



UNIVERSITY OF ZIMBABWE

ACADEMIC QUALITY ASSURANCE SYSTEMS HANDBOOK

Knowledge • Diligence • Integrity

© University of Zimbabwe 2012

All rights reserved. No part of this book may be reproduced in any form or by electronic or mechanical means, including information storage and retrieval systems, without written permission from the publisher, except by a reviewer, who may quote brief passages in a review.

Office of Pro Vice-Chancellor (Academic Affairs)
P.O. Box MP 167
Mt. Pleasant
Harare, Zimbabwe
Email: infor@admin.uz.ac.zw
website: <http://www.uz.ac.zw>

Layout by Dick Masala, University of Zimbabwe Publications

Printed by ???????

Contents

Background	1
Graduate Attributes	1
What to Expect in the Manual	2
 ACADEMIC REGISTRY	 3
Regulations	6
Admissions	7
Registration	11
Examinations	13
 TEACHING AND LEARNING QUALITY ASSURANCE SYSTEMS	 21
Programme Implementation	23
Course Design	25
Integration of Information Communication Technology (ICT) in Teaching and Learning	26
Student Attachment and Industrial Experience	28
Teaching and Learning Methodologies	29
Students' Enrichment Experiences	30
Tutorials	30
Student Assessment and Examinations	31
Student Advisory Systems	34
Research, Teaching and Learning	35
Higher Degrees by Research	35
Educational Resources	38
Research	39
University Feedback Systems	41
 APPENDICES	 43

Background

This manual is a complementary management system to General, Faculty and Programme Regulations that is designed to strengthen the nature and quality of micro systems that have a direct impact on the quality of the graduates from diploma and degree programmes of the University of Zimbabwe (UZ). The UZ is aspiring to develop a graduate academic brand that is competitive locally, regionally and internationally. To achieve that aspiration, through a baseline systems audit survey, it sought the views of its internal stakeholders among them students, academics and administrators on the nature and quality of current systems and how they would like them improved. This survey found consensus among stakeholders that it was necessary to identify, strengthen and document critical processes for teaching and learning and set benchmarks for robust practice that could guarantee the products from diploma and degree programmes. In addition to the findings from the baseline survey, the increasing demands on higher education institutions of learning to meet 21st century expectations for competitiveness, transparency and accountability to both internal and external stakeholders also provided added impetus to develop this manual. The manual, therefore, emerges from reflective practice, aspirations and the desire to be competitive in the 21st century higher education environment.

While the manual is not intended to be prescriptive, it identifies key systems and processes that are necessary to deliver competitive programmes and also sets the minimum standards to ensure and guarantee the quality of the products from the institution. The impact of putting in place such a manual is that the internal users of the systems will apply the systems consistently because there exists a common reference point of practice, continually aspire to exceed the minimum set benchmarks and external holders can judge the university by the high standards it has set for itself or any other standards they may have or expect.

Graduate Attributes

This manual is grounded on the following targetted graduate attributes:

1. Academic Excellence

- Have a strong sense of intellectual integrity and the ethics of scholarship
- Have an in-depth knowledge of their specialist disciplines
- Have a high level of achievement in writing generic research, problem solving and communication.
- Can learn through a variety of ways, including ICTs.

2. Effective Communication and Team Work

- Capacity to communicate effectively with others, orally, in writing, using ICTs, multimedia, visual, musical and other forms .
- Capacity to collaborate and interact with others effectively, including in teams, in the work place, and in culturally or linguistically diverse contexts
- Capacity for attentive exchange, informed argument and reasoning.

3. Innovation, Creativity, Inventiveness and Critical Awareness

- Ability to use knowledge and skills to devise solutions to unfamiliar problems.
- Ability to analyze critically, evaluate arguments and assumptions.
- Intellectual curiosity and willingness to question contemporary wisdom and open to new ideas.
- Ability to participate in the creation of new knowledge and understanding through research and inquiry.

4. Social Engagement and Leadership in Communities

- An awareness and appreciation of ethical and moral issues grounded on *hunhu/ubuntu*.
- An awareness and appreciation of social and cultural diversity.
- An understanding of social and civic responsibilities and of the rights of individuals, groups and the environment.
- An appreciation of the concepts of good governance and leadership in all aspects of life.
- An appreciation of the concept enterprise and the need to create wealth.
- Understanding value of further learning and continued professional development.

5. Competence in Diverse Cultural and International Environments

- Awareness of and respect for one's own identity and culture.

- Skills and knowledge to interact effectively in culturally or linguistically diverse contexts.
- Global and international competitiveness on areas of specialization.
- Ability to challenge appropriately abusive use of stereotypes by others.
- Understanding of the impact of diversity/multiculturalism on one's own society.

6. Interpersonal Relationships and Ethical Business Practices

- Develops and maintains satisfying interpersonal relations, considering 'others' choices, interests, needs, desires and aspirations.
- Uphold ethical business principles and practices that put the interests of all stakeholders equal or above those of the practitioner.

7. Professional Accountability and Honesty

- Responsible and accountable for professional obligations such as contracts and treaties, maintaining professional relationships with all stakeholders.
- Understand and operate on the principle that trusted people last long in business.
- Understand that strong and generational businesses built on foundations of honesty, reliability, fairness, justice and equality.

What to Expect in the Manual

The manual identifies key activities and their processes and sets minimum benchmarks as acceptable practice. The key activities have been defined, and processes outlined to allow users to quickly scan, consider and implement them. The decision to write them in outline as opposed to prose form was deliberate to allow for easy of reference. The benchmarks are designed not only to control but to also enhance the quality of practice. Because of their double function of regulating and enhancing quality of practice, benchmarks have been set as a **MUST** category of practice. In general, by working from a common reference manual, these systems are designed to prevent practice lapses, quality concerns from being raised by stakeholders, reduce errors and stakeholder complaints and liabilities that may accrue to the

organization. While the manual is for internal use, it also assures other stakeholders that the conditions for achieving the institution mandate are in place and available for scrutiny, greatly enhancing the institution's transparency and accountability.

Currently, the university departments work from a common reference point in terms of three levels, namely, General, Faculty and Programme Regulations. Beyond these, there are limited opportunities for working from a common reference point due to lack of documentation and clarity of procedures and processes as are in General, Faculty and Programme Regulations. Systems beyond Programme regulations are important because they directly contribute to the quality of the product. Therefore, documenting them reduce variability in implementation, a factor that may create lack of consistency and comparability across faculties and the quality of products that emerge from those processes.

While the teaching and learning and academic registry functions and processes have been fully outlined, those for common academic services have been summarized and more comprehensively outlined in various service delivery manuals and Standard Operating Procedures (SOP) manuals. In these cases, this manual makes references to specific manual at the appropriate activity, process or benchmark. These manuals and SOPs have also gone under review to match the expected benchmarks.

This manual is supported by the following Departmental/Unit Quality Assurance Manuals:

- | | |
|--------------------------------------|----------------------|
| • Library | • Computer Centre |
| • Laboratories | • Student Handbook |
| • Integrated Student Advisory System | • Student Attachment |
| • Higher Degrees Handbook | • Research Manual |
| • Programme Bodies of Portfolios | |

The two major systems critical in the development of a robust academic graduate brand from diploma and degree programmes were identified to be teaching and learning and academic registry systems. These manuals are expected to support the development of strong graduate academic brand. The two systems cover the following areas

- Academic Registry: 1) Regulations; 2) Admissions; 3) Registration; 4) Examinations
- Teaching and Learning: 1) Programme Implementation; 2) Course Design; 3) Integration of ICT in Teaching and Learning; 4) Student Attachment and Industrial Experience; 5) Teaching and Learning Methodologies; 6) Students' Enrichment Experiences; 7) Tutorials; 8) Student Assessment and Examinations; 9) Student Advisory Systems; 10) Research, Teaching and Learning; 11) Higher Degrees by Research; 12) Educational Resources; 13) Research; 14) University Feedback Systems

Academic Registry

ACADEMIC REGISTRY

NATURE OF THE TASK

The Academic Registry Department remains a key unit in the provision of academic support services to the University. To this end, Academic Registry is involved in every facet of a student's life from admission through to graduation and staff implementation of teaching programmes..

The department maintains accurate records of a student's enrolment history, academic performance and curriculum activities. As the custodian of the academic regulations, the department upholds the integrity of the University by monitoring academic programmes, adhering to and enforcing the approved academic policies. The department plays an active role in facilitating the development of quality assurance systems in the University through the following:

1. An efficiently run student selection system.
2. A student friendly registration system.
3. Maintenance of an accurate database for current students and alumni.
4. A well managed examinations system.
5. Ensuring that academic policies are implemented and reviewed where necessary.
6. Delivering professional and timely support to stakeholders.

SUBSYSTEMS DEFINITIONS, PROCESSES, BENCHMARKS AND PERFORMANCE INDICATORS

1. REGULATIONS
2. ADMISSIONS
3. REGISTRATION
4. EXAMINATIONS

Regulations

Academic Registry is the custodian of academic regulations. The task involves an advisory role and ensuring the existence of regulations for all programmes on offer, compliance with General, Faculty and Programme Regulations.

REGULATIONS	
Process	Benchmarks
<ol style="list-style-type: none"> 1. Each programme should operate within General, Faculty and Programme regulations. 2. General Academic Regulations take precedent over programme and faculty regulations. 	<ol style="list-style-type: none"> 1. All programmes, irrespective of discipline should fall under the single set of general regulations for the level of degree/diploma. 2. There must be different sets of regulations for the following degrees: <ol style="list-style-type: none"> (a) Undergraduate degrees (b) Honours degrees (c) Postgraduate degrees by coursework (d) Postgraduate degrees by research. (e) Higher degrees (f) Certificate and undergraduate diplomas of the University and those in Associate and Affiliate Institutions 3. Academic Registry must have the most up to date and correct sets of academic regulations.
GENERAL ACADEMIC REGULATIONS	
<p>General Regulations provide a framework under which various degree levels fall.</p>	<ol style="list-style-type: none"> 1. There are General Academic regulations for undergraduate, postgraduate degrees by coursework, postgraduate by research and higher degrees. 2. Each Faculty must have a set of regulations governing programmes under its jurisdiction. 3. Programme reviews must be carried out every three to five years. 4. Programme reviews should be based on feedback from at least two of the following: students, teaching staff and stakeholders/ consumers. 5. Programme reviews must feed into General regulations Reviews

FACULTY REGULATIONS**Process**

1. Faculty regulations may differ across faculties but operate within the same General Academic Regulations.
2. Faculty regulations may stipulate course requirements across disciplines in the same faculty (prerequisite, entry requirements, tutorials, practicals etc)

Benchmarks

1. Each faculty must have a set of regulations governing the programmes in the range of its disciplines.
2. Programme review must be carried out every three years.
3. Programme reviews must be based on feedback from students, teaching staff, stakeholders, external examiners, consistent mid-end of semester individual course feedbacks from student and peer reviews.
4. Programme regulations must meet the requirements for vertical and horizontal articulation for the degree in line with Bodies of Knowledge Portfolios for each faculty.
5. There should be separate regulations for distinguishing features for Honours degrees, from general degrees, normally distinguished by, research, or project components depending on the nature of the discipline.
6. All programme regulations must satisfy a minimum body of knowledge for the discipline as determined by international benchmarks, prerequisites, core courses, electives, depth and breadth of content, competitiveness, local, regional and international comparisons.

PROGRAMME REGULATIONS

1. Stipulates specific requirements for the programme such as prerequisites, core courses and assessment.
2. Programme regulations shall rely on benchmarks for the discipline and internationally recognized programmes in both horizontal and vertical articulation.

1. Programme Regulations must offer competitive programmes in terms of content and unique features.
2. Program Regulations must comply with Faculty and General Regulations.

Admissions

1. Dissemination of information on University Programmes and advertising for recruitment of students into the institution's programmes.
2. Processing all admissions for undergraduate and postgraduate studies.

ADVERTISEMENT OF UNDERGRADUATE AND POSTGRADUATE PROGRAMMES BY COURSEWORK

Processes/Procedures	Benchmarks
<ol style="list-style-type: none"> 1. Advertisements are done in liaison with faculties. 2. Generate a draft advert with all Senate-approved programmes in compliance with general, faculty and programme regulations. 3. Faculties provide written and signed confirmations of programmes on offer to the Deputy Registrar - Academic. 4. Verify entry requirements for compliance with general, faculty and programme regulations. 5. Flight advert in print and electronic media. 6. The advertisement contains information on contact details, application fees, office operational hours, closing dates and how to access application forms. 	<ol style="list-style-type: none"> 1. Compliance with regulations must be adhered to and audited at each stage 2. Admission turn-around time is two months after closure of each advert. 3. Accurate data through auditing must be provided at each stage. 4. Circulate advertisements to faculties for confirmation of the following: <ul style="list-style-type: none"> • All programmes • Suspended programmes • New Programmes • Structure and duration 5. Advertisement to reach all prospective candidates in all regions and internationally. 6. Advertisement for undergraduate programmes should coincide with the publication of "A" Level results by major examinations boards. 7. For postgraduate programmes, the advertisement should be guided by the university's results publication schedule. 8. The Advertisement should be open over a one month period after its publication.
<p>SELECTION PROCESS</p> <p>Capacities for programmes are proposed by faculties using guidelines circulated by the Deputy Registrar Academic (Appendix AR2)</p> <p>Senate approves capacities and policies (Priorities, Affirmative Action, Students with Disabilities etc).</p> <p>Generate printouts for faculty selection committees.</p>	<ol style="list-style-type: none"> 1. There must be total adherence to Senate approved admissions policy and criteria. 2. Academic Registry must audit faculty submissions for compliance with policies and regulations.

PROCESSING OF OFFER LETTERS**Processes/Procedures**

1. Faculty Admissions Committees recommend candidates for admission based on programme regulations and approved admission policies for that year.

ADVERTISEMENT (RESEARCH DEGREES MPhil AND DPhil PROGRAMMES)

1. Admissions Office audits recommendations for compliance and forwards admission lists for Senate approval.
2. Successful applicants are notified through letters and the print media. Their names are also uploaded onto the UZ website
3. To increase the numbers of postgraduate students by research, a department or faculty may formally advertise for these programmes in liaison with the Postgraduate Centre.
4. Research projects under senior researchers such as professors should facilitate increases in the recruitment and capacities for higher degree students.

