



DRAFT UNIVERSITIES STANDARDS AND GUIDELINES

2013

SCHEDULES

FIRST SCHEDULE:	INSTITUTIONAL STANDARDS	2
SECOND SCHEDULE:	STANDARDS OF PHYSICAL RESOURCES	14
THIRD SCHEDULE:	STANDARDS AND GUIDELINES FOR AN ACADEMIC PROGRAMME.....	40
FOURTH SCHEDULE:	STANDARDS AND GUIDELINES FOR OPEN, DISTANCE AND E-LEARNING.....	60
FIFTH SCHEDULE:	STANDARDS AND GUIDELINES FOR UNIVERSITY LIBRARIES	93
SIXTH SCHEDULE:	STANDARDS FOR TECHNICAL UNIVERSITIES.....	115
SEVENTH SCHEDULE:	STANDARDS FOR SPECIALIZED DEGREE AWARDING INSTITUTIONS....	116
EIGHTH SCHEDULE:	COMMISSION FORMS	118

FIRST SCHEDULE

INSTITUTIONAL STANDARDS

Citation

- 1) These standards may be cited as University Standards for accreditation;
- 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 as a university under part III of the Universities Act 2012.

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

“*Commission*” means the Commission for University Education established under section 4 of the Universities Act;

“*Foreign University*” means a university established outside Kenya, which intends to offer university education in Kenya;

“*private university*” means a university established with funds other than public funds;

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

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

“*university*” means a university to which a charter has been granted under the universities Act 2012

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 learning centres of universities operating in Kenya.

Vision and Mission

INST/STD/01

A university shall have Vision and Mission statements 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; and
- 3) Statements of Vision and Mission shall be prominently displayed and appear in key documents of the university.

Charter

INST/STD/02

Each university shall have a Charter as a legal instrument of accreditation that authorizes the institution to discharge its mandate.

Guidelines

- 1) The charter shall stipulate the powers and functions of the institution and governance and management structures;
- 2) A university Charter shall follow the guidelines outlined in the Commission processes.

Governance and Management

INST/STD/03

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

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, curriculum development 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 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.

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 and Guidelines for academic programmes as provided for in Schedule 5; 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. They should hold at least an upper second class honours Bachelor's degree in the relevant field.
2	Tutorial Fellow Assistant Lecturer Junior Research Fellow	a) Must have a Bachelor's degree and a Master's degree from a recognized/accredited university in the relevant field plus at least three years post qualification work experience; and or b) Must have registered for a PhD degree; c) Must demonstrate potential for university teaching and research.
3	Lecturer/Research	a) Should have a PhD in the relevant area from

S/NO	Grade	Appointment /Promotion criteria
	Fellow	<p>recognized/accredited university; or</p> <p>b) Master’s degree for those in special circumstances with four (4) years teaching experience at university level plus eight equivalent publication points;</p> <p>c) Registration by the relevant Professional Body where applicable.</p>
4	Senior Lecturer/Senior Research Fellow	<p>a) Should have a PhD or equivalent in the relevant area from recognized/accredited university;</p> <p>b) Must have at least four (4) years of teaching/research at university as a lecturer/research Fellow;</p> <p>c) Must have accumulated eight publication points;</p> <p>d) Must have supervised at least four (4) postgraduate students and attracted research funds.</p> <p>or</p> <p>Master’s degree with eight (8) years University teaching/research as a lecturer and must have accumulated eight equivalent publication points (This is the terminal grade for master’s degree holders).</p> <p>e) Registration by the relevant Professional Body where applicable.</p>
5	Associate Professor Associate Research Professor	<p>a) Should have a PhD or equivalent degree from a recognized/accredited university;</p> <p>b) Should have at least four (4) years teaching and research experience since becoming a senior Lecturer;</p> <p>c) Should have must have accumulated ten equivalent publication points;</p> <p>d) Must have supervised at least five (5) postgraduate students and attracted research funds.</p>

S/NO	Grade	Appointment /Promotion criteria
6	Professor/Research Professor	<p>a) Must have a PhD degree from a recognized/accredited university; or a master's degree in special circumstances;</p> <p>b) Must have at least four(4) years teaching and research experience since being appointed Associate Professor;</p> <p>c) Must have accumulated at least ten equivalent publication points.</p>
7	Adjunct Academic Staff	The Council should encourage professionals from the industry to offer support of university industry linkages.

NB:

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

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 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 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, facilities for worship and student canteen; and
- 2) There shall be clear memoranda of agreement on hired or outsourced student services.

Quality Teaching

INST/STD/09

A university shall promote highest standards of teaching and learning

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.

Research and Innovation

INST/STD/010

A university shows 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 10% 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 member of staff who undertake and / or attract research funds;
- 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 service.

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

A Constituent College shall be established as a transitional status prior to grant of charter.

Guidelines

- 1) A Constituent College shall have a governing council that is independent from that of the mentoring university;
- 2) A Constituent College shall have its academic programmes, teaching staff, examinations and related academic regulations, approved by the Senate of the mentoring universities;
- 3) 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; and
- 4) A constituent college shall be considered as the universities with Letters of Interim Authority.

Campus

INST/STD/013

A campus of a university shall be the smallest institutional unit.

Guidelines

- 1) A university campus shall be located in facilities owned by the university and shall meet the standards of physical facilities; and
- 2) 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.

ODEL Centres

INST/STD/014

A university may with the approval of the Commission establish ODEL centres.

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 centre 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 centres shall be used exclusively for ODEL purposes.

Students Recruitment Agency

INST/STD/015

A foreign university may have a local agency licensed under the regulations governing agencies for purposes of marketing and recruitment.

