

# **MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY**



## **GUIDELINES FOR MONITORING AND EVALUATION OF QUALITY OF TEACHING AND LEARNING**

**FEBRUARY 2024**

## **FOREWORD**

Mbeya University of Science and Technology (MUST) has an obligation to contribute to national social and economic development through training, research, consultancies, and other allied services to the community. MUST is recognized as one of the institutions in Tanzania endowed with staff who have relevant skills, requisite research and teaching facilities and the mandate to generate new knowledge. Monitoring and evaluation are two key components of quality assurance, playing significant roles in ensuring the effectiveness and efficiency of teaching and learning activities at the University.

Monitoring is intended to track the progress and performance of the day-to-day execution of teaching and learning activities to ensure compliance with standards. It also focuses on the efficient utilization of resources such as staff, time, space and materials to develop competence skills for students, leading to timely adjustment to improve teaching and learning activities. On the other hand, evaluation is conducted to determine the overall performance of the teaching and learning process. Key areas related to quality of teaching and learning are evaluated periodically to address the gaps and maintain standards.

The current revision of the Guidelines for Monitoring and Evaluation of Teaching and Learning has taken into consideration changes to the MUST 2022/2023 – 2026/2027 Corporate Strategic Plan and the immediate expansion of the University. Improvements to the Guidelines have therefore been made to make them sufficient and flexible to abide by the current needs and impacts of the University expansion.

Prof. Aloys Mvuma

**Vice Chancellor**

January 2024

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## **LIST OF ABBREVIATIONS**

CA	Continuous Assessment
DQA	Director of Quality Assurance
DVC-ARC	Deputy Vice - Chancellor Academic, Research and Consultancy
DVC-PFA	Deputy Vice - Chancellor Planning, Finance and Administration
EAQAN	East African Higher Education Quality Assurance Network
FPT	Field Practical Training
IPT	Industrial Practical Training
ILLM	Industrial Linkage and Labour Market
IUCEA	Inter-University Council for East Africa
MIST	Mbeya Institute of Science and Technology
MUHAS	Muhimbili University of Health and Allied Sciences
MUST	Mbeya University of Science and Technology
MUSTSO	Mbeya University of Science and Technology Student Organization
ODL	Open and Distance Learning
QA	Quality Assurance
QA-METL	Quality Assurance – Monitoring and Evaluation of Teaching and Learning
TCU	Tanzania Commission for Universities
TP	Teaching Practice
TUQAF	Tanzanian Universities Quality Assurance Forum
SE	Semester Examination
SIMS	Students Information Management System
VC	Vice Chancellor

## DEFINITIONS OF KEY TERMS

**Academic quality:** Academic quality in education refers to how well the program has met certain standards of excellence. It includes factors such as qualified and experienced staff, well-designed and up-to-date curricula, effective teaching methods, access to quality resources, fair assessment practices, student support services, and research opportunities.

**Assessment:** Process of determining the extent to which academic programme provides learners with knowledge, skills, attitudes, and values.

**Evaluation:** A systematic assessment is conducted periodically to determine the overall performance of the teaching and learning process.

**External Quality Assurance:** Systematic monitoring and evaluation of the operations of a quality assurance agency of higher education, and the processes that support them, to make sure that the standards are met.

**Internal Quality Assurance:** A system and standardized procedures at a higher education institution or a quality assurance agency securing fit-for-purpose and quality outputs of processes.

**Monitoring:** A regular and continuous systematic check intended to track the progress and performance of day-to-day execution of teaching and learning activities to ensure compliance with standards.

**Quality:** Means achieving goals and aims in an efficient and effective way, assuming that the goals and aims reflect the requirements of all stakeholders in an adequate way.

**Quality Assurance:** A general term for procedures in internal or external quality assurance procedures including but not limited to assessment, accreditation, evaluation, and audit both on the programme and institutional level.

## **1.0 INTRODUCTION**

### **1.1. Background**

The history of Mbeya University of Science and Technology (MUST) dates back to 1986 when Mbeya Technical College (MTC) was established by the Government of the United Republic of Tanzania to train Full Technicians at Certificate Level (FTC) under the Russia - Tanzania Training Support. The College existed up to mid – 2005, offering programmes in the fields of architectural technology, electrical engineering, civil engineering, and mechanical engineering. In July 2005, MTC was transformed into a comprehensive multi-disciplinary Mbeya Institute of Science and Technology (MIST) by the National Council for Technical Education (NACTE) Establishment Order, 2004.

