6. QUALITY ASSURANCE OF TEACHING AND LEARNING

6.1 Academic Staff

6.1.1 Qualifications of Academic Staff

Academic staff members are at the forefront of the University’s academic operations. Academic members of staff consist of full-time and part-time teaching, research, librarian staff and visiting and honorary staff. As such it is expected that the University should develop mechanisms for employing and retaining a critical mass of experts as teaching and research staff on permanent or part-time basis. For the purpose of quality assurance, the recruitment of academic staff for first appointment and promotions at different academic ranks in the University shall follow the minimum criteria outlined in Appendix B1(a).

6.1.2 Promotion of Academic Staff

The University developed and implemented the Policy, Procedures and Criteria for the Promotion of Academic Staff in August, 2017. The policy shall cover full-time academic members of staff of the University of Zambia who are on permanent and pensionable conditions of service or fixed term contracts and have served the University for more than one year.

Promotion of a candidate from any level to a higher level under the policy shall be solely on the basis of merit, qualifications, competencies and experiences in the key result areas. Promotion, however, shall not be restricted to the next consecutive rank but also other higher ranks aspired for if the performance so merits.

For a candidate to be considered for promotion, he or she should have accumulated minimum points in their grade according a prescribed point scoring system given in Appendix B1(b).

However, an academic member of staff who shall be on suspension shall not be eligible for promotion. An academic member of staff who shall have a disciplinary charge against him/her shall have his/her consideration for promotion deferred pending disposal of the case.

Members of staff serving the University in non-full-time capacities are not eligible for promotion.

Members of staff who are also not to be eligible for promotion are those on leave as follows:
(i) Members of staff on leave of absence; and
(ii) Members of staff on sick leave for more than six months

However, a member of staff in the above mentioned circumstances upon return from such leave shall be eligible for consideration for promotion but will be required to be assessed to ascertain the level at which he/she may be.

6.1.3 Effective Teaching Methods and Pedagogic Skills Development

The University shall offer the University Teaching and Learning Improvement Programme (UTLIP) to academic members of staff as a way to enhance the pedagogical skills and teaching methodology. The academic staff will be issued with certificates of attendance. The details of the programme are given in Appendix B2.
6.1.4  Academic Staff Workload

In determining the minimum work load for academic staff, reference should be made to both teaching and non-teaching tasks, taking into account the average notional working week for academic staff which has a total of 40 hours.

The procedure for calculating workload of staff is given in Appendix B3.

6.1.5  Graduate Teaching Assistantship Scheme

6.1.5.1  Eligibility

A candidate who has been admitted to full-time studies for a higher degree by the Graduate Studies Committee of Senate, provided he/she is not receiving any award from the University of Zambia as a Staff Development Fellow, may be appointed as a Graduate Teaching Assistant. Part-time students are not eligible for such appointment, neither are students who are to complete a preliminary year prior to the commencement of graduate studies for the duration of such year of preliminary studies. The appointments are not confined to Zambians.

6.1.5.2  Appointing Authority

All appointments are made by the Vice-Chancellor on the recommendation of the Dean. When proposing a candidate to the Vice-Chancellor, the Dean of a School shall give information on the postgraduate programme the candidate is following, the qualification he/she already possesses and the area in which it is proposed he/she will teach (or tutor or demonstrate). Upon approval of the appointment, a letter of appointment will be issued by the Registrar, with copies to the appropriate offices. The Teaching Assistant would not be required to undertake teaching duties until the letter of appointment has been issued.

6.1.5.3  Duration of Appointment

Normally an appointment will be for one academic year, but may be extended on the recommendation of the Dean.

6.1.5.4  Status

The Status of a Graduate Teaching Assistant is equivalent in many respects to that of part-time staff. He/she is not a member of the School’s Board of Studies unless the School receives authorisation from Senate to include in its membership this category or a representative of this category.

6.1.5.5  Duties and Responsibilities

Duties and responsibilities of tutors (Masters’degree students) and teaching assistants (PhD students) shall include understudying academic members of staff through attending lectures, seminars, tutorials and practical training; assisting in supervision of tutorials, seminars and practical; marking assignment scripts, assisting in research, consultancy and community service activities and any relevant duties that may be assigned by the academic member of staff.

6.1.6  Academic Staff Offices

Full time academic staff shall be entitled to an individually allocated office. Individual academic staff offices should be able to accommodate a workstation, lateral files and bookcases for the staff
member, plus space for two visitors (especially for student supervision). Part-time and visiting staff may use shared office space if it is available. Tutors, teaching assistants, post-doctoral researchers and graduate students will have access to shared open-plan rooms with individual desks. The guidelines for academic staff offices are given in Appendix B4.

6.1.7 Academic Staff Experience Surveys

The University shall regularly conduct staff experience surveys for academic staff. The general aim of these surveys shall be to collect information on:
(a) satisfaction with quality of teaching;
(b) satisfaction with support services; and
(c) proposals for required interventions and improvement.

The guidelines for academic staff experience surveys are given in Appendix B5.

6.1.8 Peer Evaluation of Teaching

Peer evaluation of teaching in the University involves a purposeful, collaborative process whereby one peer observes another’s teaching. It provides evidence of the effectiveness of an academic’s teaching from the perspective of one’s peers. It serves to provide constructive feedback on its effectiveness in promotion of teaching quality and student learning.

Peer evaluations on teaching quality cover teaching and learning, supervision of post-graduate students and all related activities at the University. The candidates should be afforded the opportunity to reflect on the final report and outline in a separate statement how they will respond to the recommendations of peers. The approved Peer Evaluation of Teaching Form should be used.

Peer evaluations should allow academic staff to:
(a) identify and promote good practice and innovation in teaching and learning;
(b) enhance their understanding of the student learning experience;
(c) reflect on their practice; and
(d) provide evidence of quality teaching practice for promotion applications, professional development and recognition.

