

**RUFORUM SPECIAL REPORT ON
QAMs SCOOPING STUDIES IN
EASTERN AND SOUTHERN AFRICA:
Focus on Makerere University, Egerton
University, University of Malawi and
University of Zambia**

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A report from RUFORUM to EDULINK

**Regional Universities Forum for Capacity Building in Agriculture
(RUFORUM)**

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WHY WE SHOULD ALL BE CONCERNED!!

"“The thing that bothers me is that the donors have consistently tried to avoid the issue of institution-building in Africa. In South and Southeast Asia in the 1950s, the donors were building the institutional capacity it took to create the growth that began in the 1960s. In the 1970s, we didn't do it in Africa because we were on the basic needs and rural development kick. An agronomist was viewed as doing elite stuff. A plant breeder was even more elite. I think it's time that the donors begin to take the issue of institution-building seriously or in 2010 we are going to be having this same conversation” (Ruttan, 1991 as quoted by Dr. Blackey's report for ASARECA and RUFORUM).

SUMMARY

The overall objective of the action is to contribute towards the MDGs in particular food security of the poorest and most vulnerable and global partnership for development to be improved. Specifically, the project will enhance institutional and human resource capacity building to conduct PhD graduate training among the ECSA HEIs which will be addressing the institutional/ administration theme of the EDULINK call.

The action will be implemented in five partner ECSA HEIs namely Makerere University, Egerton University, Jomo Kenyatta University of Agriculture and Technology, University of Malawi and University of Zambia and the European partner the Montpellier Sup Agro. This action will target the Universities, their students, lecturers and the university managers at large. Target groups” are the groups/entities who will be directly positively affected by the project at the Project Purpose level Thus the final beneficiaries (“Final beneficiaries” are those who will benefit from the project in the long term at the level of the society or sector at large) will be the policy makers, farming communities, post secondary education, agriculture and food security sectors.

The estimated results for this action will be strengthening of QAMs and CTMs in the HEIs of the ECSA region. The capacities and competencies for effective implementation of training programmes in the ECSA HEIs will be strengthened. This will also ensure the enhancement of Regional and International partnerships for effective and efficient graduate training in the ECSA HEIs.

Main activities of the action aiming to achieve the objectives are;

- The inception phase involving refining the implementation strategies
- Scooping studies of the partners universities
- Development of QAMs
- Development of Credit Transfer Systems (CTSs)
- Human resource and competence gap analysis
- Strengthening human resource competencies for graduate

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1. The study

More than ever before, universities are being relied upon as vehicles for the advancement of both national economies and wider society. They do this through the creation of new knowledge and by preparing graduates with appropriate skills and attributes. It is therefore crucial for universities to maintain a focus on keeping graduate capabilities in line with the needs of the labour markets and society. Enterprises continue to focus on adaptation, cost reduction, increased productivity and new markets and/or new products and services. Enterprises are increasingly seeking a more highly skilled workforce where the generic and transferable skills are broadly distributed across disciplines. There is broad agreement that young people need a set of skills that will prepare them for both employment and further learning. To achieve this, HEIs and other training institutions in the ECSA region need to re-create themselves for relevance and competitiveness.

The proposed action will strengthen the capacity of ECSA HEIs to build the required human resource capacity to address Africa's development challenges. It provides opportunities for young African professionals to gain the necessary experience in Africa and in real world problem situations, while being able to interact with the best international expertise drawn from within the region and elsewhere. Through the development of appropriate and internationally verified quality assurance measures (QAMs) and credit transfer systems (CTS), capacity for African universities to build capacity in postgraduate training will be enhanced, while at the same time producing much needed solutions to prioritise challenges of the poorest of the poor and most vulnerable communities. Furthermore, the proposed action presents opportunities for increased interaction with development practitioners, while a new generation of skilled development workers acquire "hands-on" skills needed to push forward a change agenda in the very difficult circumstances that characterise African communities.

The proposed action responds to the above challenge and aims to build institutional capacity for human resource development in Higher Education Institutions (HEIs) in the Eastern, Central and Southern Africa (ECSA) region. This action will contribute to the FAAP purpose by building capacity to train graduate and undergraduate students, and strengthening university competencies in training and research management.

1.1. Study design

The Partners (and Associates) in this action propose to strengthen the capacity of ECSA universities to train high quality PhD graduates, by mounting short regional courses in critical cross-cutting areas to broaden analytical skills and development perspectives of graduate students. The focus on PhD training is intended to build a pool of highly trained scholars to support training of postgraduate students. This would complement the Forum for Agricultural Research in Africa (FARA) initiative, SCARDA (Strengthening Capacity for Agricultural Research for Development in Africa), which is targeting building human resource at Masters level (among other actions) and will require a higher level capacity (PhD trained personnel) with broad perspectives to development paradigms and competencies to impart learning skills to the Masters students and other actors.

The action will strengthen teaching and management skills of lecturers and university managers. It will also support training in other areas not efficiently addressed by individual national universities. In this action, the approach will draw lessons from successful on-going joint training programmes by European Universities to provide quality PhD training and cross-cutting perspectives for PhD students and young (new) lecturers in the Nordic and Balkan States. Similar lessons for the QAMs and CTS will be borrowed from the existing ECSA regional quality assurance organizations such as Inter University Council of East Africa (IUCEA) and the Higher Education Quality Management in Southern Africa (HEQMISA). The thrust is to strengthen on-going efforts by the Regional Universities Forum for Capacity Building in Agriculture (RUFORUM), a consortium of 12 universities in East and Southern Africa, to mount course- based PhD training in the ECSA region.

Five market-demanded PhD programme have been developed and will be implemented at a regional level jointly by the RUFORUM member universities and other actors. These programmes are hosted by selected universities in the region with purposes of;

- Building capacity for the agricultural sector (Agricultural Education, Training and Research) through PhD training;
- Integrating university training and research into national research for development activities;
- Building, rationalizing and sharing regional capacities and resources in agricultural training and research as value-added at regional level; and

- Build capacity of university lecturers and management staff on internationally recognized Quality Assurance Mechanisms (QAMs) and Credit Transfer Systems (CTS).

Five universities in four countries in the ECSA region that were selected to pilot this project were:

- Makerere University, Kampala, Uganda
- Egerton University, Njoro, Nakuru, Kenya
- Jomo Kenyatta University of Agriculture and Technology, Nairobi, Kenya
- University of Malawi, Bunda College, Lilongwe, Malawi
- University of Zambia, Lusaka, Zambia

2. METHODOLOGY AND THE INSTRUMENT USED IN SCOPING STUDIES

The TEAM set out to collect the information using the following agreed instrument but not limited to it:

2.1 INTRODUCTION

Preparation of the self-assessment or audit document.

Who prepared it? Consultation Process - Who was interviewed?

2.2 RESOURCES AND PLANNING

Priorities and Targets; Staffing; Identifying and nurturing talent/Mentoring; Staff development *e.g. what staff development plans do you have for the department?* Career progression; Succession planning *e.g. what succession plans do you have for the positions in the department?* Physical Resources; Financial Position.

2.3 MANAGEMENT AND ORGANISATION

Faculty and Departmental Committee Structure; Workload Model; Responsibility for Disability Compliance; Staff development.

2.4 LEARNING, TEACHING AND ASSESSMENT

Learning, Teaching and Assessment Strategy; Post graduate Programmes; Curriculum; Programme specifications; Off Campus Teaching e.g. Do you have courses that are taught off campus? How do you deliver such courses? E.g. lecturers physically go and lecture in those centres or through e-learning? Examples of innovation and best practices; Recruitment; Admissions Requirements and targets e.g. how are students recruited in the department? Diversification of catchments area; International Recruitment and Opportunities e.g. *Do you have students that are international? What is the proportion?*

Student Progress and *Retention* e.g. *what is the progression and retentions of the students in your department?*

Student Support e.g. *what support systems do you have for the students that are academically struggling? Or students that going through emotional difficulties, have financial difficulties? Etc.*

Opportunities for overseas studies and Student Exchanges;

2.5 QUALITY ASSURANCE AND ENHANCEMENT OF TEACHING, LEARNING AND ASSESSMENT

Course and Class Review if any, External Examiners Reports and External Reviews, Student Feedback, Course/programme and class monitoring questionnaires, Staff-Student Committees, Engagement with University initiatives to enhance the student experience, Employability, Assessment Principles, Graduate Student Representation in the various university organs.

2.6 RESEARCH

Research Strategy, Research Organisation, Research Groups, the Portfolio;

Collaborations: Within Faculty, Within University, With Regional/International Partners, Research Pooling Activity.

Supervision, Research Skills, Training Opportunities, External Scholarships/studentships, Success Rate (applications to awards), Completion data, Numbers supervised by individual member of academic staff, Research Funding, Research Councils e.g. *did any member of your dept receive any*

research grant? How many? Regional/International funding, Success Rate (applications to awards) and Facilities.

2.7 COMMUNITY OUTREACH

Commercialisation, Spin out companies, Licences, Intellectual Property Rights, Internal Funding Opportunities, Engagement in Agenda Setting, Government, Policy Makers/Advisory Bodies, Community Consultancy *e.g how many consultancies did the members of the department undertake?* Continuous Professional Development and Outreach/Press Coverage.

2.8 SUMMARY

Strengths

Examples of Best Practice

Areas for improvement

3.0 PRELIMINARY FINDINGS FOR THE STUDY

RUFORUM is implementing an EU-EDULINK project aiming at strengthening the capacity of universities in Eastern, Central and Southern Africa (ECSA) to offer quality PhD graduate programmes. These collaborating HEIs are public Universities in the ECSA region. All have very rich history, Makerere being the OLDEST established 1924, followed by EGERTON established 1939, then Malawi established 1960s and Zambia established in 1971.

One of the major activities of this project was to assess the existing quality assurance management systems in HEIs in ECSA region. Accordingly, RUFORUM in partnership with IUCEA and HEQMISA carried out a scooping study by a team of four persons on the status of Quality Assurance Management (QAM) and establish through appropriate channels the Credit Transfer Systems (CTS) in participating HEIs named above. The summary of the findings derived from the scooping studies by the team are given in this report.

The four regional HEIs in the ECSA region had very good VISION and MISSION statements aiming to be centres of excellence in agricultural training and research. To achieve their Visions and Missions, the HEIs were found to have strategic plans in each case. EGERTON's five year operational Faculty Strategic Plan, 2009-2013 and that each department has a plan, addresses

quality assurance issues. MAKERERE's strategic plan is currently being developed and is derived from the University-wide plan. University of Zambia, the School of Agriculture has strategic plan and is operational. University of Malawi, the Faculty/Department has one but outdated (2000 to 2004), their strategic plan was being revised to be in line with the rest.

