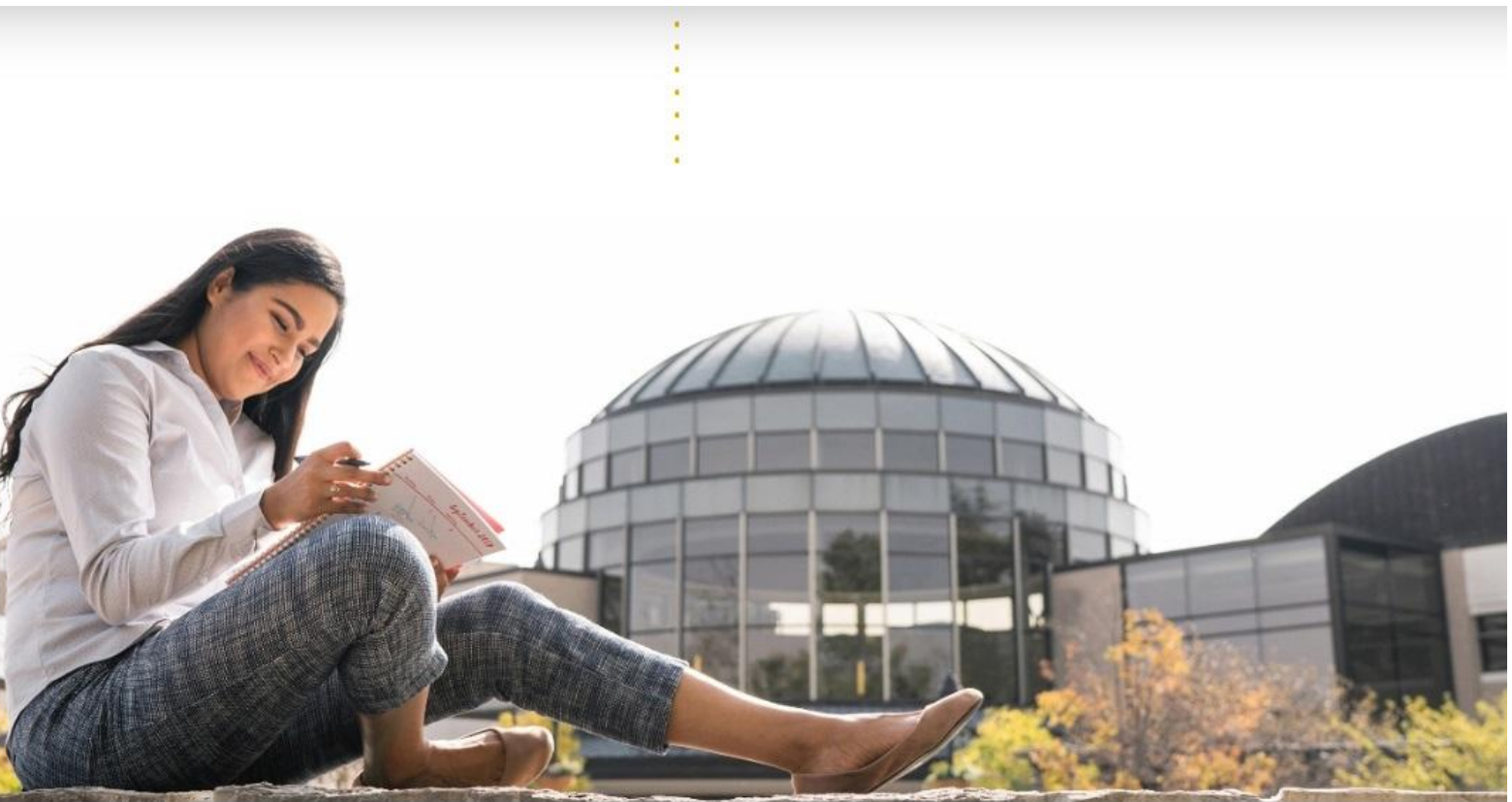




Oxford
Business
School

Directorate of Quality Assurance



Quality Assurance Policy

PART I – QUALITY ASSURANCE POLICY

Purpose

1. This Policy may be cited as Oxford Business School Quality Assurance Policy.
2. The purpose of the Policy is to enhance the effectiveness of the University's activities focusing on its contribution to and alignment with the University's Strategic Goals and to match with the international standards against verifiable processes and outcomes.

Interpretation

3. In this Policy, unless the context otherwise requires,
Audit - Means a process of ensuring that the quality assurance and control arrangements are satisfactory and operating effectively;

OBSCHQA - Means Oxford Business School Quality Assurance;

Policy - Means the Oxford Business School Quality Assurance Policy;

ODEL - Means Open Distance e-Learning;

Programme review - Means a holistic appraisal of a course or programme and resources;

Quality - Means a degree or standard of excellence appropriate or suited to the purpose for which they were designed;

Quality control - Includes the measures to assess outcomes and results to verify whether teaching, learning and research innovations are carried out in appropriate manner and assessment is valid and credible;

Quality management - Includes all processes in place to facilitate achievement of quality at the University;

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

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

University- Means Oxford Business School University;
UQAC - Means the University Quality Assurance Committee.

Goals and Objectives of the Policy

- 4.(1) The University strives to be an example of an efficient and effective educational institution in Uganda and has adopted Quality a "fitness for purpose" concept that stresses conformity to generally accepted standards such as those defined by an accreditation or quality assurance body.
- (2) The objectives of the Policy shall be:
 - (a) to provide guidance in development and implementation of internal and external quality assurance procedures and practices;
 - (b) to ensure that the quality of academic programmes at Oxford Business School meet the stakeholders' needs and expectations;

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Principles of the Policy

- (c) to ensure that graduates attain valuable skills, knowledge and attitudes;
 - (d) to ensure that the University's policies, systems and processes are functioning efficiently and effectively;
 - (e) to provide guidance in identifying internally and externally recognized standards;
 - (f) to guide in maintaining and developing quality academic programmes and support services;
 - (g) to facilitate the development of a culture of continuous quality improvement;
 - (h) to strengthen the independence of the Quality Assurance Unit;
 - (i) to ensure that various quality assurance aspects/ activities are consistent with international standards;
 - (j) to ensure effective and efficient performance of staff and students;
 - (k) to ensure that the University attracts
5. The principles underpinning Oxford Business School Quality Assurance areas follows:
- (a) Principle 1: "Holistic" approach which means all aspects of the institution's academic, administrative and managerial activities are subject to audit and reporting;
 - (b) Principle 2: "Based on self-assessment" - "Trust but verify" which means the institution will be judged according to its own objectives, that is, on whether or not it is achieving its own mission in a purposeful and clear manner;
 - (c) Principle 3: "Improvement focus" which means Oxford Business School Quality Assurance (OBSCHQA) shall focus on assisting and facilitating improvement within the University;
 - (d) Principle 4: "Planning policy" which means that the quality assurance model adopted presupposes a planning and evaluation policy to ensure quality systems and the objectives must be "SMART", i.e. Specific, Measurable, Achievable, Realistic and Time-bound;
 - (e) Principle 5: "Data and resources" which means that the resources are needed by the OBSCHQA shall be in line with the institutions' own internal quality systems and processes that are in existence;
 - (f) Principle 6: Quality teaching, learning, research and support services or auxiliary services shall have continuous improvement as a core value;
 - (g) Principle 7: Benchmarking and evidence-based approach which means that the University shall evaluate its achievements against appropriate national and international benchmarks and its quality assurance methods shall be evidence-based, where outcomes and feedback from stakeholders will provide the basis for analyses and conclusions on which improvements are planned;
 - (h) Principle 8: Collegiality and Team spirit which means that the University's procedures shall reflect the principles of rigorous peer review to identify areas for improvement, foster collaboration and team spirit, exchange of best practices and encourage a spirit of critical self-evaluation; and
 - (i) Principle 9: Modus Operandi which means that members of audit teams shall be independent of the institution they are auditing and will be trained in auditing techniques and audit guidelines shall be developed collaboratively between the Oxford Business School Quality Assurance Unit and the Senate.

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Application**Quality Assurance Mechanisms****Areas of Internal Quality Assurance**

6. The policy shall apply to all units of Oxford Business School through:
 - (a) Internal Quality Assurance Mechanisms and
 - (b) External Quality Assurance Mechanisms.
7. (1) The mechanisms to assess internal quality assurance areas shall include quality of Programmes and Courses where
 - (a) a curriculum is designed to meet the objectives of the programme (e.g. array and sequence of courses, modes of instruction and evaluation, development of skills, acquisition of knowledge and synthesis of information);
 - (b) a programme provides students with elements of a liberal education by encouraging the development of broadly informed, reflective, and literate minds capable of an independent and critical thinking;
 - (c) a programme includes opportunities for synthesis, application and integration of knowledge within and between disciplines;
 - (d) a programme is current, both in content and modes of instruction delivery and reflects a responsiveness to change in discipline;
 - (e) a curriculum reflects the goals of education equity;
 - (f) a curriculum provides sufficient flexibility to individual students to choose courses according to their own interests within and outside their minor discipline (e.g. electives);
 - (g) a program meets or exceeds accreditation and/or national standards;
 - (h) design and implementation of programs and courses shall be carried out by qualified staff members; and
 - (i) a programme design shall be based on guidelines and procedures approved by Senate and Council.
- (2) A programme shall be reviewed once every three years or in accordance with the duration of the programme. (refer to programme review section).
- (3) The primary purpose of a program review shall be to evaluate six aspects of a program which include:
 - (a) quality,
 - (b) resource use,
 - (c) contribution to the Mission and Vision of the University,
 - (d) adaptability to environment,
 - (e) transferability of credits and recognition of qualifications, and
 - (f) updating knowledge and relevance.
8. (1) The academic staff supervisor shall have qualifications in a relevant field of study higher than, or at least at the same level as, the exit level of the programme he or she is teaching or supervising.
- (2) Assessment of quality in academic staff shall take into account qualifications, scholarly work and continuing professional development and benchmarks for minimum qualifications, scholarly work and involvement in continuing professional development activities shall be determined by the University.
- (3) Assessment of quality in teaching and learning shall include:
 - (a) use of established tools such as the Head of Department's assessment;
 - (b) Student Evaluation of Course and Teaching (SECAT);
 - (c) teaching portfolios;
 - (d) peer review;
 - (e) individual performance management goals; and
 - (f) Appointments and Promotions Procedures that pertain to teaching. (see appendix for tools so far developed)
- (4) Quality assurance assessment mechanisms shall include

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continuous assessment and final examinations.

- (5) The assessments under sub-clause (4) of this clause shall comply with the following:
 - (a) comprehensiveness in that submitted assessments should demonstrate knowledge and skills of the course content learnt;
 - (b) multiple judgments: submitted assessments should involve multiple judgements of student performance;
 - (c) multiple dimensions: the submitted assessments should provide information on multiple dimensions of student performance;
 - (d) directness: submitted assessments should take into account other considerations such as direct observation or demonstration of student capabilities; and
 - (e) internal moderation shall take place.
- (6) The Government shall provide support services to enable the University achieve its goals and objectives.
- (7) The quality of support services shall be based on the following:
 - (a) Technical performance: The degree with which the tasks carried out to comply with standards;
 - (b) Effectiveness: the degree to which desired results (outcomes) are achieved;
 - (c) Efficiency of service delivery: the ratio of the outputs of service to the associated costs of producing those services;
 - (d) Safety: the degree to which the risks of injury, infection, or other harmful effects are controlled;
 - (e) Availability and Access To Services: shall not be a deterrent to their use;
 - (f) Interpersonal relations: trust, respect, confidentiality, courtesy, responsiveness, empathy, effective listening; and
 - (g) Physical infrastructure and comfort: The degree to which the physical facilities and infrastructure are fit for purpose.
- (8) The University shall continuously maintain an outstanding international reputation in research and the research conducted shall extend to the frontiers of knowledge relevant to society needs, patentable and adhere to set standards.