Benchmarks

Offer letters must be produced in time to allow prospective students to respond and register or make inquiries.

Each faculty must have an active substantial base for higher degree students depending on supervision capacity.

(A) APPLICATIONS

1. Students can apply to join in any semester in accordance with General and Faculty Regulations.
2. All applications should be made to the Deputy Registrar - Academic
3. All applications shall receive an acknowledgement of receipt upon submission of the required dossier.

Carry out initial checks for authenticity of submitted documents.

Sufficient information about programmes and prospective job and entrepreneur engagement must be provided to prospective applicants.

(B) ROUTING OF APPLICATIONS

1. Academic Registry will receive and distribute applications to Faculties through the Postgraduate Centre. Upon receipt of applications from Academic Registry the Post Graduate Office will record and distribute to the relevant Faculty office.
2. Faculties will record and in turn send them to appropriate departments.

The Postgraduate Centre must monitor processing of applications by departments, faculties and Academic Registry to ensure there are no unnecessary delays.

(C) PROCESSING APPLICATIONS IN DEPARTMENTS**Processes/Procedures**

1. Upon receipt of applications the Chairman of the department should present the applications at a departmental board meeting.
2. The departmental board must identify areas of specialization to which the proposals belong and allocate provisional supervisors who will guide applicants in conceptualizing and writing their project proposal.
3. The chairperson shall communicate to the Faculty Higher degrees Committee and the Post Graduate Centre provisional supervisors who will work with the applicant to develop a proposal.
4. The departments must direct prospective students, with the help of their supervisors, to submit work schedules that include presenting their proposals to at least two departmental seminars and insist that only proposals prepared in line with this procedure will be submitted to the Faculty High Degrees committee for consideration.

Benchmarks

Initial consideration by the departmental board to be done within 4 weeks of receipt of the application.

In making a decision to accept or reject the application, the Department is guided by the feasibility of the topic and its own capacity to supervise in the particular area.

The supervision ratio must not exceed 1:5

There must be an approved programme of implementation to support the application.

(D) APPROVAL PROCESS

1. The Faculty Higher Degrees will consider submissions of the proposal and substantive supervisor(s) and or Associate supervisor(s) from departments.
2. The FHDC will consider the proposal and give feedback to the department. If there are no amendments, the FHDC will forward the application to the Academic Committee for consideration.
3. The Academic Committee will provide feedback to the Faculty to restructure the proposal, search for suitable supervisors or approve the proposal. If approved the Deputy-Registrar will communicate to the student of the approval and request the student to complete formal registration.

Postgraduate Centre must ensure that recommendations of the Faculty Higher Degrees Committee on any proposal be implemented within 4 weeks.

Nb. Refer to Guidelines for MPhil and DPhil Degrees (Appendix AR3)

All approved proposals should be registered with the Postgraduate Centre.

Activity Processes and Procedures Benchmarks

(E) SUPERVISION OF STUDENTS**Processes/Procedures**

1. The supervisor and the student shall twice a year submit progress reports .
2. The supervision modalities and guidelines are provided for in General Regulations and under Teaching and Learning Section and Handbook for Higher Degrees..

Benchmarks

1. The Post Graduate Centre must:
 - a) Receive progress reports from FHDC twice a year.
 - b) Review the progress reports against implementation plans to assess whether or not sufficient progress is being made or intervention is required.
2. The graduation rate per supervisor must be at least one every year. the number per faculty shall be guided by departments per faculty.
3. The relationship between supervisor and student should comply with ethical relationships defined in the handbook for higher degrees.

Registration

1. Registration involves a student's formalization of their relationship with the University at specified periods. This formalization involves lodging critical data and paying the requisite fees.
2. Data management involves providing statistics to both internal and external stakeholders for planning, budgeting and the execution of key mandates.
3. The Student Records and Registration Manual and Procedures (Appendix AR4) provides for procedures that promote transparency, minimize bottlenecks and ensure the availability of quality information to stakeholders on demand.

REGISTRATION INFORMATION HANDBOOK (UNDERGRADUATE DEGREE PROGRAMMES)**Processes/Procedures**

Students are provided with information relating to General Academic Regulations, faculty and programme regulations. (Appendix AR 4).

Benchmarks

1. Planning for registration should be complete two weeks before the opening of a new semester. The communication is forwarded to cognate departments i.e. faculties, departments, IT Bursary and Information Office on preparation for registration.
2. A Student Registration Handbook giving information on the University of Zimbabwe academic policies and procedures must be provided to each new student with copies on the University website, faculty, department and Student Affairs Division.

STUDENT REGISTRATION FORM**Processes/Procedures**

1. Academic Registry avails relevant forms for the following processes:
 - (a) Amendment of Courses (**Appendix AR5**)
 - (b) Change of Programme (**Appendix AR6**)
 - (c) Application to Repeat or Carry a Course (**Appendix AR7**)
 - (d) Fees Calculation for Students repeating or carrying courses (**Appendix R8**)

Benchmarks

1. Standard approved forms must be used at all times. Variations will require approval by Deputy Registrar - Academic

REGISTRATION

1. Only students who have been offered places or allowed to proceed or repeat will be registered upon payment of the requisite fees.
2. The faculty office issues forms to eligible students. Departments guide in the selection of courses and the faculty endorses in line with regulations.
3. Submission of complete registration forms enable the student to process an Identification Card (ID) as confirmation of their registration with the institution.
4. Academic Registry updates a student's registration.

1. A Student ID enables the student to access university facilities and services.
2. All students must complete registration before the commencement of the semester.
3. Departments and faculties must refer to regulations and results before recommending students' registration.
4. Departments sign for each course and the faculty endorses registration.
5. Academic Registry must check for adherence to regulations and policies.
6. The department must allocate student to an academic advisor as defined in the Integrated Student Advisory Systems Manual.

REGISTRATION PROCESS (RESEARCH DEGREES)

1. The Deputy Registrar advises applicants on regulations relating to the degree programme that they have applied for, including status (full-time/part-time), duration, fees, applying for extension, etc.
2. After payment of requisite fees, Academic Registry will inform the Department through the Post Graduate Centre and Faculty Registry Office to engage the student for supervision.

1. Prepare and submit recommendations for registration to Academic Registry for consideration by Academic Committee within five working days of receipt of the departmental recommendation.
2. The Postgraduate Centre must keep a database of all registered postgraduate students recording and updating the registration status of each student and all documents relating to the progress or non-progress of the students.

ACADEMIC ADVISEMENT**Processes/Procedures**

- Orientation for new academic advisors at the beginning of every semester on student registration and academic support services.

Benchmarks

The Orientation programmes should focus on key areas affecting the academic and social life of the student on campus.

STUDENT ORIENTATION

- The Student Affairs Division coordinates orientation programmes for first year students at the beginning of each academic year. The First year students receive information on orientation in the offer letter.

DATA MANAGEMENT

- Data management involves providing statistics to both internal and external stakeholders for planning, budgeting and execution of the core mandate.

Create and maintain a functional database that provides information on demand.

STATISTICS

- Produce statistical returns to policy makers such as Council, Senate, Ministry of Higher and Tertiary Education, internal users and other stakeholders.
- Academic Registry generates and maintains statistics (See Appendix AR 9).

Internal departments should produce student requirements within two weeks of registration.

Statistics to be updated every semester and/or after registration of each ??????? of student.

Examinations

The Examinations Office is responsible for the management of all formal examinations, publication of examination results for each semester and processing degree certificates for graduating students.

PROCESSING OF EXAMINATION PAPERS**Processes/Procedures**

1. The course lecturer sets examination paper(s).

Benchmarks

1. Areas of course covered by assignments and other forms of assessments may not be reassessed through formal examinations.

Processes/Procedures	Benchmarks
<ol style="list-style-type: none"> The department moderates the paper before sending the paper to the external examiner. All moderated examinations shall be under the custody of the chairman in a secure lockable place at all times. The Chairpersons of the Department as the Chief Internal Examiners shall supervise the production of examination papers in the department. Adequate numbers and copies of papers shall be produced guided by the number of candidates for the examination. The Examinations Office shall take custody of question papers after production by the Department. The examination papers shall be received for safe keeping in sealed envelopes 	<ol style="list-style-type: none"> Examination papers must assess the full range of skills from lower to higher order skills. All question papers without exception must be sent for external moderation. Departmental Board must check for course coverage and the range of skills being examined. Departments must avoid repetition of examination questions between year groups. Academic Registry must produce an examinations calendar for each semester (See Appendix AR10) eight weeks before the first examination date. Any irregularities dueing processing of examinations must be reported to the Deputy Registrar (Academic) without delay.
<p>PRODUCTION OF A CONSOLIDATED EXAMINATION TIMETABLE</p> <ol style="list-style-type: none"> All Chairpersons will submit schedules of courses on offer, nature (Theory, Practicals etc), duration of examinations, requests for special venues and students with special needs. A First draft timetable will be prepared and published five weeks before the first examination date. Comments from both Chairpersons of Departments and candidates are incorporated in the production of the final timetable; The final copy must be produced by mid-semester and at least three weeks before the first examinations. 	<ol style="list-style-type: none"> Refer to Appendix 10 for critical information requirements. Feedback from students, lecturers, departments and faculties to Examinations Office on draft timetable must be made within 5 working days after the publication of the timetable. A final examinations timetable must be published on the website, individual student email accounts and notice boards in faculties three weeks before the start of the examination period.
<p>INVIGILATION</p> <ol style="list-style-type: none"> Chairpersons of departments shall provide required numbers of invigilators for examinations External invigilators for common central venues shall be appointed by Examinations Office to monitor the conduct of examinations in the common/central venues; All invigilators shall operate within guidelines provided by the Examinations Office (Appendix 11). 	<ol style="list-style-type: none"> All academic members of staff shall be available for invigilation.

Processes/Procedures	Benchmarks
<p>4. Teaching Departments will second senior members of staff to all departmental venues to perform invigilation duties. The senior members may be appointed as Invigilators-in-Charge in examination venues where there are more than two invigilators and more than a hundred students.</p>	<p>2. The invigilator – student ratio shall be 1:50 for theory examinations and 1 to 10 for practicals.</p> <p>3. Course lecturers shall be available 15 minutes before the start of examinations to read their papers to check for inadvertent errors, respond to student queries, and check availability and adequacy of special equipment for special examinations. The course lecturer shall remain in the examination room for a minimum of 15 minutes after the start of the examination.</p> <p>4. Examination guidelines (both internal and external) must be availed to all invigilators before the start of examinations.</p> <p>5. Invigilation orientation programmes for new members of academic staff must be incorporated in their induction.</p> <p>6. Each examination venue with more than five invigilators must have a Chief Invigilator.</p>
<p>CONDUCT OF EXAMINATIONS</p> <p>1. All examinations shall be written as scheduled. Any requests for deferments shall be referred to the Examinations Officer ahead of time.</p> <p>2. The Central Services Department shall set up all identified examination venues.</p> <p>3. All Chairpersons of Departments shall be responsible for conducting any departmental based examinations.</p> <p>4. Computer-based examinations/assessments shall be conducted in the designated certified computer Labs.</p>	<p>1. All unusual incidents that happen in to examination room for example, cheating, illness or violation of examination regulations by students should be documented and submitted to the Examinations Officer the same day.</p> <p>2. Chairpersons of departments shall write a report on all examinations conducted under the department and submit it to the Examinations Officer.</p> <p>3. All computer laboratories should be certified “Fully Functional” by the Director Computer Centre.</p> <p>4. Adequate numbers of technical staff should be attached to all computer based examination venues to support students and resolve technical problems immediately.</p> <p>5. Computer-based examinations must be conducted in line with ICT Manual.</p>

PROCESSING OF RESULTS**Processes/Procedures**

1. All high, low and failing pieces of work should be moderated within the department and an agreement reached. If differences still exist between course lecturer and moderators, the External Examiner's attention shall be drawn to those differences for further moderation.
2. All Mark entries are done by Chief Secretaries/ Examination Coordinators under the supervision of the Chairpersons;
3. The Examinations Office shall provide computer workstations for faculty staff to print composite student profiles;
4. Results are processed in accordance with General, Faculty Academic Programme Regulations.
5. Notice of publication of results is flighted in the press, on the website and campus notice boards.
6. Only students with paid up accounts will be allowed to access their results.

Benchmarks

1. All results should be published within 7 days after being considered at Academic Committee.
2. Results should be audited at each stage to ensure their integrity.
3. All staff dealing with examinations must respect the confidentiality of examination results.
4. All results are considered unofficial until released by the Deputy Registrar – Academic.
5. Departments and Faculties must use forms ER1 and ER2 to audit and account for all students and provide accurate statistics.(Appendix AR 13 and AR 14)

APPOINTMENT OF EXTERNAL EXAMINERS

1. The appointment of External Examiners is on the recommendation of the Departmental Board and the Dean of the Faculty.
2. An honorarium for external examiners shall be processed after submission of a comprehensive report to the Vice Chancellor's Office.
3. The Examinations Office shall provide guidelines for External Examiners. (AR 1)

1. External Examiners must be invited at least once for each graduating class.
2. External Examiners must possess a higher degree and should at least be at Senior lecturer or Professorial levels with extensive publishing records and a track record of the academic leadership in their area of expertise.
3. External Examiners shall rotate every three years.
4. Recommendations for appointments shall be processed within 48 hours.

PREPARATION FOR EXTERNAL EXAMINATION

1. The Departmental Board of Examiners should ensure that all examinable pieces of work (coursework and examinations) for each student are available for assessment by the External Examiner to give the Examiner a broader scope of the programme and student's range of competitiveness..
2. All high, low and failing pieces of work should be moderated within the department and an agreement reached. If differences still exist between course lecturer and moderators, the External Examiner's attention shall be drawn to those differences for further moderation.

