**NATIONAL COUNCIL
FOR HIGHER EDUCATION**

QUALITY ASSURANCE FRAMEWORK FOR UNIVERSITIES AND THE LICENSING PROCESS FOR HIGHER EDUCATION INSTITUTIONS

January 2014

Table of Contents

APPENDICES

TABLES

Chapter One

QUALITY ASSURANCE FRAMEWORK FOR UNIVERSITIES IN UGANDA

1.0 BACKGROUND

The National Council for Higher Education first published the Quality Assurance Framework for Ugandan Universities in October 2006.

As we contemplated the reprint of the publication, it became clear to us that we needed to inform higher education institutions and the general public about the process of licensing higher education institutions.

In May 2011, the National Council published the Quality Assurance Framework for Universities and the Licensing Process for Higher Education Institutions. This publication is now out of print. We have revised it and are issuing it to meet the demand.

In addition, the May 2011 version of the document has been issued together with the three electronic Volumes of our Minimum Standards for Courses of Study.

This publication can be found on the website of the National Council for Higher Education. www.unche.or.ug

1.2 Quality Assurance in higher education

Quality in education is often defined as "fitness for purpose", but there is no agreement on a precise definition of the term. The terms most used to describe quality include quality assurance, quality control, quality audit, quality assessment and academic standards. These definitions have been used as the basis for discussion in this framework. Accordingly, the meaning of the terms as they will be used in this framework are:

1.2.1 Quality Assurance

Quality assurance is the mechanism put in place to guarantee that the education is "fit for purpose" i.e, is good. Every higher education institution must have appropriate and effective internal structures and mechanisms for monitoring its institution quality control procedures to ensure quality.

1.2.2   Quality Control

Quality control is the process of ensuring compliance with standards and procedures set to maintain and enhance quality. For the last 20 years, quality control has not been a satisfactory way of ensuring quality but is seen as an end-of-process solution, the business of quality controllers rather than the responsibility of all stakeholders.

1.2.3   Quality Audit

Audit, in the context of quality in higher education, is a process of checking or examining what goes on in an institution to ensure that there is institutional compliance with quality assurance procedures, integrity, standards and outcomes. The audit can be internal or external

1.2.4   Quality Assessment

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

1.2.5   Academic Standards

These are explicit levels of academic attainment used to describe and measure academic requirements and achievements of individual students or group of students.

The responsibility of assuring quality lies with each individual institution in partnership with the National Council for Higher Education (NCHE), the statutory regulatory authority for higher education in Uganda. For this reason, each institution is required to have a Quality Assurance Unit at the department, faculty and at the central institutional level to address quality issues.

1.3   The Quality Assurance Framework

This Quality Assurance Framework has been developed in an institutional, national, regional and international but rapidly changing context. The aim of the framework is to ensure that NCHE and higher education institutions work together to achieve and enhance the quality of higher education. The Quality Assurance Framework comprises of two major components:

(a)   The regulatory component at the level of the NCHE and

(b)   The institutional component at each individual university level.

2.0 THE REGULATORY COMPONENT OF THE QUALITY ASSURANCE FRAMEWORK

The NCHE was established under the Universities and Other Tertiary Institutions Act, 2001 and its subsequent amendments to, inter alia;

• 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.

The functions of the National Council for Higher Education as stipulated under Section 5 of the Act are:

a) To implement the objects of this Act;

b) To promote and develop the processing and dissemination of information on Higher Education for the benefit of the people;

c) To advise the Minister on the establishment and accreditation of public and private institutions of Higher Education;

d) To receive, consider and process applications for

   i) the establishment and accreditation of public and private Tertiary Institutions ,private Other Degree Awarding Institutions and private Universities; and

   ii) the accreditation of the academic and professional programmes of those institutions in consultation with Professional Associations and Regulatory Bodies;

e) To register all institutions of Higher Education established under this Act;

f) To receive and investigate complaints relating to institutions of Higher Education and take appropriate action;

g) To monitor, evaluate and regulate institutions of Higher Learning;

h) In co-operation with the relevant government departments, private sector, or the different institutions of Higher Education, to evaluate the overall national manpower requirement and recommend solutions to the requirements;

i) To ensure minimum standards for courses of study and equating of degrees, diplomas and certificates awarded by the different public and private institutions of Higher Education;

j) To set and co-ordinate national standards for admission of students to the different institutions of Higher Education;

(a) To require and ensure that all universities, whether private or public , adhere to minimum criteria set by the National Council for admission to under-graduate and higher degree programmes;

k) To determine the equivalence of all types of academic and professional qualifications of degrees, diplomas and certificates obtained elsewhere with those awarded by Uganda institutions of Higher Education for recognition in Uganda;

l) To certify that an institution of Higher Education has adequate and accessible physical structures and staff for the courses to be offered by it;

m) To promote national interests in courses of study and professional qualifications among the different types of institutions of Higher Education;

n) To ensure the institutions of Higher Education provide that adequate facilities and opportunities for career guidance and counselling;

o) To collect, examine and publish information relating to the different institutions of Higher Education.

p) To generally advise the government on policy and other matters relating to institutions of Higher Education;

q) To perform any other function incidental to the objects of this Act or relating to Higher Education in Uganda or that may be conferred upon it by the Minister or any other law.

The regulatory component of the quality assurance framework consists of:

(a) Institutional accreditation;

(b) Accreditation of individual programmes;

(c) Merit-based admissions into higher education institutions;

(d) The quality of the teaching staff;

(e) Examination regulations and standardization of academic awards;

(f) Students' assessment of academic staff;

(g) Institutional infrastructure;

(h) Collaboration with professional bodies and

(i) Regulating cross-border higher education.

2.1 Institutional accreditation

Institutional accreditation or permitting institutions to exist and deliver higher education, is a key tool of quality assurance. It is a process through which institutions are assessed at various stages before they are licensed. It covers all aspects of institutions; including land, staffing, educational facilities, governance, financial resources and physical facilities.

In processing the applications for accreditation, the NCHE follows the provisions of the University and other Tertiary Institutions Act, 200I, which empowers the NCHE to make regulations to ensure the provision of quality higher education. Accordingly, the NCHE has issued a number of Statutory Instruments. These are:

(a)   Statutory Instrument No. 80 of 2005 : Establishment and Operation of Private Universities and Private Tertiary Institutions Regulations, 2005.

