

# **KING CEASOR UNIVERSITY**



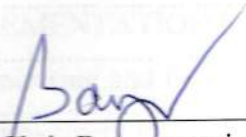
## **QUALITY ASSURANCE POLICY**

**January 2024**

**Approval**

This policy has been approved on the 19<sup>th</sup> day of March the year 2024

Signed:

  
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Hon. Dr. Chris Baryomunsi  
**CHAIRPERSON, KCU COUNCIL**

  
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# ACRONYMS AND ABBREVIATIONS

KCU	King Ceasor University
CSP	Corporate Strategic Plan
DQA	Directorate of Quality Assurance
QAC	Quality Assurance Committee
DVC	Deputy Vice Chancellor
EAQF	East African Quality Assurance Framework
F-DQAC	Faculty / Departmental Quality Assurance Committee
HEDP	Higher Education Development Programme
HLI	Higher Learning Institution
HoD	Head of Department
ICT	Information and Communication Technology
IUCEA	Inter University Council for East Africa
PGSR	Postgraduate Studies and Research
PhD	Doctor of Philosophy
QA	Quality Assurance
QAP	Quality Assurance Policy
QC	Quality Control
SECAT	Students' Evaluation of Courses and Teaching
SQAC	Senate Quality Assurance Committee
NCHE	National Council for Higher Education
ToR	Terms of Reference
VC	Vice Chancellor

## DEFINITION OF TERMS

**Academic staff** means teaching staff, research fellow and librarian of the University.

**Administrative staff** means a member of staff of the University who holds a position related to administration, technical and library work as the Council may from time to time determine; and such other members of staff of the University not engaged in teaching or Research.

**Head of department** means a person heading an academic, administrative or service department in the university

**Implementing committee** means a committee set up at the level of a Department, College, Directorate, School, Institute, Centre, or Committee for the purpose of implementing issues of quality as defined in this Policy

**Implementing units** means all Departments (academic and administrative); Colleges, Directorates, Schools, Institutes, Centers, or Units, that collectively implement designated activities within the University

**Persons with special needs** means persons with physical, mental, or other disabilities, requiring special treatment and/or special attention and facilities.

**Qualifications framework** means an instrument for the development and classification of qualifications according to a set of criteria for levels of learning and skills and competencies achieved.

**Quality assurance means** a systematic and continuous process for ensuring that conditions are in place to achieve standards set by the institution or the means by which an Institution can guarantee that the standards and quality of its mandates are being maintained.

**Quality** means level of goodness or satisfaction with a good or service compliant with set standards, fitting customers' needs (fitness for purpose), efficient and effective (value for money) and transformative (includes empowerment and enhancement of customer satisfaction).

**Quality promotion** means activities implemented for the aim of achieving quality.

**Stakeholders in higher education** mean groups that have an interest in the quality of provision and standard of outcomes. These include government, employers, students, academic and administrative staff, institutional managers, prospective students, parents of students and taxpayers.

**Technical committees** means a body or team of experts dedicated to specified components of the Universities' mandates at levels of Department, School, Institute, Directorate or Centre such

as the committees dealing with Undergraduate Studies, Postgraduate Studies, Research and Publications, Student Affairs and Social Welfare.

**Technical staff** means laboratory and workshop technicians; laboratory technologists; Library technicians and ICT technicians.

**Total quality management** means a systematic process for continuously obtaining accurate and timely information about the needs, wants and expectations of customers in a manner that can generate information for use to constantly re-invent the institution with an emphasis on quality.

## **University Vision**

To be recognized as a moral rearmament, Wealth multiplication and innovation driven University.

## **University Mission**

To produce upstanding, resourceful graduates responsive to local and global demands through the provision of technology driven education, research and innovation of the highest standards.

## **University Objectives**

The following objectives are the focus of King Ceasor University:

- i) To continually change, improve and ensure the effectiveness of the university programs in response to business and industry demands.
- ii) To engage and maintain a competent qualified team that engages in on-going professional development and has the ability to convey this knowledge to students.
- iii) To ensure that its school members and administrative staff conduct themselves with honesty and integrity guided by the core values articulated by the University;
- iv) To provide facilities that provide support to educational and research programs and enable students to develop profession specific skills.
- v) To attract students of diverse backgrounds who are strong academically, innovative and self-driven.
- vi) To inculcate in every student academic excellence, professional and social responsibility, as well as entrepreneurship;
- vii) To improve students' written and verbal competencies as well as analytical and technical skills prior to graduation.
- viii) To foster a vibrant successful interactive research community that generates new ideas, makes discoveries and creates new fields of knowledge.
- ix) To provide leadership and make advances in solving key local and global research challenges.
- x) To foster partnerships with local and global groups to expand visibility of and opportunities for research impact and commercialisation.
- xi) To build new strategic partnerships and deepen existing partnerships so as to enhance the experience, skills and competencies of our students.
- xii) To extend relevant community outreach programs and involvement.



# CHAPTER ONE

## 1.0 INTRODUCTION

### 1.1 Background

King Ceasor University is a private university licensed by the Uganda National Council for Higher Education. Improving the quality of teaching and research has been at the center of the University over the past ten years of its existence and continues to play a crucial part in the transformation of the University. Management of quality is fundamental to KCU's attainment of its vision outlined in the University's strategic plan 2023/24 – 2027/28.

The University cognizes the importance of keeping abreast with the best practices in higher education and sees this as part of being a self-critical academic community, which evaluates and enhances its quality assurance procedures and practices. The maintenance and enhancement of the academic standards of the institution depends foremost on the commitment of all staff and continuous evaluation of the quality of educational experiences provided to students.