**Implementation of the
Internal Quality
Assurance Policy**

9. (1) The University shall consider the available expertise and leadership at the University when identifying assessment teams.
- (2) Current students and alumni will participate in the Quality Assurance Committees and Teams.
- (3) The Unit Self-Study shall include the following areas of academic programme review:
 - (a) assessment methods analyses or evaluations;
 - (b) marking guides or strategies;
 - (c) assessment of teaching and learning environments including teaching strategies used, and resource availability;
 - (d) summaries of peer assessments;
 - (e) statistical summaries of student evaluation of course and teaching scores;
 - (f) academic staff information, i.e. qualifications, scholarly work and professional development activities;
 - (g) student results; and
 - (h) a department's organizational structure including record keeping.

**External quality
assurance
mechanisms**

10. (1) The University shall use the following external mechanisms to ensure high quality standards are maintained:
 - (a) External academic reviewers;

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

- (2) The University shall periodically appoint reviewers to assess the following areas:
- (a) Courses or programmes content and delivery;
 - (b) student assessment;
 - (c) programme resources and support services;
 - (d) academic staff qualifications, scholarly work and professional development activities;
 - (e) procedures for External Review will include but not be limited to the following areas:
 - (f) review of documents, i.e., staff and students records;
 - (g) observations including for example lecture room teaching, laboratory work, counselling, etc.;
 - (h) Interviews with staff, students and senior management; and
 - (i) on-site visits to the academic and support units at an agreed time and for a set duration to examine the quality, reliability and validity of the self-study data through review of documents, observation and interviews with staff and students.

Modes of external review

11. The external reviewers shall scrutinize the following documents:
- (a) students' assignments, tests, projects, examination papers and answer scripts;
 - (b) academic staff course materials such as course outlines, handouts, monographs, laboratory manuals and studyguides;
 - (c) programme and course structure and content;
 - (d) physical facilities: laboratories and equipment, library facilities, computer facilities;
 - (e) information on administrative support;
 - (f) financial support information, i.e. research grants, conference funds, accountability and evaluation;
 - (g) Curriculum Vitae of academic staff;
 - (h) academic staff publications;
 - (i) student tracking information, i.e. progression and employment data; and
 - (j) records, data and any other material related to teaching, research and publications as shall be requested by the External Reviewers.

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PART II – QUALITY ASSURANCE MANAGEMENT STRUCTURE

Principles for Quality Management and Enhancement

12. The University reaffirms its commitment to the development and implementation of a formal integrated Quality Management System as part of its strategic mission and seeks to engender a creative, dynamic and supportive quality assurance culture built upon the following principles:

- (a) the establishment of an independent Quality Assurance Unit, responsible for overall coordination of quality assurance functions;
- (b) ensuring that the University environment meets students and staff needs through good academic planning and evaluations, staff development and good leadership;
- (c) identifying and disseminating good practices within and from outside the university while upholding the highest standards of professionalism, ethics and equal opportunities for all students and staff; and
- (d) ensuring effective liaison with stakeholders to build and sustain productive relationships within the university, government departments, regional bodies, and other universities while strengthening and promoting confidence that quality of provision and awards are safeguarded, enhanced and maintained.

Membership of the University Quality Assurance Committee

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

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

15. The University Quality Assurance Committee shall consist of:

- (a) Chairperson (Representative from Council);
- (b) one representative from the University Management;
- (c) one representative from the Council besides the Chairperson;
- (d) one representative from the Ministry of Education and Sports outside the Council;
- (e) two representatives from the Senate outside the Council;
- (f) one Administrative Staff representative outside the Council;
- (g) two student representatives, one male and one female, one of whom must be a graduate student;
- (h) one person appointed by the Council from the Private sector;
- (i) one representative from the National Planning Authority; and
- (j) one representative from the National.

Membership of the University Quality Assurance Unit

16. (1) There shall be a Quality Assurance Unit at the level of Council on the Establishment and Administration Committee and the Finance, Planning and Development Committees.

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

Quality Assurance Directorate

17. (1) There shall be a Quality Assurance Directorate responsible for developing funding proposals for quality assurance activities for the whole University.

- (2) There mission of the Quality Assurance Directorate shall be:

To promote confidence in the academic provision (teaching, research and outreach services) that the quality and the standards of awards of

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Oxford Business School are safeguarded enhanced and effectively managed.

- (3) The Quality Assurance Directorate (QAD) shall be managed by a Director whose responsibility shall be to oversee the day-to-day activities of the Directorate.

Duties of the Director of the Quality Assurance Directorate

18. The main duties of the Director of the Quality Assurance Directorate shall be:
- (a) to spearhead the development and implementation of University wide Quality Assurance initiatives;
 - (b) to co-ordinate and support Quality Assurance and Enhancement Management System across the University;
 - (c) to contribute to the identification, development and promotion of the University's Quality Assurance protocols and mechanisms; and
 - (d) to perform any other duties as may be assigned from time to time by organs relating to Quality Assurance.

Membership of the College Quality Assurance Committee

19. The College Quality Assurance Committee shall comprise:
- (a) Chairperson who shall be the Principal of the College;
 - (b) One representative from each Department;
 - (c) One representative from support staff;
 - (d) One representative for Technical staff;
 - (e) Two student representatives (under-graduate and post-graduate); and
 - (f) College Registrar shall be Secretary to the Committee.

Functions of the College or School Quality Assurance Committee

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

Research Quality Assurance Committee

- 21.(1) The Research Quality Assurance Committee for shall be constituted by the Board of Research and Graduate Training from among members of the different Research Units, Colleges and Schools.
- (2) The functions of the Research Quality Assurance Committee shall be:
- (a) to establish and monitor research quality standards and practices;
 - (b) to promote academic quality and standards in research at all the research units and colleges;
 - (c) to review and evaluate research Quality Assurance Systems and procedures; and
 - (d) to implement recommendations from UQAC.

Library Quality Assurance Committee

22. (1) The Libraries Quality Assurance Committee shall consist of:
- (a) a Chairperson who shall be elected by the Committee members;
 - (b) a representative from each College; and
 - (c) the University Librarian.
- (2) The Library Quality Assurance Committee shall carry out the following functions:
- (a) to develop quality standards and promote quality of the library services;
 - (b) to promote a quality culture in the library;
 - (c) to establish and monitor quality standards and practices;
 - (d) to review and evaluate Quality Assurance Systems and procedures; and

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(e) to implement recommendations from UQAC.

**Administrative
Quality Assurance
Committee**

23. (1) The Administrative Quality Assurance Committee shall consist of:
- (a) a Chairperson who shall be elected by the members of the Committee;
 - (b) a representative of the Vice Chancellor's office;
 - (c) a representative of the Academic Registrar's Department;
 - (d) a representative of the Dean of Students' Office;
 - (e) a representative of the Human Resource Directorate;
 - (f) a representative of the University Secretary's Office;
 - (g) a representative of the Directorate for Information Communications Technology Systems;
 - (h) a representative from Counselling and Guidance Department;
 - (i) a representative from the Estates, Planning and Development Department; and
 - (j) a Secretary who will be appointed by the Quality Assurance Directorate.
- (2) The Administrative Quality Assurance Committee shall have the same status as that of a College Quality Assurance Committee.
- (3) The functions of the Administrative Quality Assurance Committee shall be:
- (a) to promote the University quality culture within the Administrative Units;
 - (b) to establish and monitor quality standards and practices in administration;
 - (c) to review and evaluate quality assurance systems and procedures within administration units; and
 - (d) to implement recommendations from UQAC on quality assurance issues.

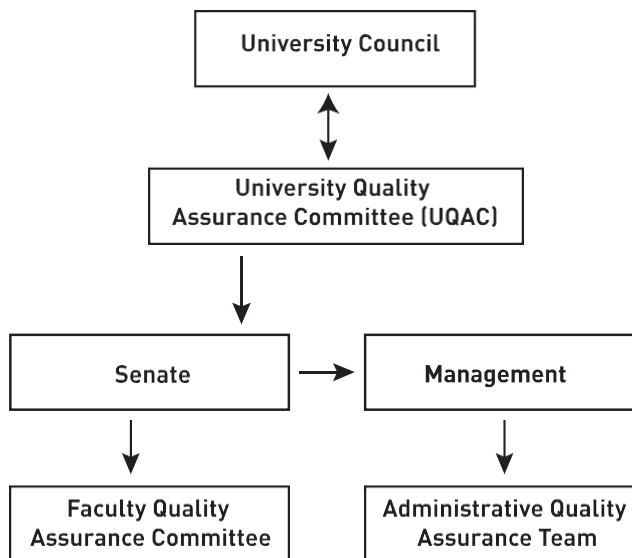
**Tenure of
Membership**

24. (1) A member of the UQAC or Unit Committee, other than a student representative, shall serve for a period of four years and shall be eligible for reappointment for one more term.
- (2) A student representative shall hold office for a period of one year.

**Quality Assurance
Committee
Structure**

25. The Quality Assurance Committee Structure shall be as follows:

The Quality Assurance Committee Structure



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PART 111 – ROLES AND RESPONSIBILITIES IN QUALITY ASSURANCE

Roles of Students

26. (1) A student shall, in addition to the student's responsibilities defined in the Academic Regulations, maintain and enhance the quality of his or her own learning and that of others.
- (2) Notwithstanding the generality of sub-clause (1) of this clause, a student shall;
- (a) attend academic activities regularly;
 - (b) prepare for taught sessions, especially seminar and workshop sessions;
 - (c) spend the recommended time in student managed learning;
 - (d) use the information and guidance provided;
 - (e) take up opportunities to receive academic advice and feedback on their work;
 - (f) carefully complete course questionnaires and other surveys and consultations; and
 - (g) show commitment to academic honesty.

Role of Academic staff

27. (1) An academic staff have responsibility to:
- (a) undertake scholarly activities which strengthen teaching and research;
 - (b) be well prepared for teaching;
 - (c) provide students with clear information and academic guidance in accordance with University rules and regulations, both through written information and by making themselves accessible to students;
 - (d) maintain contact with professional practitioners, professional and subject associations and wider academic community; and
 - (e) pursue professional development whether in the subject area or in pedagogic techniques which supports teaching.
- (2) A subject group shall develop systems which ensure that:
- (a) the scope, content, learning outcomes and recommended reading and other sources for units in the subject remain current;
 - (b) courses are developed enhanced and updated to serve the needs of all programmes to which they contribute;
 - (c) programme and course content and learning strategies are appropriately matched to students' knowledge and skills at entry;
 - (d) units are regularly monitor
 - (e) course guides accord with University guidelines and are fit for purpose; and
 - (f) subject area external examiner's comments are considered, appropriate action initiated, and response made.
- (3) A teams of staff contributing to a programme shall
- (a) liaise with each other to ensure the coherence of the programme and the consistency and quality of support for students enrolled on the programme;
 - (b) attend Academic Boards and engage in discussion with academic colleagues and student representatives, with a view to improve;
 - (c) specify, implement and regularly review the appropriateness of programme entry requirements; and
 - (d) use evidence to contribute to an annual report on the monitoring of the programme.

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**Role of Heads
of Academic
Units**

28. (1) A head of an academic unit shall ensure that the programme portfolio is developed and enhanced, and that subject specific resources and operational systems appropriately support the quality of the learning experience.
- (2) A head of an academic unit shall carry out the following duties:
- (a) allocate individual roles and ensure that staff are prepared for those roles;
 - (b) develop the programme portfolio to optimise academic and vocational opportunities and student appeal and collaborating with other Faculties or Departments to achieve this where relevant;
 - (c) ensure that the teaching and learning environment meets students and staff needs;
 - (d) maintain contact with potential employers and with the wider academic community;
 - (e) supervise and monitor policies and procedures for selecting students and for assessing prior learning;
 - (f) ensure that there is an effective liaison with partners in offering collaborative programmes;
 - (g) identify and disseminate good practice within and outside the Faculty, Institute, School or Department;
 - (h) ensure that the course planning committees and review teams are adequately supported by senior staff experienced in evaluation and programme development, and that new and revised programmes receive thorough internal scrutiny before progressing to validation or review; and
 - (i) attend to specific directives from UQAC or QAD on Quality Assurance issues.