The transformation was a Government's move towards strengthening the College to become a fully-fledged University. Mbeya Institute of Science and Technology registered several achievements including the restructuring of FTC programmes to Ordinary Diploma programmes and the introduction of Undergraduate Degree programmes which eventually led to the expansion of student enrolment. Following these achievements, on 29<sup>th</sup> March 2012 after being issued with a University Provisional License by the Tanzania Commission for Universities (TCU), the Institute was transformed into a fully - fledged University namely Mbeya University of Science and Technology (MUST) and was granted the Mbeya University of Science and Technology Charter on 20<sup>th</sup> August 2013.

### **1.2 Vision**

The vision of Mbeya University of Science and Technology is to become the leading centre of excellence for knowledge, skills, and applied education in science and technology.

### **1.3 Mission**

The mission of Mbeya University of Science and Technology is to develop academically, technologically and socially competent students, staff, and other stakeholders who will be responsive to the broader needs and challenges of

the society specified by:

- (i) Facilitating appropriate tuition, practical training, and support according to the needs of students and other customers;
- (ii) Encouraging staff commitment to quality education and services including research, consultancy, and innovation;
- (iii) Fostering lifelong learning, honesty and responsibility;
- (iv) Promoting an environment conducive to human development; and
- (v) Promoting effective entrepreneurship and usage of appropriate technology that meets national and international needs and standards through skills and practical-oriented training, research, and consultancy.

#### **1.4 Quality Assurance Unit**

The Quality Assurance Policy was formulated in 2014 and reviewed in 2019 and 2024 for the first and second time, respectively. The Quality Assurance Unit which started in 2015 has a function of advising and crosschecking the quality of all University subsystems including academic staff, academic programmes, student admission, examination and assessments, community outreach activities, research and consultancy, students' evaluation of courses and student support services. The advising and cross-checking are done to ensure compliance with national and international standards.

#### **1.5 Justification for Establishment of the Guideline**

Monitoring and Evaluation for Quality of Teaching and Learning process (MEQTL) Guidelines is very important in order to comply with national and international standards. The MUST's previous Guidelines was insufficient to address the current challenges following the immediate expansion of the University. Reforms have been made to make it sufficient and flexible to abide by the impacts of the University expansion. The following are expected

outcomes of good monitoring and evaluation:

- (i) Improved self-evaluation;
- (ii) Availability of University database;
- (iii) Improved commitment of facilitators to the teaching and learning process
- (iv) Improved performance of students in all programmes;
- (v) Achieved strategic objectives;
- (vi) Produced competent graduates;
- (vii) Improved teaching, learning facilities, and resources;
- (viii) Simplified review of the University programmes; and
- (ix) Compliance with regulatory authorities and professional bodies.



## **2.0 MONITORING SYSTEMS AND TOOLS IN UNIVERSITY QUALITY ASSURANCE**

The structured monitoring system to collect information about the quality of University activities includes:

### **2.1 Systems**

- (i) Students' Information Management System (SIMS);
- (ii) Students' admission system on enrolment in each programme;
- (iii) Programme Self-assessment;
- (iv) Institutional Self-assessment; and
- (v) Research and survey (Structured feedback from the labour market/from alumni using tracer study, Industrial Linkage and Labour Market (ILLM) reports, stakeholders report, market survey).

### **2.2 Tools**

The following forms will be used:

- (i) QA-MTL 01: Student course evaluation;
- (ii) QA-MTL 02: Monitoring the conduct of teaching and learning;
- (iii) QA-MTL 03: Continuous assessment and semester examinations;
- (iv) QA-MTL 04: Facilitators' class attendance;
- (v) QA-MTL 05: Students' attendance;
- (vi) QA-MTL 6: Industrial Practical Training/Field Practical Training/Teaching Practice;
- (vii) QA-MTL 07: Quality of Library Services;
- (viii) QA-MTL 08: Quality of Laboratory and workshop;
- (ix) QA-MTL 09: Graduates' information;

- (x) QA-MTL 10: Research Project Performance University Level Form;
- (xi) QA-MTL 11: Department Research Performance;
- (xii) QA-MTL 12: Performance of Journal Form;
- (xiii) QA-MTL 13: Academic Consultancy Evaluation Form; and
- (xiv) QA-MTL 14: Assessment of Academic Infrastructure and Support Services at College/ Department Level.

