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**African Quality Rating Mechanism (AQRM) Survey Questionnaire**

 **REVISED VERSION January 2014**

**Table of Contents**

[Introduction 3](#_Toc91108)

[1. African Quality Rating Mechanism (AQRM) SURVEY QUESTIONNAIRE 4](#_Toc91109)

[1.1 INSTITUTION’S GENERAL INFORMATION 4](#_Toc91110)

[1.2 INSTITUTIONAL PROFILE 5](#_Toc91111)

[1.3 STUDENT PROFILE 6](#_Toc91112)

[1.4 FACILITIES 8](#_Toc91113)

[1.5 FACULTY / STAFF PROFILE 9](#_Toc91114)

[1.6 GOVERNANCE AND MANAGEMENT 11](#_Toc91115)

[1.7 TEACHING AND LEARNING 13](#_Toc91116)

[1.8 LINKAGE WITH THE INDUSTRY SECTOR 15](#_Toc91117)

[1.9 RESEARCH AND COMMUNITY OUTREACH 16](#_Toc91118)

[1.10 INTERNATIONALIZATION 19](#_Toc91119)

[1.11 RATING OF BEST THREE DEPARTMENTS /SUBJECT AREAS 20](#_Toc91120)

[2. Self-Rating at Institutional Level 21](#_Toc91121)

[2.1. GOVERNANCE AND MANAGEMENT 21](#_Toc91122)

[2.2 INFRASTRUCTURE 23](#_Toc91123)

[2.3 FINANCE 25](#_Toc91124)

[2.4 TEACHING AND LEARNING 27](#_Toc91125)

[2.5 RESEARCH, PUBLICATION AND INNOVATION 29](#_Toc91126)

[2.6 COMMUNITY/SOCIETAL ENGAGEMENT 31](#_Toc91127)

[2.7 RATING SUMMARY AT INSTITUTIONAL LEVEL 33](#_Toc91128)

[3. Self-Rating at Programme Level 34](#_Toc91129)

[3.1 PROGRAMME PLANNING AND MANAGEMENT 34](#_Toc91130)

[3.2 CURRICULUM DEVLOPMENT 36](#_Toc91131)

[3.3 TEACHING AND LEARNING 38](#_Toc91132)

[3.4 ASSESSMENT 40](#_Toc91133)

[3.5 PROGRAMME RESULTS 42](#_Toc91134)

[3.6 RATING SUMMARY AT PROGRAMME LEVEL 44](#_Toc91135)

**Introduction**

Quality assurance of higher education institutions is one core area for revitalizing higher education and research in Africa. The Commission of the African Union therefore spearheaded the development of an African Quality Rating Mechanism (AQRM) to establish an African system that will ensure the performance of higher education institutions can be compared against a set of common criteria and to help the institutions carry out self-evaluation exercises to support the development of institutional cultures of quality. A pilot self-rating exercise was conducted in 2010 where 32 institutions participated.

Based on the experience and feedback gained from the pilot survey, the Commission of the African Union in collaboration with the Association of African Universities developed this revised version of the AQRM questionnaire and rating instrument. It is expected that African higher education institutions will take ownership of their own quality assurance processes and use this AQRM questionnaire as one means of supporting continuous quality improvements and as a tool for strategic planning in quality assurance.

For selected Universities, the self-rating of the institutions will be validated by international external reviewers through site visits to the respective universities. The outcome of the AQRM exercise will be published and disseminated to various stakeholders of the academic community. Participating universities are advised to urgently start the AQRM survey so that it will be finalized on due time for the evaluation of external reviewers. Completed questionnaire and self-rating are to be submitted **on or before 15th February 2017**.

It is important that each question is answered carefully so that the information provided reflects the situation in your institution and programmes as accurately as possible.

# African Quality Rating Mechanism (AQRM) SURVEY QUESTIONNAIRE

|  |
| --- |
| **Contact Person for this survey** **Name:** **Position:** **Department:** **Mailing address:** **E-mail:** **Phone (including country code):**   |

## INSTITUTION’S GENERAL INFORMATION

 **Q1. Name of institution in the original language**

**Q2. Name of institution in English**

 **Q3. Acronym by which the institution is known**

 **Q4. Country in which institution is located**

 **Q5. Year of establishment of the institution**

 **Q6. The date (month/year) your institution was first formally accredited**

 **Q7. Institution’s web address**

## INSTITUTIONAL PROFILE

**Q8. Which of the following fits the type of your institution?**

|  |  |
| --- | --- |
|  **Status**  | **(Mark ‘X’ as appropriate)**  |
| Public  |   |
| Private but not for profit  |   |
| Private for profit  |   |
| Other (specify)  |   |

**Q9. At what levels are academic programmes offered by your institution?**

|  |  |
| --- | --- |
|  **Levels**  | **(Mark ‘X’ as appropriate)**  |
| Undergraduate  |   |
| Masters  |   |
| Doctorate  |   |
| Post Doctorate  |   |
| Others (Please specify)  |   |

