



Strategic Partnerships for Higher Education  
 Innovation and Reform (SPHEIR)  
**Assuring Quality in Higher Education in  
 Sierra Leone**



# QUALITY ASSURANCE IN HIGHER EDUCATION

Manual and Templates for Quality Assurance  
 Professionals in Sierra Leone, 2021

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This manual was created through the Assuring Quality Higher Education in Sierra Leone project. Assuring Quality Higher Education in Sierra Leone is bringing together higher education institutions across Sierra Leone to improve quality management in higher education and support the introduction and implementation of outcome-based education. It aims to bring about a student-centred focus within higher education across the country, leading to a more responsive and capable national workforce.

The partnership is led by the University of Sierra Leone (Sierra Leone), working with Njala University (Sierra Leone), the University of Makeni (Sierra Leone), Milton Margai College of Education and Technology (Sierra Leone), Freetown Teachers' College (Sierra Leone), Ernest Bai Koroma University of Science and Technology (Sierra Leone), Eastern Polytechnic (Sierra Leone), Tertiary Education Commission (Sierra Leone), Sierra Leone Institution of Engineers (Sierra Leone), King's College London (UK), the 50/50 Group (Sierra Leone), INASP (UK), and the University of Illinois Urbana-Champaign (US).

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## Chapter 1

### 1.1 Introduction

Quality Assurance, according to Vroeijenstijn (1995), is a “systematic, structured and continuous attention to quality in terms of maintaining and improving quality. It is also a holistic approach covering all the processes in a Higher Education Institution (HEI) in order to serve students and stakeholders to an expected standard.

Quality assurance (QA) in higher education includes all policies, measures, planned processes and actions through which the quality of higher education is maintained/enhanced and developed. The success of a quality assurance system in any institution depends to a large extent on the support of the management.

Over the years, demands on higher education institutions for quality assurance has been largely due to (but not exclusively):

- Rapid growth in the student population,
- Social demands for education,
- Diversification in the provision of education,
- Increased privatization of higher education,
- Increased competition and corporations as a result of globalization, internationalization, and regional integration,
- Market and consumer demands for quality and relevance of education.

For QA processes in HEIs to be effective, there is need for extensive collaboration between the institution (primarily through its established QA office) and an external body (External Quality Assurance Agency such as the Government through the Ministry of Technical and Higher Education or the agency mandated by law to carry out external quality assurance functions - The Tertiary Education Commission) on the structure, systems and processes involved. The mix of quality assurance processes in HEIs with administration and academic staff can be complex and delicate. This therefore calls for a clear organogram coupled with well-defined roles and procedures involving all parties for the smooth and efficient running of an institution.

### 1.2 Governance and structure of Quality Assurance in HEIs

Quality assurance in higher education is the responsibility of the institution. Over the years, external quality assurance agencies face difficulties in working with HEIs because there is no designated officer in charge to address QA concerns or to lead the institution regularly on QA processes. Although the Head of Institution is the chief administrative officer, yet, it is practically impossible for s/he to be involved in routine QA activities. Sometimes, a staff is assigned who is not a QA officer. Presently, many institutions around the world have a QA structure that is charged with the





responsibility of dealing with the institution's mechanisms for ensuring quality and quality improvement or enhancement. It is an internal system and includes institutional policies and mechanisms for fulfilling an institution's own purposes, and higher education standards in general. The QA body primarily is guided by institutional policies (e.g., the QA policy) and mechanisms (e.g., the QA manual) for fulfilling an institution's own purposes, and higher education standards in general. Generally, there are three main types of terminologies of quality assurance structures in HEIs. These are:

- QA Bureau;
- QA directorate; and
- QA office

Many QA structures have the following components:

- QA Director/manager
- Deputy QA Director/manager (optional)
- QA officers (these are stand-alone officers that work directly with the director/manager) stationing at every campus
- Faculty QA representatives
- Department QA representative

The above plus any other designated officer constitute the QA committee/QA Board/QA Directorate in an institution. As stated earlier, the structure and composition may vary from one institution to the other.

In some institutions, the Dean is the faculty QA representative whilst in others, it is someone at the rank of at least a senior lecturer. Furthermore, departmental and faculty QA representatives are evident in most institution where QA is widely accepted and integrated in the normal university operations.

The QA body may stand alone as a directorate or be joined to other units such as Planning to form a Directorate. The QA Director/manager will be part of the University Coordinating Committee (a senior committee headed by the vice-Chancellor and Principal) or any other statutory committee for reporting.

The governance structure of QA in HEIs vary depending on the size of the institution, the importance the institution pays on QA etc. Notwithstanding, there should be room for growth as the needs of QA within an institution increases.

It is advisable for the head of the QA body to report directly to the head of institution in order to prevent the work of the QA directorate to be stifled by any member or department in the institution. The QA body should be given prominence within an institution and be supported by both management and staff. Institutions should have a QA policy, operational procedures and workplan.





## ***Chapter 2: Monitoring and Evaluation Instruments***

### ***2.1 Student Assessments of Course and Lecturer***

The process of ascertaining that Higher Education Institutions (HEIs) is providing a conducive environment for student learning in terms of facilities offered, mode of pedagogy and student-lecturer relationships is facilitated by conducting student assessment of the programmes offered as well as assessing lecturers in their approaches to teaching and the learning process. In many HEIs this is perceived by lecturers as an unwelcomed distraction and many express repugnance at the idea of being assessed by their students. Clearly such a mind-set signals lack of confidence by the lecturers and a demonstration that they feel they have absolute knowledge of all that is needed to deliver their courses and improve the lot of their students. Such attitudes must be challenged by the authorities, and lecturers informed of the benefits of students' assessments of their programmes in order for them to understand how the different pedagogical approaches can be instituted to explore the many ways students learn and apply themselves. Some examples of tools for student assessment of courses and lecturers are provided in Appendices 1a and 1b.

### ***2.2 Lecturer Observation of Teaching***

While lecturers who obtained the Postgraduate Diploma in Education or studied at Teacher training colleges are familiar with being observed as part of their training and assessment, many lecturers have never experienced this exercise and some show nervousness and at times annoyance at the thought. With increasing review being made of curricula and pedagogical approaches across HEIs, it is becoming clear that all lecturers who had no such exposure to teaching practice must be allowed to gain from all facets of educational practice to enhance their delivery and better understand the needs of students, interpretation of their body language and preferred modes of learning. Issues such as class control, recognition of disinterest or boredom, body signals that one approach to presenting a given topic is not succeeding, etc. can be identified by observing how lecturers teach and conduct their classes. These feedbacks can then be discussed for their benefit and to enhance their capability to be more effective teachers and lecturers and thereby ensuring the success of their students. Departments of Education in the HEIs must organise sensitization fora to institutionalize these trainings for their lecturers.

### ***2.3 Tracer Studies***

Graduate Tracer Studies (GTS) provide a reference for educational institutions and employers to gauge the relevance of the curricula offered by educational institutions to the workplace and the success or otherwise of graduates at the workplace. Academics can benefit from the results of these studies in customizing/reviewing







their study programmes to a large extent possible, to provide an alignment with the market expectations (e.g. identifying and addressing skills gaps such as soft skills) thereby enhancing the employability of their graduates and also offering greater satisfaction of employers and providing greater chances for the immediacy of productive employment. These studies can also have an aspect of tracing the progress of graduates over a number of years to assess their upward mobility in their careers both as professionals or in some cases academics. When done on a national scale, GTS provide a platform for comparing the success of Higher Educational Institutions (HEIs) in their training programmes and their relevance to the job market.

The process required by GTS also strengthens the relationship and cooperation between HEIs and the job market and when carried out collaboratively adjustments to curricula offered by HEIs can be better aligned to the demands and expectations of employers to the benefit of the graduates from these institutions. (Some tools are provided in Appendices 2a and 2b)

## **2.4 Employer Perceptions Surveys**

Just as GTS provide a window into the perception of graduates of the relevance and applicability of the programmes offered by our HEIs, it is equally important for employers who ultimately provide opportunities for our graduates to grow professionally and contribute to nation building, to provide their views of the programmes offered, in terms of their relevance, currency and applicability to their needs. Employer Perceptions Surveys (EPS) provide such a platform and the benefits again are mutual. It is through these surveys that curricula can be revised to mirror the interest of employers and prioritisation of course contents made for more effective teaching and learning geared towards better equipping graduates for employment. Of course such exercises present challenges for curriculum developers in maintaining a healthy balance in the dichotomy of satisfying both professional practice and the requirements for postgraduate pursuit by our graduates. Regular EPS are required to remain current and to reflect the changing needs of the job market especially where technological advances are clearly impacting on many facets of human endeavours requiring changes in our approaches to teaching and the tools used. (See examples in Appendices 2a and 2b)

## **2.5 Alumni Perceptions Surveys (APS)**

APS are instruments aimed at assessing how well the services of the institution have been received by their students at the end of their studies and provide an opportunity for reviewing some of the practices to improve the delivery in the future for better satisfaction of their students. They are multi-faceted in their scope. The results







opportunities, catering services, student and staff welfare and complaints services, career counselling provision, policies and regulations affecting both staff and students, staff and students discipline processes, etc. The Finance Office and its operations and interface with students and other clients should also be reviewed regularly to ensure healthy and conducive customer service to all. Degree and other programmes offered must also be examined for their relevance. Obsolete ones should be discontinued or upgraded, and new programmes considered to ensure the HEIs provide quality services for emerging areas of interest and remain competitive. This is a process that establishes the success of the internal quality assurance of programmes offered by the HEIs as it prepares for external quality assurance.

## **2.9 Institutional Audit (e.g. SAR) and External Programme Reviews**

‘An institutional audit is a periodic, external, and independent assessment of the internal quality assurance in place at an institution. Internal quality assurance comprises both the quality culture and the internal quality assurance system of an institution. The audit serves to verify that the institution’s internal quality assurance system, in interconnection with its quality culture, safeguards the realisation of its individual vision of good education.’ (<https://www.nvao.net/en/procedures/the-netherlands/institutional-audit>)

This is the culmination of the other reviews that have been highlighted in the earlier sections of this chapter. A well-defined periodic and cyclical process should be established that considers all aspects of the operations of the institution and should be inclusive in its outreach and consultations.

