



COMMISSION FOR UNIVERSITY EDUCATION

UNIVERSITIES STANDARDS AND GUIDELINES, 2014

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FIRST SCHEDULE

INSTITUTIONAL STANDARDS

Citation

- 1) These standards may be cited as University Standards for Accreditation and Operations;
- 2) These standards are to be read in conjunction with standards for Physical Resources; Standards for Academic Programmes and Standards for University Libraries;
- 3) These standards will be abbreviated as INST/STD/00.

Interpretation

In these standards, unless the context otherwise requires:

“*accreditation*” means the procedure by which the Commission formally recognizes an institution or an academic programme of a university;

“*Act*” means the Universities Act, No. 42 of 2012;

“*Cabinet Secretary*” means the Cabinet Secretary for the time being in charge of university education;

“*certificates and diplomas*” means post-graduate certificates and diplomas;

“*Commission*” means the Commission for University Education established under Section 4 of the Universities Act No 42, 2012;

“*constituent college*” means a semi-autonomous component of a chartered university whose academic affairs are governed by the Senate of the university.

“*foreign university*” means a university established outside Kenya;

“*institution*” means an organization founded for purposes of university education and research;

“*private university*” means a university which is established or maintained out of funds other than public funds;

“*public university*” means a university established and maintained or assisted out of public funds;

“*standard*” means a reference point against which different aspects of the institution and programme are compared or evaluated for quality;

Application

4) These standards shall apply to:

- a) All public universities established in Kenya;
- b) All private universities established in Kenya;
- c) All foreign universities operating in Kenya;
- d) All constituent colleges established in Kenya;
- e) All campuses of universities operating in Kenya;
- f) All Open, Distance and E-learning (ODEL) centres of universities operating in Kenya.

Vision, Mission and Philosophy

INST/STD/01

A university shall have Vision & Mission statements and Philosophy which clearly and succinctly indicate its strategic direction.

Guidelines

- 1) The Vision statement shall clearly outline what the university desires to be;
- 2) The Mission statement shall incorporate elements of the universities business purpose and values, succinctly describing why it exists and what it does to achieve its vision;

- 3) Statements of Vision and Mission shall be prominently displayed and appear in key documents of the university; and
- 4) The Philosophy of the University shall be clearly stated.

Charter Status

INST/STD/02

- 1) **A Charter shall be the full accreditation status of any university in Kenya**
- 2) **Each university shall have a Charter as a legal instrument of accreditation that authorizes the institution to discharge its mandate.**

Guidelines

- 1) The charter status may be attained after at least three years of operating under any other university status recognized by the Commission;
- 2) A chartered university shall have a fully established seat of the university that meets the standards of the Commission;
- 3) A chartered university shall have at least 400 students enrolled in the degree programmes;
- 4) The number of degree students in a chartered university shall not be less than 70% of the total student enrolment;
- 5) The University Charter shall stipulate the powers and functions of the institution and governance and management structures.

Governance and Management

INST/STD/03

- 1) **A university shall clearly articulate its governance and management structures in line with the Act.**

- 2) **A university shall ensure that there is clear separation of powers between the governing organs.**

Guidelines

- 1) A university shall have clear organizational and administrative charts showing the inter-relationships of the various organs and offices;
- 2) A university shall have documented policies that include but not limited to human resources policy, research policy, ICT policy, disability policy, gender mainstreaming policy, curriculum development policy, academic integrity policy and Internal Quality Assurance Policy;
- 3) A university shall develop statutes, rules and regulations for the governance and management of the university in line with section 23, 34 and 35 of the Act. These shall include:
 - a) Student conduct and discipline;
 - b) Staff code of conduct;
 - c) Terms and Conditions of service of staff; and
 - d) Student handbook containing, inter alia, admission requirements and fees guideline.
- 4) The Board of Trustees (BOT) shall
 - a) Be constituted in accordance with the Trustees Act Cap. 167 of 2009;
 - b) Have members representing the interests of the sponsor but, members of the sponsoring family in case of a sponsor who is an individual, or members of the sponsoring entity in case of the institutional sponsor, may not constitute more than one third of the BOT;
 - c) Have a third of its members being Kenyans in the case of a foreign sponsor;
- 5) Every university shall ensure that there is clear separation of powers between the governing organs, and in particular, no one person shall head two organs whose relationship is oversight in nature.

Human Resources

INST/STD/04

A university shall have adequate and competent human resources to carry out its mandate in accordance to its human resource policy.

Guidelines

- 1) The Vice Chancellor or equivalent of the university shall be a person appropriately qualified with extensive teaching, administrative and research experience;
- 2) The teaching staff of a university shall meet the qualifications outlined in the Standards for Academic Programmes as provided for in the Third Schedule; and
- 3) The administrative staff of a university shall have requisite qualification in their areas of operation; and
- 4) Every university should clearly articulate its appointment criteria as stipulated in Table 1.

Table 1: Minimum Criteria for Appointment/Promotion of Academic Staff in Kenyan Universities

S/NO	Grade	Appointment /Promotion criteria
1	Teaching Assistant/Graduate Assistant/ Research Assistant	This grade is to facilitate identification of outstanding bachelor graduates to be trained for academic positions. Staff must be a Bachelor's degree holder in the relevant field with at least an Upper Second Class honours and be registered for a relevant Master's degree programme.
2	Tutorial Fellow/Assistant Lecturer/Junior Research Fellow	Must have: a) A Bachelor's degree and a Master's degree qualification from a recognized/accredited university in the relevant field plus at least three years post qualification work experience; and b) Registered for a Doctor of Philosophy (PhD) or equivalent Doctoral degree qualification; c) Demonstrated potential for university teaching and research.

S/NO	Grade	Appointment /Promotion criteria
3	Lecturer/Research Fellow	<p>Must have a:</p> <ul style="list-style-type: none"> a) PhD or equivalent degree qualification (<i>or a Master's degree qualification in special cases</i>) in the relevant area from recognized/accredited university; b) Those with a Master degree must have at least three (3) years teaching experience at university level; c) Four equivalent publication points; d) Been registered by the relevant Professional Body (<i>where applicable</i>).
4	Senior Lecturer/Senior Research Fellow	<p>Must have</p> <ul style="list-style-type: none"> a) A PhD or equivalent degree qualification (<i>or a Master's degree qualification in special cases</i>) in the relevant area from recognized/accredited university; b) At least three (3) years of teaching/research experience at the university level as a Lecturer/Research Fellow; c) At least six equivalent publication points as a Lecturer/Research Fellow; d) Supervised at least four (4) postgraduate students to completion as a Lecturer/Research Fellow; e) Been registered by the relevant Professional Body (<i>where applicable</i>).
5	Associate Professor/ Associate Research Professor	<p>Must have:</p> <ul style="list-style-type: none"> a) A PhD or equivalent degree qualification in the relevant area from recognized/accredited university; b) At least three (3) years teaching/ research experience at the university level as a Senior Lecturer/Senior Research Fellow; c) At least eight equivalent publication points as a Senior Lecturer/Senior Research Fellow; d) Supervised at least five (5) postgraduate students to completion, including one doctoral student, and attracted research funds as a Senior Lecturer/Senior Research Fellow.

S/NO	Grade	Appointment /Promotion criteria
6	Professor/Research Professor	<p>Must have:</p> <ul style="list-style-type: none"> a) A PhD or equivalent degree qualification in the relevant area from recognized/accredited university; b) At least three (3) years teaching and research experience since being appointed Associate Professor/Associate Research Professor; c) At least ten equivalent publication points since attaining Associate Professorship; d) Supervised at least six (6) postgraduate students to completion, two of whom must be doctoral students, and attracted research funds since attaining Associate Professorship.
7	Adjunct Academic Staff	<p>The University Senate and Council should institutionalize positions of Adjunct Academic Staff whom should be sourced from:</p> <ul style="list-style-type: none"> a) Staff from local and foreign universities who hold a PhD or equivalent degree qualification to support teaching, research and collaborations at the equivalent grade; b) Professionals, with at least two (2) years relevant work experience, who hold a Doctorate or Master qualification drawn from industry, public and private sector to promote relevance, practical training and linkages.

NB:

- a) *One university level scholarly book = 4 equivalent publication points;*
- b) *One tertiary level scholarly book = 2 equivalent publication points;*
- c) *One secondary school level text book = 1 equivalent publication points;*
- d) *One primary level primary book = 0.5 equivalent publication points;*
- e) *One article in a refereed journal = 2 equivalent publication points;*
- f) *One article in a non - refereed journal = 1 equivalent publication points;*
- g) *One reviewed conference paper = 1 equivalent publication points;*
- h) *One non - reviewed conference paper = 0.5 equivalent publication points.*

Academic Programmes

INST/STD/05

A university shall offer programmes that are commensurate with its institutional accreditation status and that meet the standards of academic programmes.

Guidelines

- 1) A proposed university shall submit no more than three academic programmes to the Commission for consideration for grant of Letter of Interim Authority;
- 2) A proposed university shall not launch any programme until it becomes a legal entity through grant of Letter of Interim Authority;
- 3) A university with Letter of Interim Authority shall offer a minimum of two academic programmes;
- 4) A university with a Charter shall offer at least four academic programmes;
- 5) A Technical University shall offer programmes that are deemed by the Commission to be technical in nature; and
- 6) A Specialized University shall offer programmes deemed to be of national strategic importance.

Financial Resources

INST/STD/06

A university shall have adequate financial resources to meet its obligations.

Guidelines

- 1) In determining the adequacy of a university's financial resources, reference will be made to the differentiated unit cost as provided for in the Act;
- 2) A university shall manage its financial resources as stipulated in Part 6 of the Act.

Planning

INST/STD/07

A university shall show evidence of long and medium term plans to ensure sustainability and continuous improvement.

Guidelines

- 1) A university shall have at least a 10-year Master Plan that outlines its physical, academic, financial and human development;
- 2) A university shall have a physical Master plan that indicates the location of existing and proposed physical infrastructure; and
- 3) A university shall have at least a 5 year strategic plan that inter alia outlines its overall development including, but not limited to academic programmes, physical facilities, student enrolment, staff and staff development, ICT Research and Community Service.

Student Services

INST/STD/08

A university shall provide student services that are commensurate with the student population

Guidelines

- 1) The student services shall include but not limited to sports facilities, counseling services, indoor games, dispensary, space for worship and student canteen; and
- 2) There shall be clear memoranda of agreement on hired or outsourced student services.

Quality of Teaching

INST/STD/09

- 1) A university shall promote highest standards of teaching and learning.**
- 2) A university shall institutionalize internal quality assurance mechanisms.**

Guidelines

- 1) A variety of delivery modes and methods shall be employed while promoting creativity and critical thinking in learning.
- 2) A university shall facilitate lifelong learning through provision of adult and continuing education.
- 3) Academic staff shall keep abreast with the:
 - a) Current trends in their discipline;
 - b) Latest technologies of teaching and learning.
- 4) Academic staff shall avail themselves for consultation, guidance and mentoring of students;
- 5) Each University shall have quality assurance policy, structures and budgetary provisions.

Research and Innovation

INST/STD/010

A university shall show evidence of promoting quality research and innovation.

Guidelines

- 1) A university shall have thematic research areas in line with its institutional research policy and aligned to the national research policy;
- 2) A university shall endeavor to have adequate funds for research by allocating a minimum of 2% of its operational budget to research;

- 3) A university shall facilitate its staff to carry out research;
- 4) A university shall have a mechanism of providing incentives to members of staff who undertake research, attract research funds, innovate and/or patent;
- 5) Research activities shall be taken into account when determining academic staff workload; and
- 6) A university shall document and disseminate its research outputs.

Community Service

INST/STD/11

A university shall engage in community outreach that promote cultural and social life of the society.

Guidelines

- 1) A university shall engage in community service, which may include but not be limited to, extension, consultancies, public lectures, corporate social responsibility, environmental conservation and promotion of cultural and social life of the society; and
- 2) Disseminate outcomes of research to the community.

Constituent Colleges

INST/STD/12

- 1) **A constituent college shall be established as a transitional status prior to Charter, under the mentorship of a chartered university.**
- 2) **A constituent college shall have the same sponsorship as the mentoring university.**

Guidelines

- 1) A constituent college shall have a governing council that is independent from that of the mentoring university;
- 2) The Vice Chancellor of the mentoring university shall be a member of the governing council of the constituent college;
- 3) A constituent college shall have its academic programmes, examinations and related academic regulations, approved by the Senate of the mentoring universities;
- 4) Standards in a constituent college shall be maintained at the same level as that of the mentoring university, and in line with the Commission's standards;
- 5) A constituent college shall be considered in the same spirit as the universities with Letters of Interim Authority;
- 6) A constituent college shall:
 - a) Clearly articulate and communicate to its stakeholders, including the students and mentoring universities, the transition process towards grant of Charter;
 - b) Develop a Memorandum of Agreement between itself and the mentoring university with respect to, academic programmes, academic resources and students;
- 7) Students who:
 - a) Complete their study programmes under the institution with constituent college status shall graduate in the mentoring university;
 - b) Were admitted into a constituent college but have to graduate after the college has been granted Charter status shall have the option to formally choose whether to graduate from the new university or the mentoring university. The Senates of the two universities shall make provisions for this transitional arrangement;
 - c) Are admitted to the institution after the constituent college has become a chartered university shall graduate in the new university;
- 8) A constituent college shall only offer academic programmes that it is able to support through adequacy and appropriateness of academic resources;
- 9) Where applicable, a constituent college shall offer academic programmes that have been approved by relevant professional bodies.

Campus

INST/STD/013

A university campus shall be the smallest unit of a university and shall have adequate resources to support its student's population which shall mirror those of the main university.

Guidelines

A university campus shall have adequate minimum facilities for the student population therein, which shall include a library, lecture rooms, administration offices, academic staff offices and a student centre.

Open, Distance and E-Learning (ODEL) Centres

INST/STD/014

A university may establish ODEL centres with teaching facilities for the purpose of bringing education closer to students.

Guidelines

- 1) A university ODEL centre shall be established in facilities owned or leased by the university that meet the standards of physical facilities;
- 2) A university may establish ODEL teaching facilities for the purpose of bringing education closer to students, and for providing marketing, recruitment and other student services;
- 3) The universities ODEL centres shall be used exclusively for ODEL purposes.

Students Recruitment Agency for Foreign Universities

INST/STD/015

A foreign university may have a local agency licensed under the regulations governing agencies for purposes of marketing and recruitment and not for teaching purposes.

Guidelines

- 1) An agency of a foreign university shall be registered by the Commission in accordance with the regulations; and
- 2) An agency of a foreign university shall not be involved in direct teaching of students.

Academic Integrity Standards

INST/STD/016

A university shall carry out its operations in line with and be guided by the national values and principles of governance as set out in Article 10 of the Constitution and as spelt out in the Universities Act No. 42, 2012.

Guidelines

- 1) A University shall develop and implement policies on:
 - a) Code of ethics;
 - b) Academic integrity policy; and
 - c) Public private partnership in line with the Public Private Partnership Act, No. 15 of 2013.
- 2) A university shall institutionalize non discriminative practices that including promotion of:
 - a) Gender balance and equality of both staff and students; and
 - b) Equalization of persons with disabilities, minorities and other marginalized groups.
- 3) A university shall respect the relevant ethical standards when teaching, carrying out research and in engagement in community service; and
- 4) A university shall at all times prioritize the academic interests of students and other stakeholders in carrying out its operations.

SECOND SCHEDULE

STANDARDS OF PHYSICAL RESOURCES

PART 1 – PRELIMINARY

Citation

- 1) These standards may be cited as the Standards for Physical Resources.
- 2) These standards will be abbreviated as PHYL/STD/00.

Interpretation

- 3) In these standards, unless the context otherwise requires:

“*a recognized water laboratory*” means a laboratory registered with or belonging to the Public Health Department of the Ministry of Health, Ministry of Water Development, or any other public institution, person or organization duly authorized by the Government of Kenya to undertake water analysis;

“*adequate*” means sufficient in relation to any set guidelines or requirements;

“*adequate water supply*” means water in such quantities as would permit maintenance of a reasonable level of personal and environmental hygiene;

“*Building Code of the Republic of Kenya*” means the Local Government (Adoptive By-laws) (Building) Order, 1968 and the Local Government (Adoptive By-laws) (Grade II Building) Order, 1968;

“*lecture room*” means a room accommodating several students for the purpose of instructions;

“*departmental areas*” means offices occupied by teaching, administrative and secretarial staff of a teaching department of a university;

“*Full Time Students Equivalent (FTSE)*” means a number of hours of teaching required by one student to fulfill the requirements of the course in an academic year;

“*masterplan*” means a programme of a university showing the order of development of physical and academic aspects for a given period of time;

“*physical facilities*” means any structure fixed or movable or of whatever kind and any part thereof used or intended to be used for teaching, lecturing or instructing or as a dwelling house or for recreational and all ancillary facilities thereto including drainage works, services installations and road works;

“*reader station*” means space occupied by a student in a library;

“*relevant local authority*” means a city council, county council, municipal council or such local authority under whose jurisdiction a university is situated;

“*research*” means an investigative study of any physical, biological or social phenomenon through a systematic approach;

“*research area*” means a facility where research is carried out;

“*residential university*” means a university in which ten or more students are boarded;

“*safe water supply*” means a supply of water free from any contamination;

“*sewage*” means spent water emanating from toilets;

“*students*” means a person enrolled to pursue a degree, diploma or certificate course;

“*site works*” means a place where construction activities are carried out;

“*surface water*” means any ground water, subsoil water, storm water or rain water which discharges on the ground surface;

“*utility services*” means any service that is connected to any building or living space through pipe or wire network for helping to convey fluids, energy and messages, in and out of any building or living space;

“*waste water*” means any water after it has been fouled by a variety of uses and which constitutes a combination of liquid and water carried wastes, emanating from residences, toilets, kitchens, laundries, laboratories and workshops.

Application

- 4) These standards shall apply to:
 - a) All buildings or parts of buildings purposely designed and constructed for university use;
 - b) Any alterations and extensions of university buildings or parts of the buildings;
 - c) All buildings undergoing material change of use into university buildings;
 - d) All related utility services installations, and site works for a university; and
 - e) The environment around institutions.

Scope

- 5) These Standards are prescribed in respect to:
 - a) Public Health-
 - i. Application of by-laws, the Building Code of the Republic of Kenya and the Public Health and Safety Act; Cap. 242;
 - ii. Materials used in the building;
 - iii. Building lighting, ventilation and sound proofing;
 - iv. Building hygiene and sanitation; and
 - v. Water supply and waste disposal.
 - b) Public Safety-
 - i. Structural soundness and stability; and
 - ii. Fire safety-fire resistance, fire protection and safety pre-caution, fire fighting and fire escape.
 - c) Physical facilities-
 - i. Building facilities including lecture rooms and lecture theatres, staff offices, research areas, seminar rooms, laboratories, workshops, studios, clinics, libraries, students residences, staff residences, communal and social services areas such as places of worship, kitchen, dining, common rooms, recreational facilities;

- ii. Utility and other services including water supply, power, telephone, external drainage and waste water service, access roads, parking and appropriate landscaping;
- d) Land including land size, location, ownership and tenure.
- e) Spatial requirements:
 - i. The minimum size and floor areas for various buildings;
 - ii. The minimum unit numbers of various types of buildings;
 - iii. The locational relationship of various facilities.

PART II - STANDARDS FOR PHYSICAL RESOURCES

Facilities

PHYL/STD/01

Every university shall provide appropriate and adequate facilities to cater for the number of programmes on offer and students' enrollment.

Guidelines

- 1) As a minimum, a university shall provide the following facilities.
 - a) Lecture theaters or lecture rooms;
 - b) Departmental areas, staff offices and seminar rooms;
 - c) Central administration offices;
 - d) Library;
 - e) Auditorium;
 - f) Staff common rooms;
 - g) Student common rooms with indoor recreation facilities;
 - h) Outdoor recreation facilities in form of games or sports facilities;
 - i) Drainage system, proper sanitation and water supply;

- j) Health unit;
 - k) ICT infrastructure;
 - l) Spaces of worship.
- 2) In addition to the facilities provided in paragraph 1 a residential university shall provide:
 - a) A kitchen and dining facilities;
 - b) Student accommodation, including adequate laundry and storage facilities.
 - 3) At the grant of Letter of Interim Authority a university shall have facilities that can accommodate the projected student population at least for the first two years of study; and
 - 4) At the grant of Charter, a university shall have facilities that can accommodate students in four (4) academic programmes.