### **3.0 MONITORING AND EVALUATION OF QUALITY OF TEACHING AND LEARNING**

The following are key elements in the Monitoring and Evaluation of quality teaching and learning:

#### **3.1 Teaching**

The following parameters will be monitored and evaluated:

- (i) Staff qualifications;
- (ii) Teaching and learning facilities (classrooms, workshops, laboratories, library, and studio with equipment such as computers, projectors, Public Address system, books, whiteboards/smartboards/blackboards, apparatus, chemicals, reagents and MATLAB);
- (iii) Effective use of curricula;
- (iv) Prepared assessment tools (tests, assignments, practicals, quizzes, presentations, and examinations with their assessment criteria);
- (v) Follow up on timetable implementation;
- (vi) Students' attendance in classrooms;
- (vii) Punctuality of teaching staff in-class sessions;
- (viii) Reports from Independent Internal Examiners and External Examiners;
- (ix) Students' course evaluation;
- (x) Industrial practical training and Linkage process; and
- (xi) Curriculum development/review process.

## **4.0 ROLES IN MONITORING AND EVALUATION**

### **4.1 Top Management Team**

The top Management team consists of Vice Chancellor, Deputy Vice Chancellor - Academic, Research, and Consultancy (DVC - ARC) as well as the Deputy Vice Chancellor - Planning, Finance and Administration (DVC - PFA). They have a big role to play in monitoring and evaluation of quality teaching and learning through close follow-up and decision-making on reported quality assurance issues at the University.

#### **4.1.1 Roles of the Vice Chancellor**

- (i) As the Chief Executive Officer of the University, he/she is responsible for day to day-to-day quality assurance activities and reports to the higher authorities;
- (ii) Links the University with other stakeholders;
- (iii) Approves various task teams on quality assurance issues;
- (iv) Checks and follows up on MUST compliance with national and internal standards, policies, regulations and laws on the teaching and learning process; and
- (v) Takes action and improve systems, policies, and procedures.

#### **4.1.2 Roles of Deputy Vice Chancellor - Academic, Research and Consultancy**

- (i) Ensures that qualified academic staff are employed and developed based on academic programmes;
- (ii) Ensures quality of all academic programmes;
- (iii) Ensures availability of facilities for the teaching and learning process;
- (iv) Appoint a task force to accomplish various quality assurance tasks;

- (v) Strengthens academic exchange programmes; and
- (vi) Monitors the effectiveness of teaching and learning systems at the University.

#### **4.1.3 Roles of Deputy Vice Chancellor - Planning, Finance and Administration**

- (i) Oversees the quality of infrastructures for teaching and learning;
- (ii) Handles all financial matters for required activities, materials, and facilities;
- (iii) Oversees processing of payments for programmes' accreditation;
- (iv) Oversees staff career development to facilitate teaching and learning processes; and
- (v) Oversees students' support services.

#### **4.2 Roles of Quality Assurance Director**

- (i) Prepares procedures and guidelines for monitoring and evaluation;
- (ii) Assures University-wide quality of teaching and learning process;
- (iii) Ensures development, monitoring, and evaluation of quality teaching and learning and support services; and
- (iv) Audits, reports and advises top Management on quality assurance issues related to teaching and learning process, facilities, and courses or programmes;
- (v) Compiles various reports from Independent Internal Examiner and External Examiners, Stakeholders' reports, and evaluation

form results;

- (vi) Checks quality assurance compliance on national and international standards;
- (vii) Monitors all issues related to quality teaching and learning as explained in various standards and guidelines;
- (viii) Checks on capacity building, coordinate, prepare, and facilitate seminars related to quality assurance issues in the teaching and learning process;
- (ix) Cross-checks the status of the programme (new/review);
- (x) Monitors how assessments are conducted on continuous assessment and end of semester examination; and
- (xi) Monitors student/ staff ratio for each programme.

