



University of Arusha

Quality Assurance Policy

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UNIVERSITY OF ARUSHA

QUALITY ASSURANCE POLICY

CHAPTER ONE

INTRODUCTION

Background

The University of Arusha (UOA) is a higher learning institution under the Seventh-Day Adventist Church in Tanzania. The University is located at Usa-River in Arusha Region. The University offers a diversity of programs from certificate programs to Master degree programs in Theology, business, education and related areas.

The UOA recognizes the role of Quality assurance practices for its competitiveness. It recons that, Quality assurance systems provide the potential for high quality education, agility, and business sustainability. Through quality assurance systems the university will gain competitive edge and differentiation over competing higher learning instigations. Specifically, the University will benefit by using quality assurance best practices to enhance:

- Quality of Teaching, Quality of Research and Consulting, including Operational cost effectiveness

The University of Arusha (UOA Quality Assurance (UOA-QA) Policy lays down the framework for QA Systems at the University and provides guidance on the compliance to set academic criteria and standards.. The Policy is comprised of statements showing Management commitment in compliance to academic best practices and standards. The QA policy is **intended to guide the University towards better decisions on quality related issues, compliance with both academic standards and then standards of regulatory bodies TCU, NACTE and AAA**

The key issues addressed by this QA policy include:

- Academic standards and quality of education delivery at UOA
- Guideline governing inputs, processes and outputs of UOA academic programmes and operations.
- Integrity of academic Inputs, processes, outputs. And feedback mechanisms.

- Continuous development and reviews of academic quality frameworks and systems
- Imparting a quality assurance mindset and culture among all members of the UOA community
- Balancing the UOA Quality assurance activities with the needs of the labour market.
- QA Implementation frameworks and reviews.

This QA Policy shall be communicated to all UOA academic staff and end users. The QA Directorate shall maintain the QA Policy on behalf of UOA. However, other departments shall may develop procedures and controls to accommodate specific requirements so long as these procedures do not compromise UOA corporate policies and controls.

The University of Arusha commitment to Quality assurance practices is affirmed and reflected in the statements of the UOA Vision, Mission, Philosophy and Objectives.

Vision

“A Christian University that exists for excellence in wholistic education, professional development, research and consultancy services.”

Mission

“To provide accessible and affordable wholistic education which will empower individuals to continue learning and serving the church, the nation and international communities“

Philosophy

“To meet the intellectual, physical, psychological, social and spiritual needs of students in order that their educational experience will prepare them for the service to the glory of God and their fellow men here, as well as for a life of greater service in the hereafter”

Objectives

The objectives of the University of Arusha are as follows;

1. To assist in the formation of a noble Christian character by placing emphasis on the spiritual values of life.

2. To provide an environment conducive to consistent Christian living.
3. To develop habits of accuracy, discrimination and sound judgment in thinking and acting.
4. To cultivate a sense of civic responsibility and loyal citizenship.
5. To give an intellectual and practical experience which will make each student resourceful, confident, and well qualified to meet the realities of life.
6. To stimulate an appreciation of the best in books, in nature, in music, and in social and recreational activities.
7. To help students to develop desirable personalities and to discover capabilities, aptitudes, and interests latent within themselves.
8. To provide opportunities for the development of the physical nature through education and practice.

CHAPTER TWO

QUALITY ASSURANCE POLICY OBJECTIVES

Main Objective

The main objective of this policy is to ascertain that all multidimensional aspects of achieving academic standards are complied with and achieved. These dimensions include the quality of academic inputs, processes, outputs and feedback mechanisms.

Specific Objectives

- Ensure continuous improvements of academic standards and quality of education delivery at UOA
- Monitoring of inputs, processes and outputs of UOA academic programmes and operations.
- Ensure the Integrity of academic Inputs, processes, outputs. and academic awards
- To ensure continuous development and reviews of academic programmes and quality systems
- To balance the Quality assurance activities with the needs and relevance of the graduate labour market

- To impart a quality assurance mindset and culture among all members of the University community
- To develop and sustain QA implementation frameworks and reviews

Principles underpinning the policy

Some of the principles underpinning the UOA QA Policy approach are outlined below. The principles relate to the quality framework and processes outlined in this document.

Principle 1: “Wholistic” approach.