The university seeks through this policy to establish, comprehensive and rigorous arrangements for the approval, review, modification and annual monitoring of its academic provision. These arrangements for quality management and enhancement are built upon best practices in the industry.

The key principles set out below, are important as a guide to staff and students in their endeavor to secure high standards of the awards and a high-quality student experience. As such, this policy focuses on the need to promote a culture of quality at institutional level. Creation of true quality culture is crucial as it ensures the commitment of students, academic, and administrative staff alike.

### 1.2 Purpose

The Quality Assurance Policy (QAP) establishes the University's general approach to Quality Assurance Management. This policy supports the achievement of KCU's Vision, Mission, Goals, and Strategic Plan. The QAP ensures the development and implementation of specific policies, procedures, guidelines, and practices for quality maintenance across the University. It sets out the methods by which the University assures its stakeholders of the high quality of its academic and non-academic outputs, as well as all aspects of its educational provision. Therefore, the policy specifically aims to provide a framework for an efficient and functional Quality Management System (QMS) with enforceable rules and procedures focusing on the:

- a) Establishment and development of a quality assurance culture in the academic, support and resource services.
- b) Promotion of quality assurance and improvement actions at institutional, School/faculty and departmental levels.
- c) Empowerment of employees in the development, implementation and execution of quality assurance systems, processes, procedures and mechanisms.

- d) Monitoring and evaluating the quality assurance actions within the functional units of the University.
- e) Monitoring and evaluating of institutional quality assurance accountability required of the University on a statutory and national level.

### **1.3 Policy goal**

The Quality Assurance Policy has three main goals:

- 1) Ensure high standards and continuous improvement of the academic units and programs of King Ceasor University.
- 2) Standardize the process of evaluating academic units and programs.
- 3) Document and communicate the results of academic quality assurance processes.

### **1.4 Objectives of the policy**

The objectives of the QA policy are to:

- a) Implement a quality management system which will ensure compliance with relevant regulations and standards
- b) Provide support in the development and implementation of quality assurance and improvement processes and practices
- c) Outline the internal and external quality assurance procedures and practices to realize the vision and mission as well as uphold the core values of the university.
- d) Protect and ensure the integrity of academic awards of the university.
- e) Outline the structure for efficient coordination and management of quality assurance systems.
- f) Facilitate the development of a culture of self-evaluation and continuous quality enhancement in the University.

### **1.4 Key Principles**

The main principles underpinning the KCU's quality Assurance policy are:

- 1) That quality assurance and enhancement is best achieved through fostering of an ethos of critical self-reflection in partnership with students;
- 2) That the University academic community, individually or in groups, should have the responsibility of enhancing the quality of learning.
- 3) That internal reviews and rigorous external peer review are vital means to identify areas for improvement, to foster collaboration and the exchange of best practice;
- 4) That benchmarking of academic standards shall be at the heart of the University's procedures;
- 5) That it is desirable to promote consistency and standardization wherever possible;
- 6) That quality assurance and enhancement needs to be mindful of the challenges facing the University and hence ensuring the interdisciplinary nature of the curriculum, and strong links with professions at the University;
- 7) That students and other stakeholders are key contributors to the shaping of University policies and mechanisms in the area of quality and standards;

- 8) That all policies and procedures relating to quality and standards should be subject of regular review to ensure their ongoing fitness for purpose of a rapidly changing internal and external environment.

### **1.5 Legal Framework**

The QA policy is in compliance with the following legislations and guidelines:

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

# CHAPTER TWO

## 2.0 Internal Quality Assurance

The following areas for internal quality assurance are further described.

### 2.1 Programmes and Courses

Assessment of quality in the design and implementation of programmes and courses shall ensure that well-qualified staff members carry out such activities, which are based on the guidelines and procedures approved by the Senate. The programme/courses shall be benchmarked against the curricular of best universities worldwide.

### 2.2 Quality of Academic Staff

Assessment of quality in academic staff shall be in accordance with NCHE recommended qualification for academic staff and shall include other expectations with regards to qualifications, scholarly work and continuing professional development. Benchmarks for minimum qualifications, scholarly work and involvement in continuing professional development activities shall be in accordance with NCHE quality assurance promotion guidelines.

### 2.3 Quality in Teaching and Learning

Assessment of quality in teaching and learning shall cover the following:

- a) Use of well-established tools such as the Head of Department's assessment,
- b) Student Evaluation of Course and Teaching (SECAT)
- c) Teaching portfolios and peer review
- d) Individual performance management goals, Appointments and Promotions Procedures that pertain to teaching shall be included in the assessment of Quality teaching
- e) The Directorate of Quality Assurance shall have an advisory and supportive role in the improvement of teaching, for example, through implementation of induction courses for academic staff, on-going professional development programmes, Teaching Improvement Grants and Teaching Excellence Awards.
- f) Assessment level of student engagement in teaching and learning experience.

### 2.4 Quality in Student Assessment: Internal moderation

Quality assurance mechanism for determining quality of student assessments, both continuous and final shall be developed. In the absence of external examiners, departments shall develop systems that are coherent with the QA framework approved by Senate. These shall include a minimum of internal moderation procedures that ensure validity of student assessment and reliability of marking.

### 2.5 Quality in support services

Assessment of quality in academic support services provided to Faculties/Schools/Institutes and departments including record keeping and attention to processes as relate to academic excellence; shall be included in the framework for quality assurance.

## **2.6 Quality of resources and facilities**

Assessment of the quality of resources and facilities shall include measures of the availability and appropriateness of lecture rooms, library, book banks, ICTs, laboratory or practical facilities and equipment, etc.