### **4.3 Roles of Director of Undergraduate Studies**

The Director of Undergraduate Studies (DUS) will be responsible for issues related to undergraduate programmes. The Director will perform the following:

- (i) Ensure quality of admission and registration process;
- (ii) Ensure smooth operation of Students Information Management System;
- (iii) Release timetable or schedule and academic calendar publicly on time;
- (iv) Ensure payment of annual quality assurance fees for registered students;
- (v) Oversee preparation of the budget or orders related to examination issues; and
- (vi) Release and publish information as well as examination results on time.

#### **4.4 Roles of Director of Postgraduate Studies, Research and Publications**

Director of Postgraduate Studies, Research and Publications (DPSRP) will deal with matters related to postgraduate programmes.

- (i) Ensure quality of admission and registration process of postgraduate students;
- (ii) Ensure quality research from students and staff;
- (iii) Enhance a conducive learning environment for postgraduate students;
- (iv) Establish an atmosphere for quality research, innovation, and publication;
- (v) Encourage dissemination of quality research findings;
- (vi) Ensure proper documentation of publications;
- (vii) Ensure timely response from internal and external examiners of students' work;
- (viii) Check on capacity building, coordinate, prepare, and facilitate seminars related to quality research and publications; and
- (ix) Motivates staff participation in various research presentations.

#### **4.5 Roles of Principals**

These leaders are responsible for monitoring and evaluating all programmes at their respective Colleges by performing the following tasks:

- (i) Monitor teaching and learning quality to their College in their respective academic programmes;
- (ii) Submits to Quality Assurance Unit various copies of reports such as Independent Internal Examiner, External Examiner reports, monitoring reports, stakeholders' reports, tracer study reports, programme assessments, curriculum issues, and other

- matters related to teaching and learning;
- (iii) Makes follow-up on the registration process for their respective students;
  - (iv) Budgets and orders workshop /laboratory/studio facilities for smooth teaching and learning in their respective areas;
  - (v) To monitor the examination process (examination setting, moderation of exams, supervision of exams, marking of scripts, and submission of marked scripts);
  - (vi) Keep records of examination reports, teaching materials, study guides, assessment plans, and other relevant documents which facilitate teaching and learning;
  - (vii) Monitor, supervise and process industrial practical training reports and results;
  - (viii) Keep attendance for all Course facilitators in each semester.
  - (ix) Monitor student/staff ratio for each programme.

#### **4.6 Roles of Head of Academic Departments**

- (i) Monitors quality of teaching and learning;
- (ii) Submits to Principals various reports such as monitoring reports, stakeholders' reports, tracer study reports, curriculum issues, and other related matters;
- (iii) Ensures the availability of all required documents for facilitating independent Internal Examiner and External Examiner activities;
- (iv) Makes follow up on registration process;
- (v) Makes close follow-up on academic staff class attendance;
- (vi) Prepares lists of student academic advisors and ensures their implementation;
- (vii) Budgets and orders workshop/laboratory/studio facilities;
- (viii) Monitors the examination process (examination setting, moderation, and supervision, marking of scripts and submission of marked scripts);



- (ix) Keeps records of examination reports, examinations' moderation reports, teaching materials, study guides, assessment plans and other relevant documents;
- (x) Oversees the list of supervisors for Industrial Practical Training (IPT) and compiles reports for Field Practical Training (FPT), IPT, Teaching Practice (TP), projects/research and results for their students;
- (xi) Coordinates and regulates teaching load for available staff;
- (xii) Keeps attendance for all course facilitators each semester;
- (xiii) Monitors student/staff ratio for each programme;
- (xiv) Collaborates with QA coordinators to ensure the quality of teaching and learning; and
- (xv) Ensures that tests are implemented from the fifth week of teaching in a particular semester.

#### **4.7 Roles of Quality Assurance Heads**

- (i) Promote a quality culture at the University;
- (ii) Oversee the development/review process of academic programmes at the University;
- (iii) Monitor quality standards and practices for courses and degree programmes at the University;
- (iv) Prepare quality assurance reports and share them with the management through consultative management meetings and QAC meetings;
- (v) Monitor the examination process (examination setting, moderation and supervision, marking of scripts and submission of marked scripts);
- (vi) Attend specific issues at the University as recommended by consultative management meetings and QAC meetings from time to time;
- (vii) Prepare annual budget for the QA Unit;

- (viii) Coordinate Independent Internal and External Examiners' activities; and
- (ix) Liaise with Directorates, Centres, and Units on quality-related issues.

