



INTER-UNIVERSITY COUNCIL FOR EAST AFRICA

DOMAINS, NORMS AND INDICATORS FOR EAC REGIONAL PROGRAMME ACCREDITATION

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1.0 Introduction

Accreditation of programmes is universally accepted as a means of quality assurance. This, as it is the case elsewhere across the globe and in the East African Community region, it is a good practice that prior to a programme being offered, it should be accredited by the National Commissions/Council or any other accrediting body using prescribed quality assurance standards and guidelines. Absence of regional accreditation in the EAC region has necessitated some Higher Educational Institutions to consider seeking for international accreditation from agencies in developed countries, which have well established and recognized Quality Assurance systems.

IUCEA developed a comprehensive Standards, Guidelines, Processes & Procedures for EAC Regional Programme Accreditation which provides for the standards and guidelines for each area of focus. However, for the standards and guidelines to be effectively used and to ensure objectivity in the assessment, there is need for norms or capacity indicators developed as a tool or yardstick of assessment. The norms provide measurable indicators to the guidelines and standards prescribed. For instance, if on the standard of staffing, what is the required proportion in terms of staff to students' ratio, what are the expected quality and relevance of the staff to the programme being accredited?

The norms therefore are indices scaled in terms of degree of excellence which may have attached weights to. The norms provide capacity indicators which are the basis of measurement. Such norms help ensure that there is uniformity and objectivity in assessment of the programmes.

The quality assurance approach to the quality of programmes incorporates three core assurance functions; defining quality, measuring quality, and improving quality in what is described as a quality triangle. The focus of the norms is on measuring quality. Measuring quality consists of quantifying the current level of performance or compliance with expected standards. This process requires identifying indicators of performance, collecting data, and analysing information. Measuring quality is inextricably linked with defining quality because the indicators for measuring quality are related to the specific definition or standard of quality under study. When standard define quality, measuring quality requires assessing the level of compliance with standards. Hence, measuring quality is easier with a clearly defined standards because indicators are directly derived from the expressions of the standards.

2.0 Rationale for the Development of Norms

The development of norms for regional accreditation will help in supporting the accreditation process, ensure competitive quality standards, and overall contribute towards improving the quality of higher education in the EAC region. The norms are intended to provide tools or indicators on whose basis assessment is done to determine the quality of the programmes.

3.0 Using the Norms

The norms are indicators that can be used by Higher Education Institutions to conduct self-assessment and by external or peer assessors. For purposes of the EAC Regional programme accreditation, the norms are intended to help institutions to prepare for the regional accreditation process and also to provide guidance for undertaking the accreditation by the experts.

The norms define the following key areas:-

- a) Standard/Domain: The domains are specific aspects, elements or principles to which the programme submitted for accreditation should conform and by which the quality is judged. These domains reflect the standards and guidelines defined for programme accreditation.
- b) Norms: The norms define the key aspects that needs to be done for the domain to be achieved. The norms are sub-domains of the standard of programmes.
- c) Indicators: Indicators define means of measurement prescribing the degree of realization of the norms. They define the nature of evidence supporting the achievement of the standards.
- d) Explanation: These are narratives detailing what the norms and indicators seek to measure. It also describes

the degree of quality to which the indicators are scaled.

4.0 Assessment of the Norms

The assessment of the norms is done using an assessment tool derived from the norms. The assessment tool assigns weight to the various norms or variables. The assessment is supported with a means of verification which translates into level of competence. The assessment tool therefore provides an objective instrument for assessing the level of compliance or adherence to the programme quality standards.

5.0 Scoring using the Assessment Tool

The assessment tool provides for level of competence on a scale of 0-5 with 0 being not available or missing and 5 being excellent. In some norms and indicators, the means of verification is either available or not and, in this case, the score is either 0 for not being available or 5 for being available. Scalable scores that range from 0-5 is where a variable has degree of quality.

