



**INTERNATIONAL
UNIVERSITY
OF EAST AFRICA**
'Learning to Succeed'

Annual Report 2018 - 2019



Annual Report 2018 - 2019

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MESSAGE FROM THE CHAIRPERSON, BOARD OF DIRECTORS

The Board of Directors founded IUEA with the vision of improving the quality of higher education and output of competent and innovative graduates. Every year we are pleased to see the growth of our institution in terms of numbers of innovators, academics, engineers, scientists and entrepreneurs.

The Board of Trustees commends the work that the staff and students of IUEA are doing to contribute towards a quality higher education in Uganda and the region. As a part of our original vision for an institution, we are grateful for the continual steps in the right directions that the University is making.

As always, the Board recognizes the efforts of all stakeholders in the institution. We are a young institution but are very ambitious. As leaders of today, it is important that we continue to invest in the leaders of tomorrow. The Board recognizes the integrity of the institution and the strides towards an international standard of education that is accessible to all.

Hon. Owiny-Dollo, Chairperson, Board of Directors

MESSAGE FROM THE CHAIRPERSON, UNIVERSITY COUNCIL

The University Council is pleased to report on the steady progress of the University accumulating in the submission of our application for a Charter as well as the constant improvements in all aspects of our operations.

Our application for a Charter represents the highest point of the University's young history to date. The Council continues to support the University management in working towards the vision and mission from which the University was founded.

We look forward to seeing continued growth of the institution as evidenced by a high number of quality students, teaching staff and quality and relevance of our qualifications and teaching.

Amb. Moses Kiwa Sebunya, Chairperson, University Council

INTRODUCTION FROM THE VICE CHANCELLOR

The Annual Report is a key document for the University to publish and publicise the status of various University activities and indicators covered over the year. Taken together, the report provides an important 'snapshot' of the institution and can be used in helping guide institutional planning and decision making in meeting the University's periodic strategic objectives as well as contributing to a wider internal and external self-assessment activities.

This report is the product of a range of statistical and audit activities conducted through-out the 12 month period from August 2018 to August 2019 and reviews various University activities impacting the different aspects of our strategic planning and quality assurance during this period of time.

On behalf of management, I am pleased to report on the various successful initiatives and activities of the University over this previous year.

Dr. Emeka Akaezuwa, Vice Chancellor, IUEA

EXECUTIVE SUMMARY

The following presents the University's Annual Report for the period Academic Year 2018 – 2019. The report reviews a number of different aspects of the University's development aligned to the Strategic Plan.

The past year represents a significant development in the University's development. Of particular note is the University's application for a Grant of Charter, something that has been in development for a number of years. IUEA looks forward to seeing the outcomes of this activity.

Other key highlights are the University's decision to establish a Department of Agriculture under the Faculty of Science and Technology to foster innovative and enterprising talent in the field of agriculture to enhance Uganda's status as a leader of modern agriculture in the region. It is expected this department shall also augment the Faculty's existing programmes, especially in Environmental Science as well as Information Technology and Computer Science.

The University has made great pains to address leadership gaps with the appointments of key positions namely the Vice Chancellor, the Academic Registrar, the Deputy Vice Chancellor and the Deans of Business and Management and Law. IUEA is excited about how these appointments indicate a strong commitment to the University's plans and ambitions for the near and long term future.

Finally, as the report shows, IUEA is making gradual improvements as evidenced through various indicators in the attempt to work towards transforming higher education towards relevance and quality. Of note from the findings, IUEA continues to attract diverse international student base that taken together represents the majority of the student population. This is positive and reflects IUEA's international scope, but should also be considered in recruitment planning to improve the number of local students as well. The findings also show that despite IUEA's strong science and engineering programming, there needs to be an improvement in our gender mainstreaming and affirmative action policies to encourage more women in STEM.

LIST OF ABBREVIATIONS

IUEA – International University of East Africa

NCHE – National Council of Higher Education (Uganda)

MoES – Ministry of Education and Sports

IUCEA – Inter University Council of East Africa

QA – Quality Assurance

NTSA – Non Teaching Staff Association

ASA – Academic Staff Association

1.0 INTRODUCTION

The Annual Report is a key document for the University to publish and publicise the status of various University activities and indicators covered over the year. Taken together, the report provides an important 'snapshot' of the institution and can be used in helping guide institutional planning and decision making in meeting the University's periodic strategic objectives as well as contributing to a wider internal and external self-assessment activities.

This report is the product of a range of statistical and audit activities conducted through-out the 12 month period from August 2018 to August 2019 and reviews various University activities impacting the different aspects of our strategic planning and quality assurance during this period of time.

The report is divided into three sections covering various aspects of the University's operations. Where applicable, the report follows best practices for quality assurance in higher education but also considers the unique opportunities and challenges facing IUEA as a young institution.

NOTE: Data correct as of 31st August 2019

1.1 Application for a Charter

The most significant activity for IUEA in the past year has been the submission for the application of a grant of Charter. Since 2015, IUEA has been preparing for its submission for a Charter recognising that it is the highest status that an institution of higher learning can achieve. Through ongoing deliberations with University Council members and staff as well as various consultations with different stakeholders, IUEA submitted their application in January 2019. The NCHE has been assisting IUEA with slight revisions to the application to ensure that initial indicators correlate with the expected institutional standards for a Charter to eventually be granted.

1.2 Department of Agriculture

IUEA senior stakeholders have long seen the need for a quality agricultural programme to support existing programmes in Uganda. For this reason, IUEA chose to establish a Department of Agriculture under the Faculty of Science and Technology to compliment the Faculty's existing programmes, and also, to create a focus on sustainable agriculture and agriculture using modern farming practices and technologies. We believe this is an emerging industry in the continent and such a programme shall significantly boost the reputation not only of IUEA, but also Uganda as a location for innovative farming practices and technologies for a modern and changing world. The programme is currently undergoing accreditation review with the NCHE.

1.3 Establishing vocational education and training

IUEA has successfully been licenced as a UBTEB testing centre and to offer various BTVET programmes. This is a significant achievement for IUEA as we seek to improve qualification progression pathways for students from secondary school into competency based qualifications while utilising our vast resources for additional hands on learning in our laboratories and classrooms. The licencing process is one step in a larger programme of TVET qualifications to be offered at IUEA.

1.4 Key staff appointments and restructure

IUEA has spent many months undertaking a stringent recruitment exercise to identify and recruit staff for key positions through a strengthened Human Resource Office. Of the key positions that have been recruited for include the Deans of Faculty of Business and Management and the Faculty of Law with two PhD holders with vast international experience and exposure. In addition, acting positions in the Vice Chancellor's and Academic Registrar's offices have been substantively appointed. A recruitment exercise was also conducted to fill the Deputy Vice Chancellor's position. Compared to the previous year, IUEA is in a much better shape to drive our strategic vision forward.

IUEA is also undertaking a restructure of its staffing to improve the immediate and long term capacity of our academic staff towards a focus on quality teaching, research and extension. The restructure has included a concerted appraisal exercise from heads of department as well as consultations through the HR office to ascertain career drives and ambitions of our academic staff and their future. As a part of a newly formulated capacity development strategy, especially to increase the number of PhD holders at IUEA, IUEA is embarking on an ambitious programme to develop and support both academic as well as professional development and growth of all of our academic staff. This includes talent management of our undergraduate students through to Masters or higher qualification over the next five years, and also identifying talent at the existing Masters level through to PhD.

IUEA has also continued its offering of scholarships and support to our administrative staff to access qualification progression opportunities.