#### **4.8 Roles of other Directorates/Centres/Units**

The following roles shall be handled by Directorates/Centres/Unit that are not discussed in the previous sections, such as Director of Administration and Human Resource Management (DAHRM), Director of Estate Management (DEM), Director of Information and Communication Technology (DICT), Director of Students Services (DSS), Director of Planning and Investment (DPI), Director of Finance (DF) Centre for Innovation and Technology Transfer (CITT), Procurement Management Unit (PMU), Internationalization and Convocation Unit (ICU), Centre for Virtual and Continuing Education (CVCE), Director of Library Services (DLS), Chief Internal Auditor (CIA), Center for Gender Studies (CGS) and Communication and Marketing Unit (CMU):

- (i) Oversee the recruitment of qualified staff;
- (ii) Oversee capacity building of the university staff;
- (iii) Ensure availability of quality infrastructures for teaching and learning;
- (iv) Ensure timely procurement of teaching and learning materials and other resources;
- (v) Ensure adequate budget and resource allocation to enhance teaching and learning at the university;
- (vi) Ensure timely disbursements of approved funds to enhance teaching and learning;
- (vii) Ensure availability of quality books, subscribed journals, and online education resources;
- (viii) Ensure smooth accessibility of university Information Systems (SIMS, standard internet connection,);
- (ix) Ensure quality incubation process to the final innovation products;

- (x) Promote university linkage with alumni and other stakeholders;
- (xi) Promote innovative pedagogies and online training;
- (xii) Ensure equality, equity, and inclusivity in each category and activities undertaken at the university;
- (xiii) Ensure quality delivery of student services;
- (xiv) Ensure all control mechanisms and standards for monitoring teaching and learning are adhered to;
- (xv) Ensure coordination of university advertisement and efficient use of social media to brand the university; and
- (xvi) Conduct publicity of programs for the promotion of the university's image.

#### **4.9 Roles of College QA Coordinators**

College QA coordinators will work closely with departmental QA coordinators to ensure the quality of teaching and learning processes;

- (i) Monitor teaching and learning activities at the college level;
- (ii) Promote a quality culture at the college level;
- (iii) Oversee the development/review process of academic programmes at the college level;
- (iv) Monitor the examination process (examination setting, moderation of exams, supervision of exams, marking of scripts, and submission of marked scripts) at the college level;
- (v) Monitor the quality of teaching and learning facilities (projectors, equipped laboratories, standard internet connection, chairs, tables, whiteboards, office facilities);
- (vi) Prepare quality assurance reports and share them with the principal and DQA;
- (vii) Ensure that tests are implemented from the fifth week of

teaching in a particular semester.

#### **4.10 Roles of Course Facilitators**

- (i) Prepare quality study guide, assessment plan, and teaching materials such as notes/practical manuals for the course/subject and submit a copy to the Head of Department/Principal;
- (ii) Prepare and upload Continuous Assessment results on time (tests, assignments, quizzes), and Semester Examinations;
- (iii) Supervise student's projects, practicals, and research;
- (iv) Monitor and sign class attendance list during class session; and
- (v) Organize professional or career development affairs such as study tours, and guest speakers/ visiting lecturers to enhance the quality of teaching and learning.

## **5.0 EXTERNAL STAKEHOLDERS**

They include External Examiners, Peer reviewers, TCU, Ministries, IUCEA, EAQAN, and other stakeholders. Their views or reports on compliance with quality assurance guidelines, policies, handbooks, and others help to improve teaching and learning. External Examiners' reports form is an integral part of the University's procedures for quality assurance in relation to teaching and learning.

## **6.0 INDICATORS FOR MONITORING**

The following will be regarded as evidence for monitoring and evaluation of quality teaching and learning at MUST:

- (i) Assessors report for monitoring and evaluation activities;
- (ii) Report on the number of admitted and registered students in all programmes;
- (iii) Report on student/staff ratio and teaching load each semester;
- (iv) Report on performance in examination results as displayed in SIMS;
- (v) Stakeholders report on curriculum development and review;
- (vi) Annual Independent Internal Examiners and External Examiners reports on examination results;
- (vii) Moderation reports of examination quality;
- (viii) Students' class, and facilitator's attendance lists;
- (ix) Students' course evaluation form results/comments;
- (x) IPT/field reports;
- (xi) Training materials/notes/available either in hard copy or softcopy, and online resource education links;
- (xii) Followed guidelines/course outline/timetable/academic calendar; and

(xiii) Prepared workshop or laboratory reports from technician/course facilitator.