All aspects of the University’s activities, academic, administrative and managerial, will be subject to quality audits and reporting.

Principle 2: “Systemic Approach”

The quality assurance shall address all processes systemically, from quality of inputs to processes, quality of processes, quality of outputs and quality of feedback mechanisms.

Principle 3: “Balancing” of criteria and standards from accrediting bodies.

The university is regulated by 3 accrediting bodies: TCU/NACTE/AAA all which have set academic standards. This policy shall balance compliance with all set criteria and standards of these bodies.

Principle 4: “Based on self-assessment”. The University will be judged according to its own objectives, that is, on whether or not it is achieving its own mission in a purposeful and clear fashion.

Principle 5: “Improvement focus”.

The UOA Quality Assurance policy will have a focus on assisting and facilitating improvements within UOA. It sees audits as a value tool to assist UOA to enhance quality education. UOA Quality Assurance is cemented with a common will to improve.

Principle 6: “Planning framework”.

The quality assurance model adopted presupposes a planning and evaluation framework to quality systems. Objectives must be planned, actions taken must be measurable in verifiable ways, reviews of the plans and measures be undertaken. Self-evaluation particularly of both Staff and students are seen as crucial instruments for continuous improvement.

Principle 7: Quality teaching, learning, research and support

Quality teaching, learning and research are essential to the University mission, goals and activities.

The University’s quality assurance processes are intrinsic to the work of all staff, who are undertaking or supporting teaching and the promotion of learning and research.

Principle 8: Benchmarking and evidence-based approach.

The University evaluates its achievements against appropriate national and international

Benchmarks and standards. Its quality assurance methods are evidence-based, where outcomes and feedback from

stakeholders (including staff, students, and the community at large) will provide the basis for analyses and conclusions on which improvements are planned.

Principle 9: Team spirit.

The University procedures reflect the principles of rigorous peer review, to identify areas for improvement, foster collaboration, and team spirit, exchange of best practice, and encourage an ethos of critical self-evaluation.

Principle 10: Audit Processes.

Members of the quality audit teams will be independent of the university processes they are auditing. The quality audits will follow pre-defined procedures.

Quality Assurance Framework.

The QA policy is extracted from the UOA quality assurance framework. The policy therefore embraces the following;

- Input, process, output and feedback framework
- PASS philosophy (Physical, Academic, Spiritual and Social dimensions.)

- Balancing component, balancing criteria and standards of regulatory bodies: TCU/NACTE and AAA

Anticipated value from the QA Policy

Value in its broad sense can be an advantage, a benefit or any positive gain which can be obtained from the implementation of this policy. Some anticipated value gains from a successful implementation of this policy include:

- Providing a conducive environment for teaching and learning
- Facilitate better positioning to compete for students enrollment
- Provide a focused approach to meeting the university strategic objectives
- Reduced operational costs due to improved processes and minimized re-work activities.
- Improved image to stakeholders and the public at large due to up to standard operations..
- Increased employability rate of students due to addressed labour market needs.
- Improved quality culture to university academic and support staff.

CHAPTER THREE

QA POLICY STATEMENTS

3.1. Policy Statements

The policy statements are extracted from the university QA framework. These statements are in line with the set criteria and standards of the university regulatory bodies as well as being in line with the university mission, philosophy and objectives. The University QA Policy shall apply the quality assurance instruments stipulated by the regulatory bodies and where such instruments are lacking develop appropriate ones. The QA policy statements shall address such areas as:

3.2 Teaching and Learning Activities

UOA shall commit itself to continuous improvements in the quality of academic inputs, quality of implementation processes and quality of the final outputs.

3.2.1 UOA shall commit to the quality of inputs (academic staff/students/curriculum/ teaching resources and Administrative structures) with a focus to:

- (i). Recruit and engagement of high quality academic staff, with continuous updates to their qualifications.
- (ii). Admission of high quality students based on the set admissions criteria.

- (iii). Using curriculum which is relevant and responsive to labour market needs.
- (iv). Seeking quality inputs to all academic processes of the university.

3.2.2 UOA shall commit itself to the quality of implementation processes.

To this end, UOA shall ensure that:

- (i). Delivery of programmes is effectively supported by up-to-date technologies and pedagogic skills.
- (ii). Both academic and technical staff are adequately qualified and sufficiently motivated to carry out their duties effectively.