1.5 Updating our Information Systems

IUEA is currently undergoing a gradual change to a new student management and information system. This system shall greatly improve the efficiency and effectiveness of our electronic data management and improve service delivery across the board. The new system is integrated and shall allow for multiple systems to operate under one information system including finance, results management, human resource management, timetabling, etc.

1.6 Student engagement and restructure

IUEA management has identified the need to improve the quality and participation of the student body so that this body is less politicized and more responsive to student community needs rather than personal political ambition. For this reason, IUEA through the Dean of Students initiated a review of the Student constitutions with the objective of improved candidacy for the betterment of the student body and the University based on merit and contributions of service to the University. This restructure is ongoing.

In addition, IUEA has continued to invest in its student community initiatives which are very popular amongst our student body. These include the Mr. and Mrs. IUEA competition, the IUEA Cultural Gala, and a number of other activities and events held through-out the year.

1.7 Overall performance

Various statistics and self-assessment activities indicate that IUEA is moving in the right direction and that gradual improvements are establishing IUEA as a real force towards quality higher education. Some areas of improvement that have been identified include improved financial management for key university activities, especially with regards to research, as well as improved academic staff recruitment and retention planning. For the period between May – August 2019, the University begun a restructuring strategy to improve the quality of its academic staff so that the University could achieved quality teaching while encouraging quality research efforts among our Academic Staff and improved relevance of our programming and engagement with our communities.

[images]

2.0 QUALITY ASSURANCE INDICATORS

The following sections present comprehensive data sets and analysis collected through various data collection activities over the past 12 months period. The data sets are based on a number of different prescribe QA indicators from NCHE and IUCEA.

2.1 Governance

2.1.1 University Council

IUEA has an active University Council made up of members from diverse yet influential backgrounds. Each member continues to contribute and guide the University on all aspects of its operations and strategic planning.

2.1.2 University Senate

University administration is necessary to ensure the effective and efficient day to day management and operations of all aspects of the University. This has implications for QA because the level of functioning of administration affects all aspects of academic affairs as well as for the institution in achieving its strategic objectives. The following presents some key indicators that define the quality of IUEA administrative capacity.

Table 17: Status of key management positions

Key management positions	Status	Tenure*
Vice-Chancellor	Appointed	6 months
Deputy Vice Chancellor (Academic Affairs)	Vacant	2 months
Academic Registrar	Appointed	2 months
University Secretary	Appointed	24 months
University Bursar	Appointed	24 months
Human Resource	Appointed	12 months
ICT Manager	Appointed	24 months
Marketing Manager	Appointed	1 month
Quality Assurance	Appointed	24 months
University Librarian	Appointed	32 months
Dean of Students	Appointed	1 month
Dean of Faculty – Business and Management	Appointed	1 months
Dean of Faculty – Science & Technology	Appointed	12 months
Dean of Faculty – Engineering	Appointed	45+ months
Dean of Faculty – Law	Appointed	1 month

The 2018/2019 year has seen some key appointments being made. The purpose of ensuring appointments are made in key positions is to ensure continuity of the operations and functions of these key offices. Acting appointments are to be only made for a duration of not more than 6 months unless through intervention from the University Council. It is critical that IUEA recruits and appoints for the vacant and acting positions to ensure that the University is able to function accordingly. Currently out of 15 key positions, three positions remain vacant of which two are occupied in acting capacities. A positive trend indicating stability is that more than 50% of key positions have been substantively appointed in their positions for more than 12 months.

2.1.3 Academic Staff Association

The Academic Staff Association (ASA) is of critical importance for IUEA academic staff as a venue and forum to discuss issues related to academic staff at IUEA. While draft policies and informal meetings among academic staff have been in place, they have not been formalised. The ASA is currently reconstituting itself so that it becomes an active and relevant body representing academic staff affairs for the University and on different organs of the University.

2.1.4 Non Academic Staff Association

As with the ASA, the Non-Teaching Staff Association (NTSA) has also not been formally constituted. This is expected to happen in the coming academic year 2019-2020.

2.1.5 Student Council

The student council is active in IUEA, meets frequently, is involved in many University activities, and is represented on both the University Council and the University Senate. Elections were held and representatives of the Student body elected. The student council has oversight of many University activities and the affairs of students.

2.1.6 Frequency of meetings

Meetings are important functions of management to ensure coordination and the effective and efficient operations of administration and academic affairs of the

University. The following presents the number of meetings held in the past 12 months. As a best practice, Management meetings should be held once a week and Senate meetings at least twice a semester.

Table 21: Meetings in the past 12 months

Type of meeting	Frequency	NCHE standards
University Council Meetings	5	Above ideal
Senate Meetings	9	Above ideal
Management Meetings	9	Needs improvement

2.1.7 Policy planning and enforcement

The following presents the list of policy documents that are currently retained in the Vice Chancellor's Office and the Office of the Academic Registrar. A strong policy framework that is approved by the highest organs of the University and that are implemented diligently is indicative of a well-functioning administration.

Table 20: List of Policies at IUEA

Policy Document & Version	Approval	Status
Library Policy 1.0 2017	Approved	Active
Gender Policy 1.0 2017	Approved	Active
HIV/AIDS Policy 1.0 2017	Approved	Active
Communications Policy 1.0 2017	Approved	Active
Health, Hazards and Safety Policy 1.0 2017	Approved	Active
Curriculum Development Policy 1.0 2017	Approved	Active
Study & Examinations Regulations 1.0 2017	Approved	Active
Non-Teaching Staff Association Constitution 1.0 2017	Approved	Proposed
Academic Teaching Staff Constitution 1.0 2017	Approved	Proposed
Quality Assurance Policy 1.0 2017	Approved	Active
Research Policy 1.0 2017	Approved	Active
Appointment & Promotion of Academic Staff Regulations 1.0 2017	Approved	Active
Financial Manuel 1.0 2017	Approved	Active
Human Resource Manuel 1.0 2017	Approved	Active
Short Course Policy 1.0 2017	Approved	Active
ICT Policy 1.0 2017	Approved	Active
Staff handbook 2018	Draft	Proposed
Student Handbook 2018	Draft	Proposed
Admissions Regulations 1.0 2018	Approved	Active
Internship & Training Policy 1.0 2018	Approved	Active
Scholarship Policy 1.0 2018	Approved	Active

2.2 Staffing

2.2.1 Staffing numbers

Table 9: Academic Staff numbers by Faculty and Type

Academic Year	FOE		FST		FBM		FOL	
	FT	PT	FT	PT	FT	PT	FT	PT
2016/2017	12	75	7	6	23	6	5	3
2017/2018	16	24	9	11	20	0	5	0
2018/2019	17	55	8	16	19	22	4	8

Table 10: Ratio of Full time staff as proportion of total staff

Faculty of Engineering		Faculty of Science & Technology		Faculty of Business		Faculty of Law	
2018	2019	2018	2019	2018	2019	2018	2019
16%	23%	37%	38%	45%	46%	27%	31%

The tables above outline the number of staff by faculty and type for the past three years for comparison and the ratio of full time to part time staff. The data shows a gradual trend towards the employment of full time staff and the reduction of part time staff from 35% in 2018 to 31%. This is a positive for IUEA. This ratio should be improved however as increasing full time staff is an indication of commitment and dedication of both the University and academic staff towards quality teaching and research in core focus areas. New capacity building initiatives led by the University aim to dramatically increase the ratio of full time to part time over the next five years.

