomy.	The governance framework makes no explicit provisions regarding the academic autonomy of private TEIs.	The governance framework allows few forms of academic autonomy of private TEIs	The governance framework allows some forms of academic autonomy of private TEIs	Private TEIs can make academic decisions with few or no restrictions.
D3_T13	The governance framework for private TEIs supports their staffing autonomy.	The governance framework makes no explicit provisions regarding the staffing autonomy of private TEIs.	The governance framework allows few forms of staffing autonomy of private TEIs	The governance framework allows some forms of staffing autonomy of private TEIs	Private TEIs can make staffing decisions with few or no restrictions.
D3_T14	The regulatory framework for private TEIs supports their governance autonomy.	The regulatory framework makes no explicit provisions regarding the governance autonomy of private TEIs.	The regulatory framework allows few forms of governance autonomy of private TEIs	The regulatory framework allows some forms of governance autonomy of private TEIs	Private TEIs can make governance decisions with few or no restrictions.

SECTION 3 - GOVERNANCE					
Indicator Code	Best practice indicator	Latent	Emergent	Established	Advanced
D3_T15	Private TEIs enjoy significant freedom to diversify their sources of funding.	The governance framework either makes no explicit provisions regarding the autonomy of private TEIs to diversify their sources of funding, or public TEIs have no autonomy to diversify revenue sources.	Private TEIs have limited autonomy to diversify their sources of funding.	Private TEIs have some autonomy to diversify their sources of funding.	Private TEIs have considerable autonomy to diversify their sources of funding.

SECTION 4 - FINANCE					
Indicator Code	Best practice indicator	Latent	Emergent	Established	Advanced
D4_T1	Public funds are allocated to accredited public and private TEIs	Public funds are not allocated to TEIs	Public funds are allocated only to public TEIs	Public funds are allocated both to public and private TEIs	Public funds are allocated only to accredited public and private TEIs
D4_T2	Public funds allocated to public TEIs cover recurrent expenditure and capital expenditure	Public funds are not allocated to public TEIs	Public funds cover either capital expenditure or recurrent expenditure only	Public funds cover limited types of both capital expenditure and recurrent expenditure	Public funds cover both capital expenditure and recurrent expenditure
D4_T3	Public funds allocated to public TEIs cover research expenditure	Public research funds are not allocated to public TEIs	Public funds cover research expenditure at public TEIs and are allocated through non-competitive processes	Public funds cover research expenditure at public TEIs and are allocated through competitive processes	Faculty, research centers, departments and schools/faculties at public TEIs are eligible to apply for and receive competitive public funds for research purposes
D4_T4	Public funds are allocated to private TEIs to cover research expenditure	Public research funds are not allocated to private TEIs	Public funds cover research expenditure at private TEIs and are allocated through non-competitive processes	Public funds cover research expenditure at private TEIs and are allocated through competitive processes	Faculty, research centers, departments and schools/faculties at private TEIs are eligible to apply for and receive competitive public funds for research purposes
D4_T5	Public funds are allocated to TEIs through a stable and transparent process and using a block grant budget system	Public funds are not allocated to TEIs	Public funds are not allocated through a stable process from one financial year to the next	Public funds are allocated through a stable and transparent process from one financial year to the next using a line item budget system	Public funds are allocated through a stable and transparent process from one financial year to the next using a block grant budget system
D4_T6	There is a publicly known or publicly accessible formula for the allocation of public funds for TEIs, which specifies the amounts disbursed as fixed and variable funding.	No formula is used to allocate public funds to TEIs.	There is an explicit formula used to allocate public tertiary funds, but it is either not publicly accessible or only partially accessible.	There is a publicly known or publicly accessible formula for the allocation of public funds for TEIs, which specifies the amounts disbursed as fixed funding.	There is a publicly known or publicly accessible formula for the allocation of public funds for TEIs, which specifies the amounts distributed as fixed and variable funding.

SECTION 4 - FINANCE					
Indicator Code	Best practice indicator	Latent	Emergent	Established	Advanced
D4_T7	The stakeholders that contribute to determining the different parts of the funding allocation mechanism are clearly identified.	No stakeholders that contribute to determining the different parts of the funding allocation mechanism are explicitly identified	Some stakeholders that contribute to determining the different parts of the funding allocation mechanism are identified, but the way they contribute towards its utilization is unclear	All stakeholders that contribute to determining the different parts of the funding allocation mechanism are identified, but the way they contribute towards its utilization is unclear	All stakeholders that contribute to determining the different parts of the funding allocation mechanism are identified, and the way they contribute towards the formula is clear
D4_T8	Performance-based funding is used as part of the funding allocation mechanism.	Performance-based funding is not part of the funding allocation mechanism.	Performance-based funding is part of the funding allocation mechanism to a limited degree.	Performance-based funding is part of the funding allocation mechanism for various targets.	Performance-based funding is part of the funding allocation mechanism for a wide range of targets.
D4_T9	There is a mechanism which involves data collection for monitoring the progress of institutions toward performance targets.	There is no mechanism for monitoring the progress of institutions toward performance targets.	There is a mechanism for monitoring the progress of institutions toward performance targets, but the data is faulty or inconclusive.	Monitoring of progress toward performance targets takes place, with the data used to exclusively evaluate this progress.	Monitoring of progress toward performance targets takes place and the data are used to review both progress towards performance targets and the adequacy of the performance-based criteria themselves.