1. All pieces of work (exams and coursework) counting towards final assessment for level graduating class shall be made available to the External Examiner.
2. General Faculty and Programme Regulations must be available.
3. Course outlines reports and assignments must be available to the External Examiner

EXTERNAL EXAMINERS REPORTS**Processes/Procedures**

1. Upon receipt of a report from an External Examiner with the Vice Chancellor's comments, the Examinations Officer shall avail copies to the Dean and Chairperson of the Department under review.
2. The Departmental Board shall meet to consider the report and take decisions on the Examiner's comments. Where the Department has significant differences in implementing the recommendations of the External Examiner, the Chairman through the Dean shall put the matter before the Faculty Board of Examiners. If after such consideration the Faculty Board of examiners also has significant differences with the External Examiner, the Dean shall table the matter before the Academic Committee for a final decision.

Benchmarks

1. Recommendations of the External Examiner must be considered and if adopted, the implementation must be in line with General Academic Regulations and must be effected before the next visit by the examiner.
2. The Department shall respond in writing to the Dean on all matters raised by the External Examiners.
3. The Dean shall present a report to the Academic Committee on the findings of External Examiners in the Faculty.

EXAMINATION OF HIGHER DEGREESA Submission of Thesis

1. The supervisor:
 - (a) Should advise the student on his/her thesis' readiness for submission, direct the student to produce the final draft of his/her thesis in accordance with the General Academic regulations and ascertain that the student has adequately prepared the final copy for submission.
 - (b) The External Examiner is expected to return the thesis within three months of submission of examination. In cases where the examiner takes more three months a reminder should be sent and another examiner recommended after the fourth month the dissertation is not returned.
2. Advise the chairperson of department in writing on the adequacy of the thesis and its readiness for submission.
3. Sign the Examination Entry Form (Appendix AR12) provided by Academic Registry through the chairperson of department.
4. Each copy of the thesis must be signed and dated by the student and supervisor.
5. The supervisor should sign against the sentence, "*As the candidate's Supervisor I agree/do not agree to the submission of this thesis.*"

1. The Department must recommend to the Deputy Registrar-Academic the appropriate assessors to examine the thesis.
2. Academic Registry must monitor submission dates from external examiners to prevent unnecessary delays in processing the thesis.
3. Students must not know the names of their examiners until after they have completed the degree, and subject to the examiners' consent.
4. Examiners must be appointed independently of each other and their names may not be disclosed to each other.
5. Normally, all examiners of DPhil theses must be holders of an earned doctoral degree. All exceptions must be approved by the Academic Committee.
6. FHDC must consider the external examiners reports in a transparent and fair manner which protects the academic standards of the institution and the work of the student.

Processes/Procedures	Benchmarks
<p><u>B The Chairperson of Department</u></p> <ol style="list-style-type: none"> 1. Upon receipt of the supervisor's report and memorandum to advise that the student's thesis is ready for submission, convene a Departmental Board meeting to lead the process of identifying internal and external examiners in accordance with the General Academic regulations without the participation of the supervisor. 2. The Chairperson of Department must establish, prior to recommending names to Higher Degrees Committee, whether or not the examiners are willing to do the examination, whether there is no conflict of interest and how many times the examiner has examined for a particular supervisor. 3. The Chairperson will write to the Dean or Chairman of the Higher Degrees Committee confirming the thesis's readiness for submission and submit names and curriculum vitae of recommended examiners, their full contact details (street address, telephone, fax and e-mail address). 4. The Chairman of FHDC will submit the thesis for examination to the Deputy Registrar, Academic. 5. On receipt of the External Examiners reports, the Deputy Registrar-Academic will send them to the Chairman of FHDC for review and setting up of the candidate's oral examination. 6. External Examiners must be approved by Academic Committee before the theses are sent for examination. 7. The decision and recommendation of the FHDC will be forwarded to the Academic Committee for consideration. 8. The Deputy Registrar-Academic will communicate the decision of the Academic Committee to the student. 	<ol style="list-style-type: none"> 1. A candidate must be subjected to an oral examination when all external examiners reports have been received. 2. The Academic Committee must review the decision of the FHDC against the external examiners' comments and recommendations. 3. Academic Registry provides examiners with guidelines for marking of theses. Marking must be done within 3 months of submission of thesis (Handbook of Higher Degrees). 4. The Post Graduate Centre must clear the student for graduation to ensure that all requisites for graduation have been met.

PROCESSING DEGREE CERTIFICATES**Processes/Procedures**

1. Faculties are given certificates for verification of names at least 14 days before graduation ceremony;
2. All graduands are expected to submit a clearance letter from the Bursar before accessing their certificates.
3. Graduands sponsored by a variety of organizations including government will adhere to the conditions of their scholarships in accessing their degree certificates. .
4. Deans of Faculties shall provide results for the institutions under the Scheme of Association to enable the Examinations Officer to process the certificates.

Benchmarks

1. Students should go through an academic clearing audit procedure to ensure they qualify for graduation and also check for errors.
2. Published results are final; therefore departments, faculties and the Examinations Office must make thorough audits before publication.
3. Certificates are not replaceable; therefore, departments, faculties and the Examinations Office should ensure the accuracy of names on certificates.

SUPPLEMENTARY EXAMINATIONS

After the publication of results, Faculties shall submit names due for supplementary examinations.

1. Supplementary examinations must be scheduled following procedures for regular examinations.
2. Normally students writing examinations for the first time will write at the next scheduled supplementary examinations or semester examination dates.
3. Faculties must not schedule examinations for individual students unless authorized by the Chairman of the Academic Committee.
4. The Deputy Registrar will publish supplementary examinations results following the normal procedures for regular examinations

— Teaching and Learning Quality Assurance Systems —

TEACHING AND LEARNING QUALITY ASSURANCE SYSTEMS

The teaching and learning quality assurance system identifies and outlines processes and minimum benchmarks for delivering certificate, diploma and degree programmes. Among the key teaching and learning systems are the following: programme planning, implementation and management, course design, Information Communication and Technology (ICT), student attachment, students' enrichment experiences, feedback systems, the integrated student advisory system and the relationship between teaching and learning and research.

Programme Implementation

The process of programme planning and implementation includes interpretation and management of the programme from start to completion. Among other things, this includes allocation of courses to semesters, putting together subject matter expert teams to teach courses, allocation of coordinators and ensuring that programme regulations are followed at every stage of programme implementation.

Processes/Procedures

Benchmarks/Standards

Programme Planning and Interpretation

1. Breakdown the programme into semesters from the first to the last ensuring logical sequence of courses such as pre-requisites, core, and other foundation courses.	1. Core, pre-requisite and foundation courses must be identified, in accordance with General Academic Regulations and highlighted for their logical implementation in the programme.
2. For each semester, identify core and pre- requisite courses for student academic advisory purposes and appropriate registration of students to the appropriate courses.	2. Core, pre-requisite and foundation courses must be identified, and linked to the the content of other courses that justify their relevance to higher level course content.
3. Consider courses that take students off- campus and plan for their implementation ahead of time, preferably a semester before deployment.	3. Students must complete pre-requisite, core and foundational courses before taking higher level courses or other specific courses that they are linked, to ensure good and logical development.
	4. Programme implementers must have a major in the area of expertise for the course. A minimum of a Masters degree is required to teach undergraduates and a Ph.D. to teach post graduate programmes.

Programme Management

Programme Management is a process of identifying experts and coordinating monitoring programme requirements, milestones and provision of oversight by the Departmental Board.

1. Allocation to courses should be consistent with the expertise in the department	1. There must be a programme coordinator for all programmes whose role is to ensure that the programme is being implemented smoothly by monitoring implementation, students feedback and learning milestones for each programme and course.
------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Processes/Procedures	Benchmarks/Standards
<ol style="list-style-type: none"> 2. The programme coordinator should put an implementation proposal to the Departmental Board indicating the courses on offer for each semester and staff allocations according to the expertise of course lecturers. 3. Guidelines for programme implementation covering ICT integration, respect for students' rights to learn, multi media teaching learning methodologies and assessment procedures must be presented and discussed by the Departmental Board. 4. Courses requiring significant resources, for example, attachment, field work and other enrichment experiences should be identified and cost implications defined and communicated to Academic Registry a semester before their implementation to provide for adequate implementation. 5. Management of large classes in terms of delivery, tutorials and adequate methods of assessment require the Departmental Board forward planning. 6. The Departmental Board must distribute course loads to ensure not only an adequate load for each lecturer, but also in such a way that it is not detrimental to the quality of student learning. 7. Mechanisms are put in place for ensuring that lecturers of large classes have adequate tutorials, seminars and teaching venues. 	<ol style="list-style-type: none"> 2. Courses must be arranged in logical order of implementation across all semesters and student advised at the beginning of the programme and reminded at the beginning of each semester through academic advisory. 3. There must be forward planning for attachment programmes to ensure advance preparation for student deployment, development of instruments and mentorship/apprenticeship milestones. 4. All courses must be evaluated by students twice a semester; mid-semester to monitor course implementation and milestones; End of semester for overall course implementation. 5. A written report outlining programme implementation, and student performance must be tabled at each Departmental and Faculty Boards of Examiners for each graduating class 6. All course outlines must be lodged with the Faculty and on the University Learning Management System two weeks before the beginning of the semester to allow adequate preparation by students and smooth entry into the semester by both staff and students. 7. The ratios of lecturer-student must be determined by each Department and Faculty and lecturers taking large classes should get adequate Tutorial and Teaching Assistant support on a ratio of 1:50. 8. In addition to a Programme Coordinator, the Programme should have a team of lecturers that enrich the programme through the diversity of their expertise, experience, linkages with different professionals or professional organisations in the discipline, enthusiasm, co-construction of knowledge, innovation, creativity, initiatives and ideas and team work. 9. The team of experts for a programme must be allowed sufficient freedom, autonomy and authority to express and demonstrate their knowledge, creativity, initiative and to propose best practice to implement competitive programmes. 10. The Departmental Board shall approve course outlines for each semester before lodging them with the Faculty and publishing them on the website.

Course Design

Course design is a process of breaking down a course title into units of learning. The units of learning are developed from aims and objectives of the course that define its role and placement in the programme. In addition, the design will consider appropriate methods for delivering the course and student assessment for checking the accomplishment of the objectives.

Processes/Procedures

Course Design

1. Further develop each course title in the Programme justifying its placement in the programme.
2. Critical features of course design — Use Template in **Appendix 13**
 - a. Introduce the course to students and stakeholders so that they understand its nature and value.
 - b. Articulate and outline goals for the programme.
 - c. State measurable objectives to cover, cognitive, social-emotional and psychomotor skills, knowledge and attitudes.
 - d. Compare and contrast the content of your course with similar courses from recognised Universities and allied professions/disciplines
 - e. Identify core concepts that lay a solid foundation for the discipline and for understanding higher level concepts in other programmes ahead of it.
 - f. Check for pre-requisite knowledge for the course and pre assessment of students' knowledge, skills and attitudes
 - g. Check placement of your content in terms of utilization by degree programme (core, prerequisite, or elective) placement
 - h. Match specific areas of content with appropriate methodologies
 - i. Consider the role of ICTs as both content and a tool for understanding concepts approaches to delivery of the course.

Benchmarks/Standards

1. Experts must have autonomy and freedom to decide the nature and content in the course and all relevant procedures that make the programme competitive.
2. The course structure must articulate the following:
 - a. Preamble (Overview)‡ The intended participants, broad goals and the placement and relationship with other courses.
 - b. Aims —> The overall goal in the programme. Why is the course important in the programme?
 - c. Objectives —>What measurable skills, attitudes and knowledge and at what levels (lower to higher order) should students display these objectives. Objectives must cover a wide range of knowledge, skills and attitudes expected of students.
 - d. Content —>There is sufficient depth (Vertical articulation) and coverage (horizontal) for the course to significantly contribute to the overall programme.
 - e. Contact time for undergraduate courses must be a minimum of 60 hours
 - f. Contact time for postgraduate courses by coursework must be a minimum of 80 hours.
 - g. Time set aside for lectures, seminars and tutorials.
 - h. Structure —>Articulate and justify placement of content in the programme i.e. hierarchical and logical arrangement of of content from simple to complex to support student understanding
 - i. Methods/Strategies —>There must be multiple pathways and multidisciplinary approaches to provide for student learning styles and concept development.

Processes/Procedures	Benchmarks/Standards
<ul style="list-style-type: none"> j. Include multiple pathways and multi-disciplinary approaches in the course to achieving aims and objectives, content, teaching methodologies and assessment procedures ,student capacities, knowledge levels, learning styles, learning outcomes and goals. k. Create rich learning spaces for your course to ensure students experience learning in a variety of contexts l. The criteria for assessment must be explained to students and must be consistent m. Select core texts in both hard and e-copies to ensure the course content is accessible to students in more than one form o. Build feedback systems to monitor progression of the course from design stage. 	<ul style="list-style-type: none"> j. There must be varied methodologies ranging from lectures, field work, independent work, tutorials and seminars to provide interesting and varied learning experiences. k.. Learning resources—> consider availability of laboratory and tutorial space, library resources in and out of campus l. Courses must clearly identify, articulate and document core hard copy texts, and e-resources to guide student learning in the course outline. n. Assessment —>Include varied learning assessments that measure the varied nature and levels of skills under objectives. o. References for the course should be included at the end of the course outline p. There must be a mid and end of course response feedback from students to determine student learning milestones.

Integration of Information Communication Technology (ICT) in Teaching and Learning

ICT is an integral part of 21st century programmes, consequently the role and place of ICTs in the curriculum in programme and course design should be clearly defined and articulated. The ICTs may be mainstreamed into the curriculum as both content and tools for programme implementation. In some cases as curriculum content, students will be required to take ICT course(s) to develop higher level competencies in understanding the role of technology in their programmes and to also develop competencies that facilitate their learning in their chosen discipline. In others, students take ICT as tool to access resources and other materials that support their programmes and how to use software that support specific components of their programmes such as research. All programmes, therefore, must consider the integration of the ICTs in programmes and individual courses.

Processes/Procedures	Benchmarks/Standards
<ul style="list-style-type: none"> 1. The dominant role of the ICTs must be self evident in the pedagogical programme and course design and implementation. 2. At undergraduate level, make decisions on the role of ICT as curriculum content or tools for learning 	<ul style="list-style-type: none"> 1. A course must utilize at least a third of components of the Learning Management System and other e-resources among them: posting course outlines, email services, broadcasts, discussion and virtual classrooms, examinations and use of e-resources. 2. Undergraduate programmes have an option to take an ICT literacy courses instead of a credited ICT course.