(b)   Statutory Instrument No. 85 of 2005: Institutional Standards Regulations, 2005

(c)   Statutory Instrument No. I of 2007: Naming of Universities, Other Degree A warding Institutions and Other Tertiary Institutions Regulations, 2007

(d)   Statutory Instrument No. 61 of 2007: Letter of Interim Authority for Private Universities and Provisional Licenses for Private Other Degree Awarding Institutions Regulations, 2007.

(e)   Statutory Instrument No. 62 of2007: Equating of Degrees, Diplomas and Certificates Regulations, 2007.

(f)   Statutory Instrument No. 63 of2007: Minimum Entry Requirements for Admission to Universities and Other Tertiary Institutions Regulations, 2007.

(g)   Statutory Instrument No 34 of 2008: Quality Assurance Regulations, 2008

(h)   Statutory Instrument No. 35 of 2008: Basic Requirements and Minimum Standards for Procurement Education and Training Regulations, 2008

(I)   Statutory Instrument No. 50 of 2010: Awarding of Honorary Degrees and Academic Titles. Regulations, 2010

2.2   Merit-based admission into higher education institutions

The quality of inputs (students) invariably affects the quality of outputs (graduates) of the institutions. That is why the NCHE requires education institutions to admit students who meet the minimum entry requirements set by the NCHE.

The NCHE calls for an open and transparent university admission process that does not discriminate applicants on basis of ethnicity, race, gender or creed. Presently, university education in Uganda is being accessed through the following entry requirements (Statutory Instrument No. 63 of 2007):

Minimum entry requirement for degree programme

(a) Direct entry from schools :   Uganda Certificate of Education (UCE) with at least 5 passes and at least two principal passes at Uganda Advanced Certificate of Education (UACE) or its equivalent;

(b) Mature age: Aged 25 years and above and has passed the mature age entry examinations with at least a 50% mark. The mature age entry examinations must have been accredited by the National Council;

(c) Diploma obtained at credit/distinction level in the relevant field from a recognized institution; or

(d) Bridging course for students who have done their secondary education outside Uganda. The bridging courses must have been accredited by the National Council.

Minimum entry requirement for an ordinary diploma programme are:

(a) Uganda Certificate of Education (UCE) with at least 5 passes; and

(b) Uganda Advanced Certificate of Education (UACE) with 1 principle pass and 2 subsidiary passes obtained at the same sitting or its equivalent.

Ordinary Certificate programme

The minimum entry requirements for admission to an ordinary certificate programme is a Uganda Certificate of Education (UCE) with at least 3 passes obtained at the same sitting.

The minimum entry requirements for admission to a Postgraduate programme are:

(a) for a master's degree, a bachelor's degree or its equivalent; and

(b) for a doctoral degree, a master's degree or its equivalent

2.3   The quality of academic staff

Section 119 of the Act provides that "No University or Tertiary Institution shall employ a lecturer, instructor or other person recruited for the purpose of teaching or giving instructions to students whose qualifications do not conform to the standards set by the National Council by regulations."

Universities shall employ staff that meets the standards set by the NCHE. Such standards have been set in Statutory Instrument No. 50 of 2010.

Table 2.1: Recommended Qualification for Academic Staff in Universities

Academic Position	Research Position	Library Position	Qualifications
Teaching Assistant	Assistant Research Fellow	Library Assistant	1st Class Degree / Upper Second or Lower Second (in Special Circumstances)
Assistant Lecturer	Research Fellow	Assistant Librarian	Master's Degree
Lecturer	Assistant Research Fellow	Librarian	Master's Degree but on PhD track
Senior Lecturer	Senior Research Fellow	Senior Librarian	PhD, original contribution to knowledge through research & publication
Associate Professor	Associate Research Professor	Deputy Chief Librarian	PhD, teaching experience of at least 7 years, publications
Professor	Research Professor	Chief Librarian	PhD, teaching experience of at least 7 years, publications

Each university must have publically known rules and regulations for hiring, promotion and firing staff. These must be included in institutional annual reports each institution sends to Council.

2.4   Research and publications

What distinguishes a university educator from a schoolteacher is the production of new knowledge through, mainly, research. A school teacher transmits already known knowledge, while a university educator must constantly create the knowledge he/she delivers to students. A professor must be a leader in his/her own academic field. He/she must publish books and articles in recognized academic journals. Research and publications are indicative of the quality and productivity of academic staff.

The NCHE requires institutions to keep a record of the research and publication of each of their staff. Research activities and publication dates must be included in the institutional annual reports to the NCHE as required by section 126 of the Act.

2.5   Staff development

Knowledge and wisdom are acquired through observation, experimentation, research and learning. Every university educator must be given the opportunity to improve academically. Therefore each institution is required to inform the National Council annually of mechanisms it has put in place for staff development and the number of beneficiaries in each discipline/programme.

2.6   Meeting the minimum standards for courses and programmes of study

All courses offered in institutions of higher learning must meet the following requirements of the law:

a)   Section 5(i) of the Act: All programmes must meet "minimum standards for courses of study" as set by the NCHE;

    (i)   Enhance and operationalize the credit accumulation and transfer system for Uganda higher education sub-sector developed by the NCHE;

    (ii)   Ensure that students learn basic elements of any courses they study;

    (iii)   Guarantee value for money to students and parents; and

    (iv)   Enhance the quality of education delivered in institutions of higher learning.

(b)   Section 5 (I) of the act: All courses and programmes must be taught by sufficient and qualified staff using adequate education facilities in safe and accessible physical structures; and

(c)   Meet curricular standards set by Statutory Instrument No. 85 of 2005.

2.7   Examination regulations and awards standardization

(a)   Institutions of higher learning shall ensure that all their candidates are fully informed in writing about existing examination regulations and procedures at the beginning of the semester/term.

(b)   Institutions shall ensure that there is consistency in the formats of examinations, transparency in conduct of examination and rigor

when using relevant marking schemes. Each head of programme shall have a marking scheme for every paper. Students shall have a right to access the marking scheme(s).

(c)   Each institution shall put in place quality assurance mechanisms in its examinations. Such mechanisms shall include the vetting of papers, proper conducting examinations and expeditious marking of examinations by both internal and external examiners.

(d)   Students shall have a right of appeal if they perceive lack of transparency in the conduct of examinations, unfair treatment or poor assessment of their work. Each department and faculty shall create an appeals mechanism. The senate shall be the supreme panel of appeal for academic complaints.

(d)   Courses for each programme shall be appropriately weighted.

Scores in students' Grade Point Average (GPA) shall be a result of assigned letter grades as follows:

A	B+	B	C	D
5	4	3	2	1

(i)   For purposes of classification of final awards, all institutions shall use a five point system in averaging the final grade of a candidate.