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) A code of ethics;
 - b) An academic integrity policy;and
 - c) Private public partnership in line with the Private Public Partnership Act.
- 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;

“*master plan*” 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 of:

- 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 it is offering and students enrolled-

Guidelines

- 1) As a minimum, a university shall provide the following facilities.
 - a) lecture room or lecture rooms;
 - b) departmental areas, staff offices and seminar rooms;
 - c) central administration offices;
 - d) library;
 - e) auditorium or lecture theatre;
 - 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) places of worship
- 2) In addition to the facilities provided in paragraph 5(1) a residential university shall provide:
 - a) a kitchen and dining facilities;
 - b) student accommodation, including adequate laundry and storage facilities.
- 3) At the award 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 award 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 and campus colleges

PHYL/STD/03

University campuses/colleges shall be in facilities that meet the institutional standards of the Commission.

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 facilities (constituent colleges, campuses and centres) 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 facilities (constituent colleges, campus colleges and centres) 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 facilities (constituent colleges, campus colleges and centres) shall not be located in environments whose noise levels are an impediment to learning. These include but are not limited 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

Every 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 award 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.

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;
 - 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 buildings.

Guideline

- 1) Any building or structure of two storey's or more or in which provision may be made for future development of such number of storey's;
- 2) 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) Provided a ramp, a lift or other means to enable access to the facilities by the physically challenged;
and
- 2) Provide modified toilets 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 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 from 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) 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 is provided where a university is located outside the area covered by Government or local authority fire station; and
- 9) The institution is 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

Every university shall provide and keep clean and maintain 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 sexes are accommodated or are expected to be accommodated the conveniences shall afford proper separate facilities for persons of each sexes;
- 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 wash hand 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 wash hand 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

Every 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 open able 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

Every university shall provide adequate room 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</i>
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	<i>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

Every university shall provide a building facility for public lectures or general assembly that shall be in 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 4-

Table 4 – 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 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 5.

Table 5- 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 plus 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 the university shall also have 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 architectural 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 installation adequate 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 having adequate space for broadcast production for television and radio 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 communication engineering and related programmes shall have laboratories having space for digital and analog communication, electromagnetic engineering, control and fibre – optics.

Guidelines

The university shall also 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 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

Every 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

Every 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 under sub-paragraph (d) 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

Every 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

Every 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 AND GUIDELINES FOR AN ACADEMIC PROGRAMME

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

Application

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

Citation

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

Interpretation

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

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

“*academic staff*” means members of the teaching staff of a university;

“*academic year*” means a continuous period of teaching examination and study organized in a full year mode, semester mode, trimester mode and quarter mode and extending over not less than thirty weeks in a calendar year;

“*associate professor*” means an eminent professor who is a scholar with Doctor of Philosophy qualifications in the relevant discipline, immense teaching experience, evidence of provision of mentorship to postgraduate students, high quality published work, active engagement in research evidenced by peer reviewed and published articles and books, great contribution to educational innovations including designing appropriate curriculum;

“*the Commission*” shall refer to the Commission for University Education;

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

“*curriculum*” means an organized programme of study for a given degree or diploma awards incorporating all matters including rationale of the programme, purpose, expected learning outcomes,

academic resources for the support of the programme, academic organization of the programme, admission requirements, mode of delivery, programme content requirements, assessment process requirements and requirements for the award of the degree;

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

“*faculty*” means an academic division so designated or established under the instruments constituting a university and it may also mean academic members of staff;

“*guideline*” refers to a principle that provides guidance to set standards;

“*institution*” means an organization founded for a particular work such as education, promotion of arts or scientific research;

“*lecture hour*” means a period of time equivalent to one hour and representing one such continuous 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;

“*lecturer*” means a scholar with qualifications in the relevant discipline, teaching experience and engagement in research and publication;

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

“*professor*” also referred to as ‘full professor’ means a reputable scholar with Doctor of Philosophy qualifications in the relevant discipline, immense teaching experience, evidence of vast provision of mentorship to postgraduate students, high quality published work, active engagement in research evidenced by peer reviewed and published articles and books, great contribution to educational innovations including designing appropriate curriculum and demonstrated provision of leadership in the discipline area;

“*rule*” is any regulation, statement of policy or interpretation of general application and future effect that also has institution-wide effect or affects the rights or interests of the programme or institution;

“*senior lecturer*” means a scholar with doctorate qualifications in the relevant discipline, great teaching experience, active engagement in research evidenced by peer reviewed and published articles, contribution to educational innovations including designing appropriate curriculum and evidence of supervision of both undergraduate and postgraduate students and lecturers involved in studying and teaching respectively;

“*standard*” is 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 Taxonomies.

Guidelines

1) Bachelor's degree programmes

- a) A bachelor's 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 lecture 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 shall include:
- 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 lecture 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 Masters' academic programme shall normally extend for a period of at least eighteen (18) months and shall comprise of a minimum of 630 lecture 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 minimum length of the thesis/dissertation of a master's degree programme shall be not less than 20,000 words.

4) *Doctoral degree programmes*

- a) A doctoral programme shall be designed to train research scholars and, in many cases, future university faculty 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, notably Doctor of Philosophy degrees programmes and other doctoral degrees. A clear distinction shall be made between the Doctor of Philosophy degree programmes and other 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. Other doctoral degree programmes shall be practice-oriented and shall 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 minimum length of the thesis/dissertation of a doctoral programme shall not be less than 50,000 words;
- g) A doctoral level student shall be required to write at least two academic papers and have them availed in peer reviewed journals before award of degree.

5) *Executive degrees*

- a) Executive degrees shall only be offered at masters level to applicants holding executive positions in industry (executive positions are considered to be the CEO, deputy CEO and the next level below who have held these positions for the last five years):
- b) Shall be a terminal degree that does not qualify the holder to teach at the university or gain entry into a doctoral programme;
- c) Shall 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 an *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:
 - i. *Honoris Causa* 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:
 - vi. the vision, mission and philosophy of the university;
 - vii. the university's minimum admission requirements;
 - viii. academic resources for the support of the programme; and
 - ix. 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 descriptions 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 academic programmes titles 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 content is different.