SECTION 4 - FINANCE					
Indicator Code	Best practice indicator	Latent	Emergent	Established	Advanced
D4_T10	There is at least one competitive line of funding accessible to TEIs aimed at promoting innovation or to address national priorities	There is no competitive line of funding available to TEIs.	There is at least one competitive line of funding accessible to TEIs aimed at promoting innovation or to address national priorities, but it is accessible only to public TEIs	There is at least one competitive line of funding accessible to TEIs aimed at promoting innovation or to address national priorities, it is accessible only to both public and private TEIs	There is at least one competitive line of funding accessible to TEIs aimed at promoting innovation or to address national priorities, it is accessible only to both public and private TEIs and faculty, research centers, departments and schools/faculties are eligible to apply for and receive such competitive public funds.
D4_T11	There are public programs in place to provide financial aid to students from disadvantaged backgrounds with the goal of advancing equity goals in access and retention.	There is no government-provided financial aid that promotes equity goals.	There is a government-backed student loan program, but no needs-based grants or scholarships.	The government provides needs-based scholarships or grants.	The government provides a combination of both loans and grant funding to promote equity goals.
D4_T12	The financial cost-sharing mechanisms available effectively serve the needs of targeted beneficiaries.	There are no financial cost-sharing mechanisms in place.	There are financial cost-sharing products available, but they are not tailored to individual needs as required	Loan products and repayment methods are tailored to individual needs as required (i.e., they are income contingent, offer a grace period, and use mortgage-style payments).	Loan products and repayment methods are tailored to individual needs as required, and there are mechanisms in place to monitor their effectiveness in serving the needs of targeted beneficiaries.

SECTION 4 - FINANCE					
Indicator Code	Best practice indicator	Latent	Emergent	Established	Advanced
D4_T13	The outcomes of financial aid programs for students are adequately monitored.	The outcomes of financial aid programs are not monitored at all.	There is some monitoring of financial aid programs, but the data are unreliable or insufficient.	The outcomes of financial aid programs are adequately monitored, but the data are not used to make necessary changes to the programs.	The outcomes of financial aid programs are adequately monitored, and the data are used to make necessary changes to the programs in order to improve their performance.
D4_T14	There are financial incentives to reward institutions that meet equity goals.	No financial incentives reward institutions for meeting equity goals.	Funding is offered without monitoring the performance of institutions on equity goals	Incentive funding is offered based on the progress of institutions on equity goals, and is not included in the public funding mechanism.	Incentive funding is offered based on the progress of institutions on equity goals and is officially included in the public funding mechanism.

SECTION 5 – QUALITY ASSURANCE

Indicator Code	Best practice indicator	Latent	Emergent	Established	Advanced
D5_T1	There is at least one institutional accreditation agency (IAA) or quality assurance agency (QAA) that oversees the quality of individual institutions in the country.	There is no IAA or QAA operating in the country.	There is no IAA or QAA operating in the country, but one is in development	There is at least one quality assurance agency in the country, but its legal status is uncertain	There is at least one quality assurance agency in the country with a clearly defined legal status
D5_T2	The IAA(s) or QAA(s) is/are independent agency/agencies from government	There is no IAA or QAA operating in the country.	There is at least one IAA or QAA in the country and it has no independence from the government.	There is at least one IAA or QAA in the country and it has some independence from the government	There is at least one IAA or QAA in the country and it has full independence from the government.
D5_T3	The IAA(s) or QAA(s) is/are independent agency/agencies from TEIs	There is no IAA or QAA operating in the country.	There is at least one IAA or QAA in the country and it has no independence from TEIs	There is at least one IAA or QAA in the country and it has some independence from TEIs	There is at least one IAA or QAA in the country and it has full independence from TEIs
D5_T4	The IAA(s)'s or QAA(s)'s jurisdiction is nationwide.	There is no IAA or QAA operating in the country.	The IAA(s) or QAA(s) only cover certain regions in the country.	The IAA covers all institutions in the country with the exception of cross-border providers.	The IAA covers all institutions in the country, including cross-border providers.
D5_T5	The IAA(s)'s or QAA(s)'s jurisdiction includes both public and private TEIs.	There is no IAA(s) or QAA(s) operating in the country.	The IAA(s) or QAA(s) only has/have jurisdiction over public institutions.	The IAA(s) or QAA(s) only has/have jurisdiction over public institutions	IAA(s) or QAA(s) cover both public and private TEIs
D5_T6	The IAA(s)'s or QAA(s)'s jurisdiction includes both university and non-university institutions.	There is no IAA or QAA operating in the country.	The IAA(s) or QAA(s) only has/have jurisdiction over non-university institutions.	The IAA(s) or QAA(s) only has/have jurisdiction over university institutions.	IAA(s) or QAA(s) has/have jurisdiction over both university and non-university TEIs.
D5_T7	The IAA(s)'s or QAA(s)'s jurisdiction includes full time, part time, on-site and online programs.	There is no IAA or QAA operating in the country.	The IAA(s) or QAA(s) only has/have jurisdiction over full time and on-site programs	The IAA(s) or QAA(s) only has/have jurisdiction over full time and part-time on-site programs	IAA(s) or QAA(s) has/have jurisdiction over full time and part time online and on-site programs