The guidelines for peer evaluation of teaching is given in Appendix B6.

6.2 Appointment to Academic Roles

6.2.1 Dean of School and Director of Institute or Directorate

A Dean of a school and a Director of an institute or directorate shall be appointed by the Council from among senior members of the academic staff of a school, institute, bureau or similar body concerned in accordance with the provisions of the statutes of the University.

Article 24 (1) of Part III of the Third Schedule of the Higher Education Act, 2013 provides that the Dean of a school or Director of an institute, bureau or similar body shall exercise general superintendence over the academic, administrative and financial affairs of a school, institute, bureau or similar body and in particular, shall be responsible for the promotion and maintenance of effective teaching, research, consultancies and services.
The appointment of individuals to the position of Dean or Director shall be based on established criteria which shall include:
(a) the ability to provide intellectual and academic leadership in the development of the school/institute programmes;
(b) the ability to provide administrative leadership in the effective functioning of the school/institute;
(c) personal skills to deal effectively with academic staff, administrators, and support staff within the school/institute and university structure; and
(d) quality assurance at school level.

The powers, duties, competencies and conditions of service of Deans and Directors shall be determined from time to time by the Human Resources Committee of Council in consultation with the Vice-Chancellor and are implemented by the Vice-Chancellor, in accordance with approved delegations and policy.

For the purpose of this framework, the position of Dean and Director of an academic unit of the University shall be occupied by an academic who has attained the rank of Associate Professor. In exceptional cases, and especially in cases where there are no professors in a school or institute, the Council may consider appointing a professor from another unit as a Dean or Director.

6.2.2 Head of Department

The quality assurance of teaching and learning at departmental level is the responsibility of the Head of Department. The Vice-Chancellor shall, in consultation with the Dean of a school or Director of an institute, bureau or similar body concerned, appoint heads of department from among the senior academic members within each department in accordance with the provisions of the statute of the University. A head of department shall coordinate the academic and administrative affairs of the department and shall be responsible for the promotion and maintenance of efficient teaching, research and consultancy services under the direction of the Dean.

The appointment of individuals to the position of Head of Department shall be based on established criteria which shall include the ability to provide intellectual and academic leadership in the development of the departmental programmes; the ability to provide administrative leadership in the effective functioning of the department; and personal skills to deal effectively with academic staff, administrators, and support staff within the department and school structure.

The powers, duties, competencies and conditions of service of heads of department shall be determined from time to time by the Human Resources Committee of Council in consultation with the Vice-Chancellor and are implemented by the Vice-Chancellor, in accordance with approved delegations and policy.

For the purpose of this framework, the position of Head of a Department of the University shall be occupied by an academic who has attained the rank of Senior Lecturer.

6.2.3 Assistant Dean

The Assistant Dean is primarily responsible for all activities and concerns relating to the leadership, management, and promotion of specific programmes and activities within the school. The University has three positions of Assistant Dean to deal with undergraduate studies, postgraduate studies and research. Some schools also appoint assistant deans for other management or technical related functions.
These highly regarded leaders shall be appointed by the Vice Chancellor through a careful process initiated by the Dean of the concerned school.

The position of Assistant Dean in an academic unit of the University shall be occupied by an academic who has attained the rank of Senior Lecturer.

6.2.4 Performance Appraisal

The University expects that all academic staff members should benefit from having their performance reviewed regularly and appropriate professional development put in place. The University is committed to recruiting, developing and retaining appropriately skilled, experienced and motivated staff. Academic staff performance appraisal comprises regular discussions about performance between supervisors and their staff and an annual review. This review will assist in staff development and personal planning, assessment of achievements and performance.

The following instruments will be designed for staff appraisals:
(a) Annual performance appraisal forms.
(b) Students evaluation of teaching reports
(c) Appointment and promotion guidelines

6.3 Programmes of Study

6.3.1 Sources of Information and Accessibility

The University shall provide up-to-date, consistent and reliable information to its staff, prospective and current students and the general public about the standards and quality of programmes it offers.

6.3.1.1 Information for Students

6.3.1.1.1 School Handbook

University policy on information for student is that it is mandatory that every student receives a School Handbook containing the programme they are following. Accurate and accessible information for students will assist them to understand what is required to achieve the standards for the award for which they are enrolled; understand their responsibilities, both to maintain their enrolment and in respect of their own learning; understand their responsibilities as members of the University community and, where relevant, their responsibilities in respect of professional conduct; know how to derive maximum benefit from the learning opportunities available to them; understand how and in what circumstances to access support services; understand the regulatory framework which governs decisions about progression and awards; and know how to use the systems which exists for students to express their views or to make complaints, appeals and claims for mitigating circumstances.

The School Handbook shall also contain rules and regulations which shall outline the aims and outcomes of the programme and the standards that they are expected to be achieved to complete it successfully; the separate courses of the programme that contribute to its overall aims; the themes which run through the programme as a whole, and any pre-requisites or decision points in terms of
options and award paths; the teaching and learning approaches used; the overall assessment workload for an academic year; programme-specific regulations, and other programme-specific information; who to contact for academic, personal and administrative advice; and how to access and benefit from relevant learning resources and support services.

It is the responsibility of the Dean of the school or institute to publish one or more School Handbooks that contain all the programmes on offer in the school on an annual basis and to ensure that every student has an up-to-date and appropriate copy every year.

For the purpose of uniformity across the University, guidelines for preparation of school handbooks are given in Appendix B8.

6.3.1.1.2 Course Guides

It is also recommended that students receive a Course Guide for every course for which they are registered. The purpose of Course Guides is to help students understand what is required to meet the learning outcomes of the course, in terms of supervised contact with staff, private study, preparation and assessment. The course guide may be posted onto the e-learning platform for the course.

