QUALITY ASSURANCE POLICY
2025 - 2029

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SCHEDULE 4: Regulation 9 2

Official Approval

Confirmed on this day ……6th……..of ……February…… 20……25……..

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His Lordship Justice Ajiji Alex Mackay
Chairperson
Kumi University Council

Signed on this day……7th……of ……February…… 20……25……

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Prof. Jong-In Hong
Vice Chancellor,
Kumi University

A word from the Chairman of University Council

Kumi University was established to address the socioeconomic challenges that were posed by war, cattle rustling and insurgency in the Teso sub region. I am happy that the University has surpassed numerous challenges including the COVID 19 pandemic and is in a position to acquire a Charter status.

The University Council is fully committed to provision of good quality, credible education and services as a world class higher education institution in Uganda and the region. We fully support the Government of Uganda's international commitments such as the United Nations (UN) Agenda 2030 on Sustainable Development Goals (SDGs), especially goal # 4 to *"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"*. Uganda is also a signatory to the African Union's declaration for provision of quality education as a requisite for achievement of the Africa Vision 2063.

Uganda's vision 2040 commits government to provide education as a human right. The privatization and liberalization policies have widened access to quality education by enlisting the participation of private actors like Kumi University. Good quality, accessible and affordable education has also been consistently underscored by the National Development Plans (NDPs, I - IV). The University remains compliant with the regulatory functions of the NCHE as well as the 2008 Education Act for the delivery of a high level quality and affordable education service, and; guidelines for professional and ethical conduct of our personnel.

As a Christian founded, private Higher Education Institution, Kumi University seeks to contribute to these national aspirations and yet remain relevant to the needs of local communities in the Teso sub region. These policies are a welcome step for ensuring that admissions, teaching and learning processes, assessments, research, and stakeholder engagements are well aligned with the NCHE regulations, standards and guidelines. The University Council remains committed to providing all the support required to facilitate professional best practices in the University.

For God and my Country

His Lordship Ajiji Alex Mackay
Chairman, Kumi University Council

Forward from the Vice Chancellor

Kumi University is a private higher education institution in Uganda licensed by the Ministry of Education and Sports since 2004 and is in advanced stages of acquiring a Charter status. As a Christian faith-based institution, we are committed to academic excellence and nurturing servant leaders through integrity, and the spirit of service by emphasizing character development and mentorship in dormitory-based community life experience.

The University promotes community engagement through service-learning to address societal challenges and ensures that community service is a core curriculum requirement. Kumi University also remains a global player in research and innovation by promoting international collaborations, student exchange, and partnerships with institutions in Korea, Japan, and the U.S. We will endeavor to upgrade the infrastructure, including classroom renovations, dormitories, a modern library, and online learning facilities.

Policy development is another indicator that Kumi University is fully compliant to supervision and guidance by the National Council for Higher Education (NCHE) under the UOTIA cap 262. Regulation 9 of Statutory Instrument 34 of 2008 (QAR) requires institutions to develop quality assurance systems.

The policy is intended to promote a culture for internal quality assurance. It includes policy goals and objectives; principles of quality assurance; the Quality Assurance Mechanisms; areas for Internal Quality Assurance and the roles and responsibilities of the different stakeholders in quality assurance. It is my hope that this policy will further help the university to align itself to the NCHE regulations and standards.

Prof. Jong-In Hong
Vice Chancellor

1.1 Background

Kumi University is one of the Private Christian based Universities in East Africa and licensed by the National Council for Higher Education (NCHE). Its' origin dates back to 1996 with the establishment of Africa Leaders Training Institute (ALTI) by Korea Food for the Hungry International (KFHI) – a South Korean based NGO. Later in 1999 ALTI was transformed into Kumi University.

The Kumi University Foundation was approved by Uganda Government in 2004 with document **No. 66491.** In the same year (2004), the University acquired its operational License from the National Council for Higher Education **NCHE (UI..PL..002 NCHE)**.

Kumi University is established in the scenic country side of Teso's spectacular inselbergs, next to the famous Old Stone Age Site Nyero Rock Paintings in Kumi District in the Eastern part of Uganda.

1.2 University Vision, Mission and Philosophy

1.2.1 KUMU's Vision

"To become a World class center for holistic, quality, community-tailored higher education and research"

1.2.2 The Mission

"To provide holistic education tailored to transforming individuals and communities".

1.2.3 The Philosophy of KUMU

"The fear of God is the beginning of Wisdom"

1.2.4 **The University Motto** is *"Godliness and Excellence for Servanthood"*

1.2.5 **The Objectives of the University** are:

1. To equip students with Christian worldview.
2. To give students practical and field-oriented knowledge with clear understanding of contemporary situations.
3. To provide quality higher education, research and training

1.2.6 **The core values of KUMU** are: *Diversity; Teamwork, Professionalism, Godliness, Integrity, Confidentiality, Loyalty, Accountability, and Excellence*

1.3 Introduction to the Quality Assurance Policy

The United Nations (UN) Agenda 2030 on Sustainable Development Goal # 4 seeks to *"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"*.

The African Union also underscores the need for quality education in achieving the Africa we want Vision 2063. In Uganda, government is cognizant of the pivotal role of education and human resource development as a vehicle for national socioeconomic transformation. Uganda's vision 2040 states that "the provision of universal primary and secondary education will be considered as a human right and consolidated as basic education". The National Development Plans (I, II, III and IV) and Education Sector Plans (ESIP) have all consistently highlighted the importance of public investment in education. However, whereas, the Universalization policies (UPE, 1997; USE, 2007 and UPSE) led to significant increased *access* to education for both boys and girls, several education reviews have highlighted challenges towards achieving *quality in education*. Several policy interventions have been developed to improve the quality of education, including; development of minimum standards for all actors in education provision; curriculum reforms towards competence-based learning in secondary education; liberalization of education services delivery to allow private sector participation; physical infrastructure development such as seed schools, science laboratories and information and communication technologies (ICT) for e-learning et cetera.

Higher education is guided by the Universities and Other Tertiary Institutions Act, 2001 and as amended. The Act provides for the establishment of the National Council for Higher Education (NCHE) with a mandate to regulate and guide the establishment and management of institutions of higher learning; and regulate the quality of higher education, equate qualifications and advise government on higher education issues (NCHE, 2014, p3). Subsequently, the NCHE published the Quality Assurance Framework for Ugandan Universities (2006). Universities have implemented Quality Assurance to various degrees ranging from Units, Departments to Directorates.

Kumi University is of no exception and has put in place a fully-fledged Quality Assurance Office to oversee Quality Assurance mechanisms and processes; ensure compliance with the NCHE guidelines.

Quality Assurance may have varying connotations to different people based on individual perspectives but Quality implies a measure of perfection, fitness for purpose, adherence to standards, customer satisfaction, and value for money among others. In this policy, Quality Assurance is the guarantee and certainty that Kumi University seeks to give to its stakeholders and clientele (students, parents and potential employers etc.) that the standards and quality of the educational programmes are maintained and enhanced. Quality Assurance entails developing Quality Control procedures for monitoring standards and quality to achieve the intended standards; Quality Assessment (internally and externally) to evaluate the quality of programmes and systems in the University; creating a quality culture for internal institutional quality assessment; and conducting periodic Quality Audits to ensure quality assurance is done in the required way to achieve the University's objectives.

The scope of self-assessments spans the broad thematic domains provided by the National Council for Higher Education (NCHE). Quality Assurance, therefore, is an integral part of University Management with functional authority to support line managers at various levels to clarify targets, specify measurable performance indicators, and align processes required to achieve targets and recommend any corrective actions necessary to maintain and enhance standards.

1.4 Policy Name

This Policy shall be cited as **Kumi University Quality Assurance Policy (KUMUQA).**

1.5 Situation Analysis

This policy is a result of participatory and consultative processes involving key stakeholders in the university and benchmarking with, particularly; Makerere University Quality Assurance Policy and Framework; Kyambogo University Quality Assurance Policy (2014); and Mbarara University of Science and Technology Quality Assurance Policy and Guidelines (2022) and well as the UOTIA cap 262 and NCHE guidelines, Quality Assurance Regulation 9 of Statutory Instrument 34 of 2008.

The policy was reviewed by the University Senate, Senior Management Team of the University, and approved by the University Council.

1.6 Policy Rationale/Purpose

The purpose of the Policy is to promote a culture of internal self-assessment and continuous improvement for efficient and effective provision of education, research and community outreach services for students, employers and contribute to the national and global goals.

1.7 Definition of key terms in the policy

In this Policy, unless the context otherwise requires,

Audit:	Means a process of ensuring that the quality assurance and control arrangements are satisfactory and operating effectively.
KUMUQA:	Means Kumi University Quality Assurance.
Policy:	Means the Kumi University Quality Assurance Policy.
Quality:	Means a degree or standard of excellence appropriate or suited to the purpose for which they were designed.
Quality control:	Includes the measures to assess outcomes and results to verify whether teaching, learning and research innovations are carried out in an appropriate manner and assessment is valid and credible.
Quality	Includes all processes in place to facilitate achievement of quality at the

management: University.

Stakeholders: Include government and private institutions, individuals, groups and clients that control, participate in or have responsibilities towards tertiary and University education in Uganda.

Standard assessment: Means the process of evaluation and appraisal of internal procedures to ensure that they conform to established standards.

University: Means Kumi University.

UQAC: Means the University Quality Assurance Committee.

1.8 List of Acronyms

KUMU Kumi University

KUMUQA Kumi University Quality Assurance Policy

QAR Quality Assurance Representatives

UQAC University Quality Assurance Committee/ Risk and Audit Committee of Council

1.9 Policy Objectives

1.9.1 Kumi University was established in 1999 *'to provide quality, affordable, community tailored, Christian based higher education'* and strives to provide "fit-for-purpose" teaching curriculum, research and community outreach services in full compliance with provisions of the Universities and Other Tertiary Institutions Act (UOTIA cap 262) and the Quality Assurance guidelines of the National Council for Higher Education (NCHE).

1.9.2 **The objectives of the Policy** are to:

a) Enhance effectiveness and efficiency of the core mandates of the University, namely: teaching and learning, research and innovation, and community outreach and engagement;
b) Provide guidance in development and implementation of Internal and External Quality Assurance procedures and practices;
c) Guarantee to all stakeholders that Kumi University will uphold, maintain and enhance the quality and standards of its academic programmes and graduates;
d) Ensure that graduating students have attained valuable skills, knowledge and attitudes for the world of work;
e) Ensure that all University policies, systems and processes are efficiently and effectively aligned to its vision, mission and core values; and,
f) Facilitate a culture of self-assessment and continuous internal quality improvement.

1.10 Scope/ Application of the Policy

The policy shall apply to all units of Kumi University through:

a) Internal Quality Assurance Mechanisms and

b) External Quality Assurance Mechanisms

1.11 Guiding Principles

The underpinning principles for Kumi University Quality Assurance are as follows:

Principle 1: Christian-based non-denominational, non-discriminatory education practices based on faith, discipleship, academic excellence, character formation and community service.

Principle 2: Holistic systems approach to audits and reporting

Principle 3: Internal self-assessment and feedback

Principle 4: Monitoring, Evaluation and Learning

Principle 5: Result Oriented Planning and Management Systems

Principle 6: Evidence based decision making

Principle 7: Student centered teaching and learning support services

Principle 8: Benchmarking best management practices

Principle 9: Mutual respect and teamwork

Principle 10: Impartiality, honesty and trustworthiness

PART II: POLICY ISSUES, STATEMENTS, AND STRATEGIES

2.1 Quality Assurance Mechanisms

The mechanisms to assess internal quality assurance areas shall include quality of Programmes and Courses where:

a) The Curriculum reflects the goals of education equity;
b) The Curriculum provides sufficient flexibility to individual students to choose courses according to their own interests within and outside their minor discipline (e.g. electives);
c) The University curriculum is designed to meet the objectives of the programme (e.g. array and sequence of courses, modes of instruction and evaluation, development of skills, acquisition of knowledge and synthesis of information);

d) Academic programmes provide students with elements of a liberal education by encouraging the development of broadly informed, reflective, and literate minds capable of independent critical thinking;
e) Programmes include opportunities for synthesis, application and integration of knowledge within and between disciplines;
f) Programmes are current, both in content and modes of instruction delivery and reflect responsiveness to change in discipline;
g) Programmes meet or exceed accreditation and/or national standards;
h) The design and implementation of programmes and courses shall be carried out by qualified staff members; and
i) Programme design shall be based on guidelines and procedures approved by Senate and Council.

A programme shall be reviewed once every three years or in accordance with the duration of the programme (refer to programme review section).

The primary purpose of a programme review is to evaluate six aspects of a programme which include:

a) Quality education processes and standards
b) Efficient and effective use of resources
c) Contribution to the mission and vision of the University
d) Suitability to local context
e) Transferability of credits and recognition of qualifications, and
f) Updating knowledge and its relevance to the real world

2.2 Areas of Internal Quality Assurance

1. Ensuring that all programmes taught in the University are duly accredited by the NCHE
2. Ensuring that all academic staff supervisors shall have qualifications in a relevant field of study higher than, or at least at the same level as, the exit level of the programme he or she is teaching or supervising.
3. Assessment of quality in academic staff shall take into account academic qualifications, scholarly work and continuing professional development activities as determined by the University from time to time.
4. Assessment of quality in teaching and learning shall include:
    a) Use of established tools such as the Head of Department's assessment;
    b) Student evaluation of course and teaching;
    c) Teaching records;
    d) Peer review;
    e) Individual performance management goals; and
    f) Appointments and promotions procedures that pertain to teaching. *(refer to the human resource manual)*

5. Students' assessment mechanisms shall include continuous assessment and final examinations.
6. The assessment of teaching and learning shall comply with the following:
    a) Comprehensiveness: assessments should demonstrate knowledge and skills of the course content learnt;
    b) Multiple judgments: assessments should involve multiple judgments of student performance;
    c) Multiple dimensions: assessments should provide information on multiple dimensions of student performance;
    d) Directness: assessments should take into account direct observation or demonstration of student capabilities; and
    e) Internal moderation shall take place.