Processes/Procedures	Benchmarks/Standards
<p>3. ICT as curriculum content may offer a separate credited course(s) in ICT depending on level of study.</p> <p>4. Diversify and enrich student assessment modalities by introducing ICT-based assessment e.g computer-based testing, power point presentation, multi-media programme development.</p> <p>Common and specialized computer laboratories should be identified and programmed to support students' learning.</p> <p>Consider extended time for ICT laboratories when students take ICT as curriculum content to ensure students development robust ICT skills.</p>	<p>3. Postgraduate students must take a compulsory credited ICT course that goes beyond basic literacy skills to allow them to use ICT as an integral learning tool for 21st century learning, particularly research.</p> <p>4. Postgraduate students who have not taken an undergraduate ICT literacy course must take an ICT literacy course before proceeding to the postgraduate credited course.</p> <p>5. Student taking ICT based examinations must have accessible laboratories to develop robust ICT skills to cope with ICT based examinations.</p> <p>6. Students' general competency ICT levels must be assessed before students take ICT examinations.</p> <p>7. ICT modules/courses as tools must assess student capacity to access e-resources and use computer applications to support their learning across the board or specific components such as research. Undergraduate ICT literacy courses must have a minimum of 120 hours contact and practical time.</p> <p>8. Postgraduate ICT credited courses must have a minimum of between 80 and 120 hours for both practical and contact time.</p> <p>9. Courses must be audited for ICT integration before implementation</p> <p>1. Laboratories for ICT as curriculum content and as tools must be assessed for capacity to cope with student needs to ensure they match the demands of the course, students and their lecturers.</p> <p>2. Programmes that have credited courses beyond ICT literacy must have priority over computer laboratories to meet the depth and breadth of required ICT skills.</p> <p>3. Specialized computer laboratories must have qualified ICT technical staff to support student competency levels through practice</p>

Student Attachment and Industrial Experience

1. A structured, formally assessed work experience in a professional work environment during which the student is mentored/apprenticed to apply, acquire and develop knowledge, skills and attitudes of the profession.
2. The purpose of attachment is to develop practically oriented graduates whose knowledge, skills, attitudes, values and ethics are consistent with job related expectations and requirements in industry and/or the world of work and productive living.
3. For detailed guidelines, this section should be read in conjunction with the Handbook on Industrial Attachment.

Key Processes/Procedures	Benchmarks/Standards
<ol style="list-style-type: none"> 1. Attachment programmes should be designed using course design guidelines in Industrial Attachment Handbook. 2. Consider pre and post Industrial Attachment structured learning experiences with course lecturers and tutors. 3. There shall be advance planning for the attachment programme in terms of design and implementation to ensure students are placed in pre-screened and audited organizations. 4. Develop structured instruments for supervision by both departmental staff and mentors to ensure students competency levels are comparable through focused supervision on critical competencies, knowledge and attitudes. 5. Build strong sustainable relationships with organizations and diverse databases to ensure students are placed in nurturing organizations. 	<ol style="list-style-type: none"> 1. Formal discipline based comparative audits of attachment experiences from recognized universities must be carried out to strengthen course design and implementation. 2. Assessment schedules for industrial attachment must be predefined. 3. Attachment programmes ranging from a minimum of a semester must account towards final assessment. 4. Students must be placed a semester ahead of the deployment to ensure they all get the required placements. 5. A code of conduct must be developed by the Faculty for students to observe and practice whilst on attachment. 6. Students must receive pre-set supervised attachment preparation in addition to on-site-supervision by the mentors 1. Departments must conduct due diligence on all organizations where students will be attached. 2. There must be mentor training or induction before students are placed to ensure students are placed with responsive mentors who are willing to take students under their guidance. 3. Obtaining/securing industrial placement is the responsibility of the department and not the students. 4. Robust and sustainable student placement partnerships with companies/organizations that have relevant and safe work environments must be developed by each Faculty to create a conducive learning environment for its students.

Key Processes/Procedures	Benchmarks/Standards
6. Supervision points and target skills, competencies and attitudes should be planned to ensure students get appropriately nurtured Industrial Attachment to completion.	5. Supervision instruments for use by the attachment institutions and academic supervisors from the university must be developed by the Department or Faculty.

Teaching and Learning Methodologies

Teaching and Learning Methodologies refer to strategies for delivering programme or course content. As a tool for curriculum implementation, they are central to teaching and learning because of their role in the process of programme implementation. Effective methodologies include multiple ways of delivering content to match student learning styles, goals, objectives and the nature of different content or courses in general. Central to these methodologies is the role of the ICTs in 21st century higher and tertiary education.

<ol style="list-style-type: none"> 1. The Departmental Board shall consider teaching methodologies for each course at design and implementation stage to ensure and adequate balance of ICT integration, lectures, tutorials, field experiences, attachment and multi-media approaches are engaged. 2. The centrality of the ICTs in 21st century teaching and learning environments is necessary. 3. Advance planning for diverse methodologies particularly in terms of availability of space, tutors, computer hardware and software, transportation, multi-media projectors, cost and technical support and teaching assistance should be made. 4. The extent of use by various courses of the Learning Management System and e-resources should be discussed and encouraged 	<ol style="list-style-type: none"> 1. The Board must take a methodologies audit for all courses to ensure a diversity of methodologies to cover course content and multiple ways of learning and engaging courses content have been considered in the course to give students different and multiple pathways of expressing their freedom to learn and to cater for their individual learning styles. 2. All students must take either a credited ICT or literacy course. 3. All Postgraduate courses must have significant content on the ICT as curriculum content or tools for learning. A credited ICT course is therefore compulsory for students who do not take ICT Programmes. 4. Mid- term course reviews must assess use of multimedia and diverse of methodologies and the Board must intervene where there is dominance of monotonous teaching and learning methodologies. 5. The use of the Learning Management System and e-resources by all courses must be assessed at design and implementation stages. 6. Methodologies must liberate students from monotonous lectures to guided practical, hands-on, seminars and independent learning episodes. Students must experience freedom to learn through direct engagement with programme content than relying on notes from lecturers.
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Students' Enrichment Experiences

Student Enrichment Experiences refer to those aspects of content, methodologies and other unique experiences which go beyond the traditional teaching approaches to contribute a unique brand of graduates. Student enrichment experiences may not always be provided by the University and its staff. Deliberate efforts must be made to tap into the wider community, corporate world and other recognized higher education institutions to nurture student learning.

<ol style="list-style-type: none"> 1. The Departmental Board should consider student enrichment experiences beyond lectures and tutorials. Among these are field trips, attachment, virtual classrooms, telecasts, guest and public lectures. 2. Consider cross-border and international learning environments for postgraduate students as short term student exchange programmes or taking credited elective courses in recognized institutions. Student exchange programmes and internationalization of the university enriches students' learning experiences. 3. Consider diverse assessment methods to tap into different performance skills, knowledge and attitudes from unique learning experiences. 4. Search for enrichment experiences that focus on development of social skills and attitudes for productive living. 5. Refer to the Integrated Student Advisory system for enrichment experiences. 	<ol style="list-style-type: none"> 1. Take an audit of unique learning experiences in each course at design and implementation stages. 2. Departments must form linkages with other institutions and community leaders who can give students enrichment experiences. 3. The Postgraduate Studies Centre must plan for cross border and international learning environments for postgraduate students. 4. The university must be internationalized by attracting international students and staff. International students bring the richness of diversity on campus and learning environments. 5. Unique learning experiences must be assessed by non traditional methods that assess attitudes and skills for productive living. 6. The Department/Faculty must implement Social and Life skills development programme in the Integrated Student Advisory System.
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Tutorials

Although tutorials are part of the Integrated Student Advisory System, their role in supporting directed student learning warrant their isolation in this manual. A tutorial is an engagement of student-lecturer learning period that supports the primary content lecture by clearing conceptual problems, discussing and expanding concepts, evaluating and applying concepts. A tutorial group typically contains a 15-50 students. Tutorials help students to internalize concepts.

Processes/Procedures	Benchmarks/Standards
<ol style="list-style-type: none"> 1. Large classes should set up tutorial groups and allocate tutors to support student learning after large class learning experiences. 	<ol style="list-style-type: none"> 1. All classes with more than 50 students should hold tutorials with smaller groups of students to give students a chance to engage with learning material in smaller classes/groups.

Processes/Procedures	Benchmarks/Standards
<ol style="list-style-type: none"> Group and Remedial Records of struggling students should be kept to support students through individual tutorials. Link tutorials with Student Advisory Systems to ensure comprehensive approach to student learning support services 	<ol style="list-style-type: none"> Tutorials must be problem and student centered to engage student problem-solving skills than becoming another lecture. The Student Advisory System must be integrated into the curriculum to support a variety of student learning needs including enrichment experiences. Lecturers must set up time for student consultations as groups or individuals. Teaching assistants must be trained to support students learning through tutorials.

Student Assessment and Examinations

Student assessment is a tool for assessing student achievement of learning milestones before, during and at the end of the course. Continuous and mid-term student feedback help monitor student progression and lecturer implementation of the courses while end of course student feedback and examinations assess achievement of course objectives. Not all student assessment may count towards final grading in the course. Some of the assessments may be regarded as learning assignments.

Processes/Procedures	Benchmarks/Standards
<ol style="list-style-type: none"> Refer to General, Faculty and Programme regulations for guidelines to grading and weighting of courses and continuous assessment. Consider diversified assessment procedures that allow assessment of diverse programme and course goals, objectives, content, knowledge, skills and attitudes in both continuous assessment and examinations. Put in place Departmental and Faculty policies on moderation of coursework and examinations. Consider department(s) and faculty policies on advance advice to students about programme requirements to allow them adequate preparation. 	<ol style="list-style-type: none"> General Regulations on assessment take precedence over Faculty and Programme regulations. Take an audit of the range of knowledge, skills and competencies and attitudes; low to high levels of learning demands assessed through continuous assessment, particularly assignments, practicals and projects. Assessment methods and criteria for assessment must be communicated to students in writing, in advance, to allow them to internalize the demands of the programme and seek support and guidance where necessary. Group and team grades must not count towards final assessment unless regulated by criteria for awarding individual marks for team effort that recognize the level of individual contribution. All work counting towards final assessment must be moderated to ensure transparency and fairness in awarding grades across programmes and courses. Semester assignments must be handed out at least three weeks before due date, preferably should be part of the course outlines.

Processes/Procedures	Benchmarks/Standards
<ol style="list-style-type: none"> Assessment of attitudes may not be assessable through written assignments and examinations, but practical work, tutorials, seminar presentations and attachment programmes where there is direct and prolonged engagement with the student. Consider methods for assessing student ICTs skills depending on the role they take in programme and course design. 	<ol style="list-style-type: none"> Where assignments are part of course outlines they must include the nature of assignments, the expected range of skills and the depth and breadth of work expected. Such clarity allows students to plan, research and request for help when necessary. Students work counting towards final assessment must be moderated, particularly work in the failure and distinction range. There must be consideration of a range of skills for assessment at programme and individual course levels including social and emotional skills, wherever possible. Assessment of research methods and computer courses must be practical to ensure students have acquired baseline skills required in ICT literacy courses and specific programme ICT skills in credited ICT and research courses

Continuous Assessment

Processes/Procedures	Benchmarks/Standards
<ol style="list-style-type: none"> Assessment through assignments must tap into and elicit the range of learning skills, knowledge and attitudes stated in the objectives of the course, consequently the Departmental Board should monitor consistency between student tasks/ assignments and the range of skills being demanded by the course. Assignments/projects for continuous assessment may be weighted differently depending on the demands of the course. The Department should formulate guidelines on areas covered by continuous assessment and examinations. Students should be engaged to understand the nature of assignments and criteria for assessment in the department and various courses. Consider giving failing student second chances to redo individual assignments to improve their understanding of course content 	<ol style="list-style-type: none"> Assessment procedures in continuous assessment must be diversified to match the complexities of the programme, course content and expected outcomes. Assignment weighting must consider the nature and demand of the task. Areas covered by coursework must not be assessed through examinations to ensure wide coverage of the course content. Feedback to students on continuous assessment must be given in a timely fashion and before the next assignment. Student feedback on continuous assessment must be completed three weeks before formal examinations to allow students with failing assignments to resubmit their work. Resubmissions of essays should not necessarily be on the same topic and should be awarded a mark of not more than 50%. Departments also need not set new tests for failing students because of their distinctive role which is different from essays. Student feedback on continuous assessment must be completed three weeks before formal examinations to allow applications to seek approval to bar failing students from examinations. Students who fail due to non-submission of assignments are not eligible for resubmission

Examinations

Processes/Procedures

1. The management and administration of examinations are covered by the section on Academic Registry.
2. Consider the range of competencies, knowledge and attitudes examined by examinations.
3. Examinations should target content areas not covered by continuous assessment to increase course coverage assessment.
4. Moderation of examination papers from course lecturers should search for a wide range and depth of competencies, among them, demonstration of knowledge, application, critical thinking, appreciation synthesis and analysis.
5. Departments should develop policies for dealing with differences between markers.
6. Consider non theory examinations for assessing ICT, research methods and statistics courses. These may be assessed through procedural work.

Benchmarks/Standards

1. Refer to Academic Registry guidelines timelines for setting examinations, qualifying students for examinations, marking and publication of results.
2. Examinations must reflect the range of competencies, knowledge and attitudes defined in the set objectives for the course.
3. There must be moderation of 25% of student scripts which also include the fail and distinction grades.
4. Areas assessed through continuous assessment must not be reassessed through formal examinations.
5. Departmental policies for moderation must be within policy guidelines from the Academic Registry. Moderators must search for distinctions between distinctive, average and poor responses to ensure fair grading.
6. Policies on moderation must provide for independence between markers and justification for grading should refer to distinctions between responses and references between low and high quality responses. Where there are significant differences between markers and an external examiner is not due to visit the department, a third referee must be engaged than averaging the two extremes. Where an External Examiner is due to visit, the differences must be brought to the attention of the External Examiner for review and recommendation.
7. Examination of research methods and computer application courses must be practical to ensure students have the requisite practical skills to support their learning, particularly research where a project or thesis/dissertation is required.
8. Students must qualify to sit for examinations by demonstrating diligence in meeting continuous course requirements.