All the participating HEIs visited had reasonably well stocked libraries with modern internet facilities and on line resources like HINARI, AGORA and library in the box TEEAL. The Libraries were accessible to both staff and graduate students. Access to email and internet facilities in these universities were found to be adequate though there is room for improvement especially the WI-FI and dedicated domain. Those universities using the V-SAT reported exorbitant cost which made the venture more expensive than other options like fibre optics which have since reached East Africa but not Zambia and Malawi. The universities had functioning websites and institution email for both staff and graduate students. However, It was found that staff and graduate students preferred to use the YAHOO, HOTMAIL and GMAIL ostensibly for privacy purposes.

The facilities for postgraduate students in Egerton University, University of Malawi and University of Zambia were adequate and more buildings were under construction however, there are no rooms specifically allocated to postgraduate students. While at Makerere, there were no rooms specifically allocated for studying and seminar purposes for postgraduate students. Sometimes computer laboratory were used as class rooms and/or study rooms.

Laboratories for teaching and research, though adequate in all HEIs visited, the Universities need to invest in acquisition of modern laboratory facilities and equipment for post graduate training and research.

The admission requirement for PhDs in all the HEIs visited, is a very good to excellent M.Sc. degree in a relevant discipline from home University or any other recognized institution. The admission is open throughout the year unlike in MSc where course work is involved. The PhD programme is largely by research and no course work except under exceptional circumstances in selected subjects area. The PhD programmes offered in all the HEIs covered wide areas of Agricultural related fields like Agricultural Economics, Agronomy, Horticulture, Crop Protection, Animal Science, Soil Science, Food Science, Aquaculture and Plant Breeding.

Information sharing and team building among staff and the graduate students was found to be through seminars, posters, notices, joint field trips or excursions and normal email circulation informally. This activity was not uniform throughout the HEIs since it was formal in one or two and informal in others.

The teams were interested in establishing how the existing Quality Assurance Mechanisms were established and are maintained in the universities. It was reported that Egerton had a fully-fledged Directorate of Quality Assurance (DQA) established in July 2005, with 7 full-time staff that include the Director, who is a Professor by academic rank. This university had developed a Handbook for Quality Assurance for staff guidance and use. Makerere on the other hand had a fully fledged DQA but the functions were not well articulated. University of Malawi did not have one at the moment but there is an elaborate policy document in place for discussion by the Senate and implementation. University of Zambia had none at the moment and had no future plans for one either.

Strengths and Examples of Best Practices Observed During the visits

- All have academically/technically competent, highly dedicated STAFF;
- All have Strategic Plans and Research Plans that is used to guide day to day activities;
- The Faculty/School Management and Organization well structured;
- Review of academic programmes is mandatory and carried out routinely;
- The Universities have basic functional libraries, reasonably well stocked libraries with modern internet facilities and on line resources like HINARI, AGORA and library in the box TEEAL;
- Two Universities have fully-fledged Directorate of Quality Assurance;
- The Universities have adequate infrastructures on ICT;
- The locations for graduate training are attractive, quiet and serene;
- One university has the capacity for the production of two international journals and one has national but of high repute;
- The universities have been attracting National, Regional and International grants, an indication of hard work by staff and the graduate students; and
- They all have local, national, regional and international collaborations .

Summary of the Quality Assurance RUFORUM Evaluation of the University of Malawi (Bunda College) PhD Programmes

The University of Malawi was founded in 1964 and the Faculty of Agriculture at Bunda College dates back to 1965. The Aquaculture and Fisheries Department was started in 1996.

Currently the Department of Aquaculture and Fisheries is following the teaching learning and assessment policies and strategies that the University of Malawi approved a number of years ago. The department **claims** that these were developed by the Committee of University Teaching and Learning. The department also indicates that the assessment procedures are in place. However the procedures are **general** and **do not specify what the subdivision of the 40% continuous assessment should be and there are no document to back these procedures**. The department has outlined the processes of approval of the assessment results up to Senate level.

STUDENT ADMISSIONS

The PhD student recruitment starts with **an advert at national and regional level**. The applications come through the Registrar's office to departments. The department scrutinizes the applications and selects those that have the required qualifications and experiences. After selection the details of the candidates are passed to the Dean Postgraduate for approval by the Postgraduate Committee and thereafter at the University level for admissions. The students are then informed about their admission in order for them to report for classes.

Currently most of the students admitted are mainly males with very few female student applicants. Applicants and students admitted come from Eastern and Southern Africa. There is **no admission policy by the University of Malawi on the regional distribution of students** but the department makes sure that there is a fair distribution of students from eastern and southern African countries. Currently 50% are from outside Malawi and for those that are supported by RUFORUM, 55.6% are from outside Malawi. The programme is just starting and there was no report on the progression rate.

PROGRAMMES

The Aquaculture and Fisheries Department offers BSc in Aquaculture and Fisheries Science and MSc in Aquaculture and Fisheries Science. The most recent one is the PhD in Aquaculture and fisheries Science to start in September 2009. Hence the PhD in Aquaculture and Fisheries Science is the latest programme.

Both the BSc and the MSc programmes have recently (2008) been reviewed and reviews take place every 5 years.

For the PhD program, there are requirement for the candidates to satisfy before pursuing the course. Where there are gaps in the knowledge linked to the PhD research area there is the **need to recommend remedial** courses to the student.

There are a number of courses that are offered at BSc and MSc levels that are offered by other departments within the Faculty and likewise the PhD students might be recommended to take relevant courses in the other departments within the Faculty.

Examples include: (1) for the BSc, Basic Science Department offers Mathematics, Physics, Chemistry, Biology and Biochemistry; The Department of Languages and Development offers Communication skill; Other courses come from Economics Department, Engineering Department, Crop Science department.. (2) for the MSc, the courses such as Biometry and Computing come from Crop Science Department, Instrumentation and Research Methods in Animal Nutrition offered by Animals Science department, Farm management and Agribusiness offered by Economics and Agribusiness Departments, and Environmental and natural Resources Economics from Economics department.

Some of the courses above are from other faculties within the university. Examples are from Faculty of Agriculture (Animal Science, Crop Science and Engineering departments), from the Faculty of Development studies (Economics and agribusiness departments, others come from the Faculty of Environmental Sciences (i.e. Environmental Impact Assessment offered by Natural Resources Management department)

The department has linkages with other local and international universities. The department has linkages with Rhodes University in RSA, University of Namibia, and University of Stirling in the UK and Memorial University of Newfoundland in Canada.

TEACHING AND LEARNING

No courses are offered off campus. However there are plans to start this at undergraduate level before going to the postgraduate level. There was no documentation on this.

There were **no examples of innovations and best practices** in teaching and learning. The department did not know Problem-based learning and depends on conventional lecture-based learning. The department also is not using computer-based learning nor Web-based learning.

The University of Malawi has no mechanism in place for recognizing best performance in teaching and there seem to be no immediate plans to do so.

The examples of staff sharing information were **the presence of a circulation list and also staff e-mail accounts** run by the library at Bunda College.

Bunda College has a tutorial system for academically struggling students. Each student has a tutor assigned. Special classes are arranged sometimes for such students. On the other hand the Dean of Students looks into the welfare of students that are emotionally or psychologically affected on campus. The Dean of students also looks into the problems of students having financial difficulties on campus. In this matter the tutors also play a role.

The Department does not have an existing student exchange programme but handles internships for students coming from Europe and Canada. However students go for attachments when pursuing the program. Lately there is an initiative by students with support from the administration establishing Internship program on voluntary basis when they finish their programs.

There was one tracer study that took place in late 90s. This however has not been repeated. This is planned for the near future.

ASSESSMENT

Bunda College uses a Grade Point Average System in its assessment (GPA system). There are some implementation problems and tools should be developed to rectify the problems. Bunda College welcomes the **setting up of a Regional Academic Advisory Board (RAAB)** to oversee the joint PhD program. The board will comprise 9 members, one per RUFORUM member country and two from outside RUFORUM countries. The Chairperson of the Board will rotate annually among the participating countries/universities, but Bunda College will provide the secretariat.

QUALITY ASSURANCE AND ENHANCEMENT OF TEACHING, LEARNING AND ASSESSMENT

The University of Malawi has recently established a **Quality Assurance Unit** under the Pro Vice Chancellor's office. The unit has conducted induction/sensitization meetings at Bunda College.

There is a **code of ethics in teaching and learning** in the Regulations of the University of Malawi.

Bunda College has **manuals for standard operating academic procedures**. In the manuals each syllabus has consolidated procedures in terms of assessment i.e. Continuous assessment (Mid semester, Practical, assignments, quizzes) covers 40% and the End of Semester covers 60%. The manuals also advocate regular reviews of the programmes and syllabuses as was done in 2003 and 2008.

Bunda College **used to engage external examiners** for departments. At MSc level as well as the PhD level external examiners are called after the submission of the thesis. Normally the department responds to the external examiners comments on the programmes for undergraduates and on the thesis for the MSc and PhD. The external examiner normally sends the report to the Vice Chancellor who forwards it to the Principal at Bunda College who then forwards it to the Dean and the Head of Department for comments. Unfortunately because of financial reasons, there has been **no external examiner for the past 10 years for undergraduates**. The postgraduates are **given external examiners but they do so by correspondence** rather than in person.

The Department uses existing procedures as stipulated by the University of Malawi. Which states that all teaching staff should be in place, adequate teaching materials are available; teachers are following all the stipulated procedures of teaching and assessments. **However, there is no instrument or body/unit that was monitoring this**. It is hoped that the newly established QA unit will rectify this.

The department generates student feedback through interaction with various staff members and Head of department and through committees in the department such as Publication committee, Welfare committee etc. The department generates feedback from students very often as this forms the basis for further improvements. However the department does not conduct student evaluation of the courses or programmes. Some individual lecturers do carry

out student evaluation. The student evaluation tool has not been formalized at the University level. The tool is still being discussed for implementation.

At Bunda College students role in department decision making is minimal, as they are not involved much in that process. Postgraduate students have representation in some Departmental committees where necessary. However students of the University are represented at Senate and Council. Their roles at departmental level have to be defined at a future date.

The department does not have mechanism of tracing the employability of its graduates but plans are being developed.

Interviewed personnel:

Dr. S. Khaila, Dean, Faculty of Development Studies

Dr. Charles Masangano, Head of Department of Extension

Dr. Kang'ombe, Senior Lecturer in Aquaculture and Fisheries and
Head of Aquaculture and Fisheries Department

INTERVIEWS AT THE UNIVERSITY OF ZAMBIA

CHAPTER ONE

Dr. Yamba Yamba received us and planned our visit on a very detailed manner on who to meet and when. Thus we were received by the Acting Dean Dr. Mick Mwala on behalf of Dr. Judith Lungu the substantive Dean who was away attending a funeral of a relative in the Copper Belt region. The Acting dean assured us of his support on the exercise and welcomed the QA idea on their campus.