MATRIX FOR PROGRAMME NORMS

S/N	DOMAINS / STANDARD	NORMS	INDICATORS	EXPLANATIONS
1.	Accreditation status of the programme	1.1 Programme should have been accredited by the National Commissions/ Councils or by any National accreditation body	1.1.1 Evidence of accreditation	As a pre-condition to regional accreditation, programme submitted should have been duly accredited by the Commissions/Councils and any other mandated accreditation bodies at the Country where the Institution and programme is hosted.
			1.1.2 Evidence of recent audit of the programme.	Audit of programme undertaken should show the issues, contemporary ideas etc
2.	Curriculum development Process	2.1. Stakeholder involvement in curriculum development process	2.1.1. Needs assessment/ market survey report.	Survey is conducted eliciting information from key stakeholders associated with the programme.
			2.1.2. Evidence of participation (i.e. Signed Attendance list and approved minutes).	Proof that stakeholders were involved, proof of meetings, and proof of consultations.
			2.1.3 Confirmation letters from key stakeholders on their participation.	Stakeholders remitting letters accepting involvement. This indicates that such stakeholders were written to.

			2.1.4 Stakeholder's recommendation report.	Report of the discussions is prepared.
			2.1.5 Curriculum development and review policy and guidelines.	The guidelines to follow when undertaking curriculum development and review
			2.1.6 Evidence of institutional approval for regional accreditation.	The institutional structure has to approve the programme for regional accreditation. Evidence of the same should be provided.
		2.2 Alignment of programme to national, regional, continental, or global development needs.	2.2.1 Justification part of the programme indicates incorporation of National, regional, continental, or global development goals.	It should be highlighted and clearly brought out.
		2.3 Endorsement of professional bodies (where applicable).	2.3.1 Evidence of endorsement of professional bodies	Where professional bodies are involved, their approval is required.
3.	Curriculum document	3.1 Sufficient/adequate content of the curriculum	3.1.1 Coverage of the programme in relation to the award level.	If the award is Bachelor, Master or PhD, the coverage should be sufficient for that level.
			3.1.2 Conformity to available benchmarks and minimum standards.	Extent to which the programme is aligned to existing benchmarks or minimum standards.
		3.2 Admission criteria	3.2.1 Admission requirements specific to the programme.	Admission requirement skewed to specifics of the programme. Eg. If medical related, then sciences of Biology and Chemistry are relevant.
			3.2.2 Should provide for diverse avenues of entry and should be consistent with National, regional and international standards.	Adherence to National and regional standards in admission.
		3.3 Structure of the programme.	3.3.1 Clear structure of the programme provided.	Clear structure of the programme has been provided in matrix form

			3.3.2 Logical flow and sequencing of courses within the entire programme.	Courses are clearly structured from basic, intermediate and applied or electives
			3.3.3 Courses are aligned to allow progression from one semester/trimester/module to another.	Alignment of courses build on each other.
			3.3.4 Cross-cutting and elective courses are relevant to the programme.	Relevant cross-cutting and elective courses have been provided.
			3.3.5 Credits/ weights assigned to courses depict the rigor and relevance of the course to the program.	Credits of courses are in tandem with the rigor expected. Core courses should have sufficient content and rigor.
		3.4 Learning Outcomes	3.4.1 Learning outcomes should be measurable.	Clearly worded Learning outcomes, stated in a manner that they are measurable (use action verbs).
			3.4.2 Learning outcomes should depict the three domains of learning.	Learning outcomes cover: cognitive, psychomotor and the affective domains.
			3.4.3 Learning outcomes are relevant to the contemporary world of work.	Learning Outcomes responds to the current needs of world of work.
		3.5 Programme consistent to EAQFHE.	3.5.1 Qualification level should be consistent with the descriptor levels in the EAQFHE.	The qualification that will be earned should be consistent with the level description.
		3.6 Credits/Hours	3.6.1 The credit hours and notional hours of engagement of learners should be consistent with the volume of learning and level of qualification.	The credit or notional hours should be reflective of the volume of learning, coverage and rigor.

