Uganda Martyrs University

THE PREMIER CATHOLIC UNIVERSITY IN UGANDA

QUALITY ASSURANCE HANDBOOK

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DEFINITIONS OF TERMS

Academic standards

These describe what is taught and learnt, how, and at what stage in a student's career. The content of the curriculum, the rate at which students are introduced to new concepts and skills, and the methods of teaching, learning and assessment used are the most important aspects of standards. External reference points such as NCHE regulations, reports from the external examiners are used to ensure that the academic standards set by the UMU are appropriate.

Accreditation

The word 'accreditation' (Latin ad + credere) means to prove something creditable and publicly acknowledge its worth in relation to external criteria. Accreditation usually refers either to an official approval of HEIs or their programmes or to the awarding of different quality labels to HEIs or their programmes.

Accreditation Body

An accreditation body is an organization delegated to make decisions, on behalf of the Ministry of Education and Sports in Uganda that is National Council for Higher Education (NCHE) about the status, legitimacy and or appropriateness of a programme or institution.

Assessor

A person who is able to evaluate the quality and standard.

Certification

Certification is the verification and validation of an achieved standard or status. It often includes a certificate of the standard or status achieved. The certificate can be awarded by a first party (the management of an organization), a second party (the customer) or a third party (an accredited external certifier).

Department

Department refers to both academic and non-academic units whose activities have impact on quality within Uganda Martyrs University.

Evaluation

Evaluation is a systematic appraisal and highlighting of value or comparison against objectives and targets, and "measurement" of performance (assessment, as in quality assessment) against set criteria.

Evaluation model or method

In the evaluation of higher education institutions, the evaluation model or evaluation method refers to an established approach comprising four components:

i. a national or other external evaluation organization;
ii. a self-evaluation;
iii. a peer evaluation, including audit visits; and
iv. a public evaluation report.

Quality

Quality in Uganda Martyrs University refers to "fitness for purpose" meaning the academic programmes and non-academic activities conform to the purpose for which they were designed.

Quality Assurance

The process whereby measures are established which ensure that outcomes of academic programmes and non-academic activities are of a prescribed standard.

Quality Control

Is the process of ensuring compliance with standards and procedures set to maintain and enhance quality.

Quality Management

Quality management refers to all the processes that are in place to facilitate achievement of quality in an institution.

Quality Audit

The process of checking or examining to ensure that there is institutions compliance with quality assurance procedures, integrity, standards and outcome.

Programme Accreditation

Programme Accreditation establishes the academic standing of the programme or the ability of the programme to produce graduates with professional competence to practice.

Programme Review

Programme review is a process of holistic appraisal of a course/programme and resources, with a view to its further evolution and improvement.

Quality Assessment

This is external assessment by peers of the quality learning in subjects through the scrutiny of Institutional documentations, student work, direct observation, interview and reference of performance indicators.

Quality Culture

Quality culture includes both measures geared to improve quality and individual and collective commitment to maintaining and improving quality.

Quality Enhancement

This involves working continually to make things better, however good the existing quality of provision may be.

Quality Provision

This describes how well students and staff are catered for. The concept includes the quality of the delivery of the curriculum (as opposed to its content) and as well as the quality of the learning resources and support services made available to students and staff.

Self-evaluation

Self-evaluation at Uganda Martyrs University means appraisal of her own activities, their prerequisites and outcomes. Self-evaluation is a way of collecting information on the evaluation target and a tool for Higher Education Institutions (HEIs) to improve their activities. Uganda Martyrs University shall undertake self-evaluation on her own initiative and on behalf of an external body.

Stakeholder/Interest Group

Stakeholders of Uganda Martyrs University are students, the students' parents, lecturers, alumni, employer, government and professional bodies and other taxpayers.

TABLE OF CONTENTS

ABBREVIATIONS AND ACRONYMS

ACUQA	Association of Catholic Universities Quality Agency
CQAC	Core Quality Assurance Committee
CRC	Curriculum Review Committee
DAAD	German Academic Exchange Service
DHR	Director Human Resources
DVC	Deputy Vice-Chancellor
EAQAN	East African Quality Assurance Network
FQAC	Faculty Quality Assurance Committee
IUCEA	Inter University Council for East Africa
HRK	German Rectors' Conference
NCHE	National Council of Higher Education
NMT	National Multiplication Training
PRO	Public Relations Officer
QA	Quality Assurance
QAD	Quality Assurance Directorate
QAOs	Quality Assurance Officers
RD	Research Directorate
SQAC	Students' Quality Assurance Committee
UMU	Uganda Martyrs University
UUQAF	Ugandan Universities Quality Assurance Forum
VC	Vice-Chancellor

FOREWORD

Quality is never an accident. It is always the result of high intention, sincere effort, intelligent direction and skillful execution; it represents the wise choice of many alternatives. ***(William A Foster).***

The high intention, sincere effort, intelligent direction and skillful execution of the production of this artistry of the 1st Edition of the Uganda Martyrs University Quality Assurance Handbook has finally come to reality.

It is envisaged that the Handbook shall go a long way in guiding and being a reference point for matters pertaining majorly to Quality Assurance Systems, Internal and External Quality Assurance, Institutional Self-Assessment, Tracer Studies, Benchmarking, Internal Customer Care and other pertinent issues relating to ensuring quality at Uganda Martyrs University.

Gratitude to UUQAF Executive Team with partnering funding agencies IUCEA, DAAD, DIES and NCHE that endeavor to educate the Quality Assurance professionals through workshops and this time organized the National Multiplication Training (NMT) which propelled the process of preparing this handbook since it was taken as the PAP project for UMU. Appreciation to Dr. Ritah Makumbi our mentor for the encouragement, support and advice.

Thank you to Management of Uganda Martyrs University for the nomination to attend the NMT Workshop and the Vice Chancellor for his wise counsel, support and advice on how to handle the project.

Especial gratitude for the ideas of some members of the IQAC and much effort of Fr. Comfort Agele, Juliet Yiga and Victoria Kenema for their tireless input into the production of the Handbook. **Virtute et sapientia.**

Chapter One

1.0 Introduction

The Quality Assurance Handbook shall be a reference point for stakeholders at Uganda Martyrs University (UMU). It is hereby topically organized to guide users on quality assurance issues pertaining to the running of business at UMU.

1.1 Purpose of the Quality Assurance Handbook

The Quality Assurance Handbook is meant to introduce the quality assurance culture to all UMU Stakeholders.

The Handbook shall communicate to the stakeholders, key quality assurance guidelines that pertain to their positions and stay at UMU.

The Handbook shall inform the stakeholders about what is expected of them as regards quality assurance matters.

The Handbook shall:

i. Give all stakeholders at UMU key quality assurance procedures and guidelines in relation to their day-to-day activities.
ii. Have a point of reference in relation to Quality Assurance matters.
iii. Inculcate a quality assurance culture in the UMU community.
iv. Align all activities of the University to its Strategic goals.

1.2..Objectives of the Handbook

The Quality Assurance Directorate would like through this Quality Assurance Handbook to:

1. Provide detailed written instructions that describe the Quality Assurance System (QAS) with commitment statements identifying requirements and application of academic standards.
2. Describe the processes of specific activities and identify the tools to be used to implement each process and activity.
3. Set out the procedures for planning quality assurance and enhancement of teaching and learning, research, academic programmes, quality of management and quality audit.
4. Describe the controls for each element of the QAS as to what, when, where, who, and how the activity or service, which can satisfy quality and quality control is being implemented;

The terms 'what', 'when', 'where', 'who', and 'how' are defined as follows:
a. **What**: Identifies the activities which affect the quality process at different levels of the University;
b. **When**: Indicates the point of time the activity is required to be performed;
c. **Where**: Identifies the location(s) at which the activity is performed;
d**. Who**: Identifies the individual by title within the University, at any level, that is responsible for performing the activity, and
e. **How**: identifies the technique (planning & accomplishment) used to achieve quality (for example the procedures, work instructions, forms, etc.).

5. Provide a university audited working document with sufficient and adequate "controls" to retain its functionality permitting future revisions of QAS.
6. Set out key features of the University's strategic approach to quality management.
7. Describe UMU's quality framework and standards for academic activities and services.

The Handbook shall periodically be reviewed to ensure its continued appropriateness in light of any contemporary internal and/or external developments.

1.3 Scope of the Quality Assurance Handbook

The Handbook is embedded with Quality Assurance guidelines and policy, and therefore a product of interactions of many factors that cover all major units and operations of the university including all stakeholders.

i. Governing Council and Management of the University
ii. Academic and administrative staff (temporary and permanent staff) of the University
iii. All students registered with Uganda Martyrs University.
iv. All Institutes, schools, faculties, campuses, affiliate institutions, academic and administrative departments, and other institutional structures operating under the umbrella of Uganda Martyrs University.
v. All Infrastructure, learning resources, governance and institutional set up, information dissemination structures and social amenities belonging to Uganda Martyrs University.
vi. The entire institution has to view quality as an overarching principle of all its operations and as an embedded feature of the institutional culture.

Chapter Two

1.0..Background of Uganda Martyrs University

Uganda Martyrs University (UMU) is a Catholic founded, faith-based, not for-profit private university which was established in 1993 and owned by the Uganda Episcopal Conference (UEC). The University Main Campus sits at coordinates of 0°00'13.0"N, 32°00'52.0"E (Latitude: 0.003611; Longitude: 32.014444. at the Equator. UMU received a Civil Charter on 2nd April 2005 from Government of Uganda to legitimise its existence and recognize the fact that it had attained the required university standards. Right now, UMU is in the process of renewing its Charter. UMU has a Governing Council as the ultimate governing body. The Chairman of the Uganda Episcopal Conference serves as the Chancellor of UMU.

Fig 1: Faculties, Schools, Institutes and Support Service Departments of UMU

Uganda Martyrs University Composition

8 Faculties:

1) Agriculture,
2) Built Environment,
3) Business Administration and Management,
4) Education
5) Engineering and Applied Sciences,
6) Health Sciences,
7) Law
8) Science.

2 Institutes:

1) Institute of Ethics.
2) Institute of languages and Communication Studies.

2 Schools:

1) School of Arts and Social Sciences (SASS).
2) Mother Kevin School of Postgraduate Studies.

Support Service Departments

1) Library
2) Finance
3) ICT
4) Registry
5) Human Resources
6) Halls of Residence & Hostels
7) Kitchen/Cafeteria
8) Quality Assurance

Campuses: Lubaga, Mbale, Ngetta, Fort Portal, Masaka & Nkozi

2.1 Vision

To be a university that is nationally and internationally recognized for excellence in Teaching and Learning, Research, Advancement of Knowledge and Community Engagement.

2.2 Mission

To develop an integral person by providing high quality education with a conducive environment in order to produce professionals of varying academic competencies with critical and creative abilities who will contribute positively to the nation and the world at large, while observing values of service and respect.

2.3 Core Values

a) Equality and Openness

UMU maintains its Catholic identity of universality by promoting equality and being open to everyone who qualifies regardless of gender, religion, race, tribe and social background.

b) Environmental Protection

The University commits itself to sound environmental management practices. It recognizes itself to be part of the whole biotic community and wishes to live in harmony with its environment. The university is committed to the process of mainstreaming Education for Sustainable Development.

c) Quality and Holistic Approach

The Mission of UMU is derived from the Christian understanding of the person. The university is, thus, committed to the development of each individual through education at all levels, stressing in particular the creation of an environment where intellectual and moral values take priority. Students are encouraged to be critical, creative, imaginative, interactive and participative.

d) **Academic Freedom**

The university puts emphasis on the right to academic freedom in its research, teaching and learning process. At the same time, it respects the cultural heritage of African traditions and values. The university is committed to scholarly values of curiosity, creativity, experimentation and critical appraisal of both practical and theoretical dimensions. This is manifested in the university's open exchange of ideas and invitation of renowned scholars, academics and knowledgeable personalities as part of the staff-exchange program or to conduct public lectures.

e) High Ethical Standards

UMU commits itself not only to the provision of high-quality education but also to the promotion of, and living by, the values of justice, respect, honesty, human rights, zero-tolerance to corruption, and equality.

f) **Solidarity with Community**

Strengthening the connection between UMU and the local and global community.

g) Gender Equality

UMU recognizes the fact that all human beings are equal irrespective of sex and, as such, promotes gender-equality.