3.2.3 UOA shall commit itself to the quality of output processes.

- (i). Collection and evaluation of feedback from students on teaching by lectures and the content of the courses shall be conducted every academic semester. This feedback on lecturers and courses shall help to ascertain whether the purpose for which the course was introduced has been achieved..
- (ii). The lecturer and course evaluation feedbacks shall be used to develop action plans on improvements.
- (iii) Both formal and informal feedbacks shall be used. Formal include paper questionnaires while informal

may be through suggestion boxes or informal discussions with students.

3.3 Programmes and Courses

UOA shall establish programmes in line with the principle of rational use of resources, market –driven and cost effectiveness. In this regard:

- (i) Programmes and courses shall be evaluated regularly to enhance both the current and future student experiences. These evaluations should be well-timed to avoid the risk of questionnaire fatigue and compromising with other evaluations such as academic staff and curriculum review evaluations.
- (ii) Different evaluation instruments shall be used to evaluate programmes, curricula, courses and staff.
- (iii) Feedback of all academic evaluations shall be analyzed and sent to respective departments and lecturers concerned.

3.4 Curriculum Development and Reviews

UOA shall conduct market driven curriculum development and reviews. The purpose of this procedure is to ensure understanding and standardized approach regarding curriculum change and that the appropriate standard of content is assured. Specifically:

- (i) Every curriculum shall undergo one major review every five years and at least one minor review within three years.
- (ii) Both major and minor Curriculum reviews shall be informed through incorporation of stakeholder inputs. These inputs can be in various forms but not limited to review workshops, tracer studies or any other appropriate mechanism.
- (iii) Curriculum reviews shall serve as a monitoring tool for academic programmes at UOA.
- (iv) Curriculum development and reviews shall be guided by a standardized procedure
- (v) The review process shall include faculty recommendations as well as other relevant university curriculum approval bodies.
- (vi) When curriculum development results into introduction of a new programme, compliance with the requirements of regulatory bodies is mandatory.
- (vii) All faculties shall have in place programme/course review committees.

3.5 Research and Publication Activities

UOA Research and Publications unit shall monitor the quality and quantity of research and publications activities conducted, with specific focus on:

- (i) Engaging external assessors or peer reviewers to ascertain quality of research and publications.
- (ii) Ensure resource adequacy to support research and publication activities.
- (iii) Ensure quality of peer reviewer inputs as these shall form a critical element of the appointment and promotion process of academic staff.
- (iv) Adherence to UOA policies and procedures relating to research and publications as may be reviewed from time to time.

3.6 Student Assessment and Examination Moderations

Student assessment of all undergraduates' students for admission and examination procedures are an essential component of quality assurance and should be seen as such by all stakeholders: Students, faculty and other staff. Focal areas in this regard include;

- (i). The assessment of all undergraduate students for admission shall be governed by the set criteria by the university accrediting bodies through the central admission system (CAS).
- (ii). The registrar's office shall ensure compliance with admissions criteria and standards by checking and

validating documentary evidence of student's entry qualifications during registration of students.

- (iii). Regulations relating to rules governing examinations including moderation of questions, student's assessment and examination grading shall be enforced. Every effort shall be made to ensure the integrity and credibility of examinations.
- (iv). Subject panel experts from every faculty shall ensure departmental examination moderations
- (v). Existing procedures of examination invigilation, camera systems and chief invigilators shall be maintained and improved.
- (vi). All examinations marking sessions shall be done centrally and controlled by the Registrar's office

3.7 Quality of Academic Staff

Academic staff qualifications are essential for the quality process. UOA shall strive to ensure that academic staff have the requisite academic credentials and efforts shall be made to assist /encourage their professional development. Key areas include:

- (i) UOA academic staff recruitment shall be based on academic excellence, supported by documentary evidence and done through transparent procedures.

- (ii) Academic staff promotion processes shall be based on excellence in teaching, research and publications.
- (iii) Academic staff not meeting the promotions criteria over time (5 years) shall result into sanctions as stipulated by the UOA conditions of service.
- (iv) The University shall encourage underperforming academic staff to seek opportunities to improve their skills to an acceptable level and shall have a means of removing them from their academic duties if they continue to demonstrate ineffectiveness.
- (v) UOA shall have annual academic record evaluation forms as instruments for academic staff evaluations.

