BINDURA UNIVERSITY OF SCIENCE EDUCATION

**Bindura University
of Science Education**

QUALITY ASSURANCE MANUAL

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i)   **Mandate**

As the University Quality Assurance Department we aim to fulfil the quality standards set by the Zimbabwe Council for Higher Education (ZIMCHE) and observe the statutes of the Standards Association of Zimbabwe (SAZ) in order to improve and uphold the quality of training and services; and to be an ISO 9001 certified university through monitoring quality standards.

ii)   **Vision**

To be an ISO 9001: 2015 certified university by 2028 through monitoring and maintaining quality standards in teaching, research, extension/community service, innovation and industrialisation.

iii)   **Mission Statement**

To train highly acclaimed BUSE graduates who are innovative and fit for purpose, with entrepreneurial skills, for the benefit of the nation and the international community.

iv)   **Core Values**

We commit ourselves individually and collectively to uphold the Bindura University of Science Education values. In our dealings we will cherish:

- Teamwork;
- Integrity;
- Excellence;
- Commitment;
- Discipline and
- Student Centredness

v)   **Goals and Objectives of the Manual**

This Quality Assurance (QA) Manual seeks to help constituents understand assessment in the context of Quality Assurance that results in continuous quality improvement. It describes the overall organization of the university with emphasis on authorities and responsibilities related to quality.

The objective of this QA Manual is to promote uniformity of working methods of the University QA System, by implementing appropriate procedures at all times without unauthorized deviation.

vi) Definition of terms

In this manual, unless the context otherwise requires, the terms shall be defined as:

Quality as fitness for purpose, value for money and matching set standards.

Quality Assurance is the managing and monitoring of processes and procedures using set mechanisms and tools in order to identify areas of weaknesses and rectify them before they cause extensive damage to the whole system.

Quality circle is a group of workers who do the same or similar work and meet regularly to identify, analyse and solve work related issues

Quality policy states overall intentions and direction of an organisation with regards to the quality of its inputs, processes and outputs as formally expressed by top management. In this case, it is the broad statement of BUSE's overall goal (ISO 9001:2008 certification).

Quality management refers to the assuring of quality through Quality Assurance policies and other documents as well as through the available structures.

Quality Assurance Audit is the process of examining institutional procedures for assuring the stakeholders on their effective implementation and achievement of stated objectives.

Quality Assurance Spot Checks are announced/unannounced visits to various departments and section of the University by the Quality Assurance department personnel to check on quality issues relating to those departments and sections.

Quality Assurance Standards refer to ZIMCHE, SAZ and BUSE standards that have been set to ensure commitment to delivering quality services and products to clients and all stakeholders.

Peer evaluation of teaching is a purposeful process carried out by a colleague or a group of peers to gather evidence on the quality of their teaching and other related activities and subject it to constructive criticism.

Formative evaluation of teaching refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course.

Summative evaluation of teaching is the process of measuring the level of success that has been obtained by a lecturer at the end of a course.

SECTION 1   QUALITY ASSURANCE MANAGEMENT SYSTEM

The BUSE QA management system is based upon the requirements of ISO 9001:2015 and Edward Demming's Plan-Do-Check-Act (**PDCA**) cycle:

PLAN: Ascertain and determine the objectives and the necessary processes that can yield results in accordance with customer requirements. This is a Management responsibility (plan)

DO: Execute the laid down processes through proper resource management (do/implement)

CHECK: Monitor and check processes against policies, objectives and requirements to measure success and report the results through measurement, analysis and improvement (check/evaluation)

ACT: Take appropriate action all the time in order to continually improve process performance and realize a good quality product (act/improve)

1.1 Quality Assurance Management Principles

The Quality Assurance management system shall be guided by the following principles:

1.1.1 Customer focus

An understanding of current and future needs as well as meeting and or exceeding their expectations. There is need for increased effectiveness in the allocation and use of resources in the university so as to enhance customer satisfaction. This is because the resultant improved customer loyalty will lead to repeat business.

1.1.2 Openness and Transparency

The quality assurance policy and procedures shall promote openness and transparency and the secretariat is committed to greater public access to quality information and to practice proper documentation of its information products and services. This will be done so that an external reader or reviewer will know how the procedures, methods and data sources were used to come up with findings and conclusions. The Quality Assurance directorate will also ensure the objectivity and integrity of information as well as documentation of any uncertainty in information procedures, measures, methods and models.

1.1.3 Leadership:

Shall develop the spirit of unity of purpose among all employees in the interest of students and the institution through creating an enabling environment in which staff can be fully involved regardless of their grade in order to achieve university goals. People will then become motivated to work towards achieving institutional goals. Activities are evaluated, aligned and implemented in an amalgamated manner. This will also minimize the levels of miscommunication between individual employees, departments and faculties.

1.1.4 Collaboration and coordination:

The quality assurance directorate seeks to execute its duties in coordination with the whole university community and other stakeholders like ZIMCHE and SAZ in order to foster cooperation in accomplishing the quality assurance objectives in university teaching, research, extension/community service and academic support services

1.1.5 Process approach:

Enhances efficiency in coming up with the desired goals as activities and resources are managed effectively. The key benefits of this principle are that production costs are lowered in shorter cycle times where resource use is effective. Results become improved, consistent and predictable leading to focused and prioritized improvement opportunities.

1.1.6 Systems approach to management

The identification, understanding and management of interrelated processes in a system contribute to institutional effectiveness and efficiency in achieving its objectives shall be in use. The systems approach to management is beneficial because it leads to the integration and alignment of processes that will best support the attainment of set goals.

1.1.7 Continuous improvement:

This is the university's permanent objective if its overall performance is to continue satisfying customers or even surpass their expectations. This leads to the continuous improvement of the university's potential and capabilities. It will lead to the alignment of employees' activities at all levels with the strategic plan resulting in less bureaucracy as the university community strives to be flexible and to react quickly to opportunities.

1.1.8 Factual approach to decision making:

This is highly encouraged in quality issues because effective decisions are made basing on actual analysed data where the key benefits realized from applying this principle include the making of sound decisions based on empirical (real research based knowledge) evidence where referral to the effectiveness of past decisions that were made through factual records are increasingly demonstrated. This also enables and increases employees' need to review, challenge and change opinions and decisions based on actual evidence gathered in real time.

1.1.9 Scientific principles and international standards

The Quality Assurance directorate will follow scientific principles of data collection and procedures in order to come up with authentic results, conclusions and recommendations. Recognised analytic methods shall be used while assuring the confidentiality of data and data sources as appropriate.

1.1.10 Expert Review

The quality assurance directorate will engage subject matter experts as well as independent experts to review and provide advice for its scientific technical data, methods and products.

1.2 Implementation of Quality Assurance Audit Procedures

The BUSE Quality Assurance policy shall be implemented through quality assurance procedures that are fully integrated into the annual operational planning, implementation, improvement and reporting circles. These operational procedures shall be supported by review procedures as well as other operational standards and guidelines as required. The procedures are subject to periodic reviews as recommended changes put forward for approval by the university administrators are considered. The quality assurance procedures shall be embedded within all activities and aspects for any university operations in all departments. The Quality Assurance audits shall be conducted to check on the levels of departmental compliance and adherence to set standards, rules as well as regulations of the Faculty and the Institution at large as well as their efficiency and effectiveness. The audits examine and verify the congruency or variability of activities being carried out in departments when compared to the BUSE quality assurance bench marks.