 **Q10. How many colleges, faculties, schools, institutes, and departments has your institution?**

|  |  |
| --- | --- |
|  **Types**  | **(Please state the appropriate number)**  |
| Colleges  |   |
| Faculties  |   |
| Schools  |   |
| Institutes  |   |
| Departments  |   |
| Other distinct units/specify  |   |

**Q11. What is the thematic focus of your institution?**

|  |  |
| --- | --- |
|  **Thematic Focus**  | **(Mark ‘X’ as appropriate)**  |
| Science and Technology  |   |
| Management and Business Administration  |   |
| Arts, Languages and Humanities  |   |
| Agriculture  |   |
| Medicine  |   |
| Other (Specify)……………………………………….  |   |

## STUDENT PROFILE

**Q12. What is the total current number of full-time and part-time students enrolled in your institution?**

|  |  |  |  |
| --- | --- | --- | --- |
|  **Degree Type**  | **Number of Male Students**  | **Number of** **Female Students**  | **Total Number**  |
| Bachelors Full-time  |  |  |  |
| Bachelors part-time  |  |  |  |
| Masters full-time  |  |  |  |
| Masters part-time  |  |  |  |
| Doctorate full time  |  |  |  |
| Doctorate part time  |  |  |  |
| Others  |  |  |  |
| **Total**  |  |  |  |

**Q13. What is the age distribution of students in your institution?**

|  |  |  |
| --- | --- | --- |
|  **Age Range (years)**  | **Male (%)**  | **Female (%)**  |
| Under 18  |   |   |
| 18 - 25  |   |   |
| 26 - 35  |   |   |
| 36 - 50  |   |   |
| 51 and above  |   |   |

**Q14. Do you charge tuition fees in your institution and if yes how much do you charge for the following categories of students on average?**

|  |  |  |
| --- | --- | --- |
|   | **YES / NO**  | **Amount (US$)**  |
| **Under Graduate**  | **Post-Graduate**  |
| All domestic students  |   |   |   |
| Some domestic students  |   |   |   |
| International Students  |   |   |   |
| Others (Please specify)  |   |   |   |

**Q15. Which of the following criteria are used for admission decisions in your Institution?**

|  |  |
| --- | --- |
|  **Criteria**  | **(Mark ‘X’ as appropriate)**  |
| Performance on your institution’s standardized tests  |   |
| Performance on national exams (e.g. Baccalaureate, A level etc.)  |   |
| Cumulative high school grade average  |   |
| Others (Please specify)  |   |

**Q16. What student services are offered by your Institution?**

|  |  |
| --- | --- |
|  **Service Type**  | **Mark X for those offered**  |
| **On Campus**  | **Off Campus**  |
| Students Guidance and Counseling  |   |   |
| **Service Type**  | **Mark X for those offered**  |
| **On Campus**  | **Off Campus**  |
| Student Loans Scheme  |   |   |
| Scholarship and Bursary schemes  |   |   |
| Canteens/Restaurants  |   |   |
| On-Campus Residence  |   |   |
| Organized Private Students Residence  |   |   |
| Book Shop  |   |   |
| Digital Library  |   |   |
| Library  |   |   |
| International Students Office  |   |   |
| HIV/ Aids Counseling  |   |   |
| Religious Chaplaincy  |   |   |
| Others (Please specify)  |   |   |

**Q17. What proportion of students in your institution receives needs-based government or other financial assistance?**

|  |  |
| --- | --- |
| **Type of Assistance**  | **Proportion (%)**  |
| **Government Source**  | **Other Source**  |
| Full Scholarship/Bursary  |   |   |
| Partial Scholarship/Bursary  |   |   |
| Loan  |   |   |
| Others (Please specify)  |   |   |

## FACILITIES

**Q18. How do you rate the condition of the following facilities in your institution? (Mark ‘X’ as appropriate)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|   | **Excellent**  | **Good**  | **Satisfactory**  | **Insufficient**  | **Poor**  |
| Science laboratories  |   |   |   |   |   |
| Language Laboratories  |   |   |   |   |   |
| Students Hostels  |   |   |   |   |   |
| Staff Offices  |   |   |   |   |   |
| Sports and Recreational Facilities  |   |   |   |   |   |
| Others (specify)  |   |   |   |   |   |

**Q19. How would you rate the sufficiency of the following library and information resources available in your institution? (Mark X as appropriate)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|   | **Excellent**  | **Good**  | **Satisfactory**  | **Insufficient**  | **Poor**  |
| Journals /periodicals  |   |   |   |   |   |
| Textbooks  |   |   |   |   |   |
| Reference Materials  |   |   |   |   |   |
| Internet access/ connectivity  |   |   |   |   |   |
| Study space  |   |   |   |   |   |
| Others (Specify)  |   |   |   |   |   |