Our first group were the Heads of the Departments offering the PhD programmes namely the two Departments of Crop Sciences and Animal Sciences Dr. O.I. Lungu and Dr. M.T. Daura, respectively.

CHAPTER TWO

We were informed that the Departments have a five year development plan which is pegged to that of the university because of the bottom up approach in the process. So none for the individual Departments have any variation to what is existing at present. The team was not given evidence of any action plan to achieve the above.

We were informed that there is Vision and Mission for the University and the Schools but none for the departments as such since they were developed by the same departments and progressed to the schools and finally to the University.

Planning and Reviews for the departments are done periodically with the involvement of other external stake holders such as: ZARI, Golden Valley Agric Research, ex Alumni, Relevant Ministries, Zam Beef, Zam Farmers National Union, among others. Students

representation was not well articulated and the Graduate students denied that they were represented in any university organ as was stated by the Registrar.

Library facilities are there but are viewed **by under graduates as theirs and not for the Post graduate students as well!!** We were informed of derogatory remarks by the under graduates and the reluctance of the library staff to assist the post graduate students. No up to date books in the library and printed journals. However, there was adequate access to the electronic versions that supports many agricultural research systems e.g. AGORA and the likes and these were up to date in all areas.

CHAPTER THREE

MANGEMENT AND ORGANISATION

Only Research subcommittee was given as an example of the departmental committees. The Chairperson of that committee reports to the Head of Department, who in turn communicates to the rest of the members of the DEPARTMENT and to the relevant university organs. We were informed that the ratio of teaching time to research is 70%:30% and there were no scheduled tutorials as such. The department does not have an organogram. The department do hire part time staff to assist at peak times. It was indicated that the regular staff have a heavier work load as compared to the part timers. The departments do not have any student or staff who are physically challenged and hence do not have any compliance in the buildings. There was a plan to start making all buildings compliant for those who are physically challenged.

Staff recruitment is done through adverts and interviews for those qualified. This is done centrally and we were informed that there are no funds set aside for staff development instead the process is done centrally if at all.

Dr. Chishala's RESPONSE ON ADMISSION PROCEDURES FOR PHDs

Generally first contact is thru HODs, check on what interest them; Asst Dean BPGS drives the admission process; A colleague who is the main supervisor approaches others on the admission of a student. The name is sent to the DEPT and then to the BPGS where it discussed and approved or selected.

There are a few cases when a student may make a request for supervisor but it is not written down a policy. There are advantages and disadvantages on giving the free hand; where a student is forced on a supervisor it can equally be bad. Prefer that the dept appoints but the student should be given a chance to say on this choice.

Supervision is guidance to the students and the supervisor should have some respect to the student and let the student be in full control of his or her work. This doesn't mean that the student disappears and be hunted by the supervisor and the supervisor be approachable and learn from the student as well. Counselling at graduate level especially where the progress is so slow then it is important to effect it, since if not done it may lead to a disaster.

Information sharing among and between the supervisors is there but very informal. Every year in August receives a form from staff development office (SDO) requesting a progress report on the student for those not on SDO, the supervisor writes to the BPGS giving the

report. Where there is no progress the SDO writes to the student to improve. This is applicable to all students studying locally and abroad.

Dr. Chishala believed strongly that there was no need to have a Directorate of Quality Assurance it may just be one of those and does not see the need of one. Without good support this may go to the drains. UNZA had very good standards but without Quality Assurance yet now we may have Quality Assurance yet the standards have fallen. We pressed further to be shown the base line used to arrive at such a harsh conclusion but the respondent who happens to be a supervisor did not give any.

CHAPTER 4

LEARNING, TEACHING AND ASSESSMENT

It was reported that there is a policy and strategy for Learning, Teaching and Assessment in the department but we did not see any evidence to support that. There were no guidelines as to how the students do the final assessment of the teaching and learning.

PhD Students

The two heads of departments informed us that there were only TWO PhD students (Two males) however, when we arranged to meet the students it was a shock to us that five students (two females and three male) showed up! These were all staff members. We met with one of the supervisors and he briefed us on the PhD admission process that is followed at UNZA as outlined above.

Student Progress Report

Every year in August, the supervisors receive a form from staff dev office (SDO) requesting for a progress report on the student. For those not on SDO, the supervisor writes to the BPGS giving the report. Where there is no progress, the SDO writes to the student to improve. When there is no tangible progress then salary of the affected student is stopped. This is applicable to all studying locally and abroad. At PhD level only one student had been discontinued since its inception.

International Students

We were informed that there were no International Students taking PhD in the two departments, further more, there are very few PhD students at UNZA. The document from the Director of RPGS attested to this. From the listed courses, there were not many departments offering PhD courses. The departments indicated that they were willing to have the international students. They promised to have advertisements in the UNZA website and in the websites of collaborating institutions such as RUFORUM for wider coverage in the ECSA region.

Collaboration with other departments and Faculties

The two heads informed us that they do have coloration together with School of Veterinary Science, Department of Biological Sciences, School of Natural Sciences, Chemistry/

Biochemistry. For Soil Science they do in addition collaborate with Geomatic Engineering, Mathematics and Crop Sciences on applied Sciences.

On collaboration from outside Africa, it was pointed that a Fulbright fellow was at UNZA for five months yes many on sabbatical from Ghent University.

On collaboration with Professional bodies we were informed in affirmative with the list given as in here: Yes, ILRI loosely for Animal Sciences, RELMA at ICRAF(World Agro forestry Centre), SFECSA-in CIMMYT., Soil and Climate with ARC-in South Africa, FARA-NEPAD CADP pillar1,RUFORUM, SADC-EU Land and Water applied Research Management.

CHAPTER FIVE

CHECKLIST FOR QUALITY ASSURANCE AND ENHANCEMENT OF TEACHING, LEARNING AND ASSESSMENT

We were informed that UNZA usually carry out Programme reviews after every five (5) years but the respondents were not sure how many time s this has been done. The last time this was done was 2008.

UNZA has a policy to have External Examiners on all subjects and they come once a year to moderate two semester exams. The External Examiners write their confidential report directly to the Vice Chancellor, who up on receiving the report reads it and forward it to the relevant departments through appropriate channels. The EE reports are discussed in the School's Board of Examiners meetings.

UNZA does not have a mechanism for assuring quality of teaching and learning and also none for obtaining feed back from students on the same. There was no immediate plans to have these mechanisms.

Questions on employability of the PhD student did not arise because all of them were UNZA staff members.

CHAPTER SIX

CHECKLIST FOR SECTION ON RESEARCH

UNZA Strategic plan for five years forms the basis on which research agenda is aligned to. Nine schools within UNZA were given as having various research ethics committee example in medical and veterinary science.

We were informed that the research grants that members of the department currently have are from IWRMC for mines.

Out of these research studies, there were no publications in the past three years. Asst Dean PG responded that to date there are no PhD students who have finished so it is not possible to have any publications. But he also suggested that he will try to introduce a policy that a PhD student must publish at least ONE paper in a refereed journal before graduation. On the relevance and type of the departmental research, the Director RBPGS availed the proceedings from the research funds administered by GS (ZMK 500million) BOUND COPY was PRESENTED to the team as evidence.

UNZA do have research collaborations among Schools of Agriculture and Medicine. There are also other collaborations e.g. within ECSA region, Universities of Malawi, Dar-es-

Salaam, Nairobi and others. Appointment to the research fund committee of Ministry of Science and Technology was being seen as recognition of the UNZA's contribution on reputable research. On contract research, the department currently hold three WWDR, proof documentation presented to the team as evidence. On research scholarships issues, A RESEARCH BOARD with membership from the depts-rotational and others on merit calls for proposals on research funded by Zambian government. A number of impediments to research listed include: shortage of staff; School of Education with over 3000 students SSP and regular have only 50% capacity, Parallel programs means too much teaching and little or no research; No continuity on funding from the Zambian government and lack of self initiative on part of staff to chase the CfPs.

Asst Dean for the school informed us that there are a total of 14 Masters on research and 8 new ones totalling to 22, while PhDs are 5 in various departments and at different levels. There are some efforts in the research policy document and awards similar to those of Egerton research week; participation in national, regional and international conferences were given as incentives to promote research. No deliberate efforts for refresher courses. Students have received external funding for research from various organisations e.g. IWRMC, ADAPT, SADC, RUFORUM though numbers not known immediately; others 14 are all on ICART scholarships, while 2 on RUFORUM, 2 soil, while 4 on SADC and 2 govt ; For PhD 2 is on Govt scholarships.

The statistics on students application and other related issues were given as follows: Many do apply e.g.36 and 14 got admission but only those who secure scholarships do show up, in agronomy 8 applied, Animal Science 6 applied, 2 rejected, 4 accepted but only 2 came. In Agric Econ. 33 applied 10 accepted, 2 have taken up the course, Plant breeding and seed systems, 22 applied, 3 rejected, 19 accepted, and 14 registered; Crop Science, 4 applied and were accepted; Soil Science, 12 applicants, 3 rejected, 5 came; 2008 had very few applicants due to lack of scholarship. Animal Science, 5 applied and only 2 showed up one staff the other SCARDA. Soil Science, 5 applied, 1 SCARDA 1 self. Agronomy, 5 and 3 came 2 SCARDA , 1 self . Those in part two have 4 RUFORUM sponsorships. Number of graduate student to date is 105 Masters and 6 PhDs. The number of Masters and PhD students supervised by individual members of staff in the department is approximately 8 per staff. There were members of staff in the department who received research grant from The Research council, number not available and from Industry or Public Sector number not available. Research grants sourced by the department for the past three years that were successful included GIS LAB in the school of Mines Lab, Environmental lab.

**REGIONAL UNIVERSITIES FORUM FOR CAPACITY
BUILDING IN AGRICULTURE (RUFORUM)**

SITUATIONAL ANALYSIS REPORT

ON

**QUALITY ASSURANCE MANAGEMENT AT MAKERERE
UNIVERSITY**

AUGUST 2009

CHAPTER 1

1.0 INTRODUCTION

1.0 Introduction of the Assessment

RUFORUM is implementing an EU-EDULINK project aiming at strengthening the capacity of universities in Eastern, Central and Southern Africa to offer quality graduate programmes. One of the major activities of this project is to assess the existing quality assurance management systems in ECSA region. Accordingly, RUFORUM in partnership with the Inter-University Council for East Africa (IUCEA) carried out a situational analysis study aiming at establishing baseline information on the status of Quality Assurance Management (QAM) systems at Makerere University, one of the partner institution in this EDULINK project. The study was a follow up to the scoping study that was done in selected European Universities to learn lessons on QAM.