29. The Quality Assurance Unit shall share best practices with key stakeholders in quality assurance implementation at Oxford Business School.

30. The support services departments shall:
- (a) maintain professional standards appropriate to the service function;
 - (b) plan, manage and review services they provide to ensure that those services align with institutional priorities, support academic developments and add to the quality of the student experience;
 - (c) gather information on student needs and priorities to inform the planning of the service;
 - (d) consider student feedback, through local surveys or through student satisfaction survey; and
 - (e) promote a client-centred approach.

**Role of the
Vice Chancellor**

31. The Vice Chancellor shall:
- (a) guide the University in reviewing the organizational performance for quality assurance;
 - (b) ensure that the establishment of a clear mission, articulation of core values, and communication of high expectations of performance at all levels;
 - (c) ensure the creation and sustenance of an educational environment that promotes ethical values and equity for all stakeholders at the University;
 - (d) encourage research, innovations and pursuance of current and future opportunities for improvement; and
 - (e) establish priorities for quality improvement to ensure that Oxford Business School's Mission is achieved.

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PART IV – INFORMATION

Sources of information and accessibility

32. (1) The University shall gather and publish information regarding the standards and quality of its programmes to enable the stakeholders and more specifically prospective and current students to have access to up-to-date, information about the standards and quality of the programmes offered.
- (2) The University shall disseminate the information through print, audio and electronic means.

Information for Students

33. Every student shall receive a Student Handbook, a Programme Guide, and a Course Guide so as to assist him or her to:
 - (a) Understand what is required to achieve the standards for the award for which the student has enrolled;
 - (b) understand the student's responsibilities in learning and maintaining his or her enrolment;
 - (c) understand the student's responsibilities as a member of the University community and in professional conduct;
 - (d) obtain information on how to derive maximum benefit from the learning opportunities available;
 - (e) obtain information on how and in what circumstances to access support services;
 - (f) understand the regulatory policy which governs decisions about progression and awards; and
 - (g) know how to use the available systems for feedback and communication.

Course Guides

34. (1) The purpose of Course Guides shall be to help students understand what is required to meet the learning outcomes of a course and how to successfully complete the course.
- (2) The Directorate of Quality Assurance shall provide detailed guidance on the purpose of the Course Guides, content which is required or desirable, the relationship between the Course Guide and what is approved at validation, and responsibilities for preparing the guides and checking their quality.
- (3) The Directorate of Quality Assurance shall prepare and disseminate an electronic template for Course Guides on the QA Unit website to ensure uniformity across the University.
- (4) The assessment criteria shall be in the Course Guide, and shall be issued to students with the assessment task in order to help students understand the attributes of their work for which marks will be allocated, and what is required to pass or achieve good marks.
- (5) A lecturer shall prepare a course guide for a course he or she is teaching.
- (6) The College Quality Assurance Committee of each academic unit shall have in place a system to monitor the quality of course guides.

Student's Handbook

35. (1) The Academic Registrar shall prepare a Student's Handbook.
- (2) The Student's Handbook shall help a student to:
 - (a) understand the University's regulations and codes of behaviour;
 - (b) recognize and accept their own responsibilities;
 - (c) know what University services are available, and any requirements which users must satisfy;
 - (d) know procedures for complaints, appeals and claims;
 - (e) make good use of services or resources or administrative procedures;

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- (f) understand the rules for use of the services, and their responsibilities towards other users; and
 - (g) guide students develop and improve skills for learning; which could include specific skills development in research, academic reading and writing.
- (3) Every student shall, at registration, sign a declaration that he or she shall abide by the University's regulations.
 - (4) The Library shall provide extensive information describing the resources available and how to use them.
 - (5) The Academic Registrar shall publish a web page containing the information mentioned in sub-clause (4) of this clause.

Programme Guide

36. (1) The Programme Guide shall help students to:
 - (a) understand the aims and outcomes of the programme and the standards they are expected to achieve to compete it successfully;
 - (b) understand how separate courses of the programme contribute to its overall aims, the themes which run through the programme as a whole, and any pre-requisites or decision points in terms of options and award paths;
 - (c) understand the teaching and learning approaches used;
 - (d) plan their work with knowledge of the overall assessment workload for a semester;
 - (e) understand programme-specific regulations, and other programme-specific information;
 - (f) know who to contact for academic, personal and administrative advice;
 - (g) know how to access and benefit from relevant learning resources and support services.
- (2) The Programme Guide shall help students with programme specification and may cover the whole programme, or may be issued for each year or level.

Information

37. (1) The Quality Assurance Unit shall produce a regular University newsletter and a report on the state of quality standards in the University.
- (2) Each academic unit shall produce accurate and accessible information for staff assisting them to:
 - (a) understand their role;
 - (b) understand University and Unit policies and procedures;
 - (c) give students advice;
 - (d) know where to obtain advice on University policies, procedures and services; and
 - (e) understand the University's strategies and priorities.

Staff Handbook

38. (1) A new staff shall, upon appointment, receive a Staff Handbook from the University.
- (2) The Staff Handbook shall provide guidelines on
 - (a) the staff's role in the University;
 - (b) course or programme validation and review;
 - (c) exploring collaboration and approving collaborative programmes;
 - (d) academic irregularities;
 - (e) appointing external examiners;
 - (f) the staff's role as an internal examiner; and
 - (g) examination conduct.

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Assessment Calendar

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

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

- (a) understand their roles and responsibilities in relation to assessment; and
- (b) plan their workloads and fulfil their responsibilities within the set timeframe.

**Policy Statements
Information on quality of teaching**

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

41. (1) Each academic unit shall gather

- (a) quantitative information on the student profile at entry;
- (b) data on student progression and non-completion;
- (c) data on awards achieved by students;
- (d) data on graduates entering employment and further study;
- (e) summaries of external examiner reports;
- (f) a report on Learning and Teaching; and
- (g) reports of periodic internal reviews.

(2) The Quality Assurance Directorate shall publish the information provided under sub-clause (1) of this clause.

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

Information Centre

42. (1) The University shall create an information centre to process, store and disseminate information pertaining to quality assurance to staff, students and members of the public.

(2) The Quality Assurance Directorate shall, in conjunction with the Office of the Vice-Chancellor, manage the information centre.

PART V –GRADUATE TRAINING

Graduate Training

43. High quality graduate education depends upon the professional and ethical conduct of the participants. Academic staff and graduate students have complementary responsibilities in the maintenance of academic standards and the creation of high quality graduate programs. Excellence in graduate education is achieved when both Academic staff and students are motivated; possess the academic and professional backgrounds necessary to perform at the highest level, and are earnest in their desire to see each other succeed.

PART VI – RESEARCH

Quality Research

44. (1) The University and its researchers shall ensure that research is undertaken in conformity with the law relevant to the needs and aspirations of the country.
- (2) The University shall provide an environment where good research practice is encouraged.
 - (3) The Research Code shall be applicable to all persons conducting research within or on behalf of the University.
 - (4) The University's internal Quality Assurance Research system and external peer-review of the research processes and outputs shall assure the quality of research.

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Scoop and Purpose

45. (1) Good research practice includes the following:
- (a) competence in supervision of staff;
 - (b) adherence to relevant Health and Safety regulatory requirements;
 - (c) maintenance of professional standards, ensuring ethical approvals are obtained and guidelines followed, questioning one's own results and conclusions, acknowledging and attributing appropriate processes and equipment used;
 - (g) appropriate use of document control procedures;
 - (h) preparation and regular updating of standard operating procedures, methods and protocols;
 - (i) identification, storage and documentation of samples and research materials;
 - (j) Maintenance, storage and appropriate archiving of samples and other research materials;
 - (k) authorization, securing and storing of primary data and results; and
 - (l) openness in the dissemination of work, data and materials.
- (2) The University shall promote an organisational culture in which high standards of personal conduct and integrity are expected.
- (3) Academic misconduct and fraud are forbidden and appropriate steps taken by the University to deal fairly and firmly with any misconduct which is alleged or suspected.

Principles of good research practice

46. The following are the principles of good research practice.
- (1) A researcher shall be honest in respect of his or her actions and in his or her response to the actions of others and each researcher shall refrain from plagiarism, infringement of intellectual property rights, and the fabrication of results.

Responsibility for research

- (2) A researcher shall be open in discussing his or her work with other researchers and the public. Once the results have been published, researchers should make available relevant data and materials on request. Researchers shall seek the advice of the Intellectual Property Office about protecting intellectual property rights.
- (3) A researcher shall ensure that the research he or she undertakes is:
- (a) consistent with terms and conditions defined by the funding body and/or covered by agreements between the University and the funding body;
 - (b) in conformity with University Mission;
 - (c) timely and accurate.
- (4) A researcher shall be honest about conflict of interest issues throughout the research process especially when reviewing the work of others.

Research Funders

47. (1) The University Board for Research shall be the primary body where issues related to Research Governance, including this Code, are to be considered.
- (2) Academic Units shall ensure a climate of good research practice in their centres.

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

Ethical approval

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

Misconduct

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Professional standards

50. (1) A staff or student who carries out research misconduct commits a disciplinary offence.
- (2) In this Policy, unless the context otherwise requires, "research misconduct" includes:
- (a) fabrication or falsification of results;
 - (b) plagiarism, misquotation or misappropriation of the work of others including the unethical use of material provided for review or assessment;
 - (c) any other research conduct which has the effect of bringing the name of the University into disrepute.
- (3) The Ethical Committee shall take disciplinary action on complaints on the grounds of research misconduct.

Peer review

51. The College Committee for Research and graduate training in consultation with the Directorate of Research and Graduate Training shall use the following guidelines in considering awards for grants through the University:
- (a) the quality of research proposals, output and outcome;
 - (b) the competence of researchers – their standing within a discipline;
 - (c) the quality of research management;
 - (d) the contribution of research programmes development to human resource capacity;
 - (e) the potential for the research to contribute to the quality of life of people;
 - (f) the potential for the research to contribute to generation of wealth in the community;
 - (g) the extent to which the proposed research will contribute to University's vision; and
 - (h) the contribution of new knowledge in the respective discipline.
52. (1) The evaluation of a researcher and his or her output shall be by peer review.
- (2) The Committee's evaluation shall be guided by:
- (a) applicability of research contribution to knowledge;
 - (b) the impact factor of the journal in which his or her research is published;
 - (c) the quality of researchers output;
 - (d) notions of quality, value and relevance of research shall be context and discipline derived; and
 - (e) the research's contribution to knowledge.

PART VII –COLLABORATION

Purpose of Collaboration

53. (1) The purpose of developing links with other institutions is to enrich educational opportunity and experience.
- (2) The specific purposes of partnership are:
- (a) to utilize related and relevant expertise towards a course, degree award or closely related specialities;
 - (b) to establish linkage between different Universities for their mutual benefits in terms of:
 - (i) human resource utilization;
 - (ii) technological advantage;
 - (iii) comparative resource advantage;
 - (iv) research cooperation;
 - (v) inter-disciplinary of knowledge;

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- (vi) attracting funding;
 - (vii) partnership with the private sector; and
 - (viii) situational uniqueness for training others and for research.
- (3) The partnership shall serve the purpose of:
- (a) promoting mutual learning;
 - (b) strengthening collaboration through research sharing; and
 - (c) yielding national and international visibility by excellence in research on global issues.