## **2.7 Quality of research**

For KCU to build an outstanding international reputation in research, it must be committed to maintaining and expanding its research capacity to achieve research and research training of international distinction. Quality of research shall be guided by the following:

- a) Assessment of capacity to undertake research at individual and Faculty/School/Institute levels.
- b) Assessment of the relevance of research to the discipline, KCU, local and global spaces.
- c) Assessment of external research and internal funding
- d) Assessment of research management
- e) Assessment of validity of research findings and their dissemination
- f) Assessment of research & research training strategies whether they reflect international best practices.

## **2.8 Program Review Process**

A program is normally reviewed once every five years, or depending on the duration of the programme. In consultation with the Deans and Senior Administrators, the University's Academic Programme and Library Committee select the programs to be reviewed and recommend the order of their review.

A program review features both quantitative and qualitative analysis. The quantitative analysis consists of gathering and analyzing numerical data related to the program. Such data is reported in the self-study report.

The qualitative analysis is represented in two parts: a self-study completed by program representatives and a study by an external review team that augments and validates the self-study. With a balance between quantitative and qualitative analysis, the program review process can ensure accountability and fairness.

### ***Purpose***

The primary purpose of a program review is to ascertain five aspects of a program;

- i) Quality
- ii) Contribution to the Mission and Vision of the institution
- iii) Resource use
- iv) Adaptability
- v) Recognition and transferability of qualifications.

## **2.9 Implementation of the Internal Quality Assurance Policy**

- i) The participatory nature of the QA structure is critical and shall be reflected in the composition of all King Ceasor University committees, task forces, and proposals written for funding at KCU.

- ii) The available expertise and leadership in each department shall be exploited when identifying the leaders of teams, for example, where possible Professors, Associate Professors or, Senior Lecturers in good standing may be used in key positions.
- iii) Wherever possible current students and alumni will participate in the Quality Assurance activities.
- iv) The direction and support provided by the KCU leadership, management and by the Joint University Council and Senate Quality Assurance & Control Committee is critical to operationalizing the policy.

## CHAPTER THREE

### 3.0 EXTERNAL QUALITY ASSURANCE

To ensure that high quality standards are maintained, the following external mechanisms shall be utilized;

- a) Accreditation
- b) External academic review
- c) Departmental self-study
- d) Satisfaction of alumni
- e) Institutional audits

#### 3.1 Accreditation

To ensure quality, every programme at the university must be accredited by the NCHE. KCU shall abide by the legal framework that provides for accreditation of programmes. In as much as it is not mandatory to seek regional and international accreditation, KCU shall encourage Schools/faculties to seek international and regional accreditation of their programmes which makes programmes competitive and enhances the employability of KCU graduates.

KCU shall:

- a) Ensure that programmes have at least two programme reviews.
  - i. Midterm Review- When the programme is half way in its accreditation cycle.
  - ii. End Term Review- When the programme has one (1) year in its accreditation cycle.
- b) Ensure that academic staff are periodically trained on curriculum development and review.
- c) Ensure that only viable programmes are accredited i.e. programmes that are self-sustaining and aligned to the national development goals.

Duration of programme	Accreditation period	Midterm review	End of term review
Two (2) years	Five (5) years	In the 2 <sup>nd</sup> year	In the 4 <sup>th</sup> year
Three (3) years	Seven (7) years	In the 3 <sup>th</sup> year	In the 6 <sup>th</sup> year
Four (4) years	Nine (9) years	In the 4 <sup>th</sup> year	In the 6 <sup>th</sup> year
Five (5) years	Eleven (11) years	In the 5 <sup>th</sup> year	In the 10 <sup>th</sup> year

**Table 1: Accreditation review cycle**

#### 3.2 External Academic Review

KCU shall develop internal and external examination procedures to check the quality of student assessments; ensure validity of the assessment and reliability of marking. Reports of the external examiners must be discussed at Senate and recommendations passed on to the stakeholders.

### **3.2.1 Areas of External Review**

Areas of external review shall include but are not limited to the following areas:

- i) Courses/programmes content and delivery
- ii) Student assessment
- iii) Programme resources
- iv) Academic staff qualifications, scholarly work and professional development activities.

### **3.2.2 Procedures for External Review**

These shall include but are not limited to the following areas:

- i) Review of documents, i.e., staff and students records
- ii) Observations, e.g. lecture room teaching, laboratory work, counselling, etc.
- iii) Interviews with staff, students, senior management, etc
- iv) On site visits to the academic and support units at an agreed time and duration to examine the quality, reliability and validity of the self-study data through review of documents, observation and interviews with staff and students.

### **3.2.3 Documentation for External Academic Review**

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

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

### **3.3 Department Self-Study**

The Department Self-Study shall include but is not limited to the following areas of academic programme review;

- i) Assessment methods analyses/evaluations
- ii) Marking guides/strategies
- iii) Assessment of teaching and learning environments including teaching strategies used, resource availability, etc.
- iv) Summaries of peer assessments
- v) Statistical summaries of student evaluation of course and teaching scores



- vi) Academic staff information, i.e., qualifications, scholarly work and professional development activities
- vii) Student results
- viii) Department organizational structure including record keeping

### **3.4 Satisfaction of Alumni**

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

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

### **3.5 Institutional audits**

KCU shall carry out an internal and external audit as provided for by the Quality Assurance Framework for Universities and the Licensing Process for Higher Education Institutions, NCHE (2014).

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

## **CHAPTER FOUR**

### **4.0 Policy Objectives, Issues, Statements, Challenges And Strategies**

The QA POLICY shall guide KCU towards increasing credibility and competitiveness in higher learning to effectively contribute to the realization of the university's Vision and Mission. Hence, positioning the institution to attract quality students will retain a critical mass of high quality and motivated staff. KCU shall embrace the quality management policy in training, research, outreach, consultancy and support services. This implies that the University QA shall canvas the participation of the entire university community towards ensuring long-term success through client satisfaction and benefits to all members of the university and to society.