**Q20. What is your assessment of the e-learning services available in your institution? (Specify)**

|  |  |
| --- | --- |
|   | **Mark ‘X’ against**  |
| None  |   |
| Poor  |   |
| Insufficient  |   |
| Satisfactory  |   |
| Good  |   |
| Excellent  |   |

## FACULTY / STAFF PROFILE

**Q21. State the number of your academic staff by qualification and gender**

|  |  |  |  |
| --- | --- | --- | --- |
|  **Rank**  | **Male**  | **Female**  | **Total**  |
| PhD  |   |   |   |
| Masters  |   |   |   |
| Bachelors  |   |   |   |
| Diploma  |   |   |   |
| Other (specify)  |   |   |   |
| Total  |   |   |   |

**Q22. Approximately what proportion of the regular staff hold PhD?**

|  |  |
| --- | --- |
| Less than 25%   | 25 – 50 %   |
| 51 – 75 %   | More than 75%   |

**Q23. What is the proportion of your academic staff by rank and gender?**

|  |  |  |  |
| --- | --- | --- | --- |
| **Rank**  | **Male**  | **Female**  | **Total**  |
| Professor  |   |   |   |
| Associate Professor  |   |   |   |
| Senior Lecturer  |   |   |   |
| Lecturer  |   |   |   |
| Emeritus Professor  |   |   |   |
| Others (Specify)  |   |   |   |
| Total  |   |   |   |

**Q24. What is the average annual gross salary (in US Dollars) of the following faculty members?**

|  |  |
| --- | --- |
|  **Rank**  | **Average Annual Salary (USD)**  |
| Professor  |   |
| Associate Professor  |   |
| Senior Lecturer  |   |
| Lecturer  |   |
| Assistant Lecturer  |   |
| Teaching Assistant  |   |
| Emeritus Professor  |   |

## GOVERNANCE AND MANAGEMENT

**Q25. Describe the governance structure of your institution?**

 **Q26. How are the Vice Chancellors and Rectors of your institution appointed?**

|  |  |
| --- | --- |
|  | **Mark ‘X’ as applicable**  |
| Appointed by the Government / Proprietor  |  |
| Elected by Governing Council  |  |
| Open competitive process  |  |
| Others (Specify)  |  |

**Q27. How are the Deans of your institution appointed?**

|  |  |
| --- | --- |
|  | **Mark ‘X’ as applicable**  |
| Appointed by the Vice-Chancellor/ Rector  |  |
| Elected by their Peers  |  |
| Through open competitive electioneering  |  |
| Through interview following advertisement  |  |
| Others (Specify)  |  |

**Q28. Does your institution have a policy on the following issues?**

|  |  |  |  |
| --- | --- | --- | --- |
| **Policy Issues**  | **Yes**  | **No**  | **Under preparation**  |
| Distance Education  |   |   |   |
| Quality Assurance  |   |   |   |
| HIV/AIDS  |   |   |   |
| Partnership with Industry  |   |   |   |
| Research  |   |   |   |
| Religious tolerance  |   |   |   |
| Academic Freedom  |   |   |   |
| Staff Recruitment/ Retention/ Promotion  |   |   |   |
| Harmonization of qualifications with other institutions and regions  |   |   |   |
| Students/Staff with disability  |   |   |   |
| Code of Student Conduct  |   |   |   |
| Gender  |   |   |   |
| Sexual harassment  |   |   |   |

 **Q29. Is your institution currently involved in inter-university academic mobility programmes? Indicate thematic areas and number institutions involved**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***No***  | **Name of Programme**  | **Thematic** **Areas of study**  | **Number of African institutions involved**  | **Number of Non-African** **Institutions involved**  |
| 1  |   |   |   |   |
| 2  |   |   |   |   |
| 3  |   |   |   |   |
| 4  |   |   |   |   |
| 5  |   |   |   |   |

## TEACHING AND LEARNING

 **Q30. Which of the following were used for evaluating student performance in your institution over the past three years?**

|  |  |  |
| --- | --- | --- |
|  **TYPE OF ASSESSMENT**  | **FREQUENCY**  | **COMMENTS**  |
| Quiz  |  |  |
| Homework  |  |  |
| Term paper  |  |  |
| Projects  |  |  |
| Mid Term exam  |  |  |
| Final exam  |  |  |
| Industrial attachment  |  |  |
| Others (Specify)  |  |  |

**Q31. What are the percentage student dropout rates over the last three years, for each of the following years of study?**

|  |  |  |  |
| --- | --- | --- | --- |
|  **Year**  | **Male**  | **Female**  | **Total**  |
| **Undergraduate programme**  |  |  |
| 1st year  |   |   |   |
| 2nd year  |   |   |   |
| 3rd year  |   |   |   |
| **Masters programme**  |  |  |
| 1st year  |   |   |   |
| 2nd year  |   |   |   |
| **PhD Programme**  |  |  |
| 1st year  |   |   |   |
| 2nd year  |   |   |   |
| 3rd year  |   |   |   |

