MBARARA UNIVERSITY OF SCIENCE AND TECHNOLOGY

QUALITY ASSURANCE POLICY AND GUIDELINES

Approved By	Date
University Council	December 16 ,2022
Legal Rules &Procedures Committee	December 8, 2022
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Ad hoc Policy Committee	September 14, 2022
Quality Assurance Committee	August 31, 2022

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Approval

This policy has been approved on the **16th** day of **December** the year **2022**

Signed

Professor Celestino Obua
VICE CHANCELLOR

for Dr. Warren Naamara
CHAIRPERSON, MUST COUNCIL

List of Abbreviations and Acronyms

DQAC   Department Quality Assurance Committee

FQAC   Faculty Quality Assurance Committee

ICT   Information and Communication Technology

MUST   Mbarara University of Science and Technology

NCHE   National Council for Higher Education

QA   Quality Assurance

QAC   Quality Assurance Committee

QAD   Quality Assurance Department

QAU   Quality Assurance Unit

QC   Quality Circle

UQAC   University Quality Assurance Committee

University Vision

A centre of academic and professional excellence in science and technology.

University Mission

To provide equitable quality and relevant education and research with particular emphasis on Science and Technology and its application to community development.

MUST Strategic Goal

To promote equitable access to quality higher education, research and innovation.

Mandate of the University

To promote quality higher education for national integration and development through teaching of science and technology for promotion of the political, economic and social development of Uganda and the needs aspirations of the Republic of Uganda.

1.0   Introduction

1.1 Background

Mbarara University of Science and Technology (MUST) is a public university located in Southwestern Uganda. It was established on October 28, 1989 by the Mbarara University of Science and Technology Statue 1989. The Statute was repealed and replaced by the Universities and Other Tertiary Institutions Act (2001). The university has grown from a single Faculty of Medicine with an undergraduate student population of 43, to now 6 Faculties and 2 Institutes with total enrolment of over 5000 students. The university staff has also increased from original six members to over 500. The university operates two campuses: Kihumuro main campus located 7 km on the Mbarara –Bushenyi highway and the Mbarara City campus. (MUST, Strategic Plan for 2020/21-2024/25).

In its Strategic Plan for 2020/21-2024/25, MUST defined the direction it would follow during the period, to enhance human capital development, through offering quality and relevant education in the areas of Health, Engineering, Science Education, Information and Ccommunications Technology (ICT), Business and Management Sciences and Interdisciplinary Training. This strategic plan through a result oriented and all-inclusive approach is to address current and emerging local and global higher education trends. The development of an effective and efficient Quality Assurance (QA) system is key to achieving this strategy, underpinned by quality teaching, learning, research, curriculum development, student progression and welfare, quality governance and administrative systems and community engagement focused on the needs of MUST, the African region and beyond. Through this Quality Assurance Policy, a Quality Assurance system will be instituted for the effective and efficient administration of university-wide quality assurance interventions.

1.2 Policy Statement and Justification

MUST values the quality of academic provision in terms of teaching, research and outreach services and is committed to safeguarding, enhancing and effectively managing the standards of awards from the institution. Guided by its vision, mission and core values, the university underscores its determination to assure quality in teaching and

learning; research innovations; and community engagement through quality planning, quality assurance, quality control and continuous quality improvement.

Currently quality assurance at MUST takes a variety of approaches both internal and external by the Quality Assurance Committee and university senate. Previous reports reveal the limitation of the current quality control measures in MUST. Due to inadequate sensitization on quality assurance mechanisms, low staff participation in policy design and review and resistance to quality assurance policy implementation had been identified.

To address these critical issues, MUST has developed a Quality Assurance policy that will guide the development of quality assurance systems and culture at MUST by clearly spelling out principles, guidelines, and procedures for implementing the institutional quality assurance systems and whose performance indicators and quality benchmarks shall be owned by stakeholders.

This policy specifies the university's approach to quality assurance and continuous improvement. The university management is committed to the communication and implementation of this Quality Assurance Policy.

1.3 Definition of Terms

The National Council for Higher Education (NCHE, 2014) provides definitions for the following terms.

Quality:	Fitness for purpose (i.e., the institution and its components of activities have quality if they conform to the purpose for which they were designed).
Quality Assurance:	The mechanism put in place to guarantee that the education is "fit for purpose". These should be effective internal structures for monitoring quality control and procedures to ensure quality.
Quality Control:	This is the process of ensuring compliance with standards and procedures set to maintain and enhance quality.
Quality Audit:	The process of checking or examining what goes on in an institution to ensure that there is institutional compliance with quality assurance procedures, integrity, standards and outcomes. The audit can be internal or external.

Quality Assessment: This entails external assessment by peers of the quality of teaching and learning through the scrutiny of institutional documentation and student work, direct observation, interview as well as reference to performance indicators.

Academic Standards: These are explicit levels of academic attainment used to describe and measure academic requirements an achievement of individual students or group of students.

2.0 Policy goal
The goal of MUST's QA policy is effective management of the quality and standards of the university's core activities of teaching and learning, research and innovation and community engagement by promoting accountability and continuous improvement.

3.0 Objectives of the policy
The objectives of the QA policy are to:

a) Provide guidance in development and implementation of quality assurance and enhancement procedures and practices

b) Safeguard and ensure the integrity of academic awards of the university.

c) Outline the internal and external quality assurance procedures and practices to realize the vision and mission as well as uphold the core values of the university.

d) Layout the structure for effective coordination and management of quality assurance systems.

e) Facilitate development of a culture of self- evaluation and continuous quality improvement in the University.

4.0 Legal Framework
The QA policy is in compliance with the following legislations and guidelines:
a) Universities and Other Tertiary Institutions Act (2001).
b) Inter-University Council for East Africa Quality Assurance handbooks
c) The Quality Assurance Framework for Universities and the Licensing Process for Higher Education Institutions (2014).
(d) Statutory Instrument No. 85 of 2005: Institutional Standards Regulations, 2005.
(e) Statutory Instrument No.62 of 2007: Equating of Degrees, Diplomas and Certificates Regulations, 2007.
(f) Statutory Instrument No. 63 of 2007: Minimum Entry Requirements for Admission to Universities and Other Tertiary Institutions Regulations, 2007.
(g) Statutory Instrument No. 34 of 2008: Quality Assurance Regulations, 2008.
(h) Statutory Instrument No. 35 of 2008: Basic Requirements and Minimum Standards for Procurement Education and Training Regulations, 2008.
(i) Statutory Instrument No. 50 of 2010: Awarding of Honorary Degrees and Academic Titles. Regulations, 2010.
j) This policy shall be read in conjunction with other approved University policies.