Academic Organization and Structure

PROG/STD/06

Each 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 15 lecture hours;
 - 4) One lecture hour shall be equated 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) The university shall provide the total number of lecture 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, measureable, 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 programme
 - a) C+ for Kenya Certificate of Secondary Education (KCSE) holders or its equivalent as determined by the Kenya National Examination Council;
 - b) Recognized diploma.
- 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

The quality of an academic programme shall not be compromised by the mode of delivery of the programme.

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. 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 well articulated.

Guidelines

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

<i>British Classification System</i>	<i>American Grade Point System</i>	<i>Secured 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%
Third Class	2.50-2.99	45-49%
Ordinary Pass	2.00-2.49	40-45%

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

Each 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.

Academic Resources

PROG/STD/17

An academic programme shall be supported by appropriate and adequate number of resources including academic and support staff, facilities, equipment and reference materials.

Academic Staff

PROG/STD/18

Each academic programme shall be supported by an adequate number of full-time staff holding requisite academic qualifications. Each programme shall be guided by appropriately qualified academic leader. Each university shall provide evidence of the qualifications and appointments of the staff.

Guidelines

- 1) Each academic programme shall be headed by an full-time appropriate and qualified senior academic staff with at least five (5) years university teaching experience, preferably a Professor, Associate Professor or Senior Lecturer, with a doctorate degree in a relevant field of study, evidence of research inclinations and having at least three (3) peer reviewed publications;
- 2) A qualified and appropriate academic staff with at least five (5) years' experience in university teaching and a doctorate degree in a relevant field of study shall head an academic programme and the specialization areas. He or she shall be on full-time employment;
- 3) Each academic programme shall be supported by at least two (2) other appropriate full-time academic staff members;
- 4) The ratio for full-time to part-time academic staff members for the support of any given programme shall be 2:1;
- 5) The minimum academic qualifications of academic staff for a given level of academic programme shall beat 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.

- 6) 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
- 7) 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
- 8) 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/19

Each programme shall be supported by appropriate and adequate number of 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/20

Each programme shall be supported by current relevant resource materials.

Guidelines

- 1) The Standards and Guidelines 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/21

Each university shall conduct self-assessment of its programmes at regular intervals. 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 AND GUIDELINES FOR OPEN, DISTANCE AND E-LEARNING

PART 1 – PRELIMINARY

Scope

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

- 1) Traditional distance education (Print, Audio, Video, Teleconference etc).
- 2) On-line provision and interactive CD ROMs.
- 3) E-learning and blended learning to open learning centres.
- 4) Virtual education.
- 5) Face-to-face provision.

Citation

- 1) “These standards and Guidelines shall be referred to as the Open and Distance and E-Learning Standards and Guidelines”.
- 2) These standards will be abbreviated as ODEL/STD/00.

Interpretation

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

“*curriculum*” means an organised programme of study for a given degree, diploma or certificate awards incorporating all matters such as academic staff requirement, duration of programme, admission requirements, programme content requirements and assessment process requirements.

“*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.

“*online learning and 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.

“*provider*” or “*institution*” means a university that is responsible for providing the educational service, which may be a self-contained organisation, a unit embedded within a larger organisation, one member of a partnership between one or more organisations, or one aspect of a more wide-ranging provision offered by a larger organisation.

“*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 plans for developing, sustaining, and, if appropriate, expanding online 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 evaluations 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.

Scenarios of ODEL

The four scenarios of ODEL 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

Needs Assessment

ODEL/STD/01

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

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; nationally and internationally.

Vision and Mission Statements

ODEL/STD/02

A provider of open and distance learning 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

The institution shall ensure that the quality of the academic programmes offered electronically and those offered through face-to-face are comparable.

Guidelines

- 1) The institution offering electronically delivered programme shall be accredited;
- 2) The programme to be delivered electronically shall be accredited; and

- 3) The centre of instruction shall be approved by the Commission.

Institutional Budget and Policy

ODEL/STD/04

The institutions 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; for the cohort to complete the programme shall be made available;
- 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

The provider 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

The provider shall ensure that there is clear governance and administrative structures and involves stakeholders where appropriate.

Guidelines

- 1) The organs of governance shall include county boards/committees 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

The provider of open and distance learning (ODEL) shall establish regional learning centres to bring services closer to the learners:

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

The provider shall make available learning centres to bring basic services and facilities closer to the learners.

Guidelines

- 1) A study 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 study 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 study centres within a region will depend on the student population and distribution.

Collaborative Arrangements

ODEL/STD/09

Providers may get 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:
- c) student to student interactions:
 - d) student and instructor interaction; and
 - e) evaluation of interaction.

Mode of Delivery

ODEL/STD/10

The provider shall specify the media that are to be used for basic delivery of the programme as well as support to the learners.

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 learners. They should include:
- a) print-based media;
 - b) audio-visual media;
 - c) audio conferencing;
 - d) audio-video conferencing;
 - e) online;

- f) CD ROM; and
 - g) internet and e-mail based.
- 2) The chosen media mix should be based on the following questions (**ACTIONS**):
- A:** How **Accessible** is the media to the learners?
 - C:** **Cost** of using it, both by the institution at installation and maintenance as well as learner cost;
 - T:** Its **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

The university shall provide an interactive learning management system that effectively support e-learning.

Guidelines

Learning Management System shall provide for interaction between different parties:

- 1) student to student;
- 2) student and instructor; and
- 3) evaluation of interaction

Institutional, Technical and ICT Support Infrastructure

ODEL/STD/12

The Institution 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

The institution 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 Institution's procedures for electronically 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;
- 7) The institutional copyright policy shall be availed to stakeholders; and
- 8) The institution shall develop effective marketing strategies.