1.2.1 Annual Academic and Academic Support Departmental Quality Assurance Audit Procedures

The Quality Assurance Directorate shall organise for the annual audits of all academic and academic support departments within the University. The Quality Assurance audits shall be conducted using the Quality Assurance Audit Instruments approved by SENATE. The procedure for conducting the audits is as follows:

a) The Directorate of Quality Assurance initiates the process of quality assurance auditing for the whole institution.

b) The Quality Assurance Directorate shall identify the QA Auditor teams from members of the QA Committee and/or University community. Any staff member in an administrative position shall be eligible for appointment to participate in the quality assurance audit exercise. The identified members shall be appointed by the Registrar to participate in the Audits.

c) The auditor teams shall be allocated departments that they shall audit.

d) The auditor teams shall hold a meeting to construct an audit schedule for their auditee departments and make preparations for the audit process.

e) The auditee departments are informed of the dates and times when they shall be audited.

f) The auditor teams shall carry out the departmental audits. During the process of audit, the auditee department shall be requested to submit some documents as supporting evidence of their operations. Examples of supporting documents include:-

- Departmental strategic plan;
- Client service charter;
- Minutes of departmental meetings and departmental board meetings;
- Commitment register;
- Departmental Budget documents;
- Organogram; and
- Any other evidential material

g) Upon receipt of the required documents, the auditor shall scrutinise the documents as they allocate scores for the auditee on the QA departmental Instrument.

h) The auditor team members shall calculate an average from the sum of their scores for each audited item to determine the overall assessment of the auditee department.

i) The Auditor team leader shall compile an audit summary for each auditee department and submit it to the Quality Assurance Directorate within 5 working days after the expiry of the audit period.

j) The Quality Assurance Directorate shall generate the QA Audit Draft Report, within 30 working days, in which commendations, affirmations and recommendations shall be identified, for each auditee department, from the audit summaries submitted by the Auditor Team Leaders.

k) The QA Audit Draft report shall be sent back to the respective auditee departments who shall read and write their responses. The Auditee Department shall respond to the draft report within 5 working days.

l) The QA Directorate shall compile a consolidated final QA Audit report within 5 working days after receiving responses from all auditee departments.

m) The consolidated final QA Audit report shall then be presented to the QA Committee for discussion.

n) The Quality Assurance Directorate shall make follow-ups with respective departments on the salient issues raised in the Report.

o) The Quality Assurance Directorate shall bind the Quality Assurance Audit report.

1.2.2 Departmental Self Evaluation Audits

This audit seeks to check on the relevant and appropriate key quality indicators, suitability of current programmes and courses; intended learning outcomes; suitability of the selected teaching activities and student assessments; overall quality tuition offered in various departments; and designing and acquisition of quality teaching and learning resources and facilities.

1.2.2.1 The Rationale behind Academic Departmental Self-Evaluation Audits

Quality audits assure credibility of the programmes and awards in each Department and by the entire University. Specifically, periodic audits are carried out to:

a) Ensure high levels of compliance and adherence to the set standards, policies, rules and regulations of the Faculty and the institution at large;

b) Ensure that the academic departments put in place quality assurance procedures, policies, rules and regulations in order to properly guide practice in teaching and learning as well as related activities like research;

c) Ensure early identification of major strengths and weaknesses in departmental operations leading to faster reactions towards fixing weak areas before they become widespread and cause extensive damage;

d) Create greater awareness of the key quality indicators and the critical aspects to be focused on in relation to teaching, learning and research; and

e) Enable evaluation and judgement of the level of effectiveness of the quality assurance processes and procedures in place.

1.2.2.2 The major tenets of the academic self-evaluation audits include checking on the following:

a) Paying attention to the quality indicators in the execution of all duties in the department

b) Teamwork for quality accomplishments in the interest of students

c) Decisions made out of real events, evidence and facts proven through investigations

d) Embracing best practices learnt from previous mistakes and other academic departments and institutions

e) Cumulative development that is informed by audit comments; and

f) Documentation (pictures, photographs, minutes, artefacts etc.) to enhance traceability for accountability and transparency

1.2.2.3 Methodology

The methodology used to carry out the Self Evaluation Audit shall be as follows:

a) Individual Departments shall respond to the Departmental Self-evaluation Instrument provided by the Quality Assurance Department.

b) The completed Departmental Self-evaluation Instrument shall be submitted to the Quality Assurance Department.

c) The Quality Assurance Department shall conduct a Departmental visit upon receiving a completed self-evaluation form. In addition, organised meetings with staff and students in the concerned Department are done to discuss matters arising from the self-evaluation form.

d) The completed Departmental Self-evaluation Instrument shall be evaluated after which a Summary Sheet outlining the department's views on the responses submitted by the academic Department shall be compiled.

e) A final report shall then be compiled.

f) The final report shall be presented to the Quality Assurance Committee.

g) Feedback shall be given to students, lecturers, the department and the faculty.

1.2.3 Infrastructural Audit

The Quality Assurance Directorate shall conduct periodic infrastructural audits to determine the quality office space, equipment and furniture used by staff members.

Reference to Standard 6 of ZIMCHE Quality Assurance Standards for Higher Education

1.2.4 Ambience Audit

This involves visitation to all the University campuses by the Quality Assurance department personnel to check on everything that pertains to ambience of the University and writing a report. The Report shall be presented to the Quality Assurance Committee.

The Quality Assurance Department may engage relevant departments as a follow-up strategy to ensure that salient issues raised in the Report were addressed.

1.2.5 Spot Checks

Spot checks remains as one of the mechanisms employed to detect flaws in service delivery and they are by nature unannounced in the same way that some clients and some visitors arrive at our campuses. The Quality Assurance Department shall:

a) conduct unannounced spot checks on any areas of University operations and shall use its discretion to determine areas that may require spot checks.

b) generate and present a report to the Quality Assurance Committee for discussion.

c) follow-up on the concerned departments to ensure that salient quality assurance issues raised in the Report are addressed.