Affiliation

54. (1) Before any institution is approved to affiliate with Oxford Business School, the Senate shall satisfy itself under section (1) of Statute XI with the following that:
- (a) a College, Faculty, Institute or School in the University is in position to administer in like manner as the internal awards, the external award or awards of the University for which affiliation is sought;
 - (b) the institution is established on a permanent basis under the laws of the country in which it is situated and is recognized by the National Council for Higher Education; and
 - (c) the members of staff who are designated to teach courses for awards of the University have the academic stature and qualifications which are acceptable to the University and have reached such a standard as would be required for teachers of the University.
- (2) In this clause, unless the context otherwise requires, "Affiliated Tertiary Institution or College" means the Tertiary Institution or College established under Section 71 or 111 of the Universities and Other Tertiary Institutions Act, 2001. The Universities and Other Tertiary Institutions Act, 2001 under Section 71 empowers a Tertiary Institution as defined under that Act to affiliate with a Public University upon satisfaction of two conditions, as follows:

Guidelines for affiliation

55. (1) The Senate shall, before any institution is approved to affiliate with Oxford Business School, satisfy itself under section (1) of Statute XI with the following:
- (a) the programme taught and assessed at a partner institution contribute to credit for Oxford Business School award;
 - (b) the programme taught at a partner institution is equivalent in standard to the same or similar provision at Oxford Business School;
 - (c) the learning experience and learning support given to students at the partner institution shall be broadly equivalent to that available at Oxford Business School;
 - (d) the members of staff who are designated to teach courses for awards of the University shall have the academic stature and qualifications that are acceptable to the University; and
 - (e) fees chargeable for registration, examination, graduation and other purposes shall be determined from time to time by the University Council.
- (2) Oxford Business School shall verify a programme's continuing compatibility with the linked course at Oxford Business School and ensure the quality and standard of collaborative programmes.
- (3) Where the same course is offered wholly or partly at Oxford Business School

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and at one or more partner institution, the quality systems followed should generally be the same in all locations.

Role of the College or School

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

Role of partner institution

(1) The College or School at Oxford Business School to which the collaboration is assigned shall be responsible for the management of collaborative links.

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

Role of Oxford Business School University

The partner institution shall facilitate regular discussion of further developments and of ways in which liaison can be improved; ensure that there is a forum for student representation; work together with Oxford Business School to ensure that the assessment criteria is clear, and understood in the same way by staff in both locations; monitor the operation of the partnership; and carry out periodic review of collaborative programmes.

Internal Collaboration

The University shall ensure that the partner sees comments and feedback on monitoring from an external examiner, and has opportunity to discuss these; and seek to establish whether the terms of agreement have been followed on an annual basis.

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

PART VIII—EXPERIENTIAL AND FLEXIBLE LEARNING

Definition of

In this Part, unless the context otherwise requires, “experiential approach” means an action-oriented and experience based learning which is learner-centred, participatory based, involving and interactive communication.

precepts

The objectives of experiential learning are:
to enhance staff professional development and performance;
to enhance development of students skills;
to develop a profiling system for students which monitors their skills development;
to develop further support systems to enhance student achievement;
to enhance learning resources; and
to ensure that quality monitoring and enhancement systems are fit for purpose.

Objectives of Experiential Learning

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Strategies and Action

56. (1) The University shall, in order to enhance staff professional development and performance, do the following:
- (a) provide opportunities for staff to develop their skills further;
 - (b) enhance information and communication technology skills of staff;
 - (c) establish a policy for staff development activities, to enable them to work effectively;
 - (d) make provision for and encourage sharing of good practices across, academic units; and
 - (e) develop and periodically review, appraisal, development and reward processes.
- (2) The University shall, in order to enhance students' core skills, take the following steps:
- (a) make provision for students' core skills development;
 - (b) develop flexible learning skills in the programme of study;
 - (c) develop programme specifications for all courses;
 - (d) develop a profiling system for students which monitors their skills development; and
 - (e) develop practical skills among students.
- (3) The University shall, in order to develop support systems that enhance student achievement, do the following:
- (a) support independent and flexible learning;
 - (b) link the relationship between assessment and learning outcomes;
 - (c) offer pre entry guidance;
 - (d) offer adequate orientation to new students; and
 - (e) provide on-course guidance.
- (4) The University shall, in order to enhance learning, do the following:
- (a) ensure that the physical learning environment is conducive; and
 - (b) promote the use of ICT support of teaching, learning and assessment.
- (5) The University shall ensure that the monitoring and review systems reflect students experience and feedback through quality monitoring and enhancement systems.

Policy on Open Distance Learning

57. (1) There shall be a University policy to promote Distance Learning as a mode of increasing access to higher education.
- (2) The Open Distance e-Learning (ODEL) entity will be represented in the overall University strategic planning process through a participatory approach and the ODEL plan shall be consistent with the University plan.
- (3) The ODEL Entity Strategic Plan and attendant processes shall be reviewed annually.
- (4) Each component (section) of the ODEL entity will develop annual plans consistent with the entity's Strategic Plan.

Management team

58. (1) The management team of the ODEL Entity shall comprise the Head of the Entity and Heads of Entity sections, and Learning Centre Coordinator representatives.
- (2) The team shall, in its monthly meetings, consider reports from all sections against section plans using an agreed format.

Monitoring

59. (1) The management team of the ODEL Entity shall undertake regular monitoring of delivery and management systems, including the following:
- (a) materials effectiveness (against agreed criteria);
 - (b) student retention and completion rates;
 - (c) assignment completion and return rates (against agreed criteria and marking turnaround time);

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- (d) examination marking;
 - (e) entity budgeted and planned activities implementation;
 - (f) student support; and
 - (g) staff training.
- (2) The management team of the ODEL Entity shall review all learner materials used against agreed criteria and using an agreed time cycle (4-6 years).
 - (3) The ODEL Entity and collaborating School or College shall, before introducing any new courses or programmes, conduct a needs assessment survey.
60. (1) All staff involved in ODEL shall undergo training in ODEL methodology which shall include:
- (a) ODEL materials development and publication;
 - (b) ODEL assignment and examination marking;
 - (c) use of ICT in ODEL;
 - (d) Distance Learning facilitation methods;
 - (e) support for, and communication with, the ODEL learner;
 - (f) record-keeping, monitoring and evaluation; and
 - (g) other areas deemed necessary.
- (2) The staff shall, where necessary, undertake further supported programmes of study which will strengthen the individual, entity and institutional skills base.
 - (3) All professional staff shall undertake research in ODEL focusing on effectiveness and their overall management of the delivery models being used.
61. (1) The ODEL Entity Quality Assurance Committee shall work with the main Quality Assurance Committee (in line with the University Quality Assurance Policy) to establish appropriate quality standards and practices for ODEL and undertake appropriate and regular, reviews of the standards.
- (2) The ODEL Entity shall continue to explore the use of a range of assessment instruments in order to effectively assess skills, knowledge and attitude, for example, assignments, projects, reports, tests internship/field attachment, etc.
 - (3) All assignments given to ODEL students shall be developed and marked by specially-trained staff and the marking shall provide a timely comprehensive and helpful feedback to the ODEL learners.
 - (4) An ODEL programme duration shall be flexible and may not be of the same duration as the Internal equivalent programme.
 - (5) ODEL shall allow for Credit Accumulation Transfer Schemes (CATS) after a technical analysis by a technical committee of the applicants' academic results and course or programme content.
 - (6) The management team shall, at the end of any activity, make a report showing the objectives, activities, challenges and way forward and the report shall be followed up for improving future activities.
62. (1) The ODEL Entity shall leverage its effectiveness and enable easier access to and coverage of ODEL by using ICT in instruction, learning, student support and University wide research.
- (2) The ODEL shall, in collaboration with the e-Learning Unit, transform programmes offered in the internal mode into e-Learning or online mode.
 - (3) The ODEL courses and programmes shall be of the same quality as those offered through other modes.
 - (4) The ODEL Entity shall financially and otherwise support the

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development of e-content for eLearning/online courses and programmes.

- (5) The ODEL Entity shall advocate for the adoption of a common digital learning environment infrastructure and software responsive to academic needs through the eLearning Unit.
- (6) The ODEL shall create or adopt OER for use in its ODEL courses and programmes.
- (7) The University shall fully support the lecturers, tutors and administrators to effectively facilitate on e-Learning or online courses.
- (8) Oxford Business School staff and students shall abide by IPR requirements during eLearning/Online Learning.

PART VIX – EXTERNAL EXAMINING

External Examiners reports

The Oxford Business School Quality Assurance policy is explicit on the use of External Examination as one of its External Quality Assurance mechanisms.

External Examiners reports for Academic year 2011/2012 revealed the following general observations.

- The design and content structuring of most programs are standard and match those of reputable regional and international Universities.
- In spite of large class sizes, content coverage is done and the modes of instruction appear satisfactory as evidenced by the student's responses.
- There is variability in assessment procedures which is based on the nature of the program and the expected learning outcomes.

However the following overall observations will need special attention.

- Need for Course outlines and Marking guides.
- External examiners be given ample time and facilitation for their work
- The design of Mark sheets, Examination scripts and question paper envelopes should have provision for external examiners comments.
- Course objectives be made clear and aligned with assessment.
- Staff/student imbalances tend to have implications on the quality of assessment.
- High dropout and failure rates may affect the overall quality of education at the university.
- Support for student learning in form of electronic equipment, laboratories and other instructional resources should be enhanced as this will be translated to better performance.

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- Instructional methods are tailored to meet the needs of learners and consequently enhance the quality of learning.
- Strengthening the moderation of examinations both internally and externally.
- Carry out curriculum reviews in schools in line with the policy requirement of after every 3 years.

General Principles

63. External examining is one of the ways of ensuring academic excellence in Universities in that external examiners are engaged to evaluate the program content and the process of student assessment and the external examiners' reports act as reference points against which the university may be evaluated and accredited.

**Application
Role of an external
examiner**

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

65. An external examiners shall comment on the validity of the assessment instruments, the quality of student performance and the standard of student attainment, the reliability of the marking process and any concerns or irregularities with respect to observation of the University regulation.

**Policy objectives on
external examination**

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

**Guidelines on
external examination**

- (a) to provide external and unbiased evaluation of the University's student assessment process in line with Senate regulations;
- (b) to verify that standards of student performance are appropriate for the award for which the external examiner has been appointed;
- (c) to verify that the student assessment method is reliable and precise, will produce similar results if repeated with students of comparable standard and comparable circumstances and similar assessors, valid (measures the competence it is intended to measure), has educational impact (it promotes appropriate student learning behaviour, is acceptable to all assessors and students and is feasible within the resources available;
- (d) to ensure that the University upholds the high academic standards of its programmes and awards;
- (e) to compare the academic standard of the University with those of similar institutions.

- 67. (1) An external examiner shall write a report detailing his or her observations, conclusions and recommendations to the Deputy Vice-Chancellor (Academic Affairs) who will submit it to the Quality Assurance Committee for consideration and action.
- (2) The University shall publicise the principles and guidelines on external examining so that they can be accessed by students, staff and other stakeholders.
- (3) The University shall create audit mechanisms to ensure that external examiners are invited annually for each academic programme.

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Powers of an external examiner

68. An external examiner shall have the following powers and responsibilities:
- (a) to make judgments independent of the internal examiners;
 - (b) to recommend to the Academic Board for the adjustment of marks for a student;
 - (c) to access student assessments (scripts and coursework);
 - (d) determine the method of sampling of students' work;
 - (e) to recommend, where appropriate, the remarking of a student's scripts to the Faculty Board;
 - (f) to determine the modalities pertaining to the conduct of VIVA VOCE;
 - (g) to investigate suspected cases of cheating;
 - (h) to endorse mark and pass lists before they are published; and
 - (i) to determine, in specific cases, the extent to which medical and other extenuating circumstances should be taken into account in the determination of a case.

Attributes of an external examiner

69. An external examiner should have the following attributes:
- (a) quality as an Academic professor or senior Lecturer or be a practising professional at the rank of consultant or the equivalent;
 - (b) possess recent examining experience, including external examining experience, and competence in assessment;
 - (c) possess knowledge and understanding of academic standards in a broad higher education context; and
 - (d) have the ability to offer constructive comments, criticism and suggestions for enhancement in the area of assessment practice.