Seat of the University

PHYL/STD/02

A university shall have a ‘seat of the university’ that shall be the administrative hub of the institution.

Guidelines

- 1) The seat of a university shall have an administration block that will *inter alia*, have the offices of the Vice Chancellor, and the Deputy Vice Chancellor and other top university managers;
- 2) The seat of the university shall be located at the main campus;
- 3) The seat of a university shall have at least facilities that are adequate to support at least fifty percent of the programmes of the university, a commensurate library and a student centre;
- 4) The seat of a university shall be on land not less than half the minimum land size required of a university and the land shall be owned by the institution;
- 5) Administrative buildings shall be centrally located on the main campus and must be so situated as to be clearly visible and accessible from the road approach; and

- 6) An online university shall, in accordance with this section, have a physical seat of the university that shall serve as the administrative centre and shall meet the curriculum standards for online programmes.

Campuses

PHYL/STD/03

A university campus shall have facilities and services comparable to those at the main university.

Guidelines

- 1) Facilities used as a university college shall meet the standards of physical resources of the Commission;
- 2) Facilities and services at a campus shall be of the same standards as those at the main campus;
- 3) Campus/college facilities shall not be an amalgamation of spaces in different locations but shall be organized to form a spatial unit; and
- 4) A campus/college shall have at least space for administrative and academic staff offices, tuition areas and library services.

Learning Environment

PHYL/STD/04

University facilities shall be located in an environment that is conducive for learning.

Guidelines

- 1) University (constituent colleges, campuses and ODEL centres) facilities shall not be located in environments that could be injurious to the health of students. These include but are not limited to factories, dumping sites, and quarries;
- 2) University (constituent colleges, campus colleges and ODEL centres) facilities shall not be located in environments that can be a distraction to learning. These include but are not limited to bars, night clubs, casinos, and brothels; and
- 3) University (constituent colleges, campus colleges and ODEL centres) facilities shall not be located in environments whose noise levels are an impediment to learning. These include but are not limited to airports, bus parks and markets.

Accessibility

PHYL/STD/05

A university shall be easily accessible.

Guidelines

- 1) Every university shall ensure that it is accessible through motorable access road that shall be all weather; and
- 2) A university shall maintain proper and adequate directional signage in all its facilities as to assure ease of movement in all areas.

Land Requirements

PHYL/STD/06

A university shall own adequate land upon which it shall be situated.

Guidelines

- 1) Every university, offering face to face/residential programmes, shall own land capable of supporting a student population of at least 600 and for purposes of this paragraph the land area required shall be at least 20 hectares;
- 2) Every university shall show evidence of owning land on freehold or leasehold term of not less than 45 years at the time of grant of Letter of Interim Authority/Constituent College.
- 3) University land shall be free from all encumbrances other than those of a statutory nature;
- 4) University land shall be vested in the council of a chartered university or trusteeship of a university with Letter of Interim Authority/Constituent College both of which shall own such land as non-profit making bodies and in perpetual succession;
- 5) Each university shall be built on land parcels which are either a continuous holding or on individual land parcels that are contiguous to one another or in close proximity to each other
- 6) In all cases where land parcels are not contiguous to one another, they shall, in cases where the student population does not exceed 600, be situated at a distance not exceeding two kilometers from one another and be connected by a motorable road;
- 7) Every university shall have a Master Plan to guide land use at the institution.
 - a) The physical master plan shall be designed in such a way that all building facilities and proposed developments are functionally related and compatible - all academic buildings, lecture rooms, libraries, laboratories, assembly halls, auditoriums, audiovisual centre and other facilities are in close proximity to one another;
 - b) The master plan shall, in addition to any other details required by law to be included, indicate-
 - i. The location of the existing and proposed university buildings;
 - ii. The layout of all roads and pathways serving all buildings, which shall be such that the health and safety of the occupants and user of the university is not endangered;
 - iii. The layout of all waste and soil drain pipes, sewers, culverts, septic tanks, storm water drains, and run-off catchment drains so laid that the health and safety of all occupants and users of the university is not endangered;

- iv. The location of all areas to be used by all other activities related to the university such as sports fields, university farms, forests, arboreta and sewage treatment; and
 - v. The layout of all telephone and electricity service lines shall be laid in a safe manner.
- 8) A university shall set aside land for other functional areas of the institution:
- a) The minimum total area set aside for open space and car park shall not be less than one hectare which area shall not incorporate land set aside for sporting facilities; and
 - b) A university shall set aside at least two and a half hectares of land for outdoor sports for the first six hundred students and at least one hectare for every additional two hundred students up to a maximum of five hectares.

Conformance to Statutory Requirements

PHYL/STD/07

Every building used or intended to be used as part of the university physical facility shall comply with the requirements of the Building Code of the Republic of Kenya and provisions of the Public Health and Safety Act, NEMA and any other statutory requirements.

Guidelines

- 1) University premises shall meet minimum requirements for health and safety of the public as prescribed by the relevant Laws and by-laws and the requirements prescribed in the Schedule;
- 2) Any building designed and constructed for use as university building or any building altered or extended so as to be used as a university building or any building which has undergone material change of use into university building must be approved by the relevant county authority;
- 3) All buildings and other physical facilities used by a university shall have:
 - a) Approved architectural and structural drawings of the complete and proposed buildings;

- b) Approval for alterations or extensions, if any;
- c) Approval of proposed change of user if any;
- d) Certificate of occupation for the newly constructed or altered buildings;
- e) Impact Assessment certificate by National Environment Management Authority;
- f) Any other statutory approval as may be required.

Structural Safety

PHYL/STD/08

A university shall use qualified and duly registered professionals in the construction of buildings/structures intended to accommodate university activities.

Guidelines

- 1) Universities shall use registered professionals:
 - a) Registered architect for purposes of structural designs;
 - b) Registered engineers for structural and civil works; and
 - c) Contractors registered by the National Construction Authority for the construction of all university buildings.
- 2) University building shall have the necessary approval from the relevant county authority:
 - a) All drawings in respect of the structural framework of steel buildings and related calculations shall be signed by the registered structural engineer responsible for their design;
 - b) All completed buildings shall be certified by the architect or structural engineer as having been constructed according to design and in compliance with the building code and other appropriate codes of practice; and
 - c) Approvals by the county authorities.
- 3) Where a university causes the erection of a building or structure of the type described in this paragraph it shall, in addition, employ on the site throughout the period of the construction resident engineer and Clerk of Works as per the building code.

PHYL/STD/09

Every university shall operate in facilities and structures that are safe for the public as provided for in the Building Code of the Republic of Kenya.

Guidelines

- 1) All buildings and other physical facilities used by a university to accommodate university activities shall be serviceable and functional;
- 2) The buildings shall be kept in a good state of repair and maintenance;
- 3) The buildings shall be free from structural failures, excessive deflection, cracking or dilapidation of building material fabric and components.
- 4) All buildings shall be secure for users from such hazards as falling, slipping, tripping; and
- 5) All buildings shall have in place mechanisms to minimize or avoid security risks associated with users.

PHYL/STD/10

The specifications on public safety shall apply to all types of university buildings.

Guideline

Types of university buildings shall include:

- 1) Any building or structure of two storeys or more or in which provision may be made for future development of such number of storeys;
- 2) Any building or structure of whose storey height from ground floor to eaves level or ceiling is over 6 meters and with roof span greater than 10 meter;
- 3) Any building or structure in which any suspended structural floor panel beam or frame exceeds 6 meter in span; and
- 4) Any building or structure in which a balcony is provided for purposes of public assembly.

PHYL/STD/11

All buildings used for university activities shall have adequate provisions to cater for the physically challenged.

Guidelines

- 1) A ramp, a lift or other means shall be provided to enable access to the facilities by the physically challenged; and
- 2) Modified toilets shall be provided for the physically challenged as specified in the Appendix to the Sixth Schedule of the Building Code.

Fire Safety

PHYL/STD/12

All buildings and other physical facilities used by a university to accommodate university activities shall provide for adequate fire safety.

Guidelines

Every university shall ensure that:

- 1) All buildings and other physical facilities shall conform to the requirements of the Building Code of the Republic of Kenya, the Public Health Act and other standard practices with regard to fire resistance, means of fire escape, access for fire escape and fire- fighting equipment
- 2) All buildings used for university activities shall be provided with adequate, reasonable and easily accessible means of escape in the event of fire;
- 3) All means of fire escape shall be properly maintained and kept free from any obstruction;
- 4) Doors for lecture rooms, lecture theatres and other large rooms use for public purpose shall open outwards;
- 5) Large lecture rooms, lecture theatre/halls shall have two doors;

- 6) The guidelines given for Building Groups (I),(III) and(III and (VI) shall be adhered to;
- 7) Adequate and appropriately placed fire-fighting equipment such as hose reels, portable fire extinguishers, fire buckets, dry risers, fire hydrants, sprinkles, and water storage tanks in every building are provided;
- 8) A fire station or fire-fighting unit shall be provided where a university is located outside the area covered by Government or local authority fire station; and
- 9) The university shall be provided with a water supply system for fire-fighting and the water for emergency fire-fighting purposes shall be drawn through the main water supply distribution system via a series of underground hydrants located at regular intervals throughout the site the university.

Public Health

PHYL/STD/13

A university shall provide and maintain a clean, adequate and suitable sanitary conveniences, which conform in all respects to the requirements of the Building Code of the Republic of Kenya and Public Health and Safety Act, for students and all persons working in the University.

Guidelines

- 1) Where students or other persons of both gender are accommodated or are expected to be accommodated the conveniences shall afford proper separate facilities for persons of each gender;
- 2) In a day university, the following well lighted and ventilated closets, urinals, wash hand basins and drinking water fountains shall be provided-
 - a) One W.C for every 8 female students;
 - b) One W.C. for every 10 male students;
 - c) One urinal stall for every 25 male students;
 - d) One handwash basin for every 16 students;

- e) One drinking water fountain for every 12 students; and
 - f) A sanitary disposal facility.
- 3) In a residential university the following well lighted and ventilated closets, urinals, wash hand basins, bathrooms and drinking water fountain shall be provided-
- a) One W.C. per every 15 male students;
 - b) One W.C per every 10 female students;
 - c) One urinal per every 10 students;
 - d) One handwash basin per every 10 students;
 - e) One bath or shower per every 10 students;
 - f) One bath or shower per every 8 female students;
 - g) One drinking water fountain for every 20 students; and
 - h) A sanitary disposal facility.

Lecture Rooms and Offices

PHYL/STD/14

A university shall provide lecture rooms which are adequate in number and size and are well-lit and ventilated.

Guidelines

- 1) In establishing the adequacy of lecture rooms, the minimum floor area per student specified in Table 1 shall be provided.

Table 1: Minimum lecture room floor area per student.

No. of students	Space in square meter with desk and chair	Space in square meter with chairs only
0-29	1.9	1.9
30-39	1.9	1.4
40-59	1.7	1.3
60-99	1.7	1.2
100-149	1.7	1.0
150-299	1.5	0.9

- 2) The total usable space provided for lecture rooms shall be at the minimum rate of 0.65 square meters per full time students equivalent;
- 3) A university shall provided a minimum of two lecture rooms to each three-year course of study;
- 4) Every room used as a lecture room shall be of sound construction;
- 5) Every room used as a lecture room shall:
 - a) Be provided with windows with an effective area of not be less than 20 per cent of the floor area of the room and 75 per cent of the window area openable to the external air;
 - b) Not have a height of less than 2.60 meter from floor to ceiling, or where there is no ceiling to the wall plate; and
 - c) Be provided with adequate, well illuminated writing surface at each seat and a place to set books and papers.

PHYL/STD/15

A university shall provide adequate space to accommodate academic and non-academic staff offices and seminar rooms.

Guidelines

- 1) The total usable space provided for use as departmental areas shall be not less than those specified in the following Table 2;

Table 2: *Minimum department's usable areas per FTSE*

<i>Course</i>	<i>Usable space in square meters per FTSE</i>
Arts and Humanities based programmes	2.8
Biological and Physical Sciences based programmes	9.0
Human and Veterinary Medicine and related programmes	15.0
Engineering, Surveying and related programmes	10.0
Architecture, Planning, Building Technology, Design and related programmes	10.0
Social Science based courses	2.8

- 2) The departmental offices shall comprise of the following minimum number of offices;
 - a) One departmental office;
 - b) One Head of Department office;
 - c) One secretary's office;
 - d) One general office for a staff secretary;
 - e) One office for every two (2) members of academic staff.
- 3) Academic and non-academic members' staff offices shall have the following minimum floor areas-
 - a) Head of Department and professors: 18 square meters;
 - b) Shared academic staff: 18 square meters;
 - c) Non-academic staff: 7 square meters;

- 4) The total office space provided for use by administrative staff shall not be less than 0.55 square meters of usable office space for every full time student equivalent enrolled;
- 5) No room used as an administrative office shall be less than seven (7) square meters in area;
- 6) The administrative offices shall be conveniently accessible from the main entrance to the campus so as to serve as the logical reception point for special guests as well as general visitors arriving at the campus; and
- 7) The minimum total office space provided for the university's central administrative offices shall be 50 square meters.

PHYL/STD/16

A university shall provide a building facility for public lectures or general assembly that shall be in the form of an auditorium, a large lecture theatre or an assembly hall.

Guidelines

- 1) The assignable space per seat shall conform to the specifications contained in the Table 3.

Table 3: Minimum space per seat in auditorium, lecture theatre and assembly hall

No. of Seats	Assignable space per seat in square meters
60-100	0.9
100-150	0.8
150-300	0.7
>300	0.6

- 2) The assembly hall or auditorium shall conform to the requirements for buildings in Groups IV and V in the Sixth Schedule of the Building Code of the Republic of Kenya.

Teaching Laboratories, Hospitals, Workshops and Studios

PHYL/STD/17

A university conducting courses of programmes requiring the use of laboratories or specialized facilities as part of instructional facilities shall, in addition to providing lecture rooms and lecture theatres provide adequate laboratory facilities.

Guidelines

- 1) Laboratory facilities should be adequate and in close proximity to lecture room or teaching facilities for ease of access;
- 2) Laboratories or specialized facilities should have room for instructional workstations and each workstation per student should, where possible adhere to the specifications contained in Table 4.

Table 4: *Laboratory assignable space per FTSE*

<i>Type of Laboratory</i>	<i>Specialty Assignable space per FTSE in square meters</i>
Agriculture Science Laboratory	2.80 - 3.70
Building Science Laboratory	3.70 - 4.60
Biological Health and Veterinary Science Laboratory	2.70 - 4.60
Business Management Laboratory	1.90 - 2.80
Communication Laboratory	2.40 - 3.70
Education Laboratory	2.40 - 4.60
Engineering Laboratory (excluding Mechanical)	3.70 - 6.50
Engineering Laboratory (Mechanical)	6.50 - 9.30

Fine Arts, Architecture and Design Studio	2.80 - 4.60
Nutrition and Dietetics Laboratory	2.80 - 4.60

- 3) Every laboratory shall have provision of storage and preparatory rooms in addition to a laboratory office;
- 4) A laboratory shall be provided with the following service facilities –
 - a) Adequate windows which open to outside air in order to provide proper ventilation;
 - b) Fume cupboards and fume hoods in the preparation and storage rooms;
 - c) Standard table top electrical service outlets for the instructor’s table and for each pair of students workstation;
 - d) Adequate lighting free of flare from exterior sunlight,
 - e) Surface treatment of floors, walls and ceiling to reduce noise;
 - f) A sink with hot and cold water service installation for the instructor’s table and for each pair of student’s workstation;
 - g) Gas for the instructor’s table and for each pair of students' workstation.
- 5) A laboratory shall have built-in furniture and equipment and equipment including
 - a) At least one student table of minimum dimensions of 2000 x 300 x 760mm,
 - b) At least one student table of minimum dimensions of 1500 x 560 x 760mm for each pair of student’s workstation with adequate bench or stools or chairs;
 - c) Chalkboard or tack board, wall mounted; and
 - d) At least one corrosion resistant sink and eye-wash fountain.

PHYL/STD/18

A university offering medical and allied programmes shall have the necessary basic pre-clinical sciences together with the general requirements for laboratories and any additional provisions for specialized areas.

Guidelines

- 1) The university shall provide facilities for anatomy and pathology;
- 2) There shall be a secure access to a teaching hospital easily accessible to students and equipped with the usual outpatient and inpatient facilities covering all specializations in medicine, surgery, obstetrics and gynecology, pediatrics, community health, as well as support facilities such as X-ray, radio-therapy, anesthetics and pathology;
- 3) Where the hospital is not the property of the relevant university, adequate legal and administration arrangements shall be made in respect of unhindered access;
- 4) The hospital shall have the necessary resources (human, physical, technical and financial) to meet professional and academic requirements;
- 5) The design of the teaching hospital shall conform to the requirements of the Ministry of Health in providing relevant health services, and in addition, the hospital buildings shall conform to the requirements for building under Group II of the Sixth Schedule of the Building Code of the Republic of Kenya.

PHYL/STD/19

A university offering Fine Art and related programmes shall have the relevant studios, laboratories and workshops.

Guidelines

- 1) The university shall provide studios for drawing from life, general drawing, basic design painting, ceramic and films; graphic photography and print, life painting, still life painting, textile design and weaving and sculpture;
- 2) The university shall provide laboratories for ceramic glazing and testing, glass design and technology, silver smiting and jewelry, musicology, remote sensing, photogrammetric and computing;
- 3) The university shall provide workshop space for modeling casting, woodcarving and hydrography; and

- 4) Space for sculpture, garden outdoor wood burning kilns and such other facilities as may be specified by the Commission.

PHYL/STD/20

A university offering Urban and Regional Planning and related programmes shall have adequate studio space for every year of study and a model making workshop.

PHYL/STD/21

A university offering Building, Building Technology and related programmes shall have studio space for every year of study.

Guideline

- 1) For every year of study, the university shall have workshops for carpentry, joinery, mechanical works, welding, masonry, concrete works and electrical wiring and building services;
- 2) The university shall have laboratory space for each course of study for materials sciences, structures and services; and
- 3) The university shall provide spaces for demonstration units in various building construction techniques.

PHYL/STD/22

A university offering Architecture, Built Environment and related programmes shall have design studios for each class with adequate individual workspace.

Guidelines

- 1) The workspace at the design studios shall be at the rate of 2.5 square meters per work station;
- 2) A modeling workshop with equipment enough for at least two class years shall be provided in addition to one material and testing workshop and one wood workshop;

- 3) The university shall also provide sufficiently equipped architectural, science and photography laboratories; and
- 4) Spaces within the overall premises of the department for external activities such as those required for workshops fabrication and for erection of building components and for testing their exposure of weather activities shall be provided.

PHYL/STD/23

A university offering Nutrition and Dietetics, and related programmes shall have laboratories with adequate installation for instructions in food preparation, cooking and services using a variety of cooking energy sources; electricity, gas and wood.

Guidelines

The laboratories shall have the following spaces.

- 1) Food analysis to the extent of 5 square meters per student workstation;
- 2) Food storage and preparation to the extent of 1.5 square meters per student workstation;
- 3) Sewing and crafts to the extent of 4 square meters per student workstation;
- 4) Sewing and craft storage and dressing to the extent of one square meter per student workstation;
- 5) Child development with its own storage room, office, opens play, cleaning up and observation rooms; and
- 6) Home care laboratories shall also be equipped with laundry and ironing facilities.

PHYL/STD/24

A university offering Communication and related programmes shall have studios with adequate space for broadcast, television and radio production for every year of study.

Guidelines

- 1) For every year of study, laboratories for creative multimedia; animation, modeling and imaging, video and motion-graphics, interactive web design, audio editing/mixer, print editing and cinema improvised - dark room and personal computers;
- 2) Further, the university shall have adequate space for journalism for reporting, research writing and production of news;
- 3) Adequate lecture rooms for all the units offered; and
- 4) Space required to accommodate the above rooms shall not be less than 420 m² for 150 students (i.e. 2.8 m² per student).

PHYL/STD/25

A university offering Telecommunication Engineering and related programmes shall have laboratories with adequate space for digital and analog communication, electromagnetic engineering, control and fiber – optics.