SECTION 2 QUALITY ASSURANCE MANAGEMENT STRUCTURE

The Quality Assurance management structure shall be as follows:
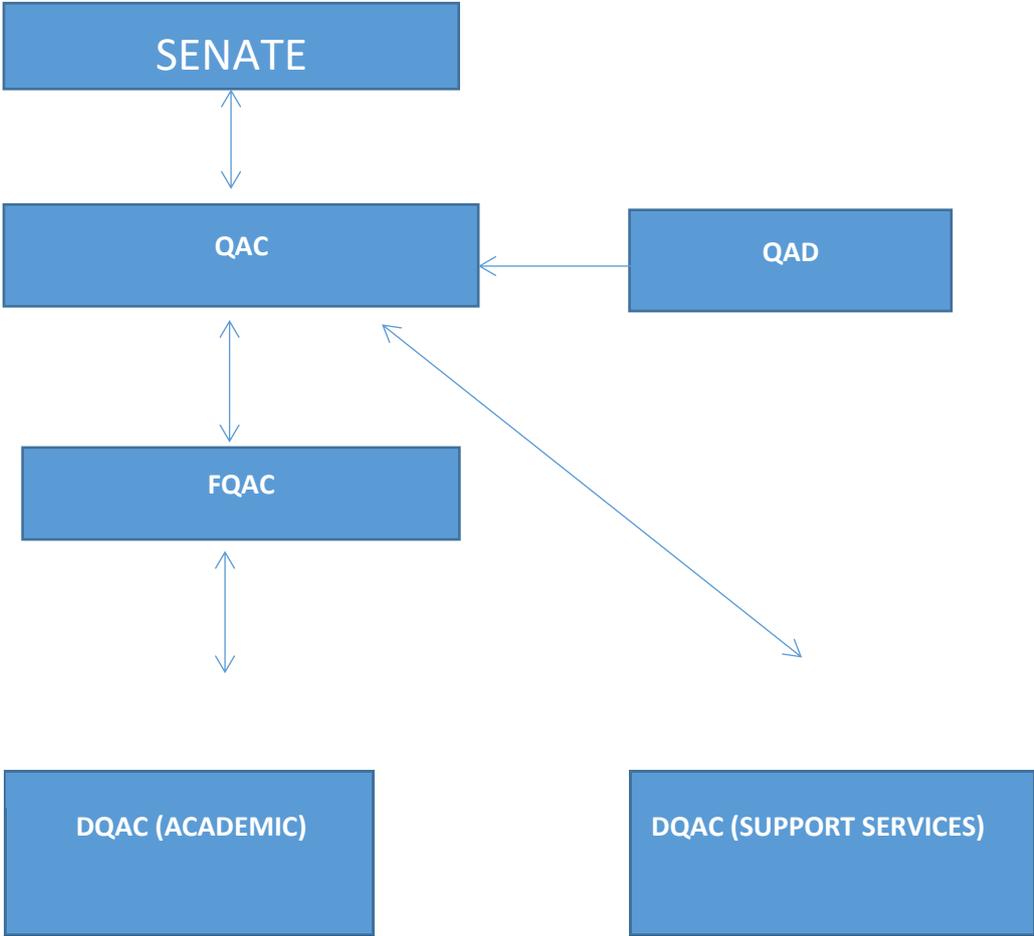
2.1 University Quality Assurance Committees

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

2.1.1 The University Quality Assurance Committee

i) The University Quality Assurance Committee shall consist of:

a) Vice Chancellor (Chairperson)

b) Pro Vice Chancellor

c) Registrar

d) Bursar

e) Librarian

f) Deans' Representative

g) Director of Quality Assurance

h) Director Research and Post Graduate Centre

i) Director Works and Estates

j) Director Information Communication Technology

k) Dean of Students

l) Two Professors appointed by the Vice Chancellor

m) Two student representatives

ii) The functions of the University Quality Assurance Committee shall be to:

a) oversee the delivery of University's Quality Assurance Framework (QAF), including periodic internal monitoring and evaluation of Departmental Quality Assurance (QA) standards and progress;

b) ensure periodic reporting from academic-support departments in order to guarantee that QA procedures meet the desirable University and ZIMCHE standards as well at other QA related regulatory bodies;

c) establish appropriate standards of courses and programmes as well as validate new courses and programmes in preparation for ZIMCHE approval and accreditation;

d) disseminate best practises in QA, as identified through the work of the Committee or adopted and adapted from other relevant QA professional institutions;

e) oversee and monitor the effective implementation of review recommendations from ZIMCHE (or any other QA-relevant regulatory body) and the dissemination of enhancements identified in reviews;

f) identify global trends in QA and recommend activities aligned with the University's Strategic Plan as well as ZIMCHE QAFs and appropriate definite innovations in such inclinations;

g) monitor the University's compliance with the ZIMCHE guidelines on QA and oversee the University's response to consultations, initiatives and requirements of other relevant QA external regulatory bodies, such as the International Federation for Social Workers; and

h) participate and play a constructive role in the crafting and development of national QAFs through the engagement of QAFs through the engagement of QAC members with external organisations.

iii) The University Quality Assurance Committee shall operate as follows:
a) meet at least four times a year;

b) develop a work plan at the beginning of each academic year; and

c) publish and circulate meeting agendas, papers and minutes in accordance with the University's publication policy.

2.1.2 Faculty Quality Assurance Committee

There shall be Faculty Quality Assurance Committee responsible for overseeing, monitoring and implementing quality assurance protocols within the Faculty.

i) The Faculty Quality Assurance Committee shall comprise:
a) Executive Dean who shall be the Chairperson;

b) Departmental Chairpersons;

c) Two student representatives; and

d) Representative of Technical staff.

ii) The Faculty Quality Assurance Committee shall have the following functions:
a) to promote a quality culture within the Faculty;

b) to evaluate quality assurance standards and practices;

c) attend to specific issues as recommended by the University Quality Assurance Committee from time to time;

d) monitor annual reviews of courses and programmes and manage the outcomes of reviews; and

e) prepare annual Faculty Quality Assurance report

iii) The Faculty Quality Assurance Committee shall operate as follows:

a) meet at least four times per annum (twice in each semester of the academic year); and

b) the Senior Assistant Registrar of the Faculty shall provide secretariat support to the Committee.

2.1.3 Departmental Quality Assurance Committee (DQAC)

The DQAC is responsible to the Department Board for quality assurance and enhancement in the Department in conformity with the University's quality assurance policy.   i) The Departmental Quality Assurance Committee shall comprise:

    a) the Departmental chairperson shall chair the Committee;

    b) representatives of each specialisation area in the Department;

    c) two student representatives; and

    d) representative of the Technical Staff.

ii) The Departmental Quality Assurance Committee shall have the following functions:

    a) promote a quality culture in the Department;

    b) monitor quality standards and practices for courses and degree programmes in the Department;

    c) prepare the annual Department quality assurance report; and

    d) attend to specific issues in the Department as recommended by the FQAC and the QAC from time to time.

iii) The Departmental Quality Assurance Committee shall operate as follows:

    a) meet at least six times per annum

    b) obtain secretariat support from the Departmental secretary

2.1.4 Academic Support Quality Assurance

Each support services Unit shall have a Quality Circle;

i) The Quality Circle shall:

    a) consist of members as deemed fit by the Unit; and

    b) be led by a member selected by the Departmental head.

ii) The functions of the Quality Assurance Committee shall be to:

    a) promote an ethos of quality assurance and improvement in the Unit;

    b) oversee all matters under the Unit's purview, related to provision of quality services to students, staff and external stakeholders;

    c) monitoring and enhancing standards of service provision;

    d) prepare the annual quality assurance report for the Unit; and

    e) attend to specific issues in the Unit as recommended by the QAC from time to time.

iii) The Quality Circle shall:

a) meet at least four times per annum (twice in each semester of the academic year); and

b) obtain secretariat support from the Unit Secretary.

2.2 Quality Assurance Department

The QAD shall function as the Vice Chancellor's secretariat on QA issues.

2.2.1 QAD composition

The Department shall have a complement of staff which shall include the following: **a.** The Director

b. Quality Assurance Auditor

c. Quality Assurance Officers

d. Administrative Assistant

e. Secretary

2.2.1 QAD Functions

The functions of the QAD shall be to:

a. oversee the implementation of the University Quality Assurance Policy;

b. plan strategic to achieve the objectives of the University Quality Assurance policy;

c. manage the Secretariat of the University Quality Assurance Committee;

d. coordinate and support Quality Assurance and Enhancement of Management Systems across the University;

e. contribute to the identification, development and promotion of the University's Quality Assurance protocols and mechanisms;

f. lead in the development and implementation of Quality Assurance initiatives;

g. contribute to the formulation of the University's Quality Assurance Policies and Practices, monitor their implementation across the University and where appropriate in the University's affiliate and Associate institutions;

h. liaise with donors and funding agencies to mobilise financial resources for Quality Assurance activities;

i. coordinate the process of accreditation of academic programmes

j. carry out other duties related to Quality Assurance as may be assigned from time to time by the Vice Chancellor.