Process of nomination and appointment

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

Tenure of an external examiner

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

Status of an external examiner

72. An external examiners shall be an ex-officio member of the relevant Examiners' Boards.

Information to an external examiner

73. The host department will send to the newly appointed external examiner the following information:
- (a) programme and course aims, objectives and syllabuses;

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- (b) copies of past examination papers;
- (c) methods of assessment or marking scheme;
- (d) ways in which marks of individual parts of the examination are aggregated and averaged to produce the final result;
- (e) the method by which the pass mark (cut-off point) at and above which students are pronounced passed and below which they are declared to have failed;
- (f) proposed dates of departmental and faculty examiners' board meetings
- (g) information pertaining to the communication and handling of sensitive information;
- (h) The dates for the face to face briefing;
- (i) The scripts for marking or moderation.

Remuneration of an external examiner

74. An external examiner shall be facilitated through payment of the following:
- (a) transport expenses to and from nearest point of departure;
 - (b) accommodation cost;
 - (c) per diem or out of pocket allowance; and
 - (d) honoraria upon receipt of the examiners report.

Moderation of examinations

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

Participation in oral and clinical examinations

76. External examiners shall participate in oral and clinical examination as follows:
- (a) where only a proportion of students are subjected to oral examination;
 - (b) during the selection of the examination content, marking and making final judgments; or
 - (c) to meet with the students to assess their opinion on the conduct of the examination process.

Participation in Examiners Board meetings

77. (1) External examiners shall attend the main Examiners' Board meetings at which final examination results are reviewed and approved before they are published.
- (2) Minutes of the Examiners Board meeting shall note the following:
- (a) members present;
 - (b) the final decisions taken;
 - (c) in specific cases the extent to which medical and other extenuating circumstances were taken into account; and
 - (d) any general comments made by internal and external examiners.

External examiner's report

78. (1) An external examiner's report shall include:
- (a) curriculum design and its relevance;
 - (b) comparability of the program with those offered in other institutions of Higher Education locally and internationally;
 - (c) variability in the assessment process;
 - (d) academic standards of awards; and

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

Submission of report by external examiner

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

Submission of report by external examiner

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

**Review of programmes
Grounds of termination
of service**

- 81. The Academic Board may terminate the appointment of an external examiner for the following reasons:
 - (a) failure to provide reports on the assessment process as required by the University;
 - (b) inability to attend two successive such boards;
 - (c) change in the external examiner's circumstances which brings about potential conflicts of interest;
 - (d) persistent refusal to work within the University's set academic regulations; or
 - (e) any conduct which in the case of an employee of the University would be the subject of disciplinary action.

Procedure for termination

- 82. (1) The Deputy Vice-Chancellor (Academic Affairs) shall write formally to the external examiner to inform him or her that the termination is being considered and offer an opportunity for the examiner to explain the circumstances and show cause why the termination should

not take effect.

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

PART X – ACADEMIC APPEALS AND STUDENT COMPLAINTS ON ACADEMIC MATTERS

Precepts and general principles

83. (1) Students will have full opportunity to raise individually or collectively matters of concern to them without fear of disadvantage and in the knowledge that privacy and confidentiality will be respected.
- (2) The rights of staff members and students shall be taken into account and protected when handling appeals and there shall be a policy on protection of information or data regarding appeals.
- (3) There shall be structures to handle student's appeals at every College or School.
- (4) The Dean of Students, the health services and academic units shall be part of the academic support system for appeals.
- (5) The University shall ensure that its procedures are fair and that the decisions made are reasonable and have regard to any applicable law.
- (6) The University will address student complaints and appeals in a timely manner, using simple and transparent procedures including an informal resolution of a complaint at the level at which the matter arose.
- (7) The University shall publicise information on complaints and appeals procedures in an accurate, complete, clearly presented, readily accessible manner and issued to students and staff.
- (8) The University shall widely advertise sources of impartial help, advice, guidance, and support within the university.
- (9) The complaints and appeals procedures should identify the persons or bodies from whom authoritative guidance may be sought on the applicability and operation of the procedures.
- (10) Those responding to investigating or adjudicating upon complaints or appeals must do so impartially and must not act on any matter in which they have a material interest or in which any potential conflict of interest might arise.
- (11) A complaint or appellant should be entitled to be accompanied at all stages of the complaints or appeals process by a person of his or her choice.
- (12) The documentation should indicate any internal procedures, which are available to a student dissatisfied with the response to a complaint or outcome of an appeal.
- (13) The University will ensure that where a complaint or appeal is upheld appropriate remedial action is implemented.
- (14) The University will have in place effective arrangements for the regular monitoring, evaluation and review of complaints and appeals.
- (15) The academic appeals system shall be viewed as mediation, arbitration, and monitoring process that goes beyond handling examination malpractice.
- (16) The University will keep their monitoring, evaluation and review arrangements under scrutiny, taking into account good practice.
- (17) The University shall design tools of instruments for collecting complaints from students.

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84. (1) A student may appeal against an academic decision without fear of reprisal or victimisation where he or she has reason to believe that it is incorrect or partial information.
- (2) The University shall handle an academic appeal impartially and in confidence and the matter shall be disposed of within a reasonable time.

85. The University's general Regulations prescribe two sorts of circumstances in which an appeal may be made against an academic decision of the University and these are where

- (a) a student's registration is terminated on the recommendation of the Board of Studies on the basis of examination failure or unsatisfactory progress; or
- (b) a student believes that the award of degree or qualification awarded to him or her is incorrect or where the board decides that a student may not have fully satisfied the academic or professional requirements for an award.

Types of academic appeals

86. (1) The University shall consider an appeal against an academic decision where:
- (a) in reaching its decision the University was unaware of factors which had affected the student's performance;
- (b) there had been mathematical or procedural error in recording or calculating the marks on which a decision was based;
- (c) there had been irregularities or administrative errors in the conduct of an examination or other form(s) of assessment of such a nature as to invalidate the examiners decision; or
- (d) valid reason exists for the examiner's prejudice or bias.

Grounds of appeal

- (2) The University shall not consider an appeal where
- (a) the appeal was made against properly exercised academic judgment, or duly appointed examiners, including external examiners;
- (b) the appeal was made mischievously or frivolously without justifiable ground;
- (c) the appeal was made on the basis of alleged insufficiencies in teaching or supervision or the provision of materials or equipment;
- (d) the appeal was based on ill-health or other circumstances which could and should have been reported to the school at the time of their occurrence; or
- (e) the general regulations preclude appeals in circumstances in which a student has been allowed to be addressed or to represent a dissertation or thesis.
87. (1) If a student decides to submit an appeal against an academic decision of the university, he or she should do so within 14 days of formal publication or otherwise receiving notification of the results.
- (2) A student shall lodge his or her appeal the Dean of Students, setting out in writing the specific grounds on which the appeal is being made.
- (3) The Dean of Student's office will treat any personal information which is received in the course of dealing with students appeal as confidential and such information will be kept, used and shared where necessary and appropriate with other members of university staff, only for the purposes of investigating and determining the outcome of the appeal.
- (4) Where advice is required on whether the proper grounds for an appeal have been met or, where a student requires assistance to present the grounds of appeal, assistance maybe sought from the students' guild or from the Dean of Students.
- (5) The Dean of students will refer the appeal to the head of the academic

unit for comment and for any further information required to enable it to be considered.

Procedures of appeal

- (6) Upon receiving the response from the Faculty, Institute, or School, the Dean of Students shall, where appropriate, consult the Academic Registrar and the Deputy-Vice Chancellor to establish whether the grounds for appeal merit a hearing.
- (7) If it is decided that the ground for appeal is not in accordance with those prescribed in the general regulations, the Dean of students shall, within 15 working days of receiving the initial appeal, inform the student in writing about the decision and the reasons.
- (8) If it is decided that the grounds for appeal are in accordance with those prescribed in the general regulations, the Dean of students may:
 - (a) in the case of an appeal involving a mathematical or procedural error in calculating eligibility for an award, consultations will be made with the Chairperson of the Board of Examiners and if an error is found then the examiner's decision will be amended, including where necessary, the pre-classification of an award; or
 - (b) in the case of an appeal involving irregularities in the assessment process, circumstances which had not been known at the time the decision was made or allegations of bias, the matter shall be referred to Appeals Committee.
- (9) A student who is dissatisfied with the decision of a Committee may, within 30 days from the date of the letter communicating the decision, appeal in writing to the Senate Appeals Committee.
- (10) A student's appeal shall be in writing addressed to the Academic Registrar and copied to the Committee stating clearly the grounds of appeal.
- (11) The Academic Registrar shall acknowledge in writing to the student and Chairperson of College or School Committee receipt of the appeal.
- (12) A student who pleaded guilty to an offence before the College or School Committee shall have a right of appeal only with respect to the penalty.
- (13) The student appealing shall be notified in writing of the date when the appeal will be heard and shall be given an opportunity to be heard before the Senate Appeals Committee which shall hear the appeal expeditiously.
- (14) The Academic Registrar shall officially notify the college Committee that made the decision in the first instance of the date of hearing of the appeal and the College Committee shall have a right of representation.
- (15) At the hearing of the appeal, the student shall have an opportunity to be heard and the College Committee shall have a right to respond to the student's presentation.
- (16) The Senate Appeals Committee shall have power on cause being shown to allow the student present additional evidence before it.
- (17) Where an additional witness is called, he or she shall be cross-examined by the representative of the College Committee and the College Committee may also adduce additional evidence, which may be responded to by the student.
- (18) The Senate Appeals Committee shall then deliberate in the absence of the student and College or School Committee representative preferably on the date of hearing.
- (19) The Senate Appeals Committee may confirm, vary or set aside the decision of the College.
- (20) The Senate Appeals Committee shall take into account the rules of natural justice in the hearing of the appeal.

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Appeals Committee

88. (1) The Appeals Committee shall be composed of members who were not directly involved in the universities original decision.
- (2) The Appeals Committee shall include three student members.
- (3) The Appeals Committee shall determine the procedure for consideration and determination of an appeal.

Code of procedure

89. (1) The student concerned and other parties involved in the appeal shall, prior to the meeting of the committee have access to relevant papers, including written commentaries on the appeal and responses to the appeal.
- (2) The appellant shall be given adequate notice of the date, time and venue for the meeting and also be invited to attend.
- (3) The appellant is entitled to be accompanied by a person of his/her choosing during the hearing.
- (4) The appellant shall, within ten days of the hearing, be informed in writing of the result of the appeal.
- (5) The appellant shall be notified of any delay in communication the decision of the appeal.
- (6) A staff who is the subject of an appeal shall not adjudicate over the appeal.

PART XI -STUDENT ADMISSION**Precepts and general principles**

Institutions Act.

- (2) The number of students selected for each program shall be done in regard to the following considerations; intended learning outcomes, capacity to offer good quality education and; the needs of the particular program.
- (3) The following minimum standards are required for each program:
 - (a) advertising and promotional materials shall contain sufficient information on the programme with regard to admission policies, completion requirements, and academic standards;
 - (b) admission, matriculation and exemption requirements shall be inline with the existing regulations;
 - (c) the programs admission criteria shall be in line with the National goal of widening access to higher education and equity targets and plans to attain them shall be clearly stated;
 - (d) admission requirements shall be in line with the nature of the programme.

Institutional information sources

91. (1) The following information shall be availed at the institution:
 - (a) a copy of the institution and College or School policies and procedures for approval of advertising and promotional material for programs including approval procedures and responsibilities;
 - (b) the recruitment plan for the programme, with details on strategies to recruit a diversity of students (in terms of region and gender);
 - (c) the programs advertising and promotional materials;
 - (d) institutional admissions and student placement policies;
 - (e) Institutional Access Policies;
 - (f) examples of tests, if used as selection instruments (with scoring system);
 - (g) interview procedures and selection of panels for interviews where applicable;
 - (h) details of professional/vocational specifications in relation to

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- student recruitment where applicable; and
- (i) a copy of relevant regulations to be provided or any other vocational specification where applicable.
- (2) The University shall, before a new academic programme commences, supply the following information with the application:
 - (a) admission requirements;
 - (b) selection criteria and procedure where applicable;
 - (c) expected enrolments; and
 - (d) Fees structure.