			3.6.2 Should have provision for credit transfer and transferability of students.	Students from similar programmes elsewhere should be able to make transfers based on their earned credits and should not be subjected to repeating what they already studied. There is a CAT Policy in place
		3.7 Minimum duration	3.7.1 The minimum duration for the programme should be consistent with the volume of learning and rigor of training.	The duration of the programme should be consistent with the coverage and rigor of training.
			3.7.2 The minimum duration should be in line with the National Policies and Guidelines.	The minimum duration should not violate minimum duration requirements at the National level.
		3.8 Provision for RPL	3.8.1 Should provide for provision of RPL in admission, waivers and exemptions to increase access.	RPL can be used as a basis for admission into the programme. RPL Policy in place
			3.8.2 Implement inclusivity.	In as much as possible, Special Needs cases and other special interest groups should be facilitated to access the programme. Inclusivity Policy in place
4.	Modes of Teaching and Learning	4.1 Method of delivery is clearly identified and appropriate.	4.1.1 Appropriate modes of delivery indicated.	Modes of delivery should be stated clearly.
			4.1.2 100% alignment of delivery methods with ELOs.	Delivery methods resonate with ELOs.
			4.1.3 Availability of appropriate teaching aids/ materials.	Relevant and appropriate teaching aids have been provided.
		4.2 Flexibility in mode of learning	4.2.1 Options provided for learning.	Options are adaptive in nature.

		4.3 Student-centered approaches of learning	4.3.1 75% of the learning is student-centred	Learning is largely student centred and the approaches lean towards that.
			4.3.2 Varied strategies for provision of learner-centred experiences and support.	Strategies provided facilitate student-centred approaches.
			4.3.3 Tools for problem-based, project-based and inquiry-based learning provided.	The tools support the main aspects of student-centred approaches in learning.
		4.4 Programme provides for blended system.	4.4.1 Evidence of blended learning methods.	Whether blended learning approaches have been provided for or not.
			4.4.2 Availability of appropriate techniques for blended learning approach.	What are the techniques stated for the blending learning approach. Are they appropriate?
			4.4.3 Where the programme shall be taught through blended learning approach, the programme has been aligned accordingly.	Various blended learning approaches are included within the programme.
5.	Academic Staffing	5.1 Staff student's ratio	5.1.1 Education 1:30 & 1:40 (Undergraduate)	Ratio of staff to students. This focuses on staffing levels. Ratio of 1:30 is for Science Education and 1:40 for Arts/humanities Education.
			Education (PGD, Masters) 1:10	Ratio of staff to students of 1:10 at both Postgraduate and Masters level.
			Education (PhD) 1:5	Ratio of staff to students of 1:5 at PhD level.

			<p>5.1.2 Arts and Humanities 1:40 (undergraduate)</p> <p>Arts and Humanities (PGD, Masters) 1:10</p> <p>Arts and Humanities (PhD) 1:5</p>	Ratio of staff to students. This focuses on staffing levels.
			<p>5.1.3 Social Sciences, Journalism and Communication 1:40</p> <p>Social Sciences, Journalism and Communication (PGD, Masters) 1:10</p> <p>Social Sciences, Journalism and Communication (PhD) 1:5</p>	Ratio of staff to students. This focuses on staffing levels.
			<p>5.1.4 Business, Administration and Law (Undergraduate) 1:40</p> <p>Business, Administration and Law (Masters) 1:10</p> <p>Business, Administration and Law (PhD) 1:5</p>	Ratio of staff to students. This focuses on staffing levels.
			<p>5.1.5 Natural Sciences, Mathematics and Statistics (Undergraduate) 1:30</p> <p>Natural Sciences, Mathematics and Statistics (PGD, Masters) 1:10</p> <p>Natural Sciences, Mathematics and Statistics (PhD) 1:5</p>	Ratio of staff to students. This focuses on staffing levels.

			<p>5.1.6 Information and Communication Technologies (Undergraduate) 1:30</p> <p>Information and Communication Technologies (Masters) 1:10</p> <p>Information and Communications Technology (PhD) 1:5</p>	Ratio of staff to students. This focuses on staffing levels.
			<p>5.1.7 Engineering, Manufacturing and Construction (Undergraduate) 1:25</p> <p>Engineering, Manufacturing and Construction (Masters) 1: 10</p> <p>Engineering, Manufacturing and Construction (PhD) 1:5</p>	Ratio of staff to students. This focuses on staffing levels.
			<p>5.1.8 Agriculture, Forestry, Fisheries and Veterinary 1:25</p> <p>Agriculture, Forestry, Fisheries and Veterinary (Masters) 1:10</p> <p>Agriculture, Forestry, Fisheries and Veterinary (PhD) 1:5</p>	Ratio of staff to students. This focuses on staffing levels.