5.0 Scope

The Quality Assurance policy governs the following broad areas;
    a) Internal Quality Assurance
    b) External Quality Assurance

5.1 Internal Quality Assurance

To ensure that high quality standards are maintained, the following shall be evaluated and monitored:
    a) Programme /curriculum design and evaluation
    b) Quality of academic staff
    c) Quality of support staff
    d) Quality of students
    e) Student-staff evaluation
    f) Quality in teaching and learning
    g) Quality in student advice and support services
    h) Staff development
    i) Quality of resources and facilities
    j) Peer to peer evaluation
    k) Quality of research and innovation
    l) Quality of community work and innovation

5.1.1 Programme / Curriculum Design and Evaluation

To ensure quality of her programmes, MUST shall:
    a) Develop all programmes following the law, guidelines and procedures set by the National Council for Higher Education (NCHE) and other regulatory bodies. (i.e., UOTIA, 2001 and the Statutory Instruments).

Guidelines
    a) Ensure that all programmes undergo periodic curriculum review depending on the duration of the programme.
    b) Ensure that all programs offered are accredited by the NCHE.
    c) Ensure full participation of all stakeholders in curriculum development and review.
    d) Ensure that all curriculum design and review are evaluated by the Quality Assurance Committee before forwarding to senate and council for approval.
    e) MUST shall publish on its website and prospectus, the specification/description for each programme it offers.
    (A checklist for programme design and review is attached, Appendix 2)

5.1.2 Quality of Academic Staff
    a) To ensure quality of academic staff, MUST shall:
    b) Ensure that its human resource manual has well defined guidelines on recruitment and retention of quality academic staff. The human resource manual shall define:
        i. Recruitment policy
        ii. Staff appraisal and promotion policy
        iii. Job descriptions with clear key performance indicators

c) Develop academic audit tools to assess the quality of academic staff which shall be carried out periodically.

d) Ensure benchmarks for minimum qualifications, scholarly work and involvement in continuing professional development activities are determined by academic units.

e) Prepare quarterly staff status reports clearly showing:
   i. Approved staffing positions Vs current actual position as per organization
   ii. The qualifications of the staff, staffing gaps and gender,
   iii. Staff turn-over including detailed analysis of reasons for Exit
   iv. Staff training and development plans and training reports
   v. Staff recruitment plans with clear funding gaps if any.

Guidelines

a) **MUST** shall recruit academic staff on account of qualifications awarded by accredited institutions and accredited programmes.

b) Recruitment and retention of academic staff shall be based primarily on academic qualifications and experience appropriate to the subject they would be required to teach, research or consult on.

c) The following criteria shall be used when assessing the quality of academic staff:
   i. Academic qualifications
   ii. Research intensity
   iii. Teaching orientation
   iv. Discipline orientation
   v. Internationalization and
   vi. Professional recognitions
   vii. Other academic activities
   viii. Service to the community
   (Refer to Annex 4 for details)

d) For programmes leading to award of diplomas, the minimum academic qualification for teaching staff shall be a bachelor's degree with credit in the teaching subjects.

e) For programmes leading to award of bachelor's degree, the minimum academic qualification for the teaching staff shall be a Master's degree. Holders of appropriate bachelor degrees shall be considered for staff training positions as Teaching Assistants.

f) For programmes leading to award of Master's degree, the required academic qualification for teaching staff shall be the Doctor of Philosophy (PhD). Those with Master's degree coupled with significant teaching and research experience at senior lecturer level shall be considered and given minimal role in supervision except in clinical disciplines

g) All doctoral level courses shall be taught by academic staff possessing doctoral degrees (PhD). Academic staff facilitating doctoral degree courses and supervision must have good track record of scholarly research and must have

published their research in scholarly and professional journals as stipulated in MUST Human Resource Manual.

h) MUST may also require additional qualifications and specializations for specific courses.

5.1.3 Quality of Support Staff

To ensure quality of support staff, MUST shall:
a) Ensure that its Human Resource Manual has well defined guidelines on recruitment and retention of quality support staff. The Human Resource Manual shall clearly define;
   i) The recruitment policy
   ii) The staff appraisal and promotion policy
   iii) Job descriptions with clear key performance indicators

b) Ensure that it has adequate and competent support staff at the libraries, laboratories, administration and student services.

c) Develop and carry out period work load analysis for support staff to check staffing gaps, competencies and training needs.

Guidelines
a) MUST shall engage adequate numbers of suitably qualified support staff for effective functioning of the teaching function.

b) Support staff shall be engaged on well-defined terms and conditions of employment that are in conformity with the Employment Act and MUST Human Resource Manual.

5.1.4   Quality of Students

To offer quality to her students, MUST shall:
a) Ensure that its admissions are merit-based. All admitted students must meet the minimum entry requirements.
b) Ensure that there is in place an Admission Policy that is adhered to by the relevant offices.
c) Ensure that there are clearly formulated admission criteria for undergraduate and graduate programmes.
d) Ensure that lecture/class attendance is systematically monitored and recorded
e) Ensure that student progress is systematically recorded and monitored and that feedback to students is given.
f) Follow-up the pass rates and drop-out rates of students

Guidelines
a. **Admission of students;**

   i. Admission of students shall be based on approved minimum entry requirements.

   ii. Students shall be admitted in line with approved programme capacity.

iii. Call for applications shall be published to the public through available platforms.

iv. Applications shall be received in response to the call for applications.

v. Received applications shall be considered as a cohort, assessed and weighted as per the approved selection criteria.

vi. The candidates/applicants shall be ranked according to their weights and the best candidates selected to fill the available slots.

vii. The Admissions Committee shall consider and admit the eligible selected candidates.

viii. Admitted students shall be communicated to within five working days from the date of admission.

ix. All admitted students shall be issued with admission letters within ten working days.

b. Monitor Lecture/ class attendance

i. All lecturers shall record the class attendance of students for all lectures.

ii. Students shall ensure that they sign class attendance lists for all lectures. The lists shall contain; the course name, course code, date, student's name, registration number/student's number, student's signature, lecturer's name, and lecturer's signature.

iii. A signed class attendance list endorsed by the lecturer and the Head of Department shall be submitted to the Faculty Administrator.

iv. The minimum class attendance in each course shall be constituted by attending 80% of lectures, tutorials, and practical sessions as recorded by the individual examiners/ lecturers.

v. Only students that have attended at least 80% of lectures, tutorials, and practical sessions and have done the given courses works and tests shall be eligible to do the end of semester examination for any given course

vi. During the examinations, the lecturer/examination supervisor shall record the attendance of students for each examination.

c. Monitor Students' progress and give feedback to students

i. Students shall be given continuous assessments/ course works and the marks shall be published by individual lecturers/examiners to students at least two weeks to the commencement of the end of semester examinations.

ii.   The marked coursework/ continuous assessment scripts shall be returned to the students by individual lecturers/examiners at least two weeks to the commencement of the end of semester examination period.

iii.   The final examinations and course work marks for all students shall be uploaded to the Information Management System where students shall access them after approval by Senate.

iv.   A hard copy of results for each course shall be submitted by the lecturer to the head of department who in turn will submit to the Faculty Dean. The office of the Dean will ensure that the hard copy results are archived.

v.   The Faculty Deans and the Director, DRGT shall periodically report to the Senate the progress of all undergraduate and postgraduate students respectively.

d. Monitor Pass rate and Dropout rate of students

i.   The Faculty Deans shall keep track of the performance of all students at the Faculty paying special attention to the pass rate and failure rates.

ii.   At Faculty board meetings, measures shall be put in place to increase pass rates and reduce the failure rates.

iii.   The Faculty Deans shall keep track of and provide periodic reports to Senate, the dropout rates per programme.

iv.   The Faculty Dean shall conduct follow-up of students to establish the reasons for drop out and suggest mitigation measures.

v.   The Academic Registrar's Office shall compile the overall pass rate and dropout rate of students for the entire university on an annual basis.