(ii)   The following classification of awards shall be used:

First Class	A = (4.4-5.0)	=	80+
Upper Second	B = (4.0-4.3)	=	70-79
Lower Second	B = (3.0-3.9)	=	60-69
Pass	C = (2.0-2.9)	=	50-59
Fail	D = (0-1.9)	=	0 - 49

2.8   Students' assessment of academic staff

All instructors, lecturers or professors at university level shall be assessed by the students in a standardized format at the end of each course. Students shall assess academic staff performance to help individual staff to address his/her weaknesses. It can also help to improve teaching through the improvement of content, professional development and general openness to criticism. A sample assessment form is attached as Appendix ii.

Table 2.3: Types of awards in higher education institutions

Standard Type of award

	Classification criteria	Certificate	Diploma	Advanced Diploma	Bachelor Degree	Postgraduate Diploma	Masters Degree	PhD	Post Doctorate Award
1	Minimum years spent in University	1	2	1	3	1	1-2	3	¾
2	Number of credit hours	45	45	80	120	45	120	240	120
3	Internship and/ or requirement for practical's	Y	Y	Y	Y	Y	Y	Y	Y
4	Term/semester Paper or research report	Y	Y	Research paper	Major term papers	Research paper			
5	Dissertation/ thesis required						Y	Y	Research report

The head of an academic department shall collect, analyze and evaluate students assessments and then show them to the course instructor/lecturer after formal approval and publication of the results for appropriate action.

2.9 The institution's physical infrastructure (Statutory Instruments 2005 No. 80 schedule 4 and Statutory Instruments 2005 No. 85 Part IV)

The institution's infrastructure includes land and all the developments thereon such as buildings, roads, paths, farms/gardens and playing fields. The NCHE has put in place various regulations and guidelines for the development of institutional infrastructure. Institutional managers must carefully study the following requirements:

    (a) The institution's infrastructure and master plan;

    (b) Land at the disposal of the institution;

    (c) The total and average space for:

        i. Lecture and seminar rooms;

        ii. Libraries;

        iii. Laboratories/workshop(s);

        iv. Computer / ICT laboratories

    (d) Administration space

    (e) Academic staff office and reading space

    (f) Student Union and recreation space; and

    (g) Assembly and mass meetings areas.

2.10 Co-operation with professional bodies

The NCHE has already signed individual protocols with professional bodies that have legal mandates to license professionals to practice professions. These include: Uganda Medical and Dental Practitioners Council, Law Council, Allied Health Professional Council, Uganda Institute of Professional Engineers, Institute of Certified Public Accountants, Pharmacy Council, Surveyors Registration Board, Uganda Society of Architects, Uganda Veterinary Council, Nurses and Midwives Council, National Information Technology Authority -Uganda.

2.11 Regulating cross-border higher education

A foreign institution wishing to operate in Uganda shall be subjected to the Act and shall not be allowed to offer inferior education compared to what they offer in their countries of origin.

3.0   MEASURES FOR QUALITY ASSURANCE AT INSTITUTIONAL LEVEL

Institutions are primarily responsible for quality and quality management at their own institutions. Each university shall therefore have an independent quality assurance unit that sets quality assurance control guidelines in the university and that continuously reviews all programmes, teaching and assessment.

The responsibility of the NCHE is to establish value-adding systems of external evaluation, which can validate institutional information on effectiveness of internal quality arrangements. The NCHE will use peer and expert reviews to conduct external audits in a regular cycle of audits or whenever these become necessary.

3.1   Institutional Audits

Institutional audits are the core of the institutional quality assurance framework. The NCHE will, at regular intervals, undertake external audits to assess the capacity of institutions for quality management taking into account their missions, goals, and objectives. The institutions will undertake internal institutional audits and participate in external institutional audits. The main objectives of the institutional and external audits are to:

(a)   Encourage higher education providers to cultivate and maintain a culture of continuous performance improvement;

(b)   Validate self-evaluation reports;

(c)   Enable institutions to develop reliable quality assurance performance indicators to assure stakeholders and the NCHE that the policies, strategies and resources for the delivery of quality higher education are effective;

(e)   Provide information to stakeholders on the strengths and weaknesses of the institution;

(f)   Enable the NCHE to obtain baseline information through a common set of audit criteria for all institutions. After every five years, institutions will be required to undergo internal and external audits.

The internal audit will be carried out by the institution itself with the guidance of the NCHE. At the institution's request, the NCHE will provide the training of "the academic auditors," the criteria, the portfolio (report) framework and any other technical guidance. The actual process of the internal audit exercise will be left to individual institutions. Each institution will have at least one academic year to complete the internal audit but must submit the report portfolio to the NCHE within two years from the date it was requested to start the internal audit exercise.

After reviewing the institution's portfolio, NCHE will determine the nature of the external audit to be carried out in a given institution. The institution will participate in the process of designing the external audit, including giving views on the names of the proposed peers for the external auditing task. The external audit shall be completed two years after the completion of the internal audit. The two audits will, therefore, take four years. The fifth year will be used to address any identified challenges in the internal and external auditors' reports.

3.2   Institutional audits criteria

The NCHE has identified nine areas to examine or evaluate in institutional audits as spelled out below:

3.2.1   Institutional governance

Well-governed institutions have strong "institutionality", with functioning structures like University Council, Senate, Faculties, Departments and Unions whose powers are well defined by universities' statues. A well-governed institution does not only depend on the charisma or the strength of the leader but rather on its own institutional strengths embedded in its structures, traditions, rules, achievements and viability.

Accordingly, internal and external auditors shall examine the following areas to determine the nature of governance of an institution under peer review:

(a)   *Vision :* To what extent is the university pursuing its vision as declared in its founding statements, statutes or charter?

(b)   *Mission:* Is the mission of the university being achieved? Is it integrated in all the programmes and activities of the university? Is the mission appropriate to the institution, the location of the institution in Uganda, higher education and country's strategic plans? Is the university pursuing other agendas rather than its mission?

(c)   *Strategic planning*

Does the university have a clear and well-articulated strategic plan?
Does the plan have a clear set of priority activities that must be accomplished in a given period? Has the plan captured and analyzed all factors that are likely to impact on the institution in the course of striving to achieve its goals? Auditors shall critically examine how institutions operationalize their strategic plans. Experience shows that institutions that do not follow or do not have, strategic plans are low performers. They react to and are constantly spending time in managing crisis after crisis, instead of smoothly managing development.