1.2 Composition of the Team

The Assessment Team visited Makerere University during 17th -19th August 2009. The team comprised the following:

1. Dr. Cosam C. Joseph-IUCEA, Quality Assurance Officer
2. Ms. Sylvia Chindime-RUFORUM, Programme Assistant, Training and Quality Assurance

1.3 Methodology of the Assessment

The assessment of the Quality Assurance Mechanisms (QAM) was carried out using the following procedures:

- Open ended questionnaire, which gave respondents opportunities to give elaborate answers without limitations
- Interviews sessions with postgraduate students, Faculty Coordinators of Postgraduate Studies, Head of Crop Science Department, Dean of Faculty of Agriculture, and Deputy Vice Chancellor (Academic Affairs)/Acting Vice Chancellor.
- Secondary data search from the University documentation
- Formulation of pertinent findings of the review and report writing

1.4. Brief History of Makerere University

Makerere University, the leading institution of higher education in Uganda, was established in 1922 as a humble technical school. It is one of the oldest and most prestigious Universities in Africa. Currently, Makerere University has twenty-two faculties/institutes/schools offering not only day but also evening and external study programs to a student body of about 40,000 undergraduates and 3,000 postgraduates (of whom 10% are foreign students). It is also very active centre for research. The vision of the University is: To be a centre of academic excellence, providing world-class teaching, research and service relevant to sustainable development needs of society.

1.5 Faculty of Agriculture

The Faculty of Agriculture is as old as Makerere University which started in 1922 offering certificates and diplomas. Actual training commenced in 1924 when a technical school was established on Makerere Hill to offer intermediate education in lead subjects of Agriculture, Medicine Education and Veterinary Sciences. After the De la Wair commission of 1936 which recommended that Makerere becomes the centre of Higher Education serving the needs of all East Africa territories of Kenya Tanganyika, Zanzibar and Uganda, the College of Agriculture was strengthened by admitting a large number of students (40) in the subsequent year (1937) which was comparable to other courses such as medicine. The subsequent developments led to Makerere establishing a special relationship with the University of London in 1948 (as a constituent college of London University). In the process Professor Fergus Wilson was recruited to become the first Dean to fill the chair of the College of Agriculture at Makerere. Professor Wilson assumed his duties in 1952. He is credited for establishing the Faculty building on the main campus (1957) and the training /research infrastructure at the then Kabanyolo University Farm (presently, MUARIK).

From 1961 the number of Departments increased from a single Department of Agriculture to three as follows:-

Department of Agriculture:

Agriculture, Crop Husbandry, Animal husbandry, Agricultural Engineering, Agricultural Economics and the University Farm.

Department of Agricultural Biology:

Agricultural Botany and Agricultural Zoology.

Department of Agricultural Chemistry:

Agricultural Chemistry and Soil Science.

In 1967 the number of departments expanded from three to five; namely; Crop Science, Animal Science, Agricultural Engineering, Agricultural Chemistry and Agricultural Economics. In 1971, the number of Departments increased to six, with the establishment of the Department of Forestry which also changed the name to Faculty of Agriculture and Forestry. However, in 1998 the Department of Forestry became a separate Faculty of Forestry and Nature Conservation. The present Faculty of Agriculture comprises of seven departments namely; Animal Science, Agricultural Economics and Agribusiness, Agricultural Engineering, Agricultural Extension Education, Crop Science, Food Science and Technology and Soil Science.

CHAPTER 2

2.1 PLANNING AND RESOURCES

2.1.1 The Faculty Strategic Plan

The Faculty is currently developing its own Strategic Plan, which in principle is derived from the University-wide Plan. The Faculty of Agriculture adopts the Makerere University vision, which is: *“To be a leading institution of academic excellence and innovations in Africa”*

The goal of the faculty is: *Develop intellectual capacity of young students/scientists and equip them with knowledge, practical skills and attitudes to positively influence sustainable agricultural development, nature conservation and judicious utilization of environmental resources.*

For achievement its goal, the Faculty mission is: *“To advance agricultural development through training, knowledge generation and service delivery in Uganda and the region.*

2.2 Resources

2.2.1 Library

The University has a Main Library stocked with books and electronic resources accessible to staff and students. The University in partnership with some donors is subscribing to electronic journals. In addition, the Faculty and each department have a small library and book banks. However, the books are too old and outdated and most of them are several editions behind. The Faculty is running an off-campus postgraduate programme at Kabanyolo Research Institute. There is a small library stocked with old books and that most of them are for undergraduate level. Kabanyolo students are facing problems in accessing electronic resources for the following reasons: poor internet connectivity, which is also limited accessible because of lack of linkage between Kabanyolo and the Main Library server.

2.2.2 Access to internet and email services

The access to internet browsing at the Main Campus is available but not reliable because of power fluctuations and limited bandwidth. At Kabanyolo Station, there is wireless internet which is but connectivity is limited in terms of speed and stability.

On email services, there is a university-wide/Faculty domain but staff and students prefer to use private addresses, the main reason being need for privacy.

2.2.2 Lecture, seminar and study rooms

There are no rooms specifically allocated for studying and seminar purposes for postgraduate students. Currently, rooms are used inter-changeable depending demand and availability. Sometimes computer laboratory are used as class rooms or study rooms.

2.2.3 Laboratories for teaching and research

The laboratories for teaching and research are inadequate and most are shared between undergraduate and postgraduate students. Similarly, consumables are not enough and the

purchase process takes too long for students to accomplish their studies in time. In terms of equipment, most of them are obsolete and a few that are available are not adequate. Laboratory furniture is also inadequate and is moved all around the Faculty due to scarcity of furniture in lecture rooms. All these compromise the quality of practicals given to the students.

2.2.4 Staff offices

Currently, staff offices are inadequate and no new constructions are being made by the University to improve the situation.

2.2.5 Staffing

Staff development plan is in place as such the Faculty has done a tremendous job in promoting staff development among its staff. A lot of funds have been invested in staff development and this is evidenced by increasing numbers of PhDs and masters for the academic and technical staff. However, most of the staff development opportunities especially in European and American Universities have been initiated through donor funds that have emanated from projects run by the Faculty of Agriculture. For this Faculty of Agriculture is commended. It is also important to note that there are deliberate efforts by faculty members to support and finance their own staff development without help from FA. The University in general is very supportive of staff development and has in place a staff development unit whose policy grants the staff in question a paid study leave. Of recent however, the university has not provided physical money to support staff training. Nonetheless the university grants tuition waivers for those members of staff that are registered in the university. It is however important to note that some faculty members are not aware of any staff development policy being in place. Some of the staff is even concerned that some of the trainings that are done through donor funding may not necessarily meet the demands of FA units since no need assessments are in place to identify the training gaps that FA needs to address. From a casual glance, it appears that academic staff undergoes training not because such training has been identified as critical but because it is the training that is available and which donors are willing to fund. Nonetheless, some members of staff take too long on staff development programs which leave Faculty of Agriculture constrained in terms of human resource. This has led to heavy reliance on part timers and staff on contractual basis, an added cost to the university. Currently, the staff development is stressing long term academic programs that emanate into an advanced degree. This is done at the expense of short term courses that can aid academic staff especially those who got their PhDs a long time ago to keep pace with the changing world and stakeholder needs. In addition, most of the training opportunities available to only academic staff, are leaving out the updating in skills and knowledge of the technical staff who also critical members of staff in the teaching and learning process.

2.2.6 Staff Recruitment

Recruitments of staff are done on an *ad hoc* basis as need arises. The mechanism is done through two major approaches. The first one is sourcing from the pool of good performing students from either undergraduate or post graduate. The second approach is through public procurement procedures by making normal advertisement as required, short-listing of applicants and finally interviews to select suitable candidates for the positions. Under this category, applicants from research institutions have added advantage. The large population of the current lectures came through the first approach to PhD level.

Carrier progression and succession plan

There is no limit for the progression, the door is open and staff can progress to whatever level they can achieve based on applicable academic merit. Though there is a succession plan on paper, it is practiced.

The Faculty has a strong team of 122 academic members of staff (on the pay roll), consisting of 31 female and 91 male, i.e. 25.45% female and 74.55% male. By qualification, 62 of them have Ph. D. 56 have MSc. while 4 have BSc. (or their equivalent qualifications). See table 1 below.

Table 1: Faculty of Agriculture Academic Staff Profile

Qualification	Female		Male		Total	
	n	%	N	%	n	%
PhD	19	15.6	43	35.2	62	50.8
M.Sc.	10	8.2	46	37.7	56	45.9
B.Sc.	2	1.65	2	1.65	4	3.3
TO	31	25.45	91	74.55	122	100

The Faculty has high calibre academic staff that make significant input in the teaching/learning process as well as boost the Faculty/University statuses. The Faculty also out sources staff from within/without the Faculty/University on terms of parttime and contract employment to fill the gaps left by staff on study leaves or retirement, and to teach on private programs. Others are out sourced for their expertise. Retired productive senior members of academic staff from the rank of senior lecturers and above, may be hired on either contract or part-time basis to teach in the Faculty for some of the reason highlighted above. The professors are employed on contact terms while the Senior lecturers are hired on part-time basis. This enables the Faculty to maximally exploit their expertise in graduate supervision and generation of funds for projects and research.

2.2.7 Finances

Finances are handled centrally at the university level. Thus, the Faculty does not handle financial matters direct. The accounting system is transparent and the Faculty finds it effective enough. The university procedure requires Department developing their own budgets based on their annual requirements and presents to the Faculty level. The Faculty compiles and submit to the University management for approval. However, it was noted that the Faculty and Departments do not receive all the money requested according to their budget.

CHAPTER 3

3.1 Management and Organisation

The Faculty has several committees in place constituted by departmental representatives. These include: Postgraduate, Appointment and Promotion, Financial, Undergraduate, Publication and Unit Committees. However, the team was not availed details on the terms of reference of the committees.

3.2 Working Model

It was reported that the model is in place but details on the formula used was not availed to the team. In general, the model prescribes the number of hour per week a lecture is supposed to teach, conduct seminars/tutorials and supervision of postgraduate students.

3.3 Student support and advice

3.3.1 Counselling services

Generally, the university guideline stipulates that students are availed with support from the respective offices of the Dean, Deputy Dean Undergraduate, Heads of Departments, Departmental Undergraduate Coordinators, Faculty of Agriculture Registrar, University Hospital Counsellor, Anti-Sexual Harassment Faculty Committee, Faculty quality Assurance Committee and the Faculty Management Committee. Individual academic staff contribution to this support can be realized at point of interaction with students. The Dean of students coordinates the welfare/discipline of students that entails aspects of halls of residence (governed by the hall's warden), religious aspects, student's governance, counselling and sports/recreation activities. There is an elected students' body, the Guild that is charged with the welfare of students. At the Faculty level the students are organized under the Makerere University Association of Agricultural Students (MUAAS). Unlike the Students' Guild this is an academic body that liaises with other students of agriculture. It is a member of the International Association of Agricultural and related Science. The leadership members are democratically elected and have representation on the Faculty Board and various Faculty committees.

