



Human and Material Ressources

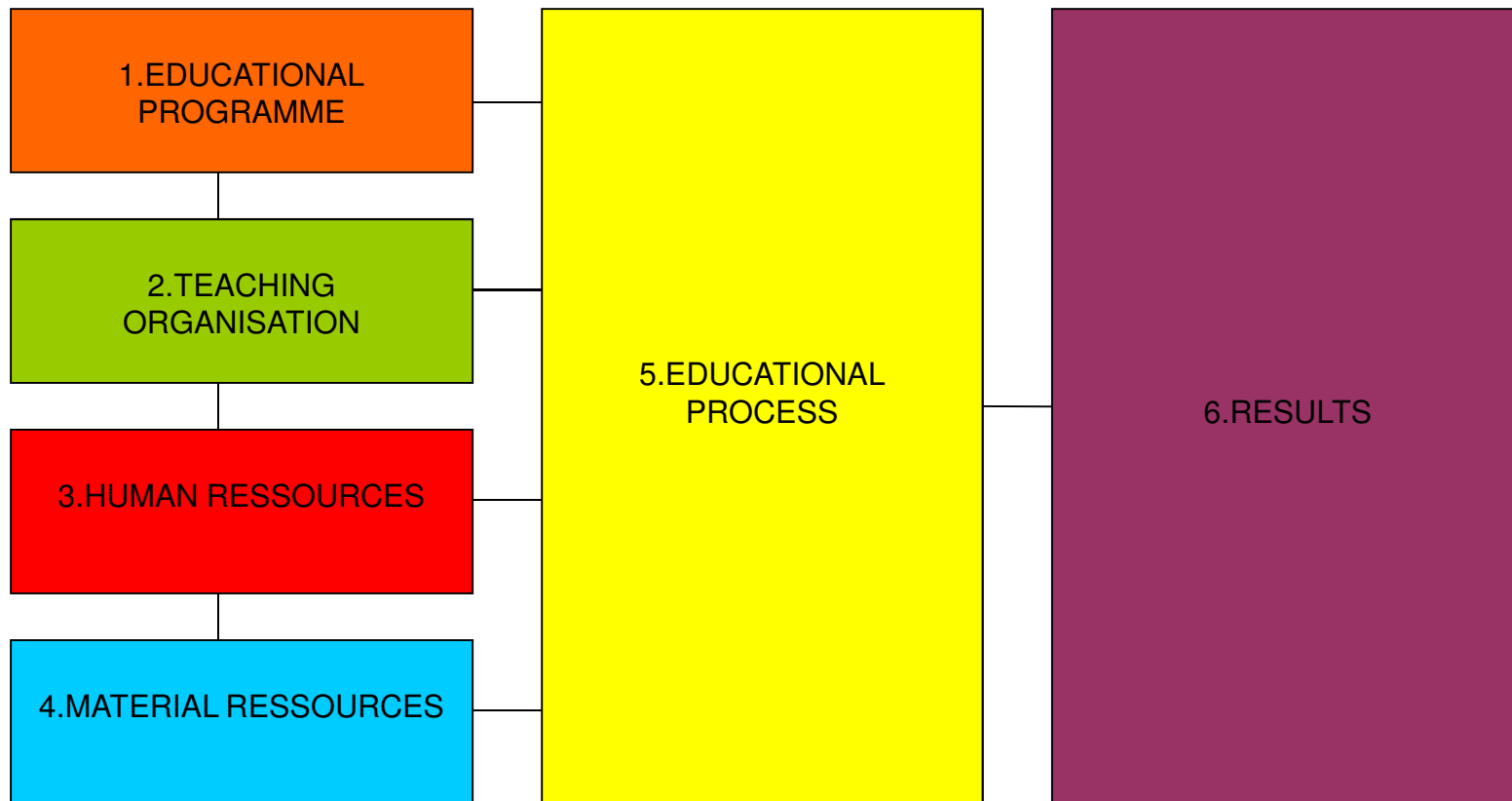
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PEI: Self-Assessment Model





3. HUMAN RESSOURCES

The criterion is divided into two sub-criteria:

3. 1. Academic staff

- In this sub-criterion the pertinence and appropriateness of the academic staff in relation to the aims of the educational programme is evaluated, as well as the requirements of the disciplines, their teacher training and their implication in research development and innovation activities.

3. 2. Administration and services staff

- In the same way the adaptation of the administration and services staff directly involved in the educational process (technicians, workshop teachers, operators, models etc...) to the requirements of the educational programme will be evaluated, as well as the specific training they have received to collaborate in teaching support tasks.



3.1. ACADEMIC STAFF

3.1.1. The academic staff has adapted to the aims of the educational programme and to its requirements and disciplines.

Aspects to evaluate to check compliance with the sub-criterion

- ☐ Structure of the academic staff adapted to the aims, with regards to their number, level, category, dedication and contractual format, as well as to current legislation.
- ☐ Adaptation of academic staff to the requirements of the disciplines.
- ☐ Training and updating of teaching for academic staff.



3. HUMAN RESSOURCES

3.1.2. The academic staff are involved in research, development, and innovation activities, and these have repercussions in the educational programme.

- ☐ Involvement of the academic staff in investigation, development, innovation and where appropriate assistance or artistic creation activities.
- ☐ Repercussions of the investigation, development, innovation and where appropriate assistance or artistic creation activities in the educational programme.



3.2. ACADEMIC STAFF AND SERVICES

3.2.1. The administration and services staff involved in the educational programme are appropriate to its requirements.

- ☐ The adaptation of services and administration staff involved in the educational process (caretakers, library staff, printing staff, secretarial staff, technicians, workshop teachers, operators, models ...) to the requirements of the educational programme, as well as their abilities, necessary skills and knowledge used to collaborate in teaching support tasks.
- ☐ The existence of policies for managing administration and services staff in teaching support tasks.



