

# **STAFF HANDBOOK**

**ACADEMIC AND  
ADMINISTRATIVE**

**2<sup>nd</sup> Edition**

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**ACADEMIC AND  
ADMINISTRATIVE**

 **National University Press**

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### WELCOME NOTE FROM THE PRESIDENT

**I am delighted that you have chosen NUSU to work in and hope that the time you spend here will be enjoyable, challenging, productive, rewarding and self-satisfying. This STAFF HANDBOOK is designed to make your first month, and, accordingly, the years to follow, as pleasant and clear as possible. Still many gaps are to be filled with more information and queries, so please look up the CONTACTS OF OFFICIALS and feel free to contact any, including myself, at anytime. In addition you need to look into the various components of the webpage: [www.nu.edu.sd](http://www.nu.edu.sd) since you may need to advice or lead students through.**

**I wish you the best.**

**Prof. Qurashi M. Ali BSc, PhD, MBBS, MMRD, FIAS, FRCPE  
President, NUSU**

### INTRODUCTION

**The development of any academic institution depends on the commitment of the academic and administrative staff. The INDUCTION MATERIAL included here is the basic information needed by each staff member to have full details on the institution, its regulations, policies, processes and procedures. The environment of the NUSU is made up of the quality of premises and principles of communication and conduct among the workforce and learners. The response of the institution to the needs and ambitions of the staff, the concern about their wellness of body and mind bears direct relationship to the smooth fulfillment of the**

objectives of the institution, Please look in the website and printed sources. This handbook aims to:

1. Introduce the National University-Sudan (NUSU) to each member of the staff and to each other.
2. Direct the staff to the employment regulations and other relevant documents.
3. Describe the policies, processes and procedures.

Each staff member will receive a copy of this handbook, together with package of all important documents. A PDF version will be included in the website.

### **SPECIFIC OBJECTIVES OF THIS HANDBOOK**

*The NUSU seeks to achieve the following through implementing the directives in this handbook:*

1. Introduce the vision, mission and values of NUSU and means set for implementation.
2. Upgrade recruitment policies to achieve high standards of academic staff and retain them.
3. Maintain a salary scale, benefits and environment that are competitive with similar institutions in the private educational and health services.
4. Develop a reward system based on commitment of staff to their responsibilities.
5. Avail detailed policies, processes and procedures to cover all concerns of staff, particularly **TEACHING, LEARNING AND ASSESSMENT POLICY**.
6. Provide outline of the duties/procedures associated with the role of the staff member.
7. Ensure that duties are carried out correctly, efficiently and safely.
8. Develop positive attitudes, team-work, healthy working relationships, and punctuality.
9. Make sure that staff are aware of the **APPRAISAL** program and ready to receive training as required.

- 10. Outline the support for starters, maintenance of support and encouragement for all, recognition and praise for good performance and prompt tackling of poor performance through advice and training.**

### **THE NATIONAL UNIVERSITY - SUDAN**

**NUSU is located in the South East end of the capital Khartoum, 10 Km from the city centre, two Km to the East of Africa International University, and 3 Km West of the American Embassy [Location Map]. It occupies about 30,000 M2, currently has two buildings(a 4 and 10 floor), each with a built area of 1500 M2. It has a number of peripheral buildings for services and large classrooms. NUSU is the first and only higher education institution in the Sudan which is ISO-9001-2008 certified. NUSU is in the process of fulfilling the standards of the British Accreditation Council (BAC).**

**The webpage of NUSU is [www.nu.edu.sd](http://www.nu.edu.sd) containing information on the various programs: mission, vision, characteristics of the graduate and general outline of the curriculum. The front page has spaces for the contacts and daily news. A staff member has to have a look at the site, once per day at least. It is important to see first the VISION, MISSION and VALUES of the institution.**

**The VISSION of the National University is to be a world-class leading provider of higher education in the Sudan. This is to include the following aspects:(1) elegance of environment and structures, (2) excellence of curricula and learning strategies, (3) quality of management systems, (4) commitment of employees to customer satisfaction (students, relatives and regulators), (5) distinguished graduates in academic, ethical standards, (6) professionalism, (7) original research, (8) internationalization, (9) transparency and (10) social accountability.**

The **MISSION** is to: (1) constantly strive to provide efficient and best-in-class professionals, in their specialties (2) meet and exceed our customer needs and expectations, and (3) stay ahead of the competition by creating safeplace facilities and innovating new quality output, services and relationships, with international standards.