Institutional audit is an evidence-based process carried out through peer review. At the centre of the process is an emphasis on students and their learning. The aim of the Institutional audit process is to meet the public interest in knowing that universities and colleges of higher education have effective means of:

- ensuring that the awards and qualifications in higher education are of an academic standard, at least consistent with those referred to in the framework for higher education qualifications in England, Wales, and Northern Ireland (FHEQ) and are, where relevant, exercising their powers as degree awarding bodies in a proper manner;
- providing learning opportunities of a quality that enables students, whether on taught or research programmes, to achieve those higher education awards and qualifications;
- enhancing the quality of their educational provision, particularly by building on information gained through monitoring, internal and external reviews and on feedback from stakeholders.







Institutional audit results in judgements about the institutions being reviewed.  
Judgements are made about:

- the confidence that can reasonably be placed in the soundness of the institution's present and likely future management of the academic standards of awards.
- the confidence that can reasonably be placed in the soundness of the institution's present and likely future management of the quality of the learning opportunities available to students.

Audit teams also comment specifically on:

- the institution's arrangements for maintaining appropriate academic standards and the quality of provision of postgraduate research programmes;
- the institution's approach to developing and implementing institutional strategies for enhancing the quality of its educational provision, both taught and by research;
- the reliance that can reasonably be placed on the accuracy and completeness of the information that the institution publishes about the quality of its educational provision and the standards of its awards.  
[<https://dera.ioe.ac.uk/12889/1/RG583Plymouth.pdf>]

## **2.10 Improvement Schedule**

The results and recommendations of the Internal and external audits should be addressed within a stipulated period to be meaningful and to provide comfort for the students and other clients that the institution is serious about its quality assurance culture and for it to remain competitive. Its non-compliance to the recommendations may also signal a refusal of its programmes for accreditation.

## **2.11 Programme Approval and Accreditation**

The Tertiary Education Commission is the statutory body authorised to accredit programmes offered by HEIs. The Professional Engineers Registration Council also approves programmes for its engineers to be registered as stipulated by its Act of 1990.

The revised Act is currently awaiting debate at Parliament. The TEC has a number of instruments that it uses for the accreditation of programmes by HEIs. The data register submitted by Imperial College London under the Africa Catalyst project, to assist the Faculty of Engineering and Architecture in its review of programmes for accreditation is provided in Appendix 5 as a guide.



## Chapter 3: Specific Quality Assurance Processes

### 3.1. Quality Assurance of Teaching

An Institution must satisfy itself that academic programs are fit-for-purpose, viable, and meet national and international standards. To ensure this, there must be processes to ensure that there is high quality of teaching, well-structured learning and assessment processes that are designed to measure the achievement of the intended learning outcomes and other program objectives.

#### 3.1.1. Teaching Staff

The academic staff is the single most important learning resource available to most students. All staff engaged in delivering programmes of study share responsibility for maintaining academic standards and enhancing the quality of students' learning opportunities. It is important that those who teach have full knowledge and understanding of the subject they are teaching, have the necessary skills and experience to communicate their knowledge and understanding effectively to students in a range of teaching contexts. Institutions should ensure that their staff recruitment and appointment procedures include means of making certain that all new staff have at least the minimum necessary level of competence. Teaching staff should be given opportunities to develop and extend their teaching ability and should be encouraged to value their skills. Institutions should provide low-performing teachers with opportunities to improve their skills to an acceptable level and should have the means to remove them from their teaching duties if they continue to be demonstrably ineffective.

The evidence to be checked for in order to assure quality of teaching staff include the following:

- Competence and Qualification of academic staff - the recruitment process is such that applicants are screened prior to interview to ensure that they meet the requirements for appointment. Faculty teaching Bachelor level programmes require:
  - I. PhD in a relevant discipline will receive priority.
  - II. Master's Degree in a relevant discipline will be considered only if the applicant has extensive teaching/training and industry experience.
  - III. Minimum of 3 years of teaching/training experience, preferably at an adult or tertiary level; industrial training and development experience may be considered as relevant experience.
  - IV. Minimum of 3 years of relevant industrial experience especially for programmes such as Engineering and Technology.



- Whether there any problems with the human resources; check age profile; check whether vacancies are difficult to fill; Check whether there are difficulties in attracting qualified staff,
- The policies in place with regard to the employment of staff, both in teaching and
- Research,
- Policies for preparation of lecturers for the teaching task,
- Teaching load; The staff/student ratio,
- The recruitment, selection and appointment of staff including associate (part-time) tutors is organized and governed by the University's human resources policy and procedures,
- How the promotion system is organized; the important criteria for promotion and whether the promotion policy is properly documented and disseminated,
- System/Policy for staff appraisal in place; and how it is implemented; the outcomes of appraisals,
- Clear HR policy in place,
- Termination, retirement, and social benefits are planned and well implemented.
- That there are existing staff development opportunities,
- That there is an Employee Handbook which a single document containing information essential for all faculty and professional staff employed by the Institution.

The handbook covers the rules, regulations, practices, expectations, and responsibilities that pertain to all staff and are specific to the mission of the Institution.

The handbook should include but not limited to:

- I. Role: role and responsibilities in the institution; course or module management requirements; role in governance; organizational and managerial structures; professional ethics; intellectual property rights,
- II. Employment: full and part-time staff; levels of appointment and qualifications; probation and contracts; evaluation; professional development; leave; orientation; supervision; research,
- III. Promotion: promotion criteria; application procedures,
- IV. Personnel: employment requirements and job descriptions; record keeping,
- V. Workload: limits on workload,
- VI. Teaching: academic preparation; qualifications and teaching assignments; compensation and benefits; appeals,
- VII. Working conditions: standard and non-standard working weeks; overtime, or compensatory time,
- VIII. Remuneration and benefits,
- IX. Discipline, grievance, and appeals.



### 3.1.2 Resources

The Institution is responsible for ensuring that teaching and learning resources identified by the faculties are appropriate and current for the running of each programme being offered.

The resources to be checked for include:

- Adequate Library Resource with copious learning materials;
- Textbooks including e –textbooks;
- Functioning internet facilities;
- Software and hardware requirements for courses;
- IT services and support, and access to any Portal applications e.g. SharePoint, electronic Blackboard.

### 3.1.3 Teaching Methodology

The competence of faculty members in delivering academic programs is regularly monitored and assessed by means of classroom observations which serve the purpose of verifying that instructors are teaching effectively and of identifying areas for professional development.

There should be regular Annual Reviews:

- Each instructor’s teaching should be evaluated at least once.
- Probationary year or Final contract year: each instructor’s teaching should be evaluated at least three times.

Observation of teaching methodology is a key mechanism for ensuring that students receive the best possible opportunities to learn and succeed in their subject area. It provides a way to:

- Ensure that teaching is student centred
- Assure that the best possible teaching is available to students;
- Identify good practice for dissemination
- Identify poor practice to enable its rectification through providing opportunities for support and professional development.

There must be Student Faculty Evaluation Survey:

- For each course, students should be requested to complete an evaluation of their instructor, preferably on- line.







- The reports on teaching observations and the results of the survey should be taken into account by supervisors when appraising instructors and planning professional development activities.

For professional development, there must be:

- Pedagogy and Assessment workshops yearly;
- Discipline specific training to ensure that lecturers are current with developments in the field and maintain/update their technical proficiency.

The specific evidence to be assessed are:

- Didactic concept of teaching which promotes action learning;
- A teaching –learning environment which enables students to participate in the learning process;
- The instructional methods used (organization of self – instruction for students, size of classes, practical classes, seminars etc);
- Whether there is sufficient a variety in the teaching/learning methods;
- What, if any, circumstances prevent the use of desired instructional methods (number of students, material infrastructure, lecturer skills).

### **3.1.4 Course and Curriculum**

An Institution must have formal mechanisms for the periodic review or evaluation of the courses and the curriculum. The confidence of students and other stakeholders in higher education is more likely to be established and maintained through effective quality assurance activities which ensure that programs are well designed, regularly monitored and periodically reviewed, thereby securing their continuing relevance and currency. The quality assurance of programs and the degrees awarded is expected to include:

- Careful attention to curriculum and program design and content;
- Specific needs for different modes of delivery;
- Availability of appropriate learning resources;
- Formal program approval procedures by University Senate and Tertiary Education Commission;
- Regular periodic reviews of programs (including external stakeholders such as employers and professional bodies).

### **3.1.5 Professional Development**



Institutions must have provision of appropriate policies and guidelines for staff promotion and support including access to professional development. All teaching staff must have access to professional development activities including seminars and conferences. Academic departments should make appropriate arrangements for the induction, supervision, mentoring and development of associate lecturers. Teaching staff should have relevant knowledge of, and maintain a close and professional understanding of, current developments in subject-related scholarship that inform curriculum design and directly enhance their teaching.

Evidence to check for includes:

- Existence of policies for promotion and professional development such as attending conferences and seminars as well as doing research and publication;
- Familiarity of teachers with current subject-based and/or pedagogic research literature;
- Membership of professional bodies;
- Contributions to publications and/or conferences.

### 3.1.6 Research

The second core activity of a university after teaching is research. Two levels are involved, namely at institutional level and research program/research unit level. At institutional level, check for the following:

- The university's research policy - The University Research Policy sets the direction of research within the university. It specifies objectives of research within the university, research strategies, the code of conduct for research, and the responsibility of the Research Management Unit. In general, check for how the University's research policy covers the following:
  - I. A mission statement concerning research;
  - II. The governance of research;
  - III. Research approval process;
  - IV. How to cope with sponsored projects and sponsored research services; conflicts of interest, conflict of commitment, and research misconduct;
  - V. Policy on consultancy
  - VI. Policy on undergraduate and graduate research;
  - VII. Research supervision and research risk compliance;
  - VIII. Research quality and research assessment;
- The university's intellectual property rights policy which establishes a framework for the encouragement of research, innovation, invention, creative

work, and technology transfer; and sets out policies in relation to Intellectual Property Rights arising from research, innovation, invention and creative output, and the management, commercialization, and exploitation of such rights. In general, check for the following evidence:

- I. whether the university has formulated a policy to protect intellectual property right
  - II. Whether it functions adequately or if there any problems;
  - III. How does the university cope with the problems?
- The code of conduct/code of ethics for research - a university must be committed to the highest standards of accountability and integrity in its research practices. Research and development activities should therefore be guided by a code of conduct for research which prescribes standards of work performance and ethical conduct of researchers.

There should be a Research Ethics Committee set up at Institutions to consider applications to conduct research. The objectives of the Research Ethics Committee are to maintain ethical standards of practice in research, to protect subjects of research/experiments and research workers from harm or exploitation, to preserve the subject's rights, and to provide reassurance to the public that this is being done.