2.4 Guiding Principles

UMU's guiding principles are derived from the life of the Uganda Martyrs with notable virtues which include the following:

i. Unwavering commitment to Christ;
ii. Courage and fortitude in living according to Catholic values based on the teaching of Christ;
iii. Wisdom and exemplariness, reliability, trustworthiness;
iv. Inspiring leadership based on the teaching of Christ;
v. Sacrifice and self-giving in serving Christ and humanity.

Accordingly, UMU espouses the following guiding principles with the acronym **TARRAQ:**

a) **T**ransparency
b) **A**ccountability
c) **R**eliability
d) **R**espect
e) **A**ction based on institutional ethos
f) **Q**uality.

The current theme guiding the University is Agility, Flexibility and Creativity towards transformational change.

2.5 Objectives of Uganda Martyrs University

Uganda Martyrs University is inspired by the principle of commitment to provide education with a difference, which is embedded in ethical principles, will change the state of affairs in Uganda and beyond and enable UMU to play the role of a mediating institution. Thus, as an institution of higher learning:

i. To provide high quality education that shall prepare students for their future fields of occupation and service;
ii. To cultivate and promote disciplines and specializations within the context of the knowledge of Christian principles by continually revising the academic and outreach programmes;

iii. To encourage the development of individuals of democratic character, virtue, intellect, creativity, self-criticism, wisdom, skill, integrity, acumen, leadership, entrepreneurship, and self-reliance;

iv. To facilitate the pursuit and dissemination of knowledge and research for the betterment of life in Uganda in particular and for all humankind in general, in a way, which will contribute to the economy of the country and to the preservation of cultural, heritage and environment;

v. To promote service outreach to the community, especially the vulnerable, poor, and marginalized;

vi. To create an academic community characterized by the non-negotiable values of solidarity, justice, and respect of the other.

Chapter Three

3.0..Quality Assurance Directorate (QAD) at UMU

3.1 Background of Quality Assurance Directorate at UMU

The QA Unit at UMU was established in 2008 with two part-time staff. One was acting as QA Coordinator and the other an Administrator/Editor. The QA Unit acquired office space in 2009 and was equipped with some desirable office equipment.

In 2010, the QA Unit obtained a Directorate status and two new full-time staff were employed to run the directorate. They included a Director and an Administrator. In mid-2012, the Director resigned and management re-appointed a part-time staff to resume with QA activities. In 2014, the Directorate got a full time Director and 2 full time administrators. The Director left for further studies and another Director was appointed in 2016 with 2 part time QA Officers. At the moment, the QA Directorate has 2 full time Administrators and a Director.

3.2 Vision, Mission, Slogan and UMU working Theme

Fig 2: Quality Assurance Directorate Vision, Mission, Slogan & Theme

VISION	To promote efficient planning, management and provision of quality services in order to achieve excellence, nationally and internationally
MISSION	To strengthen, consolidate and maintain Total Quality Assurance in Uganda Martyrs University.
SLOGAN	"Fitness for purpose"
THEME	Agility, Flexibility and Creativity towards Transformational Change.

3.3 Main Objective of the QAD

The main objective of the Quality Assurance Directorate shall be to assist in setting up, maintaining and improving the quality and standards of teaching, scholarship, research, and service to the community.

3.4 Specific Objectives of the QAD

i. To safeguard and improve the academic standards and quality of Education at the University.
ii. To provide guidance in development and implementation of internal and external quality assurance procedures and practices.
iii. To plan for regular peer review activities and ensure that the quality of academic programmes and non-academic services meet expectations of the stakeholders.
iv. To ensure that graduates have attained skills, knowledge and ethical values that are of value to stakeholders.
v. To provide guidance in identifying internal and external quality standards and criteria that are consistent with nationally and internationally recognized standards.
vi. To ensure the integrity of the academic awards of the University
vii. To continually improve quality of community service programmes offered by the University.
viii. To enhance constant improvement of internal support services provided to students and staff.
ix. To develop and sustain a culture of quality seeking and quality
x. assurance among members of the university community
xi. To sensitize and facilitate development of a culture of continuous quality improvement to achieve academic and non-academic excellence.
xii. To enable identify areas of strength as well as areas of weaknesses for continuous improvement in the short, medium and long-term;
xiii. To strengthen the independent role played by the Quality assurance department in all activities of UMU
xiv. To write report on routine data on evaluation of teaching and learning by students
xv. To sensitize and monitor affiliate institutions on Quality Assurance issues
xvi. To align UMU's programmes to the expectation of the stakeholders
xvii. To design a quality performance reward system
xviii. To draft a roadmap to the UMU that is desired by all.

3.5 Functions of Quality Assurance Directorate

The QA Directorate at UMU shall ensure:

i. Improved and sustained quality in academic programmes,
ii. Quality:
    - Of staff is enhanced.
    - In teaching and learning is improved upon.
    - In support services is enhanced.
    - Of resources and facilities continuously improve.
    - Of research and publication is maintained high.
    - In community engagement services continuously improve.

For effective execution of QA activities, the QAD shall work hand in hand with the established QA Structures which include:

a) The Core QA Committee of Senate (CQACS)
b) Institutional /Internal QA Committee (IQA)
c) Curriculum Review Committee of Senate (CRC)
d) Faculty/Departmental QA Committees (FQAC)
e) Students' QA Committee. (SQAC)

3.6 Composition of the Quality Assurance Directorate (QAD)

The QAD shall have the following personnel for effective and efficient (quality) delivery of services:

a. Director Quality Assurance
b. Quality Assurance Officers
c. The internal quality assurance committee representatives

Quality Assurance Directorate Structure at UMU (Annex 1).

3.6.1 Roles of the Director Quality Assurance

The Quality Assurance Director shall work in liaison with the Faculties/Institutes/Schools/ and non-academic departments on issues of assuring quality in Uganda Martyrs University. The coordination shall focus on, though not limited to the following areas:

i. Sensitise UMU stakeholders on quality assurance issues;

ii. Shall be the Chairperson of the Internal Quality Assurance Committee and shall ensure that it is functional and supported by Management;

iii. Links up with Faculties/Institutes/Schools/Departments and regulatory bodies on issues of internal and external reviews;

iv. Make use of analyzed student assessment of staff for monitoring quality in both academic and non-academic units of the university;

v. Liaise with the curriculum review committee to ensure programme accreditation and review at regular intervals;

vi. Plan and budget for quality assurance and ensure that all Faculties/Institutes/Schools and non-academic departments have budgeted for quality assurance;

vii. Work hand-in-hand with Management and give reports to Senate.

3.6.2 Roles of the Quality Assurance Officers (QAOs)

The QAD shall have three Quality Assurance Officers responsible for Curriculum Development and Review; Research and Evaluation; Support Services and Facilities and administrative work. The QAOs shall be responsible for:

i. Developing and reviewing Quality Assurance procedures regarding Curriculum & Research, Evaluation of Teaching & Learning and, Infrastructure and Facilities.

ii. Advising and assisting faculties and departments in carrying out self-assessment procedures on academic programs.

iii. Assisting faculties and departments on the preparation of improvement plans and monitor the implementation of these plans.

iv. Collecting and analysing information regarding Curriculum Development & Review; Research, Evaluation of Teaching and Learning and, Infrastructure and Facilities.

v. Compiling senate and annual reports on the quality of Curriculum Development & Review; Research & Evaluation; and Facilities.

vi. QAD shall have relevant staff appointed at campuses that shall render quality assurance support services to the directorate.

vii. QAOs shall be part of committees formulating guidelines, policies and manuals for the University.

viii. Participate in any activity that promotes the university's QA mechanisms.

ix. Develop and administer tools for assessment of quality of non-academic activities.

x. Any other duties that shall be assigned to the officers from time to time.

3.7 Segments and Responsibilities of Quality Assurance Committees at UMU

The Structure of QAD at UMU utilizes committees to enable the directorate reach out to the smallest segment of the University through committees that are within these units. The Committees include:

3.7.1 Core Quality Assurance Committee of Senate

The Core Quality Assurance Committee of Senate shall be responsible for recommending to Senate for approval institutional policies and procedures related to the quality of services and for receiving, reviewing and presenting annually to Senate, summary reports of all internal Quality Assurance Review reports on different aspects of running the University.

3.7.2 Internal Quality Assurance Committee (IQAC):

The IQAC shall be responsible for overseeing all quality assurance matters within the university. The Campus Quality Assurance representatives, faculty, department and students' representatives shall all be members of this committee. It is required that it shall:

i. Meet regularly to deliberate on the university quality assurance matters and ensure that quality guidelines are adhered to in the respective sub units;

ii. Ensure successful implementation of standards and policies in the University.

3.7.3. Campus Quality Assurance Representatives:

The Campus Quality Assurance Representatives shall be part of the Internal Quality Assurance Committee. They shall be required to oversee the quality assurance matters at Campus level. The representatives shall always report to the Director Quality Assurance and the IQAC monthly about quality assurance issues at their campuses.

3.7.4 Faculty Quality Assurance Committee/Curriculum Review Committee (FQAC/FCRC):

The Faculty Quality Assurance Committee shall also double as the Curriculum Review Committee at faculty/school/institute level. The committee shall:

a) be charged with the duty of overseeing quality matters pertaining to Teaching and Learning;

b) Handle issues related to review of curricula in that faculty and present to the University Curriculum Review Committee;

c) Regularly report to the IQAC about quality assurance matters from their respective faculties.

3.7.5 Department / Directorate Quality Assurance Representatives:

The support units which fall under departments / directorates shall have representatives who shall be charged with the duty of ensuring that quality guidelines are adhered to and report to the IQAC regularly.

3.7.6. Students Quality Assurance Committee (SQAC):

The Students' Quality Assurance Committee shall be composed of students' representatives / leaders. The leaders shall:

a) Sensitize students on the importance of evaluating teaching and learning and ensure that they evaluate;