6.3.1.2 Information for Academic Staff

A Handbook for Academic Staff shall provide detailed guidance on the purpose of Course Guides, content which is required or desirable, the relationship between the Course Guide and what is approved at validation, and responsibilities for preparing the guides and checking their quality. Assessment criteria for course assessments should normally be in the Course Guide, but may alternatively be issued to students with the assessment task. Their purpose is to help students understand the attributes of their work for which marks will be allocated, and what is required to pass or achieve good marks for their work. It is the responsibility of the Lecturer to prepare the Course Guide. The University shall have in place a system to monitor the quality of Course Guides.

6.3.2 Regulations for Undergraduate Studies

The University shall, on an annual basis, publish the General Regulations for Undergraduate Studies, approved by the University Senate, which shall set out the requirements for undergraduate awards in the University. The date of approval of the regulations shall be clearly indicated. The General Regulations shall be readily available for students to refer to, but it shall not be mandatory for a student to own a copy.

Each School shall further provide a distinct chapter in the School Handbook that covers Rules and Regulations for Undergraduate Studies for all the undergraduate programmes on offer, as approved by the Board of Studies of the School and ratified by Senate.

It is mandatory that each undergraduate student has a copy of the School Handbook and therefore a copy shall be part of the package that is given to students during registration.
Students shall observe all rules and regulations prescribed by the University authorities in both the General Regulations for Undergraduate Studies and in the programme-specific Rules and Regulations.

### 6.3.3 Regulations for the Taught Masters Degree Programmes

These regulations shall be part of the General Regulations for Postgraduate Studies, approved by the University Senate.

### 6.3.4 Introduction of New Academic Programmes

The University shall have guidelines for development of new undergraduate and taught postgraduate programmes and their approval by Senate. The University shall ensure that each programme is designed by well-qualified staff and the design process is based on guidelines and procedures approved by Senate. Each programme shall be consistent with the University’s vision and mission and shall address critical national human resources requirements. The curriculum must, at least, meet the minimum body of knowledge and be relevant to the profession. The programme shall be coherently structured with its own regulations, and learning outcomes being clearly stated. The programme shall have physical and human resources to meet the requirements of the programme. The programme shall be reviewed and audited on a five year cycle. The details to be considered in preparing new programmes are given in Appendix B9.

### 6.3.5 Accreditation of Programmes

The University shall submit to the Higher Education Authority (HEA) applications for accreditation of its academic programmes as specified in the Higher Education Act No. 4 of 2013. The University shall also periodically submit to the HEA requests for renewal of accreditation of its programmes as specified by the HEA. The University shall consider accreditation as both a status and process of external quality review which shall be used for quality assurance and quality improvement. By accepting accreditation status, the University has agreed to uphold the quality standards set by the HEA.

The details to be considered in submitting new and existing programmes for accreditation by the HEA are given in Appendix B10.

### 6.3.6 Admission of Students

The University shall admit applicants to its degree, diploma and certificate programmes on the basis of their performance in suitable subjects or courses and at acceptable standards in their previous studies in which they have obtained a suitable qualification. The entrance requirements for admission to programmes of study leading to degrees, diplomas and certificates are approved by the Senate and are given in individual School Handbooks and the University Calendar.

The Senate shall apply limitations to the number of students who are admitted to the University of Zambia because of staffing levels and teaching space in lecture rooms and laboratories. In order to enforce quality in teaching, Schools are mandated to enroll according to recommended student-staff ratio and capacity of the infrastructure.

### 6.3.7 Development of Teaching and Learning Materials

#### 6.3.7.1 Development of Quality Learning Materials
Teaching and learning materials should be developed and used in such a way that quality learning that is characterised by the development of complex concepts and meta-cognitive skills such as the ability to regulate one’s own learning, is promoted (Stellenbosch University, 2011). Developers of materials should take cognisance of the fact that learning is active, constructive, cumulative, contextual and goal-oriented.

6.3.7.2 **Student Needs**

Teaching and learning materials should be developed and used with due reference to the level of academic development of the students, including the ability of students to appraise the quality of materials and any special needs students may have.

6.3.7.3 **Learning Outcomes**

Teaching and learning materials should be developed and used in a manner that will enhance the development of students. The materials should be developed and used with a view to expanding students’ knowledge and to challenge their intellectual abilities with due reference to the outcomes of the module and of the programme.

6.3.7.4 **Academic Practice**

Contemporary and accurate material should be used in developing and use of teaching and learning materials. The quality of materials prepared by lecturers for students should always reflect accepted academic norms. Electronic teaching and learning materials e.g., PowerPoint slides, material for Moodle, web sites etc, should reflect accepted good practice for the preparation of effective materials in these media.

6.3.7.5 **Intellectual Property**

Materials prepared by lecturers for students are subject to the provisions of the University’s policy on intellectual property rights.

6.3.7.6 **Review of Teaching and Learning Materials**

Teaching and learning materials should be evaluated as part of various existing internal quality management processes as follows:

(a) during the approval process for new modules;
(b) during routine evaluation of existing courses and programmes;
(c) as part of the evaluation of departments; and
(d) development and extent of the use of teaching and learning materials shall be an integral component of the annual performance appraisal of lecturers.

6.3.8 **Continuous Assessment and Feedback to Students**

A student’s grade shall normally be determined by the examiner’s assessment of the student’s work throughout the course (continuous assessment) as well as performance in the final examination as specified by the department offering the course. The allocation of continuous assessment marks to assignments, tests, etc as approved by Senate is the responsibility of individual departments.
Lecturers have the responsibility of teaching students how to learn by helping them to see the continuity in their learning and offering them the encouragement to apply learned skills from one field to other fields and to everyday experiences.

Lecturers shall provide students with ample opportunities to practice skills taught in order to grasp concepts. They shall create consistency in learning methods that include problem-solving, thinking and creative activities and hold students responsible for completion of assigned work within established standards of quality. Lecturers shall set challenging and interesting assignments that are appropriate to the subject.

