



**NATIONAL UNIVERSITY, SUDAN  
[NUSU]**

**POLICIES AND PROCEDURES  
MANUAL  
2020**

Edited

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## INTRODUCTION

This contains the policies and procedures, which describe some of the quality assurance documents of the institution. They are expanded on indications and reviewed regularly by the concerned committees, and for continuous improvement.

Universities grow with time. Young institutions like NUSU, which commits itself to comprehensiveness and quality, will not be able to develop a comprehensive list of documents. Most texts, tables and figures need continuous updating. Many will show internal and external mismatch, in addition to inconsistency and errors. Future revisions and editions will result in perfecting this part of the essential documents. The external teams, accreditors and reviewers will help NUSU to detect errors, missed documents, contradictions or inapplicability. The advice of everyone is welcome.

Prof. Qurashi M. Ali  
President, NUSU



**POLICIES ON GOVERNANCE  
AND MANAGEMENT**

MUSUBPPS

## NUSU QUALITY POLICY

The primary objective of the NATIONAL NUSU, SUDAN (NUSU), to become a leading expert, effective and trustworthy higher educational institution that designs, monitors, benchmarks and continuously improve academic performance, services, and organization. The senior management and all academic and administrative staff are committed to provide top quality educational services that satisfy the needs of students and their sponsors and exceed their expectations through the following:

- Adoption of Quality Management System International Standards (ISO-9001, BAC-IHE Scheme requirements).
- Compliance with all local and international legal and regulatory regulations.
- Adoption of the World class system in their educational processes and assessments.
- Application of accurate selection criteria for academic staff with professional background, and enhancement for their career advancements with on job training and continued evaluations, and
- Setting quality objectives, and those are continuously reviewed for their effectiveness.

To achieve realization of this policy, the top management ensures the publication and distribution of this policy to all major locations of the NUSU, and in NUSU website, notice boards, publications, and all advertising media.

To ensure continued suitability, NUSU councils and committees, annually evaluate the policy in accordance with other process effectiveness reports and in the final management review meeting outputs.

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## LEGAL COMPLIANCE AND PUBLIC DISCLOSURE POLICY

### 1. Introduction

The National University, Sudan (NUSU) is undertaking the responsibility of qualifying humans in various fields of medicine and health sciences covering a wide range of business, research, and services to the community. The NUSU community will involve hundreds of academic, administrative, and supportive staff, students and their families, community, and business partners. These complex relationships are operating under local and international judiciary network of obligations and traditions. For an institution to behave in accordance with legislations and show willingness to follow legal standards and norms of the society, awareness, culture, and actions are needed to setup a framework disseminated across the NUSU Community.

### 2. Policy Statement

The NUSU must develop a framework of considerations in learning, teaching, research, and entrepreneurship, through ethics, integrity of the institution and human resource health, safety, and wellbeing, to ensure application of standards addressing the official requirements of the legislative environment.

### 3. Purpose of the policy

The purpose of this policy is to:

1. Identify the various aspects of NUSU range of institutional and individual legal obligations.
2. Develop a framework within which the different operations of NUSU conform with the prescribed legal awareness.
3. Study the expected consequences of non-compliance with the legal system that detract some of the value and reputation of the institution.
4. Review the framework regularly, preferably at the times of management review.

### 4. Legal compliance framework

- a. The National University, Sudan includes a wide scope of programs, which developed in phases since 2005. Its Establishment Order (as a college), and later Charter (as a university) have been approved by the authorities in charge. The regulations directives issued by the Board of Trustees (BOT), President (P), Scientific Council (SC), Secretary of Academic Affairs (SAA), Legal Advisor (LA) and Quality Department (QD) are fully observed. Emerging issues are discussed in the Deans' Committee and other committees and managed by ad hoc solutions or suggestion for standard policies to be approved by the BOT, P, or SC.
- b. NUSU is a specialized multispecialty organ, addressing training in many fields, including members of the health team. All programs are approved by the regulator: the Ministry of Higher Education (MoHE) and observed by the Sudan Medical Council (SMC). Its annual intake of students is authorized by the General Directorate of Admission (GDA) in the MoHE, such that every qualified applicant had a fair chance of choice, and every admitted applicant satisfied the level of academic and aptitude criteria. Appeals and complaints are addressed to the GDA.
- c. The institution used the published Standards of the, MoHE, Ministry of Health (MoH), Sudan Medical Council (SMC), General Medical Council (GMC-UK) and WFME. It followed them to draft its by-laws, policies, and procedures, although few policies are still at the theoretical aspect, most are already published and implemented.
- d. Contractual documents with staff and those with students are detailed in the by-laws which conform with Labour Act, Child Law, and other binding laws of the country. The health program

requires contracts with approved teaching hospitals for training of students. This has been arranged. NUSU established its own hospital and strengthened links with other health providers.

- e. The qualifications of the academic staff have been verified, their abilities have augmented with teaching certificate, their teaching has been observed and performance evaluated on annual and course bases.
- f. The National Company for Advanced Educational Systems (the owner of NUSU) is registered in the Khartoum Stock Market and owned by over hundred shareholders. It is fully licensed and strictly controlled by the laws of public-owned companies. Its revenues are published and declared annually and its commitments to taxes and Zakat are calculated and paid as reviewed and audited by an external firm.
- g. Policies have been developed, published, and widely distributed detailing the rights of students (children) under the age of 18, and those with special needs. There are policies to deal with discrimination, bullying and harassments, corruption and bribery, copyright infringement, plagiarism, and conflict of interest.
- h. Medical students receive three mandatory courses: (i) introduction to medical ethics in Phase I, (ii) forensic medicine and law and (iii) medical professionalism and communication skills in Phase III. These include the professional legal and ethical obligations. Other allied health sciences have similar job-related courses, and so as students in engineering, management, and international relations.
- i. The NUSU legal advisor is a member of all investigation's committees in appeals, complaints, and irregularities, to ensure compliance with the laws and legal procedures.

#### **5. Public disclosure framework**

- a. Programs related to direct community service, bear names which are of the same indications worldwide: Medicine, Dentistry, Clinical and Industrial Pharmacy, Medical Laboratory Sciences, Nursing and Midwifery, and Physiotherapy and Rehabilitation. Students joined the NUSU with familiarity with the standard terminology of program and their outcomes in professional terms. The NUSU graduates of medicine and other health sciences are accepted for internship training and employment by the Ministry of Health (MoH) and are recognized worldwide and enrolled in service and postgraduate training locally and in Europe, United states as well African and Asian countries.
- b. The website, published Curriculum and publicity material disseminate information to the public about NUSU and as expected, provide truthful and accurate updates. No exaggerations and no false claims on licensing and accreditation from local or international regulators. The choice of parents, guardians and sponsors represent informed decisions, according to published documents and publicity material.
- c. The detailed by-laws and policies are rendered in the webpage, posters, and paper publications to ensure transparency of the institution. The public can wisely judge conformity of documentation with institutional mission, goals, objectives, commitments, and practice.
- d. Along the same policy of transparency, NUSU will continue provide, SMC and other regulators, with information on students, teaching staff, research output, budgets and finance, contracts and operations and public responsibilities. The doors of NUSU are open all times for inspection in planned or surprise visits, and agree to all requirements of expenses, establishing collegial relationships and abiding by authorised commissioners and internal or external expert directives.
- e. Questionnaires have been designed to be answered by the sponsors of students, authorities, and regulators of higher education to ensure transparency and disclosure issues.
- f. A 300-bed hospital, and staff with verified qualification, provide services for the local community, using standard methods of investigation and management. The public is fully



aware of the documentation, which allow later access to digital and paper records in cases of disputes, dissatisfaction, or malpractice.

(NU- PP/10)

## **RISK MANAGEMENT POLICY AND MATRIX**

### **1. Introduction**

The National NUSU faces a set of eminent internal risks which have the potential to disrupt the achievement of its strategic and operational objectives. The NUSU intends to use risk management framework to make informed decisions and enhance the achievement of its objectives. The NUSU is accountable to all its stakeholders to avoid, investigate and manage risks. The environment in which the NUSU operates is also subject to a wide range of risks, hence the need for an effective risk management framework, which considers both internal and external sources. This risk policy forms part of the NUSU's internal control and corporate governance arrangements, in the view of the NUSU Board of Trustees (BOT). The policy outlines the responsibilities of the different organs of the NUSU, key aspects of the risk management process, and identifies the main reporting procedures.

### **2. Definition of Risk**

Risk is the possibility that an event will occur and adversely affect the achievement of set objectives. It is measured in terms of impact and likelihood. Risk can be classified into the following categories:

- 2.1 **Strategic Risks:** These are events that affect the NUSU's ability to achieve its goals and objectives, including competitive and market factors.
- 2.2 **Compliance Risks:** These are events that affect compliance with laws and regulation, including safety and environmental issues, litigation, and conflicts of interest.
- 2.3 **Operational Risks:** These are events that affect ongoing management processes and procedures.
- 2.4 **Technological Risks:** These are events that affect the electronic information flow and communications, including electronic commerce, storage, disaster recovery, interfaces, and development cycle.
- 2.5 **Financial Risks:** These are events that affect profitability and efficiency, including loss of assets.
- 2.6 **Reputational risks:** Are events that affect the reputation and public perception of the NUSU, including political issues and negative occurrences on-campus.

### **3. The Policy:**

- 3.1 This policy is a formal acknowledgement of the commitment of the NUSU to a holistic, efficient, and effective approach to risk management. Its aim is to ensure that every effort is made by the NUSU to manage risk appropriately, to maximize potential opportunities and minimize the adverse effects of risk. The purpose of this policy is therefore to adopt best practices in the identification, evaluation, and cost-effective control of risks, to ensure effective risk management.

### **4. Policy Objectives**

The main objective of this policy is to confirm and communicate the NUSU's commitment to risk management.

Other objectives are to: (a) formalize and communicate a consistent approach to managing risk for all NUSU activities and to establish a reporting system, (b) ensure that all potentially harmful risks to the NUSU, institution and staff, are identified, assessed, and managed, and (c) assign responsibility and accountability for the management of risks to all staff within their areas of control.

## **5. Scope of the Policy**

This policy is to be applied to activities undertaken by, and on behalf of, NUSU. This includes Academic, Research and Support activities.

## **6. Policy Statement**

The NUSU considers risk management to be fundamental to good management practices and a very significant aspect of corporate governance. Effective management of risk will thus provide essential contribution towards achievement of the NUSU's institutional objectives. Therefore, risk management must be an integral part of the decision making and routine management and shall be incorporated within the strategic and operational planning processes at all levels across the NUSU.

## **7. Strategies**

**The policy will be achieved through the following strategies:**

- 7.1 Continual risk assessments on all new and ongoing activities, including projects, processes, and systems to ensure that they are all aligned with the NUSU's objective.
- 7.2 Identifying, analyzing, and reporting to the appropriate management levels, any risks or opportunities arising from these assessments.
- 7.3 Maintaining of a strategic risk register by the NUSU management.
- 7.4 Maintaining of operational risk registers by all colleges and departments.
- 7.5 Provision of all staff with adequate guidance and training on the principles of risk management and their responsibilities to implement risk management effectively.
- 7.6 Regular reviewing and monitoring of the implementation and effectiveness of the risk management processes, including the development of an appropriate risk management culture.

## **8. Responsibilities**

### **8.1 NUSU Board of Trustees (BOT)**

The BOT has the oversight responsibility of:

- 8.1.1 Dealing with the total risk exposure of the NUSU and as such shall, influence the culture of risk management within the NUSU and determine the appropriate risk liability.
- 8.1.2 Continually reviewing the NUSU's approach to risk management and approve changes or improvements to key elements of its processes and procedures.
- 8.1.3 Ensuring the existence of an effective internal control system to mitigate significant risk.
- 8.1.4 Determining the NUSU's risk prioritization protocol.
- 8.1.5 Monitoring the management of fundamental risks.

## **8.2 The President**

The President shall be responsible for:

8.2.1 Ensuring that specific programs and procedures are developed for establishing and maintaining risk management activities within the established framework.

8.2.1 Managing all corporate risks.

8.2.3 Reporting to BOT through a summary of the NUSU risk management process and the outcome of the risk management monitoring activities.

8.2.4 Appointing the members of the risk management committee.

## **8.3 Faculty Deans and other Administrative Staff**

The Deans, Principal and Heads of Departments shall be responsible for:

8.3.1 Management and monitoring of risk in line with this policy, within their areas of responsibility.

8.3.2 Implementing policy on risk management and the established internal controls.

8.3.3 Identifying and evaluating the fundamental risks faced by the institution in their areas of responsibility.

8.3.4 Providing adequate information in a timely manner, on the status of risks and controls, to the risk management committee.

## **8.4 Risk Management Committee (RMC)**

The RMC is an operational committee appointed by the President and chaired by the Vice President to oversee the risk management process of the NUSU. The Committee shall advise the president on:

8.4.1 Appropriate risk liability and level of exposure for the NUSU.

8.4.2 The fundamental risks affecting the NUSU and their mitigation mechanisms.

8.4.3 Appropriate reviews of the risk management policy for the NUSU

## **8.5 Risk Officer:**

The risk officer is responsible for co-coordinating the risk management programme and will provide advice and guidance, including the development of standard templates and tools to assist the NUSU in managing risk. He/she will be an officer in the Quality Department or Unit and a member of the Risk Management Committee. He/she will:

8.5.1 Coordinate the development and training on the principles of risk management.

8.5.3 Assist Colleges and Departments in the conduct of risk assessments on activities.

8.5.3 Develop a comprehensive incident reporting system and maintain information on losses or adverse events when risks eventuate.

## **8.6 Internal Audit Team (IAT)**

IAT is the team in the Quality Unit, whose role is an independent, objective assurance and consulting activity. It provides an independent and objective assessment to the RMC, on the effectiveness of risk management framework and recommending appropriate corrective measures and propose improvements where necessary. Its reports are usually annual, unless indicated otherwise.

## **8.7. Other Members of Staff and Students:**

Effective risk management depends on the commitment and co-operation of all members of staff and students. They shall have a significant role in the management of risk, particularly within their own areas of control. Consequently, they shall be responsible for accountability for adherence to the principles outlined in this policy.



## 8. **Reviews**

This policy shall be reviewed every three years to keep abreast with emerging and changing trends in global risk management best practices.

NUSU PPS

## **POLICY ON DEFINITION AND MEASURES TO AVOID CONFLICT OF INTEREST**

[Reference: American Council of Education: Working Paper on Conflict of Interest]

### **1. Definition**

Conflict of interest arises when a higher education institution or an institutional decision maker has a significant financial or other interest in the decision made. Although it is relatively easy to avoid conflict of interest in public institutions, private for-profit institutions may ignore that in fund-raising and governance, considering the diversity in the relationships among its stakeholders. Some practices are clearly prohibited by law while others are subtle and difficult to identify in solid terms. Both illegal and grey areas must be addressed. Uncountable situations keep arising from daily engagement in transactions and they remain confusing. Therefore, a single issue of policy will not cover all aspects of the problem but will raise awareness and give guidelines to identify and avoid major conflicts that may affect students and other stakeholders.

### **2. The Policy**

NUSU decided to identify and avoid conflict of interest through quality checks based on its values and ethical commitment as defined in the Mission Statement. These are: (1) obligations to manage community health, treat families and individuals with *personal and professional integrity* and *mutual respect*, (2) commitment to *honesty, truthfulness, respect for human dignity, and professional ethical behavior*, (3) *fair treatment* of all citizens and employees, with no discrimination on the basis of ethnicity, morphology or ideology, (4) promotion of *democracy values*, hard work, perseverance, commitment to success, accepting responsibility and accountability for one's conduct and obligations, (5) maintaining good reputation and *positive image* in the community as a trusted partner through excellent care of the individual and family, and readiness for *legal compliance* and *accountability towards the community* in service and environmental problems and concerns.

It is important to assume that academic culture presumes honesty, but irregularities of conflict of interest are on the increase. Students are more vulnerable to manipulations than other groups in higher education.


The basic precepts, in addition to the above ethical guidelines, is transparency. NUSU's stakeholders declare requiring transparent accounts of income and expenditure, including gifts, promotional material, and financial dealings inside and outside the country. NUSU Quality Unit reviews academic and management issues to ensure safe and sound practices of each college and in each course and keeps an eye on implementation of the polices published in this manual.

### **3. Examples of Conflict and Measures to Avoid**

The following examples must be subjected to meticulous scrutiny for conflict of interest:

AREAS OF CONFLICTY	MEASURES TO AVOID
Shareholders influencing balances and income statements	An independent auditor prepares the final audit document of budgetary income and expenditure and submits honest details to NUSU Council for transparency of all financial issues. This is an important aspect of disclosure of financial interactions of the institution
Owners, investors, or relatives of members of their immediate families hold administrative positions in the institution (e.g., President, Vice President, Dean) or are involved in its day-to-day operation, or maintain offices in the premises.	Employment Interview Form includes a question about that. "Are you a relative or member of the immediate family of anyone of the owner (s) or investor (s)?"
Relationship with current and prospective venders	Within the Purchasing Process Flowchart (this manual), there are detailed steps of following purchase orders to stop any irregularity in the process and ensure sound final receipt and inspections of products and services.
Transparency in employment and promotion of academic staff	Human Resources Handbook, Staff Selection Policy an Employment Regulations define elements of transparency in appointment, Job Description, training, salary scale, Academic Staff Promotion Regulations. All are laid up in published paper documents and in website. All stakeholders are notified in posters to observe all policies, specifically this one. Staff meetings are one forum for reminding them with the importance of this policy. In appointment interviews, those related to applicants must declare recusing themselves from such encounters. Violations are to be penalized.
Assessment and moderation	Staff members involved in assessment should recuse themselves if a relative or friend or friends' relatives are taking that assessment. Disregard to this important aspect subjects the offender to warning, penalty or dismissal if the acquaintance benefited from the offender's assessment. A staff member has no discretion whatsoever to choose not to disclose the relationships and situations which represent conflict of interest. Examples: design of assessment, invigilation, marking, moderation, or approval of results.
Disciplinary panels for students or academic and non-academic staff	An employee or a student may be subjected to questioning, investigation or disciplinary action ordered by the management, where a panel is formed. A member of the panel would disclose a relationship that justifies that the member recuses him-/herself from the panel formed.
Student admission interviews	Academic staff are divided to interview panels in assessing aptitude and proficiency in language. Disclosure of conflict of interest is necessary if the interview is crucial in admitting students.

#### 4. Disclosure



Stakeholders should be notified that a special form (Conflict of Interest Disclosure Form) is available, to be filled and submitted to the Faculty Dean before any activity or assignment requiring disclosure.

#### **5. Responsibility**

Issues related to conflict of interest are to be conveyed to the President of NUSU through the Faculty Dean. If no positive response, a claimer, or whistleblower may write to the Chairman of the Board of Trustees.

NUSU PPS

## CONFLICT OF INTEREST DISCLOSURE FORM

NAME: .....  
POSITION: .....  
COLLEGE: .....  
ACTIVITY OR ASSIGNMENT: .....  
SCHEDULED DATE OF ACTIVITY OR ASSIGNMENT: .....

Dear Dean

I would like to be recused from contributing to the above activity, since I have a conflict of interest in dealing with individuals or groups involved in this activity. I may not be fair if I got involved, or the parties concerned may not feel free or convenient in my presence.

This issue is an aspect of: Friendship Yes  No.  Hatred Yes  No.

Details (optional)

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

DEAN'S NAME: .....

Comment:

.....  
...

Signature: .....



## ANTI-BRIBERY AND CORRUPTION POLICY

### 1. Policy Statement

- 1.1 NUSU is committed to applying the highest standards of ethical conduct and integrity in its academic and business activities in the SUDAN and all other countries. Every student, employee, manager, or shareholder is responsible for maintaining the reputation of NUSU and for conducting education and business honestly and professionally.
- 1.2 NUSU has a zero-tolerance to the slightest notion of bribery and corruption and is committed to acting professionally, fairly and with integrity in all dealings and relationships wherever we operate.
- 1.3 NUSU decided to identify bribery and corruption through quality checks based on its values and ethical commitment as defined in the Mission Statement. Relevant are: (1) obligations to manage community health, treat families and individuals with personal and professional integrity and mutual respect, (2) commitment to honesty, truthfulness, respect for human dignity, and professional ethical behavior, (3) fair treatment of all citizens and employees, with no discrimination on the basis of ethnicity, morphology or ideology, (4) maintaining good reputation and positive image in the community as a trusted partner through excellent care of the individual and family, and (5) readiness for legal compliance and accountability towards the community in service and environmental problems and concerns.
- 1.4 NUSU and trade partners should ensure that the “Purchasing Process Flowchart” (Essential Documents) is followed and checked, wherever doubts of misconduct arise.

### 2. Purpose

The purpose of this policy is to: (a) define bribery and corruption, (b) state the responsibilities of those working at, or providing services for, NUSU, (c) detail guidance on how to recognize and deal with bribery and corruption, and (d) set procedure for investigation and inflicting penalties.

#### 1. Definition of Bribery and Corruption

Corruption has many faces: bribery is one of them. Bribery is an inducement, demand or reward promised, requested, or offered in anticipation of any personal, official regulatory, contractual or commercial benefit in the context of reciprocal intension. Gifts, hospitality, and promotional expenditure, given or received, by a third partly for promoting or improving image and reputation of NUSU, in good faith, not in response to favors of securing advantage that influences the impartiality of NUSU, may be justified. Investigations are needed if doubts of inappropriate dealings, that go beyond promotional limits.

#### 2. Unacceptable Dealings

There are many areas or bribery, and consequently corruption, take deep roots in educational institutions from academic and non-academic staff:

- 1.1 Direct or indirect promise or giving advantage in admission to a student, expecting a reward, or in return to a reward already given,
- 1.2 Promise success or prize in examinations or quizzes in hope for financial or other rewards,
- 1.3 Receive a gift to expedite a routine procedure in admission at NUSU, examination or assignments results,
- 1.4 Sign completeness of requirements in absence of supporting documents, required by NUSU regulations, in agreement with the applicant to obtain a favor or business advantage in return,
- 1.5 Assign examiners, invigilators, or markers specifically from members who have conflict of interest,
- 1.6 Show resentment or threatening behavior to a fellow officer who refused to commit bribery,
- 1.7 Give or promise financial rewards for employees on bases other than excellence and devotion at work,
- 1.8 Trade partners, and regular or occasional vendors having close and suspicious relations with employees in services and finance department,
- 1.9 Facilitation of payments of any kind without the approval of the authority concerned, and
- 1.10 A private institution gives reward or offers favors to staff or student relatives of government officers to soften rules or ease commitments in taxes, custom duties, or other services.

### **3. Breach of Policy**

Students, officers, and other stakeholders who sense evidence of bribery and corruption can contact the President or Vice President of NUSU, directly or by e-mail to report a “breach of policy”. An *ad hock* committee will be formed to include the legal advisor as convener. The committee will investigate the authenticity of the complaint and the seriousness of the breach and suggest penalty suitable for the offense. The President or Vice President will head a disciplinary panel, to include the legal advisor to issue a verdict of penalty. If the offender decided to follow a legal appeal, then the final penalty or dismissing the office, is the discretion of the court, or taken after court’s decision.

### **4. Responsibilities**

The prevention of bribery and corruption is the responsibility of the President of NUSU, since it intersects with the legal compliance of the institution. The policy must be declared and distributed all over the premises. Likewise, detection and reporting should be encouraged at all levels, including stakeholders and trade partners dealing with NUSU especially in the areas of publicity and purchases. depends on every entity, including the stakeholders. The legal advisor has the responsibility of reviewing the national laws and avail legal material to the committees to deal with violations, and that the gift, entertainment, or hospitality in question, are reasonable and justifiable. NUSU expects that the intention behind the gifts to always be considered.

## **POLICY AND PROCEDURES OF NON-DISCRIMINATION VALUES**

### **1. Objective**

The goal of this document is to establish uniform concepts and conventions, at the headquarters, and all premises that make the NUSU, an example of equal opportunity, free of discrimination and all forms of harassment against any member of NUSU, students, administrative and academic staff, applicants for employment, visitors, and community members.

### **2. Policy Statement**

The NUSU prohibits all forms of discrimination and harassment of any NUSU member, employee, student, applicants for employment or study, visitors, and community, on the bases of age, sex, race, ethnic origin, nationality, color, religion, or choice of thought or disability. These categories are hereby named: “protected groups”. The NUSU expects all concerned to uphold to this commitment, and contribute to witness, investigations and fact-finding activities on allegations or claims filed by, or on behalf, of any member of the “protected groups”.

### **3. Definition of Discrimination**

This is intentional, direct, or implied, preferential insult, treatment or decision that can cause physical or psychological harm and is based on the actual or imagined membership of a person to any of these “protected groups”. Differences, conflicts, general mistreatment in response to poor performance of an employee or student, not related to targeting “protected groups” are usually employment or academic issues, not discriminatory matters. Because of the difficulty in discriminating non-discrimination from usual practice, investigations are necessary, and retaliations are prohibited against a person who files a complaint or witnesses against the NUSU.

### **4. Procedures**

#### **4.1 Distribution of policy and procedures**

- This document should be printed on notice boards, mentioned in committees, NUSU meetings, and published and propagated through website and media in the institution to ensure that each member is aware and responsible for its implementation.
- A public lecture or workshop should be arranged every 1-2 years, for students and employees, emphasizing emerging concepts in this regard.

#### **4.1 Establishment of an ethical committee**

1. A committee on ethical issues called; “Ethical Committee” [EC] shall be established by the NUSU Council (BOTY). Its mandates will be worked out by a selected committee of the BOT.

#### **4.3 Complaints, investigations, and reviews**

- The EC shall design a form for filing a complaint, and assign an e-mail address to send it to, or name a member of the committee to receive such forms. The person, who filed the complaint, or those who witness with or against, should not be retaliated against.
- The EC will investigate the allegation intensively and issue its decision to be approved by the President. Repeated offenses from certain offenders, or against certain members of the “protected groups” requires more investigations on the sort of punishment, or the level of protection in the institution.

- Reviews and statistics on violations of this policy should be annually submitted to the BOT.

#### **4.4 Compensations and punishment**

4.41A member of the “protected groups” who has been discriminated against, should be compensated reasonably, and his/her rights are preserved.

4.42A discriminator will be warned, penalized, or dismissed from the National NUSU depending on the level of offense.

4.43 Disputes on whether the alleged discrimination act is a usual employment regulatory function are to be settled through the current “Disciplinary Regulations”

#### **4.5. Confidentiality**

Individuals who file a complaint, witness in the investigations, or become involved in the act of discrimination may want to remain anonymous, and their contribution confidential. The EC should make all possible effort to respect privacy, but all is balanced through the need to do the appropriate action that prevents the practice of discrimination.

### **5. Review of Policy**

This policy is reviewed every 5 years depending on relevant statistics and records, comments, and reports.

## POLICY AND PROCEDURE AGAINST BULLYING AND HARRASSMENT

### 1. Basic Concepts

Every employee or student at NUSU is entitled to be treated with **dignity** and **respect**, as a right, not a favor. NUSU understands that although there are vulnerable groups within its community, which includes females and students under 18, everyone can be a victim of bullying and harassment.

### 2. Definitions and Scope

**Bullying:** is repeated, direct or indirect, inappropriate behavior, of verbal, physical or otherwise nature, carried out by one or more individual against another or others that may reasonably be regarded as undermining their right to dignity at study or work. The typical bullying behavior may include: (1) humiliation, (2) social exclusion and isolation, (3) invasion of private personal space, (4) giving repeated unreasonable assignments or impossible deadlines, (5) ridicule, rumor, and gossip, and (6) verbal, physical, or threats of, abuse.

**Harassment:** is the behavior regarded by the victim (s) as offensive, humiliating or intimidating. Sexual harassment is all of these but with sexual connotation. It includes: (1) verbal, physical, written, or other ridiculing comments, jokes, or songs, and (2) harassment based on ethnicity, minority, disability, family status etc. Sexual harassment is direct if it involves: (1) acts of physical intimacy, (2) request for sexual favor, (3) verbal conduct of sexual nature, including display of scenes or pictures.

### 3. Policy

- NUSU values of behavior include: (1) dignity and respect, (2) support, (3) diversity of origin and thinking, (4) collaboration and teamwork performance, (5) special concern should be given to vulnerable groups: women and children.
- NUSU encourages each of the employees and students to: (1) stand up for oneself, to develop awareness of being put in a bullying and harassment situation, (2) speak up to someone, and (3) seek ways out of the situation.
- NUSU follows caution in accusations and propagates informal inquiry before committing to direct investigation of an incident or inflict penalty for misconduct, as stated in the Human Resources' and Student Handbook.
- NUSU abides by the local and international legal arrangements regarding bullying and harassment, especially if it involves those under the age of 18.

### 4. Procedure

NUSU adopts the following responses:

- The victim should be helped to confront the bully to change his/her behavior,
- If no change occurred, the victim should speak up to someone in the institution, preferably their own friends, the academic supervisor, Secretary or Assistant of Student Affairs, who may informally try a mediation route,
- If no success, the institution initiates formal investigation that includes the legal advisor, imposing penalties on bully or harassing individual or group requires records and legal precautions, with the help of the legal advisor.
- This may involve action by internal or external disciplinary authority, and

- Sustain reassuring complainer not to regret speaking out or bringing misbehavior to accountability and justice.

## 5. Responsibilities

The implementation of this policy is the responsibility of the Deanship of Student Affairs, and the President of NUSU. Annual incident reports should be filed. The President shall stress the importance of this policy and awareness in his regular meetings with staff and students.

NUSU PPS

استبانة طلاب عن الخدمات، والمعاملات، والمنهج، والإمكانيات، والالتزام في الجامعة  
**STUDENTS' OPINION INVENTORY ON SERVICES, RELATIONS,  
 CURRICULUM, FACILITIES AND CONDITIONS**  
**BASIC INFORMATION [DO NOT WRITE YOUR NAME]**

أولاً: معلومات شخصية ضرورية ( لا تكتب الاسم)

I am a NUSU student studying in Faculty of ..... Year ..... I have (have not) been studying in another NUSU before transferring to NUSU. I am living: (a) in a hostel, (b) with own family, (c) with a relative, (d) with acquaintance, (e) with a group of students in a private residence, (f) alone in a private residence. My parents are permanently living in ..... (Country and City), and my sponsor (parent or other) is working as ..... (job).

أنا الطالب (الطالبة) في كلية ..... بالسنة الدراسية ..... قبل الانتقال للجامعة الوطنية كنت أدرس في جامعة أخرى حالياً أسكن: (أ) في داخلية، (ب) مع أسرتي النواة، (ج) مع أقارب (د) مع معارف، (هـ) مع طلاب آخرين في مساكن خاصة، و (و) لوحدي في مساكن خاصة. ويسكن ولي امري في ..... (البلد والمدينة)، ويعمل في وظيفة .....

### RULES AND REGULATIONS

ثانياً: اللوائح والأنظمة

لا أدري	أبداً	نادراً	أحياناً	غالباً	دائماً	
						هل تطلع على اللائحة الأكاديمية؟ Do you investigate the Academic Regulations?
						هل يراودك اعتقاد بأن هذه اللائحة ظالمة؟ Do you develop a feeling that these regulations?
بند رقم ( )						أذكر أكثر البنود ظلماً؟ State the most unfair item?
						هل تطلع على لائحة النشاط والسلوك؟ Do you investigate the Code of Activities and Conduct?
						هل يراودك اعتقاد بأن هذه اللائحة ظالمة؟ Do you develop a feeling that these regulations?
بند رقم ( )						أذكر أكثر البنود ظلماً؟ State the most unfair item?
						هل تطلع على لائحة المصروفات الدراسية؟ Do you investigate the Fees Regulations?
						هل يراودك اعتقاد بأن هذه اللائحة ظالمة؟ Do you develop a feeling that these regulations are unfair?
بند رقم ( )						أذكر أكثر البنود ظلماً؟ State the most unfair item?

PLEASE COMMENT BELOW ON OTHER ISSUES RELEVANT TO THIS SECTION

تعليقات كتابية: (إذا كنت ترغب في إبداء رأيك في أمور لم تظهر في القائمة أو ظهرت بصورة مجملية)

## SERVICES

### ثالثاً: الخدمات

لا أدري Do not Know	أبداً Never	نادراً Rarely	أحياناً Sometimes	غالباً Most of the time	دائماً Always	عنصر تقويم
						هل نظافة القاعات جيدة؟ Are the classrooms clean?
						هل نظافة الممرات جيدة؟ Are the corridors clean
						هل نظافة المعامل جيدة؟ Are the laboratories clean?
						هل نظافة المكتبة جيدة؟ Is the library clean?
						هل نظافة فناء الجامعة جيدة؟ Is the NUSU yard cleans?
						هل نظافة الحمامات جيدة؟ Are the bathrooms clean?
						هل عدد الحمامات كافي؟ Is the number of the toilets enough?
						هل سعة الكافتيريا مناسبة؟ Is the capacity of cafeteria suitable?
						هل نظافة الكافتيريا جيدة؟ Is the cafeteria clean?
						هل نوعية طعام الكافتيريا جيد؟ Is the quality of food good?
						هل نوعية المشروبات كافية؟ Is the quality of drinks enough?
						هل توجد مياه باردة للشرب داخل الجامعة؟ Is there cold drinking water?
						هل خدمات التصوير جيدة؟ Is the copying facility good?
						هل توجد خدمات انترنت سريعة؟ Is the good internet service available
						هل توجد إمكانية لطباعة التكاليفات؟ Is there a facility for printing assignments?
						هل استراحة الطالبات مناسبة؟ Is the girls' rest area sufficient?
						هل مصلى الطلاب كاف؟ Is the male prayer room sufficient?
						هل توجد مرافق رياضية؟ Are there any sport facilities?
						هل توجد أنشطة ثقافية؟ Are there any cultural activities



						هل هنالك حدائق وأشجار كافية؟ Are there enough trees and green areas?
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PLEASE COMMENT BELOW ON OTHER ISSUES RELEVANT TO THIS SECTION

تعليقات كتابية: (إذا كنت ترغب في أبداء رائك في أمور لم تظهر في القائمة أو ظهرت بصورة مجملية)

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### ASPECTS OF TREATMENT

رابعاً: أسلوب المعاملة

لا أدري	أبداً	نادراً	أحياناً	غالباً	دائماً	
						هل معاملتك للآخرين جيدة؟ Do you maintain good relations with others?
						هل يعاملك الطلاب الآخرون بصورة جيدة؟ Do other students maintain good relations with you?
						هل يعاملك موظف الاستقبال بلطف واحترام؟ Does the receptionist treat you with gentleness and respect?
						هل تعاملك السكرتارية بلطف واحترام؟ Does the secretaries treat you with gentleness and respect?
						هل يسمح لك بمقابلة الموظف المسؤول عندما ترغب في ذلك؟ Are you allowed to see the officer concerned when you decide?
						هل تعاملك الإدارة العليا بلطف واحترام؟ Does the top management treat you with gentleness and respect?
						هل يعاملك موظفو التسجيل بلطف واحترام؟ Do the registration staff treat you with gentleness and respect?
						هل يعاملك موظفو الحسابات بلطف واحترام؟ Do the accounts staff treat you with gentleness and respect?
						هل يعاملك موظف المكتبة بلطف واحترام؟ Do the library staff treat you with gentleness and respect?
						هل يعاملك العمال بلطف واحترام؟ Do the laborers treat you with gentleness and respect
						هل يعاملك منسوبي الكافتيريا بلطف واحترام؟ Do the cafeteria staff treat you with gentleness and respect?
						هل يعاملك الأساتذة بلطف واحترام؟ Do the teaching staff treat you with gentleness and respect?
						هل تعتبر نفسك منضبطاً بلوائح الجامعة السلوكية؟

						Do you consider yourself in accordance with the NUSU's rules of conduct?
						هل تدفع المصروفات ورسوم الامتحان في موعدها؟ Do you deposit all fees on time?
						هل تعاني تفرقة بسبب جنسك، أو لونك، أو قبيلتك أو أي صفة أخرى؟ Are you discriminated against because of you sex, skin color or tribe etc.?
						هل يزورك منسوبو الجامعة في مرضك؟ Are you visited by the students and staff when you fall ill?
						هل يشاركك منسوبو الجامعة مناسباتك؟ Do students and staff share your occasions?
						هل المعاملة في الجامعة عموماً أفضل من غيرها؟ Is the general treatment in NUSU better than other universities?