Check for the following with respect to this issue:

- I. whether the university has formulated a code of conduct and a code of ethics
- II. If the university has a Research Ethics Committee;
- III. If no such committee is in place, how does the university cope with ethical questions?

### 3.1.7 Gender Responsiveness

It is the responsibility of all Institutions to have a "Gender Equity in Education" policy that addresses the following objectives:

- Development of curricula, resources, and courses, which are gender inclusive in content, language, teaching, and assessment methodology;
- Promotion of awareness of gender equity issues in all HEIs through their curriculum documents, courses, and assessment procedures;
- Promotion of policies, processes, and gender inclusive practices;
- Provision of curricula which facilitate challenging learning environments which are socially and culturally appropriate, supportive, and physically comfortable for both female and male students;
- Development of curricula designed to contribute to a safe and supportive learning environment free from all forms of sexual harassment;

- Assisting teachers to identify and access professional development activities and resources that will improve gender equity in the classroom;
- Collection of disaggregated data on a range of gender issues;
- Use of data on students' achievements and retention and the quality of their participation in university life as a basis for developing strategies for and monitoring of implementation of gender equity policies, procedures, and practices;
- Ensuring that all members of the University community are informed of the Gender Equity in Education Policy and have access to professional development on issues of gender equity and the gender inclusive curriculum and are involved in the process of its implementation.

In addition to the above, teaching strategies which promote equity classroom teaching styles must be monitored; the following examples can be monitored for evidence of good practice:

- Creating equal opportunities by including all students in discussions; encouraging female students to participate in discussions and showing respect for their views and comments offered.
- Lecturers to learn names, backgrounds, and Goals of all students to facilitate inclusion of all. Address students equally.
- Lecturers to recognize and encourage different teaching styles; create assignments which force students to work together in groups (male and female) to solve problems and meet coursework expectations; that is create mixed – gender groups for class projects and discussions.
- As much as possible, choose course materials by both men and women. Seek out materials for class that represent the perspectives from multiple genders.
- Refer to students using pronouns they prefer. Support students who identify as another gender or non – gender binary by using their desired pronouns in class. If another student uses the wrong pronoun, correct them gently.

### **3.1.8 Critical Thinking Development**

Graduates should demonstrate appropriate level of competence in:

- Evaluating and analysing knowledge and information
- Identifying and understanding problems
- Demonstrating creativity and innovation in problem solving.

It must be ensured that Development of Critical Thinking Skills is one of the core Programme Learning Outcomes for all HEI programs. Teaching and learning must integrate critical thinking skills development in those activities. A significant number of course learning outcomes must be in alignment/map with critical thinking skills





programme learning outcomes, especially at the later years (year 3 onwards) of an academic programme.

Training of lecturers to integrate critical thinking elements in methods of delivery and assessment must be a primary activity at HEIs. Critical thinking courses can also be incorporated into the curriculum (maybe even as an Elective course), to facilitate development of this skill in students.

### **3.2 Quality Assurance of Learning**

Teaching/learning is one of the core activities of a university. To determine the quality of the teaching/learning process and the quality of curricula, faculties/departments have to evaluate their programs individually. The outcomes must be used to get a general overview of the quality of the educational provisions.

The outcomes of the self-assessment at program level will be used for assessing the quality of the core activity of teaching and learning. At the institutional level, an analysis needs to be made from the following aspects:

- The programs
- Student assessment
- Quality of the staff
- Students' admission
- Facilities and infrastructure

Regarding the Programmes, it must be ensured that the programmes at offer in the University:

- are meeting the expectations of the stakeholders;
- have clearly formulated expected learning outcomes;
- are coherent;
- are up to date.

For the assurance of quality of student learning in general, there must be main evidence which should form the basis for a Self-Assessment Report.

The evidence required include:

- Satisfaction Surveys: administered to existing students, Graduates (Alumni) and Employers.
- Programme learning outcomes assessment reports.

#### **3.2.1 Student Learning Outcomes**





The programme/curriculum should have clearly formulated learning outcomes reflecting the relevant demands and needs of all stakeholders. Before quality can be assessed, there is a need to know clearly what students are expected to learn. Learning outcomes must therefore be clearly formulated regarding what students are expected to learn and what graduates are expected to have learned in terms of knowledge, skills, and attitudes. The expected learning outcomes are the starting point for a self-assessment of quality.

The purpose of program Learning Outcomes (PLO) Assessment is to monitor the effectiveness of the curriculum and to guide quality improvements to programs. There are two types of PLO assessment:

#### Summative PLO Assessment

The main purpose of institutional PLO Assessment is to gather evidence of the cumulative effect of the program curriculum on student learning.

- Assessments selected from courses close to graduation;
- Courses identified in the Curriculum Map as where students would be able to demonstrate their mastery of the target PLO.

#### Formative PLO Assessment

The focus is to provide faculty and students with valuable feedback on progress towards achieving PLOs. The Academic Faculty administers throughout the program length, employing course assessments aligned to specific PLOs.

Evidence of Student Achievement; In general, there are two types of evidence to be collected:

- Direct evidence of student achievement of programme learning outcome using embedded course assessments. Academic Faculties may also employ alternatives to embedded assessment such as specially designed assessment tasks, internships, group work etc.
- Indirect evidence of student achievement of programme learning outcomes is collected by means of surveys. The survey results and their analysis should form part of an Annual Program Audit Report, or Self-Assessment Report. Surveys used include the Student Exit Survey, Graduate Employment Survey, and Graduate Employer Survey.

The specific evidence to be looked for include:

- The programme must have clearly formulated learning outcomes;



- There must be evidences of student achievement of learning outcomes (e.g. from formative and summative assessment data);
- The programme learning outcomes must reflect generic as well as specific skills and knowledge;
- The learning outcomes must clearly reflect the requirements of the stakeholders;
- The university uses Templates for dissemination of informative program and course specifications/descriptions;
- The contents of the programme must reflect the expected learning outcomes;
- The courses in a programme must be interrelated;
- Each course should clearly be designed to show the expected learning outcomes of the course; to do this, a curriculum map must be constructed and made for each course in the programme (i.e. curriculum mapping).

### 3.2.2 Facilities and Infrastructure

The physical resources for the educational activities including equipment, materials and information technology must be sufficient; equipment must be up to date, readily available and effectively deployed; University computer centres should provide a highly accessible and reliable computer network infrastructure that enables the campus community to fully exploit information technology for teaching, research and development, services, and administration.

Facilities and resources should be in line with the formulated goals and aims and with the designed program. Facilities are also connected to the teaching/learning strategy. For example, if the philosophy is to teach in small working groups, small rooms must be available. Computer-aided instruction can only be realized with enough computers for the students. The main learning resources consist of books, brochures, magazines, journals, posters, information sheets, internet and intranet, maps, aerial photographs, satellite imagery and others.

In order to assure quality of facilities and infrastructure, the following should be in the checklist of items to be assessed:

- The availability and number of lecture halls, laboratories, reading rooms, seminar rooms and computer rooms and whether they meet relevant requirements;
- Availability of up to date Library facility sufficiently equipped for learning; the library location whether it is within easy reach of students; the opening hours.
- Availability of laboratory facilities and sufficient laboratory support staff (Technicians);
- Availability of audio- visual Aids;

- Whether there are enough computers; computer software programmes for various courses;
- The extent to which the facilities/infrastructure promote or hinder delivery of the programme;
- Faculty Course Evaluation Survey- the Survey provides an opportunity for faculty to evaluate and give feedback including recommendations on the adequacy of course resources. The survey should be open to all faculty teaching the course (i.e. the course team) and should run at the end of each semester.
- Environment Health and Safety policy and procedures should be in place- inspection of buildings with respect to compliance with building codes;
- Special Needs Accommodation - all buildings in the campuses should be provided with ramp access and disabled friendly facilities in toilets in line with local statutory authorities' rules/ regulations. Two story and above buildings in the campuses should be equipped with elevators; Security guards and helpers should be suitably trained to help people with disability to go about their movement at the campus.

### 3.3 Quality Assurance of Student Assessment

Program level assessment focuses on what and how an academic program is contributing to the learning and development of students.

An institution should have clear procedures to assure the assessment of students. Students are assessed using published criteria, regulations, and procedures, which are applied consistently. There should be clear procedures to assure the quality of the examinations.

Student assessment is an important element in higher education. The outcomes of the assessment have a profound effect on students' future careers. It is therefore important that assessment is carried out professionally at all times. Assessment also provides valuable information for institutions about the efficiency of teaching and learner support. It is the responsibility of the faculty/department to assure the quality of the student assessment. The Administration must have a good policy and good control mechanism to check the decentralized activities.

Student assessment procedures are expected to:

- be designed to measure the achievement of the intended learning outcomes and other program objectives;
- have clear and published grading/marking criteria;
- take into account all of the possible consequences of examination regulations;



- have clear regulations covering student absence, illness, and other mitigating circumstances;
- be subject to administrative verification checks to ensure the accuracy of the procedures;
- Inform students clearly about the assessment strategy being used for their program, what examinations, or other assessment methods they will be subjected to; what will be expected of them, and the criteria that will be applied in the assessment of their performance.

### 3.3.1 Strategies of Assessment

The Assessment Strategy stipulates each assessment that contributes to the final course mark providing information regarding:

- Assessment tasks e.g. exam, project, laboratory etc.
- Weighting of each assessment i.e. percentage contribution of the task to the final course mark;
- Course learning outcomes addressed by each task.

It is required that for each academic program:

- Each programme learning outcome is assessed at least once over a three-year period.
- A minimum of 30% of programme learning outcomes are assessed each academic year.

Each Academic Faculty should identify assessments to provide evidence of student achievement of each Programme Learning Outcome (PLO). Faculties then interpret the results and provide an action plan to address any shortcomings.

Typically, the assessments used to provide evidence are assessments towards graduation e.g. courses in year 3 or year 4 of the programme.

The designated assessments should be common assessments i.e. the assessment instrument (oral defence, project, report, test etc.), marking scheme or rubric, grading and standards of achievement should be the same for all students taking the assessment across the system.

Academic Faculties must ensure that the following are kept for examination in the relevant Course Files (Preferable electronic Course Files):

- Copies of the assessment instrument;
- Marking scheme/rubric;



- Details of moderation process;
- Samples of student work reflecting the range of performance - wherever possible
- quantitative analysis of results.