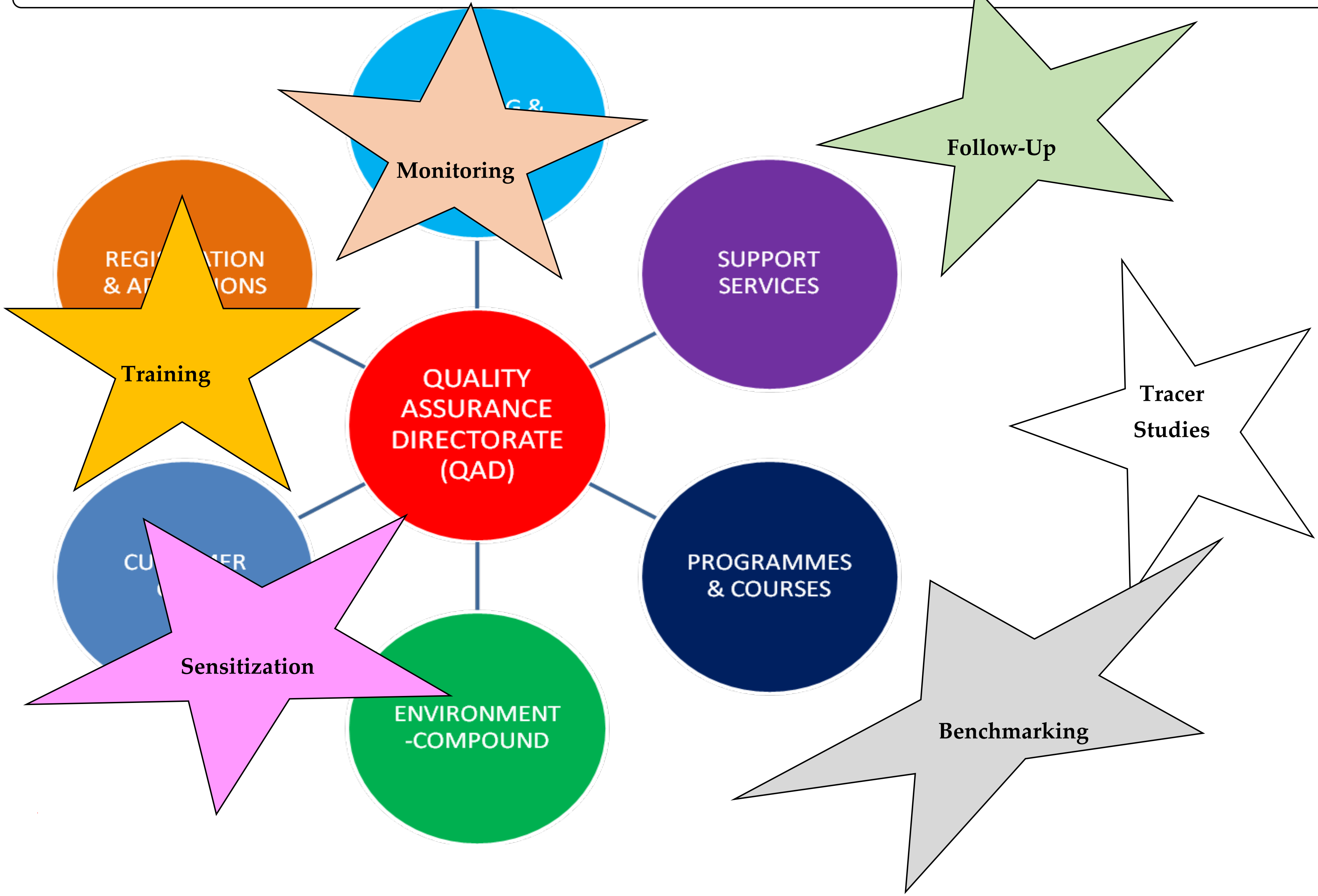
b) Ensure that students participate in self-assessment of academic programmes and the institutional assessment periodically;

c) Liaise with the directorate to ensure that the quality of facilities, support services (Library, ICT, kitchen, compound, halls of residence, etc.) are improved and are maintained to the required standard.

3.8 Financing the Quality Assurance Directorate

Quality assurance activities shall be financed through the University annual budgetary process. QAD shall also endeavour to develop proposals to attract funding for quality assurance work from external sources.

Fig 3: Ensuring Quality in Academic and Non-Academic Units at Uganda Martyrs University



Chapter Four

4.0 PRINCIPLES AND FOCUS OF QUALITY ASSURANCE AT UMU

4.1 Principles

UMU acknowledges that:

i. Quality assurance extends beyond activities surrounding academics;

ii. All academic, administrative and support staff shall collectively be responsible for maintaining and enhancing improvement in all activities to maintain quality;

iii. Involvement of students through giving periodic feedback in meetings and formal feedback during end of semester evaluations and during programme development;

iv. Programmes of study and quality assurance mechanisms are subject to internal and external peer review, involving consultation with learners, alumni and other stakeholders;

v. Quality of academic programmes and support services shall be judged based on a collection of evidence, from students, lecturers, alumni, employers and professional bodies and not on single evidence.

4.2 UMU Quality Assurance Focus

Uganda Martyrs University in its activities shall focus on both Internal and External Quality Assurance. There shall be segments within the University that shall be responsible for ensuring quality is embraced at all levels. Within the internal quality assurance mandate, it is important to seek the opinion of students, alumni, other stakeholders and external quality assurance agencies like, National Council for Higher Education (NCHE), (UUQAF) Ugandan Universities Quality Assurance Forum, DAAD, HRK, ACUQA, IUCEA, Ministry of Education and Sports, professional bodies with a view to continuously monitor the effectives of quality assurance procedures.

4.3 UMU Quality Assurance System (UMU QAS)

QAS at UMU shall be concerned with assurance of Quality Management, Review and Enhancement. The system proposes effective control, evaluation and improvement of services. The procedures applied shall examine and enhance the performance in education, research, community engagement and total quality management in both academic and support services units. The Quality Assurance Directorate shall be charged with a duty to design and describe a road map to follow up the services provided and processes used to give quality output.

4.4 Features of Quality Assurance System at UMU

4.4.1 Internal Quality Assurance (IQA) at UMU

IQA involves monitoring and evaluating using tools and activities aiming at improvement.

It shall be incumbent on UMU to manage its quality assurance matters and activities to ensure that there is ***"fitness for purpose"*** of its core business, teaching and learning. This shall be managed through the Directorate staff supported by the IQA representatives and committees set up within the university structure.

4.4.2 Purposes of Internal Quality Assurance

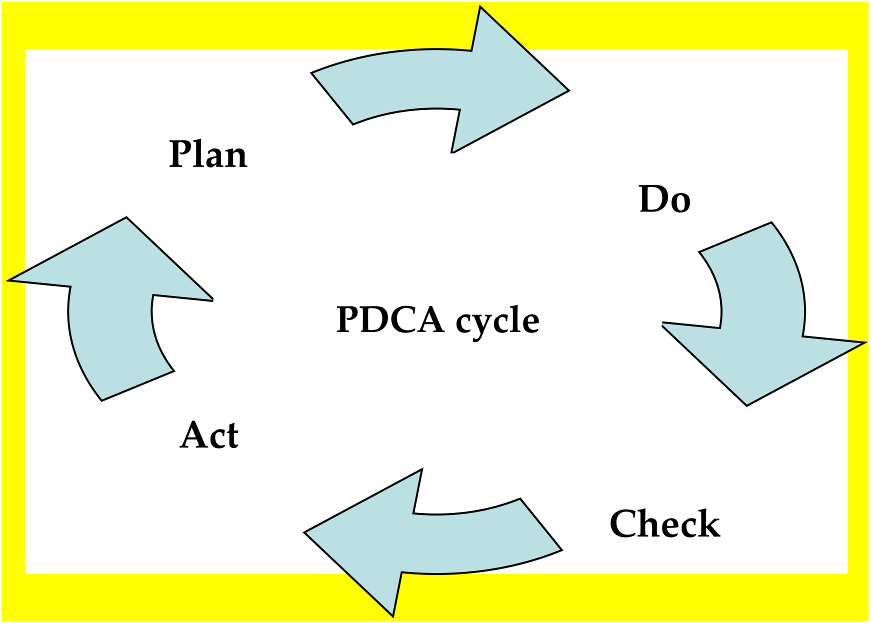
i. Development and improvement of the quality of the core business (teaching and learning) and processes of delivery therein using tools to collect data on the status quo;

ii. Accountability and ensuring effectiveness in achieving the vision, mission and objectives of UMU without compromising quality.

4.4.3 Quality Management

Elements and personnel for monitoring, evaluation and improvement shall be made available. The methods used shall cover the Deming Cycle /PDCA Cycle: Plan, Do, Check and Act.

Fig 4: Deming Cycle / Plan, Do, Check and Act



QAD shall drive internal quality assurance as follows:

i. Through maintaining and improving standards of teaching and learning, students learning experience, research and community engagement by continuously collecting data and observing;

ii. Monitoring and evaluating facilities and activities aiming at improving the service delivery;

iii. Providing assistance to faculties/schools/institutes in the process of implementing and achieving programmes development, review and accreditation;

iv. Receiving, processing and providing feedback through the IQA representatives and committees structures.

4.4.4 Quality Enhancement

Quality Enhancement shall be a deliberate methodical arrangement that shall involve planning of teaching and learning processes, evaluation, review and decision to improve the quality education and graduates produced by Uganda Martyrs University.

The enhancement shall focus on 4 areas:

a) Programmes enhancement by using feedback from the stakeholders for example government and employers;

b) Students' competencies enhancement;

c) Enhancement of existing quality assurance system through structuring strengths, weaknesses and prospects to meet higher education standards required in the prevailing trend;

d) Enhancement of quality management by issuing reports indicating risk and control issues and matters that require management intervention and decision making.

4.4.5 Internal Quality Audit

QAD shall:

i. Carry out systematic and independent investigations to determine whether the actions and results are in accordance with the standard regulations and are suitable for achieving the set goals;

ii. Do on spot visits to faculties/schools/institutes/campuses to review documentations, processes, workflows and other activities to assess their quality adherence;

iii. Provide reports indicating evidenced strengths, weaknesses, risky areas and demand the respective heads of units to respond and show their improvement plans in the affected areas.

4.4.6 Areas of Internal Quality Assurance Evaluation

Segments of areas of IQA shall be maintained through compliance and adherence to predefined standards and requirements. This demonstrates the capacity of the University to ensure and develop quality through continuous improvement.

i. Quality of Programmes and Courses

Assessment of quality in the design and implementation of programmes and courses shall ensure that well-qualified staff members carry out such activities, which are based on the guidelines and procedures approved by Senate and NCHE and other regulatory bodies. ***(Chapter Five covers Programme Assessment)***

ii. Quality of Academic Staff

The quality of Academic Staff shall be assessed according to the qualifications, teaching output, research and publications. Outreach and continued professional development is key in academia. The different academic units shall be required to determine and benchmark for minimum qualification of their teaching staff, involve and motivate them to continue engaging in professional development activities. Human Resource Directorate shall regularly plan and budget for staff development.

iii. Quality of Teaching and Learning

The quality of teaching and learning shall cover and adhere to the following:

a. **Implementation of NCHE regulatory component of the quality assurance framework which consists of:**

    1. Institutional accreditation
    2. Accreditation of individual programmes
    3. Merit based admissions into higher education institutions
    4. Quality of the teaching staff
    5. Examination regulations and standardization of academic awards
    6. Students' assessment of academic staff
    7. Institutional infrastructure
    8. Collaboration with professional bodies and
    9. Regulating cross border higher education

a. Adherence to improvement of the minimum requirements of the courses of study developed by NCHE.

b. The design, content, duration, contact hours and assessment of what is taught.

c. Use of well-established tools such as peer and students assessments of courses and teaching.

d. Relevance of what is taught to the community, job market and the nation at large.

e. Methods of examining or assessing of students including examination regulations and awards.

f. Quality of graduates, if necessary measured against the quality of beginning students.

g. Appeal mechanisms for students to challenge their results.

h. Protection of unique and professional programmes against general policies that may not apply to all disciplines.

i. Teaching portfolios and peer review

j. Assessment level of student engagement in the teaching and learning experience, research and outreach activities.

iv. Quality in Student Assessment

Quality of student assessments, both continuous and final shall be developed. Academic units (Faculties/Schools/Institutes) shall carry out moderation procedures of set examinations to ensure standard, validity and quality coherent with QA framework approved by Senate. Where external examination and marking is required adherence to standards shall be instituted.

v. Quality in Supervision of Postgraduate Students

The School of Post Graduate Studies and Research (SPGSR) shall have a board responsible for the assurance of quality of post graduate degree programmes across the university. The SPGSR shall run the day to day administration of post graduate students' affairs in consultation with relevant UMU faculties. The supervisory arrangements at Faculty level shall adhere to:

a. SPGSR to organize generic skills training programmes for post graduate students
b. Supervisors to be identified and allocated in time by the school
c. Both supervisors and supervisees to be guided by the SPGSR handbook.
d. Expectations, roles and responsibilities of graduate students and supervisors shall be detailed.
e. Supervisors to be readily accessible to the students and regular monitoring and feedback shall be ensured. Documentation of contact times and resolutions made by both parties shall always available for proof and assessment of quality of supervision.
f. Student – supervisor relationships shall be professional
g. Intellectual debates and challenges shall be encouraged
h. Supervisors shall be mentors of students
i. Issues of plagiarism shall be made clear to the students through the faculty handbooks
j. Conflicts shall be resolved at the lowest level possible if they occur.

k. It is important to have continuous monitored supervision in graduate research writing

l. Alternative supervision shall be available in case it is deemed necessary

m. Students shall have substantial responsibilities for managing their own graduate academic work.

vi. Moderation of Examinations

UMU shall establish systematic mechanisms for the internal and external moderation of examinations. Guide(s) for examinations and coursework moderation and external examiners shall be developed and followed. Records of the moderated examination papers and meeting minutes shall be kept by the respective faculties/departments for reference purposes.

vii. Monitoring of Examinations

In ensuring quality of final assessment of learning, monitoring of examinations shall be done. UMU shall establish a systematic mechanism for monitoring examinations at all campuses. A standard monitoring tool shall be deployed and administered by the invigilators.