2.2.2 Staff to student ratios

Table 11: Academic Staff to student ratios by Faculty

Academic Year	FOE	FST	FBM	FOL	Total
2015/2016	1:7	1:12	1:16	1:5	1:10
2016/2017	1:5	1:24	1:13	1:3	1:9
2017/2018	1:5	1:9	1:22	1:2	1:10
2018/2019	1:7	1:10	1:10	1:3	1:8

Ratios are important indicators of quality because they indicate the attention that a single lecturer can give to any number of students. Low ratios are desirable. The table above shows the ratios across Faculty or the past three years. The data indicates increased ratios in all Faculty except the Faculty of Science and Technology. Overall,

the data would suggest there is growth in student numbers but less staff. There are however other factors that may influence the ratios such as consolidating courses between Faculty and programmes leading to fewer teachers but larger classes, although this does not impact quality as the justification for consolidation is in its merits rather than any other factor. For courses with more focus on practical learning, IUEA must ensure that staff ratios are kept below a 1:25 ratio and 1:15 ratio in Science subjects.

Table 12: Student to Staff Ratios by Programme

Programme Name	Ratio	NCHE Standards
Bachelor of Architecture	1:3	Ideal
Bachelor of Science in Mobile and Satellite Communication Engineering	1:1 (1.3)	Ideal
Bachelor of Science in Civil Engineering	1:4	Ideal
Bachelor of Science in Electrical and Control Engineering	1:2 (2.2)	Ideal
Bachelor of Science in Petroleum Engineering	1:2 (2.4)	Ideal
Diploma of Architecture	1:2 (2.4)	Ideal
Diploma of Civil Engineering	1:2 (2.2)	Ideal
Diploma in Electrical Engineering	1:1 (1.2)	Ideal
Bachelor of Business Administration	1:3	Ideal
Bachelor of Human Resource Management	1:15	Ideal
Bachelor Procurement and Logistics Management	1:9	Ideal
Bachelor of Public Administration	1:7	Ideal
Bachelor of Tourism Operations Management	1:18	Good
Diploma of Business Administration	1:3	Ideal
Diploma of Public Administration	1:7	Ideal
Master of Business Administration	1:12	Ideal
Bachelor of Information Technology	1:6	Ideal
Bachelor of Science in Computer Science	1:6	Ideal
Bachelor of Science in Environmental Science Management	1:15	Good
Bachelor of Science in Software Engineering	1:15	Good
Diploma of Computer Science	1:6	Ideal
Master of information Technology	1:13	Good
Bachelor of Law	1:14	Ideal
Foundation	1:20	Good

2.2.3 Staff Distribution by qualification

At the University level, higher qualifications are sought after for academic staff to provide a high degree of expertise and experience in academic teaching.

Table 13: Academic Staff by Qualifications

Faculty of Engineering		Faculty of Science & Technology		Faculty of Business		Faculty of Law	
PhD	Master	PhD	Master	PhD	Master	PhD	Master
7	46	6	19	2	22	0	8

IUEA continues to have a low ratio of PhD academic staff to Masters. This is a perennial problem that has been identified at the highest level of the University organization. IUEA had prepared an operational plan on how to build capacity of PhD holders of academic staff in addition to current strategic recruitment activities to rectify this particular weakness. This plan includes improving existing staff access to study leave as well as study support to complete or 'upgrade' their qualifications to the highest level.

2.2.4 Staff distribution by gender

Table 14: Academic Staff distribution by Gender

Faculty of Engineering		Faculty of Science & Technology		Faculty of Business		Faculty of Law	
Male	Female	Male	Female	Male	Female	Male	Female
60	13	20	6	33	8	7	6

2.5.2 Administrative staff

Administrative staff provide critical services and functions to the University. As of July 2019, there are 50 administrative staff in various capacities and departments. The following provides statistics on these.

Table 18: Administrative staff by gender

Male	Female
31 (62%)	19 (38%)

Table 19: Administrative staff by qualification

PhD		Masters		Bachelor		Diploma		Certificate	
Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
1	0	7	3	20	16	2	0	2	0

2.3 Curriculum and Delivery

2.3.1 Accreditation Status of curriculum

Programme review and accreditation and re-accreditation activities are important institutional activities. On the one hand, it is important that Faculty review programmes to ensure they are up to date and offer the most relevant curriculum design and content. On the other hand, it is important that all curricular that is taught meet minimum standards according to industry and academic standards. The following presents the current programmes and their current accreditation status according to our records.

Table 16: Accreditation status of IUEA programmes

Course	Accreditation Status	Re-accreditation due date
Faculty of Business and Management		
Bachelor of Business Administration	Current with revisions to be submitted	2023
Bachelor of Human Resource Management	Current with revisions to be submitted	2023
Bachelor of Procurement and Logistics Management	Current with revisions to be submitted	2023
Bachelor of Public Administration	Current with revisions to be submitted	2023
Bachelor of Tourism Operations Management	Current with revisions to be submitted	2023
Diploma of Business Administration	Current with revisions to be submitted	2023
Diploma of Public Administration	Current with revisions to be submitted	2023
Certificate of Business Management	Discontinued	2023
Higher Education Certificate - Humanities	New	2024
Certificate of Business Administration (UBTEB)	New	-
Faculty of Science and Technology		
Bachelor of Information Technology	Current	2021
Bachelor of Science in Computer Science	Current with revisions to be submitted	2024
Bachelor of Science in Software Engineering	Preparing for re-accreditation	Due
Bachelor of Science in Environmental Science Management	Current with revisions to be submitted	2024
Diploma of Computer Science	Current	2020

Certificate of Information Technology	Discontinued	Due
Higher Education Certificate - Sciences	Current	2024
Certificate of Information Technology (UBTEB)	New	-
Faculty of Engineering		
Bachelor of Science in Civil Engineering	Current	2021
Bachelor of Science in Electrical Engineering	Current	2021
Bachelor of Science in Petroleum Engineering	Current	2021
Bachelor of Science in Mobile and Satellite Engineering	Submitted	NA
Diploma in Civil Engineering	Current	2021
Diploma in Electrical Engineering	Current	2021
Diploma of Architecture	Current	2018
Faculty of Law		
Bachelor of Law	Current	2020
Foundation		
Foundation Programme	Current	2022
Graduate Studies		
Master of Business Administration	Current	2021
Master of Information Technology	Current	2021

Of note in 2018/2019 was the accreditation of two Higher Education Certificates in humanities and sciences. These new qualifications shall provide an important bridging qualification for foreign students who do not hold equivalent A-Level qualifications and for students who studied in Uganda but did not meet the qualifying grades for direct entry into diploma or bachelor programmes. These programmes can also be used to bridge students between disciplines so that students with strengths in humanities may complete the programme and qualify to enter directly into a science programme, and vice versa.

Also of note is the introduction of two BTEVET qualifications, the Certificate of Information Technology and Certificate of Business Administration. The licencing of IUEA as a UBTEB testing centre shall help to advance these courses and the introduction of more technical and vocational programmes in the future.

Course evaluations are given to students at the end of each semester. Course evaluations serve to assess a range of quality variables including teaching and delivery, in-class support and engagement, facilities management, and overall satisfaction. The evaluation design allows for both the quantitative and qualitative analysis of data. Two

course evaluation exercises were conducted during the 1st and the 2nd semester of 2018/2019.