The specific evidence to be checked for assessment strategy include:

- The assessment should reflect the expected learning outcomes and the content of the programme;
- The assessment should reflect the content of the programme;
- The student's assessment should use a variety of methods depending on the course outcome being assessed;
- There must be clear assessment/examination regulations;
- The criteria for assessment must be explicit and well known by students and lecturers.
- There should be training for lecturers on evaluation of assessment; training to write rubrics for assessment of learning outcomes.
- There is evidence of assessment records management.

### **3.3.2 Examination Design**

Regarding examination assessments, the following should be monitored:

- Examination booklets should not have students' names; only registration numbers;
- Availability of external examiners for external assessment of exams;
- External Examiners Report should be available with evidence of action taken on recommendations in such reports.

### **3.3.3 Marking Criteria**

The following must be used to assure quality of marking criteria:

- There should be continuous assessment grading criteria;
- There should be final examination grading criteria;
- There should be dissertation grading criteria;
- There are internship/industrial attachment/teaching practice grading criteria
- There is adequate and clear marking scheme with marking rubrics.

### **3.3.4 Marking Practices**

The following are worthy to be checked:





- There is provision for random marking checks by a second examiner using the marking scheme/rubrics;
- There is a provision for conference marking, especially for papers of students in large classes.

A checklist and MEL process questions for Quality Assurance of Teaching, Learning, and Assessment is provided in Appendix 6 and 7, respectively.



## Appendix 1

a)

UNIVERSITY OF SIERRA LEONE		
CAMPUS		
SEMESTER		
MODULE		
<p><b>DIRECTIONS:</b> Listed below are a number of statements about instructor, the course, the text and other readings, and the examinations. Please indicate, by writing the appropriate abbreviation of your level of agreement or disagreement with the statement (<b>SA</b> = Strongly Agree, <b>A</b> = Agree, <b>U</b> = Uncertain, <b>D</b> = Disagree and <b>SD</b> = Strongly Disagree).</p>		
	<b>Evaluation Criteria</b>	<b>Rating</b>
<b>A</b>	<b>The Instructor's Ability to Transmit Knowledge Clearly</b>	
1	Prepares for lectures well in advance	
2	Clearly interprets abstract ideas and theories	
3	Gives explanations which are clear and to the point	
4	Makes good use of examples and illustrations	
<b>B</b>	<b>The Instructor's Ability to Relate the Subject Matter to the Course Objectives and Content(s)</b>	
1	Makes it clear how each topic fits to the course	
2	Adds to the understanding of the required reading rather than merely repeating it	
3	Spends an appropriate amount of time explaining, illustrating, and giving examples.	
4	When appropriate, relates the material of the course to other areas of knowledge	
<b>C</b>	<b>The Instructor's Ability to Motivate Students</b>	
1	Is aware when students are having difficulty in understanding a topic and changes his/her approach or offers additional explanations	
2	Is stimulating and interesting to listen to	
3	Stimulates my curiosity and makes me want to learn more about the subject	





4	When appropriate, relates the course to other areas of knowledge	
5	Gives me new viewpoints or appreciations	
6	Appreciates and gives credit for additional or novel contribution to knowledge.	
7	Provides feedback on students' performance.	
8	Is fair in assessing students.	
D	<b>The instructor's Sensitivity to the Needs of Students</b>	
1	Is personally interested in the students in the class	
2	Welcomes questions from the students	
3	Is available for individual help	
4	When necessary, arranges additional classes with the approval of all students in the class.	
5	Is gender sensitive.	
E	<b>Punctuality</b>	
1	S/he is punctual and teaches the stipulated period.	
2	Committed to his/her work.	
3	Communicates for absence or apologises for failing to turn up for a class.	



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b)

**UNIVERSITY OF SIERRA LEONE**

**FOURAH BAY COLLEGE**

**DEPARTMENT OF ELECTRICAL AND ELECTRONIC ENGINEERING**

**Students' satisfaction survey**

This survey seeks to gauge the views of students of the programmes they are studying in terms of their perceived relevance to their professional goals and the degree of difficulty they encounter moving from one level to another. It also seeks to ascertain and discuss the level of interaction both formally and informally among students as well as among their lecturers during and outside the lecture room and the impact of such intercourse on their progress.

**A. GENERAL**

Please complete the following questions as fully as possible and return to:

Name: Achmed S Koroma or Sallu Conteh  
Department of Electrical and Electronic Engineering, FBC  
Mobile Numbers:

Please use the following ranking in your answers where applicable:

**1. = Poor /Low /Difficult    2. = Reasonable    3. = Satisfactory/High    4. = Excellent/Very High    5. = Do not know**

1.	Which faculty are you in? (please tick)	Engineering and Architecture	Pure and Applied Sciences	Arts	Social Science and Law	
2.	What Year are you in? (Please tick as appropriate)	Year 1	Year 2	Year 3	Year 4	Year 5
3.	State your department					
4.	What final degree are you reading for?					
5.	Are you in the Honours or General degree stream?	Honours	General			



6.	How many modules are you offering?		
7.	How many of your modules are CORE modules?		
8.	What is the total number of credit hours of the modules offered?		
9.	How many contact hours do you have a week?		
10.	Do you have formal graded activities apart from classroom lectures? If so, please list them.		
11.	Do you have opportunities for extra-curricular activities with colleagues?	YES	NO
12.	Give your assessment of the programme you are studying using the ranking above (Please rank using rating above, i.e. 1, 2, etc.)		
13.	How would you describe the attitude of lecturers towards you during classes? (Please rank using rating above, i.e. 1, 2, etc.)		
14.	How much motivation do you have during classes? (Please rank using rating above, i.e. 1, 2, etc.)		
15.	How accommodating are your lecturers to questions asked during classes? (Please rank using rating above, i.e. 1, 2, etc.)		
16.	How many of the modules you offer have tutorial sessions?		

17.	How many hours a week do these sessions occur?					
18.	What form do these tutorial classes take? Please tick as relevant	Lecturer presents problems and initiate discussions while solving the problems.	Topics are given and students are left to conduct the tutorial themselves	Students are divided into groups and required to solve a problem with each group submitting a group solution	Others, please specify.	
19.	Do your lecturers encourage contribution during lectures by initiating dialogue (i.e. asking questions) or are your classes mainly a monologue?	YES	NO			
20.	Do students generally participate during lectures or are they passive recipients of the lectures?	YES	NO			
21.	Are you a member of a study group? If not skip to 28	YES	NO			
22.	How often do you meet?	YES	NO			
23.	Do your study groups only function around examination schedules?	YES	NO			
24.	How large are the groups you belong to?	YES	NO			
25.	How interactive are these groups, i.e. are topics discussed freely or do you feel left out during discussions?	YES	NO			
26.	What role do you play in the groups?	Passive listener	Lead role	Active role	Initiate options	Others, please specify





27.	How much has membership in these groups helped your understanding of concepts taught during lectures?	YES	NO			
28.	Do the exam questions match the details of taught in class?	YES	NO			
29.	Do questions require reproducing notes or do they tax your full understanding of concepts and how they relate to practical situations?	A. Reproducing notes	B. demand practical application of concepts	C. Combination of A and B.		
30.	Does the level of expression used in the questions pose difficulty in understanding what is required?	Yes	NO			
31.	Do your lecturers provide assignments regularly?	YES	NO			
32.	How often do they return marked scripts after assignments are returned?	Always	Often	Seldom	Never	
33.	Do they discuss the solutions of the assignments?	YES	NO			
34.	How regularly you have class tests?	A. Once a semester	B. Twice a semester	C. Monthly	D. At the end of every topic	Other, please specify.
36.	Are the marked scripts returned and discussed in class?	YES	NO			
37.	Have you witnessed cheating during examinations?	YES	NO			
38.	Assess the actions taken by the administration in fighting exams malpractice	1. Reasonable	2. Weak	3. Severe	4. Delayed	5. Ineffective







## Appendix 2

a)

### UNIVERSITY OF SIERRA LEONE

#### QUESTIONNAIRE ON RESEARCH ON THE MISMATCH IN THE EDUCATIONAL EXPECTATIONS BETWEEN GRADUATES AND EMPLOYERS

##### FORM A. FOR GRADUATES

Please complete the following questions as fully as possible and return to:

Name of Institution:

Please use the following ranking in your answers where applicable:

1. = Poor /Low      2. = Reasonable      3. = Satisfactory      4. = Good/high  
5. = Very good/Too much      6. = Do not know

1.	What is the level of demand put on you from your employers in terms of your job skills?					
2.	Did your lecturers create situations that force you to think practically during their lectures?	YES	NO	DON'T KNOW		
3.	What is the impact of on-line materials and learning resources on your success?					
4.	Would you have preferred enrolling in a tech/voc institution rather than a university, given your job demands?					
5.	What influence does your degree qualification have on your current profession?					
6.	How do you rate your communications skills?					
7.	How do you rate your research skills?					
8.	How do you rate your problem-solving and decision-making skills?					
9.	How do rate your team ability?					
10.	Did your degree programme involve internship or industrial attachment?					





11.	If the answer to 10. Is YES, do you think the length of time spent was adequate?					
12.	How beneficial was your internship or industrial attachment experience to your profession?					
13.	How relevant to your job was the education received at the university?					
14.	Have you ever had a need to refer to your lecture notes, textbooks or search the internet for theoretical clarification to assist you in the performance of your job?	YES	NO			
15.	Have you ever needed to consult your lecturers for discussions on job related theoretical problems?	YES	NO			
16.	Would you perform better in your current job if you had a postgraduate degree?	YES	NO			
17.	Have you acquired any additional degree(s) since you graduated?	YES	NO			
18.	If YES to 16 tick which types	Masters	PhD	Postgraduate Diploma		
19.	Have you undertaken any continuing professional development courses since you graduated?	YES	NO			
20.	How would you rate the inspiration or mentorship provided by your lecturers?					
21.	How approachable were your lecturers?					
22.	How adequate were facilities such as laboratory exercises and reading materials, at your University?					
23.	What was the level of internet access on your campus?					
24.	How would you rate the teaching and learning atmosphere on your campus?					
25.	Have you registered with your professional association or institution?	YES	NO			

Please make any other comments that will assist in improving the quality of graduates we train.







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Thank you for your time and consideration in assisting us in enhancing the quality of our graduates and their relevance to the job market. Further comments can be forwarded to [jredwood\\_sawyerr@yahoo.com](mailto:jredwood_sawyerr@yahoo.com) OR [jasredwood@usl.edu.sl](mailto:jasredwood@usl.edu.sl) or to the Public Relations Officer at [lola0224@yahoo.com](mailto:lola0224@yahoo.com).