3.8 Support Services

UOA shall regularly monitor and maintain the quality of support services for appropriateness and adequacy.

Specific focus addresses the following issues:

- (i) Teaching/learning infrastructure and related support services like library, computers and Internet.
- (ii) Social services: health, cafeteria, recreational and similar services

- (iii) Classified services like academic and social counselling.
- (iv) Setting up of other additional conducive general environment needed by both students and staff to effectively engage in productive education process.

3.9 Resources and Facilities

UOA shall be committed to ensure quality of input resources and facilities in the areas of teaching and learning. The inputs must be of the best quality with specific focus on:

- (i) Engagement of best academic staff selected on the basis of academic excellence.
- (ii) Admission of best qualified students by adhering to set admission requirements into programmes and approved selection criteria.
- (iii) Use of up to date market driven curriculum, teaching and learning resources.

3.10 External Academic Reviews

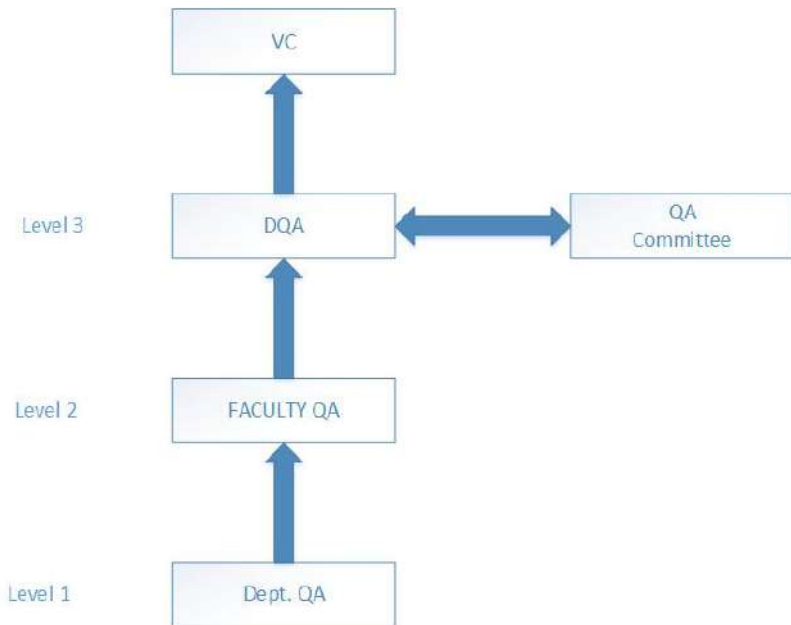
There shall be an Independent assessment of standards and quality by peers in a number of ways:

- (i) UOA shall engage external examiners and peer reviewers for Academic Staff promotions

- (ii) UOA shall also engage External Examiners for Graduate school dissertations
- (iii) UOA shall engage External Examiners for sampled moderations and student examination appeals.
- (iv) UOA shall provide external examiners with terms of reference before commencement of the external examination activity.
- (v) External examiners/reviewers shall be required to declare any possible conflicts of interest and confirm his/her willingness to act as external examiner for UOA

CHAPTER FOUR

QA ORGANOGRAM AND ADMINISTRATION



4.1 Levels of QA Functions.

The quality assurance practices in UOA shall be organized into three main levels. Level 1 is the basic level responsible for day to day monitoring departmental level quality issues. Level 2 is the Faculty level which essentially monitors and coordinates faculty wise quality assurance issues. Level 3 is the University wide level which monitors and coordinates overall quality activities of the whole university.

4.2 Quality Assurance Institutions

Council

This is the highest quality assurance Institution responsible for determining and approving the strategic direction of all university quality assurance practices. The council decisions related to any quality assurance practice shall be final.

Senate

The Senate is vested with authority and responsibility to make decisions related to all academic issues and makes recommendations to the council on all academic issues needing council approval.

Quality Assurance Committee

The Quality Assurance Committee (QAC) is responsible for coordinating all quality assurance activities needing Senate decision and make recommendations to the Senate. The committee also deals with all matters related to the academic curriculum validations and reviews, consequently making approval recommendations to the University Senate.