PART XII – UNIVERSITY ASSESSMENT SYSTEM

Principles

- 92. (1) The University shall have an assessment policy with clear and effective procedures for its implementation.
- (2) The policy and procedures ensure academic and professional standards in the design, approval implementation and review of assessment strategies for programmes and modules, and for the qualifications awarded.

Standard requirements

- 93. Every College or School shall, in order to meet the standard requirements,
 - (a) design guidelines or regulations for the following: formative assessment, provision of feedback to students, weighting of class marks (continuous assessment) and examinations, security procedures, disciplinary and appeals procedures for examinations, regulations for marking, grading, aggregates, retaking examinations, conceded passes and other related matters;
 - (b) allocate responsibility for the implementation of the institutional assessment policy to Colleges, Schools and departments and the assessment decisions by the committees or boards at these levels shall be validated by the Senate through its Examination committee;
 - (c) at the programme and course or module level, use systematic and purposeful assessment to generate data for summative purpose (grading, ranking, selection, predicting) and for formative and diagnostic purposes, such as providing time-outs feedback to inform teaching and learning;
 - (d) ensure effective monitoring of assessment practices at the management level;
 - (e) apply reliable principles, procedures and practices of assessment throughout the institution;
 - (f) ensure that assessment shall be conducted within a policy of institution, College, School or Professional rules and regulations governing assessment;
 - (g) ensure that there are security arrangements in relation to recording and documenting assessment decisions to safeguard the credibility of outcomes;
 - (h) ensure that the academic staff responsible for the decisions on assessment are properly trained and competent to assess; and
 - (i) ensure that distance learning programmes are assessed using formative and summative assessment procedures to establish the appropriateness of the delivery mode and the circumstances in which the programmes are taught.

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

- (a) there are academic and workplace-based assessors to provide an input into assessment, depending on the specific nature of the task to be assessed; and
- (b) There are clearly spelled out criteria for assessment using assessment tasks that will be developed in a manner that advances the required competencies.

95. The purpose of assessment are:

- (a) to measure a student's learning, skills and understanding;
- (b) to contribute to a student's achievements;
- (c) to enable a student to demonstrate that he or she has fulfilled the objectives of the programme of study on which the student enrolled and achieved the standard for the award for which he or she is a candidate.

Field attachments

96. (1) The University requires the following documents to ensure that administrative procedures for assessment are followed:

- (a) a summary of University administrative procedures and regulations designed to safeguard the integrity of assessment and to reinforce consistency in decision-making;
- (b) Oxford Business School Academic Regulations for taught courses which define the basis of assessment for the University awards and academic credit, and procedures intended to ensure consistency.

Purpose of assessment

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

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

Quality Management and Enhancement of Assessment

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

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

- (a) independent internal corroboration ensuring that assessment tasks are clearly specified at the appropriate level, allow students to demonstrate that they have met the learning out comes,

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capable of discriminating between stronger and weaker candidates and avoid inappropriate overlap between different elements of assessment in the same unit and between different units taken by the same student;

- (b) assessment criteria shall explain how the allocation of marks rewards the different standards achieved by different students; and
 - (c) Clear marking schemes which detail how marks shall be allocated for each specific piece of assessment work and any features of work for which a student may be assessed.
98. (1) The moderation of marking shall be done as follows;
- (a) each question paper set shall be accompanied by a clear marking guide;
 - (b) all the examination papers shall be moderated by Departmental Examinations Committees and external examiners;
 - (c) an examination script shall be marked by more than one examiner for greater accuracy and easier accountability.
- (2) The University shall give timely feedback to students.
- (3) Each academic unit shall design protocols for quality management of forms of assessment such as presentations, group work, oral examination or peer assessment and such protocols shall provide for internal corroboration and moderation and for external examiner sampling.
99. (1) The membership and remit of Examination Boards and the regulations relating to awards and progression shall be detailed in the Senate guidelines.
- (2) The following two levels of Examination Boards shall operate in equally capacity:
- (a) the Departmental Examination Board which makes decisions about the mark to be awarded to a student in each course of study; and
 - (b) The School Examination Board which considers the overall profile of each student enrolled on a course.
100. (1) The University shall design the annual assessment calendar to specify the dates on which Departmental Examination Boards and College Examination Boards will meet after each semester examination.
- (2) The Head of Department shall ensure that:
- (a) there is an established functioning departmental Examination Committee;
 - (b) all examination papers are set, moderated, typed, produced, sealed and kept in a strong room within the College at least one month before the beginning of the end of the Semester Examinations;
 - (c) examiners are informed of the date of the examination process and the date of the meeting of the Examination Board;
 - (d) members of the Board are informed of the date, time and location of the Board meeting;
 - (e) examiners complete marking and internal moderation by the date set in the assessment calendar; and
 - (f) he or she gives marks for each element of assessment for each student to the College Registrar by the date specified on the assessment calendar.

Roles of the Academic Units

Quality Assurance Policy

Moderation of marking

- (3) The Principal or Dean shall be responsible for:
 - (a) creating an examination strong room and marking centres which offer security of examination;
 - (b) entering all unit marks on the student record system by the date specified in the assessment calendar;
 - (c) making all arrangements for meetings including external examiners facilitation;
 - (d) notifying any other relevant offices of changes in the provisional marks made at the Subject Area Board;
 - (e) informing the Senate Examinations Office of the date, time and location of all Examination Boards and sending to the examinations office the full agenda for each award and progression; and
 - (f) providing a Minute taker for every Examination Board.
- (4) The Academic Registrar's Department shall
 - (a) coordinate and monitor all examination processes to ensure successful completion, declaration of results and record safety;
 - (b) issue academic transcripts;
 - (c) serve as the secretariat of the College Academic Board and committees; and
 - (d) report to the Senate about examination matters generally.

Examination Boards

101. (1) The following procedures shall be followed in determining the award of marks at the departmental level:
 - (a) internal examiners shall mark the student's scripts using the agreed marking scheme;
 - (b) marks shall be moderated in accordance with the college, School or Department Policy;
 - (c) the department shall publish all Continuous Assessment (Coursework) marks; and
 - (d) the External Examiner for the Unit shall review an agreed sample of the assessed work in light of the assessment criteria and marking scheme.
- (2) The Departmental Board shall, for each course, receive:
 - (a) a list of provisional marks for all students in the elements of assessment;
 - (b) a short oral or written report from the Course Coordinator when ever relevant, explaining any issues which may have affected the assessment; and
 - (c) any comments the External Examiner wishes to make on the basis of sampling.
- (3) The Departmental Board may decide to scale the unit marks where:
 - (a) it is established from the Course Coordinator that errors were made in the delivery of assessment of the Course which may have affected the achievement of all or some of the students registered for the unit; or
 - (b) external examiners advise that the marking has been too harsh or too generous.
- (4) Where marks are scaled upwards, the Departmental Board shall be satisfied that there is evidence that a student who receives a pass mark has met the learning outcomes of the course and that the marking reflects the published assessment criteria on the marking scheme and the method used should not disproportionately reward students with the lowest marks.
- (5) The Departmental Board shall make the decision to scale the marks; however, the Board may have particular regard for the external

Responsibilities in preparing for Examination Boards**Decisions on marks for a course at the Departmental level**

Quality Assurance Policy

Application for Graduation

- examiner's advice and shall carefully consider and record any decision counter to that advice.
- (6) If the external examiner's views of the marks differ from that of the internal marker, but not to a significant extent, the Board may decide to offer advice for the future.
 - (7) An external view that marking has been marginally too generous or too harsh may lead the Board to modify individual marks very close to the pass/fail border, without changing others for the same course.
 - (8) If the external examiner is concerned about lack of consistency in marking, he or she may ask to look at a larger sample, together with an internal marker, to assist the Board in deciding the marks.
 - (9) The College or School Academic Board shall exercise discretion within the regulations, where relevant using published protocols concerning discretion at the margins of honours degree classification bands.
 - (10) In order to maintain consistency in decision making,
 - (a) all chairs of Boards must be constantly sensitized by the Quality Assurance Director; and
 - (b) a representative of the Registrar should be present during award decisions and consideration of penalties for academic misconduct.
 - (11) The Registrar's representative shall
 - (a) advise the College or School Boards on options available within the regulations and previous decisions made; and
 - (b) inform the Academic Registrar about awards agreed upon by the Faculty Boards.
102. (1) A student shall, upon completing requirements for an academic award, apply for graduation with the Academic Registrar or Graduate School.
(2) The application for graduation shall be made by the student at the beginning of the last semester.
103. The following policy documents shall support the assessment process:
 - (a) the Semester regulation;
 - (b) the Rules of Handling Examination Malpractices and Irregularities; and
 - (c) Procedure for appeals and remarking of scripts.

Regulations to support the Quality Assurance Policy

PART XIII – PROGRAMME APPROVAL, MONITORING AND REVIEW

Manual on Curriculum Development

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

Procedure for making the manual Contents of a curriculum

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

- (a) First step: the Head of Department or Programme initiator shall liaise with the Senate office at an early stage for advice to ensure that the programme is developed in accordance with the University formats;
- (b) Second step: a concept paper on the proposed academic programme shall be submitted to the Quality Assurance Unit.

106. The proposed curriculum shall include:

- (a) Title;
- (b) Objectives/outcomes;
- (c) Justification;
- (d) Entry requirements;
- (e) Detailed course content;

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

Contents of a concept paper

107. The concept paper shall provide information on:
- (a) the name of the academic programme;
 - (b) objectives of the programme;
 - (c) justification for introduction of the programme;
 - (d) list of proposed technical committee members to design the programme;
 - (e) physical facility requirements for the programme;
 - (f) human resource requirements for the programme; and
 - (g) evidence to show that there is demand for the programme.

Role of the Quality Assurance Unit

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

**Role of the School Board
Role of the College
Quality Assurance
Committee**

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

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

Role of the Senate

111. (1) The Senate shall, through its technical committee or peer review committee, examine the program in order to:
- (a) ensure that it is in harmony with the University policies and mission; and
 - (b) ascertain quality of delivery (to verify information provided i.e. availability of facilities, equipment, core staff including staff-load) to establish whether the unit proposing the programme has the mandate to house it.
- (2) The Senate shall set the dates or deadlines for the units to follow each academic year when developing academic programmes.

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Role of the University Quality Assurance

Committee and Council

- 112. (1) The University Quality Assurance Committee shall recommend the proposed program to the University Council for final approval.
- (2) The University Council shall examine the justification and whether there are enough resources to manage the program and where it is satisfied, approve the programme.
- (3) Upon approval, the respective academic unit shall launch the program with the guidance of the Academic Registrar’s Office.
- (4) The University shall, upon approval of a programme by the Council, present the programme to the National Council of Higher Education for accreditation.

Curriculum design

- 113. (1) A curriculum should be able to facilitate a balanced learning process and ensure that students are able to acquire such cognitive, effective and psychomotor skills as are consistent with the educational goals and aspirations of Uganda as may, from time to time be defined by the National Council for higher Education.
- (2) The University shall ensure that every curriculum designed has the following:
 - (a) is broad-based or integrated;
 - (b) is practice oriented;
 - (c) is diversified;
 - (d) it does not compromise the standards of excellence set by the National Council for Higher Education (NCHE); and
 - (e) contributes to the overall national human resource development and requirements. (based on HCHE Statutory Instruments No. 85 of 2005)

Structure of a programme

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

PROGRAMME STRUCTURE

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

Size of a course

- 115. (1) The smallest course shall be two (2) credit units.
- (2) A course that has a practical component within it shall have a maximum of five (5) credit units.
- (3) A course that has no practical component within it shall have a maximum of four (4) credit units.