SECTION 3 ROLES AND RESPONSIBILITIES IN QUALITY ASSURANCE

Responsibility for quality assurance and enhancement lies with all members of staff in the various academic and academic support departments as well as students in the University.

3.1 Role of Vice Chancellor

The Vice Chancellor shall:

3.1.1 guide the University in reviewing the University performance for quality assurance;

3.1.2 ensure the establishment of a clear mission and vision, articulation of core values, and communication of high expectations of performance at all levels;

3.1.3 ensure the creation and sustenance of an educational environment that promotes ethical values and equity of all stakeholders at the University;

3.1.4 encourage research, innovations and pursuance of current and future opportunities for improvement and

3.1.5 establish priorities for quality improvement to ensure that the Bindura University of Science Education's mission is achieved.

3.2 Role of Registrar

The Registrar shall:

3.2.1 collaborate with, deans, directors of units, heads of departments to facilitate and improve quality of services to students while protecting the integrity and security of student academic data;

3.2.2 receive complaints and suggestions with regard to the improvement of administration and consider appropriate action;

3.2.3 supervise the coordination, evaluation and certification of all graduation applications,

3.2.4 apply security measures at all times on the student records and

3.2.5 action specific recommendations from the University Quality Assurance Committee or Quality Assurance Department on quality issues.

3.3 Role of Bursar

The Bursar shall:

3.3.1 promote the highest standards of business ethics within the administrative function of the university;

3.3.2 strategically ensure the most effective use of resources, while supporting the university's teaching and learning objectives;

3.3.3 purchase quality goods and services for the university;

3.3.4 ensure compliance with university, ministry, and national regulations and standard accounting procedures;

3.3.5 ensure that all undertakings of the Bursary relating to provision of quality services to students, staff and external stakeholders; are carried out efficiently and in the most cost effective manner;

3.3.6 ensure that the unit has well-defined mechanisms of collecting feedback from staff, students in terms of their satisfaction with service provision and such feedback shall be used to continuously improve service delivery and

3.3.7 action specific recommendations from the University Quality Assurance Committee or Quality Assurance Department on quality issues.

3.4 Role of the Librarian

 The Librarian shall**:**

3.4.1 provide a safe and secure environment for staff and students, including facilities for people with special needs;

3.4.2 promote access to scholarly collections and resources across multiple sites, meeting individual campus and faculty needs;

3.4.3 manage library resources in an efficient, cost-effective and environmentally sustainable way in accordance with the University's policies and procedures;

3.4.4 provide a robust, reliable and stable suite of Library applications and associated information technology infrastructure in collaboration with University partners;

3.4.5 provide information about the Library's programmes, resources and activities;

3.4.6 ensure that all undertakings of the Library related to provision of quality services to students, staff and external stakeholders; are carried out efficiently and effectively;

3.4.7 ensure that the unit has well-defined mechanisms of collecting feedback from staff, students in terms of their satisfaction with service provision and such feedback shall be used to continuously improve service delivery, and

3.4.8 action specific recommendations from the University Quality Assurance Committee or Quality Assurance Department on quality issues.

3.5 **Role of Academic Deans**

 The Dean shall:

3.5.1 ensure the improvement of character and quality of the faculty's academic programmes and teaching;

3.5.2 contribute to the evolution and maintenance of an environment conducive to learning at the University;

3.5.3 implement the policies and objectives of his/her faculty and the University;

3.5.4 develop and maintain relations with alumni of his/her faculty and with other organisations and persons, with a view to enriching the academic programmes offered by his/her faculty;

3.5.5 collaborate with other faculties, agencies and entities to further Faculty programmes and projects;

3.5.6 action specific recommendations from the University Quality Assurance Committee or Quality Assurance Department on quality issues.

3.6 **Role of Dean of Students**

 The Dean shall:

3.6.1 explain, interpret and enforce University policies, rules and regulations in a fair and objective manner as they pertain to students and staff;

3.6.2 oversee the performance of all units in the department including (Food Services, Health, Halls of residence, Off campus, Sport services and Student Representative Council);

3.6.3 provide chaplaincy services through the Chaplaincy Board to students and other members of the University,

3.6.4 demonstrate commitment to diversity in all its forms, including a track record of individual action and institutional leadership;

3.6.5 develop goals, strategies and plans for ensuring student development, making campus life more interesting and vibrant;

3.6.6 establish a student culture where diversity is encouraged and where students learn to respect differences, take responsibility for their actions and exercise leadership;

3.6.7 make representation to the University about ways of enhancing the quality of student's life,

3.6.8 ensure the orderly organisation of student's activities within the university and

3.6.9 ensure that any disciplinary actions imposed on any student(s) by the recognised authority of the University are compiled with.

3.7 Role of Quality Assurance Director

There shall be a Quality Assurance Directorate responsible for quality assurance activities. The Directorate shall be managed by a Director whose responsibility shall be to oversee the dayto-day activities of the Directorate. The main duties of the Director shall be to:

3.7.1 plan strategically to achieve the objectives of the University Quality Assurance Framework contribute to the formulation of the University's Quality Assurance Policies and Practices;

3.7.2 contribute to the identification, development and promotion of the University's Quality Assurance protocols and mechanisms;

3.7.3 oversee the implementation of the University Quality Assurance Policy and practices across the University;

3.7.4 manage the Secretariat of the University Quality Assurance Committee;

3.7.5 monitor the implementation of the Quality Assurance initiatives and manage coordinate and support Quality Assurance and Enhancement of Management Systems across the University;

3.7.6 lead in the development and overseer the implementation of wide Quality Assurance initiatives;

3.7.7 monitor the implementation of quality assurance policies and practices in the University's affiliate and associate institutions;

3.7.8 liaise with donors and funding agencies to mobilise financial resources for Quality Assurance activities and

3.7.9 coordinate the process of accreditation of academic programmes; and carrying out other duties related to Quality Assurance as may be assigned from time to time by the Vice Chancellor.

3.8 Information Communication Technology Director

The ICT director shall:

3.8.1 identify and define IT policies that improves IT experience for users in the university;

3.8.2 ensure seamless collaboration across various units of the university and promote free flow of information through organizational levels;

3.8.3 provide excellent and prompt support for IT services and installations ensuring rapid resolution of issues and maintaining efficiency of existing IT infrastructure;

3.8.4 maximize distribution of available ICT resources to achieve the mission and vision of the University;

3.8.5 ensure that the unit has well-defined mechanisms of collecting feedback from staff, students in terms of their satisfaction with service provision and such feedback shall be used to continuously improve service delivery and

3.8.6 attend to specific recommendations from the University Quality Assurance Committee or Quality Assurance Department on quality issues.