Technical Framework

ODEL/STD/15

The institution 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 to 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 provider shall have in place a clear process of preparation of course materials and orientation to ensure quality material “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

ODEL/STD/17

The institution shall ensure quality in the development, 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:
 - a) development of the programme;
 - b) implementation of the programme;
 - c) review of the programme; and
 - d) approval process.
- 3) Appropriate communication of programme requirements in terms of:
 - a) student centres;
 - b) access to technology; and
 - c) time-frame(duration).

- 4) Up-front advice to students on programme, technical, financial and time commitments.
- 5) Clear and honest communication to students on career opportunities.

Curriculum Development

ODEL/STD/18

The provider 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 statement 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

The provider shall have a policy that ensures recruitment of adequate number of academically and professionally qualified staff to administer and manage the programme.

Guidelines

- 1) The following institutional policies on e- delivery of academic programmes shall be clearly defined to include:

- a) staff workload;
 - b) intellectual property policies; and
 - c) institutional professional evaluation policies on programme design, development, delivery and instruction.
- 2) The provider shall ensure that it employs staff with the following skills and competencies:
- a) policy making;
 - b) organization and planning;
 - c) strategic planning;
 - d) project management;
 - e) team management; and
 - f) public and human relations.
- 3) The Academic staff who may be full-time or part-time with appropriate knowledge in the discipline; basic instructional systems design theories and techniques which include the following:
- a) appropriate and relevant academic qualification;
 - b) understanding of distance learning concept;
 - c) understanding learner characteristics;
 - d) knowledge of open and distance learning styles and practices;
 - e) teaching – learning strategies in distance education;
 - f) communication skills & presentation techniques for distance education;
 - g) instructional design for interactive learning in distance education; and
 - h) strategies of developing self-instructional materials.
- 4) The Professionals/technologists with communication and information technology, and management skills, for example:
- a) knowledge of interactive technologies;
 - b) educational software development; and
 - c) computer networking.
- 5) Administrative & Financial Staff with skills in:

- a) personnel management skills;
- b) budget making skills; and
- c) costing and cost analysis skills.

Self-Learning Materials (SLMs)

ODEL/STD/20

The provider shall ensure availability of self-learning materials to suit learners' characteristics, the media used in the teaching-learning system and their separation from the tutors/instructor.

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 learners in the use of module provided including the time a learner of average ability might spend on each unit;

- 9) Keeping the learner 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 learner 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
- 13) 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

The provider 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

The provider 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.

Orientation and Training on Development of Learning Materials

ODEL/STD/23

The provider 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 and distance learning instructional materials;
- 5) Presentation of materials for better understanding by the learners;
- 6) Creating interactivity in open and distance learning materials; and
- 7) Use of visualization in open and distance learning materials.

Orientation to Course Tutors

ODEL/STD/24

The provider 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 learners. The orientation training should include:

- 1) Overview of open and distance learning;
- 2) Understanding the learners;
- 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

The provider shall ensure appropriate orientation of non-academic staff.

Guidelines

The orientation should focus on their roles and to the 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 learners or target groups and their concerns.

Student Services

ODEL/STD/26

The provider 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 should include:

- 1) Basic skills on ODEL:
 - a) reading skills;
 - b) study skills;
 - c) notes taking skills;
 - d) writing skills; and
 - e) computer skills.
- 2) Academic orientation and socialization:
 - a) Provide pre-entry guidance and counseling on:
 - i. types of programmes and courses available;
 - ii. selection of courses in relation to learners needs;
 - iii. instructional system and its requirements; and

- iv. distance learner's challenges and how to cope with them.
- b) Course support after admission including:
- i. induction into the instructional system of the provider;
 - ii. timely distribution of study materials;
 - iii. introduction of learners to reading skills;
 - iv. electronic academic support at the regional and study centres;
 - v. tutorial and counseling services to the learner;
 - vi. organization of practical;
 - vii. time management focusing on hours required to cover any specific course; and how to create the required time;
 - viii. assignments and feed back to marked assignments; and
 - ix. introducing learner to examination techniques.
- c) Post-course support service including:
- i. immediate communication of results;
 - ii. advise on career prospects;
 - iii. lasting contact with their provider as alumni; and
 - iv. information on new prospects by the provider.

Residential Sessions

ODEL/STD/27

The provider shall organize residential sessions for learners 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 the 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

- 1) The institution shall commit itself to sustaining the programme by ensuring that:
 - a) the programme effectively addresses the various needs of student population; and
 - b) there is an effective programme plan, communication and infrastructure.
- 2) There shall be clear communication on the programme prior to admission with respect to:
 - a) admission requirements;
 - b) technical requirements;
 - c) costs and financial aid options;
 - d) curriculum design, delivery and time-frame (duration);
 - e) available support services;
 - f) criteria for assessment;
 - g) graduation requirements;
 - h) advisory services; and
 - i) technical assistance.
- 3) The following services shall be available to student:
 - a) institutional information;

- b) pre-registration advising;
 - c) application for admission;
 - d) course registration;
 - e) financial aid application / confirmation;
 - f) tuition payment;
 - g) academic advising;
 - h) tutoring or academic support;
 - i) career counseling and placement;
 - j) library resources;
 - k) technical assistance (24x7);
 - l) others (include “best practices”)
- 4) E-learning students shall always be made to feel part of the university community. Therefore the university shall have the following mechanisms in place:
- a) document ways in which the e-learning students can participate in the academic community;
 - b) provide a portal for e-learning students; and
 - c) ensure services for e-learning students are integrated into campus services with easy access for all.