The Head of Department shall ensure that lecturers provide feedback to students in a timely manner to keep students consistently informed on how they are doing and what they will be doing next. Lecturers shall discuss the significance of each learning step and its relationship to concepts previously taught. They shall keep students informed as to how well they are performing by occasionally conveying to them their level of success and use assignments, quizzes and tests as tools to measure student progress as well as determine curriculum changes and teaching strategies in order to accommodate the diverse needs of groups of students.

It is mandatory that continuous assessment results are made available on the departmental notice board before students sit for the final examinations in the course. These should also be deposited in the office of the Head of Department. In line with the approved *Rules and Regulations*, a student whose continuous assessment is unsatisfactory will not be allowed to sit for the final examination.

### 6.3.9 Preparation of Examination Papers and Model Answers

The Dean of School as Chairperson of the Board of Examiners shall have responsibility for the security of and arrangements for setting examination papers, examining and marking scripts and processing and storing marks and grades. Information may be processed or stored only on computers designated by the Dean. The Head of Department shall approve the content of examination papers taking account of the comments of moderators and internal and external examiners.

Examination papers together with model answers must be prepared and delivered by hand by the lecturer to the Head of Department at least one month (30 working days) prior to the start of the examination period. The Heads of Department must ensure that they have effective procedures for setting and moderating examination papers. This requirement could be met in the following ways:

(a) setting achievable deadlines at the beginning of the examination paper setting process to ensure that members of academic and administrative staff have enough time to thoroughly carry out their duties and responsibilities;

(b) reminding staff of deadlines for setting and moderating papers;

(c) ensuring that if a member of staff fails to meet a deadline that procedures are in place to make those responsible aware of the situation and the potential repercussions;

(d) ensuring that the paper setter is fully aware of how they should set their examination paper, by when, and in what format the paper should be submitted to the Head;

(e) providing the paper setter with clear and timely information;

(f) submitting all examination papers electronically to the Head, using a USB memory stick for example, or shared folder set up for this purpose on a secure server to prevent paper copies from being mislaid;

(g) advising paper setters not to send any material via e-mail or shared networks; and

(h) requesting that the paper setter provides a marking scheme; answers to numerical questions, indicative essay answers, and an outline of how learning objectives have been examined, in addition to the examination paper.
6.3.10 Internal Moderation of Examinations

6.3.10.1 Responsibility of the Head of Department

The Head of Department shall prepare a list of examination papers received and arrange for internal moderation. The University needs to be assured that robust, effective and consistent moderation processes are taking place in all courses. The Head of Department will appoint moderators and inform the Dean of School accordingly. Internal moderation takes place in two stages:

6.3.10.2 Moderation of Examination Papers

Moderation of examination questions ensures that their form and content are appropriate and valid in terms of standards, assessment of learning outcomes, syllabus coverage, level of challenge, and fairness to students. Course lecturers are responsible for the formatting and content of their examination papers, so they should check the paper for accuracy, subject matter, spelling and grammar, using the format and guidelines supplied by the University Senate. It is a requirement of the University that the examinations shall cover at least 80% of the approved course syllabus.

Where a course is shared, the nominated course coordinator should lead the moderation activity. Moderators will respond back to the lecturer or course coordinator confirming that the examination is appropriate or proposing amendments. If amendments are recommended these will be communicated to the lecturer or course coordinator for their action. The lecturer or coordinator must retain a copy of the moderators comments and responses. This may require several iterations until an agreement is arrived at. At the end of this process, a standard form for moderation of examination papers will be completed by the moderator and submitted to the Head of Department before the prescribed deadline. The course lecturer will make any necessary amendments and submit the final examination to the Head of Department.

6.3.10.3 Moderation of Marking

Moderation of marked examinations scripts ensures the use of agreed marking criteria, comparability and equity of standards, consistency and fairness of marking. Regardless of the assessment weighting, if the assessment is not individual in nature, and where a number of students will be using the same title and rubric and the cohort size is not too small, then moderation can be done via sampling.

The sample should include sufficient examples from each of the classification bands if the size of cohort permits, that is, 10% of the cohort size from across the classification bands. Classification bands should be arranged according to three levels that include poor, satisfactory and excellent results. Where a large cohort is marked by a large team, it may be necessary to moderate a greater sample in order to ensure consistency of marking across the team.

There must be clear and transparent evidence that internal moderation of student work has taken place with a report provided by the internal moderator. Internal moderators should record their comments separately so that student work in the sample is not returned with comments from both the marker and the internal moderator. Copies of both the marker and internal moderator comments should be stored as part of the course information and sent to the external examiner.

The guidelines for moderation of examination papers and marking are given in Appendix B11.
6.3.11 External examiners

6.3.11.1 Provisions of the Legislation

Section 31 of Part V of the Higher Education Act No. 4 of 2013 specifies that a higher education institution shall conduct its examinations in such manner as its statutes may prescribe, except that for degree examinations and any other qualifying examinations, the higher education institution shall appoint at least one external examiner for each academic programme.

The University must, therefore, have clear and transparent evidence that shows that external moderation of examinations and student work by an appointed external examiner has taken place and a record of this is retained in the course information for each programme. The outcomes of external moderation should be recorded in the annual course review.

External examining is one of the ways of ensuring academic excellence in the University. Under this arrangement, external examiners are engaged to evaluate the programme content and the process of student assessment. External examiners reports act as reference points against which the University may be evaluated. It is an assessment tool used to measure the academic standard of staff and graduates of the University.

The University shall have comprehensive guidelines for external examiners which shall be applied rigorously across the whole institution.

The University shall create mechanisms to ensure that external examiners are invited annually for each School.