Invigilation Process:

a. Invigilation is the responsibility of lecturers and includes identifying required examination materials that are necessary;

b. Administrative staff are in charge of clearing students into the examination rooms, however they shall not invigilate examinations;

c. Lecturers who have been indicated on the timetable as invigilators should be present and invigilate examinations at all the times;

d. Lecturers who have been indicated on the timetable as invigilators should pick the examinations from the Registry on the day of examination;

e. During invigilation, invigilators shall make announcement to the effect that all unauthorized materials should be removed from the examination room;

f. At the start of each examination, candidates shall ensure that they are in possession of the correct examination they are supposed to sit for;

g. Invigilators shall ensure that all candidates present have signed the attendance sheet and have signed themselves the attendance sheet before handing over all the scripts, attendance sheets, extra question papers, answer booklets and such reports as may be necessary to the Registry;

h. The invigilator is free to change the sitting arrangement in the examination room if deemed necessary;

i. Invigilators shall have the power to confiscate any unauthorized materials brought into the examination room and allow the student to continue with the examination, (as guided in Section 5.15.2 of the Academic Handbook 2017);

j. Invigilators shall fill the examination supervision report and submit it with the scripts to Registry Department.

viii. Internal and External Examiners

UMU through the Deans, shall establish a Board of Examiners consisting of internal and external examiners for each programme offered.

The Board of Examiners shall determine whether a candidate has successfully completed or failed an examination on the basis of the pass mark prescribed by NCHE.

ix. Students' Evaluation of Teaching and Learning

Academic staff of Uganda Martyrs University shall periodically be assessed by the students in a standardized format through the mid-semester feedback form and the Students' Evaluation of Teaching and Learning (Physical and online teaching) at the end of every semester. Students shall assess academic staff performance to help individual staff for improvement. Through feedback given by students, evaluations shall help to improve course content and professional development.

The faculty/institute/school/department administrators and Deans shall be required to encourage their students to evaluate their lecturers Mid and end of Semester. The evaluation report of Deans/Directors/HoDs shall be handled by the DVC's office.

QAD shall be responsible for analyzing lecturers' reports after formal approval and publications of the results to inform management, academic units and service departments on areas of strengths as well as areas of improvement.

x. Quality of Research and Publications

In order for UMU to keep an outstanding national and international reputation in research and publication, it shall be committed to maintaining and expanding its research capacity to achieve research and research training of national and international distinction. Quality of research shall include the following:

a. Capacity to perform research at individual and Faculty /School /Institute/ department levels.

b. The relevance of research to the objectives, vision and mission of Uganda Martyrs University

c. Availability of external and internal research funding

d. Quality of research findings and dissemination

e. Assessment of research and research training strategies whether they reflect national and international best practices.

f. Integration of research into teaching and learning

g. Availability of research guidelines (reference to UMU Research Policy)

h. Publications and co-publications of research findings as monographs, books, book chapters and articles in Peer reviewed journals.

i. Sponsoring Centre for African Studies (CAS) Lecture series of public lecturers and publishing.

j. Organizing annual research dissemination conferences.

k. Establishing a documentation and publication center.

The Research and Publication Department shall develop policies and guidelines to ensure the standard of research at UMU is maintained.

xi. Quality in Support Services

Assessment of quality in the support services provided to Faculties/Schools/Institutes and departments including record keeping and attention to process as it relates to academic excellence; shall be included in the framework for quality assurance. *(Refer to* ***Administrative/Support Services Quality Assurance)***

xii. Quality of Equipment, Facilities and Infrastructure

Assessment of quality of equipment, faculties and infrastructure (physical assets) shall include measures of the availability and appropriateness of lecture rooms, library, book banks, ICT equipment, laboratory equipment, buildings, halls of residence, dining hall, kitchen, sports facilities, staff houses, vehicles, etc. The NCHE Benchmarks shall be used to assess the facilities available vis a vis the number of staff and students that are using them. The ratio of staff or students to the facilities available shall determine whether they are of acceptable standard. The conditions of these facilities shall be determined by viewing them and be maintained by the Estates Department.

xiii. Institutional Assessment

Uganda Martyrs University in a bid to promote improvement, quality assurance has a practice of conducting internal institutional self-assessment which is externally reviewed in response to NCHE, ACUQA and other bodies.

Chapter Five

5.0..Programmes and Courses

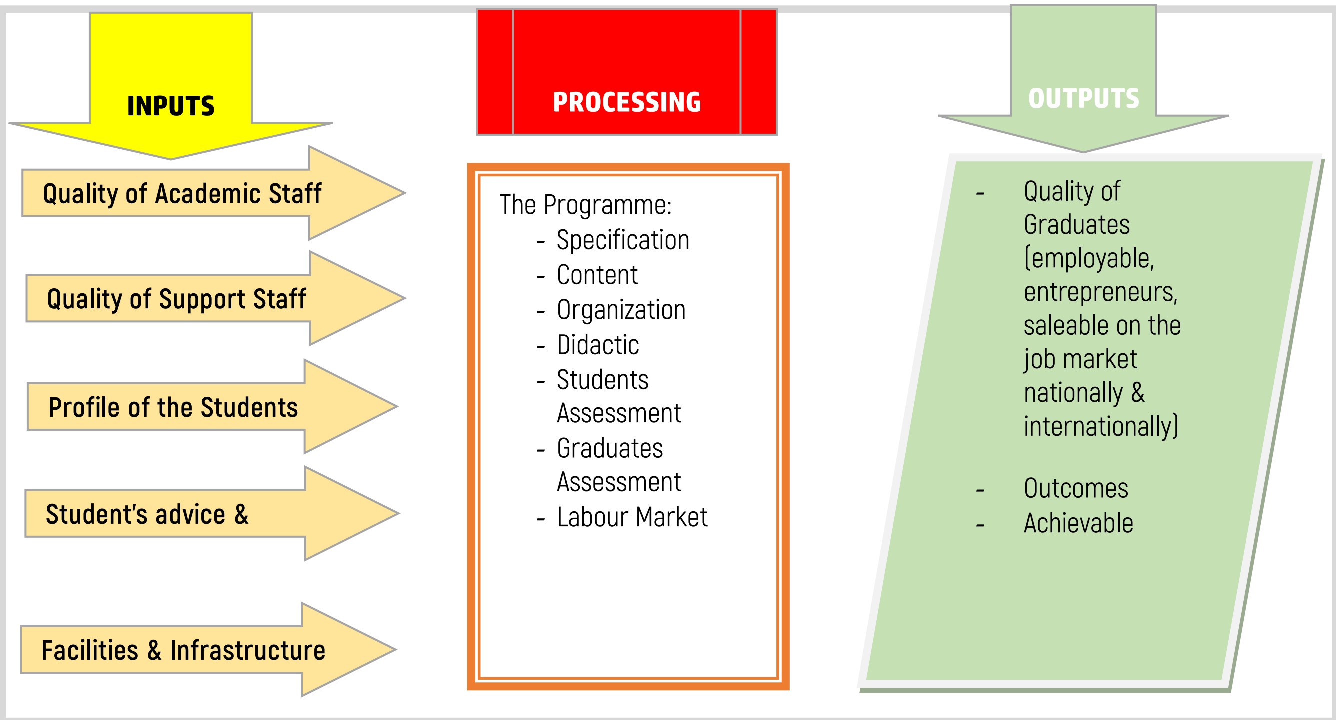
5.1 Programme

This shall be the study curriculum undertaken by a student that has coordinated elements (course units/modules) which constitute a coherent named award.

5.1.1 Quality of Programmes and Courses

The quality of programmes and courses shall be ascertained after being assessed internally, through peer reviews and stakeholders and through the accreditation authority. Programme assessment according to IUCEA Road Map to Quality Vol. 1 & 2, assists to discover the quality of a programme. It is a step-by-step process marked by preparatory or planning activities, data collection, analysis and report writing.

Fig. 5: Key Aspects that influence the Quality of a Programme



According to the IUCEA A Road Map to Quality Volume 1 & 2 Handbook, there are many factors that influence the quality of a programme. With regard to teaching and learning, the quality of input, process and output (outcomes, quality of graduates) are keenly considered.

5.1.2 The key quality aspects that shall be assessed in a Programme

1. Requirements of Stakeholders:

Government/state, employers, the academic world, students, parents and society. Gathering of all stakeholders requirements shall be a deliberate effort of the Faculty/School/Institute where the programme is housed. Stakeholders' requirements should be translated into expected learning outcomes of the programme.

Evidence shall be sought to find out whether the Institution:

i. has a clear view about the requirements set by Government
ii. knows the needs and requirements of the labour market
iii. has analyzed the needs and requirements of the students, parents and the society
iv. has balanced the requirements of the different stakeholders

2. Expected Learning Outcomes

Expected learning outcomes shall define in totality information, knowledge, understanding, attitudes, values, skills, competencies or behaviors a learner should master upon successful completion of the curriculum.

3. Quality of Academic Staff

Quality of academic staff shall be with regard to qualifications, teaching, research and publications, outreach and continuous professional development. Benchmarks for the minimum qualification, teaching, research and publications, outreach and involvement in continuous professional development activities shall be determined by the respective academic units.

Academic Staff Workload

The maximum workload (hours per week) for teaching staff shall be weighed in terms of hours as follows:

i. Lecture Preparation
ii. Lecturing
iii. Tutorial/Seminar
iv. Marking
v. Practical/clinical
vi. Supervision

vii. Research
viii. Outreach

To constitute a maximum of 40 hours per a week.

The mandatory contact hours shall be based on visible workload in lecturing, Tutorial/seminar and practical/clinical which shall constitute a minimum of 10 and a maximum of 12 hours per week for a member of academic staff.

Teaching and supervision of graduate students shall be done by Senior Lecturers and staff who hold doctorate degrees.

The benchmark ratios (lecturer to student) to guide intake capacity in graduate programmes is as follows:

Master's programme	-	1:5
PhD programmes	-	1:3
Postgraduate Diploma	-	1:10

4. Quality of Administrative and Support Staff

Quality of Administrative and Support staff shall be commensurate with their job specifications and descriptions provided in the Human Resource Manual. The Administrative and support staff shall follow work schedules as determined within the Human Resource Manual.

5. Profile of the Students

Registry together with respective Faculties shall assess and determine the profiles/minimum qualification of students to undertake particular programmes in conformity with the NCHE and Ministry of Education and Sports guidelines and regulations.

6. Student Advice and Support

The Dean of Students Office shall work in collaboration with the respective Faculties and departments to ensure that students are guided in all issues pertaining to their stay at the University. Continuous counsel shall be provided by the University Counsellor.

7. Facilities and Infrastructure

Assessment and ensuring that Facilities and infrastructure are well in place and satisfy the requirements of the students.

8. Students' Evaluation

Students' evaluation shall include giving an objective view of the delivery of teaching, infrastructure and equipment, laboratories used in the delivery and the course content. This shall inform the review of the curriculum and the lecturer for improvement.