*Prof Jonas A S Redwood-Sawyers  
Vice Chancellor and Principal  
University of Sierra Leone*

**AUGUST 2013**





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b)

**THE SIERRA LEONE INSTITUTION OF ENGINEERS  
IN PARTNERSHIP WITH  
THE UNIVERSITY OF SIERRA LEONE  
FACULTY OF ENGINEERING AND ARCHITECTURE  
FOURAH BAY COLLEGE**

**THE AFRICA CATALYST PROJECT**

**QUESTIONNAIRE ON RESEARCH ON THE EDUCATIONAL  
EXPECTATIONS OF EMPLOYERS**

**FORM A. FOR EMPLOYERS**

Please complete the following questions as fully as possible and return to:

Questionnaire administrator:

Contact details of Respondent:

Address and email for contact if required:

Date:

Please use the following ranking in your answers:

**1. = Poor /Low      2. = Reasonable      3. = Satisfactory      4. = Good/high  
5. = Very good/very High. 6. = Do not know**

1.	What is the Level of readiness of new graduates for work in your establishment from their performance?	1	2	3	4	5	6
2.	What is the Level of Graduates' communication skills for the job market?	1	2	3	4	5	6



3.	Rank the ability of New graduates to adapt to the job environment	1	2	3	4	5	6
4.	Please rank your Graduate employees' problem-solving and decision-making skills	1	2	3	4	5	6
5.	Please rank your Graduate employees' research and analytical skills?	1	2	3	4	5	6
6.	What value do you give to a University degree of your employee?	1	2	3	4	5	6
7.	How do you value on-line qualifications?	1	2	3	4	5	6
8.	What is your level of success in recruiting graduates with the required skills set?	1	2	3	4	5	6
9.	What is the incidence rate of university graduates that are immediately employable, i.e. possess both field-specific and soft skills?	1	2	3	4	5	6
10.	What is the incidence rate of graduates possessing any of the soft skills listed in Item 17 below?	1	2	3	4	5	6
11.	What is the level of Graduates' time management skills, e.g. how do they respond to deadlines?	1	2	3	4	5	6
12.	Does your company have a formal training programme for young engineers? Please tick.	YES	NO				
13.	Does your company provide Continuing professional development opportunities for its staff?	YES	NO				
14.	How long does it take before a graduate engineer is confirmed as an engineer in your establishment, i.e. the period of pupillage?	6 months	1 year	2 years	Other. Please specify.		
15.	What percentage of your engineers are registered with the SLIE and PERC? Please tick the closest Percentage.	10%	25%	40%	60%	80%	100%
16.	Does your company pay annual membership fees for its engineers to the SLIE? Please tick	YES	NO				
17.	Is the possession of a university degree critical in your company's short listing of applicants for a job?	YES	NO				

18.	What percentage mark-up will you be willing to give a new graduate if s/he had the requisite soft skills required by your establishment? (See 17 below)	10	20	25	30	35
-----	---	----	----	----	----	----





19. Rank the following skills set you would like to be demonstrated by a potential employee.  
*(Please note: The skills below have been numbered from 1 to 13. These are not in any order of priority. Please renumber the skills according to their importance to your assessment of recruits for employment. For example if Teamwork ability is your topmost priority, then tick #1. If Field-specific theoretical knowledge is your second priority, then tick #2, and so on up to your new #13. Thank you.)*

Item	Required skills	Ranking					
		1	2	3	4	5	6
1.	Learning abilities	1	2	3	4	5	6
2.	Power of concentration	1	2	3	4	5	6
3.	Working independently	1	2	3	4	5	6
4.	Written communication skills	1	2	3	4	5	6
5.	Oral Communication skills	1	2	3	4	5	6
6.	Loyalty and integrity	1	2	3	4	5	6
7.	Field-specific theoretical knowledge	1	2	3	4	5	6
8.	Personal involvement/passion	1	2	3	4	5	6
9.	Critical thinking	1	2	3	4	5	6
10.	Adaptability	1	2	3	4	5	6
11.	Tolerance	1	2	3	4	5	6
12.	Initiative	1	2	3	4	5	6
13.	Teamwork ability	1	2	3	4	5	6

20	Should the educational institutions train graduates that are immediately productive on employment or is it the responsibility of employers to provide job skills? <i>(Please tick your preference)</i>	Educational institutions	Employers
----	--	--------------------------	-----------

21. Give any other skill set or deficiencies observed in graduates that your company will like addressed by the University curriculum.

.....

.....

.....

.....

The University of Sierra Leone and SLIE/PERC will very much like to continue this conversation in its quest to reduce the gap in expectations between the educational institutions, employers and indeed







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graduates that we train. In this regard please kindly indicate your email contact above for further correspondences. Further comments can be sent to: [abiosehrs@gmail.com](mailto:abiosehrs@gmail.com), [jredwood\\_sawyerr@yahoo.com](mailto:jredwood_sawyerr@yahoo.com) or [jasredwood@usl.edu.sl](mailto:jasredwood@usl.edu.sl) or [sarahcampbell683@gmail.com](mailto:sarahcampbell683@gmail.com).

Thank you for your time and consideration in assisting us in enhancing the quality of our graduates and relevance to the job market.

*Ing Prof Jonas A S Redwood-Sawyerr*





### Appendix 3

#### GRADUATING STUDENT QUESTIONNAIRE

#### UNIVERSITY OF SIERRA LEONE (FBC, IPAM & COMAHS)

DIRECTIONS: The information you supply on this survey will be used to assess the effectiveness of the University of Sierra Leone in meeting the needs of its students.

Correct Mark •                      Incorrect Marks OOOO

Some items may not be applicable to you. If this is the case, skip the item. If you wish to change your response to an item mark an x against your first mark and then mark the correct space. Please do not mark more than one response per items unless you are asked to do so. Thank you for your assistance.

Please provide your PERMANENT mailing address (where you live currently or where your mail should go)

-----	If you are currently employed fulltime
NAME	Or full-time job after graduation,
please	
-----	Provide the name of the firm
Street Address	-----
Organization)	Name of Employer (Firm or
-----	
City	
-----	
Home Phone	Mobile Phone
-----	-----
-----	
Email Address	Types of Firm or Organization
Which USL institution are you graduating from?	-----
-----	
	Position





FBC----- IPAM----- COHMAS -----

Programme/Major

<p><b>If YOU WILL Graduate from USL</b> <b>Please check here and return the questionnaire to your instructor</b></p> <p><input type="checkbox"/> Will not graduate from USL <input type="checkbox"/> Did not graduate from USL</p> <p>Sex <input type="checkbox"/> Male <input type="checkbox"/> Female</p> <p>Race/Ethnic Identification <input type="checkbox"/> Black <input type="checkbox"/> White</p> <p>Nationality <input type="checkbox"/> Sierra Leone <input type="checkbox"/> Non-Sierra Leone: Please specify Country----- Age <input type="checkbox"/> Under 18 <input type="checkbox"/> 18-20 <input type="checkbox"/> 21-24 <input type="checkbox"/> 25-34 <input type="checkbox"/> 35-44 <input type="checkbox"/> 45-54 <input type="checkbox"/> 55 Years and over</p>	<p>Number of Dependents/Children <input type="checkbox"/> None <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 or more</p> <p><b>1. What degree are you receiving?</b> <input type="checkbox"/> Bachelor of Arts Degree <input type="checkbox"/> Diploma <input type="checkbox"/> Certificate <input type="checkbox"/> Master's Degree <input type="checkbox"/> Not sure</p> <p><b>2. What was the date you first entered USL to begin work on the above degree?</b> Month----- Year-----</p> <p><b>3. For the programme you are now completing, were any of the credits earned from another college or university (Check all the apply)</b> <input type="checkbox"/> No, they were all earned here <input type="checkbox"/> Yes, from a public two-year college <input type="checkbox"/> Yes, from a public four-year college or university <input type="checkbox"/> Yes, from a private college or university</p>	<p>4. If yes, indicate: Name of Institution(s) -----</p> <p><b>5. Number of credits transferred towards degree</b> -----</p> <p><b>6. Did you earn a degree from that institution?</b> <input type="checkbox"/> Yes, a bachelor's Degree <input type="checkbox"/> No</p> <p><b>7. Have you been primarily a full-time (12 hours or more) students while you have attended USL?</b> <input type="checkbox"/> Primarily full-time <input type="checkbox"/> Primarily part-time</p> <p><b>8. How many semesters have you been enrolled at USL?-----</b> -----</p>
---	--	--



<p><b>Marital Status</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Single</li> <li><input type="radio"/> Married</li> <li><input type="radio"/> Divorced</li> <li><input type="radio"/> Widowed</li> </ul>		<p>9. What was the <b>MAJOR</b> source of financing your college education? Mark only one</p> <ul style="list-style-type: none"> <li><input type="radio"/> Scholarships</li> <li><input type="radio"/> Grants</li> <li><input type="radio"/> Loans</li> <li><input type="radio"/> Family Contributions</li> <li><input type="radio"/> Personal Funds</li> <li><input type="radio"/> Other.....</li> </ul>
<p>10. What was the <b>SECOND</b> most important source of college financing? Mark only one!</p> <ul style="list-style-type: none"> <li><input type="radio"/> Scholarships</li> <li><input type="radio"/> Grants</li> <li><input type="radio"/> Loans</li> <li><input type="radio"/> Family Contributions</li> <li><input type="radio"/> Personal Funds</li> <li><input type="radio"/> Other.....</li> </ul>	<p>11. On average, how many hours per week did you work during the terms you were enrolled at USL?</p> <ul style="list-style-type: none"> <li><input type="radio"/> I did not work</li> <li><input type="radio"/> 1 – 10 hours per week</li> <li><input type="radio"/> 11 – 20 hours per week</li> <li><input type="radio"/> 21 or more hours per week</li> </ul>	

12. What role did USL play in meeting these goals?

Not a goal of mine	Not much help	Some Help	Very Helpful	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Increasing my knowledge in my academic field
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Discovering my vocational interest
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Preparing for a new career
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Improving knowledge & skills needed in my present job
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Learning skill that will enrich my life daily
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Improving my ability to get along with people
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Becoming involved in student life & campus activities
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Increasing my7 participation in cultural social events
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Improving my self-image
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Meeting people
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Improving my leadership skills
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Attending a graduate or professional school

13. How satisfied are you with your experience at USL in each of the following areas

Very Satisfied	Somewhat Dissatisfied	Somewhat Satisfied	Very Satisfied	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Foundation Courses (Undergraduate only)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Courses in your programme / major
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Courses outside your programme / major





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- |                       |                       |                       |                       |  |
|-----------------------|-----------------------|-----------------------|-----------------------|--|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | The overall quality of instruction                           |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | The accessibility of instructors                             |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Faculty interests in students and their academic progress    |
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Availability of courses offered that were of interest to you |

14. The following services are generally provided by universities.

How would you evaluate these services as provided by USL?