2.3 Support Services to teaching and learning

1. The University Council shall provide support services to enable the University to achieve its goals and objectives.

2. The quality of support services shall be based on the following:

    a) Technical performance: the degree to which the tasks carried out comply with standards;
    b) Effectiveness: the degree to which desired results (outcomes) are achieved;
    c) Efficiency of service delivery: the ratio of the outputs of service to the associated costs of producing those services;
    d) Safety: the degree to which the risks of injury, infection, or other harmful effects are controlled;
    e) Availability and Access to Services: shall not be a deterrent to their use;
    f) Interpersonal relations: trust, respect, confidentiality, courtesy, responsiveness, empathy, effective listening; and
    g) Physical infrastructure and comfort: the degree to which the physical facilities and infrastructure are fit for purpose.

3. The University shall continuously maintain an outstanding international reputation in research and the research conducted shall extend to the frontiers of knowledge relevant to society needs, patentable and adhere to set standards.

2.4 Implementation of the Internal Quality Assurance Policy

1. The University shall consider the available expertise and leadership at the University when identifying assessment teams.

2. Current students and alumni will participate in the Quality Assurance Committees and Teams.

3. The Faculty Self-Study shall include the following areas of academic programme review:

    a) Assessment methods analyses or evaluations;
    b) Marking guides or strategies;
    c) Assessment of teaching and learning environments including teaching strategies used, and resource availability;
    d) Summaries of peer assessments;
    e) Statistical summaries of student evaluation of course and teaching scores;
    f) Departmental structure, staffing positions and teaching load.

2.5 External quality assurance mechanisms

1. The University shall use the following external mechanisms to ensure high quality standards are maintained:

    a) External academic reviewers;
    b) External examiners;
    c) External professional bodies;
    d) External accreditation agencies (for professional programmes that have recognized, credible professional accreditation agencies);
    e) Employers;
    f) Alumni; and
    g) Other Universities.

2. The University shall periodically appoint reviewers to assess the following areas:

    a) Courses or programmes content and delivery;
    b) Student assessment;
    c) Programme resources and support services;
    d) Academic staff qualifications, scholarly work and professional development activities;

3. Procedures for External Review will include but not be limited to the following areas: (see NCHE visitation reviews)
    a) Review of documents, i.e., staff and students' records;
    b) Observations including for example lecture room teaching, laboratory work, counseling, etc.
    c) Interviews with staff, students and senior management; and
    d) On-site visits to the academic and support units at an agreed time and for a set duration to examine the quality, reliability and validity of the self-study data through review of documents, observation and interviews with staff and students.

2.5.1 Modes of external review

The external reviewers shall scrutinize the following documents:

a) Students' assignments, tests, projects, examination papers and answer scripts;
b) Academic staff course materials such as course outlines, handouts, monographs, laboratory manuals and study guides;
c) Programme and course structure and content;
d) Physical facilities: laboratories and equipment, library facilities, computer facilities;
e) Information on administrative support;
f) Financial support information, i.e. research grants, conference funds, accountability and evaluation;
g) Curriculum vitae of academic staff;
h) Academic staff publications;
i) Student tracer studies, i.e. progression and employment data; and
j) Records, data and any other material related to teaching, research and publications as shall be requested by the external reviewers.

PART III – QUALITY ASSURANCE MANAGEMENT STRUCTURE

3.1 Commitment to Quality Management and Enhancement

The University is committed to the development and implementation of a formal integrated Quality Management System as part of its strategic mission built upon the following principles:

a) Establishing an independent Quality Assurance Unit, responsible for overall coordination of quality assurance functions;
b) Ensuring a conducive University environment for students and staff through academic planning and evaluations, staff development and leadership;
c) Identifying and disseminating good practices from within and outside the University;
d) Upholding the highest standards of professionalism, ethics and equal opportunities for all students and staff;
e) Ensuring effective liaison with stakeholders to build and sustain productive relationships within the university, government departments, regional bodies, and other universities; and,
f) Strengthening and promoting confidence that quality of services provided and awards are safeguarded, enhanced and maintained.

3.2 Composition of the University Quality Assurance Committee

The University shall be committed to promoting an innovative quality assurance culture fostered by continuous improvement, building on the experiences of the past, seeking opportunities for change and pursuing and promoting creativity among staff and students.

There shall be a Joint Committee of Council and Senate on quality assurance which shall be called the University Quality Assurance Committee.

The University Quality Assurance Committee shall consist of:

a) Chairperson who shall be a representative of Council;
b) Three representatives from the University Management (US, DVCAA, DVCFA);
c) One representative from the District Education Office;
d) Four representatives from Senate outside Council, one of which should be female; Academic Registrar, and Dean of Students;
e) One administrative staff representative outside the Council;
f) Two student representatives, male and female, one of whom must be a graduate student;
g) Quality Assurance Officer shall be Secretary to the Committee

3.3 Composition of the University Quality Assurance Unit

1. There shall be a Quality Assurance Unit at the level of the University Council, Senior Management and Faculty Committees.

2. Each Unit shall budget for funds for quality assurance activities at unit level.

3.3.1 Quality Assurance Office

1. The mission of the Quality Assurance Office shall be: *"To promote confidence in the academic provision (teaching, research and outreach services) that the quality and the standards of awards of Kumi University are safeguarded enhanced and effectively managed".*

2. There shall be a Quality Assurance Office responsible for developing funding proposals for quality assurance activities for the whole University.

3. The Quality Assurance Officer is responsible for overseeing day-to-day activities of the office

3.3.2 Composition of Faculty Quality Assurance Committees

All Faculties in Kumi University shall constitute their Quality Assurance Committees which shall report to the University Quality Assurance Committee. The Faculty Quality Assurance Committees shall comprise:

1) Chairperson who shall be the Dean of the Faculty;
2) One representative from each Department;
3) One representative from support staff;
4) Two student representatives (under-graduate and post-graduate);
5) Representative from Academic Registrar's Office; and,
6) Faculty Administrator shall be Secretary to the Committee

3.4 Functions of the Faculty Quality Assurance Committee

The Faculty Quality Committee shall have the following functions:

a) To develop quality standards and promote quality within the Faculty;
b) To promote a quality culture at the Faculty;
c) To establish and monitor quality standards and practices;
d) To review and evaluate Quality Assurance systems and procedures;
e) To handle issue of examination irregularities and malpractice;
f) To implement recommendation from UQAC; and
g) To consider new academic programs and recommend them to appropriate Senate Committee for consideration.

3.4.1 Library Committee

1. The Library Committee shall consist of:

a) A Chairperson who shall be elected by the Committee members;
b) A representative from each Faculty; and
c) Two student representatives (male and female)
d) University Librarian shall be the Secretary

2. The Library Committee shall carry out the following functions:

a) To develop quality standards and promote quality of the library services;
b) To promote a quality culture in the library;
c) To establish and monitor quality standards and practices;
d) To review and evaluate quality assurance systems and procedures; and
e) To implement recommendations from UQAC.

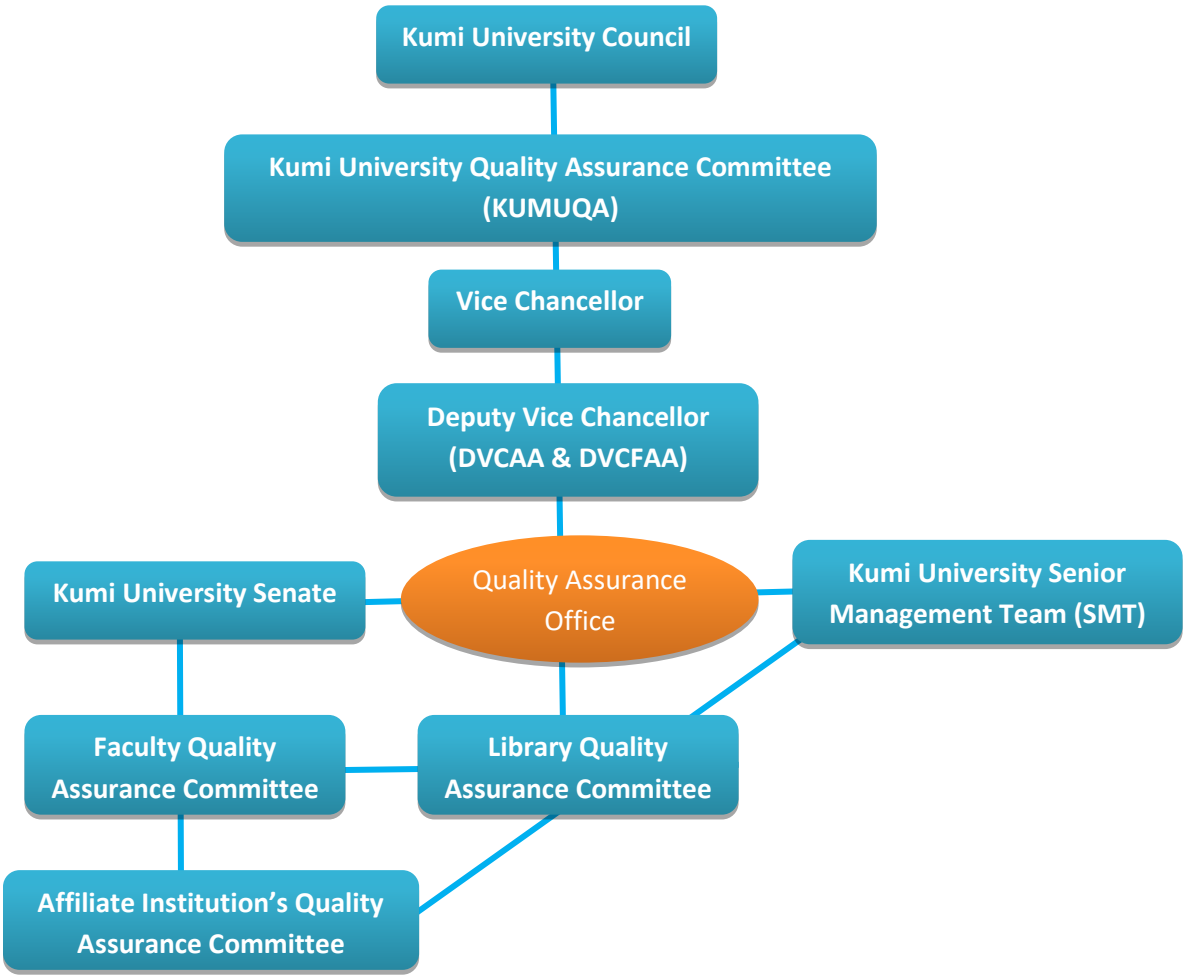
3.4.1.1 Tenure of Membership

1. A member of the UQAC or Unit Committee, other than a student representative, shall serve for a period of two years and shall be eligible for reappointment for one more term.

2. A student representative shall hold office for a period of one year.

3.5 Quality Assurance Committee Structure

The Quality Assurance Committee Structure shall be as follows:



PART 1V – ROLES AND RESPONSIBILITIES IN QUALITY ASSURANCE

4.1 Roles of Students

1. A student shall, in addition to the student's responsibilities defined in the Academic Regulations, maintain and enhance the quality of his or her own learning and that of others.

2. Notwithstanding the generality of sub-clause (1) of this clause, a student shall;

   a) Attend academic activities regularly;
   b) Prepare for taught sessions, especially seminar and workshop sessions;
   c) Spend the recommended time in student managed learning;
   d) Use the information and guidance provided;
   e) Take up opportunities to receive academic advice and feedback on their work;

f) Carefully complete course questionnaires and other surveys and consultations; and
g) Show commitment to academic honesty

4.2 Role of Academic staff

1. An academic staff have responsibility to:

   a) Undertake scholarly activities which strengthen teaching and research;
   b) Be well prepared for teaching;
   c) Provide students with clear information and academic guidance in accordance with university rules and regulations, both through written information and by making themselves accessible to students;
   d) Maintain contact with professional practitioners, professional and subject associations and wider academic community; and
   e) Pursue professional development whether in the subject are or in pedagogic techniques which supports teaching.

2. A subject group shall develop systems which ensure that:

   a) The scope, content, learning outcomes and recommended reading and other sources for units in the subject remain current;
   b) Courses are developed enhanced and updated to serve the needs of all programmes to which they contribute;
   c) Programme and course content and learning strategies are appropriately matched to students' knowledge and skills at entry;
   d) Units are regularly monitor (e) Course Outlines accord with university guidelines and are fit for purpose; and (f) subject area external examiner's comments are considered, appropriate action initiated, and response made.

3. A team of staff contributing to a programme shall;

   a) Liaise with each other to ensure the coherence of the programme and the consistency and quality of support for students enrolled on the programme;
   b) Attend academic boards and engage in discussion with academic colleagues and student representatives, with a view to improve;
   c) Specify, implement and regularly review the appropriateness of programme entry requirements; and
   d) Use evidence to contribute to an annual report on the monitoring of the programme.

4.3 Role of Heads of Academic Units

1. A head of an academic unit shall ensure that the programme portfolio is developed and enhanced, and that subject specific resources and operational systems appropriately support the quality of the learning experience.

2. A head of an academic unit shall carry out the following duties:

    a) Allocate individual roles and ensure that staff are prepared for those roles;
    b) Develop the programme portfolio to optimise academic and vocational opportunities and student appeal and collaborating with other faculties or departments to achieve this were relevant;
    c) Ensure that the teaching and learning environment meets students and staff needs;
    d) Maintain contact with potential employers and with the wider academic community;
    e) Supervise and monitor policies and procedures for selecting students and for assessing prior learning;
    f) Ensure that there is an effective liaison with partners in offering collaborative programmes;
    g) Identify and disseminate good practice within and outside the faculty, institute, school or department;
    h) Ensure that the course planning committees and review teams are adequately supported by senior staff experienced in evaluation and programme development, and that new and revised programmes receive thorough internal scrutiny before progressing to validation or review; and
    i) Attend to specific directives from UQAC or QAD on Quality Assurance issues

The Quality Assurance Unit shall share best practices with key stakeholders in quality assurance implementation at Kumi University.