5.1.5   Staff - Student Evaluation

Students are the first to judge the quality of teaching and learning. They experience the delivery method. Thus, students shall assess all teaching staff in a standardized format at the end of each course. This, will help improve teaching through improvement of content, professional development and general openness to criticism (NCHE, 2014). A copy of the assessment form is in the Appendix 4.

MUST shall:
a) Ensure that there is course evaluation every semester.

Guidelines
a) Develop tools to ensure that every course is evaluated at least once every semester.
b) Compile and discuss the outcome of student evaluation at the Department/faculty/institute examination boards and submit reports to the MUST Quality Assurance Unit and thereafter to the Senate.
c) Inform students about the outcome of their evaluation.

d) Ensure that there is student involvement in all quality assurance activities and Quality Assurance Committees within all units.

5.1.6 Quality in Teaching and Learning

MUST shall:
a) Develop clear minimum guidelines to ensure that all programmes are in line with student-centered learning, experiential and flexible learning in all programmes.

Guidelines
a) Develop tools to assess quality in the teaching and learning. The assessment shall cover the following;
   i. Use of established tools in teaching and learning
   ii. Student evaluation of the course and teaching
   iii. Level of student engagement in the teaching and learning.
   iv. Carry out orientation and training (Pedagogical skills) of staff and students into student centered learning.
b) Develop clear minimum guidelines for instructional methods to support the teaching and learning strategy of programmes. This must be evident in the curriculum developed.
c) Develop minimum guidelines for use of ICTs in the teaching and learning process of all programmes.
d) Develop minimum standards and guidelines for practical training for all courses that need practical training.
e) Ensure that facilities and equipment needed for practical training for all courses are part of the teaching and learning infrastructure plans.
f) Adhere to the student staff ratios as provided for by the NCHE in its Quality Assurance Framework for Universities (2014).

5.1.7 Quality in Student Advice and Support services

MUST shall:
a) Ensure that students are provided with a conducive physical, material, social and psychological environment essential to a good student career.
b) Ensure that there are accessible student support and guidance services that are fully operational.

Guidelines

a) Develop tools that will assess the quality of the student advice and support services.

b) Identify the physical/material and psycho-social needs of all student categories.

c) Prepare proper orientation activities in order to support the academic function.

d) Assess the ethical conduct of all staff involved in student support services.

e) Orient and train staff involved in student support services.

f) Promote inclusion in all university functions.

g) Engage staff and students in evaluation of academic and support functions.

5.1.8 Staff Development

MUST shall:

a) Ensure that its human resource manual has well defined policy and guidelines on staff development for both academic and support staff.
b) Develop induction courses for academic and support staff, and professional development programmes.
c) Ensure that all teaching staff undergo compulsory pedagogical and research skills training to improve their skills.
d) Ensure that all staff development plans are in relation to the curriculum, institutional requirements and university strategic objectives.

Guidelines

a) MUST shall have Staff Development Plans (SDPs) for all categories of staff, including both in-service and professional growth activities to enhance expertise.
b) The university shall facilitate training of academic staff to doctoral level and senior administrative and technical staff to master's level.
c) Documented evidence of progress on Staff Development Plans (SDPs) shall be annual in staff training and development reports.
d) Staff shall be encouraged to participate in outreach activities.

5.1.9 Quality of Resources and Facilities

The university shall:

a) Ensure that university-wide strategic goals are linked to plans, priorities and a review system.
b) Ensure that there is alignment between academic and administrative review processes.
c) Focus on efficient management, and planning processes to achieve excellence and to ensure continuous improvement.

Guidelines

a) Periodically assess the quality of resources and facilities to check for availability and adequacy of lecture rooms, library, book banks, ICTs, laboratory or practical facilities and equipment, etc.
b) Prepare annual facilities and infrastructure status reports including:
    i. Lecture rooms and office space
    ii. Libraries
    iii. Teaching aids and equipment
    iv. Teaching laboratories
    v. Computer laboratories, internet and intranet services
c) Develop and implement a facilities and infrastructure improvement plan

5.1.10 Peer to Peer Evaluation

MUST shall:

a) Ensure periodic staff peer-peer assessment. This is an essential way of identifying staff training and development needs and also a mode of deliberate mentorship by peers.

Guidelines
   a) Develop tools for peer-to-peer evaluation for the quality of teaching of academic staff.
   b) Discuss the outcomes of the peer-to-peer evaluation at department/faculty/institute examination boards.
   c) Discuss the report at the MUST Quality Assurance Unit which will make recommendations to the university staff training and development committee to support training planning.
   d) Develop tools for external peer-to-peer evaluation of academic staff.

5.1.11 Quality of Research and Innovation

In order for MUST to keep an outstanding international reputation in research, it must be committed to maintaining and expanding its research and innovation capacity to achieve research and research training of international distinction.

MUST shall:
   a) Ensure that faculties and institutes have research agendas in line with unit strategic objectives and the overall university vision.

Guidelines
   a) Develop and implement a research and innovation policy in line with the institution's strategic objectives.
   b) Quality of research and innovation shall include the following:
       i. Assessment of capacity to perform research at the individual and department/faculty/ institute level.
       ii. Assessment of the research relevance to the discipline, MUST, locally and globally.
       iii. Assessment of external research and internal funding.
       iv. Assessment of research management.
       v. Assessment of research findings and dissemination.
       vi. Assessment of research & research training strategies whether they reflect international best practices.

   c) MUST shall create an enabling environment for research and innovations. This includes:
       i. Developing and updating guidelines for setting up centers of excellence.
       ii. Encouraging and supporting the establishment of state-of-the-art laboratories with user guidelines for researchers.
       iii. Encouraging the formation of multidisciplinary research teams/groups and centers of excellence.
       iv. Ensuring that capacity to maintain the state of the art equipment is developed e.g. through enhanced training of technical staff and users.

   d) MUST shall facilitate national, regional and international collaboration, and global networking. To this end, MUST shall:

       i. Enter into MoU with leading research and higher education institutions.
       ii. Operationalize and nurture existing MoUs at MUST.

e) MUST shall provide guidelines for supervisors and supervisees during the research process to ensure harmony, quality and timely completion. To achieve this, MUST shall:
   i. Develop, operationalize and review periodically guidelines for supervision of graduate students (qualification, appointment, remuneration, conduct, etc.).
   ii. Disseminate widely the rules and regulations for graduate studies.

f) MUST shall strengthen the research management and coordination function at institutional and at unit levels. MUST shall:
   i. Develop a governance structure for research and coordination.
   ii. Constitute research, innovation and publications committees at department level.
   iii. Provide tools for internal procedures for approval, control, monitoring and coordination of research and innovations.