External Examinations**Processes/Procedures**

1. Departments should benefit from the work of external examiners. therefore, examination of programmes is necessary

Benchmarks/Standards

1. The department must invite external examiners biannually and each class must be externally examined at least once before graduating.

Processes/Procedures	Benchmarks/Standards
<ol style="list-style-type: none"> Examination papers must have the benefit of the External Examiners insights. Departments should prepare for external examination by availing the External Examiners with the following items: <ul style="list-style-type: none"> Student coursework counting towards final assessment Dissertation or projects Examination scripts Course outlines and course reports. The Departmental Board should consider the views and recommendations of the External Examiner on the programmes and individual courses. The External Examiner works under guidelines provided for by Academic Registry. (Appendix, AR1) 	<ol style="list-style-type: none"> Examination papers must be sent for external examiners even for years they are not due to visit the department. Examiners must be provided with a range of students' work to make informed decision about the programme overall, individual courses, the quality of teaching, assignment tasks and range of skills and competencies expected of students. External Examiners invited for a graduating class must have access to the array of students' work for the last two years to provide adequate feedback on the quality of programmes in the department. A comprehensive internal examiners report(s) must be provided for each graduating class to provide the External Examiner with key programme attributes, highlights and student learning milestones. The recommendations of the External Examiner must be implemented before the next external examination unless the recommendations are in conflict with General Regulations or the Department is in disagreement with the recommendation. (The procedures for dealing with External Examiners' recommendations are provided for under Academic Registry).

Student Advisory Systems

The University runs a comprehensive Integrated Student Advisory System (SAS) that consists of two integrated systems; the Academic Advisory System(AAS) and the Social Advisory System(SAS). The role of the AAS is to offer direct support to student learning in their programme of study, while the SAS focuses on the development of soft skills (social, emotional and life skills) that give students the edge in the world of work and life in general. The AAS is administered by Departments and Faculties while the SAS is delivered through the Student Affairs division. However there are significant links between the two systems. Comprehensive implementation of the SAP are available in the Student Advisory Handbook.

Processes/Procedures	Benchmarks/ Standards
<ol style="list-style-type: none"> Refer to the Student Advisory handbook for detailed guidelines of delivery. 	<ol style="list-style-type: none"> Departments must implement the two advisory systems in the Integrated Advisory Systems Handbook which are: <ol style="list-style-type: none"> Academic Advisory Systems which focuses on supporting students to excel in their studies. Social Advisory System which focuses on developing students' life skills.

Research, Teaching and Learning

The relationship between teaching and learning and research is engendered by the relationship between research and practice. Research influences reflective practice and vice versa. Therefore, lecturers are expected to engage in significant research. At postgraduate level, students should engage in research to support and deepen their understanding of issues in their programmes.

Processes/Procedures	Benchmarks/Standards
<ol style="list-style-type: none"> 1. The relationship between teaching and research should be emphasized in programmes, course and teaching repertoire. Members of staff should engage in research to enrich their courses with new knowledge that transform student learning. 2. The department should engage students in research so that they appreciate the pursuit and value of new knowledge than reliance on desk reviews. 3. Independent research courses should be considered, particularly for postgraduate programmes. 	<ol style="list-style-type: none"> 1. Departments must engage in research to transform teaching and learning and learning environments. The guidelines for productivity levels are provided for in the Research Handbook. 2. Course outlines and assignment tasks must include reflective, active research engagement and generation of new knowledge and practice by both staff and students. 4. Research methods courses must be practical to provide student with baseline skills for carrying out research. 5. Postgraduate programmes with independent research methods and statistics courses provide a base for competitive programmes. 6. Research, ICT and Statistics courses must be practical in order to equip the student with robust research skills

Higher Degrees by Research

Master of Philosophy and Doctor of Philosophy Degrees

The major focus for these degrees is pursuit of original knowledge or knowledge creation. Consequently, programmes must ensure students are engaged in genuine problems and new /original knowledge.

Processes/Procedures	Benchmarks/Standards
<ol style="list-style-type: none"> 1. Students should be engaged in intensive literature review to ensure they have genuine areas of study that provide original knowledge contribution at Ph.D level . 2. Departments should assess applications for degrees by research to determine knowledge gaps and provide for courses as part of continuous assessment as provided for by General Academic Regulations. 	<ol style="list-style-type: none"> 1. Higher degree studies must focus on the development of original knowledge. 2. Applications for degrees by research may be assessed for possible knowledge gaps and these must be provided for through coursework which may be accounted for as continuous assessment. Alternatively, applicants with consecutive degrees by research must be assessed for content gaps/levels and prerequisite knowledge for area under study and where necessary be provided for through formal coursework or guided independent study.

Processes/Procedures	Benchmarks/Standards
3. Programmes offer Statistics and ICT courses to support student research skills.	<p>3. Gaps in knowledge must be filled through formal coursework which must be accounted for as continuous assessment as provided for in General Regulations.</p> <p>4. Students must take formal research methods and computer applications courses, alternatively, must take a formal practical examination to demonstrate the requisite skills for carrying out research at higher degree level.</p> <p>5. Research methods and computer courses must be compulsory. Alternatively formal assessment must establish the levels of research skills competencies to support research at higher degree levels.</p>

Processing Applications

5. The process of application is provided for under Academic Registry.	1. Regulations of process under Academic Registry on application procedures must be followed.
6. Normally higher degree students can apply to join these programmes at any point and semester during the academic year.	2. There must be an approved agreed plan of study and supervision between the student and his/her supervisor(s) at the beginning of the registration.
7. In addition to the voluntary process, programmes may be advertised and research projects should consider attaching students to increase the student base for these degrees.	3. The parameters for student-supervisor relationships are provided for in the Handbook for Degrees by Research.

Programme Management

1. The Department should consider and recommend appropriate supervisors for each student	1. There must be two supervisors for each student. One shall be the Main Supervisor and the other an Associate Supervisor. (See supervision handbook on higher degrees by for research roles and functions of each supervisor).
2. An agreed programme implementation plan between the student and the supervisor articulating the nature and content of study, key milestones should be tabled before the Departmental Board and Higher Degree Committee for recommendation to the Academic Committee for approval.	2. Higher Degree Committee must monitor and assess the student and supervisor progress and implementation plan every academic semester or twice in an academic year.

Processes/Procedures	Benchmarks/Standards
<p>3. Students should remain engaged and active in their research through out the programme.</p> <p>4. The programme shall articulate periods of study for specific aspects of the dissertation, continuous assessment, where applicable, research methods and computer application courses or formal assessment of the same, seminar presentations, publication plan, supervision contract / agreement and expected date of completion.</p> <p>5. The Departmental Board should ensure that evidence of positive interaction between the student and supervisor exists.</p> <p>6. The Departmental Board and Higher Degrees Committee should offer students enrichment experiences through participation in conferences, research days and research exhibitions and expos</p> <p>7. The Department shall make the necessary recommendations, through the Higher Degrees Committee to Academic Committee on extension of programmes, conversion to D Phil(provided for in General Regulations) deregistration, provision or consideration for research funding and change of title or supervisor(s).</p>	<p>3. The Faculty Higher Degrees Committee must provide departments, students and their supervisors a diary for the submission of progress reports for consideration.</p> <p>4. From second year onward, a student must participate in at least one research conference or presentation every year to share his/her research experience with other students and academics.</p> <p>5. The student and his/her supervisor must publish at least two articles as provided for in the General Academic Regulations.</p> <p>6. Progress reports must be submitted to the Faculty Higher Degrees Committee twice in each academic year.</p> <p>7. There must exist a written record of student-lecturer supervision engagement to monitor progress to completion.</p> <p>8. The Faculty must provide opportunities for the students to share their research experiences with peers and selected audiences.</p> <p>9. Students, research milestones and detours should be monitored by both the Department and Faculty Higher Degrees Committee.</p>

Assessment Procedures

These are covered under General Academic Regulations and under Academic Registry in this manual.	<p>1. The timelines for assessment procedures under Academic Registry must be followed.</p> <p>2. Students and their supervisors must publish at least two articles as part of graduation requirement.</p>
--------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Graduation

The student must satisfy the requirements for graduation through the Postgraduate centre.

Educational Resources**Provision of Educational Resources**

Processes/Procedures	Benchmarks/Standards
<ol style="list-style-type: none"> 1. Availability of resources to all academic and common academic services shall be budgeted and distributed at the beginning of each academic year and semester. 2. Distribution of resources shall be dependent upon number of students, nature of programmes and availability of resources. 	<ol style="list-style-type: none"> 1. The Budget for each academic year must ensure that there are sufficient resources for supporting the core mandates of the University which are teaching, research and university service. 2. The allocation for resources must be done yearly funds permitting or a month before the beginning of each semester to allow departments and units sufficient time to plan and procure resources for the semester. 3. There must be consistency between enrolments and availability of resources to meet the minimum quality benchmarks set in General, Faculty, Programme Regulations , eaching and Learning and Quality Assurance Systems.

Teaching and Learning Venues

<ol style="list-style-type: none"> 1. Preparation for teaching and learning venues should consider lecturer teaching needs such as availability, accessibility, lighting, multimedia presentations, internet access, e-resources, safety, ventilation and cleanliness. 	<ol style="list-style-type: none"> 1. Teaching venues must be accessible to staff and students with disabilities. 2. Large classes must have suitable venues in terms of space, equipment and teaching assistance support. 3. Teaching and learning venues must take into account the needs of staff and students in terms of water availability, sanitary facilities, pit stop facilities and aesthetics of the environment. 4. Use of common academic services must be must be regulated by processes and procedures under their appropriate sections under this manual and supplementary manuals for use of the specific services under the specific units.
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Processes/Procedures	Benchmarks/Standards
2. Common academic services should be run under Standard Operating Procedures for accessing common academic services such as the Library, Computer and Science laboratories and workshops.	<ol style="list-style-type: none"> There must be periodic review (yearly, half yearly, quarterly) of buildings, safety and availability of teaching resources by the Building, Safety Committee and Academic Committee for adequacy of infrastructure, safety and teaching resources respectively. Resources for common academic services such as teaching venues, library, computers and laboratory equipment must be periodically (yearly and half yearly) assessed for their availability, condition and capacity and reports must be submitted to the Academic Committee and Senate for consideration. Standard Operating Procedures for common academic services such as library, computer laboratories, workshops practical work laboratories must be available and should be reviewed periodically to cope with changes, trends and practices in the area.

Laboratories and Workshops

<ol style="list-style-type: none"> Teaching laboratories shall be fully equipped at all times to ensure complete and full implementation of the curriculum. Students and staff must put on required and appropriate protective and safety clothing. 	<ol style="list-style-type: none"> Laboratories must operate with an approved Standard Operating Procedure Manuals for Science Laboratories and for the discipline. There shall be heightened consideration of safety in relation to protective clothing, chemicals, storage and security at all times. There must be set periodic inventory of equipment at the beginning of each academic year to determine availability of equipment, breakages and breakdown at the end of the semester to reequip the laboratory before the beginning of the next semester.
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Research

The Research Handbook has comprehensive guidelines for processes and benchmarks for implementation. Because of the importance of research in teaching, only guidelines are provided in this section.

Research Policy and Research Plan

Processes/Procedures	Benchmarks/Standards
<ol style="list-style-type: none"> 1. The University funded research shall be implemented through an approved research agenda and research plan that is in line with the University Strategic Plan 2. The University Research Plan shall be implemented by the Research Board, a Joint Committee of Council and Senate, and Faculty Research Committees as outlined in Ordinance 44. 	<ol style="list-style-type: none"> 1. The Research Board must develop and implement a Research Policy that governs the development, management, accountability of research in the University. 2. The Research Board must develop a Research Strategic Plan in line with the University Strategic Plan and the Research Policy. 3. Each department must develop and implement a Research Plan in line with the agenda recommended by the Faculty Research Committee. 4. The Research Board through Faculty Research Committees must collect and provide evidence on the implementation of the University Research Agenda in line with the University Strategic Plan, productivity levels.

Donor Funded Research

Faculties through their Research Committees should keep a record of donor funded research and transmit a record to the Research Board	<ol style="list-style-type: none"> 1. Donor funded research must be documented through the Research Board 2. Research teams funded under the University must follow the research agreement protocols. 3. Researcher(s) teams must comply with the Research Council of Zimbabwe Regulations.
---------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Research Productivity Level

<p>The Research Board shall periodically set the research productivity levels for the University, Faculty and Research Committees.</p> <p>Faculty Research Committees shall develop a faculty Research Plan for departments in line with the Research Agenda from the Research Board</p>	<ol style="list-style-type: none"> 1. The Research Board must set up productivity levels for the University and decentralize to each faculty depending on the number of lecturers and research funds provided 2. At the beginning of each academic year, each faculty must set out a research plan for meeting the required productivity levels. 3. Faculty Research Plans must be decentralized to departments as productivity requirements for the various grade levels. 4. The Productivity benchmarks as set in the Research Board Handbook.
------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Research Management

Processes/Procedures	Benchmarks/Standards
<ol style="list-style-type: none"> 1. The Research Board has the overall responsibility of managing research in the University 2. The Research policy, agenda and productivity levels shall be decentralized to faculties 	<ol style="list-style-type: none"> 1. Faculty Research Committees must receive the University Research Agenda and expected productivity levels for their faculty at the beginning of each Strategic Plan and academic year. 2. A record of publications for each faculty must be submitted to the Research Board twice a year in June and December. 3. The Research Board must compile an annual Research Report articulating the achievements and challenges of the University for the academic year

Funding

Depending on availability of resources, research funds must be set aside to implement the University Research agenda.	<ol style="list-style-type: none"> 1. The Research Board must distribute research funds based on merit, equity and transparency. 2. The Research Board must raise funds to complement the University Research funds to ensure the University research agenda is carried through.
-----------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

University Feedback Systems

Feedback systems are processes set up to monitor, supervise and assess implementation of core mandates of teaching, research and university service. In teaching, the systems include internal and external programme and course evaluations. Internally, feedback is provided through course programme and course evaluations and assessment by lecturers and students. Externally, programmes seek the opinions of External Examiners and stakeholders such as government, industry and commerce.