Guidelines

The university shall have for every year of study –

- 1) Anechoic chamber, servers and workstations;
- 2) State-of-the-art facility for wireless sensor networks, network security, mobile networking, data packet routers, voice over IP gears with software switch, media server, trunk gateway, IP phone;
- 3) Equipment, such as, microwave trainer, antenna trainer, network analyzers, signal generators, digital oscilloscopes and tools;
- 4) Lecture rooms and lecture theatres equipped with visual aids.
- 5) Adequate space that is required for all the activities is approximately 630 m² for 160 students, i.e. 3.9375 m² per student.

PHYL/STD/26

A university offering Agriculture and related programmes shall, in addition to the laboratory specification, have at least ten hectares of land set aside as a university farm over and above that stipulated for an ordinary university.

PHYL/STD/27

A university offering Information and Communication Technology and Computer Studies and related programmes shall provide adequate and well-equipped laboratories for the specializations they offer.

Guidelines

- 1) The institution shall provide such number of computer laboratories equipped with such number of computers as to ensure an access level of one computer per student at all times when teaching and learning requires access to a computer;
- 2) The institution shall provide an adequately equipped computer workshop;
- 3) The institution shall maintain an internet connectivity of a bandwidth adequate for the type of programmes it is offering; and
- 4) The institution shall provide at least one general computer laboratory.

Catering and Accommodation

PHYL/STD/28

A university providing catering facilities for students shall ensure that the facilities are adequate, safe, well-lit and ventilated.

Guidelines

- 1) The catering area shall have provision for the following functional areas-
 - a) Food preparation of not less than 0.50 square meters per student;

- b) Dish washing and serving areas, of not less than 0.50 square meters per student;
 - c) Kitchen storage of not less than 0.50 square meters per student;
 - d) Kitchen staff and services area of not less than 0.50 square meter per student; and
 - e) A dining hall of not less than 1.25 square meter of floor area per student;
- 2) The university shall provide for adequate facilities for cleaning utensils, and of suitable and sufficient washing and sanitary facilities in form of lavatories, shower rooms, changing and cloakrooms for kitchen staff;
 - 3) There shall be sufficient provision for doors to ensure rapid exit in case of fire or other emergency.

PHYL/STD/29

A university shall provide adequate recreational facilities for students and staff.

Guidelines

- 1) Every university shall provide common rooms with adequate indoor sports and recreational facilities for staff and students;
- 2) Every university shall provide for outdoor sports and recreational activities; and
- 3) Where sports and recreational facilities are leased or shared the university shall procure a legally binding memorandum of agreement.

PHYL/STD/30

Students' accommodation in a university shall be provided in facilities that are adequate, safe, well-lit and ventilated.

Guidelines

- 1) Rooms used as student accommodation shall house not more than four students per room;
- 2) The total floor area of rooms used as student accommodation shall not be less than the following area:

- a) Single room, 8.00 m²;
 - b) Double student room or cubicle, 14.00 m²;
 - c) Three or four student room 18.00 m²;
- 3) Every room shall be provided with maximum benefit of natural light and natural ventilation;
 - 4) Sufficient doorways shall be provided in every student hall to ensure rapid exit in case of fire or other emergencies;

Utility Services

PHYL/STD/31

A university shall have adequate, safe and reliable water supply installed in accordance with the requirements of the Building Code of the Republic of Kenya.

Guidelines

- 1) The water shall be wholesome, free from any contamination that may cause disease or injury to health, has no objectionable taste and odour, is aesthetically acceptable and has been certified as such by a recognized water laboratory;
- 2) The water provided shall conform to the requirements of the Kenya National Drinking Water Standards set out in the latest edition of the Practice in Water Supply Services in Kenya issued by the Ministry, for the time being, in charge of Water Services;
- 3) The university shall make available cold water storage facility in each building for domestic purposes taken from the main supply to the buildings or cold water storage tank in each building with sufficient capacity to meet not less than twenty four hours demand from the building's users or a minimum water demand of 150 liters per day per person;
- 4) There shall be a central cold water storage facility from the main water supply to the university or of a storage facility with sufficient capacity to meet not less than three days demand from the university community or a minimum water demand of 150 liters per day per person;
- 5) Every university shall make provisions for water harvesting to supplement the main water supply;
- 6) There shall be additional storage facility in every university where animals are kept;

- 7) The university shall provide and maintain an adequate cold water storage facility for fire-fighting purposes at the rate of 10 liters per second continuous flow for two hours;
- 8) The university shall acquire a borehole drilling permit and borehole logs or water withdrawal permit from a surface source from Water Resources Management Authority (WRMA) where the university has developed its own water supply
- 9) The availability of rain water harvested from every new building in accordance with the latest edition of the Building Code of the Republic of Kenya;
- 10) The availability of reclaimed/recycled grey water for use for purposes other than drinking and cooking as stipulated in the latest edition of Building Code of the Republic of Kenya.

PHYL/STD/32

A university shall provide an appropriate and adequate waste water collection treatment and disposal system.

Guidelines

In assessing the adequacy of the waste water system, the following shall be taken into account:

- 1) The availability of a satisfactory drainage system for water;
- 2) The availability of an adequate means of sewage and waste water disposal by means either of the relevant local authority main sewer or of septic tanks, conservancy tanks or cesspool constructed to specifications contained in the Building Code of the Republic of Kenya; or other wastewater treatment system approved by the relevant local authority, National Environmental Management Authority (NEMA) and Water Resources Management Authority (WRMA);
- 3) In the absence of adequate means of sewage and waste disposal the extent to which the quality of effluent of natural water bodies conforms to the National Standards for Effluent Discharge to the environment;
- 4) Evidence of approval by the relevant local authority, Water Resources Management Authority and the National Environmental Management Authority for all disposal systems other than those connected to a local authority's sewage system.;

- 5) For universities not connected to any sewerage system, availability of at least two hectares of land set aside for the construction of a sewage plant and the land shall be so situated as to ensure public health and safety from effluent and odour originating from the plant.

PHYL/STD/33

A university shall provide an adequate surface run-off/storm water collection and disposal system.

Guidelines

- 1) The drainage system shall be able to drain and dispose of surface water in such a manner as to cause the least inconveniences or nuisance to the public;
- 2) There shall be no surface run-off or storm water from university buildings and related infrastructure such as roads, parking areas, and playing fields.

THIRD SCHEDULE

STANDARDS FOR AN ACADEMIC PROGRAMME

These standards are intended for use by universities in Kenya in the development, implementation, quality assurance and review of academic programmes.

Application

- 1) These standards shall apply to all types of universities in Kenya

Citation

- 2) These standards will be abbreviated as PROG/STD/00.

Interpretation

- 3) The following terms shall apply in the context provided:

“*academic programme*” means the design of learning content, which is multi-dimensional and includes intentions, structure of content, delivery modes, academic resources and assessment modes;

“*academic staff*” means any person who has been appointed to teach, train or to do research at a university;

“*academic year*” means a period of teaching and examination organised in a full year in either two, three or four segments;

“*course*” means a single unit in a programme of study;

“*curriculum*” means any documented programme of study;

“*department*” means an academic division into which a faculty is divided for purposes of teaching, examinations and administration;

“*faculty/school*” means an academic division so designated or established under the instruments constituting a university;

“*institution*” means an organization founded for purposes of university education and research;

“*lecture hour*” means a period of time equivalent to one hour and representing one such instructional hour in lecture form, two in a tutorial or open learning session, three in a laboratory practical or practicum and five in farm or similar practice;

“*programme of study*” means the prescribed syllabus that students must be taught at each key stage;

“*standard*” means a reference point against which different aspects of the programme are compared or evaluated for quality.

The Nature of an Academic Programme

PROG/STD/01

An academic programme shall facilitate a balanced learning process, ensuring that the students are able to acquire such cognitive, affective and psychomotor skills as are consistent with educational goals and aspirations of Kenyans.

Guidelines

The design of an academic programme shall take into account the Commission’s standards and ensure that the programme:

- 1) Is relevant and contextualized;
- 2) Contributes to the overall national human resource development and requirements and higher education reforms;
- 3) Is broad-based, diversified and integrated; and
- 4) Is as much as possible practical-orientation.

PROG/STD/02

Each level of academic programme shall be differentiated by specific attributes. Higher levels of academic programmes shall require more complex attributes according to Bloom's Taxonomy.

Guidelines

1) Bachelor's degree programmes

- a) A bachelor's academic programme shall be considered to be a foundational educational programme. The programme shall:
 - i. Provide a broad knowledge base within a discipline involving critical and analytical understanding of the major theories, principles and concepts in the discipline;
 - ii. Provide the learner with a comprehensive range of cognitive and analytical skills and their application to various situations;
 - iii. Entail demonstration of adequate problem solving skills; and
 - iv. Enhance society consciousness and contributions to the general development of the society.
- b) A bachelors' academic programme shall carry a minimum number of total instructional hours:

i. Applied Sciences	-	2240
ii. Arts and Humanities	-	1680
iii. Medical and Allied Sciences	-	3960
iv. Pure and Natural Sciences	-	1785
v. Social Sciences	-	1680

2) Postgraduate programmes

- a) A postgraduate programme shall be offered to individuals who have completed a bachelor level degree. The levels of postgraduate programmes will comprise of:
 - i. Postgraduate Certificate programme
 - ii. Postgraduate Diploma programme
 - iii. Master's degree programme

- iv. Doctoral degree programme
 - b) The structure of a postgraduate degree programme shall consist of various components that include taught/coursework, research and practicum. Each component of the programme shall be assessed separately;
 - c) A postgraduate diploma/certificate programme shall carry a minimum of 360 instructional hours and shall extend over a period of not less than one academic year.
- 3) *Master's degree programmes*
- a) A master's programme shall be designed to provide additional education or training in the student's specialized branch of knowledge. It shall demonstrate mastery in a specific field of study or area of professional practice. The programme shall:
 - i. Offer highly specialized knowledge in a discipline or field of study;
 - ii. Enhance critical awareness of knowledge issues in a discipline or field of study;
 - iii. Promote specialized problem solving skills required in research and/or innovation ;
 - iv. Demonstrate mastery of a given discipline or field of study;
 - v. Entail originality and creativity in the application of knowledge, skills and practice in the field of study;
 - vi. Contribute to advanced knowledge and skills in the field of study; and
 - vii. Prepare the individual to take a significant responsibility in society.
 - b) A master's degree programme shall consist of a minimum of 630 instructional hours;
 - c) The structure of a master's degree programme shall demonstrate the weighting of courses in relation to coursework and thesis/dissertation;
 - d) Research shall form an integral part of a master's degree programme and shall constitute not less than one third ($\frac{1}{3}$) of the entire programme structure;
 - e) The length of the thesis/dissertation of a master's degree programme shall normally be at least 20,000 words.

4) *Doctoral degree programmes*

- a) A doctoral programme shall be designed to train research scholars and, in many cases, future university staff members. The programme shall:

- i. Enhance knowledge at the most advanced frontier of the discipline or field of study;
 - ii. Provide the learner with the most advanced and specialized skills and techniques required to:
 - Solve critical problems in research and/or innovation; and
 - Extend and redefine existing knowledge.
 - iii. Entail demonstration of substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of a discipline or field of study.
- b) A doctorate degree programme shall normally extend for at least three (3) academic years.
- c) Two kinds of doctoral level programmes exist at the same classification level, notably Doctor of Philosophy degrees programmes and professional doctoral degrees. A clear distinction shall be made between the Doctor of Philosophy degree programmes and professional doctoral degrees.
 - i. Doctor of Philosophy degree programme shall focus on producing scientist practitioners who are mainly engaged in generating knowledge through research and teaching ;
 - ii. Professional doctoral degree programmes are normally practice-oriented and focus on producing practitioner scholars who are engaged mainly in consuming knowledge, practice and active research.
- d) The structure of a doctoral degree programme shall demonstrate the weighting of courses in relation to coursework and thesis/dissertation
- e) Research shall form an integral part of a doctoral programme and shall constitute not less than two thirds ($\frac{2}{3}$) of the entire programme structure;
- f) The length of the thesis/dissertation of a doctoral programme shall normally be at least 50,000 words;
- g) Before the award of a doctoral degree, a candidate shall normally show proof of acceptance for publication of at least two (2) papers in refereed journals.

5) *Executive degrees*

Executive degrees shall:

- a) Only be offered at masters level to applicants holding management positions in industry;
- b) Be a terminal degree that does not qualify the holder to teach at the university or gain entry into a doctoral programme;
- c) Be open only to candidates who meet the minimum entry requirements for a master's degree;
- d) All the requirements for a master's degree shall apply save for the thesis/dissertation which will be a project.

6) *Honoris Causa Degrees*

- a) The *honoris causa* degree is not an academic degree;
- b) The university wishing to confer a *honoris causa* degree shall prepare a citation of the cause to award of the said degree;
- c) A university shall clearly articulate its policies with regard to the award of an *honoris causa* degree;
- d) An honorary degree shall be the highest recognition conferred to an individual who has attained outstanding achievements in the society and distinguished contribution to scholarship, creativity, leadership, humanitarian or public service nationally or internationally;
- e) The University shall demonstrate objectivity and fairness in selecting an individual to be conferred an honorary degree;
- f) The nominations for the *honoris causa* degree shall originate from the Faculty, Senate and approved by the Council;
- g) An *honoris causa* degree shall not be awarded to individuals who have close working relations with the University such as members of staff, Council members and Trustees;
- h) The University shall call for nominations for consideration for *honoris causa* degrees who shall be vetted, selected and nominated for conferment;

- i) Prior to conferment a public citation including the name of the recipient, *honoris causa* award and the outstanding achievement(s) shall be made;
- j) A university wishing to confer a *honoris causa* degree shall prepare a citation of the cause to award of the said degree and make an announcement in at least two daily papers with a wide circulation in Kenya;
- k) The university shall consider for conferment of *honoris causa* degrees from the following categories *inter alia*:
 - i. *Honoris Causa* of Doctor of Sciences;
 - ii. *Honoris Causa* of Laws;
 - iii. *Honoris Causa* of Humane Letters; and
 - iv. *Honoris Causa* of Fine Arts.

PROG/STD/03

A thesis or dissertation shall be an original research document submitted in support of candidature for a given postgraduate degree or professional qualification presenting the author's research and findings.

Guidelines

- 1) Each institution shall clearly articulate the terms thesis/dissertation/project as is applicable to it, providing details on the:
 - a) Institution's operational definitions of the terms thesis/dissertation/project;
 - b) Rationale of the thesis/dissertation in the programme;
 - c) Components of the thesis/dissertation; and
 - d) Regulations of the thesis/dissertation/project.
- 2) The requirements of the thesis/dissertation of a postgraduate programme shall be clearly stipulated and shall include but shall not be limited to the language, word length and format;

- 3) The thesis/dissertation shall be presented in sections that represent various components that include but are not limited to the abstract, introduction, literature review, methodology, presentation of results, discussions, conclusion, references/bibliography and appendices;
- 4) The thesis/dissertation proposal shall be presented to a faculty/school forum for interrogation and guidance prior to the research work;
- 5) A student's thesis/dissertation shall be supervised by at least two academic staff members who shall have appropriate qualifications in the subject area in focus and its methodology;
- 6) The thesis/dissertation shall be internally and externally examined;
- 7) An oral presentation of the thesis/dissertation shall be made to a panel of examiners as determined by the university;
- 8) The final thesis/dissertation shall be submitted in line with the postgraduate regulations of the university;
- 9) Each university shall institute mechanisms to curb plagiarism in all scholarly writings, which shall include thesis/dissertations /projects.

Structure of an Academic Programme

PROG/STD/04

An academic programme structure shall be aligned to a standard format as provided for by the Commission and shall include background information of the university, information on the various programme facets and details on the academic resources for the support of the programme.

Guidelines

- 1) Each academic *programme structure* shall consist of:
 - a) The university's background information, which includes:
 - i. The vision, mission and philosophy of the university;
 - ii. The university's minimum admission requirements;
 - iii. Academic resources for the support of the programme; and

- iv. Academic organization of the programmes.
- b) Information on the various facets of the programme including:
- i. The title;
 - ii. Philosophy;
 - iii. Rationale including market survey implications;
 - iv. Goal;
 - v. Expected learning outcomes of both the programme and the specialization areas (if any);
 - vi. Mode of delivery;
 - vii. Academic regulations comprising of admission requirements, regulations on credit transfer, programme requirements, student assessment policy/criteria, grading system, examination regulations including moderation of examinations, graduation requirements, classification of degrees and regulations for thesis/dissertation/projects (where applicable);
 - viii. Course evaluation;
 - ix. Management and administration;
 - x. List of courses/units;
 - xi. Duration and structure;
 - xii. Course distribution table; and
 - xiii. Course outlines for each course including, course title, purpose, expected learning outcomes, content, mode of delivery, instructional materials and/or equipment, assessment, (reference materials including textbooks, journals and e-materials).
- c) Appendices of the academic resources for the support of the programme comprising of the facilities; equipment and teaching materials; core-texts and journals; academic staff; and the University Policy on Curriculum Development.
- 2) There shall be a *linkage between the various facets* of an academic programme:
- a) The institutional information shall be cascaded down to the programme, while the programme's general information shall be cascaded down to the various courses of the programme;

- b) The course title shall be reflected in the purpose of the course and the course's expected learning outcomes; and
- c) The expected learning outcomes shall be reflected in the course content, which shall be linked to the mode of delivery, instructional materials and/or equipment, assessment and reference materials.

Academic Programme Title

PROG/STD/05

The academic programme title shall be reflective of its overall content.

Guidelines

- 1) The academic programme title shall adapt universal nomenclature for similar programmes;
- 2) The academic programme title shall be short, concise and descriptive of its overall content;
- 3) The appropriateness of an academic programme title shall be determined by:
 - a) At least 70% of the content being relevant and core to the academic programme. This includes both core and specialization courses; and
 - b) For an academic programme title that include two (2) field of study, the allocations of core courses to the two (2) fields shall be equally shared.
- 4) Two (2) or more similar academic programmes shall be considered distinct, thus warranting unique programme titles, if more than 30% of the core content is different.

Academic Organization and Structure

PROG/STD/06

A university shall clearly articulate the academic organization and structure of its programmes.

Guidelines

- 1) The academic structure shall include the:
 - a) Academic calendar mode;
 - b) Duration of each segment of the academic calendar;
 - c) Definition of course/units/credit hours/lecture hours in relation to the academic calendar;
 - d) Total number of courses; and
 - e) Course distribution table.
- 2) The academic calendar for any given university shall be divided into one of the following modes:
 - a) Semesters, which comprise two (2) equal divisions/terms of between 15-17 weeks in an academic year;
 - b) Trimesters, which comprises three (3) equal divisions/terms of between 13-15 weeks in an academic year; or
 - c) Quarters, which comprises four (4) equal divisions/terms of between 9-12 weeks in an academic year.
- 3) A credit hour shall be equivalent to a minimum of 13 instructional hours;
- 4) One instructional hour shall be equivalent to:
 - a) One (1) contact hour in a lecture-designed session;
 - b) Two (2) contact hours in a tutorial-designed or open-learning-designed session;
 - c) Three (3) contact hours in a laboratory-designed or practicum session; and
 - d) Five (5) contact hours in a farm or similar practice.
- 5) A student's workload in a year shall be approximately 1500 – 1800 study hours, with not more than 1/3 of the hours allocated to instructional/supervised sessions, including lecture and laboratory sessions. The rest of the hours shall be dedicated to tutorials and seminars; carrying out assignments; independent and private studies; placements; preparation of projects; and examinations;
- 6) The university shall provide the total number of instructional hours allocated to any given programme, in line with prescribed standards and professional bodies (where applicable);

Rationale of the Academic Programme

PROG/STD/07

The rationale of the programme shall be convincing and evidence-based.

Guidelines

- 1) The justification of the need for the programme shall be realistic;
- 2) The rationale of the programme shall be informed by a:
 - a) needs assessment, market survey or situation analysis; and
 - b) stakeholders' requirements.

Expected Learning Outcomes

PROG/STD/08

The expected learning outcomes shall be learner-centered and concisely and precisely articulated.

Guidelines

- 1) The expected learning outcomes shall comprehensively cover the knowledge, skills, areas of professional development and attitudes that the learner is expected to have acquired and mastered at the end of a given period of time; and
- 2) The expected learning outcomes shall be formulated in a specific, measurable, achievable and realistic manner.

Admission Qualifications

PROG/STD/09

Minimum admission requirements shall be provided for every academic programme in line with nationally accepted admission requirements.

Guidelines

Universities shall set up the academic admission requirements for programmes on offer in line with national and international trends, minimum standards set for each programme *and* professional bodies (where applicable).