The University shall therefore, endeavor to ensure that infrastructure is up to standard and is regularly inspected for repair and maintenance. The academic and administrative staff shall comprise highly qualified and motivated staff in all service departments across the University and are of the highest caliber able to respond to the mission and needs of the University.

Globalization of higher education has created a situation where national borders are no longer the limits of universities' investment attracting quality students and staff. With the growing information and communication technologies now available, the main bases of globalization in higher education are information and innovation.

Universities are expanding campuses and competing to attract students from within countries and across borders to expand enrolments. Globalization responds to increases in demand for education especially university education which in turn increases for higher quality programmes.

#### **4.1 Guiding quality standards**

KCU quality standards shall be guided by the following

- a) NCHE Quality Assurance Guidelines
- b) NCHE Framework for Quality Standards
- c) Inter-University Council for East Africa (IUCEA) Quality Assurance Guidelines

#### **4.2 Policy Objectives**

The overall objective of quality assurance at KCU is to provide guidance in the development and implementation of internal and external quality assurance procedures and practices such as to:

- a) Mainstream quality in planning, implementation and evaluation at all levels;
- b) Provide a framework for ensuring quality delivery of academic programs and other services,
- c) Propel KCU to greater achievement in development of knowledge, technology and scholarly attainment; and

- d) Contribute towards enhanced application of knowledge, technology and scholarship to solve current and emerging societal problems in the pursuit of KCU's national, regional and international development goals.

### **4.3 Issues, Challenges, Policy Statements and Strategies**

#### **4.3.1 Expanding Higher Education**

##### **a) Issues and challenges**

The key issues that can affect quality of education in the university include:

- a) The demands for higher education have increased while resources to improve capacity have not been expanding at the same pace;
- b) Stakeholders' scrutiny of education and training processes and outcomes have gained importance amongst stakeholders;
- c) The ability to judge oneself is being subjected to questioning on the level of trust, efficiency and effectiveness to maintain quality that satisfies both internal and external expectations; and
- d) There is increased demand for greater accountability and efficiency in handling students, staff and other stakeholders with respect to service delivery.

##### **(b) Policy statement**

The University shall promote quality standards in training, research, outreach, consultancy, and support services in a manner that shall ensure achievement of its Vision and Mission.

##### **(c) Strategies**

The strategies that the University will use to solve the identified challenges shall include the following:

- a) Each academic and administrative unit/department shall conduct periodic self-appraisal to enhance capacity to effectively undertake defined roles in ensuring quality training, research, outreach, consultancy and community services;
- b) Self-assessment committees shall be set up in all entities of the University; and
- c) External evaluation of programmes, activities and services shall be conducted on a regular basis.
- d) The Directorate of Quality Assurance and Quality Control shall continuously monitor teaching and learning activities and shall prepare monthly reports on the same.

#### **4.3.2 Competitive Programmes**

Competition among universities pressures institutional management to serve better staff, students, and the community. It also alerts institutions to equip students with the necessary tools for effective learning, appropriate knowledge, skills and competencies in order to enable them to successfully enter the increasingly competitive job market, self-employment and career development. With globalization, potential candidates for higher education use university rankings to identify suitable institutions to seek admission. Such rankings also assist university managements, policymakers and governments to check and ensure effectiveness of their institutions.

### **a) Issues and challenges**

The main challenges associated with maintaining competitive programmes at King Ceasor University include:

- a) Ensuring that KCU remains a respected and valued institution of higher learning amidst the increased competition amongst Higher Learning Institutions (HLI) to recruit and retain quality students and human resources from a limited pool;
- b) Improving salaries and staff benefits to levels that are attractive and competitive to attract new staff and retain existing ones;
- c) Maintaining adequate admission levels in all programmes;
- d) Increasing the financial resources available to KCU management for the improvement of current infrastructure for teaching, learning, research, outreach and service delivery; and
- e) Ensuring ICT development contributes to the improvement of teaching, learning, research and service provision.

### **b) Policy statement**

The University shall put in place programmes that can attract local and international students.

### **c) Strategies**

In order to address the challenges related to maintaining competitive programmes the university shall:

- a) Implement programmes for the attainment of the University's Vision and Mission while addressing critical national human resources requirements;
- b) Constantly improve the teaching and learning environments;
- c) Provide appropriate and adequate support services to students and staff in respect of teaching, learning and social welfare;
- d) Ensure quality in the provision of support services through regular participatory monitoring and evaluation;
- e) Sensitize potential employers and the general public on the value of programmes offered at the University; and
- f) Constantly identify innovative ways to improve teaching, learning, research and delivery of services as well as overcoming the negative effects of globalization in the delivery of the above.

## **4.3.3. Upholding quality academic and research programmes**

### **a) Issues and challenges**

The quality of academic and research programmes at KCU is challenged by the following:

- a) Ability to continuously maintain the quality of academic programmes;
- b) The cost of maintaining quality programmes;
- c) The quality standards must be set and accepted by all concerned; and
- d) Setting realistic milestones which are constrained by limited financial, human and physical resources.

### **b) Policy Statement**

The University shall set out to surpass the minimum academic standards as set out by NCHE and ensure highest quality in the area of teaching and learning in order to attract high-calibre candidates and increase student enrolment in all programmes.

### **c) Strategies**

KCU shall use the following strategies to ensure that the quality of research and academic programmes is enhanced and maintained:

- a) Ensure conducive teaching, learning and research environments;
- b) Ensure that the quality and quantity of available human, physical and financial resources are of the highest standards and sufficient to meet the programme requirements;
- c) Recruit and retain quality academic and technical staff;
- d) Review all programmes after every five years by involving stakeholders from within and outside the University;
- e) Initiate new programmes that shall be guided by inputs from relevant stakeholders and national human resource needs; and
- f) Attract new students through purposeful marketing and advertisements.