<ol style="list-style-type: none"> 1. The University shall put in place feedback systems in core areas of its mandate, namely teaching, research and university service. 2. Each of the University Committees shall put appropriate policies for reviews in its area of jurisdiction. 	<ol style="list-style-type: none"> 1. There must be periodical reviews, assessments and evaluations and consideration of such reports by appropriate committees. The point and period of reviews will depend on the nature of the activity and the policy defined by the appropriate committee. 2. The following areas must have periodic reviews and consideration of those reports: teaching and learning, university governance, student services and research.
---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Teaching and learning

General, Faculty and Programme regulations shall govern periodic reviews for programmes.

In carrying out all such reviews, they should consider some of the following issues: the responses of students, staff, consumers and other stakeholders, University Strategic Plan, international trends, best practices in the discipline.

1. Programmes must be reviewed every three years and before the new enrolment into the fifth year to allow for time to review, re-plan and put in place appropriate interventions.
2. Each programme must be reviewed every three years and new students in the fifth year must be enrolled on a reviewed programme.
3. Courses that run on a semester programme must be examined at the end of that semester. Those running on linear programmes must be examined at the end of that course and period set aside for the implementation of that course.
4. There must be a mid-semester review to assess the implementation of the course on the teaching and learning environment and students' responses to set learning environment to allow for intervention before the end of the semester where necessary.
5. Peer evaluation should be done every semester and there shall be a minimum of two peer evaluations every academic year.

Research

The basis for review of the research agenda is the research policy, strategic plan, implementation and accountability of research productivity levels.

1. There must be yearly review of the University Research plan and productivity levels of Faculty Research Committees, faculties and individuals.
2. To meet the productivity levels set by the Research Board, the Faculty must set threshold levels for academic staff for annual minimum acceptable performance levels.
3. There must be yearly reviews of productivity levels of research at University, faculty and individual academic member of staff.

Appendices

Appendices

Appendix AR1: Terms of Reference: External Examiners

1 Purposes and Functions

The General Academic Regulations of the University provide for the appointment of External Examiners "to moderate all formal examinations" (Regulation 6.4). The functions of External Examiners can be amplified as follows:

to show externally that academic standards of the University of Zimbabwe are comparable with those of the international University community and to ensure that the assessment system is fair and fairly operated in marking and classification of candidates;

to act as an independent source of assessment in specialist subjects not only confirming or amending the internal marks but commenting and giving advice on course content, balance and structure, degree programmes and assessment procedures;

to moderate borderline cases between 'pass' and 'fail' and between different classes within the marking scheme and to help adjudicate in cases of conflicting marking;

to confer with the appropriate panels of Internal Examiners and assist the panels in preparing recommendations for appropriate Boards of Examiners. The External Examiner may, with the concurrence of the Chief Examiner (normally the Chairperson of Department, call a candidate for a *viva voce* examination;

to attend, whenever possible, and advise the appropriate Board(s) of Examiners;

the above functions must be carried out with regard to the University's General Academic Regulations for specific programmes.

2 Selection, Appointment and Period of Service

Appointment of External Examiners shall be made by the Senate on the recommendations of the Departmental Boards. Nominations from Departmental Boards should be accompanied by an outline of the proposed External Examiner's credentials. Nominations should be made only after the Chairperson of Department has secured the proposed External Examiner's agreement to being so nominated.

Only persons of sufficient seniority and experience to be able to command authority and offer the expertise required should be appointed: normally but not exclusively, at professorial level.

An External Examiner should not normally be appointed from a department or University or institution where a member of the inviting department is serving as an examiner.

Former members of the University of Zimbabwe staff should not be invited to become External Examiners unless there are special circumstances in which case the department has to provide full justification for the recommendations.

Normally, there shall only be one visiting External Examiner for a Department. The External Examiners may also be appointed in a non visiting capacity for a Department where necessary. An alternate Examiner may be asked to review and revise draft examinations papers, to advise on syllabuses and to hold himself ready to visit the University at the time of the examination should the External Examiner be unable to attend. He may also be called upon to comment, by correspondence, on certain scripts or aspects of the examination if this is deemed necessary by the Internal Examiners and the visiting External Examiner.

Appointments of External Examiners shall normally be for one year but may be renewed, normally for a maximum of two further successive years. External Examiners from outside the country will be invited to visit the Departments during the sessional examinations every other year during their period of appointment.

Departments are requested to recommend to Senate appointment of External Examiners serving at Universities/Institutions which are in Africa especially Southern Africa. Only in very exceptional cases will recommendations of appointment of External Examiners from abroad be considered and in such cases Departments will be required to justify such recommendations.

External Examiners from outside the University system, e.g. from Commerce and Industry or from a relevant profession, may be appointed in certain circumstances.

External Examiners shall be formally notified of their appointment by the respective Departments and the correspondence will be copied to the Deputy Registrar (Academic).

3 Review of Questions Papers

The External Examiner shall be asked to review these drafts and to satisfy himself that they are appropriate to the examinations for which they are prepared. The External Examiner may propose amendment to any paper and return his comments to the Chairperson of Department under strict confidential cover either through a courier, or registered air mail as soon as possible and within one month of having received the drafts.

The Department concerned shall make such amendments as necessary, prepare and proof-read the final copy of the question paper before it is printed, packaged and sealed.

4 Report from External Examiners

Each External Examiner is requested to provide a confidential written report at the end of his examining duties to the Vice Chancellor and not to the Chairpersons of Departments or anyone else. External Examiners are encouraged to make any comments they wish, including observations on teaching, course structure and course content, as well as the examinations themselves.

It is stressed that reports should be submitted under confidential cover directly to the Vice Chancellor, who will ensure that they are given due consideration and, at his discretion, may copy all, or parts of the report to the department concerned, the Dean of the Faculty, Senate or other body as h/she deems appropriate.

5 Travel and Accommodation Arrangements

The Examinations Office will make all travel and accommodation bookings for External Examiners.

In their informal negotiations with Examiners, Chairpersons of Departments should indicate the period for which the External Examiner's attendance will be needed and, if possible, establish in advance specific dates on which the External Examiner would be able to come to Zimbabwe and return to his home. The visits should not exceed a maximum of four days. Chairpersons of Departments should also establish a specific address including contact telephone number, e-mail address and fax number to which travel tickets should be sent.

Chairpersons of Departments should communicate this information to the Examinations Office which will proceed to make travel bookings.

The Examinations Office will normally make bookings through a travel agent which will, in turn, deliver travel tickets to the External Examiners at the address specified, normally his home or place of work.

N.B Flights in July/August and November/December are often heavily subscribed and bookings must be made well in advance.

The University will provide daily transport between the hotel(s) and the University. The External Examiner will be expected to meet the costs of any local transport which is not directly related to his examining duties.

The Chairpersons of Departments concerned will be responsible for meeting the External Examiner on his arrival in Harare, attending to his needs whilst on appointment to the University and generally providing the liaison needed between the University and the Examiner.

6 Expenses/Costs

The University will pay expenses and costs as **are necessarily and reasonably incurred by the External Examiner himself in fulfilling the terms of his appointment, e.g.**

One single return '**ECONOMY CLASS**' ticket between the External Examiner's place of residence/employment and Harare. If the External Examiner is willing to accept travel arrangements on the conditions attached to a lesser rate, e.g. '**APEX**' fare or 'Excursion', and such arrangements can be made which are satisfactory to both parties, these should be used.

Incidental travel costs, e.g. bus fare/taxi fares between External Examiner's residence and home airport **and airport departure tax both to and from Harare** will also be refunded when processing the final fee payable to the External Examiner at the end of his or her examining duties. But, this payment will normally be made after the External Examiner's departure from Harare.

Accommodation

One single room at a hotel approved by the University with the University paying for full board.

Sundry Expenses, such as a postage/registration of draft question papers, laundry, telephone calls **connected with the examining duties.**

Non-Refundable Expenses

The University **will not pay** for personal or luxury expenses incurred, such as entertainment of guests, bar bills and personal telephone calls.

Insurance Costs

The University does **not** provide insurance cover for visiting External Examiners. Visiting External Examiners are advised to arrange for themselves insurance cover for personal belongings and medical treatment, etc, for the duration of their visit.

If the External Examiner brings with him on his visit, his spouse, or any other person, it is **stressed** that all expenses incurred by that person must be met by the External Examiner or the individual or some source other than the University. The University's commitments are in respect of the formally appointed External Examiner himself/herself only.

The University will **not** pay for local travel in Zimbabwe, e.g. for car hire or sightseeing trips. The University will provide a transport service daily between the hotel at which the External Examiner is staying and the University.

7 External Examiners Fees

These fees are reviewed by the University from time to time.

Immediately after completion of the examination duties, the Chairperson of each Department shall complete, in triplicate and submit to the Examinations Office the claim form in respect of fees payable to that department's External Examiner.

The External Examiner's fees will be paid as soon as possible after the claim forms, hotel bills and travel bills have been received by the Examinations Office and verified so that any non-refundable expenses, as well as any advances issued may be offset against the fee payable.

Fees may be paid to the External Examiner either in US Dollars or the currency of the External Examiner's home country. The currency requested should be indicated on the fees claim form.

The External Examiner should provide Bank details including the currency preferred to enable the Bursar's Department to effect a transfer.

Appendix AR2: Academic Registry

1. ADMISSIONS POLICY

- 1.1 The University of Zimbabwe has policies and procedures for the recruitment and admission of students that are fair, clear and explicit which are implemented consistently.
- 1.2 The institution's decisions regarding admissions to degree programmes are made by Faculty Admissions Committees which generally are competent to effectively undertake selection roles. These recommendations are approved on behalf of Senate by the Vice Chancellor.
- 1.3 The promotional materials and activities are up to date, accurate, relevant and easily accessible enabling applicants to make informed decisions on the options available to them.
- 1.4 The selection procedures are followed fairly and consistently and are on time. Transparent entry requirements are outlined and these guide the selection process.
- 1.5 The University conducts its admissions processes efficiently and effectively with the processes fully having an audit trail accessible to all players in the admissions process.
- 1.6 The offer letters are very explicit on the obligations placed on the prospective student at the time the offer is made.
- 1.7 The University informs prospective applicants, giving enough time, advising them on major changes to the programme between lodging of applications and registration. Should options be available, they are also advised.
- 1.8 The University advises prospective students who have secured places on registration and orientation arrangements.
- 1.9 The University provides feedback to unsuccessful applicants.
- 1.10 The University has policies and procedures in place for applicants' complaints on the admissions process. All Admissions Office staff members are aware of these procedures.
- 1.11 The institution responds to appeals against rejections and processes them fairly and consistently.
- 1.12 The University regularly reviews the policies and procedures related to student admissions to ensure they support and strengthen the institution's mission and strategic thrust.

2 AFFIRMATIVE ACTION POLICIES

- 2.1 The institution has affirmative policy in place for students with disabilities where they are all admitted provided they meet the minimum entry requirements. The Disability Resource Center follows up on all such applications to ensure such prospective students are assisted at selections meetings in all manner possible. Separate lists are generated to ensure faculty admissions committees pay special attention to disabled applicants.
- 2.2 Female prospective students access programmes at generally lower points than their male counterparts as the university strives for gender balance.

3 FOR POSTGRADUATE BY RESEARCH STUDENTS

- 3.1 Admissions procedures are clear and consistently applied.
- 3.2 Only appropriately qualified students and or prepared students will be admitted to research programmes.
- 3.3 The admissions decisions involve at least consideration at departmental level. The selection is guided by regulations and admissions procedures. These recommendations are forwarded to the Dean for endorsement and the Chairman of the Senate ensures that they are balanced and are in line with the admissions policy.

4 ADMISSIONS PROCEDURES

- 4.1 Faculties and departments are required to avail the procedures in place for their programmes. These are indicated in the minutes of the selection committee which outlines the selection criteria for each programme.
- 4.2 In effecting selections, faculties and departments are required to observe the various policy requirements, regulations and Academic Committee conventions to ensure fairness and transparency.

The University of Zimbabwe ensures that students begin their studies with sufficient information to enable and empower them to begin their studies with a proper grounding and understanding of the academic, cultural and social environment in which they will be studying.

Appendix AR3: Procedures for Processing Master of Philosophy (M Phil) and Doctor of Philosophy (D Phil) Degrees

These procedures should be read in conjunction with the General Academic Regulation for M Phil and D Phil degrees.

1. General application of these procedures

- 1.1 All examination procedures require close liaison between the Department, the Faculty office and the Postgraduate Centre.
- 1.2 These procedures constitute minimum best practice and must be adhered to. Faculties are expected to adopt ways to strengthen and restrict these procedures to suit their own discipline specific needs.

2. Eligibility to apply for admission

- 2.1 M Phil
 - 2.1.1 Normally, an applicant must have passed an appropriate Honours Degree in the Upper Second or higher Division. For further details, refer to Regulations for the Master of Philosophy (M Phil) and Doctor of Philosophy (D Phil).
- 2.2 D Phil
 - 2.2.1 An applicant must have obtained an appropriate taught Masters Degree at Merit or better or an M Phil or have satisfied the requirements for transfer of registration from the M Phil degree to the D Phil degree.

3. Processing applications

- 3.1 Postgraduate Centre
 - 3.1.1 Should, after liaison with Faculties and departments advertise M Phil/D Phil programmes offered by the University annually at an appropriate time as determined by the University calendar.
 - 3.1.2 Receive and direct applications to respective Faculties within two weeks from the closing date of the advertisement.
 - 3.1.3 Acknowledge receipt of applications within two weeks from the closing date of the advertisement.
- 3.2 The Faculty
 - 3.2.1 Upon receipt of applications from Postgraduate Centre the Faculty office should send applications to relevant departments within five working days.
 - 3.2.2 The faculty office should write the Academic Registry to advise them of the department to which applications have been sent.

- 3.2.3 Shall receive proposals from departments for discussion and consideration by the Faculty Higher Degrees Committee.