The minimum admission qualifications in any university shall be:

1) Undergraduate programmes

- a) C+ for Kenya Certificate of Secondary Education (KCSE) holders or its equivalent as determined by the Kenya National Examination Council (KNEC);
- b) KNEC diploma or its equivalent.

2) Postgraduate diploma programme

Undergraduate degree holder.

3) Master's programme

- a) Relevant academic bachelor's degree holders:
 - i. Upper second class honors or a cumulative Grade Point Average (GPA) of 3.00 on a scale of 4.00;
 - ii. Lower second class honors or a cumulative Grade Point Average (GPA) of 2.50 on a scale of 4.00 with additional relevant training, evidence of research capability either through research, paper presentations or peer reviewed publications and relevant working experience.
- b) Relevant postgraduate diploma.

4) Doctorate programme

Relevant academic master's degree holders.

Credit Transfers

PROG/STD/10

Credit transfers shall be accepted for purposes of student mobility and recognition of prior learning.

Guideline

- 1) In line with the existing qualification frameworks, credit transfers shall only be accepted from accredited institutions and programmes;
- 2) Credit transfers may be permitted up to a maximum of 49% of the core course units for similar programmes at the same level.

Mode of Delivery

PROG/STD/11

- 1) **The quality of an academic programme shall not be compromised by the mode of delivery of the programme.**
- 2) **The mode of delivery of a programme shall promote student engagement.**

Guidelines

A university shall clearly articulate the mode of delivery of all its academic programmes. The mode of delivery shall include:

- 1) Face-to-face (full-time, part-time);

- 2) Modular;
- 3) Open and distance;
- 4) E-learning modes; and
- 5) Blended

Academic Programme Content

PROG/STD/12

The content of a given academic programme shall be systematically presented, relevant and aligned to the institutional, national and global goals and trends.

Guidelines

- 1) The content of a given programme shall be reviewed regularly in order to address current trends in the discipline in focus;
- 2) The content of an academic programme shall promote the vision and mission of the institution and national goals;
- 3) The content of a given academic programme shall be presented in a systematic manner as follows:
 - a) Foundational courses;
 - b) Courses focusing on concepts and principles;
 - c) Application and skills development courses; and
 - d) Practical and project-based courses.

Course Codes

PROG/STD/13

Distinct course codes shall be provided for the various courses on offer in a given programme.

Guidelines

- 1) An outline of the various types of course codes applicable to the courses of the programme shall be provided; and
- 2) The course codes shall comprise of letters and digits that will be indicative of the level and year of study recommended for a given course.

Classification System

PROG/STD/14

The degree classification system of the university shall be clearly articulated.

Guidelines

Conversions across the classification systems shall be guided by the following conversion chart.

Table 1: Classification systems conversion table

<i>Classification</i>	<i>Grade Point Average</i>	<i>Percentage Level</i>
First Class	3.68-4.00	70% and above
Upper Second Class	3.33-3.67	60-69%
Lower Second Class	3.00-3.32	50-59%
Pass	2.00-2.99	40-49%

Course Evaluation

PROG/STD/15

The procedures for evaluation of the courses of a given programme shall be clearly documented.

Guidelines

- 1) All aspects of a given course shall be evaluated. These include the:
 - a) course content;
 - b) instructional process;
 - c) infrastructure and equipment for the delivery of the course;
 - d) instructional and reference materials; and
 - e) assessments.
- 2) Feedback on course evaluation shall be utilized in decision-making with regard to the course in focus.

Management and Administration of an Academic Programme

PROG/STD/16

An academic programme shall be effectively managed and the structures, mechanisms and processes for the same clearly documented.

Guidelines

The management and administration of an academic programme shall entail aspects of:

- 1) programme placement;
- 2) academic leadership; and
- 3) internal quality assurance mechanisms.

University Staff

PROG/STD/17

- 1) An academic programme shall be supported by adequate full-time staff holding requisite academic qualifications.**
- 2) A programme shall be guided by appropriately qualified academic leader.**
- 3) A university shall provide evidence of the qualifications and appointments of its staff.**

Guidelines

- 1) Each academic programme shall be headed by a full-time appropriate and qualified Senior Lecturer and above with at least five (5) years university teaching experience, who has a doctorate degree in the relevant field of study;
- 2) Each academic programme shall be supported by at least two (2) other appropriate full-time academic staff members;
- 3) The ratio for full-time to part-time academic staff members for the support of any given programme shall be 2:1;
- 4) The minimum academic qualifications of academic staff for a given level of academic programme shall be at least one level above what he or she is supposed to teach as provided:
 - a) Bachelors' level
Relevant masters-level degree.
 - b) Masters level
Relevant doctoral degree, with at least three (3) years of teaching experience and evidence of research inclination through individual research, supervision of research and theses and involvement in peer reviewed publications;
 - c) Doctorate

Relevant Doctorate degree, with at least five (5) years of teaching experience, and evidence of research inclinations through individual research, supervision of research and theses and involvement in peer reviewed publications.

- 5) The recommended full-time staff: student ratio are:
 - a) Applied Sciences - 1:10
 - b) Arts and Humanities - 1:15
 - c) Medical and Allied Sciences - 1:7
 - d) Pure and Natural Sciences - 1:10
 - e) Social Sciences - 1:18
- 6) An academic staff shall be assigned students to supervise on thesis/dissertation based on a combination of his/her teaching load, administrative duties, and supervision experience and capacity. The maximum number of students an academic staff shall supervise in any given academic year shall be:
 - a) Masters - 5
 - b) Doctorate - 3
- 7) The maximum lecturer workload shall be 40 hours per week and shall include teaching; preparation of examination papers; marking of examination scripts; tutorials; preparation of teaching; supervision of academic work; administrative work; laboratory and laboratory preparation; and research/research assignments.

Facilities and Equipment

PROG/STD/18

A programme shall be supported by appropriate and adequate facilities and equipment.

Guidelines

- a) The available facilities and equipment shall be up-to-date, relevant and adequate for the support of a given programme;
- b) The type of facilities and equipment required for any given programme shall be dictated by the nature of the programme;

- c) Each programme shall be supported by a minimum of two (2) lecture rooms for a four year programme; departmental offices; lecture theatres/conference rooms; and laboratory facilities (where applicable);
- d) A feasible rotational plan shall be availed for facilities and equipment that are shared among several programmes;
- e) Memoranda of Agreements shall be availed for facilities and equipment sourced from other institutions for the support of the programme; and
- f) A programme for which adequate facilities and equipment have been provided for at least the first two years of study may be considered for launching.

Relevant Resource Materials

PROG/STD/19

A programme shall be supported by current and relevant resource materials.

Guidelines

- 1) The Standards for University Libraries shall apply to this section;
- 2) Each course of a given programme shall be supported by relevant and current core texts and further reading materials, which shall comprise of both print and electronic; and
- 3) Each institution shall adopt and adapt an appropriate referencing style in the curriculum.

Programme Audit

PROG/STD/20

- 1) **A university shall conduct self-assessment of its programmes at regular intervals.**
- 2) **Structures shall be put in place by an institution for continual assessment of its academic programmes for quality and efficiency.**

Guidelines

Self-assessment of the academic programmes of a given institution shall take into consideration the:

- 1) Requirements of stakeholders and the expected learning outcomes;
- 2) Process, including the programme specification, programme content, programme organization, didactic concepts and student assessment;
- 3) Inputs, including the quality of academic and support staff, student' profile, students' advice/support, facilities and infrastructure;
- 4) Quality assurance, including student evaluation, curriculum design, staff development and benchmarking;
- 5) Achievements and graduates, including graduate's profiles, pass rates and drop-out rates, average completion time and employability of graduates;
- 6) Stakeholders' satisfaction, including opinion of students, alumni, labour market and society; and
- 7) Analysis of strengths and weaknesses, including summary of strengths and weaknesses, quality action plans and implementation plan.

FOURTH SCHEDULE

STANDARDS FOR OPEN, DISTANCE AND E-LEARNING

PART 1 – PRELIMINARY

Scope

The scope of these standards includes open, distance and e-learning offered by universities through the following modes;

- 1) Traditional distance education;
- 2) E-learning provision and interactive CD ROMs;
- 3) Blended learning;
- 4) Virtual education.

Citation

These standards shall be referred to as the standards for Open, Distance and E-Learning (ODEL). The standards will be abbreviated as ODEL/STD/00.

Interpretation

In these standards, unless the context otherwise requires, the following definitions of key terms shall apply:

“*curriculum*” means any documented programme of study;

“*distance education*” means delivery of learning or training to those who are separated mostly by time and space from those who are teaching or training. The teaching is done with a variety of *mediating processes* used to transmit content, to provide tuition and to conduct assessment or measure outcomes. The delivery modes may include traditional distance education by correspondence courses, on-line provision and interactive CD ROMs, e-learning and blended

learning to open learning centres and face-to-face provision where a significant element of flexibility, self-study, and learning support, in an integral part.

“*flexible learning*” means provision of learning opportunities that can be accessed at any place and time . It relates more to scheduling of activities than to any particular delivery mode.

“*e-learning*” means the application of information and communication technologies (ICTs) to enhance distance education, implement open learning policies, make learning activities more flexible and enable those learning activities to be distributed among many learning venues.

“*open learning*” means policies and practices that permit entry to learning with no or minimum barriers with respect to age, gender, or time constraints and with recognition or prior learning.

“*programme of study*” means the prescribed syllabus that students must be taught at each key stage.

“*institution*” means an organization founded for purposes of university education and research;

“*virtual education*” means distance education which is largely web-centered, but does not necessarily limit itself to learners outside a conventional classroom. It uses multimedia and, besides delivering content, also enables a high level of interaction among learners, content, teachers, peers and administration both synchronously and asynchronously.

Basic Assumptions

The following basic assumptions are made:

- 1) The principles that lend themselves to quality face-to-face learning environments are often similar to those found in open, distance and e-learning environments.
- 2) With all forms of media converging to a digital platform, advanced educational technology may include a variety of learning environments and information appliances.
- 3) While rapidly emerging technologies offer unlimited potential for virtual learning environments for both face-to-face as well as distance learners, practical application of existing technologies may often prove highly effective for various audiences and objectives.

Principles

There are nine (9) key principles that govern open, distance and e-learning (ODEL):

- 1) ODEL is appropriate to the university's mission and purposes;
- 2) The university's policies and plans for developing, sustaining, and, if appropriate, expanding ODEL offerings, are integrated into its regular planning and evaluation processes;
- 3) ODEL is incorporated into the university's systems of governance and academic oversight;
- 4) Curricula for the university's ODEL offerings are coherent, cohesive, and comparable in academic rigour to programmes offered in traditional instructional face-to-face;
- 5) The university evaluates the effectiveness of its ODEL offerings, including the extent to which the ODEL goals are achieved, and uses the results of its evaluation to enhance the attainment of the goals;
- 6) Staff responsible for delivering ODEL curricula and evaluating the students' success in achieving the ODEL learning goals are appropriately qualified and effectively supported;
- 7) The university provides effective student and academic support services;
- 8) The university provides sufficient resources to support and, if appropriate, expand its ODEL offerings; and
- 9) The university assures the integrity of its ODEL offerings. Maintain parity standards between ODEL and other offerings.

Scenarios of Learning

The four scenarios of learning are:

Scenario 1: Same time, same place: Classroom teaching, face-to-face tutorials, seminars, workshops, and residential schools

Scenario 2: Same time, different place: Audio conferences and video conferences, television, one-way or two-way videos etc.

Scenario 3: Different time, same place: Learning resource centers which learners visit at their leisure.

Scenario 4: Different time, different place: Home study, computer conferencing, tutorial support by e-mail and fax communication

PART II – STANDARDS AND GUIDELINES FOR ODEL

PROVIDER’S COMMITMENT

Needs Assessment

ODEL/STD/01

A university shall show evidence that an appropriate needs assessment or feasibility assessment has been undertaken giving the rationale or justification for setting up the institution or starting the programme as reflected in the philosophy of the institution.

Guidelines

The feasibility study shall cover the following broad areas:

- 1) Target groups that are to be served by the institution focusing on their:
 - a) Demographical factors;
 - b) Education background/factors;
 - c) Motivational factors;
 - d) Experiences, including work situation;
 - e) Accessibility and familiarity to media and information;
 - f) Communication technology; and
 - g) Economic background.
- 2) The infrastructural situation in the catchments regions, especially telecommunication network, electricity and transport;

- 3) Educational resources such as facilities in the learning institutions, library services as well as human resource; and
- 4) Market demand.

Vision and Mission Statements

ODEL/STD/02

A university of ODEL shall have clearly stated vision and mission consistent with its philosophy and make it known to its constituents.

Guidelines

- 1) The mission should include business, purpose and value statements. The key aspects of the vision and mission should be reflected clearly to constitute the provider's commitment to social responsibility at policy level, and these should include:
 - a) Accessible high quality interactive learning programmes and materials;
 - b) Affordable and learner centered flexible programmes;
 - c) Use of appropriate technology;
 - d) Collaboration with other providers; and
 - e) Commitment to excellence.
- 2) The institution's mission and objectives shall:
 - i. Be cascaded to the delivered programme; and
 - ii. Ensure that it fulfills its mandate to students in programme.

Accreditation of the Institution and Programme

ODEL/STD/03

A university shall ensure that the quality of the academic programmes offered ODEL and those offered through face-to-face are comparable.

Guidelines

- 1) The institution offering electronically delivered programmes shall be accredited;
- 2) The programme to be delivered by ODEL must have been accredited; and
- 3) The centre of instruction shall be approved by the Commission.

Institutional Budget and Policy

ODEL/STD/04

A university shall have budgetary provisions for the programme to ensure its sustainability and this shall be reflected in the financial policy statements.

Guidelines

- 1) There shall be a policy and plan for sustainability of the programme and a teach-out plan;
- 2) Institutional budgetary allocation to the programme shall be reflected in the overall institutional budgetary structure to ensure viability and maintenance of facilities; and
- 3) There shall be viable ICT facilities used for the delivery of online programmes.

Objectives and Strategies of the Provider

ODEL/STD/05

A university shall have clearly stated objectives and strategies for achieving its mission.

Guidelines

- 1) The objectives should relate to:
 - a) Learners needs;
 - b) National goals; and
 - c) Employer's expectations or needs (learning outcomes).

- 2) The strategies should include the mode and media of delivery for the academic programmes offered.

Governance and Administration

ODEL/STD/06

A university shall ensure that there are clear governance and administrative structures that involve stakeholders, where appropriate.

Guidelines

- 1) The organs of governance shall be responsible for:
 - a) Major policy decisions;
 - b) Administrative issues;
 - c) Finance issues; and
 - d) Supervision and monitoring of academic affairs.
- 2) The administrative structures shall include those responsible for:
 - a) Management of development of academic programmes and study materials;
 - b) Management of production and distribution of study materials;
 - c) Management of student support services;
 - d) Management of information and records systems;
 - e) Management of student assessment and examinations.
 - f) Planning and financial management;
 - g) Management of monitoring, evaluation and research; and
 - h) General management and administration.

Regional Learning Centres

ODEL/STD/07

A university of open and distance learning may establish regional learning centres to bring services closer to the students.

Guidelines

The regional centres shall be in environments compatible with university education; and shall have relevant qualified staff and appropriate facilities. These may include:

- 1) Administrative, academic and technical staff;
- 2) Facilities and equipment should include but not limited to:
 - a) Administrative and academic staff offices;
 - b) Reading rooms/seminar rooms;
 - c) Library (with books, journals, cassettes and CD);
 - d) Audio-video rooms for playback and viewing;
 - e) Computer rooms with internet and e-mail connectivity;
 - f) Students records;
 - g) Appropriate training/learning equipment;
 - h) Tele/video conferencing facilities and equipment;
 - i) Reprographic facilities; and
 - j) Information leaflets on programmes, policies, study opportunities and career opportunities.

Learning Centres

ODEL/STD/08

A university may make available learning centres to bring basic services and facilities closer to the students.

Guidelines

- 1) A learning centre shall have the following services and facilities:
 - a) Services to include, academic, guidance and counseling services (tutors should be available in respective subject courses);
 - b) Study support services; and
 - c) Administrative support services.
- 2) The facilities at a learning centre shall serve specific purposes depending on the programmes, media mix in use and students. The facilities may include:
 - a) Basic office equipment and office supplies;
 - b) Classroom/reading rooms;
 - c) Multimedia room with internet connectivity;
 - d) Appropriate equipment and supplies for academic programmes; and
 - e) Bookstore including course texts and reference books;
- 3) The number of learning centres within a region will depend on the student population and distribution.

Collaborative Arrangements

ODEL/STD/09

A university may enter into collaborative arrangements for delivery of open, distance and e-learning.

Guidelines

- 1) Whenever ODEL is delivered by two or more providers the following should be taken into account:
 - a) A written agreement specifying respective rights and responsibilities between the collaborating providers;
 - b) Declaration of ownership and legal responsibility of the programme;

- c) Declaration of the accreditation status of both institution and programme; and
 - d) Academic resources available to support the collaboration.
- 2) E-learning Consortium agreements, shall address the following:
- a) Defined agreements on collaborations in terms of-
 - i. Web instructional framework;
 - ii. Vendor for electronically delivered courses;
 - iii. Library consortia;
 - iv. Technical agreements;
 - v. Publisher agreements;
 - vi. Administrative services; and
 - vii. Degree programme.
 - b) Quality assurance in terms of-
 - i. Defined performance expectations in contracts and agreements;
 - ii. Adequate quality control and curriculum supervision;
 - iii. Guaranteed redundancy and / or back-up services;
 - iv. Defined and adequate training and staffing provisions; and
 - v. Specific and beneficial fiscal arrangements.
- 3) E-learning interactions between different parties shall address:
- a) Student to student interactions;
 - b) Student and instructor interaction; and
 - c) Evaluation of interaction.

Mode of Delivery

ODEL/STD/10

A university shall specify the media that is to be used for basic delivery of the programme and support to the students.

Guidelines

- 1) The provider shall indicate the media available for delivery and which should be combined for multi-media approach to meet the diverse nature of students;
- 2) The chosen media mix should be based on the following **ACTIONS**:
 - A:** How **Accessible** the media is to the students;
 - C:** **Cost** of using it, both by the institution at installation and maintenance as well as learner cost;
 - T:** It's **Teaching** strengths in relation to specific content;
 - I:** Its capacity in creating **Inter-activity**;
 - O:** **Organizational** requirements for development.
 - N:** How **Novel** it is.
 - S:** **Speed** within which it can be set up.

Learning Management System

ODEL/STD/11

A university shall provide an interactive learning management system that effectively supports e-learning.

Guidelines

The Learning Management System shall provide for:

- 1) Student to student interactions;
- 2) Student and instructor interactions; and
- 3) Evaluation of interaction.

Institutional, Technical and ICT Support Infrastructure

ODEL/STD/12

A university shall ensure availability and adequacy of technical, and ICT infrastructure and appropriate technical support staff for the infrastructure.

Guidelines

- 1) Institutional infrastructure shall be sufficient to address technical support in terms of:
 - a) Server space;
 - b) Redundancy or load balancing;
 - c) Technical help desk; and
 - d) Internet access, among others
- 2) Technical services shall be reliable in terms of:
 - a) Back-up; and
 - b) Remote services
- 3) The institution shall have an ICT plan for purposes of:
 - a) Maintenance of technologies,
 - b) Upgrading of technologies, and.
 - c) Ensuring reliability, privacy, safety and security.
- 4) The staffing structure shall be appropriate for the support of the available infrastructure

Institutional Organizational Structure

ODEL/STD/13

A university shall put in place internal organizational structures to facilitate the development, coordination, support, and management of electronically offered programmes.

Guidelines

Institutional structures shall have the capability to:

- 1) Facilitate the associated instructional and technical support relationships;
- 2) Provide the required information technologies and related support services;

- 3) Develop and implement a marketing plan that takes into account the target student population, the technologies available and the factors required to meet institutional goals;
- 4) Provide training and support to participating instructors and students;
- 5) Assure compliance with copyright law;
- 6) Provide contract for products and outsourced services;
- 7) Assess and assign priorities to potential future projects;
- 8) Assure that electronically offered programmes and courses meet institution-wide standards, both to provide consistent quality and to provide a coherent framework for students who may enroll in both electronically offered programmes and traditional on-campus courses;
- 9) Maintain appropriate academic oversight;
- 10) Maintain consistency with institution's academic planning and oversight functions, to assure congruence with institution's mission and allocation of required resources; and
- 11) Assure integrity of students work and academic staff instruction.