			<p>5.1.9 Health and Welfare</p> <p>Undergraduate Basic Sciences 1:10</p> <p>Masters Basic Sciences 1: 5</p> <p>PhD Basic Sciences 1:3</p> <p>Undergraduate Clinical Sciences: 1:7</p> <p>Masters Clinical Science 1:5</p> <p>PhD Clinical Sciences 1:3</p> <p>Public Health 1:25 (Undergraduate)</p> <p>Masters Public Health 1:10</p> <p>PhD Public Health 1:5</p> <p>Allied Health (Pharmacy, Pharmaceutical Sciences, Ophthalmology, Anastasia, Biomedical laboratory)</p> <p>Undergraduate 1:20</p> <p>Allied Health Masters 1:10</p> <p>Allied Health PhD 1:3</p>	Ratio of staff to students. This focuses on staffing levels.
			<p>5.1.10 Services</p> <p>Undergraduate Tourism and Hospitality 1:25</p> <p>Masters Tourism and Hospitality 1: 10</p> <p>PhD Tourism and Hospitality 1:5</p>	Ratio of staff to students. This focuses on staffing levels.
		5.2 Minimum number of academic staff for a programme	5.2.1 – Five (5) full time and core academic staff for singled disciplined programme	Core staff are in the discipline or areas of the programme.

			5.2.2 – Three (3) full time and core academic staff from each of the multiple disciplined programme.	Core staff from each of the multiple areas/specializations.
		5.3 Qualifications of core staff related to the programme (Proportions)	5.3.1 100% PhD holders for Masters and PhD Programme.	Core staff hold PhD qualifications.
			5.3.2 100% Master's degree holders for Bachelor's degree programme with PhD as additional advantage.	This resonates with the minimum acceptable qualifications and academic staff teaching on a programme should hold. For Bachelors programme, it is masters, while Master and PhD is a PhD.
		5.4 Proportion of Full-time to Part-Time Staff	5.4.1 The proportion of Full-time to Part-time academic staff shall be at 70% to 30% as ideal.	The ratio of full time to part-time academic staff.
		5.5 Teaching Experience	5.5.1 75% of the core staff should have a minimum of Three (3) years teaching experience.	Period spent in active teaching including supervision.
		5.6 Workload/Contact hours	5.6.1 - 75% of core staff have workload of 8-10 hours per week	Proportion of amount of work load staff carry.
		5.7 Training in pedagogy	5.7.1 - 75% of the core must have undertaken Pedagogical training.	Training in teaching approaches, on stating objectives, ELOs etc.
		5.8 Provision of regular CPD (Where applicable)	5.8.1 - Where applicable, 75% of the core staff should have undertaken CPD within the last 3 years.	CPD to advance knowledge on contemporary practices.
		5.9 Deployment and allocation of staff	5.9.1 Evidence of recruitment.	Recruitment and correct deployment done.

			5.9.2 Evidence of staff recruitment and development Policy.	Whether or not the policy exists.
			5.9.3 Evidence of deployment and allocation of faculties according to their area of specialisation.	Staff are deployed to teach in their areas of specialization.
			5.9.4 Evidence of three months (3) payroll of core staff.	Proof of payment to the staff engaged.
		5.10 Staff Publications	5.10.1 - 75% of the core staff in the programme should have published at least two (2) papers in a peer reviewed journal within the last three (3) years	Proof of publications.
		5.11 Innovations by Staff	5.11.1 – At least 10% of the core programme staff should have had innovations within the last 5 years	Proof of existence of innovations related to the programme
		5.12 Patents and copy rights	5.12.1 –30% of the core staff should have obtained patents and copy rights within the last 5 years	Registered patents and copy rights
6.	Governance and Administration	6.1 Head of Department	6.1.1 Head of Department with PhD.	The HoD has to be in place.
			6.1.2 Evidence of Organogram of the Department within the Faculty/School/ Institute.	If the organogram is comprehensive and well structured.