g) MUST shall provide incentives/rewards for research and innovations. To this end, MUST shall:
   i. Recognize and reward staff for outstanding performance in research and innovations.
   ii. Develop, operationalize and review periodically guidelines on how to identify and reward staff for outstanding research and innovation.
   iii. Develop, operationalize and update periodically a system for tracking of staff research and outputs.
   iv. Require staff to publish research findings in form of policy briefs for use by policy makers.

h) MUST shall provide and support platforms for dissemination of research and innovation outputs. To this end, MUST shall:
   i. Create platforms for staff and students to disseminate research outputs such as seminars and locally hosted journals, newsletters and bulletins (both hardcopy and electronic).
   ii. Support regular public presentations and debates on topical areas of national or international concern.
   iii. Encourage doctoral students to publish their findings in any of the following forms:
      1. Theses/dissertations as monographs
      2. Theses/dissertations with chapters as standalone papers
      3. Theses/dissertations as a compilation of papers either already published or accepted for publication

i) MUST shall promote ethical conduct of research and innovations in the university. For this reason, MUST shall:
   i. Support the establishment of institutional review boards to oversee ethical conduct of research and innovations.
   ii. Develop, operationalize and review periodically guidelines on good research and innovation practices and misconduct.

j) MUST shall solicit funding for research and innovations. To this end, MUST shall:

i. Continue to solicit research funds from national and international organizations, both public and private. Solicitation of funding shall be encouraged and facilitated at individual, departmental, faculty or institute levels.

ii. Engage the private sector to contribute towards research and innovations through:
1. Contract research
2. Sponsoring of research chairs
3. Joint ventures, licensing, patents and trade marks

iii. Require all research projects to contribute 15% of the research costs as institutional overheads/indirect costs, to be distributed as guided by the overhead polity.

iv. Provide general information including databases on possible sources and modes of research funding on a regular basis.

5.1.12 Quality of Community Outreach Services

The university has an obligation to provide expert services to the community and influence industry through its research and intellectual output.

MUST shall
a) Identify and disseminate good practices within and from outside the university in terms of upholding the highest standards of professionalism, ethics, gender mainstreaming and equal opportunities for all students and staff.

Guidelines

a) Ensure that faculties/institutes regularly review their community outreach programmes especially at curriculum review.

b) Periodically review its contribution to society and the community through institutional audits and self-assessments

c) Identify and disseminate good practices within and from outside the university in terms of upholding the highest standards of professionalism, ethics, gender mainstreaming and equal opportunities for all students and staff

d) Contribute to a healthy social, economic and ecological status of its environment (both at the university campuses and surrounding areas). To this end, the university shall:
i. Commit to community service as part of its social and intellectual responsibility.
ii. Make a sustainable contribution to the society, the disadvantaged groups and ecological problems.
iii. Cooperate with other actors that make up the community in the fields of education, research and community service.
iv. Learn by doing and serving: Students and staff shall be encouraged to learn by doing and serving, to reinforce what they have learned, to recognize relationships in the real sector and society, and to establish social networks.

e) Ensure that the University serves humanity in the broadest sense. To this end:
   i. The university shall have structures built on universal values.
   ii. The university shall aim to contribute to the quality of humanity and life through its activities.

f) Include community service as a performance indicator for its students and staff. To this end, MUST shall:
   i. Formulate performance indicators to be used to evaluate the performance of the university, its units, personnel and projects.
   ii. Staff shall be appraised on their contribution to community service/outreach annually.

g) Institutionalize community service. To this end, MUST shall:
   i. Put in place the necessary measures in the curriculum, support and orientation services and preparing the appropriate infrastructure.
   ii. Constitute committees that coordinate, monitor, and promote the activities of the university on community service.
   iii. Respect human rights, environmental rights, ethics, inter-individual differences, local culture and values without any hesitation.
   iv. Sanction anybody who violates the rules of ethics or law.

5.2 External Quality Assurance

To ensure that high quality standards are maintained, the following external mechanisms shall be utilized;
   a) Accreditation
   b) External examination student assessment
   c) External peer to peer reviews
   d) External review by professional bodies
   e) External review of collaboration
   f) Satisfaction of public and private sector
   g) Satisfaction of alumni
   h) Institutional audits

5.2.1 Accreditation

To ensure quality, every programme at the university must be accredited by the NCHE. MUST shall abide by the legal framework that provides for accreditation of programmes. In as much as it is not mandatory to seek international accreditation, MUST shall encourage faculties to seek international accreditation of their programmes which makes progarmmes competitive and it attracts funding.

MUST shall:
   a) Ensure that programmes have at least two programme reviews.
      i. Midterm Review- When the programe is half way.
      ii. End Term Review- When the programme has one (1) year in its accreditation cycle.

Table 1: Accreditation Cycle

Duration of Programme	Accreditation period	Midterm Review	End of Term Review
Three (3) to Four (4) year programmes	Five (5) year accreditation	In the second year	In the fourth year
Five (5) year programmes	Five (5) year accreditation	In the second year	In the fourth year
PhD Programmes	Ten (10) year accreditation	In the firth year	In the nineth year

b) Ensure academic staff are periodically trained on curriculum development and review.
c) Ensure that only viable programmes are accredited. That is; programmes critical to   National development and which are self-sustaining.

Guidelines

The University shall ensure that all its academic programmes are accredited by the NCHE with input from qualified legal and competent agencies where applicable. The Quality Assurance Unit shall:

a) Cause all academic units to prepare an application portfolio based on the requirements of the accrediting agency.
b) Supervise the application process.
c) Receive results of the application, review, discuss and forward them to the senate and council for approval.
d) The Academic Registrar's Office shall submit the final approved documents to NCHE for accreditation.

5.2.2 External Examination of Student Assessment

a) MUST shall develop internal and external examination procedures to check the quality of student assessments; ensure validity of the assessment and reliability of marking.
b) Reports of the external examiners must be discussed at Senate and recommendations passed on to the stakeholders.
c) The following documentation should be available for the external examiners including;
   i)   Students' assignments, tests, projects, examination papers, answer scripts.
   ii) Academic staff course materials such as course outlines, handouts, monographs, laboratory manuals and study guides.
   iii) Programme and course structure and content.
   iv) Status report on physical facilities: laboratories and equipment, library facilities, computer facilities.
d) The External Examiners are expected to submit a report to the Senate on the following:
   i)   Standard of the examination
   ii) Standard of marking by the internal examiner
   iii) Standard of coursework
   iv) Student's performance

v) Any other comments

Guidelines

a) **Procedures for External Review will include but not limited to the following areas:**
   i. Review of documents, i.e., staff and students' records.
   ii. Observations, e.g. lecture room teaching, laboratory work, counselling, etc.
   iii. Interviews with staff, students, senior management, etc.
   iv. On site visits to the academic and support units at an agreed time and duration to examine the quality, reliability and validity of the self-study data through review of documents, observation and interviews with staff and students.