PLEASE COMMENT ON OTHER ISSUES RELEVANT TO THIS SECTION

تعليقات كتابية: (إذا كنت ترغب في أبداء رائك في أمور لم تظهر في القائمة أو ظهرت بصورة مجملية)

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### Curriculum and Academic Concerns

خامساً: المنهج والامكانات والالتزام الدراسي

لا أدري	أبداً	نادراً	أحياناً	غالباً	دائماً	
						هل تروق لك فلسفة واستراتيجيات المنهج؟ Do you like the curricular philosophies and strategies of the NUSU?
						هل تجد قاعات الجامعة كافية؟ Are there enough classrooms?
						هل تجد مقاعد الجامعة كافية؟ Are there enough seats in the classrooms?
						هل تجد المعامل جيدة وكافية؟ Are the laboratories good and enough?
						هل تجد مساحة المكتبة كافية؟ Is the Library space enough?
						هل تجد الإضاءة كافية؟ Is the lightening enough?
						هل التكييف في القاعات جيد؟ Is the AC in classrooms good?
						هل اللوحات الإرشادية كافية؟ Are the sign directives enough?
						هل تتابع المقررات ومواقيتها محددة؟ Are the course sequence and dates well-defined?
						هل الجداول الدراسية واضحة؟ Are the course timetables clear?
						هل هنالك التزام بالجداول الدراسية؟

						Is there a commitment to timetable? هل عدد ونوعية الحواسيب كافية؟
						Are the number and quality of computers enough?
						هل عدد ونوعية العارضات (بروجكترات) كافية؟
						Are the number and quality of projectors enough?
						هل يلتزم الطلاب بمواعيد المحاضرات؟
						Are students keen on attending lectures?
						هل يلتزم الأساتذة بمواعيد الامتحانات؟
						Do the teachers abide by examination dates?
						هل يلتزم الأساتذة بتصحيح الامتحانات النتائج في غضون أسبوعين من الامتحان؟
						Do the teachers correct exams within two weeks after the end of the course?
						هل تترتاح لإعلان النتائج في لوحة الإعلانات؟
						Do prefer the practice of showing results on boards.
						هل تفضل إرسالها في البريد الإلكتروني؟
						Do you prefer sending results to your e-mail?
						هل لوحات الإعلان كافية؟
						Are there enough announcement boards?
						هل تحضر للجامعة وترجع بالمواصلات العامة؟
						Do you use public transport in reaching and leaving the NUSU?
						هل تحضر للجامعة وترجع بسيارة خاصة /ترحيل؟
						Do you use private car or special transport?
						هل حدث أن أصبت بمرض خلال وجودك بالجامعة؟
						Have you ever fallen ill while in the NUSU?
						إذا حدث ذلك، هل وجدت رعاية كافية؟
						When fallen ill, do find enough care in the NUSU?
						هل تعتبر الأساتذة مؤهلين للتدريس في تخصصك؟
						Do you think that the teachers are qualified?
						هل تجد أن إمكانات الجامعة منافسة للجامعات الأخرى؟
						Do find that the NUSU 's facilities are better than other colleges?
						هل تحب أن تنتقل من الجامعة إلى جامعة أخرى؟
						Do you wish to transfer to another NUSU?
						هل حدث أن جلست لإعادة أي امتحان بسبب الرسوب أو الغياب؟
						Have you ever had to re-sit an examination because of failure of absenteeism?
						هل حدث أن جلست لإعادة أي عام بسبب الرسوب أو المرض أو الغياب لظروف تجديد الإقامة في بلد ما؟
						Have you ever had to repeat a year because of failure, sickness of absenteeism because of renewal of residence in any country?

PLEASE COMMENT ON OTHER ISSUES RELEVANT TO THIS SECTION

تعليقات كتابية: (إذا كنت ترغب في أبداء رائك في أمور لم تظهر في القائمة أو ظهرت بصورة مجملية، أو لديك مقترحات بتحسين الأوضاع عامة)

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## NUSU REPUTATION AND CREDIBILITY

سادساً: سمعة الجامعة وشهرتها ومصداقيتها

لا أدري	أبداً	نادراً	أحياناً	غالباً	دائماً	
						هل تحظى جامعة ليدر بالإشادة من الآخرين؟ Is the NUSU trustworthy?
						هل تسمع ما يشين من سمعة جامعة ليدر؟ Do you hear what insults the NUSU?
						هل ترتاح إذا سمعت إشادة بالجامعة؟ Do you feel good when something nice is expressed about the NUSU?
						هل تستاء إذا سمعت إدانة للجامعة؟ Do you feel bad when something bad is expressed about the NUSU?
						هل تدخل موقع الجامعة في الإنترنت؟ Do you view the website of the NUSU?
						هل تتابع المجلة العلمية التي تصدرها الجامعة؟ Do you investigate the Scientific Journal issued by the NUSU?
						هل حاولت أن تحصى البحوث التي ينشرها الأساتذة؟ Do you investigate the articles published by the teaching staff?
						هل تتابع أسس تصنيف الكليات والجامعات في العالم؟ Do you review the basis of ranking of colleges and universities
						هل تحبط عند تذكر أنك في جامعة جديدة؟ Do you feel depressed when you remember that you are in a new NUSU?

PLEASE COMMENT ON OTHER ISSUES RELEVANT TO THIS SECTION

تعليقات كتابية: (إذا كنت ترغب في أبداء رائك في أمور لم تظهر في القائمة أو ظهرت بصورة مجملية)

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استبانة أولياء أمور طلاب عن اللوائح والخدمات، والمعاملات، والمنهج، والامكانات، والالتزام في الجامعة

## STUDENTS' GUARDIANS' OPINION INVENTORY ON REGULATIONS, SERVICES, RELATIONS, CURRICULUM, FACILITIES AND CONDBOTYT

### BASIC INFORMATION [DO NOT WRITE YOUR NAME]

معلومات شخصية ضرورية (لا تكتب الاسم)

I am the guardian (sponsor) of a student studying in Faculty of .....

Year ..... This student has (has not) been studying in another NUSU before transferring to NUSU. He (she) is living: (a) in a hostel, (b) with own family, (c) with a relative, (d) with acquaintance, (e) somewhere I do not know. The parents of this student are permanently living in ..... (Country and City), and his (her) guardian or sponsor is working in ..... (job).

أنا ولي أمر الطالب (الطالبة) في كلية.....بالسنة الدراسية ..... قبل الانتقال للجامعة الوطنية كان (كانت) الدراسة في جامعة أخرى. يسكن الطالب (تسكن الطالبة): (أ) في داخلية، (ب) مع أسرته النواة، (ج) مع أقارب (د) مع معارف، (هـ) في مكان ما لا أعرفه. ويسكن ولي أمر الطالب في .....(البلد والمدينة)، ويعمل في وظيفة .....

### RULES AND REGULATIONS

أولاً: اللوائح والأنظمة

لا أدري	أبداً	نادراً	أحياناً	غالباً	دائماً	ITEM
						هل تطلع على اللائحة الأكاديمية؟ Do you investigate the Academic Regulations?
						هل يراودك اعتقاد بأن هذه اللائحة ظالمة؟ Do you develop a feeling that these regulations are unfair?
بند رقم ( )						أذكر أكثر البنود ظلماً؟ State the most unfair item?
						هل تطلع على لائحة النشاط والسلوك؟ Do you investigate the Regulations of Activities and Conduct?
						هل يراودك اعتقاد بأن هذه اللائحة ظالمة؟ Do you develop a feeling that these regulations are unfair?
بند رقم ( )						أذكر أكثر البنود ظلماً؟ State the most unfair item?
						هل تطلع على لائحة المصروفات الدراسية؟ Do you investigate the Fees Regulations?
						هل يراودك اعتقاد بأن هذه اللائحة ظالمة؟ Do you develop a feeling that these regulations are unfair?
بند رقم ( )						أذكر أكثر البنود ظلماً؟ State the most unfair item?
						هل تعتقد أن التشدد في اللوائح يؤثر سلباً على أداء الجامعة؟

						Do you think that strict regulations impact negatively on the NUSU 's performance?
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PLEASE COMMENT BELOW ON OTHER ISSUES RELEVANT TO THIS SECTION

تعليقات كتابية عن جوانب أخرى تتصل باللوائح والنظم:

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## SERVICES

ثانياً: الخدمات

لا أدري Do not Know	أبداً Never	نادراً Rarely	أحياناً Sometimes	غالباً Most of the time	دائماً Always	عنصر تقويم ITEM
						هل حدث أن دخلت مبنى الجامعة؟ Have you entered the National NUSU building?
						هل حدث أن دخلت القاعات؟ Have you entered any of the classrooms?
						هل حدث أن دخلت أي معمل في الجامعة؟ Have you entered any of the laboratories?
						هل حدث أن دخلت المكتبة؟ Have you entered the library?
						هل حدث أن دخلت الكافتيريا؟ Have you entered the cafeteria?
						هل حدث أن دخلت الحمامات؟ Have you entered the toilets?
						هل كان مستوى النظافة عامة جيداً؟ Is the general standard of cleanliness good?

PLEASE COMMENT ON OTHER ISSUES RELEVANT TO THIS SECTION

تعليقات كتابية: (إذا كنت ترغب في أبداء رائك في أمور لم تظهر في القائمة أو ظهرت بصورة مجملية، أو لديك أي مقترحات أخرى لتحسين الأداء)

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## ASPECTS OF TREATMENT

ثالثاً: أسلوب المعاملة

لا أدري	أبداً	نادراً	أحياناً	غالباً	دائماً	ITEM
						هل تعتقد أن معاملة أبنتكم (ابنتكم) للآخرين جيدة؟ Do you think that your son (daughter) maintains good relations with other students?
						هل يعامل الطلاب الآخرون أبنتكم (ابنتكم) بصورة

					جيدة؟ Do other students maintain good relations with your son (daughter)?
					هل تعتقد أن الموظفين يعاملون ابنكم (ابنتكم) بلطف واحترام؟ Do you think that the employees treat your son (daughter) with gentleness and respect?
					عندما تزور الجامعة هل تتلقى معاملة بلطف واحترام؟ When you visit the NUSU do you receive treatment with gentleness and respect?
					عندما تزور الجامعة هل تعاملك السكرتاريات والموظفون الآخرون والعمال بلطف واحترام؟ When you visit the NUSU does the secretaries and other officers, and laborers treat you with gentleness and respect?
					هل يسمح لك بمقابلة الشخص المسئول عندما ترغب في ذلك؟ Are you allowed to see the officer you need when you decide to do so?
					هل تعاملك الإدارة العليا بلطف واحترام؟ Does the top management treat you with gentleness and respect?
					هل يعاملك الأساتذة بلطف واحترام؟ Do the teaching staff treat you with gentleness and respect?
					هل تدفع المصروفات ورسوم الامتحان في موعدها؟ Do you deposit all fees on time?
					إذا كان لديكم تعامل مع جامعات أخرى، هل المعاملة في الجامعة عموماً أفضل من غيرها؟ If you interact with other institutions, is the general treatment in the National NUSU better than other universities?

PLEASE COMMENT ON OTHER ISSUES RELEVANT TO THIS SECTION

تعليقات كتابية: (إذا كنت ترغب في أبداء رائك في أمور لم تظهر في القائمة أو ظهرت بصورة مجملية)

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### Curriculum and Academic Concern

رابعاً: المنهج والامكانات والالتزام الدراسي

لا أدري	أبداً	نادراً	أحياناً	غالباً	دائماً	
						هل تروق لك فلسفة واستراتيجيات المنهج؟ Do you like the curricular philosophies and strategies of the National College?
						هل الجداول الدراسية واضحة؟ Are the course timetables clear?
						هل هنالك التزام بالجدول الدراسية؟

						Is there a commitment to timetable? هل يلتزم ابنكم (ابنتكم) بمواعيد المحاضرات؟
						Is your son (daughter) keen on attending lectures? هل حدث أن أصيب ابنكم (ابنتكم) بمرض خلال وجوده (ها) بالجامعة؟
						Has your son (daughter) ever fallen ill while in the NUSU? إذا حدث ذلك، هل وجد (وجدت) رعاية كافية؟
						When fallen ill, has he (she) found enough care in the college? هل تجد أن أماكن الجامعة الدراسية منافسة للجامعات الأخرى؟
						Do find that the NUSU academic facilities can compete with other universities? هل تحدث نفسك بتحويل ابنكم (ابنتكم) إلى جامعة أخرى؟
						Do you wish to transfer your son (daughter) to another NUSU?

PLEASE COMMENT ON OTHER ISSUES RELEVANT TO THIS SECTION

تعليقات كتابية: (إذا كنت ترغب في أبداء رائك في أمور لم تظهر في القائمة أو ظهرت بصورة مجملية)

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## NUSU REPUTATION AND CREDIBILITY

خامساً: سمعة الجامعة وشهرتها ومصداقيتها

لا أدري	أبداً	نادراً	أحياناً	غالباً	دائماً	
						هل تحظى الجامعة الوطنية بالإشادة من الآخرين? Is the NUSU trustworthy?
						هل تسمع ما يشين من سمعة الجامعة? Do you hear what insults the NUSU?
						هل ترتاح إذا سمعت إشادة بالجامعة? Do you feel good when something nice is expressed about the college?
						هل تدخل موقع الجامعة في الإنترنت? Do you view the website of the NUSU?
						هل تبحث عنها عادة في موقع "قوقل" أثناء تصفحك? Do you search for the NUSU in Google or other search engines?
						هل تتابع المجلة العلمية التي تصدرها الجامعة? Do you investigate the Scientific Journal issued by the NUSU?
						هل حاولت أن تحصى البحوث التي ينشرها الأساتذة? Do you investigate the articles published by the teaching staff?
						هل تتابع أسس تصنيف الكليات والجامعات في العالم؟



						Do you review the basis of ranking of colleges and universities
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PLEASE COMMENT ON OTHER ISSUES RELEVANT TO THIS SECTION

تعليقات كتابية: (إذا كنت ترغب في أبداء رائك في أمور لم تظهر في القائمة أو ظهرت بصورة مجملية)

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MUSU PPS

(QS- FR/16)

استبانة الهيئات الخارجية المنظمة عن التزام الجامعة، ولوائحها، ومناهجها، وإمكانياتها، وخدماتها  
**EXTERNAL REGULATORS' OPINION INVENTORY ON THE NUSU'S COMMITMENTS, REGULATIONS, CURICULA, CAPABILITIES AND SERVICES**

**BASIC INFORMATION [DO NOT WRITE YOUR NAME]**

معلومات شخصية ضرورية ( لا تكتب الاسم)

- Name: (optional):  
.....
  - Regulating entity: Minister  State Minister  Undersecretary  General Manager   
Member of Reference Committee
  - How many times you visited the National NUSU: once  twice  three or more
  - Last time you visited the National NUSU .....
- الاسم : (اختياري).....
- الهيئة الخارجية الحاكمة: وزير  موظف بالوزارة  مفقش تعليمي  مدير عام إدارة  عضو لجنة متخصصة
  - كم عدد المرات التي زرت فيها الجامعة: مرة واحدة  مرتين  ثلاثة مرات أو أكثر
  - آخر مرة زرت فيها الجامعة .....

**ABIDENCE BY RULES**

**ثانياً: الالتزام بالأنظمة**

لا أدري	أبداً	نادراً	أحياناً	غالباً	دائماً	
						هل تلتزم الجامعة بالنظم الحاكمة؟ Does the NUSU abide by the controlling Regulations?
						هل ارتكبت الجامعة أي مخالفات للنظم الحاكمة؟ Has the NUSU committed any disobedience to the controlling regulations?
						هل تثق في جودة مناهج الجامعة؟ Do trust the quality of NUSU curricula?
						هل تثق في جودة النظم واللوائح السارية في الجامعة Do you trust the effectiveness of the rules regulations and in the National NUSU?
						هل تثق في شمولية ومصداقية الجداول والتقويم الدراسية في الجامعة Do you trust the scope and credibility of timetables and calendars in the NUSU?
						هل تحظى الجامعة بإشادة الإدارات العليا في وزارة التعليم العالي؟ Is the NUSU positively reputable in the higher administration in the MHE?
						هل تحظى الجامعة بإشادة المسؤولين في المجالس المتخصصة والهيئات الحاكمة؟ Is the NUSU positively reputable among the leadership of? specialized educational authorities?

						هل تحظى الجامعة بإشادة المسؤولين في وزارة الصحة؟ Is the NUSU positively reputable among the leadership of the Ministry of Health?
						هل تتوقع أن يكون خريجو الجامعة متميزين إيجابياً عن غيرهم من الخريجين؟ Do you expect that our graduates become positively distinguished from other graduates?
						هل تلاحظ الجودة في بنيات وتجهيزات الجامعة؟ Do you observe quality in the infrastructure of the NUSU?
						هل تلاحظ الاهتمام بالنظافة عند زيارتك الجامعة؟ Do you observe the cleanliness when you visit the NUSU?
						هل تعتقد أن ما تعرفه عن الجامعة من إيجابيات أقل مما رأيته عند زيارتك لها؟ Do you think that the merits you have seen were not known to you before your visit?

PLEASE COMMENT BELOW ON OTHER ISSUES RELEVANT TO THIS SECTION

تعليقات كتابية: (إذا كنت ترغب في أبداء رائك في أمور لم تظهر في القائمة أو ظهرت بصورة مجملية)

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MUSUBPPS

# **STUDENT POLICIES**

## STUDENT GRIEVENCE APPEAL PROCEDURE

Fairness entitles that the other side may be right. If a student has in any affair thought that he/she was treated unfairly by any individual, committee, or others in NUSU, he/she has the right to appeal against that in the following sequence:

**A: In case of academic questions, a student appeals to:** (a) course coordinator, (b) head of the department, (c) Faculty Dean, (d) President, in that order.

**B: In case of actions taken in response to misconduct (review Code of Activity and Conduct in the Student Manual), the student may appeal to:** (a) Dean of the Students' Affairs (DSA), (b) President, if not satisfied at the level of the DSA.

**C: In cases involving the administrators or other employees,** the student may contact the principal directly, or via his/her Faculty Dean.

**D: In cases involving discrimination, or racial or sexual insult or rights of the physically or mentally handicapped, or the underage:** the student or his guardian may contact the President directly (review the "Non-discrimination Policy"),

- All complains will be treated confidentially and solved in stepladder fashion starting with simple steps and last may be taken to judiciary arena, if necessary.
- Depending upon the magnitude and complexity of the problem, the official who received the complaint (s) may solve it himself/herself or decide to form a committee in consultation with the legal advisor. If a committee is needed, the individual senior to him/her should be involved from the beginning and the resolutions discussed with the senior before they are documented and/or released. A response to the student's complaints should not take more than a week maximally, but time should not impede fairness and interfere with full understanding and adequate investigation.
- The student or their witness (es) shall not be subject to any retaliation, and if that is eminent, protection of any of them is the responsibility of the NUSU.

**E: If a student or his/her representative has completed the NUSU appeal procedure but still not satisfied,** he/she may appeal, preferably, to the MoHE, SUDAN, before finding legal advice, if necessary.

**The NUSU, while responding to the student grievance, must commit to it legal compliance policy and seek all precautions, with the help of the legal advisor.**

## **SPECIAL NEEDS (PEOPLE OF DETERMINATION) POLICY**

### **1. Introduction**

The NUSU believes that disability physically or otherwise is no hindrance to receive and excel in university programs. The main target of this policy is to help these disabled students to have as normal live and study without practicing any discrimination directly or indirectly against them.

### **2. Physical Limitations**

These may be regarding reaching the place for study or difficulties in performing particular skills needed for one or other program e.g. medicine or pharmacy. The university has made appropriate ramps for those using wheelchairs to reach the ground floor and then use the lift for the targeted floor. Those with other physical disabilities are subjected to full medical examination and would meet the dean of the faculty they are applying for to discuss the expected limitations imposed by the disability and would receive a detailed advice which may range from full acceptance that his disability would not limit him/her or the advice to change his/her career. The discussion would include the limitations as student and/or as a professional with clear distinct between the two.

### **3. Other Limitations**

Other disabilities which has a wide range such as partial or complete blindness or difficulties in hearing ... etc. are treated with respect and the maximum help and advice possible would be given. The aim is to do all that is possible to allow them in.

Utilities for the disabled such as toilets .....etc. are available at NUSU. The student's affairs office which cares for non-academic aspects of the university life has no discrimination against the disabled and they are welcomed in all the cultural, sport and leisure activities.

### **4. Academic support plan:**

The plan provides a description of the instructional strategies and supports student's engagement in the learning process,

Procedures:

1. List of physically-challenged students including students' information (name, type of needs, faculty, batch, and name of academic supervisor) should be available in their faculties.
2. Develop a special academic support plan as part of each course objectives for physically-challenged students in all faculties.
3. The plan should be regularly monitored and evaluated in the course committee's meetings.
4. These procedures should be implemented by the course committee in cooperation with the Academic Supervisor and Students' Affairs Deanship.

## POLICY FOR STUDENTS UNDER THE AGE OF 18 YEARS

### 1. Introduction

Occasionally NUSU admits students who are under 18 years old. Most will be 18 during the first year or a few months beyond. This temporary period, although limited in duration, requires considerations for this vulnerable group labelled legally as children. This is because the NUSU education occurs in an adult environment, where students are treated as independent and mature individuals.

### 2. Basic Concepts

Every student at NUSU is entitled to be treated with **dignity and respect**, as a right, not a favor. NUSU understands that although it is treading upon parental rights, roles, and responsibilities, it must have special arrangements for this group, in collaboration with the parents.

In addition to the global fact that generally students do not like to be singled out and treated as children and prefer to be allowed to behave as adults, Eastern and SUDAN culture is basically legally discouraging: (1) alcohol consumptions, because there are no country-wide licensed premises for that habit, for any age, and (2) sale or supply of videos or films classified as unacceptable for those under or over 18.

### 3. Policy

- 3.1 It is the right of any student, aged under 18 to be admitted to NUSU, if he/she achieves the academic requirements. No student is denied entry because of age.
- 3.2 NUSU does not like, and will not be able, to take the usual rights and authority of the parents. If the parent is not available, or not reachable, it will take the necessary steps to protect children, as a legal compliance and social responsibility. Unlike public universities, parents, guardians, and sponsors pay for students in private universities, and have the right to be informed and consulted, in respect to the contractual relationship adopted. Because of this sponsorship, treating students as completely independent adults will not be the policy NUSU.
- 3.3 Since children cannot be bound by contracts, and in an attempt not to embarrass them, NUSU asks all students to sign the "Undertaking" to abide by rules and regulations, together with their parents, guardians, or sponsors.
- 3.4 NUSU has no student accommodation of its own, parents arrange for that, but the NUSU will keep records of the location of each student accommodation. The academic advisors discuss problems encountered by students in their houses or hostels, as they do have effect on academic performance. Hostels must have a minimum list of standards to give directives to hostel owners regarding this group.
- 3.5 Field training, with all its difficulties, is usually compulsory for students, but luckily offered beyond the second year, so it is unlikely to have children at this level of NUSU education.
- 3.6 In line with the international laws of child protection, NUSU will document and strictly prohibits consumption of alcohol, use of addictive drugs for all students, adults, or children. Similarly, engagement on sexual relationships is prohibited for all,

staff, or student (see Human Resources' and Student Handbooks). There is no exception for consent or lack of it.

- 3.7 The Deanship of Student Affairs observes that those under 18 do not hold senior offices in sport clubs and student's associations or union, for lack of legal accountability.
- 3.8 NUSU has a policy on bullying and harassment directed to vulnerable groups which include children.
- 3.9 Suspicions or allegations of abuse are investigated according to the stages listed in the Student Handbook and the legal advisor is a member in investigations to ensure the rights of any individual, as well the legal compliance of the institution.

#### **4. Procedure**

- 4.1 Before admission, during interviews, staff are advised to comment on the "Aptitude Interview Form" on the "Body Physique", "Psychological Development" and "Social Development".
- 4.2 Following admission, a list of students under 18 is prepared by the Secretary of Academic Affairs (SAA) and brought to the notice of the Dean of Student Affairs (DSA) and Deans, and through them to academic advisors.
- 4.3 Each under 18, is taken care of by his/her academic advisor, and confidentially asked about any inconveniences of abuse, bullying or harassment and any difficulty that may be related to his/her age.
- 4.4 Poster copies on the "Bullying and Harassment" policy is everywhere, in which children are explicitly mentioned as a vulnerable group.
- 4.5 Observing the local culture, other student will not be told that x-student is a child, and no one in the NUSU is allowed to release information about age to other students, this can be a reason for ridicule.
- 4.6 The "Code on Student Activities and Conduct" (Student Manual) explains the penalties for misconduct related to disrespect, bullying, and harassment. The "Code" states the stages of official investigation, which include the legal advisor to ensure that decisions taken are conforming to the national laws on the human rights of all.

#### **5. Responsibilities**

The records on the students whose age is under 18 are kept and updated in the Deanship of Academic Affairs. Mentoring is provided by the academic advisors and observations are brought to the knowledge of the Faculty Dean, who passes the information to the DAA and DSA. Informal and formal investigation are arranged by the DSA and legal advisor. If disciplinary action is considered the President or Vice-President take the necessary actions, mandated by the NUSU Charter.



## **POLICY AND PROCEDURES OF STUDENT COUNSELLING**

### **1. What is Student Counseling?**

A talking and listening process to Help students to gain understanding and insight into their difficulties and to help them to work through these difficulties and find ways of adopting realistic and down to earth strategies for the best possible solutions. Counseling may be concerned with addressing and resolving specific problems, coping with crises, developing personal insight and knowledge of problems, improving relationship with others, making decisions and working through an inner feeling conflict.

The service offers free and confidential support but it is NOT EMERGENCY SERVICE. A pre-counseling form should be completed at the beginning. A consent statement for counseling should be approved and signed by the student.

### **2. Format and Procedures:**

- 2.1 Individual counseling : Face to face with the counselor
- 2.2 Workshops: To help students building skills to the possible responses for the demands of the University life. Topics vary according to identified needs.
- 2.3 Group counseling (Therapeutic Groups): To explore how the students relate to others and benefit from their support and experience. Careful preparation is necessary, taking into consideration issues relating to confidentiality and acceptance of joining such groups.
- 2.4 Self- Help and external agencies: To help students to find the most appropriate resources for their particular problem. e.g.: computer sites, specialized agencies etc.
- 2.5 Advice and liaison with parents or other close family members or friends.
- 2.6 Liaison with academic or other University staff.
- 2.7 Students supporting students.
- 2.8 Referral to appropriate psychiatric or other facilities.
- 2.9 Strategies of what to do when the case is **urgent**.

### **3. Initial Assessment Session**

- 3.1 About 45 – 60 minutes.
- 3.2 Completing and approving the pre- counseling form.
- 3.3 The counselor and student work together to clearly identify the problem / problems.
- 3.4 Assess what sort of help is needed.
- 3.5 Detailed history taking.
- 3.6 Psychiatric questionnaires or other instruments, when appropriate.
- 3.7 Towards the end of the initial assessment the counselor and student are assumed to agree on one or more of the following:
  - Individual, one to one, sessions but not necessarily with the same person who did the initial assessment.
  - Workshops
  - Self-help.
  - Referral to other Source of help.

### **4. The Counselor**

- 4.1 Should be non-judgmental, non-critical.

4.2 Should respect the values, choices and life style of the student.

4.3 Should be a patient listener and should create an environment which is relaxed and easy going to explore all areas of feeling, thinking and behaving leading to make appropriate choices and decisions.

## **5. Qualifications of the Counselor:**

5.1 Personal interest in counseling, and can be full-time or part-time job.

5.2 A bachelor degree, preferably in psychology, but can be any other topic. Training is necessary for most candidates. A counselor with a bachelor degree in science will be more useful for science students, etc.

## **6. Nature of Problems:**

6.1 Educational :

- Choice of specialty
- Interest
- Language

6.2 Social

- Familial, financial, accommodation

6.3 Psychological/ psychiatric

## **Confidentiality and Release of Information**

**This is a sensitive and utmost important issue for both the students and the university authorities. This topic still awaits further discussion by pertinent parties, taking in account the ethical and professional component on one hand, and the university responsibilities towards its students on the other hand.**

## STUDENT REPRESENTATION POLICY (SRP)

### 1. Introduction

The NUSU aspires to play a leading role in the medicine, and allied health sciences. Students are at the heart of this mission and the NUSU provides all students with opportunities to contribute to, and enhance, their programs and their own learning experiences, and to develop the skills and attitudes of educational citizenship. Such involvement is fulfilled according to a policy. This Student Representation Policy (SRP) acts as a partnership protocol between NUSU and its students' body. The NUSU Charter states that a student should be elected as a member of the NUSU Council, the highest committee in the NUSU. The Committee Structure of the NUSU lists areas of student contributions. Committees are one important means through which the NUSU engages with staff and management.

### 2. Purpose

The purpose of the SRP is to confirm that students are the center of the learning process and to ensure that every NUSU student is represented in the NUSU's philosophy, planning and decision-making processes and that every student is informed and can contribute to the enhancement of their programme and learning experience, in as transparent and open a manner as possible.

The format, area, level, and effectiveness of representation varies according to the College and type of committee and in harmony with students' feedback on their experience at NUSU. The overall aim is to promote good practice in representation.

### 3. Areas and Levels of Representation

**3.1 Strategies and Governance:** NUSU Council: 1 student elected from the most senior batch (5<sup>th</sup> year of Medicine, Dentistry or Pharmacy).

**3.2 College Board:** 1 student elected from 4<sup>th</sup> year in the College concerned (medicine, dentistry, and pharmacy), or 3<sup>rd</sup> year in other colleges.

**3.3 Curriculum and Instruction:** NUSU Education and Curriculum Committee (ECC): 1 student with an excellent score (above 3.5) selected by the ECC. 1 student from each College will represent students in the Faculty Curriculum Committee (FCC).

**3.4 Scholarships:** Scholarship and Fees Committee (SFC): 1 student elected by students, rotating between colleges, and supervised by the Dean of Student Affairs.

**3.5 Quality:** Quality Assurance Committee (QAC), :2 students selected from those who show interest in quality.

**3.6 Health and Safety:** Risk Management Committee (RMC). One student elected from senior medical classes.

**3.7 Course Provision:** In Course Committee and a Student Coordinator for each course.

**3.8 Good Practice Committee:** One student from year one or two, with good spoken and written English elected from a short list. See Committee Structure for duties and responsibilities.

If positions cannot be filled through democratic election members may be nominated from students with the highest CGPA or students with outstanding coordination records. A student body (union or society), if available, will be informed following the election or nomination.

There are other opportunities for receiving students' comments on any issue

**3.9 Top Management Meetings:** Every student has chance to attend, ask, and comment in the class meeting with top managers, President, Vice President, D of Academic Affairs, Dean of Student

Affairs, Quality Manager and Faculty Dean (summoned at the end of the meeting to respond in certain issues).

**3.10 *Open-office Policy*:** No restrictions on students arranging even short notice appointments with the top management.

#### **4. Key Principles**

**4.1** The NUSU is committed to responding to student feedback (Academic Calendar Forms and Records), at all levels, to monitor and enhance the quality of the student learning experience.

**4.2** Student representation requires a collaborative culture for promoting an environment which empowers the student/learner voice. Any voice, from student activists, that calls for disruption of studies or compromise on academic quality outlined by Scientific Council, will not be entertained.

**4.3** The NUSU and the Students recognize that a successful student representation requires training on various aspects of leadership, including group dynamics and familiarity with the NUSU charter, regulations, policies, and procedures.

**4.4** Informal meetings of staff and student groups are encouraging, in practical sessions, field work, social gatherings and picnics.

**4.5** Committee Chairs and Secretaries shall specifically ask student representatives to put forward items for the agenda of meetings.

**4.6** Students should be treated as full and equal members of the committee, with opportunities and voting rights identical to other members.

**4.7** It should be clear to student representatives that there are areas of committee business which require confidentiality, in absence of student representatives. These are considered as restricted staff agenda in the areas of design, provision and moderation of assessment and discussion of individual student progression s.

**4.8** Committees shall give feedback to students at large about matters of concern discussed and ensure dissemination of important issues. This can be through course coordinators and academic advisors.

**4.9** Student representatives shall abide by majority decisions made by committees.

## STUDENT EXCHANGE POLICY (SEP)

### 1. Introduction

This policy of the NATIONAL UNIVERSITY- SUDAN, NUSU identifies exchange opportunities inside and outside SUDAN. Some of these opportunities may involve transfer of mandatory or elective credits. Short- and long-term exchange require regulatory mechanism, which may include exemption from attendance regulations. It discusses eligibility, conditions for grades and credits earned, financial support, health insurance, and procedure for application and approval.

### 2. Policy

NUSU is committed to offer students' opportunities to vary their educational and cultural diversity experience, through short- and long-term visits, inside and outside SUDAN, in the forms of credited or non-credited courses. The policy propagates guidance and insures fairness and transparency of procedures and practices. The host NUSU may be sought by the student or announced by NUSU. NUSU as a host offers opportunities for students from universities where there are MOUs signed bilaterally.

### 3. Responsibility

Exchange is the responsibility of the Dean and Curriculum Committee in each college. It needs the approval of the Scientific Council if it involves transfer of credits. Following approval, the Deanship of Student Affairs follows the procedures of travel and safety of the candidates. Hands-on clinical training is the responsibility of the Dean of Medicine, because it exposes student to a wide range of health problems, not necessarily seen in SUDAN. If credited training is sought with the approval of the Scientific Council, then the MoHE may be involved to approve external training sites.

### 4. Eligibility

Eligible students should: (1) be enrolled as full-time undergraduate student, (2) not be on academic probation or has a pending or serious disciplinary penalty, (3) not have incomplete courses (I) or failure (F) grades, (4) be fluent in the language, English or the language of the host country, (5) have a minimum CGPA of 2.5 and above, (6) have approval of the sponsor and/or guardian and their acceptance of the conditions of exchange, (7) not given an opportunity in the last 12 months, and (8) obtain permission to leave from the Faculty Dean, and arrange compensation of absence. Exceptions from the above must be approved by President of NUSU

### 5. Duration of Exchange

The maximum duration of stay in the host institution is one academic year. A student will be considered as freezing the year if the courses or experience attended abroad is non-transferable. Shorter periods of 2-4 weeks are suitable during semesters or on holidays. Interrupted attendance is also supported

### 6. Transfer of Credits

Credit transfer of exchange, mandatory or elective courses, is approved by the Faculty Board on the bases of details obtained from the prospectus of the host NUSU, and evidence of adequate

attendance and acceptable performance. Clinical training, as stated above, requires confirmed approval of MoHE.

## **7. Accommodation and Financial Support**

If the financial situation of NUSU allows, eligible exchange candidate will receive US\$ 250 for accommodation, even if the MOU between NUSU and host institution allows for accommodation, at a free or reduced rate of residence. In addition, he/she will receive an amount of US\$ 250-500 per month, depending on the cost of living in the host country. No air or sea tickets are provided by NUSU. Health insurance is the joint responsibility of NUSU and host institution.