(d)   *The Functioning of university organs*
Auditors will examine the powers and functioning of the following critical university structures:

(i)   ***The University Council:***   How far is the University Council the supreme policy organ of the university? Is it free and independent in making decisions? Is it constituted in accordance with the Act, Charter or Statutes that govern the university? If it is not properly performing its role, how is this impacting on institutional performance and what remedial measures do auditors suggest?

(ii)   ***The Senate:***   Is the Senate truly the top academic "judiciary" of the university? How does it function? Is it well constituted? Is Senate a competent and innovative custodian of best quality assurance practices and standards? Does the Senate regularly review curricula in line with modern trends in university education?

(iii) ***The administration:***   Is the administration sensitive to academic staff and student matters? Is it constituted according to the statutes of the university? What could be done to improve the welfare of administrators? Is the university leadership on the cutting edge of the best practices and innovations, especially in resource mobilization and management? Are appropriate administrative systems in place?

(iv)   ***The Staff Union :*** Does the institution permit the existence of and listen to staff unions? What are the mechanisms that govern the relationship between academic staff and the university administration? What suggestions do auditors have to improve the lot and welfare of the professional/academic staff?

(v)   ***The Student Union:***   Students are the reason why the university exists. Are they permitted to participate in all university matters? Is there an appeals mechanism against misjudgments in behavioral and academic matters?

(vi)   ***Overall institutional autonomy:***   Institutional autonomy is the corporate freedom of the university from external interference including the state, the owners, civil society or any other outside influence. Universities have the freedom to:

   (a)   Admit and dismiss students according to set national and university regulations;

   (b)   Hire and fire staff;

   (c)   Design and implement curricula provided the curricula is not below national standards;

(d)   Set and charge fees;

(e)   Set and mark examinations;

(f)   Award qualifications (certificates, diplomas and degrees) and;

(g)   Propose and implement the university budget.

External auditors shall assess the extent to which the university's institutional autonomy is respected and determine whether the university under review enjoys the freedom to deliver quality higher education. The external auditors will also gauge the extent to which such institution is accountable to the public.

Institutional autonomy must always be balanced by accountability, which includes:

(a)   Relevance of the programmes to the needs of society;

(b)   Annual auditing and publication of the university's finance accounts;

(c)   Annual publications of reports of the activities of the university; and

(d)   Good governance of the university.

Auditors shall, therefore, assess whether the autonomy of the university is not used to mask corruption and unbecoming practices.

(vii) Academic freedom: Auditors shall find out whether university workers have sufficient academic freedom to properly perform their functions. (Academic freedom is the freedom of the individual worker and student to act freely in pursuit of knowledge.) In particular, they shall establish whether the academic community has the freedom to:

(a)   Teach, learn, speak and write without interference;

(b)   Set and implement research agendas; and

(c)   Hold and express opinions instrumental to scholarship without interference from the university administration, the government, civil society, funders or parents.

3.2.2   The quality of teaching and learning

Internal and external auditors shall use the following bench-marks to assess the quality levels of teaching and learning:

(a)   Implementation of NCHE regulations on standards

(b)   Adherence to or improving of the minimum requirement of courses of study issued by the NCHE. Auditors shall focus on the design, content, duration, contact hours and assessment of what is taught (Appendix 1).

(c) Relevance of what is taught for the job market and the nation

(d) Methods of examining or assessing of students, including examination regulations and awards.

(e) Quality of graduates, if necessary, measured against the quality of entering students.

(f) Appeal mechanisms for students.

(g) Protection of unique and professional programme against general policies that may not apply to all disciplines.

(h) Access to information by students in the following units:

    i. Libraries (Statutory Instruments 2005 No. 85)

    ii. Laboratories (Statutory Instruments 2005 No. 85)

    iii. Computer and Internet access, space, books and computer access should conform to Schedule 4, (Statutory Instruments 2005 No.80)

3.2.3 The quality of academic staff

The quality of the academic staff is key to the quality of a university. In their work on this subject, auditors of universities shall review the following:

(a) The regulations regarding the appointment, promotion and dismissal of staff;

(b) Staff/student ratios in various programmes (Schedule 4, Statutory Instrument No. 80 of 2005);

(c) Recruitment policies and use of part-time staff (Schedule 4, Statutory Instrument No. 80 of 2005);

(d) Students' assessments of academic staff and their usefulness in improving Teaching performance in the Quality Assurance Regulations, SI No. 34 of 2008

(e) Staff development;

(f) Quality of research, etc.

3.2.4 Sufficiency of education facilities

Auditors shall review education facilities to establish whether or not they comply with the NCHE requirements set out in Statutory Instruments 2005 Nos. 80 and 85. Special attention shall be paid to:

(a) Access to relevant and up-to-date texts and other books as well as articles in journals;

(b)   Access to computer networks and the Internet;

(c)   Access to general educational equipment, including power point projectors, slide projectors, overhead projectors, video, video cameras, flip charts, television sets, public address systems, etc;

(d)   Access to sports and recreation facilities; and

(e)   Student exchange programmes to enhance student experiences.

3.2.5   Research and publication

Universities are supposed to be centres of research, academic excellence, scholarship, knowledge generation and publications. Institutional auditors shall assess the quality of research and knowledge creation of a given institution. In assessing research, publications and intellectual originality auditors shall focus on the following:

(a)   Percentage of the university budget devoted to research and publications and other forms of support whether by policy, committees, staff development, mentoring, etc;

(b)   Number of articles published in local and international journals of repute;

(c)   Number of research projects (i) won (ii) completed, and (iii) funds earned from research projects by both the institution and its staff;

(d)   Number of books with an ISBN published by staff; and

(e)   Number of patents registered by staff or the institution.

3.2.6   The quality of outputs

The auditors will measure outputs from the university including, but not limited to, quality of graduates, quality of research and publications and the performance of alumni in the job market. Institution auditors shall examine the following areas in order to determine the quality of outputs of a given university institution:

(a)   The period it takes graduates of a given institution to get full employment after graduation;

(b)   The existence of a system of "tracing" where graduates go. The system of how graduates are followed up and tracked after completing their studies in a given university should be in place.

(c)   Research, publications, patent registration, consultancies and other awards obtained by staff and students of a given university.

(d)   The time students take to graduate.

3.2.7 Institutional financial management

Given the centrality of financial management in the delivery and sustenance of quality higher education, institutional auditors shall carefully examine the following:

(a) The budgeting process: Does it involve all the stakeholders in the institution in order to capture all areas of university activities? Does it follow planning priorities?

