Challenges Facing Delivery of Computer Sciences related Curricula: IUCEA Experience

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THE INTER-UNIVERSITY COUNCIL FOR EAST AFRICA (IUCEA)

- The Inter-University Council for East Africa (IUCEA) is an inter-governmental organisation of the East African Partner States (of Kenya, Uganda, Tanzania, Rwanda and Burundi).

- IUCEA is mandated to co-ordinate collaboration among institutions of Higher Education in terms of teaching, research and outreach services.

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  The IUCEA membership now stands at 90 Universities, public and private including university colleges.

Functions of the IUCEA

- Coordination of inter-university cooperation
- Facilitation of the strategic development of member universities
- Promote the quality of higher education for common regional development

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Development of a Regional Quality Assurance Framework/System

Objectives:

•To promote regional/international comparability of higher education

•To facilitate easy regional readability of programmes

•To promote regional/international student and staff mobility

•To promote internationally credible higher education area for academic excellence within regional/international socio-economic block set up

A ROADMAP TO QUALITY

Methodology continue…
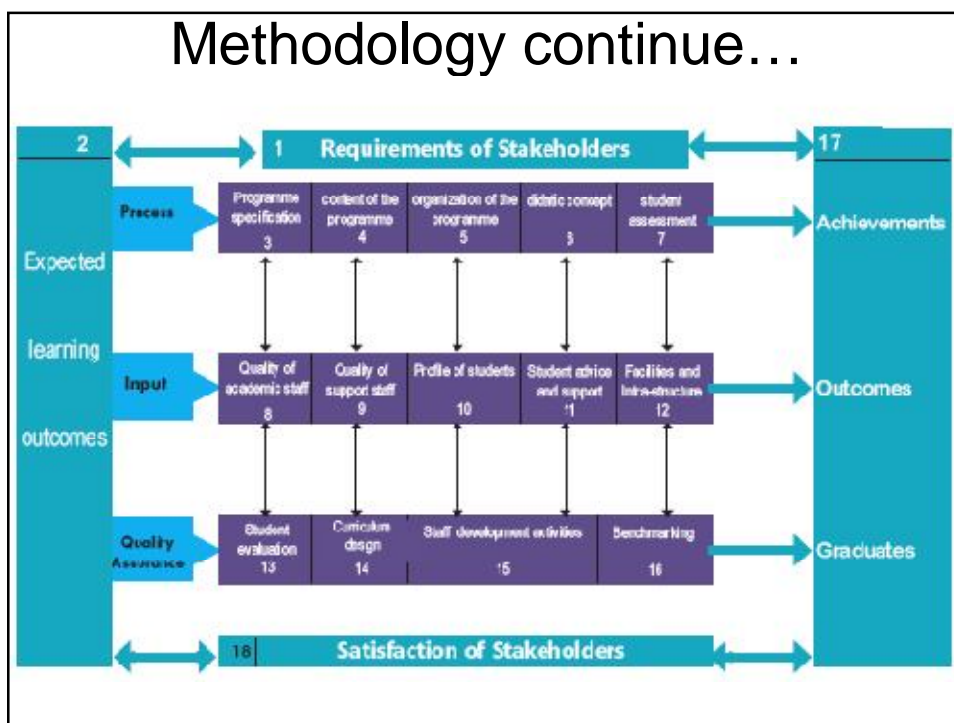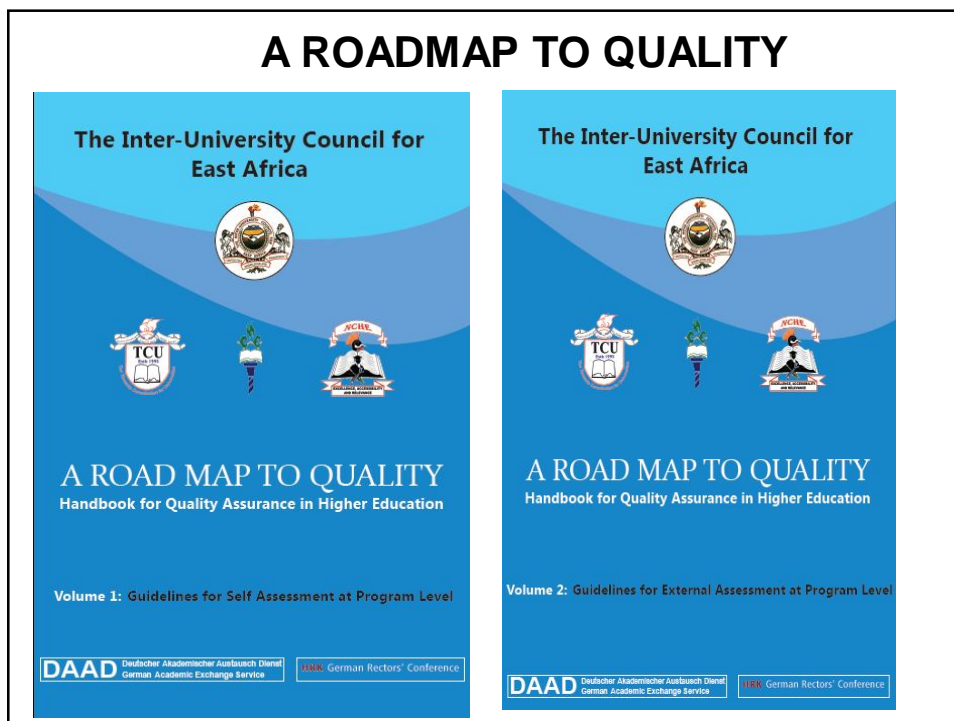
Methodology continue…