3.3.2 Orientation into the university setup

First Year students ("Freshers") are given an "Orientation Week", a week earlier than the continuing students. During this week students are introduced to the key facilities in the University as well as other important aspects of life at the University. A program of activities is issued to the students and expected to be strictly followed. Freshers' are met and addressed by the Academic Registrar, University Secretary, Dean of Students, Director of the University Hospital, University Counsellor, Principal Games Tutor, Bursar, University Security Officer and the Dean / Directors of Faculties / Institutes / Schools of the University. Wardens and student leaders also welcome the students. This week provides the student's with an opportunity to survey and acquaint themselves with the University. However, it was

found out that students at Kabanyolo were not given an orientation due to late commencement of the programme.

3.3.3 Counselling services

The University Counselling Centre is currently housed in the University Hospital premises. It offer support to students who need on advice on life problems which embrace a whole range of problems e.g. health (medical and psychiatric) problems, socio-economic problems, marital problems, sexual problems, spiritual, career counselling and guidance, and other problems. Such problems might hamper their study progress in the academic field or prevent them from enjoying their life in general. However, there appeared to be no structured system to provide students with academic advice. Students made initiatives by themselves, some got staff members who are helping them.

3.4 Responsibility for Disability Compliance

There is no university-wide policy on responsibility for disability. However, the university management is taking affirmation actions on how best to handle the physically challenged staff and students. The University management is liaising with the Ministry of Education on resources for shared responsibilities to handle physically challenged students.

CHAPTER 4

4.0 LEARNING, TEACHING AND ASSESSMENT

4.1 Policy and strategy

Although the University has no policy in place, however, there are operational procedures which requires each lecturer to have a course outline and description, present methodology of course delivery. Examinations are internally moderated by department committees.

4.2 Admission

In general most of undergraduate students are admitted through the national Joint Admission Board (JAB). Since the admission is handled by JAB, individual universities or faculties have no policy or influence on the the type of students they would wish to admit.

The entry requirement for M.Sc. programme is a B.Sc. in a relevant discipline with at least an upper second class honours from a Chartered University. Additionally, the applicant must be academically mature. On the other hand, the requirement for Ph.D. is an M.Sc. degree in a relevant discipline from any other recognized institution and relevant work experience in the field.

4.3 Programmes

The Faculty offers 7 undergraduate, 10 M.Sc. and 5 Ph.D. Programmes. The following is a the list of the programmes:

- (a) Undergraduates (Four Years)
 - (i) B.Sc. Agriculture
 - (ii) B.Sc. Agricultural Engineering
 - (iii) B.Sc. Food Science and Technology
 - (iv) B.Sc. Land Use and Management
 - (v) B. Agricultural Extension Education
 - (vi) B. Agribusiness Management
 - (vii) B.Sc. Horticulture

- (b) M.Sc. Degree Programmes (2 Years)
 - (i) M. Agribusiness Management
 - (ii) M.Sc. Agricultural Economics
 - (iii) M.Sc. Agricultural and Applied Economics
 - (iv) M.Sc. Agricultural Engineering
 - (v) M.Sc. Agricultural Extension Education
 - (vi) M.Sc. Applied Human Nutrition
 - (vii) M.Sc. Animal Science
 - (viii) M. Sc Crop Science
 - (ix) M. Sc Food science and Technology

- (x) MSc. Plant breeding & seed system
- (xi) M. Sc Soil Science

(c) Doctor of Philosophy Degree Programmes (Three Years)

Each of the seven department of the Faculty runs a PhD and Doctor of Science program. Recently, the faculty launched a regional programme in plant breeding and biotechnology, one of the programmes targeted in this EDULINK project. The faculty also runs a post graduate diploma program in Animal Production and Marketing.

The Faculty has clear programme specifications for all the courses, which are entailed in the University Prospectus. Some of their programmes are taught jointly with other academic faculties. In some courses they involve tutors from professional bodies.

The review of programme is conducted when need arises. The last programme at postgraduate level was reviewed in 2005, M.Sc. Crop Science. Undergraduate programme have not been reviewed for a long time. The Faculty has submitted proposals to various donors to source for funding to carry out reviews.

4.4 Teaching and Learning

The choice of teaching method depends on the nature of the course, but the common method of teaching is the convectional based teaching, whereby the lecturer stands in front of the class and teach through power point of dictates the course to the students . However, some times they use problem based learning. Computers are used for power point presentations, literature search and submitting assignments to lecturers through email.

4.5 Staff and student reward

The study revealed that for the staff members, there is no reward scheme or policy. For students there used to have an award scheme whereby the best students were given monetary award. Unfortunately due to lack of funds, the scheme ceased completely. The only available scheme is award of scholarships to pursue postgraduate programmes at Makerere.

4.6 Information sharing and team building for staff and students

It was reported that the Faculty uses on-line means of communication to disseminate and share information. They also mount posters on the Faculty notice boards to display current issues and research findings.

4.7 Internships and Opportunities for overseas study

The Faculty has some mechanism to identify and make placements of their students during field work such as National Agriculture Research Organisation, Namulonge Research Institution and other relevant organization. The Faculty has overseas opportunities exchange programme, though competitive.

4.8 Mechanism for tracer study

There is no mechanism in place to trace employer's satisfaction on the performance of their students. It was reported that the practice was there in the past.

4.9 Assessment

Student assessment is guided by University examination rules and regulations, and is mainly based on progress monitoring (continuous assessment tests – CATs) and final examinations (end of semester written exam). Final examination and CATs account for 60% and 40%, respectively, and the pass mark is 60%. At least two CATs are administered per course offered in a semester, together with assignments and reports.

The assessment uses a variety of methods, such as CATs, assignments, practical and project reports and end of semester written exams. All the assessments and the assessment criteria are explicit and well-known to students and staff, as stipulated in the University catalogue. The assessment standards applied in the assessment are consistent, and students are informed, through the course outlines, at the beginning of the course. However, CATs are not subjected to quality standardization, though it is anticipated that with improvement in staff pedagogy and scrutiny at Departmental level, the quality of CATs can be improved. The assessments cover the objectives of the curriculum and also reflect the expected learning outcomes and the content of the programme. There are sentiments that the methods of assessment in particular the CATS are not effective because there are opportunities for plagiarism of assignments. Furthermore, some students do not follow-up the CATS marked scripts to find out their actual scores.

CHAPTER 5

5.0 Quality Assurance and Enhancement of Teaching, Learning and Assessment

5.1 Directorate of Quality Assurance

The University has a fully fledged Directorate of Quality Assurance. The Directorate has a Handbook for Quality Assurance though in draft form which is shared by all members of staff to ensure good practices in teaching and learning. The University organises seminars and induction courses for new on the use of the handbook and is normally through seminars and induction courses for new staff including training on pedagogical skills.

5.2 Mechanisms for ensuring quality of teaching and learning

The university employs various methods to ensure the quality of teaching and learning. These include among others use of Student Evaluation, External Examiners and Internal Moderation.

5.2.1 Student evaluation

In the past the Faculty designed an instrument that was supposedly used by students to evaluate their instructors. It was the responsibility of the instructor to ensure that students made an evaluation at the end of the course and his/her responsibility to hand in the results of the evaluation. Though this was the arrangement, some instructors did not administer any student evaluation and this is evidenced the fact that some of the current lecturers in the Faculty are not aware of any kind of student evaluation system in place. The results of the analysis were usually given to the staff member concerned but some of the comments were not received positively especially if they criticized the instructor for poor teaching and content delivery. The system “died out” slowly because there was no central authoritative and structured system to ensure transparency and mandating academic staff to ensure evaluation of own teaching. Currently, the Office of DVC (Academic) is spearheading use of student evaluation form across all faculties at the university.

5.2.2 Internal Moderation and External Examination

Assessments and examinations of individual courses in the curriculum are done through internal moderations coordinated by the Chairperson of the Department. After internal examination process the scripts are given to the External Examiner. Reports of external examiners are normally presented in a departmental meeting for discussion. Thereafter, the Chairperson of the department makes a follow-up on each individual lecturer’s comments for improvement.

CHAPTER 6

6.0 Quality of Research

6.1 Research Policy

The Faculty has no Research Policy and Ethics Committee in place. However, the common practice is that research groups exist and their formulation is based on common interest and necessity for individuals to collaborate. The main research groups are in Plant Breeding, Biotechnology and Crop Protection and some others.

In terms of research collaborations, the Faculty has managed to partner with other faculties within the university, within the region such Egerton University, University of Malawi, University of Pretoria, Scandinavian and Norwegian universities. Locally, the Faculty is collaborating with various research institutions. The Faculty has benefitted from this collaboration in terms of international visibility and student/staff exchange. The research status of the Faculty is competitive both regionally and internationally as most of their papers are published in re-known journals. Currently, the Faculty hosts an internal journal called *African Crop Science Journal*

6.2 Status of research facilities

The Faculty has a research institute, Makerere University Agricultural Research Institute, Kabanyolo (MUARIK) where training, student research and research for development (R4D) activities take place. MUARIK has 600 ha of land, student hostels, laboratories and various practical training units. For example the faculty has trained NARO staff on end-user based and impact oriented Research for Development (R4D). The Faculty has recently upgraded some of its infrastructure to the state-of-the art for training and R4D. Three laboratories viz. Biotechnology and bio-safety, Tissue culture, and Animal Nutrition and Meat quality has been rehabilitated. A gene bank and a food processing pilot plant have also been set up.

6.3 Specific efforts to promote research skills

The Faculty conducts training of staff on proposal writing, peer reviews of proposals and identification of sources of grants, promotion of awareness of research findings through participation in organised seminars, workshops and conferences for staff of the Faculty. As a means of promoting research, the Faculty provides funds for such trainings. Currently, the Faculty has about 120 postgraduate students.

6.4 Research grants and Facilities

The Faculty received over time grants from various sources such as the Millennium Science Initiative (MSI), Bio EARN, NORAD, and RUFORUM and from the public sector.

6.5 Dissemination of research findings

Disseminate research findings is through regional and international meetings, workshops, seminars, publications which varies from journal papers, small manuals and booklets, technical reports and public exhibitions. For the past three years Makerere University emerged as an overall winner of the national exhibitions in agriculture. Three professors from the Faculty of Agriculture received internal awards in research work. The awards were given by the World Academic of Science for Developing World and International Alumni Award of Ohio State University.

CHAPTER 7

7.0 Summary

7.1 Strengths and Examples of Best Practices

1. The Faculty has technically competent staff who are highly dedicated and organized . The University requirement for teaching is Ph.D.
2. The University is hosting an international journal which is run by experienced staff members. This indicates that they have an ability of formulating a peer review group to assist improved scientific writing skills.
3. The University is coming up very strong in building partnership with international institutions and organizations.
4. Each department has a computer laboratory, library and book bank.