Directorate of Academic Planning and Quality Assurance (DAP & QA)

DAP & QA is the main Institution responsible for overseeing academic quality in the whole University, Some key responsibilities include:

- Advising the VC on all issues related to Academic planning and Quality assurance.
- Evaluating, monitoring and maintaining all academic quality standards related to teaching, learning and research.
- Facilitating and preparations for quality audits, student evaluation of programmes, courses and Teaching staff, Academic staff evaluations, quality assurance reviews, and coordinating quality surveys.
- Dissemination on a regular basis matters related to quality enhancements to the wider university community.
- Overseeing compliance with regulatory bodies' standards and conducting quality surveys, tracer studies and similar quality control initiatives.
- Perform any other functions related to academic planning and quality assurance as may be assigned from time to time.

CHAPTER FIVE

QA POLICY IMPLEMENTATION

5.1 Implementation Strategies;

The University's Quality Assurance Directorate shall apply several strategies and instrument to ensure implementation of the policy. Key instruments and strategies include:

- Alumni surveys through tracer studies
- Academic Staff –evaluations
- Institutional Quality Audits
- Internal Programme reviews and validations
- Quality Assurance Improvement plans

5.2. Quality Monitoring and Assessment

The Quality Assurance Directorate has specified minimum standards and general guidelines on quality monitoring and evaluation. Specific procedures are not included in this policy. Hence when this specific procedures are put in place and approved, they shall form an integral part of this policy document. Monitoring and assessment of Procedures, Processes and quality practices within the University shall be guided by objective criteria, verifiable data and other forms of hard evidence.

5.3 Effective feedback mechanisms

Feedback from both Staff and Students forms a crucial element of the University quality assurance strategy. Feedbacks are the bases for key information about quality monitoring processes. Feedback may be obtained through various mechanisms including:

- Faculty meetings
- Evaluations of staff and programmes
- Questionnaires about validation of specific events
- Committees and workshops
- Consultation exercises about specific projects.

5.4 Revisions and Policy Amendments

This document shall be subject to periodic reviews. Changes to this document will be subject to approval by the Senate. For example should any policy provision be outdated or need change due to environment, regulatory bodies or market forces, such changes need to be made and be approved by the Senate. Hence the policy provisions shall become valid upon approval and remain so until revoked by the approving authority. Review of the overall Quality assurance policy is mandatory after every five years,

5.5 Involvement and Ownership

All University staff and students have an obligation and responsibility to be fully involved in the quality assurance processes and enhancement of their own work. Therefore, both university staff and students must acquaint themselves with this policy and the quality assurance practices of the University. The University advocates professional development to all, and quality is inherent to anything done professionally.

CHAPTER 6

PROHIBITED CONDUCT UNDER THIS POLICY

The following provisions describe conduct prohibited under this policy.

6.1 Academic dishonesty – students perspective

Academic dishonesty consist of any deliberate attempt to fabricate or otherwise tamper with data, information or records or any other material that may be relevant to the students participation in any course programme, laboratory or any academic exercise or functions. Specific examples of academic dishonest include;

- (a) **Cheating** : which refers to any activity that is intended to gain unfair academic advantage through for example copying answers, data or other information(or allowing others to do so) during any form of academic assessment – examination, tests, quiz, laboratory experiment or any academic exercise in which the student is not expressly permitted to work jointly with others.

- (b) **Plagiarism:** referring to deliberately presenting work, words, ideas, theories etc. derived in whole or part from a source external to the student as though they are the students own work.
- (c) **Back riding:** referring to attempting to falsify attendance records, graded exercises or any document, intended to excuse a student from participating in any academic exercise.

6.2. Academic dishonesty – Lectures’ perspective

Academic staff likewise are advised to refrain from academic dishonesty in different forms stated above. From the academic staff perspective, specific examples may be:

- (a) **Tampering with student grades** or allocating a student a grade he/she does not deserve whether deliberate or by material gain inducement or violating academic integrity through leaking tests, examinations or any

form of academic assessment or by way of undeclared conflict of interest with the student..

(b) Plagiarism

(c) **Exercising un-professional conduct** contrary to academic ethics or engaging in any un-professional done activity, e.g. Sub-standard teaching or setting of exams setting.