NUSU as a host institution will provide accommodation and contribute to the health insurance of all visiting students, unless covered by terms of another policy arranged by the student's family or parent institution.

## **8. Conduct and Accountability**

A student on exchange must observe his/her ethical conduct, during the exchange in the host country and NUSU. Misconduct will deprive a student future exchange grants and may justify reimbursement of support given by NUSU. Any damage or legal rights of others resulting from misbehavior, wrong handling of things or issues or violation of local and host country rules is the responsibility of the student, if it is more than the amount reimbursed.


## **9. Procedure**

Faculty Dean Selection: (1) opportunities announced specifying eligibility, requirements, and deadline, (2) application to the Dean for a specific opportunity, (3) appointment of a selection committee relevant to the purpose and host institution, (4) committee recommends names of suitable applicants, (5) eligible students' names submitted to President of NUSU for financial support. If the exchange involves credit transfer the Dean of Academic Affairs and President will see how to arrange that.

## **POLICY FOR FEES, SCHOLARSHIPS, EXEMPTIONS, DISCOUNTS AND REFUNDS**

*[Please see the full Tuition -Fee Regulations in the By-laws Manual]*

1. Tuition and registration fees are issued for each academic year separately starting by a suggestion from the Scholarships and Fees' Committee (or subcommittee), approval from the Academic Council, and final resolution by the Board of Trustees.
2. The fees for every three semesters (one academic year) are paid once as a condition of registration for the year. The President may opt to divide fees over two installments, the first installment before August 25<sup>th</sup> and the second before November 30<sup>th</sup> of each year. Students who have not paid the first installment by the end of September 25<sup>th</sup> shall be removed from installment-payment plan and be required to pay the fee of a full year, in no later than the first of January.
3. Tuition fees do not include fees of registration, hard and soft books and journals, clinical skills consumables, dental material and instruments, lodging, subsistence, transport, NUSU or sports uniform, graduation ceremony issuing of certificates or the cost of relocation and accommodation to perform academic field tasks (outside the NUSU), nor the financial implications of penalties imposed for additional teaching hours due to absenteeism, failure of examinations, as well as academic and behavioral violations.
4. Tuition fees (but not the registration fees) are increased annually by 10-15%. Repeaters for the first time pay 75% of the fees subscribed for their new batch. Repeaters for the second time pay 100% of the fees subscribed for their new batch. Repeaters for the third time pay the fees subscribed for the new intake that year.
5. Outstanding student, achieving a cumulative average of 3.5 or better, may, by the end of the semester 6 (or the end of three semesters for those who transferred from other institutions, in any year), are eligible to partial exemption from payment of tuition fees for the following semester. This shall be done through a resolution to this effect issued by the NUSU Council upon the recommendation of the Scientific Council.
6. A student whose supporting parent or sponsor had died, after being registered, will be exempted from 50% of fees following an investigation on the overall financial status of the family.
7. A student who excels in sports or cultural achievement at the national level, receive partial discounts not exceeding 20%, even if they have good or average academic status.
8. A new student may recover the fees paid, in total or partial according to the following:
  - 8.1 Full refund of paid fees is possible if the student did not complete the registration procedures in full, and before the expiration of the admission period announced, without NUSU incurring bank transfer charges.
  - 8.2 25% of the total payable annual fees shall be deducted if such students complete the registration procedures, or if they apply later than the end of the date announced for registration process completion, while 80% of total annual fees shall be deducted if a full month has elapsed, no part of fees is reclaimed later than one months, or after the expiry of admission period announced.
9. Students registered based on acceptance of post-dated cheques, or a fixed-term pledge shall have their register canceled and files closed once the said cheque bounces, or if they fail to honor the



pledge at the time set, therefore. Cheques are not accepted after the first year of study, unless per an exemption from the President.

10. Attendance of instructional sessions, by any student, at any level, is not counted, before settling payments and registration for any semester.

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## STUDENTS' ATTENDANCE POLICY

Attendance is a fundamental aspect in NUSU, and students not attending less than 75% of any course will not be allowed to sit for the first round of examinations, graded as "Failure for Absenteeism" (FF\*). Attending session before registration will not be considered. Students with FF\* will be allowed to sit for supplementary examinations, when offered. Attendance is taken, electronically, at the beginning of each of the instructional activity by an IT officer, and manually by the student coordinator (StC), if the coordinator opted to launch a double check, especially in small class groups

The Scientific Council of the NUSU, in accordance with Articles 4.1 and 4.2 of the Academic Regulations (see By-Laws Manual and Human Resources' and Student Handbooks), has adopted the following policy regarding the attendance of students at lectures, practical, seminars, discussion sessions, assignments, clinics, field work, hospital rounds etc. The policy assumes shared responsibilities for student coordinator (StC) and course coordinator (CC). The following are the responsibilities:

### **The Student Coordinator (StC) should:**

1. Obtain an up-to-date list of students in her/his class, retain enough copies and be ready to show out (of his/her bag) a students' list at the beginning of each class for manual attendance.
2. Confirm with the Faculty Registrar (FR) that the students' list is up to date, including all the of students' names registered for the course.
3. Design a list in a way to accommodate as many sessions as possible.  
Assign a copy of the list for each teacher.
4. Hand over the list of attendance to the concerned teacher to check and confirm attendance by signing, at the end of each session.
5. Mark on the list the faculty, time and date stating if the "electronic" attendance has been taken timely by the IT personnel.
6. The attendance sheet must be accurate. Any correction should be signed by the teacher on the same date and time and rechecked by the CC.
7. Give the ticked up and signed attendance sheet to the CC, at least once per week.

### **The Course Coordinator (CC) should:**

1. Calculate the weekly attendance percentage for each student checking both the electronic and manual sheets.
2. Retain all related documents to be included in the course file.
3. Warn students when their absence is about 15% of the course.
4. Carry out final check on attendance 72 hours before the end of the course. Issue a formal letter co-signed by the Dean and fix it in notice boards and NUSU webpage. The letter lists those who are barred from sitting for the examination together with the percentage of their absence.
5. Notify student's sponsor or whoever the student notified for legal accountability.
6. Suggest to the Faculty Board the suitable future schedule for remedial sessions or substitute exam for barred students.

## CAREER ADVICE (CA)

### GENERAL ASPECTS OF CAREER FOR EVERYBODY- MEDICAL OR NON-MEDICAL

1. Take advantage of, and adopt, the values of NUSU contemplating the importance of: (1) leadership, (2) diversity and multicultural spirit, (3) fairness, (4) ambition, (5) commitment, (6) perseverance, (7) integrity, (8) teamwork and collaboration.
2. Maintain contact with institution and be active alumni.
3. Keep in touch with teachers/ colleagues for future reference and employment
4. Be nice to your colleagues, avoid clashes that may last to the time you need their help and support. If you care about others, others will care about you.
5. Say “sorry” for apology and admit mistakes and misbehavior.
6. Demonstrate improvements in interpersonal relations.
7. Be nice to your teachers, avoid misconduct and disrespect, you need them as references for jobs and mentors in graduate courses
8. Be careful in expressing yourself in verbal and non-verbal communications, pay attention to your words and gestures
9. Learn and practice with colleagues how to be interviewed.
10. Observe your dress and appearance, dress not for what you are, but for where you want to belong.
11. Do not procrastinate on graduate studies, the later the more difficult.
12. Take your career with seriousness and commitment, showing your interest, no help is available for the relaxed and hesitant trainee.
13. Sit, ASAP, for IELTS= International English Language Testing System, or renew your score. Do not be discouraged by results, do it again and again and again.
14. Start writing your CV to be built gradually and comprehensively.
15. Avoid mistakes of grammar and spelling in your written documents, and when you speak. Read, re-read, correct, re-correct and ask for help.
16. Have a good idea about how to be interviewed.

### EXAMPLE OF SPECIAL CAREER ADVICE (e.g., MEDICAL)

#### *Faculty of Medicine & Surgery (FOMS)*

#### *Medical Career Advice (MCA)*

### INTRODUCTION

Medicine is a profession that involves scientific knowledge, practical and clinical skills and personal attributes that constitute the attitudes of the profession. The vast majority of medical graduates in UK (99%) remain in the profession as a lifelong career. The remaining 1% preferred to transfer the skills they learned to something else. A medical student or graduate has a number of decisions to make, which require careful planning and thought. This advice includes useful career planning options for NUSU-FOMS graduates. Serious choices have to be taken regarding qualifying locally, regionally or overseas, and which specialty to choose. Although the medical career has structured training pathways, the chosen option are made on the bases of information, which is provided below. The good news for every medical student is the wide range of specialties available. Certain practical requirements increase the employability opportunities of any graduate, medical or non-medical.

### AIM

The aim of this MCA is to provide graduates with the choices for practicing medicine inside Sudan or abroad and list other careers outside medicine. A graduate may chose to: (1) enroll in research in basic medical sciences (anatomy, physiology, biochemistry, genetics.. etc), (2) para-clinical (pathology, microbiology) sciences, (3) clinical medicine, (4) health care management or (4) non-medical career.

## **PRESPECIALIZATION OR GENERAL PRACTICE**

After successful completion of the study programme graduates with Bachelor of Medicine and Surgery (MBBS) are temporarily registered with the Sudan Medical Council as house-officers. After spending a house-officer residence period, in a set of medical specializations, graduates sit for the licensing examination to obtain permanent registration with the Sudan Medical Council. Qualified graduates will be licensed as medical officers (practitioners) to work in public health sector or in private ones.

## **BASIC AND CLINICAL SPECIALIZATION AND JOB OPTIONS**

The professions directly linked to your graduate qualifications are: (1) anatomist, (2) biochemist, (3) physiologist, (4) microbiologist: bacteriologist/ partasitologist/ virologist/ immunologist, haematologist (5) pathologist/ forensic science or medicine, toxicology (6) general surgeon, (7) general practitioner, (8) general physician-internist, (9) cardiologist, (10) neurologist, (11) obstetrician /gynaecologist (12) psychiatrist/ forensic psychiatrist, (13) ophthalmologist, (14) ENT surgeon, (15) orthopedic surgeon, (16) anaesthesiologist, (17) public health specialist, (18) epidemiologist, (19) tropical medicine physician, (20) diebetologist.

## **RELATED JOB OPTIONS**

Indirectly, some jobs may benefit from your undergraduate qualification: (1) healthcare manager or medical director, (2) primary healthcare officer, (3) healthcare or research scientist e.g. genomics, (4) alternative or complementary medicine, (5) medical journalism, (6) medical policies and politics, (7) medical communications, (8) medical law and medical defense organizations, (9) health insurance, (10) medical sales, (11) health economics, (12) aviation medicine, (13) diving medicine, (14) maritime or ship doctor, (15) medical charity and relief physician, (16) sport and exercise physician, (17) crowd medicine physician.

## **COUNTRIES OF CHOICE**

In the basic science option the graduate becomes interested in research and teaching in higher education institutions. The para-clinical subjects allow the graduate to work also in public and private medical laboratories as laboratory diagnostician. There is always the option of combining these disciplines or combine any with clinical specialties. Basic medical sciences are provided by universities while para-clinical and clinical subjects are offered by professional boards and royal colleges. The countries listed below include the places where graduates from Sudan chose.

**Table 1: Basic medial and para-clinical opportunities**

NB: these are current requirements, which change from time to time.

COUNTRY	HUMAN ANATOMY	BIOCHEMISTRY	HUMAN PHYSIOLOGY	HUMAN MICROBIOLOGY	HUMAN PATHOLOGY
---------	---------------	--------------	------------------	--------------------	-----------------

Sudan	NR	NR	NR	HO+ NS	HO+NS
Egypt	NR	NR	NR	HO	HO
Arab Countries	NA	NA	NA	AB	AB
United Kingdom	IELTS: 6.5	IELTS: 6.5	IELTS: 6.5	IELTS: 6.5	IELTS: 7.0
United States	NR + Lots of \$\$	NR+ Lots of \$\$	NR+ Lots of \$\$	NR+Lots of \$\$	USMLE Steps
India	NR	NR	NR	HO (\$\$)	HO (\$\$)
China	NR (W)	NR (W)	NR (W)	NR (W)	NR (W)
France	NR (W+L)	NR (W+L)	NR (W+L)	NR (W+L)	NR (W+L)
Germany	NR (W+L)	NR (W+L)	NR (W+L)	NR (W+L)	NR (W+L)

Key: NR=no requirement, HO= house-officer rotations, NS= national service, NA=not available, AB= Arab Board, W=established contact with an institution, L=language,

**Table 2: Clinical opportunities**

NB: these are current requirements, which change from time to time.

COUNTRY	INT. MEDICINE	GEN. SURGERY +SUBSPECIALTIES	OB/GYN	PEDIATRICS	FAMCO + GP	RAD
Sudan	HO+NS	HO+ NS	HO+ NS	HO+ NS	HO+NS	HO+ NS
Egypt	HO	HO	HO	HO	HO	HO
Arab Countries	HO +1 Year	HO +1 Year	HO +1 Year	HO +1 Year	HO +1 Year	HO +1 Year
United Kingdom	IELTS: 7.0 + PLAB	IELTS: 7.0 +PLAB	IELTS: 7.0 + PLAB	IELTS: 7.0 + PLAB	IELTS: 6.5/ 7.0	IELTS: 6.5/ 7.0 +PLAB
United States	USLME Steps + Lots of \$\$	USLME Steps + Lots of \$\$	USLME Steps + Lots of \$\$	USLME Steps + Lots of \$\$	USLME Steps + Lots of \$\$	USLME Steps + Lots of \$\$
India	HO (\$\$)	HO (\$\$)	HO (\$\$)	HO (\$\$)	HO (\$\$)	HO (\$\$)
China	HO (W)	HO (W)	HO (W)	HO (W)	HO (W)	HO (W)
France	NR (W+L)	NR (W+L)	NR (W+L)	NR (W+L)	NR (W+L)	NR (WL)
Germany	NR (W+L)	NR (W+L)	NR (W+L)	NR (W+L)	NR (W+L)	NR (WL)

Key: FAMCO=family and community medicine, RAD= radiology, NR=no requirement, HO= house-officer rotations, GP= general practice, NS= national service, NA=not available, AB= Arab Board, W=established contact with an institution, L=language,

### POPULAR TRAINING AUTHORITIES FOR SUDANESE GRADUATES

The most common tracks followed by Sudanese graduates are:

- a. *Basic sciences: anatomy, physiology, biochemistry and bioinformatics (see Table 3)*

Table 3: Basic Science Master and PhD programmes in Sudan

	Khartoum University	National University	Ribat University	Neilain University
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Anatomy	√	√	NA	√
Biochemistry	√	NA	NA	√
Physiology	√	NA	√	NA
Bioinformatics	NA	√	NA	

In this case the certificates issued by university is resigned by the Ministry of Higher Education and finally authenticated by the Ministry of Foreign Affairs.

### ***b. Para-clinical and clinical sciences***

A. In Sudan: Sudan Medical Specialization Board, where training takes 4 years to obtain fellowship or clinical MD.

B. Abroad: Royal Colleges in UK require PLAB 1&2 examinations.

UK passport holders and "some" Sudanese passports may undertake a one- or two-year foundation programme in UK, before proceeding into clinics training. The time required depend on each candidate's efforts.

### **IMMEDIATE CAREER REQUIREMENTS FOR A FRESH GRADUATE-**

1. Rush professional registration with SMC.
2. Align, asap, in the house-officer's waiting list.
3. Apply for, receive and authenticate, your medical graduation certificates, asap.
4. Attempt foundation at UK- at most end of May2015.
5. Sit, asap, for IELTS= International English Language Testing System, do not be discouraged by results, do it again and again and again.
6. Start writing your CV to be built gradually and comprehensively.
7. Avoid mistakes of grammar and spelling in your written documents, and when you speak. Read, re-read, correct, re-correct and ask for help.

### **GENERAL ASPECTS OF CAREER FOR EVERYBODY- MEDICAL OR NON-MEDICAL**

1. Take advantage of, and adopt, the values of NUSU contemplating the importance of: (1) diversity and multicultural spirit, (2) fairness, (3) ambition, (4) commitment, (5) perseverance, (6) integrity, (7) leadership, (8) teamwork and collaboration.
2. Maintain contact with institution and be active alumni.
3. Keep in touch with teachers/ colleagues for future reference and employment
4. Be nice to your colleagues, avoid clashes that may last to the time you need their help and support. If you care about others, others will care about you.
5. Say "sorry" for apology and admit mistakes and misbehavior.
6. Demonstrate improvements in interpersonal relations.
7. Be nice to your teachers, avoid misconduct and disrespect, you need them as references for jobs and mentors in graduate courses
8. Be careful in expressing yourself in verbal and non-verbal communications, pay attention to your words and gestures
9. Learn and practice with colleagues how to be interviewed.
10. Observe your dress and appearance, dress not for what you are, but for where you want to belong.
11. Do not procrastinate on graduate studies, the later the more difficult.
12. Take your career with seriousness and commitment, showing your interest, no help is available for the relaxed and hesitant trainee.



## **CONCLUSION**

There is no such “perfect career” since the level of satisfaction with all jobs is proportional, but consultation with experts in the field, knowledge of the opportunities available, realization of personal talents and knowledge of requirement of each specialty give near ‘full’ satisfaction.

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## THE STUDENTS' PROGRESSION RATES

The policy of NUSU is to follow the students' progress closely and find the major causes for students leaving the university. This would give a good indicator of the university's performance and give light to other causes which may be indirectly related to the university the aim is to help reduce the students drop and improve the overall standard this would be done annually to cover:

1. The number of students who resigned.
2. The number of students dismissed for academic reasons.
3. The number of students dismissed for non-academic reasons.
4. The number of students who transfer to continue in other institutions.
5. The number of students who joined the university after the 1st year.
6. The number of students who repeated the year.

### Related Documents:

- Summary of Main Causes for Students Movement Form (SC-FR/24)
- Batch Progression Tracker (SC-FR/25)

## STUDENT RESEARCH POLICY-

### THE MEDICAL GRADUATE

- The principles of clinical research are essential for a medical graduate, in basic and clinical sciences. Basic and clinical research training improve clinical practice, innovation and discoveries and promotion of health.
- Training includes foundational knowledge, a set of skills, research attitudes and carry out a research project before graduation.
- The NUSU-Medical Programme Goal (PG-4) states: “Strengthening medical and health research, through making use of the University's facilities and communication privileges to promote up-to-date modern medical education, evidence-based medical practice, research and services, with emphasis on legal compliance and public disclosure of research and all activities”.
- The NUSU-Medical Programme Learning Outcomes (PLO-16) states: “Carryout health or health-related research, alone or with a health team, using scientific methods known in such activities.
- As early as Semester Five it is mandatory for the medical student to study the course on Research Methodology (ME-SEARCH-227).
- Students carry out Graduation Project (ME-EPID-215) and submitted when completed before graduation, as individuals or in groups not exceeding 15 students.
- Students must be informed about the policies on Research and Ethical Guideline of Research
- The project is supervised by the Department of Community Medicine. Each student must carry out the selected project and visit his/her supervisor to ensure the correctness of the steps of doing research.
- Approved results and theses are submitted in soft format for final correction and presentation.
- Discussion will be in front of at least three instructors, who assign a grade to the student.
- Outstanding articles are printed and made available in the library.
- If the student or student group performance is exceptionally remarkable and the results are publishable, submissions should include the name of the active student/s involved .

#### Related Documents:

- Research Policy (SC- PP07)
- Ethical Research Guidelines(SC- PP07/01)





# **EDUCATIONAL PROGRAMMES**

MUSUPPS

(SC-PFC/ 01)

## PROGRAMME/ APPROVAL & EXECUTIONS PROCESSES

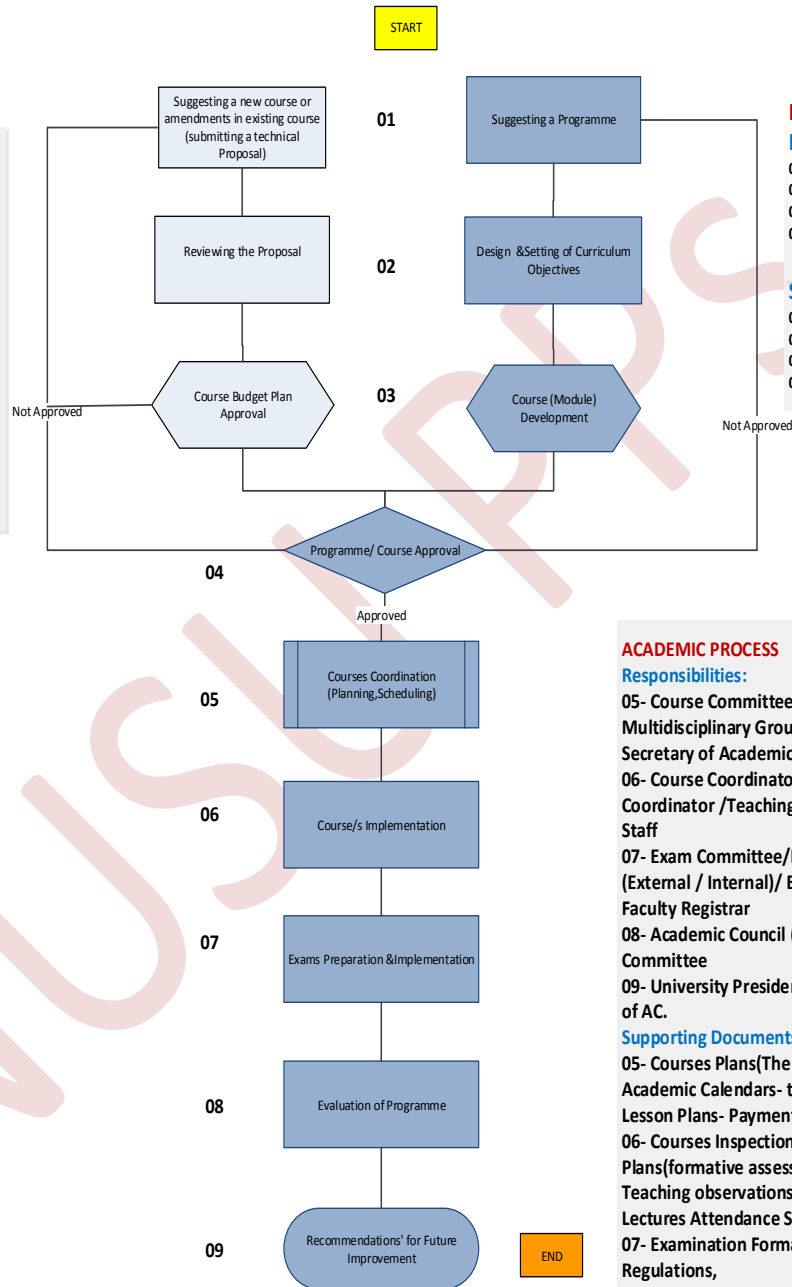
### COURSE APPROVAL

#### Responsibilities:

- 01- Faculty Curriculum Committee
- 02- Faculty Board- Secretary of the Academic Affairs.
- 03- The Administrative and Financial Committee
- 04- Academic Council(AC)

#### Supporting Document:

- 01- Higher Education Regulations, the Academic Regulation, Course Review Reports
- 02- The Technical Proposal(the Objectives, Learning Outcomes, Contents, Logistics and Budget Plan)
- 03- The Technical Proposal,
- 04- The Technical Proposal



### PROGRAMME APPROVAL

#### Responsibilities:

- 01- Academic Council
- 02- Faculty
- 03- Curriculum Committee
- 04- MHE & Academic Council

#### Supporting Documents

- 01- Higher Education Regulations,
- 02- Higher Education Regulations,
- 03- All Faculties
- 04- Nil,

### ACADEMIC PROCESS

#### Responsibilities:

- 05- Course Committee / Tutors Multidisciplinary Group/ approval of Secretary of Academic Affairs
- 06- Course Coordinator / Student Coordinator / Teaching Staff/support Staff
- 07- Exam Committee/Examiners (External / Internal)/ Exam Office/ Faculty Registrar
- 08- Academic Council (AC)/ Quality Committee
- 09- University President with Support of AC.

#### Supporting Documents:

- 05- Courses Plans(The Prospectus-Academic Calendars- time Tables-Lesson Plans- Payment Agreements)
- 06- Courses Inspection Plans(formative assessments, Teaching observations- Log sheets-Lectures Attendance Sheets)
- 07- Examination Format/ Academic Regulations,
- 08- Course Evaluation Report- Course Final Report- Faculty Audit Report-Faculty Annual Report

### REFERENCE DOCUMENTS:

- A- General Programme Process.
- B- National University Prospectus Book.



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## ACADEMIC COURSE: APPROVAL, PROVISION, ASSESSMENT AND MODERATION

This document is produced in accordance with the Scientific Council Powers and Competence as detailed in the NUSU Charter 4.1 and 4.2

### 1. APPROVAL

The National NUSU- (NUSU) has adopted detailed principles of approval, provision, and assessment of learning courses to fulfill its academic mission. The course in NUSU is a fundamental and all efforts must be exerted to justify approval by the Scientific Council to its weight and sequence in the “Curriculum Timetable” or “Degree Structure”. Courses suggested by College Board, upon recommendation from the Curriculum Committee. They are passed through the Dean of Academic Affairs to the Scientific Council with the College justifications: which may be an addition or replacement. Scientific Council approval gives the College the freedom of using intensive or longitudinal sequence of instruction. But any other major changes must be justified and re-presented to the Scientific Council.

### 2. PROVISION: THE ACADEMIC PROCESS

The responsible bodies for the academic process are the (a) President and Scientific Council, (b) Secretary of Academic Affairs, (c) Faculty Board and Dean, (c) Course Committee and Course Coordinator.

#### A. Introducing programs and professional oath

7. Newly enrolled students in each faculty are introduced by the President (or the vice-President) and Faculty Dean (FD), who explains College objectives, curriculum outline and expected outcomes or characteristics of the graduates of the programs, degree structure or curriculum timetable, Academic Regulations, Code of Students’ Activities and Conduct, and Tuition- Fees Regulations.
8. Modern Medical and Health Science curricula call for early clinical exposure, through vertical integration of basic and clinical sciences. This has encouraged medical educationists to introduce students to the “Professional Oath” to ensure awareness with the ethical fundamentals of human patient care.

#### B. Course and timetable implementation

Each course Each course must: clear objectives and expected learning outcomes including a community impact, adoption of self-directed learning, evidence -based and abides by ethical and professional principles.

1. The list and sequence of courses for the whole year are as shown in the Year Plan (Student Handbook) and Academic Calendar Form [ACF] (see Quality Assurance Manual). The sequence may be changed at any time by the President, Dean of Faculty, Co-Co, and CC agree on bases of logistics, unless there are pre-requisites.
2. The Faculty Dean, in consultation with the head of department, appoints a Course Coordinator (CC) for each course at the beginning of each academic year. The CC, of each course, forms and holds a meeting with a uni- or multidisciplinary Course Committee (Co-Co).
3. The Co-Co is formed by the Dean of three staff members minimum and a student representative (Student Coordinator), each staff member must hold, at least, a master’s

degree, chaired by the course coordinator (convener) or by the most senior member, and accountable to the Dean.

4. The responsibilities of the Co-Co at the level of implementation are to: (a) review the course objectives and learning outcomes, (b) design time-tables (TT) to ensure the delivery of the objectives and the Intended Learning Outcomes (ILOs), (c) follow-up, via the course coordinator (CC), the details of the delivery of the course and decide who students' are eligible (attended  $\geq 80\%$ ) to sit for the exam, (d) suggest the assessment criteria e.g. MCQ, OSCE, short notes, practical, seminars etc., (e ) decide what percentage ( $\leq 50\%$ ) of total marks to be assigned to continuous assessment including mid-exam, the final exam should weigh  $\geq 50\%$  of the total marks,
5. In the first day of the course, the CC, on behalf of the Co-Co, avails copies of the objectives of the course and timetable, introduces the course and appoints a student coordinator (SC). The CC should ensure the distribution of course material to all concerned, especially part-time staff. Part-timers must sign a "Payment Agreement Form" and be oriented to filling the "Teacher Log Sheet". (See Policy on Duties of Course Coordinator-below)
6. The responsibilities of the CC also include logistics needed for each course in terms of laboratory material, equipment, transportation, permissions for outside sources, College Secretary [CS].
7. The CC should ensure that the Lesson plan is filed for each session. The course continues through daily instructions of lectures, practical, discussion sessions, problem-based learning sessions, hospital ward round, written and/or presentation assignments in campus or in the community or health institutions.
8. The Dean of Faculty and the Secretary of Academic Affairs will oversee the execution of the timetable as planned, and the flow of courses as shown in Academic Calendar Form [ACM], and Year Plan.
9. Student presentations in seminars should be evaluated according to, and recorded in, the Seminar Evaluation Form [SEF].
10. The Faculty Dean will select certain staff member (peer or senior) for instructor evaluation, according to the criteria shown in the Teaching Observation Form [TOF].

### **3. ASSESSMENT AND MODERATION (see Policy on Moderation of Assessment below)**

#### **A. Examination preparation, moderation, and approval of results**

1. The responsibilities of the Co-Co and CC at the time of assessment are: (a) request instructors who participate in the course to submit, at the beginning of the course or at the end of each lecture, a set of 3-5 MCQs/ 2- hours lecture, (b) obtain model answers of questions from the concerned teaching staff, (c ) assign deserved marks for each question, (e ) carry out the pre-assessment moderation of courses involving external examiners (if need be) e.g. final years, (f) review the marking of the exam, if not done electronically, using the approved grade descriptors (see below), (g) check the accuracy of the results (post assessment moderation-1), (h) forward the results to the College Board, (i) attend the faculty board discussion and participate in its final resolution of the results (post assessments moderation-2), (j) ensure signing the final results by CC and Faculty Dean, (k) forward the signed results to the DAA for post assessment moderation-3. (l) announce the results signed by the SAA, and (m) maintain records and minutes of the meetings regarding the course at each level and file them.
2. Midcourse examination is carried out at about the middle of the course; final examination is at the end of the course according to the Academic Regulations [Clauses 9-1 to 9-10], using of multiple instruments and ensuring the reliability and validity of each of items included in the instrument.
3. Exam papers or soft version for mid-or final exam are copied by, and kept with, the College Examination Officer, shared responsibility of security with the CC.

- The signed results are handed to the Registrar who adds them to the cumulative grade point average (CGPA). The results are announced by the Registrar and sent to students' mailboxes.

#### B. Evaluation [Assessment] Format

According to the Academic Regulations these are the recommended formats:

- Written examination** of each module should preferably include: (A) paper: MCQs of "one-correct answer" type for first -third year students and with some [not less than 10%] "one-best answer" for 4th and 5th years students. The total number of questions should be at least 10 per credit hour of load, (B) paper: other formats: (i) problem followed by MCQs or short answer questions, (ii) written assignments, (iii) matching questions, (iv) fill-in or complete statements, (v) illustrations, (vi) patient laboratory results (ECGs, images, picture or film of specific appearance or gait etc.), (C) long or short essays – should not usually be used- except in special circumstances, where writing capabilities are to be evaluated (although there are other means of assessing that), to be corrected by more than one examiner according to a sample answer model.
  - Practical examination** is either: (A) laboratory practical question to (i) identifies structures, (ii) test material (ii-) use instruments, (iv) operate machines, (v) investigate effects of chemicals or drugs, (vi) carry out a procedure, (vii) recognize an images etc., preferably in an objective structured practical examination (OSPE) or traditional laboratory setting. OSPE is usually more objective.
  - Clinical examination** is used, it's done through: (A) objective structured clinical examination (SCE), (B) long case (if need be) with three or more examiners, if possible, (C) skill laboratory exam for psychomotor aspects that cannot be done with real patients or like simulators, (D) emergency room (ER) or intensive care unit (ICU) setup observation to check (i) attitudes of dealing with stress, (ii)counselling family and (iii) observe terminal care,
  - Presentations** is for assessment of: (A) using media for preparation, (B) see delivery skills, (C) knowledge and fluency in verbal assignments (see Seminar Evaluation Form [SEF] to rate the various components of the presentations).
  - Oral examination**, usually not recommended, needs special permission and justification. In special situations for confirming failure or entitlement for distinction and/or prize.
- C. **Grade points and cumulative grade point averages [GP and CGPA]**  
Grade points are calculated according to the known formulas, by multiplying the credit hours of the course by the score letter (A, B, C or F). The semester grade point average is calculated from all courses in a semester and cumulative grade point average is calculated when several semesters are added up.

#### D. Grade Descriptors:

Grades	Marks	Criteria
Excellent (A)	≥ 80%	<ul style="list-style-type: none"> <li>Deep and systemic engagement with assessment task</li> <li>Impressive demonstration of comprehensive mastery of the subject matter</li> </ul>
Very good (B <sup>+</sup> )	≥ 75 to < 80%	<ul style="list-style-type: none"> <li>Very high degree of engagement level with assessment task</li> <li>Demonstration of very high degree of mastery of the subject matter</li> </ul>
Good (B)	≥ 65 to <75%	<ul style="list-style-type: none"> <li>Intellectually competent</li> <li>Factually very sound</li> <li>High degree of attaining the learning outcomes</li> </ul>
Satisfactory	≥ 60 to < 65%	<ul style="list-style-type: none"> <li>Good level of intellectual engagement</li> </ul>

(C <sup>+</sup> )		<ul style="list-style-type: none"> <li>• Factually sound answers</li> </ul>
Acceptable (C)	≥ 50 to <60%	<ul style="list-style-type: none"> <li>• Minimal acceptable level of intellectual engagement with the assessment task</li> </ul>
Unacceptable (F)	< 50%	<ul style="list-style-type: none"> <li>• Unacceptable intellectual engagement level</li> </ul>

**(E) Student Appeal (Be read with Student Grievance Appeal Procedure and Academic Regulations):**

Fairness entitles that the other side may be right. If a student has an impression that he/she has not been assigned the deserved marks, she/he has right to appeal. The appeal should follow this sequence:

Course Coordinator → Head Department → Dean Faculty → SAA → NUSU President.

The academic appeal: It is the responsibility of the student applying for re-correction to do that within the 15 days following the announcement of the results. The Faculty Dean will form a panel of three experts to re-correct the concerned paper, if an error in marking is found, the concerned dean forwards the case to the SAA for assigning the merited marks to the student. (See Academic Regulations for details)

**(F) Final Approval of the Results:**

Results are finally approved at the end of the year for progression or graduation by the Scientific Council (post-moderation 4).





## LEARNING, TEACHING AND ASSESSMENT POLICY (NUSU – (LTAP)

### 1. Introduction

The National University-SUDAN (NUSU) is committed to providing excellent teaching that introduces students to the latest development in their subjects and develops their skills of critical thinking and intellectual synthesis. The underlying strategy of the NUSU undergraduate education is to give a learning experience that is informed and enhanced by the NUSU's commitment to being a quality and research-led institution.

### 2. Policy Statement

The NUSU -LTAP highlights the need for the good quality of teaching and learning processes and outcomes. It incorporates the significance of ongoing scholarship as integral to the development of effective teaching and learning. It also promotes learning as a self-directed lifelong quest for professional skills, knowledge, and wisdom.

### 3. Purpose of the policy

The purpose of this policy is to:

- a. Outline methods used by the NUSU to achieve its goals
- b. Provide a framework within which the different Colleges of the NUSU can develop their own teaching, learning and assessment policies and action plan.
- c. Outline the expectation of the NUSU from both teachers and students.