9. Curriculum Design Evaluation

The Curriculum Design Evaluation shall enable the faculty to discover whether the curriculum is fulfilling its purpose and whether the students are learning. It provides the basis for curriculum policy decisions, feedback on curriculum review and adjustments and implementation.

10. Staff Development

Shall be as stipulated in the Human Resource Manual.

11. Benchmarking

Benchmarking shall be done by the University to compare what is being done and also learn and apply best practices gathered for improvement purposes.

12. The Graduates /achievements

The quality of Graduates/Achievements of the programmes shall be measured by their performance at the work place / the use of what they learnt and what/how they are applying what they learnt.

13. Stakeholders satisfaction

This shall be a measurement to be used to find out the perceptions of a programme. Tools to guide collecting of data on stakeholder's satisfaction shall always be formulated by the CRC together with the QAD.

5.1.3 Programme Development

Programme development shall be guided by a Manual to ensure conformity with the University Standards and the accrediting authority NCHE. Quality Assurance Directorate with the Curriculum review Committee shall ensure the internal standard of the programme. The Faculty/School/Institute intending to develop and forward a programme shall write a proposal which details the following:

5.1.4..The Programme/curriculum proposed shall have:

i. Title
ii. Objectives/Outcomes

iii. Justification
iv. Entry Requirements of the Students
v. Detailed Course Content
vi. Course categorization which shall include core, electives and pre-requisites
vii. Duration of the programme
viii. Classification of the awards,
ix. The members of the committee that have been part of the development of the programme
x. Faculty requirements for the programme
xi. Human resource requirements
xii. The demand and evidence to show that the programme is relevant and needed
xiii. External review by professional associations or prospective employer and/or Government
xiv. Resources including staffing, full and part time, technical equipment, general operating costs/fees structure, resources which may include but not limited to laboratories, ICT, library, studios, lecture rooms etc.
xv. A programme coordinator who shall have qualifications that are in the major courses to be conducted in the programme.

5.1.5 Quality Assurance Role in Programme Development

Quality Assurance shall be involved in the approval of running a programme and shall:

1. Establish whether the Faculty proposing has the mandate to run the programme
2. Whether the resources are in place.
3. The Curriculum Design shall be critically scrutinized that it is:
    a) Broad-based / integrated
    b) Practice oriented
    c) Diversified
    d) Does not compromise standards of the ideal of NCHE
    e) Contributes to the overall national labor force development and requirements. (based on NCHE statutory instrument No 85 of 2005)

5.1.6 Structure of a Programme according to Semester Table 6: Programme Structure

Year/ Semester 1,2,3,4	Course Code CC	Course Name CN	Credit Units CU	Lecture Hours LH	Practical Hours PH	Contact Hours CH
Core Course Electives						

5.1.7..Size of the Course

i. The smallest course shall be 2 credit units

ii. A course that has a practical component within shall have a maximum of 5 credit units

iii. A course that has no practical component within shall have a maximum of 4 credit units.

iv. A contact hour shall be equivalent to 1 hour of lecture/clinical or 2 hours of tutorial/practical or 4 hours field work.

v. Credit unit is the measure used to reflect the relative weight of a given course towards the fulfillment of an appropriate degree, diploma, certificate or any other programme requirement.

vi. A credit unit shall be one contact hour per week per semester or a series of fifteen (15) contact hours.

No programme shall be approved without mandate and ideal resources.

Careful organization of course units with level 1 and 2, level 1 shall be taken before level 2 and done in different semesters. Course level 2 builds on level 1.

The Curriculum Review Committee and Senate shall review the proposed programme and endorse it to be forwarded to NCHE for accreditation.

5.1.8 Programme Review

According to NCHE, a program shall be reviewed every five years. UMU shall need to start the process of reviewing programmes two years earlier to enable ample preparation and interacting with all stakeholders. The DVC's office shall periodically advise respective Faculties/Schools/Institutes about the programmes expiry dates and recommend the review. Faculties/Schools/Institutes shall plan and budget for programme reviews and start the process as advised.

A program review shall feature both quantitative and qualitative analysis. The quantitative analysis consists of gathering and analyzing numerical data related to the program. This data shall be reported in the self-assessment report. The qualitative analysis shall be in two parts: a self-assessment completed by program representatives from the faculties/Institutes/Schools/departments and assessment report by an external peer review team that scrutinizes and validates the self-assessment. With a balance between quantitative and qualitative analysis, the program review process can ensure accountability, fairness and balanced improvement.

a. Purpose of Programme Review

The primary purpose of a program review shall be to evaluate five aspects of a program:

i. Quality.

ii. Resource use.

iii. Contribution to the objectives, Mission and Vision of Uganda Martyrs University and all stakeholders' requirements.

iv. Adaptability.

v. Transferability and recognition of qualifications.

vi. Additionally, the programme review process is needed for seeking accreditation and re-accreditation.

b. The Curriculum Review Committee (CRC)

The CRC shall oversee the development of new programmes, ensure and promote periodic review of expiring programmes.
The Committee shall comprise:

i. Deputy Vice Chancellor - Chairperson
ii. Registrar
iii. Associate Deans
iv. Heads of Department in Academic Units
v. Director, Quality Assurance
vi. Quality Assurance Officer (s)
vii. Representatives from Campuses
viii. Co-opted Members from affiliate institutions
ix. The Personal Assistant of the DVC shall always serve as the Secretary to the Committee.

c. **Roles of the Curriculum Review Committee**

i. Identify and recommend programmes due for review periodically
ii. Vet all new programmes and advise
iii. Propose and initiate the process of presenting the new programmes
iv. Harmonize existing programmes to avoid duplication
v. Align the course units to the programmes objectives/outcomes
vi. Check that each programme is appropriately weighed
vii. Check and advise staff on design of the course outline
viii. Review and take action regarding changes in curricular
ix. Advise faculty boards on outdated courses / programmes.

5.1.9 Programme Shelving

A programme shall be shelved under the following circumstances:

i. If it has failed to attract the minimum number of students to sustain its implementation/delivery
ii. If tracer studies effectively show that it lacks labour market
iii. It has not worn stakeholder satisfaction.

5.2 Courses

A course or course unit or module in the context of this handbook shall be the coordinated elements which constitute a coherent named award called a programme of study.

Every course shall have the following content:

i. Course description
ii. Objectives/Aims
iii. Learning Outcomes
iv. Course Outline
v. Method of delivery
vi. Mode of assessment
vii. Reading references.

Internal Assessment/evaluation Areas of a Course

Areas to be evaluated:

Area 1: Academic Standards

Standard 1: Intended Learning Outcomes (ILOs)

Indicators and guidelines

i. The quality of learning outcomes is key in academic standards. ILOs which are the knowledge, understanding and skills intended to be gained by the students.

ii. Learning outcomes are written at Programme Level and or Course/module level.

iii. ILOs shall have application in many locations for the purpose of; National and international qualification recognition, and societal, labour market understanding.

iv. Learning outcomes shall be developed to serve and offer potential to increase access to: Educational resources, teaching methods, course evaluation and student's assessment.

v. ILOs should be "SMART" Specific, Measurable, Appropriate, Realistic and Time bound.

vi. ILOs shall be classified into different categories: Knowledge and understanding, intellectual skills, professional and practical skills and general and transferable skills.

vii. ILOs shall represent "minimal" acceptable level of performance that a learner needs to demonstrate in order to be considered successful:

    a. Reflect broad conceptual knowledge and adaptive vocational and transferable skills;

    b. Reflect essential knowledge, skills or attitudes;

viii. Focus on results of the learning experiences;

ix. Reflect the required end of the learning experience, not the means or the process;

x. Represent the minimum performances that must be achieved to successfully complete a programme;

xi. Answer the question, "why should a student take this course/programme anyway?"

xii. ILOs shall contain a verb describing an identifiable or an observable action. Verbs to avoid: understand; appreciate; know about; become familiar with; learn about; become aware of.

Standard 2: Course Design

i. The programme shall be designed to meet the objectives set for it, including the ILOs in order to achieve UMU Mission.

ii. The resulting qualification from the courses fitted into a programme shall be clearly specified and referred to the correct level nationally and internationally and in line with the higher education qualification framework.
iii. The courses shall be designed to bring out the essential knowledge, skills and attitudes required by the graduates.
iv. The courses shall be shaped so that the teaching methods and assessment align with the ILOs.

Standard 3: Student-Centered Teaching & Learning (Student-Based Learning)

i. Student centered Teaching and Learning shall be implemented in order to stimulate students' motivation, self-reflection and engagement in the learning process.
ii. Student Centered Teaching and Learning shall meet students' needs, enabling flexible learning paths.
iii. Faculties shall encourage a sense of autonomy in the learner, while ensuring adequate guidance and advice.
iv. Faculties shall promote mutual respect between students and staff relations at all levels of teaching and learning.

Standard 4: Students Assessment

i. Assessors shall be made familiar with the existing assessment and examination methods of the University.
ii. Faculties shall comply with set methods of assessment and criteria of marking approved by Senate.
iii. The assessment shall allow students to demonstrate to what extent the ILOs have been achieved.
iv. More than one examiner shall carry out assessment. External examiners shall be instituted from other departments, faculties and outside the University.

Standard 5: Student Progression and Achievement

i. Faculties shall collect, monitor and act on information concerning student progression.

ii. The courses shall be designed in a way that enables smooth student's progression. *Bloom's Taxonomy* of learning shall be a useful tool in understanding the role of different educational activities, from lower order thinking skills to higher order.

Area 2: Quality of Learning Opportunities

Standard 1: Teaching Staff

Indicators and guidelines

The faculty shall:

i. Ensure that those who teach have full knowledge, understanding of the subject they are teaching, necessary skills and experience to transmit knowledge effectively to the students.

ii. Provide academic staff with opportunities to develop and extend their teaching capacity to improve their skills to higher levels.

iii. Offer many types of professional development and encourage the academic staff to participate:

   a. Courses/workshops

   b. National and international education conferences or seminars at which academic staff and researchers present their research results and discuss higher education problems).

   c. Participation in a network of academic staff in higher education.

   d. Individual or collaborative research on topics of professional interest.

Standard 2: Learning Facilities and Student Support

The Faculties shall:

i. Provide students with academic and general support to help them in dealing with academic problems and to ensure that they make progress satisfactorily throughout the learning period.

ii. Ensure that resources available for the support of the student learning are adequate and appropriate for each programme offered (e.g. The library, laboratories, ICT facilities etc.) And the facilities are used effectively.

iii. Ensure that academic staff are competent to effectively teach, facilitate learning and maintain a scholarly approach to teaching and discipline.

iv. Ensure that all staff; academic, administrative and support fulfill the requirements of academic standards and strategies designed to facilitate teaching and learning effectively.

v. Ensure students' satisfaction with the other services provided eg. Chapel, Dinning, halls of residence and hostels, sports grounds, counselling facilities etc. to facilitate the holistic students life at campus.

Area 3: Research and other scholarly activities

Indicators and guidelines:

The Faculty shall:

Be responsible for ensuring that the system which organizes scientific research and other scholarly activities related to teaching and supervision of students is available and operational. This shall be in relation to the mission of the University.

Focus on research and other scholarly activities in the following potential areas:

a. Effectiveness of plans and scientific research and the scale of scholarly activity;

b. Distinguishing features and research areas;

c. Find out how scholarly activities relate to the academic activities in the university.

Area 4: Community Engagement

Indicators and guidelines:

i. Faculties shall adopt the concept of integrated community participation in the process of teaching and learning to achieve the desired level of quality assurance with external stakeholders.

ii. The level of success shall be measured in community participation through assessing the following:

  a. Contribution that is made by the faculty as a whole;

b. Range of activities, relevant to the mission of the University;

c. Examples of effective practices.