Duration and structures of academic programmes

ODEL/STD/29

The provider 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

The provider shall, at enrolment, inform the learner 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 learner:

- 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

The provider shall have written examination regulations that will be brought to the attention of the learner 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 must be clearly stated;
- 3) Grading of examinations;
- 4) Disciplinary and mode of appeal; and
- 5) Special requirements that provide for flexibility and convenience to learners, 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

The provider shall put in place appropriate assessment procedures that will ensure proper assessment of the learner'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 including:
 - a) examination setting by competent persons in the subjects area;
 - b) examinations coverage on all key aspects of the curriculum;
 - c) test items or examinations which elicit the expected outcome as stated in the programme objectives;
 - d) moderation of all examination questions and examination scripts;
 - e) clear invigilation procedures;
 - f) clear guidelines for marking;
 - g) clear procedures of receiving, recording, processing of continuous assessment tests and final examination;
 - h) secure storage of examination results; and
 - i) appeals against results by students.

- 3) Documented student assessment and achievement in the course with respect to e-learning, the institution shall document student assessment, which shall include:
 - a) tests and quizzes;
 - b) monitoring of students time on tasks versus performance;
 - c) participation in discussions groups, chats, threaded discussions;
 - d) projects, assignments, papers;
 - e) student self-assessment;
 - f) assessment of class performance on individual questions / responses; and
 - g) students' reports.
- 4) Performance of online students against intended learning outcomes.
- 5) Examination Security in terms of:
 - a) procedures for identifying supervisors, invigilators;
 - b) guidelines for administering invigilated examinations;
 - c) utilization of physical learning centres or partnerships for testing;
 - d) mechanisms of ensuring that examination measurements are secure from tampering: and
 - e) mechanisms of detecting plagiarism.
- 6) Personal Information Security

Personal information security is critical in electronically delivered programmes, and the following shall be provided:

- a) safeguard to protect information; and
- b) protocols for granting appropriate access to e-learning platform.

Student Evaluation

ODEL/STD/33

The provider shall ensure that evaluation and assessment of students meet the objectives and learning outcomes of the curriculum and objectives of the learners and the world of work.

Guidelines

The provider shall consider the following key aspects of student evaluation with respect to students (and the entire institution):

- 1) At entry, the provider should know entry behavior of its learners. This is done by collecting data at entry and by examination and by examining certificates.
- 2) Intermediate evaluation done during the course seeks to establish the progress of the students, identifies learner's difficulties and enables appropriate feedback to be given to learners. It involves:
 - a) Self-Assessment (Questions) provided in the study materials with guides for feedback to students. They create interactivity with the study materials;
 - b) Take home assignments and timed-tests done and returned to Tutor for marking with minimum turnaround time; and
 - c) They provide two-way communication between teacher and learner.
- 3) Final Evaluation Examination done at the end of the course to serve as a summative evaluation and to show how far the objectives have been achieved. The critical elements of final evaluation examination are:
 - a) It uses the results of Continuous Assessments and End Semester Examinations;
 - b) The examinations are moderated by other experts or an academic subject team;
 - c) For consistency a marking scheme is required;
 - d) Such examinations are administered under approved Examinations Regulations especially invigilation;
 - e) The schedule of such examinations are drawn early in the academic year and made known to students;
 - f) The final evaluation is used for the following:
 - i. Giving grades for certification of learner;
 - ii. Provide feed back to the institution on the performance and achievement and failures on the objectives; and
 - iii. May be the basis of revising some parts of the course.
 - g) The provider should institute a mechanism for getting feedback on graduates' performance from the employers.

Course Evaluation

ODEL/STD/34

The provider 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: The stakeholders should include:
 - a) course tutors;
 - b) course writers;
 - c) employers of the graduates/learners (both successful and unsuccessful) from the course; and
 - d) any other users of the learning materials.
- 2) Specific instruments may be prepared in advance for receiving responses, for example, reaction sheet circulated with instructional materials or can be developed at the specific time of evaluation.
- 3) Periodic self-assessment shall be adopted to address:
 - a) requirements of stakeholders and expected learning outcomes.
 - b) the process (programme specification, programme content, programme organization, didactic concepts, student assessment)
 - c) the inputs (quality of academic and support staff, students profile, students' advice/support, facilities and infrastructure).
 - d) quality assurance (student evaluation, curriculum design, staff development, benchmarking).
- 4) Achievements and graduates (graduate profiles, pass rates and dropout rates, average completion time, employability),

- 5) Stakeholders' satisfaction (opinion of students, alumni, labour market, society); and
- 6) Analysis of strengths and weaknesses (summary of strengths and weaknesses, quality action plans).
- 7) The following records shall be kept to ensure overall programme effectiveness.
 - a) student retention rates.
 - b) incorporation of "exit interviews" into programme evaluation;
 - c) assessment of library utilization.
 - d) monitoring of student satisfaction with support services and incorporation of results into programme planning (student satisfaction surveys).
 - e) assessment of whether the programme is reaching intended audience.
 - f) assessment of budgetary revenue and expenditure in relation to programme goals.

Evaluation of Learners Support Services

ODEL/STD/35

The provider shall ensure that learners support services are constantly assessed for effectiveness of the mode and medium of delivery.

Guidelines

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

- 1) Availability and adequacy of facilities for learner support;
- 2) Utilization of the services provided at the Learning Centres by the learners;
- 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

The provider 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) Training needs;
- 2) Priorities for training; an
- 3) Training effectiveness;

Marketing

ODEL/STD/37

The provider and its agents shall ensure that marketing of programmes /courses is done in a fair and ethical manner following acceptable best practices, to comply with all relevant legislation.

Guidelines

The provider shall ensure that advertising or promotional materials give clear and accurate view of the provider, its provision, objectives and outcomes of the programme /course.

- 1) The material for promotion should give, among others:
 - a) clear identification of the provider;
 - b) clear indication of the body awarding any qualification and its status;
 - c) clear indication of mode of delivery; and
 - d) charges involved.
- 2) Enquiries from potential applicants should be handled promptly by competent staff.
- 3) The learner should be given sufficient information to fully assess the suitability of a programme/course.