The **VALUES** are: (1) obligations to treat the public and one another with personal and professional integrity, consideration 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 race, gender or ideology (4) promotion of democracy values, hard work, perseverance, commitment to success, accepting responsibility and accountability for one's conduct and obligations and (5) creating and maintaining a respectful reputation and positive image in the community as a trusted partner through excellent care of the individual and family, and readiness for accountability towards the community in service and environmental problems and concerns.

It is important to assume that common ethical sense is always tested and followed by the institution and discussed with faculty and students. Although everybody has the right to express views freely, the final decision of the institution should not confront the values of the society, and the social accountability of the University. NUSU is committed to the prevailing Laws of the Sudan.

### **FIRST WEEK**

Each and every staff member has to have the following finalized: (1) her/his contract has been signed by the President or Principal, (2) got a copy of the Employment Regulations, Job Description, Penalties Regulations, (3) have a meeting with Dean or Head of Department to review the duties during the upcoming semester, (4) contact IT Department for her/his ID and e-mail address, (5) review safety arrangements, (6) read Academic Regulations, (7) visit classrooms and laboratories of his/her discipline, (8) visit Library and see services offered, and (9) review the: (a) Year Plan for her/his faculty, (b)



**Academic Calendar Form, (c) course design and timetable format, (d) Lesson Plan form, (10) ask about Class Observation, Course Evaluation and Staff Appraisal Forms.**

### **IMPORTANT DOCUMENTS**

**Staff members recruited at this institution have to acquaint themselves with the following documents [the first two letters of the code of each document show where it is kept]**

- 1. Organizational Structure (HR-Org.Chart,01) and Committee Structure (NU-Comt-Chart Issue/Rev.01/00)**
- 2. Quality Policy(QS - QP/01)**
- 3. Employment Regulations(HR-REG-01)**
- 4. National Employment Penalties and disciplinary Regulations(HR-REG-03)**
- 5. Salary Scale for all employees(HR-FR-17)**
- 6. Academic Regulations(SC-REG-01)**
- 7. Students Activities and Conduct Regulations(NU-REG-02)**
- 8. University Fees Regulations (NU-REG-01)**
- 9. Teaching, Learning and Assessment Policy (NU-SC-P01)**
- 10. National Promotion Regulations (HR- EX-05)**
- 11. Staff Appraisal Form (HR-FR-20)**
- 12. Classroom Observation Form (SC-FR-14)**
- 13. Lesson Plan Form (SC-FR-15)**
- 14. Student's Career Advice documents**
- 15. Formative Assessment and Application Policy**
- 16. Non-discrimination Policy**

### **The Students of NUSU**

**NUSU though located in Khartoum- Sudan, has students from other continents especially African and Arab students as well as other nationalities. Most of student are below 20 years of age, but some of them are mature- students. The majority of the students in these recent years are females. Some of the students**

may have minor or major physical disability. The students also have different beliefs. The constructors -especially new ones- met with this diversity of learners should take account of all these issues while teaching. They should show particular consideration to those who need extra help. The policy of NUSU is that there is no discrimination between students on any grounds. The students who need extra help have the right to receive such help as a basic service not as a charity. NUSU would take serious steps against those who practice any sort of discrimination or fail to give appropriate consideration to the background of the students (pls. see NUSU Policies and Procedures of Non-Discrimination Values).

### **SALARY SCALE AND BENEFITS**

**SALARY:** A broad-based salary scale [see HR] is published as a basis of relative categorization between various staff grades. Within the category there are variations based on the individual merits and job market. Certain positions are difficult to fill up sometimes and special arrangements to boost one particular person's salary by one or many of many allowances. Annual incremental progression is a percentage stated in the national laws. Incentives given at the end of each year vary depending on special appraisal, valuing essentially the effort made by a staff member in internationalization of the institution, professionalism and excellence in a particular area across specializations.

**PROMOTIONS:** Movement up or promotion along the academic ladder is governed by a national document, issued by the Ministry of Higher Education. The University follows these guidelines at the present time. They are comparable to international criteria of promotions.