(b) Sources of funding: Where does the institution get most of its funding? Auditors must be provided with information on the percentages obtained from:

    (i) Government (where applicable).

    (ii) Fees.

    (iii) Endowments.

    (iv) Donors, friends, development partners, etc.

What is the average percentage of the budget received from each major source? Is there an imbalance between the sources of funds? What is the average deficit and how does the deficit impact on the delivery of quality higher education?

(c) Assess the percentage distribution of the budget to:

    (i) Academic staff salaries;

    (ii) Academic inputs;

    (iii) Library and book banks;

    (iv) Computer and ICT installations; and

    (v) Welfare of students.

(d) Accountability: Study the systems of financial controls and methods of accountability for internal and external purposes. All units of the university shall be assessed.

3.2.8 The university and the community

Modern universities are supposed to be leaders in the social and economic development of their communities and nations and this raises the question of the relevance of their programmes and research. Institutional auditors shall therefore examine the following:

(a) Programmes and projects focusing on the community needs and aspirations, the market and general society;

(b) Number and effectiveness of internship programmes;

(c) Community participation in university activities; and

(d) Regional collaboration.

3.2.9 Any other item worth auditing

Since an institutional audit is an improvement-oriented evaluation focusing on the institution's policies, systems, procedures, strategies and resources for the quality management of its core functions, its success will depend not only on the expertise of the auditors and elaborate NCHE quality assurance guidelines but, more importantly, on the openness and cooperation of the institution concerned. That is why the institutions themselves must own and become the authors of the audit process for their own good and that of the nation as a whole. Institutions will be free to evaluate any other area that is particularly important to them. All activities of the institution examined including any other item not mentioned in this quality assurance framework, shall be examined.

Chapter Two

THE LICENSING PROCESS

1.   Letter of Interim Authority for a proposed private university

The application process:

a. The applicant shall fill NCHE Form 7

b. The application shall be accompanied by the information required under section 95A (2) of the Act.

Section 95 A (2)
(a) the name of the proposed University and its proposed physical location;
(b) the name or names of the promoters of the University;
(c) the vision, mission, objectives and philosophy for which the University is to be established:
(d) the proposed governance structure of the University;
(e) the proposed human resources that will be required to operate the University;
(f) the expected source of financial resources,
(g) the time table indicating the steps proposed to be taken towards the realization of the objectives specified in subsection (3).

(3)
A letter of lnterim Authority shall be valid for a period of up to three years during which the holder of the Authority shall not admit students into the University but shall:
a. mobilize funds:
b. acquire requisite infrastructures and academic facilities:
c. organize academic and administrative human infrastructure; and
d. do any other thing that may further the development of the proposed University to maturity

2.   Provisional License for a private university

(a)   The application process:
(i)   The applicant will fill Form NCHE I derived from section 96(I) of the Act.
       96 (I) A person, firm or organization proposing to establish and operate a Private University or a post- secondary institution proposing to constitute itself into a private university may, in

a prescribed form. make an application to the National Council for Higher Education for a provisional license to establish and operate a University.

(ii)   The application form shall be accompanied by information required under section 96(2) of the Act.

(2)   An application made under subsection (I) shall be accompanied by
(a) the proposed name, physical location and academic character of the University,
(b) the aim and objectives for which the University is to be established;
(c) the detailed financial base of the proposed University:
(d) the form of governance through which the academic and administrative affairs of the University are to be conducted;
(e) an outline of the academic programmes intended to be conducted by the University;
(f) the academic facilities including library services and property equipment proposed for the academic programme and the manner in which they are to be maintained;
(g) existing or proposed human resources including academic and senior administrative staff;
(h) existing or proposed physical infrastructure;
(i) financial control and administration;
(j) the timetable indicating the steps to be taken for three years after establishment of the University towards the realization of the objects of the University.

(iii)   The applicant, on obtaining form NCHE form 1, will be given a photocopy of section 96 (1) and (2) so that the applicant is fully informed about the information the NCHE would like to have.

(b)   Verification of information in the application form
(i)   The NCHE will send a small verification team to the proposed university

(ii)   The work of the team is to verify that the information on the application form matches the reality on the ground.

(iii) At the end of the verification visit, the team will brief the applicant on the visit and on matters which might need further clarification. The applicant will comply as soon as possible so as to enable the verification team to complete its report.

(c) *Meeting between the applicant and the Accreditation and Quality Assurance Committee*

(i) The committee and the applicant will hold a meeting or a series of meetings to discuss the information in the application form and the report of the verification team as provided for by Section 96(3) of the Act.

(ii) The committee will submit a report to the National Council.

(iii) The recommendation of the Committee will take into account sections 96(2),97(1) and 98(1)(a) of the Act.

> *97 (1) On being satisfied that -*
> *(a) the resources declared are available or are likely to be established;*
> *(b) the applicant is following realistic plans to achieve the objects of the University;*
> *(c) the University is likely to attain and maintain the academic standards set by the National Council; and*
> *(d) the establishment of that University is in the interest of the public in relation to higher education; the National Council may issue a provisional license to the applicant to establish and operate a Private University according to the resources and information attached to the application.*
> *98 (I) The National Council may -*
> *(a) refuse a provisional license if it is satisfied that the applicant is unlikely to procure the academic, physical or other resources necessary for the operation of the university;*

(d) *Report to the Minister*
Under section 96(4), the NCHE is obliged to send a copy of the report of of the meetings of the applicant with the Accreditation and Quality Assurance Committee to the Minister.

> *96 (4) A detailed report of the findings of the National Council under subsection (3) shall be submitted to the Minister.*

(e) *Meeting of the National Council*

(i) Full National Council, having received the recommendations from the Accreditation and Quality Assurance Committee, meets to decide whether or not to grant a provisional licence

(ii) The decision to grant a provisional licence is based on section 97(1) of the Act:

97 (I) On being satisfied that:
(a) The resources declared are available or are likely to be established
(b) The applicant is following realistic plans to achieve the objects of the University.
(c) The university is likely to attain and maintain the academic standards set by the National Council: and
(d) The establishment of that University is in the interest of the public in relation to higher education:

(iii) The decision not to grant a licence is based on section 98(1).
"The National Council may (a) refuse a provisional licence if it is satisfied that the applicant is unlikely to procure the academic, physical or other resources necessary for the operation of the university."

3.   Revocation of a Provisional Licence

(a)   *A Provisional Licence may be revoked under section 98(1)(b) of the Act.*

"The National Council may (b) by notice published in the Gazette, and public print media, notify the University of the intention to suspend or revoke a provisional licence if two years after the issue of the licence no substantial progress is made to establish the university or if established it is unable to meet the standards set for Universities."