**Q32. Does your institution facilitate evaluation by students of the teaching, research facilities, and university management?**  YES  NO

**Q33. If yes, what does your institution do with the outcomes of the evaluations? Please describe.**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q34. Who designs or has authority to review curriculum in your institution?**

|  |  |
| --- | --- |
|  | **Mark ‘X’ against the correct option**  |
| Any academic staff member, on his / her own  |  |
| Curriculum Committee set up by the Faculty Board and or Senate, and made up of academics only.  |  |
| Curriculum committees including representatives of business and industry  |  |
| Curriculum specialists only  |  |
| Vice Chancellor and Deans  |  |
| Others (Specify)  |  |

 **Q35. Which of the following is/are true of the Curriculum of most of the programmes in your institutions?**

|  |  |
| --- | --- |
|  | **Mark ‘X’ as appropriate**  |
| African -centred  |  |
| Patterned after other African University  |  |
| Patterned after other non-African University  |  |
| Outcome Based learning  |  |
| Subject specific competences emphasized  |  |
| Generic competences or transferable skills emphasized  |  |
| Promotes Student Learning , rather than staff- |  |
| centred teaching  |  |
| Other important characteristics (Specify)  |   |

**Q36. Which of the following trans-disciplinary/ cross-cutting areas are covered in the curriculum in your institution?** (Rate from 1 = Weak to 5 = Very Strong for each)

|  |  |  |
| --- | --- | --- |
|  **Subject areas**  | **Rating**  | **Comments**  |
| Critical thinking  |  |  |
| Independent learning  |  |  |
| High order argumentation  |  |  |
| Internationalization  |  |  |
| Tolerance  |  |  |
| African History  |  |  |
| African Integration  |  |  |
| Pan Africanism  |  |  |
| Sustainable development  |  |  |
| Gender sensitivity  |  |  |
| National development  |  |  |
| Others (Specify)  |  |  |

## LINKAGE WITH THE INDUSTRY SECTOR

 **Q37. How would you rate the sufficiency of the following linkages with the industry sector in your institution? (Mark X as appropriate)**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|   | **Excellent**  | **Good**  | **Satisfactory**  | **Insufficient**  | **Poor**  |
| Responsiveness of curricula to industry and employers’ participation in curriculum design  |   |   |   |   |   |
| Industrial placements and practical trainings for students  |   |   |   |   |   |
| Links between the  |   |   |   |   |   |
|  | **Excellent**  | **Good**  | **Satisfactory**  | **Insufficient**  | **Poor**  |
| institution & potential employers to facilitate graduate employment  |  |  |  |  |  |
| Data availability on graduation output and employment rate  |   |   |   |   |   |
| Tracer studies/ survey of graduates and their employers  |   |   |   |   |   |
| Collaborative research undertakings to solve industrial problems  |   |   |   |   |   |

## RESEARCH AND COMMUNITY OUTREACH

**Q38. What proportion of your institution’s faculty members are actively involved in research activities, and what proportion of these research activities are relevant to national development?**

|  |  |
| --- | --- |
|  | **(Mark ‘X’ as appropriate)**  |
| **Proportion of staff involved in research**  | **Proportion of staff research relevant to development**  |
| 100%  |  |  |
| 75%  |  |  |
| 50%  |  |  |
| 25%  |  |  |
| Below 25%  |  |  |
| **Explanatory Remark:** Research that would be undertaken merely for publication purpose in a reputable journal and with little regard to development needs is considered to be not relevant.  |

 **Q39. Indicate the number of patents, books and articles in academic journals published by staff in your institution over the past three years?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  **Year**  | **Number of Patents**  | **Number of Books**  | **Number of academic articles in**  | **No record (Mark ‘X’ where applicable)**  |
|  |  |  | **journals**  |  |
|   |   |   |   |   |

**Q40. What number of your institution’s staff members received national and international research awards over the past three years?**

|  |  |  |
| --- | --- | --- |
|  **Year**  | **Number of national awards**  | **Number of International Awards**  |
| **African**  | **Non-African**  |
|   |   |   |   |

**Q41. What is the total number and amount of research grants in your institution over the last three years?**

|  |  |  |  |
| --- | --- | --- | --- |
|  **Year**  |  | **Number of Research Grants**  | **Amount in US Dollars**  |
|   | National grants  |   |   |
| Foreign grants  |   |   |
|   | National grants  |   |   |
| Foreign grants  |   |   |
|   | National grants  |   |   |
| Foreign grants  |   |   |

**Q42. What is the total annual budget allocated to research in your institution, in the past 3 years? (In US Dollars)**

|  |  |
| --- | --- |
|  **Year**  | **Amount ( In US Dollars)**  |
|  |  |

**Q43. In what type of geographic community is your institution located? (Please tick all that is applicable)**

|  |  |
| --- | --- |
|  **Type**  | **Mark ‘X’ as appropriate**  |
| Urban  |   |
| Rural  |   |
| Peri-urban  |   |
| Diverse  |   |
| Other (specify)  |   |