The support services departments shall:

a) Maintain professional standards appropriate to the service function;
b) Plan, manage and review services they provide to ensure that those services align with institutional priorities, support academic developments and add to the quality of the student experience;
c) Gather information on student needs and priorities to inform the planning of the service;
d) Consider student feedback, through local surveys or through student satisfaction survey; and
e) Promote a client-centered approach

4.4 Role of the Vice Chancellor

The Vice Chancellor shall:

a) Guide the University in reviewing the organizational performance for quality assurance;
b) Ensure the establishment of a clear mission, articulation of core values, and communication of high expectations of performance at all levels;
c) Ensure the creation and sustenance of an educational environment that promotes ethical values and equity for all stakeholders at the University;

d) Encourage research, innovations and pursuance of current and future opportunities for improvement; and
e) Establish priorities for quality improvement to ensure that Kumi University's Mission is achieved.

PART V – INFORMATION

5.1 Sources of information and accessibility

1. The University shall gather and publish information regarding the standards and quality of its programmes to enable the stakeholders and more specifically prospective and current students to have access to up-to-date, information about the standards and quality of the programmes offered.

2. The University shall disseminate the information through print, audio and electronic means

5.2 Information for Students

Every student shall receive a Student Handbook, a Programme Guide, and a Course Guide so as to assist him or her to:

a) Understand what is required to achieve the standards for the award for which the student has enrolled;
b) Understand the student's responsibilities in learning and maintaining his or her enrolment;
c) Understand the student's responsibilities as a member of the University community and in professional conduct;
d) Obtain information on how to derive maximum benefit from the learning opportunities available;
e) Obtain information on how and in what circumstances to access support services;
f) Understand the regulatory policy which governs decisions about progression and awards; and
g) Know how to use the available systems for feedback and communication.

5.2.1 Course Outlines

1. The purpose of Course Outlines shall be to help students understand what is required to meet the learning outcomes of a course and how to successfully complete the course.

2. The Department of Quality Assurance shall provide detailed guidance on the purpose of the Course Outlines, content which is required or desirable, the relationship between the Course Guide and what is approved at validation, and responsibilities for preparing the guides and checking their quality.

3. The Department of Quality Assurance shall prepare and disseminate an electronic template for Course Outlines on the QA Unit website to ensure uniformity across the University.

4. The assessment criteria shall be in the Course Guide, and shall be issued to students with the assessment task in order to help students understand the attributes of their work for which marks will be allocated, and what is required to pass or achieve good marks.

5. A lecturer shall prepare a course guide for a course he or she is teaching.

6. The Faculty Quality Assurance Committee of each academic unit shall have in place a system to monitor the quality of Course Outlines

5.3 Student's Handbook

1. The Academic Registrar/ Dean of Students shall prepare a Student's Handbook.
2. The Student's Handbook shall help a student to:
    a) Understand the University's regulations and codes of behaviour;
    b) Recognize and accept their own responsibilities;
    c) Know what University services are available, and any requirements which users must satisfy;
    d) Know procedures for complaints, appeals and claims;
    e) Make good use of services or resources or administrative procedures;
    f) Understand the rules for use of the services, and their responsibilities towards other users;
    g) Guide students develop and improve skills for learning; which could include specific skills development in research, academic reading and writing.
3. Every student shall, at registration, sign a declaration that he or she shall abide by the University's regulations.
4. The Library shall provide extensive information describing the resources available and how to use them.
5. The Academic Registrar shall publish a web page containing the information mentioned in sub-clause (4) of this clause

5.4 Programme Guide

1. The Programme Guide shall help students to:

    a) Understand the aims and outcomes of the programme and the standards they are expected to achieve to compete it successfully;
    b) Understand how separate courses of the programme contribute to its overall aims, the themes which run through the programme as a whole, and any pre-requisites or decision points in terms of options and award paths;
    c) Understand the teaching and learning approaches used;
    d) Plan their work with knowledge of the overall assessment workload for a semester;

e) Understand programme-specific regulations, and other programme-specific information;
f) Know who to contact for academic, personal and administrative advice;
g) Know how to access and benefit from relevant learning resources and support services.

2. The Programme Guide shall help students with programme specification and may cover the whole programme, or may be issued for each year or level.

5.5 Publishing of Information related to Quality Assurance

1. The Quality Assurance Unit shall produce a regular Quality Assurance Report on the state of quality standards in the University.

2. Each academic unit shall produce accurate and accessible information for staff assisting them to:

a) Understand their role;
b) Understand university and unit policies and procedures;
c) Give students advice;
d) Know where to obtain advice on university policies, procedures and services; and
e) Understand the university's strategies and priorities

5.6 Staff Handbook

1. A new staff shall, upon appointment, receive a Staff Handbook from the University.

2. The Staff Handbook shall provide guidelines on:

a) The staff's role in the University;
b) Course or programme validation and review;
c) Exploring collaboration and approving collaborative programmes;
d) Academic irregularities;
e) Appointing external examiners;
f) The staff's role as an internal examiner; and
g) Examination conduct

5.7 Assessment Calendar

1. The Senate shall annually approve a calendar detailing the dates by which functions associated with assessment must be completed.

2. The purpose of the assessment calendar shall be to help academic and support staff to:

a) Understand their roles and responsibilities in relation to assessment; and
b) Plan their workloads and fulfill their responsibilities within the set timeframe

5.8 Policy Statements Information on quality of teaching

The University shall regularly publish policies and procedures, approved by Senate and Council.

1. Each academic unit shall gather:

    a) Quantitative information on the student profile at entry;
    b) Data on student progression and non-completion;
    c) Data on awards achieved by students;
    d) Data on graduates entering employment and further study;
    e) Summaries of external examiner reports;
    f) A report on learning and teaching; and
    g) Reports of periodic internal reviews.
2. The Quality Assurance Department shall publish the information provided under sub-clause (1) of this clause.

3. The Quality Assurance Unit will process, store and disseminate information pertaining to quality assurance.

5.9 Information Centre

1. The University shall create an Information Centre to process, store and disseminate information pertaining to quality assurance to staff, students and members of the public.

2. The Quality Assurance Department shall, in conjunction with the Public Relations Officer and the Vice-Chancellor, manage the Information Centre

PART VI –GRADUATE TRAINING

6.1 Graduate Training

The quality graduate education depends upon the professional and ethical conduct of the participants.

Academic staff and graduate students have complementary responsibilities in the maintenance of academic standards and the creation of high-quality graduate programs.

Excellence in graduate education is achieved when both Academic staff and students are motivated; possess the academic and professional backgrounds necessary to perform at the highest level, and are earnest in their desire to see each other succeed.

PART VII – PROMOTION OF GOOD QUALITY RESEARCH

7.1 Quality Research

1. The University and its researchers shall ensure that research is undertaken in conformity with the law relevant to the needs and aspirations of the country.

2. The University shall provide an environment where good research practice is encouraged.

3. The Research Code shall be applicable to all persons conducting research within or on behalf of the University.

4. The University's internal Quality Assurance Research system and external peer-review of the research processes and outputs shall assure the quality of research.

7.2 Scope and Purpose

1. Good research practice includes the following:

    a) Competence in supervision of staff;
    b) Adherence to relevant health and safety regulatory requirements;
    c) Maintenance of professional standards,
    d) Ensuring ethical approvals are obtained and guidelines followed,
    e) Questioning one's own results and conclusions,
    f) Acknowledging and attributing processes and equipment used;
    g) Appropriate use of document control procedures;
    h) Preparation and regular updating of standard operating procedures, methods and protocols;
    i) Identification, storage and documentation of samples and research materials;
    j) Maintenance, storage and appropriate archiving of samples and other research materials;
    k) Authorization, securing and storing of primary data and results; and
    l) Openness in the dissemination of work, data and materials.

2. The University shall promote an organizational culture in which high standards of personal conduct and integrity are expected.
3. Academic misconduct and fraud are forbidden and appropriate steps taken by the University to deal fairly and firmly with any misconduct which is alleged or suspected.

7.3 Principles of good research practice

The following are the principles of good research practice.

a) A researcher shall be honest in respect of his or her actions and in his or her response to the actions of others

b) Each researcher shall refrain from plagiarism, infringement of intellectual property rights, and the fabrication of results.

7.4 Responsibility for research

1. A researcher shall be open in discussing his or her work with other researchers and the public. Once the results have been published, researchers should make available relevant data and materials on request. Researchers shall seek the advice of the Intellectual Property Office about protecting intellectual property rights.

2. A researcher shall ensure that the research he or she undertakes is:

    a) Consistent with terms and conditions defined by the funding body and/or covered by agreements between the University and the funding body; in conformity with University Mission;
    b) Timely and accurate.
    c) A researcher shall be honest about conflict-of-interest issues throughout the research process especially when reviewing the work of others

7.5 Research Funders

1. The University Research Committee shall be the primary body where issues related to Research Governance, including this Code, are to be considered.

2. Academic Units shall ensure a climate of good research practice in their centers.

The University reserves the right to withhold permission for its staff to enter into research contracts with inappropriate/unsuitable funding bodies

7.6 Ethical approval

There shall be an Ethical Committee which shall approve any research that falls within the scope of the Ethical Committee.

7.6.1 Professional standards

1. A staff or student who carries out research misconduct commits a disciplinary offence.

2. In this Policy, unless the context otherwise requires, "research misconduct" includes:

    a) Fabrication or falsification of results;
    b) Plagiarism, misquotation or misappropriation of the work of others including the unethical use of material provided for review or assessment;
    c) Any other research conduct which has the effect of bringing the name of the university into disrepute.
3. The Ethical Committee shall take disciplinary action on complaints on the grounds of research misconduct.

The Faculty Sub Committee for Research and Graduate Training in consultation with the Department of Research and Graduate Training shall use the following guidelines in considering awards for grants through the University:

a) The quality of research proposals, output and outcome;
b) The competence of researchers – their standing within a discipline;
c) The quality of research management;
d) The contribution of research programmes development to human resource capacity;

e) The potential for the research to contribute to the quality of life of people;
f) The potential for the research to contribute to generation of wealth in the community;
g) The extent to which the proposed research will contribute to university's vision; and
h) The contribution of new knowledge in the respective discipline.

7.6.2 Peer review

1. The evaluation of a researcher and his or her output shall be by peer review.

2. The Committee's evaluation shall be guided by:

    a) Applicability of research contribution to knowledge;
    b) The impact factor of the journal in which his or her research is published;
    c) The quality of researchers' output;
    d) Notions of quality, value and relevance of research shall be context and discipline derived; and
    e) The research's contribution to knowledge.

PART VIII –COLLABORATION AND LINKAGES

8.1 Purpose of Collaboration

1. The purpose of developing links with other institutions is to enrich educational opportunity and experience.

2. The specific purposes of partnership are:

    a) To utilize related and relevant expertise towards a course, degree award or closely related specialties;
    b) To establish linkage between different Universities for their mutual benefits in terms of:
        a) Human resource utilization;
        b) Technological advantage;
        c) Comparative resource advantage;
        d) Research cooperation;
        e) Inter-disciplinary of knowledge;
        f) Attracting funding;
        g) Partnership with the private sector; and
        h) Situational uniqueness for training others and for research.

3. The partnership shall serve the purpose of:

    a) Promoting mutual learning;
    b) Strengthening collaboration through research sharing; and
    c) Yielding national and international visibility by excellence in research on global issues.

8.2 Institutional Affiliations with KUMU

1. Before any institution is approved to affiliate with Kumi University, the Senate shall satisfy itself under section (1) of Statute XI with the following that:

    a) A Faculty, Faculty, Institute or School in the University is in position to administer in like manner as the internal awards, the external award or awards of the University for which affiliation is sought;
    b) The institution is recognized by the National Council for Higher Education under the Universities and Other Tertiary Institutions Act (UOTIA) cap 262
    c) The institution is established on a permanent basis under the laws of the country in which it is situated and is recognized by the National Council for Higher Education; and
    d) The members of staff who are designated to teach courses for awards of the University have the academic stature and qualifications which are acceptable to the University and have reached such a standard as would be required for teachers of the University.

2. In this clause, unless the context otherwise requires, "Affiliated Tertiary Institution or Faculty" means the Tertiary Institution or Faculty established under Section 71 or 111 of the Universities and Other Tertiary Institutions Act, 2001. The Universities and Other Tertiary Institutions Act, 2001 under Section 71 empowers a Tertiary Institution as defined under that Act to affiliate with a Public University upon satisfaction of two conditions, as follows:

8.3 Guidelines for affiliation

1. The Senate shall, before any institution is approved to affiliate with Kumi University, satisfy itself under section (1) of Statute XI with the following:

    a) The programme taught and assessed at a partner institution contribute to credit for Kumi University award;
    b) The programme taught at a partner institution is equivalent in standard to the same or similar provision at Kumi University;
    c) The learning experience and learning support given to students at the partner institution shall be broadly equivalent to that available at Kumi University;
    d) The members of staff who are designated to teach courses for awards of the University shall have the academic stature and qualifications that are acceptable to the University; and
    e) Fees chargeable for registration, examination, graduation and other purposes shall be determined from time to time by the University Council.

2. Kumi University shall verify a continuing programme is compatible with the linked course at Kumi University and ensure the quality and standard of collaborative programmes.

3. Where the same course is offered wholly or partly at Kumi University and at one or more partner institution, the quality systems followed should generally be the same in all locations

4. Depending on the experience of the partner institution, the quality assurance and student feedback systems in place shall be some of the measures relied upon by Kumi University to monitor the partner organisation

8.4 Role of the Collaborating Faculty

1. The Faculty at Kumi University to which the collaboration is assigned shall be responsible for the management of collaborative links.