Table 8: Course Evaluation Data (%)

2.3.2 Analysis of qualitative data from course evaluations

The data from the course evaluations presents overwhelmingly positive responses although a very slight reduction compared to the course evaluations from 2017/2018. This would indicate that students at IUEA continue to be satisfied with the current aspects of learning and teaching at IUEA. However, it must be noted that the course evaluation is anecdotal only and that students may not know themselves the limits or

Question	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
Course outlines are given	64(=)	26	6	3	1
Lectures started & finished on time	61(+1)	33	3	2	1
Online learning resources were used	33(-3)	32	21	9	5
Appropriate reading materials were recommended	49(-5)	38	7	3	2
Feedback was given in class and on assignments	56(=)	36	4	2	2
The course was engaging & interesting	54(-1)	35	6	3	2
The course improved my understanding of the topic	52(-2)	38	6	2	2
I was encouraged to participate	54(-3)	37	5	2	1
The course was well structured & organised	52(-1)	38	6	2	2
The course improved my knowledge & skills	52(-2)	39	5	2	2
The course was valuable to me	54(=)	38	5	2	2
The classroom was clean, ventilated & well lit	41(-1)	41	8	6	4
The class equipment worked well	31(-4)	37	11	13	8
Overall I was satisfied with the course	48(-1)	40	6	3	3
TOTAL	50(-2)	36	7	4	3

possibilities of learning and standards in an institution of higher education. The Quality Assurance directorate therefore shall continue to strive for improvement in all aspects of its delivery and services to students to see continual improvements in evaluation statistics. The total number of qualitative feedback responses was N=2457 which is a significance increase in the number of evaluation responses compared to the previous year.

2.3.3 Analysis of qualitative data from course evaluations

The qualitative exercise from the course evaluation coded individual responses from students. These were tallied and added to a qualitative report. The qualitative feedback from students is low compared to the total number of evaluations but

provides an important qualitative analysis of findings. Of this feedback, 44% of students indicated positive feedback about their lecturers, 37% had negative feedback concerning facilities (whiteboards, ventilation, projectors, furniture, and internet), 11% had negative feedback about lecturers and 6% had negative feedback about their programmes. The total number of qualitative feedback responses was N=229.

2.4 Student Admissions Data

2.4.1 Student Admissions by Programme

The following presents the statistics of student admissions for the period 2018/2019. Included in the analysis are statistics on gender, nationality, age and entry type.

Table 1: Programme admissions data 2018 – 2019

Course	Total intake		
	M	F	T
Faculty of Business and Management			
Bachelor of Business Administration	41	41	82
Bachelor of Human Resource Management	12	16	28
Bachelor of Procurement and Logistics Management	61	34	95
Bachelor of Public Administration	12	13	25
Bachelor of Tourism Operations Management	5	7	12
Diploma of Business Administration	21	25	46
Diploma of Public Administration	4	9	13
Master of Business Administration	85	22	107
SUB-TOTAL	241	167	408
Faculty of Science and Technology			
Bachelor of Information Technology	72	10	82
Bachelor of Science in Computer Science	32	2	34
Bachelor of Science in Software Engineering	21	0	21
Bachelor of Science in Environmental Science Management	8	3	11
Diploma of Computer Science	32	2	34
Master of Information Technology	9	3	12
SUB-TOTAL	174	20	194
Faculty of Engineering			
Bachelor of Architecture	22	3	25
Bachelor of Science in Civil Engineering	48	10	58
Bachelor of Science in Electrical Engineering	23	2	25
Bachelor of Science in Petroleum Engineering	15	6	21
Bachelor of Science in Mobile and Satellite Engineering	9	3	12
Diploma in Civil Engineering	19	3	22
Diploma in Electrical Engineering	13	2	15
Diploma of Architecture	22	4	26

	SUB-TOTAL	171	33	204
Faculty of Law				
Bachelor of Law		25	10	35
	SUB-TOTAL	25	10	35
Foundation				
Foundation Programme		155	37	192
	SUB-TOTAL	155	37	192
	TOTAL	766	267	1033

An analysis of the data shows that the best performing Faculty in terms of student admissions is Faculty of Business and Management, Faculty of Science and Technology and Faculty of Engineering respectively. The Foundation programme also attracts a large number of students relative to the total Faculty admissions. From each Faculty, the most popular courses by student admission are; Bachelor of Business Administration; Bachelor of Information Technology; and Bachelor of Science in Civil Engineering – all core programmes in their respective Faculties.

2.4.2 Gender

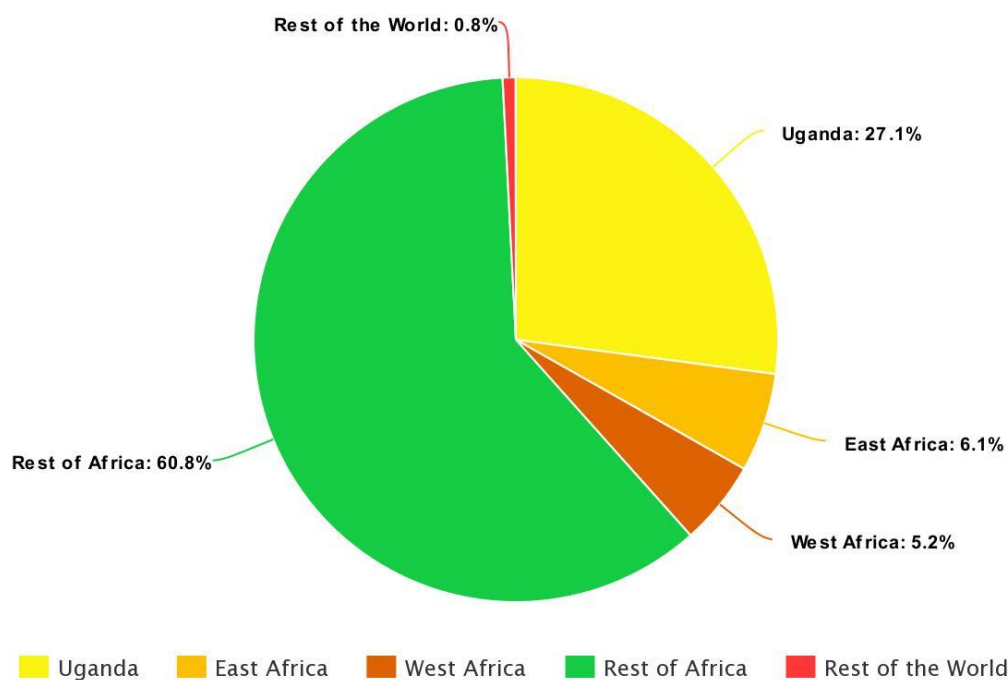
An analysis of the admissions data shows that Faculty of Business and Management has a ratio of 59% male and 41% female admissions, Faculty of Science and Technology a ratio of 90% male and 10% female, Faculty of Engineering a ratio of 84% male and 16% female, and Faculty of Law a ratio of 71% male and 29% female.

Combined by discipline, the arts and humanities have a more equal gender distribution of 65% male and 35% female compared to Sciences with an unequal gender distribution of 87% male and 13% female. This is a slightly more negative distribution trend than in previous years.

2.2.3 Nationality

An analysis of the admissions data by nationality shows two significant continuing trends. The first is that the majority of new students are foreign students representing 72.8%. The second is that of these foreign students, the continuing trend is that they come from five countries. Of note is that 27 countries are represented in the previous year as opposed to 19 from the previous year.

Chart 2: Nationality of Admissions*



* Note: Students from South Sudan, Somalia and DRC make up a large proportion of students from 'Rest of Africa'. See distribution below.