Institutional Procedures

ODEL/STD/14

The university's procedures for ODEL offered programmes shall ensure quality in the delivery of the programme.

Guidelines

- 1) The process of conception (rationale and justification), development (internal consultations and integration with internal existing planning efforts) and approval of programme shall be clearly articulated;
- 2) The strategies for programme assessment and evaluation and for incorporating results into programme revisions shall be clearly spelt out;
- 3) Technologies appropriate to content delivery and student learning shall be clearly spelt out;
- 4) Institutional support and process for staff development and instructional design; education shall be documented;
- 5) There shall be a unit that coordinates student support services for electronically programmes;
- 6) There shall be a documented process for assuring copyright compliance; and

7) The institutional copyright policy shall be availed to stakeholders.

Technical Framework

ODEL/STD/15

A university shall assure consistency and coherence of the technical framework for students and academic staff, and ensure that any change in technology is introduced in a way that minimizes any negative impact on students and academic staff.

Guidelines

- 1) The institution shall have:
 - a) A clear structure of communicating changes in software programme, hardware or technical system/procedure when a student or staff proceeds from one course to another;
 - b) A training programme/process for both staff and students when a new software or system is adopted;
 - c) Access to training by students; and
 - d) Learning policy on new software when a student or tutor proceeds from one course to another.
- 2) The institution should have hardware, software and technical support to facilitate effectively support the learners:
 - a) A help desk that is functioning 24 hours and 7 days a week;
 - b) A system for monitoring and supporting a range of hardware/software;
 - c) Clearly stated technical expectations; and
 - d) A system for frequently asked questions (FAQs) which should be assessed and feedback given to students and staff.

Preparation of Course Materials

ODEL/STD/16

For each media in use, the university shall have in place a clear process of preparation of course materials and orientation to ensure quality material is “fit for purpose”.

Guidelines

For each media in use, the course materials preparation should involve:

- 1) Identification of the course team to include:
 - a) Course writer;
 - b) Media producers;
 - c) Editors/instructional designers; and
 - d) Reviewers.
- 2) Training of the course team on writing for ODEL students by expert in structural designers;
- 3) Writing and illustrating the course materials;
- 4) Reviewing the course materials by peer and other experts;
- 5) Editing the course materials;
- 6) Pre-testing of the materials on a trial basis; and
- 7) Production of the course materials ready for use.

CURRICULUM AND INSTRUCTION

Curriculum Development

ODEL/STD/17

A university shall ensure quality in the development and implementation of the programme.

Guidelines

- 1) Clearly defined approval process shall be documented for all levels, including:
 - a) Department level;
 - b) School/faculty level; and
 - c) Institutional level.
- 2) Qualified academic staff shall be involved in the:
 - a) Development of the programme;
 - b) Implementation of the programme;
 - c) Review of the programme; and
 - d) Approval process.
- 3) There shall be appropriate communication of programme requirements in terms of:
 - a) Student centres;
 - b) Access to technology; and
 - c) Time-frame (duration).
- 4) There shall be up-front advice to students on programme, technical, financial and time commitments.
- 5) There shall be clear and honest communication to students on career opportunities.

ODEL/STD/18

A university shall ensure that each programme of study results in collegiate level learning outcomes appropriate to the rigour and breadth of the degree or certificate to be awarded, and that the programme meets the general education requirements.

Guidelines

The provider shall ensure that the curriculum contains:

- 1) Clear statements of the objectives, indicating, learning outcomes;
- 2) Core/basic content areas;
- 3) Content related to the needs and experiences of the learners/learner centered;
- 4) Media and media mix to be used in presenting different content areas; and
- 5) Resources to be used for instruction.

Institutional Policies on Staff

ODEL/STD/19

A university shall have appropriate policies that ensure recruitment of adequate number of academically and professionally qualified staff to administer and manage the programme.

Guidelines

- 1) The institutional policies on e- delivery of academic programmes shall be clearly defined;
- 2) The provider shall ensure that it employs appropriate and competent staff as follows:
 - a) Academic staff with appropriate knowledge in the discipline and basic instructional systems design theories and techniques;
 - b) Professionals/technologists with appropriate communication and information technology and management skills;
 - c) Administrative & financial staff with skills in personnel management, budget making and costing and cost analysis.

Self-Learning Materials (SLMs)

ODEL/STD/20

A university shall ensure availability of self-learning materials to suit students' needs.

Guidelines

The features of effective self-learning materials shall include the following:

- 1) Clear layout and format used consistently in all lectures;
- 2) Clear and appropriate learning objectives and learning outcomes;
- 3) Overview of content included in the introduction of both module and individual lectures;
- 4) Use of conversation or dialogue to provide for two way communication;
- 5) Content divided and presented into module, units and lectures;
- 6) Clear explanation of technical terms;
- 7) Illustrations which are set next to the text they illustrate with appropriate captions;
- 8) Clear guide to the students in the use of module provided including the time a learner of average ability might spend on each unit;
- 9) Keeping the students actively involved through the use of text and self-assessment questions and other activities involving application of the new knowledge and skills;
- 10) Situations and feedback to self-assessment questions to show the students his/her performance and progress;
- 11) Summaries for both the lectures and the unit or modules;
- 12) Well directed and specific references at the end of each unit or lecture; and

The provider shall take all reasonable steps to ensure that course materials are effective and do not contain significant errors of fact, misleading or outdated information, concepts or approaches.

Pre-testing or Piloting Learning Materials

ODEL/STD/21

A university shall have in place mechanisms for pre-testing or piloting the learning materials to establish that they are at the learner's level and that the learners will use them without difficulties, and finally be able to achieve the objectives or intended learning outcomes.

Guidelines

The broad requirement in pre-testing shall be made available by providing reaction sheet addressing key aspects or areas of the study materials, for example:

- 1) Students understanding of the objectives;
- 2) The language of presentation;
- 3) Explanation of concepts, ideas and theories;
- 4) Use of examples for illustration;
- 5) Use of illustrations and graphics;
- 6) The activities and practice exercise given and feedback provided;
- 7) Use of symbols or icons; and
- 8) Navigational devices for online materials.

Review of Curriculum and Learning Materials

ODEL/STD/22

A university shall put in place a mechanism for regular review of both the curriculum and learning materials by peers and experts.

Guideline

The review shall focus on relevance and appropriateness of content in relation to the syllabuses and their objectives, discipline conformity and learner expectations.

STAFF SUPPORT

Orientation and Training on Development of Learning Materials

ODEL/STD/23

A university shall ensure appropriate orientation and training on requirements, skills and strategies of developing materials for open and distance learning by use of facilitators and training manuals.

Guidelines

The training manuals shall cover the following:

- 1) Overview of ODEL;
- 2) Learner characteristics and their implications to content development;
- 3) Unpacking the syllabus to develop course outlines;
- 4) Writing objectives and learning outcomes and their role in open, distance and e-learning instructional materials;
- 5) Presentation of materials for better understanding by the students;
- 6) Creating interactivity in open, distance and e-learning materials; and
- 7) Use of visualization in open, distance e-learning materials.

Orientation to Course Tutors

ODEL/STD/24

A university shall ensure appropriate orientation to course tutors or lecturers and counselors by expert trainers on ODEL system, who give face-face or non-contiguous intervention or interaction with the students.

Guidelines

The focus of the orientation should be on understanding their roles and strategies of operation for greater effective or maximum benefits to the students. The orientation training should include:

- 1) Overview of open and distance learning;
- 2) Understanding the students;
- 3) Understanding the teaching/learning process – mode of delivery;
- 4) Strategies of operation of the provider;
- 5) Understanding the role of the tutors; and
- 6) The tutoring processes, both face-to-face and by correspondence, through comments on assignments and tutorial letters.

Orientation to Non-academic Staff

ODEL/STD/25

A university shall ensure appropriate orientation of non-academic staff.

Guidelines

The orientation should focus on their roles and to their contribution to the programme. The areas to be covered should include:

- 1) Vision, mission of the provider;
- 2) Strategies of operation of the provider;

- 3) The role of non-academic staff in the teaching and learning environment and success to the programme; and
- 4) The customers who are students or target groups and their concerns.

Student Services

ODEL/STD/26

A university shall facilitate orientation for learners to prepare them to undertake ODEL programmes.

Guidelines

The orientation shall focus on skills for ODEL and academic socialization. The areas to be covered shall include:

- 1) Basic skills on ODEL;
- 2) Academic orientation and socialization including:
 - a) Provision of pre-entry guidance and counseling;
 - b) Course support after admission;
 - c) Post-course support service.

Residential Sessions

ODEL/STD/27

A university shall organize residential sessions for students for effective administration of the ODEL programmes.

Guidelines

These sessions may be conducted at a central place for a given cohort or organized on regional basis to serve the following purposes:

- 1) To provide general orientation and introduction to the course materials at the commencement of the course;
- 2) To provide special sessions for difficult aspects of the course at middle of the programme/course; and
- 3) To provide some revision work to students before examinations.

Communication to Students Prior to Admission

ODEL/STD/28

Students shall be fully supported by providing information on the programme before admission.

Guidelines

The institution shall:

- 1) Commit itself to sustaining the programme;
- 2) Clearly communicate on the programme prior to admission of students;
- 3) Provide critical student services;
- 4) Provide a portal for e-learning student support.

Duration and structures of academic programmes

ODEL/STD/29

A university shall ensure that there is flexibility in the programme structures and duration.

Guidelines

Flexibility in the programme shall be provided in the following ways:

- 1) Ensuring that the total units in a programme are tabulated with any prerequisites listed against such courses to guide the students/learners choice;
- 2) Providing for varied unit load for students; and
- 3) Ensuring that there is a minimum number of units to be taken to enable students complete the programme within the stipulated time.

Examination Regulations

ODEL/STD/30

A university shall, at enrolment, inform the student of any examinations that would be required and declare the requirements of the said examinations.

Guidelines

Requirements for external examinations should include the responsibility of the provider and responsibility of the student:

- 1) Nature of any prior qualification or other entrance requirements imposed by such external organization;
- 2) How the examination would be conducted;
- 3) Where and when the examinations would be undertaken; and
- 4) Examination fees, if any.

ODEL/STD/31

A university shall have written examination regulations that will be brought to the attention of the student during admission.

Guidelines

The examination regulations shall include:

- 1) Types of examinations (Continuous Assessment Tests, End of Semester or Module, Final Examinations);
- 2) Ratio of Continuous Assessment Tests to the Final End of Semester Examinations;
- 3) Grading of examinations;
- 4) Disciplinary and mode of appeal; and
- 5) Special requirements that provide for flexibility and convenience to students, to include:
 - a) Organizing examinations at regional centres if possible.
 - b) Accumulate credits; and
 - c) At most three sittings in a unit.

Assessment Procedure

ODEL/STD/32

A university shall put in place appropriate assessment procedures that will ensure proper assessment of the student's ability and achievement and communication of results to the learners.

Guidelines

The assessment procedures shall include:

- 1) Clear guidelines on setting, moderating, marking and processing examinations results.
- 2) Examination regulations;

- 3) Documented student assessment and achievement in the course with respect to e-learning, the institution shall document student assessment;
- 4) Performance of online students against intended learning outcomes;
- 5) Examination Security;
- 6) Personal Information Security.

Student Evaluation

ODEL/STD/33

A university shall ensure that evaluation and assessment of students meet the objectives and learning outcomes of the curriculum and objectives of the students and the world of work.

Guidelines

The provider shall consider the following key aspects of student evaluations:

- 1) Collect data on the student profiles and competencies in order to determine their entry behavior;
- 2) Undertake intermediate evaluation to establish the progress of students and identify students' difficulties for corrective measures;
- 3) Undertake a summative evaluation to show how far the objectives have been achieved.

Course Evaluation

ODEL/STD/34

A university shall ensure regular evaluation and review of programmes and courses to be carried out in the context of regular programmes evaluation.

Guidelines

- 1) The provider should put in place a mechanism for receiving feedback from stakeholders on the programmes;
- 2) The provider shall undertake periodic self-assessment to address:
 - a) Requirements of stakeholders and expected learning outcomes;
 - b) The process;
 - c) The inputs;
 - d) Quality assurance;
 - e) Achievements and graduates;
 - f) Stakeholders' satisfaction; and
 - g) Analysis of strengths and weaknesses.
- 3) Records shall be kept to ensure overall programme effectiveness.

Evaluation of Students Support Services

ODEL/STD/35

A university shall ensure that students support services are constantly assessed for effectiveness of the mode and medium of delivery.

Guidelines

The assessment of students support services shall address among other things:

- 1) Availability and adequacy of facilities for student support;
- 2) Utilization of the services provided at the learning centres by the students;

- 3) Adequacy and competency of staff; and
- 4) Accessibility of the facilities and services to all students registered in the programmes.

Appraisal of Staff

ODEL/STD/36

A university shall put in place mechanisms for evaluation of both full-time and part-time staff to establish their performance and effectiveness.

Guidelines

Appraisal of staff should address the following:

- 1) Programme delivery
- 2) Training needs;
- 3) Priorities for training; and
- 4) Training effectiveness;

Marketing

ODEL/STD/37

A university and its agents shall ensure that marketing, delivery and evaluation of programmes is done in a fair and ethical manner following acceptable best practices, to comply with all relevant legislation.

Guidelines

The university shall develop effective marketing strategies. The provider shall ensure that advertising or promotional materials give clear and accurate view institution, its provision, objectives and outcomes of the programme.

- 1) The material for promotion should give, among others clear identification of the provider, indication of the body awarding any qualification and its status, indication of mode of delivery and the charges involved;
- 2) Enquiries from potential applicants should be handled promptly by competent staff;
- 3) The student should be given sufficient information to fully assess the suitability of a programme;
- 4) The student should be made aware of all terms and conditions relevant to the programme;
- 5) Enrolment when completed should be confirmed to the student, and the student given time to withdraw from the course;
- 6) The student must be informed of the financial obligations and agreements with the provider and mode of payments; and
- 7) The students must be informed of rights, obligations and commitments expected of them.

ODEL/STD/38

Prior to admitting students, a university shall ensure that students are fully informed of the issues that affect them with respect to the management of the programme.

Guidelines

The information to students shall include, but not limited to:

- 1) Language of communication;
- 2) Required access to technologies;
- 3) Technical competencies of students required to enroll into the programme;
- 4) Time frame in which courses are offered and nature of learning outcomes;
- 5) Required texts and access to reference materials;
- 6) Understanding of independent learning expectations;
- 7) Schedules for face-to-face interactions;

- 8) Schedule of examinations;
- 9) Schedules of submission of assignments;
- 10) Collection of certificates.

FIFTH SCHEDULE

STANDARDS FOR UNIVERSITY LIBRARIES

PART I - PRELIMINARY

Citation

- 1) These standards may be cited as Standards for University Libraries in Kenya 2013.
- 2) These standards will be abbreviated as LIBR/STD/00.

Interpretations

- 3) In these Standards, unless the context otherwise requires the following terms shall be taken to mean:

“bibliographic control” means creation, development, organization, management and exploitation of records prepared to describe items held in libraries or databases and to facilitate user access to such items.

“collection management policy” means a policy outlining the systematic evaluation of size, appropriateness, accessibility and usefulness of a library collection in terms of the objectives, patrons and programmes of the sponsoring institutions.

“conservation” means the process of ensuring the survival of library or archive materials, at the simplest level. This may mean basic repair or strengthening work.

“distance learning community” means all those individuals, agencies, or institutions, directly involved with academic programmes or extension services offered away from a traditional academic campus.

“open and distance learning library services” means those library services in support of college, university, or other post-secondary courses and programmes offered away from a university campus.

“e-mail” means a system for transmitting messages and data electronically through the medium of a computer.

“Information and Communication Technologies (ICT)” means hardware, software, networks and media for collection, storage, processing, transmission and preservation of information.

“information literacy” means a set of abilities requiring individuals to recognize when information is needed and have the ability to locate, evaluate and use the information effectively.

“information resources” means formal, informal, human, printed or electronic resources that contains information that can be accessed to meet a need.

“information services” means storing, accessing, processing or delivering information to meet the needs of specific users. It can include traditional library and information services comprising of books, archives, standards, patents, research reports and electronic materials comprising of CD-ROMs databases, software, electronic documents, multi-media and video.

“inter library loan” means a system by which libraries borrow publications from other libraries.

“institutional repository” means a digital collection that captures and preserves the intellectual output of university communities.

“knowledge management” means a process of capturing, dissemination and effective utilization of knowledge.

“librarian” means a professionally trained person with a minimum of a bachelor’s degree in Library and Information Science or related field.

“library facility” means structures or spaces that are constructed, installed, or established to serve specified library functions.

“library advisory committee” means a standing committee to the body responsible for academic affairs in the University (for example, Academic Board).

“library management committee” means a committee composed of the senior library staff charged with management.

“outcomes” means the ways in which library users are changed as a result of their contact with library’s resources and programs.

“preservation” means the provision of adequate care and maintenance facilities to ensure the safe survival of library stock or archives. This is generally synonymous with conservation.

“Senate” means the body in universities and colleges responsible for academic affairs.

“*standard*” means the minimum level of quality accepted as norm or by which actual attainments are judged.

“*trunking*” means housing used to conceal wires.

“*user with special needs*” means a user with a condition that markedly restricts their ability to function normally.

PART II - STANDARDS AND GUIDELINES FOR UNIVERSITY LIBRARY SERVICES AND FACILITIES

Vision, Mission and Objectives

LIBR/STD/01

A university library shall develop an explicit statement of its vision, mission and objectives that are aligned with those of the university.

Guidelines

- 1) The library shall develop guidelines on assessment and achievement of the mission and objectives;
- 2) The mission should include the business, purpose and value statements while the objectives should be “SMART”;
- 3) The vision and mission statements should be reviewed periodically and revised as necessary. They should be compatible with the institution’s vision, mission, its goals and objectives; and
- 4) The library shall develop such other policies to facilitate the achievement of its objectives. These shall include security policy for library users and for information resources.

Information Resources

LIBR/STD/02

A university library shall provide, for all academic programmes, varied, authoritative and up-to-date information resources, which facilitate teaching, learning, research and community service for all categories of its users.

Guidelines

- 1) The information resources shall be relevant, adequate in quality and quantity;
- 2) The information resources shall include those that cater for users with special needs;
- 3) The library shall develop and implement a collection development policy which shall be reviewed within a period not exceeding five years;
- 4) The library shall subscribe and facilitate access and availability of electronic information resources;
- 5) The library shall establish and sustain institutional repositories; and
- 6) The Library Advisory Committee shall be responsible for collection development.

These guidelines shall be used in conjunction with the appendices in these standards.

ICT Resources

LIBR/STD/03

A university library shall adopt and maintain Information Communication Technologies in information management and its operations.

Guidelines

The library shall embrace opportunities created by Information and Communication Technology (ICT) by:

- 1) Establishing ICT policies to guide adoption and maintenance;
- 2) Establishing library ICT infrastructure and systems that integrate with the university-wide ICT environment;
- 3) Installing library systems that support data exchange using standard protocols and formats;
- 4) Establishing disaster recovery and business continuity plans;
- 5) Providing ICT hardware and software that adequately facilitate the information management needs of the library;
- 6) Providing appropriate levels of internet bandwidth to facilitate downloads and uploads;
- 7) Providing for the digitization of information resources; and
- 8) Providing a competent library professional dedicated to the management of library ICT infrastructure.

These guidelines shall be used in conjunction with Appendix IV of these standards.

Organization and Access to Information Resources

LIBR/STD/04

The university library's information resources shall be organized, for efficient access and retrieval, using internationally recognized conventions and standards.

Guidelines

- 1) The resources shall be organized using appropriate international recognized classification systems;
- 2) The resources shall be accessed through a comprehensive catalogue of the library holdings;
- 3) Access and retrieval of resources shall take into consideration persons with special needs;
- 4) The library shall ensure reasonable and convenient access to information resources for the users; and

- 5) Adequate measures shall be put in place to ensure the availability of information resources.

Library Services

LIBR/STD/05

A university library shall establish, promote and sustain quality services that will facilitate teaching, learning and research.

Guidelines

The established services shall include:

- 1) Reference and information services;
- 2) Information resources;
- 3) Circulation services;
- 4) Current awareness services;
- 5) Inter Library services;
- 6) Information Literacy services;
- 7) Reprographic services;
- 8) Multimedia services;
- 9) Knowledge management services;
- 10) Preservation services; and
- 11) Archiving services.