3.9 Public Relations and Protocol Director

The Director shall:

3.9.1 manage the public image and communications of the university;

3.9.2 conduct communication campaigns and coordinate special events;

3.9.3 prepare and disseminate communication that meets the high standards;

3.9.4 manage relationships with media outlets and

3.9.5 attend to specific recommendations from the University Quality Assurance Committee or Quality Assurance Department on quality issues

3.10 Marketing and Development Director

The Director shall:

3.10.1 present University products and services to the selected target market;

3.10.2 evaluate and develop the University marketing strategy and marketing plan;

3.10.3 plan, direct, and coordinate marketing efforts;

3.10.4 research demand for University products and services;

3.10.5 organise University conferences, trade shows, and major events;

3.10.6 oversee social media marketing strategy and content marketing;

3.10.7 create and implement methods of assessing public opinion and evaluating the effectiveness of University campaigns and

3.10.8 attend to specific recommendations from the University Quality Assurance Committee or Quality Assurance Department on quality issue.

3.11   Works Director

The Director shall:

3.11.1 monitor and oversee the physical facilities of the University;

3.11.2 maintain and improve University infrastructure;

3.11.3 ensure that all works are completed successfully by contractors and staff members;

3.11.4 monitor and evaluate the condition, function, performance and efficiency of the university infrastructure;

3.11.5 enforce safety requirements based on the guidelines set by all Regulatory authorities;

3.11.6 maintain equipment and budget for repairs and replacement of equipment, as needed

3.11.7 create policies for the safe use of the public utilities and

3.11.8 attend to specific recommendations from the University Quality Assurance Committee or Quality Assurance Department on quality issues

3.12   Security Director

The Director shall:

3.12.1 oversee security policies needed to protect the University assets

3.12.2 oversee physical safety and security of the University facilities/property and people (students, staff, visitors contractors and other stakeholders

3.12.3 ensure that security staff is adequately trained and equipped

3.12.4 manage and report to top management on security incidents and threats

3.12.5 oversee and report on security checks /surveillance /monitoring

3.12.6 authorise access to facilities and ensure that access is controlled

3.12.7 maintain and review security records,

3.12.8 periodically report on trends anomalies and concerns

3.13   Centre for Educational Technology and Innovation Director

 The Director shall:

3.13.1 work collaboratively with faculty, staff, and technology partners to design, develop, and deploy technology across the University's educational system;

3.13.2 manage the research, implementation, integration and administration of Educational Technologies;

3.13.3 maintain and expand knowledge of eLearning trends, innovations, research, and best practices;

3.13.4 develop instructor and student tutorials, as needed to facilitate Educational Technology adoption;

3.13.5 stay informed of educational technology applications and proactively develops assistive programs;

3.13.6 collaborate with faculty to increase their capacities for effective technology-based teaching and learning;

3.13.7 participate in the development and administration of applicable University policies, strategic plans, goals and programmatic activities (Correctional, Professional Development, Seminary, Online & Classroom) pertaining to classroom, online, and hybrid technology and

3.13.8 research and provide assistance with developing and implementation of assistive technologies.

3.14 Research and Post Graduate Centre Director The Director shall:

3.14.1 promote the University's research activities;

3.14.2 evaluate the quality of research;

3.14.3 develop competitive projects in Research in collaboration with other Universities and national and international public partners;

3.14.4 promote internationalisation of research and

3.14.5 attend to specific recommendations from the University Quality Assurance Committee or Quality Assurance Department on quality issues.

3.15 Departmental Chairpersons

The role of the Chairperson shall be as follows:

3.15.1 **Students Selection**

The Chairperson of the Department shall ensure that:-

a) adequate arrangements are in place to select students, fairly allocate available scholarships and the recruitment targets agreed with the Faculty Planning Committee are met;

b) arrangements are in place for the provision of essential, accurate, and up to date information about the Department;

3.15.2 Consultation and Representation

The chairperson shall:

a) ensure that regular meetings of the academic and, where appropriate, support staff are held;

b) consult adequately within the Department on matters of general concern and that staff are alerted to key faculty issues that have to be addressed;

c) develop programme portfolio to optimise academic and vocational opportunities;

d) ensure that appropriate sub-committees are in place to assess student reactions to teaching programmes and services and that good staff student relations are maintained;

e) take part in the Department Heads meetings and generally acts as the Department's representative, advising the Dean and Senior Administration on matters of common concern to the Department, strategic issues, faculty procedures and practices and on appropriate responses to governmental/ regulatory bodies circulars and initiatives;

f) ensure that there is appropriate representation of staff at presentations and any similar ceremonies;

g) represent the Department, as required, at fundraising, alumni activities and other public relations events;

h) submit an annual report on programme monitoring to the Dean of faculty and

i) attend to specific recommendations from the University Quality Assurance Committee or Quality Assurance Department on quality issues.

3.15.3 Human Resources Management

The Chairperson shall:

a) ensure that staff members in the department perform their duties as stipulated in their job descriptions;

b) ensure that all members in the department undergo staff performance assessment timeously and

c) encourage staff to undertake studies for senior degrees in relevant areas.

3.16 Role of Students

To maintain and enhance the quality of their own learning and that of others in addition to the student's responsibilities defined in the Academic Regulations, student shall:

3.16.1 embrace a culture of deep and holistic learning;

3.16.2 attend regularly scheduled learning and teaching activities;

3.16.3 adequately prepare for all learning and teaching activities such as tutorials, seminars, and assessment;

3.16.4 spend the recommended time on student independent learning for all course units;

3.16.5 accept and learn from academic advice that arises from assessment of their work;

3.16.6 reflect on their learning and seek to continuously improve their performance;

3.16.7 objectively evaluate teaching staff, courses and support services and

3.16.8 use effectively the committee system representations to contribute to improvement of academic provision.

SECTION 4 STUDENT ADMISSIONS

4.1 Admission Policy

Bindura University of Science Education is an equal opportunity institution. Admission to the University is regulated by the University Senate through the Registrar, Faculty Deans and Chairpersons of Departments. Admission is based on academic merit but other evidence of suitability for University study such as relevant work experience and character assessment may be taken into account. Consideration of national manpower needs is also an important factor.

4.2 Admission Procedure

Detailed regulations of undergraduate degree, certificate, diploma and post-graduate degree programmes offered by the University shall be accessed in the respective departments. Applicants are requested to study carefully the information given for the programmes in which they are interested, in order to ensure that they are aware of what is required and involved.

4.3 Applications

Applications are invited each year through advertisements in the press. Application forms may be obtained from the university or university website and when completed should be returned to the following: Assistant Registrar Admissions, Bindura University of Science Education, P. Bag 1020, Bindura.

4.4 Closing Dates for Receipt of Applications

 Advertisements giving details of the deadlines of submission of completed application forms are published in the press or on the university website.

4.4.1 MPhil and DPhil Degrees

No closing date, as students do not follow academic semesters.

4.5 Verification of Qualifications

Applicants must submit, with their application forms, certified copies (not originals) of their qualification examination certificates and of their birth certificates. Applications will not be considered unless accompanied by such verifications. Copies should be endorsed as true copies either by the issuing authority or by a Commissioner of Oaths.

4.6 Undergraduate Degree Programmes

Entry to most programmes at the University is competitive and in many instances, the holding of the minimum entrance requirements will not ensure admission. Applicants for undergraduate degrees who, on application already fulfil the entrance requirements at a high standard, may be given acceptance fairly soon after they applied, but normally final decisions on applications are deferred until late January or mid-February after the results of the qualifying examinations written in November are available. Information concerning registration will be issued to successful applicants with the offer of admission.