ANNEX - 1

Guidelines for Programmes and Courses

1. Introduction:

This annex offers guidelines on the key steps of consideration when reviewing, designing and developing new programmes and courses. All proposals of major and minor programmes and course reviews shall be the responsibility of DVC-Academics, Faculty review committees responsible considering proposals and the quality assurance committee which shall make recommendations to the Senate.. Major reviews shall begin only after Senate approval. The Quality Assurance office (DQA) shall coordinate the review process and ascertain that all reviews comply with the university guidelines and review template.

This guideline document highlights areas of concern covering: rationale, demand, risk analysis, eligibility criteria, programme structure and design, Cost and resource implications.

2. Objectives:

The key objectives of these guidelines are:

- (i) To provide basic knowledge necessary in programme review, design, development and withdrawal.

- (ii) To familiarize with the programme review process as aligned with the requirements of the regulatory bodies: AAA/TCU and NACTE.
- (iii) To serve as a quality assurance instrument of monitoring the programmes review process.

3. Programme Review Process

A programme has two approaches to review: a major review and a minor review. A major review is mandatory after every 5 years. A minor review can be taken annually but is mandatory every 3 years. A major review results into major changes to the programme and may result into a complete design of a new programme. Minor review result into continuous improvements and minor changes to the programme. In consultation with DVC-A, the faculty Deans may triggers a list of programmes to be reviewed and recommend the order of their priority. Programme review shall feature both qualitative and quantitative analysis.. Quantitative analysis shall consist of gathering and analyzing numerical data to support the programme. These data shall be collected from both internal and external sources. Qualitative analysis may include university self-evaluation reports and other similar reports.

The programme review process shall evaluate 6 aspects of a programme:

- Quality
 - Resources supporting the programme
 - Contribution of the programme to the UOA Vision, Mission and Strategy.
 - Adaptability
 - Recognition of qualification and
 - Marketability.
- Faculty programme /course review and validation panels shall be responsible for this procedure.

4. Programme Approval

Approval of all programmes and courses must be obtained before they are advertised and marketed. The final approval of all programmes and courses shall be the Senate. All proposals sent for approval must comply with the university policies and practices with regards to credit rating, teaching,, learning and assessment practices, regulatory bodies guidelines and university strategic plan.

Approvals are of 3 types:

- Introduction of a new programme or course
- Changes or amendments to an existing programme or course
- Withdrawal of a programme or course.

In all 3 cases, the Directorate of Academic planning and Quality Assurance shall be consulted. This will provide

an opportunity for any quality assurance issues and regulatory bodies' issues to be resolved in advance

5. General considerations

Rationale:

- Explain what motivated the proposal, to set the basis and justification of the proposal.
Include:
 - Likely market for the proposed programme i.e. who are the likely prospective students? What are the likely market –driven needs?
 - Survey similar programmes offered in the market to establish the gap to filled by the proposed programme
 - List the positive implications and values as a result of introducing and running the programme.
 - Check out related programmes and courses and show what is unique about the proposed programme.
 - Justify availability of university resources to support and sustain the programme: (academic staff, infrastructure, facilities, library and other resources)
 - If the programme has project work or work placement, justify adequacy of monitoring and supervision.

6. Specific Considerations

- All proposed programmes must share the university vision, mission and comply with the requirements of regulatory bodies.(i.e. AAA/ TCU and NACTE templates and frameworks)
- All programmes must comply with set UOA guidelines and programme specifications template. The DAPQA shall advise on these guidelines as well guidelines of regulatory bodies.
- Ensure that the programme objectives and Learning outcomes (LO's) are well constructed and that these can be assessed by the indicated instruments of assessment. Give time to work out a good name for the programme, good objectives and learning outcomes.
- Balancing of academic –theoretical and practical elements of the programme is essential. Considerations should be given to academic outcomes and determination of breadth and depth of the course material to be included in the programme.

7. New Programmes Introduction

- New programmes are designed due to various reasons including labour market demands or demands by relevant bodies. As such it is important

to capture all stakeholders' inputs through stakeholder's workshops or through other mechanisms before the design of new programmes.