SECTION 5 – QUALITY ASSURANCE					
Indicator Code	Best practice indicator	Latent	Emergent	Established	Advanced
D5_T8	The IAA(s) or QAA(s) has/have developed Institutional Quality Standards (IQAs) to apply in its/their evaluations.	There are no IQAs in place.	The IQAs in place to be compliant with the agency(ies) accreditation focus mostly on inputs	The IQAs in place to be compliant with the agency(ies) accreditation focus mostly on processes and inputs	The IQAs in place to be compliant with the agency(ies) accreditation focus mostly on outcomes
D5_T9	The IAA(s) or QAA(s) has/have developed Program Quality Standards (PQAs) to apply in its/their evaluations.	The IAA or QAA has not developed PQAs	The PQAs in place to be compliant with the agency(ies) accreditation focus mostly on inputs	The PQAs in place to be compliant with the agency(ies) accreditation focus mostly on processes and inputs	The PQAs in place to be compliant with the agency(ies) accreditation focus mostly on outcomes
D5_T10	The IAA(s) or QAA(s) provides incentives for TEIs to create Management Information Systems (MIS) through IQAs or PQAs	The IAA(s) or QAA(s) do not provide incentives for TEIs to create MIS	The IAA(s) or QAA(s) do(es) provide incentives for TEIs to create an input focused MIS	The IAA(s) or QAA(s) do(es) provide incentives for TEIs to create a process focused MIS	The IAA(s) or QAA(s) do(es) provide incentives for TEIs to create an output focused MIS
D5_T11	The IAA(s) or QAA(s) involve TEI stakeholders, including students, as part of their activities	The IAA(s) or QAA(s) does not involve TEI stakeholders as part of their activities	The IAA(s) or QAA(s) involve no more than one stakeholder in their activities	The IAA(s) or QAA(s) involve no more than three stakeholders in their activities	The IAA(s) or QAA(s) involve three or more stakeholders in their activities, including students
D5_T12	There are practical consequences for programs/TEIs that do not meet the evaluation/accreditation standards	There are no practical consequences for an institution/program not passing IAA(s) or QAA(s) accreditation/evaluation	There are few practical consequences for an institution/program not passing IAA(s) or QAA(s) accreditation/evaluation	There are significant practical consequences for an institution/program not passing IAA(s) or QAA(s) accreditation/evaluation, but institutions/programs are not offered the possibility to undergo the accreditation/evaluation process again	There are significant practical consequences for an institution/program not passing IAA(s) or QAA(s) accreditation/evaluation, and institutions/programs are not offered the possibility to undergo the accreditation/evaluation process again

SECTION 5 – QUALITY ASSURANCE					
Indicator Code	Best practice indicator	Latent	Emergent	Established	Advanced
D5_T13	There is at least one national or regional TEMIS in operation.	There are no TEMIS in the country	The TEMIS collects and analyzes information of only some types of TEIs.	The TEMIS collects and analyzes information of most types of TEIs.	The TEMIS collects and analyzes information of all types of TEIs.
D5_T14	The TEMIS collects data on student enrollment, retention/dropout rates, graduation rates, and student transfer rates	TEMIS does not collect this type of data	"The TEMIS collects data on only one of these indicators."	The TEMIS collects data on at least two of these indicators.	The TEMIS collects data on at least three of these indicators and information on demographics to inform equity-related reports and policymaking.
D5_T15	The TEMIS collects data on tuition levels, financial aid, grants, scholarships, and student loans	TEMIS does not collect this type of data	The TEMIS collects data on one of these indicators.	The TEMIS collects data on two indicators.	The TEMIS collects data on the two indicators and information on demographics to inform equity-related reports and policymaking.
D5_T16	The TEMIS collects data on students' academic readiness.	TEMIS does not collect this type of data	The TEMIS collects data on not more than one indicator	The TEMIS collects data on not more than two indicators.	The TEMIS collects data on several indicators, and collects information on demographics to inform equity-related reports and policymaking.
D5_T17	The TEMIS collects data on graduated outcomes	TEMIS does not collect this type of data	The TEMIS collects data on one of the indicators only	The TEMIS collects data on no more than three indicators.	The TEMIS collects data on three or more of the indicators and collects information on demographics to inform equity-related reports and policymaking.
D5_T18	The TEMIS collects data on institutional contributions to local economic, social or cultural development.	TEMIS does not collect this type of data	The TEMIS collects data on one of these indicators	The TEMIS collects data on two of these indicators	The TEMIS collects data on all three indicators