3.3 Departments

- 3.3.1 Upon receipt of applications the Chairman of department should present the applications at a departmental board meeting within two weeks.
- 3.3.2 The departmental board must identify areas of specialization to which the proposals belong and allocate provisional supervisors who will guide applicants in conceptualizing and writing their project proposal. The Departmental Board shall identify permanent full-time lecturers with an earned doctoral degree obtained at least three years before taking on a supervisory responsibility, highly knowledgeable and with a sustained research record in his/her field with a view of recommending them as the main supervisor. An Associate supervisor may be appointed in accordance with the General Academic Regulation for M Phil and D Phil.
- 3.3.3 The chairperson shall communicate to the applicants the decision of the departmental board informing them of their provisional supervisors and instructing them to report to the department to meet and consult with the supervisors.
- 3.3.4 Provisional supervisors shall work with the prospective student with a view of assisting him/her to come up with a proposal in the accepted format within six months. During this period, departments must direct prospective students, with the help of their supervisors, to submit work schedules that include presenting their proposals to at least two departmental seminars and insist that only proposals prepared in line with this procedure will be submitted to the Faculty High Degrees committee for consideration.
- 3.3.5 Approve proposals ready for submission for the Faculty Higher Degrees Committee and recommend substantive supervisor(s) and or Associate supervisor(s) in accordance with the General Academic Regulations.
- 3.3.6 Ensure that recommendations of the Faculty Higher Degrees Committee on any proposal should be implemented timeously.

4. Processing Registration

4.1 Department

- 4.1.1 Advise applicants on regulations relating to the degree programme that they have applied for, including status (full-time/part-time), duration, fees, applying for extension, etc.
- 4.1.2 Submit recommendation for registration to the Faculty Office

3.2 The Faculty

- 4.1.3 Prepare and submit recommendations for registration to Academic Registry for consideration by Academic Committee within five working days of receipt of the departmental recommendation.
- 4.1.4 Send a letter of recommendation signed by the Dean to the Director – Postgraduate Centre with the correct thesis title and name(s) of supervisor(s), with the proposal approved by the

Faculty Higher Degrees Committee (length and format in accordance with the General Academic Regulations), minutes of the Higher Degrees Committee and the application for admission form attached.

4.2 Postgraduate Centre

4.2.1 Upon receipt of the Dean's recommendation and evidence of payment of the requisite tuition fees by the applicant, liaise with the Chairman of Academic Committee on the procedure of processing the recommendation within five working days of receipt of the Faculty recommendation.

4.2.2 Write to the student a letter of confirmation of registration and send copies to the required offices.

5. Monitoring progress and providing incentives

5.1 The supervisor(s)

5.1.1 Shall agree with the student the work plan for the research.

5.1.2 Shall agree with the student the time and frequency of consultation and shall document proceedings of their consultation meetings and submit a copy to the department.

5.1.3 Will advise the student on regulations relating to conversion from M Phil to D Phil, plagiarism, application for extension, publishing extracts from their thesis and change of topic.

5.1.4 Providing counsel and guidance on publishing research findings and funding opportunities.

5.1.5 Co-publishing some of the research results with the student

5.2 The Department

5.2.1 Keep a database of all registered M Phil and D Phil students in the department and keep track of their registration status, progress or non-progress.

5.2.2 Direct the supervisor to submit a progress report of the student that they are assigned to supervise twice a year.

5.2.3 Provide a conducive environment for the student to present his/her research findings through departmental seminars.

5.2.4 Advise on funding opportunities and prospects that enhance research experience.

5.2.5 Issue written warning to truant students

5.2.6 Facilitate the appointment of students to teaching responsibilities that enhance their experience and engagement with junior students through approved University procedures and policies.

5.3 The Faculty

5.3.1 Shall keep a database of all registered postgraduate students recording and updating the registration status of each student and all documents relating to the progress or non-progress of the students.

5.3.2 The Faculty Higher Degrees Committee shall give departments a diary for the submission of progress reports for consideration itself.

5.3.3 Shall make the necessary recommendations, through the Higher Degrees Committee to Academic Committee on extension of programmes, conversion to D Phil, deregistration, provision or consideration for research funding and change of title or supervisor(s).

6. Submission of thesis

6.1 The Supervisor

6.1.1 Shall read through the thesis draft and satisfy him/herself that the thesis is of an acceptably high standard. An M Phil thesis must provide evidence that the candidate has mastered relevant research techniques, has shown scholarship, has developed a capacity for criticism of his/her own work, and has widened his/her knowledge and understanding of the literature of his/her field of study. In addition to this standard expected at M Phil level, a D Phil thesis must constitute an original contribution to knowledge.

6.1.2 Should there be disagreement between the student and the supervisor on the adequacy and readiness of the thesis for submission where the supervisor is not happy with the standard of the thesis, the matter shall be referred to the Faculty Higher Degrees Committee which shall assign an independent reader who is an expert in the field of study to read the thesis and submit a report for consideration by the Committee.

6.1.3 Should advise the student on his/her thesis' readiness for submission, direct the student to produce the final draft of his/her thesis in accordance with the General Academic Regulations and ascertain that the student has adequately prepared the final copy for submission.

6.1.4 Advise the chairperson of department in writing on the adequacy of the thesis with regards to 5.1.1 above, and its readiness for submission.

6.1.5 Sign the submission form provided by the Postgraduate Centre through the Chairperson of department.

6.1.6 Each copy of the thesis must be signed and dated by the student and supervisor.

6.1.7 The supervisor should sign against the sentence, "As the candidate's Supervisor I agree/do not agree to the submission of this thesis."

6.2 The Chairperson of department

6.2.1 Upon receipt of the supervisor's report and memo to advise that the student's thesis is ready for submission, shall scan through the thesis to check structural presentational errors and plagiarism.

6.2.2 Will convene a Departmental Board meeting to announce identify internal and external examiners without the participation of the supervisor and in accordance with the General Academic Regulations.

6.2.3 Students must not know the names of their examiners until after they have completed the degree, and subject to the examiners' consent.

- 6.2.4 Examiners must be appointed independently of each other and their names may not be disclosed to each other.
- 6.2.5 The Chairperson of Department must establish, prior to recommending names to Higher Degrees Committee, whether or not the examiners are willing to do the examination, whether there is no conflict of interest and how many times the examiner has examined for a particular supervisor.
- 6.2.6 The Chairperson Write to the Dean or Chairman of the Higher Degrees Committee confirming the thesis's readiness for submission and submit names and curriculum vitae of recommended examiners, their full contact details (street address, telephone, fax and e-mail address). Normally, all examiners of M Phil/ D Phil thesis must be holders of a doctoral degree, earned at least three years before their appointment as examiners experts in their field of specialization, well published and should not have co-published with the candidate or his/her supervisor. Exceptions may be permitted as determined by Academic Committee.

6.3 The Faculty

- 6.3.1 The dean shall sign the submission form and convene a Higher Degrees Committee to consider the examiners recommended by the departmental Board. In recommending the appointment of examiners, Higher Degrees Committee shall take 6.2.6 above into account. Normally three examiners, two internal and one external shall be appointed. Where no experts in the field can be found within the University, two or all three can be appointed as external examiners with the approval of Academic Committee.
- 6.3.2 The Higher Degrees Committee shall ensure that the student is properly registered and that the proposal and title of thesis were accepted by them. No thesis will be sent out for examination unless the research proposal and title were accepted by the Higher Degrees Committee.
- 6.3.2 Will process and submit the examination dossier to the Postgraduate Centre for consideration by Academic Committee.

6.4 Postgraduate Centre

- 6.4.1 Upon receipt of the examination dossier for the Faculty, the Director – Postgraduate Centre shall submit it for consideration by Academic Committee or its chairman as provided for by the relevant statutes.
- 6.4.2 After approval of the examiners, The Postgraduate Centre will immediately communicate the approval to the Faculty and advise on the submission of copies bound in accordance with the General Academic regulations as well as sending of appointment letters to the examiners.

7. Examination of thesis

- 7.1 It is the responsibility of the Postgraduate Centre to administer the entire examination of the submitted thesis, ensure the payment of the relevant fees by the student and send the thesis and relevant guidelines by courier or registered mail to examiners.

- 7.2 Examiners must be given a maximum period of 12 weeks within which to submit their signed report. Where an examiner fails to submit a report within the given period and even after probing, the Postgraduate Centre shall inform him/her in writing of their intention to appoint another examiner and indicate that any report received after a given date would not be considered as valid. If still by the new deadline the examiner has not submitted the report, the Postgraduate Centre must proceed to liaise with the relevant department on the appointment of a new examiner.

7.3 The Postgraduate Centre must supply examiners with the following:

- 7.3.1 M Phil/D Phil examination form
- 7.3.2 Guideline for examiners
- 7.3.3 Copy of thesis
- 7.3.4 Claim form
- 7.3.5 Acknowledgement receipt and supply anticipated date of return

- 7.4 All correspondences with examiners must only be by the Postgraduate Centre or the dean's office.
- 7.5 All parties involved in the examination process must exercise strict confidentiality and examiners should send their reports directly and only to the Director – Postgraduate Centre.
- 7.6 On receiving the examiners' report and other necessary documents the Director – Postgraduate Centre must acknowledge receipt to the examiner and forward copies of these to the Dean.
- 7.7 Upon receipt of all the required reports, the Dean shall constitute a Board of Examiners, distribute the agenda and copies of reports only to members invited to the Board of Examiners and convene the Board of Examiners in accordance with the General Academic Regulations.
- 7.8 The candidate shall be invited to the oral examination in writing at least 1 week before the date of the examination.
- 7.9 In the case where the Dean having been either a supervisor or an examiner, his Deputy shall chair the Board of Examiner.
- 7.10 In the case where the Board of Examiners' recommendation to Academic Committee is "Fail: Resubmit within 12 months", the candidate shall only know of this decision through the publication of results by Academic Committee. It is only after that when the Supervisor must avail blind copies of examiners' reports to the candidate, create a revision check list from the minutes of the Board of Examiners to assist the candidate to do focus and guided revision.
- 7.11 The Board of Examiners may recommend to Academic Committee an additional person who shall not be any of the examiners, to assist the candidate to revise his/her thesis.
- 7.12 Where only minor revision is necessary, once the revision has been completed to the satisfaction of the Supervisor, he/she should write to the Chairperson of department and attach a check list of what exactly has been done. The Chairperson of department shall write the Chairman of the Board of Examiners confirming that revision has been satisfactorily done. The Chairman of the Board of

Examiners, who invariably is the Dean, must immediately compile the necessary dossier for submission to Academic Committee through the Deputy Registrar Academic, recommending award of degree. The dossier shall include:

7.12.1 The Dean's covering letter;

7.12.2 All examiners' reports;

7.12.3 Minutes of the Board of Examiners

7.12.4 Supervisor and Chairperson's memos to confirm that adequate revision has been done

7.12.5 A copy of the form signed by the Supervisor to confirm that the thesis is ready for examination

7.13 The student shall be required to submit bound and electronic copies of his/her thesis in accordance with the General Academic Regulations.

7.14 Once Academic Committee has endorsed the Faculty Board of Examiners to award degree; Academic Registry shall publish the results by communicating in writing to the student informing him/her of the award of degree.

7.15 Academic Registry may include the student's name in the upcoming graduation list and advise the student of the date of graduation as well as requirements for the ceremony.

Appendix AR4: Academic Registry: Student Records and Registration Manual and Procedures for Key Performance Areas

1. REGISTRATION PROCEDURE

All students are required to register at the start of each semester. Registration is an essential process and unless one enrolls there would not be a "live" record in the University's record system. Failure to register means that one does not have student status.

1.1. First Year Students

- 1.1.1 After the admission process is completed and the roll forward is done, registration forms are then printed and sent to faculties for distribution to students.
- 1.1.2 Students are required to check their registration numbers at the respective faculty offices and then proceed to the Bursar (cash office) to pay fees.
- 1.1.3 After the payment of fees student are then issued with registration forms and they then register for courses at the departments.
- 1.1.4 The courses have to be signed for at the departments where they register and then the faculty office endorses the forms after checking whether the correct number of courses have been registered for by signing and stamping the form.
- 1.1.5 The student then has to go to the bursar where the form is stamped and the bursar takes one carbon copy of the form and the student is left with 3 forms.
- 1.1.6 The forms are then checked at the Student Records final check desk where they are stamped and the original form has to be left with the secretary at the Student Records desk. The courses are then captured.
- 1.1.7 At the final check desk the Assistant Registrar/Administrative Assistant checks whether the following has been done:
 - (a) The students have provided all the information required i.e. permanent, term and vacation address and the details of the next of kin.
 - (b) All the courses have been registered for.
 - (c) The correct level has been indicated.
 - (d) The department and faculty have checked and signed against the courses registered for
 - (e) The student has signed and dated the form.
 - (f) All the fees have been paid and the Bursar has cleared the student and stamped the form.

- 1.1.8 The other form should be left at the Faculty office and the students remain with one copy which they produce to the photographer to enable them to get a student identity card.
- 1.1.9 Students are then required to register with the Library, Student Health Clinic, Chaplain and the Sports Centre.

2. AMENDMENT OF PROGRAMMES AND COURSES

- 2.1 Students are allowed to change programmes and courses within the first two weeks of commencement of the semester.
- 2.2 Programme amendment forms are collected from the Admissions Office and course amendment forms are collected from the Student Records Office. The changes have to be approved by the Chairpersons of Departments, Deans and the Deputy Registrar Academic before the forms are brought to Student Records Office where the amendments are effected.

3. VALIDATION OF DATA CAPTURED FORMS

- 3.1 After all the forms have been data captured, degree enrollment registers are printed. This procedure is normally done a month after registration.
- 3.2 The Assistant Registrar/Administrative Assistant checks the registers which list all the registered students against the registration forms together with the database secretary to ensure that all the forms have been captured.
- 3.3 Course confirmation slips which show all the courses the student registered for are then printed and sent to faculties for collection by students.
- 3.4 Students are required to check whether all the courses they registered for are reflected and that the names are spelt correctly.
- 3.5 If there are any amendments the student is required to make the amendments on the course confirmation slip and then bring it to Student Records together with the copy of the registration form.
- 3.6 Conduct periodic data cleaning.
- 3.7 Send all the forms to the Central Records office for filling.
- 3.8 Provide student statistics as and when required during the registration exercise.