**BENEFITS:** A full-time staff member has the right to pay about or less than 40% of annual University fees for his spouse or children. Students pay for substitute summer courses and a fixed formula is

available for calculating the amount for the teachers who participate in these courses.

The after-service benefits are governed by the national Labor Law [HR- EX- 04] which describes the legal obligations of the institutions and workers, and the Labor Courts settle all disputes, not mutually agreed upon by the administration and employee or ex-employee.

**HEALTH CARE:** There is a National Health Insurance for individuals and their families. The staff members health is the responsibility of the university, and all staff members will be treated free of charge in the University hospital, except for tertiary esthetic or dental care. If a member has chosen a consultation, or insurance premium, outside the recommendations of NUSU, still an application may be filed and NUSU will contribute to treatment with utmost cooperation, if the financial situation allows.

### **JOB RESPONSIBILITIES**

The responsibilities of each job are stated in the job description documents [HR/JD/01 to HR/JD/33] and each member of staff should learn that to detail. No excuse will be accepted in missing any item. A number of guidelines in this respect are important: (1) NUSU is committed to clients who include guardians and students and their needs rank very high in the priorities, (2) a staff member who is committed to any other institution, or has family obligations, and would like to have a more flexible working time hours will be arranged on mutual agreement with the necessary consideration of benefits and remunerations, (3) Each teaching member has the responsibility of designing a LESSON PLAN (SC-FR-15) that describes the details of the sequence of activities in the teaching session, (4) part timers are treated on hours' arrangements with clear condition that no payments are done before completing the mission, (5) in the first month of teaching, your classroom will be observed by a senior member of your faculty, feedback advice will be given. Frequent CLASSROOM OBSERVATION sessions [SC-FR-14] will be indicated along your

teaching career. You may also be involved in observing your colleagues and giving feedback (peer observation), (6) the academic responsibilities towards the reference and accreditation authorities requires a teaching schedule, that allows regular holidays to be in certain weeks of the year, exceptions will be considered, but there is no legal rights for a staff member to chose the time of their holidays, when many duties are pending, (7) the negative effects of the employee on the quality of the service is always considered and evaluations and appraisal are important components limiting the continuity of the employee.

Unless otherwise stated or exempted, staff members are advised to take their annual leave in June as mandatory. If the staff responsibilities allow, a staff member can take her/his annual leave anytime during the year. Appropriate forms have to be filled up. A staff member should not start holidays before being notified by the exact dates of his/he leave. A leave to be spent outside Sudan has to be stated explicitly and approved accordingly.

You may need to look at the **ORGANAIZATIONAL STRUCTURE [HR/Org Chart Issue/Rev 002/001]** to remember the various levels of university management. You may wish to act, or be elected, as a member of one of the university committees- see **COMMITTEE STRUCTURE [UC/Committee Chart Issue/Rev 001/001]**. Please feel free to suggest any changes in the formation and functions of each committee.

Along the way of developing scholarship NUSU has published a policy on **PLAGIARISM** and enforced on students' work very strictly, This has to be observed by all staff (Appendix 3).

### **SUPPORT AND COOPERATION**

NUSU supports staff in situations of difficulty, either in their personal life, if they decided to disclose, or in work nature and environment. The purpose is to help the employees and encourage them to pass the difficulty with both fairness and firmness. The

**Sudanese culture of collegueship has special mechanism of dealing with personal difficulties. Job difficulties are assessed fairly through measurable standards, and action is taken accordingly, making use of the employee, some of their close friends, and family members. If the difficulty is related to substandard performance it should be documented and tallied, and if suspension or termination is contemplated a report must be sent to the national Labor Office to approve the action before it is transmitted to the employee, unless immediate suspension is a requirement as stated in the Penalties and Disciplinary Regulations [HR/REG/03]. This is specially so when the presence of an employee implies risks to health, safety, and reputation of himself/herself or other employees or NUSU.**

### **SAFETY IN NUSU**

**After checking the SAFETY DOCUMENTS in the webpage, please make sure that you know (1) where to get information of Safety for Adverse Events, (2) recognize high risk areas, (3) deal with fire drills and all scares, report incident to the right people, contact first aiders, implement evacuation procedures and lead students to ASSEMBLY POINTS.**