Library Facility

LIBR/STD/06

A university shall provide adequate facility for students, lecturers, staff and other authorized users as a convenient and conducive place for study and research.

Guidelines

- 1) The building and its furnishings shall create an ambience appropriate for scholarship and conducive to learning, access to information and the delivery of high quality services;
- 2) The building shall have in place mechanisms to minimize or avoid security risks associated with the users, the collection, the equipment and data;
- 3) The design of the building shall enable the library to develop, and provide services that are responsive to the changing library and information needs of learning and scholarship;
- 4) The building shall have a high degree of flexibility or adaptability so that the use of space can easily be changed by rearranging the furniture and equipment;
- 5) Sufficient doorways which are openable outwards, to ensure rapid exit in case of an emergency shall be provided;
- 6) The building shall be convenient for all including users with special needs;
- 7) The building shall have adequate ventilation and conducive fenestration;
- 8) The building shall be provided with secure windows; the effective areas of which shall not be less than 20 per cent of the floor area of the room and 75 per cent of the windows should be openable to external air;
- 9) The library shall provide spaces for the collection, display, reading, meeting, space for electronic workstations, multimedia workstations, viewing rooms and listening rooms, open use seating, user instruction rooms, staff working areas including staff lounges and kitchenettes, space for special use, preservation and conservation such as bindery;
- 10) The building shall have adequate emergency and fire safety measures;

- 11) The professional librarians shall be involved in the planning of the library building at every stage;
- 12) Each study space shall occupy between 2.5 and 4 square metres;
- 13) Each stack area for books shall be at least 10.75square metres;
- 14) The library building shall be regularly maintained;
- 15) The building shall incorporate ICT needs and function as an integral part of the design concept including trunking and cabling and wireless connectivity; and
- 16) The library building shall conform to the requirements for building in Group IB of the sixth Schedule of the Building Code of the Republic of Kenya.

These guidelines shall be used in conjunction with Appendices I, II and III of these standards.

Staffing

LIBR/STD/07

A university library shall have appropriate, qualified and adequate staff commensurate with the academic programmes offered, the institutional population, the number of service points, and the hours during which services are offered.

Guidelines

- 1) The university shall appoint a designated head of the university library;
- 2) The head of the university library shall be one of the chief officers of the university;
- 3) The library staff shall comprise of professional and technical staff. The professionals shall constitute at least 35% of the library staff;
- 4) Librarians shall have academic status and be on the same terms and conditions of service as teaching staff;
- 5) Library staff shall have access to different forms of ongoing/continuing education with a view to exposing them to new developments in all areas of information work;

- 6) The library shall be adequately represented in the Faculty Senate or school boards and University Senate or equivalent and other governing bodies; and
- 7) Library staff shall be sufficient in quantity to meet the diverse teaching, learning and research needs of faculty and students.

These guidelines shall be used in conjunction with Appendix V of these standards.

Administrative Structure

LIBR/STD/08

A university library shall have an administrative structure that is fully integrated with the institutional organizational structure.

Guidelines

- 1) The place of the library in the university shall be clearly stipulated in the Proposal and Charter of the university;
- 2) The library shall be a fully-fledged academic organ within the university structure. It shall be formally represented in the Senate and other relevant Committees of the university;
- 3) The Head of the University Library shall be designated in the Charter;
- 4) The Head of the University Library shall report to the Deputy Vice Chancellor responsible for Academic Affairs of the university or equivalent;
- 5) The university shall establish a Library Advisory Committee, which shall be responsible to the Senate for considering all aspects of library policy, its development and integration in the university's academic programmes;
- 6) A clear library internal administrative structure shall be established with well-designated job responsibilities at the various levels; and
- 7) There shall be a library management committee or equivalent comprising senior library staff.

These guidelines shall be read in conjunction with Appendix V of these standards.

Library budget

LIBR/STD/09

The university shall provide at least ten percent (10%) of the total institutional operational budget annually for acquisition of information resources excluding personal emoluments and capital development.

Guidelines

The library budget shall:

- 1) Be adequate to support the ongoing and appropriate needs of the library;
- 2) Be adequate for the library to acquire print and electronic information resources;
- 3) Take into consideration the instructional methods of the institution;
- 4) Provide for the current and anticipated size of the user population; and
- 5) Be prepared, justified and administered by the Head of the University Library.

Information Literacy and Competency

LIBR/STD/10

The university library shall facilitate academic success and encourage lifelong learning through information literacy and competency initiatives.

Guidelines

- 1) The librarians, in partnership with the faculty, shall provide information and instruction to all users through a well-structured information literacy competency programme;

- 2) The information literacy and competency programme shall be integrated in all the academic programmes of the university under common units at both undergraduate and post graduate levels;
- 3) The library shall develop and implement the curriculum to meet the emerging information literacy needs of the students and faculty;
- 4) The curriculum shall be reviewed every five years to ensure integration of new trends;
- 5) Information literacy and competency programmes shall be taught by librarians; and
- 6) The library shall prepare an information literacy policy.

Open, Distance and e- learning library services

LIBR/STD/11

The university shall provide adequate resources to support open, distance and e- learning library services. The requirements for open and distance learning library services shall be the same as for the traditional libraries except for standards on library building.

Guidelines

- 1) The university shall provide facilities, equipment and communication links, sufficient in size, number, scope, accessibility to reach all users and to attain the objectives of the open and distance learning programs;
- 2) The library services offered to the open and distance learning community shall be designed to ensure reliability and sustainability.

Library Outcomes Assessment

LIBR/STD/12

The university library shall establish a sustainable and continuous user-centered mechanism for library outcomes assessment aligned to the university outcomes.

Guidelines

The library shall identify measurable outcomes both qualitative and quantitative which focus on:

- 1) Whether the academic performance of students improved through their contact with the library;
- 2) Whether students improve their chances of having a successful career;
- 3) Whether undergraduates who used the library are more likely to succeed in graduate school;
- 4) Whether the library's bibliographic instruction program results in a high level of "information literacy" among students;
- 5) Whether students perceive the library to be valuable to them;
- 6) Whether faculty members are more likely to view use of library as an integral part of teaching, learning and research; and
- 7) Whether the study environment is well established.

PART III – APPENDICES

Appendix I – Library Facility

- 1) A high standard of internal finish and furnishings is essential to create this quality, and to withstand heavy use over an extended period;
- 2) Stable environmental conditions are required not only for long-term preservation of library materials but also for operation of computers and other equipment;

- 3) Functionally, the space must be adequate for print and IT based resources and to facilitate for the delivery of services. The design should recognize the crucial importance of people, books and information technology and information services;
- 4) The building design shall permit future growth with minimum disruption to the services being offered;
- 5) The building shall be designed for ease of movement of users, staff and library resources;
- 6) Access to all parts of the library, shall be as straightforward as possible, requiring minimum directional signs and guiding;
- 7) The entrance and exit points for users, which are essential for good security and safety, shall be clearly defined;
- 8) A separate door for delivery and dispatch shall be provided;
- 9) The building shall have controlled temperature, humidity, dust and pollution levels;
- 10) Conducive fenestration is essential to bring more natural light and users can enjoy good surrounding views;
- 11) The building shall be built so as to enhance the psychological and social aspects of space;
- 12) The building must place a high priority on indoor air quality, electrical safety, fall protection, ergonomics, and accident prevention;
- 13) Emphasis shall be placed upon good systems of fire detection, use of sprinkles, fire extinguishers and other ways of fire suppression;
- 14) Visible fire and other emergency evacuation exits shall be provided with no obstruction to their access;
- 15) Keys to the emergency exit doors shall be stored at a location which is secure but easily accessible;
- 16) The building design shall also involve implementing countermeasures to detect, delay, deny and deter attacks from human aggressors;
- 17) Library stacks and records storage area shall typically be designed to bear full stack weight at all points;
- 18) Ambient lighting, whether natural or artificial, sufficient for shelving, circulation, reading and workrooms shall be provided;
- 19) Carrels and tables shall be sized to accommodate users with laptops.

- 20) Stack area for bound journals and reference books shall be 10.75 square metres for 1000 volumes;
- 21) Display area for current journals shall be 9 square metres for 100 titles;
- 22) Aisles between fixed ranges of book stacks shall be 42-inch (107cm) in order to accommodate wheelchairs and permit them to turn;
- 23) Library staff and service areas shall constitute 18 to 25 per cent of the combined user space and stack area;
- 24) Service areas such as toilets and corridors shall constitute 18 per cent of the usable space;
- 25) Minimum ceiling heights should be uniform at minimum of 3.5 metres.

Appendix II – Office Space

1) Staff Offices

- a) Library staff at managerial level (head of university library, deputy head of university library, senior librarian and equivalent heading department or branch library shall be allocated office space, separate for self and secretary (where relevant);
- b) Office space shall be either open plan or enclosed with minimum space in total 9 square meters;
- c) The office shall be furnished with office chair, table, computer workstation/terminal, and chairs for visitors and including file cabinet and shelving; and
- d) The office shall be supplied with power to enable installation of computer system that provides access to Intranet and Internet connectivity.

2) Staff Workrooms

- a) Library staff shall be provided with office space to be used as workrooms for receiving, processing, storage, and dispatch of information materials such as books, periodical, media, and other (cultural) artifacts;

- b) The workrooms shall be open plan with minimum space of 4 square metres per individual staff (inclusive of space for materials being worked on and computer workstation/terminal);
- c) The workspace for each individual staff shall be furnished with office chair, table, and book trolley, and computer workstation/terminal;
- d) The staff workroom, in general, shall have shelves for storing materials awaiting processing or dispatch;
- e) The workroom in general shall be supplied with power to enable installation of computer system that provides access to intranet and internet connectivity.

Appendix III – Furniture and Equipment

1) Furniture

- a) The library shall be furnished with appropriate furniture for public use;
- b) There shall be provided a chair of acceptable quality for each individual reader;
- c) There shall be provided a reading/writing table (shared or not) measuring 2 square feet for individual reader;
- d) There shall be provided easy chairs and coffee table for use in readers lounge one set for every 1000 readers; and
- e) Seminar/conference rooms shall be furnished with chairs, tables (as per schedule II (2) and white board.

2) Equipment

- a) The library shall be equipped with appropriate equipment for public use;
- b) Standard metal/wooden shelves measuring seven foot and five foot high and two and half feet wide shelving for books and journals;
- c) The library shall have computers for public use as per schedule IV;

- d) There shall be provided at least one photocopier and printer in the library building for public use;
- e) The library shall provide basic communication equipment for public use;
- f) The library shall provide equipment for preservation and conservation of information materials.

Appendix IV – Computer Space

- 1) The library shall provide space for installation of computers for users;
- 2) The computer workstation/terminal space shall be 2 square feet for single user;
- 3) The library shall have several dedicated computer terminals connected to Intranet and Internet for users and with relevant software for research;
- 4) There shall be adequate ICT personnel for computer maintenance;
- 5) There shall be provided a closed access server room with adequate air conditioning for managing library system and other ICT services.

Appendix V – Staff Positions and Qualifications

Position	Minimum Qualifications	Academic Ranking
Head of University Library	Shall normally have: <ul style="list-style-type: none"> 1) A doctorate in Library and Information Science or related fields; 2) Three years as Deputy Head of University Library; and 3) Published a minimum of three articles in peer reviewed journals. 	Professor
Deputy Head of University Library	Shall normally have: <ul style="list-style-type: none"> 1) A doctorate degree in Library and Information Science or related fields; 2) Three years' experience as a Senior Librarian; and 	Associate Professor

Position	Minimum Qualifications	Academic Ranking
	3) Two articles in peer reviewed journals.	
Senior Librarian or equivalent	1) Master's degree in Library and Information Science or related field; 2) Five years' experience as the Librarian; 3) A minimum of one article in peer reviewed journal.	Senior Lecturer
Librarian or equivalent	1) Master's degree in Library and Information Science or related field; 2) Three years' experience as an Assistant Librarian	Lecturer
Assistant Librarian	Master's degree in Library and Information Science or related field as the entry level into the profession.	Assistant Lecturer
Senior Library Assistant	Bachelor's degree in Library and Information Sciences or related field or relevant Higher National Diploma	Teaching Assistant
Library Assistant	Diploma in Library and Information Studies	
Library Attendant	Certificate in Library and Information Studies	

SIXTH SCHEDULE

STANDARDS FOR TECHNICAL UNIVERSITIES

These standards will be abbreviated as TECH/STD/00.

TECH/STD/01

A technical university shall adhere to the institutional, academic programmes, library standards as set out in the:

- 1) First Schedule: Institutional Standards;**
- 2) Second Schedule: Standards of Physical Resources;**
- 3) Third Schedule: Standards for an Academic Programme; and**
- 4) Fifth Schedule: Standards for University Libraries.**

Guidelines

- 1) At least two thirds (2/3) of the programmes on offer in a technical university shall be in the applied/technological sciences;
- 2) At least two thirds (2/3) of the students enrolled in a technical university shall be in applied/technological sciences;
- 3) Not more than one third (1/3) of the programmes in a technical university shall be in other disciplines;
- 4) At least seventy percent (70%) of the programmes and students enrolled in applied/technological sciences in a technical university shall be in technological areas that lead to the production of technologist graduates.

SEVENTH SCHEDULE
STANDARDS FOR SPECIALIZED DEGREE-AWARDING
INSTITUTIONS

These standards will be abbreviated as SDAI/STD/00.

General Provisions

Except for the requirements on land size, a specialized degree-awarding institution shall meet the institutional, academic programmes, library standards as set out in the schedules.

Academic Programme(s)

SDAI/STD/01

A specialized degree-awarding institution shall have programmes in teaching and/or research that are deemed to be of strategic national importance.

Guidelines

- 1) The programmes offered in a specialized degree-awarding institution shall fill a niche in the national development agenda;
- 2) The programmes offered shall be limited to the mandate and philosophy of the specialized degree-awarding institution;
- 3) The programmes offered in a specialized degree-awarding institution shall meet the standards of academic programmes of the Commission outlined in the schedules.

Academic Resources

SDAI/STD/02

A specialized degree awarding institution shall have adequate academic resources to ensure quality delivery of programmes.

Guidelines

The institution shall:

- 1) Have a critical mass of qualified staff in a specific discipline of national importance;
- 2) Have specialized facilities and equipment that meet the standards of the discipline; and
- 3) Have a specialized library that meets the needs of the discipline.

Benchmarking

SDAI/STD/03

A specialized degree awarding institution shall benchmark for best practices in the discipline.

Guidelines

The institution shall maintain linkages with:

- 1) Accredited universities offering similar disciplines; and
- 2) Related industry

EIGHTH SCHEDULE



COMMISSION FOR UNIVERSITY EDUCATION

FORM/CUE/Acc./I

APPLICATION TO ESTABLISH A UNIVERSITY

1. Name of applicant

.....

2. Postal

Address.....Telephone.....

E-mail..... Institutional

Website.....

3. Type of University (Please tick as appropriate)

(a) Public []

(b) Private []

(c) Technical []

(d) Specialized degree awarding Institution []

4. Name of proposed university

.....

5. Proposed location(s)

.....

6. Proposed principal academic focus or discipline

.....

7. Proposed programmes (i.e., postgraduate diplomas, degrees):

(a)

(b)

(c)

8. Available resources: Finance KES

.....

Land.....(Ha.).....

Buildings.....

Other.....

.....

9. Projected resources:

Finance KES

Source(s)

Land..... (Ha.)

.....

Buildings

.....

Other

.....

I hereby make application for authority to establish a university under regulation 5 and attach herewith the proposal required by regulation 6 of the Universities Regulations 2013.

Name

.....

Designation.....

Authorized signature

.....



EDUCATION

FORM/CUE/Acc./2

FORMAT FOR PREPARING AN INSTITUTIONAL INSPECTION/VISITATION REPORT FOR CHARTER

Give detailed information on your institution in the areas outlined below. In all sections stick to the format of the questionnaire.

1. ADDRESS AND LOCATION

The physical, postal, and email address of the institution.

2. HISTORICAL BACK GROUND.

Give a brief history of the College highlighting the major milestones in its development including any affiliations and linkages.

3. ACADEMIC PROGRAMS AND ENROLMENT

a) List the academic programs currently on offer indicating the number of students in each program and their gender. Summarize the trend in enrolment for the last 4 years in the table format below.

Programs	Student enrolment per program by year									Grand Total
	2008			2009			2010			
	F	M	Total	F	M	Total	F	M	Total	
Program X										
Program Y										
Program Z										
Totals										Grand Total

- b) List the **proposed** programs indicating the number of students expected in each program. Summarize the projected trend in enrolment for the next 4 years in the table format as in (i) above.

In all cases separate enrolment in Bachelors, Post graduate and diploma/certificate programmes

4. RESEARCH

Give a brief write up on the research programmes in the institution highlighting

- c) The budget set aside for research
- d) Ongoing research by academic staff
- e) Research output of the institution-research papers, grants, patents etc

Attach the Research policy

5. ACADEMIC RESOURCES

Outline the academic resources available at the institution including physical, library, human and financial resources as itemized below. In all areas, clearly outline

- a) Resources available at the time of upgrading,
- b) Resources acquired since then
- c) Required additional resources upon upgrading to a fully fledged university.
- d) The extent to which you have complied with the Commission's minimum standards obtaining for each category

5.1 Physical Resources

a) Land

Indicate the available land and its ownership status, include LR numbers and acreage and highlight any encumbrances.

b) Buildings

- i. Describe the physical facilities available at the college. These should include administrative offices, academic offices, lecture rooms, laboratories, workshops, student hostels, staff residences, communal services, chapel, kitchen and common rooms. Summarize the information in the format in table 1-3 below.

Table 1. Teaching and learning rooms

ITEM	CAPACITY	NUMBER	SIZE (M ²)
Lecture rooms			
A	0 - 20		
B	21 - 40		
C	41 – 60		
D	61 - 100		
Lecture theaters			

Assembly hall/Auditorium			
Science laboratories			
Workshops			
Others - specify			

Table 2. Offices

ITEM	NUMBER	SIZE (M ²)
Chief administrator		
Other administrative offices		
HOD offices		
Academic staff offices		
Others, specify		

Table 3. Accommodation/support facilities

ITEM	NUMBER	CAPACITY	SIZE (M ²)
Staff houses			
Staff common rooms			
Hostels			
Students' common rooms			
Canteens			
Kitchens			
Dispensary			
Chapel			
Students centre			
Others, specify			

- ii. Highlight the physical developments that have taken place since the institution was upgraded, any current developments and those that are planned for.

c) Water supply and its quality

- Describe your sources of your water and the daily yield from each source;
- Give the installed storage capacity including underground, ground and elevated storage;
- Give the most recent biological and chemical test results of your water

d) Fire safety

Summarize the fire fighting equipment at your disposal in table 4 below

Table 4. Summary of fire fighting equipment

Item	No. available	Main location	Date last inspected
Fire extinguishers class A			
Fire extinguishers class B			
Fire extinguishers class C			
Fire hose reels			
Fire hydrant			
Fire blanket			
Sand baskets			
Fire alarm bells			
Fire engine			

Give a brief statement on the fire safety preparedness of the institution

e) Sewage and waste water disposal

Describe the sewage and waste water disposal system at the institution.

f) Plants and capital equipment

Outline the major capital equipment at the institution giving their numbers and status. This should include but not limited to; vehicles, machinery, photocopiers, computers, PABX, servers, generators etc.

g) Access road: Describe the status of the access road to the institution

h) Utility services

Give the status of other utility services including power, fixed and wireless telephony and internet connectivity

5.2 Recreational facilities

Summarize the recreational facilities available at the institution in the table below.

Table 5. Recreational facilities.

Facility	Number
Football fields	
Basketball pitches	
Table tennis	
Hockey fields	
Rugby fields	
Swimming pools	
Bandminton	

NB. Evidence of physical resources to include copies of the following

- Architectural drawings of the buildings if any;
- Land title deed.
- Borehole log (if applicable)
- Chemical and biological laboratory analysis of water (NB: These must be from recognized laboratories).
- Change of user certificate (where applicable)
Certificate of search.