Table 2: Nationality Distribution

Nationality	Number	Percentage
Bolivia	1	0.1%
Burundi	7	0.7%
Cameroon	3	0.3%
Chinese	2	0.2%
Democratic Republic of Congo	136	12.7%
Egypt	1	0.1%
Eretria	55	5.1%
Ethiopia	2	0.2%
Gabon	1	0.1%
India	5	0.5%
Kenya	17	1.6%
Liberia	2	0.2%
Libyan	1	0.1%
Malawi	1	0.1%
Nigeria	45	4.2%
Pakistan	1	0.1%
Rwanda	23	2.1%
Sierra Leone	1	0.1%
Somali	239	22.3%
South Africa	1	0.1%

South Sudan	224	20.9%
Sudan	9	0.8%
Tanzania	14	1.3%
Turkish	1	0.1%
Uganda	271	25.2%
Zambia	2	0.2%
Zimbabwe	1	0.1%

IUEA continues to present itself as an international University with students of nationalities represented from 27 countries around the world. The disparity of students from Uganda and international students is very similar to the 2017-2018 reporting period with 25.2% and 75.8% respectively. The disparity of students from East Africa (Burundi, Rwanda, Tanzania, Kenya, and Uganda) and other regions is 28% and 82% respectively. IUEA should continue to improve its enrolment of local students while continuing to boost its profile and number of international students from various regions which appears to be an obvious strength of the University.

2.2.4 Age

An analysis of age brackets of admissions data at IUEA shows a continuation of the trend that the majority of students are aged between 20-24 and 25-29 brackets.

Table 3: Age distribution

Age bracket	Number	Percentage
>19	48	4.6%
20-24	660	63.9%
25-29	243	23.5%
30-34	53	5.1%
35-39	18	1.7%
40+	11	1.1%

2.4.5 Entry Type

The following presents statistics on admission by entry type. This means the qualification used to enter a programme of study including high school qualifications and higher education qualifications. An analysis of the data shows that the majority of student admissions come from school leavers with A Level qualifications and this correlates with our age wise distribution of admissions. Other significant entry points are Bachelor and other higher education qualifications.

Table 3: Entry Type distribution

Admission type	No.
Graduate Diploma	1
Bachelor	263
Advanced Diploma	7
Diploma	99
Certificate	80
A-Level	536
Undisclosed (Other)	6
	1033

2.5 Student Enrolment Data

2.5.1 Student enrolment by Programme

The following presents the total enrolment for the period of 2018/2019 by programme and gender.

Table 4: Student Enrolment data 2018 – 2019

Course	Total intake		
	M	F	T
Faculty of Business and Management			
Bachelor of Business Administration	100	97	197
Bachelor of Human Resource Management	44	59	103
Bachelor of Procurement and Logistics Management	110	76	186
Bachelor of Public Administration	21	27	48
Bachelor of Tourism Operations Management	22	27	49
Diploma of Business Administration	64	60	124
Diploma of Public Administration	7	17	24
Master of Business Administration	105	25	130
SUB-TOTAL	473	388	861
Faculty of Science and Technology			
Bachelor of Information Technology	205	34	239
Bachelor of Science in Computer Science	91	15	106
Bachelor of Science in Software Engineering	60	2	62
Bachelor of Science in Environmental Science Management	33	10	43
Diploma of Computer Science	67	12	79
Master of Information Technology	15	3	18
SUB-TOTAL	471	76	547
Faculty of Engineering			
Bachelor of Architecture	99	27	126
Bachelor of Science in Civil Engineering	195	36	231
Bachelor of Science in Electrical Engineering	72	7	79
Bachelor of Science in Petroleum Engineering	93	21	114

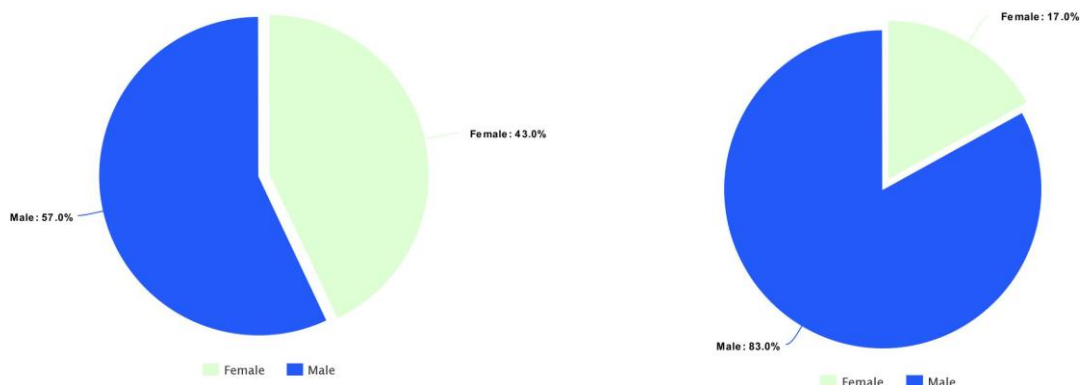
Bachelor of Science in Mobile and Satellite Engineering	45	11	56
Diploma in Civil Engineering	36	11	47
Diploma in Electrical Engineering	28	4	32
Diploma of Architecture	33	6	39
SUB-TOTAL	601	123	724
Faculty of Law			
Bachelor of Law	56	40	96
SUB-TOTAL	56	40	96
Foundation			
Foundation Programme	170	43	213
SUB-TOTAL	170	43	213
TOTAL	1771	670	2441

An analysis of the data shows that the best performing Faculty in terms of total student enrolment is the Faculty of Business and Management, Faculty of Science and Technology and Faculty of Engineering respectively. The Foundation programme also attracts a large number of students relative to the total Faculty admissions. From each Faculty, the most popular courses by student admission are; Bachelor of Business Administration; Bachelor of Information Technology; and Bachelor of Science in Civil Engineering – all core programmes in their respective Faculties.

2.5.2 Gender

An analysis of the enrolment data shows that Faculty of Business and Management has a ratio of 55% male and 45% female students, Faculty of Science and Technology a ratio of 82% male and 18% female, Faculty of Engineering a ratio of 83% male and 17% female, and Faculty of Law a ratio of 58% male and 42% female.

Chart 2: Distribution of Gender by Discipline (Humanities Left and Sciences Right)



Combined by discipline, the arts and humanities have a more equal gender distribution of 57% male and 43% female compared to Sciences with an unequal gender distribution of 83% male and 17% female. Compared to 2017/2018, there is a slight improvement and positive distribution in gender however in the sciences it remains significantly imbalanced.

2.5.3 Nationality

Table 5: Nationality distribution

Nationality	Number	Percentage
Afghanistan	1	0.04%
America	3	0.12%
Angola	1	0.04%
Bolivia	1	0.04%
Burundi	25	1.02%
Cameroon	3	0.12%
Central African Republic	1	0.04%
Chinese	3	0.12%
Comoros	1	0.04%
Democratic Republic of Congo	443	18.2%
Dutch	1	0.04%
Egypt	4	0.16%
Eretria	77	3.2%
Ethiopia	6	0.3%
Gabon	1	0.04%
India	13	0.5%
Ivory Coast	2	0.08%
Jordan	1	0.04%
Kenya	33	1.4%
Liberia	3	0.1%
Libyan	1	0.04%
Malawi	1	0.04%
Nigeria	178	7.3%
Pakistan	4	0.2%
Rwanda	61	2.5%
Sierra Leone	1	0.04%
Slovakia	1	0.04%
Somali	315	12.9%
South Africa	1	0.04%
South Sudan	458	18.8%
Sudan	19	0.8%
Tanzania	50	2.1%
Turkish	1	0.04%

Uganda	719	29.5%
Zambia	7	0.3%
Zimbabwe	1	0.04%

2.5.4 Age

The following presents statistics on age distribution for the period 2018/2019 of total enrolment.

Table 6: Age Distribution

Age bracket	Number	Percentage
>19	83	8.3%
20-24	592	59.3%
25-29	130	13%
30-34	27	2.7%
35-39	15	1.5%
40+	6	0.6%

The majority of students at IUEA fall between the ages of 20-24 with the second largest distribution being in the 25-29 bracket. This shows the youthfulness of IUEA students and is likely due to the number of undergraduate courses offered at IUEA. Less than a combined 4.8% of the student population is above 30 years of age.