Area 5: Effectiveness of Quality Management

Effectiveness and quality management shall focus on the following areas:

i. **Governance and leadership:** governance, management and the whole quality assurance system shall be capable of managing existing academic activities and respond to the development and changes within the University.

ii. **Academic Leadership:** academic leadership shall be provided through the respective faculties to provide strong and sustainable basis for academic activities, growth and conducive environment for learning.

iii. **Management of stakeholders' feedback:** mechanisms shall be provided for to receive, process and respond to the reviews and feedback of Internal and External stakeholders. Strengths, weaknesses and challenges shall be addressed through drawing up improvement plans and responsibility and accountability shall be demonstrated.

iv. **Self-Evaluation:** internal assessment, reporting and improvement plans shall be open, transparent, focused and supportive to continuity of improvement in aspects of the university operations.

Chapter Six

6.0 Institutional Self-Assessment (ISA)

Periodical self-evaluation is a procedure which systematically observes, analyzes work output.

Institutional Assessment is the systematic collection, review and use of information about educational quality, undertaken for the purpose of improving programs, services, student learning and development.

UMU has so far done two (2) institutional self-assessments (2008 and 2021). A number of peer reviews and programme assessments have been carried out by different faculties.

6.1 Purpose of ISA

The purpose of ISA at UMU shall be to:

i. Formulate a plan for improving and strengthening education delivery based on evidence of identified needs;
ii. Critically reflect on performance of the institution;
iii. Diagnose strengths and weaknesses aiming at quality enhancement and improve;
iv. Induce/stimulate internal quality management;
v. Self-regulation;
vi. Obtain basic information for accreditation.

6.2 Importance of ISA

The importance of self-assessment is to:

i. Empower the institution and staff to take charge of the quality of their performance without the pressure of external reviews;
ii. foster social cohesion and teamwork among staff and to enhance staff accountability;
iii. help the institution to identify strengths and weaknesses, while generating awareness of key performance indicators;
iv.

6.3 Specific Objectives of ISA are to:

i. Assess the appropriateness of programs to stakeholder needs and teaching/learning processes to ensure quality in delivery.

ii. Evaluate UMU Human Resources and procedures, identifying gaps for improvement of staff performance, motivation and retention.

iii. Establish adequacy and relevance of support services and facilities and their hindrances to teaching and learning processes.

iv. Generate useful information for stakeholders and management for decision making, strategic planning and niche management.

Self-assessment should not be felt to be threatening to anyone, but be aimed at improvement, should receive support of stakeholders and management, needs planned organization and leadership and shall be participatory involving all players involved in the university business.

6.4 Models /Frameworks for assessing the quality of an Institution

There are many different models/frameworks for assessing the quality of an institution including:

i. The European Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG);
ii. African Standards and Guidelines for Quality Assurance in Higher Education (ASG-QA);
iii. The European Foundation for Quality Management (EFQM) Excellence Model; and
iv. The East African Quality Assurance Model (EAQAM);
v. The National Quality Assurance Framework (NCHE 2006).

In each framework, there is a set of defined aspects, elements and principles to judge the quality of the institution.

In its previous Institutional Self-Assessment, UMU used the national QA framework for Universities *NCHE 2006.* The Framework covers two components:

- National Regulatory Component;
- Institutional self-assessment

a) The core elements of the National Regulatory framework include:

i. Establishment (ownership, land and location)
ii. governance and management;
iii. human resources;
iv. financial resource management;

v. infrastructure and facilities;
vi. student recruitment, admission and support services;
vii. Programme development and review;
viii. teaching, learning and assessment;
ix. research and innovation;
x. community engagement;

b) The National Quality Assurance Framework requires that:

- Each university institution shall establish an independent quality assurance unit;
- Each university will continuously review all programmes, teaching and assessments; and
- Each university shall conduct institutional audit (NCHE, 2006: 17).

6.5 Method of carrying out ISA at UMU

The ISA shall be carried out using a combination of qualitative and quantitative methods to collect data and analyze it to answer questions in a given scope and mainly focusing on understanding UMU as a unit.

i. A committee from among members of staff of UMU shall be appointed by management to carry out the exercise.

ii. The committee together with faculty/school/institutes and departments shall be trained and prepared for the self-assessment exercise.

   a. Training of the self-assessment committee members is a crucial feature of the self-assessment process.

   b. The committee members shall be trained on the purpose and the scope of the review and the relevant standards, criteria, benchmarks, tools and the format of the final report.

   c. The committee members need to know the duties of an assessor and how to perform the role of an assessor

iii. The self-assessment committee shall consist of:

   a. Members who are well trusted by everybody and are committed to work

   b. Size: about 5 – 7 members (including academic & administrative staff, QA Officer(s) and students)

   c. Choose people from the faculty/department who have a good reputation and are, thus, accepted as peers and experts.

   d. Capable members who can conduct the assessment (collecting data and information, analyze and draft a report)

iv. The Committee shall develop a work plan and budget for approval of Management;

Table 7: Work plan format

Objective	Activity	Resources	Responsible Persons	Expected Output	Timeframe

Table 8: Budget format

S/N	Activity	Input (s)	Number of Days	Unit Cost	Total Cost

v. Tools including questionnaires, observations, interviews, document reviews and surveys shall be used to collect data.

vi. Terms of Reference for the team shall include among others:

vii. Assessing the appropriateness and validity of programmes offered in the different faculties/school/institutes;

a. The adequacy and relevance of the facilities and support services;
b. Evaluate the Human Resource processes in place and their sufficiency;
c. Guide collection of data;
d. Analyze data;
e. Guide compiling of the report;
f. Present the final report for Management

g. Feedback and action plans of improvement schedules shall be prepared and discussed by respective units of the university.
h. The Self-Assessment Report (SAR) shall be discussed and accepted by the University community before being shared externally.
i. The ISA report shall be shared with Council and externally for peer review and with regulatory bodies i.e. NCHE.

6.6 The Self-Assessment Report (SAR)

The SAR is the final product of a self-assessment process. It is the basic document for the institution to formulate its improvement plan or quality plan. The SAR contains the basic information for external experts to assess the quality of the institution and recommend accreditation.

A good quality SAR effectively communicates the information comprehensively, clearly, is descriptive and analytical when presented to the intended audience: the Institution and external assessors.

A good SAR must be:

i. **Clear:** well structured, precise, suitable for the intended audience;
ii. **Professional:** statistically correct, correctly spelled, produced in a decent format;
iii. **Well illustrated:** illustrations that aid understanding, integrated with text.

6.7 Roles of the Quality Assurance Officer in the Self-Assessment process

a. Provide technical guidance and advice to the assessment committee;
b. Provide training to the assessment team;
c. Organize and coordinate the external peer evaluation process;
d. Analyse the assessment reports (both SAR and Peer Report)
e. Monitor the implementation of recommendations of both the internal and external reports (improvement plans);

Chapter Seven

7.0 External Quality Assurance

External Quality Assurance (EQA) involves examining the fulfilment of quality standards in pre-defined areas: teaching, teaching staff, research, student evaluation, textbooks and literature, library and IT resources, space and equipment, non-steady staff, management process, publicity.

External Quality Assurance shall involve external evaluation of programmes, benchmarking and external audits.

7.1 Purposes of External Quality Assurance

i. To provide explicit comparisons (benchmarks) with the national level (NCHE) quality assurance standards and accreditation processes and procedures.

ii. To compare performance with peers to assist in ensuring and enhancing quality in development, internal structures and procedures.

iii. Maintaining the credibility of the University and continuing to improve its image nationally and internationally.

7.2 External Quality Assurance at UMU

UMU shall adopt its internal quality assurance system taking into consideration the requirements of external bodies and peers through consideration of quality in the following areas:

7.2.1 Management of the University

i. Vision, Mission, Core Values and objectives
ii. The Strategic Plan
iii. Governance and Decision-Making process
iv. Management Principles
v. Promotion of Innovations
vi. Human Resource Policy
vii. Financial Management

7.2.2 University Networks and Collaborations strategy

National, Regional and International developments Policy on collaborations and partnerships, membership to organizations and professional bodies. Relationships with organizations to promote curriculum development, internships, job trainings, student exchange and transfer of credits, non-academic staff exchange, research and publications, offer of consultancy services

Chapter Eight

8.0 Quality of Support Services

8.1 Administrative/Support Services Quality Assurance Committee

The key administrative units rendering support services at UMU deemed to establish and maintain functional quality assurance committees include; Research Directorate, Library, Finance/Accounts, Estates, Stores, ICT, Dean of Students and the Registry.

a. Research Directorate (RD)

In the bid to promote quality research, the Research Directorate (RD), shall:

i. Encourage staff to engage in research and publication
ii. Keep record of the research and publications of staff
iii. Participate in the annual research conference organized by the university
iv. Engage staff and students in research and knowledge generation
v. Identify other internationally recognized peer reviewed journals and publish in them
vi. Organize trainings for researchers in proposal writing, designing data collection tools and data analysis
vii. Ensure that articles for publications meet national and international standards
viii. Ensure that there are clear guidelines of evaluating research proposals for funding
ix. Ensure that the proposal writer receives written communication on the decision of the proposal review committee
x. Liaise with academic and service departments on issues of research.

b. Library Department

In order for the library staff to ensure provision of quality services, the department shall:

i. Ensure that all library users have easy access to information and reading materials
ii. Users are informed of the available resources especially recent arrivals
iii. Provide orientation to library users about their services and use
iv. Clear opening and closing times and borrowing procedures
v. Avail equipment to enable users to access and use information from internal and external sources

vi. Ensure that relevant up to date text and journals are available and easily accessible
vii. Sensitize users on the use of library portal/website/e-library and the titles available
viii. Ensure that the library facilities are kept clean.
ix. Liaise with academic units in the process of acquiring new books journals.
x. Publish titles of new arrivals in the library.

c. Finance/Accounts Department

The finance/ accounts department to provide quality services shall:

i. Guide all faculties/institute/schools and departments to make annual budgets and procurement plans according to planned priorities
ii. Put in place a system of finance control and methods of accountability for internal and external purposes
iii. Prepare periodical performance reports for faculties/institute/schools and departments before the next budget
iv. Prepare and update the Assets Register
v. Ensure that validation of all UMU inventories are carried out annually and the Assets Register updated
vi. Ensure safe custody of all university assets
vii. Reconcile Students' finance records in time
viii. Ensure timely feedback and communication to staff about action taken on requisition and claims
ix. Ensure that all UMU assets and human resources are insured
x. Ensure that information on budget performance appraisal (cash flows) are provided to UMU management on quarterly basis
xi. Ensure timely payroll and payment of salaries
xii. Ensure that Accounts statement, balance sheets, profits and debts are reconciled on quarterly basis
xiii. Prepare Vouchers for accounting transactions with receipts promptly
xiv. Ensure that proper accounting records are in place to facilitate internal and external audit
xv. Liaise with the procurement and assets disposal committee to ensure timely handling of procurement processes
xvi. Conduct billing of all university debtors and ensure prompt settlements of dues
xvii. Monitor financial activities of all university projects.

d. Estates Department

The estates departments in a bid to offer quality services shall:

i. Ensure that the water used for consumption is clean, safe and free from contamination
ii. There is water reservoir and other storages facilities in place
iii. Timely servicing and maintenance of the water pump and generator
iv. Have a wastewater collection, treatment and disposal system
v. Prepare water drainage system to avoid having stagnant water
vi. Do regular check-ups and repairs of infrastructures and facilities, motor vehicles at UMU and other university campuses
vii. Ensure that the generator and fire extinguishers are regularly maintained
viii. Ensure that all UMU lands are surveyed and are protected from squatters
ix. Ensure that UMU environment and facilities are clean
x. Liaise with finance to ensure prompt payment of utilities bills.