	Scores						
	1	2	3	4	5	6	7
1. Requirements of stakeholders. The faculty/department has a clear idea							
• about the relevant needs and requirements of the government							
• about the relevant needs and requirements of the labour market							
• about the relevant needs and requirements of the students/parents							
• about the relevant needs and requirements of the academic world							
• about the relevant needs and requirements of the society							
Overall opinion							

Methodology continue…

2. Expected learning outcomes (objectives)							
• The program has clearly formulated learning outcomes							
• The program promotes learning to learn and life-long learning							
• The expected learning outcomes cover generic skills and knowledge as well as specific skills and knowledge							
• The expected learning outcomes clearly reflect the requirements of the stakeholders							
Overall opinion							

Methodology continue…

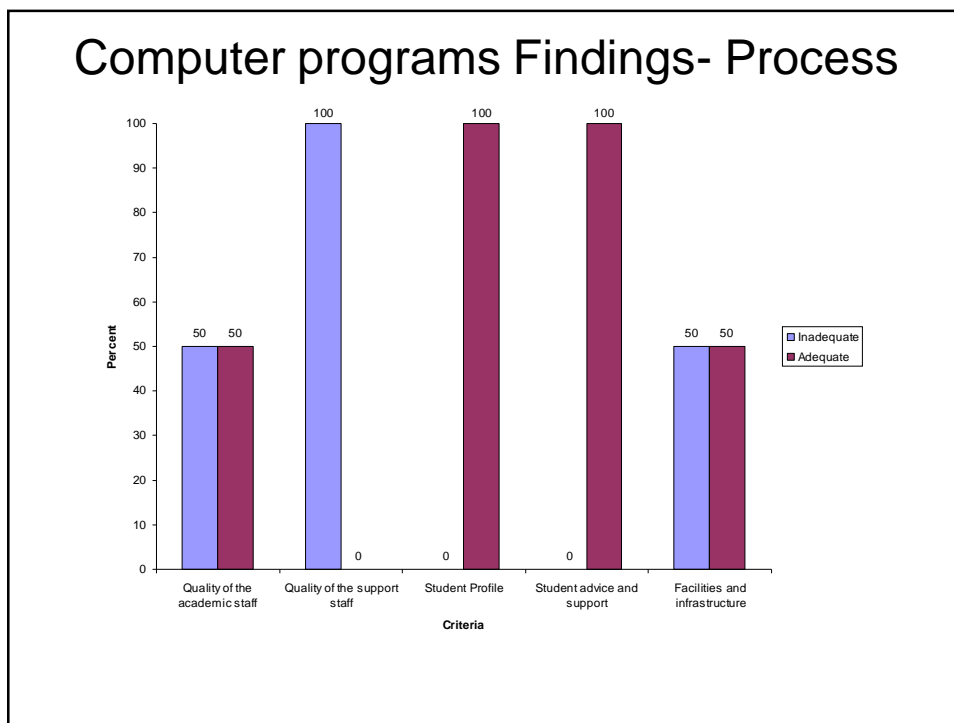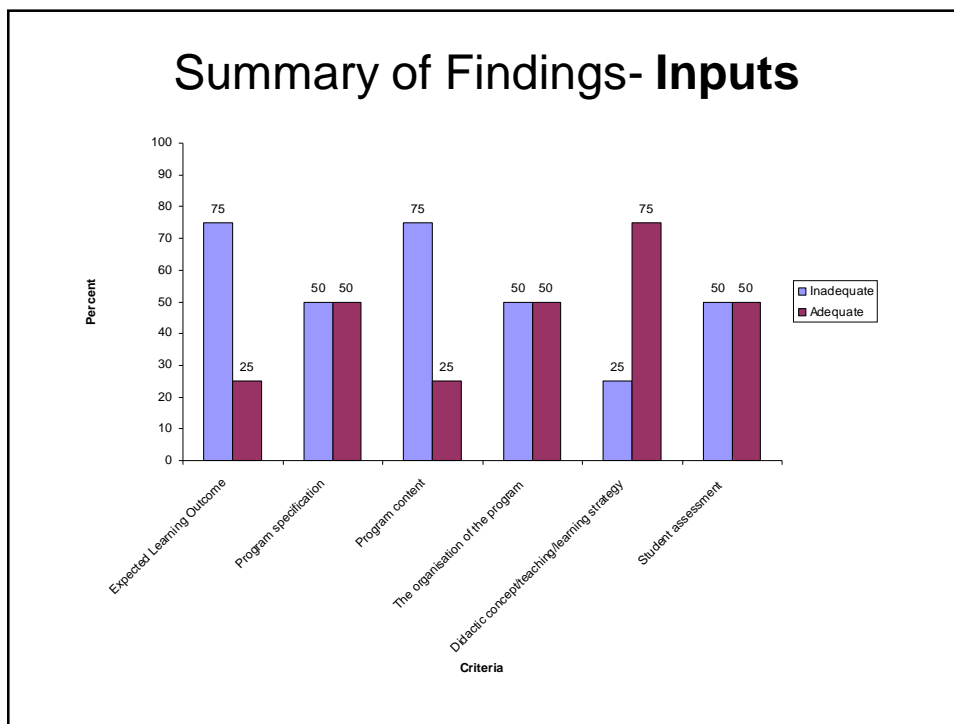| 4. Program content							
• The program content shows a good balance between general and specific skills and knowledge							
• The program reflects the vision and mission of the university							
• The expected learning outcomes have been adequately translated into the program							
• The contribution made by each course to achieving the learning outcomes is clear							
Overall opinion							