SECTION 5 – QUALITY ASSURANCE

Indicator Code	Best practice indicator	Latent	Emergent	Established	Advanced
D5_T19	The TEMIS collects data on institutional RDI indicators.	TEMIS does not collect this type of data	The TEMIS collects data on no more than one relevant indicators	The TEMIS collects data on no more than three relevant indicators	The TEMIS collects data on four or more relevant indicators
D5_T20	The TEMIS collects data on faculty related indicators.	TEMIS does not collect this type of data	The TEMIS collects data on no more than one relevant indicators	The TEMIS collects data on no more than two relevant indicators	The TEMIS collects data on three or more relevant indicators
D5_T21	The TEMIS is used extensively for system evaluation and reform	The TEMIS data is not utilized for system evaluation and reform	The TEMIS data is utilized for system evaluation and reform ad hoc	The TEMIS data is utilized for system evaluation and reform in a formalized and systematic process	The TEMIS data is utilized for system evaluation and reform in a standardized process and the data collected as part of TEMIS is revised based on policy needs

SECTION 6 - RELEVANCE					
Indicator Code	Best practice indicator	Latent	Emergent	Established	Advanced
D6_T1	There is a system wide or sector-specific policy mandate to strengthen the role of tertiary education to enhance economic development.	There is no such policy mandate or decree.	There is a relevant policy mandate or decree, but it has not been translated into specific programs.	There is a relevant policy mandate or decree and it has been translated into specific programs but their impact is unmonitored.	There is a relevant policy mandate or decree and it has been translated into specific programs which are monitored and reviewed.
D6_T2	There is a system-wide or sector-specific policy mandate to strengthen RDI activity in tertiary education.	There is no policy mandate to strengthen RDI in TE.	There is a relevant policy mandate or decree but it has not been translated into specific programs.	There is a relevant policy mandate or decree, and it has been translated into specific programs but their impact is unmonitored.	There is a relevant policy mandate and it has been translated into specific programs which are monitored and reviewed.
D6_T3	There are financial incentives to foster RDI activity across different tertiary sub-systems	There are no financial incentives to foster RDI in TE.	There are at least some financial incentives, but they only target few institutional types (e.g. universities).	There are at least some financial incentives across more than one institutional type (e.g., universities and TVET institutions).	There are at least some financial incentives to foster RDI in TE across more than one institutional type and the outcomes of the incentives are monitored
D6_T4	There are programs and/or incentives to enhance the capacity of local and regional actors to contribute to RDI activities in tertiary institutions.	There are no programs to foster the involvement of local and regional actors in RDI activities.	There are at least some programs, but they only target a few institutions or only one institutional type (e.g. TVET).	There are at least some programs across more than one institutional type (e.g. universities and TVET institutions)	There are at least some programs across more than one institutional type and their impact is monitored.
D6_T5	There is a system-wide policy mandate or decree to strengthen the role of tertiary education in fostering social and cultural development.	There is no such system-wide policy mandate or decree.	There is a relevant policy mandate or decree, but it has not been translated into specific programs.	There is a relevant policy mandate or decree and it has been translated into specific programs, but their impact is largely unmonitored.	There is a relevant policy mandate or decree and it has been translated into specific programs with documented outcomes and monitoring mechanisms.

SECTION 6 - RELEVANCE					
Indicator Code	Best practice indicator	Latent	Emergent	Established	Advanced
D6_T6	There is a system-wide policy mandate or decree to strengthen the role of tertiary education in fostering environmental protection and sustainability	There is no policy mandate or decree to foster TEIs' role in environmental protection and sustainability.	There is a relevant policy mandate or decree, but it has not been translated into specific programs.	There is a relevant policy decree and it has been translated into specific programs, but their impact is not monitored.	There is a system-wide/sector-specific policy mandate or decree, and it has been translated into specific programs with monitoring mechanisms.