- 4) The learner should be made aware of all terms and conditions relevant to the programme/course.
- 5) Enrolment when completed should be confirmed to the learner, and the learner given time to withdraw from the course.
- 6) The learner must be informed of the financial obligations and agreements with the provider and mode of payments; and
- 7) The learners must be informed of rights, obligations and commitments expected of them.

ODEL/STD/37

Prior to admitting students, the provider 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 AND GUIDELINES FOR UNIVERSITY LIBRARIES

PART I - PRELIMINARY

Citation

- 1) These Standards may be cited as Standards and Guidelines 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* 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*: 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*: 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*” all those individuals, agencies, or institutions, directly involved with academic programs or extension services offered away from a traditional academic campus.
 - “Open and Distance learning library services”* those library services in support of college, university, or other post-secondary courses and programs offered away from a university campus.
 - E-mail*: a system for transmitting messages and data electronically through the medium of a computer.
 - Information and Communication Technologies (ICT)*: hardware, software, networks and media for collection, storage, processing, transmission and preservation of information.
 - Information Literacy* 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*: formal, informal, human, printed or electronic resources that contains information that can be accessed to meet a need.
 - Information services*: 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: a system by which libraries borrow publications from other libraries.

Institutional Repository: a digital collection that captures and preserves the intellectual output of university communities

Librarian: a professionally trained person with a minimum of a Master degree in Library and Information Science or in a related field.

Library facility: Structures or spaces that are constructed, installed, or established to serve specified library functions.

Library advisory committee: A standing committee to the body responsible for academic affairs in the University (for Example Academic Board). The body

Library management committee: A committee composed of the senior library staff charged with management.

Outcomes: the ways in which library users are changed as a result of their contact with library's resources and programs.

Para-professional: somebody holding a degree or diploma who provides technical support to the librarian and is trained and skilled in library operations and applies them according to pre-established rules, under normal circumstances.

User with special needs: a user with a condition that markedly restricts their ability to function normally.

University librarian/Director: Head of the university library

Preservation: 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: the body in universities and colleges responsible for academic affairs.

Standard: the minimum level of quality accepted as norm or by which actual attainments are judged.

Trunking: housing used to conceal wires.

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

Vision, Mission and Objectives

LIBR/STD/01

The 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 its objectives. These shall include security policy for library users and for information resources.

Information Resources

LIBR/STD/02

The Library shall provide, for all academic programmes, varied, authoritative and up-to-date information resources, which facilitate teaching, learning, and 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, facilitate access and availability of electronic information resources;
- 5) The library shall establish and sustain institutional repositories;
- 6) The Library Advisory Committee shall be responsible for collection development; and
- 7) These guidelines shall be used in conjunction with the appendices in these standards.

ICT Resources

LIBR/STD/03

The 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 downs and uploads:
 - a) Providing for the digitization of information resources;
 - b) Providing a competent library professional dedicated to the management of library ICT infrastructure; and
 - c) These guidelines shall be used in conjunction with Appendix IV of these standards.

Organization and Access to Information Resources

LIBR/STD/04

Library information resources shall be organized, for efficient access and retrieval, using internationally recognized conventions and standards.

Guidelines

- 1) The resources shall be organized using Library of Congress Classification Scheme (LC) and the latest version of Anglo American Cataloguing Rules;
- 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

The 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

The 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 open able 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 open able 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;
- 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; and
- 17) These guidelines shall be used in conjunction with Appendices I, II and III of these standards.

Staffing

LIBR/STD/07

The 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 library shall be headed by a University Librarian/Director of Library Services;
- 2) The University Librarian/Director shall be one of the Chief Officers of the university;
- 3) The composition of the library staff shall be: Librarians shall constitute 35 per cent and Para-professional, technical and clerical staff shall constitute, 65 per cent of all 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;
- 7) Library staff shall be sufficient in quantity to meet the diverse teaching, learning and research needs of faculty and students; and
- 8) These guidelines shall be used in conjunction with Appendix V of these standards.

Administrative Structure

LIBR/STD/08

The 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 University Librarian/Director shall be designated in the Charter as head of the University library;
- 4) The University Librarian/Director 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;
- 7) There shall be a library management committee or equivalent comprising senior library staff; and
- 8) 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 shall be provided 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 University Librarian.

Information Literacy and Competency

LIBR/STD/10

The 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 Standard on the 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 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 more likely to succeed in graduate school?
- 4) Whether the library's bibliographic instruction program result 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?
 - a) Whether the study environment is well established; and
 - b) These guidelines should be read in conjunction with Appendix VIII.

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 (university librarian, deputy university librarian/college librarian, 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

- a) The library shall provide space for installation of computers for users;
- b) The computer workstation/terminal space shall be 2 square feet for single user;
- c) The library shall have several dedicated computer terminals connected to Intranet and Internet for users and with relevant software for research;
- d) There shall be adequate ICT personnel for computer maintenance;
- e) 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
University Librarian/Director	PhD in library and information Science or related fields 3 years as Deputy University Librarian and should have published a minimum of three articles in peer reviewed journals.	Professor

Position	Minimum Qualifications	Academic Ranking
Deputy University Librarian/Deputy Director	PhD degree in library and information science or related fields with three years experience as a senior Librarian and two articles in peer reviewed journals.	Associate Professor
Senior Librarian or equivalent	Master's degree in library and information science or related field five years experience as the librarian. A minimum of one article in peer reviewed journal	Senior Lecturer
Librarian or equivalent	Master's degree in library and information science or related field with Masters degree with 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 higher National Diploma	Teaching Assistant
Library Assistant	Diploma in library and information studies	
Library Attendant	Certificate in library and information studies	