2. The Dean systems to be followed shall be specified in a Memorandum of Cooperation between the partners where detailed arrangements may vary according to the maturity of the partnership, experience of the partner, the type of partnership, the number of students and programmes involved, the location of the partner, and the extent of cultural difference involved.

8.5 Role of partner institution

The partner institution shall:

a) Facilitate regular discussion of further developments and of ways in which liaison can be improved;
b) Ensure that there is a forum for student representation;
c) Work together with Kumi University to ensure that the assessment criteria is clear, and understood in the same way by staff in both locations;
d) Monitor the operation of the partnership; and
e) Carry out periodic review of collaborative programmes.

The University shall:

a) Ensure that the partner sees comments and feedback on monitoring from an external examiner, and has opportunity to discuss these; and
b) Seek to establish whether the terms of agreement have been followed on an annual basis.

8.6 Internal Collaboration within the University

The University shall promote internal cooperation between units within the University especially in the area of sharing of resources to optimise their usage.

PART IX: SERVICE-LEARNING, FIELD ATTACHMENT AND INTERNASHIP

9.1 Definition of precepts

In this policy, unless the context otherwise requires, field attachment and internship shall mean action-oriented and experiential learning that is conducted outside the University in close cooperation with host organizations, schools or other partners for the purpose of enhancing the knowledge, skills, attitudes and professional development of the students in their fields of study.

9.2 Objectives of Experiential Learning

The objectives of experiential learning are:

a) To enhance staff professional development and performance;
b) To enhance development of students' skills;
c) To develop a profiling system for students which monitors their skills development;
d) To develop further support systems to enhance student achievement;
e) To enhance learning resources; and
f) To ensure that quality monitoring and enhancement systems are fit for purpose.

9.3 Strategies and Action

1. The University shall, in order to enhance staff professional development and performance, do the following:

    a) Provide opportunities for staff to develop their skills further;
    b) Enhance information and communication technology skills of staff;
    c) Establish a policy for staff development activities, to enable them to work effectively;
    d) Make provision for and encourage sharing of good practices across, academic units; and
    e) Develop and periodically review, appraisal, development and reward processes.

2. The University shall, in order to enhance students' core skills, take the following steps:

    a) Make provision for students' core skills development;
    b) Develop flexible learning skills in the programme of study;
    c) Develop programme specifications for all courses;
    d) Develop a profiling system for students which monitors their skills development; and
    e) Develop practical skills among students.

3. The University shall, in order to develop support systems that enhance student achievement, do the following:

    a) Support independent and flexible learning;
    b) Link the relationship between assessment and learning outcomes;
    c) Offer pre-entry guidance;
    d) Offer adequate orientation to new students; and
    e) Provide on-course guidance.

4. The University shall, in order to enhance learning, do the following:

    a) Ensure that the physical learning environment is conducive; and
    b) Promote the use of ICT support of teaching, learning and assessment.

5. The University shall ensure that the monitoring and review systems reflect students experience and feedback through quality monitoring and enhancement systems.

9.4 Promotion of Open Distance Learning

1. There shall be a University policy to promote Distance Learning as a mode of increasing access to higher education.

2. The Open Distance e-Learning (ODEL) entity will be represented in the overall University strategic planning process through a participatory approach and the ODEL plan shall be consistent with the University plan.

3. The ODEL Entity Strategic Plan and attendant processes shall be reviewed annually.

4. Each component (section) of the ODEL entity will develop annual plans consistent with the entity's Strategic Plan

9.5 Management and Monitoring of ODEL

The management team of the ODEL Entity shall comprise the Head of the Entity and Heads of Entity sections, and Learning Centre Coordinator representatives.

The team shall, in its monthly meetings, consider reports from all sections against section plans using an agreed format.

1. The management team of the ODEL Entity shall undertake regular monitoring of delivery and management systems, including the following:

    a) Materials effectiveness (against agreed criteria);
    b) Student retention and completion rates;
    c) Assignment completion and return rates (against agreed criteria and marking turnaround time);
    d) Examination marking;
    e) Entity budgeted and planned activities implementation;
    f) Student support; and
    g) Staff training.

2. The management team of the ODEL Entity shall review all learner materials used against agreed criteria and using an agreed time cycle (4-6 years).

3. The ODEL Entity and collaborating School or Faculty shall, before introducing any new courses or programmes, conduct a needs assessment survey.

All staff involved in ODEL shall undergo training in ODEL methodology which shall include:

    a) ODEL materials development and publication;

b) ODEL assignment and examination marking;
c) Use of ICT in ODEL; (d) Distance Learning facilitation methods;
d) Support for, and communication with, the ODEL learner;
e) Record-keeping, monitoring and evaluation; and
f) Other areas deemed necessary.

4. The staff shall, where necessary, undertake further supported programmes of study which will strengthen the individual, entity and institutional skills base.

5. All professional staff shall undertake research in ODEL focusing on effectiveness and their overall management of the delivery models being used.

The ODEL Entity Quality Assurance Committee shall work with the main Quality Assurance Committee (in line with the University Quality Assurance Policy) to establish appropriate quality standards and practices for ODEL and undertake appropriate and regular, reviews of the standards.

1. The ODEL Entity shall continue to explore the use of a range of assessment instruments in order to effectively assess skills, knowledge and attitude, for example, assignments, projects, reports, tests internship/field attachment, etc.

2. All assignments given to ODEL students shall be developed and marked by specially-trained staff and the marking shall provide a timely comprehensive and helpful feedback to the ODEL learners.

3. ODEL programme duration shall be flexible and may not be of the same duration as the internal equivalent programme.

4. ODEL shall allow for Credit Accumulation Transfer Schemes (CATS) after a technical analysis by a technical committee of the applicants' academic results and course or programme content.

5. The management team shall, at the end of any activity, make a report showing the objectives, activities, challenges and way forward and the report shall be followed up for improving future activities.

The ODEL Entity shall leverage its effectiveness and enable easier access to and coverage of ODEL by using ICT in instruction, learning, student support and University wide research.

1. The ODEL shall, in collaboration with the e-Learning Unit, transform programmes offered in the internal mode into e-Learning or online mode.

2. The ODEL courses and programmes shall be of the same quality as those offered through other modes.

3. The ODEL Entity shall financially and otherwise support the development of e-content for eLearning/online courses and programmes.

4. The ODEL Entity shall advocate for the adoption of a common digital learning environment infrastructure and software responsive to academic needs through the eLearning Unit.

5. The ODEL shall create or adopt OER for use in its ODEL courses and programmes.

6. The University shall fully support the lecturers, tutors and administrators to effectively facilitate on e-Learning or online courses.

7. Kumi University staff and students shall abide by IPR requirements during eLearning/Online Learning.

PART X: EXTERNAL EXAMINERS

10.1 External Examiners reports

The Kumi University Quality Assurance policy is explicit on the use of External Examination as one of its External Quality Assurance mechanisms.

10.2 General Principle

External examining is one of the ways of ensuring academic excellence by engaging external examiners to evaluate the program content and the process of student assessment and the external examiners' reports act as reference points against which the university maybe evaluated and accredited

10.3 Application Role of an external examiner

The conduct of external examinations at the University shall be governed by Senate Regulations.

External examiners shall 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

10.4 Policy objectives / Guidelines on external examination

1. The following are the policy objectives that should guide the external examination process:

    a) To provide external and unbiased evaluation of the University's student assessment process in line with Senate regulations;

b) To verify that standards of student performance are appropriate for the award for which the external examiner has been appointed;
c) To verify that the student assessment method is reliable and 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 behaviour, is acceptable to all assessors and students and is feasible within the resources available;
d) To ensure that the University upholds the high academic standards of its programmes and awards;
e) To compare the academic standard of the University with those of similar institutions.

2. An external examiner shall write a report detailing his or her observations, conclusions and recommendations to the Deputy Vice- Chancellor (Academic Affairs) who will submit it to the Quality Assurance Committee for consideration and action.

3. The University shall publicize the principles and guidelines on external examining so that they can be accessed by students, staff and other stakeholders.

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

10.5 Powers of an External Examiner

An external examiner shall have the following powers and responsibilities:

a) To make judgments independent of the internal examiners;
b) To recommend to the academic board for the adjustment of marks for a student;
c) To access student assessments (scripts and coursework);
d) Determine the method of sampling of students' work;
e) To recommend, where appropriate, the remarking of a student's scripts to the faculty board;
f) To determine the modalities pertaining to the conduct of viva voce;
g) To investigate suspected cases of cheating;
h) To endorse mark and pass lists before they are published; and
i) To determine, in specific cases, the extent to which medical and other extenuating circumstances should be taken into account in the determination of a case.

10.6 Attributes of an External Examiner

An external examiner should have the following attributes:

a) Quality as an Academic professor or senior Lecturer or be a practicing professional at the rank of consultant or the equivalent;
b) Possess recent examining experience, including external examining experience, and competence in assessment;

c) Possess knowledge and understanding of academic standards in a broad higher education context;
d) Have the ability to offer constructive comments, criticism and suggestions for enhancement in the area of assessment practice.

10.7 Process of nomination and appointment of External Examiners

1. A Head of Department shall establish willingness and availability of a nominee to serve as an external examiner and solicit his or her curriculum vitae.
2. The academic members of the department shall study the curriculum vitae to satisfy themselves that the nominee has the necessary expertise, experience and seniority to serve as external examiner.
3. External examiners for Undergraduate Programmes shall be appointed on the recommendation of the respective Academic Board based on Senate guidelines.
4. External examiners for Graduate Programmes shall be appointed on the recommendation of the respective Academic Board based on Senate guidelines

10.8 Tenure of an external examiner

1. An external examiner shall be appointed for a period of three years and his or her tenure may be extended for one year.
2. An external examiner shall not be re-appointed until a period of one year has elapsed since his or her last appointment.
3. A former member of the teaching staff of the University will not be eligible for appointment as an external examiner until a period of three years has elapsed.
4. An external examiner shall not be appointed from a department in which a member of staff of the relevant department at Kumi University is serving as an external examiner or teaching.

10.9 Status of an external examiner

External examiners shall be an ex-officio member of the relevant Examiners' Boards

10.9.1 Information to an external examiner

The host department will send to the newly appointed external examiner the following information:

a) Programme and course aims, objectives and syllabuses;
b) Copies of past examination papers;
c) Methods of assessment or marking scheme;
d) Ways in which marks of individual parts of the examination are aggregated and averaged to produce the final result;
e) 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;
f) Proposed dates of departmental and faculty examiners' board meetings

g) Information pertaining to the communication and handling of sensitive information;
h) The dates for the face-to-face briefing;
i) The scripts for marking or moderation

10.9.2 Remuneration of an external examiner

An external examiner shall be facilitated through payment of the following:

a) Transport expenses to and from nearest point of departure;
b) Accommodation cost;
c) Per diem or out of pocket allowance; and
d) Honoraria upon receipt of the examiner's report.

10.9.3 Moderation of examinations

1. An external examiner shall review, moderate and approve an examination paper given to him or her.
2. The University shall send draft examination papers to the external examiners well in advance to allow enough time for them to propose modifications where necessary.
3. An external examiner shall ensure the safety of draft examination papers, examination scripts and dissertations.
4. The University shall give the external examiners unfettered access to all marked examination scripts and all evaluated reports, dissertations and theses.

10.9.4 Participation in oral and clinical examinations

External examiners shall participate in oral and clinical examination as follows:

a) Where only a proportion of students are subjected to oral examination;
b) During the selection of the examination content, marking and making final judgments; or
c) To meet with the students to assess their opinion on the conduct of the examination process.

10.9.5 Participation in Examiners Board meetings

1. External examiners shall attend the main Examiners' Board meetings at which final examination results are reviewed and approved before they are published.

2. Minutes of the Examiners Board meeting shall note the following:

a) Members present;
b) The final decisions taken;
c) In specific cases the extent to which medical and other extenuating circumstances were taken into account; and
d) Any general comments made by internal and external examiners.

10.9.6 External examiner's report

1. An external examiner's report shall include:

    a) Curriculum design and its relevance;
    b) Comparability of the program with those offered in other institutions of higher education locally and internationally;
    c) Variability in the assessment process;
    d) Academic standards of awards; and
    e) Academic standards of student achievement.

The external examiner's report shall also include an analysis whether:

    a) The structure, content and methods of assessment used are appropriate and adequate;
    b) The administration of the examination process was satisfactory;
    c) The assessment process was appropriate to the course or subject; the level of students; and competencies of interest;
    d) The examinations were sufficiently comprehensive with regard to the programme or course being examined;
    e) The materials and facilities used for practicals and clinical examinations are appropriate and adequate;
    f) The external examiner was given adequate access to the necessary examination scripts of all borderline candidates and coursework in order to form a reasonable opinion;
    g) The internal marking was appropriate fair and consistent;
    h) The examiner's board meeting was conducted in an impartial and fair manner;
    i) The programme structure, content and objectives were well defined and appropriate to the subject matter and the level at which they were taught;
    j) The quality of teaching and methods used, as revealed by the examination, were effective and appropriate;
    k) The general standard of performance of the students was satisfactory and comparable to similar institutions;
    l) The failure rate was acceptable or too high; and
    m) The distribution of honours was satisfactory in comparison to other institutions

10.9.7 Submission of report by external examiner

1. An external examiner shall submit his or her report directly to the Deputy Vice-Chancellor Academic Affairs and forward a copy to the respective academic units.
2. The Deputy Vice-Chancellor (Academic Affairs) shall submit the report to the Academic Registrar's for consideration and action.
3. The Academic Registrar and Quality Assurance Department shall ensure that the respective academic units attend to the concerns or suggestions of the external examiners

External examiners shall review existing programmes and the process of internal examination for purposes of improving the assessment process.

10.9.8 Review of programmes Grounds of termination of service

The Academic Board may terminate the appointment of an external examiner for the following reasons:

a) Failure to provide reports on the assessment process as required by the University;
b) Inability to attend two successive such boards;
c) Change in the external examiner's circumstances which brings about potential conflicts of interest;
d) Persistent refusal to work within the University's set academic regulations; or
e) Any conduct which in the case of an employee of the University would be the subject of disciplinary action.