6.3.11.2 General Principles

In general, external examiners are expected to comment on the validity of the assessment instruments, the quality of student performance and the standard of student attainment, the reliability of the marking process and any concerns or irregularities with respect to observation of the University regulation. Therefore the conduct of external examinations at the University is governed by Senate regulations. The general principles of the external examination process are:

(a) to provide external and unbiased evaluation of the fairness and suitability of the University’s student assessment process in line with Senate regulations;
(b) to verify that standards of student performance are appropriate for the award for which the external examiner has been appointed;
(c) to verify that the student assessment methods are reliable or precise and will therefore produce similar results if repeated with students of comparable standard and comparable circumstances and similar assessors;
(d) to verify that the student assessment methods are valid such that they measure the competence they are intended to measure;
(e) to verify that the student assessment methods have the educational impact in such a manner as to promote appropriate student learning behaviour;
(f) to verify that the student assessment methods are acceptable to all assessors and students and are feasible within the resources available;
to work with the University to uphold the high academic standards of its programmes and awards; and

to compare the academic standard of the University with those of similar institutions.

The External Examiner shall write a report detailing his or her observations, conclusions and recommendations to the Vice-Chancellor who will submit it the Quality Assurance Committee for consideration and action.

**6.3.11.3 Qualifications of External Examiners**

An external examiner should have enough recent examining experience to assure the School Management Committee acting on behalf of the Board of Studies and Senate of his/her competence in assessment and understanding of academic standards in a broad higher education context.

The external examiner should offer constructive comments, criticism and suggestions for enhancement in the area of assessment practice. The external examiner shall be a Professor, Associate Professor or a Senior Lecturer.

**6.3.11.4 Identification and Appointment of External Examiners**

External examiners should be identified for each academic programme by the respective departments and nominations forwarded to the School Management Committee for consideration. The following procedure shall be followed:

(a) the Head of Department, through informal contacts, shall establish the willingness and availability of a nominee to serve as external examiner and solicit his/her curriculum vitae;

(b) the Head of Department shall convene a departmental meeting at which the academic members of the department shall study the curriculum vitae to satisfy themselves that the nominee has the necessary expertise, experience and seniority to serve as external examiner;

(c) the principles and guidelines for identification and selection of external examiners shall be made available to staff and other stakeholders at the departmental meeting;

(d) the Head of Department shall forward the nominee’s details to the Dean of the School;

(e) the Dean of the School shall convene a meeting of the School Management Committee which shall consider the nominations for external examiners in the School to satisfy themselves that the nominees have the necessary qualifications to serve as external examiners in the School;

(f) the Dean shall forward the proposed candidates to the Vice-Chancellor for appointment. External examiners for undergraduate and taught postgraduate programmes shall be appointed by the Vice-Chancellor, on behalf of Senate, on the recommendations of the respective School Management Committees acting on behalf of the Board of Studies of the School;

(g) external examiners should be appointed for a period of three years. Thereafter the same external examiner can only be re-appointed for another three year term; and

(h) a former member of the teaching staff of the University will not be eligible for appointment until a period of four years has elapsed.
6.3.11.5 Role of the External Examiner in Undergraduate and Taught Postgraduate Programmes

The principle roles of external examiners is to verify that standards are appropriate for of each units of study and to provide independent impartial comment on standards set and student achievement of those standards. The capacity to fulfil this is based on knowledge of standards set and achieved in other higher education institutions, of subject benchmark statements and where applicable of the expectations of professional and statutory bodies or co-awarding bodies.

The external examiner shall make an initial 5 day visit to the University on dates to be determined between the external examiner and the University. During the course of the visit, the external examiner will:

(a) review the course guidelines of all upper level undergraduate courses offered by the Department in the current academic year;
(b) review the preliminary grades in the final examinations of each of those courses awarded by the internal examiners;
(c) independently assess and grade a sample of examinees’ scripts in each of the examinations;
(d) discuss with the internal examiner any discrepancies between the grades awarded by the internal examiner and external examiner, and offer guidance on how to resolve the differences, as well as projecting from the sample to the grading of the whole class;
(e) review a sample of continuous assessment work and the grades assigned for the work by the internal examiner;
(f) recommend to the Board of Examiners the adjustment of marks for individual or all students examined where necessary;
(g) hold separate meetings with the Head of Department and the Dean of the School to discuss the outcomes of the above activities;
(h) at the discretion of the external examiner, and depending on feasibility, given the timing of the external examiner’s visit, hold informal discussions with one or more students enrolled in advanced courses in the Department in the current academic year; and
(i) wherever possible, depending on the timing of the external examiner’s visit relative to the rest of the Department’s grading programme, participate in a departmental meeting of examiners.

6.3.11.6 Written Report

Within the week following his or her visit to University, the external examiner will submit to the Vice-Chancellor a written report that will include:

(a) a summary of the issues that were presented by the external examiner to the Dean and Head of Department;
(b) recommendations for the enhancement of the examination process in the department;
(c) recommendations for the enhancement of the curricula of the courses reviewed by the external examiners;
(d) recommendations for the enhancement of the instructional methods followed in the courses reviewed by the external examiner;
recommendations for the enhancement of the department’s facilities; and

(f) a confidential appraisal of the performance of the department, together with any other recommendations for how to achieve an enhancement of the quality of education offered by the University in the fields of knowledge covered by the department.

6.3.11.7 Other roles of external examiners

External examiners may be consulted on possible review of existing programmes and the process of external examination for purposes of improving the assessment process.

6.3.11.8 Termination of appointment

The appointment of an external examiner may be terminated by the Board of Studies if the Board judges that the responsibilities of the appointment have not been or cannot be fulfilled in the manner or to the standard which the University requires. Reasons for termination may include, but are not limited to:

(a) failure to provide reports on the assessment process required by the University;
(b) inability to come for two successive invitations;
(c) a change in the external examiner’s circumstances which brings about potential conflicts of interest which might jeopardize objectivity;
(d) persistent refusal to work within the University’s academic regulations; and
(e) conduct which in the case of an employee of the University would be the subject of disciplinary action.