## **7.0 MONITORING TOOLS**

Teaching and learning will be monitored and evaluated through the use of a checklist and other tools as indicated in Appendix 1 by filling out the Forms (QA-MTL 1-9). The collected data will be analyzed and a written report will be presented as findings to the QA Committee for discussion. The DQA Committee recommendations will be presented to the Management for further action.

## **REFERENCES**

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## **APPROVAL**

At its 42<sup>nd</sup> Meeting held on 12<sup>th</sup> day of February 2024, the Senate of Mbeya University of Science and Technology RECEIVED, DUSCUSSED and APPROVED the Guidelines for Monitoring and Evaluation of Teaching and Learning.

Prof. Aloys N. Mvuma

**CHAIRPERSON**

Adv. Lugano Mwakilasa

**SECRETARY**

**APPENDICES**  
**TOOLS FOR MONITORING AND EVALUATION OF QUALITY**  
**TEACHING AND LEARNING (QA-MTL 01-14 FORMS)**

# MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY



## QUALITY ASSURANCE UNIT

### QA-MTL 01: STUDENT COURSE EVALUATION FORM

**Instructions:** This form should be filled by a student (3 times per semester) and it aims at capturing feedback from a student regarding the quality of instruction a student has received in the particular course as well as the learning environment and facilities. The information is confidential and will not be associated with any identity. Be honest and provide constructive opinions that will be useful in improving the delivery and quality of the course and the learning environment.

<b>Part A: PARTICULARS</b>							
A1	Course name:	A2	Course code:				
A3	Course facilitator's name:	A4	Department:				
A5	Programme:	A6	UQF level:				
A7	Study year:	A8	Semester:				
A9	Number of students (optional):	A10	Date of evaluation:				
<b>Part B: FACILITATOR RATING (Put a tick in the appropriate box) 5=Excellent; 4=Very Good; 3=Satisfactory; 2=Poor; 1=Very Poor, NA=Not applicable</b>							
		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
B1	Facilitator's preparedness on the subject matter						
B2	Facilitator's possession of up-to-date skills and knowledge in the subject matter						
B3	Facilitator's use of teaching aids and effective mode of delivery						
B4	Facilitator's fairness in grading of assignments and tests						
B5	Facilitator's capacity to provide timely feedback on assignments and tests						

B6	Facilitator's attendance in the class						
B7	Facilitator's availability for consultations						
B8	Facilitator's rapport with students in the classroom						
B9	Adequacy of Facilitator's guidance on learning materials						
B10	Extent to which the Facilitator relates the course to your area of study						
<b>Part C: COURSE RATING</b>							
<b>5=Excellent; 4=Very Good; 3=Satisfactory; 2=Poor; 1=Very Poor,</b>							
		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
C1	How clear was the course objective?						
C2	How well was the course content coverage?						
C3	How well did the course meet the expectations?						
C4	How useful were the teaching methods? (lecture, case study, fieldwork, study tour)						
C5	How useful were the lecture notes, handouts, and practical manuals?						
C6	How useful were the practical assignments?						
<b>Part D: LEARNING ENVIRONMENT AND FACILITIES</b>							
<b>5=Excellent; 4=Very Good; 3=Satisfactory; 2=Poor; 1=Very Poor</b>							
		<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>NA</b>
D1	Adequacy of space in lecture rooms, laboratory and workshop for teaching and learning						
D2	Quality of teaching and learning facilities such as projectors, whiteboards, podiums, studios, smart classes, etc.						
D3	User friendly of tables and chairs in lecture rooms (ergonomics and aesthetics)						
D4	Quality of workshop and laboratory equipment, devices, and other consumables						
D5	Adequacy of lighting in the lecture rooms						
D6	Availability of books (both hardcopy and online) and subscribed journals related to the course						
D7	Availability of quality Internet services						

**MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY**



**QUALITY ASSURANCE UNIT**

**QA-MTL 02: MONITORING THE CONDUCT OF TEACHING AND  
LEARNING FORM**

General Information

College: ..... Department: .....