		6.2. Coordination of the programme Academic Leader / Coordinator	6.2.1 Qualifications of Academic Leader/Coordinator - Bachelor's programme - minimum of Masters in the relevant discipline.	Establish whether the qualification of the academic leader is in the focal area of the said programme submitted for accreditation. -An academic leader should be a PHD holder
			6.2.2 Qualifications of Academic Leader/Coordinator - Masters Programme - PhD in the relevant discipline	An academic leader should be a PHD holder
			6.2.3 Qualifications of Academic Leader/Coordinator - PhD programmes - PhD in the relevant discipline.	An academic leader should be a PHD holder
		6.3 Quality Assurance Policy	6.3.1 Availability of the approved and implemented Quality Assurance policy.	Need for a Quality Assurance Policy.
			6.3.2 Availability of procedures on supervision of projects, thesis, and dissertations.	Procedures focused on how supervision of projects, thesis and dissertations are done.
			6.3.3 Valid reports of academic staff performance evaluation by students at the end of the semester.	These are student assessment of their lecturers at the end of each semester. The reports should be made available.
			6.3.4 Students satisfaction rate 80% or above on feedback of assessment of academic staff.	In the assessment, students show level of satisfaction.

			6.3.5 students' completion rate of the programme - 75% and above of the most recent cohort.	Completion rate is about how many students successful finished their programme as a proportion of the cohort that enrolled.
			6.3.6 Students transition rate – 75% and above of the most recent cohort	Transition rate is proportion of students who progress to the subsequent semester and year.
			6.3.7 Programme quality improvement plans through appropriate mechanisms or plans.	Detailed plan has been provided on how the programme shall be improved integrating the feedback from stakeholders.
		6.4 Institutional programme quality assurance mechanisms	6.4.1 Availability and appointment of QA committee through which quality assurance of the programme will be conducted.	QA Committee have been appointed.
		6.5 Institutional policy on programme connectedness with the world of practice/ work.	6.5.1. - 75% of students on attachment / placement.	Attachment/placement for internship in relevant world of work facilities. Placement policy in place
			6.5.2. Number of projects/MoUs /MoAs under University-Industry linkages related to the programme.	MoAs and MoUs in place.
			6.5.3 Evidence of implementation of the signed MoU/MoAs.	Is it being implemented. Or it was signed and shelved?
Infrastructure/ Facilities		7.1 Lecture room space	7.1.1 As provided in appendix 8.1 appended to these norms.	Checks on the size and whether it is sufficient.
			7.1.2 Appropriateness of the lecture rooms.	The ambience and fitness for that particular use.

			7.1.3 Lecture theatre space	Checks on the size and whether it is sufficient.
			7.1.4 Appropriateness of lecture theatre.	The ambience and fitness for that particular use.
		7.2 Library space	7.2.1 2m ² per student/ As provided in appendix 8.1 appended to these norms.	Checks on the size and whether it is sufficient.
			7.2.2 Appropriateness of the library.	The ambience and fitness for that particular use.
		7.3 ICT Computer Laboratories space	7.3.1 2.5m ² per student.	Checks on the size and whether it is sufficient.
			7.3.2 Appropriateness of the computer laboratory	The ambience and fitness for that particular use
		7.4 Seminar rooms	7.4.1 2m ² per student. / As provided in appendix 8.1 appended to these norms.	Checks on the size and whether it is sufficient.
			7.4.2 Appropriateness of the seminar rooms.	The ambience and fitness for that particular use.
		7.5 Studios space	7.5.1 As provided in appendix 8.1 appended to these norms.	Checks on the size and whether it is sufficient.
			7.5.2 Appropriateness of the studios.	The ambience and fitness for that particular use.
		7.6 Offices for staff space	7.6.1 As provided in appendix 8.1 appended to these norms.	Checks on the size and whether it is sufficient.
			7.6.2 Appropriateness of staff offices.	The ambience and fitness for that particular use.

		7.7 Spaces for Basic Science Laboratories	7.7.1 As provided in appendix 8.1 appended to these norms.	Checks on the size and whether it is sufficient.
			7.7.2 Availability of Laboratory equipment and consumables	Adequacy and appropriateness.
		7.8 Human Medicine Laboratories	7.8.1 Availability of space for Anatomy Laboratory.	Checks on the size and whether it is sufficient.
			7.8.2 Availability and number of cadavers.	Ratio of students to cadaver.
			7.8.3 Appropriateness of the Anatomy Laboratory.	The ambience and fitness for that particular use.
			7.8.4 Availability of physiology Laboratory.	Checks on the size and whether it is sufficient.
			7.8.5 Appropriateness of the physiology laboratory.	The ambience and fitness for that particular use.
			7.8.6 Availability of Biochemistry laboratory.	Checks on the size and whether it is sufficient.
			7.8.7 Appropriateness of Biochemistry laboratory	The ambience and fitness for that particular use
			7.8.8 Availability of histology laboratory.	Checks on the size and whether it is sufficient.
			7.8.9 Appropriateness of histology laboratory.	The ambience and fitness for that particular use.
		7.9 Dental Medicine laboratories	7.9.1 Availability of fathom room.	Checks on the size and whether it is sufficient.
			7.9.2 Appropriateness of the fathom room.	The ambience and fitness for that particular use.