Applicants who are offered admission must immediately reply to the Assistant Registrar (Admissions) accepting or declining the offer. If such reply is not received, the University reserves the right to reallocate the place offered. If an applicant, having been accepted for admission fails to register on the set date and has not obtained prior approval from the Assistant Registrar Admissions for late registration, the University similarly reserves the right to reallocate that place to another applicant. New entrants are required to produce three passport size photographs on registration.

4.7 Postgraduate Studies

Decisions on applications for postgraduate studies by coursework may be made soon after application, but in most cases, final decisions are deferred until all applications for the programme have been received and the results of any qualifying examinations e.g. first degree, are known.

Applications for MPhil and DPhil degrees by research are processed through the Faculty Higher Degrees Committees and the Academic Committee of Senate. These Committees require verification of all qualifying examinations, consideration of confidential references and of the proposed field of study.

4.8 English Language Requirements

It is a requirement for entry to the University that a candidate shall have a pass in English Language at 'O' Level or in the use of English or its equivalent. Students may be required by their Faculties to do a Communications Skills Course.

SECTION 5 ACADEMIC PROGRAMME DESIGNING, MONITORING AND REVIEW

5.1 Programme Design

Assessment of quality in programme design shall consider the following:

5.1.1 The University shall have guidelines for development of new programmes and their approval by Senate;

5.1.2 Ensure that each programme is designed by well-qualified staff and the design process is based on guidelines and procedures approved by Senate;

5.1.3 Each programme should be consistent with the University's vision and mission (mandate fit) and address critical national human resources requirements;

5.1.4 The curriculum must at least meet the minimum body of knowledge for the discipline as stipulated by ZIMCHE and professional bodies; and

5.1.5 A programme should be coherently structured; learning outcomes clearly stated and available physical and human resources should meet the requirements of the programme.

5.2 Programme Monitoring

Assessment of quality in teaching and learning shall be guided by the following:

5.2.1 The Teaching and Learning Committee has the responsibility to promote effective teaching and learning;

5.2.2 The Teaching and Learning Policy shall specify practices and standards in teaching and learning;

5.2.3 Due regard shall be given to new innovative approaches to delivery and learning which transcend the:

    a) Traditional concept of the lecturer/student interaction;

    b) Lecture – tutorial model as the de facto teaching approaches;

5.2.4 Well established tools shall be used to assess teaching through peer and student evaluations. These tools shall be specified in the Teaching and Learning Policy;

5.2.5 Appointment and promotion procedures that pertain to teaching shall be regularly reviewed to promote recruitment of competent staff;

5.2.6 The University shall have a Student Admissions Policy. Admission of students into programmes shall be on the basis of established and regularly updated criteria that allows fair and transparent recruitment;

5.2.7 In order to facilitate teaching and learning the University shall ensure that:

   a. Programmes are effectively delivered through use of appropriate technologies and pedagogic skills;

   b. Delivery of programmes emphasises attainment of learning outcomes that encompass the competence domains of knowledge, skills and values;

   c. There is a student assessment and peer review of lectures;

5.2.8 The University shall strive to provide necessary resources and infrastructure for effective delivery of programmes; and

5.2.9 The University shall have a continuous professional development programme to improve pedagogical skills of academic staff.

5.3 Programme Review

The University shall undertake periodic reviews of its academic programmes. The programme review cycle shall normally be four years (for eight- semester programmes) and five years (for ten-semester programmes). There shall be mandatory annual reviews, which shall cumulatively inform the end of cycle review. The QAD shall manage the programme review cycle.

The purpose of programme review shall be to:

5.3.1 evaluate Quality of programme inputs;

5.3.2 evaluate Quality of programme processes; and

5.3.3 ascertain the quality and standards of programmes and to determine whether the Bindura University of Science Education programmes are meeting the University's objectives (e.g. STEM Education), informed by the contemporary demands of industry and regulatory and statutory bodies

5.3.4 assure the highest academic standards so that the Bindura University of Science Education remains a university dedicated to the quality of all its programmes and graduates.

5.3.5 use the results/findings to inform decision making, including decisions related to budgeting (including time budget) and the improvement of programmes and services The mechanisms of programme review shall be specified in a document on Guidelines for Academic Programme Review.

5.4 Academic Programme Review Timeline

For purposes of ensuring continued academic programme quality and excellence, there is need to adopt a quality assurance programme which includes a system of self-study, an internal peer review, an external peer review, and a schedule of follow-up procedures.

The Department of Quality Assurance shall be charged with the overall responsibility for all quality assurance procedures. It shall stand in all Programme Review Committees and shall be responsible for monitoring quality assurance processes and outcomes of reviews as well as communicating the results to the University community.

In order to timely, efficiently and economically complete Academic Programme Reviews, the Quality Assurance Department shall establish a schedule of these reviews and a limit to the number of programmes to be reviewed annually shall be determined. Any new programmes introduced shall be reviewed after the first 2 years of complete implementation. Areas under review may need to get statistical and other assistance from other University support departments like Registry, individual faculties and the Library. A department with programmes under review should anticipate that the review process will require a high level of commitment in terms of time and other resources.

5.5 The Academic Programme Review Process

The Academic Committee (Senate) shall ratify all the reviews done and shall give recommendations for further improvements before consenting to and endorsing any changes made. It is this Committee that shall have the final say to any changes made.

5.5.1 Procedure

Regular programme reviews shall be completed according to the established schedule. The Programme Review Committee shall be guided by the available guidelines and shall follow the timelines availed for the reviews. The Programme Review Committee shall add or delete specific elements appropriate to the programme(s) under review after the Self-Study Committee and External Reviewers have completed reviews and reports they will have done using the guidelines provided by the Programme Review Committee.

5.6 The Program Review Committee in Respective Departments

The Quality Assurance Department shall prepare a schedule of Academic Programme Reviews and each programme shall be reviewed at least once after every cycle. The Quality Assurance Department in conjunction with the University Quality Assurance Committee shall identify programmes for review and the Quality Assurance Department shall announce the programmes under review for the year and appoint 2 faculty members with the rank of Associate or Full Professor to the Programme Review Committee. Under normal circumstances such an individual should not be a member of both the Programme Review Committee and the SelfStudy Committee. The PVC-Academic and the Director Quality Assurance shall be standing members of the Programme Review Committee which shall be responsible for overseeing all reviews during the review year and circulating information gathered to the University community.

5.6.1 The Self-Study Committee

The Quality Assurance Department shall call for the formation of a Self-Study Committee comprising of 3 faculty members from the programme area (s) under review and 1 faculty member from another programme area in the same faculty, all elected by lecturers who regularly teach in the programme area(s) and 2 students (preferably 1 male and 1 female) from the programme area(s) who are appointed by fellow students in the same faculty.

The Self-Study Committee will elect its own chairperson who shall organize meetings of the Committee and coordinates the research for, and writing of the Self-Study Report. This committee may ask departments, other committees, or other groups to produce documents, reports, or other information to assist with the review. The Self-Study Committee will review all information collected and prepare a Self-Study Report. The Committee will establish a timetable for the completion of the Self-Study Report within the stipulated time (3 months). After reviewing the Self-Study Report, the Programme Review Committee may request clarifications or additional documentation. The Self-Study Committee shall submit any additional documentation within 2 weeks of the Programme Review Committee's request.