2.5.5 Entry type

The following presents statistics on total enrolment by entry type. This means the qualification used to enter a programme of study including high school qualifications and higher education qualifications. An analysis of the data shows that the majority of student admissions come from school leavers with A Level qualifications and this correlates with our age wise distribution of admissions. Other significant entry points are Bachelor and other higher education qualifications.

Table 7: Entry type distribution

Admission type	No.
Graduate Diploma	2
Bachelor	485
Advanced Diploma	134
Diploma	205
Certificate	332
A-Level	1114

Undisclosed (Other)	170
	1033

2.5.6 Graduation statistics by Faculty and Programme

The following table presents the statistics for IUEA graduates by Faculty and Programme. The Faculty of Business and Management graduated the most students while engineering came second.

Table 25: Graduation statistics & CGPA

Course	Graduation number	Average CGPA
Faculty of Business and Management		
Bachelor of Business Administration	62	3.56
Bachelor of Human Resource Management	102	3.53
Bachelor of Procurement and Logistics Management	23	4.12
Bachelor of Public Administration	11	3.87
Bachelor of Tourism Operations Management	6	4.14
Diploma of Business Administration	10	3.32
Diploma of Public Administration	11	2.86
SUB TOTAL	225	3.62
Faculty of Science and Technology		
Bachelor of Information Technology	51	3.10
Bachelor of Science in Computer Science	15	3.72
Bachelor of Science in Environmental Science Management	7	3.98
Bachelor of Science in Software Engineering	2	4.15
Diploma of Computer Science	15	2.97
SUB TOTAL	90	3.58
Faculty of Engineering		
Bachelor of Science in Civil Engineering	35	3.44
Bachelor of Science in Electrical Engineering	11	3.01
Bachelor of Science in Petroleum Engineering	33	3.79
Bachelor of Science in Mobile and Satellite Communications Engineering	8	3.78
Diploma in Civil Engineering	9	3.31
Diploma in Electrical Engineering	10	3.68
Diploma of Architecture	10	3.45
SUB TOTAL	116	3.49
Graduate Studies		
Master of Business Administration	17	3.87
TOTAL	448	3.67

The 5th Graduation held on the 29th November 2018 and graduated 448 IUEA students.

The average CGPA of all Faculty was 3.67.

2.5.7 Graduates Survey

The following presents the feedback obtained from the Graduate Survey. This survey is conducted at the time of graduands preparing for Graduation and surveys the graduates study experience and perceived value towards the programme they have completed.

Table 26: Graduates feedback statistics

Indicator	Category	Percentage
The work load in the programme was too heavy?	Strongly Disagree	40%
The programme improved my team working abilities?	Agree	53%
The Faculty and administrators supported my learning?	Not sure	47%
The programme developed my problem solving skills?	Agree/Not sure	38%
The programme developed my communication skills	Agree	39%
The programme developed my planning skills?	Not sure	35%
The programme content advanced my knowledge of the subject?	Strongly Agree	32%
Feedback from Internship		
The internship improved my ability to work in teams?	Agree	58%
The internship improved my independent thinking?	Not sure	49%
The internship improved my appreciation of ethical values?	Not sure	54%
The internship improved my professional development?	Agree	50%
The internship improved my time management skills?	Agree	50%
The internship improved my judgement and decision making?	Not sure	52%
The internship improved my professional conduct and discipline?	Agree/Not sure	47%
The internship improved the link between theory and practice?	Agree	47%

An analysis of the data shows that IUEA has generally positive feedback however should continue to strengthen and improve on the responses to all indicators.

2.5.8 Outcomes from Tracer Study

The first annual tracer study was conducted with alumni between September and December 2018 via an email survey. The following statistics stand out from this activity:

- 66% of respondents were currently employed
- Of these, 56% were in formal, contracted employment
- Of all the respondents who were employed, 43% had been employed for more than 12 months with the rest between 12 months
- Of all the respondents who were employed, 68% were in roles that they studied for
- Of the 44% who were currently not employed, 60% were actively looking for employment with 55% applying for less than 5 positions and 26% applying for more than 10
- 86% of respondents said that IUEA had given them the skills they needed to enter the workforce
- 91% of respondents said they would attend additional training activities if offered by the University and 88% said they would attend a higher qualification at IUEA if it was offered

2.6 Facilities and Infrastructure

2.6.1 Key indicators

Table 22: Facilities space

Location Description	Area	Capacity	NCHE standards
Lecture space/Classrooms	3345 m ²	3000 students	Above ideal
Studios	998 m ²	500 students	Above ideal
ICT Laboratories	264 m ²	250 students	Good
Science Laboratories	400 m ²	400 students	Good
Libraries	817 m ²	800 students	Good
Administrative	1044 m ²	210 staff	Good
Car parking	5667 m ²	180 cars	NA
Canteen	540 m ²	500 students	Good
Ablutions	340 m ²	73 toilets	Good
Student Welfare & Administration	90 m ²	23 students	Good
Health Clinic	130 m ²	2 clinic rooms	Good
Religious	590 m ²	100+	Good
Meeting Space/Auditorium	1630 m ²	1600	Good
Field sports (x 2 fields)	6200 m ²	NA	Good
Volleyball	162 m ²	NA	Good
Basketball	420 m ²	NA	Good

Exercise/martial arts	162 m ²	NA	Good
Swimming	539 m ²	NA	Good
Events space	1782 m ²	NA	Good
Garden areas	905 m ²	NA	Good
Walk ways/Pervious	1913 m ²	NA	Good
Landscaped areas/Impervious	23788 m ²	NA	Good
Roads and Access	1000 m	NA	Good

IUEA is blessed with a large campus for its current activities as well as future developments as indicated in the table above. Strategic planning and building development will greatly enhance the campus and ensure the effective use of space.

2.7 Library Facilities and Capacity

Since expansion in 2014 and 2016, the IUEA libraries, the Main Library and the Law Library, have been undergoing gradual transformation into a useful and valuable resource for students.

2.7.1 Library facilities

The library offers core academic services to students. The ongoing development of the library in terms of accessibility to different resources, size, and procurement of new materials is essential. The following presents the procurements of the library for the past 12 months. Last year's procurement was small because previous years procurements were large. However, the procurement did consist of important books for the Law library.

Library	Size	Capacity
Main Library	690m ²	964 students (NCHE)
Law Library	127m ²	203 students (NCHE)

2.7.2 Library Resources

Table 24: Library statistics 2018/2019

Description of activity	Status
Online resources	Current
Book procurements	31 books
Shelving	77
Total number of books	28, 425 (Koha)
E-resources	CUUL (Annual membership)

2.8 ICT Facilities and Capacity

2.8.1 ICT Capacity

Table 23: ICT Capacity

PCs and AV equipment	Location	Number
ICT Laboratory 1	2 nd floor Main Building	27 PCs
ICT Laboratory 2	2 nd floor Main Building	9 PCs
Law Library	1 st floor Main Building	9 PCs
Main Library	Library	18 PCs
Engineering laboratories	Engineering laboratories	22 PCs
Installed projectors	Main building	36
Wireless internet	Campus wide	24 hours
Laptops (given to students in 12 month period)	NA	25

IUEA could improve its number of computers in the general computer laboratories.

2.9 Laboratory Facilities

The University maintains five laboratories that are used in the following capacities: petroleum engineering, civil engineering, electrical engineering, electronic engineering, and the innovation laboratory. There are also chemistry and physics laboratories for foundation studies.