(b)   *Notice of intention to revoke the provisional licence must be published in the Gazette and public print media.*

(c)   *Statutory Instrument No. 80 of 2005 provides Form NCHE 2 to be used in the notice of intention to revoke a Provisional Licence*

4.   Process of granting a charter

(1)   *The application process*

(a)   A university operating under a provisional licence for a period of not less than three years is eligible to apply for a charter.

(b)   The relevant application form is Form NCHE 3

(c)   The applicant will be given a photocopy of section 100(2) of the Act so that the applicant is fully aware of the documents and information needed by the National Council.

1. 100 (2) An application for the grant of a Charter shall, in addition to any other details that the National Council may in each case specify, be accompanied by;

(d) In addition the evaluation report prepared by the applicant under section 99(1) of the Act is important.

99 (I) A Private University issued with a provisional licence shall prepare and submit to the National Council (a) a report of its activities in each year of operation; and (b) a detailed evaluation of its activities and steps taken towards the achievement of the objects for which it was established and the national institutional standards prescribed by the National Council after three years of its operation.

(2) Inspection process

(a) An inspection committee is only appointed if the NCHE is satisfied with the evaluation report under section 99(1) that the private university is making satisfactory progress.

(b) The functions of the Inspection Committee are spelled out in section 101 (1) and (2) of the Act.

101 (I) If the evaluation report under section 99 indicates that the National Council is satisfied with the progress of the Private University and the design, implementation and maintenance of the academic and administration system conform to the prescribed institutional standards, the National Council shall appoint an Inspection Committee to make;
(a) an inquiry and ascertain the veracity of the information submitted under section 99;
(b) an inquiry into the academic, administrative and social affairs of the Private University;
(c) such other inquiry and investigation as may be relevant to the application under section 100.
(2) The Inspection Committee shall submit to the National Council a report on the Private University within six months from the date of its appointment.

(3) Criteria for recommending the granting of a charter are spelled out under section 101.

101 (3) If after consideration of the report of the Inspection Committee and any other relevant matter, the National Council is satisfied that
(a) the Charter of the Private University forms a sound basis for the academic, administrative and social organization of the University; and
(b) the Private University has effectively organized adequate human, physical, financial and other necessary resources capable of achieving the prescribed institutional standards. it shall recommend to the Minister that the university be accredited.

(4) Action by the Minister

101 (4) The Minister shall take appropriate action after the recommendation of the National Council under subsection (3) within three months from the date of the recommendation.

5. Revocation of a Charter

(a) The revocation is dealt with under section 110(1) (2) and (3)

110 (I) The President may, on the recommendation of the National Council, through the Minister, revoke a charter issued under this Act if
(a) it is evident that the Private University is not carrying on its functions in a proper manner;
(b) the University is in breach of its Charter;
(c) It is in the interest of University education generally to revoke the Charter.
(2) Where a Charter is revoked under subsection (1), the Minister shall, as soon as practicable, by legal notice, publish the revocation in the Gazette and thereafter the Private University shall cease to be a University at the expiry of one year from the date of the legal notice.
(3) The revocation of any Charter shall not affect the validity or other status of any certificate, diploma, degree or other academic award granted by the University in question when still a recognized University under this Act.

6.   Private Other Degree Awarding Institutions

(a)   Application process for provisional licence:

(i)   The applicant shall fill Application form NCHE 10

(ii)   Section 820(2) specifies the information to accompany the completed application form.

(iii)   The grounds for National Council to grant a provisional licence are specified under section 82E.

(1) On being satisfied that:
(a) the resources declared are available or are likely to be established;
(b) the applicant is following realistic plans to achieve the objects of the Private Other degree Awarding Institutions;
(c) the Private Other Degree Awarding Institution is likely to attain and maintain the academic standards set by the National Council; and
(d) the establishment of the Private Other Degree Awarding Institution is in the interest of the public in relation to higher education;

(iv)   The National Council shall publish the name and particulars of a Private Other Degree Awarding Institution issued with a provisional licence in the Gazette

(v)   The provisional licence shall be valid for at least three years from the date of publication in the Gazette.

(b)   Revocation of a provisional licence NCHE FORM 12 shall be used to give notice of intention to revoke a provisional licence of Other Degree Awarding Institution.

(c)   Application and grant of Charter
Section 82F of the Act and Legal Notice No. 16 of 2007 shall apply

(d)   Revocation of a Charter
Section 82F of the Act and Legal Notice No. 16 of 2007 shall apply

7. Grant of a Provisional Licence to a private tertiary institution

(a) Application process

(i) The applicant shall fill Application Form NCHE 4 under section 112(1) of the Act.

(ii) Section 112 (2) specifies the information to accompany the application form.

(iii) Applicants are given Form NCHE 4 and a photocopy of section 112(2) so that they are fully aware of the information they must make available to NCHE.

(b) The process of issuing a provisional licence

(i) The process is dealt with under section 113.

(ii) The meetings of the Accreditation and Quality Assurance Committee and the National Council to discuss the grant of provisional licences shall be availed a photocopy of sections 112 and 113 of the Act so that they are in no doubt about what is required of them.

(iii) Unlike in the case of universities, no meetings between NCHE and the applicant are required. However in the interests of natural justice such a meeting would be of help.

(iv) All that is required of the Council under section 113(1) is:

- to scrutinize the application and verify the resources ;
- to issue a provisional licence if the National Council is satisfied with the application.

(i) The licence must be gazetted and is valid for two years.

112. (I) Any person, firm or organization wishing to establish a Private Tertiary Institution shall make an application in writing. in a prescribed form to the National Council for a provisional licence to establish and operate a Tertiary Institution.

(2) An application made under subsection (1) shall be accompanied by a project proposal containing the following

(a) the name of the Private Tertiary Institution and the physical location;

(b) the aims and objects for which the Private Tertiary Institution is to be established;

(c) the membership and governance of the Private Tertiary Institution;

(d) Sources of funding;

(e) the academic staff and Senior Administrative staff;

(f) the extent to which. and the form in which regulations may be made by the governing body of the Private Tertiary Institution as may be specified for the better functioning of the Institution;

(g) the financial control, expenditure and administrative control of other property of the Private Tertiary Institution.

(h) an outline of the academic programmes to be offered;

(i) The accessible physical facilities available including library services and equipment.