### **4.3.4 Delivery of high quality products and services**

#### **a) Issues and challenges**

The challenges associated with maintenance of high quality products and services at KCU include:

- a) Securing quality and adequate infrastructure and services to support teaching, learning, practical skills acquisition, research and service delivery;
- b) Promoting quality products and services to the public;
- c) Institutionalizing monitoring and evaluation of quality assurance across the University;
- d) Ensuring the admission of students depending on the optimal services that are available on campus including staff, lecture theatres, laboratory space and sanitary services;
- e) Ensuring that all infrastructure, teaching, learning and work environments take into consideration people with special needs;
- f) Ensuring KCU's production potential is effectively harnessed to support teaching, learning and research environment;
- g) Ensuring that KCU financial resources enable improvement of teaching, learning and research environments; and
- h) Ensuring health, safety and security requirements are in place and adhered to.

#### **b) Policy statement**

The University shall continuously monitor and evaluate the quality of teaching and quality of services rendered by its staff so as to assure adherence to quality standards.

#### **c) Strategies**

KCU shall use the following strategies to ensure that its products and services are of high quality:

- a) Conduct awareness campaigns on customer care in all campuses of the University involving both staff and students;
- b) Conduct in-service training for staff in order to enhance performance;
- c) Post placards on service statement mottos in open public areas to constantly remind the University population on their obligations and expectations of clients;
- d) Facilitate and ensure implementation of service charter and codes of practice; and
- e) Facilitate the establishment of open quality check platforms to gauge immediate client satisfaction.

#### **4.3.5 Ethical considerations**

##### **a) Issues and challenges**

The following are some of the challenges associated with ethical issues at KCU

- a) Incidences of corruption at all levels and lack of skills to avert the vices;
- b) Different forms of staff and students' harassment
- c) Mechanisms to monitor adherence to ethical conduct in teaching and learning processes, research and service delivery for both staff and students; and
- d) Academic fraud in teaching, learning, research and service delivery.

##### **b) Policy statement**

The University shall uphold the highest ethical standards in the conduct of all its business.

##### **c) Strategies**

KCU shall use the following strategies to address unacceptable ethical conduct of staff and students:

- a) Ensure the conduct of all academic and administrative activities is in accordance with relevant ethical standards;
- b) Establish and facilitate the Ethics Committees (for both staff and students) to identify breaches of ethical guidelines among the University community;
- c) Report cases of non-compliance to the Ethics Committees of the University;
- d) Incorporate professional and social ethics training in all programmes; and
- e) Establish and operationalize an institutional ethical clearance committee in line with the requirements under national ethical clearance system.

#### **4.3.6. Delivery of high quality open and distance E-learning**

##### **a) Issues and challenges**

KCU is challenged by the following issues associated with the delivery of quality open and distance learning:

- i) **Lack of Support:** The physical absence of qualified and experienced instructors to guide or support students' learning
- ii) **Feelings of Isolation:** A lot of learning is peer-based as students use discussion and groups to work through material.

- iii) **Discipline:** There is a certain amount of social pressure and regulation that goes with a traditional classroom.
- iv) **Technology:** To ensure that students are effective E-learners, they must have access to all the technology they need and able to effectively navigate and use the relevant tools at their disposal.

**b) Policy statement**

King Ceasor University shall position itself as a leading provider of higher education opportunities through quality open and distance learning, nationally and globally.

**c) Strategies**

KCU shall use the following strategies to provide open and distance E-learning programmes:

- a) Develop the University Open and Distance E-learning Policy.
- b) Develop an appropriate E-Learning Platform (s) for effective and authoritative teaching and learning.
- c) Establish E-Learning infrastructure to facilitate teaching, research and innovation.
- d) Develop open distance curricula that is of high academic integrity, responsive to community needs and aligned to the University's vision and mission.

**4.3.7 Monitoring and Evaluation**

**a) Issues and challenges**

The following challenges continue to impact monitoring and evaluation of quality of products and services:

- i) Accepting that the university is similar to a "production and service industry" and as such, should be formally evaluated accordingly and held accountable for its performance in fulfilling established mandates;
- ii) Lack of a functional internal mechanism for monitoring and evaluating quality developed and implemented with the participation of all the concerned; and
- iii) Preparedness to establish effective external mechanisms for monitoring and evaluating university operations.

**b) Policy statement**

The University shall develop monitoring indicators relevant to her mandate to facilitate periodic evaluation of progress being made and determine areas of improvement in existing programmes and services, and determine future areas of improved engagement.

**c) Strategies**

KCU shall use the following strategies to address the issues related to quality monitoring and evaluation:

- i) To establish functioning quality assurance committees in each implementing unit;

- ii) To implement a regular system of internal monitoring and evaluation whose reports shall be submitted to the office of the DQA for further action;
- iii) To facilitate external evaluation of programmes and service centers;
- iv) DQA to undertake regular reporting (monthly) of the state of quality to the Vice-Chancellor by the Director of Quality Assurance; and
- v) To subject monitoring and evaluation reports to extensive discussions by stakeholders and determine subsequent courses of action.



# CHAPTER FIVE

## 5.0 ADMINISTRATIVE STRUCTURE

### 5.1 Position and Role of the Quality Assurance Directorate

There shall be a university-wide Directorate of Quality Assurance, which shall operate directly under the Office of the Vice Chancellor. The Directorate shall fit into the KCU administrative structure as shown in the organogram (Figure 1).