When circumstances arise which are considered as possible grounds for termination of an external examiner’s contract, the Chairperson of the Board of Studies will notify the Vice-Chancellor of the relevant details. The Vice-Chancellor will write formally to the examiner to inform the external examiner that the appointment has been terminated.

6.3.12 School and Departmental Reviews and Audits

6.3.12.1 Provisions of the Legislation

It has become an obligation that institutions of higher education in Zambia demonstrate the effectiveness of their academic programmes in providing high quality education that positively impacts students. Furthermore, the HEA which is concerned with quality assurance requires that institutions assess students’ learning outcomes as a means of improving academic programmes. This has led the HEA to develop methods for assessing the quality of academic programmes.

The University will conduct an internal assessment to the criteria and components for the registration of academic programmes as prescribed under the HEA on a three year cycle. Internal self-assessment is recommended by the HEA as the first step before application for accreditation.

6.3.12.2 School and Departmental Review and Audit Procedures

The University shall implement formal annual programme review procedures. Programme reviews can be undertaken for an individual programme, or a group of related programmes, as considered most appropriate by the School.

Schools are required to complete a self-assessment report (SAR) on programme review for each of their main programme groupings which should be submitted to the Quality Assurance Committee at agreed dates. Internal deadlines for the submission of the SAR shall be determined by Quality Assurance Committee for each School following the flowchart given in Figure 4. Reference should be made to Appendix B12.
6.4 The Learning Environment

6.4.1 Lecture Theatres, Lecture Rooms, Tutorial Rooms and Seminar Rooms

The University aims to maintain, improve and expand infrastructure. This includes construction of additional student bed spaces, construction of new staff offices, a fourfold increase in library capacity, and rehabilitation of existing lecture theatres and laboratories and providing them with modern equipment. The University is also expected to maintain a student population that makes it viable and sustainable.

The University will undertake regular monitoring and evaluation of the learning environment to ensure that there is adequacy of learning and teaching resources in the programmes offered and that they are commensurate to the programme enrolment levels.

The guidelines for use of teaching spaces shall be developed and provided for University use.

6.4.2 Laboratories, Workshops and Clinics

The University shall ensure that laboratories, workshops, clinics and computing facilities are adequately available and accessible to members of staff and students to support teaching, learning and research activities. The standards of the facilities must always be kept high and departments are encouraged to benchmark with similar departments in reputable institutions to identify their shortcomings if any.

Every department which runs programmes that require the use of laboratories, workshops, clinics or computing facilities is required to put in place such facilities to cater for programmes of the University and its populations.

6.4.3 Student-Lecturer Ratio

The student intake should take into consideration the approved student-lecturer ratio (SLR). At its sitting on November, 2015, the University Senate approved a SLR of 13:1 in all University programmes.

6.4.4 Teaching Aids

In the University, teaching involves a series of activities and different processes of disseminating and transferring knowledge, skills and information to students. Lecturers are encouraged to use modern teaching aids in lecture theatres, classrooms, laboratories and workshops. Although these tools cannot guarantee quality of education, they make learning easier. The quality depends on the content of the presentation and the depth of knowledge of the lecturer. However, teaching aids can save time used for writing notes or equations and solving a problem on the traditional black or white board. Teaching aids can also make the lessons or demonstrations more interesting to the learner. It is, however, important that the lecturer maintains a good balance between using gadgets and having interactions with students.
6.5 **Student Involvement**

6.5.1 **Staff-Student Consultative Committees**

6.5.1.1 **Mandate**

Each School in the University shall provide a system of consultations between staff and students through the establishment of Staff-Student Consultative Committees for undergraduate students (SSCC-UG) and for postgraduate students (SSCC-PG), respectively, for each programme of study. This shall be done annually.

6.5.1.2 **Composition**

The Head of Department (HoD) shall nominate a chairperson of the departmental SSCC. In cases where a department has several programmes and has designated a *Programme Coordinator* for a specific programme, this person shall serve on the SSCC for that programme and chair the committee.

Departments shall nominate a *Programme Tutor* (PT) for each year of study of a programme to serve on the appropriate SSCC.

Each cohort of students, both undergraduate and postgraduate, in a department shall elect a *Student Academic Representative* (SAR) to serve on the appropriate programme SSCC.

Each SSCC shall meet at least once per term. The Dean shall ensure that the constitution and the procedures of these committees are acceptable to the staff and the students of the School. The minutes of each meeting of the committees shall be forwarded to the Dean and shall be served before the Board of Studies and the School Postgraduate Studies Committee.

The composition shall be as follows:

(a) Programme Coordinator (or other person designated by the HoD) - Chairperson;
(b) Programme Tutors (one of whom shall be the secretary);
(c) At least one student representative from each year of study; and
(d) At least one part-time student representative.

It is recommended that the SSCC does not exceed more than twenty student members. Where this is the case, departments should consider creating an additional SSCC, perhaps split by mode of study, programme or level.

Students on placement away from their department should raise any matters they wish with the student members on the SSCC, or with the SSCC Chair and Secretary and SSCC minutes should also be made available to these students.

6.5.1.3 **Terms of Reference**

The terms of reference for the Staff-Student Consultative Committees shall include the following:
to comment upon any significant changes to departmental policy which would have a direct consequence for teaching and learning, admissions, and assessment;
(b) to comment upon physical resources within the department e.g. computers, library facilities etc.;
(c) to comment upon safety and welfare within the department;
(d) to receive notification of any departmental changes with respect to teaching and learning, admissions, and assessment;
(e) to discuss follow-up action resulting from previous SSCC meetings, and in particular any matter which was referred to the Board of Studies meeting;
(f) to receive and comment on the outcome of degree programme and course evaluation surveys and audits and any consequent follow-up actions;
(g) to receive and consider the Head of Department’s overview of the departmental reports;
(h) to comment, at least once each session, upon the Programme Tutoring system;
(i) to comment on feedback to students on their assessed work; and
(j) to receive and comment on, where possible and as part of the Internal Quality Assurance process, the department’s Self-Evaluation Report.