Contact hour

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

Credit unit

117. (1) A Credit or Credit Unit is the measure used to reflect the relative

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weight of a given course towards the fulfilment of appropriate Degree, Diploma, Certificate or other Programmes required.

- (2) One credit Unit shall be one contact hour per week per semester or a series of fifteen (15) contact hours.

Detailed course content	118. Every course shall have the following content: <ul style="list-style-type: none">(a) Course description;(b) Objectives/Aims;(c) Course outline;(d) Learning outcomes;(e) Method of teaching/delivery;(f) Mode of assessment; and(g) Reading/reference materials
Course description Objectives	119. A statement not more than 100 words long, of the definition of the course, main substance and orientation of the course.
Course outline Learning outcomes	120. The aims of a course shall be specific to the course and the role the course plays in the overall shall be explained in the rationale for the course structure and should only be mentioned in the course aims if the course is designed to be restricted to one specific course, or if the purpose of the course is to facilitate integration of learning from other courses (as in the case of a project or integrating study). 121. The syllabus must have an indication of the topics to be covered and these should be written in general rather than in specific terms. 122. (1) The University shall ensure that learning outcomes focus on new knowledge, skills change attitudes or values. <ul style="list-style-type: none">(2) The University shall ensure that the output of the university education process is a graduate with a qualification and certain abilities which should qualify him or her for activities in the particular sector and the labour market requirements.(3) The University shall ensure that the learning outcomes, which include knowledge and understanding of a subject as well as cognitive, general and professional skills, should be explicitly stated for each course or programme and these should be the pivot around which the whole course is developed.(4) A department or school shall, in the development of a curriculum, clearly formulate their aims as well as learning outcomes.
Method of teaching	123. The syllabus should briefly state the defining characteristics of the teaching and learning approach adopted; for example lectures, laboratory tasks, extensive use of case studies, tutorials, self study and field attachment.
Assessment Method	124. (1) The syllabus must state the items of assessment used to assess whether students have met the learning outcomes and this may include a variety of methods such as examinations, course works, laboratory work and group projects. <ul style="list-style-type: none">(2) The syllabus shall include the reading materials such as books, journals which can be referred to by students and staff.

Grading system

125. (1) The Undergraduate Grading system for the intake of 2008/2009 academic year onwards shall be as indicated in the table below:

Marks	Letter Grade	Grade Point	Interpretation
90-100	A+	5	Exceptional
80-89	A	5	Excellent
75-79	B+	4.5	Very good
70-74	B	4	Good
65-69	C+	3.5	Fairly good
60-64	C	3	Fair
55-59	D+	2.5	Pass
50-54	D	2	Marginal Pass
45-49	E	1.5	Marginal Fail
40-45	E-	1	Clear Fail
Below 40	F	0	Bad Fail

(2) The Postgraduate Grading system for the intake of 2008/2009 academic year onwards shall be as indicated in the table below:

Marks	Letter Grade	Grade Point	Interpretation
90-100	A+	5	Exceptional
80-89	A	5	Excellent
75-79	B+	4.5	Very good
70-74	B	4	Good
70-74	B	4	Good
65-69	C+	3.5	Fairly good
60-64	C	3	Pass
55-59	D+	2.5	Marginal Fail
50-54	D	2	Clear Fail
45-49	E	1.5	Bad Fail
40-44	E-	1	Qualified Fail
Below 40	F	0	Qualified Fail

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

(2) Where it is an Undergraduate programme, the academic staff shall be as per the table below:

STATUS					Current Teaching Load	Proposed Teaching Load	Total Load
FullTime/ Part Time	Gender	Highest Qualification	Area of Specialization	Rank			

Academic Staff (if the proposed programme is Postgraduate)

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STATUS						Current Teaching Load	Proposed Teaching Load	Total Load
Full Time/ Part Time	Gender	Highest Qualification	Area of Specialization	Teaching & Supervising Experience Rank	Current number of students supervised			

Required Entry Qualification

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

Practical Work Experience

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

128. A practical work experience shall

- (a) last for a minimum of three months to enable understand how industry operates and to give the student networking opportunities; and
- (b) Emphasize the connections between different aspects to encourage a broad systems view and to illustrate the practical, technological and human constraints of solving real world situations.

Programme Coordinator Consultations with stakeholders

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

Student intake

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

131. (1) The student intake shall take into consideration the approved staff/student ratio.

(2) The recommended staff student ration (SSR) set by the National Council for Higher Education and the University Council approved and designated staff/student ration (SSR) is as illustrated in the table below:

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

Student support and guidance

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

Role of Quality Assurance Unit in curriculum approval

132. (1) The University shall communicate to the students opportunities and arrangements for student support and guidance on a programme.
- (2) The University shall ensure that programmes and course outlines or modules are effectively described and communicated in order to:
- (a) meet the information needs of all users;
 - (b) define credit ratings of programme pathways and component;
 - (c) make students and prospective students aware of course expectations;
 - (d) allow for personal development planning, within and beyond University education; and
 - (e) give guidance on curricular choice.

Policy on evaluation of academic programmes

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

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

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Table Four: Policy for Evaluation of new Academic Programmes

Characteristics	Components	Criteria
High Quality	Curriculum	<ul style="list-style-type: none"> i) Curriculum is designed to meet the objectives for the programme (e.g. array and sequence of courses, modes of instruction and evaluation, development of skills, acquisition of knowledge, and synthesis of information. ii) Programme provides students with the elements of a liberal education by encouraging the development of broadly informed, reflective, and literate minds capable of independent and critical thinking. iii) Programme includes opportunities for synthesis, application and integration of knowledge within and between disciplines. iv) Programme is current, both in content and modes of instruction delivery, and reflects a responsiveness to change in the discipline. v) Curriculum reflects the goals of education equity. vi) Curriculum provides sufficient flexibility to individual students to choose courses according to their own interests within and outside their minor discipline (e.g. Electives) vii) Program meets or exceeds accreditation and/or national standards (if they exist)
	Academic staff	<ul style="list-style-type: none"> viii) Academic staff responsible for/involved in programme are well-qualified i.e. have the appropriate academic and/or professional qualifications to support and develop the programme. In the case of graduate programs, this includes active involvement in scholarly work. ix) Academic staff maintains and updates the skills and knowledge appropriate to their discipline through involvement with academic, professional and/or scientific organizations. x) Academic staff are nationally/internationally recognized for their local/national/international invitations to present their work to colleagues in their discipline. xi) Scholarly work of Faculty has made a significant contribution to the discipline. xii) Staff are committed to developing their teaching skills.

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	Learning and Environment	<ul style="list-style-type: none"> i) Programme incorporates a variety of modes of instruction, accommodates different learning styles and where possible allows flexibility in scheduling. ii) Teaching within the programme demonstrates responsiveness to new developments in the field, including incorporating practical experiences where appropriate. iii) Programme integrates teaching and scholarships. iv) Approaches to instruction and students reflect a commitment to the goals of education equity. v) Instruction methods and philosophies are consistent with programme objectives. vi) Scholarly work of Academic staff enhances the learning environment.
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Characteristics	Components	Criteria
	Infrastructure	<ul style="list-style-type: none"> i) Adequate numbers of appropriately trained staff are available to support the programme. ii) Necessary facilities and equipment are provided. iii) Appropriate library resources are available. iv) The organization and administration of the programme and the academic unit(s) delivering the programme are effective and supportive of the programme.
	Outcome	<ul style="list-style-type: none"> i) Programmes achieve their educational objectives. ii) Students are satisfied that the programme will/has helped them achieve their personal and/or professional goals. iii) Students competing graduate programs are successful in finding employment or in utilizing the advanced training in their field of study. iv) The academic load does not impose undue barriers to completion such that students can complete the programme in the regular allocated time. v) Qualifications of students graduating from specific professional programs are acceptable to licensing bodies and/or employees. vi) Students are successful in examinations and/or competitions. vii) Employees or subsequent graduate supervisors are satisfied with performance and academic preparation of students.

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Programme review

In demand	Student demand market demand and/or societal need	Interest by students is sufficient to establish or to maintain a programme and to allocate resources to it. Market demand (national) for graduates justifies the size of the programme which is offered. The programme attracts outstanding students from within and outside the country, while still providing general access to other applicants. High demand for junior 'service' courses is sufficient to maintain programs within an academic area.
Uses resources sufficiently		Program is delivered in a cost-effective manner, in comparison to other similar programs. Where student demand for a program is low, high demand for service courses justifies maintenance of the area of study and the incremental cost of offering the program is low. Major areas of research, scholarly or artistic work are associated with opportunities for graduate education.
Unique		Programme is unique in content (e.g. specialization) and or approach nationally/regionally.
Relevance		Program builds on and contributes to social development and economic strength of Uganda. Staff and other personnel associated with the programme provide services and expertise otherwise unavailable.

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

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PART XIV– STAFF RECRUITMENT, DEVELOPMENT AND APPRAISAL

Academic staff

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

Staff workload

137. (1) The maximum workload (hours per week) for teaching members of staff shall be weighted in terms of hours as follows:
- | | |
|---------------------------|----|
| (a) Lecture Preparation | 12 |
| (b) Lecturing | 6 |
| (c) Tutorial/Seminar | 2 |
| (d) Marking | 6 |
| (e) Practical/Clinical | 2 |
| (f) Supervision | 4 |
| (g) Research | 4 |
| (h) Outreach | 4 |
| Maximum workload per week | 40 |
- (2) The mandatory contact hours shall be based on visible and monitorable workload (b), (c), and (e) which shall constitute a minimum of 10 and maximum of 12 contact hours per week for a member of staff.
- (3) The teaching and supervision of graduate students shall be done by staff who hold a doctorate degree or who are at the rank of Senior lecturer.
- (4) The following ratios shall guide a decision for the intake capacity to graduate programmes:
- (a) Masters programmes 1:5 (that is, one lecturer to five students)
 - (b) PhD programmes 1:3 (that is, one lecture to three students)
 - (c) Postgraduate Diploma programmes 1:10 (that is one lecturer to 10 students)

Staff Values

138. (1) As a value-based community, the University staff shall aspire to:
- (a) promote academic excellence and the attainment of the institutional goal of becoming a world-class University;
 - (b) preserve what is valuable in the history of the institution and in the history of Uganda, and respond to the challenges posed by past injustices and unfair discrimination;
 - (c) achieve social transformation, empowerment and participative governance; and
 - (d) encourage the institution and all its members to accept responsibility for the welfare of the community and for behaving in accordance with these community values.
- (2) Staff shall commit themselves to:
- (a) truth, fairness, consistency, and integrity in both academic and other work, and in all personal and institutional relationships;
 - (b) compassion, generosity and concern for the needs and aspirations

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of others, and in particular for the challenges faced by the less privileged in society;

- (c) have respect and tolerance for cultural, religious, political and other differences and acknowledge the value of diversity in society;
- (d) respect for individual privacy, dignity and the right to personal choice;
- (e) intellectual honesty, vigour in debate, openness to alternative ideas and respect for other views, beliefs and opinions;
- (f) commitment to high standards, personal fulfilment and the pursuit of excellence;
- (g) protection and responsible use of the University's assets and resources;
- (h) contributing to national development;
- (i) fostering global competences among students;
- (j) promoting the use of technology; and
- (k) quest for excellence.

Quality of academic staff

139. (1) The University shall appoint staff on the basis of academic qualification and in accordance with the University Appointment and Promotion Policy.
- (2) An academic staff of the University shall have the following;
- (a) requisite qualification or certification in the disciplines he or she teaches;
 - (b) high standards of student achievement demonstrable in every aspect of classroom work;
 - (c) ability to teach students to apply learned skills to other fields and to everyday living experiences;
 - (d) ability to equip students with practical skills;
 - (e) ability to create consistency in learning methods that include problem-solving, thinking and creative activities;
 - (f) ability to ensure timely completion of work assigned within established standards for quality;
 - (g) ability to design challenging and interesting classroom assignments that are appropriate to the subject;
 - (h) ability to apply various approaches to teaching;
 - (i) ability to reconcile the objectives of lessons taught with the students' backgrounds, communities, and culture;
 - (j) ability to maintain discipline in the classroom to foster the optimal learning environment;
 - (k) ability to keep students consistently informed on their progress in a particular course of study and to relate it to concepts previously taught;
 - (l) ability to keep students informed about their individual learning progress through continuous assessment and feedback; and
 - (m) ability to employ testing and evaluation as tools to measure student progress and to determine curriculum changes and teaching strategies.