5.3 Human Resources

- a) Give a list of the full time teaching staff giving their qualifications, rank and experience. Do the same for any part-time staff.
- b) Summarize the **current** teaching staff numbers and project staff needs for the **next 4 years** in the table format below

Table 6. A summary of the current and projected number of teaching staff

Category	Current			Projected numbers by year			
	No In-post	No: full Establishment	Variance	2009/2010	2010/2011	2011/2012	2012/2013
Professor	-	-		-	-		
Ass. Professor	-	-		-	-		
Senior lecturer	-	-		-	-		
Lecturer	-	-		-	-		
Tutorial Fellow							
Adjunct Lecturer							
Visiting Lecturer							
Others(Identify)							
Total							

- c) Summarize the **current** number of staff in senior management, middle level grades and support staff and **project** staff needs for the next 4 year in the table format given in (ii) above
- d) Give a summary of current number of teaching staff by rank and per program. Project these for the next 4 years in the table format below

Table 7. Current and projected number of teaching staff per program

Program	Category	Current		Projected numbers by year			
		Establishment	In post	2010/11	2011/12	2012/13	2013/14
Program X		-	-	-	-		

	Professor						
	Ass. Professor	-	-	-	-		
	Senior Lecturer	-	-	-	-		
	Lecturer	-	-	-	-		
	Tutorial Fellow						
	Adjunct Academic Staff						
	Visiting Academic Staff						
	Others - identify						
Program Y		-	-	-	-		
	Professor						
	Ass. Professor	-	-	-	-		
	Senior Lecturer	-	-	-	-		
	Lecturer	-	-	-	-		
	Tutorial Fellow						
	Adjunct Lecturer						
	Visiting Lecturer						
	Others- identify						

5.4 Library Resources

- i. List the library Services available.
- ii. Give the number of volumes and titles available by discipline
- iii. Give the number of journals titles the library has subscribed to;
- iv. Give the range of e-materials (e-journals, books, databases etc) available at the library
- v. Outline the space available by functional areas
- vi. Sitting capacity.
- vii. ICT infrastructure (inter and intranet connectivity, access points, number of computers etc)
- viii. Summarize, the current and projected number of library staff by rank and qualification

5.5 Financial Resources

- a) Summarize the sources of financing for the last 4 years indicating the amounts from each source.
- b) Attach a copy of the latest audited accounts.

Table 8. Sources of income

	200..		200..		200..		200..	
	Expected	Received	Expected	Received	Expected	Received	Expected	Received
Source								
Fees								
Donations								
IGUs								
Others (specify)								

- c) Give a brief income and expenditure analysis statement for the last four years
- d) Highlight the main liabilities the university has and how the institution is meeting its obligations
- e) Indicate itemized cost of needed additional resources for the initial phase of upgrading. This should include capital expenditure (phased) and recurrent expenditure. Tabulate as appropriate

5. MASTER PLAN AND STRATEGIC PLAN

Give the key goals of your strategic plan

Attach a copy of your master plan and strategic plan.

6. GOVERNANCE AND ADMINISTRATION

Indicate the current and proposed governance and administrative structures. Summarize in charts

7. CHALLENGES

Highlight any challenges the institution has been facing since it was upgraded.



COMMISSION FOR UNIVERSITY EDUCATION

FORM/CUE/Acc./3

APPLICATION TO ESTABLISH A CONSTITUENT COLLEGE

1. Name of applicant.....

2. Postal Address.....Telephone.....

E-mail..... Institutional Website.....

3. Type of University (Please tick as appropriate)

(e) Public

(f) Private

(g) Technical

(h) Specialized degree awarding Institution

4. Name of proposed Constituent College

.....

5. Proposed location(s).....

6. Proposed principal academic focus or discipline

.....

7. Proposed programmes for the Constituent College (i.e., postgraduate diplomas, degrees):

(d)

(e)

(f)

8. Available resources:

Finance KES

.....

Land..... (Ha.).....

Buildings.....

Other.....
.....
.....
.....

9. Projected resources:

Finance KES Source(s)

Land..... (Ha.)

Buildings

Other

I hereby make application for authority to establish a university constituent college under regulation 38 and attach herewith the constituent college proposal particulars required under regulation 39 of the Universities Regulations 2014.

Name

Designation.....

Authorized signature



COMMISSION FOR UNIVERSITY EDUCATION

FORM/CUE/Acc./4

FORMAT FOR PREPARING A CONSTITUENT COLLEGE PROPOSAL

Proposal for the establishment of a Constituent College submitted to the Commission for University Education

Submission of the Proposal

Two spiral bound copies of the proposal should be submitted to the Commission together with an application form and application fee of as prescribed by the Commission.

1. INTRODUCTION

1.1 Historical Background

Give a brief history of the College highlighting the major milestones in its development including any affiliations and linkages. Highlight the historical, economic, socio-cultural, religious and other perspectives that have shaped the evolution of the idea of the constituent college.

1.2 Mentoring University

A brief history of the mentoring university to bring out its capacity to establish a constituent college

1.3 Other Institutions being mentored by the same institution

The section should include the list and brief description of other institutions being mentored by the same mentoring university

1.4 Justification for the Constituent College

This should include an indication of the niche the College is expected to fill. It should as far as possible include facts and figures.

1.5 Vision, Mission and Philosophy

The mission should include a business statement, a value statement and a purpose statement. The Philosophy should include the core beliefs and values that will guide the university college.

2. PROPOSED NAME, LOCATION AND ACADEMIC CHARACTER

2.1 The Proposed Name

The name that will be legally protected. The name should not be same as that of existing institution.

2.2 The Location

Description of the seat of the proposed constituent college, including LR numbers, County and administrative district, postal address, telephone number, fax number etc.

2.3 The Academic Orientation

Indicate the general thrust of the College academic and research programmes (programme niche, mode(s) of learning and teaching/learning processes)

3. ACADEMIC PROGRAMS AND ENROLMENT

3.1 Academic programmes

- a) List the academic programmes to be offered at the College indicating the areas of specialization, where applicable, and the phases of the implementation of the programmes
- b) Give a brief justification for the programmes

3.2 Student enrolment

Summarize the expected enrolment for the next **3 years** in the table format below.

	Student enrolment per program by year									
Programs	2015			2016			2017			
	F	M	Total	F	M	Total	F	M	Total	Grand Total
Program X										
Program Y										
Program Z										
Totals										Grand Total

3.3 Academic Organization

Indicate the units into which the College will be organized – Initial faculties/schools, departments, institutes etc

NB

- i. Where programmes are given by the mentoring university, provide evidence that authority to mount the same has been given.*
- ii. Curriculum for the programmes to be submitted to the Commission for review*

4. ACADEMIC RESOURCES

Outline the academic resources available at the College including physical, library, human and financial resources as itemized below. In all areas, clearly outline the needed additional resources in case of upgrading to a University College Status.

4.1 Physical Resources

a) Land

Indicate the available land and its ownership status, include LR numbers and acreage and highlight any encumbrances.

b) Buildings

Describe the physical facilities available at the college.

These should include administrative offices, academic offices, classrooms, laboratories, workshops, student hostels, staff residences, communal services, chapel, kitchen, dining hall and common rooms.

Summarize the information in table 1-3 below.

Table 1. Teaching and learning rooms

ITEM	CAPACITY	NUMBER	SIZE (M ²)
Lecture rooms			
A	0 - 20		
B	21 - 40		
C	41 – 60		
D	61 - 100		
Lecture theaters			
Assembly hall/Auditorium			
Science laboratories			
Computer Laboratories			
Workshops			
Others - specify			

Table 2. Offices

ITEM	NUMBER	SIZE (M ²)
Chief administrator		
Other administrative offices		
HOD offices		
Academic staff offices		
Others, specify		

Table 3. Accommodation/support facilities

ITEM	NUMBER	CAPACITY	SIZE (M ²)
Staff houses			
Staff common rooms			
Hostels			
Students' common rooms			
Canteens			

Kitchens			
D/halls			
Dispensary			
Chapel			
Students centre			
Others (specify)			

c) Water supply and quality

- i. Describe the main sources of water for the College and the daily yield from each source;
- ii. Give the installed water storage capacity including underground, ground and elevated storage;
- iii. Give the most recent biological and chemical test results of your water

Water Storage Capacity

Type	Capacity (litres)
Underground	
Ground	
Elevated	

d) Fire safety

- i. Give a brief statement on the fire safety preparedness of the institution
- ii. Summarize the fire fighting equipment at your disposal in table 4 below

Table 4. Summary of fire fighting equipment

Item	No. available	Main location	Date last inspected
Fire extinguishers class A			
Fire extinguishers class B			
Fire extinguishers class C			
Fire hose reels			
Fire hydrant			
Fire blanket			
Sand baskets			
Fire alarm bells			
Fire Engine			

e) Sewage and waste water disposal

Describe the sewage and waste water disposal system at the institution.

f) Plant and capital equipment

Outline the major capital equipment at the institution giving their numbers and status. This should include but not limited to; vehicles, machinery, photocopiers, computers, PABX, servers, generators etc.

g) Access road

Describe the status of the access road to the institution.

h) Utility services

Give the status of other utility services including power, fixed and wireless telephony and internet connectivity.

4.2 Recreational facilities

Summarize the recreational facilities available at the institution in the table below.

Table 5. Recreational facilities.

Facility	Number
Football fields	
Basketball pitches	
Table tennis	
Hockey fields	
Rugby fields	
Swimming pools	
Badminton	

NB. Evidence of physical resources including copies of the following to be given as appendices:

- *Approved architectural drawings of the building(s)*
- *Land title deed(s)*
- *Borehole log (if applicable)*
- *Latest chemical and biological laboratory analysis of water from recognized laboratory*
- *Change of user certificate (where applicable), Certificate of search, occupational certificates, NEMA approvals*

4.3 Human Resources

- a) Give a list of the full time teaching staff giving their qualifications: where obtained and year, rank and experience. Do the same for any part-time staff.
- b) Summarize the **current** teaching staff and their qualifications in the table below

Table 6: A summary of the current teaching Staff Qualifications

Category						
	complete d	In progress				
Phd	-	-				
Master's	-	-				
PG Diploma						
Bachelors	-	-				
Diploma	-	-				
Certificate						

- c) Summarize the **current** number of Administrative Staff in job categories e.g. Registrars, Accounts Clerks, cleaners etc.

4.4 Library Resources

- i. List the library Services available.
- ii. Give the number of volumes and titles available by discipline
- iii. Give the number of journals titles the library has subscribed to;
- iv. Give the range of e-materials (e-journals, books, databases etc) available at the library
- v. Outline the space available by functional areas
- vi. Sitting capacity.
- vii. ICT infrastructure (inter and intranet connectivity, access points, number of computers etc)
- viii. Summarize, the current and projected number of library staff

4.4 Financial Resources

- a) Give a brief write up on the expected sources of income for the institution.
- b) Summarize the expected sources of income for the next 3 years indicating the amounts from each source.

Table 7. Sources of income

	2007/08		2008/09		2009/10		2010/11	
	Expected	Received	Expected	Received	Expected	Received	Expected	Received
Source								
Fees								
Donations								

IGUs								
Others (specify)								

- c) Give a brief write on the expected capital and recurrent budget for the next 3 years. Tabulate as appropriate

5. GOVERNANCE AND ADMINISTRATION

Indicate the current and proposed governance and administrative structures. Summarize in charts

6. TIME TABLE

6.1 A timetable which indicates the steps expected to be taken in the next 3 years towards the realization of the aims and objects for which the university college is to be established and to attain charter status

6.2 A gnat Chart showing when various activities will be undertaken

7. APPENDICES

7.1 Physical resources to include copies of the following documents:

- a) Land title deeds;
- b) Borehole log (if applicable);
- c) Chemical and biological laboratory analysis of water (NB. These must be from recognized laboratories);
- d) Change of user certificate (where applicable);
- e) Certificate of search.
- f) Architectural drawings of the buildings.

7.2 Master plan and strategic plan

7.3 Rules and Regulations governing students' conduct.

7.4 Terms and Conditions of Service of staff.

7.5 Students handbook to include admission requirements, admission procedures and fees.

7.6 Any other relevant appendix



COMMISSION FOR UNIVERSITY EDUCATION

FORM/CUE/Acc./5

APPLICATION TO ESTABLISH A CAMPUS

1. Name of applicant.....
2. Postal Address.....Telephone.....
E-mail..... Institutional Website.....
3. Type of University (Please tick as appropriate)
 - (i) Public []
 - (j) Private []
 - (k) Technical []
 - (l) Specialized degree awarding Institution []
4. Name of proposed Campus
5. Proposed location(s)
.....
6. Proposed principal academic focus or discipline
.....
7. Proposed programmes for the Campus (i.e., postgraduate diplomas, degrees):
 - (a)
 - (b)
 - (c)
8. Available resources: Finance KES
.....
Land..... (Ha.).....

Buildings.....Other.....
.....
.....
.....

9. Projected resources:

Finance KES Source(s)

Land..... (Ha.)

Buildings
.....

Other
.....

I hereby make application for authority to establish a university campus under regulation 43 and attach herewith the campus profile required regulation 43 (c) of the Universities Regulations 2014.

Name

Designation.....

Authorized signature



COMMISSION FOR UNIVERSITY EDUCATION

FORM/CUE/Acc./6

FORMAT FOR PREPARING CAMPUS PROFILE FOR SATELLITE CAMPUSES

NOTES:

- 1. This questionnaire should be filled by the Campus Director/Principal with assistance from technical personnel at the campus.*
- 2. A separate questionnaire should be completed for **every** satellite campus the university has.*
- 3. Each question should be answered as comprehensively as possible with supporting documents attached.*
- 4. Where photographic evidence is required, it should be provided for each campus.*
- 5. For all the campuses, attach the overall campus establishment policy of the institution.*

1. Institutional Information

Provide the following information about the campus

- a) Name and location,
- b) Physical, postal and email address
- c) Distance in Kilometers from the main campus
- d) A clearly labeled pictorial representation of the campus highlighting
 - i. The entrance to the campus
 - ii. A 360° view of the area surrounding the campus
 - iii. The facilities provide within the campus including the library, lecture rooms, administrative and academic staff offices, laboratories and recreational facilities.
- e) Ownership status of the facilities
- f) Any businesses within and or adjacent to the campus premises

2. Physical resources

Summarize the physical resources available at the campus as outlined below

- a) Land – Give concise information about land on which the campus stands including LR number, size, ownership status and encumbrances if any.
- b) Attach copies of title deeds, lease certificates, lease agreements and certificate of search as appropriate.
- c) Give a brief narrative on the campus highlighting the main facilities/structures (library, lecture rooms, administrative and academic staff offices, laboratories and recreational facilities) available at the campus

Summarize the spaces available at the campus in the format given in tables 1 a-c below.

Table 1a. Teaching and learning rooms

ITEM	NUMBER	CAPACITY	SIZE (M ²)
Lecture rooms/theaters			
A 0-10			
B 11-20			
C 21-40			
D 41-60			
E 100 and above			
Assembly hall/Auditorium			
Science laboratories			
Computer laboratories			

Libraries			
Others - specify			

Table 1b. Offices

ITEM	NUMBER	NUMBER SHARED
Chief administrator		
Other administrative offices		
HOD offices		
Academic staff offices		
Staff common rooms		

Table 1c. Accommodation/catering

ITEM	NUMBER	CAPACITY	SIZE (M ²)
Hostels			
Students' common rooms			
Canteens			
Kitchens			
Dispensary			
Staff houses			

3. Library

Describe the campus library in line with the following areas.

Give a write up on the campus library in line with the following areas:

- i. Vision, mission and objectives of the proposed university library;
- ii. List of library policies available;
- iii. Committees of the library e.g Library Advisory Committee;
- iv. Library budget;
- v. Number of volumes and titles available for the proposed academic programmes;
- vi. Subscription to a consortium for access to electronic information resources e.g Kenya Libraries and Information Services Consortium (KLISC);
- vii. Library building, sitting capacity and functional areas;
- viii. Organization and access to information resources;
- ix. Library Services available;
- x. ICT infrastructure (inter and intranet connectivity, number of access points, bandwidth, number of computers etc);

- xi. Current and projected number of library staff by title and qualifications
- xii. Library administrative structure
- xiii. Information Literacy and Competency

4. Public safety

- a) Describe the fire safety installations at the campus.
- b) Summarize the information in the table below

Table 2 Summary of fire fighting equipment

Item	No. available	Distribution	Date last inspected
Fire extinguisher class A			
Fire extinguisher class B			
Fire extinguisher class C			
Fire hose reels			
Fire hydrants			
Fire blankets			
Sand baskets			
Fire alarm bells			
Fire engines			

- c) Highlight the provisions for the physically challenged available at the campus

5. Water supply and sewerage

Outline the water and sewerage provisions at the campus highlighting the

- a) Various sources of water and the daily yield from each source
- b) Storage capacity
- c) Water portability
- d) Nature and capacity of the sewerage system

6. Recreational facilities

- a) Describe the type of recreational facilities available for the campus, indicating whether they are owned, leased or shared.
- b) Summarize the information in the table below and attach MOUs where applicable.

Table 3. Recreational facilities.

Facility	Number
Football fields	
Basketball pitches	
Table tennis	
Hockey fields	
Rugby fields	
Swimming pools	
Bandminton	

7. Academic programmes and student enrolment

- a) Name the programmes on offer at the campus and state the mode of delivery
- b) Give the student enrolment per programme, the gross enrolment for the campus and describe how students are admitted into the campus
- c) Give a breakdown of the current student numbers at the campus in the table format below

Table 4. Student Enrollment by program and year

PROGRAMS	First year		Second year		Third year		Fourth year	
	F	M	F	M	F	M	F	M
Total								
GRAND TOTAL								

- d) Describe how the campus programmes are managed and how this fits in the overall university programmes
- e) Describe the examination processes at the campus

8. Human resources

Give an outline of the staff dedicated to the campus as follows:

- a) A summary of number of academic staff dedicated to the campus by category (professors, Ass. Professors, Snr Lecturers etc), segregating them into full and part-time.
- b) Names of the academic staff, their qualifications and where obtained, their specializations and the areas they are currently teaching.
- c) Give an outline of the non-teaching/support staff for the campus

9. Administration and governance

Describe how the campus is governed and administered highlighting

- a) The campus governance organs and how they relate to the main university governance structure
- b) The campus administrative structure and how it relates to the main university administration
- c) In a) and b) above summarize the reporting relationships in a chart

10. Financial resources

Summarize the campus financial resources highlighting

- a) The main sources of income in the last three years
- b) Financial management and reporting in relation to the main campus
- c) The role of the campus director in budgeting.

11. Quality assurance

Give an overview of how quality is maintained at the campus with special emphasis on the quality of

- a) Teaching
- b) Programmes
- c) Academic staff
- d) Facilities



COMMISSION FOR UNIVERSITY EDUCATION

FORM/CUE/Acc./7

APPLICATION TO ESTABLISH AN OPEN AND DISTANCE LEARNING CENTRE

1. Name of Applicant.....
2. Postal Address.....Telephone.....
E-mail.....
3. Type of University proposing centre (Please tick as appropriate)
 - (a) Public []
 - (b) Private []
 - (c) Technical []
 - (d) Specialized degree awarding Institution []
 - (e) Foreign []
4. Details of the university proposing ODL centre
 - (a) Name of the University.....
 - (b) Country of origin.....
 - (c) Postal Address.....Telephone.....
E-mail.....Institutional website.....
5. Name of proposed Centre.....
6. Proposed location(s).....
7. Proposed principal academic focus or discipline.....
8. Programmes/services to be offered at the Centre (i.e. postgraduate diplomas, degrees, student support etc):

- (a)
- (b)
- (c)

9. Available resources: Finance KES

.....

Land..... (Ha.).....

Buildings.....Other.....

.....

.....

.....

10. Projected resources:

Finance KES Source(s)

Land..... (Ha.)

Buildings

.....

Other

I hereby make an application for authority to establish an Open and Distance Learning centre under regulation 47(1) and attach herewith the centre profile as required regulation 47 (2) of the Universities Regulations 2014.

Name

Designation.....

Authorized signature



COMMISSION FOR UNIVERSITY EDUCATION

FORM/CUE/Acc./8

FORMAT FOR PREPARING AN ODL CENTRE PROFILE

NOTES:

1. *This questionnaire should be filled by the ODL centre Director/Principal with assistance from technical personnel at the centre.*
2. *A separate questionnaire should be completed for every ODL centre the university has in the country.*
3. *Each question should be answered as comprehensively as possible with supporting documents attached.*
4. *Where photographic evidence is required, it should be provided for each centre.*
5. *For all ODL centre, attach the overall ODL centre establishment policy of the institution.*

PART A: INSTITUTIONAL INFORMATION ON THE SPONSORING UNIVERSITY

1. Provide detailed information on the university sponsoring the ODEL centre highlighting
 - a) Name, address, country of origin and official website;
 - b) Accreditation status of the institution and programmes and details of the accrediting body;
 - c) Experience of the institution in ODEL if any;
 - d) Vision, Mission and Philosophy of the Institution
2. Highlight the general management of ODEL programmes at the institution

PART B: INFORMATION ON THE ODEL CENTRE

1. Institutional Information

Provide the following information about the centre

- a) Name and location,
- b) Physical, postal and email address
- c) Ownership status of the facilities
- d) Any businesses within and or adjacent to the centre premises

2. Physical resources

Summarize the physical resources available at the centre as outlined below.