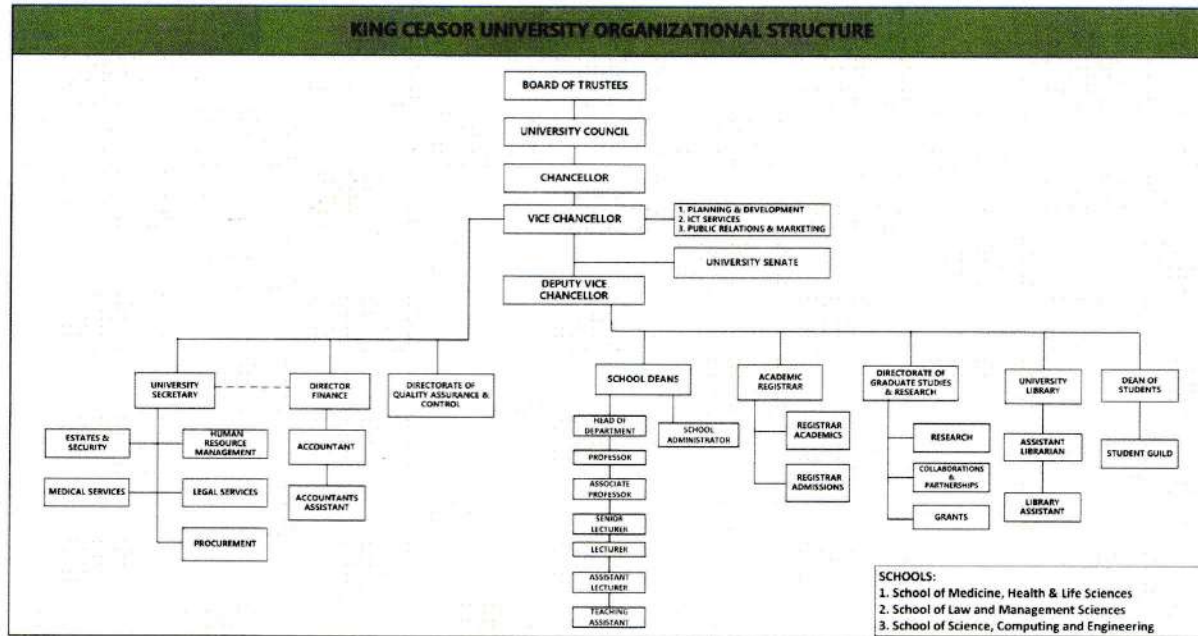


Figure 1: Position of DQA within KCU Administrative Structure

The Director Quality Assurance and Control shall serve as the secretariat to the Quality Assurance & Control Committee.

The major task of the QA shall be :

- i) To monitor and guide quality assurance processes in all units of the University, maintain a close working relationship with the DVC by keeping and reporting to Vice-chancellor.
- ii) KCU Quality Assurance Committee then informed of newly arising QA issues falling under their respective jurisdictions;
- iii) Coordinate the universities' quality assurance system including providing technical advice on measures to be taken to maintain high-performance standards, including making technical presentation on behalf of the University management;
- iv) Constantly monitor and periodically evaluate the functioning of other units within the University to determine the extent to which they play their roles as per established regulations

### 5.2 Functions of the Directorate of Quality Assurance

The following are the functions of the directorate of quality assurance:

- a) Develop, strategize, promote and oversee implementation of the QA policy;

- b) Develop and maintain appropriate and relevant general operational manuals including internal self-evaluation instruments to guide university-level quality assurance operations;
- c) Set performance standards including updating in every five years, operational manuals to guide university-level quality assurance operations as well as instruments for use in internal evaluations;
- d) Evaluate the link between various university policies and quality assurance framework and devise harmonization strategies;
- e) Formulate and oversee the implementation of various responsive strategies for quality assurance and promotion in accordance with changes in education challenges;
- f) Evaluate resource availability for training, research and outreach programmes and advise accordingly;
- g) Coordinate programmes for institutional self-evaluation on quality assurance systems;
- h) Carry out analysis of quality assurance reports such as students' course evaluations; External Examiners reports, external evaluation/audit reports and identifying issues for short, medium or long-term implementation and their implementing units;
- i) Coordinate external evaluation or institutional audits;
- j) Initiate and maintain links with NCHE and Quality Committees/ Directorates/Units in sister universities and colleges and forging partnerships with relevant regional regulatory bodies for mutual benefit;
- k) Monitor, evaluate and ensure quality in teaching, learning, research, and outreach and service provision;
- l) Advise DVC (Academic Affairs) and DVC (Administration and Finance) on matters of the attention of their offices;
- m) Evaluate and ensure that all staff and students implement set institutional quality standards in teaching, learning, research, outreach and service provision;
- n) Conduct periodic training on quality assurance issues;
- o) Keep abreast of topical quality assurance matters in higher education at national, regional and global levels and determine how the University can actively participate in any debates and/or practices arising therefrom; and
- p) Perform any other duties related to quality assurance as shall be determined by the University.

### **5.3 Management of the Directorate of Quality Assurance (DQA)**

The Directorate shall be headed by a Director. The appointment of the Director shall be in accordance with the University Charter. The Director shall head a secretariat supported by Quality Assurance Officers and an Office Management Secretary.