### **DIVERSITY AND EQUAL OPPORTUNITIES**

**NUSU is committed to equality of opportunities and diversity of its population of employees as a priority across its academic, service and research activities. The common values should be simplified to the understanding of all involved: teachers, students and employees, that people are equal, should be treated equally, and the diversity is strength to NUSU and a credit for its members. Activities run through inequality should be reported immediately to the Dean. Discrimination, prejudice and harassment on whatsoever bases are unlawful and absolutely forbidden, and departments or individuals involved in any event will render themselves to disciplinary actions.**

**The members of NUSU will be given all the best possible opportunities to show their merits and talents and present their valuable contributions to their own success and the NUSU mission. Everybody, whatever their background, are valuable employees, students and customers.**

**The ultimate aim of this policy is to avail a positive environment of respect and group approach to any problem and practice, and incorporate these values in the minds of every graduate or customer to be practiced by the graduates when they hold jobs later.**

**A staff member has the responsibility of explaining the discrimination policy to students and observing its implementation (Appendix).**

### **STAFF DIGNITY AND PERSONAL DATA**

**All members are treated with respect and dignity and prevented from unfair discrimination. This involves dealing with bullying and harassment with firmness, as mentioned above. Such practices are unacceptable and will be considered as serious offenses and managed with energy and sensitivity. Dignity includes having the freedom to disagree and present alternative views, to be consulted in their job, and their effort recognized and appreciated. The culture of respect of dignity will be emphasized in all documents and meetings of NUSU.**

**Although NUSU is obliged by the Ministry of Higher Education, Medical Council, and other accreditation bodies and pension schemes to disclose data on members of staff relating to their qualifications, job title and responsibilities, your data regarding basic biographical details, employment, disciplinary history, awards and others will be kept in records inaccessible except for entities or individuals authorized by law. NUSU will not be responsible for any unauthorized disclosure committed by a third party.**

### **STAFF DEVELOPMENT**

**NUSU offers opportunities for the staff to develop newer and up-to-date knowledge, skills and attitudes. The Centre for Professional Development (CPD) distributes forms for assessment of training needs of the staff, particularly in areas of educational theories, IT, instructional techniques, evaluation, professionalism, communication skills, research methods, interviewing skills, internationalization, first aid, accountability to community... etc. A short list of needs will be published and implemented using expert staff from within NUSU (if available) or brought from other universities, nationally or internationally.**

**Each member, through appraisal results, students' opinion or clients' complaint reports, who seems to have gaps in their job requirements, may seek help by proposing to attend a workshop. No staff member should miss an opportunity of attending workshops to bridge gaps which have been identified in her/his records. Workshops on assessment are a must for every member to attend, because of its implications on students' rights and performance. Staff members particularly inefficient in designing multiple choice questions and other assessment formats will not have a smooth career in this institution.**

**Workshops and conferences outside NUSU or country are encouraged and supported.**

### **COMPLAINTS, DISSATISFACTION AND GRIEVANCE**

**Fair and prompt settlement of employee's complaints, dissatisfaction and grievance is the responsibility of NUSU. The "open-door management" (see below) allows any employee to enter and complain verbally if they cannot write down, for any reason. Verbal settlement and quick solutions may be possible at the first encounter. Complicated problems need formal hearing procedures, documentation, committees and detailed responses and directives. Every staff member will be listened to and the decision taken is not**

the end of the story unless the member is satisfied. Complaints related to discrimination, bullying, harassment and misconduct should be brought to the attention of the President or Vice-President within few hours. It is the choice of the employee if they chose to use the legal system before asking the administration, and in this case the college's opinion will wait until a rule is issued by the court.

### **OPEN-DOOR ADMINISTRATION**

The President's office, and all other offices of NUSU accordingly, are open for customers, clients, students, and primarily staff members to enter anytime, except when meetings are on. No doors should be looked in the face of any customer or client, including students, except for: (1) individual privacy, and (2) protection of information that has to remain undisclosed such as examinations, results, appraisal forms or classified documents with legal implications on disclosure.

### **HANDLING OF CLASSIFIED MATERIAL**

Apart from disclosure of information in public interest as stated by the law, which should be done after informing the top administration particularly those related to malpractice and impropriety, an employee is not allowed to disclose any of the following: (1) examinations, questions not yet held, or those which should not be disclosed even after being held, (2) results of students to any non-authorized individual or institution, (3) issues related to the academic freedom of faculty members, (4) research findings not yet published, or those which are classified by the sponsoring body (not be disclosed), (5) results of offence investigations, except to the authorized administrator or persons of law.