- All new programme proposals should comply with templates set by the regulatory bodies: i.e. TCU Framework and New curriculum template or NACTE guidelines for curriculum development and implementation.
- All new programmes must be planned such that they are to be completed at least 6 months before the commencement of a new academic year, to enable sufficient time for validation and approval by regulatory bodies: AAA/TCU/NACTE
- The procedure for accepting new proposals must comply by filling a designed form for programme review (form **UOA-PR-1**). This forms will be used also to monitor progress of the design and development process. These forms are available at each faculty.

8. Programme Changes

- Programme improvement and changes are triggered by developments in the subject area over time, inputs from the external environment eg tracer studies and many similar developments.

Annual/periodic or the three year mandatory reviews encourage faculties to ascertain whether changes are necessary to accommodate new needs or whether the programme is still responsive to market demands and its initial objectives.

- Changes are considered major when:
 - Learning outcomes are altered
 - Assessment criteria is altered
 - new entities e.g. field work or practical work is introduced
 - significant changes to programme structure and course contents are made
 - Changes to core and supporting courses
 - changes to mode of delivery e.g. from full-time to evening or on-line. Learning mode
- In case where changes affect continuing students e.g. change of course name, content or assessment instruments, this mandates consultation with continuing students.
- As with new programmes, all major changes must comply with the requirements of the regulatory bodies and must also undergo formal approval process by the Senate.
- A programme/course change request form (**UOA-PR-2**) must be completed and this form will also be used to monitor the change process.

9. Programme course withdrawal

- Programmes which are not offered or no longer relevant to market needs are withdrawn.
- A withdrawal of a programme must be request by a form (**UOA-PR-3**) and withdrawal must be justified by a report to enable a Senate decision to be reached. This withdrawal form will also be used to keep the programme withdrawal records and future references.

10. Expiry of Approval

- New programme/course introduction approvals not implemented within five years will require to undergo new approval procedures,
- Programme/course changes not implemented within three years will also need to undergo a new approval procedure.

Appendix -1 :

PROPOSAL FOR NEW PROGRAMME INTRODUCTION (Form UOA-PR-1)

The following minimum information must be submitted with the New Programme Introduction request to facilitate the Senate reach an informed decision.

1. Title of the program and request date.
2. Faculty: and programme designers
3. State New programme aims and objectives
4. Brief programme structure (course comprising the programme)
5. Rationale for Introduction of the New Programme; (State why?)
6. Provide programme eligibility criteria, expected demand and value to the university (Eligible student's criteria and anticipated student demand gap the programme fills, including positive implications of running the programme.)
7. State lost opportunities if programme /course not approved.
8. Provide programme feasibility and impact information (estimates of financial /material and other resource requirements)

9. Provide stakeholders inputs.(Opinion of stakeholders)
10. Programme Appraisal and Monitoring (state how the programme should be monitored for effectiveness and tracking the programmes impact)

Appendix -2 :

PROPOSAL FOR EXISTING PROGRAMME REVIEW (Form UOA-PR-2)

The following minimum information must be submitted with the Existing Programme Review request to facilitate the Senate reach an informed decision.

1. Title of the programme/course: and request date.
2. Faculty:
3. State existing programme review aims and objectives
4. Summary of anticipated changes (e.g. title/credits/modules/assessment instruments etc.)
5. Rationale for existing programme changes; (State why e.g. annual/mandatory reviews?)
6. Provide impact of programme changes (impact on finances/timetabling/resources/ implications to other existing programmes, if any)
7. State lost opportunities if programme /course changes are not approved.

8. Provide timing of proposed changes (when should they be implemented)
9. State. If any stakeholders have been consulted.
10. State how the programme changes should be monitored for effectiveness and tracking the programmes impact)

Appendix -3 :

PROPOSAL FOR PROGRAMME WITHDRAWAL (Form UOA-PR-3)

The following minimum information must be submitted with the existing Programme withdrawal request to facilitate the Senate reach an informed decision.

1. Title of the programme/course: and request date.
2. Faculty:
3. State original programme/course aims and objectives
4. List other departments associated with the programme
5. State reasons for withdrawal (State why?)
6. Provide impact of programme withdrawal (impact on finances/timetabling/resources/ implications to other existing programmes, if any)
7. State lost opportunities if programme /course withdrawal is not approved.
8. Provide timing of programme withdrawal (when should withdrawal be implemented)
9. State. If any student are affected and what arrangement are put in place for them..
10. State those who were consulted on the programme withdrawal (internally and externally)