Methodology

- Both quantitative and qualitative analysis was carried out

- Quantitative analysis was carried out using the rating scale (1-7) in the handbook for simple descriptive statistics

- Qualitative analysis was carried out through content analysis

- For each thematic area the individual peer report for every university was analysed
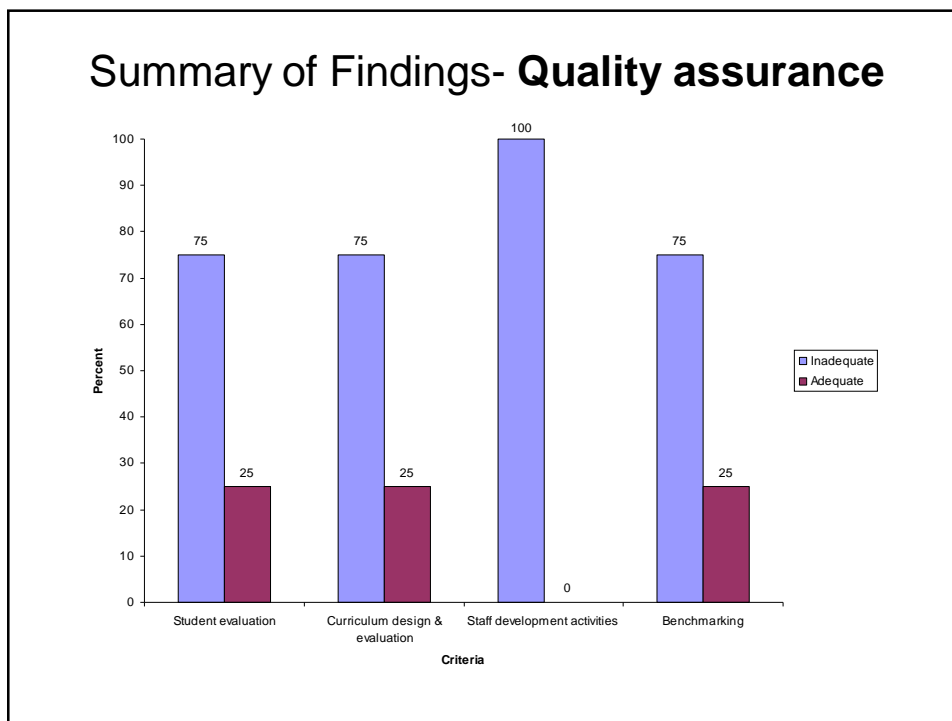
Methodology continue…

- The analysis was conducted for all 18 cells (input, process, quality assurance and output) using the checklist in the handbook for all reports

- The scoring of individual reports for each of the cells was based on the description, analysis & recommendations of the peers

Phase I: Summary of Piloted Programmes

	Cohort A *November 2008-February 2009*	Cohort B *November 2009-March 2010*	Total
Kenya	9	8	17
Tanzania	7	6	13
Uganda	7	8	15
Rwanda	-	1	1
	23	**23**	**46**
Agriculture	4	-	4
Business Studies	14	7	21
Computer Science/IT	5	9	14
Arts/Education	-	3	3
Medicine	-	4	4

Summary of Findings- **Inputs**

Computer programs Findings- Process

Summary of Findings- **Quality assurance**

General Observations

- Universities should take note of the design, alignment, assessment and dissemination of learning outcomes

- For most universities, the quality of staff in Computer Science Programmes is inadequate in terms of numbers, composition and qualifications

General Observations continue….

- Many Universities have not put in place mechanisms for stakeholders involvements and their feedback

General Observations continue….

- There is no evidence to indicate whether programmes are benchmarked or not

- In most of the reports reviewed, the quality assurance units and structures were not evaluated.
  - This is possibly due to minimum emphasis on this key area in the handbook and in the peer training

General Observations continue….

- There is inadequate organized data on achievements and graduates
  - characterized by lack ICT to manage and utilize information on university activities

- Many universities do not have a well-structured quality assurance system in place

Asante Sana

Thank You