e. Stores Department

The stores department shall ensure that quality services are maintained by:

i. Providing adequate stock in store for daily operations
ii. Ensure timely replacement of stock to avoid stock out
iii. Liaise with the Estates Department for verification of quantity and quality of items purchased for stock
iv. Ensure that all the available stock in UMU stores is recorded
v. Stock taking is done regularly and advise on stock to be disposed of (Identify items or assets to be disposed of)
vi. Verify that goods purchased are of high quality and has value for money
vii. Liaise with the user departments in determining supplies and obtaining quotations with procurement committee
viii. Ensure that due procedures are followed in receiving stock and issuing stock to user departments
ix. Make sure that goods received are inspected for correct quantity, quality and that the specifications are those set by the user department
x. Ensure regular feedback from users on goods supplied and the suppliers
xi. Liaise with the Procurement and Assets disposal committee in revising and updating the list of suppliers based on their conduct of performance.

f. ICT Department

To make certain that UMU community is well served with modern technology, the ICT Department shall ensure:

i. that both students and staff have up to date ICT equipment and infrastructure to support their learning and work respectively;
ii. that the accessories procured are of the right specifications;
iii. regular maintenances of software and hardware;
iv. ICT facilities for UMU are put in place and are well managed;
v. Users of ICT facilities are knowledgeable of how to operate them;
vi. regular updates of software and the UMU websites;
vii. that the intranet, internet, intercom and telephones are functioning
viii. that there is a centralized database backup system to minimize risk of loss or manipulation of information by unauthorized personnel;
ix. that UMU information is protected and preserved;
x. that there are clear policies to govern the operations of the department and use of IT;
xi. support to e-learning and provide training to users both students and staff;
xii. That user ICT policies are created and ensure they are adhered to.

g. Registry Department

The registry department in an effort to ensure quality services shall:

i. Ensure that admission of students takes the shortest time.
ii. Liaise with the faculties/Institute/schools to ensure that students admissions are done in accordance with the guidelines and requirements stipulated in the academic handbook.
iii. Liaise with the faculties/Institute/schools to ensure that students' data is captured
iv. Ensure that university programmes and activities run as scheduled through publishing the Almanac and academic year timetables a month before the academic year starts
v. Liaise with the Public Relations Office (PRO) and Alumni Office to ensure that
    a. there is a strong link with Alumni association
    b. the alumni data base is updated annually
    c. Almanac is formulated in good time.
vi. Registry together with Deans take charge of the proper implementation of the timetables
vii. Liaise with faculties/Institute/schools to ensure that continuous assessments are done regularly

viii. Liaise with the faculties/Institute/schools to ensure that standard examinations are set
ix. Ensure that examinations papers are handled with confidentiality
x. Marks distribution for course works and examinations are done in accordance to the guidelines in the academic handbook.
xi. Ensure that students results are updated on their profiles before the end of the next semester
xii. Ensure that faculties/Institute/schools have updated information about grading systems
xiii. Ensure that the administrators produce results in accordance with the stipulated formats and in time.
xiv. Liaise with the deans/directors to ensure that students receive results letters timely and the system updated.
xv. Work hand in hand with the administrators to ensure that time-table and venues for examinations are well prepared.
xvi. Ensure strict observance of the examinations regulations without partiality.
xvii. Examination scripts that have been stored are sorted out and disposed of after seven years
xviii. Ensure that marks are handled with high integrity
xix. Ensure that the academic handbook is revised after every three years
xx. Ensure that teaching/learning and services offered in all UMU campuses are of high quality
xxi. Ensure timely planning and organization of the graduation ceremony
xxii. Liaise with Finance to ensure that Tuition and other fees are communicated to the students
xxiii. Ensure that students enroll and register on the system

h. Directorate of Human Resources (DHR)

DHR in a bid to ensure that quality services are offered in UMU shall ensure that:

i. The employment procedures of recruitment, appointment and promotion are adhered to without partiality.
ii. Induction of all new staff is done both at institutional and departmental/faculty level and the job.
iii. An updated staff data base is maintained.
iv. Safe custody of staff documents and confidentiality in handling documents is adhered to.
v. On promotion, old staff are oriented into the new job expectations and demands.
vi. Ensure staff adherence to Working hours.

vii. There are clear policies on promotions and that promotion is based on merit.
viii. Staff development and training is done in accordance to planned priorities.
ix. Schedules for annual leave are well planned.
x. On retirement after completing a minimum of five years an employee receives their entitlements.
xi. All employees of UMU effect proper handover of office properties prior to exit from service or delegation of responsibilities or change of office.
xii. Employee who consistently demonstrates exemplary performance, conduct and contribution to UMU's operation is awarded without partiality.
xiii. Staff receive and study UMU policies (Staff development and promotion, personnel handbook, statute and Health Insurance).
xiv. Salaries and wages scales are harmonized.
xv. Liaise with the faculties/Institute/schools to develop a staff establishment.
xvi. Liaise with the faculties/Institute/schools in sort listing prospective staff for recruitment.
xvii. Outgoing staff are given exit interview.
xviii. Staff welfare is taken care of.
xix. Health, safety and security of staff is taken care of.
xx. There is zero tolerance to all sorts of harassment.
xxi. There is timely feedback and communication to staff.
xxii. Personnel handbook is amended from time to time.
xxiii. Organize periodic trainings to sensitize and remind staff about their duties, responsibilities, ethical and conduct.

i. Kitchen

The kitchen staff shall be responsible for providing well balanced hygienic meals to staff and students at all times when the semester is running.

j.Dean of Students office

The Dean of Students Office shall be responsible for:

Ensuring that students have a conducive environment enabling them to carry on their studies and develop talents while at UMU.

Chapter Nine

9.0 BENCHMARKING

The changing environment of higher education in recent years has produced new pressures and concerns for universities. Rising student numbers and a decline in funding have created greater competitiveness in the tertiary sector, and consequently a demand for higher quality, efficiency, and customer service in the functions of a University. In this present environment and the future, successful universities will be those which continually improve and adapt services that meet and exceed the demands of its stakeholders.

9.1 Definition of Benchmarking

According to UMU, benchmarking shall be that formal and structured process of searching for practices which lead to excellent performance, observation and exchange of information and adaptation of practices that to meet the needs to achieve the vision and mission of Uganda Martyrs University.

9.2 Purpose of the Benchmarking

The purpose of benchmarking shall explain the principles of benchmarking within the context of Uganda Martyrs University quality assurance framework and it shall assist in planning and deployment of specific benchmarking projects. “Learning from the best is the first step towards becoming the best.”

The purpose of benchmarking shall focus on:

a) Improving practices, services and products of UMU.
b) Involving learning the ‘best practices’ from other high learning institutions
c) Accelerating the rate of progress and improvement in UMU
d) Contributing to continuous quality assurance improvement in UMU
e) Ongoing process to promote fresh and innovative thinking about problems and solutions.
f) Providing hard data on performance focusing not only on what is achieved, but how it has been achieved.

g) Involves the adaptation of best practices and results in the setting of specific targets for UMU

9.3 Benchmarking Process

The benchmarking process shall be designed to take place within the overall context of Uganda Martyrs University's Quality assurance framework.

The benchmarking process shall have four major phases and a series of stages and tasks of planning; analysis; integration; and action. ·

9.3.1 Planning

This has five steps: determine what to benchmark, identify key performance indicators, identify benchmarking partners, determine data collection method, and collect data; ·

9.3.2 Analysis

This has two steps: understand performance gaps, and predict future performance levels; ·

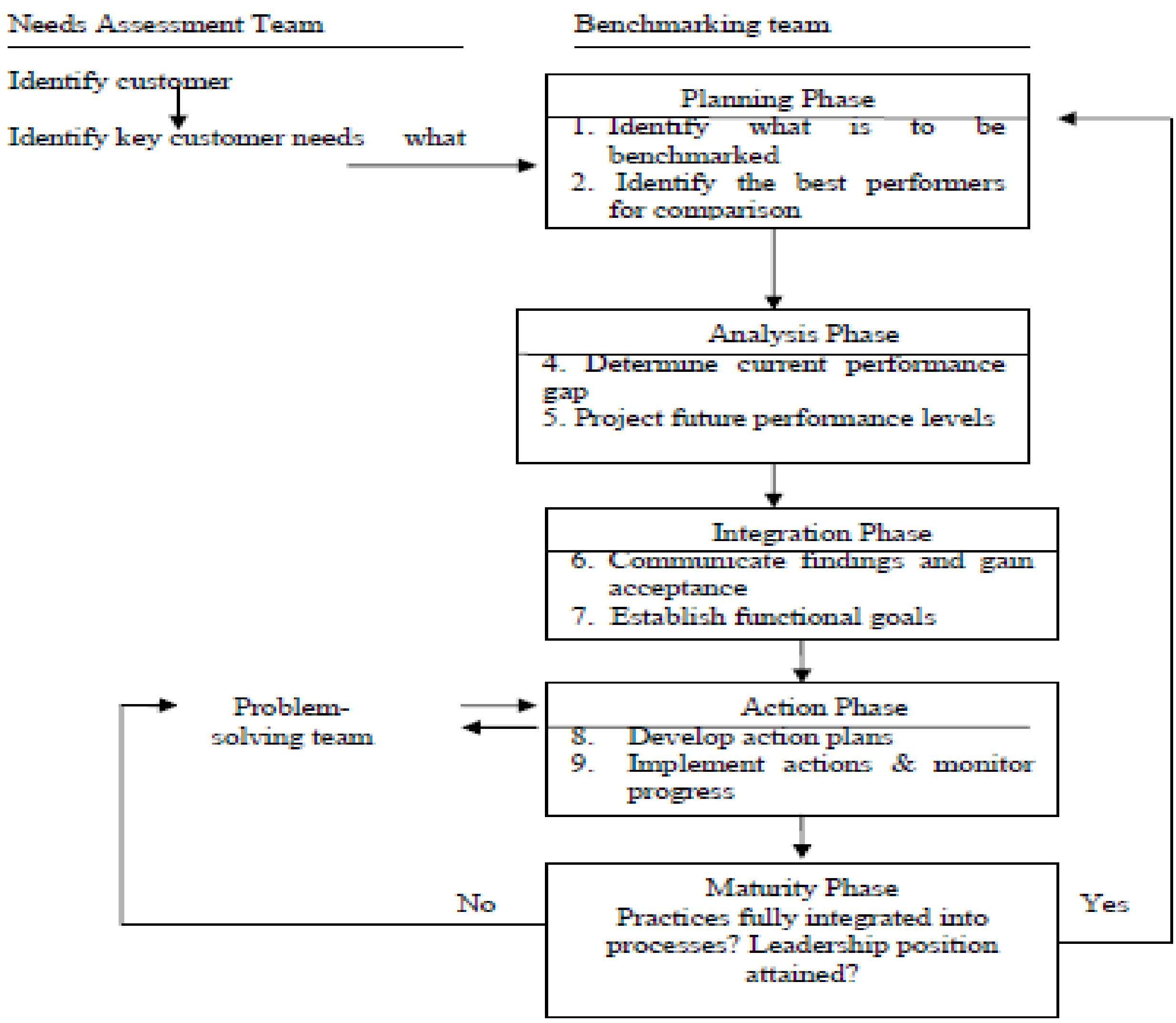
9.3.3 Integration

Has two steps: communicate findings and gain acceptance, then establish functional goals and implementation plans;

9.3.4 Action

Has three steps: implement and monitor progress, measure results against stakeholder wants and needs, and then recalibrate benchmarks.

Figure 9: Fong et al's benchmarking process model



9.4 Benefits of Benchmarking

Benchmarking assists in the achievement of excellence, enabling `quantum leaps' in improvement by borrowing and adapting successful ideas and practices of quality assurance while avoiding untested and problematic strategies. Benchmarking shall increase the potential for improvement by:

a) Providing a systematic approach to quality assurance improvement in the University.
b) Bringing external quality assurance focus to internal quality assurance systems and activities.

c) Utilizing the existing knowledge about effectiveness of particular quality assurance systems and processes.
d) Identifying new quality assurance ideas and need of technologies to improve UMU quality assurance systems.
e) Exposing UMU to the needs for change and establishing the extent of improvement in quality assurance required.
f) Providing a framework for change and decreasing subjectivity in decision making in quality assurance issues.
g) Legitimizing targets basing on hard data and enabling incorporation of `best practices' into UMU quality assurance directorate.
a) Encouraging learning culture that is open to new ideas that promote contacts, networks and collaboration.