10.9.9 Procedure for termination

1. The Deputy Vice-Chancellor for Academic Affairs shall write formally to the external examiner to inform him or her that the termination is being considered and offer an opportunity for the examiner to explain the circumstances and show cause why the termination should not take effect.

2. The Chairperson of the Faculty Quality Assurance Committee, acting on behalf of the Faculty Board, shall take the final decision regarding the termination after which the external examiner will be notified in writing of this decision.

PART XI: ACADEMIC APPEALS AND STUDENT COMPLAINTS ON ACADEMIC MATTERS

11.1 Precepts and general principles

1. Academic appeals shall be guided by the KUMU examinations policy
2. Students will have full opportunity to individually or collectively raise matters of concern to them without fear of disadvantage and in the knowledge that privacy and confidentiality will be respected.
3. The rights of staff members and students shall be taken into account and protected when handling appeals and there shall be a policy on protection of information or data regarding appeals.
4. There shall be structures to handle student's appeals at every Faculty.
5. The Dean of Students, the health services and academic units shall be part of the academic support system for appeals.
6. The University shall ensure that its procedures are fair and that the decisions made are reasonable and have regard to any applicable law.

7. The University will address student complaints and appeals in a timely manner, using simple and transparent procedures including an informal resolution of a complaint at the level at which the matter arose.
8. The University shall publicise information on complaints and appeals procedures in an accurate, complete, clearly presented, readily accessible manner and issued to students and staff.
9. The University shall widely advertise sources of impartial help, advice, guidance, and support within the university.
10. The complaints and appeals procedures should identify the persons or bodies from whom authoritative guidance may be sought on the applicability and operation of the procedures.
11. Those responding to investigating or adjudicating upon complaints or appeals must do so impartially and must not act on any matter in which they have a material interest or in which any potential conflict of interest might arise.
12. A complaint or appellant should be entitled to be accompanied at all stages of the complaints or appeals process by a person of his or her choice.
13. The documentation should indicate any internal procedures, which are available to a student dissatisfied with the response to a complaint or outcome of an appeal.
14. The University will ensure that where a complaint or appeal is upheld appropriate remedial action is implemented.
15. The University will have in place effective arrangements for the regular monitoring, evaluation and review of complaints and appeals.
16. The academic appeals system shall be viewed as mediation, arbitration, and monitoring process that goes beyond handling examination malpractice.
17. The University will keep their monitoring, evaluation and review arrangements under scrutiny, taking into account good practice.
18. The University shall design tools of instruments for collecting complaints from students
19. A student may appeal against an academic decision without fear of reprisal or victimisation where he or she has reason to believe that it is incorrect or partial information.
20. The University shall handle an academic appeal impartially and in confidence and the matter shall be disposed of within a reasonable time.

The University's appeals policy prescribes two sorts of circumstances in which an appeal may be made against an academic decision of the University and these are where

a) A student's registration is terminated on the recommendation of the Board of Studies on the basis of examination failure or unsatisfactory progress; or

b) A student believes that the award of degree or qualification awarded to him or her is incorrect or where the board decides that a student may not have fully satisfied the academic or professional requirements for an award.

11.2 Types of academic appeals

The University shall consider an appeal against an academic decision where:

a) In reaching its decision the University was unaware of factors which had affected the student's performance;
b) There had been mathematical or procedural error in recording or calculating the marks on which a decision was based;
c) There had been irregularities or administrative errors in the conduct of an examination or other form(s) of assessment of such a nature as to invalidate the examiners decision; or
d) Valid reason exists for the examiner's prejudice or bias

11.3 Grounds of appeal

The University shall not consider an appeal where:

a) The appeal was made against properly exercised academic judgment, or duly appointed examiners, including external examiners;
b) The appeal was made mischievously or frivolously without justifiable ground;
c) The appeal was made on the basis of alleged insufficiencies in teaching or supervision or the provision of materials or equipment;
d) The appeal was based on ill-health or other circumstances which could and should have been reported to the school at the time of their occurrence; or
e) The general regulations preclude appeals in circumstances in which a student has been allowed to be addressed or to re- present a dissertation or thesis.

If a student decides to submit an appeal against an academic decision of the university, he or she should do so within 14 days of formal publication or otherwise receiving notification of the results.

1. A student shall lodge his or her appeal the Dean of Students, setting out in writing the specific grounds on which the appeal is being made.
2. The Dean of Student's office will treat any personal information which is received in the course of dealing with students appeal as confidential and such information will be kept, used and shared where necessary and appropriate with other members of university staff, only for the purposes of investigating and determining the outcome of the appeal.
3. Where advice is required on whether the proper grounds for an appeal have been met or, where a student requires assistance to present the grounds of appeal, assistance maybe sought from the students' guild or from the Dean of Students.
4. The Dean of students will refer the appeal to the head of the academic unit for comment and for any further information required to enable it to be considered.
5. Upon receiving the response from the Faculty, Institute, or School, the Dean of Students shall, where appropriate, consult the Academic Registrar and the Deputy-Vice Chancellor to establish whether the grounds for appeal merit a hearing.

6. If it is decided that the ground for appeal is not in accordance with those prescribed in the general regulations, the Dean of students shall, within 15 working days of receiving the initial appeal, inform the student in writing about the decision and the reasons

11.4 Procedures of appeal

If it is decided that the grounds for appeal are in accordance with those prescribed in the general regulations, the Dean of students may:

1. In the case of an appeal involving a mathematical or procedural error in calculating eligibility for an award, consultations will be made with the Chairperson of the Board of Examiners and if an error is found then the examiner's decision will be amended, including where necessary, the pre-classification of an award; or
2. In the case of an appeal involving irregularities in the assessment process, circumstances which had not been known at the time the decision was made or allegations of bias, the matter shall be referred to Appeals Committee.
3. A student who is dissatisfied with the decision of a committee may, within 30 days from the date of the letter communicating the decision, appeal in writing to the Senate Appeals Committee.
4. A student's appeal shall be in writing addressed to the Academic Registrar and copied to the Committee stating clearly the grounds of appeal.
5. The Academic Registrar shall acknowledge in writing to the student and Chairperson of Faculty Committee receipt of the appeal.
6. A student who pleaded guilty to an offence before the Faculty Committee shall have a right of appeal only with respect to the penalty.
7. The student appealing shall be notified in writing of the date when the appeal will be heard and shall be given an opportunity to be heard before the Senate Appeals Committee which shall hear the appeal expeditiously.
8. The Academic Registrar shall officially notify the Faculty Committee that made the decision in the first instance of the date of hearing of the appeal and the Faculty Committee shall have a right of representation.
9. At the hearing of the appeal, the student shall have an opportunity to be heard and the Faculty Committee shall have a right to respond to the student's presentation.
10. The Senate Appeals Committee shall have power on cause being shown to allow the student present additional evidence before it.
11. Where an additional witness is called, he or she shall be cross- examined by the representative of the Faculty Committee and the Faculty Committee may also adduce additional evidence, which maybe responded to by the student.
12. The Senate Appeals Committee shall then deliberate in the absence of the student and Faculty Committee representative preferably on the date of hearing.
13. The Senate Appeals Committee may confirm, vary or set aside the decision of the Faculty.
14. The Senate Appeals Committee shall take into account the rules of natural justice in the hearing of the appeal.

11.5 Appeals Committee Code of procedure

1. The Appeals Committee shall be composed of members who were not directly involved in the University's original decision.
2. The Appeals Committee shall include three student members.
3. The Appeals Committee shall determine the procedure for consideration and determination of an appeal.
4. The student concerned and other parties involved in the appeal shall, prior to the meeting of the committee have access to relevant papers, including written commentaries on the appeal and responses to the appeal.
5. The appellant shall be given adequate notice of the date, time and venue for the meeting and also be invited to attend.
6. The appellant is entitled to be accompanied by a person of his/her choosing during the hearing.
7. The appellant shall, within ten days of the hearing, be informed in writing of the result of the appeal.
8. The appellant shall be notified of any delay in communication the decision of the appeal.
9. A member of staff who is the subject of an appeal shall not adjudicate over the appeal.

PART XII: GUIDELINES FOR STUDENT ADMISSION

12.1 Precepts and general principles

1. Admission and selection of students shall be the responsibility of the Academic Registrar in line with the stipulated KUMU Admissions Policy, NCHE guidelines and the UOTIA Cap 262 of the Laws of Uganda

2. The number of students selected for each program shall be done in regard to the following considerations; intended learning outcomes, capacity to offer good quality education and; the needs of the particular program.

3. The following minimum standards are required for each program:

    a) Advertising and promotional materials shall contain sufficient information on the programme with regard to admission policies, completion requirements, and academic standards;
    b) Admission, matriculation and exemption requirements shall be in line with the existing regulations;
    c) The programs admission criteria shall be in line with the national goal of widening access to higher education and equity targets and plans to attain them shall be clearly stated;
    d) Admission requirements shall be in line with the nature of the programme.

12.2 Institutional information sources

The following information shall be availed at the institution:

1. A copy of the institution and faculty policies and procedures for approval of advertising and promotional material for programs including approval procedures and responsibilities;
2. The recruitment plan for the programme, with details on strategies to recruit a diversity of students (in terms of region and gender);
3. The programs advertising and promotional materials;
4. Institutional admissions and student placement policies;
5. Institutional access policies;
6. Examples of tests, if used as selection instruments (with scoring system);
7. Interview procedures and selection of panels for interviews where applicable;
8. Details of professional/vocational specifications in relation to student recruitment where applicable;
9. A copy of relevant regulations to be provided or any other vocational specification where applicable.

The university shall, before a new academic programme commences, supply the following information with the application:

a) Admission requirements (Refer to KUMU Admissions Policy);
b) Selection criteria and procedure where applicable;
c) Expected enrolments; and
d) Fees structure

PART XIII: ASSESSMENT OF LEARNING AND FOR LEARNING

13.1 General Principles

1. The University shall have an assessment policy with clear and effective procedures for its implementation.

2. The policy and procedures ensure academic and professional standards in the design, approval implementation and review of assessment strategies for programmes and modules, and for the qualifications awarded.

13.2 Standard requirements

Every Faculty shall, in order to meet the standard requirements;

a) Design guidelines or regulations for the following: formative assessment, provision of feedback to students, weighting of class marks (continuous assessment) and examinations, security procedures, disciplinary and appeals procedures for examinations, regulations for marking, grading, aggregates, retaking examinations, conceded passes and other related matters;
b) Allocate responsibility for the implementation of the institutional assessment policy to faculties, and departments and the assessment decisions by the committees or boards at these levels shall be validated by the senate through its examination committee;

c) At the programme and course or module level, use systematic and purposeful assessment to generate data for summative purpose (grading, ranking, selection, predicting) and for formative and diagnostic purposes, such as providing time-outs feedback to inform teaching and learning;
d) Ensure effective monitoring of assessment practices at the management level;
e) Apply reliable principles, procedures and practices of assessment throughout the institution;
f) Ensure that assessment shall be conducted within a policy of institution, faculty, school or professional rules and regulations governing assessment;
g) Ensure that there are security arrangements in relation to recording and documenting assessment decisions to safeguard the credibility of outcomes;
h) Ensure that the academic staff responsible for the decisions on assessment are properly trained and competent to assess; and
i) Ensure that distance learning programmes are assessed using formative and summative assessment procedures to establish the appropriateness of the delivery mode and the circumstances in which the programmes are taught.

13.3 Students Internships and Field attachments

The University shall conduct the assessment of field attachment or work based learning with efficient and clear criteria which ensures that:

a) There shall be academic and workplace-based assessors to provide an input into assessment, depending on the specific nature of the task to be assessed; and

b) The criteria for assessment shall be clearly spelled out using by the academic unit basing on assessment tasks that will be developed in a manner that advances the required competencies.

13.4 Purpose of assessment

The purposes of assessment are:

a) To measure a student's learning, skills and understanding;

b) To contribute to a student's achievements;

c) To enable a student to demonstrate that he or she has fulfilled the objectives of the programme of study on which the student enrolled and achieved the standard for the award for which he or she is a candidate.

The University requires the following documents to ensure that administrative procedures for assessment are followed:

a) A summary of University's administrative procedures and regulations designed to safeguard the integrity of assessment and to reinforce consistency in decision-making;

b) Kumi University Academic Regulations for taught courses which define the basis of assessment for the University awards and academic credit, and procedures intended to ensure consistency.

13.5 Management and Enhancement the Quality of Assessment

The University-designed examinations shall comply with the following standard requirements:

a) Comprehensiveness: submitted assessments should demonstrate knowledge and skills course content;
b) Multiple judgments: submitted assessments should involve more than one source or involve multiple judgments of student performance;
c) Multiple dimensions: submitted assessments should provide information on multiple dimensions of student performance – i.e. They should yield more than a summative grade;
d) Directness: submitted assessments should take into account other considerations such as direct observation or demonstration of student capabilities;
e) Arrangements for submitting coursework and for agreeing an extenuation to a course work deadline;
f) Rules for conduct in examinations should be designed;
g) Arrangements for claims in relation to assessment;
h) Established procedures for investigating allegations of academic misconduct; and
i) Established procedures for appeal against the decision of an examination board.

1. The academic staff of a Faculty, School or Division shall ensure that the assessment is reliable, valid at the appropriate level and matched to learning outcomes and the systems for fulfilling these responsibilities may be defined for a whole Faculty, School, or Division.

2. The systems mentioned in sub-clause (1) of this clause shall comply with the following standards:

a) Independent internal corroboration ensuring that assessment tasks are clearly specified at the appropriate level, allow students to demonstrate that they have met the learning out comes, capable of discriminating between stronger and weaker candidates and avoid inappropriate overlap between different elements of assessment in the same unit and between different units taken by the same student;
b) Assessment criteria shall explain how the allocation of marks rewards the different standards achieved by different students; and
c) Clear marking schemes which detail how marks shall be allocated for each specific piece of assessment work and any features of work for which a student may be assessed

1. The moderation of marking shall be done as follows;

    a) Each question paper set shall be accompanied by a clear marking guide;

    b) All the examination papers shall be moderated by departmental examinations committees and external examiners;

    c) An examination script shall be marked by more than one examiner for greater accuracy and easier accountability.