5.6.2 The External Study

Renowned academics from the programme field(s) under review shall be nominated by a certain timetabled date to form part of a list of potential external reviewers who should be experts in their disciplines or professions with experience in institutions which are comparable to the Bindura University of Science Education in terms of quality, aspirations, and

achievements. The list shall be circulated to lecturers in the programme area(s) under review, and to the respective Deans for comments. The comments will then be used to rank the potential external reviewers in order of preference from where 2 to 3 reviewers will be identified. The identified external reviewers will be contacted on time and once they accept the offer, they will be provided with documentation necessary in preparing for the external review. Such documentation will include (but may not be limited to):

a. Self-Study Report
b. University calendar and other pertinent material
c. Additional programme information that may not have been included in the Self-Study Report
d. External Review Guide

The external reviewers will be invited to visit the University for a period of 2–3 days during which they shall meet with faculty, students, and staff as may be appropriate. Within one month of the end of their visit to the University, the reviewers will submit joint reports on their findings to the Quality Assurance Department.

5.6.3 Programme Review Committee

The Programme Review Committee will evaluate all of the documentation provided, including the report of the external reviewers, and will prepare a report indicating conclusions and recommendations on the programme under review. Specific recommendations for actions will be articulated clearly, with suggested timelines for implementation. The Program Review Committee will forward copies of the report to the BUSE Academic Committee (Senate) and the Vice Chancellor.

5.7 Implementation of the Report Recommendations

As soon as the BUSE Academic Committee (Senate) endorses the changes, departments and faculties should start implementation based on the recommendations made. Deans and Chairpersons of programmes shall submit quarterly reports to the Quality Assurance Department which then presents the reports to the University Quality Assurance Committee on the actions taken to implement the recommendations made and to deliberate on the challenges that the departments and faculties may be facing during implementation. This will result in

further operational recommendations that may be done in order to achieve the set goals and targets.

SECTION 6 ACADEMIC ASSESSMENT

The University's main goal in teaching and learning is to produce well-groomed graduates who are knowledgeable, skilled, and of sound professional, social and civic ethos.

6.1 Guidelines for Academic Evaluation

Assessment for attainment of these attributes shall be guided by the following:

6.1.1 The University shall have a Student Assessment Policy;

6.1.2 The student Assessment Policy shall specify the mechanisms for both formative and summative assessment;

6.1.3 The Assessment Policy shall also specify the modalities for external and internal moderation of students' work that ensure validity and reliability of assessment procedures; and

6.1.4 Departments shall ensure at all times that student assessment is constructively aligned to learning outcomes.

6.2 Industrial Attachment and Teaching Practice

The main objective of Industrial Attachment is to enable students to acquire knowledge, skills and positive attitudes in a real work environment.

6.2.1 Responsibilities of the University

a) Liaise with industry on opportunities and numbers of students to go on Industrial Attachment.

b) Sensitise organisations on the importance of Industrial Attachment and the responsibilities of the host organisations e.g. provide a work plan and adequate supervision for the student and reporting procedures.

c) Provide Industrial Attachment guidelines to students prior to their development on Industrial Attachment.

d) Conduct monitoring and supervision of students on Industrial Attachment.

e) Conduct at least two visits to each student during the Industrial Attachment period.

6.2.2 Responsibilities of Students

a) Read and comply with the Industrial Attachment policy requirements in conjunction with University regulations.

b) Familiarise himself or herself with the host organisation's rules and regulations.
c) Report to the University any challenges encountered that may hinder them from having proper exposure during industrial attachment.

d) Compile and submit the Student Industrial Attachment Report endorsed by the Host Organisation Supervisor.

6.2.3 Responsibilities of the Host Organisation

a) Expose students to relevant activities and training opportunities
b) Supervise and assess the performance of students.
c) Complete and release the logbook of the students on Industrial Attachment.
d) Release the students as and when required by the University.

6.2.4 Period of Industrial Attachment and Registration

a) The period of Industrial Attachment shall normally be as stipulated in the respective regulations for each programme.

b) Students who intend to proceed on industrial attachment shall register for each semester during the registration period. A student who fails to secure Industrial Attachment within the semester shall defer the Industrial Attachment.

c) A student who defers Industrial Attachment carries over the fees to the Semester when he/she intends to proceed on Industrial Attachment.

d) Every student proceeding on Industrial Attachment shall complete an Industrial Attachment Placement Form. The Industrial Attachment Placement Form shall be returned to the Chairman of the Department within 30 days after student's assumption of duty.

e) There shall be no exemption for Industrial Attachment.

6.2.5 Format and Performance Evaluation of Industrial Attachment

The performance of Students on Industrial Attachment (Teaching Practice) shall be evaluated using the following instruments:

a) Assessment of Documents Instrument

This instrument shall be used by Academic Supervisors in cases where Academic Supervisors' visit occurs when the student will not be having lessons. The Instrument shall be used once during the Industrial Attachment period.

b) Supervision and Assessment Instrument

This instrument shall be used to supervise and assess the performance of students during visits by Academic Supervisors. There shall be a minimum of three supervision and assessment visits during the period of Industrial Attachment.

The Industrial Attachment mark shall be the average of the marks awarded per visit.

6.3 Format and Performance Evaluation of Industrial Attachment for Other Programmes

Where possible there should be a job rotation scheme to enable students to be exposed to different functional areas of the host organisation.

The performance of the students on Industrial Attachment shall be evaluated using the following instruments:

a) The Host Organisation Supervisor's Evaluation Form which shall be used by the Industrial Supervisor to evaluate performance of the student. The forms shall be completed and submitted in confidence at the end of the attachment period.

b) The Academic Supervisor's Evaluation Form and this instrument shall be used to evaluate the performance of students during visits by Academic Supervisors.

c) The Student's Industrial Attachment Report which shall be compiled by the student and made available to the host organisation as well as the student's Academic Supervisor.

d) The Report shall be assessed by the student's Academic Supervisor.

6.4 Examinations

The Examination process shall be guided by the Examination policy, regulations and SOPS.

SECTION 7 QUALITY OF STAFF

The University's appointment, grading and promotion policies shall guide the recruitment process of academic and support services staff.

7.1 Assessment of Quality of Staff

Assessment of quality in academic and professional staff shall include:

7.1.1 Adequacy of qualifications for the discipline taught or services rendered;

7.1.2 Student and peer evaluations of teaching and scholarly works or customer satisfaction surveys;

7.1.3 Performance management by the Head of Department or Unit;

7.1.4 Involvement in continuing professional development as determined by the Head of Department or Unit;

7.1.5 The QAD shall analyse data from evaluations by peers, students and customers, and recommend appropriate actions for each member of academic staff for the purpose of continuous improvement;

7.1.6 Promotions shall be guided by the Academic Staff Grading and Promotions Ordinance and relevant promotion protocols for support services staff;

7.1.7 The Staff Development Committee shall regularly review the Staff Development Policy which shall guide staff development initiatives in the University;

7.1.8 The Staff Development Policy shall ensure that staff continue to meet high academic and professional standards; and

7.1.9 All members of staff, irrespective of their designation (full-time, part-time, etc), shall be subject to this QA Policy.