### 4. Learning

Students are expected to:

- a. Conduct themselves in appropriate manner, in both attitude and. Dress
- b. Seek guidance and support when needed, by contacting: student welfare office, registration office, academic adviser (supervisor) or Dean's office.
- c. Learn how to study effectively.
- d. Attend at least 80% of each taught course, under normal circumstances.
- e. Submit requested coursework and/ or term papers, on time.
- f. Participate in class activities
- g. Learn to be an independent learner
- h. Acquire the skills of critical thinking, reasoning, problem solving and teamwork.
- i. Make use of the learning opportunities provided by the NUSU.
- j. Use learning resources within NUSU appropriately.
- k. Maintain good academic integrity in student assignments.
- l. Maintain excellent academic achievement throughout the study period.

### 5. Teaching

- a. The NUSU commitment to systematic and continuous review of its academic curriculum is a means of providing the highest quality education producing skillful, creative, and capable graduates.
- b. Students' participation and representation in Education Committees ensure their input in planning, delivery, and evaluation of the curriculum.
- c. Methods of instruction should cater for the diverse backgrounds of students and their learning styles

- d. In their first year, students should be introduced to the required learning skills including communication skills, time management, the scope of problem solving, independent learning and IT skills.
- e. Course coordinators are responsible for alignment of course objectives with the instructional methods and assessment tasks.
- f. Teachers (both full-time and part-time) should abide by course objectives and quality directives, when teaching NUSU students.
- g. Appropriate teaching and learning environment and requirements should be provided and maintained in all learning premises (inside or outside NUSU grounds).
- h. Timetables should be clear for both students and teachers and available before the intended courses. They should include all essential components of instruction, assessment, and feedback.
- i. There should be equal distribution of study material and assessment tasks for the students.
- j. Teaching should be consistently of high quality and encouraging the students to be active learners, critical thinkers, and research oriented.
- k. Opportunities for independent learning and self-directed learning should be provided and clarified in timetables.
- l. Methods of instruction, assessment tasks and the marking system should be made explicitly clear to students at the beginning of each course.
- m. Teaching should provide an extensive knowledge base in subject areas and the skills and competences needed for application of that knowledge.
- n. Teaching should include professional behavior guidance both in learning and workplace.
- o. Learning resources should be available and readily accessible for students.
- p. Academic support should be available and accessible, through supervision, office hours, social media...etc.
- q. Deans of Colleges are responsible for supervision of the teaching process ensuring its application within the specific time frame, according to reviewed lesson plans and teaching observation.
- r. Deans, heads of departments and course coordinators and committees are responsible for revising the quality and quantity of scientific material in each course, and the methods of teaching and assessment for that specific course.
- s. Students' feedback on teaching process is regularly collected, analyzed, and acted upon.
- t. Opportunities for research-based continuous professional development will be provided regularly, to update and upgrade teaching performance.

## **6. Assessment**

Assessment of student learning is the key to the quality of education. It ensures that the standards of qualifications planned by a NUSU are achieved. However, in the face of cultural, social, and linguistic diversity, assessment has the potential both to challenge and maintain social structures. The NUSU therefore takes the responsibility to ensure that its assessment is valid and consistent, that its assessment practices are transparent and that its assessors are qualified and accountable for the judgments they make.

Although assessment functions to measure learning, it can also be used to guide and develop that learning processes. This is especially the case when learning objectives and their associated assessment criteria are used as organizing principles in assessment design (blueprints).

## **7. The assessment policy:**

**A. Course committees (co-Co), course coordinators (CC) and teachers are responsible for:**

1. Providing learning objectives and outcomes for the courses taught.
2. Developing the assessment criteria associated with those objectives
3. Designing appropriate assessment tasks for the students to demonstrate their ability to meet the criteria
4. Using valid and reliable tools for assessment
5. Providing details of assessment criteria to students at the beginning of each course.
6. Using both formative and summative assessment tools
7. Including dates and type of assessment tasks within the timetable.
8. Providing formative feedback to students on their performance.
9. Liaising with other faculty members to ensure that assessment is consistent
10. Recording marks and assessment decisions accurately.
11. Reporting on course and student assessment to the Faculty Dean (FC), Secretary of Academic Affairs (SAA) and Principal.

**8. Deans, Heads of Departments Co-Co, and CC are responsible for:**

1. Appraising the quality of student assessment
2. Ensuring appropriateness, fairness, and validity of the assessment tasks.
3. Supervising provision of proper training for the assessors.
4. Ensuring that the choice of external assessors comply with published policies.
5. Analyzing assessment results and using the details for further improvement of both teaching and assessment process.
6. Providing of assessment requirements and resources.
7. Utilizing the NUSU's educational and technological resources for the assessment process.
8. Keeping records of all assessment decisions.
9. Using assessment results for follow up and provision of academic support for students.

## **POLICY ON THE DUTIES OF COURSE COMMITTEE (Co Co)/ COURSE COORDINATOR (CC)**

### **1. Introduction**

In accordance with the powers and competence assigned to the Scientific Council (NUSU Charter (4-1 and 4.2) NUSU has adopted detailed principles for provision of learning courses to fulfil its academic mission. The course in any faculty in NUSU is fundamental and that at most efforts must be exerted to fulfil it (please see The Academic Course Policy SC- PP/ 09). For this NUSU Scientific Council has approved the following:

#### **1. Course Objectives and Learning Outcomes:**

- 1.1 Prepare proposals for the objectives or learning outcome and means to conduct the courses based mainly on the Faculty Curriculum (Catalogue) and other approved documents.
- 1.2 Make use of previous documents regarding the course especially last year's course report.
- 1.3 Discuss the objectives of the course with the members representing the concerned departments and the course committee.
- 1.4 Sign the final copy of the approved objectives.
- 1.5 Pass the final signed copy of the objectives to Faculty Dean for approval.
- 1.6 Distribute the final signed copy of the approved objectives to all concerned instructors.
- 1.7 Keep the minutes of the meetings convened, original document of the course objectives in the course file.
- 1.8 Prepare the course timetable before the beginning of the academic year i.e., at least four weeks before the start of the course, based on the Academic Calendar Forms (ACF) published by the DAA.

#### **1. Preparation of the Course Timetable:**

- 2.1 Prepare and draft of the course timetable (TT) reference; the previous timetables, objectives, as follows:
  - 2.1.1 Use the most recent timetable format.
  - 2.1.2 Give each activity a serial number (e.g., L2 = Lecture No. 2).
  - 2.1.3 Assign Wednesday's afternoons for non-academic activities.
  - 2.1.4 Allocate time for private or self-directed learning (SDL).
  - 2.1.5 Document Exam dates in the (TT) together with feed-back on the exams.
  - 2.1.6 Schedule for Formative Assessment in the first quarter of TT
- 2.2 Present the final draft of the TT for discussion by the Course Committee.
  - 2.3 Sign the final format of the TT and pass it for signature by the Faculty Dean, and Dean of Academic Affairs, and finally the President.
  - 2.4 Keep the original version of the TT in the course file.
  - 2.5 Hand a copy of the approved TT to each of the instructors and to the student coordinator.

#### **2. Implementation of the Course**

- 3.1 Deliver an introductory lecture containing the discussion by the course coordinators as detailed in the first lecture document.

- 3.2 Follow the implementation of the timetable and tackle any obstacle to insure smooth flow of the course.
- 3.3 Give a weekly verbal report about the course, even if there are no problems to the Faculty Dean, and written reports if there are problems.
- 3.4 Follow closely the attendance of the students and make weekly cumulative and notify the students whose attendance is poor ( $\leq 80\%$ ).
- 3.5 Give feedback to the students about their attendance at quarter and mid-time of the course to avoid barring students sitting for the exam.
- 3.6 Ensure that each session has a lesson plan in the file, and each teacher has been observed, at least one by a peer or senior staff member.
- 3.7 Prepare a list of the students eligible to sit for the final Exam (attending  $\geq 80\%$ ), and those barred.
- 3.8 Pass the final list of the students who are eligible to sit and those barred from sitting for the exam to the Faculty Dean for signature and announcement.
- 3.9 Notify the students barred from sitting for the exam, at least 48 hours, before the exam date.

#### **4. Assessment**

(To be read in conjunction with policies and procedures of Academic Course)

- 4.1 Hand the Examinations to the Exam Office at least three days before the exam for copying or adaptation to electronic exam. The security of the exam is the responsibility of both CC and Examination Officer.
- 4.2 Be sure of the presence of enough number of invigilators at the exam hall.
- 4.3 Ensure collection the exam papers from exam office by the Chief Invigilator
- 4.4 Collect the answer papers and keep them in Exam Office for 24 hours maximum.
- 4.5 Attend the exam and distribute them for correction or view electronic exam results with analysis.
- 4.6 Hand the final examinations results, to the Exam Office for typing within maximum of 24 hours.
- 4.7 Rectify immediately any typing errors in the final examinations results.
- 4.8 Ensure the completion of the stages of moderation at the faculty level.
- 4.9 Ensure that the Quality Unit has carried out the Student Evaluation of the course.
- 4.10 Prepare the final course report using the approved format and discuss the report with Faculty Dean and Quality Manager. If need be, the report is discussed with the Secretary Academic Affairs.
- 4.11 Ensure that the Course File is complete and up to date.

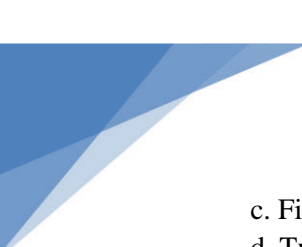
#### **5. General Notifications**

- 5.1 Use the last version of the Payment Agreement form for part-time teaching staff.
- 5.2 Supervise completing teacher log-sheet.
- 5.3 Get and document a no objection of the Faculty Dean to make changes in the TT due unexpected circumstances.

#### **6. The Introductory Lecture**

The introductory lecture to any course at NUSU delivered by the course coordinator should:

1. Explain the objectives and the expected or intended learning outcomes (ILOs) of the course.
2. Review with students the timetable, with special emphasis on:
  - a. Formative assessment.
  - b. Mid-course exam and feedback on it.

- 
- c. Final exam and feedback on it.
  - d. Tutorials, seminars, practical, assignments, field visits as part of the concerned course.
  3. Explain the assessment methods and the weights assigned to various components of the course in each of them.
  4. Explain the importance of attendance and the consequences of absenteeism for more than 25% of the course activities.
  5. Stress the importance of the academic supervision and any issue related to that concerns course.
  6. Supervise the selection of the student course coordinator
  7. Explain the availability of the Course Coordinator (CC) at office hours and other times.
  8. Encourage students to practice self -directed learning (SDL) and discuss any difficulties which may face them.
  9. Encourage cooperation of students for group readings and discussions as effective means to score high marks and grades.
  10. Emphasize cooperation and interaction between staff and students.

**Related Documents:**

- Academic Course: Approval, Provision, Assessment and Moderation (SC-PP/09)

## COURSE PROFILE

Faculty \_\_\_\_\_ Department \_\_\_\_\_

**Course Title (Course Code), X Credit Hours, Block/ Longitudinal,  
Duration= X weeks, Academic Year: 20\_\_/\_\_\_**

**Prerequisites:**

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**Brief Course Description (in Arabic)**

**Rationale:**

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**Outline:**

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**Course Aims and Intended Learning Outcomes:**

**Aims:**

**To provide students with**

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**Intended Learning Outcomes (ILOs):**

**By the end of the course, students are expected to:**

- 1- \_\_\_\_\_
- 2- \_\_\_\_\_
- 3- \_\_\_\_\_
- 4- \_\_\_\_\_
- 5- \_\_\_\_\_

**Educational Strategies and Methods (Lecture, Seminar, Practical....etc):**

- 1- \_\_\_\_\_
- 2- \_\_\_\_\_
- 3- \_\_\_\_\_
- 4- \_\_\_\_\_
- 5- \_\_\_\_\_

**Assessment Methods (%):**

Mid- Exam	_____ %
Continuous Assessment	_____ %
Final Examination	_____ %
<b>Total</b>	<b>100%</b>

Continuous Assessment	Mid- Exam	Final Examination
Seminar/Presentation= ---- --%	MCQs= -----%	MCQs = -----%
Practical/Clinical= -----%	SQs= -----%	SSQs= -----%
Assignments/Tutorials= --- -%	Essays/ Short notes= ----- %	Essays/ Short notes= ----- %
Others= -----%	Others= -----%	Others= -----%
<b>Total= 100%</b>	<b>Total= 100%</b>	<b>Total= 100%</b>

MCQs: Multiple Choice Questions, SQs: Structured Questions.

**\*Grade Descriptors (Rubrics):**

Grades	Marks	Criteria
Excellent (A)	≥ 80%	
Very good (B <sup>+</sup> )	≥ 75 to < 80%	
Good (B)	≥ 65 to <75%	
Satisfactory (C <sup>+</sup> )	≥ 60 to < 65%	
Acceptable (C)	≥ 50 to <60%	
Unacceptable (F)	< 50%	

**\*Ref. Academic Course policy (SC- PP 09)**

**Required Resources (in details):**

- 1- \_\_\_\_\_



- 2- \_\_\_\_\_
- 3- \_\_\_\_\_
- 4- \_\_\_\_\_
- 5- \_\_\_\_\_

**Recommended Textbooks/ References:**

- 1- \_\_\_\_\_
- 2- \_\_\_\_\_
- 3- \_\_\_\_\_
- 4- \_\_\_\_\_

**Academic Support Plans for individual needs (in coordination with the Academic Supervisor & Students' Affairs unit):**

- 1- \_\_\_\_\_
- 2- \_\_\_\_\_
- 3- \_\_\_\_\_
- 4- \_\_\_\_\_
- 5- \_\_\_\_\_

**Ref. NUSU Policy Regarding Disabled Students (NC- SP04)**

**Important Note:**

**Student with Disability that may affect his/her success in this course and wish to discuss academic accommodations, should arrange to meet with course coordinator as soon as possible and not later than the end of the first week/semester of the block course/ longitudinal course.**

**Attendance Policy:**

Attendance is a fundamental aspect in NUSU, and students attending less than 80% of any course will not be allowed to sit for the first round of examinations, graded as "Failure for Absenteeism" (FF\*). They are allowed to sit for supplementary examinations, when offered. **(Please see Attendance Regulations SC/REG01/02)**

**PLAGIARISM POLICY:**

Educate students –both undergraduates and postgraduates–about the principles of academic writing, the correct use of academic resources and citation. These should be explicitly included in each program at different levels. Principles of academic integrity should be stressed. The nature of plagiarism should be explained together with the penalties for such an offence. In the first year, this can be included in courses teaching basic learning skills and basics of research. In the following years, the message can be re-enforced in every research course, professionalism courses and courses requiring submission of a thesis or report. **(please see Plagiarism Policy & Procedures SC- PP-04).**

## LESSON PLAN FORM

### PART 1: INTRODUCTORY INFORMATION

<b>Name of Instructor</b>	
<b>Position</b>	
<b>Faculty</b>	
<b>Title of course</b>	
<b>Title of lesson</b>	
<b>Date of lesson</b>	

**PART 2: TYPE OF LESSON** LECTURE, PRACTICAL CLASS, DISCUSSION SESSION, STUDENT SEMINAR,  CASE STUDY, FIELD WORK, HOSPITAL WARD OR HEALTH CENTRE ROUND

### PART 3: MATERIAL AND LOGISTICS USED

Classroom for [x] students, PowerPoint setup, Field work kit for [x] students  Handout  
Other (specify).....

### PART 4: STUDENT PREPARATION REQUIRED PRIOR TO LESSON

1. ....
2. ....
3. ....

### PART 5: OBJECTIVES AND INTENDED OUTCOMES

By the end of this lesson the learner is expected to:

1. ....
2. ....
3. ....
4. ....
5. ....

### PART 6: INSTRUCTION METHOD, CONTENTS AND TIMELINE [1.5-hour class]- please see back of this form

METHOD	CONTENTS	TIMELINE

### PART 7: MATERIAL DEPOSITED IN COURSE FILE OR HANDED TO COURSE COORDINATOR

- COPY OF POWERPOINT PRESENTATION [..... NO. OF SLIDES]
- COPY OF HANDOUTS [..... NO. OF HANDOUTS]
- LIST OF MAIN POINTS OR ISSUES TO BE COVERED IN THE LESSON

**PART 8: READING ASSIGNMENTS**

- 1.....
- 2.....

**HOW TO FILL THE FORM IN PART 6?**

<b>METHOD</b>	<b>CONTENTS</b>	<b>TIMELINE</b>
Introduction	Introduce self [if first time], Take attendance, Explain objectives, List strategies and activities,	10 minutes
Presentation	Number of slides and main themes covered, ask questions every 3-5 slides, allow questions, and comments every 10-12 slides [ or those on one theme]	40 minutes
Break		10 minutes
Presentation	Complete presentation	20 minutes
Assessment of understanding [drill]	Did students understand the content Have they answered questions and asked questions? Comment on duration of lesson and load of content	5 minutes
Conclusions	Summary of main points	5 minutes

## TEACHING (CLASSROOM) OBSERVATION FORM

Session Information			
Instructor		College	
Course Title		Credit Hours	
Session Title/Type		Date	
Observer		Signature	

Professional Disposition					
	1 = Poor	2 = Satisfactory	3 = Good	4 = V. Good	5 = Excellent
Appearance (professional,					
Comments					
On-Time (start/finish)					
Comments					
Tone of voice					
Comments					

Instructional Sequence					
	1 = Poor	2 = Satisfactory	3 = Good	4 = V. Good	5 = Excellent
Introduction (gains class attention)					
Comments					
Lists clear learning objectives					
Comments					
Use of appropriate tools (audio,					
Comments					
Rate of asking questions					
Comments					
Encourages class participation					
Comments					
Provides feedback					
Comments					
Closure (summarizes major					
Comments					

Post-Session Interview					

1. How did it go?
2. How did you adjust your lesson based on learners' performance?
3. What would you do different next time?

**Strengths and Opportunities for Improvement (you must provide 3 points each)**

<p><b><u>STRENGTHS:</u></b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>	<p><b><u>OPPORTUNITIES FOR DEVELOPMENT:</u></b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>
--------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------

**Verification of Teaching Observation Session**

*By signing this form, you confirm that you have discussed this evaluation in detail with your observer. Signing this form does not necessarily indicate that you agree with this evaluation.*

Instructor Signature		Date	
Observer Signature		Date	
Dean's Signature		Date	
CPD Manager's Signature		Date	

## STAGES OF MODERATION OF ASSESSMENT

Moderation is applied at three stages of assessment: (1) assessment design and development, (2) implementation, marking and grading, and (3) review and evaluation,

### 1. *Assessment Design and Development (Course Committee Moderation)*

The assessment items should be subjected to review to ensure that they match the objectives/outcomes of the subject, variable instruments are used, students and those marking items are aware of the criteria, those marking items have discussed divergent types of answers and cultural bias in assessment has been excluded.

### 2. *Implementation, marking and grading (Course Committee)*

The queries needing response are: who marks? a teacher or somebody else? Had there been a consensus marking meeting? Are very high and very low marks discussed? Had there been feedback to markers who give very high and very low marks? Is there a sample double marked for comparison? Are students anonymous?

### 3. *Implementation of the assessment regulations (Faculty Board)*

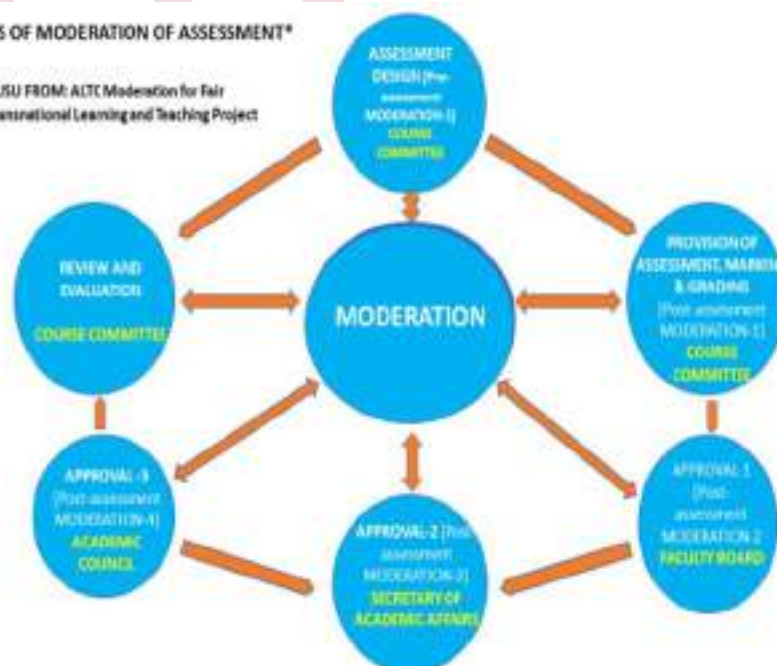
At NUSU limit the type of assessment format to those which are valid and reliable. Essays and oral exams are not recommended. Grading is based on the Grade Descriptors (see the previous page). Each course should have a moderation report that involves all concerned staff members, and the report is made use of in future courses.

### 4. *Review and Evaluation (Academic Affairs)*

In the review the College Board must ensure that the potential marking bias has been addressed in design marking stages of moderation, and no post-assessment scaling is needed. The academic affairs compares the results for conformity of descriptors and requirements of the Academic Council, and local and international standards of certification and verification.

#### NUSU PHASES OF MODERATION OF ASSESSMENT\*

\* ADAPTED BY NUSU FROM: ALTC Moderation for Fair Assessment in Transnational Learning and Teaching Project (2008-2010)



(SC-FR/38)

## COURSE POST-ASSESSMENT MODERATION REPORT

Academic Year.....

Faculty.....

Course Code and Title: ..... Date of Exam:

.....

Comparison of marks awarded (min 10% of enrolments)			
Student ID No.	Marker's Mark	Moderator's Mark	Variance <sup>1</sup>

**Moderator** Comments on differences in marking:

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

Recommendations/action:

.....  
.....  
..... Name:  
..... Date & Sig.....

**Course coordinator** comments:

.....

<sup>1</sup> Variance = marker's mark - Moderator's mark.



.....

.....

Name: .....

Date & Sign.....

NUSU PPS



## FORMATIVE ASSESSMENT POLICY AND PROCEDURES

### Introduction

Formative assessment can be defined as assessment for learning. It includes all educational activities that are used to assess the progress of the course, checking the standards of both teaching and learning, and identifying areas of weaknesses requiring rectification. Feedback is the corner stone in formative assessment. Tools for formative assessment can be formal or informal.

#### 1. Objectives of this Policy are to:

- 1.1 List examples of educational tools that can be used for formative assessment in the NUSU - SUDAN.
- 1.2 Define regulations governing the use of formative assessment within the curriculum.
- 1.3 Define the role of different Faculty members in application and supervision of formative assessment process.

#### 2. The Policy

**The tools for formative assessment include** quizzes, tutorials, seminars, case studies, using higher-level questions and discussion, problem-based learning, students peer-assessment activities, feedback on observed activities e.g., OSCEs, verbal reflection from the students about what they learned, students' presentations – self and peer assessment, discussion forums, mock exams, assignments, questioning and classroom observation

#### 3. Procedure

- 3.1 Every course should include formative assessment opportunities, preferably one activity per week.
- 3.2 The choice of the tool for formative assessment depends on the expected learning outcomes.
- 3.3 Different tools can be used in the same course.
- 3.4 Formative assessment activities should be clearly stated and titled in the timetable e.g., seminars or tutorial should have their title clearly written. Quizzes should appear on the timetable.
- 3.5 Formative assessment outcome should be discussed with the students. Informative and constructive feedback should be provided to improve the learning process. Identified problems should be addressed within the course and students' opinion taken. Feedback can be provided within the same session or have a clearly scheduled session within the timetable.
- 3.6 Intervention to improve teaching should be provided when appropriate.
- 3.7 Formative assessment activities can be graded only to evaluate the class performance for discussion and intervention purposes. Otherwise, no grades should be counted with the final course grades. Course activities that will be marked and added to final exams should be clearly specified and distinguished from those used for formative assessment purposes only.
- 3.8 Problems identified should be addressed within the same running course when possible. Otherwise, measures for improvement of future courses should be considered.
- 3.9 Findings of formative assessment should be documented and discussed with the Deans and Heads of Departments. Records of students' performance in every type of formal formative assessment should be kept with the final course report.
- 3.10 Faculties should clearly define their selected tools of formative assessment and methods to monitor the process according to the expected learning outcomes.

## MONITORING AND COURSE REVIEW POLICY AND PROCEDURES

### 1. Introduction and Scope

National NUSU, Sudan (NUSU) course monitoring and review processes provide the opportunity to reflect on the learning opportunities provided to students, the academic standards to be achieved and the continued currency of the provision.

The NUSU processes for the monitoring and review of courses include:

- 1.1 **Course review:** each course will be reviewed annually to assess its operational performance and to identify areas for improvement (Course Evaluation Report, Course Final Report, External Examiners P & Ps, and Students' Meetings with Top Management).
- 1.2 **Course Modification:** Enables course committee to continuously enhance their provision based on feedback received from students and external Examiners to improve the student learning experience and align to changes in the subject area.
- 1.3 **Course revalidation:** the periodic re-approval of the course every 5 years done by the Curriculum Committee to ensure its continuing currency and validity and to update the curriculum where required.
- 1.4 **Suspension withdrawal:** to maintain the currency of the NUSU's academic records and to align to the NUSU's Strategic Plan, a course may be withdrawn or suspended.

### 2. Course Review Objectives:

The objectives of course review is to:

- 1.1 Evaluate the continuing currency and validity of courses considering development in research, professional and industry practice and pedagogy, and changes in external environment such as requirements of professional, statutory, and regulatory bodies.
- 1.2 Evaluate the continued alignment with the NUSU's Strategic Plan.
- 1.3 Evaluate whether students are attaining the intended learning outcomes and whether the assessment regime enables this to be appropriately demonstrated.
- 1.4 Ensure that recommendations for appropriate actions are followed up.
- 1.5 Evaluate the performance of provision against agreed performance indicators.
- 1.6 Ensure that assessment & moderation have been implemented according to the approved policy.

### 2. Course Review Process:

- 2.1 In alignment with NUSU objectives and in consultation with Heads of departments/ course coordinators (or equivalent), the relevant dean will confirm the targets for each course in their faculty.
- 2.2 Targets must be set for each key performance indicators (KPIs), which will include:
- 2.3 Student Satisfaction survey outcomes (course evaluation and instructors rating).
- 2.4 Employability outcomes, where available. Progression Rates.
- 2.5 Any other KPI agreed by the Quality Assurance Committee QAC) .....
- 2.6 At the planning stage of each course, course committee will review the previous year's course performance, determining if:

- 2.7 The action taken to meet the course targets were successful.
- 2.8 The agreed standards, quality and enhancement actions were effective.
- 2.9 Whether the curriculum remain fit for purpose.
- 2.10 Based on the review and the target for the coming session, the course committee will document the actions proposed to meet the new targets, address any academic standards issues identified and to enhance the student experience.
- 2.11 Each team will be provided with the new targets and the following information from the previous year:
  - 2.12 Relevant satisfaction survey results, where available. (Course evaluation report)
  - 2.13 Relevant employability survey outcomes, where available.
  - 2.14 External Examiners Reports, where available.
  - 2.15 Students and course outcomes (Course Final Report)
  - 2.16 Validation/ revalidation reports that contain recommendations to be addressed.
  - 2.17 Any other related information for inclusion in the review.

### **3. Outcomes of course review:**

- 3.1 The Faculty Board supported by QAC, will receive all course reports, for review and approval. During their weekly meeting, The Faculty Board will monitor the effectiveness of the implementation of the course plan.
- 3.2 Quality Management will submit annually to the QAC a summary reports (Annual Faculty Report- Audits and performance Reports) to assure the NUSU that standards are secure and learning opportunities for students are improving.
- 3.3 QAC will consider the overall outcome of the monitoring process and report to the Scientific Council on the quality of the faculties' performance and the student learning experience.
- 3.4 The Scientific Council may require further information or/and actions arising from the reports presented by the faculties or Quality Management.
- 3.5 Where there is a concern over standards, delivery, quality of student experience or the administrative arrangements, the faculty or the QAC may refer the matter to the appropriate bodies (e.g., CPD)

### **4. Course Revalidation**

- 4.1 The purpose of course revalidation is to review a course after a period to ensure the continuing currency and validity of the course.
- 4.2 All courses leading to NUSU award are reviewed every 5 years for revalidation. The faculty can submit a course for an early revalidation where consider necessary.
- 4.3 The Faculty Curriculum Committee (FCC) should discuss and review the business proposal for the revalidation to confirm the option to propose to the Scientific Council.
- 4.4 The business proposal will include the following information:
  - 4.4.1 The scope and extent of the proposed changes to the course.
  - 4.4.2 Additional risk and resources identified due to the changes proposed.
  - 4.4.3 Actual course data, including students' enrolment numbers and course review data from the last three years.
- 4.5 From the analysis and evaluation of the business proposal the FCC can decide too either:
  - 4.5.1 Proposed to the Scientific Council that the change in the course is considered low risk and should therefore proceed to approve the changes.
  - 4.5.2 Require the faculty to submit further information/ documents to the Scientific Council as the course has changed substantially or is considered high risk.
  - 4.5.3 After a revalidation proposal has been approved by the Scientific Council, the quality management should disseminate this decision to the concerned parties.

## **5. Suspension and withdrawal**

The course withdrawal policy and practices are designed to protect the interests of the students.

### **5.1 Suspension of course delivery:**

- 5.1.1 As result of low demand, short –term operational issues, adverse course review or other significant issues the relevant dean may request permission from the Scientific Council to suspend delivery of a course.
- 5.1.2 Suspension will be reported to the next meeting of the Scientific Council.
- 5.1.3 Course can be suspended for a maximum of two consecutive years after which it will be withdrawn.
- 5.1.4 The faculty in collaboration with the Academic Affairs and Quality Management will decide to protect the interests of existing students.

### **5.2 Withdrawal of a course:**

- 5.2.1 When a course is not revalidated, it should be formally closed. The proposal to withdrawal the course should be presented to the Scientific Council for approval.
- 5.2.2 The faculty in collaboration with the Academic Affairs and Quality Management should decide to protect the interests of existing students and students accepted onto the course.

## COURSE EVALUATION POLICY

### 1. Introduction

1.1 The National University is committed to ensuring that students have an opportunity to comment on every course they undertake through the University Course Evaluation process.

1.2 The Course Evaluation process is a key part of Quality Assurance and Quality Enhancement, and the university requires that the outcomes of these evaluations are used to improve the quality of educational provision. Other elements explore the academic outcomes of educational provision (for example, through degree outcomes), and the other peer –assessed quality of educational provision (for example, through External Examiner’s comments)

### 2. Scope

2.1 The University has a range of formal mechanisms for collecting student feedback, Courses’ Committees and student involvement in the programme validation process. The main purpose of course Evaluation is to enhance the student learning experience in order to make continuous improvements to student satisfaction and student success as measured through retention, progression and achievement.

2.3 This Policy applies to all courses leading to a University award.

### 3. Key Principles

3.1 The primary purpose of student Course Evaluation is to assure the quality of learning, teaching and assessment and to enhance the student experience .Student Course Evaluation must be conducted within strict ethical guidelines and the methods employed should not preclude any student from participation.

3.2 The timely communication of the results of Course Evaluation ,and the subsequent academic responses, to students is a key part of the value of Course Evaluation .Feedback gathered from students must be responded to within a timescale appropriate to student needs and actions taken in response to feedback must be communicated to students within an agreed timescale.

3.3 Every Course should be evaluated each time it is delivered, using the University standard process. This event will take place towards the end of Course delivery.

3.4 Questionnaires are only one way of gathering student opinion, other means can be used at the discretion of the Course Committee, although the timing of these should be complementary to offer maximum value to academics and students from such feedback.

3.5 Students will be informed of their responsibility to provide constructive feedback .Results of Course Evaluation will never be provided to academic staff in a way that could identify individual students from their responses .Additionally ,The Course Evaluation process should not be used as a medium for abusive and defamatory comments about academic staff and disciplinary action will be taken against students in accordance with the Student Conduct and Disciplinary Regulations if necessary ,that said ,students must always be encouraged to be honest in their responses (remembering to be constructive),and reminded that the process is anonymous.

3.6 Access to Course Evaluation data will be provided as follows:

- The President, the Vice President, Secretary of the Academic Affairs, Faculties’ Deans can access quantitative data and understand free text comments about all courses for which they have oversight.

- The administrative managers and the CPD will have access to quantitative data redacted free text comments as necessary to process these data.
- Heads' of departments will have access to quantitative data and redacted free text comments for all courses that comprise their degree programme.
- Course Coordinators and all other academic teachers on the course will have access to quantitative data and redacted free text comments for their course.
- Students will have access to quantitative data about their courses that has been contextualised by staff analysis of this data, and to actions taken to develop courses which will be agreed and developed in partnership with students.

3.9 The Course Evaluation process will be evaluated every five years.

3.10 Supplementary guidance for Programme Leaders, Course Leaders, senior staff and students is provided in appendices 1 to 5 of this Policy document.

### **Appendix 1-Supplementary Guidance for Students**

- The main purpose of Course Evaluation is to enable staff to direct developments in their educational provision towards improving your learning experience, as a result of student feedback and in partnership with you.
- Course Evaluation provides a means of understanding the student impact of educational provision, and a way of planning for the next iteration of a course .your input is key because it helps academics to develop their courses for future students, and because it allows you to reflect on your learning and the ways in which you have developed and grown as a consequence.
- Your considered and mature comments and suggestions will have a long term and beneficial impact on the University and should also contribute to your own understanding of your learning style and response to various types of learning setting.
- In giving feedback to academic staff, you should bear in mind the learning you have derived from receiving feedback on your work, and ensure that you are offering a fair insight and constructive suggestions for future change.
- You should also take time reflect on the long –term value of learning in a particular course, as well as your immediate response to it .An exceptional lecture delivering education in a fascinating subject is easy to evaluate (as is the opposite), but a rigorous and professional approach to a difficult or unfamiliar area of study may be more challenging to rate. Please take time to reflect on these issues, and please feel free to explore them in your written comments.
- It is important to be aware that your experience of a course is a complicated outcome of your own engagement, personal situation and the learning and educational provision you experienced .The Course Evaluation is an opportunity to consider all of these and to use this reflection to help academic develop their curriculum.

### **Appendix 2 – Supplementary Guidance for Senior Staff**

- The main purpose of Course Evaluation is to enable staff to direct developments in their educational provision towards improving the learning experience of students, as a result of student feedback and in partnership with them .it is primarily a tool of local use, and the main emphases of senior support for it should be in ensuring that it is used in this way.
- Course Evaluation is only one way of evaluating the perceived effectiveness of learning and educational provision it will not be used as a stand-alone way of assessing the educational provision ability of an academic or group of academic staff.

- Scores in Course Evaluation are modulated through student understanding of good educational provision which may show bias towards those characteristics that make students feel at ease in a learning setting, such as an easy lecturing style or straightforward content. While academic challenge is generally appreciated by students, some elements of learning that are of real benefit in the longer context of a degree programme may not be apparent to the learner at the time.
- Care needs to be taken in the oversight, and use of, free text comments for Course Evaluation. While many of these are both positive and creative in their suggestions about improving learning and educational provision, it is always possible that either positive or negative comments are mischievous, or a consequence of immaturity on the part of the author.