Chapter Ten

10.0 GRADUATE TRACER STUDIES FOR QUALITY ASSURANCE

10.1 Background

University Graduate Tracer Studies (GTS) are commonly becoming a recognizable practice worldwide. Graduate tracer studies involve identification and follow-up of graduates from higher education institutions (HEIs) worldwide spurred by the need to give careful consideration as to how graduates view the experiences, they underwent during their degree study and their transition to the job market. If universities are to improve their teaching and training of graduates the precedence should be to learn and garner improvements from graduates' nuanced experiences.

10.2 Definition of Tracer Study

Graduate tracer study can be defined as an impact assessment tool where the "impact on target groups is traced back to specific elements of a project or programme so that effective and ineffective project components may be identified." In educational research, the tracer study is sometimes referred to as a graduate or alumni survey since its target group is former students. Schomburg (2003, p.36)

10.3 Purpose of the Tracer Study

Graduate surveys are popular for "analysis of the relationship between higher education and work." They provide quantitative-structural data on employment and career, the character of work and related competencies, and information on the professional orientation and experiences of their graduates.

The main purpose of the tracer study is to:

a. Investigate the transition process from higher education to shed light on the course of employment and work over a five-year period after graduation;
b. Analyze the relationships between higher education and work in a broad perspective which includes the fulfilment of personal goals such as job satisfaction and objective measurement like job position, income, job security and the type of work;

c. find out what factors are important for professional success of graduates taking into account personal factors like gender, work motivation, acquired qualifications during course of study and labour market conditions;
d. Evaluate on the basis of the experience and views of graduates, central aspects of the University, including resources, facilities and curriculum and get feedback for their improvement; and
e. Identify key aspects of the continuing professional education of graduates, and themes and kinds of courses, including extent, cost, location, reasons for participation, proposals for University courses. (Zembere and Chinyama ,1996)

10.4 The Process of Tracer studies

A tracer study shall be conducted on the graduates of Uganda Martyrs University who have finished their studies within a specific period of time. This tracer study shall follow the four-step process of conducting a tracer study.

10.4.1 Step one: Developing address data bank

An accurate and comprehensive address data bank of graduates is a precursor repository for any meaningful and successful graduate tracer survey. The accurate address data bank shall be sought by sourcing information from the alumni and faculty students' files to compile names, telephone, email and addresses of the graduates.

10.4.2 Step two: Data collection

Graduate Tracer Survey shall be done using the universal questionnaire, a series of telephone calls shall be made to the graduates to confirm email addresses, introduce the purpose of the survey and to seek consent from the graduates and asking for their participation in the survey. Emails shall be sent to each sampled graduate with clear instructions regarding the process of opening and filling the questionnaire. (Schomburg 2007, Ramos 2006).

10.4.2.1 Sample size and response rate

The sample size and responses rate shall be from the different faculties and departments.

10.4.3 Step three: Data analysis, interpretation and report writing

Data obtained shall be entered and cleaned as well as checked for consistency and accuracy in a database system. Consequently, data shall be transposed, checked for accuracy and completeness before descriptive analyses shall be done using.

Further detailed analyses seeking association between study programme variables and transition to the job market shall be done.

10.4.3.1 Analysis outline

Data Entry, cleaning, classification of variables by scales of measurement, level one descriptive output and level two comparisons and association of variables based on respective needs shall be done.

10.4.4 Step four: Dissemination and use of findings

Results of the survey shall be disseminated to different and specific departments for decision making.

Chapter Eleven

11.0 Quality Assurance and Work Environment

Quality Assurance Directorate ensures that there is "fitness for purpose" in all activities at UMU. This chapter highlights what is expected of different parties at UMU having a conducive cohesion and existence with one another at UMU. The UMU Human Resource Manual, Staff Code of Conduct and Students Code of Conduct shall be used to work hand in hand with the Quality Assurance Handbook with regard to the work environment and welfare of the work force. In addition the following shall is highlighted:

11.1 Work Environment

UMU shall strive to provide safe environment which all members of staff are able to enjoy to attain their full work potential.

The University Management shall endeavour to eliminate any threats or acts that interfere with an individual's performance at work or in study or that which creates intimidation in any way.

11.2 Sexual Harassment

The University shall enforce and implement the sexual harassment policy through the Deans/HoDs and Director Human Resources for implementation.

11.3 Special Relationships between Staff and Students

UMU shall encourage staff and students to uphold the respect and professional relationships between themselves.

Kinship, romantic and relationships with a history of serious interpersonal conflict may undermine integrity and compromise fairness and objectivity.

Staff shall endeavour to minimize the potential of compromising integrity in relationships with students.

11.4 Internal Customer Handling

11.4.1 Staff to Staff working relationship (the Internal Customer):

Customer Experience Consultant – Micah Solomon (Forbes 2018) expresses that internal customer service is when we provide customer service to the people we work with, helping them to do their best to serve external customers and promote the interests of our company/institution (serve UMU).

A typical example is when the administrators and support staff serve the members of Management (It's also when members of Management serve the administrators, support staff and each other).

Internal customer service best practices could be principles for transforming the University culture into one where internal customer service is a powerful force through:

a. **Striving to serve both the expressed and the unexpressed wishes of the internal employees.** Example: a fellow employee makes a specific request, by email. You can either send them exactly what they asked for (and nothing more), or you can also, thoughtfully, include the attachments that they shall need to begin working on X, even though they didn't explicitly ask for them.
b. **Informality is acceptable internally–but kindness is non-negotiable and costs less.** For example, "how may I help you today?"), with a spirit of kindness must prevail.
c. **Respect is expected. With no exceptions.**
d. **"Please" and "Thank you" are not forbidden phrases. To be used regularly.** Language matters, internally as well as externally, because feelings matter.
e. **We step out of our assigned positions to do more for each other, and for the University.**
f. By embracing the spirit of lateral service– moving out of our assigned positions to help fellow employees when they are temporarily short-staffed or otherwise, this builds a stronger institution for employees and external customers.
g. **There are three stages to every service interaction:** beginning, performing the service, and closing the service. If only performing the service is done we end up failing. The colleague who gets all the bills paid, processes payroll and completes the month-end reports but does not say "good morning" or "have a nice evening" is a failure in internal customer relations.
h. **What gets celebrated gets repeated.** By celebrating the times when our fellow employees succeed at work, we inspire further success. ***Micah Solomon (Forbes 2018)***

i. **Without each other, there is no UMU.** By serving our fellow employees, we empower them to serve *their* customers better, and make magic happen. Embrace good working relations and create conducive environment for fellow staff.
j. **The Code of Conduct and Human Resource Manual shall be used together with this handbook in a number of areas.**

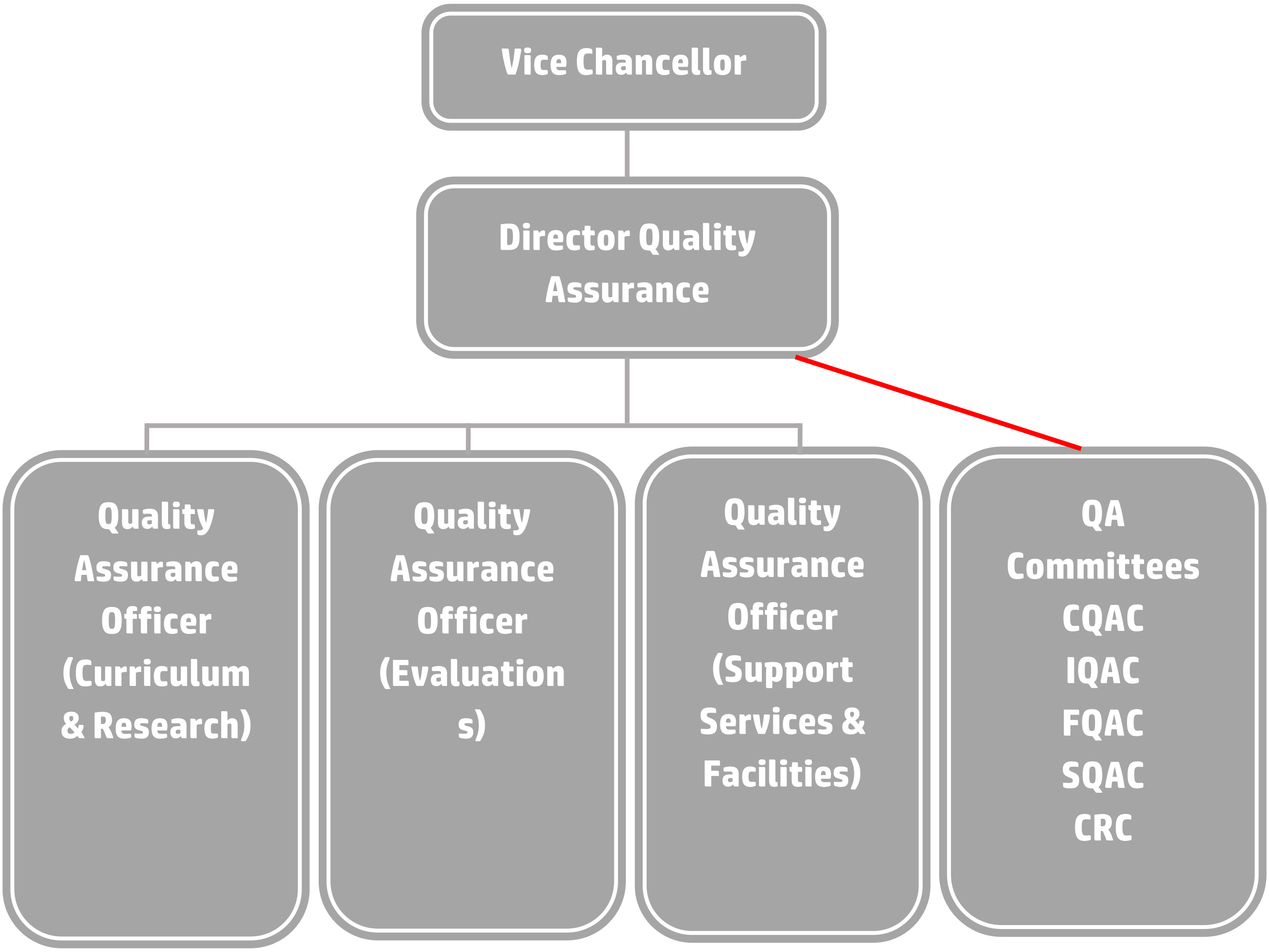
An Ethical code of conduct for both lecturers and students shall be carefully developed, instituted and monitored by a department appointed by Management of Uganda Martyrs University for future cordial working relationships of staff and staff, student and staff.

Disclaimer:

The Quality Assurance handbook may not have quoted all policies and regulations it shall apply in the execution of quality assurance issues. However, it shall work in tandem with the other University regulations and guidelines, policies and manuals to improve the quality-of-service delivery at Uganda Martyrs University.

Annexes

Annex 1: Structure of Quality Assurance Directorate at UMU



Appendices

Appendix 1

Roles of Examination Moderators / Moderation

A moderator shall be an academic who is competent (has wise experience and counsel) in the field which he/she shall be called upon to moderate. The moderator shall:

i. Step in the shoes of the Examiner to be able to provide a balanced and unbiased point of view

ii. Have primary concern to check the accuracy of the Question paper, and ensure that the questions that have been set are suitable, appropriate and relevant for the level for which they are intended to be addressed.

iii. Be required to study the course outline and assess the coverage of the examination versus the outline.

iv. Comment on the distribution and allocation of marks to the different sections of the questions.

v. Assess the adequacy of the marking guide to be used in making and grading of the answers.

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