**Q44. How many community outreach programmes did your institution run over the past three years?**

|  |  |
| --- | --- |
|  **Year**  | **Number of programmes**  |
|   |   |

**Q45. What are the main sources of funding currently available at your institution?**

|  |  |  |
| --- | --- | --- |
|  | **(Mark ‘X’ as appropriate)**  | **Percentage contribution to your total annual funding**  |
| Public / Government  |  |  |
| Private  |  |  |
| Students School fees  |  |  |
| Foreign support  |  |  |
| Other source (specify)  |  |  |

## INTERNATIONALIZATION

**Q46. Does your institution have an International Office?**  YES  NO

 If the answer is YES, which of the following describe the objectives of the office?

1. Promoting international cooperation
2. Enhancing Intra-Africa mobility of students and staff
3. Managing the welfare and other needs of International Students

 **Q47. How many international students does your institution have? What percentage of the total is that?**

* From countries in your Geographic region
* From African countries outside your geographic region
* From outside Africa

**Q48. How many international academic staff does your institution have?**

**Full-Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Part-Time: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

## RATING OF BEST THREE DEPARTMENTS /SUBJECT AREAS

 **Q49. How many Departments/Subject areas has your institution?**

Specify the number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Q50. List the best three Departments/Subject areas in your institution**

|  |  |
| --- | --- |
|   | **Department/Subject Area**  |
| **1st**  |  |
| **2nd**  |  |
| **3rd**  |  |
|  **Explanatory Remark:** Use the following eleven criteria to identify the best three Departments/Subject areas in your institution

|  |  |
| --- | --- |
| 1. Programme Planning & Management
2. Staff Characteristics
3. Student Support Services
4. Curriculum Development
5. Teaching and Learning
 | 1. Assessment of Students
2. Graduate Output
3. Research Output
4. Engagement with Community
5. Quality Assurance Practices
6. External Recognition
 |

 |

# Self-Rating at Institutional Level

## GOVERNANCE AND MANAGEMENT

|  |
| --- |
| Rate the Governance and Management of your institution on the basis of the following standards by assigning an assessment value (0, 1, 2, 3, or 4)  0 = POOR 1 = INSUFFICIENT 2 = SATISFACTORY  3 = GOOD 4 = EXCELLENT  |
| **Reference Number**  | **Standards for Quality Rating**  | **Assessment** **Value**  |
| 1.1  | The institution has a clearly stated vision, mission, and values with specific goals and priorities.  |   |
| 1.2  | The institution has specific strategies in place for monitoring achievement of institutional goals and identifying problem areas.  |   |
| 1.3  | Clear accountability structures for responsible officers are in place.  |   |
| 1.4  | Where appropriate, staff, students and external stakeholders are represented in governance structures. Governance structures are representative in terms of gender.  |   |
| 1.5  | The institution has developed quality assurance policies and procedures.  |   |
| 1.6  | Appropriate mechanisms are in place to evaluate staff in line with performance agreements with relevant authorities.  |   |
| 1.7  | The institution has put a management information system in place to manage student and staff data, and to track student performance.  |   |
| 1.8  | The institution has specific policies in place to ensure and support diversity of staff and students, in particular representation of women and the disabled.  |   |
| 1.9  | The institution has a policy and standard procedures in place to ensure staff and student welfare.  |   |
| Total Assessment Value  |   |
| Aggregated Value = Total Assessment Value =  9  |

### GOVERNANCE AND MANAGEMENT

**Summary of Strengths and Areas for Improvement**

 **Strengths identified:**

 **Areas for improvement identified:**

**Recommendations:**

## INFRASTRUCTURE

|  |
| --- |
| Rate the Infrastructure of your institution on the basis of the following standards by assigning an assessment value (0, 1, 2, 3, or 4)  0 = POOR 1 = INSUFFICIENT 2 = SATISFACTORY  3 = GOOD 4 = EXCELLENT  |
| **Reference** **Point**  | **Standard for Quality Rating**  | **Assessment** **Value**  |
| 2.1  | The institution has sufficient lecturing spaces to accommodate student numbers taking the institutional mode of delivery into account.  |   |
| 2.2  | The institution provides sufficient learning/studying space for students including access to electronic learning resources, as required for the institutional mode of delivery.  |   |
| 2.3  | Academic and Administrative Staff have access to computer resources and the internet.  |   |
| 2.4  | Students have access to computer resources and the internet at a level appropriate to the demands of the institutional mode of delivery.  |   |
| 2.5  | The institution has sufficient laboratory facilities to accommodate students in science programmes, taking institutional mode of delivery into account.  |   |
| 2.6  | Laboratory equipment is up to date and well maintained.  |   |
| 2.7  | The institution invests in maintaining an up to date library to support academic learning and ensures that appropriate access mechanisms are available depending on the mode of delivery.  |   |
| 2.8  | The institution makes provision for managing and maintaining utilities and ensuring that appropriate safety measures are in place.  |   |
| Total Assessment Value  |   |
| Aggregated Value = Total Assessment Value =  8  |