2.10 Financial Information

2.10.1 Income

Item	Previous years' income	Current income
Tuition	11,238,550,000	11,783,134,000
Endowments	NA	
Grants	NA	
Income generating projects	NA	618,768,000
Donors	NA	

2.10.2 Expenditure

Item	Previous years' expenditure	Current expenditure
Infrastructure		
New buildings	200,000,000	NA
Building renovations/maintenance	182,400,000	326,843,000
Staff		
Salaries/wages	1,920,793,836	1,632,091,000
Research and Publications	180,000,000	4,000,000
Staff development	125,000,000	68,200,000
Library and Academic		
Library resources	7,500,000	11,500,000

Examinations	NA	53,000,000
Equipment		
Laboratory equipment	NA	9,320,000
Vehicles	69,936,000	NA
ICT	567,210,000	104,570,000
Student welfare	92,400,000	78,140,000

2.11 Research and Development

IUEA recognises the need to improve its research output. The University continues to work towards increasing its research output of its faculty through investments in staff development and training as well as research funding. Of note is income generated from commercialised research activities.

2.12 Community Engagement

Not all QA indicators are data driven and it is important to recognise individual achievements and contributions to the institution that fall outside of statistical analysis but nonetheless have a positive impact on the institution and QA.

2.12.1 Community Activities

The following presents a list of various community engagement activities conducted by IUEA in the past year. These activities were conducted in the spirit of fostering academic talent and making IUEA facilities available to the wider community.

Activity	Date	Location
Global Peace Leadership Conference	1 st – 3 rd August 2018	Munyonyo
South Sudan Candidate Prayers	25 th August 2018	IUEA Auditorium
South Sudan Cultural Event	31 st August 2018	IUEA Auditorium
Launhc of Bukasa Community Resource Center	22 nd September 2018	Bukasa
Career day and Book donation at Trinity School	23 rd September 2018	Kansanga
Career day and Book donation at Light Academy	29 th September 2018	Kansanga
Mr and Mrs IUEA Event	29 th September 2018	IUEA Auditorium
High School Crossfire Finals	1s October 2018	IUEA Auditorium
Vice Chancellors Forum	5 th October 2018	IUEA Main Building
Career day and Book donation at Ggaba Secondary School	6 th October 2018	Ggaba

Laptop donation at St. Mary's College Kisubi	11 th October 2018	Kisubi
Career day and Book donation at Taibah International School	19 th October 2018	Bwebajja
Career day and Book donation at Seroma Christian School	3 rd November 2018	Mukono
Health Camp CSR	24 th November 2018	IUEA campus
HULT Prize Competition	26 th November	IUEA Auditorium
BUBW Conference	12 th – 16 th March 2019	IUEA Auditorium
Sales Warrior Convention	21 st February 2019	IUEA Auditorium
Africa Insitute of Music and Korean Embassy Concert	13 th April 2019	IUEA Auditorium
WONCA Conference	5 th – 8 th June 2019	IUEA Auditorium

2.12.2 Conferences and Public Workshops

IUEA hosted a number of prestigious events including the HULT Prize Competition for 2019, (August 2018), The Sales Warriors Sales Convention (February 2019), and the World Organisation of Family Doctors African Conference (June 2019).

3.0 SELF ASSESSMENT 2018-2019

3.1 Aligning with the University's Strategic Objectives

The IUEA Strategic Plan 2017-2022 titled *Transforming for the Future* is an ode to IUEA's ambitions for transforming higher education as well as meeting the needs of the labour market. The plan states eight strategic objectives and actions. These are Faculty excellence, Educational excellence, Research excellence, Excellence in public engagement and partnership, preparing graduates for the 21st century careers, Diversity and inclusivity, and Excellence in organisational stewardship.

This past year represents the mid-point in IUEA current strategic plan and therefore, it is important for IUEA to review whether it is meeting its strategic goals. Taken with the various targets and actions contained in the Strategic Plan, the following presents a summary of this out of a score of 5.

Strategic Goal	1	2	3	4	5
Strategic Goal 1: Faculty Excellence			✓		
Strategic Goal 2: Educational Excellence			✓		
Strategic Goal 3: Research excellence		✓			

Strategic Goal 5: Excellence in Public Engagement and Partnership		✓			
Strategic Goal 6: Preparing Graduates for 21st Century Careers			✓		
Strategic Goal 7: Diversity and Inclusivity				✓	
Strategic Goal 8: Excellence in Organizational Stewardship			✓		

Key

1. = Not yet started/No developments
2. = Planning underway but no implementation
3. = Implementation underway and progressing as planned
4. = Successful and pro-active implementation
5. = Achieved or beyond expected progress

3.2 Programme level Self-Assessment

Programme level self-assessments have not been undertaken as a part of a comprehensive curriculum review. Curriculum reviews however have been undertaken with various indicators in programmatic self-assessment under consideration. This shall be a targeted activity for 2019-2020.

3.3 Institutional Self-Assessment

The QA Report 2018-2019 offers insights into various QA indicators for the institution. Contained in this report too is a self-assessment based on the criteria prescribed by the IUCEA.

Appendix 1: NCHE Benchmarking (Statutory Instrument No. 80 Schedule 4 Checklist for Quality and Universities Capacity indicators)

Item	Ideal	Good	Acceptable	Unacceptable
Land				
Land for the University Campus	>5 Acres			
Strategic Plan and Policy Documentation				
Strategic Plan and policy documents	Available			
Human Resource Policy	Available			
ICT Policy	Available			
Quality Assurance Policy	Available			
Curriculum Development Policy	Available			
Examination Policy	Available			
Admissions Policy	Available			
Gender Policy	Available			
Governance				
Council	Meets frequently			
Composition	Representative			
Committees			2	
Meetings	4-3 (5)			
Senate	Council Appointed			
Composition	Representative			
Committees		3		
Meetings	4 and above			
University Management	Meets frequently			

Administrative Structures		$\frac{3}{4}$		
Meetings			Once a month	
Separation of roles between management and ownership	Max 2 members			
Student Unions	Fully involved			
Teaching Staff Association			Proposed	
Non-Teaching Staff Association			Proposed	
Infrastructure				
Proof of Ownership	Certificate granted			
Master Plan	Approved by the University Council			
Building Plans approved				None
Certificate of Occupancy	Available			
Classroom space	1.7m ² per student			
Library space	1.5m ² per student			
Science laboratories				<1.m ² per 4 students (0.7)
Computer laboratories				<0.5m ² per 4 students (0.4)
Workshops	NA	NA	NA	NA
University Management Offices		4m ² per staff		
Teaching staff offices			3m ² per staff	
Staff common room	Available			

Non-teaching Staff Offices				<1m ² per staff
Students Guild Offices	Available			
Conference Hall	Available			
Facilities for the physically challenged	Available			
Board Room	Available			
Washrooms				
Male	1 for 10 students			
Female	1 for 10 students			
Washrooms for the physically challenged			1 for 15 students	
Hand wash basin		1 for 40 students		
Sanitary disposal facility	1 in every WC			
Utilities				
Water	In all buildings			
Electricity	In all buildings			
Telephone	In all buildings			
Outreach campuses and branches	NA	NA	NA	NA
Sports Facilities				
Outdoor sports (space)				Equivalent of 1 football pitch for ≥ 800 students
Outdoor sports (variety)		3 outdoor games		
Indoor sports				≤ 2 indoor games
Education Facilities				