#### **5.3.1 Functions of the Director**

The Director shall be the overall in charge of QA issues accountable to the VC and shall, in that capacity, fulfill the following functions:

- a) Oversee the Quality Monitoring and Evaluation in all university operations and functions;
- b) Oversee the functions and responsibilities of the QA as detailed in section 5.1;

- c) Coordinate periodic internal self-evaluation of different units of the University
- d) Facilitate and coordinate external evaluation of the KCU academic programmes including providing evaluation results to management and relevant units;
- e) Monitor implementation of internal and external evaluation recommendations;
- f) Provide technical support on QA matters to the University;
- g) Link with the NCHE and related agencies within the IUCEA and other internal and external professional bodies whose concerns and interests have a bearing on the university's curricula development and implementation in accordance with QA requirements;
- h) Update the University on new developments in QA matters for higher education institutions within the regional and global contexts;
- i) Represent the University on matters of quality assurance at national, regional and other international forums on higher education;
- j) Prepare periodic reports to be submitted to the VC, on the overall quality status of the University, through relevant KCU committees;
- k) To report academic quality matters to Senate; administrative and services matters to other relevant Committees for onwards transmission to Council; and
- l) Perform any other duties related to QA as shall be determined by the University.

### **5.3.2 Quality assurance activities across the University**

Quality Assurance at KCU shall radiate from all implementing units, which have a responsibility of planning and implementing activities that target to address the Mission of the University so as to meet specific institutional objectives. All such units shall be primarily responsible to achieve and maintain high-quality standards as set out by the University, including regular conduct of self-evaluations.

### **5.3.3 Quality Assurance Committee**

There shall be a university-wide Committee on Quality Assurance whose members shall be:

- a) Vice-Chancellor (Chairperson)
- b) Deputy Vice-Chancellor;
- c) Academic Registrar;
- d) Dean of Faculties/Schools;
- e) Heads of Department;
- f) Directors of Library, ICT, Estates; PGSR
- g) The Director of QA, who shall be the secretary.

### ***Functions of the Quality Assurance Committee***

The functions of the Quality Assurance Committee shall be to:

- a) Oversee the implementation of various responsive strategies for quality assurance in accordance with plans of DQA and advise accordingly;
- b) Approve programme(s) for institutional self-evaluation and to facilitate external evaluation or institutional audits;
- c) Approve plan(s) to address the external evaluation recommendations;

- d) Advise the University management, staff, and other stakeholders on the evaluation reports;
- e) Monitor the implementation of corrective measures as suggested by external examiners; and
- f) Perform such other functions as may be assigned by the Vice Chancellor.

The University QA Committee shall report their matters to the University Senate through the University Management Committee.

#### **5.3.4 Faculty/School/Institute Unit-based Committees**

##### ***Committee membership***

There shall be a Faculty/ Directorate/ School/ Institute Committee on quality assurance whose members shall be:

- a) Chairperson, who shall be Dean, Director or Head of the Unit, who shall coordinate quality assurance matters in the Faculty/ Directorate/ Schools / Institute / Department / Unit;
- b) Heads of Department;
- c) All Professors within the Unit
- d) One Administrative staff;
- e) One Technical staff; and
- f) Two students (one from amongst undergraduate and one postgraduate; gender balance to be observed).

##### **Functions of QA Committee at College/ School / Institute/ Directorate levels**

The functions of the College/ Institute/ Directorate/ Centre-based Committees in relation to quality assurance shall be to:

- a) Formulate and oversee the implementation of various responsive strategies for quality assurance and promotion in accordance with plans of DQA and advise accordingly;
- b) Coordinate programme and institutional self-evaluation and facilitate external evaluation or institutional audits;
- c) Identify strengths and weakness in the training, outreach and research programmes and submit them to the DQA;
- d) Evaluate External Examiners' reports and formulate corrective measures; and
- e) Perform such other functions as may be assigned by the QA Committee.

The School/Institute/Directorate/Centre quality assurance committees shall report their matters to the University-wide Quality Assurance Committee.

#### **5.3.5 Quality Assurance Committees for Academic Departments**

##### ***Committee membership***

There shall be a Departmental Committee on quality assurance whose members include:

- a) The Head of Department who shall serve as Chairperson of the Department Committee;
- b) All Professors within the Department;

- c) A member of the Undergraduate Studies Committee;
- d) A member of the Research and Publications;
- e) A member of the Postgraduate Committee;
- f) One Administrative staff;
- g) One Technical staff; and
- h) Two students (one from amongst undergraduate and one postgraduate; gender balance to be observed)

### **Functions of departmental QA committees**

The functions of the Departmental Committees on quality assurance shall be to:

- a) Oversee review of curriculum after every 5-years or as determined by the Council;
- b) Oversee and evaluate teaching preparations, teaching files, teaching, Continuous Assessments, and end-of- semester examinations;
- c) Conduct tracer studies;
- d) Oversee effective conduct of regular laboratory practical activities;
- e) Oversee effective field practical training;
- f) Develop Directorate-specific performance procedures and standards;
- g) Conduct regular programme self-evaluations to determine whether they meet the set standards in practice;
- h) Prepare self-assessment reports in readiness for unit and/or university-level external evaluations;
- i) Facilitate and oversee students' evaluation of course instructors;
- j) Evaluate External Examiners' reports and formulate corrective measures;
- k) Monitor and evaluate performance of research and outreach activities; and
- l) Perform any other function as may be directed by the DQA.

Matters from the Departmental Quality Assurance Committees shall be reported to Faculty/School/Institute/Directorate Quality Assurance Committees.

### **5.3.6 Quality Assurance Committees for administrative and service departments**

There shall be the following Administrative and Service Departmental Quality Assurance Committees:

- a) Estates and Works Department;
- b) Human Resource and Administration Department;
- c) Students' Affairs
- d) Department of Finance; and
- e) PMU, Internal Audit Unit, and Planning and Investment.