### INFRASTRUCTURE

## FINANCE

|  |
| --- |
|  Rate the Finance of your institution on the basis of the following standards by assigning an assessment value (0, 1, 2, 3, or 4)  0 = POOR 1 = INSUFFICIENT 2 = SATISFACTORY  3 = GOOD 4 = EXCELLENT  |
| **Reference** **Point**  | **Standard for Quality Rating**  | **Assessment** **Value**  |
| 3.1  | The institution has access to sufficient financial resources to achieve its goals in line with its budget and student unit cost.  |   |
| 3.2  | The institution has procedures in place to attract funding, including from industry and the corporate sector.  |   |
| 3.3  | Clearly specified budgetary procedures are in place to ensure allocation of resources reflects the vision, mission and goals of the institution.  |   |
| 3.4  | The institution provides financial support to deserving students (institutional bursaries and/or scholarships).  |   |
| 3.5  | Information about financial aid and criteria for its allocation is provided to students and other stakeholders.  |   |
| 3.6  | The institution publishes income and expenditure statements.  |   |
| Total Assessment Value  |   |
| Aggregated Value = Total Assessment Value =  6  |

### FINANCE

## TEACHING AND LEARNING

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| --- |
|  Rate the Teaching and Learning of your institution on the basis of the following standards by assigning an assessment value (0, 1, 2, 3, or 4)  0 = POOR 1 = INSUFFICIENT 2 = SATISFACTORY  3 = GOOD 4 = EXCELLENT  |
| **Reference** **Point**  | **Standard for Quality Rating**  | **Assessment** **Value**  |
| 4.1  | The institution encourages and rewards teaching and learning innovation.  |   |
| 4.2  | The institution has procedures in place to support the induction to teaching, pedagogy, counseling and the upgrading of staff teaching and learning skills through continuing education and lifelong learning.  |   |
| 4.3  | Students have sufficient opportunity to engage with staff members in small groups, individually or via electronic platforms.  |   |
| 4.4  | Student: staff ratios and academic staff average workloads are in line with acceptable norms for the particular mode of delivery, and are such that the necessary student feedback can be provided.  |   |
| 4.5  | The institution has policies/procedures in place to inform the development, implementation and assessment of programmes offered by the institution and these policies take account the contribution of higher education to socio-economic development.  |   |
| 4.6  | The institution has developed a policy or criteria for staff recruitment, deployment, development, succession planning and a system of mentorship and/or apprenticeship.  |   |
| 4.7  | Student support services, including academic support and required counseling services are  |   |
|  | provided, in line with the institutional mode of delivery.  |  |
| 4.8  | The institution has mechanisms in place to support students to become independent learners, in line with the institutional mode of delivery.  |   |
| 4.9  | The institution has a devoted office to promote international cooperation and enhance Intra-Africa mobility of students and staff.  |   |
| Total Assessment Value  |   |
| Aggregated Value = Total Assessment Value =  9  |

### TEACHING AND LEARNING

## RESEARCH, PUBLICATION AND INNOVATION

|  |
| --- |
| Rate the Research, Publication, and Innovations of your institution on the basis of the following standards by assigning an assessment value (0, 1, 2, 3, or 4)  0 = POOR 1 = INSUFFICIENT 2 = SATISFACTORY  3 = GOOD 4 = EXCELLENT  |
| **Reference** **Point**  | **Standard for Quality Rating**  | **Assessment** **Value**  |
| 5.1  | The Institution has a research policy and publications policy, strategy and agenda. The research policy includes a focus on research supporting African socio-economic development, among others.  |   |
| 5.2  | The institution has a policy and/or strategy on Innovation, Intellectual Property Ownership and Technology Foresight.  |   |
| 5.3  | The institution has demonstrated success in attracting research grants from national or international sources and in partnership with industry.  |   |
| 5.4  | The institution has procedures in place to support academic staff to develop and enhance their research skills, including collaborative research and publication.  |   |
| 5.5  | Staff and students publish their research in accredited academic journals and apply for patents (where relevant).  |   |
| 5.6  | Researchers are encouraged and supported to present their research at national and international conferences.  |   |
| 5.7  | Researchers are encouraged and facilitated, using Research and Development budget, to engage in research relevant to the resolution of African problems and the creation of economic and  |   |
|  | development opportunities.  |  |
| 5.8  | The institution encourages and rewards research whose results are used by society  |   |
| 5.9  | The institution has a mechanism for partnership with industry, including attracting resources from industry. The institution receives requests from industry for specific research and training support.  |   |
| 5.10  | The institution has established linkages to promote international joint research and publications  |   |
| Total Assessment Value  |   |
| Aggregated Value = Total Assessment Value =  10  |