7.2 Areas that need improvement

1. Although the university has affirmative actions on a number of issues relevant policies are not in place. This include among others conduct of teaching, learning and assessment, responsibility to disability compliance, and staff development.
2. There is need to improve the formal feedback mechanism that monitor the performance of University graduates, satisfaction of employers and society at large.
3. The university should revive mechanism for staff evaluation by students on courses.
4. The University should consider to purchase relevant and update books and periodicals for the library.
5. The University should put in place a clearly defined workload model
6. The Faculty should finalize development of the Strategic Plan and its operationalization. Though it was mentioned that it is being developed, the team could not access it.
7. The Faculty should strengthen archiving or documentations of important university information such as policies, strategic plans. The team could not get any of the copies of such documents.

REGIONAL UNIVERSITIES FORUM FOR CAPACITY BUILDING IN AGRICULTURE (RUFORUM)

SITUATIONAL ANALYSIS REPORT

ON

**QUALITY ASSURANCE MANAGEMENT IN AGRICULTURE
PROGRAMMES AT EGERTON UNIVERSITY**

AUGUST 2009

CHAPTER 1

1.0 INTRODUCTION

1.0 Introduction of the Assessment

RUFORUM is implementing an EU-EDULINK project aimed at strengthening the capacity of universities in Eastern, Central and Southern Africa (ECSA) to offer quality graduate programmes. One of the major activities of this project is to assess the existing quality assurance management systems in ECSA region. Accordingly, RUFORUM in partnership with the Inter-University Council for East Africa (IUCEA) carried out a situation analysis aiming at establishing baseline information on the status of Quality Assurance Management (QAM) systems in agriculture programme at Egerton University, one of the partner institution in this EDULINK project. The study was carried out from 20 to 24 August 2009.

1.2 Composition of the Team

The Assessment Team visited Egerton University during the period of 20-24 August 2009. The team comprised the following:

3. Dr. Cosam C. Joseph-IUCEA, Quality Assurance Officer
4. Ms. Sylvia Chindime-RUFORUM, Programme Assistant, Training and Quality Assurance

1.3 Methodology of the Assessment

The assessment of the QAM was carried out using the following procedures:

- Open ended Questionnaire, which gave respondents opportunities to give elaborate answers without limitations
- Interviews sessions with postgraduate students, academic staff of the Faculty of Agriculture, Coordinator of Crop Management Research Training Project (CMRT), Dean of Faculty of Agriculture, Administrator, Quality Assurance Directorate and Deputy Vice Chancellor (Academic Affairs).
- Assessment of the facilities (Computer rooms, library and study rooms)
- Secondary data search from the University documentation
- Formulation of pertinent findings of the review and report writing

1.4. Brief History of Egerton University

Egerton University is one of the seven public Universities in Kenya. It has the oldest history of agricultural training in Kenya and also in the eastern Africa region, dating back to late 1930s when it started as a Farm School to train white settler youths. In 1950, it was upgraded to an Agricultural College, training white settlers for certificate courses. In 1955 the college started Diploma programmes, and training opportunities were extended to all races in Kenya and other African countries in 1961. Egerton has since grown from a Diploma college to a full fledged University in 1987. Currently, the University has 8 academic Faculties, 2 Colleges, 3 Campuses, 2 Institutes and a School of Open and Distance Learning. The total student population as of now is about 14,000 and an Academic staff of 600.

The eight faculties at Egerton University are: Agriculture; Science; Education and Community Services; Health Sciences; Environmental and Resource Development, Arts and Social Sciences; Commerce and Engineering and Technology. The Faculty of Agriculture at Egerton University is probably amongst the strongest Agricultural Faculties not only in Kenya but also in the Eastern Africa Region. The Faculty is located in the main campus at Njoro, which is 25 km south west of Nakuru, along Njoro-Mau Narok road.

In addition, Egerton University hosts the regional programme in Agricultural Information Communication Management (AICM), a joint collaboration venture with ASARECA, RUFORUM and other stakeholders.

CHAPTER 2

2.1 Planning and Resources

2.1.1 The Faculty Strategic Plan

The Faculty has a five year operational Strategic Plan in place, 2009-2013 (Appendix I), which is linked with the university strategic plan and that each department has a plan that feeds into the Faculty-wide plan. The Strategic Plan is regularly reviewed.

The Faculty strategic plan which was derived from the university-wide plan was developed participatory involving all members of the Faculty of Agriculture. The process also involved various internal and external stakeholders including academic departments and faculties at Egerton University, farmers, alumni, Ministry of Agriculture, professional bodies and from the labour market. Some of the strategic issues in the plan addresses quality assurance issues such as, to satisfy the job market needs in agricultural sciences and resources management; provide higher quality agricultural training and education through hands-on training and enhancement of pedagogical skills; expansion of teaching and learning resources and development of new courses based on the market demand.

2.1.1 Vision and Mission

The Vision of the Faculty is to become a regional centre of excellence in capacity building for agricultural development

The Mission of the Faculty is committed to develop and disseminate scientific knowledge in agricultural science and providing competence holistically trained graduate for teaching, scientific research and extension services for sustainable agricultural development

4.2 Resources

2.2.1 Library

Currently, Egerton University has three libraries namely; Main Library, Library of the Faculty of Arts and Social Sciences and the J.D. Rockefeller Library. The Main library is accessible to staff, undergraduate and postgraduate students, and researchers. The J.D. Rockefeller Library is located in the CMRT building. It provides both electronic and on-line resources. The usage is restricted to postgraduate student conducting research and staff.

The University libraries are stocked with many books but most of them are old (editions of 1970s and 1980s); the library lacks recent editions. There is a need to involve staff and students in identification of relevant and up-to-date literature to be stocked in the library for both teaching and research. Further it is recommended that at the beginning of every financial year is necessary to set aside a fixed percentage of the University's annual budget for purchase of new books and academic journal subscriptions. Currently, the University subscribes to subsidised electronic journals, which is quite useful for both staff and students. However, access by staff and students is still not optimal because of unreliable internet connectivity and limited availability of relevant journals. The University is working on improving access to internet services, and training of staff on the use of electronic journals. As part of this process, the university mobilising support to enable them update the library.

2.2.2 Access to internet and email services

The internet strength is fair at Egerton University provided through fibre-optics, WI-FI wireless system and two cyber cafes that supplement the service but at a nominal charge. The wireless system is not stable because of variations in weather. For email services, there is a university-wide/Faculty domain though not popular. Individuals prefer to use personal web-based domains, for example, Hotmail, Yahoo and Gmail.

2.2.2 Lecture, seminar and study rooms

The lecture facilities for postgraduate students are adequate and more buildings are under construction. However, there are no rooms specifically allocated to postgraduate students for studying purposes and for conducting seminars. Currently, rooms are used inter-changeable depending on demand and availability.

2.2.3 Laboratories for teaching and research

The laboratories for teaching and research, though adequate, lack modern analytical facilities and therefore the University needs to invest in acquisition of modern laboratory facilities. In the case of the AICM programme, students regularly use the computer laboratory which has an approximate computer: student ratio of 1:4. In case of experimental laboratories, some equipment are not functional, therefore there is a need to repair or replace them.

2.2.4 Staff offices

Currently, staff offices are adequate. Moreover, the university is constructing new building with provision of more staff offices.

2.2.5 Staffing

The staff development plan is in place but not operational. The serious challenge the Faculty is facing is increased number of aging population of academic staff members. Unfortunately, there are no mentorship and nurturing initiatives for young staff to take over. Moreover, there was no evidence of a clear University policy on staff development and replacement needs in relation to the curriculum and institutional requirements. Thus, staff training is pursued as donor scholarships become available. Departments/University does not decide the courses/specializations to be taken by staff based on Departmental needs. In some cases, individual staff solicit for scholarships on their own and pursue courses of interest to them. There is need to develop a University wide staff development and replacement policy that guides academic Departments. There is also no clear policy on refresher courses for staff to improve their knowledge and skills. However, the University conducts short courses each year in ICT, pedagogy and proposal writing. Furthermore, staff are generally supported, where funds allow, to attend conferences and workshops.

The university management has put in place consistent staff criteria that encourage efficient teaching and research. However, In the event new staff are recruited, there is no formal induction or orientation programme. This also applies to new administrative appointees such as Deans of faculties and Heads of departments. Nonetheless, some efforts have been made by the Vice Chancellor to take staff members to management training workshops as part of induction initiatives.

2.2.6 Staff Recruitment

Recruitments of staff are done on an *ad hoc* basis as need arises. The recruitment is done through two major approaches. The first one is sourcing from the pool of good performing undergraduate or post graduate students. The second approach is through public procurement procedures by making normal advertisement as required, short-listing of applicants and finally interviews to select suitable candidates for the positions. The large population of the current lectures came through the first approach who were developed to PhD level.

There university does not set aside a budget for staff development, but does mobilise funds from various donors/sponsors for training of staff. Such sponsors include DAAD, the Commonwealth and the Netherlands fellowship programmes. Some of trainings are facilitated through research projects acquired by individuals or by the Faculty.

Carrier progression and succession plan

There is no limit for the progression; staff can progress to whatever level they can achieve based on applicable academic merit. Whilst there is a succession plan on paper, it is not practiced.

2.2.7 Finances

Finances are handled centrally at the university level; the Faculty does not handle financial matters directly. The accounting system is adequately transparent and the Faculty finds it effective enough. The university procedure requires Departments developing their own budgets based on their annual requirements and presents to the Faculty level. The Faculty compiles and submits to the University management for approval. Fortunately, the Dean of the Faculty of Agriculture is operating on an additional budget, aiming at building the Faculty ICT infrastructure i.e. computers for departments.

For the 2008/09 academic year, the Faculty received 10% of the total university budget. However, sometimes they receive far less from what was budgeted for. Apart from Government funding, the Faculty is supplementing finances through income generating units within departments, such as dairy processing plants, selling of vegetables, and livestock, etc.

CHAPTER 3

3.1 Management and Organisation

The Faculty of Agriculture has a Management Committees (FMC), which is constituted by departmental committee representatives. The committees have a life span of 1 year to enable restructuring in case of recruitment of new staff, retirements and establishment of new committees prompted by national developmental needs. In all cases the committees operate under the guidance of the Dean and the faculty board as guided by the current Egerton University Statutes, Mission, Vision and strategic plan. Appendix II gives the committees and details of their terms of reference.

3.2 Workload Model

The University has a workload model in place. The Model prescribes 60% of the time for teaching and 40% for research. It is recommended that lecturers teach a maximum of 9 contact hours per week. For those who have administrative responsibilities are required to teach the maximum of 6 contact hours, beyond which they are paid. This also applies to all other lecturers in case of overload in teaching, extra hours are paid accordingly. The workload of part time lecturers is limited to 6 hours per week and they are not allowed to teach more than the prescribed limit. The time allocated for tutorials depends on the number of credits per course.