Figure 1: Sample Library Administrative Structure

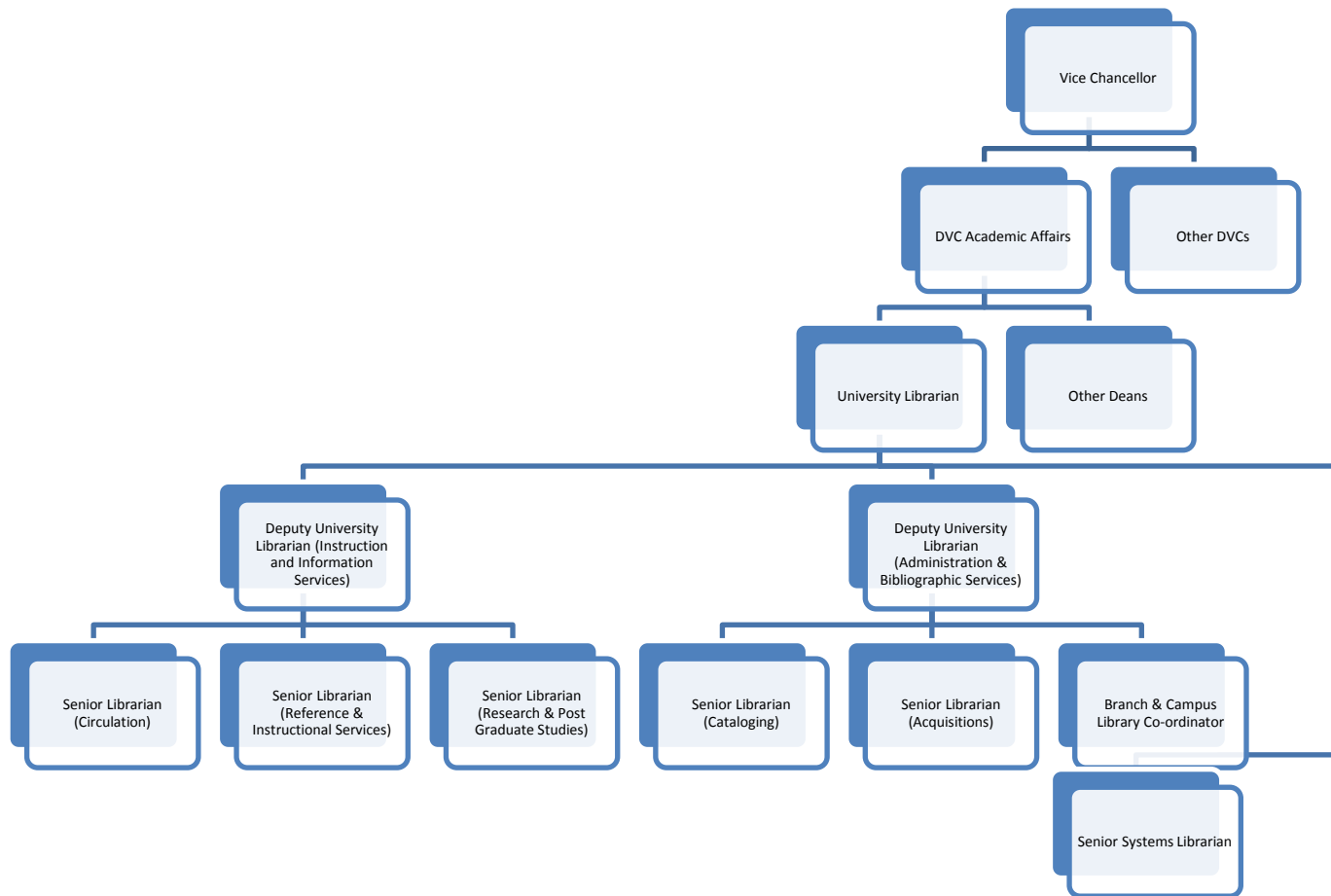
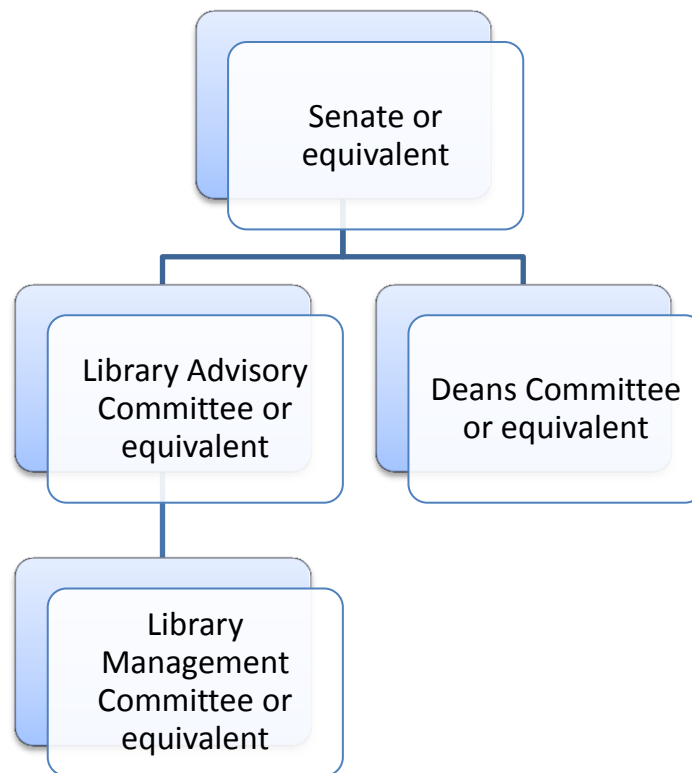