(For each service, check one response that is most appropriate)

Not Satisfactory	Satisfactory	Did not use	Was not aware of this service	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Registrar's Office
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Registration (Process)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Finance Office (paying bills/picking up cheques)
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Dean's Office
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Heads of Department
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Athletics Programmes
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Exams Office
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Hostel Services
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Cafeteria / Food Services
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Health Services
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Library
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Paying School fees at local banks
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Computer
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Internet Services
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Campus safety and Security
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Career assistance programmes
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Any Other?





<p><b>15 Are you currently employed, or have you secured a full-time job that you plan to begin after your graduation from USL?</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Yes, I will continue working in the job I currently have</li> <li><input type="radio"/> Yes, I recently obtained a new job</li> <li><input type="radio"/> No, but I am currently seeking employment</li> <li><input type="radio"/> No, but I am not seeking employment If <b>NO &amp; Not CURRENTLY LOOKING</b>, <b>SKIP</b> to question 20. If still looking, please continue</li> </ul> <p><b>16. if you are looking for, currently have, or will be starting a new job, to what extent is it related to your major area of study?</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Directly related</li> <li><input type="radio"/> Somewhat related</li> <li><input type="radio"/> Not related</li> </ul> <p><b>17. In what type of organization are you seeking employment/ are you currently employed?</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> State government agency</li> <li><input type="radio"/> Public school/local government agency</li> <li><input type="radio"/> Private school</li> <li><input type="radio"/> Non-profit organization</li> <li><input type="radio"/> Health related facility</li> <li><input type="radio"/> Private business or company</li> <li><input type="radio"/> self or family-owned business/ self-employed</li> <li><input type="radio"/> other(specify) _____</li> </ul>	<p><b>20. Indicate all of the following which were helpful in finding your current job/ the job you will begin after graduation.</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> College internship</li> <li><input type="radio"/> A lecturer at college</li> <li><input type="radio"/> Civil service application</li> <li><input type="radio"/> Department of application</li> <li><input type="radio"/> Department of Labour</li> <li><input type="radio"/> Newspaper advertisement</li> <li><input type="radio"/> Direct application to employer</li> <li><input type="radio"/> Friends</li> <li><input type="radio"/> Relatives</li> <li><input type="radio"/> Work-related contacts</li> <li><input type="radio"/> Other (specify) _____</li> </ul> <p><b>21. Where is your place of employment / where are you looking for employment?</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Freetown</li> <li><input type="radio"/> Provinces</li> <li><input type="radio"/> Out of the country</li> <li><input type="radio"/> Other _____</li> </ul> <p><b>22. Have you applied for admission to one or more educational programs (either here or at another university) which would result in your earning an additional degree or certificate?</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Yes, I have applied</li> <li><input type="radio"/> No, but I intend to apply within the next 6 months</li> <li><input type="radio"/> No, and I do not intend to apply within the next 6 months</li> </ul>	<p><b>25. Have you been accepted to any of the programmes to which you have applied?</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Yes, I have been accepted</li> <li><input type="radio"/> No, I have not been accepted</li> <li><input type="radio"/> I have not yet received a reply to my application(s)</li> </ul> <p><b>26. What additional certificate or degree will you be seeking?</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Certificate (Undergraduate)</li> <li><input type="radio"/> Master of Business Administration</li> <li><input type="radio"/> Other Master's Degree</li> <li><input type="radio"/> Certificate (graduate)</li> <li><input type="radio"/> Professional degree (Medicine)</li> <li><input type="radio"/> Professional degree (Law)</li> <li><input type="radio"/> Professional (other)</li> <li><input type="radio"/> Doctoral degree</li> </ul> <p><b>27. How is the programme (s) you applied to related to your major at USL?</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Directly related</li> <li><input type="radio"/> Somewhat related</li> <li><input type="radio"/> Not related</li> </ul>
<p><b>18. Irrespective of whether you are going on to another educational programme at this time, what is the highest degree you ultimately plan to earn?</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Master's Degree</li> <li><input type="radio"/> Graduate Certificate</li> </ul>	<p><b>23. What area of service should be changed to improve students' satisfaction with their education at USL?</b></p> <ul style="list-style-type: none"> <li><input type="radio"/> Tougher academic standards in general education</li> <li><input type="radio"/> Tougher academic standards in general education</li> </ul>	<p><b>28. Please list the names of members of staff who have been the most help to you</b></p> <hr/> <hr/> <hr/>



<p><input type="radio"/> Professional Degree (medicine, law, theology)</p> <p><input type="radio"/> Doctoral   Degree (e.g. Ph.D., Ed.D.)</p> <p><input type="radio"/> I do plan to pursue a higher degree</p> <p><b>19. What is your impression of commitment to academic excellence of the faculty in your major department?</b></p> <p><input type="radio"/> Extremely high</p> <p><input type="radio"/> Adequate</p> <p><input type="radio"/> Minimal</p> <p><input type="radio"/> None at all</p>	<p><input type="radio"/> Tougher requirements in classroom instruction</p> <p><input type="radio"/> More remedial courses</p> <p><input type="radio"/> Longer class periods</p> <p><b>24. If you had it to do over again, would you attend USL?</b></p> <p><input type="radio"/> Yes</p> <p><input type="radio"/> I am not sure</p> <p><input type="radio"/> No</p> <p><input type="radio"/> A greater availability</p> <p><input type="radio"/> Introduce academic advising</p> <p><input type="radio"/> More tutorial assistance</p> <p><input type="radio"/> Other(specify) _____</p>	<p><b>29. Would you recommend USL to others seeking to further their education?</b></p> <p><input type="radio"/> Yes, without reservation</p> <p><input type="radio"/> Yes, with some reservation</p> <p><input type="radio"/> Uncertain</p> <p><input type="radio"/> No</p> <p><input type="radio"/></p>
--	--	---

30. How satisfied are you with your own effort at acquiring a quality education at USL?

(Check one answer for each statement)

Very Dissatisfied    Somewhat Dissatisfied    Somewhat Satisfied    Very Satisfied

0	0	0	0	Your personal study habits
0	0	0	0	Your efforts to master the subject in foundation courses
0	0	0	0	Your efforts to master the subject in your major
0	0	0	0	Your effort to consult with Lectures on issues of concern
0	0	0	0	Your participation in extra-curricular activities (sports, student union, etc)
0	0	0	0	Your class attendance
0	0	0	0	Your participation in internship opportunities
0	0	0	0	Your efforts to use the services & assistance offered by USL.

31. Please use the remaining space for any comments you have about USL, this questionnaire, or anything else you care to share with us is confidential and will be consider as we move forward to improving USL and our services to you.

Thank you for completing this questionnaire.





## Appendix 4

# UNIVERSITY OF SIERRA LEONE ACADEMIC STAFF EVALUATION FORM

STAFF RATED: \_\_\_\_\_ RANK: \_\_\_\_\_  
\_\_\_\_\_

DEPARTMENT: \_\_\_\_\_ YEARS IN RANK: \_\_\_\_\_  
\_\_\_\_\_

	Unable	All or	To
Most of			
<u>ATTRIBUTE OBSERVED</u>	Seldom		
<u>Often</u>		<u>Rate</u>	<u>the</u> _____ <u>Time</u>
			<u>or Never</u>

### TEACHING EFFECTIVENESS:

#### A. ATTITUDE OF TEACHER

1.	Enthusiasm for subject matter and content	_____	9 8 7	6
5 4		3 2 1		
2.	Empathy with students	_____	9 8 7	6
5 4		3 2 1		
3.	Classroom demeanour warm, friendly, evidence of interest in individuals	_____	9 8 7	6
5 4		3 2 1		
4.	Encourages student participation in learning process, elicits questions, opinions, etc.	_____	9 8 7	6
5 4		3 2 1		

#### B. ORGANISATION OF THE COURSE

1.	Shows thoughtful planning of course content and presentation	_____	9 8 7	6
5 4		3 2 1		
2.	Reflects current reading, incorporation of results of research, etc.	_____	9 8 7	6
5 4		3 2 1		

3. Organization flexible enough to guide logical



5 4	sequence of material and provide for addition of relative unplanned supplementation where necessary to enhance learning	3 2 1	9 8 7	6
4.	Provides appropriate devices (syllabi, course outlines. Manuals etc.) necessary to aid and guide student study	3 2 1	9 8 7	6
<b>C. EVIDENCE OF CAREFUL PREPARATION</b>				
1.	Evidence mastery of subject matter and Ability to document	3 2 1	9 8 7	6
2.	Ability to illustrate, clarify and relate to Learners' experience	3 2 1	9 8 7	6
3.	Ability to answer questions, willingness to Permit free discussion of points made	3 2 1	9 8 7	6

## ACADEMIC STAFF EVALUATION FORM

	Unable	All or
	To	Most of
	Seldom	the
<u>ATTRIBUTE OBSERVED</u>	<u>Rate</u>	<u>Time</u>
<u>Often</u>		<u>or Never</u>

### D. PRESENTATION OF COURSE CONTENT

1.	Course content presented so that all can see and hear	3 2 1	9 8 7	6
2.	Speech and delivery enhance the learning process	3 2 1	9 8 7	6
3.	Methods selected to meet the varying needs of Student body and course content	3 2 1	9 8 7	6
4.	Selection of methods and teaching materials evidences creativity and understanding of			





5.4	the learning process	3 2 1	9 8 7	6
5.	Integration or particular course content with Past and / or further content where applicable	3 2 1	9 8 7	6
6.	Obvious effort to create and sustain Interest of learners	3 2 1	9 8 7	6
7.	Create a dynamic learning situation - challenges and assists active participation and critical thinking	3 2 1	9 8 7	6
8.	Relates course content to contemporary problems, Current values, or individual and group needs	3 2 1	9 8 7	6
9.	Selection and use of assignments and evaluative procedures to stimulate intellectual curiosity and increase desire to learn	3 2 1	9 8 7	6
10.	Makes assessment of learners' understanding And grasp of information and adjusts Presentation accordingly	3 2 1	9 8 7	6