Appointment and promotion of staff.

140. (1) The University shall fill vacant positions by recruiting permanent and part time lecturers.
- (2) The University shall develop a robust model for calculating staff-student ratios which shall be based on programmes and categories of students.
- (3) The Staff Development policy shall be reviewed to ensure that the workload of staff that go for further studies does not affect the performance of those who remain.

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- (4) The University shall review and update guidelines and procedures for appointments, promotion and reward.
- (5) A ceiling for the maximum lecture hours shall be put at 15 contact hours per week.
- (6) The University shall execute employment contracts with part-time lecturers.
- (7) The University shall carry out staff development and the action plans shall target the following:
 - (a) regular self evaluation to identify weaknesses and strengths; and
 - (b) pedagogical training for new teaching staff through short teaching method courses by the Department of Higher Education for Training.

Staff appraisal system

141. (1) The University shall use the following instruments for staff appraisal:
 - (a) the annual progress appraisal forms;
 - (b) instruments to assess learning; and
 - (c) Appointment and Promotion Guidelines.
- (2) The University's staff appraisal system shall be re-designed to evaluate, support and develop staff capabilities and to:
 - (a) promote a sense of responsibility, a culture of self-evaluation;
 - (b) ensure that a mechanism of analysis is designed for students to assess their lecturers and that the process is regulated and streamlined with established reporting and follow up mechanisms;
 - (c) Enhance the quality of teaching and developing individual professionalism through observation of lecturers.
- (3) Full time academic staff shall have their teaching observed by a colleague for at least one teaching session per year and peer observation shall be conducted in a spirit of professional development and professionalism.

Awards for excellence

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

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Rewards

143. (1) Rewards for the attainment of the standards set out in the Quality Assurance Policy in Oxford Business School shall include:
- (a) remuneration for best performance;
 - (b) promotion;
 - (c) financial support to School or Departments or individuals;
 - (d) Excellence Awards by Vice-Chancellor, Deans or Directors for best practices;
 - (e) contract renewal for persons employed on a contractual basis.
- (2) The University shall, on recommendation of UQAC, create rewards from time to time.

Punishment

144. (1) Staff who fail to measure up to the Quality Assurance standards of University shall be subject to the following:
- (a) reprimand;
 - (b) suspension;
 - (c) removal from office of responsibility;
 - (d) criminal investigation;
 - (e) denial of benefits; or
 - (f) dismissal.
- (2) The Human Resource Directorate shall, in collaboration with the Quality Assurance Directorate, develop the criteria for awarding staff who excel and for designing penalties for staff who fail to satisfy the University regulations and standards.

Work environment

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

Sexual Harassment

146. (1) The University shall enforce and implement the sexual harassment policy through the Committees which have been created at various levels in the University to implement that policy.
- (2) In this Policy, unless the context otherwise requires, "sexual harassment" includes; requests for sexual favours, sexual advances, demeaning verbal or other expressive behaviour of a sexual nature.

Special relationships between staff and students

147. (1) The University recognises that relationships between student and staff including romantic relationships, kinship, and relationships with a history of serious interpersonal conflict may undermine, or be perceived to undermine integrity and compromise fairness or objectivity.
- (2) A members of staff shall ensure that he or she minimises the potential to compromise his or her integrity in his or her relationship with a student.

Professional ethics

148. (1) A members of staff shall avoid involvement in special relationships with another member of staff, which may undermine, or be perceived to undermine employment integrity, and may compromise fairness or objectivity, or be perceived to do so.
- (2) A member of staff who has any special relationship to or with, a member of staff, a student or job applicant in the department or

section of which he or she is a member shall disclose the relationship to the relevant authority.

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

PART XV– CAREER GUIDANCE

General principles

149. (1) The University shall have a clear documented and accessible policy for career guidance, information and guidance, including statements of the University Quality Assurance objectives and of students' entitlements and responsibilities.
- (2) Career education, information and guidance provision shall be impartial, client focused and accessible.
- (3) Career education, information and guidance provision should be subject to Oxford Business School Quality Assurance procedures.
- (4) The University shall seek to identify and cater for the special needs of students who may be disadvantaged in the labour market.

Roles and responsibilities

150. The University shall consider;
- (a) ensuring that statements of service make it clear who is responsible for the delivery of different aspects of career education, information and guidance including definitions of the role of academic staff and the expert contribution of a dedicated career service staff;
- (b) providing explicit statements of service that set out clearly and concisely how the university career education, information and guidance provision is intended to meet the individual needs of students;
- (c) the extent to which the University policy on equal opportunities is integrated with its career provision to avoid discriminatory practices which disadvantage individuals or groups of students;
- (d) how best to make career education, information and guidance provision, as detailed in the University's statements of service, available to all students including part time, overseas/distance learning students based on different campuses;
- (e) implementing procedures to support a collaborative approach, which strengthens and supports links with relevant internal contracts e.g. other student service staff, academic staff) and with relevant external organisations (e.g. career companies in the public and private sector, other guidance and counselling services, audit guidance networks, further education sector etc.;
- (f) the adoption of national higher education quality standards for career education, information and guidance services;
- (g) the impact of relevant statutory requirements or National Council for Higher Education and regional policy on career education, information and guidance provision;
- (h) promoting the importance of skills development for students in relation to employment and lifelong learning through, for example,

Students

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External Relations

- progress records;
- (i) referring to statements of transferable abilities contained in relevant subject benchmark statements;
- (j) ensuring that responsibilities for providing references for students, including their format coverage and quality are clearly located and effectively discharged;
- (k) how best to promote career education, information and guidance provision as detailed in the statement of service to part time/overseas/distance learning student/e-learning/i-learning students/students based on different campuses; and
- (l) How best to use Information and Communication technologies (ICTs) to promote and deliver career education, information and guidance.

Staff

- 151. (1) The University shall provide students with information on the services available to them while registered at the University and those which will continue to be available to them when they have left.
- (2) The University shall inform prospective and present students about how the skills and knowledge acquired during study are intended to be of use to them in the development of their careers.
- 152. (1) The University shall promote close collaboration between employers, career education and information and guidance providers to maximise the benefits of both students and employers.
- (2) The University shall ensure that its career education, information and guidance provision takes account of development in the employment market and work opportunities in the community at large.

Monitoring, feedback, evaluation and improvement

- 153. (1) The University shall ensure that all members of its staff involved with career education, information and guidance provision, including academic staff, have the skills, knowledge and training appropriate to the role they are undertaking.
- (2) The University will consider supporting any staff involved in developing his or her relevant professional expertise through continuing professional development.
- (3) The University shall consider providing training required for academic and other appropriate staff to fulfil his or her role in improving career education, information and guidance.
- 154. (1) The Oxford Business School Quality Assurance Unit or its equivalent shall account formally and regularly for the quality and standards at the University in the areas of career education, information and guidance with the objective of promoting continuous improvement.
- (2) The Quality Assurance Unit or its equivalent shall provide the training required for academic and other appropriate staff to fulfil their role in providing career education, information and guidance.
- (3) The Quality Assurance Unit or its equivalent shall
 - (a) incorporate key stakeholders into career education, information and guidance;
 - (b) set up appropriate targets to measure the performance of the Career Education (Information and Guidance);
 - (c) make records of unmet requests for information with a view to amending the statement of service;
 - (d) Produce an annual report on provision, performance and outcomes of the career education, information and guidance program. This shall be publicized in detail and submitted to the Deputy Vice Chancellor academic Affairs;
 - (e) undertake regular reviews on the career education, information

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- and guidance policies, to include development, monitoring and resourcing; and
- (f) Collect data on graduate destinations through the various academic units.

PART XVI — GUIDELINES ON DISABILITY

General policy objectives

155. (1) Staff and students with disability shall be allowed to participate in all aspects of the academic and social life of the University.
- (2) The University shall
- Plan and provide resources to ensure equal opportunities for students and staff with disability; and
 - Develop a culture of tolerance in the University community.

Precepts and general principles on disability

156. The University shall consider:
- implementing procedures which ensure that the needs of students with disabilities are addressed at all stages and levels of academic and resource planning;
 - embedding the fair and equal treatment of disabled students in all operational practices;
 - identifying clearly the locus of senior management responsibilities in relation to arrangements for students with disabilities;
 - ensuring that senior managers and other key staff have an adequate understanding of the legal policy concerning disabled people;
 - ensuring that management systems include the gathering of information to enable the making of well-informed decisions regarding participation and progression of students with disabilities;
 - including the needs of disabled students within the remits of all resources allocation, academic management, estates and services committees;
 - incorporating the views of disabled students in the development and review of the physical environment, academic programmes and services;
 - identifying designed contact(s) for disabled students with specialist expertise and effective channels of communication with senior managers;
 - providing staff development in disability awareness or equality for all staff;
 - monitoring and reviewing the impact of all institutional policies, procedures and practices on students with disabilities with a view to continuous improvement; and
 - The implications for disabled students of collaboration provision and articulation and arrangements involving study in more than one institution and/or other partner organisation.

Physical Environment

157. The University shall ensure that
- Disabled students can have access to the physical environment in which they will study, learn, live and take part in the social life of the University; and
 - The facilities and equipment are as accessible as possible to disabled students.

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**Access to information
Selection and
admission of
students
Enrolment,
registration and
orientation**

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

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

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

**Examination,
assessment and
progression**

161. (1) Assessment and examination policies, practices and procedures should provide disabled students with the same opportunity as their peers to demonstrate the achievement of learning outcomes.
- (2) Where studying is interrupted as a direct result of a disability-related cause, it shall not unjustifiably impede a student's subsequent academic progress.

Staff development

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

**Access to general
facilities and support**

163. (1) Students with disabilities shall have access to the full range of support services that are available to their non-disabled peers.
- (2) The University shall ensure that there are sufficient designated members of staff with appropriate skills and experience to provide specialist advice and support to disabled applicants and students and to the staff who work with them.
- (3) The University shall identify and seek to meet the particular needs of individual disabled students.
- (4) The University shall ensure that the staff receives information about the particular needs of disabled students.
- (5) The University shall have a clearly defined policy on the confidentiality and disclosure of information relating to a person's disabilities that is communicated to applicants, students and staff.

Complaints

164. (1) The University shall ensure that information about all complaints and appeals, policies and procedures is available in accessible formats and communicated to students.
- (2) The University shall have in place policies and procedures to deal with complaints arising directly or indirectly from a student's disability.

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Monitoring, evaluation and improvement

165. (1) The University information systems for example ARIS shall monitor the applications, admissions, academic progress and nature of impairment of disabled students.
- (2) The University shall operate systems to monitor the effectiveness of provision for students with disabilities, evaluate progress and identify opportunities for enhancement.

Strategies and actions

166. (1) The University shall;
- (a) develop and implement procedures which ensure that the needs of students with disabilities are addressed at all stages and levels of academic and resource planning;
 - (b) ensure that a fair and equal treatment of disabled students is incorporated in all operational practices;
 - (c) identify clearly the locus of senior management responsibilities in relation to arrangements for students with disabilities;
 - (d) ensure that management systems include the gathering of information to enable well-informed decisions to be made regarding participation and progression of students and staff with disabilities;
 - (e) designate contact(s) for disabled staff or students with specialist expertise and effective channels of communication with senior managers; and
 - (f) Provide staff development in disability awareness or equality for all staff.
- (2) The Quality Assurance Committee shall monitor and review the impact of all institutional policies, procedures and practices on students or staff with disabilities with a view to continuous improvement.

Directorate of Quality Assurance

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