### **Appendix 3- Appendix 4-Supplementary Guidance for Programme Leaders**

- The main purpose of Course Evaluation is to enable staff to direct developments in their educational provision towards improving the learning experience of students, as a result of student feedback and in partnership with them it is primarily a tool of local use, and the main emphasis of senior support for it should be in insuring that it is used in this way.
- Course Evaluation is only one way of evaluating the perceived effectiveness of learning and educational provision. It will not be used as a stand-alone way of assessing the educational provision ability of an academic or group of academic staff.
- Clearly it is also a useful data source of aggregated snapshots and longitudinal overviews of educational provision and learning in degree programmes. Care needs to be taken in using the data in these ways to allow for natural variations and in recognising that no cohort is sampled twice for the same module.
- Scores in Course Evaluation are modulated through student understanding of good educational provision which may show bias towards those characteristics that make students feel at ease in a learning setting, such as an easy lecturing style or straightforward content. while academic challenge id generally appreciated by students ,some elements of learning that are of real benefit in the longer context of a degree programme may not be apparent to the learner at the time.
- Care needs to be taken in the oversight, and use of, free text comments for Course Evaluation. While many of these are both positive and creative in their suggestions about improving learning and educational provision, it is always possible that either positive or negative comments are mischievous, or a consequence of immaturity on the part of the author. results of Course Evaluation should not be considered as the sole justification for discontinuing a course, feedback from Academic Representative and other students, and a host of other factors would be considered before the cancellation of a module.

### **Appendix 4-Supplementary Guidance for Course Leaders**

- The main purpose of Course Evaluation is to enable you to direct developments in educational provision towards improving the learning experience of students, it is primarily a tool of local use, and the main emphasis of senior support for it should be in ensuring that it is used in this way.
- Course Evaluations provide a means of understanding the student impact of educational provision and a way of planning the next iteration of a module.
- Care needs to be taken in using the data in these ways to allow for natural variations and in recognising that no cohort is sampled twice for the same module.
- Course evaluation scores are only useful in the context of a local understanding of the ways in which educational provision and learning operated through the semester and module in question. A new module may have teething problem and low Module Evaluation score might be of no concern. A cohort of students who have experienced a difficult semester may give lower scores than a happier cohort .The emphasis here should be on correcting the issues behind the overall experience, and not on the Course Evaluation per se.

- Course Evaluation is only one way of evaluating the perceived effectiveness of learning and educational provision. It will not be used as a stand-alone way of assessing the educational provision ability of an academic or group of academic staff.
- Scores in Course Evaluation are modulated through student understanding of good educational provision, which may show bias towards traditional perceptions of an academic (white, male, middle aged). It may also show bias towards those characteristics that make students feel at ease in a learning setting, such as an easy lecturing style or straightforward content. While academic challenge is generally appreciated by students, some elements of learning that are of real benefit in the longer context of a degree programme may not be apparent to the learner at the time.
- Care needs to be taken in the oversight, and use of, free text comments from Course Evaluations in module reports. While many of these comments are both positive and creative in their suggestions for improving learning and educational provision, there is always the possibility that either positive or negative comments are mischievous, or a consequence of immaturity on the part of the author.
- It is critically important that students understand the impact of their participation in the Course Evaluation process. This requires an excellent communication strategy for students on a course and for the cohort that follows. Using Course Evaluation data as the starting point for a conversation about learning and educational provision should add value to subsequent Course Evaluation completed by these students.
- A new course may have teething problems and a low Course Evaluation might be of no concern that said, the results will be carefully considered in order to support efficient and meaningful course development, as is the case with all courses. A cohort of students who have experienced a difficult semester may give lower scores than a happier cohort. The emphasis here should be on correcting the issues behind the overall experience, and not on the Course Evaluation per se.
- As a result of analysis of student evaluation of teaching staff, academic teachers with a quantitative assessment score of 40 or less, will be dealt with by the faculty dean, secretary of academic affairs and president or vice president, who will respond through cycles of retraining of the teacher, advice, warning and dismissal if need be .



(SC- FR/07)

## COURSE EVALUATION FORM

Date: .....Faculty: .....Batch No.: .....

Course Title and Code: .....

NO.	ITEM	Strongly Agree	Agree	Disagree	Strongly Disagree	No bases to judge
1	The objectives of this course were clearly outlined					
2	Most Presentation were satisfactorily prepared					
3	Teachers/ Facilitators covered their material clearly					
4	Teachers/ Facilitators responded adequately to questions					
5	Most sessions were conducted using audiovisuals					
6	Course contents were useful to me					
7	I could cover most of the objectives of this course					
8	This course is useful to health professionals					
9	The learning environment is good					
10	Most handouts were easy to read and understand					
11	I think I will pass the final examination of this course					
General comments and suggestions:						

**Quantitative Rating Instructors:** Please write the names of up to 5 instructors in this course and rate them:

NO.	Name of Instructor	SCORE					Please state the main problem of each of those who scored below 40%:
		100 - 85%	84 - 70%	69 - 55%	54 - 40%	Less than 40%	
1.							
2.							
3.							
4.							
5.							
6.							

**COURSE EVALUATION ANALYSIS AND REPORT FORM**

NO.	ITEM	Strongly Agree	Agree	Disagree	Strongly Disagree	No bases to judge	Missed values	Total
1	The objectives of this course were clearly outlined							
2	Most handouts were easy to read and understand							
3	Most Presentation were satisfactorily prepared							
4	Teachers/ Facilitators covered their material clearly							
5	Teachers/ Facilitators responded adequately to questions							
6	Most sessions were conducted using audiovisuals							
7	Course contents were useful to me							
8	I could cover most of the objectives of this course							
9	This course is useful to health professionals							
10	The learning environment is good							
11	I think I will pass the final examination of this course							
Total								
Score (%)								

**Quantitative Rating of Instructors:**

NO.	Name of Instructor	SCORE					Total	Score (%)
		100 - 85%	84 -70%	69 -55%	54 -40%	Less than40%		
1.								
2.								
3.								
4.								
5.								
6.								

**Faculty Dean's Comment:**

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Name: \_\_\_\_\_ Sig.: \_\_\_\_\_ Date: \_\_\_\_\_

**Scores less than 40% should be discussed with the President:**

**Reasons:**

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**Suggested Solution:**

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**NUSU President:** Name: \_\_\_\_\_ Sig.: \_\_\_\_\_ Date: \_\_\_\_\_

(SC-FR/08)

## COURSE FILE CONTENTS CHECKLIST

No.	Document	Present (v)
1	Course Title and Code	
2	Academic Calendar Form	
3	Course Coordinator (s) name (list) and Contacts	
4	Course Committee	
5	Course Profile	
6	Timetable (4 signatures)	
7	Seminar Evaluation Form	
8	Formative Assessment and Feedback	
9	Teachers Log Sheets	
10	Payment Agreements	
11	Attendance Sheets	
12	Course Evaluation Report	
13	Students Results	
14	Course Final Report	

## EXTERNAL EXAMINERS' POLICY AND PROCEDURES [NUSU -EEPP]

### Introduction

Among the various ways used by universities to check on their standards and conformity, is the annual monitoring offered by external examiners' reports on the educational process and outcomes. NUSU responds to comments of the examiners on awards, progression of students, instruction, and assessment practice. The term "External Examiner" refers to the scholar appointed by the NUSU for specific subject or discipline in the undergraduate or (future) postgraduate courses or subjects. It refers as well to those appointed to review research theses and approve the award of graduate degrees. The "Examiners POOL" is the list of potential external examiners approved by the NUSU authorities. "Selected Examiners" are those picked up from the 'pool' and notified for specific examinations.

### Objectives of NUSU -EEPP

The objective of this policy is to describe the regulations and procedures of: (1) appointment of examiners, (2) notification process, (3) roles and rights of the external examiner, (4) actions taken by NUSU in response to the external examiners' reports, and (5) remuneration methods.

### 6. Appointment of External Examiners

The process of selection of an examiner at NUSU is as follows:

- 1.1. Each Dean submits a list of potential external examiners to the Scientific Council through the Education Committee (EC) to build up an approved POOL of external examiners.
- 1.2. The list ranges from 10-30 examiners from each College to cover all subjects of the final award of undergraduate students.
- 1.3. The approved list is reviewed and revised annually by both the President and the Scientific Council.
- 1.4. Examiners are selected from the approved list; in exceptional cases the President of NUSU may appoint an alternative not originally in the list for relevance of specialty.
- 1.5. Nominated examiners should be known for and show evidence of:
  - 1.5.1. **Familiarity**, knowledge and understanding of the academic documents of NUSU, particularly "Academic Regulations", "Learning, Teaching and Assessment Policy", and "EEPP".
  - 1.5.2. **Relevant qualifications**, breadth of experience, credibility and competence in the field appointed for.
  - 1.5.3. **Minimum academic status of "Assistant Professor"**, or practice at the level of "Consultant" in the field of examination subject, together with educational aspects of assessment and progression.
  - 1.5.4. **Awareness of current developments** in curriculum design, instruction techniques and assessment in the specific field of appointment.
  - 1.5.5. **Conforming** to the requirements of regulatory and statutory bodies (MoHE and CAA).
  - 1.5.6. **Fluency** in English language.

### 2. Notification

- 2.1. Appointed examiners are notified in writing by the Faculty Dean that they have been listed and are requested to sign a designed form “External Examiner Notification Form” (EENF).
- 2.2. The EENF should include the following information:
  - 2.2.1. Full name and contact details including address, e-mail, and mobile number.
  - 2.2.2. Signing a declaration of willingness to act as an external examiner if selected.
  - 2.2.3. A note of any possible conflict of interest, which may include the following areas:
    - 2.2.3.1. Personal, professional, or contractual relationship with NUSU.
    - 2.2.3.2. Collaborative partnership in research or other activity with NUSU.
    - 2.2.3.3. Former staff or student in the host NUSU.
    - 2.2.3.4. Reciprocal arrangements among colleagues in different institutions.
  - 2.2.4. Dates and times during the academic year when the potential examiner is unavailable.
- 2.3. Selected examiners can be contracted for a period of three consecutive academic years, exceptions for rare specialties require permission from the President of NUSU.
- 2.4. Selected examiners are given a copy of the External Examiner Report Template (EERT), which includes subtitles for writing the report, itemized for guidance, and subdivided to facilitate actions and responses.
- 2.5. A copy of a recent CV of the external examiner.

### **3. Role and Rights of the External Examiner**

#### **3.1. The roles of the external examiner include:**

- 3.1.1. Provide NUSU with impartial advice on the load, sequence, content, and adequateness of the unit assessed.
- 3.1.2. Comment on the content of the theoretical and practical examinations and inspect a sample (of not less than 10%) of the students’ papers for corrections or coursework for inspection or review the computer-based correction inventory.
- 3.1.3. Judge the fulfillment of objectives of the unit, assess learning outcomes and comment on fairness of assessment.
- 3.1.4. Rate the achievements of students at NUSU and compare with students in other institutions.
- 3.1.5. Suggest alterations in the curriculum map to be discussed by the authorized curriculum committee.
- 3.1.6. Conclude on the effectiveness of the overall assessment process and elements of assessment.
- 3.1.7. Include all the above in a type-written and signed report addressed to the Secretary of the Academic Affairs (SAA) in a period not more than 72 hours after the exam.

#### **3.2. The external examiner has the right of:**

- 3.2.1. Acquiring all information relevant to the assessment process including passwords, which allow access to the unit content or general regulations online or ask for and attend an induction program before the assessment.
- 3.2.2. View any students, or group of students’ work as she/he may wish.
- 3.2.3. Meet and discuss with students or others at NUSU, or with a statutory or a regulatory body.
- 3.2.4. Report in confidence for issues that he/she may not see wise to disclose.
- 3.2.5. Receive fair remunerations that also covers the cost of travel and subsistence expenses, stationary, communications and the time spent on marking or inspecting samples of students’ work. This is paid following the receipt of the report by the DAA.

### **4. Actions Taken in Response to the External Examiner’s Report**

The various aspects of the actions taken in response to the external examiners report include: (1) format and construction of responses, (2) levels of actions, (3) actions, (4) filing and archiving of responses.

#### **4.1. Format of responses**

A committee composed of the Faculty Dean, Head of the Department concerned and all professors in the department should scrutinize the report and come with:

4.1.1. Three response documents: (1) summary to main issues of the report to be followed up by the institution, copied to the President of NUSU, Dean of the faculty concerned and Head of Unit or Department in which the assessment has taken place, with the original copy of the report (2) letter of appreciation to the external examiner with remuneration statement and (3) summary of actions taken or to be taken at various levels of the NUSU.

4.1.2. All final responses are signed by both the SAA and the President.

#### **4.2. Levels of responses**

4.2.1. Careful consideration of the report addressing issues raised will be done. The issues are classified as to which level in the institution are they addressed. Each level filling the appropriate section of the Response Construction Form to the External Examiner Report (RCFEER).

4.2.2. Issues that may be managed at the level of the unit or department should be responded to within a week of receipt of the report and send to the Faculty Dean concerned. Actions taken by the unit or department are discussed within the department before submission of the document to the Faculty Dean.

4.2.3. The Dean fills the part of RCFEER within a week and sends it back to the DAA. Actions taken at the level of the Dean are discussed in the weekly staff (or head of units) meeting before being submitted.

4.2.4. If the report raised issues requiring discussion and decisions by the NUSU Committees, the response letter to the external examiner should include a statement that the decision on the respective action will be taken later.

4.2.5. If any serious concerns have been raised that require confidentiality or the attention and action of the President these are discussed in a meeting between the SAA and the President.

#### **4.3. Filing and archiving the responses.**

4.3.1. A separate file is assigned for the reports, summary letters and responses, classified in the Faculty Dean concerned and in the office of the SAA.

### **5. Policy Forms (see PART III below)**

5.1 External Examiner Nomination Form (EENF)

5.2 External Examiner Report Template (EERT)

5.3 Response Construction Form to External Examiner Report

# EXTERNAL EXAMINERS' FORMS

## 1. EXTERNAL EXAMINER NOMINATION FORM (EENR) (SC-FR/20)

Full name: .....  
Address: .....  
Qualifications: .....  
Specialization: .....  
Mobile phone: .....  
E-mail: .....

**[Please attach copy of CV)**

### 1.1 DECLARATION

I received the invitation to act as External Examiner for the subject of my specialty, and I am hereby accepting the nomination to be in your POOL of external examiners and would be prepared to participate if selected. I will not be able to attend to any assessment during the month (or months) of ..... Years: .....

I, hereby, add that there is no issue of conflict of interest applicable in this assignment. Explicitly, there is no personal, professional, or contractual relationship with your institution, nor had I been a staff member or student in the department concerned, or planned reciprocal arrangements with my home institution,

Signature: .....

### 1.2 FOR NUSU OFFICAL USE

Examiner has been selected to act as an external examiner for the years:

2023, 2024, 2025, 2026 [please tick maximum of 4]

Head of Unit or Department of.....

Name .....

Sig. ....

Dean of College of.....

Name .....

Sig. ....

Dean of Academic Affairs:

Name .....

Sig. ....

Chairman of the Scientific Council: Name .....

Sig. ....



## 2. EXTERNAL EXAMINER REPORT TEMPLATE (EERT) (SC- FR/21)

### 2.1 PART- 1

Name of examiner	
Signature	
Country of origin of examiner	
Examiner's Institution	
College and Department	
Date of Examination	
Documents submitted by NUSU for review by external examiner	

### 2.2 PART II

#### The report would include the following:

1. Contents; (assign pages for the list in this part)
2. Summary: (maximum 150 words)
3. Travel arrangement, arrival, accommodation, transport and working facilities (1/2 page)
4. Meetings with officials at NUSU (heads of units, deans, principal, vice-president, or president)- (one page)
5. Meeting with students (150 words)
6. Examination components. (One page)
7. Description and standard of written examination (two pages maximum)
8. Description and standard of practical OSPE/OSCE/Clinical examinations (two pages maximum)
9. Students' achievements (one page maximum)
10. Staff situation in the unit (one page maximum)
11. Research and resources (one page maximum)
12. Opportunities for improvement- (one page maximum)
13. Serious or confidential comments (one page maximum)

## 3 RESPONSE CONSTRUCTION FORM TO EXTERNAL EXAMINER REPORT (RCFEER) (SC- FR/22)

Faculty:.....Degree: .....  
Batch No.: ..... Academic Year: .....Date: .....

### 3.1 Logistics and hospitality

ITEM	INADDEQUATE	GOOD	HIGH STANDARD	NOT APPLICABLE
Travel arrangements				
Reception and orientation				
Accommodation				
Transport				
Food and beverages				

### 3.2 Degree plan and the content of the unit examined

ITEM	INADEQUATE	GOOD	HIGH STANDARD
Degree plan			
Unit content			
Unit instructional methods			

### 3.3 Standard of written examinations

ITEM	INADEQUATE	ACCEPTABLE	ADEQUATE	NOT APPLICABLE
MCQs coverage				
MCQs number				
MCQs quality				
Short answer number				
Short answer quality				

### 3.4 Standard of practical/OSPE/OSCE/Clinical examinations

ITEM	INADEQUATE	GOOD	HIGH STANDARD	NOT APPLICABLE
Practical				
OSPE				
OSCE				
Clinical				

#### 3.4.1 Standard of students as compared to other institutions:

Less than       Comparable       Better than

#### 3.4.2 Staff number and qualifications

ITEM	INADEQUATE	GOOD	HIGH STANDARD
Staff number			
Staff qualifications			

#### 3.4.3 Research activity in the unit

ITEM	INADEQUATE	GOOD	HIGH STANDARD
Staff's published papers			
Students research supervision			

**3.4.4 Major problems and opportunities for improvement and its level (e.g., Department, faculty.... etc.)**

- 1.
- 2.
- 3.
- 4.
- 5.

**3.4.5 Serious and confidential comments [may be summarized in a separate sheet]**

- 1.
- 2.
- 3.

NUSU PPS

## ACADEMIC SUPERVISION POLICY

### 1. Introduction

The Academic supervision aims to provide students with academic support through accessible, supportive, and confidential advice and guidance. The NUSU assigns an Academic supervision for each student, all through the academic year.

The family or sponsor may join such relation as much as possible. The supervisor's primary role is related to academic matters, but the supervisor also helps in solving social, health and financial problem in coordination with the Dean of Students Affairs and supports the student in his personal development and well-being. The academic supervision usually has about 10-15 students to look after.

### 2. The role of the academic supervisors is to:

1. Get regular access the student's academic records.
2. Hold a general meeting with the students: at least once per semester.
3. Identify students with academic problems, and those with remarkable academic and/or community achievements.
4. Provide advice on basis of the Academic Regulations and give feedback on problems arising from implementation of certain articles in the Regulations.
5. Support and guide the student in their progression as independent learners.
6. Refer and introduce student to other members of academic staff with specific skills or knowledge that the student may need, and directs students to useful websites and learning resources.
7. Represent the interests of students at committee and meetings, when appropriate.
8. Council and advice students on their career choices.
9. Liaise with the Faculty Dean, Registrar's office and SSA, when appropriate.
10. Document all meeting and keep, retain a copy, and deposit the original in Dean's office.
11. Report on student meetings to Dean and keep CC aware of students who need special attention.

### 3. The student is required to:

1. Attend supervisory meeting and should not hesitate to consult their supervisors any time convenient, when necessary, even if for the purpose of greetings and courtesy.
2. Understand the role of the supervisor and the requirement to meet at least once per semester.
3. Understand that the supervisor's principal role is an academic one and that he/she will oversee their progress, discuss feedback, advice on academic issues and liaise with other colleagues involved with their academic progress.
4. Keep their supervisor informed of any events which may compromise (his/her) academic performance, or the opportunities which improve their academic standard.

### 5. First Supervisory Meeting

#### Pre- meeting: for the supervisor to:

1. Obtain up to date list of advisees
2. Get students' academic records from Registrar's Office.
3. Identify students with problems.

**The meeting: The supervisor should:**

1. Introduce self and get students to introduce themselves and encourage them to speak freely.
2. Check attendance list, recording both attendees and absentees.
3. Exchange phone numbers, e-mails, and other media contacts.
4. Explain your role, student's role and preferred times and method of contact.
5. Ask about general problems (discuss and listen for feedback and suggestions).
6. Explain your plan of action method of feedback to the student.
7. Discreetly organize individual meeting with students with individual problems.
8. Always document and report.

## **GOOD PRACTICE POLICY (GPP), ACTION PLAN AND QUESTIONNAIRE**

### **1. Definition**

This policy of the NUSU, identifies, verifies, disseminates, and incorporates good practices of its academic programs to guarantee demonstrative positive impact on all related activities and functions of the NUSU. It provides guidelines for staff members, students, and administrators to improve teaching, learning, assessment, and management processes

### **2. References**

This policy is based on: (1) QAA study by Dr. Maureen Martin: Trends in Good Practice from Higher Education Review (2013-2016) and (2) A study supported by the American Association of Higher Education, the Education Commission of the States, and The Johnson Foundation: The Seven principles for Good Practice in Undergraduate Education.

### **3. Organization**

Establish a Good Practice Committee (GPC), and include it in the Committee Structure, with following objectives:

- 1.1 Identify good practice in the various programs within and in between Professional Groups (e.g., medical group, health sciences group. etc.) and the sub-committees can be formed for each group.
- 1.2 Verify periodically identified good practicing through questionnaires and during periodic reviews of programs.
- 1.3 Propose to the Deans' Committee, monthly Staff Meetings, Students' Societies Meetings, Semester Meeting of top management with students, and in posters, videos...etc. for dissemination of good practice identified by the Professional Groups using. This includes dissemination for awareness, understanding and actions.
- 1.4 Incorporate good practice through wide discussion and reflection in the duties of other relevant committees (e.g., Quality Assurance Committee-QC).
- 1.5 GPC is formed from: President, Quality Manager, a student, and a member from each of the Professional Groups:
  - a. Medical: medicine, pharmacy, dentistry, and to form a sub-committee group of 4 members, including a quality officer.
  - b. Health sciences: medical laboratory sciences, nursing, physiotherapy, to forms sub-committee group of 4 members, including a quality officer.

### **5. Identification**

Through the Good Practice Questionnaire (GPQ) and during periodic reviews of programs and courses, a good practice may be identified, or suggested by a sub-group, staff, students, or uploaded in the Good Practice Web Portal (GPWP) on the Website. Full description of the practice is documented and submitted to the Professional Group concerned. Good practice can be inspired from other institutions.

### **6. Verification**

The Professional Group and the GPC will verify the quality and relevance of the practice

### **7. Dissemination**

Verified good practice is published and disseminated through (1) Deans' Committee meeting and passed accordingly to college boards, (2) Monthly staff meeting, (3) Deanship of Student Affairs to student societies, (4) Top management meetings with students every semester (5) Upload the Good Practice in a web portal, (6) posters, videos and other means and media.

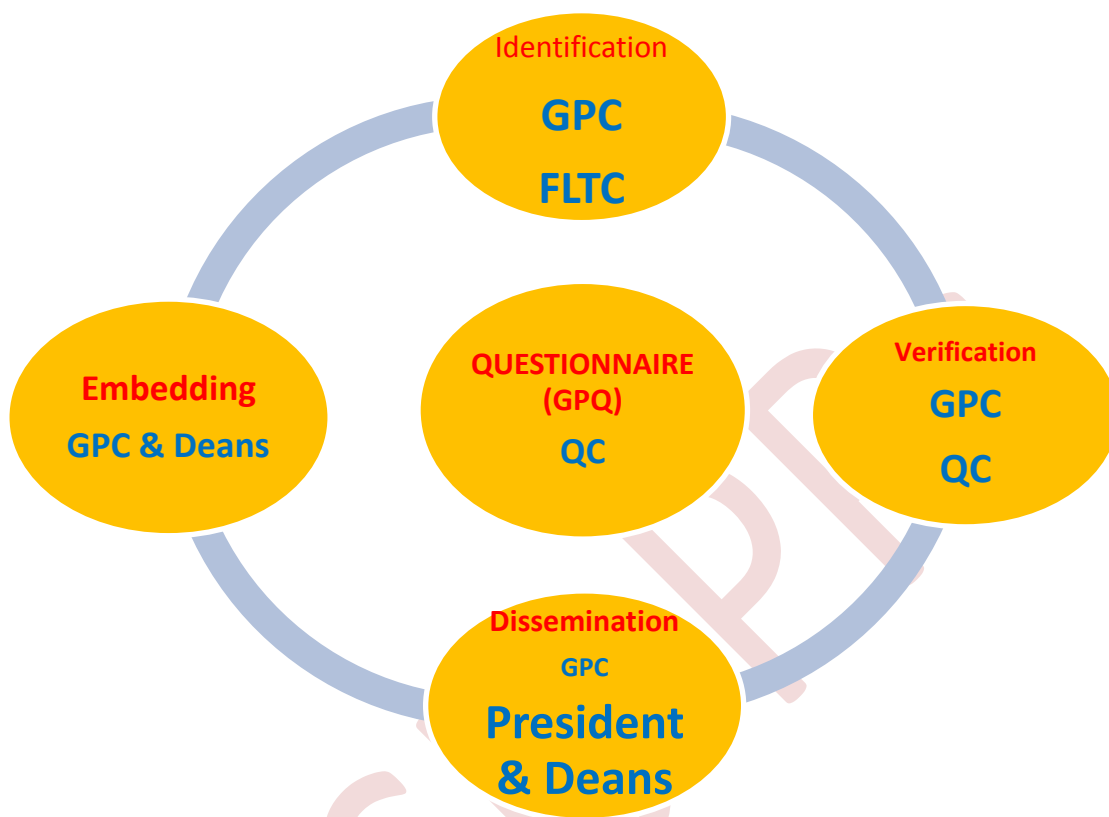
Dissemination should start from raising **awareness** and **understanding** of staff and students to the concept of good practice, and to promote through them the **actions** necessary to implement it.

## 8. Incorporation or Embedding

This provides a mechanism for wider discussion and reflection. Incorporation and embedding are undertaken by College Board (CB), at their level. Any example of good practice, across professional groups, identified during a periodic review will be included in the Enhancement Plan. The Quality Assurance Committee (QAC) enhancement plan is undertaken annually after the review event to see how areas of identified good practice have been taken forward, disseminated, and embedded within programs, departments, and Colleges.

## 9. Principles of Good Practice

1. **Encourage contact between students and faculty:** in and outside class with the objectives of: (a) motivating and involving students, (b) helping students get through rough times, and (c) establishing contact with inspiring staff members enhances students' intellectual commitment and encourages them to think about their own values and future.
2. **Develop reciprocity and cooperation among students:** (a) learning is enhanced through team effort rather than a solo race and through collaborative and social, not competitive, and isolated activity, and (b) sharing one's own ideas and responding to others' reactions would improve thinking and deepens understanding
3. **Encourage active learning:** because learning is not a spectator sport, students must talk about what they are learning, write about it, relate it to past experiences, and apply it to their daily lives. They must make what they learn part of themselves.
4. **Give prompt feedback:** learning is focused if students know what they don't know. Students need appropriate feedback on performance to benefit from courses. In getting started, students need help in assessing existing knowledge and competence.
5. **Emphasize time on task:** Allocating realistic length time means effective learning for students and effective teaching for staff. How an institution defines time expectations for students, staff, administrators, and other professional staff can establish the bases for high performance for all.
6. **Communicate high expectations:** Expect more and you will get it. High expectations are important for everyone - for the poorly prepared, for those unwilling to exert themselves, and for the bright and well-motivated. Expecting students to perform well becomes a self-fulfilling prophecy when teachers and institutions hold high expectations of themselves and make extra efforts.
7. **Respect diverse talents and ways of learning:** There are many roads to learning. People bring different talents and styles of learning to college. Students rich in hands-on experience may not do so well with theory. Students need the opportunity to show their talents and learn in ways that work for them. Then they can be pushed to learning in new ways that do not come so easily.



**Action plan (2019-2020 for introducing the Good Practice Policy)**

#	ITEM	WHO	WHEN	% ACHIEVED by June 15,2019
1	Formation of Good Practice Committee (GPC)	President	May 2019	100%
2	Design of Good Practice Identification Questionnaire (GPIQ) and distribution to departments	GPC	June 2019	100%
3	Meeting with all staff to introduce the Good Practice Policy (GPP)	President and GPC	July 2019	100%
4	Analysis of Responses and issuance of preliminary Good Practice Verification List (GPVL)	GPC	July 2019	100%
5	Workshop on the quality and relevance of feasible items in the GPVL)	Professional Group in the GPC	August 2019	100%



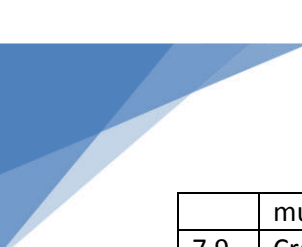
6	<i>Dissemination through deans' meeting</i>	<i>President and GPC</i>	<i>September 2019</i>	<i>100%</i>
7	<i>Dissemination through faculty boards</i>	<i>Deans</i>	<i>September 2019</i>	<i>100%</i>
8	<i>Workshop on implementation in various departments and professional groups</i>	<i>Professional Group in the GPC</i>	<i>October 2019</i>	<i>100%</i>
9	<i>Dissemination to students in students' societies and senior management meeting with students</i>	<i>President, Vice-president, Dean of Students' Affairs and GPC</i>	<i>November 2019</i>	<i>100%</i>
10	<i>Staff meeting on incorporation of Good Practice activities implemented.</i>	<i>President and GPC</i>	<i>January 2020</i>	<i>100%</i>
11	<i>Reidentification of new areas of Good Practice</i>	<i>GPC</i>	<i>February 2020</i>	<i>100%</i>

## GOOD PRACTICE IDENTIFICATION QUESTIONNAIRE [GPQ]

**5= DONE IN ALL COURSES. 4= DONE IN MOST COURSES, 3= DONE IN FEW COURSES, 2= DONE ONCE OR TWICE, 1=NOT DONE**

#	GOOD PRACTICE LIST * [adapted from: UTC.edu, Walker Center for Teaching and Learning]	RESPONSES				
		1	2	3	4	5
<b>1. ENCOURAGE CONTACT BETWEEN STUDENTS AND STAFF</b>						
1.1	Supervisors know students by name					
1.2	Staff personalize feedback on student assignments					
1.3	Staff attend student events in extracurricular activities					
1.4	Top and academics encourage students to present their views in classroom					
1.5	Staff have regular office hours					
1.6	Advise students on their courses and results					
1.7	Seek out students you feel are having problems					
1.8	Staff share with student's personal experience and values					
1.9	Encourage debate between student groups to identify and abide by group dynamics					
1.10	Help students work with other staff members i.e., research, community service					
1.11	Communicate online and arrange distance conferencing, chats, and group work					
<b>2. DEVELOP RECIPROCITY AND COOPERATION AMONG STUDENTS</b>						
2.1	Assign group projects and presentation					
2.2	Encourage students of different cultures to share their viewpoints on general and career issues					
2.3	Utilize peer tutoring and peer evaluation					
2.4	Encourage activities in which student know one another					
2.5	Include field visits in assignments on social responsibility					
2.6	Encourage online discussion groups					
2.7	Allow work on group projects through phone, chats, and e-mail.					
2.8	Encourage debate					
<b>3. ENCOURAGE ACTIVE LEARNING</b>						
3.1	Give students real-life situations to analyze					
3.2	Set up problem-solving activities in small groups					
3.3	Ask students to present their work to the class					
3.4	Encourage students to suggest new reading, projects, or course activities					
3.5	Allow students to challenge your ideas and ideas of other students					
3.6	Debate online					

3.7	Present student work for others to review online					
3.8	Include Self Directed Learning in timetables					
<b>4. GIVE PROMPT FEEDBACK</b>						
4.1	Follow up presentation with few minutes for students to write on what they have learned (reflection)					
4.2	Return grades and discuss results of class assessments and examination with class and individual students					
4.3	Have question and answer sessions					
4.4	Offer online communication, testing and interactive web-based programmes, sessions, and feedback					
<b>5. EMPHASIZE TIME ON TASK</b>						
5.1	Explain to students the consequences of non-attendance					
5.2	Have definite deadline and clearly set minimum time for assignments					
5.3	Teach time management					
5.4	Meet with students who fall behind to discuss study habits and time management					
5.5	Do distant classes with seriousness as you might in regular classes					
<b>6. COMMUNICATE HIGH EXPECTATIONS</b>						
6.1	Encourage students to excel at the work they do					
6.2	Publicly acknowledge excellent student performance					
6.3	Work individually with students who are struggling to motivate them					
6.4	Give students positive reinforcement (or incentives) for doing outstanding work					
6.5	Make available a detailed syllabus, with dates and grading rubrics					
6.6	Publish student work					
<b>7. RESPECT DIVERSE TALENTS AND WAYS OF LEARNING</b>						
7.1	Use web technologies to allow students to pick and choose learning experiences that fits the way they learn					
7.2	Use diverse teaching activities and techniques to address a broad range of students					
7.3	Provide extra learning material and activities for students who lack the relevant background					
7.4	Encourage students from different cultures to share their viewpoints on topics discussed in class					
7.5	Give students problems to solve that have multiple solutions					
7.6	Integrate new knowledge about women, minorities, and other under-represented populations into your courses					
7.7	Arrange field trips					
7.8	Familiarize with Howard Gardner's research on					



	multiple intelligences					
7.9	Create learning activities filled with real-life examples and diverse perspectives					

NUSU PPS

# PLAGIARISM POLICY

## 1. Introduction

The National NUSU-SUDAN (NUSU) recognizes that plagiarism by academic staff or students in the preparation of assignments, practical reports and research projects is a longstanding problem. This problem has been aggravated by the ease of access to information from the Internet and by a lack of understanding of staff and/or students about the proper use of efforts of others in an academic context.

The National NUSU-SUDAN measures itself against the highest international standards of academic and professional practice. Therefore, intends to develop high standards of academic integrity among its staff and students, and to safeguard its academic awards to individuals to meet the accepted international ethical and professional levels.

This policy is a statement clarifying the acceptable conduct in academic practice in the NUSU according to the “NUSU Academic Regulation” (see also: “Job Description Handbook”).

The policy applies to academic staff, undergraduate and (future) postgraduate students at the NUSU.

## 2. Objectives of the Policy

This policy is intended to:

- Define plagiarism and other forms of acceptable academic conduct.
- State what is considered as plagiarism.
- Provide guidelines for penalties of plagiarism conducted by students.
- Establish a platform that Colleges can use for teaching professional academic practice and encourage adoption of values of academic integrity.

## 3. Definitions

**1.1 Academic integrity:** is a set of values which form the foundation of academic practice in the NUSU. The core values of academic integrity include honesty, respect, fairness, and responsibility.

**1.2 Academic misconduct** means breaking the rules of academic integrity

**1.3 Plagiarism:** the presentation of ideas, material, or scholarship sourced from the work of another individual, group, or entity - or from the student’s own work previously submitted for assessment - without sufficient acknowledgement of the source. Plagiarism can be intentional or local.

**1.4 Collusion:** the process whereby two or more students work together – without official approval – and share ideas, solutions or material in work submitted for assessment.

**1.5 Cheating:** failure to comply with the rules of closed assessments e.g., unauthorized access to materials in a closed assessment (exam/test settings).

**1.6 Commission and incorporation:** to include material in work submitted for assessment that has been improved by, or commissioned, purchased, or obtained from, a third party e.g., family members, essay mills or other students not taking the same assessment.

**2. According to the above definitions, it is considered an offence for any individual (staff or student) to:**

**2.1** Claim or submit the academic work of another as one’s own.

- 2.2 Use unacknowledged information downloaded from the internet or other sources as one's own.
- 2.3 Complete or attempt to complete any assignment or examination for another individual without proper authorization.
- 2.4 Allow any examination or assignment to be completed for oneself, in part or in total, by another without proper authorization.
- 2.5 Fabricate or falsify data or results.
- 2.6 Alter, tamper with, destroy or otherwise interfere with the research, resources, or other academic work of another person.
- 2.7 Obtain, provide, accept, or use any materials containing questions or answers to any examination or assignment without proper authorization.