**SHOW SUM OF POINTS IN EACH SECTION:**

A. \_\_\_\_\_ B. \_\_\_\_\_ C. \_\_\_\_\_ D. \_\_\_\_\_

TOTAL\_\_

**SHOW SUM OF ITEMS IN EACH SECTION**

A. \_\_\_\_\_ B. \_\_\_\_\_ C. \_\_\_\_\_ D. \_\_\_\_\_

**MARKED 'UNABLE TO RATE'**

TOTAL\_\_

**RATER'S SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**COMMENTS:**

**RATER'S SIGNATURE:** \_\_\_\_\_

**DATE:** \_\_\_\_\_

**COMMENTS:**





## Appendix 5

<b>Key</b>										
	All documents on SP									
	Partly uploaded on SP									
	Not yet on SP									
<b>Undergraduate Engineering Degree Academic Accreditation</b>										
<b>Evidence Documents &amp; Information</b>										
N o	TOPIC/ Subject	CIVIL ENGINEERING	Ref Document on Share Point	Document Owner	ELECTRICAL & ELACTRONICS ENGINEERING	Ref Document on Share Point	Document Owner	MECHANICAL ENGINEERING	Ref Document on Share Point	Document Owner
1	Management and Operation									
2	Staff profile and Contact Details									
3	Programme Specifications									
4	External Examiners Reports									
5	Programme Learning Outcomes									
6	<b>Quality Assurance:</b>									
	· QAA Institutional Audit Review									
	· Internal Programme Review Reports									
7	<b>Staff</b>									
	a) Teaching Staff:									



	· Support Staff									
	· Student: Staff Ratio									
	· Membership of Professional Body									
	· Representation of Chartered and Incorporated Engineers									
	b) Staff Development and Training									
8	<b>Resources</b>									
	a) Teaching Facilities									
	b) Student Experience:									
	· Pastoral, Academic and Welfare Support									
	· Classes to Support Student Learning									
	· Staff-Student Liaison Committee									
9	<b>Future Plans and Intentions</b>									
	a) Planned changes: Major changes									
	<b>Course Information</b>									
1	Programme									
	a) Undergraduate Curriculum: Details of the modules and credit rating system									





2	Time-Tabled Teaching Hours									
3	Syllabi									
4	Threads and Subject Matrices:									
	· Design									
	· Sustainability									
	· Health and Safety Risk Management									
5	Communication Skills									
6	Field Courses									
7	Inter-Departmental Teaching									
8	Examination Papers and Solutions									
9	Signed examination grades of students for the past five years									
	<b>Projects</b>									
	a) Role of Projects and implementation									
	b) List of students' projects and grading conditions									
	c) Project Failures									
	<b>Industrial Input, Influence and Research</b>									
1	Links with Industry									
2	Mentoring of Students by Practitioners									
3	Site Visits									





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4	Visiting Lecturers								
5	Industrial Placements								
6	Vacation Work								
7	Research and Consultancy								
8	Research Excellence Framework								
9	Papers Published								
	<b>Partnership Arrangements and Overseas Study</b>								
1	Period of Study Outside the Sierra Leone								
2	Partnership Arrangements								
3	Franchise Arrangements								
	<b>Admissions, Progression, Award and Destination</b>								
1	Cohort Support								
2	Published Entry Requirements								
3	Entry to IEng, BEng (Hons), MEng Programme								
4	Degrees Awarded								
5	Methods of Assessment								
6	Progression								
7	Classification								
8	Programme Completion Rate								





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9	Graduate Employment									
	<b>Professional Membership</b>									
1	Student Members									
2	Professional Institutions									
	<b>Survey reports to be included;</b>									
1	Employers' satisfaction survey									
2	Students feedback on Faculty of Eng. Offered modules and Programme									







## Appendix 6

### Assuring Quality Higher Education in Sierra Leone (AQHEd-SL)

#### Quality Assurance Checklist

#### Teaching, Learning, and Assessment

#### TEACHING

QUALITY CRITERIA	Scores				
	0	1	2	3	4
<b>1. Requirements of stakeholders.</b>					
The faculty/department has a clear idea ...					
a. about the relevant needs and requirements of the government					
b. about the relevant needs and requirements of the labour market					
c. about the relevant needs and requirements of the students/parents					
d. about the relevant needs and requirements of the academic world					
e. about the relevant needs and requirements of the society					
<b>Overall opinion</b>					
<b>2. Expected learning outcomes</b>					
a. The programme has clear formulated learning outcomes					
b. The programme promotes learning to learn and lifelong learning					
c. The expected learning outcomes covers generic skills and knowledge as well as specific skills and knowledge					
d. The expected learning outcomes clearly reflect the requirements of the stakeholders					
<b>Overall opinion</b>					
<b>3. Programme specification</b>					
a. The university uses programme specification/programme description					
b. The programme specification shows the expected learning outcomes					
c. The programme specification is informative for the stakeholders					
•					
<b>Overall opinion</b>					
<b>4. Programme content</b>					
a. The programme content shows a good balance between general and specific skills and knowledge					
b. The programme reflects the vision and mission of the university					
c. The expected learning outcomes have been adequately translated into the programme					
d. The contribution made by each course to achieving the learning outcomes is clear					
e. The curriculum stimulates active learning and facilitates learning to learn					





QUALITY CRITERIA	Scores				
	0	1	2	3	4
<b>Overall opinion</b>					
<b>5. The organization of the programme</b>					
a. The curriculum is coherent, and all subjects and courses have been integrated					
b. The curriculum clearly shows the basic courses, intermediate courses, specialist courses and the final research project (dissertation, etc.) activities					
c. The process of periodic review of curriculum is in place (i.e., no longer than 5 years old)					
<b>Overall opinion</b>					
<b>6. Pedagogical approaches</b>					
a. The lecturers have different teaching strategies					
b. The teaching strategy enables students to acquire and manipulate knowledge academically					
c. The teaching strategy is students-centred and stimulates quality learning					
d. The teaching strategy stimulates active learning and facilitates learning to learn					
e. Teaching strategy includes critical thinking approach					
f. Teaching strategy includes gender-responsive pedagogy					
<b>Overall opinion</b>					
<b>7. Quality of the academic staff</b>					
a. The lecturers have relevant academic qualifications for the task					
b. The lecturers have relevant competencies for the task					
c. The number of lecturers is sufficient to deliver the curriculum adequately					
d. Recruitment is based on merits					
e. Promotion is based on merits					
f. Time management system is designed to support the quality of teaching					
g. Incentive system is designed to support the quality of teaching					
h. Accountability of the lecturers is well regulated					
i. There is provision for review, consultation, and redeployment					
j. There is efficient lecturer appraisal system					
k. All lecturers are computer literate					
<b>Overall opinion</b>					
<b>8. Adequacy of support staff for teaching activities</b>					
a. There are adequate support staff (e.g., demonstrators) for remedials and tutorials					
b. There are adequate technical staff for the laboratory work					
c. There are adequate technical staff for the computer teaching					
d. Institution has a defined optimum lecturer-student ratio					
<b>Total score</b>					
<b>9. Staff development activities</b>					
a. There is a clear policy on lecturer development					
b. The institution supports lecturer development activities regularly					
c. Academic staff take advantage of self-improvement / career advancement opportunities					



QUALITY CRITERIA	Scores				
	0	1	2	3	4
d. Academic lecturers have attended pedagogical training courses					
e. Academic lecturers engage in research to enhance their teaching skills					
<b>Total score</b>					
<b>OVERALL SCORE</b>					
<b>Additional Comments for consideration</b>					

## LEARNING:

### For effective learning:

- ▶ courses should meet appropriate academic and professional standards,
- ▶ the objectives of courses should be appropriate,
- ▶ the means chosen and the resources available for delivering those objectives should be appropriate and adequate.

Learning should contribute to national development and be internationally relevant and competitive.

	Scores				
	0	1	2	3	4
<i>1. Student learning outcomes</i>					
• Programme has clear formulated learning outcomes					
• Evidence of student achievement of programme learning outcomes					



• Program promotes learning to learn and lifelong learning					
• Expected learning outcomes cover generic skills and knowledge as well as specific skills and knowledge					
• Programme learning outcomes to reflect communication, hard and soft skills.					
• Expected learning outcomes clearly reflect the requirements of the stakeholders					
• Module evaluation is undertaken by students					
• Student learning objectives and course materials are directly related to the course curriculum.					
• Course outline is related to course curriculum					
<b>Total score</b>					
<b>2. Program and course specification</b>					
• The university uses programme specification/programme description					
• The programme specification shows the expected learning outcomes					
• The programme specification is informative for the students					
• Explicit course outline					
<b>Total score</b>					
<b>3. Course content</b>					
• The course content shows a good balance between general and specific skills and knowledge					
• The expected course learning outcomes have been adequately mapped into program learning outcomes					
• The course is relevant to the overall programme					
• Course outlines are readily available.					
<b>Total score</b>					
<b>4. Course materials</b>					
• Reference materials are provided for course					
• Materials for learning in the course are available for students to access at any time and are clear and transparent.					
• Students have access to functional internet facilities					
<b>Total score</b>					
<b>5. Facilities and learning environment</b>					
• The lecture facilities (lecture halls, small course rooms) are adequate					
• The library is adequate and up to date					
• The laboratories are adequate and up to date					
• The computer facilities are adequate and up to date					
• Environmental Health and Safety Standards should meet local requirements in all respects.					



<b>Total score</b>					
<b>OVERALL SCORE</b>					
<b>Additional Comments for consideration</b>					

## ASSESSMENT

It is through assessment that learning outcomes can become fully integrated in courses/curriculum design/content and delivery. Since learning outcomes focus on the application and integration of knowledge and skills learned, learning outcomes point to appropriate mode of assessment and ensure that assessment focuses on the essential knowledge or skills of the course. It is also a process of gathering and reporting information in order to understand what students know, understand, and can do with their knowledge as a result of their educational experiences.