3.3 Counselling services

On counselling of students, the university has an open-door policy, whereby students can consult their tutors any time depending on the availability of both parties. In general, the university has a Counselling Unit to handle students issues related to their social welfare. Moreover, it was reported that students are assigned academic advisors though the level of contact between students and academic advisors is weak. Although, the University normally conducts an orientation session to students at first admission, this was not the case for students under the AICM because of late commencement of the programme.

3.4 Responsibility for Disability Compliance

There is university-wide policy in place. As such the university management is taking affirmative actions on how best to handle the physically challenged staff and students. At national level, the Commission for Higher Education (CHE) has a committee on Responsibility for Disability Compliance. The Dean of the Faculty of Agriculture at Egerton is serving as a member. One of the recommendations from this Committee is to put in place structures that will facilitate mobility of physically challenged persons. To this effect, the university has constructed smooth passages on entrances of all the buildings for wheelchair users to enter smoothly. They are also planning to put lifts in some newly constructed buildings. At the moment they have 2 students who are extremely physically challenged. None

of the staff members is physically challenged. The University has acquired tri-cycles to facilitate mobility of physically challenged persons.

CHAPTER 4

4.0 Learning, Teaching and Assessment

4.1 Policy and strategy

Although the University has no policy in place, the common practice is that when students report, they are registered and classes commence immediately. Continuous assessment test (CATS) are administered during the 6th week and the Final Examinations at the 17th week.

Every lecturer involved in teaching is supposed to have a course outline before commencing teaching sessions. Examinations are internally moderated by department committees. Some members of the moderation committees are from outside the university such as local research institutions.

4.2 Admission

In general most of undergraduate students are admitted through the national Joint Admission Board (JAB). Since the admission is handled by JAB, individual universities or faculties have no policy or influence on the type of students they would wish to admit. Some of them especially those with equivalent qualifications are admitted through the deans committee. International students are admitted using the Egerton University rules by establishing equivalent qualification.

The entry requirement for M.Sc. programme is a B.Sc. in a relevant discipline with at least an upper second class honours from Egerton University or any other recognized institution. The requirement for Ph.D. is an M.Sc. degree in a relevant discipline from Egerton University or any other recognized institution.

4.3 Programmes

The Faculty offers 8 undergraduate, 6 M.Sc. and 5 Ph.D. Programmes. The following is a list of programmes are offered:

(d) Undergraduates (Four Years)

- (i) B.Sc. (Animal production)
- (ii) B.Sc.(Agriculture)
- (iii) B.Sc.(Diary Science and Technology)
- (iv) B.Sc. (Food Science and Technology)
- (v) B.Sc. (Horticulture)
- (vi) B.Sc. (Agricultural Economics)
- (vii) B.Sc. (Agribusiness Management)
- (viii) B.Sc. (Animal Health Management)

(e) M.Sc. Degree Programmes (2 Years)

- (i) M.Sc. (Agricultural Economics)
- (ii) M.Sc. (Animal Production with Breeding and Nutrition options)

- (iii) M.Sc. (Agronomy with Protection, Breeding and Production options)
 - (iv) M.Sc. (Food Science)
 - (v) M.Sc. (Horticulture with Floriculture, Olericulture, Pomology options)
 - (vi) M.Sc. (Soil Science)
- (f) Doctor of Philosophy Degree Programmes (Three Years)
- (i) Ph.D. (Soil Science)
 - (ii) Ph.D. (Animal Science)
 - (iii) Ph.D. (Crop Science)
 - (iv) Ph.D. (Food Science)
 - (v) Ph.D. (Agricultural Economics)

The only 1 new programme that has been approved over the last five years is Master in Agricultural Information Communication Management (AICM). Otherwise, there is a regular programme review done every 4 years, in consultation with involvement of key stakeholders , in order to make the programmes in line with recent developments respond societal needs. However, evaluation and review of the courses in the curriculum at Departmental level is done whenever need arises. The procedure is that the committee is appointed to develop the curriculum and submit to the faculty and later they get stakeholders to review which include alumni, industry, farmers and research insitutions, and ministry. In case of postgraduate programmes, the Faculty Postgraduate Studies Committee is responsible for the reviews.

The Faculty has clear programme specifications for all the courses, which are contained in the University Prospectus. Some of their programmes are taught jointly with other academic faculties. In some courses they involve tutors from professional bodies.

4.4 Teaching and Learning

The choice of teaching method depends on the nature of the course, for example AICM is computer-based. The common method of teaching is the convectional lecture-based teaching. However, some times they use problem based learning. Computers are commonly used in power point presentations, literature search and submitting assignments to lecturers through email.

4.5 Staff and staff reward

There is no reward scheme or policy for staff. There are two reward system for students which include the Deans Honours List for the students who pass with distinction. The award is in form of certificates. The second reward is that the university awards assistant lecturership for the best postgraduate students and they are sometimes paid for the service they provide to the university. Undergraduate best performers are awarded full M.Sc. scholarships to pursue studies at Egerton University.

4.6 Information sharing and team building for staff and students

There are a number of information sharing practices in the Faculty of Agriculture. These include regular seminar presentations by lecturers on research findings, mounting of posters on notice boards, joint field trips or excursions and normal email circulation. The other

mechanism is presentation by postgraduate students to a Faculty Seminar from which students research proposals and papers are shaped.

4.7 Internships and Opportunities for overseas study

The Faculty has a Students Guidance and Field Attachment Committee which links students to the industry for career and field attachment by provision of job market information and preparation of marketable curriculum vitae. The committee also sources for placement of students during field work. The university has developed an instrument which they give to organisations to assess the performance of the students in the field and labour market. Reports from the industry indicate appreciation for the graduates' strong abilities in their areas of training. Some prospective employers have been contacting the Faculty whenever there have employment opportunities. Currently, there are no opportunities through the Faculty for overseas study.

4.8 Mechanism for tracer study

There is no mechanism in place to trace the employment satisfaction with the type and quality of graduates. However, the Faculty assumes that the high employment rate of their graduates is a good indication of satisfaction for the employees. There is however, a need for the University to put in place operative mechanism for tracer study.

4.9 Assessment

Student assessment is guided by University examination rules and regulations, and is mainly based on progress monitoring (continuous assessment tests – CATs) and final examinations (end of semester written exam). Final examination and CATs account for 60% and 40%, respectively, and the pass mark is 60%. At least two CATs are administered per course offered in a semester, together with assignments and reports. The assessments to monitor student progress and exit criteria are indicated below:

Progress Assessment:

Marks	Grade
70 & above	A
60-69	B
50-59	C
40-49	D
39 & below	F (Fail)

Exit Assessment:

Award category
First Class
Second Class (Upper Division)
Second Class (Lower Division)
Pass
Fail

The Departmental Examinations Officer coordinates examination matters at the Department, including moderation of exams by internal and external examiners, submission of exams to the University's Examinations office, and drawing-up schedule of exam invigilation by Departmental staff.

The assessment uses a variety of methods, such as CATs which include assignments, practical and project reports and end of semester final written exams. The assessments cover the objectives of the curriculum and also reflect the expected learning outcomes and the content of the programme. All the assessments and the assessment criteria are explicit and well-known to students, as stipulated in the University catalogue. The assessment standards applied in the assessment are consistent, and students are informed, through the course outlines, at the beginning of the course. However, CATs are not subjected to quality standardization, though it is anticipated that with improvement in staff pedagogy and scrutiny at Departmental level, the quality of CATs can be informed.

CHAPTER 5

5.0 Quality Assurance and Enhancement of Teaching, Learning and Assessment

5.1 Directorate of Quality Assurance

The University has a fully-fledged Quality Assurance Directorate that was established in July 2005, with 7 full-time staff that include the Director, who is a professor by academic rank, two administrative assistants, one on academic affairs and the other on administrative and management matters. The others are a senior clerk, two secretaries and a messenger. The terms of reference of the Directorate are given in Appendix III. The Board of the Directorate is composed of 12 faculty representatives, who are normally nominated by the Deans of the faculties. The faculty representative chairs the respective faculty quality assurance committees.

The Directorate has developed a Handbook for Quality Assurance which is shared by all members of staff to ensure good practices in teaching and learning. The Directorate trains staff members on the use of the handbook through seminars and induction courses for new staff. The training is conducted jointly with the Faculty of Education to impart pedagogical skills.

5.2 Mechanisms for ensuring quality of teaching and learning

The university employs various methods to ensure the quality of teaching and learning. These include among others use of Student Evaluation, External Examiners and Internal Moderation.

5.2.1 Student evaluation

At the end of the teaching period, the DQA usually obtains students feedback, through a structured questionnaire “Teaching Effective Evaluation Form” (Appendix IV). The DQA writes reports to give feed back through Dean of faculties and Chairperson of departments who later discuss with the individual lecturer on the outcome of the review to improve on the areas pointed out by students, where necessary.

It is recommended that the Department, in collaboration with DQA, undertake regular student evaluation of both the programme and its courses, and also to have student representatives in committees involved in the internal quality assurance process.

5.2.2 Internal Moderation and External Examination

Assessments and examinations of individual courses in the curriculum are done through internal and external moderations coordinated by the Departmental Examinations coordinator. Internal moderation of exams usually precedes external moderation. Reports of moderators (external examiners) are sent to the Department Chair to be used for necessary corrective adjustments. However, in most cases these reports are not available to the lecturers to enable them take note of any comments therein.

5.2.3 Work environment survey

Once in a year, the DQA conducts a work environment survey which includes laboratory assessment, lightining system, status of equipment and library. When the DQA notices that the situation needs improvement, reports of the situation are sent to the management for action. The instrument used by the DQA to carry out work environment survey is given as Appendix V.

However, there a number of challenges to the DQA at Egerton University. These include:

- Lectures are not receptive to the evaluations.
- The DQA is overwhelmed by evaluation workload due to inadequate capacity. Therefore, the number of personel needs to be increased to cope with the workload to analyze the questionnaire in order provide prompt feedback.

The Quality Assurance System at Egerton University is computerised only at DQA level. It seems that piloting a quality assurance system at the university would be appropriate as most basic appear to be in place and practiced.

CHAPTER 6

6.0 Quality of Research

6.1 Research Policy

The Faculty has a Research Policy and Agenda in place, which entails priority research areas to be pursued by staff and students. The strategic plan of the Faculty is addressing some research issues relevant to the University Research Policy. For instance, staff should undertake research and disseminate the findings to the academia and industrial community.

The Faculty has in place two committees targeting sustainable agriculture with emphasis on biodiversity. The other committee is on biotechnology research. The university intends to give these committees more emphasis in view of the fact that the traditional way of doing things will not improve Kenya's agriculture sector.

In terms of research collaborations, the Faculty partners with other faculties within the university, within the region such Makerere University-Uganda, Sokoine University-Tanzania, Haramaya University-Ethiopia, Asia, China, India and Australia.