113 (I) On receipt of the application for a provisional licence to establish a Private Tertiary Institution, the National Council shall scrutinize the application and verify the resources and if satisfied with the application shall issue a provisional licence

(2) The National Council shall, as soon as practicable after issuing a provisional licence under this section, by legal notice publish the Private Tertiary Institution in the Gazette.

(3) A provisional licence shall be valid for a period of two years from the date of publication of the Institution.

8. Certificate of Classification and Registration

(a) Process of application

(i) The process is covered under section 114 (1) and (2)

(ii) The applicant must be a holder of a provisional licence for a period of not less than two years.

(iii) The relevant application form is Form NCHE 5

(iv) The applicant will be given Form NCHE 5 together with a photocopy of Section 114(2) so that the applicant is fully aware of the information to accompany the application.

(b)   The process of granting the Certificate of Classification and Registration

(i)   The process is spelt out under Section 115(1)

(ii)   The grant can only take place after one year from the date of the receipt of the application. This section of the law may need review.

(iii) There is no mention of inspection

(iv)   The National Council must be "satisfied that a Tertiary Institution provisionally licensed is properly administered and organized and has attained the required standards of institutions" for it to be issued with Certificate of Classification and Registration.

For the National Council to be satisfied, a verification team would be necessary, much as the verification team is not mentioned in the Act.

114 (I) Any Tertiary Institution being a holder of a provisional licence for a period of not less than two years may apply to the National Council for a certificate of classification and registration.

An application under this section shall be accompanied by a project proposal containing in addition to the information given in the application for provisional license the following

(a) the name of the Tertiary Institution and physical location;

(b) the type and range of Tertiary Education proposed to be or being provided;

(c) the programmes to be or being offered;

(d) the staff list and their qualifications indicating whether on full-time or part-time employment;

(e) the total number of students that have been enrolled in each programme of instruction being offered;

(f) availability of library, equipment and laboratories developed for each programme offered;

(g) a statement of financial resources available for the exclusive use of the Tertiary Institution;

(h) An inventory of physical facilities, including land available for the exclusive enjoyment of the Tertiary Institution;

(i) The form of governing of the Tertiary Institution

115 (1) If on receipt of the application, the National Council is satisfied that a Tertiary Institution provisionally licensed is properly administered and organized and has attained the required standards of instruction, the National Council shall issue a certificate of classification and registration.

9.   Revocation of a Provisional Licence or Certificate of Classification

(a) The reasons for the revocation of any of the two licences are given in section 7(1) of the Act.

117 (1) The National Council may, after satisfying itself that a Private Tertiary Institution

(a) is not carrying out its functions in a proper manner;

(b) no longer fulfills the minimum requirements pertaining to physical infrastructure, staffing, qualifications of staff and facilities necessary for carrying out instructions in the programmes intended for the institution;

(c) is being conducted or managed in contravention of the standards of instruction;

(d) has ceased to function as a Tertiary Institution; or

(e) its management has become unsatisfactory;

in the case of a provisionally licenced institution, extend the provisional licence for a period not exceeding one year, or revoke the licence and in the case of a classified institution. revoke the certificate.

(a) The notice of intention to revoke any of the two licences is six months. In either case the reasons for the intention to revoke the licences have to be given. Form NCHE 6 will be used to give notice.

APPENDICES

Appendix i : Minimum requirements for programmes/courses of study

Students and other stakeholders shall be informed of the full particulars of courses or programmes of study. Accordingly, each course shall have a course name, a course code, level, the name of the staff teaching the course, course outcomes, a full description of the course content and time/hours to be spent on each component, what is expected of students in terms of attendance (including seminars, tutorials, etc), papers, tests and examinations. Further, the marking scheme, including distribution of points as well as the appeal mechanism for that paper shall be indicated before the teaching of the course begins. For the guidance of institutions, the duration of programmes and numbers of contact hours between staff and students in university institutions shall be as follow:

(a) Programme/course duration should be clearly specified in terms of semesters and calendar months or years at the start of each academic year. Students must know, in a print-out, the course contents in the form of outlines for each of the subtopics. The evaluation scheme including examinations, marking system and appeal mechanism should also be given to students.

(b) For institutions operating under the semester system, each semester shall last at least seventeen (17) weeks; two (2) of which should be for examinations

(c) Each course should be allocated at least three (3) hours per week. This means that each course should constitute a minimum of forty five (45) contact hours per fifteen (15) weeks of teaching

(d) Courses with practicals should be allocated a minimum of two hours for practical classes per week per subject in addition to (c) above as follows:
    i. Undergraduate science programmes - a minimum of fifteen (15) two-hour practical classes per semester.
    ii. Undergraduate medical programmes - a minimum of thirty (30), two-hour practical classes per semester.
    iii. Undergraduate engineering programmes - a minimum of fifteen (15), two-hour practical classes per semester, plus industrial training.
    iv. Undergraduate education degree programmes should include a minimum of eight (8) weeks of school practice during the recess term or intersession semester of year two and three.

(e) The method of assessment through papers, tests, examinations, tutorials, etc should be indicated to show students what they are expected to know and how they will be examined.

Appendix ii : Student evaluation of teaching staff

Assessment of professors, lecturers, instructors and tutorial assistants by students

(a)   All instructors, lecturers or professors delivering university level education shall be assessed by the students in each course at the end of such a course. The assessment of students should contribute to the standing of the course staff as well as help the individual staff to identify his/her weaknesses and strengths.

(b)   The head of an academic department shall collect the assessments, analyze the comments and show them to the course instructor/lecturer after the results of the said examinations have been approved and published by Senate. This action will protect the students and improve the teaching ability of the lecturer.

(c)   Below is a sample evaluation form:

Please, fill this sheet after your examinations.
Do not put your name on the sheet.
Let the Academic Registrar have it by any means possible. Its aim is to improve the quality of teaching in your institution but not to "examine" the lecturer.
Semester ....
Academic year.....................................
Faculty..
Department...
Course. ....