	Scores				
	0	1	2	3	4
<b>1. Assessment Strategies -</b>					
• The assessment reflects the expected learning outcomes and the content of the program					
• The assessment reflects the content of the program					
• The student assessment uses variety of methods					
• The criteria for assessment are explicit and well-known to students and lecturers					
• The standards applied for assessment are explicit and consistent					
• There is comprehensive assessment scheme					
• There are anonymous examination booklets					







• There is provision for random marking checks					
• There is evidence of conference marking					
• A calendar or timetable for course assessment is provided					
• Measures have been taken to ensure the evidence produced is authentic and current					
• Rationale exists for the chosen assessment method per each module					
• There is evidence of assessment records management					
• There is clear and detailed assessment policy (formative, summative, internal, and external moderation etc.)					
• There are functional systems to ensure integrity in assessment tasks and examination					
• There is timely feedback from both student and lecturers					
• There is training for lecturers on evaluation of assessment					
• There is evidence of continuous assessment					
<b>Total Score</b>					
<b>2. Assessment Design – grading criteria and scheme</b>					
• There are continuous assessment grading criteria					
• There are final examination grading criteria					
• There are dissertation grading criteria					
• There are internship/industrial attachment/teaching practice grading criteria					
• There is an adequate and clear marking scheme					
• There are grades assigned for class participation					
<b>Total Score</b>					
<b>3. Assessment Design – External Assessment</b>					
• Selection criteria is provided for external examiner by the university					
• External assessment report is produced					
• Actions(s) reported by external report have been taken					
<b>Total Score</b>					
<b>OVERALL SCORE</b>					
<b>Additional Comments for considerations</b>					





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## Appendix 7

### Teaching

WHAT needs to be monitored?	HOW will the quality be assessed and how will evidence be collected?	WHO will be responsible for the QA?	WHEN will the QA assessment be performed?	What is the FREQUENCY of the QA assessment?	WHO will receive the results of the QA?	What will be done with the evidence compiled in the QA assessments?
<b>1. Completed Course information template with Learning outcomes, course outline, delivery/teaching method and assessment strategy</b>	Review the Course Files for each course	Internal Quality Assurance (IQA) Officer	At beginning of each semester	Every semester	Heads of Departments	Report to the CQA for action and subsequent report to Senate



<b>2. Completed syllabus for each course developed from course outline</b>	Review the Course Files for each course	IQA Officer	At beginning of each semester	Every semester	Heads of Departments	Report to the CQA for action and consequent report to Senate
<b>3. Lesson plans for each course</b>	Review the Course Files for each course	IQA Officer	At beginning of each semester	Every semester	Heads of Departments	Report to the CQA for action and consequent report to Senate
<b>4. Evaluate Course File which should be kept for each course in the programme; Course file to include: Syllabi for current semester and the previous semester, copies</b>	Request for Course Files for each course from the Head of Department's office	Director of Undergraduate Studies	Throughout the Academic year at the beginning of each semester	Every semester	Dean of Faculty	Report to the CQA for action and consequent report to Senate





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<b>of lecturer's teaching materials, marking scheme or rubric plus any model answers for each assessment</b>						
--	--	--	--	--	--	--





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<p><b>5. Pedagogical skills of lecturers</b></p>	<p>Observation and peer review of every lecturer at some stage over a three-year rolling period and this includes the compulsory observations required during probation. All staff teaching or facilitating learning (including Graduate Teaching Assistants) should also be involved in teaching observation within a subject/area, including associate lecturers.</p>	<p>Course Coordinator/Senior Lecturer/Head of Department</p>	<p>During teaching of course of a Lecture; timetable to be provided.</p>	<p>Three year rolling period</p>	<p>Dean of Faculty</p>	<p>Reporting of generic and specific professional development needs for action to the CQA Committee for support to be provided in collaboration with the Department. There should be guidelines on supporting of lecturers whose teaching is unsatisfactory and linkage with performance review process.</p>
<p><b>6. Academic and professional qualification; teaching experience of lecturers</b></p>	<p>Registrar/ HR office records of Lecturers.</p>	<p>Head of Department</p>	<p>During recruitment or induction of new lecturers</p>	<p>Yearly</p>	<p>Dean of Faculty</p>	<p>Report to the CQA Board</p>







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<b>7. Teaching facilities - Lecture halls appropriate for class size; convenience and comfort of teaching environment - good lighting, ventilation, projector availability, good sanitation facilities around, adequate laboratory facilities.</b>	Inspection of facilities and provision of reports	IQA Officer	Off - peak lecture period	Yearly	Dean of Faculty	Report to the CQA Board
<b>8. Module/Course evaluation survey. Feedback from students</b>	Administer Questionnaire to students of the course	IQA Officer	At completion of course by students nearing completion of course; year 3 or year 4 students	Every two years	Dean of Faculty	Report to Faculty Board and eventually to CQA Board for further action by Senate





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<b>9. Lecturer evaluation survey. Feedback from students</b>	Administer Questionnaire to students of the course	QA Officer	At completion of every course	Every two years	Dean of Faculty	Report to Faculty Board and eventually to CQA Board for further action by Senate
--	--	------------	-------------------------------	-----------------	-----------------	--

<b>Proposed Governance Structure</b>
Form a Curriculum Quality Assurance (CQA) Committee - It should be a Standing Committee of Senate and should include the IQA officers as well as Deans of Faculties
The CQA committee should oversee and support the implementation of the programme quality review provisions and reports to Senate on the review processes and activities.
Each Faculty has a Faculty Board chaired by the Dean.
Each Faculty Board should appoint a Director or Coordinator of undergraduate studies.
The Coordinator should be supported by the various Heads of Departments





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## Learning

WHAT needs to be monitored?	HOW will the quality be assessed and how will evidence be collected?	WHO will be responsible for the QA?	WHEN will the QA assessment be performed?	What is the FREQUENCY of the QA assessment?	WHO will receive the results of the QA?	What will be done with the evidence compiled in the QA assessments?
<b>Programme Aims, Learning outcomes and Content</b>	Check for: Alignment of programme content, learning outcomes; Programme Structure: technical & non-technical, balance, breadth, and scope; Industrial involvement: Evidence of industrial input and influence on programme design, including the maintenance of links with industry and other relevant external stakeholders.	Heads of Departments supported by IQA staff	Before start of Academic year	Every three years	Dean of Faculty	Report to the CQA for action and report to Senate
<b>Programme and course Learning Outcomes</b>	Each programme and Course learning outcome is to be assessed	Heads of Departments supported by IQA staff	Before start of Academic year	Once every three years	Dean of Faculty	Report to the CQA for action and report to Senate





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Assessment						
<b>Review of Course Files</b>	Academic Faculties must ensure that the following are kept for example in the relevant electronic Course File: -Copies of the assessment instrument -Marking scheme/rubric - Details of moderation process - Samples of student work reflecting the range of performance (wherever possible) - Quantitative analysis of results	IQA staff	At beginning of each semester	Every semester	Dean of Faculty	Report to the CQA for action and report to Senate
<b>Evidence of student achievement of Learning Outcomes</b>	Direct evidence of student achievement of programme learning outcome using embedded course assessments. Academic Faculties may also employ alternatives to embedded assessment such as specially designed assessment tasks, external examinations etc.  Indirect evidence of student achievement of programme	Heads of Departments supported by IQA staff	Before start of Academic year	Once every three years	Dean of Faculty	Report to the Academic Council (AC) for action and consequent report to Senate





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	<p>Learning Outcomes is collected by means of surveys. The survey results and their analysis form part of the Annual Program Audit Report.</p> <p>Surveys to use include Student Exit Survey, Graduate Employment Survey, Graduate Employer Survey</p>					
<p><b>Student Support and Staffing:</b></p>	<p>The students should be provided with support commensurate with their learning needs and the staff should have the experience and expertise to deliver teaching to the required academic standard. Areas to be monitored include student support; industrial involvement in the students' learning experience including lectures and support for industrial placements; staff recruitment, development, and training; subject expertise of academic staff; staff professional registration in professional bodies.</p>	<p>Dean of Faculty</p>	<p>At beginning of each semester</p>	<p>Yearly</p>	<p>The Curriculum Quality Assurance Committee</p>	<p>Report to the Academic Council (AC) for action and consequent report to Senate</p>





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<b>Resources and Facilities:</b>	The learning resources and laboratory facilities should be adequate to support the students' learning experience. Areas to be monitored include adequate laboratory and computing facilities, adequate library facilities, adequate Health and Sanitation facilities. Access to functional internet facilities.	IQA staff	Beginning of every academic year	Yearly	Dean of Faculty	Report to the Academic Council (AC) for action and consequent report to Senate
<b>Course content</b>	The course content shows a good balance between general and specific skills and knowledge. The expected course learning outcomes have been adequately mapped into program learning outcome. Relevance of course to the overall programme. Course outlines are readily available.	IQA staff	Beginning of every academic year	Yearly	Dean of Faculty	Report to the Academic Council (AC) for action and consequent report to Senate
<b>Course materials</b>	Access to updated course materials. Provision of reference materials for course. Materials for learning in the course are available for students to access at any time and are clear and transparent.	IQA staff	Beginning of every academic year	Yearly	Dean of Faculty	Report to the Academic Council (AC) for action and consequent report to Senate







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## Assessment

WHAT needs to be monitored?	HOW will the quality be assessed and how will evidence be collected?	WHO will be responsible for the QA?	WHEN will the QA assessment be performed?	What is the FREQUENCY of the QA assessment?	WHO will receive the results of the QA?	What will be done with the evidence compiled in the QA assessments?
<b>Assessment strategies</b>	Assess by using the developed checklist criteria. Ensure implementation of strategy	Head of Department assisted by IQA staff	At end of every semester	Yearly	Dean of Faculty	Report to Faculty Board and Quality Assurance Committee
<b>Marking Strategy and criteria</b>	Conference Marking; Second marking; internal moderation by Department and Faculty. Ensure implementation.	Head of Department assisted by IQA staff	At end of every semester	Every semester	Dean of Faculty	Report to Faculty Board and Quality Assurance Committee
<b>Published assessment Strategy in Course Information Template</b>	Check Course Information Template to ensure percentages for course work, written exams, attendance etc. are included.	Head of Department assisted by IQA staff	At end of every semester	Every semester	Dean of Faculty	Report to Faculty Board and Quality Assurance Committee





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<b>Students' right to appeal against assessment decisions</b>	Check for policy of appeal and ensure implementation	IQA staff	At end of every academic year	Yearly	Dean of Faculty	Report to Faculty Board and Quality Assurance Committee
<b>Retention and disposal of assessed work</b>	Check for policy to dispose after 2 or 3 years and ensure implementation.	IQA staff	At end of every academic year	Yearly	Dean of Faculty	Report to Faculty Board and Quality Assurance Committee