2. The University shall give timely feedback to students.

3. Each academic unit shall design protocols for quality management of forms of assessment such as presentations, group work, oral examination or peer assessment and such protocols shall provide for internal corroboration and moderation and for external examiner sampling.

13.6 Roles of the Academic Units

1. The membership and remit of Examination Boards and the regulations relating to awards and progression shall be detailed in the Senate guidelines.

2. The following two levels of Examination Boards shall operate in equally capacity:

    a) the Departmental Examination Board which makes decisions about the mark to be awarded to a student in each course of study; and
    b) The School Examination Board which considers the overall profile of each student enrolled on a course.

3. The University shall design the annual assessment calendar to specify the dates on which Departmental Examination Boards and Faculty Examination Boards will meet after each semester examination.

4. The Head of Department shall ensure that:

    a) There is an established functioning departmental Examination Committee;
    b) All examination papers are set, moderated, typed, produced, sealed and kept in a strong room within the Faculty at least one month before the beginning of the end of the Semester Examinations;
    c) Examiners are informed of the date of the examination process and the date of the meeting of the Examination Board;
    d) Members of the Board are informed of the date, time and location of the Board meeting;
    e) Examiners complete marking and internal moderation by the date set in the assessment calendar; and
    f) He or she gives marks for each element of assessment for each student to the Faculty Administrator by the date specified on the assessment calendar.

13.7 Moderation of Marking

The Dean of Faculty or the Academic Registrar shall be responsible for:

a) Creating an examination strong room and marking centers which offer security of examination;
b) Entering all unit marks on the student record system by the date specified in the assessment calendar;
c) Making all arrangements for meetings including external examiners facilitation;
d) Notifying any other relevant offices of changes in the provisional marks made at the subject area board;
e) Informing the senate examinations office of the date, time and location of all examination boards and sending to the examinations office the full agenda for each award and progression; and
f) Providing a minute taker for every examination board.

The Academic Registrar's Department shall;

a) Coordinate and monitor all examination processes to ensure successful completion, declaration of results and record safety;
b) Issue academic transcripts;
c) Serve as the secretariat of the faculty academic board and committees; and
d) Report to the senate about examination matters generally.

13.8 Examination Boards

The following procedures shall be followed in determining the award of marks at the departmental level:

a) Internal examiners shall mark the student's scripts using the agreed marking scheme;
b) Marks shall be moderated in accordance with the faculty, school or department policy;
c) The department shall publish all continuous assessment (coursework) marks; and
d) The external examiner for the unit shall review an agreed sample of the assessed work in light of the assessment criteria and marking scheme.

13.9 Responsibilities of Examination Boards

The Departmental Board shall, for each course, receive:

a) A list of provisional marks for all students in the elements of assessment;
b) A short oral or written report from the course coordinator whenever relevant, explaining any issues which may have affected the assessment; and
c) Any comments the external examiner wishes to make on the basis of sampling.

The Departmental Board may decide to scale the unit marks where:

a) It is established from the Course Coordinator that errors were made in the delivery of assessment of the Course which may have affected the achievement of all or some of the students registered for the unit; or
b) External examiners advise that the marking has been too harsh or too generous.

13.10 Decisions on marks for a course at the Departmental level

1. Where marks are scaled upwards, the Departmental Board shall be satisfied that there is evidence that a student who receives a pass mark has met the learning outcomes of the course and that the marking reflects the published assessment criteria on the marking scheme and the method used should not disproportionately reward students with the lowest marks.
2. The Departmental Board shall make the decision to scale the marks; however, the Board may have particular regard for the external examiner's advice and shall carefully consider and record any decision counter to that advice.
3. If the external examiner's views of the marks differ from that of the internal marker, but not to a significant extent, the Board may decide to offer advice for the future.
4. An external view that marking has been marginally too generous or too harsh may lead the Board to modify individual marks very close to the pass/fail border, without changing others for the same course.
5. If the external examiner is concerned about lack of consistency in marking, he or she may ask to look at a larger sample, together with an internal marker, to assist the Board in deciding the marks.
6. The Faculty Academic Board shall exercise discretion within the regulations, where relevant using published protocols concerning discretion at the margins of honours degree classification bands.
7. In order to maintain consistency in decision making;
    a) All chairpersons of Academic Boards must be constantly sensitized by the Quality Assurance Officer; and
    b) A Representative of the Registrar should be present during award decisions and consideration of penalties for academic misconduct

13.11 Application for Graduation

The Registrar's representative shall;

a) Advise the Faculty Boards on options available within the regulations and previous decisions made; and
b) Inform the Academic Registrar about awards agreed upon by the Faculty Boards.

1. A student shall, upon completing requirements for an academic award, apply for graduation with the Academic Registrar or Graduate School.
2. The application for graduation shall be made by the student at the beginning of the last semester.

The following policy documents shall support the assessment process:

a) The Semester regulation;
b) The Rules of Handling Examination Malpractices and Irregularities; and
c) Procedure for appeals and remarking of scripts

PART XIV: PROGRAMME APPROVAL, MONITORING AND REVIEW

14.1 Manual on Curriculum Development

The University shall produce a manual to guide units in curriculum development.

14.2 Procedure for making the manual Contents of a curriculum

1. The University shall use the following procedure for making the manual:

2. (a) First step: the Head of Department or Programme initiator shall liaise with the Senate office at an early stage for advice to ensure that the programme is developed in accordance with the University formats;

3. (b) Second step: a concept paper on the proposed academic programme shall be submitted to the Quality Assurance Unit.

4. The proposed curriculum shall include:
   a) Title;
   b) Objectives/outcomes;
   c) Justification;
   d) Entry requirements;
   e) Detailed course content;
   f) Course categorization which includes the core, electives, audit and pre-requisites;
   g) Duration;
   h) Classification of the awards;
   i) External review by professional association or the prospective employer;
   j) Resources include staffing, (full-time, part-time, technicians) equipment, general operating costs/fees structure; Resources which may include relevant Library materials, ICT, space/accommodation (lecture rooms, laboratories, workshops, studios, land, Internship facilities etc.) And photocopying requirements;
   k) A balance of theory, practical skills and internship; and
   l) A programme coordinator whose qualifications are in the major courses to be conducted in the Programme.

14.3 Contents of a concept paper

The concept paper shall provide information on:

a) The name of the academic programme;

b) Objectives of the programme;
c) Justification for introduction of the programme;
d) List of proposed technical committee members to design the programme;
e) Physical facility requirements for the programme;
f) Human resource requirements for the programme; and
g) Evidence to show that there is demand for the programme

14.4 Role of the Quality Assurance Unit

1. The Quality Assurance Unit shall consider the concept paper and establish whether:
   a) The Department proposing the programme has the mandate to run the programme;
   b) Whether the technical committee has the right staff to design such curricula and if not suggest additions and subtractions to and from the committee.
2. Where the Quality Assurance Unit approves the concept paper, the Department may proceed and develop the programme with the help of the technical committee and present it to the Faculty Board.
3. No program will be approved where there are no staffs or physical facilities for the program

14.5 Roles of the School Board and of Faculty Quality Assurance Committee

1. The Faculty board shall consider the proposal and approve or reject the proposed changes.
2. Where the proposal is endorsed by the School Board, it shall be forwarded to the Faculty Assurance Committee.

The proposed program shall be considered by the Faculty Quality Assurance Committee and forwarded to Senate for consideration

14.6 Role of the Senate

1. The Senate shall, through its technical committee or peer review committee, examine the program in order to:

   a) Ensure that it is in harmony with the University policies and mission; and
   b) Ascertain quality of delivery (to verify information provided i.e. Availability of facilities, equipment, core staff including staff-load) to establish whether the unit proposing the programme has the mandate to house it.
2. The Senate shall set the dates or deadlines for the units to follow each academic year when developing academic programmes.

14.7 Role of the University Quality Assurance Committee and Council

1. The University Quality Assurance Committee shall recommend the proposed program to the University Council for final approval.
2. The University Council shall examine the justification and whether there are enough resources to manage the program and where it is satisfied, approve the programme.

3. Upon approval, the respective academic unit shall launch the program with the guidance of the Academic Registrar's Office.
4. The University shall, upon approval of a programme by the Council, present the programme to the National Council of Higher Education for accreditation

14.8 Curriculum design

1. A curriculum should be able to facilitate a balanced learning process and ensure that students are able to acquire such cognitive, effective and psychomotor skills as are consistent with the educational goals and aspirations of Uganda as may, from time to time be defined by the National Council for higher Education.

2. The University shall ensure that every curriculum designed has the following:

a) Is broad-based or integrated;
b) Is practice oriented;
c) Is diversified;
d) It does not compromise the standards of excellence set by the national council for higher education (NCHE); and
e) Contributes to the overall national human resource development and requirements. (based on NCHE statutory instruments no. 85 of 2005)

14.8.1 Structure of a programme

The structure of a programme shall be as in the table below:

PROGRAMME STRUCTURE

Semester I Core Course Electives	Code	Course name	CU	LH	PH	CH
Semester II Core Course Electives	Code	Course name	CU	LH	PH	CH
Semester III Core Course Electives	Code	Course name	CU	LH	PH	CH
Semester IV Core Course Electives	Code	Course name	CU	LH	PH	CH

14.8.2 Size of a course

1. The smallest course shall be two (2) credit units.

2. A course that has a practical component within it shall have a maximum of five (5) credit units.
3. A course that has no practical component within it shall have a maximum of four (4) credit units.

14.8.3 Contact hour

A contact hour shall be equivalent to one (1) hour of lecture/clinical or two (2) hours of tutorial/practical or four (4) hours fieldwork

Credit unit

1. A Credit or Credit Unit is the measure used to reflect the relative weight of a given course towards the fulfillment of appropriate Degree, Diploma, Certificate or other Programmes required.
2. One credit Unit shall be one contact hour per week per semester or a series of fifteen (15) contact hours
3. KUMU shall transition from Credit Hours to Notional Hours (1CU = 10NH) in the contexts of the Competence-Based Curriculum recommended by NCHE.

14.8.4 Detailed course content

Every course shall have the following content:

a) Course description;
b) Objectives/Aims;
c) Course outline;
d) Learning outcomes;
e) Method of teaching/delivery;
f) Mode of assessment; and
g) Reading/reference materials

14.8.5 Course description Objectives

A statement not more than 100 words long, of the definition of the course, main substance and orientation of the course.

14.8.6 Course outline

14.8.7 Learning outcomes

The aims of a course shall be specific to the course and the role the course plays in the overall shall be explained in the rationale for the course structure and should only be mentioned in the course aims if the course is designed to be restricted to one specific course, or if the purpose of the course is to facilitate integration of learning from other courses (as in the case of a project or integrating study).

The syllabus must have an indication of the topics to be covered and these should be written in general rather than in specific terms.

1. The University shall ensure that learning outcomes focus on new knowledge, skills change attitudes or values.
2. The University shall ensure that the output of the university education process is a graduate with a qualification and certain abilities which should qualify him or her for activities in the particular sector and the labour market requirements.
3. The University shall ensure that the learning outcomes, which include knowledge and understanding of a subject as well as cognitive, general and professional skills, should be explicitly stated for each course or programme and these should be the pivot around which the whole course is developed.
4. A department or school shall, in the development of a curriculum, clearly formulate their aims as well as learning outcomes.

14.8.8 Method of teaching

The syllabus should briefly state the defining characteristics of the teaching and learning approach adopted; for example lectures, laboratory tasks, extensive use of case studies, tutorials, self-study, and field attachment.

14.8.9 Assessment Method

1. The syllabus must state the items of assessment used to assess whether students have met the learning outcomes and this may include a variety of methods such as examinations, course works, laboratory work and group projects.

2. The syllabus shall include the reading materials such as books, journals which can be referred to by students and staff

14.8.10 Grading system

The Undergraduate Grading system shall be guided by the Academic Registrar as in the table below:

Marks	Letter Grade	Grade Point	Interpretation
90 - 100	A+	5.0	Exceptional
80 - 89	A	5.0	Excellent
75 - 79	B+	4.5	Very Good
70 - 74	B	4.0	Good
65 – 69	C+	3.5	Fairly Good
60 – 64	C	3.0	Fair
55 – 59	D+	2.5	Pass
50 - 54	D	2.0	Marginal Pass
45 - 49	E	1.5	Marginal Fail
40 - 44	E-	1.0	Clear Fail
Below 40	F	0.0	Bad Fail

Postgraduate Grading System shall be as follows:

Marks	Letter Grade	Grade Point	Interpretation
90 - 100	A+	5.0	Exceptional
80 - 89	A	5.0	Excellent
75 - 79	B+	4.5	Very Good
70 - 74	B	4.0	Good
65 – 69	C+	3.5	Good
60 – 64	C	3.0	Pass
55 – 59	D+	2.5	Marginal Fail
50 - 54	D	2.0	Clear Fail
45 - 49	E	1.5	Bad Fail
40 - 44	E-	1.0	Qualified Fail
Below 40	F	0.0	Qualified Fail

1. The resources of an institution shall include staffing, (full-time, part-time, technicians) equipment, general operating costs or fees structure, ICT, space (lecture rooms, laboratories, workshops, studios, land, internship and photocopying facilities.

2. The academic staff details shall be as per the table below:

Full time/ part time	Gender	Highest qualification	Area of Specialization	Rank	Status	Current teaching load	Proposed teaching load	Total load
1.								
2.								
3.								
4.								

14.9 Required Entry Qualification

Note: To teach on the Graduate Programmes, the Academic Staff shall be a Senior Lecturer and above or a PhD Holder

14.9.1 Practical Work Experience

The Entry requirements or expectations shall reflect the University policy and the goals of the program, but they should also take into account the real performance of the secondary education process, which precedes the university education process.