b) **The following documentation should be available for the External Academic Reviewer (s). Other documents may be required and should be made available upon request of the External Reviewer (s)**

   i. Students assignments, tests, projects, examination papers, answer scripts.
   ii. Academic staff course materials such as course outlines, handouts, monographs, laboratory manuals and study guides.
   iii. Programme and course structure and content.
   iv. Physical facilities: laboratories and equipment, library facilities, computer facilities.
   v. Information and Administrative support.
   vi. Financial support information, i.e. research grants, conference funds, etc.
   vii. Academic staff curriculum vitae
   viii. Publications by academic staff.
   ix. Student tracking information, i.e. progression and employment data.
   x. Records
   xi. Any other material in connection with teaching, research and publications as shall be requested by the external academic reviewer.

c) **The Department Self-Study should include but not limited to the following areas of academic programme review**;

   i. Assessment methods analyses/evaluations.
   ii. Marking guides/strategies.
   iii. Assessment of teaching and learning environments including teaching strategies used, resource availability, etc.
   iv. Summaries of peer assessments
   v. Statistical summaries of student evaluation of course and teaching scores.
   vi. Academic staff information, i.e., qualifications, scholarly work and professional development activities.
   vii. Student results.

viii.   Department organizational structure including record.

d) External Examining
General Principles
In general, external examiners are expected to comment on the validity of the assessment instruments, the quality of student performance and the standard of student attainment, the reliability of the marking process and any concerns or irregularities with respect to observation of the University regulation.

Therefore, the conduct of external examinations at MUST is governed by Senate regulations. The following are the General Principles that should guide the external examination process:

i.   To provide external and unbiased evaluation of the fairness and suitability of the University's student assessment process in line with Senate regulations.

ii.   To verify that standards of student performance are appropriate for the award for which the external examiner has been appointed.

iii.   Verify that the student assessment methods are reliable or precise (will produce similar results if repeated with students of comparable standard and comparable circumstances and similar assessors); valid (measures the competence it is intended to measure); has educational impact (it promotes appropriate student learning behavior; is acceptable to all assessors and students; and is feasible within the resources available.

iv.   Work with the University to uphold the high academic standards of its programmes and awards.

v.   To compare the academic standard of the University with those of similar institutions.

vi.   Write a report detailing his/her observations, conclusions and recommendations to Senate which will submit it the Quality Assurance Unit for consideration and action.

vii.   External Examiners should be identified for each academic programme by the respective departments and nominations forwarded to the Faculty Board for consideration and recommend appointment to Senate. Senate should appoint external examiners or the Vice-Chancellor on behalf of Senate.

viii.   The principles and guidelines on external examining shall be made public so that they can be accessed by students, staff and other stakeholders.

ix.   The University shall create audit mechanisms to ensure that external examiners are invited annually for each academic programme.

e)   **Roles and Responsibilities for External Examiners**
The principle roles of external examiners include:
i.   To verify that standards are appropriate for of each unit of study and to provide independent impartial comment on standards set and student achievement of those standards. The capacity to fulfil this is based on knowledge of standards set achieved in other higher education institutions, of subject benchmark statements and where applicable of the expectations of Professional and Statutory Bodies or co-awarding bodies.

ii.   To verify that the process of deciding assessment outcomes for individual students is fair, fairly operated, and in line with the University's regulations

arising out of the principle roles of external examiners the specific roles and responsibilities of external examiners are given here below:

1. Make judgements independent of the internal examiners.
2. Have powers to recommend to the Faculty Board the adjustment of marks for individual or all students examined.
3. Have access to the assessed parts of the programme (student scripts and coursework).
4. Determine the method and extent of sampling of students' work to scrutinize.
5. May recommend to the Faculty Board for the remarking of a student's script.
6. Select students for and determine to nature of viva voce.
7. Check cases of suspected cheating.
8. Endorse mark and pass lists before they are published.

f) Nominations and Appointments

An external examiner should have enough recent examining experience, including external examining experience, to assure the faculty board and senate of his/her competence in assessment and understanding of academic standards in a broad higher education context.

The external examiner should be a critical friend so as to offer constructive comments, criticism and suggestions for enhancement in the area of assessment practice.

For MUST, the external examiner shall be an academic professor or senior lecturer or practicing professional at the rank of consultant or the equivalent. The process of nomination and appointment of external examiners shall be as follows:

i. The head of the relevant department through informal contacts establishes willingness and availability of nominee to serve as external examiner and solicits a his/her curriculum vitae.

ii. The academic members of the department study the curriculum vitae to satisfy themselves that the nominee has the necessary expertise, experience and seniority to serve as external examiner.

iii. External examiners for undergraduate programmes are appointed by the University Senate or the vice-chancellor on the recommendation of the respective department/faculty board.

iv. External examiners for graduate programmes are appointed by the board of graduate studies or the vice-chancellor on the recommendation of the respective department/faculty board.

v. External examiners shall be appointed for a period of three years with a possible one-year extension. This will permit arrangements to be made well in advance and avoid delays and last minute rash.

vi. Thereafter the same external examiner cannot be re-appointed until a period of one year has elapsed.

vii. A former member of the teaching staff of the university will not be eligible for appointment until a period of three years has elapsed.

viii.   An external examiner will not be appointed from a department in which a member of staff of the relevant department at MUST is serving as an external examiner or teaching.

g) **Status of External Examiners**

External examiners will be Ex-Officio members of the relevant examiners' boards.

Information to be availed to the external examiners upon appointment. The host department will send to the newly appointed external examiner the following information:

i.   Programme and course aims, objectives and syllabuses.
ii.   Copies of past examination papers.
iii.   Methods of assessment/Marking Scheme.
iv.   Ways in which marks of individual parts of the examination are aggregated, averaged to produce the final result.
v.   The method by which the pass mark (cut-off point) at and above which students are pronounced passed and below which they are declared to have failed. The two alternatives are:
      a.   Absolute or Criterion Reference Test where the pass mark is set and students scoring below that fail regardless of the number.
      b.   Relative or Norm Reference Test method where the pass mark can vary depending on students' performance.
vi.   Proposed dates of departmental and faculty examiners' board meetings.
vii.   The external examiner shall be given a face to face briefing.
viii.   The route by which external examiners can raise matters that are important and of a sensitive nature is by making a confidential report to the vice chancellor.

h) **Facilitating and Hosting**

The following shall be done to facilitate and streamline the work of external examiners:

i.   Air ticket and in country transportation arrangements should be made well in advance. The external examiners should be met by university support staff whose role is to collect and deliver external examiners to their prearranged accommodation.
ii.   Per diem or out of pocket allowance should be paid to external examiners on arrival. Any refunds for transit expenses should be processed in a timely fashion and paid to External Examiners before they depart for home.
iii.   External Examiners should be given the scripts to look at upon arrival at their accommodation.
iv.   Payment of examiners' fees is authorized once the reports are received.

i) **Moderation of Examination Papers**

The external examiner shall review, moderate and approve all examination papers. Therefore:

i. Draft examination papers shall be sent to the external examiners well in advance allowing enough time for them to propose any modifications they feel necessary.
ii. Draft examination papers shall be sent with marking schemes/guides or model answers.
iii. External examiners may be invited to propose one or more questions to be included in the examination papers.
iv. Dissertations where appropriate shall be sent to the External Examiner at least a month in advance.
v. Care must be taken to safeguard the examination against leakage and dissertations against loss.
vi. Departments shall always carry out internal moderation of all examination questions before administering the same.
vii. Departments shall on a semester basis provide an internal moderation report of all examination questions.
viii. Access to written scripts and coursework that contribute to the final assessment.