Please, grade your lecturer/professor with marks ranging from one to five, the latter being the highest and one the lowest
KEY:
1 = Unsatisfactory
2 = Below average
3 = Average/Good
4 = Very good
5 = Excellent
NA = Not Applicable

The course:
11.1.1   Aroused my intellectual curiosity ....   1 2 3 4 5 NA
11.1.2   Was pertinent to my major field of study ....   1 2 3 4 5 NA
11.1.3   Challenged and engaged my attention ....   1 2 3 4 5 NA

11.1.4 Seemed unimportant and insignificant for my
academic needs .... 1 2 3 4 5 NA
11.1.5 Provided significant insights and helped me grow as a
professional (academician)……...............…………………… 1 2 3 4 5 NA
11.1.6 Seemed integrated into a coherent whole .... 1 2 3 4 5 NA
11.1.7 Readings were too difficult to assimilate .... 1 2 3 4 5 NA
11.1.8 Readings were appropriate in length and stimulated thinking 1 2 3 4 5 NA
11.1.9 Requires restructuring and revision .... 1 2 3 4 5 NA
11.1.10 Entails an outline with specific goals and objectives .... 1 2 3 4 5 NA

11.2   Comments
11.2.1 What changes, if any, would you like to make in the course?
11.2.2 What are the topics whose content you would like to change and why?
11.2.3 What aspects are you satisfied with and why?
11.2.4 What aspect of this course do you dislike and why?

11.3   The instructor/lecturer/professor
11.3.1 Is always punctual and prepared .... 1 2 3 4 5 NA
11.3.2 Clearly explains the objectives of the course and has a
good sense of instruction .... 1 2 3 4 5 NA
11.3.3 Has a very good grasp of the subject matter .... 1 2 3 4 5 NA
11.3.4 Is familiar with current methods of instruction .... 1 2 3 4 5 NA
11.3.5 Successfully communicates the subject matter and clearly
explain the assignments .... 1 2 3 4 5 NA
11.3.6 Provides opportunities for student participation
and involvement ....…… 1 2 3 4 5 NA
11.3.7 Is sensitive to individual differences and
encourages personal opinions ………………….................… 1 2 3 4 5 NA
11.3.8 Provides immediate and meaningful feedback to
students efforts .... 1 2 3 4 5 NA
11.3.9 Is dependable and commands respect .... 1 2 3 4 5 NA
11.3.10 Is effective and efficient instructor .... 1 2 3 4 5 NA
11.3.11 Lectures too often and does not evoke thought .... 1 2 3 4 5 NA
11.3.12 Yells so hard that it is not possible to concentrate .... 1 2 3 4 5 NA
11.3.13 Mumbles and speaks so softly that I hardly hear a word ..... 1 2 3 4 5 NA
11.3.14 Gives out a reading list of up to date references .... 1 2 3 4 5 NA

11.4   Comments
11.4.1 What weaknesses did you notice in the instructor?
11.4.2 How do you think he could remedy his weaknesses?

Appendix iii : Checklist of Quality and Universities Capacity Indicators for Assessment of Universities and Programmes

Item	Ideal	Good	1. Acceptable	Can be improved	Unacceptable
1. Land for campus/urban	• 10-30 acres	• 5 – 10 acres	• 3 – 5 acres	• 3 acres	• Less than 3 acres
2. Land: Rural	• 50 acres or over	• 30 – 50 acres	• 20 - 30 acres	• 10 acres	• Less than 10 acres
3. Governance:					
(i) Council	• In control of Policy	• Operational	• In place	• To be elected	• Does not meet
(ii) Senate	• Supervises all academic policy	• Meets often	• In place	• Meets when need arises	• Administration to make decisions
(iii) Administration	• Appointed legally by Council	• Respects administrative structures	• Consults with staff and students	• Meets with staff	• Insensitive to staff concerns
(iv)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					
(i) Classroom space	• 2.5m² per one student	• 2m² per one student	• 1m² per 1 student	• 1m² per 4 students	• 1m² per over 5 students
(ii) Library space	• 2.5m² per one student	• 2m² per one student	• 1m² per 1 student	• 1m² per 4	• 1m² per over 5 students

Item	Ideal	Good	1. Acceptable	Can be improved	Unacceptable
(iii) Science laboratories	• 3m² per one student	• 2.5m² per one student	• 1m² per 1 student	• 1m² per 4 students	• 1m² per over 5 students
(iv) Computer laboratory	• 3m² per one student	• 2.5m² per one student	• 1m² per 1 student	• 1m² per 4 students	• 1m² per over 5 students
(v) Administrative Staff offices	• 5m² per one staff	• 4m² per administrative staff	• 3m² per one staff	• 2m² per administrative staff	• 1 or less m² per staff
(vi) Academic Staff offices	• 5m² per one staff	• 4m² per one staff	• 3m² per staff	• 2m² per staff	• 1 or less m² per staff
(vii) 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
(viii) Facilities for the disabled (viii) Tennis Court, Swimming pool, Volleyball, Hockey and Cricket	• All Buildings • 1 field for each sport for 1000 students	• All Classrooms • 1 of each field for each 1500 students	• Only on a few • 1 of each field for 2000 students	• Planning to have • 1 of each field for 2500 students	• No plan at all • 1 of each field for over 2500 students
(ix) 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
(x) 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

Item	Ideal	Good	1. Acceptable	Can be improved	Unacceptable
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 Dentist	• 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)					
• PhD Holders	• 60% of staff	• 50% of staff	• 15-50% of staff	• 10% of staff	• Less than 10% of 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

Item	Ideal	Good	Acceptable 1.	Can be improved	Unacceptable
(d) Percentage of part-timers	• 20% of staff	• 30%	• 35%	• 40%	• Over50%
6. Education facilities					
• Student: Library book ratio (relevant and diversity)	• 1:40	• 1:30	• 1:20	• 1:10	• less than 1: 10
• Computer: Student ratio	• 1computer:5 students	• 1:10	• 1:20	• 1:25	• more than 1: 30
• Access to Internet; 1 student: hrs	1:20hrs access	• 1:10hrs	• 1:5hrs	• 1:3hrs	• None at all
7. Financial health					
• Percentage of budget received	• 100%	• 80%	• 75%	• 70%	• Less than 50%
• Percentage of deficit over expenditure	• NIL	• Less than 10%	• Less than 20%	• Less than 25%	• Over 35%
• Proportion of budget spent on salaries	• 50%	• 60%	• 65%	• 70%	• Over 75%
• Percentage of income derived from fees	• 25-35% of budget	• 40%	• 45%	• 50%	• Over 75%

Item	Ideal	Good	1. Acceptable	Can be improved	Unacceptable
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 regulation to increase access for women and other disadvantaged groups in place	• 75% of the needed rules and regulations in place	• Council has approved a comprehensive list of them	• Council Committee has drafted rules and regulations	• Nothing is being planned.
10. Strategic plan	• Being implemented	• Has been approved by Univ. Council	• Is before Senate or Council	• Being drafted	• None is being worked on
11. 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
12. 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
13. Percentage of inst. graduates employed in year of graduation	• 100%	• 80%	• 40 – 60%	• 40%	• 0 – 40%