**RESEARCH, PUBLICATIONS AND INNOVATIONS**

## COMMUNITY/SOCIETAL ENGAGEMENT

|  |
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| Rate the Community/Societal Engagement of your institution on the basis of the following standards by assigning an assessment value (0, 1, 2, 3, or 4)  0 = POOR 1 = INSUFFICIENT 2 = SATISFACTORY  3 = GOOD 4 = EXCELLENT  |
| **Reference** **Point**  | **Standard for Quality Rating**  | **Assessment** **Value**  |
| 6.1  | The institution has a policy and procedure in place for engaging with the local community or society in general. The community often requests the institution for specific academic/research assistance  |   |
| 6.2  | The institution encourages departments and staff to develop and implement strategies for community engagement.  |   |
| 6.3  | Students are required to engage with communities through their academic work.  |   |
| 6.4  | The institution has forged partnerships with other education sub-sectors to enhance the quality of education in the country and region.  |   |
| 6.5  | The Institution disseminates information on its community engagement activities to the local community.  |   |
| 6.6  | The institution offers relevant short courses to the community/broader society based on identified needs and supporting identified economic opportunities.  |   |
| 6.7  | The institution makes its facilities available (where possible) to the local community in support of community and socio-economic development activities.  |   |
| Total Assessment Value  |   |
| Aggregated Value = Total Assessment Value =  7  |

### COMMUNITY/SOCIETAL ENGAGEMENT

## RATING SUMMARY AT INSTITUTIONAL LEVEL

|  |
| --- |
| **Rating Summary at Institutional Level**  |
| **Major Standard**  | **Aggregated Value**  |
| Governance and Management  |   |
| Infrastructure  |   |
| Finances |   |
| Teaching and Learning  |   |
| Research, Publication and Innovation  |   |
| Societal Engagement  |   |
| **Total**  |  |
| Rating Score = Total Aggregated Value =  6 **Specification of Quality Rating**  Rating score less than 1.0  POOR Quality  Rating score between 1.0 and 1.99  INSUFFICIENT Quality  Rating score between 2.0 and 2.79  SATISFACTORY Quality  Rating score between 2.8 and 3.5  GOOD Quality  Rating score greater than 3.5  EXCELLENT Quality   |
| ***Overall quality at institutional level is rated as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  |

# Self-Rating at Programme Level

**NOTE:**

**Your institution shall rate one programme among the five subject areas listed. In case the institution does not offer any of the listed five programmes, it can choose a different subject.**

**i. Civil Engineering ii. Chemistry iii. Crop Science iv. Medicine**

 **v. Business Management**

## PROGRAMME PLANNING AND MANAGEMENT

|  |
| --- |
| Rate the Programme Planning and Management on the basis of the following standards by assigning an assessment value (0, 1, 2, 3, or 4)  0 = POOR 1 = INSUFFICIENT 2 = SATISFACTORY  3 = GOOD 4 = EXCELLENT  |
| **Reference** **Point**  | **Standard for Quality Rating**  | **Assessment** **Value**  |
| 7.1  | The programme is aligned with the overall institutional mission and vision.  |   |
| 7.2  | The programme meets national accreditation criteria.  |   |
| 7.3  | The institution allocates sufficient resources to support the programme.  |   |
| 7.4  | There is a programme coordinator(s) responsible for managing and ensuring quality of the programme.  |   |
| 7.5  | The mode of delivery takes account of the needs and challenges of all targeted students.  |   |
| 7.6  | Staff teaching on the programme have the appropriate type and level of qualification.  |   |
| 7.7  | The programme is regularly subjected to internal and external review in a participatory manner to reflect developments in the area of study.  |   |
| 7.8  | Programme planning includes a strategy for the use of technology in a manner appropriate to the programme, facilities available, and target students.  |   |
| Total Assessment Value  |   |
| Aggregated Value = Total Assessment Value =  8  |

**PROGRAMME PLANNING AND MANAGEMENT**

## CURRICULUM DEVLOPMENT

|  |
| --- |
| Rate the Curriculum Development at programme level on the basis of the following standards by assigning an assessment value (0, 1, 2, 3, or 4)  0 = POOR 1 = INSUFFICIENT 2 = SATISFACTORY  3 = GOOD 4 = EXCELLENT  |
| **Reference** **Point**  | **Standard for Quality Rating**  | **Assessment** **Value**  |
| 8.1  | The curriculum clearly specifies target learners and learning outcomes/competencies for each module/course and for the programme as a whole.  |   |
| 8.2  | The curriculum is regularly updated to take account of new knowledge and learning needs to support African development.  |   |
| 8.3  | Modules/courses are coherently planned and provide a sequenced learning pathway for students towards attainment of a qualification.  |   |
| 8.4  | The curriculum includes an appropriate balance of theoretical, practical and experiential knowledge and skills (where applicable) as well as core and elective areas  |   |
| 8.5  | The curriculum has been developed to maximize student career pathways, opportunities for articulation with other relevant qualifications, and employment prospects.  |   |
| 8.6  | Curriculum development has been informed by thorough research and consultation with relevant stakeholders including public sector planners, industry and other employers  |   |
| 8.7  | The curriculum reflects positive African values, gender sensitivity and the needs of society.  |   |
| Total Assessment Value  |   |
| Aggregated Value = Total Assessment Value =  7  |