External examiners will be given unfettered access to the following:
1. All marked examination scripts
2. All evaluated coursework materials.

j) Participation in Oral and Clinical Examinations

External examiners are required to participate in oral and clinical examination as follows:
i. Where only a proportion of students are subjected to oral examination, the criteria for selection of those students should be agreed upon with the external examiner in advance.
ii. Be involved in the selection of content of the examination, in the marking and making final judgements where applicable.
iii. The external examiner shall be allowed to meet with the students examined to assess their opinion on the conduct of the examination process should the need be.

k) Participation in Examination Board Meetings

Aware that most of the courses in the first semester are prerequisites for most of the academic programmes, external examiners will be invited during the second semester examination season and the following will apply:
i. He/she will attend the main examiners' board meetings at which final examination results are reviewed and approved before they are published.
ii. With regard to the conduct of the examiners' board meeting a formal minute must be kept noting the following:
1. Members present
2. The final decisions taken
3. In specific cases the extent to which medical and other extenuating circumstances were taken into account
4. Any general comments made by internal and external examiners

l) External Examiners' Reports

External Examiners must annually make a report on the student assessment process to the academic registrar (secretary to senate) with a copy to the respective faculties and departments. The report must include answers which to some extent will act as indicators as to whether the students received the knowledge, skills, values expected to be provided by the respective courses. The external examiner's report should be well defined and the structure of the report should include the following:

i. The curriculum design and its relevance
ii. Comparability of the program with those offered in other institutions of Higher Education internationally.
iii. Variability in the assessment process
iv. Academic standards of awards
v. Academic standards of student achievement. In that respect the external examiner's report will include answers to the following questions:
1. Where the structure, content and methods of assessment used appropriate and adequate?
2. How satisfactory was the administration of the examination process?
3. Was the assessment process appropriate to the course (or subject); the level students (1st, 2nd or third year or postgraduate); and competencies of interest?
4. Where the examinations sufficiently comprehensive with regard to the programme or course being examined?
5. Where the materials and facilities used for practicals and clinical examinations appropriate and adequate?
6. Was the external examiner given adequate access to examination scripts of all borderline candidates and coursework for forming a reasonable opinion?
7. Was the internal marking appropriate, fair and consistent?
8. Was the Examiners' Board meeting conducted in an impartial and fair manner?
9. Was the programme structure, content and objectives well defined and appropriate to the subject matter and the level at which it was taught?
10. Was the quality of teaching and methods used, as revealed by the examination, effective and appropriate?
11. Was the general standard of performance of the students satisfactory and comparable to similar institutions?
12. Was the failure rate acceptable or too high?
13. Was the distribution of honors comparable to other institutions?

m) The External Examiners' reports must:

i. On completion of the exercise, the external examiner should submit his/her report to academic registrar (secretary to senate) and copied to the respective faculties and departments. The academic registrar (secretary to senate) will submit the report to the Quality Assurance Unit for consideration and action.

ii. The Quality Assurance units shall ensure that the respective faculties and departments attend to the concerns/suggestions of the external examiners. It

is important to note that external examiners' reports are part of the university's annual quality assurance audit system.

n) **Other Roles of External Examiners**

External examiners may be consulted on possible review of existing programmes and the process of external examination for purposes of improving the assessment process.

o) **Termination of Appointments**

The appointment of an external examiner may be terminated by the faculty board if the board judges that the responsibilities of the appointment have not been or cannot be fulfilled in the manner or to the standard which the university requires. Reasons for termination may include, but not limited to:

i. Failure to provide reports on the assessment process required by the university;
ii. In the case of an examiner appointed to an award and progression examination board, inability to attend two successive such boards;
iii. A change in the external examiner's circumstances which brings about potential conflicts of interest which might jeopardize objectivity.
iv. Persistent refusal to work within the university's academic regulations;
v. Conduct which in the case of an employee of the university would be the subject of disciplinary action;

1. When circumstances arise which are considered as possible grounds for termination of an external examiner's contract, the chair of the board of examiners will notify senate or the vice-chancellor of the relevant details. Senate or the vice- chancellor on behalf of Senate will write formally to the examiner to inform him/her that the termination is being considered and to offer the opportunity for the examiner to explain the circumstances and request that the termination is not effected.

2. The vice chancellor, acting on behalf of senate, will take the final decision regarding the termination; the external examiner will be notified in writing of this decision. The academic registrar (secretary to senate) shall inform the Faculty Board of the circumstances of the case and of its outcome.

5.2.3 External Peer to Peer Review

MUST shall ensure that peer teams comprising of experienced academia in the fields to be reviewed, experts, such as persons from industry or business, as well as practicing professionals are constituted. The peer teams, during discussions with the faculty and other constituents of the institution will share their expertise by pointing out apparent strengths and deficiencies and thereby making suggestions for improvement.

Guidelines

The external peer review team will:

    i.   Check the outcomes of the self-assessment.

    ii.   Reflect on the self-assessment.

    iii.   Engage in dialogue and discussion with staff and students.

    iv.   Produce a peer assessment report (PAR) that might be made public or remain confidential.

5.2.4 External Review by Professional bodies

The University shall ensure that there are formal links with many of the world's leading universities, national and international benchmarking of academic standards and outcomes and national and international benchmarking of quality assurance processes with comparable research-led universities.

Guidelines

    i.   MUST shall engage external accreditation agencies for professional programmes that have recognized credible professional accreditation agencies.

    ii.   The processes will normally include:

        a.   A self-assessment or equivalent procedure by the subject of the quality assurance process.

        b.   An external assessment by a group of experts, including, as appropriate, (a) student member(s), and site visits as decided by the agency.

        c.   Publication of a report, including any decisions, recommendations or other formal outcomes.

        d.   A follow-up procedure to review actions taken by the subject of the quality assurance process in the light of any recommendations contained in the report.

5.2.5 External Review of Collaboration

The University shall ensure external assessment of collaboration with other organizations or interdepartmental collaboration in offering taught programmes, the process for approving such partnerships, such as joint awards, affiliation and the regulations on collaboration.

Guidelines

    i.   The University shall ensure that there is an effective liaison with stakeholders in offering out programmes.

    ii.   MUST shall facilitate regular discussion of further developments and ways in which liaison can be improved.

    iii.   MUST shall share external examiners' comments and feedback on monitoring with collaborators and have opportunity to discuss them.

    iv.   MUST Quality Assurance Unit shall evaluate annually whether the terms of agreement have been followed.

    v.   The University shall regularly monitor the operation of the partnerships.

5.2.6 Satisfaction of Public and Private Sector

MUST shall ensure that there are Academia Industry relations across all faculties/institutes with the public and private sector.