4. REGISTRATION FOR RETURNING STUDENTS

After the publication of results, a roll forward is done either a semester roll forward or end of academic year roll forward.

5. SEMESTER ROLL FORWARD

Semester Roll forward archives the courses and changes the students 'status from registered to accepted. There is however an option given whether to archive the courses or not. College of Health Sciences and the Faculty of Veterinary Science examine students at the end of the second semester so the roll forward does not archive the courses, the status is the one which is changed.

6. END OF ACADEMIC YEAR ROLL FORWARD

- 6.1 The roll forward archives the courses, changes status from registered to accepted and also the level is changed to a higher level for final year students all the information is archived and a screen which shows only the personal details of a student remains.
- 6.2 When the roll forward is complete, registration forms are then printed and sent to Faculties. The registration process is then similar with that of the first year students for all the students who are proceeding to the next level.
- 6.3 Students who would be carrying courses are required to pay for the courses and the amount is calculated on a pro-rata basis.
- 6.4 Students who would have been asked to apply to repeat are required to apply to repeat.
- 6.5 The application letters to repeat are processed through the Deputy Registrar, Academic's Office. Once a response has been received from the Department/Faculty the student is informed of the outcome. If the response was positive, the student proceeds with the registration process. Repeating students have to register for the failed courses first before they could be allowed to take any other courses which are not pre-requisites to the failed courses.

7. Academic Transcript Procedure

A transcript is a copy of a student's permanent academic record. It is normally issued after the student has successfully completed the requirements of the degree programme.

8. GRADUATION PROCEDURE

Graduation ceremony is normally held once every year after the publication of the second semester results.

Appendix AR5: Registered Student Data: Amendment Form

To be completed by the student and submitted, after endorsement where required to the Student Records and Registration Office.

SURNAME & INITIALS:

STUDENT REGISTRATION NUMBER:

PROGRAMME: YEAR OF STUDY

I hereby request that the following data on my official Student Records be amended as indicated below:-

SIGNED: DATE:

COURSE CHANGE				FOR OFFICIAL USE	
FROM		TO			
CODE	COURSE NARRATION	CODE	COURSE NARRATION	REC*	DATE
				Dept (s)	
			
			
				Dean (s)	
			
			
NOTES: REC* means recommended. 1. Recommendation by the Chairman of Dept(s) and Dean (s) and approval by the Deputy Registrar (Academic) is essential for changes to items of academic data i.e. (Programme, Year of Study, Subject, Course Unit (s)). 2. Change will NOT be recognized by the University unless authorized through proper channels. The form should be submitted to the Deputy Registrar (Academic) Office.				APPROVED DATE <i>Academic Registry</i> CHANGE REC* DATE Signed: SAR (<i>Student Records and Registration</i>)	

Appendix AR6: Registered Student Data Programme Amendment Form

I hereby request that the following data on my official Student Record be amended.

1. SURNAME : FIRST NAMES: STUDENT REGISTRATION NUMBER:
 PROGRAMME: YEAR OF STUDY:
 SIGNED: DATE:

	<u>ENDORSEMENTS:</u>	<u>DATE:</u>
2. REGISTERED PROGRAMME: CUT OFF POINTS: APPLICANT'S POINTS:	Chairman:
	Dean:
3. PROPOSED PROGRAMME: CUT OFF POINTS: APPLICANT'S POINTS:	Chairman:
	Dean:

4. ADDITIONAL INFORMATION

(A LEVEL PASSES)	(SAR, ADMISSIONS):	DATE:
.....	DEPUTY REGISTRAR (ACADEMIC):	DATE:
.....	VICE CHANCELLOR:	DATE:

APPROVED/NOT APPROVED

NB: SAR, STUDENT RECORDS AND REGISTRATION: FOR PROCESSING AFTER APPROVAL

Appendix AR7: Academic Registry Memorandum

FROM: Senior Assistant Registrar
Student Records and Registration

DATE

EXT: 11230

TO: Chairman, Dept. of

Cc: Dean, Faculty of

SUBJECT: APPLICATION TO REPEAT:

NAME : DR/MR/MRS/MISS/MS

I enclose an application from the above-named student to repeat
..... during theAcademic
year for your consideration. May we please have your comments.

SAR, Student Records and Registration

Appendix AR8: Memorandum

FROM: Senior Assistant Registrar

DATE:

TO: Assistant Bursar (Students)

EXT: 11230

RE: FEES FOR STUDENTS REPEATING OR CARRYING SUBJECTS/COURSES

NAME OF STUDENT:

REGISTRATION NUMBER:

DEGREE PROGRAMME AND PART:

NUMBER OF SUBJECT /COURSE TAKEN:

TUITION FEE:

Please levy all other standard fees as usual.

SAR, STUDENT RECORDS AND REGISTRATIONpm

Appendix AR9: Student Enrolment

Undergraduate Students as at (*date*)

Faculty	Level 1		Level 2		Level 3		Level 4		Total		Grand Total
	M	F	M	F	M	F	M	F	M	F	
Humanities and Arts											
Arts											
Commerce											
Education											
Law											
Social Studies											
Total (Humanities)											
Hard/Physical/Natural Sciences											
Agriculture											
Engineering											
Science											
Total (Natural Sciences)											
	Level 1		Level 2		Level 3		Level 4		Level 5		Total
	M	F	M	F	M	F	M	F	M	F	
Health Sciences											
College of Health											
Veterinary Science											
Total (Health Sciences)											

Total Undergraduates

	M	F	Grand Total
Humanities and Arts			
Natural Sciences			
Health Sciences			
Grand Total			

Honours, Masters and Doctoral as at (date)

Faculty	Special Honours		Postgraduate (Research)		Masters by Coursework		Total		Grand Total
	M	F	M	F	M	F	M	F	
Humanities and Arts									
Arts									
Commerce									
Education									
Law									
Social Studies									
Total (Humanities)									
Hard/Physical/Natural									
Sciences									
Agriculture									
Engineering									
Sciences									
Total (Natural Sciences)									
Health Sciences									
College of Health									
Veterinary Science									
Total (Health Sciences)									

Total Postgraduate Students

	M	F	Grand Total
Humanities			
Natural Sciences			
Health Sciences			
Total			

Diplomas as at (date)

Faculty	Postgraduate Diplomas		Undergraduate Diplomas		Total
	M	F	M	F	
Humanities and Arts					
Arts					
Commerce					
Education					
Law					
Social Studies					
Hard/Physical/Natural					
Sciences					
Agriculture					
Engineering					
Sciences					
School of Technology					
Health Sciences					
College of Health					
Veterinary Science					
Total					

Appendix AR10: Examinations Office Calendar of Events Leading to Examinations

SEQUENCE	ACTIVITY	DEADLINE	INITIATOR
1	Setting of questions papers; Dispatch of question papers for External Moderation	3 rd week of the semester	Chairpersons of Departments/Examination Coordinators
2	Submission of course Schedules	4 th "	Chairpersons of Departments/Examination Coordinators
3	Publication of First Draft Timetable	6 th "	Examinations Office
4	Printing and Packaging of question papers	9 th "	Chairpersons of Departments/Examination Coordinators
5	Publication of Final Timetable	11 th "	Examinations Office
6	Display of Coursework Marks. Application qualifies students for examinations	11 th "	Chairpersons of Departments/Examination Coordinators
7	Printing of Examination Registers and Attendance Slips	12 th "	Examinations Office
8	Submission of invigilation schedules to Exams Office	12 th "	Chairpersons of Departments/Examinations coordinators
9	Logging of Question Papers in Date Order	13 th "	Examinations Office
10	Examinations	Last two weeks of the semester	All

Appendix AR11: Invigilators Duties

These notes describe the main tasks, processes and practices involved in invigilation.

General duties

An as invigilator employed by the University of Zimbabwe, you are expected to conduct yourself in a professional manner. In particular you are expected to:

1. Arrive on time at your assigned venue: For the Common venues i.e. Great Hall, Llewellyn Hall, Beit Hall and New Lecture Theatre 400 you need to be at the venue by 7:15 hrs to crosscheck all scheduled papers.
2. Remain vigilant throughout each examination session. You should not read books, newspapers, etc. during the course of the examinations.
3. Remain quiet throughout each examination session. If it is necessary to speak to another invigilator about an examination matter, do so quietly and away from the candidates.
4. Maintain silence: as students enter the examination venue, please make announcements to remind them to locate their seats quickly and quietly.

Candidates with clashing courses

1. Students with clashing courses will write their examinations from the Great Hall.
2. Examinations Office Staff will prepare question papers and a register to be handed over to the Chief Invigilator in the morning.
3. Quarantined candidates are not allowed to leave the examination venue until all their clashing papers (for the particular day) have been written by the other candidates.
4. At the end of examination, the scripts and a signed register for quarantined candidates will be taken to Exams Office for safekeeping.

Laying out the examination room

1. With reference to the attendance slips, place on each desk a preprinted attendance slip with student names following an alphabetic order.
2. Place the relevant examination question paper on each desk.
3. Place the relevant answer booklet on each desk.
4. Place any supplementary material on each desk (refer to examiners' notes on the question paper).
5. Ensure the clock in the venue shows the correct time.
6. Prepare a sitting plan and record the rows occupied by each question paper on the chalk board which should be displayed by the main entrance.

Before the start of the examination

1. As candidates enter the hall, ensure that they do not bring in any personal belongings such as bags, cellphones, notes and textbooks, these must be left in at the back of the exam hall or other designated areas.
2. Help candidates to find their allocated seats. Ask those who are unable to find their seats to occupy free desks at the back of the rows.
3. Candidates who do not have allocated seats should be referred to the Examinations Office Staff in the venue.
4. Once candidates are seated, ensure that they do not look at their question paper. Candidates are permitted to complete their details on the answer booklets only.

During the course of the examination

Ensure that Invigilators and Examiners in the room sign the Attendance Register (blue sheet) which should be forwarded to Examinations Office.

1. Handle queries from candidates both quickly and efficiently.
2. Go immediately to candidates who raise their hands.
3. Take details of candidate's query. Do not attempt to answer the query yourself. Contact a member of the Exams team or the examiner.
4. Make an announcement in front of the class if the query concerns all students. If not, Inform only the student in question of the outcome of their query.
5. After 30 minutes, mark the attendance registers. These are in duplicate or two part computer paper.
6. Put a tick for those candidates present and 'ABS' against absent candidates.

Do not, under any circumstances, leave the students unattended while checking attendance slips and marking the register. In this case it would be advisable to have at least one other invigilator watching and attending to queries from candidates.

Late candidates/early leavers

1. Candidates who arrive 30 minutes late will not be admitted to the examination room.
2. There is no extra time granted to a candidate who arrives late unless prior arrangements have been made by the Examinations Officer.
3. Do not allow candidates to leave the examination venue during the first 30 minutes and the last 10 minutes of the examination.
4. Collect examination scripts from early leavers. Ensure that they have entered their details including candidate number on the answer book.

Irregularities

1. Always be alert, vigilant and 'on the look out' for possible irregularities.
2. Where there is clear evidence of a candidate referring to unauthorized material, remove it immediately. You should tell the candidate to continue working but that they will have to remain behind at the end of the examination. Complete an examination incident report form immediately, providing detailed and accurate information about the incident. Inform a member of the Exams Office..
3. If a cell phone rings during the examination, quietly identify the candidate and complete an examination incident report and inform the Examinations Officer. Cellphones are not allowed in examination venues.

Finishing examinations

1. Take the examination script from the candidate. Ensuring that each candidate has completed the cover sheet of the answer booklet, including candidate number, title of paper, date and numbers of questions attempted.
2. Collect any spare answer booklets, exam papers and supplementary answer booklets and hand them over to Examinations Office.
3. Count exam scripts and only release students when ALL scripts have been collected and tally against the number of attendance slips collected.
4. Take all examination scripts, marked attendance registers and slips to the Examinations Office for safe keeping

Appendix AR12: Degree of MPhil/DPhil Examination Entry Form

(This form must be completed and returned to the Senior Assistant Registrar (Academic) before submission of the thesis).

1. Name of Candidate (use block capitals) Amount of Fee Paid
 (a) Surname: \$
 (b) Other names in full:

2. Address:

3. Date of admission to the programme of study in the University:

4. Degree of which you have been registered:

5. Title of thesis:

6. Month in which you intend to submit thesis to the University:

Signature of Candidate

Signature of Supervisor(s) (1)..... (2)

Signature of Chairman, Faculty Higher Degrees Committee

Date:

Appendix AR13: Results Summary Sheet

(For Departmental Board of Examiners)

Department:

1. TITLE COURSE: COURSE CODE:

2. COURSE COORDINATOR:

3. NUMBER OF STUDENTS WHO SAT FOR THE EXAM:

4. NUMBER OF STUDENTS WHO SAT FOR THE EXAM:

EXPLAIN DISCREPANCY:

.....

5. RESULTS

Number of students passing

Number of students failing

6. REMARKS:

.....

DECLARATION:

These marks have been verified and confirmed.

Course Coordinator Date

Chairman Date

Appendix AR14: Results Summary Sheet

(For Faculty Board of Examiners and Academic Committee)

Faculty:

Department:

1. PROGRAMME: LEVEL:

2. NUMBER OF STUDENTS

3. REGULATIONS FOR PROCESSING

.....

4. RESULTS

Number of students proceeding/graduating

Number of students with failed courses

Other cases

5. SPECIAL CASES

.....

DECLARATION:

We confirm that all results for the registered students and their courses were verified and processed as per regulations

Chairperson Date

Dean Date

Appendix AR15: Course Design Template

1. COURSE TITLE:
2. COURSE CODE:
3. PROGRAMME LEVEL:
4. SEMESTER:
5. COURSE LECTURER:
6. INTRODUCTION/ PREAMBLE
Three to four narrative sentences
7. GOALS/AIMS
7.1.
7.2. etc
8. OBJECTIVES: (measurable student competencies, skills and attitudes)
8.1.
8.2. etc
9. CONTENT/UNITS OF LEARNING (conceptual units of learning).
9.1.
9.2 etc
10. METHODOLOGIES
10.1
10.2 etc
11. REFERENCES (INCLUDING E-Resources)
12. ASSIGNMENTS /PROJECTS/TESTS and DUE DATES.