### **STAFF APPRAISAL**



**Staff Appraisal Form [HR/FR/20] is distributed on annual intervals for managerial staff, and on semester intervals for academic staff, to be filled by the head of the unit and Dean. Student evaluation for each course and staff is archived and used to compare with the appraisal. CLASSROOM OBSERVATION [SC-FR-14] is a third criterion for appraisal. All results are discussed with the Principal, Vice-President and President, to ensure that special efforts are appreciated and rewarded and obvious dissatisfaction is corrected and prevented. In all cases the staff member will be notified. Misfortunate members are helped along for improvement through advice and training. Refusal of corrective action is an indication for fairdisciplinary action.**

### **PERSONAL RELATIONS**

**Any form of human relationship developing between an employee and another, or between an employee and a student has to be based on the professional standards of conduct to safeguard the interest of both. This includes full-time as well as part-time employees and students. The university encourages professional relationships between staff members and students since this is important for their development, but should not affect negatively the duties and responsibilities of the staff member, or result in abuse or exploitation of the less powerful- the student.**

**Any relationship between a staff member or other employee and a student that can be described as “consensual or romantic” should be declared to their managers and special arrangements should be taken to avoid any undue disclosure of ideas or material.**

**There is no law that prevents staff members or students to choose a life partner from the University environment but this should not affect any of the principles of the University and the partners are advised to notify the administration. This is specially so when they are in the same office or when one is responsible of the other (e.g. teacher and student).**

### **THE USE OF INTERNET AND SOCIAL MEDIA**

**It is categorically forbidden to make a statement to the media, verbal or written, on any issue concerning NUSU without permission, except in reporting non-restricted research data found by the person.**

**Defamation of NUSU is an offense. A staff member is free to use the legal path to get her/his rights from NUSU. NUSU has the right to pursue legal channels against any member who defames it, one or any number of its employees.**

**It is important to be cautious in dealing with IT since the university cannot claim security of its sites or of its partners, and the staff member should take utmost care against intruders into his personal accounts, firewalls or privacy.**

**NUSU has disciplinary actions for the improper use of IT. Responsible use of e-mails and internet requires observing unacceptability which can be summarized as: (1) intellectual property infringements, of all kinds, particularly storage of pirated software, and alleging ownership of teaching material(2) unauthorized advertising, marketing or commercial activities not in their mandate of job description, (3) attempt to break in others privacy, websites with the purpose of sabotage, modifications or any non-ethical behavior, (4) viewing, retention or distribution of obscene, pornographic or insulting material, (5) harassing, exploitation or annoyance of others, (6) using the IDs and passwords of others to get access not entitled to.**

**The university will block sites and e-mail accounts following complains of unacceptable behavior. The university will cooperate with interrogation authorities, police or other security personnel involved in following crimes of misconduct, drug or human travelling, terrorism or harassment.**

### **RESEARCH AND SCHOLARLY ACTIVITIES**

**It is important to note that the continuity of each academic staff with NUSU is based on their ability to teach, publish and have a social accountability. Inability to publish a minimum of one paper/year in refereed journal will put the staff member on probation, and the position is considered vacant until a suitable applicant is recruited.**

**The academic research community, worldwide, has a code of acceptable research practice. Unacceptable practice includes: (1) plagiarism, (2) fabrication, (3) ignoring harm inflicted by research to subjects, patients, animals or environment, (4) disclosure of classified or restricted information or findings, without permission of the relevant authorities.**

**NATIONAL UNIVERSITY- SUDAN [NUSU]  
Teaching, Learning and Assessment Policy  
(NUSU-TLAP)**

**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 university undergraduate education is to give a learning experience that is informed and enhanced by the university's commitment to being a quality and research-led institution.

**2. Policy Statement**

The NUSU-TLAP 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:

1. Outline methods used by the NUSU to achieve its goals
2. Provide a framework within which the different faculties of the NUSU can develop their own teaching, learning and assessment policies and action plan.
3. Outline the expectation of the university from both teachers and students.