- a) Give a brief narrative on the centre highlighting the main facilities/structures (library, seminar rooms, administrative and academic staff offices, computer rooms, seminar rooms, audio video rooms, training equipment, reprographic facilities etc) available at the centre

Summarize the spaces available at the campus in the format given in tables below.

Table 1a. Teaching and learning rooms

ITEM	NUMBER	CAPACITY	SIZE (M²)
Seminar rooms/reading rooms			
Multimedia rooms			
Computer laboratories			
Computer laboratories			
Libraries			
Others - specify			

Table 1b. Offices

ITEM	NUMBER	NUMBER SHARED
Chief administrator		
Other administrative offices		
HOD offices		
Academic staff offices		
Staff common rooms		
Others - specify		

- b) State the facilities/equipment available to facilitate ODEL programmes including tele/video conferencing facilities, learning equipment, computers, internet connectivity etc

3. Technical and ICT support services

Give detail of the technical and ICT support infrastructure for the ODEL programmes in terms of:

- a) Server space, redundancy or load balancing
- b) Technical help desk
- c) Internet access
- d) Back up
- e) Remote services
- f) Upgrading, Maintenance of technologies
- g) Ensuring reliability, privacy safety and security

4. Library

Describe the centre library in line with the following areas.

Give a write up on the centre library in line with the following areas:

- a) Library budget;
- b) Number of volumes, titles, journals, CDs available for the proposed academic programmes;
- c) Library space, sitting capacity and functional areas;
- d) Organization and access to information resources;
- e) Library Services available;
- f) ICT infrastructure (inter and intranet connectivity, number of access points, bandwidth, number of computers etc);
- g) Current and projected number of library staff by title and qualifications
- h) Library administrative structure

5. Public safety

- a) Describe the fire safety installations within the centre.
- b) Summarize the information in the table below

Table 2 Summary of fire fighting equipment

Item	No. available	Distribution	Date last inspected
Fire extinguisher class A			
Fire extinguisher class B			
Fire extinguisher class C			
Fire hose reels			
Fire hydrants			
Fire blankets			
Sand baskets			
Fire alarm bells			
Fire engines			

- c) Highlight the provisions for the physically challenged available at the centre

6. Water supply and sewerage

Outline the water and sewerage provisions at the centre highlighting the

- a) Various sources of water and the daily yield from each source
- b) Storage capacity
- c) Water portability
- d) Nature and capacity of the sewerage system

7. Collaborative arrangements

Give highlights on any collaborative arrangements in the programme delivery touching on web instructional framework, vendor for electronically delivered content, quality control, training of staff etc.

8. Academic programmes and student enrolment

- a) Name the programmes to be offered at the centre and give prove of their accreditation from the sponsoring institution
- b) Give a brief description of the media-mix/mode to be used in delivering the programmes
- c) Give the projected student enrolment per programme, the gross enrolment for the centre and describe how students are admitted into the centre
- d) Give a breakdown of the projected student numbers at the centre in the table format below

Table 4. Student Enrollment by program and year

PROGRAMS	First year		Second year		Third year		Fourth year	
	F	M	F	M	F	M	F	M
Total								
GRAND TOTAL								

- e) Describe how the programmes at the centre will be managed and how this fits in the overall university programmes
- f) Describe the assessment processes at the centre highlighting the types of examination, grading system, appeal systems, examination security and integrity, personal information security etc.

9. Learning materials

Give an overview of the learning materials to be used with special emphasis on:

- a) The interactive learning management system that should allow
 - i. Student student interaction
 - ii. Student instructor interaction
 - iii. Evaluation of interaction
- b) Content development for the modes of delivery to be used
- c) Technical support
- d) Self learning materials and how they are pretested
- e) Dissemination of learning materials
- f) How changes in technology are managed

10. Human resources

Give an outline of the staff dedicated to the centre as follows:

- a) A summary of number of academic staff dedicated to the centre by category (professors, Ass. Professors, Snr Lecturers etc),
- b) Names of the academic staff, their qualifications and where obtained, their specializations and the areas they are will be teaching.
- c) Give an outline of the non-teaching/support staff for the centre

- d) State how the course tutors and support staff will be given orientation into ODEL systems

11. Student services and support

Outline the student services available at the centre including

- a) Student orientation into ODEL
- b) Pre-entry guidance and counseling
- c) Course support after admission\
- d) Communication to students

12. Administration and governance

Describe how the centre will be structured, governed and administered highlighting

- a) The centre governance organs and how they relate to the main university governance structure
- b) The centre administrative structure and how it relates to the main university administration
- c) How those in the administrative structure will manage
 - i. Academic programmes
 - ii. Production and distribution of study materials
 - iii. Student support services
 - iv. Record systems
 - v. Examinations
 - vi. Finances
- d) The institutional structures that will facilitate development, coordination, support and management of electronically offered programmes

13. Financial resources

Summarize the centre financial resources highlighting

- a) The main sources of income including the budgetary provision for the programmes from the mother university
- b) Budgetary allocation to the centre from the mother university
- c) Financial management and reporting in relation to the main campus

14. Quality assurance

Give an overview of how quality will be maintained at the centre with special emphasis on the quality of

- a) Teaching
- b) Programmes
- c) Learning materials
- d) Academic staff

e) Learning equipment



COMMISSION FOR UNIVERSITY EDUCATION

FORM/CUE/Acc./9

GUIDELINES FOR DESIGNING CURRICULUM FOR UNIVERSITY ACADEMIC PROGRAMME

SCOPE

These guidelines are applicable to both proposed and existing universities wishing to launch new academic programmes.

The guidelines indicate the basic information that should be included in a curriculum for academic programme.

These Guidelines should be used together with the Commission's document on *Universities Standards and Guidelines*.

1.0 GENERAL INFORMATION

1.1 Vision and Mission of the Institution

1.2 Philosophy of the Institution

Institutional beliefs, values and tenets generated from the Vision and Mission.

NB: Vision, mission and philosophy should be as stated in the Proposal or Charter.

1.3 University Admission Requirements

1.3.1 Minimum university entrance requirements;

1.3.2 Other admission requirements (where applicable);

1.3.3 Procedure of application for admission to the University.

1.4 Academic Resources

1.4.1 Facilities and Equipment

A brief description of facilities and equipment that will support the proposed programme(s); these should include:

- a) Lecture Rooms
- b) Library
- c) Information and Communication Technology
- d) Laboratories
- e) Workshops/Studios
- f) Tuition farms/Fields

NB: It should be indicated whether or not the facilities and equipment will be shared with other programmes that are on offer.

1.4.2 Reference materials

A brief description of the

- a) Core-texts in terms of numbers;
- b) E-books in terms of subscriptions;
- c) Print journals in terms of subscriptions; and
- d) E-journals in terms of subscriptions and accessible databases.

1.4.3 Academic Staff

A brief description of the:

- a) Teaching Staff
- b) Technical/Support Staff

1.5 Programmes Offered by the Institution

1.5.1 List of all academic programmes offered in the institution.

1.5.2 Duration of each programme indicating total lecture/instructional hours required for graduation.

1.5.3 Definitions of:

- a) Credit hours*
- b) Lecture/Instructional hours*
- c) Contact hours*
- d) Course units.*

1.5.4 Academic organization of the programmes reflecting academic quarters/trimesters/semesters.

2.0 THE CURRICULUM

In these Guidelines, “Curriculum” means an organized programme of study for a given degree, diploma or certificate award incorporating all matters detailed below.

2.1 Title of the Proposed Programme

The title should be reflective of the content of the programme.

2.2. Philosophy of the Programme

The underlying philosophy of the programme should be consistent with the Department, Faculty/School and Institutional Philosophy.

2.3. Rationale of the Programme

The rationale of the programme should include:

2.3.1 Needs assessment/market survey/situation analysis;

2.3.2 Stakeholders Involvement; and

2.3.3 Justification of the need for the programme.

2.4. Goal of the Programme

The goal refers to the general purpose of the programme.

2.5. Expected Learning Outcomes of the programme

2.5.1 *The expected learning outcomes of the programme* should:

- a) Be precise and concise;
- b) Include specific knowledge, skills, areas of professional development and attitudes that students are expected to have acquired and mastered by the end of the programme (*refer to the Bloom's Taxonomy of Learning Domains*); and
- c) Be SMART (Specific, Measureable, Achievable, Realistic and Time-Bound) and learner-centered.

2.5.2 In cases where the programme has specialization/option areas, *the expected learning outcomes of the specialization areas* should be included.

2.6. Mode of Delivery of the Programme

This could include open learning, distance learning and face to face learning.

2.7. Academic Regulations for the Proposed Programme

2.7.1 *Admission Requirements for the Proposed Programme*

These should include:

- a) The minimum requirements applicable to candidates directly out of secondary school education and seeking admission into the programme of the Institution;
- b) Alternative requirements applicable to candidates seeking admission into the programme of the Institution including indirect admission requirements; and

2.7.2 *Regulations on Credit Transfer in a programme*

These should include:

- a) Type of certifications recognized for purposes of credit transfer
- b) The maximum number of credits permissible for transfer;
- c) Level of courses eligible for credit transfer; and

- d) Minimum grade required for credit transfer

2.7.3 Course Requirements

This should include all requirements of the course such as:

- a) Student class attendance, attachment/practicum/internship, community service.
- b) Obligations of the lecturer which should entail aspects of course delivery and facilitation.

2.7.4 Student Assessment Policy/Criteria

This should include:

- a) Continuous Assessment Tests (CATs);
- b) End-Trimester/Quarter/Semester;
- c) Practicals; and
- d) Other Assessments.

2.7.5 Grading System

The system should indicate Marks and Letter grades

2.7.6 Examination Regulations

This should also include examination malpractices, disciplinary action and mode of appeal.

2.7.7 Moderation of Examinations

This should include the process of moderation and the role of internal and external examiners.

2.7.8 Graduation Requirements

The graduation requirements should be explicitly provided and should include the passmark and the total number of credits/lecture hours required for graduation purposes.

2.7.9 Classification of Degrees

2.7.10 Description of Thesis/Dissertation/Project (as applicable).

The most applicable aspect of the programme, that is, Thesis, Dissertation or Project should be identified. It should be expounded with details on the:

- a) Institutional definition of thesis/dissertation/project;
- b) Rationale of the thesis/dissertation/project in the programme;
- c) Facets of the thesis/dissertation/project;
- d) Regulations of the thesis/dissertation/project.

2.8. Course Evaluation

Course evaluation should include the procedures of course evaluation and the evaluation of all aspects of the course: the course content, instructional process, infrastructure and equipment for the delivery, instructional and reference materials and assessments.

2.9. Management and Administration of the Programme

This should include aspects the programme placement/housing, academic leadership and internal quality assurance mechanisms.

2.10. Courses /Units Offered for the Programme

The courses/units offered should include:

2.10.1 A *distribution table* comprising of a summary of the number of courses/units/credit hours/lecture hours allocated to the Institution’s common courses, core courses of the programme, specialization/option area courses and electives;

2.10.2 A *matrix* showing the courses that are covered by each expected learning outcomes of the programme and specialization areas. A skeleton of the matrix is hereby provided:

LEARNING OUTCOMES	YEAR 1		YEAR 2		YEAR 3		YEAR 4	
PROGRAMME LEARNING OUTCOMES								
	Courses	Credit/Lecture hours	Courses	Credit/Lecture hours	Courses	Credit/Lecture hours	Courses	Credit/Lecture hours

PLO 1	A							
	B							
	C							
	D							
	E							
PLO 2								
PLO 3								
PLO 4								
SPECIALIZATION LEARNING OUTCOMES								
Specialization 1								
SLO1 1								
SLO1 2								
SLO1 3								
Specialization 2								
SLO2 1								
SLO2 2								
SLO2 3								

NB: PLO refers to Programme Learning Outcomes

SLO represents Specialization area Learning Outcomes

2.10.3 *A list of the Institution's common courses, core courses of the programme, specialization/option area courses and electives.* For each course include:

- a) Course codes, which should reveal the programme type, specialization area, level and year of study and should be unique to every course;
- b) Course titles, which should be descriptive of the content of the course; and
- c) Credit hours and/or lecture hours.

2.10.4 *A list of the programme's courses to be taken by the students by quarter/trimester/semester per subject /discipline* including the

- a) Minimum lecturer workload for the course, which should include preparation time for teaching and practical, actual teaching time, setting, administering and marking of continuous assessments and final examinations; and
- b) Minimum student workload for the course, which should include attending lectures, seminars, independent/private study, assignments, practicals, preparation for and sitting for continuous assessments and final examinations.

2.10.5 *Total credit hours, lecture hours, contact hours and course units required for graduation.* This should be in conformity with *the Commission's document on Universities Standards and Standards, the minimum national standards (where available) and professional bodies requirements (where applicable).*

2.11. Duration and Structure of the Programme

This should include the number of academic years, credit/ lecture/contact hours and a table indicating the schedule of courses/ course units per semester/trimester/quarter.

3.0 COURSE OUTLINES

3.1 Title of the course

This should include course code and credit hours/lecture hours/course units

NB: Prerequisites should be indicated where applicable

3.2 Purpose of the course

3.3 Expected Learning Outcomes of the Course

The expected learning outcomes of the course should:

- a) Include statements of knowledge, skills and attitude that the student would be expected to acquire, and the tasks he/she would be expected to perform or accomplish after taking the particular course; and
- b) Be SMART (Specific, Measureable, Achievable, Realistic and Time-Bound) and learner-centered.

3.4 Course Content

Course content should include all topics to be covered under the course.

3.5 Mode of Delivery

This could include lectures, discovery learning, problem-based learning, experiential learning, group-based learning, independent studies and e-learning.

3.6 Instructional Materials and/or Equipment

3.7 Course Assessment

3.8 Core Reading Materials for the Course

3.8.1 A referencing style should be adopted and consistently applied to all course outlines of the programme

3.8.2 The materials should be current (not more than five years old unless they are classical references) and should include textbooks, journals and e-materials.

3.9 Recommended Reference Materials

The materials should include textbooks, journals and e-materials.

4.0 APPENDICES

4.1 Appendix I: Facilities

Checklist of facilities should include the number, capacity and usage (specific to department/shared) of conference halls, lecture rooms and theatres, lecturers' offices, laboratories, workshops, studios, farm and field facilities and internet access points.

4.2 Appendix II: Equipment and Teaching Materials

Checklist of equipment and teaching materials should include type, number, capacity and usage (specific to department/shared) of desktop computers (PCs), laptops/notebooks, projectors, computer software, laboratory equipment and special equipment.

4.3 Appendix III: Core-Texts and Journals

List of core-texts and journals, which should encompass subject areas, number of titles and volumes for both print and electronic materials

4.4 **Appendix IV: Academic Staff**

- a) List of teaching staff and their experience in University teaching, professional experience, publications and patents and academic qualifications, showing dates and where they obtained their qualifications:
 - i) Bachelors Degree
 - ii) Masters Degree
 - iii) Doctoral Degree
- b) List of teaching staff specifying their academic ranks, listed according to departments/disciplines/ subjects and showing full-time and part-time staff and lecturer's average workload per academic year indicating the leader of each subject/discipline; and
- c) List of relevant academic support/technical staff listed according to departments/disciplines/ subjects and showing qualifications and years of working experience.

4.5 **Appendix V: University Policy on Curriculum Development**

Note:

Academic programmes submitted to the Commission for University Education must be accompanied by evidence of approval by the relevant body within the institution. Such bodies include the Senate/Academic Board in established Universities and Interim Technical Committees for proposed institutions.

Disclaimer:

The Commission for University Education reserves the right to amend the content of these guidelines without notice. Institutions should obtain the latest edition from the Commission.

June 2014



COMMISSION FOR UNIVERSITY EDUCATION

FORM/CUE/Acc./10

VICE CHANCELLOR'S COMMITMENT FORM FOR IMPLEMENTATION OF ACADEMIC PROGRAMMES OF THE UNIVERSITY

Name of the University:

.....

Name of the Vice Chancellor

.....

Title of the Academic Programme:

.....

Date of Submission of the Programme

.....

Commitment Details

I, the Vice Chancellor having ensured that:

1. The Internal Quality Assurance (IQA) systems of the University are functional;
2. All due processes were followed in the designing of the above mentioned academic programme;
3. Stakeholders' involvement was taken into consideration in the designing of the academic programme;

4. There are sufficient academic resources for the support of the programme in relation to facilities, equipment, reference materials and academic and support staff;

I, take responsibility for the implementation of the academic programme to ensure that:

1. The documented academic programme (curriculum) is fully adhered to; and
2. The academic resources for the support of the programme are up-to-date and available at all times.
3. The academic programme is regularly reviewed.

Signed: _____ Date: _____

Name: _____ Designation: _____



FORM CUE/QAS/1

RECOGNITION AND EQUATION OF QUALIFICATIONS

1. PART A

- (a) Name of the Applicant
- (b) Address
- Tel:
- (c) Date
- (d) National Identity Number
- (e) Recognition of a qualification (Tick appropriately)
 - (i) Bachelors;
 - (ii) Post Graduate Diploma
 - (iii) Masters
 - (iv) PhD
- (f) Reasons for Recognition of Qualification(s)

2. Part B

Declaration by Cash Office

Received KESin words for the services

Name

.....

Signature Date

3. Part C

Declaration by Registry

I have received the applications documents from the above applicant with payments against the Receipt attached. The same documents have been passed to the Standards & Recognition Department.

Name

Signature Date



FORM CUE/QAS/2

APPLICATION FOR COLLABORATION

1. Name of foreign university

.....

2. Postal address

.....

3. Physical address

.....

4. Telephone No.

5. Email address Website

6. Name of programme to be offered under the collaboration contract

.....

7. Name, postal and physical address of the collaborating institution

.....

.....

8. Accreditation status.....

9. Name of accrediting body recognizing the foreign university

.....

10. Resources particularly developed for the use of the programme

.....

.....

11. Principal academic focus or discipline

.....

12. Principal research focus

.....

13. Name and qualifications of staff employed on a full time basis to offer the programme

(Kindly use separate sheet)

14. Library resources to accommodate the collaboration programme

.....
.....
.....

15. Other facilities *(specify)*

.....
.....

16. Present budget:

(a) Capital(in Kshs.

.....

(b) Recurrent (in

Kshs.).....

17. Primary source(s) of funding

(a).....

(b).....

(c).....

Envisaged benefits of the collaboration for education in Kenya, generally

.....
.....
.....
.....

I hereby apply for the Commission's authority for Collaboration with the University known as

..... of Post Office Box Number

physical address
Email address Website for purposes of offering a joint
programme known as
that will lead to an award of (Academic
qualification) and attach hereto a copy of a statement of the terms of the contractual agreement
together with documents of accreditation of the Collaborating University.

Name

.....

Designation

.....

Signature

.....

Full postal address

.....

Date and Official stamp

.....



FORM CUE/QAS/3

APPLICATION FOR STUDENT RECRUITMENT AGENTS

1. Name of Agent
2. Postal and physical address.....
3. Telephone..... E-mail address.....
Website.....
4. Date of incorporation or registration of the agent (attach copy of certificate of incorporation)
.....
5. Name and designation of the manager.....
6. Name and identification particulars of the foreign university
7. Accreditation status.....
8. Name of accrediting body recognizing the foreign university
.....
9. Proposed activity to be license
.....
10. Type of activities to be undertaken by the agent.
 - (a)
 - (b)
 - (c)
11. Activity to be considered for purpose of licensing
 - (a) Title of the activity.....
 - (b) The period of time that the activity has been undertaken by the agent since
incorporation.....
12. Envisaged benefits of licensing the operating agents on behalf of foreign university in Kenya
generally
.....

I hereby apply for licensing operating agency on behalf of foreign university herein before mentioned.

Dated at this day of.....

Name.....

Designation.....

Full postal address.....