			7.9.3 Availability of dental laboratory	Checks on the size and whether it is sufficient
			7.9.4 Appropriateness of the dental laboratory	The ambience and fitness for that particular use
		7.10 Skills Laboratory for Nursing/Midwifery	7.10.1 Availability of laboratory for Nursing and midwifery	Checks on the size and whether it is sufficient
			7.10.2 Appropriateness of the skills laboratory for Nursing/Midwifery	The ambience and fitness for that particular use
		7.11 Teaching hospital	7.11.1 Availability and appropriateness of a Teaching hospital	Checks on the size and whether it is sufficient
		7.12 Agricultural Sciences laboratories	7.12.1 Availability of Crop Science laboratory	Checks on the size and whether it is sufficient
			7.12.2 Appropriateness of the crop sciences laboratory	The ambience and fitness for that particular use
			7.12.3 Availability of Animal Science laboratory	Checks on the size and whether it is sufficient
			7.12.4 appropriateness of Animal Science laboratory	The ambience and fitness for that particular use
		7.13 Engineering laboratories	7.13.1 Availability of laboratory for materials	Checks on the size and whether it is sufficient.
			7.13.2 Appropriateness of laboratory for materials.	Fitness for the purpose.
			7.13.3 Availability of laboratory for electrical engineering	Checks on the size and whether it is sufficient

			7.13.4 Appropriateness of the laboratory for electrical engineering	The ambience and fitness for that particular use
			7.13.5 Availability of laboratory for renewable energy	Checks on the size and whether it is sufficient
			7.13.6 Appropriateness of the laboratory for renewable energy	The ambience and fitness for that particular use
		7.14 Workshops	7.14.1 Availability of carpentry workshop	Checks on the size and whether it is sufficient
			7.14.2 Appropriateness of the carpentry workshop	The ambience and fitness for that particular use
			7.14.3 Availability of metal fabrication workshop	Checks on the size and whether it is sufficient
			7.14.4 Appropriateness of metal fabrication workshop	The ambience and fitness for that particular use
			7.14.5 Availability of motor vehicle maintenance workshop	The ambience and fitness for that particular use
		7.15 Lecturers resource rooms	7.15.1 Availability of Lecturers resource room	Checks on the size and whether it is sufficient
			7.15.2 Appropriateness of Teachers resource room	The ambience and fitness for that particular use
		7.16 Education Technology laboratories	7.16.1 Availability of Education Technology laboratory	Checks on the size and whether it is sufficient

			7.16.2 Appropriateness of Education Technology laboratory	The ambience and fitness for that particular use
		7.17 Food and catering laboratories	7.17.1 Availability of Food and catering laboratories	Checks on the size and whether it is sufficient
			7.17.2 Appropriateness of the Food and catering laboratories	The ambience and fitness for that particular use
		7.18 Garment cutting	7.18.1 Availability of laboratory for garment cutting	Checks on the size and whether it is sufficient
			7.18.2 Appropriateness of the laboratory for garment cutting	The ambience and fitness for that particular use
		7.19 Cosmetology	7.19.1 Availability of cosmetology laboratory	Checks on the size and whether it is sufficient
			7.19.2 Appropriateness of the cosmetology laboratory	The ambience and fitness for that particular use
		7.20 Geology laboratory	7.20.1 Availability of survey and geological laboratory	Checks on the size and whether it is sufficient
			7.20.2 Appropriateness of survey and geological laboratories	The ambience and fitness for that particular use
		7.21 Museum	7.21.1 Availability of Museum	Checks on the size and whether it is sufficient
			7.21.2 Appropriateness of the museum	The ambience and fitness for that particular use
8.	Teaching and Learning Resources	8.1 Smart Boards	8.1.1 Provision of smart boards	Are the teaching space installed with smart board to ease interaction