A practical work experience shall;

a) Last for a minimum of three months to enable understand how industry operates and to give the student networking opportunities; and

b) Emphasize the connections between different aspects to encourage a broad systems view and to illustrate the practical, technological and human constraints of solving real world situations.

14.9.2 Programme Coordinator Consultations with Stakeholders

The proposed programme shall have a coordinator whose qualifications shall be in the major courses to be conducted in the Programme.

Before a proposed curriculum design is approved, the University shall consult stakeholders who include past and current students, academics, professional bodies and employees in both private and public sectors.

14.9.3 Student intake

1. The student intake shall take into consideration the approved staff/ student ratio.
2. The recommended staff student ratio (SSR) set by the National Council for Higher Education and the University Council approved and designated staff/student ratio (SSR) is as illustrated in the table below:

Faculty	NCHE Ideal SSR	NCHE Accepatable SSR	Kumi University Designated SSR
1. Faculty of Education and Languages	1:15	1:25	
2. Faculty of Social Science and Business Studies	1:15	1:30	
3. Faculty of Science and Technology	1: 10	1:20	

14.9.4 Student support and guidance

In order to determine intake capacity, the following factors should be taken into account:

a) The likely opportunities or outcome for future graduates from the Programme; and
b) The likely context and environment in which the Programme will operate

14.9.5 Role of Quality Assurance Unit in curriculum approval

1. The University shall communicate to the students' opportunities and arrangements for student support and guidance on a programme.

2. The University shall ensure that programmes and course outlines or modules are effectively described and communicated in order to:

   a) Meet the information needs of all users;
   b) Define credit ratings of programme pathways and component;

c) Make students and prospective students aware of course expectations;
d) Allow for personal development planning, within and beyond university education; and
e) Give guidance on curricular choice

14.9.6 Policy on Evaluation of Academic Programmes

The Quality Assurance Unit shall;

a) provide expertise required for curriculum design and development and also review by initiating actions or to spear head tracer studies;
b) design and produce a manual to guide in curriculum production and management; and
c) liaise with stakeholders on curriculum issues.

1. The core requirements of an academic program are that it shall be: (a) of high quality; (b) in demand by students and the public; (c) resource efficient; (d) unique and; (e) relevant.
2. A policy based on key considerations shall be designed to guide the development and approval of academic programs.
3. Programs developed by the University shall exhibit fair and equitable access both locally and internationally; conform to standards of equality and environmental responsibility and shall exhibit an international perspective.
4. The unique features of a programme and its relevance shall be viewed as characteristics of secondary importance, in light of the quality of, demand for and costs associated with a programme.
5. The unique features of a program may assume primary importance where the cost of delivering a programme is high or relates to building on economic or other strengths that already exist and a programme may also be considered of primary importance where it serves as a nucleus, contributing expertise and services, which would otherwise be unavailable to the community.
6. The table that follows identifies essential components for each of the primary characteristics and general criteria associated with them.

Table Four: Policy for Evaluation of new Academic Programmes

Characteristics	Components	Criteria
1. High Quality	Curriculum	
	Academic staff	
	Learning and Environment	
	Infrastructure	
	Outcome	
2. In demand	Student demand market demand and/or societal need	
3. Uses resources sufficiently		
4. Unique		
5. Relevance		

1. The University shall review a new programme after the first group of graduates have completed their studies and thereafter periodically.
2. These reviews shall make use of input from external sources.
3. The Quality Assurance Unit/Committee shall initiate a mandatory review of academic Programmes involving external input, after every three years or when the cohort graduates.
4. The Quality Assurance Unit/Committee shall create a panel of knowledgeable and experienced persons to periodically review University courses/programme so as to advise on their validity and relevance.
5. The Senate Academic Programmes and Library Committee shall initiate mechanism of harmonisation of courses to address the issue of duplication of courses and mandates.

PART XV: STAFF RECRUITMENT, DEVELOPMENT AND APPRAISAL

15.1 Academic staff

1. The University shall have an academic staff to promote academic standards and quality of learning and to complement resources such as Library, Computing/IT, teaching accommodation, specialist equipment, facilities, field trips, internships and opportunities.
2. The University shall carefully identify, deploy, develop and manage an academic staff.
3. The rules and processes that govern selection, promotion and reward of staff in various positions at Kumi University shall be comparable to international standards and in conformity with the national standard as set by the Uganda National Council for Higher Education (NCHE).

15.2 Staff workload

The maximum workload (hours per week) for teaching members of staff shall be a maximum of 20 hours weighted in terms of hours for: lecture preparation; in-class lecturing, tutorial seminar, marking, practical work, supervision, research and outreach

1. The mandatory contact hours shall be based on visible and monitorable workload (b), (c), and (e) which shall constitute a minimum of 10 and maximum of 12 contact hours per week for a member of staff.

2. The teaching and supervision of graduate students shall be done by staff who hold a doctorate degree or who are at the rank of Senior lecturer.

3. The following ratios shall guide a decision for the intake capacity to graduate programmes:

a) Masters' programmes	1:5	One lecturer to five students
b) PhD programmes	1:3	One lecture to three students
c) Postgraduate Diploma programmes	1:10	One lecturer to 10 students

15.3 Core Values/ Staff Values

1. As members of a Christian, student centered University, all staff shall aspire to:

    a) Promote academic excellence and the attainment of the institutional goal of becoming a world-class University;
    b) Foster and
    c) Preserve what is valuable in the history of the institution and in the history of Uganda, and respond to the challenges posed by past injustices and unfair discrimination;
    d) Achieve social transformation, empowerment and participative governance; and
    e) Encourage the institution and all its members to accept responsibility for the welfare of the community and for behaving in accordance with these community values.

2. Staff shall commit themselves to:

    a) Diversity
    b) Teamwork
    c) Professionalism
    d) Godliness
    e) Integrity
    f) Confidentiality
    g) Loyalty
    h) Accountability
    i) Excellence
    j) Protection and responsible use of the University's assets and resources
    k) Contributing to national development
    l) Fostering global competences among students

15.4 Quality of Academic Staff

1. The University shall appoint staff on the basis of academic qualification and in accordance with the University Appointment and Promotion Policy.

2. An academic staff of the University shall have the following;

    a) Requisite qualification or certification in the disciplines he or she teaches;
    b) High standards of student achievement demonstrable in every aspect of classroom work;
    c) Ability to teach students to apply learned skills to other fields and to everyday living experiences;
    d) Ability to equip students with practical skills;
    e) Ability to create consistency in learning methods that include problem-solving, thinking and creative activities;
    f) Ability to ensure timely completion of work assigned within established standards for quality;

g) Ability to design challenging and interesting classroom assignments that are appropriate to the subject;
h) ability to apply various approaches to teaching;
i) Ability to reconcile the objectives of lessons taught with the students' backgrounds, communities, and culture;
j) Ability to maintain discipline in the classroom to foster the optimal learning environment;
k) Ability to keep students consistently informed on their progress in a particular course of study and to relate it to concepts previously taught;
l) Ability to keep students informed about their individual learning progress through continuous assessment and feedback; and
m) Ability to employ testing and evaluation as tools to measure student progress and to determine curriculum changes and teaching strategies.

15.5 Appointment and promotion of staff

1. The University shall fill vacant positions by recruiting permanent and part time lecturers.
2. The University shall develop a robust model for calculating staff- student ratios which shall be based on programmes and categories of students.
3. The Staff Development policy shall be reviewed to ensure that the workload of staff that go for further studies does not affect the performance of those who remain.
4. The University shall review and update guidelines and procedures for appointments, promotion and reward.
5. A ceiling for the maximum lecture hours shall be put at 15 contact hours per week.
6. The University shall execute employment contracts with part-time lecturers.
7. The University shall carry out staff development and the action plans shall target the following:
    (a) Regular self-evaluation to identify weaknesses and strengths; and
    (b) Pedagogical training for new teaching staff through short teaching method courses by the department of higher education for training.

15.6 Staff Appraisal System

1. The University shall use the following instruments for staff appraisal:
    a) The annual progress appraisal forms;
    b) Instruments to assess learning; and
    c) Appointment and promotion guidelines.

2. The University's staff appraisal system shall be re-designed to evaluate, support and develop staff capabilities and to:
    a) Promote a sense of responsibility, a culture of self-evaluation;
    b) Ensure that a mechanism of analysis is designed for students to assess their lecturers and that the process is regulated and streamlined with established reporting and follow up mechanisms;

c) Enhance the quality of teaching and developing individual professionalism through observation of lecturers.

3. Full time academic staff shall have their teaching observed by a colleague for at least one teaching session per year and peer observation shall be conducted in a spirit of professional development and professionalism

15.7 Awards for Excellence

1. Awards shall be created and given to staff that excel in scholarship.
2. The criteria for the awards shall be based upon the following:
   a) Interest and enthusiasm in undertaking teaching and promoting student learning;
   b) Ability to arouse curiosity, to stimulate independent learning and to develop critical thinking skills among students;
   c) Ability to organise course material and present it cogently and creatively;
   d) Command of subject matter including the incorporation of recent developments in the field of study;
   e) Evidence of innovation in the design and delivery of units;
   f) Evidence of participation in the effective guidance and advising of students;
   g) Evidence of highly acclaimed research;
   h) Provision of appropriate assessment with worthwhile feedback to students on their learning;
   i) Ability to support students from equity groups and where appropriate, to ensure their participation and achievement of success in their courses;
   j) Professional and systematic approach to teaching development; or
   k) Participation in professional activities and research related to teaching.

15.8 Rewards

1. Rewards for the attainment of the standards set out in the Quality Assurance Policy in Kumi University shall include:
   a) Remuneration for best performance;
   b) Promotion;
   c) Financial support to school or departments or individuals;
   d) Excellence awards by vice-chancellor, deans or directors for best practices;
   e) Contract renewal for persons employed on a contractual basis.
2. The University shall, on recommendation of UQAC, create rewards from time to time

15.9 Sanctions

1. Staffs who fail to measure up to the Quality Assurance standards of University shall be subject to the following:
   a) Reprimand;
   b) Suspension;

c) Removal from office of responsibility;
d) Criminal investigation;
e) Denial of benefits; or
f) Dismissal.

2. The Human Resource Department shall, in collaboration with the Quality Assurance Department, develop the criteria for awarding staff who excel and for designing penalties for staff who fail to satisfy the University regulations and standards.

15.10 Work Environment

1. The University shall strive to provide a safe environment in which all members are able to reach their full academic or other work potential.
2. The University shall eliminate threats or acts that interfere with an individual's performance at work or in study, or create an intimidating, hostile or demeaning work or study environment on the basis of an individual's race, ethnicity, gender, beliefs, creed, health status, physical ability or age.

15.11 Sexual Harassment

1. The University shall enforce and implement the sexual harassment policy through the Committees which have been created at various levels in the University to implement that policy.

2. In this Policy, unless the context otherwise requires, "sexual harassment" includes; requests for sexual favours, sexual advances, demeaning verbal or other expressive behaviour of a sexual nature.

15.12 Special relationships between staff and students

1. The University recognizes that relationships between student and staff including romantic relationships, kinship, and relationships with a history of serious interpersonal conflict may undermine, or be perceived to undermine integrity and compromise fairness or objectivity.

2. Members of staff shall ensure that he or she minimizes the potential to compromise his or her integrity in his or her relationship with a student.

15.13 Professional ethics

1. Members of staff shall avoid involvement in special relationships with another member of staff, which may undermine, or be perceived to undermine employment integrity, and may compromise fairness or objectivity, or be perceived to do so.

2. A member of staff who has any special relationship to or with, a member of staff, a student or job applicant in the department or section of which he or she is a member shall disclose the relationship to the relevant authority.

3. In this clause, unless the context otherwise require, "special relationship" includes romantic relationships, a marriage relationship, kinship, contractual or financial *(i.e. where some form of agreement exists between two parties which may, for example, include nomination of a beneficiary or evidence that the relationship is of a long term nature built upon mutual dependency and trust such as a joint bank account, joint ownership of property, or long term cohabitation)* and relationship with a history of serious interpersonal conflict.

PART XVI: CAREER GUIDANCE

16.1 General principles

1. The University shall have a clear documented and accessible policy for career guidance, information and guidance, including statements of the University Quality Assurance objectives and of students' entitlements and responsibilities.

2. Career education, information and guidance provision shall be impartial, client focused and accessible.

3. Career education, information and guidance provision should be subject to Kumi University Quality Assurance procedures.

4. The University shall seek to identify and cater for the special needs of students who may be disadvantaged in the labour market

16.2 Roles and responsibilities

The University shall consider;

a) Ensuring that statements of service make it clear who is responsible for the delivery of different aspects of career education, information and guidance including definitions of the role of academic staff and the expert contribution of a dedicated career service staff;

b) Providing explicit statements of service that set out clearly and concisely how the university career education, information and guidance provision is intended to meet the individual needs of students;

c) The extent to which the university policy on equal opportunities is integrated with its career provision to avoid discriminatory practices which disadvantage individuals or groups of students;

d) How best to make career education, information and guidance provision, as detailed in the university's statements of service, available to all students including part time, overseas/distance learning students based on different campuses;

e) Implementing procedures to support a collaborative approach, which strengthens and supports links with relevant internal contracts e.g. Other student service staff, academic

staff) and with relevant external organizations (e.g. Career companies in the public and private sector, other guidance and counselling services, audit guidance networks, further education sector etc.;

f) The adoption of national higher education quality standards for career education, information and guidance services;

g) The impact of relevant statutory requirements or national council for higher education and regional policy on career education, information and guidance provision;

h) Promoting the importance of skills development for students in relation to employment and lifelong learning through, for example, progress records;

i) Referring to statements of transferable abilities contained in relevant subject benchmark statements;

j) Ensuring that responsibilities for providing references for students, including their format coverage and quality are clearly located and effectively discharged;

k) How best to promote career education, information and guidance provision as detailed in the statement of service to part time/ overseas/distance learning student/e-learning/i-learning students/ students based on different campuses; and

l) How best to use information and communication technologies (icts) to promote and deliver career education, information and guidance

16.3 Students

1. The University shall provide students with information on the services available to them while registered at the University and those which will continue to be available to them when they have left.