6.5.1.4 Arrangements for Multi-Disciplinary Degree Programmes

Degree programmes that are multi-disciplinary (with contributions from more than two departments) are required to have a separate, programme-based SSCC. Arrangements for management are as follows:

(a) there shall be, for each combined programme and involving more than two departments of the University, an SSCC, which shall meet at least twice in each academic year;
(b) the academic staff responsible for the coordination of such a degree programme shall ensure that the constitution and procedures of this committee are acceptable to the staff and students involved in the degree programme;
(c) the minutes of each meeting of each such committee shall be forwarded to the respective departments of the schools involved; and
(d) where the academic staff responsible for the coordination of a combined studies degree programme and involving more than two departments consider that it will not be appropriate for a separate SSCC to operate for the degree programme in question, those staff shall ensure that the views of students following the programme can be expressed instead either through (i) the SSCCs of the departments concerned as prescribed above or through (ii) an annual meeting which all students following the programme shall be invited to attend, or through both (i) and (ii).

6.5.2 Student Assessment of Teaching

The University pursues a system of student feedback that makes provision for students to regularly be given an opportunity to give feedback on their experience of individual courses, their experience of the lecturers’ lecturing, and their experience of the teaching and learning programmes as a whole. This feedback is firstly utilised in the development of courses and programmes, and for the professional development of lecturers.

The student feedback reports are made available to the individual lecturers, the departmental heads and the Deans. The results of the student feedback can be used by the departmental heads and Deans in the evaluation of the quality of courses, programmes and the lecturing done by lecturers. Student feedback is therefore also taken into consideration during the performance appraisal of lecturers and when decisions are taken on promotion.

Guidelines for student assessment of teaching at the University are given in Appendix B13.
6.5.3 Student Academic Conduct

Students can make a significant contribution to the quality of their own learning and that of their fellow students. They can also contribute to the improvement of the learning opportunities of future students on similar programmes. To maintain and enhance the quality of their own learning and that of others, students have a responsibility to:

(a) attend classes all the time;
(b) prepare for taught sessions, especially seminar and workshop sessions;
(c) spend the recommended time in student managed learning;
(d) use the information and guidance provided;
(e) adhere to University regulations and the code of conduct;
(f) take up available opportunities to receive academic advice and feedback on their work;
(g) thoughtfully complete course questionnaires and other surveys and consultations; and
(h) use the system of academic boards, course representatives, and representations though the students’ union to raise issues for improvement.

6.6 Resolution of Student Academic Complaints

6.6.1 Academic Complaints

The procedure for raising academic complaints allows students to request for a review of a decision relating to their academic progress or award. These provisions are applicable to regular and distance students of the University.

Decisions about academic progress of students are made by the University Senate on recommendations from the Board of Examiners of academic units. However, students may consider, perhaps reasonably, that some particular decisions made by the Senate or its subordinate committee are defective. Student may therefore wish to appeal against such decisions. Circumstances in which students may submit an appeal include the following:

(a) change of comment;
(b) change of grade; and
(c) missing results.

If a student has a complaint about teaching or supervision or circumstances which relate to the delivery of their programme of study before being examined, these should be raised as a complaint with the department at the earliest opportunity and, if necessary, a formal complaint submitted to the Dean of the School. Guidelines for resolution of student academic complaints and disputes are given in Appendix B14.

6.6.2 Grounds for Raising an Academic Complaint

Complaints which simply challenge the academic judgement of internal or external examiners or Boards of Examiners are not permitted. A student may not raise an academic-related complaint if the student feels the results are not as good as they had expected. The valid grounds for appeal are summarised below:

(a) there are circumstances which materially affected the student’s performance, for which supporting evidence exists, which were not known to the Board of Examiners or Senate at the time its decision was taken and which it was not reasonably practicable for the student to make known beforehand;
(b) there were procedural irregularities in the conduct of the examination or assessment of such a nature as to create a reasonable possibility that the result may have been different if it had not occurred; and

(c) there is evidence of prejudice or bias or lack of proper assessment on the part of the examiners.

It is important that students notify their departments of any matters which may be relevant to their academic performance (e.g. personal or medical circumstances at the time they occur and to supply supporting documentary evidence, such as medical certificates, etc). Unless there were very good reasons why a student was unable to notify the department or supply evidence at the time, the appeal should be disallowed.

Students should also note that the University operates a system of cross-checking, which includes moderation and the use of external examiners’ input to ensure that there are adequate checks on the accuracy and appropriateness of examination papers and marking of scripts to help prevent prejudice and bias.

6.6.3 Submission of an Academic Complaint

If a student decides that he or she has eligible grounds for appeal, the student should:

(a) appeal on his/her own behalf and take the responsibility to obtain the required evidence;

(b) note that the University will not contact third parties (e.g. doctors, social welfare personnel, etc.) on behalf of the student;

(c) complete and submit the Form for Lodging an Appeal or Complaint with supporting documentary evidence; and

(d) ensure that the appeal is submitted by the stated deadline as a failure to do so will result in the appeal being disallowed.

It is important that the student submits evidence to support the complaint. This must be new evidence, i.e. not just copies of evidence already submitted and considered by Boards of Examiners. Where medical evidence is submitted this must be from the University of Zambia Medical Officer. Medical certificates obtained from other medical practitioners must be verified by the University of Zambia Medical Officer.