Figure 2: Sample Library Administrative Committee Structure



Appendix VI – Sample Outcomes

OUTCOME	INDICATOR	DATA COLLECTION METHOD
OUTCOME APPLIED TO STUDENTS		
Students improve their academic performance through their contact with the library	Number/percent of students who earn better grades than their peers	Survey
Students who use library provided electronic resources and use the materials in term papers, theses, and dissertations and report that their resulting work has been improved	Number/percent of electronic resources materials used in term papers, thesis and dissertations	Survey
Students who complete an ILL course earn a higher grade than their peers	Number/percent of students who earn better grades than their peers	Analysis of transcripts
Students who use interlibrary loan (ILL) and use the materials in term papers, theses, and dissertations and report that their resulting work has been improved	Number/percentage of ILL cited in term papers, theses and dissertations	Survey
Students who borrow materials from the library’s physical collection and do better academically than their counterparts who do not borrow	Number/percent of students who earn better grades that their peers and students who borrow materials from the library	Analysis of transcripts and circulation data
Students recognizes when information is needed, can clarify aspects of the information and can formulate clear questions based on	Student self-assessment indicates rating of good or better	Self-assessment

OUTCOME	INDICATOR	DATA COLLECTION METHOD
information needed		
Students interprets bibliographic citations and the internet equivalents and knows how to locate/retrieve cited terms	Scores show acceptable performance decoding citations and how to retrieve	Test/assignment Rating of references or bibliographies
Students seeks various sources of evidence to provide support	Scores of research papers, references show variety of appropriate sources	Rating of references or bibliographies; portfolio analysis
Students and faculty consult with the librarians on work requesting information resources	Frequency of reference enquiries by staff and faculty	Statistical/Analysis of data collected
Students find the library more conducive environment for study and research than other facilities	Number of hours spent studying in the library versus the hours spent studying elsewhere	Survey
Students who identify university library facilities as their primary study space average a high grades than students who identify study space as their first choice of study	Number of hours spent studying in the library versus the hours spent studying elsewhere	Survey
Students use the information resources in an ethical manner	Extent of photocopying/acknowledgement of other peoples work	Survey
OUTCOME APPLIED TO FACULTY		

OUTCOME	INDICATOR	DATA COLLECTION METHOD
Faculty-librarian relationship is formalized, and tangible results or it are demonstrated by assignments using library/information resources across the curriculum	Number, type extent of library research and information literacy-related assignments	Syllabi analysis; library use/instruction statistics analysis
Syllabi and course assignments include information literacy skills development through various learning activities and use of library/learning resources	Number, type extent of library research and information literacy-related assignments	Course assignments and syllabi analysis
Active learning strategies(for example, problem solving assignments, group work; hands-on assignments) using a variety of information resources are used	Number, type, purpose and student opinion about effects of various teaching methods	Syllabi analysis; peer observation; student survey/self-assessment
Faculty who use information resources and interlibrary loan materials in a published article or research report	Number/percent of electronic articles/books/ILL materials used by the faculty member and reported to be of value	Survey

Appendix VII – Checklist of evidence in support of the standards

The library shall provide the following documents as evidence of performance in meeting or satisfying these standards and guidelines.

- 1) User guides;
- 2) Statements of mission and purpose, policies, regulations, and procedures;
- 3) Statistics on library use;

- 4) Statistics on collections;
- 5) Facilities assessment measures;
- 6) Collections assessment measures;
- 7) Outcomes assessment measures;
- 8) Data on staff and work assignments;
- 9) Institutional and internal organization charts;
- 10) Comprehensive budget(s);
- 11) Evidence of professional qualifications and experience;
- 12) Job descriptions for all personnel;
- 13) Formal, written agreements;
- 14) Automation statistics;
- 15) Guides to computing services;
- 16) Library evaluation studies or documents;
- 17) Library and other instructional materials and schedules;
- 18) Evidence of involvement in curriculum development and planning;
- 19) Titles of research and publications by library staff; and
- 20) List of conferences, seminars, and short courses attended by staff.

SIXTH SCHEDULE

STANDARDS FOR TECHNICAL UNIVERSITIES

TECH/STD/01

A Technical University shall adhere to the institutional, academic programmes, library standards as set out in the schedules.

TECH/STD/02

In addition to the standards set out above, a Technical University shall meet the following extra standards.

Guidelines

- 1) At least two thirds (2/3) of the programmes on offer shall be in the applied/technological sciences;
- 2) At least two thirds (2/3) of the students enrolled in the university shall be in applied /technological sciences
- 3) Not more than one third (1/3) of the programmes in the institution shall be in other disciplines;
- 4) At least seventy percent (70%) of the programmes and students enrolled in 12(2) a) and b) shall be in technological areas that lead to the production of technologist graduates.

SEVENTH SCHEDULE
STANDARDS FOR SPECIALIZED DEGREE AWARDING
INSTITUTIONS

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 shall fill a niche in the national development agenda;
- 2) The programmes shall be limited to the mandate and philosophy of the specialized institution;
- 3) The programmes offered 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.
- 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
- 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

COMMISSION FOR UNIVERSITY EDUCATION

FORM CUE/Acc./2

**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: _____

COMMISSION FOR UNIVERSITY EDUCATION

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

COMMISSION FOR UNVIERSITY EDUCATION

FORM CUE/QAS/2

APPLICATION FOR COLLABORATION

1. Name of foreign University

.....

2. Postal address

.....

3. Physical address

.....

4. Telephone No. Email address Website

.....

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

.....
.....

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

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

7. Accreditation status..... Name of accrediting
body recognizing the foreign university

.....

8. Resources particularly developed for the use of the programme

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

9. Principal academic focus or discipline

.....

10. Principal research focus

.....

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

(Kindly use separate sheet)

12. Library resources to accommodate the collaboration programme

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

13. Other facilities (*specify*)

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

14. Present budget:

- (a) Capital (in Kshs.)..... (in Kshs.).....
- (b) Recurrent (in Kshs.)..... (in Kshs.).....

15. Primary source(s) of funding

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

16. 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

.....

COMMISSION FOR UNIVERSITY EDUCATION

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.....