### ***Membership***

The Quality assurance for administrative and service departments shall be composed of the following:

- a) Director of the Administrative and Service Department who shall chair the Committee
- b) A senior member of staff from outside the Department(s), appointed by the Director Quality Assurance;

- c) One Administrative Staff from the relevant Department(s);
- d) One member from the representative Staff Association;

### **Functions of administrative and services departmental quality assurance committees**

The functions of the Departmental Committees on quality assurance shall be to:

- a) Establish open quality check platform to gauge immediate client satisfaction;
- b) Develop Committee-specific performance procedures and standards;
- c) Conduct regular programme self-evaluations to determine whether they meet the set standards in practice;
- d) Prepare self-assessment reports in readiness for unit and/or university-level external evaluations; and
- e) Perform any other function(s) as may be directed by the Quality Assurance Committee.

Matters from the Departmental Quality Assurance Committees of the Administrative and Service Departments shall be reported to university-wide Quality Assurance Committee.

### **5.3.7 Conduct of meetings**

#### ***Frequency of meetings***

- i) Departmental QACs will meet at least twice per semester, at the beginning and after the end-of-semester examinations.
- ii) The other QACs will meet at least four times per academic year.

## CHAPTER SIX

### 6.0 IMPLEMENTATION STRATEGIES

The University shall utilize a variety of strategies and instruments to evaluate implementation of the DQA's core mission and activities. The main strategies will include but not limited to:

- a) Setting milestones or targets to be achieved in order to facilitate internal and external audits of the institution, its programmes and all the services offered by the University.
- b) Setting up mechanisms of ensuring compliance by assigning responsibilities at all levels of the implementation of the QA Policy.

#### 6.1 Monitoring and Evaluation

The key strategy for QA maintenance will be to conduct, after every five years, surveys of stakeholders, which include on-going students, alumni, employers and members of the community as described below.

##### 6.1.1 Internal reviews

- i) Directors, Deans and Heads of Department (HoD) responsible to implement the QA Policy shall conduct regular self-evaluation of their units.
- ii) The reviews shall be conducted by a team of not less than five (5) persons, of whom two (2) shall be identified by the Director QA from the unit, two (2) from within University but outside the unit concerned and one (1) person, with sufficient knowledge of the unit being evaluated, shall be appointed from another institution of comparable repute.
- iii) The internal QA review shall be guided by Terms of Reference (ToR) and modalities drawn by the DQA.
- iv) The Review Teams shall generate and submit reports to the head of the unit (i.e. Department, Centre, Unit, School, and Directorate) concerned for internal discussion by all members of the unit.
- v) The head of the unit shall submit the report to the DQA who, in consultation with the relevant DVC shall arrange and conduct a verification visit to the respective unit.
- vi) The verification shall be conducted by a committee of not less than three (3) persons, being two (2) identified by the DQA in consultation with the relevant DVC from within KCU but outside the unit concerned, and one (1) person chosen from another institution of comparable status and knowledgeable about the operations of a similar or related unit.

##### 6.1.2 External programme reviews and institutional audits

- i) The Director of QA shall prepare the ToRs and regularly arrange and coordinate external institutional audits and programme reviews within the fifth year since the last evaluation.
- ii) The Director of QA shall each time appoint a panel of up to seven (7) experts of which at least half of the panelists shall be drawn from outside the University.

- iii) External institutional audits and programme reviews shall focus on the structure and functioning of administrative and governance organs of the University, while programme audits shall evaluate the relevance of the teaching programmes, the teaching and learning environment and the effectiveness of the delivery and evaluation strategies employed.
- iv) The Director of QA shall disseminate the results of institutional audits and programme reviews to the unit being evaluated to discuss the report and draw strategies to implement the subsequent recommendations.
- v) Institutional and programme reviews shall be centrally coordinated by the Director of QA which shall also monitor implementation of the resultant recommendations.
- vi) All mandatory external programme reviews by the NCHE shall be preceded by internal unit/programme reviews; and shall be coordinated and facilitated by the Director of QA at the University level.

### **6.1.3 Client satisfaction surveys**

- a) The DQA shall, after every 5 years, organize client satisfaction surveys aimed at giving the different clients an opportunity to provide feedback on their experience relating to the study programmes, employers' perspective and service delivery to students, staff and the general public.
- b) Appropriate tools shall be designed by the DQA for use in the surveys of each category of clients to determine their level of satisfaction.
- c) The DQA shall be responsible for disseminating the survey results to relevant units and staff to determine cause(s) of action to effect improvement of problematic areas. The client categories to be considered in such surveys shall include, but not confined to the following:
  - i) Students
  - ii) Employers
  - iii) Alumni
  - iv) General public
  - v) Academic staff
  - vi) Administrative staff

### **6.2 Improvement Plan**

Monitoring and evaluation reports resulting from the reviews shall be discussed at various levels (Department, Directorate, School, Centre, Institute). Strategies to address the shortfalls (improvement plans) shall be drawn. The improvement plans shall be forwarded to the Quality Assurance Committee for incorporation into the university – wide action plan.



## **CHAPTER SEVEN**

### **7.0 POLICY OPERATIONALIZATION, AMENDMENTS AND REVIEWS**

#### **7.1 Operationalization**

The provisions of this Policy shall become operational upon its approval by the University Council, and shall remain valid until repealed by the same authority.

The University Quality Assurance Committee shall oversee the formulation of Operational manuals, Monitoring and Evaluation tools, guidelines and regulations to guide the process of ensuring that the University abides to set QA standards.

It shall be the duty of the different units and the University top management to continually set and review quality standards in all the areas of operation. The DQA shall oversee and ensure leadership in all the processes pertaining, monitor Progress being made and provide advice on improvements needed. The DQA, Shall develop and constantly review appropriate evaluation instruments for all QA Actions in the university.

#### **7.2 Policy Amendments and Reviews**

The Policy provisions provided in this document are subject to reviews as conditions and circumstances may dictate. When this happens, the revised version of the document shall take precedence over the previous one. The entire QA policy Document will be reviewed after every 5 years.