4. MATERIAL RESSOURCES

Four sub-criteria are considered:

4. 1. CLASSROOMS

- Appropriateness of the classrooms in relation to different aspects: surface area, interior furnishing, architectural characteristics, etc.

4. 2. WORK SPACES

- Appropriateness of the spaces used for study and work, the spaces used for academic staff and services and administration staff, and the owned and/or linked infrastructures used for obligatory practicals.

4. 3. LABORATORIES, WORKSHOPS AND EXPERIMENTAL SPACES

- Appropriateness of the laboratories and workshops is evaluated in relation to different aspects: surface area, interior furnishing, architectural characteristics, the quantity and quality of equipment, etc.

4.4. LIBRARY AND DOCUMENT BANKS

- Infrastructure of the library and reading rooms, as well as the quantity, quality and accessibility of the information contained in the library and document banks.



4.1. CLASSROOMS

4.1.1. The classrooms used in the educational process and the equipment in these are appropriate for the number of students and the activities programmed in the educational programme.

- ☐ Appropriateness of the number of classrooms and their size, and how they adjust to the needs of the teaching organisation of the educational programme, to the methodology used and to the average size of the group.
- ☐ Appropriateness of the classroom equipment, both for theory and practical classes (computer rooms, lecture theatres, etc.) and how this adjusts to the needs of the teaching organisation of the educational programme and to the average size of the group.
- ☐ The lack of architectural barriers and the appropriateness of the infrastructures.



4.2. WORK SPACES

4.2.1. The spaces used for student work and study, as well as the necessary equipment for these tasks, is appropriate to the number of students and the activities programmed in the educational programme.

- ☐ The appropriateness of the number of spaces used for student work and study (study rooms, lecture theatres, library study areas) and their size, and how these adjust to the needs of the teaching organisation of the educational programme.
- ☐ Appropriateness of the equipment in these spaces and how it adjusts to the needs of the teaching organisation of the educational programme.
- ☐ The lack of architectural barriers and the appropriateness of the infrastructures.



4.2. WORK SPACES

4.2.2. The spaces and the equipment are appropriate for developing and coordinating the functions of the academic staff and the administration and services staff.

- ☐ Appropriateness of the number of spaces used for developing and coordinating the functions of the academic staff (offices, meeting rooms, research laboratories, etc.) and their size, and how these adjust to the needs of the teaching organisation of the educational programme.
- ☐ Appropriateness of the number of spaces used for the functions of the administration and services staff (secretaries, offices, meeting rooms, laboratories, etc) and their size, and how these fit in with the necessities of managing the educational programme.
- ☐ Appropriateness of the equipment in these spaces and how it adjusts to the necessities of the organisation and management of the educational programme.



4.2. WORK SPACES

4.2.3. The contracted infrastructures used for external practicals are appropriate to the number of students and to the activities programmed in the educational programme.

- ☐ Appropriateness of the number of spaces used for developing and coordinating the functions of the academic staff (offices, meeting rooms, research laboratories, etc.) and their size, and how these adjust to the needs of the teaching organisation of the educational programme.
- ☐ Appropriateness of the number of spaces used for the functions of the administration and services staff (secretaries, offices, meeting rooms, laboratories, etc) and their size, and how these fit in with the necessities of managing the educational programme.
- ☐ Appropriateness of the equipment in these spaces and how it adjusts to the necessities of the organisation and management of the educational programme.



4.3. LABORATORIES, WORKSHOPS AND EXPERIMENTAL SPACES

4.3.1. The laboratories, workshops and experimental spaces, as well as the equipment necessary for working in these is appropriate to the number of students and the programmed activities in the educational programme.

- ☐ The appropriateness of the number of laboratories, workshops or experimental spaces, and their size, and how these adjust to the needs of the educational programme.
- ☐ The appropriateness of the equipment in the teaching laboratories, workshops or experimental spaces, and how these adjust to the needs of the educational programme.
- ☐ The appropriateness of the spaces (storage areas, lockers, etc) used for keeping materials and work necessary for working in the workshops, or the results of working in these.
- ☐ Health and safety and environmental norms in these spaces and knowledge of these by the agents involved, and the existence of architectural barriers.



4.4. LIBRARY AND DOCUMENT BANKS

4.4.1. The library and reading rooms infrastructures are correctly furnished and have sufficient space and timetables to satisfy the needs of the educational programme.

- ☐ The appropriateness of the library and reading rooms, and how these meet the needs of the educational programme, with regards to their furnishing, the number of reading and consultation positions, and timetables.



4.4. LIBRARY AND DOCUMENT BANKS

4.4.2. The quantity, quality and accessibility of the information contained in the library and document banks is appropriate to the needs of the educational programme.

- ☐ Appropriateness of the library stock with regards to quantity, quality, accessibility, and whether it meets the needs of the educational programme (number of basic recommended library titles and their availability).
- ☐ Methods of accessing information contained in the library and document banks.
- ☐ Mechanisms for maintaining, updating and renewing the library stock.

Timetable

Time	Action
11h30-11h45	Criteria 3 and 4
11h45-12h10	Analysis and adaptation of Criteria 3 Uni. Makerere - Criteria 3.1.1. Uni. Mzumbe –Criteria 3.1.2. Uni. Moi –Criteria 3.2.1.
12h10-12h25	Presentation and conclusion of Criteria 3.
12h25-12h45	Analysis and adaptation of Criteria 4 Uni. Makerere – Criteria 4.1.1 and 4.3.1 Uni. Mzumbe –Criteria 4.2.1-3 Uni. Moi–Criteria 4.4.1 and 4.4.2
12h45-13h00	Presentation and conclusion of Criteria 4.

Thank you