### CURRICULUM DEVLOPMENT

## TEACHING AND LEARNING

|  |
| --- |
| Rate the Teaching and Learning at programme level on the basis of the following standards by assigning an assessment value (0, 1, 2, 3, or 4)  0 = POOR 1 = INSUFFICIENT 2 = SATISFACTORY  3 = GOOD 4 = EXCELLENT  |
| **Reference** **Point**  | **Standard for Quality Rating**  | **Assessment** **Value**  |
| 9.1  | Teaching and learning are based on explicit learning outcomes which are consistent with programme and course aims.  |   |
| 9.2  | A clear strategy is in place to identify the learning materials needed to support programme delivery.  |   |
| 9.3  | Learning materials have been clearly presented, include reference to the learning aims and outcomes and an indication of study time.  |   |
| 9.4  | The learning materials have been designed with the purpose of engaging students both intellectually, ethically and practically.  |   |
| 9.5  | Programme review procedures include materials review and improvement.  |   |
| 9.6  | Innovative teaching and learning materials are provided for students.  |   |
| Total Assessment Value  |   |
| Aggregated Value = Total Assessment Value =  6  |

### TEACHING AND LEARNING

## ASSESSMENT

|  |
| --- |
| Rate the Assessment at programme level on the basis of the following standards by assigning an assessment value (0, 1, 2, 3, or 4)  0 = POOR 1 = INSUFFICIENT 2 = SATISFACTORY  3 = GOOD 4 = EXCELLENT  |
| **Reference** **Point**  | **Standard for Quality Rating**  | **Assessment** **Value**  |
| 10.1  | The institution has systems in place for external examiners.  |   |
| 10.2  | Clear information about mode of assessment is provided for all courses/modules making up the programme.  |   |
| 10.3  | Assessment is used as an integral part of the teaching and learning process and seeks to ensure that students have mastered specific outcomes.  |   |
| 10.4  | The level of challenge of assessments is appropriate to the specific programme and targeted students.  |   |
| 10.5  | A variety of assessment methods are used in the programme.  |   |
| 10.6  | Marking procedures ensure consistency and accuracy and the provision of feedback to students.  |   |
| Total Assessment Value  |   |
| Aggregated Value = Total Assessment Value =  6  |

### ASSESSMENT

## PROGRAMME RESULTS

|  |
| --- |
| Rate the Programme Results on the basis of the following standards by assigning an assessment value (0, 1, 2, 3, or 4)  0 = POOR 1 = INSUFFICIENT 2 = SATISFACTORY  3 = GOOD 4 = EXCELLENT  |
| **Reference** **Point**  | **Standard for Quality Rating**  | **Assessment** **Value**  |
| 11.1  | Student progress is monitored throughout the programme and early warning is provided for students at risk.  |   |
| 11.2  | Completion rates per cohort conform to established norms for the subject area and mode of delivery and strategies to increase completion rates are in place.  |   |
| 11.3  | Quality student feedback is provided.  |   |
| 11.4  | Expert peers and/or professional bodies review the relevance and quality of learning achieved by students.  |   |
| 11.5  | There is established linkage with potential employers that facilitate graduate employment.  |   |
| 11.6  | Tracer studies of graduates and their employers are conducted to obtain feedback on achievement of graduates.  |   |
| 11.7  | The programme has an effective research plan with suitable implementation, evaluation and feedback mechanisms.  |   |
| 11.8  | Research and consultancy is undertaken in the subject area to solve industrial problems and support the social and economic development.  |   |
| Total Assessment Value  |   |
| Aggregated Value = Total Assessment Value =  8  |

### PROGRAMME RESULTS

## RATING SUMMARY AT PROGRAMME LEVEL

|  |
| --- |
|  **Rating Summary at Programme Level**  |
| **Major Standard**  | **Aggregated Value**  |
| Programme Planning and Management  |   |
| Curriculum Development  |   |
| Teaching and Learning  |   |
| Assessment  |   |
| Programme Results  |   |
| **Total**  |  |
|  Rating Score = Total Aggregated Value =  5 **Specification of Quality Rating**  Rating score less than 1.0  POOR Quality  Rating score between 1.0 and 1.99  INSUFFICIENT Quality  Rating score between 2.0 and 2.79  SATISFACTORY Quality  Rating score between 2.8 and 3.5  GOOD Quality  Rating score greater than 3.5  EXCELLENT Quality  |
| ***Overall quality at programme level is rated as \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***  |

***Thank you very much for your time and input!!!!!***