		8.2 Internet Availability	8.2.1 Internet available	Is internet connectivity available
			8.2.2 Internet connectivity of not less than 5mbps per student	Internet connectivity should be acceptable and not below 5mbps per student
			8.2.3 Provides for wifi and LAN	Both options of wifi and LAN should be available
			8.2.4 Availability of Computers and ICT equipment	Availability and sufficiency of Computers and ICT equipment
		8.3 Books and Library resources relevant to the programme	8.3.1 Hard copy books relevant to the programme	Are there sufficient physical books in the library? Are they relevant to the programme?
			8.3.2 Current subscription to E-resources databases	Has the institutions subscribed to online data sources of relevant materials for the programme?
			8.3.3 data on statistics of students who access e-resources	What proportion of student's actual log and access the online resources?
		8.4 University Learning Management System	8.4.1 Availability and functional LMS	Is there a functional LMS?
			8.4.2 Availability and accessibility of interactive learning content	Does it afford ease of accessibility? Is it interactive in nature?
			8.4.3 Availability of mechanism to monitor the online assessment	What mechanisms are put in place to monitor online assessment? Can the assessments be proctored within the system?
		8.5 Facilities available supports blended learning	8.5.1 Appropriate equipment for blended learning	What equipments are available? Are they sufficient to support blended learning?
			8.5.2 Implementation of a policy on bended learning.	Is there a policy on blended learning and is it being implemented.
			8.5.3 Availability of ICT infrastructure.	Is the ICT infrastructure in existence? What does it comprise?

			8.5.4 Availability of ICT support team.	ICT support Team is available, allocated space etc.
			8.5.5. Evidence of pedagogical training of the staff in blended learning.	Whether or not staff have been trained to facilitate through the blended learning mode
			8.5.6 Induction of students on Blended learning.	Whether or not students have been inducted.
9.	Students Assessment	9.1 Approaches adopted in continuous (formative) and summative assessment	9.1.1 Evidence of implementation of policy/regulations for assessment.	Whether or not students' assessment approaches are clearly stipulated and adopted.
			9.1.2 Assessment methods aligned to the expected learning outcomes.	Whether or not the assessment approaches are aligned to the expected learning outcomes.
			9.1.3 Availability of field work/practical work/simulation work assessment rubrics.	How is field work conducted and assessed? Is there a rubric?
		9.2 Approaches to assessment of digital/online learning	9.2.1 Provision for formative and summative assessment online.	Approaches for assessment online have they been provided.
			9.2.2 Provision for integrity of the assessment.	How does the institution ensure integrity in the assessment.
			9.2.3 Provision of tool(s) that measure achievement of ELOs.	How are the ELOs measured? What are the tools indicated?
		9.3 Internal and external moderations of examinations and results	9.3.1 Availability of guidelines on moderations of examinations.	How are the examinations moderated? What are the guidelines? Are they available?
			9.3.2 Availability of examination moderation reports (internal and external).	Whether or not there are reports.

		9.4 Security of examination	9.4.1 Implementation of guidelines/ policy on management of examination.	Whether or not security of examinations is provided for in the policy and implemented.
		9.5 Internship/Industrial attachment	9.5.1 Implementation of policy/guidelines on internship/ industrial attachment.	Whether or not there is internship/placement policy Internship policy in place
			9.5.2 Availability of rubrics to monitor and assess the internship/ industrial attachment.	Are there guidelines on how internship/industrial attachments are monitored.
10.	Students Support System	10.1 Provision for students tutor/mentor/advisor	10.1.1 Availability of the Policy and procedures on students' support.	Policy is available and in use.
			10.1.2 Time (hours) academic staff have allocated to advisory.	Confirm schedule of meetings with students or any other sessions held
			10.1.3 Evidence of appointment of Student's tutor/ mentor/advisor.	Are such tutors/mentors appointed?
		10.2 Programme orientation	10.2.1. Implementation of the policy on students' orientation.	The policy exists and is being implemented Confirm orientation programme and associated activities
			10.2.2 Availability of orientation manual.	A guide or manual on student orientation exists. The manual provides for areas of focus in the orientation eg. academic wellbeing, social life, relationships, cultural diversity, living independent life, drugs etc.
		10.3 Co-curriculum Activities	10.3.1 Availability and usage of facilities for co-curricular activities.	Co-curriculum facilities include sports facilities, facilities for music, dance, drama etc Confirm authenticity of any 3 rd party agreements in provision of facilities