**4. Teaching**

1. The University 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.

- 2. Students' participation and representation in education committees ensure their input in planning, delivery and evaluation of the curriculum.**
- 3. Methods of instruction should cater for the diverse backgrounds of students.**
- 4. In their first year, students should be taught the required learning skills including communication skills, time management, the scope of problem solving, independent learning and IT skills.**
- 5. Course coordinators are responsible for alignment of course objectives with the instructional methods and assessment tasks.**
- 6. Teachers (both fulltime and part- time) should abide by course objectives when teaching NUSU students.**
- 7. Appropriate teaching and learning environment and requirements should be provided and maintained in all learning premises (inside or outside university grounds).**
- 8. Time tables should be clear for both students and teachers and available before the intended courses.**
- 9. There should be equal distribution of study material and assessment tasks for the students.**
- 10. Teaching should be consistently of high quality and encouraging the students to be active learners, critical thinkers and research oriented.**
- 11. Opportunities for independent learning and self-directed learning should be provided and clarified in timetables.**
- 12. Methods of instruction, assessment tasks and the marking system should be made explicitly clear to students at the beginning of each course.**
- 13. Teaching should provide an extensive knowledge base in subject areas and the skills needed for application of that knowledge.**

14. Teaching should include professional behavior guidance both in learning and work place.
15. Learning resources should be available and readily accessible for students.
16. Academic support should be available and accessible.
17. Deans of faculties are responsible for supervision of the teaching process ensuring its application within the specific time frame.
18. Deans, heads of departments and courses' 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.
19. Students' feedback on teaching process is regularly collected and analyzed.
20. Opportunities for research-based continuous professional development will be provided regularly, to update and upgrade teaching performance.

## **5. Learning**

Students are expected to:

1. Conduct themselves in appropriate manner, in both attitude and dress.
2. Seek guidance and support when needed, by contacting: student welfare office, registration office, academic adviser or dean office.
3. Learn how to study effectively.
4. Attend at least 80% of each taught course.
5. Submit requested course work on time.
6. Participate in class activities
7. Learn to be an independent learner
8. Acquire the skills of critical thinking, reasoning, problem solving and team work.
9. Make use of the learning opportunities provided by university.
10. Use learning resources within university appropriately.
11. Maintain good academic integrity in their work

**12. . Maintain good academic achievement.**

**6. Assessment**

Assessment of student learning is the key to the quality of education. It ensures that the standards of qualifications planned by a university are achieved. However, In the face of cultural, social and linguistic diversity, assessment has the potential both to challenge and maintain social structures. A university 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. This is especially the case when learning objectives and their associated assessment criteria are used as organizing principles in assessment design.

**1. The assessment policy:**

- A. Course committees, course coordinators 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 dean.**
- B. Deans, heads of departments course committees and course coordinators 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 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 university educational and technological resources for the assessment process.**
  8. **Keep records of all assessment decisions.**
  9. **Using assessment results for follow up and provision of academic support for students.**



## **EXTERNAL EXAMINERS POLICY & PROCEDURES [NUSU- EPPP]**

### **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 outcome. 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 university for specific subject or discipline in the undergraduate or postgraduate taught modules. 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 university authorities. "Selected Examiners" are those picked up from the POOL and notified for specific examinations.

### **OBJECTIVES OF NUSU-EPPP**

The objective of this policy is to describe the regulations and procedures of: (1) appointment of external 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.

#### **1. 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 undergraduate and postgraduate external examiners to the Academic Council (SC) 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 faculty to cover all subjects of the final award of undergraduate students.
- 1.3. The approved list is reviewed and revised annually by both the Dean and the AC.
- 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.
- 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 External Examiners Policy and Practice.
  - 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 with the requirements of regulatory and statutory bodies. Fluency in English.
- 1.5.6. A copy of a recent CV attached.

## **2. NOTIFICATION**

- 2.1. Appointed examiners are notified in writing by 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 four 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.

### **3. ROLES 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 course work for inspection, or review the computer-based correction programme.
- 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 committees.
- 3.1.6. Conclude on the effectiveness of the overall assessment process and elements of assessment.
- 3.1.7. Include all of the above in a type-written and signed report addressed to the Dean of the Academic Affairs 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 programme before the assessment.

- 3.2.2. View any particular student's, 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 Dean of Academic Affairs.