Student/Library book ratio				1:<20 (1:12)
E-library	Available			
Computer/Student Ratio				1:>6 (1:28)
Access to Internet	1:24 hours			
Learning facilities for special needs	Available			
Approved Maser plan	Available			
Fire Fighting Plan	Available			
Sick Bay	Available			
Academic Staff				
Staff/Student Ratio	1:22			
General	1:22			
Arts/Social Sciences/Law/Statistics/Education	1:6			
Science based	1:15 (1:9)			
Qualifications				
PhD holders			14%	
Masters holders	86%			
Contact hours for teaching staff			15 hrs per week	
Part time staff		30% (31%)		
Staff development Policy	Available and operational			
Research & innovations				
Research policy	Available and operational			
Publications per staff per year			>1	
Research projects won			>1	

Financial Status				
Financial policy	Being implemented			
Budget	Available			
Resource mobilisation strategy		Available		
Percentage of budget received	100%			
Percentage of income from fees				85% of funds
Percentage of income from other sources				≤ 35% of funds
Proportion spent on salaries	21%			
Percentage of funds allocated to Library				<4% (0.07%)
Percentage of funds allocated to research				<4% (1.8%)
Percentage of funds allocated to staff development				<2% (1.3%)

Appendix 2: NCHE Benchmarking (Quality Assurance Framework for Universities 2014)

Item	Ideal	Good	Acceptable	Improvement	Unacceptable
Land					
Land for the University Campus		5-10 acres			
Land: rural	100 acres				
Governance					
Council	In control of policy				
Senate	Supervises all academic policy				
Administration	Appointed legally by council		2		
Staff and student unions	Student union fully involved		Staff union present		
Infrastructure					
Classroom space			1.7m ² per 4 students		
Library space			1.5m ² per 4 students		
Science laboratories					1.m ² per 5 students (0.8)
Computer laboratories					0.5m ² per 4 students (0.5)

Administrative Offices		4m ² per staff			
University Management Offices		4m ² per staff			
Teaching staff offices			3m ² per staff		
Sports field		1 field for 1500 registered students			
Facilities for disabled		All classrooms			
Tennis, swimming pool, volleyball, hockey and cricket			1 of each for 2000 students		
Students Guild Offices		20m ² for 500 students			
Conference Hall	One for 500 registered students				
Academic Staff					
General		1:20 (1:22)			
Arts/Social Sciences	1:15 (1:6)				
Medicine, veterinary, Pharmacy, Dentist	NA	NA	NA	NA	NA
Science based profession Agriculture, Forestry, Technology	1:15 (1:9)				
Other professions Law/Statistics/Education	1:15 (1:6)				
Qualifications					

PhD holders			14%		
Masters holders	86%				
Contact hours for teaching staff		15 hrs per week			
Part time staff		30% (31%)			
Educational Facilities					
Student: Library book ratio				1:10 (1:12)	
Computer: student ratio				1:25 (1:28)	
Access to Internet	24 hrs access				
Financial health					
Percentage of budget received	100%				
Percentage of deficit over expenditure	Nil				
Proportion spent on salaries	50% (21%)				
Percentage of income from fees					85% of funds
Facilities for the disabled		Most facilities in place			
Gender sensitivity	In place				
Strategic plan	Being Implemented				
Publications by staff				One book a year	
Research projects won by staff					No research going on
Percentage of graduates employed			40-60%		

Appendix 3: IUCEA Institutional Self-Assessment Checklist

No	Indicators	1	2	3	4	5	6	7
	Requirements of Stakeholders							
1	The university has a clear idea about the relevant demands and needs of the government							✓
2	The University has a clear idea about the relevant demands and needs of the labour market							✓
3	The university has a clear idea about the relevant demands and needs of the students/parents							✓
4	The university has a clear idea about the relevant demands and needs of the academic world							✓
	Sub total							4
	Mission Statement							
1	The university has a clearly formulated mission statement							✓
2	The mission statement is publicly known					✓		
3	The mission statement is in line with the academic and social context							✓
4	The university has a clear vision on its role in society							✓
	Sub total					1		3
	The policy plan							
1	The university has a clear policy and strategic plan formulated in line with the mission statement.							✓
2	The policy has adequately been translated in a strategic plan							✓
3	The policy plan regulates clearly the programmes at offer, the research and the community outreach							✓
	Sub total							3
	Governance							
1	The governance structure of the university is clear and adequate							✓
2	The university has a clear management structure in which the decision making processes, competencies and responsibilities have been clearly defined							✓

		Sub total							2
	Human Resource								
1	The university takes care of high-quality faculty staff and support staff by clearly defining their responsibility, and by evaluating their performance on a regular basis by means of an adequate staff appraisal system								
2	The university develops the body of knowledge possessed by its academics and support staff to keep pace with changes in each academic discipline								
3	The university provides for a system of staff development								
4	The university establishes an activity plan and evaluates activities to encourage students, academics and other staff to be conscientious in thoughts and speech								
5	The university enhances the professional ethics of its students, academics and other personnel								
		Sub total		3	2				
	Funding								
1	The university has adequate funding to achieve the goals and aims								
2	The university has an adequate financial management system								
		Sub total		2					
	Educational Activities								
1	The programs at offer meet the expectations of the stakeholders								
2	The programs have clearly formulated learning outcomes								
3	The programs are coherent and up to date								
4	The student assessment is adequate and efficient								
5	The student assessment is objective and trustworthy								
6	Student assessment is consistent in time and between the programs								
7	Student assessment is done according to a variety of methods								
8	The examination committees function adequately								

9	The staff is competent and qualified				✓			
10	Recruitment and promotion of staff is based on merit system including teaching, research and community outreach					✓		
11	The university has a well functioning appraisal system				✓			
12	The university has clearly formulated admission criteria							✓
13	If there is a selection, the procedure and criteria are clear, adequate and transparent							✓
14	Facilities and infrastructure are sufficient and adequate							✓
15	Facilities and infrastructure are up-to date				✓			
16	The computer facilities are adequate			✓				
	Sub total			1	5	2	1	7
	Research							
1	The university has a clear research policy, setting the direction of research and deciding about research profile and research activities					✓		
2	The university has a clear policy for the protection of creative efforts and especially for the protection of economic investment in creative efforts (Intellectual Property Rights Policy)				✓			
3	The university has a clear code of conduct for research, including a code of ethics.				✓			
	Sub total				2	1		
	Community Engagement and Contributions							
1	The university has clear guidelines on consultancy and community outreach			✓				
	Sub total			1				
	Benchmarking							
1	The university uses the instrument of benchmarking for analysing the quality of its core activities and its management			✓				
	Sub total			1				
	Quality Assurance							

1	The university has a clear policy and procedures for QA					✓		
2	The university has an adequate monitoring system			✓				
3	There is a periodic review of the core activities (education, research and community services)						✓	
4	The university has a clear quality assurance system of the student assessment						✓	
5	The university has a clear quality assurance of the quality of the staff					✓		
6	Idem and adequate quality assurance of the facilities					✓		
7	The university carries out self assessments on a regular basis						✓	
8	The university has a well functioning management Information systems			✓				
9	The university has a quality assurance handbook				✓			
	Sub total			2	1	3	3	
	Achievements							
1	The university has the means and opportunities to check whether the achievements are in line with the expected outcomes.			✓				
	Sub total			1				
	Satisfaction of Stakeholders							
1	The university has a structured method for obtaining feedback from stakeholders			✓				
	Sub total			1				
52	Overall	0	0	12	10	7	4	19

Key

1. = absolutely inadequate; immediate improvements must be made
2. = inadequate, improvements necessary
3. = inadequate, but minor improvements will make it adequate
4. = adequate as expected
5. = better than adequate
6. = example of good practice (benchmark)
7. = excellent