### **3. Role of Colleges: Colleges and Departments are Required to:**

- 3.1 Educate students –both undergraduates and postgraduates–about the principles of academic writing, the correct use of academic resources and citation. These should be explicitly included in each program at different levels.
- 3.2 Principles of academic integrity should be stressed.
- 3.3 The nature of plagiarism should be explained together with the penalties for such an offence. In the first year, this can be included in courses teaching basic learning skills and basics of research. In the following years, the message can be re-enforced in every research course, professionalism courses and courses requiring submission of a thesis or report.
- 3.4 The Student Handbook should include clear information about plagiarism and the consequent disciplinary actions.
- 3.5 Departments should make sure that students fully understand the seriousness of the issue.
- 3.6 Departments may wish to use a declaration form to be signed by the student stating that the submitted work is their own.
- 3.7 Departments and faculties may wish to agree on a chosen referencing and citation system for all required academic written work.
- 3.8 Instructors should receive training regarding teaching and guiding students to avoid plagiarism.
- 3.9 Instructors should be trained to recognize plagiarism and deal with the issue as stated in the NUSU academic regulations and academic penalties.
- 3.10 The NUSU would use reliable software for detection of plagiarism. Training for the use of such program should be provided.
- 3.11 Posters explaining, to the students, the consequences of committing plagiarism would be placed in appropriate places. e.g., library, reading rooms and departments.
- 3.12 Cases of plagiarism would be handled by a committee of experts as stated in the NUSU academic regulations.

### **4. Penalties**

After a hearing session, the designated committee can decide on the appropriate penalty for the individual who committed plagiarism or other forms of academic misconduct. According to the committed offence, penalties can be one or more of the following:

- 4.1 A written warning that requires a signed statement by the student that he will refrain from such act in the future. This will be kept in the student's file.

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- 4.2 Down grading the submitted work.
  - 4.3 Failing the assignment or exam.
  - 4.4 Suspension from the NUSU for a period decided by the Scientific Council. In this case, a financial penalty may be added.
  - 4.5 Expulsion from NUSU.
  - 4.6 The Scientific Council should approve the punishment.
  - 4.7 At the discretion of the Scientific Council, the names of offending students and the disciplinary action may be announced on the main NUSU board.
  - 4.8 Members of staff who commit the act of plagiarism will stand before a disciplinary committee chaired by the Vice-President of the NUSU. Members of the committee include Faculty Dean, and the Legal Advisor.

NUSU PPS



**RESEARCH AND SCHOLARLY  
ACTIVITIES**

MUSU PPS



## RESEARCH POLICY

### 1. Purpose

This policy establishes the research environment which enables academic staff and postgraduate research students from in and outside the university to carry out their Research projects and pursue high standard training programs. It also at serving our local community targeting different community related health and developmental issues

### 2. Organizational Scope

This is a University-wide statute.

### 3. Definitions

For purposes of this statute, unless otherwise stated, the following definitions shall apply:

Academic Staff	Includes all staff that have a contractual obligation to carry out Research
NU-REC	National University Research Ethics Committee
Associate Dean (PGR)	The person in each faculty who is responsible for the approval of all administrative decisions and for all academic matters related to the postgraduate research degree programs of candidates within their faculty
Associate Dean/Deputy Dean (Research)	The person in each faculty who is responsible for Research matters in their faculty and liaison between their faculty, faculty research committee(s) and NU-REC
Council	The governing body of the University
Creative works	Definition included in the definition of Research
Dean	Dean of a Faculty
FPGSR	Faculty of Postgraduates and Scientific Research
PBRF	Performance Based Research Fund
PDCP	Performance Development and Career Planning
PGR	Postgraduate Research

Research	Research is original, independent* investigation undertaken to contribute to knowledge and understanding and, in the case of some disciplines, cultural innovation or aesthetic refinement. Research typically involves inquiry of an experimental or critical nature driven by hypothesis or intellectual positions capable of rigorous assessment by experts in a given discipline. Research includes work of direct relevance to the specific needs of our local
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Communities, government, industry and commerce. In some disciplines, Research may be embodied in the form of artistic works, performances or designs that lead to new or substantially improved insights. Research may include: contributions to the intellectual underpinning of subjects and disciplines (for example, dictionaries and scholarly editions) the use of existing knowledge in experimental development to produce new or substantially improved, materials, devices, products, communications or processes the synthesis and analysis of previous Research to the extent that it is new and creative.

Research findings must be open to scrutiny or formal evaluation by experts within the field. This may be achieved through various forms of dissemination including, but not limited to, publication, manufacture, construction, public presentation, or provision of confidential reports.

Research does not include activities that are part of routine standard practice or outputs that do not embody original Research. This excludes: routine testing, data-collection, preparation for teaching where it does not embody original Research the legal and administrative aspects of commercialization activities and professional activities that do not embody original Research. [PBRF definition]

\*The term “independent” does not exclude collaborative work.

Researcher	Person employed by the University to undertake Research
Scholarship	The undertaking of scholarship in the context of Research is as per the definition of Research
SLT	Senior Leadership Team
NURC	National University Research Committee
DPGSR	Dean faculty of Postgraduate and scientific research
DI-NURI	Director National University Research Institute
NURF	The National University Research Fund (NURF) is a part of the Research investment identified by the university upper management towards research
NUUM	National University Upper management including: President, Vice president and Principal

## 4. Policy Content and Guidelines

### 4.1 Requirement to Undertake Research

- A. Each researcher will carry out independent Research, scholarship and/or creative activities that are appropriate to their discipline.
  1. In doing so they will, individually or in collaboration with colleagues:
  2. supervise Research students;

3. broadly disseminate Research results (i.e. through more than one medium or one audience) including through their teaching practices and, where appropriate, protect the results of their Research;
  4. be active within appropriate professional and discipline communities and external stakeholders;
  5. contribute to the Research environment and culture through activities such as mentoring, engagement in new Research initiatives and strengthening the Research infrastructure; and participate in initiatives designed to secure financial support for Research activities from external sources (including for example, government funding, industry partnerships and contracts and commercialization opportunities).
- B. The requirement to undertake Research is a career expectation and will be balanced with the other obligations of academic staff including teaching and administrative responsibilities.
- C. Nothing in this policy is to be construed so as to prevent deans of faculties from allocating teaching and other administrative responsibilities

#### **4.2 Statutory and Ethics Obligations**

- A. Academic staff and students are required to carry out their Research in compliance with all the University's obligations under legislation and any ethical obligations.
- B. Research projects that involve human or animal subjects, including those undertaken as part of a teaching program, must be approved in advance

#### **4.3 Research Management**

Policy and advice in Research matters is coordinated through a number of bodies and committees:

- A. NURC, chaired by the DPGSR and DI-NURI, is the University's senior research management body. It advises SLT and informs Academic Board on Research strategies to be pursued, develops policy (including strategic and scholarships policy for Research students) and reviews progress in these areas (see Appendix A).
- B. Faculties and Schools are required to establish Research committees to support the research activities of their staff and postgraduate thesis students. Both committees are expected to comply with and oversee the implementation of university-wide Research policies. Faculty Research committees are formed by deans to advise the NURC and their own faculties on Research matters.
- C. The Research Office provides Research services for staff. This support includes but is not limited to:
1. Assisting NURC with coordinating the activities of its subcommittees and monitoring external Research policy developments
  2. Managing NURF
  3. Securing and supporting external Research funding from the public and private sectors
  4. Monitoring and reporting on externally funded Research grants
  5. Providing professional development opportunities for staff to enhance their Research performance.

6. The FPGSR is responsible for oversight of the quality of PGR and enhancement of the PGR student experience.

#### **4.4 Resources in Support of Research**

##### **A. University Research Fund**

1. The general principle governing the allocation of all Research funding in the University is that it is an investment intended to maximise the range of outcomes that the University expects to result from staff and student Research. The Allocations and Investment Subcommittee of the NURC allocates grants from this fund.
2. A portion of the NURF supports early career researchers and staff at Lecturer/Senior Lecturer level who are in their first five years at the National University who have not previously received external Research funding support.
3. A portion of the NURF is allocated to strategic support of external funding bids and partnerships.

##### **B. Faculty Research Grants**

Faculties may allocate Research funding according to their internal processes.

##### **C. External contracts/external Research provisions and obligations**

All applications for any external Research funding are to be submitted through the NURC.

1. All research contracted by an external party is administered by the NURC.
2. The NURC provides the contract, financial and non-financial management services for the University's grant management process.
3. Academic staffs are eligible to apply for leave in support of their Research including Research and Study Leave, Conference Leave, and Exchange Leave. Faculty committees recommend the award of such academic leave to their Faculty's deans for approval.
4. A range of scholarships are available centrally and through the Faculties and Schools to support PGR students.

#### **4.5 Research Planning**

Each Faculty, and its constituent academic units, is required to develop and implement its own Research plan including students' research projects that is consistent with and delivers to the University Research Strategy and the University Strategic Plan.

#### **4.6 Evaluation and Monitoring of Performance**

1. Research outcomes are evaluated via: publications, promotions, patency, securance of grants ...
2. Staffs are required to annually complete the staff PDCP process through which their Research performance can be evaluated.
3. Staffs are required to supply full and accurate details of their Research outputs to DI-NURI.
4. The DI-NURI will publish an annual list of staff and student publications in the university website. Incentives are paid for each publication from the National University.

#### **4.7 Recruitment and Staff Development**

1. Academic staff are required as part of the annual PDCP process to prepare a Research plan and to review that plan annually in consultation with their Head of departments. Consultation should include a review of: Research objectives, anticipated applications for external Research funds, details of other initiatives to secure financial support for their Research activities, opportunities for collaboration, timelines and expected outputs for the dissemination of their Research results, protection of their Research results where appropriate,

supervision opportunities, activities within the Research community, activities to enhance the impact of their Research. The PDCP process should also identify the support staff needs to facilitate their Research and scholarship, and reflect any special agreements reached regarding teaching, administration, Research duties and Research training and/or development opportunities for Research according to the career stage of the staff member.

2. Faculties are required to adopt a procedure to ensure that workload issues are considered before the approval of the enrolment of PGR students.
3. Deans should ensure that newly appointed staff are familiar with Research evaluations, Research training and funding opportunities and the importance of publishing in suitable venues, both within the University and external to it.

#### **4.8 Postgraduate Student Research**

The Dean (FPGSR), deans of other faculties, are responsible for ensuring that the management of PGR degrees complies with the relevant University Statutes, policies and procedures (see the policy website).

#### **4.9 Publication and Intellectual Property**

- A. The National University expects all Research outputs will be publicly available.
- B. Research outputs may be withheld by the University where “good reason” exists.

#### **4.10 Research Institutes**

Characteristics of Research Institutes:

The University establishes Research Institute to raise the research profile of the University, focus strengths in areas where there is (or the University wishes to develop) a concentration of Research excellence (including areas of applied Research) and to maximise external Research funding. Research Institute help position and promote the University’s areas of Research excellence and build the University’s Research reputation. They also serve as vehicles for engaging with other Research institutions and industry and facilitate interdisciplinary and multidisciplinary relationships.

#### **4.11 Near-Future Plans**

A broad spectrum research forum or institute to include other experimental and social sciences, as well as engineering, in addition to the existing biomedical (NUBRI). The BOT approved the establishment of institute in the name of National University Research, Development and Innovation Center (NURDIC). It is hoped that other institutes will be part of it, e.g. National University Basic Science Research Institute (NUBSRI), National University Social Sciences Research Institute (NUSSRI), National University Engineering Research Institute (NUERI).

## RESEARC ETHICS GUIDELINES

### 1. Scope

- This Guidelines applies to all NUSU staff, students and researchers supported by NUSU
- All researches that involve human subjects and animals or affects them, conducted by members and research supported by NUSU.
- Involve ethics of the planning, conducting, and reporting of research
- Cover responsibility to society, Professional expertise and standards, and to research participants
- Researchers must pay special attention to the need to consider, respect, and protect the well-being of particularly vulnerable research participants, such as children, those with physiological/psychological impairments, those who are dependent on others' protection or care, and those who have limited knowledge of the language used in research.

### 2. Guidelines Statement

#### 2.1 Ethical principles for biomedical research

**2.1.1 Good Research practice and beneficence:** Research conducted in conformity with accepted research ethical standards, integrity, honesty, and openness, as well as a dedication to intellectual honesty and personal accountability in addition to benefit society and reduces social harm.

**2.1.2 Autonomy and Informed Consent:** Researchers should usually conduct research with participants' legitimate permission after following all reasonable and possible processes to ensure that they, or their authorized representatives, have a comprehensive knowledge of the research's nature and potential consequences. Coercion should never be used to persuade someone to take part in a study. Consent should be obtained in writing whenever possible; however, if this is not possible, consent should be obtained verbally. Researchers must ensure that participants have received any necessary debriefing (feedback) in the form of active intervention before leaving the research site.

**2.1.3 To Do No Harm, Protect Research participants, society and investigators:** researchers should protect participants against damage resulting from their participation in study. People who take part in research should not be exposed to hazards that are greater than or additional to those they face in their everyday lives. Participants must be aware of procedures for contacting the Head of the Ethical Research Committee within a reasonable period if they experience stress,

hurt, or have other concerns as a result of their participation before they participate.

**2.1.4 Anonymity, Confidentiality, and Privacy:** Researchers must adhere to all data protection legislation while collecting, storing, disclosing, or using personal data, and they must make steps to ensure that the confidentiality of participants and their data is protected. Details that would allow people to be more self-aware identified information must not be published or made available to anybody who is not a participant in the study unless the individuals involved have given their explicit approval.

**2.1.5 Justice and Avoidance of discrimination:** University should ensure fair distribution of risks and benefits when scientists conducting a research e.g. selection of participants and research priorities. Avoid discriminate against colleges, students and participants.

### **3. Role, Functions and Operations of Research Ethics Committee (REC)**

**3.1 Establishment of the University Research Ethics:** The NUSU-REC reports to Academic Board which is chaired by the President of the University. Each faculty has a Faculty Research Ethics Committee (FREC) whose composition, terms of reference and procedures have to be approved by the University Research Ethics Committee.

**3.2** The NUSU-REC is a committee Contribute to safeguarding the dignity, rights, safety, and well-being of all actual or potential research participants. Composed of individuals with diverse medical/ non-medical backgrounds who review research protocols involving human participants to ensure that: The rights and welfare of the participants are protected, Risks are minimized, Information is confidential and Community welfare is protected.

**3.3 Composition of (NUSU-REC):** Committee should provide independent, competent and timely review of the ethics of proposed research studies. An appointed member is expected to declare any conflict of interest, maintain transparency, confidentiality regarding applications, meeting deliberations, information on research participants, and related matters. Members need initial and continuing education and training regarding research ethics, research methodology and research governance. National University-Sudan (NUSU) and National University Biomedical Research Institute (NUBRI) involved in conducting the research of high standard on various aspects of biomedical research. To accomplish the objective in most appropriate manner, University's Ethical Committee was constituted under the Chairmanship of Director on 1/ May / 2018.the committee comprise Chair, Deputy Chair, Two members from each Faculty Research Ethics Committee, One member from NUBRI, Community representative, student, graduate

collage representative, extra members based on the nature and background of the research(technical).

### **3.3.1 NUSU-REC members appointment criteria:**

- The appointees should have had at least one year's experience of the work in research ethics committee.
- Those appointed should have received training in research ethics reviewing and possess the relevant chairing skills. Potential candidates should be offered any appropriate supplementary training.
- Appointments of any member will normally be for a maximum period of five years. Appointments will be staggered to ensure staged turnover of membership. In exceptional circumstances a member may be invited to continue beyond this five year period.

**3.3.2 Functions of REC:** are to identifying and weighing up the risks and potential benefits of research, Evaluating the informed consent process and materials (printed documents and other tools), Asses the recruitment process and any incentives that will be given to participants, Ensure participants' privacy and data confidentiality. In their decision-making, research ethics committees need to have independence from political, institutional, profession-related or market influences. They need similarly to demonstrate competence and efficiency in their work.

### **3.3.3 Frequency of meetings**

- Four per year.

## **4. Submission of Application for Biomedical Research**

4.1 At least three weeks before the study, the researcher should submit a suitable application in the approved format, together with the study protocol. The following items should be included in the protocol:

- 4.1.1 Clearly defined study objectives and justification for using human subjects in light of existing knowledge.
- 4.1.2 The investigators' most recent CV, outlining their qualifications and experience.
- 4.1.3 Procedures for subject recruiting in the research
- 4.1.4 Subjects' inclusion and exclusion criteria for participation in the study.
- 4.1.5 A detailed description of the proposed research methods and any invasive procedures that will be used.
- 4.1.6 Informed consent should be documented



- 4.1.7 Compensation and reimbursement of incidental expenses are proposed.
- 4.1.8 Specifics on how the data acquired during the experiment will be stored and maintained.
- 4.1.9 Make arrangements for the publishing of results, whether favourable or negative, while respecting the confidentiality of the participants.
- 4.1.10 A statement on potential ethical difficulties and the steps taken to address them.
- 4.1.11 All other relevant documentation, including regulatory clearances, relating to the study protocol.
- 4.1.12 Information on the funding agency / sponsors, as well as the amount of money allocated to the proposed project.

## 5. Decision Making for Biomedical Research

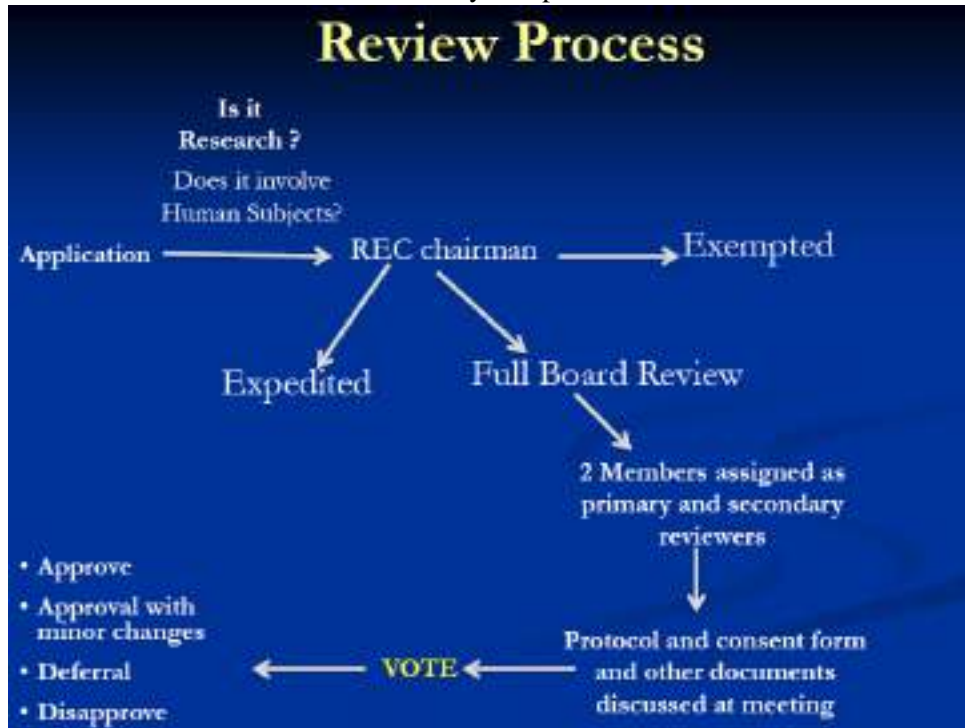
5.1 The REC-NUSU conducts a thorough and thorough examination of all research proposals that are submitted to them. It meets at regular intervals to analyse new proposals, evaluate annual progress on continuing ones, and assess final reports of all human-related research initiatives, according to a pre-determined agenda that is revised as needed.

### The following guidelines are followed for decision making.

- 5.1.1 After the research activities requirements are met, a broad consensus must be reached on whether to recommend/reject/suggest change for a repeat review or to advise suitable steps.
- 5.1.2 While making a judgment on an application that generates a conflict of interest, a member must voluntarily resign from the NUSU-REC, which shall be indicated in writing to the chairperson prior to the review and noted in the minutes.
- 5.1.3 In the case that a REC-NUSU receives negative feedback on a study, it may elect to reverse its good judgment.
- 5.1.4 If the NUSU-REC determines that the study's goals have already been met or unequivocal findings have been acquired, the experiment should be terminated.
- 5.1.5 In the event that the study is prematurely terminated, the communication should include the reasons for the termination as well as a summary of the results obtained thus far.
- 5.1.6 The investigator may be invited to present the procedure or make an offer if necessary. During the meeting, there were several clarifications.
- 5.1.7 Subject specialists may be consulted, but they should not be involved in the decision-making process. The process of creation However, her or his viewpoint must be documented.
- 5.1.8 The decision is either:
  - 5.1.8.1 **Out right approval:** only very minor changes are suggested. All necessary information available
  - 5.1.8.2 **Approval with modifications:** enough information to judge the study, clarification/changes are needed)
  - 5.1.8.3 **Approval with clarification:** No enough information to judge the application
  - 5.1.8.4 **Outright disapproval :** No way the researcher can ethically do study

5.2 In order to approve a research project, the REC should address 8 core issues:

- 5.2.1 Social and Scientific Values
- 5.2.2 Scientific Validity
- 5.2.3 Fair Subject Selection
- 5.2.4 Favorable Risk-Benefit Ratio
- 5.2.5 Informed Consent
- 5.2.6 Respect for Enrolled Subjects
- 5.2.7 Independent Review
- 5.2.8 Community Perspective



5.3 **Documenting:** all documents and compile minutes should be kept, and sent to all members present and to the chair for approval by Chair

## 6. Research in Diverse Settings, Vulnerable and specific groups

6.1 **Research in the Health institutions:** Where research is being carried in the health institutions with patients (or their data or their tissue) application must be made for research ethics approval to state Research Ethics Committee or national ethics committee.

6.2 **Research using human tissue:** For medical research using identifiable human material or data, researchers must seek consent for the collection, analysis, storage and/or reuse. For existing samples if they are identified, researcher should Re-contact all donors, De-identify samples: non-human subjects or Waive the IC if the research is with no more than minimal risk

6.3 **Research involving children:** According to the Sudan Child's Act 2010, a child is any person below the age of 18. All research with children is considered as potentially high risk. Before conducting research with children, the investigator must ensure that: Children

will not be involved in research that could be done just as well with adults. The purpose of the research is to obtain knowledge relevant to the health needs of children. A parent or legal guardian of each child has given proxy consent. Student should demonstrate to their supervisor, who has the skills and competencies to decide, that the research is low risk. If there is any uncertainty about the risk status of a project involving children the supervisor should refer the project and an ethics application should be made to the relevant REC

**6.4 Research involving Pregnant or nursing women:** should never be the subjects of non-clinical research unless the study poses a very low risk to the foetus or nursing infant and the goal is to learn something new about pregnancy or lactation.

**6.5 Research involving people who lack mental capacity:** research involving people who lack capacity to consent, Research on individuals who cannot decide require surrogate consent as children and mentally impaired, the third parties chosen should be competent to act in that person's best interest

## **7. Informed Consent Procedure:**

7.1 The investigator must seek the informed consent of the prospective subject or, in the event of an individual who is not capable of giving informed permission, the proxy consent of a properly authorized representative for all biomedical research involving human subjects.

7.2 Before obtaining consent to participate in research, the investigator must offer the following information to the participant in a language that he or she can understand

7.2.1 That each person is invited to take part in research as a subject, as well as the research's goals and techniques – the expected duration of the subject's involvement – and the advantages that might reasonably be expected to accrue to the subject or others as a result of the research.

7.2.2 Any potential dangers or discomfort to the subject as a result of participating in the study.

7.2.3 Any alternative procedures or treatment courses that could be just as beneficial to the subject as the technique or treatment being tested.

7.2.4 The extent to which the investigator is responsible for providing medical services to the subject, if any.

7.2.5 That therapy for certain forms of research-related injuries will be offered free of charge, and that the participant will be allowed to refuse to participate in the study at any time without penalty or loss of benefits to which he or she would otherwise be entitled.

### **7.3 The investigator has a duty to:**

7.3.1 Provide all relevant information to the potential subject in order for informed consent to be given.

7.3.2 Allow and encourage the prospective subject to ask as many questions as he or she wants.

7.3.3 Ensure that there is no justifiable deceit, undue influence, or intimidation.

- 7.3.4 Obtain consent only when the prospective subject has had sufficient time to evaluate whether or not to participate and has had adequate information of the relevant facts and the consequences of participation.
- 7.3.5 A signed document from each prospective subject as evidence of informed consent, and renew the informed consent of each subject if the research conditions or procedures change significantly.

**7.4 Waiver Requirements:**

- 7.4.1 The research involves no more than minimal risk to the subjects
- 7.4.2 The waiver or alteration will not adversely affect the rights and welfare of the subjects
- 7.4.3 The research could not practicably be carried out without the waiver or alteration
- 7.4.4 Whenever appropriate, the subjects will be provided with additional pertinent information after participation.

**8. Quality Assurance**

- 8.1 The sponsor is in charge of implementing a quality assurance system to ensure that the study is carried out and that data is generated, documented, and reported in accordance with the approved protocol and standards.
- 8.2 For data credibility, all observations and findings should be confirmed.
- 8.3 Statistically controlled sampling might be an acceptable way of data verification.
- 8.4 Each step of data handling must be subjected to quality control.
- 8.5 The audit should be carried out by people who are not involved in the study.
- 8.6 During the audit, all data and documentation should be available for review.

**9. Legal Issues:** It is the researcher’s responsibility to ensure that the research conforms to relevant legal or regulatory requirements and to seek appropriate guidance through the University REC if needed.

**10. Funding from external resources:**

11. **NUSU encourages** and supports its employees to seek external funding for their research projects, and accepts research funding from a wide range of legal sources, in accordance with university financial regulations and ethical research principles.

**12 Definitions**

The format is displayed as:

Key work/abbreviation	Definition
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Vulnerability	Vulnerable persons are those who are relatively (or absolutely) incapable of protecting their own interests.
Minimal Risk (MR)	The probability and magnitude of harm and discomfort anticipated in the research are not greater than the risk ordinarily encountered in daily life OR during routine performance of physical or psychological examination or tests.

#### NOTE ON GOVERNANCE

Supporting procedures	Submission of application for biomedical research Informed consent procedure
Supporting schedules	
Associated policies	Plagiarism policy Academic policy Non-discrimination policy. National and international guidelines.
Related legislation	Sudan Child's Act 2010
Category	Operational
Approval	National University President, academic council DATE: MEETING NUMBER:
Endorsement	Ethical Research Committee (REC)
Policy owner	Title of the relevant staff member responsible for implementing the policy e.g. Provo
Date effective	February 2022
Review date	February 2025
Version	1
Content enquiries	email address :

#### Related Documents:

Research policy (SC- PP07, Issue/Rev. (01/00))

## **POLICY ON ASPECTS RELATING RESEARCH TO MEDICAL EDUCATION**

### **5. Introduction**

The Faculty of Medicine and Surgery, National University, Sudan (FOMS-NUSU) is undertaking the responsibility of qualifying students in various fields of medicine and health sciences to serve advancement of knowledge and welfare of the community. The FOMS abides by its Mission Program Learning Outcomes (PLO-16-PLO-20). Which emphasize carrying out *health and health-related research* (PLO-16), acquiring the *skills of teaching and independent learning, and active communication* (PLO-17), *applying quality assurance* (PLO-19), using principles of *evidence-based practice* (PLO-20), and acquiring *postgraduate qualifications* (PLO-18). All outcomes consider research in an educational environment, to upgrade the use of scientific methods, skills of teaching and independent learning from research resources, collaboration with other members of the health team and health-related sectors, use reliable results of research in evidence-based patient management and to ensure quality of research manage risks, patient consent and legal compliance.

Research is basic to appreciate the relationship between education and health. It indicates the areas and nature of interventions to improve both education and health delivery to the intended population. Research improves educational choices and education influences health. The effects of research on medical education are of dual benefits. Research conclusions can be used to ensure that policies and programs result in decreasing, rather than unintentionally reduce educational and health disparities.

### **6. Policy Statement**

The FOMS introduces students to research methodology and research ethics as they relate to medical education and practice to improve health and remove disparities.

### **7. Purpose of the policy**

The purpose of this policy is to:

6. Clarify the research aspects at FOMS and their relative locations in the curriculum.
7. Describe the relationship of research component to other elements of the educational experience.
8. List the expected benefits of research on the content and outcomes of the courses offered at FOMS.
9. Review the elements of research that influence medical education and health quality and delivery system, to achieve equity and fair distribution.

### **8. Current FOMS facilities and activities that ensure a relationship between medical research and education**

- a. The FOMS-NUSU has research facilities, which include
  - i. a number of laboratories, used for practical teaching and learning and research.
  - ii. sufficient paper and e-library resources.
  - iii. Well-equipped and staffed institute dedicated to biomedical research [National University Biomedical Research Institute- NUBRI), which has been rewarded by the Ministry of Higher Education the title of “Centre of Excellence” for three successive years. NUBRI is currently concerned with genetic and molecular aspects

of tropical and endemic diseases. In the current pandemic, the institute assumed a national role in training and serving efforts to control COVID-19.

- iv. Research links with local and international research institutions.
- b. Medical students start their first year with a data collection week on a health issues or national program
- c. Medical students study *Biomedical Statistics* early on and use computer statistics programs in data analysis, representation and interpretation.
- d. Students study *Research Methodology* and *Biomedical Ethics* courses as early as year one and two, and carry out a research *Graduation Project* in year three
- e. The Medical Curriculum included a course on bioinformatics, as the only curriculum that mandates such a course
- f. The library is using Koha system to avail the paper library reserve for students and staff. In the first week of the university, students receive orientation on library and e-learning sources of textbooks and research publications.
- g. Students can access millions of FREE electronic resources in all disciplines of medical and health sciences.
- h. The FOMS-NUSU repository has availed staff publication to fellow staff and students.

## 10. Plans

The activities and facilities described above will continue to allow quality research. Using these capabilities of the institution will prove a direct **relationships between the medical practice and the research. The overall objective of this exercise is to provide** evidence-based findings for the sake of good practice. The following table describes the current research priorities at FOMS.

No.	Research Project	Department and Investigators	Target of Health Care priority	Remarks
1	Genomic analysis in antibiotic resistance	NUBRI (M. Sirelkhatim, R Omer, Sophia Bashir)	1. Bacterial and fungal diseases	Completed
2	Whole-genome sequencing of pneumonia	NUBRI (Sophia Bashir, Samia A et al)	Pneumonia	Completed
3	Genetic diversity of Plasmodium falciparum	NUBRI (Samia A, R. Omer)	Malaria	Completed
4	Chloroquine resistance	NUBRI (M. S. Ali, S. Bashir et al)	Malaria	Submitted
5	Bioinformatics	NUBRI (Sophia Ali, Osama M, Samia A)	All tropical diseases	Started
6	COVID-19 and immunity	NUBRI (Sophia Bashir, Osama)	COVID-19	In progress
7	Confounders of trigeminal neuralgia	Radiology (Qurashi Ali, Eiman Khair, Sanabil Hashim)	Headache	In progress

## POLICY ON THE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY

### 9. Introduction

The Faculty of Medicine and Surgery (FOMS) National University, Sudan (NUSU) is undertaking the responsibility of qualifying students in various fields of medicine and health sciences covering a wide range of treating patients, research, and services to the community. The NUSU aspires to be at the frontiers of technology and innovation, for an institution to behave in accordance with international developments in education and health. The NUSU started early, since establishment, in teaching computer science and using information technology in scholarly activities and management. This is in response to Program Learning Outcomes (PLO-13-PLO-20). Which emphasize the *use of computers effectively* (PLO-15), *administration of health unit efficiently* (PLO-14), carry *health and health-related research* (PLO-16), acquire the *skills of teaching and independent learning, and communicate actively* (PLO-17), *apply quality assurance* (PLO-19), use principles of *evidence-based practice* (PLO-20), and acquire *postgraduate qualifications* (PLO-18).

### 10. Policy Statement

The NUSU must consider the framework of information and communication in learning, teaching, research, and entrepreneurship, through competent and ethical means to ensure adequate and up-to-date technology. The word ‘must’ above is that the content of such practice would definitely be included in legislative components of the curriculum and instruction.

### 11. Purpose of the policy

The purpose of this policy is to:

11. Identify the various aspects of FOMS-NUSU activities on use of information and communication technology.
12. Develop a framework within which the different operations of FOMS-NUSU conform with the international practice of use of such activities.
13. Anticipate and calculate the expected benefits of use of technology in the achievements and reputation of the institution.
14. Review the elements of the policy regularly, preferably at the times of management review, carried out by the Quality Unit.

### 12. Current FOMS-NUSU activities on the use of information technology

- a. The FOMS-NUSU is equipped with 6 computer laboratories for teaching computer science and information technology.
- b. Student study information and communication technology in year 1 of their course.
- c. The library is using Koha system to avail the paper library reserve for students and staff. In their first week of the university, students receive orientation on library and e-learning sources of textbooks and research.
- d. Students can access FREE electronic resources in all disciplines, particularly medical and health sciences.
- e. Internet through Wi-Fi is available in the FOMS.
- f. Almost all instructional sessions are uploaded and used by students as independent learners.
- g. The Learning Management System (LMS) is fully operated in registration, instruction, and assessment
- h. The LMS allows enrolment of students in interactive sessions in most modules. This was very effective during the Sudan political unrest and COVID pandemic 2019-2021.



- i. The NUSU repository availed staff publication to fellow staff and students.
- j. The Medical Curriculum include a course on bioinformatics, healthcare management and statistics, as well as sessions on evidence-based medicine and self-directed learning, which utilizes communication technology.
- k. Academic supervisors communicate with their student advisees through emails.
- l. Students get their results through e-mails.

## 15. Plans

The plan below (Table 1) addresses the implementation and evaluation of future activities and expansions:

No.	Information/ communication activity	Phases	By whom/when	KPIs
1	Full LMS implementation	<ol style="list-style-type: none"> <li>1. Complete current LMS to include:  <i>admission</i> (100%),  <i>registration</i> (100%)  <i>orientation</i> (100%)  <i>instructional methods:</i>  Online 50%, and Face to Face 50%)</li> <li>2. <i>assessment</i> and <i>moderation</i> (60%)  <i>display</i> and <i>dispatch of students' results</i> (100%)</li> </ol>	<ol style="list-style-type: none"> <li>2. IT Dept and IT experts/ Aug 2022</li> <li>3. IT Dept and IT experts- Dec 2022</li> </ol>	<i>Completion</i> of missions and <i>percentages</i> attained
2	Upgrade Website	Upgrade to include: <ol style="list-style-type: none"> <li>1. Communication channels between students and supervisors</li> <li>2. Use of university e-mails</li> </ol>	<ol style="list-style-type: none"> <li>1. IT experts/ Aug22</li> <li>2. IT experts / October 22.</li> </ol>	<i>Completion</i> of online academic supervision and <i>email communications</i> for meeting and announcements
3	Utilization of e-library	<ol style="list-style-type: none"> <li>1. Use of <i>Koha</i> by students and staff for stock on paper content.</li> <li>2. Use of <i>repositories</i> on staff research</li> <li>3. Use of <i>free resources</i> by students</li> </ol>	Directives and supervision issued and faculty and library staff / Aug22	<i>Hits</i> and <i>time spent</i> in the three areas

## POLICY ON COLLABORATION WITH OTHER INSTITUTIONS

### 13. Introduction

The knowledge, skills and attitudes vary with the experience of different institutions. No institution could claim it has the best of all. FOMS, as part of NUSU strives to improve itself in these aspects by gaining more experience from other institutions nationally and internationally, and adapt it to Sudan Values. The collaboration could involve aspects of the FOMS activities. Good practice from other institutions will help in the upgrading of students and staff knowledge and skill.