#### **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 Academic Secretary, the dean of the faculty, head of the department and all professors in the department should scrutinize the report and comewith:

- 4.1.1. Three response documents: (1) summary of 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 Dean of Academic Affairs and the President of the NUSU.

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

- 4.2.1. Careful consideration of the report addressing issues raised is 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 Dean of the faculty concerned. Actions taken by the unit or department are discussed within the department before submission of the document to the dean of the faculty.
- 4.2.3. The Dean fills the part of RCFEER within a week and sends it back to the Dean of Academic Affairs. 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 University 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 Dean of Academic Affairs 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 Dean of the faculty concerned and in the office of the Dean of Academic Affairs,

### **POLICY FORMS:**

1. External Examiner Nomination Form (EENF)
2. External Examiner Report Template (EERT)
3. Response Construction Form to External Examiner Report

**EXTERNAL EXAMINERS POLICY AND  
PRACTICE [NUSU-EEPP]  
EXTERNAL EXAMINER NOMINATION FORM  
(EENR)**

Full name: .....  
Address: .....  
Qualifications: .....  
Specialization: .....  
Mobile phone: .....  
E-mail: .....  
[Please attach copy of CV]

**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: .....

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**FOR NUSU OFFICAL USE:**

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

2014, 2015, 2016, 2017, 2018, 2019, 2020 [please tick maximum of 4]

Head of Unit or Department of.....

Name .....

Sig. ....

Dean of Faculty of.....

Name .....

Sig. ....

Dean of Academic Affairs:

Name .....

Sig. ....

Chairman of the Academic council:

Name .....

Sig. ....

**EXTERNAL EXAMINERS POLICY AND  
PRACTICE [NUSU-EEPP]  
EXTERNAL EXAMINER REPORT TEMPLATE (EERT)**

**PART- 1**

<i>Name of examiner</i>	
<i>Signature</i>	
<i>Country of origin</i>	
<i>Examiner's Institution</i>	
<i>Faculty and Department</i>	
<i>Date of Examination</i>	
<i>Documents submitted by NUSU for review by external examiner</i>	

**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)

**EXTERNAL EXAMINERS POLICY AND PRACTICE [NUSU-EEPP]**

**RESPONSE CONSTRUCTION FORM TO EXTERNAL EXAMINER REPORT (RCFEER)**

Faculty:.....Degree: .....

Batch No.: ..... Academic Year: .....Date:

.....

**1. Logistics and hospitality**

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

**2. Degree plan and the content of the unit examined**

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

**3. Standard of written examinations**

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

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<b>Short answer quality</b>				

#### 4. Standard of practical/OSPE/OSCE/Clinical examinations

ITEM	INADEQUATE	GOOD	HIGH STANDARD	NOT APPLICABLE
<b>Practical</b>				
<b>OSPE</b>				
<b>OSCE</b>				
<b>Clinical</b>				

#### 5. Standard of students as compared to other institutions:

Less than

Comparable

Better than

#### 6. Staff number and qualifications

ITEM	INADEQUATE	GOOD	HIGH STANDARD
<b>Staff number</b>			
<b>Staff qualifications</b>			

#### 7. Research activity in the unit

ITEM	INADEQUATE	GOOD	HIGH STANDARD
<b>Staff's published papers</b>			
<b>Students research supervision</b>			

#### 8. Major problems and opportunities for improvement and its level (eg. Department, faculty.....etc.)

1.

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

**9. Serious and confidential comments [may be summarized in a separate sheet)**

- 1.
- 2.
- 3.

## LESSON PLAN FORM

### **PART 1: INTRODUCTORY INFORMATION**

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

**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 & LOGISTICS USED**

Classroom for [x] students, PowerPoint setup, Field work kit  
for [x] students Handout Other

### **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 LESSION

**PART 8: READING ASSIGNMENTS**

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

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

METHOD	CONTENTS	TIMELINE
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	Did students understand the content	5 minutes



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understanding [drill]	Have they answered questions and asked questions Comment on duration of lesson and load of content	
Conclusions	Summary of main points	5 minutes

## Class Observation Form

Faculty: \_\_\_\_\_ Course title: \_\_\_\_\_

Instructor: \_\_\_\_\_ Course load: \_\_\_\_\_ [CHs]

Presentation title: \_\_\_\_\_

Length of observation: \_\_\_\_\_ [HRs]

Observer:

Name: \_\_\_\_\_ Position: \_\_\_\_\_

Signature: \_\_\_\_\_

### SESSION ORGANIZATION AND CONTENT RATINGS

Indicate your level of agreement with the following statements regarding the session:

ISSUES	Completely [4]	Adequately [3]	Minimally [2]	Not at all [1]	Not applicable [0]
Clearly explained the learning objectives for the class session					
The session's material is well organized.					
The session's content is at a level appropriate for the students' needs.					
The session met the learning objectives.					