6.2 Status of research facilities

The research facilities are in fairly good condition and most of equipment are operational compared to other universities in the region. The policy of the University is that anything obsolete should be taken off the laboratory.

6.3 Specific efforts to promote research skills

The Faculty has a Research, Linkages and Outreach Committee whose responsibilities include facilitating the acquisition of research grants through training of staff on proposal writing, peer reviews of proposals and identification of sources of grants, promotion of awareness of research findings through participation in organised seminars, and facilitated

workshops and conferences for staff of the Faculty. As a means of promoting research, the Faculty provides funds for such trainings.

6.4 Research grants and Facilities

The Faculty has received over time grants from various sources such as the Kenya Commission for Higher Education (CHE), the National Council Science for Science and Technology, RUFORUM and Technical Centre for Agriculture and Rural Cooperation (CTA). In terms of research facilities, the Faculty is moving towards having adequate research laboratories furnished with relevant and functional equipment for both teaching of students and research.

6.5 Dissemination of research findings

One of the strategic objectives of the Faculty is to disseminate research findings to the scientific and industrial community/different interest groups. This is handled by a Research, Linkage and Outreach Committee. The terms of reference of the Committee in this respect is to promote awareness of research findings through participation of organized seminars, workshops and conferences for staff of the Faculty.

CHAPTER 7

7.0 Summary

7.1 Strenghts and Examples of Best Practices

5. The Faculty has technically competent staff and highly dedicated and organized
6. The Faculty has an operational Strategic Plan that is used to guide day to day activities
7. The Faculty Management and Organization is well structured with defined roles and responsibilities of each Committee. The Committees in place are relevent to core functions of the Faculty as a university unit, that is teaching, research and outreach service.
8. Review of academic programmes is mandantory to suit the changing market needs. The reviews are carried out every four years involves various stakeholders
9. The University has three functional libraries which have accessible electronic resources
10. The University has a fully-fledged Directorate of Quality Assurance and there a Quality Assurance Policy to guide responsibilities.
11. The University has made an effort on acquiring infrastructure on ICT though the bandwidth needs to be improved. Plans are in place to improve the facilities and infrastructure in general using internally generated funds.

7.2 Areas that need improvement

1. Although the university has affrimitive actions on a number of issues relevant policies are not in place. This include among others conduct of teaching, learning and assessment, responsibility to disability compliance, and staff development.
2. There is need to improve the formal feedback mechanism that monitor the performance of University graduates, statsifaction of employers and society at large.
3. The university should strenghthen the effectivenss of feedback mechanism from student evaluation forms on courses.
4. Acqusion of relevant and update books and periodicals
5. The University should put in place a clearly defined workload model.

APPENDIX I: FACULTY STRATEGIC PLAN 2009-2013 (see separate sheet)

APPENDIX II: The Faculty of Agriculture Management Structure.

The following are the 14 committees that were established and their terms of reference at the Faculty of Agriculture, Egerton University:

1. Ethics and Corruption Committee

Terms of references include

- Setting the faculty corruption prevention policy and reviewing it at such intervals as faculty Board may determine in accordance with the university corruption prevention policy
- Receiving and taking action on corruption reports made by staff from the faculty and other stakeholders
- Spearheading anti-corruption campaigns within the faculty
- Preparation and submitting quarterly progress reports to the Dean
- Maintaining contact with the university corruption prevention policy as necessary
- Familiarize with Kenya anti-corruption commission guidelines on corruption prevention policy as necessary

2. Resource Mobilization and investment Committee

Terms of reference include:

- Identify, maintain and update a database of potential strategic development partners/donors, both locally and internationally, in both public and private sectors
- Establish and strengthen linkages with the strategic development partners (to liase with the chairman of linkages committee
- Foster strong linkages with Alumni
- Coordinate the development and submission of proposals for projects of the university
- Monitoring, evaluation and reporting to the university management board and partners on the activities and utilization of any resources received

3. Undergraduate studies committee

- Propose new undergraduate curriculum or review existing on the basis of recommendations from respective departments, and other stakeholders for purposes of improving quality and diversity of academic programmes, and consequently agricultural graduates of Egerton university
- Facilitate implementation of senate approved academic programmes
- Consider issues of examination irregularities and overall conduct of examination process and recommend line of action

- Nominate representative to the board of undergraduate studies
- Consult, where necessary in line of its duties with the postgraduate committee
- Carry out any other duties as may be defined by the dean/faculty board

4. Post graduate Studies Committee

- Propose new undergraduate curriculum or review existing on the basis of recommendations from respective departments, and other stakeholders for purposes of improving quality and diversity of academic programmes, and consequently agricultural graduates of Egerton University
- Facilitate implementation of senate approved academic programmes
- Promote timely completion of post graduate programmes
- Participate in defenses of proposals and theses
- Consider issues of examination irregularities and overall conduct of examination process and recommend line of action
- Facilitate review of post graduate proposals for funding and acquisition of scholarship information
- Nominate representative to board of postgraduate studies
- Consult, where necessary inline of its duties, with the undergraduate committee
- Carry out any other duties as may be defined by the Dean/ Faculty board.

5. Research, Linkage and Outreach Committee

- Facilitate the acquisition of research grants through training of staff on proposal writing, peer review proposals and identification of sources of research grants
- Promote awareness of research finding through participation in organized seminars, workshops and conferences for staff of the faculty
- Generate and foster partnerships with farmers, industries, institutions and other stakeholders in the public and private sectors both at local, national, regional and international levels in identification of problems of research through mutual transfer of technology
- Facilitate linkages with industry/ market place to promote collaborative research
- Help formulate and review policies on intellectual property ownership/patent ship and consultancy
- Carry out any other duties as defined by the Dean/Faculty Board

6. Staff Training, Development and Welfare

- Critically appraise staff terms and conditions of service and suggest aspects of improvement of the same
- Help identify and attract quality staff to fill vacant positions in the faculty in accordance with full time equivalence policy
- Evaluate and restructure staff promotion criteria review staff and recommend promotion merit
- Identify staff training needs and develop priorities for training
- Review staff disciplinary cases and recommend appropriate action

- Appraise the policies and instruments regarding job descriptions and performance contracts
- Promote social interaction through parties, tea breaks and excursions

7. Finance Development and Planning

- Propose and review the strategic development plan of the faculty
- Facilitate the development of physical facilities (include: classrooms laboratories, office space , IT) towards suitable teaching and learning environments
- Support the development of sound annual budgets, including modalities for acquisition, procurements expenditures and diversification of revenue base and the promotion of overall monetary discipline
- Coordinate annual report from departments and faculty as a whole

8. Governance and Assurance (QAG)

- Define and establish quality benchmarks regarding;
 - Comprehensiveness, technical formulation and diversity of academic programmes
 - Teaching effectiveness: examination standards and student performance on them
 - Examinations; standard and student performance
 - Student performance on the job market
 - State of physical facilities in support of academic programmes
 - Participation of staff and students in research and technology generation
 - Staff training levels and numbers
 - Student holdings (number) in respective programmes
 - Access to published information in physical or e- based formats
 - To organize an award scheme of academic excellence amongst student and staff
- Develop and effect review/ appraisal mechanism for attainment of the eight benchmarks identified above
- Investigate and recommend line of action regarding infringements in administration and taking of university examinations
- Investigate and recommend line of action regarding breach of conduct in staff and student recruitment and retention
- Organize remedial action including retraining in pedagogical and management skills amongst teaching staff
- Develop processes and procedures to embrace IWA2 and ISO99001: 2000 requirements of the faculty

9. Students Guidance Counseling and Field attachment

Terms of references

- Advise students on choice of profession, courses and mode of study
- Facilitate and encourage students to develop time management skills
- Promote participation of students in community services
- Encourage healthy lifestyles
- Promote participation of students in community services
- Encourage health lifestyles
- Promote peace building and conflict resolutions

- Inculcate leadership skills
- Liaise with dean of students on matters of students welfare
- Facilitate staff/ students social integration and orientation to University life
- Help students link-up with industry for career and field attachment by provision of job market information and preparation of marketable curriculum vitae

10. Student Disiplinary Committee (Academic Malpractices)

- Any examination malpractice shall be immediately reported in writing by the invigilators through the chief examiner of the department to the dean of faculty where the course is taught. The report shall include statements by the student involved, invigilators and examiners
- On receiving the report of examination malpractice, the dean shall convene, not later than two weeks after the examinations, faculty students disciplinary committee to deliberate on the case

11. Marketing and Communication Committee (MCC)

Terms of reference

- To market and popularize the faculty of agriculture image, programmes and activities through mass media exhibitions, internet, live demonstration, seminar and workshops
- Monitor the needs and perception of industry and the market clients generally and feedback the information to the department and other relevant management units of the university for purposes of restructuring faculty programmes.

12. Faculty Management Committee (FMC)

Terms of reference

- Provide assistance to the Dean in overall formulation of management policies for the faculty
- Implement faculty and senate policies on matters of Academic Curricular and Administration as a whole
- Review cases referred to by the faculty board, faculty committees and the dean

13. Faculty Board Committee

Terms of reference

- Review faculty curricular, examinations student academic discipline and recommend appropriate action to senate
- Review faculty management policies as they be recommended by standing faculty committees
- Admit/ authorize qualified students into various faculty programmes
- Deal with any other matter regarding staff welfare, training and development and terms and condition of service as may be appropriate
- Carry out statutory mandate as stipulated by Ergeton University and statutes

APPENDIX III: TERMS OF REFERENCE FOR THE DIRECTORATE OF QUALITY ASSURANCE AT EGERTON UNIVERSITY

1. Work with relevant University organs in defining and setting quality benchmarks
2. Develop and periodically update general policies and operational manuals to guide university- level QA operations, as well as instruments for use in internal evaluations
3. Work with academic departments in assuring the quality of academic programmes including coordinating assessment of programmes, sensitizing, advising and guiding departments of the execution of QA activities.
4. Monitor and evaluate the implementation of academic and research process in the university
5. Monitor and evaluate the quality of teaching facilities including classrooms, lectures theatres, laboratory equipment, ICT and Library services
6. Coordinating the acquisitions and evaluation of stakeholders perception on the quality of academic programmes, products and services
7. Evaluate the efficiency in utilization of human, financial, and time resources in delivery of academic programmes
8. Evaluate university performance contracts
9. Establish linkages, partnerships and networks with the other quality assurance units/ institutions to enhance quality of delivery of academic services
10. Handle all other quality assurance issues in the university including external Examiners, and their reports, and students evaluation of teaching
11. Give feedback/recommendations to departments, faculties, institutes, schools directorates, management and the senate regarding all the QA issues.
12. Periodically report to Audit Committee of Council
13. Perform any other duties as may be assigned by Vice-Chancellor from time to time