Guidelines
   a) The University shall ensure that there are Academia Industry relations with the public and private sector to;
      i. Assess the quality of academic programmes and evaluates the knowledge, skills and attitudes of graduates.
      ii. Enhance research and innovation potential for staff, publicity of programmes and research through Open days and exhibitions.

5.2.7   Satisfaction of Alumni

MUST shall ensure that all faculties carry out graduate or alumni tracer studies. The objective of graduate or alumni tracer studies is to assess the quality of MUST academics and evaluate the knowledge, skills and attitudes of graduates.

Guidelines
   a) The faculty dean/institute director shall call a meeting to initiate a graduate/alumni tracer study every after five years
   b) The head(s) of department shall organize and carry out the graduate/alumni tracer study for the respective programs in the department.
   c) A graduate/alumni tracer study report shall be submitted to the Quality Assurance Unit for action through the faculty dean/institute director.

5.2.8 Institutional Audits
   a) Institutional audits according to NCHE (2014) are the core of the quality assurance framework. Institutional audits are both internal (by the University) and external (by the regulatory body or accrediting body).

   b) The objectives of institutional audits are to:
   Encourage universities to cultivate and maintain a culture of continuous improvement.
      i. Validate self-evaluation reports.
      ii. Enable universities to develop reliable quality assurance performance indicators to assure stakeholders and the NCHE that policies, strategies and resources for the delivery of quality higher education are effective.
      iii. Provide information to stakeholders on the strengths and weakness of the institution.
      iv. Enable NCHE to obtain baseline information through a common set of audit criteria for all institutions.
   c) MUST shall carry out an internal and external audit as provided for by the Quality Assurance Framework for Universities and the Licensing Process for Higher Education Institutions, NCHE (2014).

Guideline
   a) After every five years, MUST shall carry out an internal and external audit as provided for by the Quality Assurance Framework for Universities and the Licensing Process for Higher Education Institutions, NCHE (2014).

6.0 Communication of QA Information

MUST through the Quality Assurance Unit (QAU) and its committee (Quality Assurance Committee-QAC) shall keep staff and students regularly informed about all QA initiatives and developments through publications, newsletters and University website, and reports to Faculties, Management, Senate and Council.

7.0 Policy review

This Quality Assurance Policy shall be reviewed at least every five years or as and when necessary to ensure adequacy and relevancy to all University quality assurance interventions in service delivery.

8.0 Implementation Framework

The implementation of the quality assurance policy is a participatory model, the goal of which is to obtain ownership by students, academic staff, administrative and support staff.

8.1 Interpretation

   a) The University Council will be responsible for approval of the policy.
   b) The University Senate will be the final authority in definition, interpretation and application of this policy.

8.2 Administration

   a) The Vice Chancellor will oversee the implementation of the policy.
   b) The Quality Assurance Unit through its committee (QAC), will be responsible for implementing the policy.
   c) The directors, deans and heads of departments, staff and students will comply with the provisions of the policy as stipulated in Sec 48 and 49 of UOTIA (2001)
   d) The policy will be subject to review by the University Council.

8.3 University Organs implementing the QA policy

The Quality Assurance Policy shall be implemented by:

a) **University Council**, which shall approve and oversee the implementation of the QA Policy.

b) **Senate**, which shall:

      i.   Establish a MUST Quality Assurance Unit (QAU)

ii. Through the office of chairman of senate appoint the head of the QAU.

iii. Establish a Quality Assurance Committee (QAC) under the QAU and membership of the committee shall come from; faculties, institutes, support units and student representatives.

iv. Through the office of chairman of senate appoint the members of the QAC.

v. Receive and consider recommendations from the quality assurance committee (QAC).

vi. Set the terms of reference for the QAC.

c) **The QAC** which shall:

Report to Senate

Review, monitor, evaluate and recommend to Senate the status of the three core functions of the University as stipulated in the QA policy.

Act as delegated by Senate in order to carry out its quality assurance and enhancement interventions.

vi)The QAC shall meet at least quarterly every academic year or as and when there is business to discuss.

d) **Faculty/Institute/Directorates QA Committees**
   i. Every Faculty shall have a Faculty Quality Assurance Committee (FQAC). The FQAC shall be made up of representatives from each department in the faculty. It will be chaired by the deputy dean/ senior member of staff appointed by the faculty dean. The member shall also be a member of the university quality assurance committee.
   ii. Membership of the Faculty/Institute Quality Assurance Committees
      1. The deputy dean or a senior member of staff appointed by the dean of the faculty shall chair the committee.
      2. A representative of each department in the faculty.
      3. Two student representatives.

e) **Department Level**
   Whenever possible, there shall be a Departmental Quality Assurance Committee (DQAC). The chairperson shall be a senior member of staff and shall represent the department in the FQAC. The DQAC shall be composed of a senior academic in the department; representative of each specialization and two student representatives.

f) **Support Units (e.g., Planning, Estates, Human Resource etc.)**
   Each support unit shall have a Quality Circle (QC) made up of as many members as deemed fit by the Unit. The QC shall be led by a member who shall represent the unit at the MUST QAC.

9.0 Tenure of Committee Membership

    a) All elected members of staff in QA related committees shall serve for a period of three years and shall be eligible for re-appointment.

    b) Tenure for student representatives shall be one year.

10.0 Monitoring and Evaluation

The MUST QAU will be responsible for monitoring the policy implementation and report to Senate on a quarterly basis and evaluate QA at least every two financial years.

a) Monitoring process
   i. Quarterly performance reviews
   ii. Regular and periodic stakeholders review meetings
   iii. Annual institutional performance review meetings
   iv. Continuous monitoring of Academic staff (Junior and Senior) performance outputs through external peer reviews.

b) Evaluation shall be conducted after every two years.

11.0 Communication of the policy

The QA policy shall be put on the website and all MUST communication avenues.

12.0 Funding

a)   The university shall integrate its quality assurance management systems in the budgetary provisions for each financial year by allocation of funds from the university budget.

b)   The various units in the university shall allocate funds for quality assurance activities in their budget at unit level.