		10.4 Counselling services	10.4.1 Implementation of Counselling policy.	There is a policy in place.
			10.4.2 Evidence of cases handled per semester.	Proof of how active the unit is, there should be cases reported and successfully handled.
			10.4.3 Availability of Counselling services 10.4.2 and 10.4.3 could be merged under one title: Availability of Counselling services	Existence of counselling unit and counselling services do exist.
		10.5 Mentorship programme	10.5.1 Availability of mentorship programme.	Whether or not there is a mentorship programme in place What forms does the mentorship programme take?
			10.5.2 Evidence of mentorship activities conducted per semester.	Proof of mentorship activities in a semester
		10.6 Provision of social presence for digital learners	10.6.1 Evidence of past tasks/activities that promote interaction and sense of community among learners	Confirm that the design provides for activities that promote social interaction between learners and between learners and their instructors
		10.7 Information on students' support made available	10.7.1 Availability of students' handbook on the programme.	The handbook details all that the student needs to know about the programme and about the University
			10.7.2 Communication to students and other stakeholders through diverse means including social media.	Options available of how communications related to the programme can be passed to the students and other relevant stakeholders.
		10.8 Scholarship/financial support services to needy students	10.8.1 Availability of financial support services.	Are there possibilities of financial support to the needy students?
			10.8.2 Procedure for identification and award.	If it exists, how are the students identified.

			10.8.3 Evidence of students benefiting	This looks at the number and who the students benefiting are
11.	Community services	11.1 The program has policies and strategies for lecturers to involve students in community service	11.1.1 Evidence of implementation of the Community Services policy	Does a Community Services policy exist? Confirm participation of students in the community service activities and outlined in the policy
			11.1.2 Availability of community services report for the last three (3) years	What community initiatives have been undertaken in the last three (3) years. This should be documented in a report form
		11.2 The strategies are reviewed and improved every five years	11.2.1 Availability of the last review report.	Have there been attempts to improve/review the strategies of engagement with the community.
		11.3 Reports on impacts and benefits of the programmes to the relevant community/ies	11.3.1 Availability of reports on community engagement.	What informs us of this engagements? Are there reports.
			11.3.2 Availability of a tool for collecting feedback from communities on the programme.	How are feedbacks collected from the community?
			11.3.3 Availability of feedback reports from the community.	Are there feedback reports documenting the views from the community.
12.	Programme Review	12.1 Processes and procedures of programme review.	12.1.1 Implementation of Programme review policy and guidelines..	Existence of programme review policy and guidelines Are there reports on the implementation of the policy
			12.1.2 Utilization of staff and student evaluation reports.	Are comments/feedback from staff and students on the programme taken into consideration in the review process
			12.1.3 Availability of staff and students' evaluation reports.	Are the reports/feedback available
		12.2 Periodic review of programme	12.2.1 Availability Minutes/reports of programme review.	How often is the programme reviewed and what is the evidence to suggest as such.

			12.2.2 Reviewed and approved/ recredited programme.	The reviewed programme has been approved or recredited
		12.3 Regular tracer studies	12.3.1 Implementation of tracer studies policy / guidelines.	Tracer studies have been conducted as guided by policy Document forms of implementation as per the guidelines.
			12.3.2 Availability of tracer studies survey reports.	The reports exists and inform good practice.
			12.3.3 Implementation of utilization of tracer studies/survey reports.	The issues identified in the tracer report is being implemented.
		12.4 Procedures and plans for staff development based on identified needs and employer satisfaction	12.4.1 implementation of staff development policy/guidelines.	Staff development in terms of opportunities to further studies offered
			12.4.2. Availability of staff needs assessment reports.	Staff development should be aligned to the needs. A needs assessment report should be provided
			12.4.3 Employer satisfaction reports and rates at 75 % and above.	The employer is satisfied with the performance of the staff involved in the programme



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