### 14. Areas of collaboration

The areas include:

- a. Improving skills in teaching, learning, assessment and research
- b. Carrying joint research project, through the identification of common priority areas
- c. Approving joint certification of under-and postgraduates through unified or comparable qualification framework.
- d. Hosting each others' higher degrees of MSc, PhD, MD or other clinical qualifications.
- e. Establishing or hosting each others' chapters, centres or institutions.
- f. Collaboration in clinical and community services training activities.
- g. Accreditation or recognition of qualifications.
- h. Transfer of credits
- i. Joint conferences, workshops and research projects
- j. Collaboration in the studies and execution of investment projects

### 15. Means of collaboration

- a. Student exchange
- b. Staff exchange
- c. Student (graduate and undergraduate) scholarships
- d. Student (graduate and undergraduate) research projects

### 16. Procedure of collaboration


Signing an official memorandum of understanding (MOU) with the top management of FOMS and other institution which includes:

- a. Areas of collaboration
- b. Period of collaboration
- c. Responsibilities and financial obligations of partners
- d. Tools of monitoring success in collaboration.

### 17. MOU between NUSU with any other university means collaboration with medical faculty and its counterpart in the other university.

#### a. Examples of collaborating institutions until 2021:

1. Eastern Mediterranean University, Turkey 14/5/2011
2. Kazakh-Russian International University, 30/1/2014
3. Bozok University – Turkey 13/1/2015
4. Kastamonu University-Turkey 13/1/2015
5. Ondokuz University-Turkey 13/1/2015: Three Staff members at FOMS did their PhDs in this university
6. Universiti Teknologi Mara Malaysia 13/6/2016
7. Orotta School of Medicine and Dentistry, Eritrea (OSMD) 7/5/2017, invited external examiners from and a teacher FOMS in 2017, 2018

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8. University Putra Malaysia (UPM) 6/1/2017 : Organised with NUSU an International Conference with 4 members of FOMS staff.
  9. University Science Malaysia (USM) 2/1/2018 Accepted two PhD students, still doing their study.
  10. The Shenyang University of Technology, China, 14/4/2018
  11. Perdana University Malaysia 23/7/2018
  12. Islamic Online University (IOU), The Gambia 15/11/2018
  13. Noorul Islam Centre for Higher Education and Noorul Islam Institute of Medical Science and Research Foundation (NIMS), 30/6/2018, Main areas of collaboration: human genetics and molecular biology, nanotechnology, Two staff exchange .
  14. State University of Zanzibar (SUZA), Dec 2021, in areas of medical and health sciences

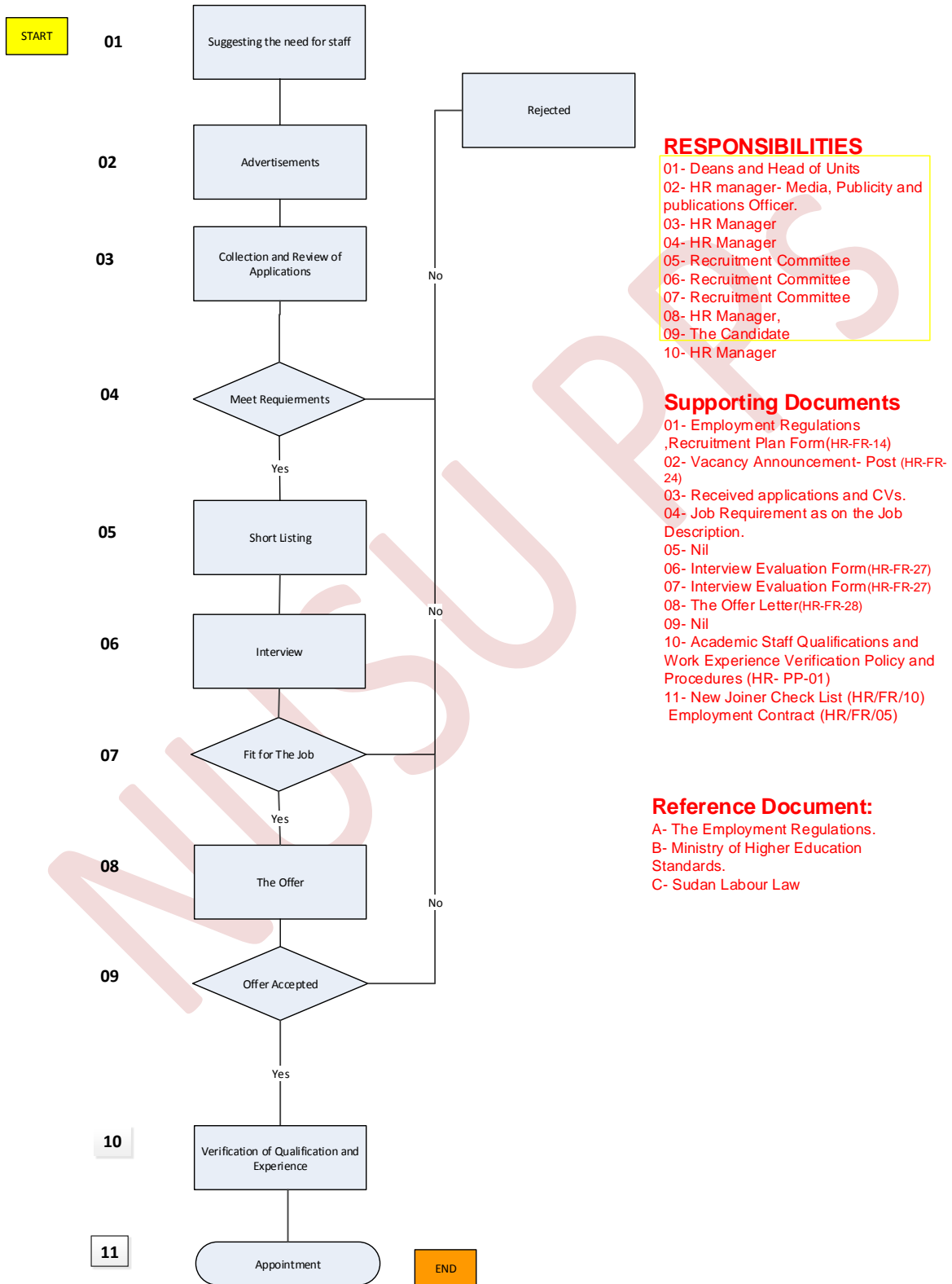
**b. Collaborations under consideration**

1. University of Nagasaki, Japan – signing of MOU scheduled in August 2022\
2. JAIN University, Bangaluru, India- signing of MOU scheduled for July 2022



# **ACADEMIC STAFF AND FACULTY**

## STAFF SELECTION AND RECRUITMENT CRITERIA



# ACADEMIC STAFF QUALIFICATIONS AND WORK EXPERIENCE VERIFICATION POLICY & PROCEDURES

## 1. Introduction

The purpose of the Academic Staff Qualifications and Work Experience Policy & Procedures is to provide information about the verification process for staff members at National University Sudan (NUSU). Both full-time and part-time academic staff must possess the appropriate credentials in the respective teaching discipline and meet or exceed the minimum requirements of NUSU policy.

Academic staff credentials are verified before appointment and before any promotion. Therefore, all newly appointed academic staff should ensure that by the end of their hiring process all forms required for the verification process are filled correctly and submitted to Human Resources (See attached forms).

## 2. The Academic Staff Verification Process:

The responsibilities are shared between the academic staff him/herself, the HR manager, and the Principal of NUSU. Further details regarding individual responsibilities are as follows:


### A. Academic Staff Responsibilities

It is the responsibility of the prospective staff member to provide the University with all of the documentation needed to verify his/her credentials. Failure of the staff member to provide the appropriate documentation by the established deadline may result in the withdrawal of the offer, even if the staff member has formally accepted the offer. Furthermore, the academic staff must provide contact information for all claimed qualifications and work experiences, this is crucial for the HR department to initiate the verification process with the different verifiers.

### B. Human Resources Manager Responsibilities:

It is the responsibility of the HR manager to provide the staff member with verification forms. The HR department will collect required forms filled by the staff member, pertaining certificates, evidence of qualifications and work experiences. These documentations include, but is not limited to:

1. Official transcripts of highest degree attained. If that degree is not directly related to the job description, an official transcript of the relevant degree must also be submitted. Only transcripts from an accredited college or university will be accepted for credentialing faculty members.
2. Copies of appropriate licenses or certifications. Staff members teaching in disciplines that require licensure and/or certifications must acquire and maintain documentation of those credentials to be placed in the personnel files in Human Resources. It is the responsibility of the staff member to acquire and maintain proper licensure or certification and to provide/update documentation of such licensure and/or certification in a timely manner.
3. Curriculum vitae, which is current at the time of application. This will be submitted to Human Resources.
4. Verification of work experience related to job description.

- 
5. Verifiers are contacted by the HR manager either by printed letters, by phone or via email. The HR manager shall inform both the staff member and the Principal with the outcomes from the verification process.

### **C. Principal Responsibilities**

The Principal of NUSU is responsible for the overseeing of the verification process and ensure documentation of all relevant credentials are executed appropriately.

#### **Related Forms:**

- 1- Educational Record Verification (HR-FR-25).
- 2- Telephone Verification of Current/Previous Employment (HR-FR-25).

## INTERVIEW EVALUATION FORM

### استمارة تقييم معاينة

Name of Candidate:..... : اسم المرشح : .....

Position Title:..... : عنوان الوظيفة : .....

Faculty/ Department..... : الكلية/ الوحدة : .....

Date of Interview:..... : تاريخ المعاينة : .....

Rating Key: – 2 = Poor, 4 = Average, 6 = Good, 8 = Very Good, 10 = Excellent

مفتاح التقييم - 2 = ضعيف، 4 = متوسط، 6 = جيد، 8 = جيد جداً، 10 = ممتاز

Criteria المعايير	Comments: (Be very specific support your rating) ملاحظات تدعم النقاط	2	4	6	8	10
Experience (Each years equal 2 marks) الخبرة (كل سنة تساوي 2 علامة)						
Education/ Training ( relevant to position = 10 marks) التعليم / التدريب ( ذات الصلة بالوظيفة = 10 علامة)						
Communication Skills ( written and verbal, his/her espouses) مهارات الاتصال (كتابة وشفاهة)						
Interest in and knowledge of the position (awareness of his/her duties) الاهتمام والمعرفة بالوظيفة ( الوعي بواجباته)						
Presentation (promptness, neatness of resume/application, appearance) عرض (السرعة، التطبيق، والمظهر العام)						



<b>Problem Solving Skills</b> مهارات حل المشاكل						
<b>Computer skills (consistent with those required to perform the duties of the position).</b> مهارات الحاسوب (بما يتفق مع تلك المطلوبة لأداء واجبات الوظيفة)						
<b>Job Stability</b> الاستقرار الوظيفي						
<b>Other job related criteria (management, leadership, and innovation)</b> معايير أخرى متعلقة بالعمل (الإدارة والقيادة والابتكار)						
<b>Total</b> المجموع						

Interviewers Signature: توقيع لجنة المعاينة:

Name:.....

Signature: .....

.....:التوقيع

.....:الاسم

Name:.....

Signature: .....

.....:التوقيع

.....:الاسم

Name:.....

Signature: .....

.....:التوقيع

.....:الاسم

## EDUCATIONAL RECORD VERIFICATION

Date: ...../...../.....

To Honourable:

SECRETARY FOR ACADEMIC AFFAIRS [ACADEMIC SECRETARY]

UNIVERSITY OF [ ]

RE: [APPLICANT: \_\_\_\_\_]

Dear Sir/ Madam:

The above-named individual has applied for employment in our institution and has indicated that he/she attended and obtained a degree [MSC, MBA, MD, PHD] from your esteemed institution. In order to make an informed hiring decision, we need to explore the applicant's educational history and personal qualifications.

A release permitting you to provide the following information has been signed by the applicant, and a copy is attached. The information you give will be held in the strictest confidence. Please verify the information supplied by the applicant by answering the following [please tick where appropriate].

Degree received by [applicant]: [name degree]: MSC, MBA, PHD, other: [ ]

Date of award:

Is the preceding information correct?  Yes  no

Name of academic secretary [verifier]:.....  
signature:.....

Thank you for your cooperation and prompt response.

Sincerely,

-----

University Principal

## TELEPHONE VERIFICATION OF CURRENT/PREVIOUS EMPLOYMENT

**Note: Verification of only one previous employer is required for National University- Sudan**

All finalist candidates recommended for employment with National University- Sudan must have their references checked. It is the responsibility of the Department Head to check personal references related to skills, abilities, and work ethics prior to recommending a candidate for employment. It is the responsibility of the Human Resources Office to verify previous employment and to request a criminal background check and motor vehicle driving records, if applicable, upon receiving the recommendation for employment.

**Applicants Name:**

\_\_\_\_\_

**Job Title and Faculty/ Unit of Position Applied for:**

\_\_\_\_\_ / \_\_\_\_\_

_____	
Name and Job Title of Contact Person at Previous Employment Number	Telephone
_____	
Company/Employer Name	Address of Employer
_____ To _____	
Yes _____ No Applicant's Job Title at Previous Employment Eligible for Rehire	Dates of Employment
Do You Recommend for NUSU Position _____ Yes _____ No	
Comments: _____	
_____	
_____	
<b>Hiring Department:</b>	
_____	
Hiring Department Contact Person Fax Number	Telephone Number
Signature of NUSU HR Staff Member who performed the Telephone Verification of Employment:	



_____		
_____		
NUSU Staff Member	Job Title	Date
<b>Human Resource Office Only:</b> Recommended Candidate Criminal Background Check , if applicable, completed by:		
_____		
Name		Date

NUSU PPS

## NEW STAFF ORIENTATION PROGRAMME POLICY AND PROCEDURES

### Introduction

The purpose of this Policy is to avail a training opportunity for newly appointed staff. The Orientation Programme should be applied to all the NUSU new staff.

### Procedure

**Provider: Human Resource (HR), IT Department and Health and Safety Officer**

Location: CPD and Computer Lab

Length: Two Days

### Day 1; Staff Induction (Orientation)

#### Session One: Provider: HR Department and Health and Safety Officer

1. Induction is a requirement for all new staff. With recruitment and acceptance of the offer of employment and signing the contract, each member of staff shall be expected to report to the HR Department for induction and orientation including filling out of forms etc.
2. There are three types of induction programme: academic, professional, and nonprofessional staff.
3. The HR Manager and the supervisor shall be entirely responsible for the orientation.
4. Areas of induction are indicated in the Induction Form and will be adapted at the respective program levels.

#### The Staff induction process should include: -


1. A detailed presentation of NUSU as a higher education institution including mission, values, and operating principles etc.
2. a review of NUSU strategic plan
3. a review of NUSU Human Resource Handbook, and the following issues: (a) equal employment opportunity and nondiscrimination, no harassment policies, (b) annual, maternity, medical and emergency holidays, (c) confidential information, (d) overtime and timekeeping, (d) hazards, injury, firearms, workplace violence, smoking and drugs and safety and health, (c) medical

#### Session Two: Provider: IT Department

1. The employee will be given Identification Card (ID) with the following information: name, job title, and period of validity. The ID should be visibly worn by all employees during working hours. The ID must be returned to NUSU on termination of employments.
2. Introduction to NUSU website, creation of employee web mail account, information about electronic communication policies, and computer-based examination (for academic staff only)

### Day 2; Staff Induction (Orientation)

#### Session One: Provider: Direct Supervisor

- 
2. An introduction to the job and details of job description, and technical aspects of the Human Resources' Handbook.
  3. Introduction to all personnel in the Office, and job holder working area with guided tour to the offices pointing out the amenities (e.g., toilets, kitchen, etc.), together with details of normal practice regarding working hours, taking breaks and meals, including places for prayers.
  4. Provision of necessary equipment to perform their duties, or details of where to find it.
  5. **See records related to Staff Appraisal Program (see below)**

MUSU PPS

## POLICY ON THE USE OF EXPERTISE IN MEDICAL EDUCATION

### 18. Introduction

The Faculty of Medicine and Surgery, National University, Sudan (FOMS-NUSU) is concerned with adopting the evidence-based medical education, and realized the value of employing or inviting experts in the areas of curriculum development, instructional techniques, methods of assessment and moderation. The appointment of each member of academic staff is followed by orientation to the By-laws, regulations, policies and procedures and quality management concerns of the university. Each member of staff, who has not been exposed previously to medical education will be required to enroll in a Teaching Certificate course organized by the Center of Professional Development (CPD). This course is usually instructed by in-house expertise, but certain topics may necessitate the invitation of external experts from other universities or hospitals.

### 19. Policy Statement

The FOMS employs full-time educationists and invites part-time experts to offer training services for medical and other health sciences staff on educational, research and quality issues.

### 20. Purpose of the Policy

*The purpose of this policy is to:*

16. Ensure that the educational practice is current and consensus .
17. Develop curriculum with up-to-date understanding of the model, content organization and quality of outcomes.
18. Deliver the curriculum through effective and variable methods of instruction.
19. Ensure that there is a positive community impact of the curriculum.
20. Design valid and reliable assessment tools and apply various levels of moderation to ensure fair student progression and graduation of competent professionals.
21. List the training needs of academic and administrative staff and ensure that each member of the academic staff has qualified with a “Teaching Certificate”.
22. Train staff, according to training needs,
23. Avail facilities for, and set a system of reward on, educational research.

### 21. Current FOMS Practice on Use of Expertise

- a. The FOMS-NUSU utilized experts in the following achievements and practices
  - i. The curriculum has been based on the experience of the staff of the University of Gezira, and the efforts of expertise or the numerous contributors have been acknowledged in page P.14 of the Medical Curriculum book, under the title “Copyright and Acknowledgements”.
  - ii. Local experts have introduced “Program Goals”, “Program Expected Learning Outcomes” or qualities of the graduate, and reviewed and expanded on the specific “Intended Learning Outcomes” of each course.
  - iii. Local experts have added the teaching and assessment methods, and “assessment framework” of each outcome, and coded the cognitive ( C1-C3), skills (P1-P4) and attitudes (A).
  - iv. The Academic Council includes local and external experts, and collectively review and approve the detailed curricula and prospectus summaries.

- v. The Directors of the CPD, since its establishment, were in-house medical staff, who offered assistance to other colleges in the NUSU, through “Teaching Certificate” courses.
- vi. External experts have been invited to lead discussions on educational, research and quality issues
- b. In-house experts teach students *Research Methodology* and *Biomedical Ethics* courses as early as year one and two, and carry out a research *Graduation Project* in year three and four, some of the projects were on educational research and impact on community (see “Student Graduation Projects”).
- c. In-house experts introduce students to career advice and future registration options and graduate choices locally, regionally and internationally.

#### 24. In-House and External Experts on Education

The following are examples of experts used in the previous years..

No.	EXPERT	IN-HOUSE	EXTERNAL
1	Ms.Hiba M. Eltayeb, Director of Quality Unit, On ISO-9001-2008 Certification of educational institutions	✓	
	Dr. Omer A-Qadir Elfaki, MBBS, MD, Associate Prof. of Internal Medicine, Faculty of Medicine and Surgery NUSU, First Director of CPD (on leave without pay).	✓	
1	Dr. Wisal O Gameel MBBS, FRCS, D MEd (on leave without pay)- Second Director of CPD and former Dean of Faculty	✓	
2	Dr. Asim Q Ali MBBS, MSc (on PhD study leave, UK), Third Director of CPD	✓	
3	Dr. Ali Elziyyat, MBBS FRCP, MMed, Now consultant, fourth Director of CPD..	✓	
4	Dr. Eiman Khair BDS, MSc, MD, Dean of Faculty of Dental Medicine and Surgery, Current Director of CPD	✓	
	Dr. Salah Ibrahim Ahmed B.Pharm, MSc, PhD, facilitated a workshop on “Referencing in Research Articles’	✓	
5	Dr. Khalid Elamin, Part-time Associate Professor, facilitated a workshop on MCQ design, March 2022	✓	
	Prof. Hassan M. Ali, BSc , MSc, PhD, Professor of Pharmacology, Faculty of Clinical and Industrial Pharmacy, NUSU, Former Dean of Pharmacy.	✓	
6	Prof. A Moneim Sahal		✓
7	Prof Ahmed Hassan Fahal, Prof. of Surgery and Director of National University Development, Research and Innovation Center (NUDRIC). Opportunities for NUDRIC activities.		✓
8	Prof. Bashir Hamad, Professor of Community Medicine and Medical Education, Africa International University		✓
	Prof. Osman Khalafalla Saeed MBBS, FRCP, Professor of Internal Medicine, University of Gezira,		✓



	Prof. M. Elsanousi, MBBS, MD, MRCOG, Professor of Obstetrics and Gynaecology, University of Gezira, Former Vice Chancellor.		✓
	All external examiners invited for clinical courses, who volunteer their advice in their reports, and help in transferring good practice from other institutions		✓

Workshops on educational issues for academic staff are scheduled at an average rate of once per week throughout the academic year, announced at the beginning of each semester by CPD. Staff can find themselves the topics and dates fitting their teaching timetable.

### NUSU OFFICE HOURS TEMPLATE

<p><b>OFFICE HOURS</b> <b>[STAFF AVAILABILITY FOR STUDENT CONSULTATIONS]</b> <b>NAME: .....</b></p>	<p><b>STAFF PHOTO</b></p>
-------------------------------------------------------------------------------------------------------------	---------------------------

### STUDENTS

DAY	FROM	TO	NAME	ID
SATURDAY			1.	
			2.	
			3.	
SUNDAY			4.	
			5.	
			6.	
MONDAY			7.	
			8.	
			9.	
TUESDAY			10.	
			11.	
			12.	
WEDNESDAY			13.	
			14.	
			15.	
THURSDAY			16.	
			17.	
			18.	

**EMERGENCY CALL: .....**



## **ALTERNATIVE USE OF INFORMATION AND COMMUNICATION TECHNOLOGY-ITC (see P.128)**

**It is important to move another step of technology. A portal has been created in the drop down menu for Academic Supervision. Each staff member can communicate with his/her advisees through a “verifiable password”. Staff members and students have been informed about this portal.**

NUSU PPS



NUSU PPS

## STAFF APPRAISAL POLICY AND PROCEDURES

### 1. Introduction

The purpose of the scheme is to make the most effective use of all staff employed at the NUSU by developing them in a systematic way in the interests of both NUSU and the individual employees. It provides a formal opportunity to employees to present what they achieved over the last 12 months, to discuss their performance in general and to make plans for the year ahead.

### 2. Scope

The appraisal scheme applies to all staff.

### 3. Procedure

- An appraisal will take place with each individual employee on an annual basis. Appraisal arrangements for new employees should be managed within the induction procedures.
- A meeting is arranged at a mutually convenient time within the employee's normal working hours. The discussion should focus on the headings of the appraisal form.
- Based on this discussion the agreed main action points and objectives for the year ahead are subsequently noted on the appraisal form by the direct supervisor (manager).
- The appraisal form should be signed by the direct supervisor and the employee as a correct record of the action points, aims and priorities for the next 12 months. The direct supervisor and the employee keep a copy.
- The direct supervisor will discuss the outcomes of all appraisals undertaken with their Faculty Dean/ department head/manger. This is to ensure that resource allocation for future training and development is clearly articulated in NUSU plans; development activities are monitored; training needs are monitored on a departmental basis; and that appraisal is embedded as a key management responsibility at all levels within the NUSU.
- For employees who have been absent for most of the appraisal year (maternity, sickness, sabbatical), it may not be appropriate to follow the standard appraisal procedures. When the employee returns to work the manager should hold a meeting with him to discuss what support is needed to re-introduce him/her to the workplace and to agree about objectives. At this time previous objectives should also be considered in the context of what was reasonable for the employee to have achieved while he/she was at work. A formal appraisal will then be held as usual in the appraisal cycle.
- If the employee feels that the feedback, he/she has received from his supervisor has been unduly negative or disputes the assessment of his/her performance then he/she should discuss concerns further with their dean/ manager to determine the reasoning for the feedback, and if possible, the employee should provide evidence for their views.
- If the employee is unable to resolve their concerns in this way, they may wish to raise a written grievance to the President.

### 4. RECORDS RELATED TO STAFF APPRAISAL PROCEDURE:

- *Staff Appraisal Form*

## STAFF GENERAL PERFORMANCE EVALUATION (APPRAISAL) FORM

**PART 1: The following data filled by HR unit: Evaluation No (...)**

Employee Name: \_\_\_\_\_

Employee ID: \_\_\_\_\_

Faculty /Unit: \_\_\_\_\_ Position: \_\_\_\_\_ Grade :

Date of Recruitment: / /

Results of last three evaluations: 1/ 2/ 3/

**Employee rewards during year**

Date	Rewards

**Employee negative penalties during year:**

Date	Negative penalties

**PART 2: The following data are to be filled by employee:**

**1. State the daily tasks:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**2. State the prominent acts that suggests being considered when developing the report about you such as the professional and scientific activities ..... and others that have been completed or participate in during the year (can attach an additional sheet for more detail):**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

• \_\_\_\_\_  
3. State the skills and abilities you have, that you suggest being taken in writing a report of you

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

4. State your self -initiatives that has been done during this year:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

5. What is the amendment and suggestions you think it should attach to your job description to increase your productivity ?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

6. State the obstacles that decreased your job task performance:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

7. Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_ Signature \_\_\_\_\_ : Date: / /  
/ .

**PART 3: The following data are to be filled by direct supervisor:**

College/Unit \_\_\_\_\_ :

\* Study carefully the items listed below and their compatibility with the employee who supervises him, put a circle around the mark as it deems appropriate to the employee.

\* After the completion of the adjustment, Collect the marks and compare the total with the list below.

**FIRST: The functional elements:    The achieved degree:**

**1. The ability of the achievement**

- a) Dedicated in the performance of his work. 10
- b) Interested in the performance of his work and accomplish quickly. 8
- c) Performs his duties by a satisfactory manner. 6
- d) Performs his duties and complete his work coolly.4
- e) does not perform the work entrusted to him.2

**2. Knowledge and familiarity with the work**

- a) His knowledge deep, comprehensive, and always looking for the new.10
- b) His knowledge is very good. 8
- c) Has sufficient knowledge and needs to be guidance only in some aspects of the work. 6
- d) still has a lot to learn. 4
- e) insufficient knowledge and do not make the effort to learn. 2

**3. Carry responsibility**

- a) depends on him complete dependent on whatever he is given.10
- b) Bear the responsibility within the limits of his or her duties. 8
- c) Reliable with normal control. 6
- d) Needs additional direction between now and then. 4
- e) Totally undependable on. 2

**4. Precision and perfection at work**

- a) Very precise and reliable.10
- b) Precise in his work and needs to be controlled a few.
- c) A few mistakes and needs to be controlled between now and then. 6
- d) Multi-mistakes and need constant supervision. 4
- e) His/her work is not trusted and durable errors. 2

**5. Creation and innovation**

- a) He/she cares and innovative. 10
- b) He/she cares and innovative in his field.8
- c) He/she cares.6
- d) He/she cares a few. 4
- e) He/she doesn't care. 2

**6. Cooperation**

- a) Take the initiative to help before requesting it.10
- b) Respond to every request without hesitation at all. 8
- c) Cooperate but sometimes hesitate. 6
- d) Lagging and complaining does not cooperate but insisted on him. 4
- e) Does not cooperate. 2

**7. Compliance with time:**

- a) Studious and ready to work even outside working hours.5
- b) Studious and do not absent only in exceptional circumstances.
- c) Comply with attendance but absent between now and then. 3
- d) Is often delayed working hours. 2
- e) Do not always adhere to the working hours. 1

**SECOND: the personal elements:    The achieved degree:**

**1. The ability to adapt:**

- a) Adapts and improves behavior with each new position easily and quickly.5
- b) Can adapt and act well in his current job. 4
- c) Can adapt and act well in some situations only. 3
- d) Disturbed at the beginning of each new position. 2
- e) He can not adapt. 1

**2. Treatment of colleagues:**



- a) Has an exceptionally grainy effective way with colleagues.5
- b) improve the treatment of colleagues and act tactfully in all positions. 4
- c) leaves to have a good impression in general. 3
- d) does not put a positive impression. 2
- e) can not treat colleagues well. 1

**3. Working in team:**

- a) Shows high ability and desire to work with others.5
- b) Has a positive spirit to work in a teamwork? 4
- c) Do not mind work with others. 3
- d) Finds it difficult to work together. 2
- e) Cannot work in a team. 1

**4. Ability to learn:**

- a) Continual search for new and shows a permanent desire to learn.5
- b) Accept to learn if the opportunity is provided to him. 4
- c) Does not reject learning opportunities. 3
- d) Content with what he has. 2
- e) Does not want to learn despite his need to. 1

**5. Relationship with superiors**

- a) Receives instructions with an open mind and enthusiastically carried out.5
- b) Obedient and performs what is asked to. 4
- c) Sometimes exceeds the superiors. 3
- d) Receives instructions coolly and carried out slowly. 2
- e) Does not comply, what entrusted to him. 1

**6. Belonging to the institution:**

- a) Is very interested and proud of belonging and acting as evidenced by that .5
- b) Highly belonging. 4
- c) Average belonging. 3
- d) weak belonging .2
- e) not proud of the institution .1

**7. General mood and behavior:**

- a) with balanced mood and good attitude.5
- b) pleased attitude unless raised. 4
- c) moody. 3
- d) isolationist and introvert on himself. 2
- e) nervous and difficult to deal with. 1

**Adjustment results:**

Total signs of functional elements: .....

Total marks for personal items: .....

Total: .....

**General assessment**

Excellent  $85 \geq 100$

Good  $75 \geq 84$

Average  $60 \geq 74$

Poor  $< 60$

**Recommendations of the direct supervisor**

**Positive rewards**

- Normal reward (annual).
- Additional reward.

- Upgrade to A highest degree in the General Job structure (if eligible for promotion according to the regulations).
- special reward.

**Negative rewards**

- Notice of the weaknesses in performance and need for training
- blocking the annual reward.
- Recommendation of warning of dismissal
- Recommendation of dismissal.

What are the fields of training proposed by the direct responsible supervisor for the development of the employee's performance?

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Other comments of the direct responsible supervisor (and include recommendation of transport, Add New other tasks or decrease the current functions of the employee):

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**Direct supervisor: name signature:** \_\_\_\_\_  
20 .

Date: \ \

**Part 4: Response of the employee, Ratification of the employee:**

I've seen the evaluation and had the discussion with the direct supervisor:

- There is no objection to what is stated.
- Objected to the terms, No. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, and accompanied by a paper showing the reason of objection.

Employee signature: \_\_\_\_\_

Date: \ \ 20 .

**The faculty\ Unit coordinator decision:**

- Approve the recommendation**
- Do not approve the recommendation**

**Notifications:**

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Name and signature: \_\_\_\_\_

Date: \ \ 20 .

**The Faculty Dean decision:**

- Approve                       Do not approve the recommendation

**Notifications:**

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Name and signature: \_\_\_\_\_

Date: \ \ 20 .

**The Human Resource Manager:**

Name: ..... Signature .....

Date: \ \ 20

**The President of NUSU:**

Name: ..... Signature: .....

Date: \ \ 20

**AN ALTERNATIVE SHORTER FORM HAS BEE ATTEMPTED AND IS NOW WORKING FINE. IT WILL BE ASSESSED DURING 2021-2022 AND WILL BE INCLUDED IN THE POLICIES AND PROCEDURES MANUAL.**

## EMPLOYEE EXIT INTERVIEW POLICY

### 1. Introduction

The intent of this Exit Interview is to ensure that any exiting employee is informed of his/her rights and benefits and that accurate record regarding termination of employment are collected, maintained, and used to explain any problems related to management or reversible causes of staff leaving the Institution.

### 2. Policy

This policy is to ensure that any employee, whose employment is being terminated, whether voluntarily or involuntarily, deserves and receives an exit interview. The interview shall be conducted by the Human Resource Management. The objectives of the exit interview are to:

- 2.1 Determine and discuss the employee's reason for resignation, if applicable
- 2.2 Discover and discuss any grievances that the employee may have regarding a department or position held to institute any corrective action(s), which may be deemed necessary
- 2.3 Discover and discuss any misunderstandings the employee may have had about his/her job or with his/her supervisor (s) to institute any corrective action(s), if any, which may be deemed necessary.
- 2.4 Maintain teamwork amongst current and future employees.
- 2.5 Review administrative details with the employee such as benefit continuation rights and conversion privileges, if any, final pay, re-employment policy, and employment compensation; and
- 2.6 Arrange for the return of any company property which may be in the possession of the leaving employee and has not already been returned to the department supervisor?

### 3. Procedure

- 3.1 Upon an employee's announcement of his/her intent to resign, the supervisor/department head shall schedule an exit interview for the employee with or his/her designee as soon as possible.
- 3.2 If a decision has been made to terminate an employee, the employee shall meet with or his/her designee for an exit interview as soon as possible, or as deemed appropriate.
- 3.3 Throughout the duration of the exit interview, or his/her designee, shall seek to meet all objectives listed within the Exit Interview Policy.

The departing employee shall complete the following Exit Interview Form as thoroughly as possible. Any information obtained during the exit interview may be disclosed to and/or discussed with the employee's supervisor, the Department Head or other management heads, as deemed necessary, to investigate any allegation(s) made or to inform them of any emerging problem(s).

## EMPLOYEE EXIT INTERVIEW FORM

NAME:
JOB TITLE:
DIVISION / UNIT:
START DATE IN POSITION:
SEPARATION DATE:
TOTAL LENGTH OF SERVICE:
OTHER POSITIONS HELD WITHIN THE NUSU:

1.	Please describe the primary reason(s) you are leaving your current position.

2.	Did dissatisfaction with any of the following factors influence your decision to leave?	YES	NO
	Type of work		
	Working conditions (setting, schedule, travel, flexibility)		
	Payment		
	Supervisor		
	Location		
	Cost of living in area		

3.	Please rate the following aspects of the job you are vacating. Use the scale below.				
		<b>1</b> Poor	<b>2</b> Average	<b>3</b> Good	<b>4</b> Excellent
	Type of work performed				
	Fairness of workload				

Salary				
Working conditions				
Tools and equipment provided				
Training received				
Co-workers				
Supervision received				
Level of input in decisions that affected you				

Do you have any other comments? (For more space, please use the back of page)

.....

.....

.....

.....

.....

SIGNATURE:

\*THANK YOU FOR YOUR CANDID COMMENTS. ALL RESPONSES WILL BE KEPT CONFIDENTIAL\*

## NUSU- FOMS PROGRAM EVALUATION POLICY

Adapted from: Centers for Disease Control and Prevention.  
Framework for program evaluation in public health. MMWR 1999;48(No. RR-11)

### 1. Introduction

Educational programs are based on change. Students, teachers, administrators, other health professionals, and a variety of internal and external stakeholders are all driven by a desire to improve when they participate in educational programs.

Program evaluation defined as “Systematic collection and analysis of information related to the design, implementation, and outcomes of a program, for the purpose of monitoring and improving the quality and effectiveness of the program.”

Evaluation is an approach that assists program management by gathering data to support change and identifying sources of variance in program results and outcomes from both within and outside the program to improve its effectiveness. This type of assessment, which incorporates evaluation into daily tasks, may be sufficient, but it is unstructured. The use of specific, formal, and targeted methods is part of the concept of proper program assessment. NUSU-FOMS evaluated the program using both methodologies.

### 2. Scope

The scope of this policy includes: (a) the aspects of the FOMS program targeted in evaluating program performance, (b) the standards\* or levels of quality of program that have to be achieved, (c) the evidence from practice that indicates good practice and adequate performance, (d) the scores of performances as related to standards, (e) conclusions that improve the performance of FOMS.