Appendices

Appendix 1

Annual Budget Estimates for the Operationalization of the QA Policy

No.	Item	Unit of measure	Unit Cost	QTY	Total Cost
1	**Accreditation of Programmes**	Curricula	30,000,000		30,000,000
2	**Training of QA members**		10,000,000		10,000,000
	Meals	Persons			
	Facilitation allowance	Persons			
	Stationery	Items			
	Coordination	Lumpsum			
3	**Training of QA committees at Faculty/Institute level**		10,000,000		10,000,000
	Meals	Persons			
	Facilitation allowance	Persons			
	Stationery				
	Coordination	Lumpsum			
4	**Meetings**		6,000,000	4	24,000,000
	Sitting allowance	Persons			
	Meals	Persons			
5	**Quality Assurance Awareness Campaigns (Visits per Faculty/unit)**	Tea/Meals			10,000,000
6	**Institutional Annual Subscriptions**		Dollars		
	Ugandan Universities Quality Assurance Forum (UUQAF)	Subscription	100	1	500,000
	East African Quality Assurance Network (EAQAN)	Subscription	150	1	750,000
	Individual Membership (2 members)	Subscription	50	2	500,000
	Individual Annual Subscription Fee (2 members)	Subscription	50	2	500,000
7	**External QA Trainings/Meetings with UUQAF**				
	Travel-Transport (2 members) To and From	Transport	300000	2	600,000
	Travel and Perdiem (2 members- 5 days)	5 days	120000	2	1,200,000
8	**Institutional Audits (Self-Assessments)**				20,000,000
	Facilitation for Internal Assessments	Persons			
	Facilitation for External Assessors	Persons			
	coordination	Lumpsum			
	Grand Total				**108,050,000**

Appendix 2
Checklist of the Approval of Academic Programmes

No	Area of Assessment	Criteria	Status (Yes / No / Not applicable)			Comments
			Yes	No	NA	
1	Needs Assessment (Relevant Input, needs and requirement of Various Stakeholders)	a) National, Regional and International Trends				
		b) Labor market				
		c) Students, Parents, Alumni				
		d) Academic world				
2	Programme Specifications and Objectives	a) Does the Programme have Clear Rational (Purpose, broad based, relevance)				
		b) Learning Outcomes				
		c) Entry Requirements				
		d) Programme Duration				
		e) Does the Programme indicate clear Targeted Job Markets for the Graduates or High Potential for Entrepreneurship				
		f) Teaching Methods and Assessments				
		g) Grading of the Course				
		h) Rules and Regulations Governing the Computation of GPA				
3	Minimum Standards and Guidelines Report of External Valuation of	a) Does the Programme meet the minimum Programme guidelines and standards set by National Council of Higher Education				

	Programme from Professionals	b) Does the Programme meet the minimum Programme guidelines and standards set by any other Internationally Accepted Standards				
		c) Report from Professional External Evaluators of the Programme (Attach Reports of Review)				
4	Curriculum Design	a) Does the Programme Matrix exist (See Appendix A)				
		b) Is the Description of Courses for all Courses Complete (See Appendix B)				
Resource Planning						
5	Human Resource Planning – Academic Staff	a) Academic Staff (See Appendix C)				
		b) Academic Staffing Levels (Recommended 1:14 Staff: Student Ratio for Science Courses)				
6	Human Resource Planning – Support Staff	a) Staff for the Library				
		b) Staff for the Computer Facilities				
		c) Staff for the Laboratories				
		d) Staff for Student Support Services				
7	Facilities and Infrastructure Planning	e) Lecture Facilities & Postgraduate Study Rooms (Minimum of $2.5M^2$ per Student)				
		f) Library is adequate and up to date (Minimum of $2.5M^2$ per Student)				
		g) The Laboratories are adequate and up to date (Minimum of $3M^2$ per Student)				

		h) The Computer Facilities are adequate and up to date (Minimum of $3M^2$ per Student)				
		i) Does the Programme have sufficient Teaching Aids and Instructional Materials				
		j) Facilities meet Occupational Health and Safety Standards				
8	Revenue Projections and Proposed Budgets	a) Does the Programme have a Proposed Revenue Plan				
		b) Does the Programme have a Proposed Expenditure plan / Budget				
9	Writing Style	English (UK) Font Size: 12 Line Spacing: Single Font Type: Garamond Font Alignment: Left & Justified				
Other Comments						
Recommendations from the Quality Assurance Committee						

Names   **Title**   **Sign**   **Date**

1) ……………………………..   Chairperson   …………………….   ……………
2) ……………………………..   Secretary   …………………….   ……………

Appendix 3

_____

COURSE EVALUATION FORM

COURSE NAME…………………… DATE…………………………………
COURSE CODE…………………….. YEAR OF STUDY…………………….

Please complete this questionnaire by grading your course.

Please rate/indicate the following statements by selecting the appropriate response.
Key: 4 – Outstanding; 3 – Very Good; 2 – Fair; 1 – Unsatisfactory.

Note: Mark with a tick where appropriate

In this section, you will evaluate the Lecturer basing on the following criteria

The Lecturer	Outstanding	Very Good	Fair	Unsatisfactory
Speaks clearly and communicates persuasively	☐	☐	☐	☐
Listens and responds well to questions	☐	☐	☐	☐
Establishes and maintains effective relations	☐	☐	☐	☐
Uses time efficiently	☐	☐	☐	☐
Is competent in required skills and knowledge	☐	☐	☐	☐
Gives test/exam dates at start of semester	☐	☐	☐	☐
Gives feedback after test/exams	☐	☐	☐	☐
Returns course assessment results before final exam	☐	☐	☐	☐
Instructor offers consultation hours outside office hours	☐	☐	☐	☐
Instructor is approachable	☐	☐	☐	☐
Provides Systematic/detailed teaching	☐	☐	☐	☐
Helps small groups to integrate learning issues	☐	☐	☐	☐
Time Management	☐	☐	☐	☐
Responds well to questions	☐	☐	☐	☐
Integration of practical/theory	☐	☐	☐	☐
Has respect for students	☐	☐	☐	☐
Interest in professionalism	☐	☐	☐	☐
Interacts well with students	☐	☐	☐	☐
Guides and stimulates discussions	☐	☐	☐	☐

Course Coverage/Relevance and Delivery

In this section you are required to assess the course coverage, relevance and delivery:

Provides and follows course outline	☐	☐	☐	☐
Questions require arousing intellectual reasoning	☐	☐	☐	☐
Course is Coherent	☐	☐	☐	☐
Course is Relevant	☐	☐	☐	☐
Use of audio/visual equipment	☐	☐	☐	☐

Thank you for your kind and generous feedback. It will be used in improving our services to you.

Appendix 4

Academic Position	Scale	Research Positions	Library Position	Qualifications
Teaching Assistant	M7	Research Assistant	Library Assistant	1st class degree/ Upper second or lower second (in special circumstances)
Assistant Lecturer	M6.2	Assistant Research Fellow	Assistant Librarian	Master's degree
Lecturer	M6.1	Research Fellow	Librarian	Master's degree but on PhD track
Senior Lecturer	M5	Senior Research Fellow	Senior Librarian	PhD, original contribution to knowledge through research and publication
Associate Professor	M4	Associate Research Professor	Deputy Chief Librarian	PhD, teaching experience at least 7 years, publications
Professor	M3	Research Professor	Chief Librarian	PhD, teaching experience of at least 7 years, publications

Note:
An individual on PhD track is one who has successfully defended his/her research proposal, fully registered/full admission, satisfactory progress based on the filed annual study progress reports, Evidence of data collection and analysis.

Discipline orientation
- Attendance to duty
- Timely production of students marks
- Team work and mentorship
- Responsiveness to emergency duty calls

International Orientation
- Member to international professional bodies
- Attendance of international conferences

Professional orientation

- Member to national professional bodies

Other academic activities
- External examiner
- Internal examiner
- Conference convener
- Conference presentation
- Dean/Director
- Deputy Dean/Deputy Director
- Head of Department
- Membership to any University committees

Community Service
- Any form of community service