### INSTRUCTOR RATINGS

Indicate your level of agreement with the following statements regarding the instructor:

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<b>ISSUES</b>	<b>Completely [4]</b>	<b>Adequately [3]</b>	<b>Minimally [2]</b>	<b>Not at all [1]</b>	<b>Not applicable [0]</b>
The instructor displayed goodsubject knowledge					
The instructor was well prepared					
The instructor’s explanations were clear					
The instructor provided adequate opportunity for questions and discussions.					
Students were encouraged to ask questions.					
Students were encouraged to share their ideas and experience.					
Summarized the major points at the end of the lesson					
Started and ended class on time					

### **ADDITIONAL OBSERVER COMMENTS**

**Please use the back of this page to write any of your comments:**

## 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 objective 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					

General comments and suggestions:

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**Quantitative Rating of 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.							

## National University – Sudan

### Staff Appraisal Form

#### **Part I:**

This part is to be filled by H/R Department

- Evaluation serial No “.....”
  - NAME of employee  
.....  
.....
  - Job number  
.....  
.....
  - Faculty / Unit ..... The job’s title  
..... Grade .....
  - Date of Recruitment
- 

#### **Part II :**

This part is to be filled by the employee.

- your normal duties of your job and your best achievement during the last year  
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- State your best abilities and skills and the initiatives your took in the last year

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- Suggest any valuable changes needed in your job description and why:

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- What obstacles you face in your job

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- Further comments

.....  
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**Name**

**Signature**

**Date**

**Part III:**

This is to be filled by the direct supervisor together with dean or head of the unit. Tick the appropriate box (v) compatible with staff under evaluation.

(A) The job functional elements:



1. Commitment and achievements

Excellent	Very Good	Good	Acceptable	Poor
10	8	6	4	0.0

2. Knowledge and familiarity with his work:

Excellent	Very Good	Good	Acceptable	Poor
10	8	6	4	0.0

3. Shouldering responsibility:

Excellent	Very Good	Good	Acceptable	Poor
10	8	6	4	0.0

4. Precision and perfection in work:

Excellent	Very Good	Good	Acceptable	Poor
10	8	6	4	0.0

5. Creativity and innovation:

Excellent	Very Good	Good	Acceptable	Poor
10	8	6	4	0.0

6. Cooperation with others:

Excellent	Very Good	Good	Acceptable	Poor
10	8	6	4	0.0

7. Punctuality in time (Start and end)

Excellent	Very Good	Good	Acceptable	Poor
10	8	6	4	0.0

(B) Personal elements

1. Ability to adapt:

Excellent	Very Good	Good	Acceptable	Poor
5	4	3	2	0.0

2. Relation with Colleagues:

Excellent	Very Good	Good	Acceptable	Poor
5	4	3	2	0.0

3. Eagerness to learn:

Excellent	Very Good	Good	Acceptable	Poor
5	4	3	2	0.0

4. Relation with his supervisors at work:

Excellent	Very Good	Good	Acceptable	Poor
5	4	3	2	0.0

5. How he/she feels regarding the university “Degree of belonging to it”:

Excellent	Very Good	Good	Acceptable	Poor
5	4	3	2	0.0

6. General mood and behavior:

Excellent	Very Good	Good	Acceptable	Poor
5	4	3	2	0.0

8. Recommendations:

Normal increment	Additional increment	No increment	No increment with warning	Dismissal
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Give reasons for:

a. Additional increment

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b. No increment or No increment  
plus warning

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c. Dismissal

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Signature of Direct  
Supervisor.....  
Signature of the Dean  
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**Part VI:**

Final decision of the principal and / or the  
president of the university

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Signature & Date

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