On receipt of the complaint the Quality Assurance Directorate will check whether the appeal is presented in the right format with sufficient supporting documents. If not, the student will be notified in writing and advised that the complaint cannot be accepted or the student will be offered the opportunity to supply more information or evidence within a stated timeframe.

All complaints will be acknowledged. Once a complaint has been received a report will be requested from the student’s department and this along with the complaint will form the documents to be submitted to the Appeals Resolution Panel appointed by the Dean of the School on behalf of the University Senate.

The complainant will be sent a copy of the departmental report and be offered the opportunity to submit written comments on it by a specified deadline. The complainant will be notified in advance of the date the appeal will be considered and will be given an opportunity to be heard.
6.6.4  Academic Complaints Resolution Panels

6.6.4.1  Mandate
The Dean of the school in which the complainant is registered shall appoint, on behalf of the University Senate, an Appeals Resolution Panel, on a case-by-case basis to deal with complaints directed to the school. The Dean shall designate a chairperson for the panel.

6.6.4.2  Composition
The composition of an Appeals Resolution Panel shall be as follows:
(a) three members of the academic staff of the School, nominated by the Dean of the School and shall include any specialist in the subject matter of the complaint;
(b) the Assistant Dean (Undergraduate) or the Assistant Dean (Postgraduate) as the case may be, depending on whether the complainant is an undergraduate or postgraduate student; and
(c) any Professor, Associate Professor or Senior Lecturer (not necessarily a specialist in the subject matter) from any Unit within the University.

In the case where the complaint is related to a course or programme taken in another school, the Dean of the school in which the complainant is registered shall work with the Dean of the school in which the course or programme was taken to constitute the panel. Administrative support to the Panel shall be provided by the Quality Assurance Directorate.

6.6.4.3  Appeal to the Vice-Chancellor
In exceptional cases, where a student believes that the resolution process has been conducted incorrectly or that the outcome is unreasonable in relation to the evidence then the student has the right to raise the matter for independent review by the Vice-Chancellor. The Vice-Chancellor will use his/her discretion in constituting an advisory team, if need be, and his/her decision will be final. The appellant must show evidence that there are flaws in the resolution process conducted by the Appeals Resolution Panel.

6.7  Graduate Tracer Studies

6.7.1  Background
Graduate tracer studies are an important way of understanding the relevance and quality of programmes offered by the University. They also help the University to better understand the labour market. Graduate tracer studies provide quantitative data on employment and career, the character of work and related competencies, and information on the professional orientation and experiences of the graduates of the University. Although the end-of-course evaluation can ask for the student to assess whether they have gained the knowledge and skills necessary for fulfilling their personal objectives, there is really little proof of this until the student has completed the entire programme of study and has entered the workforce. Guidelines for undertaking graduate tracer studies are given in Appendix B15.

6.7.2  Objectives of the Tracer Studies
The main objectives of the tracer study are to:
(a) investigate the transition process from university to work;
(b) determine the state of employment, unemployment and underemployment;
(c) analyse the relationships between higher education and work in a broad perspective which includes the fulfilment of personal goals such as job satisfaction and objective measurement like job position, income, job security and the type of work; and
investigate what factors are important for professional success of graduates taking into account personal factors like gender, work motivation, knowledge, skills and attitudes obtained from the University programmes.

6.7.3 Use of Data from Graduate Tracer Studies

The information gained from graduate tracer studies can be used for curriculum development and reform. The information may also answer questions such as:
(a) What are the retrospective views of graduates on higher education based on their career experiences?
(b) To what extent do graduates consider their education and training as an opportunity or wastage?
(c) How are the outcomes of curricula aiming to create new types of learning and qualifications to prepare for newly emerging types of occupation and work tasks?
(d) How broad or narrow is the knowledge fostered in individual degree programmes in comparison to occupational tasks or major occupations?

6.7.4 Role of Alumni in Tracer Studies

The Role of alumni in the conduct of tracer studies is important for many reasons. These include:
(a) Alumni are an institution's most loyal supporters.
(b) Alumni present fundraising prospects.
(c) Alumni generate invaluable word-of-mouth marketing among their social and professional networks.
(d) By engaging alumni, an institution can continue to benefit from their skills and experience.
(e) Alumni are great role models for current students and are often well placed to offer practical support to students as they start their careers.
(f) Alumni are often in the position to engage the expertise of the institution in their professional lives.
(g) Alumni are the institutions’ international ambassadors. They take their knowledge from the institution to their hometowns and countries and into their professional and social networks.

6.8 Employer Satisfaction Surveys

6.8.1 Background

Employer satisfaction surveys provide a measure of the extent to which the University is meeting employer needs. Specifically, the surveys gather employer feedback on the extent to which graduates have the right mix of general and technical skills required for the workforce. The surveys aim to ensure that the University is responsive to labour market and industry needs.

6.8.2 Objectives of Employer Satisfaction Surveys

The main objectives of the survey are to assess:
(a) satisfaction with the skills and knowledge of graduates in a specified period;
(b) satisfaction with some specific attributes of graduates;
(c) satisfaction with the overall responsiveness of the University to employers’ specific human resource needs.
(d) assess the degree to which employers provide assistance for education and training to recent graduates;
(e) examine employers’ perceptions on skills shortages among graduates;
(f) determine changes in employer satisfaction over time by comparing data collected over a number of surveys; and
(g) assist the University to serve the employers more effectively and efficiently by identifying areas of strength and areas of weakness that need improvement.

6.8.3 Focus Areas for Employer Surveys

Focus areas for employer surveys include the following:
(a) characteristics of the employers: type of organisation; economic sector; number of employees, number of postgraduates employed;
(b) recruitment of graduates: methods of recruitment, recruitment criteria;
(c) information about personnel and the income structure;
(d) satisfaction with knowledge and skills acquired by graduates; and
(e) overall satisfaction with performance of graduates.