2. The University shall inform prospective and present students about how the skills and knowledge acquired during study are intended to be of use to them in the development of their careers.

16.4 External Relations

1. The University shall promote close collaboration between employers, career education and information and guidance providers to maximize the benefits of both students and employers.

2. The University shall ensure that its career education, information and guidance provision takes account of development in the employment market and work opportunities in the community at large.

16.5 Career Education Staff

1. The University shall ensure that all members of its staff involved with career education, information and guidance provision, including academic staff, have the skills, knowledge and training appropriate to the role they are undertaking.

2. The University will consider supporting any staff involved in developing his or her relevant professional expertise through continuing professional development.

3. The University shall consider proving training required for academic and other appropriate staff to fulfill his or her role in improving career education, information and guidance

16.6 Monitoring, feedback, evaluation and improvement

1. The Kumi University Quality Assurance Unit or its equivalent shall account formally and regularly for the quality and standards at the University in the areas of career education, information and guidance with the objective of promoting continuous improvement.

2. The Quality Assurance Unit or its equivalent shall provide the training required for academic and other appropriate staff to fulfill their role in providing career education, information and guidance.

3. The Quality Assurance Unit or its equivalent shall

    a) Incorporate key stakeholders into career education, information and guidance;
    b) Set up appropriate targets to measure the performance of the career education (information and guidance);
    c) Make records of unmet requests for information with a view to amending the statement of service;
    d) Produce an annual report on provision, performance and outcomes of the career education, information and guidance program. This shall be publicized in detail and submitted to the deputy vice chancellor academic affairs;
    e) Undertake regular reviews on the career education, information and guidance policies, to include development, monitoring and resourcing; and
    f) Collect data on graduate destinations through the various academic units.

PART XVII: GUIDELINES ON DISABILITY

17.1 General policy objectives

1. Management of Disability shall be guided by the KUMU Disability Policy
2. Staff and students with disability shall be allowed to participate in all aspects of the academic and social life of the University.
3. The University shall

a) Plan and provide resources to ensure equal opportunities for students and staff with disability; and
b) Develop a culture of tolerance in the University community.

17.2 Precepts and general principles on disability

The University shall consider:

a) Implementing procedures which ensure that the needs of students with disabilities are addressed at all stages and levels of academic and resource planning;
b) Embedding the fair and equal treatment of disabled students in all operational practices;
c) Identifying clearly the locus of senior management responsibilities in relation to arrangements for students with disabilities;
d) Ensuring that senior managers and other key staff have an adequate understanding of the legal policy concerning disabled people;
e) Ensuring that management systems include the gathering of information to enable the making of well-informed decisions regarding participation and progression of students with disabilities;
f) Including the needs of disabled students within the remits of all resource allocation, academic management, estates and services committees;
g) Incorporating the views of disabled students in the development and review of the physical environment, academic programmes and services;
h) Identifying designed contact(s) for disabled students with specialist expertise and effective channels of communication with senior managers;
i) Providing staff development in disability awareness or equality for all staff;
j) Monitoring and reviewing the impact of all institutional policies, procedures and practices on students with disabilities with a view to continuous improvement; and
k) The implications for disabled students of collaboration provision and articulation and arrangements involving study in more than one institution and/or other partner organization

17.3 Physical Environment

The University shall ensure that

a) Disabled students can have access to the physical environment in which they will study, learn, live and take part in the social life of the University; and

b) The facilities and equipment are as accessible as possible to disabled students

Access to information on selection, admission, enrolment, registration and orientation of students

The University shall ensure that the programme details and general information are accessible to people with disabilities and describe the opportunities for disabled students.

In selecting students, the University shall ensure equitable consideration of all applicants and a disabled applicant's support needs shall be identified and assessed in an effective and timely way, taking into account the applicant's view.

1. The arrangements of enrolment, registration and induction of new entrants should accommodate the needs of disabled students.
2. Learning and teaching should accommodate the needs of disabled students.
3. Programme specifications should include no unnecessary barriers to access by disabled students.
4. Academic support services and guidance should be accessible and appropriate to the needs of disabled students.
5. The delivery of programmes should take into account the needs of disabled people or, where appropriate, be adapted to accommodate their individual requirements.
6. The University should ensure that, wherever possible, disabled students have access to academic and vocational placements including field trips and study abroad.
7. Disabled research students should receive the support and guidance necessary to secure equal access to research programme.

17.4 Examination, assessment and progression

1. Assessment and examination policies, practices and procedures should provide disabled students with the same opportunity as their peers to demonstrate the achievement of learning outcomes.

2. Where studying is interrupted as a direct result of a disability- related cause, it shall not unjustifiably impede a student's subsequent academic progress

17.5 Staff development

The University shall ensure that orientation and other relevant training programmes for all staff should include disability awareness or equality and training in specific services and support.

17.6 Access to general facilities and support

1. Students with disabilities shall have access to the full range of support services that are available to their non-disabled peers.
2. The University shall ensure that there are sufficient designated members of staff with appropriate skills and experience to provide specialist advice and support to disabled applicants and students and to the staff who work with them.
3. The University shall identify and seek to meet the particular needs of individual disabled students.
4. The University shall ensure that the staff receives information about the particular needs of disabled students.

5. The University shall have a clearly defined policy on the confidentiality and disclosure of information relating to a person's disabilities that is communicated to applicants, students and staff.

17.7 Complaints

1. The University shall ensure that information about all complaints and appeals, policies and procedures is available in accessible formats and communicated to students.

2. The University shall have in place policies and procedures to deal with complaints arising directly or indirectly from a student's disability.

17.8 Monitoring, evaluation and improvement

1. The University information systems for example ARIS shall monitor the applications, admissions, academic progress and nature of impairment of disabled students.

2. The University shall operate systems to monitor the effectiveness of provision for students with disabilities, evaluate progress and identify opportunities for enhancement.

17.9 Strategies and actions

1. The University shall;
    a) Develop and implement procedures which ensure that the needs of students with disabilities are addressed at all stages and levels of academic and resource planning;
    b) Ensure that a fair and equal treatment of disabled students is incorporated in all operational practices;
    c) Identify clearly the locus of senior management responsibilities in relation to arrangements for students with disabilities;
    d) Ensure that management systems include the gathering of information to enable well-informed decisions to be made regarding participation and progression of students and staff with disabilities;
    e) Designate contact(s) for disabled staff or students with specialist expertise and effective channels of communication with senior managers; and
    f) Provide staff development in disability awareness or equality for all staff.

2. The Quality Assurance Representatives (QARs) Committee shall monitor and review the impact of all institutional policies, procedures and practices on students or staff with disabilities with a view to continuous improvement.

18 Monitoring and Evaluation

There shall be a Monitoring and Evaluation (M&E) framework that will be used to check the progress and implementation of Quality assurance activities at all levels. The Quality Assurance Office shall be responsible for developing and implementing the M&E framework. Specifically, the Quality Assurance Officer will develop:

1. Instruments to monitor student progress; pass rates and drop-out rates, feedback from the labour market and alumni, and research performance.
2. Tools to be used by students to evaluate courses/curricula, research, service and staff.
3. Tools to assess special quality assurance processes such as the quality of student assessments, academic staff, student support and facilities.
4. Special quality assurance instruments for periodic self-assessment at programme and institutional levels.

19 Policy Review and Distribution

The Policy shall be reviewed after every five years or as maybe deemed necessary. The review process shall follow the governance and management structures as approved by the University. Recommendations from departments and faculties will be coordinated and compiled by the Quality Assurance Office and submitted to Senate and Council for consideration and approval. The approved/revised Quality Assurance Policy will be widely distributed to all user Departments and Stakeholders by the Quality Assurance Officer. It will also be uploaded onto the University website.

SCHEDULE 4: Regulation 9

NATIONAL COUNCIL FOR HIGHER EDUCATION
CHECKLIST OF QUALITY AND UNIVERSITIES CAPACITY INDICATORS FOR ASSESSMENT OF UNIVERSITIES AND PROGRAMMES UNDER THE UNIVERSITIES AND OTHER TERTIARY INSTITUTIONS ACT, 2001

Item	Ideal	Good	Acceptable	Can be improved	Unacceptable	Remarks for KUMU
1. LAND FOR CAMPUS/URBAN	10-30 acres	5 – 10 acres	3 – 5 acres	3 acres	Less than 3 acres	
2. LAND FOR CAMPUS: RURAL	50 acres or over	30 – 50 acres	20 - 30 acres	10 acres	Less than 10 acres	
3. GOVERNANCE:						
a) Council	In control of policy	Operational	In place	To be elected	Does not meet	
b) Senate	Supervises all academic policy	Meets often	In place	Meets when need arises	Administration to make decisions	
c) Administration	Appointed by Council	Respects administrative structures	Consults with staff and students	Meets with staff	Insensitive to staff concerns	
d) Staff and student unions	Staff and student union involved fully	Staff and student unions consulted	Staff and student unions exist	Staff and student unions present	Staff and student unions absent	
4. INFRASTRUCTURE						
a) Classroom space	2.5m2 per one student	2m2 per one student	1m2 per 1 student	1m2 per 4 students	1m2 per over 5 students	
b) Library space	2.5m2 per one student	2m2 per one student	1m2 per 1 student	1m2 per 4 students	1m2 per over 5 students	
c) Science laboratories	3m2 per one student	2.5m2 per one student	1m2 per 1 student	1m2 per 4 students	1m2 per over 5 students	
d) Computer laboratory	3m2 per one student	2.5m2 per one student	1m2 per 1 student	1m2 per 4 students	1m2 per over 5 students	
e) Administrative Staff	5m2 per one staff	4m2 per administrative staff	3m2 per one staff	2m2 per administrative staff	1 or less m2 per staff	

Item	Ideal	Good	Acceptable	Can be improved	Unacceptable	Remarks for KUMU
f) Academic Staff	5m2 per one staff	4m2 per one staff	3m2 per staff	2m2 per staff	1 or less m2 per staff	
g) Sports field	1 field for 500 registered students	1 field for 1000 students	1 field for 1500 students	1 field for 2000 students	1 field for 2500 or more	
h) Facilities for the disabled	All Buildings	All Classrooms	Only on a few	Planning to have	No plan at all	
i) Tennis court, swimming pool, volleyball, hockey and cricket	1 field for each sport for 1000 students	1 of each field for each 1500 students	1 of each field for 2000 students	1 of each field for 2500 students	1 of each field for over 2500 students	
j) Conference hall	One for 500 registered students	One for 750 registered students	One for 1000 registered students	One for 1500 registered students	One for over 2000 registered students	
k) Student union offices	20 m2 for 300 registered students	20m2 for 500 students	20m2 for 1000 students	20m2 for 1200 students	20m2 for over 1500 registered	
5. ACADEMIC STAFF						
a) Staff/student ratio:						
• General	1:15	1:20	1:25	1:40	1:50 or more	
• Arts/Social Sciences	1:15	1:25	1:30	1:50	1:60 or more	
• Medicine, Veterinary, Pharmacy Dentistry	1:8	1:15	1:20	1:25	1:26 or more	
• Science based profession Agriculture, Forestry, Technology	1:10	1:15	1:20	1:25	1:26 or more	
• Other professions – Law, Education, Statistics	1:15	1:20	1:25	1:30	1:30 or more	
b) Qualifications (staff development)						
• Ph.D Holders	60% of staff	50% of staff	15-50% of staff	10% of staff	Less than 10% of	

Item	Ideal	Good	Acceptable	Can be improved	Unacceptable	Remarks for KUMU
					staff	
• Masters Holders	70% or more of staff	60% of staff	50% of staff	40% of staff	Less than 30%	
c) Contact hours for academic staff	10 hrs/week	15 hrs/week	20 hrs/week	30 hrs/week	30 hrs or more a week	
d) Percentage of part-timers	20% of staff	30%	35%	40%	Over50%	
6. EDUCATION FACILITIES						
a) Student: Library book ratio (relevant and diversity)	1:40	1:30	1:20	1:10	less than 1: 10	
b) Computer: Student ratio	1computer:5 students	1:10	1:20	1:25	more than 1: 30	
c) Access to Internet; 1 student: hrs	1:20hrs access	1:10hrs	1:5hrs	1:3hrs	None at all	
7. FINANCIAL HEALTH						
a) Percentage of budget received	100%	80%	75%	70%	Less than 50%	
b) Percentage of deficit over expenditure	NIL	Less than 10%	Less than 20%	Less than 25%	Over 35%	
c) Proportion of budget spent on salaries	50%	60%	65%	70%	Over 75%	
d) Percentage of income derived from fees	25-35% of budget	40%	45%	50%	Over 75%	
8. FACILITIES FOR THE DISABLED (EXPERT ADVICE WILL BE SOUGHT)	All facilities available	Most of the facilities in place	Facilities are being put in place	Council has endorsed their construction	Nothing is in place or being planned	
9. GENDER SENSITIVITY	Comprehensive affirmative action	75% of the needed rules and	Council has approved a	Council Committee has	Nothing is being planned.	

Item	Ideal	Good	Acceptable	Can be improved	Unacceptable	Remarks for KUMU
	regulation to increase access for women and other disadvantaged groups in place	regulations in place	comprehensive list of them	drafted rules and regulations		
10. PUBLICATIONS BY STAFF	Over 10 books a year	5 – 10 books a year	1 – 5 books a year	One book a year	No publication at all	
11. RESEARCH PROJECTS WON BY STAFF	Over 10 projects won	5 – 10 projects won	1 – 5 projects won	One project won a year	No research going on	
12. PERCENTAGE OF INST. GRADUATES EMPLOYED IN YEAR OF GRADUATION	100%	80%	40 – 60%	40%	0 – 40%	