(\*) \*The program evaluation standards are an approved standard by the American National Standards Institute (ANSI) and have been endorsed by the American Evaluation Association and 14 other professional organizations (ANSI Standard No. JSEE-PR 1994, Approved March 15, 1994).

### 3. Principles:

FOMS Program Evaluation is:

1. A collaborative approach to the evaluation of the FOMS Program.
2. Designed to promote reflective practice
3. Characterized by considerable student involvement
4. The importance of acknowledging and responding to feedback in a timely fashion is recognized by the evaluation the program
5. Reliability and validity of the findings of the evaluation of the FOMS Program, data and methodological triangulation will be employed

6. Compliant with the accreditation standards on evaluation set forth set forth by the WFME/SMC

#### **4. OBJECTIVES OF PROGRAM EVALUATION**

##### **4.1 Formative Evaluation:**

##### **4.1.1 Program implementation Issues:**

1. To assess the extent to which the curriculum is implemented as intended
2. Determine the degree to which material and competencies are vertically and horizontally integrated across the curriculum/years.
3. Determine how well the prescribed competencies were implemented into the FOMS curriculum as anticipated.
4. To determine what factors aided and hindered the implementation of the FOMS Program.
5. To identify Best Practices in relation to the program's implementation.

##### **4.1.2 Program outcomes / Impacts:**

6. Determine the FOMS Program's strengths and limitations.
7. Determine, as appropriate, the overall degree of satisfaction of key stakeholders with the undergraduate medical program
8. To determine how well students retain their information and skills over time.
9. Determine the extent to which the specified skills were developed.
10. To monitor how much the program increased students' educational abilities (e.g., approaches to learned, communication skills, acquisition of information, etc.)
11. To identify unanticipated FOMS Program outcomes.

##### **4.2 Summative Evaluation**

12. To determine which of the program's knowledge/skills are the most important
13. Evaluate the graduates' readiness for being professional.
14. To make the curriculum updated to fulfill the demands of present and future clinical practice.

##### **4.3 Set program evaluation recommendations:**

15. To provide comments to the Program Evaluation Sub-Committee and Curriculum Committee in order to help the FOMS Program's future development and/or implementation.

#### **5. STEPS OF PROGRAM EVALUATION**

The steps of program evaluation include: (1) engage stakeholders, (2) describe the program, (3) focus the evaluation design, (4) gather credible evidence, (5) outcomes and conclusions, and (6) use and share outcomes.

##### **5.1 Engaging stakeholders**



Founders, regulators, students, staff, students' guardians and sponsors, community leaders have been involved with variable contributions in the formulation of the mission and vision. Many received questionnaires on their opinion on all relevant aspects of the institution and a free space in each section to comment on their concerns (Governance and Management Policy Questionnaires). The content of these questionnaires involves the By-Laws and activities in the University as a whole.

Students, in particular, are asked to submit their impression in each and every course and teacher, as well as the logistics and services offered (Course Evaluation Policy, Form and Analysis).

Stakeholders must be introduced to the importance of program evaluation, the purpose of which is to be a useful exercise and invites concern and commitment. The fact that stakeholders consist of powerful and less-powerful members, the concerns of all must be addressed.

## **5.2 Program Description**

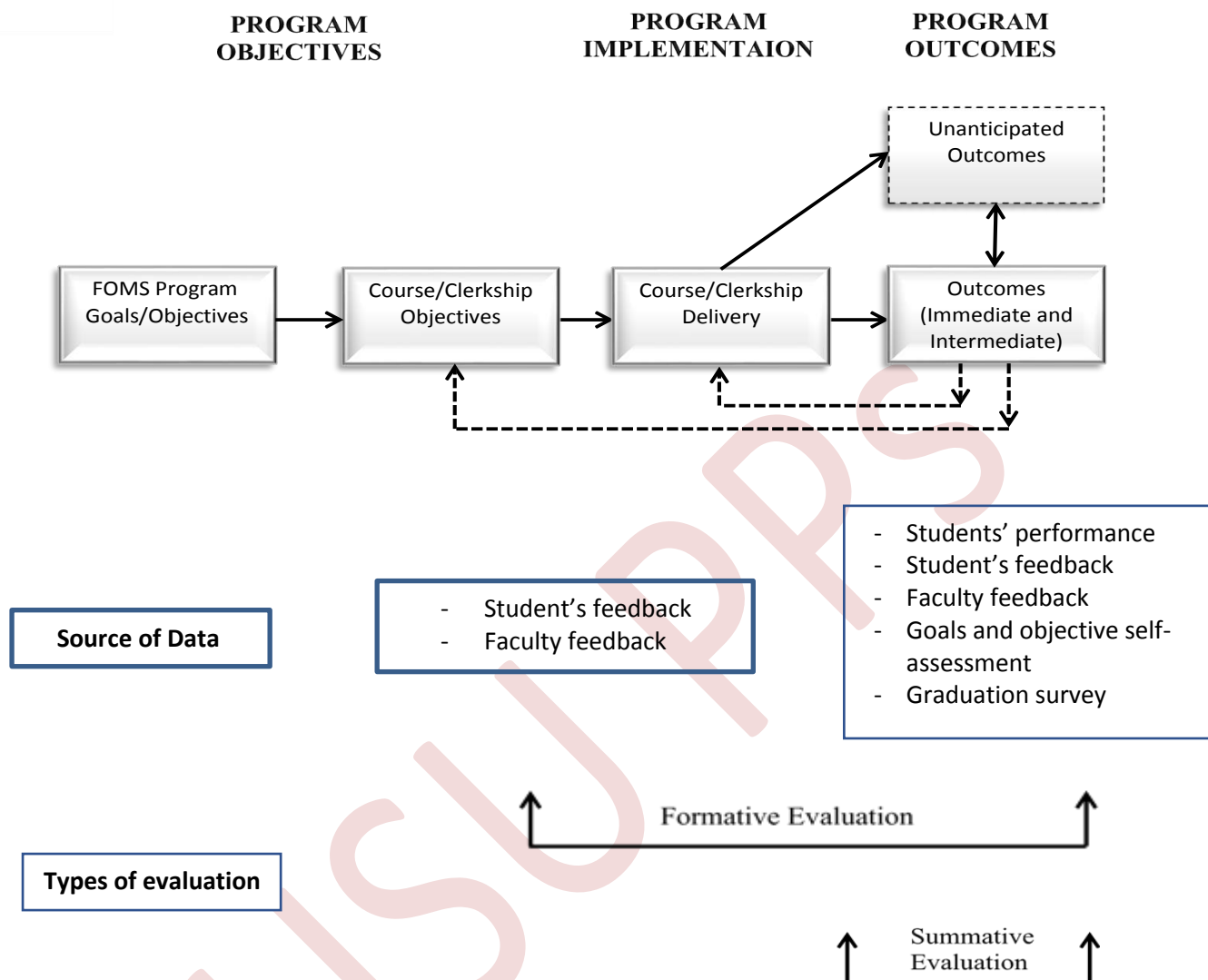
The FOMS academic program; Curriculum, is published and available in the Website of the University, and as hard copies in the library. The last version updated in 2021. It includes the duration of studies, credit hours, sequence of courses in each semester, behavioral objects or outcomes, methods of assessment, grade descriptors and logistics. The course specific objectives (outcomes) showed assessment framework of cognition (C), skills (P) and attitudes (A).

FOMS share the policies and procedures (Policies and Procedures Manual) with other colleges in the areas of Governance and Management, Students, Educational Program, Career Advice, Research and Scholarly Activities, Academic Staff, Educational Resources, Health, Safety and Environment. There is particular emphasis of Policies on Ethics in Biomedical Research and Specific Career Advice. The set of policies and procedures act as links between the program, stakeholders and other programs which maintain similar legal compliance.

## **5.3 Focusing Evaluation Design**

At all levels of the program, in every course, there is a rationale relating the relevance of the module content to the future profession of the graduates. These have to be considered in the design of the evaluation. Clarity must be sought in deciding if activities of the program lead to the expected changes and intended outcomes.

### **Program evaluation design:**



### 5.4 Gathering Compelling Evidence

The amount of credible information on the program is vital for drawing attention and confidence in the evaluation users. Sampling and inconsistent collection does not give a full picture of the favorable or adverse events that occurred during implementation. Not all planned procedures have a positive effect on the outcomes. Many may prove futile or contradicting. The instruments used for gathering information must undergo evaluation at the end of the exercise.

At FOMS Data is collected according to 9 domains of British Accreditation Council (BAC) which are similar to the WFME/SMC standards (Please see the evaluation report of BAC 2018-2023). The partially met are followed by an interim follow-up, based on new gathered evidence. The method of course evaluation including assessment and moderation are monitored by the Quality Management which are the staff qualifications, verifications, orientations, lesson planning, class observations, appraisals and promotion

reviewed every two semesters. The top management is warranted by the Quality Management to take appropriate action.

### Source of Data for Program evaluation:


Sources of Data	Needs Assessment	Process Evaluation	Outcome Evaluation	Timeline
<b>Internal source of data</b>				
Goals and Objectives Self-Assessment	✓		✓	Every 5 year unless there are major changes
Course Evaluations and moderations	✓	✓	✓	Every year/ within and after the course
Clinical Evaluations	✓	✓		After every rotation
Instructor Evaluations	✓	✓		Every course / rotation
Overall Clinical Evaluations	✓	✓		Yearly
Student Advancement and Graduation Rates		✓	✓	per semester starting from semester 2
Grade Comparisons between other FOMs	✓		✓	Ongoing
Learning environment	✓	✓		By each course
<b>External Sources of data</b>				
Graduation survey		✓		Yearly
Learning environment	✓	✓		By each semester
<b>External and external Sources of data</b>				
Stakeholders' survey	✓		✓	Yearly
Students' guardian's survey	✓		✓	Yearly

### 5.5 Justifying Conclusions

The evaluation conclusions are justified when they are linked to the evidence gathered and judged against agreed-upon values or standards set by the stakeholders. Stakeholders must agree that conclusions are justified before they will use the evaluation results with confidence. Justifying conclusions on the basis of evidence includes standards, analysis and synthesis, interpretation, judgment, and recommendations.

### 5.6 Ensuring Use and Sharing Lessons Learned

FOMS evaluations will lead to recommendations for improvement/change. Ensure those recommendations are shared and appropriately applied. This is often a time-consuming



step as any program change must go through the full development process of design, preparation, feedback, follow-up, and dissemination. The last updated curriculum on 2021.

NUSU PPS



# **EDUCATIONAL RESOURCES**

MUSU PPS

## **AQUISITION OF TEACHING AND LEARNING RESOURCES [LIBRARY POLICY]**

### **1. Introduction**

The library goal is to support the curriculum needs and to contribute to the quality of the overall learning experience of the National NUSU. It is to serve as a gateway to sources of information vital for teaching and research achievement. Being an academic library, its services are geared towards its immediate users, namely academic staff, and students.

### **2. Location and Space**

The library is located, in the the main Building. It should accommodate 1/4<sup>th</sup> to 1/5<sup>th</sup> of the total number of students, and should have an equivalent of number of books, computers, and internet facilities.

### **3. Holdings**

The library holds diversified collection that covers the needs of research and teaching purposes of the NUSU. The subject coverage includes medical and health sciences and technology including computer science,

### **4. The Electronic Library**

This is a virtual library that could be remotely accessed by the NUSU academic staff and students. It provides access to electronic resources including scholarly e-journals, e-books, and electronic databases. Free subscriptions will cover to 35 databases covering multidisciplinary subjects covering medical and health sciences.

### **5. Organization of Knowledge (Cat and Class)**

The library adopts Dewey Decimal Classification (DDC), Anglo-American Cataloguing Rules (AACR2) and library of the Congress List of Subject Headings as tools for processing the materials.

### **6. Library Services**

The library renders a wide range of services to satisfy user's needs. The services include users' guidance, reference works, borrowing and photocopying. There is a reservation service for books on demand. Other services e.g., current Awareness service (CAS) and Selective Dissemination of Information (SDI) will be added.

### **7. Discussion Rooms**

There will be discussion rooms allocated for student and increase in proportion to their number for independent study and group discussion. Classrooms, after teaching hours will be available for quiet study or group discussion. More reading space will be available on Saturdays, and Fridays, if need be. Booking the rooms should be one day earlier through the library staff.

## **8. Library Management System**

KOHA, a free open-source integrated library system, will be adopted to satisfy all the functional activities of the NU library. It will be installed in the NUSU server giving access to the following modules: Online Public Access Catalog (OPAC), Cataloging, Circulation and patron management, Reports

## **9. On-line Public Access Catalogue (OPAC)**

Searching and browsing the library holdings will be accessible from within the Campus or remotely since the KOHA is a web based. OPAC has 3 main access points available for searching, namely, Author, Title and Subject. The Query capability is powerful and user friendly.

## **10. National NUSU Digital Repository**

D-space is a free open-source software of choice for building the National NUSU digital repository. The D-space software will be installed in the NUSU server. The digital repository will contain different formats of materials such as research papers, periodical articles, conference papers, postgraduate theses and dissertations, graduation projects, books, and the NUSU archives. Periodical articles, conference papers and books are subject to observed copyright.

## **11. Opening Hours**

National NUSU library will open on Saturday to Thursday from 9:00 Am to 6:00 Pm. On Fridays and official holidays, the library remains closed.

## **12. Library Staff**

The following titles are designated to the library employees:

**Library Manager:** qualified with a master's degree with over 10-year experience in digital academic library.

**Librarian:** qualified with a BSc in library science and about 5-year experience in academic libraries.


**Assistant Librarian** (2 positions): qualified with a BSc in library science and about 2- year experience in academic libraries.

## **13. Collection Development**

The library collection will directly reflect and support the mission and the goals of the NUSU. It provides resources that support the academic programs and research interests of the academic staff. With input from the staff, the library will continuously evaluate the collection and identify items to be withdrawn. This process allows the library to keep the collection up to date, to support both traditional and emerging areas of teaching and research, and to fulfill other service needs. The following are some selection criteria for collection development: (a) curriculum and/or research relevance, (b) content, (c) quality, (d) coverage of topic in the collection, (e) authority, (f) accuracy, (g) currency of information, (h) language, and (i) price.

## **14. Who participates in collection development?**

Those are: (a) teaching and research staff, full and part-time, should be informed about library materials available for their own and their students' needs, they will participate in collection development, by recommending titles pertinent to their teaching fields, (b) librarians may request



titles to supplement staff requests and to help enhance the general collection, (c) library patrons are encouraged to recommend material they feel would benefit the library and NUSU.

## **15. Circulation and Borrowing Policy**

**Eligible Borrowers:** are the members of the National NUSU community (registered students and employees). Borrowing depends on availability of the reference and detailed policy will be written for the regulations of borrowing. Until then, and at the evening closure of the library, overnight borrowing is allowed, against a deposit paid back on the return of item in the early morning.

NUSU PPS





# **HEALTH, SAFETY AND ENVIRONMENT**

MUSB PPS

## **POLICY FOR ADVERSE EVENTS [INCIDENTS, ACCIDENTS, INJURIES AND HAZARDS]**

The NUSU publishes this policy with the aim of timely reporting and investigating incidents, accidents, injuries, and hazards that may occur within and around the institution and cause fatality, disability, illness, or time loss. The policy will ensure that the personnel concerned are aware of their responsibilities, and that the institution conforms to quality standards. The following points constitute the policy:

1. The NUSU has an Adverse Event Report Form (AERF) that must be filled and forwarded within 24 hours to the Vice President (VP), guards, Services Coordinator (SC), Legal Advisor (LA), Management Representative or Quality Manager (MR), Safety Officer (SO) and Medical Officer (MO). This is regardless of the extent of the event, even if treated within seconds. Any student, employee or visitor can fill the form- manually or online.
2. The VP, MR, LA, SC, MO, the Senior Lab Technician (SLT) and a representative of the Civil Defense Department (CDD) constitute the Adverse Event and Safety Team (AEST). The VC is the Chairperson of the Risk Management Committee (RMC), and of this ad hoc group.
3. The AEST and all relevant personnel should investigate and finalize a report to the President within one week of the event to ensure immediate, corrective, and preventive actions to reduce the likelihood of future occurrence.
4. The report should include the cause of event, responsibility, fatalities, disabilities, injuries, occupational illnesses, possible hazards, loss of properties and cost, legal claims and any time wasted from studies, research, and social services. Special attention should be paid to the slightest possibility of legislative claims, since the NUSU must comply with all external legal requirements.
5. The AEST should ensure notification to all concerned, once this is feasible, following the approval of the President, and provide guidance and assistance in investigations and reports of events, and to edit the policy accordingly, if need be.
6. Certain events need immediate action (fire fighting (see below), chemical spills. etc.) that must be done according to directives of the concerned department, and the SC or SO officer on duty.
7. Any cause of incident related to violence, or retaliation against harassment or discrimination, or any breach of equity and diversity standards, should be investigated by the VP, and reported to the President for immediate (within 24 hours') disciplinary action.

## IN CASE OF FIRE

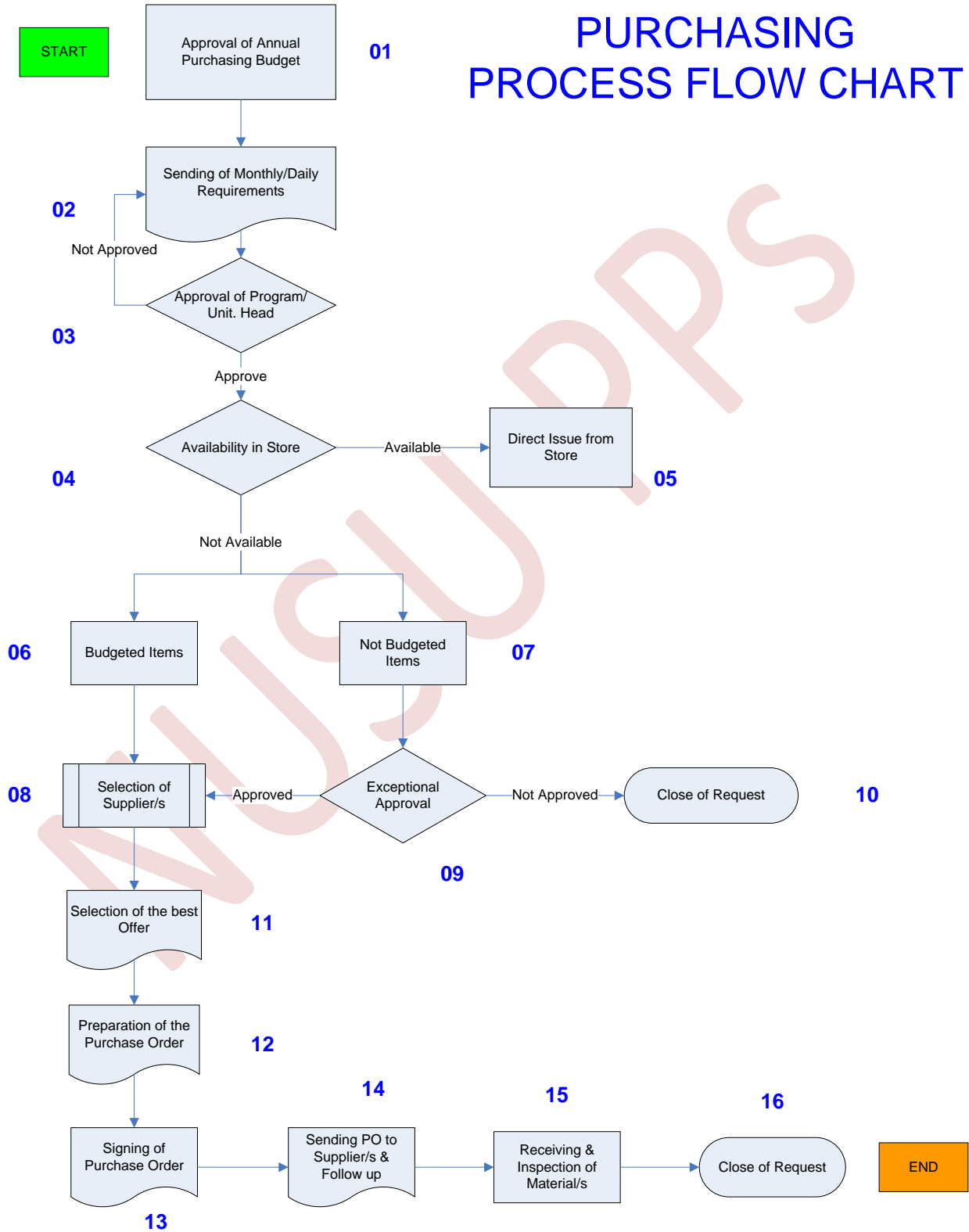
1. **Have a mental picture** of the NUSU Main, Peripheral Buildings and Hospital and follow signs to the **Emergency Exits**: and confirm accessibility from all floors including the basement. Basement exit is usually towards ground floor.
2. **Always know** what area you are in and what **exit** you must take as indicated on the evacuation plans. Remember to review instructions and imagine a situation where you must find your way to the exits.
3. **Always know** where the **fire extinguishers** are in case anyone is trapped.
4. **Ten seconds** after the alarm sounds, all staff and students **must evacuate** the premises in an orderly, systematic fashion - as indicated on the evacuation plans: ladies first and no crowding at the exits, because crowding delays evacuation.
5. Do not **wait** or search for your friends or for the collection of your personal belongings in classroom, laboratories, or offices.
6. Exits end at the assembly points.
7. After leaving the inside of the premises, all staff and students must **keep well away** from the buildings, waiting for further instructions.
8. The security personnel may request the assistance of some students, working staff and faculty to assist with the building evacuation.
9. Authorized personnel will instruct the public when to re-enter the buildings: only then will it be permitted to do so.
10. For all emergencies, **call Civil Defense at .....** or ....., and tell them that fire is in X Floor of the NUSU, citing the proper address, and give your mobile phone, you need to call ..... even if there are local efforts to end the fire, because assessment of losses is provided by their experts, and legal complications require their reports conclusions on the even.



**FISCAL RESOURCES AND  
PROCUREMENT**

MUSUBPPS

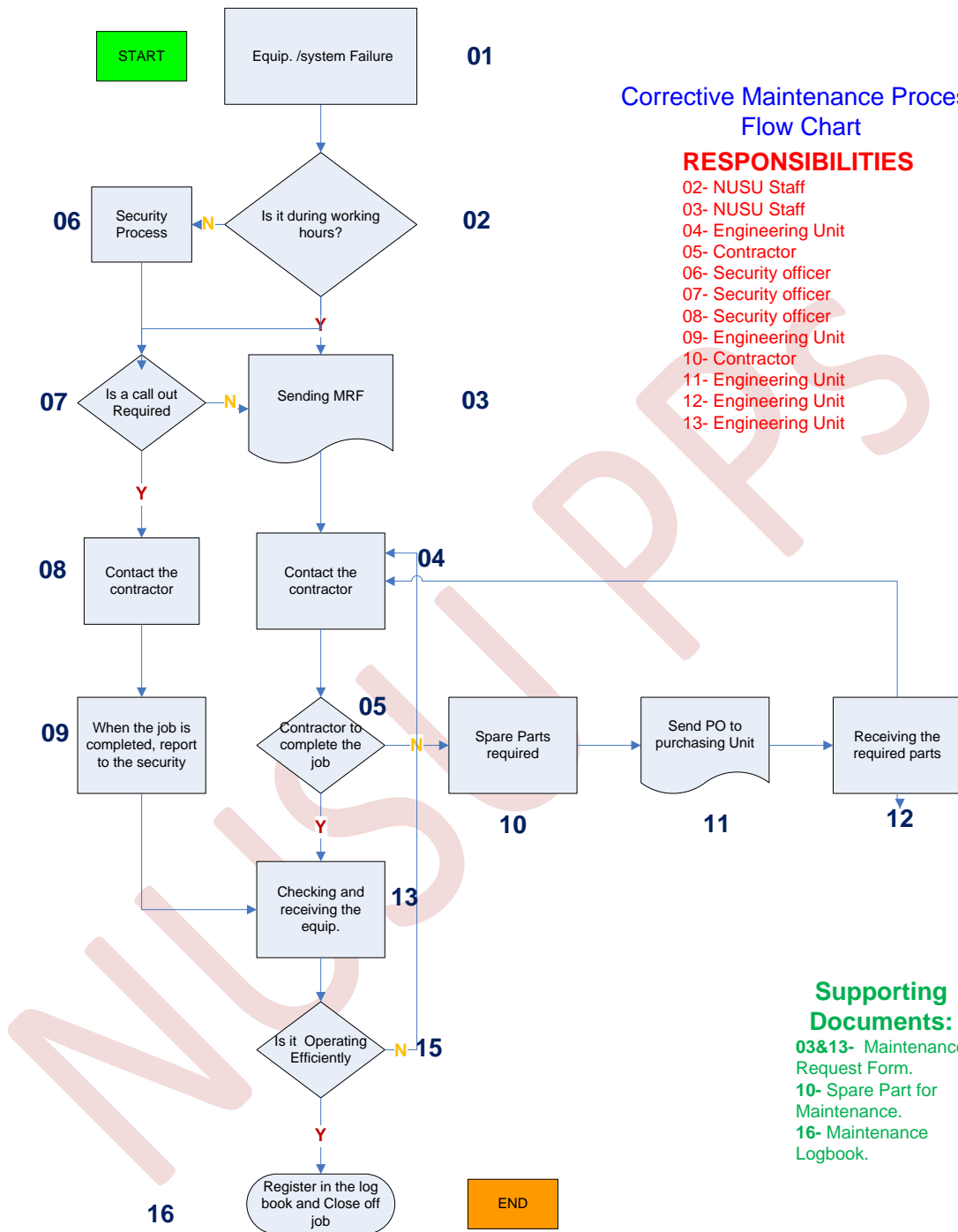
# PURCHASING PROCESS FLOW CHART



### Corrective Maintenance Process Flow Chart

#### RESPONSIBILITIES

- 02- NUSU Staff
- 03- NUSU Staff
- 04- Engineering Unit
- 05- Contractor
- 06- Security officer
- 07- Security officer
- 08- Security officer
- 09- Engineering Unit
- 10- Contractor
- 11- Engineering Unit
- 12- Engineering Unit
- 13- Engineering Unit



**Supporting Documents:**  
03&13- Maintenance Request Form.  
10- Spare Part for Maintenance.  
16- Maintenance Logbook.



## MAINTENANCE REQUEST FORM

Report No.: \_\_\_\_\_

Reporting Date: \_\_\_\_\_

Location of work (RM #): \_\_\_\_\_

System/ Equipment Code: \_\_\_\_\_

Description of the work requested:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Requester Name: \_\_\_\_\_

Signature: \_\_\_\_\_

---

**Contractor:**

MAINTENANCE

/

REPAIR

DETAILS: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Spare part(s) (f needed):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**In-Situ Repair:** Date: \_\_\_\_\_

**External Repair:** Date taken away: \_\_\_\_\_ Date Returned: \_\_\_\_\_

Repair person Name: \_\_\_\_\_ Signature: \_\_\_\_\_

---

Received by: \_\_\_\_\_ Date: \_\_\_\_\_

Comments:

\_\_\_\_\_  
\_\_\_\_\_

Signature: \_\_\_\_\_



# MISCELLANEOUS

**HR-PP/23**

## **ACTIONS TAKEN FOLLOWING STAFF EVALUATION**

### **Introduction**

The academic staff is the most important and most costly resource. In private educational institutions, qualified staff chose employers who appreciate their credentials and experience. At the same time, academic employers have their limitations regarding expenditure on human resource component. Evaluation of staff is done by the institution through Staff Appraisal Policy and Procedures (HR-PP/01) and Form (HR-FR/20), Teaching Observation Form SC-FR/16), Course Evaluation Policy (SC-PP/11) and Form (SC-FR/07) and Research Policies (SC-PP/07, SC-PP/07/01, SC-PP/21, SC-PP/22).

### **Evaluation Domains**

The majority of academic staff are evaluated are: (a) doing their job to their best of their abilities and carry all responsibilities as prescribed, (b) suitably motivated, (c) committed your practice's mission statement, (d) abide by the ethical codes of the country, institution and profession, (e) accepts negative results of seniors, peers and student evaluation and shows satisfaction with the actions to be taken, (d) avoids personal opinion, dislikes, corruption, discrimination and conflict of interest, (f) communicates effectively with students, fellow staff and other employees, students' guardians and sponsors, patients and their families, visitors and contractors, (g) be more an asset than a liability to the institution.

### **Why Evaluate?**

Not all staff can do their duties as assigned. Regular with fixed periodic assessment of performance provide the institution with the criteria for promotion and annual increments, as well as to ensure that the customers of the institution will provide positive witness to attract more. Course evaluation by students is carried out at the end of each course just before the final assessment. Contrary to traditional perceptions, students give reliable feedback on staff

commitment, punctuality and ability to guide and explain scientific concepts and professionalism.

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## **Actions**

The records from the forms listed above in the introduction are analyzed by an independent entity, the Quality Unit, and returned to the faculty. Staff appraisal is followed up by the Human Resource Department. The final report reaches the President or Vice President of the university, to take one or more of the following actions:

1. Approve continuation of contract and assign increment relative to the score of appraisal (please check Staff Handbook).
2. Inform staff about their tardies or absence and tallies of penal episodes (please check Penalty Regulations). Penalties on appraisal include withholding promotion or increments.
3. Inform staff on satisfactory score in Course Evaluation by students and consider reward for teaching excellence.
4. Encourage staff members who scored low in student evaluation, to join or rejoin the nearest Teaching Certificate Course, or redo the course if the score remained low.
5. Repeated low scores, in spite of staff development opportunities result in job termination, or advice to resign,.

## **Responsibilities**

It is the responsibility of the President or vice President to see the implementation of this policy.

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# STAFF ACTIVITY AND DEVELOPMENT POLICY AND PRACTICE

## Introduction

The purpose of this Policy is to: (1) outline staff activities and responsibilities of staff in teaching, research and service, (2) avail early training opportunities for newly appointed staff, (3) list the staff development initiatives of NUSU and their implementation, The three issues above and interrelated and go hand in hand and in parallel, as demonstrated below.

## The Policy

### 1. Staff Activities and Responsibilities

The activities of each staff member are detailed in the **Job Description Manual**, which includes all level of academic and administrative scales. A summary of job responsibilities is written in page 12 of the **Staff Handbook**. In addition to the JD manual and Staff Handbook, the roles of the teachers (**Laws of Governance and Polices and Procedures**) includes: pre-appointment collaboration in the steps of qualification and experience verification (P 139,139), duties of the course coordinator (P. 68), course approval, design, profile, provision, assessment and moderation (P. 60, P.71, P78), academic and/ or social supervision (P.66) and counselling (P. 41) assessment and moderation, course evaluation, research and community service. To carry out these roles of a teacher must: (1) refer to the: (a) **By-laws of the Governing Body** which contains the **University Charter** (Pages 4-17\_, **Employment Regulations** (Pages 18-28), **Promotion Regulations** (PP 38-42) , **Disciplinary Regulations** (Pages 29-37, and (b) Policies and procedures, which require strictly observation of a long list of vital policies, which tackle: (a) Legal compliance and public disclosure (pages 7-8), (b) **Conflict of Interest** (Pages 13-16), (c) **Anti-bribery and Corruption Policy** (Page 17), (d) **Non-discrimination Policy** (Pages 18-20), (e) **Bullying and Harassment Policy** (Pages 21-22), and f) **Plagiarism Policy** (Pages 109-112) and **THIS POSTER**.

### 2. Staff Induction (Orientation)- Day One:

**Session One: Provider: HR Department and Health and Safety Officer**

5. Induction is a requirement for all new staff. With recruitment and acceptance of the offer of employment and signing the contract, each member of staff shall be expected to report to the HR Department for induction and orientation including filling out of forms etc.
6. There are three types of induction programme: academic, professional, and nonprofessional staff.
7. The HR Manager and the supervisor shall be entirely responsible for the orientation.
8. Areas of induction are indicated in the Induction Form and will be adapted at the respective program levels.

**The Staff induction process should include: -**

4. A detailed presentation of NUSU as a higher education institution including mission, values, and operating principles etc.

5. a review of NUSU Strategic Plan

6. a review of NUSU Human Resource Handbook, and the following issues: (a) equal employment opportunity and nondiscrimination, no harassment policies, (b) annual, maternity, medical and emergency holidays, (c) confidential information, (d) overtime and timekeeping, (d) hazards, injury, firearms, workplace violence, smoking and drugs and safety and health, (c) medical

### **Session Two: Provider: IT Department**

3. The employee will be given Identification Card (ID) with the following information: name, job title, and period of validity. The ID should be visibly worn by all employees during working hours. The ID must be returned permanently to NUSU on termination of employments and temporarily during the annual vacation.
4. Introduction to NUSU website, creation of employee web mail account, information about electronic communication policies, e-learning and interactive web-based sessions, and computer-based examination (for academic staff only)

## **3. Staff Induction (Orientation)-Day Two:**

### **Session One: Provider: Direct Supervisor**

6. An introduction to the job and details of job description, and technical aspects of the Human Resources' Handbook.
7. Introduction to all personnel in the office, and job holder working area with guided tour to the offices pointing out the amenities (e.g., toilets, kitchen, etc.), together with details of normal practice regarding working hours, taking breaks and meals, including places for prayers.
8. Provision of necessary equipment to perform their duties, or details of where to find it.
9. See records related to **Staff Appraisal Program**.

## **Policy Check on Staff Activities**

The **Quality Department** launches regular checks on the Staff Activities through a number of indicators: (a) checklist on Course File, (b) duties as Course Coordinator or member of Course Committee, (c) evidence of completed Course Profile items; (i) course rationale and general and specific outcomes, (ii) detailed timetable, (iii) summative and formative assessment methods and feedbacks, (iv) grade descriptors, (v) assignments, (vi) reading material, (vii) course evaluation, (viii) results of assessment and moderation, (ix) external examiners reports, recommendations and (x) actions taken in response to course evaluation and recommendations.

The **IT Department** has introduced in May 2022, a system of instantaneous reporting of delays in staff attendance in teaching and student supervision. The President and Vice-President receive immediate hourly reports and, through the Deans, alert the staff member to compensate for the activity and may

## **Policy Check on Staff Development**

The **Quality Department** launches regular checks on the Staff Employment File in the **HR Department**. The Checklist includes: (i) the qualification and experience documents, (ii) the **Teaching Certificate**, (iii) training workshops, (iv) conferences, publications and promotions and (v) the **Course Evaluation** results

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will be used, with the **Staff Appraisal**, to decide on further training gaps and job awareness.



## **Responsibilities**

The Quality Department provides the information to the President and Vice-President, who take the decision of disciplinary or rewarding actions to be taken.

NUSU PPS

## NATIONAL UNIVERSITY, SUDAN

### NUSU GRADUATES (ALUMNI) POICY

#### PURPOSE

The vision of this policy is to involve the highest possible number of alumni of NUSU to remain engaged continue links with the university and with each other through programs and services.

#### POLICY

Each faculty appoints an alumni office from senior and junior graduates.

The office revies the lists of graduates and create contact person for each batch, if possible.

The graduates are encouraged to:

- a. register in the alumni portal.
- b. update their credentials, experience, current affiliation, publications and achievements
- c. establish contacts and share media with their colleagues.
- d. Plan and execute a “give-back” contribution in the areas of teaching, research, community responsibility, training of students, employment of graduates and career advice.

#### RESPONSIBILITY

Managing this policy is the responsibility of the Dean in each Faculty through the Alumni Committee



NUSU PPS