7.2 Guidelines for Academic Evaluation Processes

7.2.1 Peer Evaluation Process

Lecturer evaluation by their peers is an integral part of teaching in higher education. Peer review of the teaching process at BUSE is part of a continuous professional development programme which provides the departments with important feedback on the performance of lecturers. Such feedback is discussed with a view to assisting faculty members to improve their teaching. This shall be guided by the University Faculty **Standard Operating Procedures (SOPs 3.2.1)** which provides for the assignment of a peer evaluator for every course at the

beginning of the semester. Such peer evaluator shall observe and complete a peer evaluation form and discuss observations with the lecturer concerned before submitting the form to the departmental chairperson. The peer evaluator shall also administer student course and lecturer evaluation and submit the completed forms to the departmental secretary

7.2.2 Peer Evaluation Principles

The peer review of teaching shall be guided by the following main principles:

a) Voluntary for the reviewed and for the reviewer(s).

b) As a process it must be collaborative and reflexive,   positive   and constructive, objective and formative, never summative and subjective.

c) The peer review must be based on agreed criteria that are context-specific and able to be evaluated;

d) Based on the assumption that both the reviewed and the reviewer(s) will learn more about the teaching and learning process.

7.2.3 Peer Review of Teaching Guidelines

The following observations inform and guide the PRT process:

a) Peer evaluation of teaching shall not be limited to class/lecture observation (although this tends to be the practice in many institutions). It shall include among other areas; in class observation, course material review, students' evaluations and on-going evaluation (i.e. more than just a single visitation).

b) The review shall be conducted by interested, academically responsible individuals respected for their teaching ability.

c) Lecturers shall share parts of their practice with their Peer Review partner(s), (either through direct observation of activities, provision of documentation, students work and other evidence or through open discussion), before taking part in a reflective dialogue.

d) The lecturer shall decide the focus of the peer review process and the partner will seek to facilitate a productive conversation in which ways forward can be explored, limitations are acknowledged and action plans are made. It is hoped and anticipated that, although focussed by the needs and interests of one partner; both (or all) colleagues will find points of reflection, learning and benefit in these conversations.

e) Peer review of teaching shall not replace student evaluations.

f) Peer evaluation shall not be seen as a threat to the position and status of the lecturer reviewed, to the contrary, it should be accepted as an opportunity to identify ways in which practices can be enhanced, developments made or initiatives taken improve on their teaching.

7.3 Student Evaluations of Lecturers

Every lecturer is assessed once per semester, by the students through representative and Departmental secretaries or administered by peer lecturer. Refer to the Teaching and Learning Activities Policy on BUSE website.

7.4 Students Evaluation of Courses

Each course is assessed once per semester, by the students through representative and Departmental secretaries or administered by peer lecturer. Refer to the Teaching and Learning Activities Policy on BUSE website.

7.5 Academic Support Services Evaluation

Efficient and effective support services are needed to enhance the quality of academic provision. The University shall continually strive to provide properly aligned support services to academic staff and students. In this regard, the University shall ensure that:

a) all support services are adequately aligned to attainment of the University's mission of teaching, learning, research and community service;

b) all undertakings of support Units are carried out efficiently and in the most cost effective manner;

c) all support Units have well-defined mechanisms of collecting feedback from staff and students in terms of their satisfaction with service provision;

d) such feedback shall be used to continuously improve service delivery, and

e) there is a functional and appropriate records management system.

SECTION 8   RESEARCH

The University is committed to achieving the highest quality in its research processes. The University values research as one of its core activities. To ensure quality in research the University shall ensure that:

8.1 the Research Policy encompasses a Research Quality Framework;

8.2 the Research Quality Framework enables the Senate Research Committee to ensure that:

 a) all research undertaken in the University is properly approved, conducted, managed and evaluated;

 b) all research takes into account ethical and environmental considerations;

 c) research results are integrated into teaching and learning and evaluated for their commercial value;

 d) there are clear mechanisms for dissemination of research results for the benefit of society and industry.

8.3 at all times the Research Policy is adequately and successfully implemented;

8.4 researchers collaborate with internal and external partners; and

8.5 research papers are published in reputable journals that guarantee a high citation impact.

SECTION 9 EXTENSION SERVICES

University academic departments are expected to run extension programmes in addition to their teaching, research and learning functions. All academic departments are required to engage in extension service programmes. The programmes shall cover well documented projects that show among other objectives the desire to:

9.1 Impart or transfer technology to communities;

9.2 Engage in advisory work;

9.3 Help with human resources development, and

9.4 Facilitate empowerment efforts

There shall be a mechanism for constant monitoring and evaluation.

Each department shall have an extension services programme which shall be endorsed by the Faculty Board. The Faculty Board shall make a consolidated report to the Extension Services Committee.

Funding for extension services projects shall be incorporated in the departmental budget. Supplementary resources can be sought through fundraising or entering into partnerships with interested organisation.

SECTION 10 STUDENTS INFORMATION AND ACCESSIBILITY

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

10.1 Information Accessibility

A student shall have access to the Student Handbook, Programme Guide and Course Outlines to assist them to understand:

10.1.1 what is required to achieve the standards for the award for which the student has enrolled;

10.1.2 the student's responsibilities in learning and maintaining their enrolment

10.1.3 the student's responsibilities as a member of the University community and in professional conduct;

10.1.4 how to obtain information on how to derive maximum benefit from the learning opportunities available;

10.1.5 how to obtain information on how and what circumstances to access support services the regulatory policy which governs decisions about progression and awards; and 10.1.6 how to use the available systems for feedback and communication

10.2 Course Outlines

10.2.1 A lecturer shall prepare a Course Outline for a course they teach and distribute to students. The Course Outline shall be approved/endorsed by Chairperson, Dean, External Examiner and Advisory Board members.

10.2.2 The Course Outlines shall help students to understand what is required to meet the learning outcomes of a course and how to successfully complete the course

10.2.3 The assessment criteria shall be outlined in the Course Outline in order to help students understand the attributes of their work for which marks will be allocated, and what is required to pass or achieve good marks.

10.2.4 The Course Outline shall contain all assignments with submission deadlines.

10.2.5 The Quality Assurance Directorate shall prepare and disseminate an electronic template for Course Outlines to academic departments to ensure uniformity across the University

10.2.6 The Faculty Quality Assurance Committee of each academic unit shall have in place a system to monitor the quality of course outlines.

10.3 Students Handbook

The Academic Registrar shall prepare a Student's Handbook. The Student's Handbook shall help students to:

10.3.2 understand the University's regulations and codes of behaviour;

10.3.3 recognise and accept their own responsibilities

10.3.4 know what University services are available, and any requirements which users must satisfy;

10.3.5 know procedures for complaints, appeals and claims;

10.3.6 make good use of services or resources or administrative procedures;

10.3.7 understand the rules for use of the services, and their responsibilities towards other users and

10.3.8 guide students develop and improve skills for learning; which could include specific skills development in research, academic reading and writing.

10.4 Programme Regulations

The programme regulations shall be availed to student by an Academic Department to which a student belongs. The student shall be expected to sign for the regulations that govern their programme of study. The Programme Regulations shall help students to understand:

10.4.1 the aims and outcomes of the programme and the standards they are expected to achieve to complete it successfully

10.4.2 how separate courses of the programme contribute to its aims, the themes which run through the programme as a whole, and any pre-requisites

10.4.3 programme specific regulations, and other programme specific information.