Course Name: ..... Course Code: .....

Venue: ..... UQF Level: ..... No. of Students: .....

Course facilitator's Name: .....

1	<b>PUNCTUALITY</b>			Remarks
	Items	Yes	No	
1.1	Did the class session start on time			
1.2	The class session started late (more than 15 minutes)?			
1.3	If 'yes' in (1.2) above, what was the reason(s), choose among the following.			
	i. The course facilitator came late.			
	ii. Students came late			
	iii. Challenge on sitting arrangement			
	iv. The venue was found been used by another class which ended late.			
	v. Collision			
	vi. The class was shifted to another room.			
2	<b>CONDUCTION OF CLASS SESSION</b>			
2.1	Was the class session conducted?			
2.2	If not, choose the reason(s) among the following;			
	i. Collision			
	ii. Absence of course facilitator while students attended			

	iii. Absence of students while the course facilitator attended			
	iv. Power cutoff (blackout)			
	v. University events e.g. public lectures, special meeting			
	vi. Public holidays			
3	<b>TEACHING AND LEARNING STYLE</b>			
3.1	Teacher-centred			
3.2	Student-centered			
4	<b>MEDIUM OF INSTRUCTION</b>			
4.1	English used throughout			
4.2	Kiswahili used throughout			
4.3	Both English and Kiswahili are used interchangeably			

Class Representative Name: .....

Signature: ..... Date:.....

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**QUALITY ASSURANCE UNIT**

**QA-MTL 03: CONTINUOUS ASSESSMENT AND SEMESTER EXAMINATIONS FORM**

This form has to be filled by the QA coordinator during continuous assessment (CA) and semester examination (SE)

General Information

College: ..... Department: .....

Course name: ..... Course Code: .....

UQF level: ..... Venue: .....

No. of students..... Date: .....

Particulars of invigilators

S/N	Name of invigilator
1	
2	
3	

Condition of examination room during CA / SE (Tick where applicable: 1=Very poor, 2=Poor, 3=Good,4=Very good, 5=Excellent, NA= Not applicable)	CA	SE	5	4	3	2	1
	i. Sitting arrangement/plan for students						
ii. Lighting							
iii. Chairs and tables							
iv. Room ventilation							
v. General condition of the examination room							

vi.	Starting test/ exam session							
vii.	Ending of exam session							
viii.	Packing of collected exam scripts							
ix.	Invigilators' punctuality							
x.	Number of invigilators to student ratio							
xi.	Examination adheres to college format							

Name of QA Evaluator .....

Signature: ..... Date: .....



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**DIRECTORATE OF QUALITY ASSURANCE**

**QA-MTL 04: FACILITATORS' CLASS ATTENDANCE FORM**

College: ..... Department.....

Programme..... UQF Level.....

Day and Date	Time	Course name & Code	Number of Students	Venue	Course Facilitators' name	Course facilitators' signature
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Class representatives' Name:.....

Signature: ..... Date: .....

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**QUALITY ASSURANCE UNIT**

**QA-MTL 05: STUDENTS ATTENDANCE FORM**

College:..... Department.....  
Programme.....UQF level: .....

Course name..... Course code: ..... Date: .....

S/ N	Students Name	Reg.No.	Signature

Course facilitators' Name: .....  
Signature: .....

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**QUALITY ASSURANCE UNIT**

**QA-MTL 06: INDUSTRIAL PRACTICAL TRAINING/FIELD PRACTICAL TRAINING/TEACHING PRACTICE FORM**

College: ..... Department: .....

Programme..... Student name.....

UQF Level..... Industry/Company.....

Region..... Supervisors' name.....

<b>S/ N</b>	<b>Items</b>	<b>Remarks</b>
1	Starting date..... Departure date.....	
2	Quality of area for IPT/FPT/TP	
3	Students performed the activities assigned by the supervisor.	
4	Relevance of activities performed in the area of study	
5	Students are supervised as required in the schedule.	
6	Students' welfare is considered for quality or best practices (safety issues)	
7	Employer/assessor's opinion on the student and areas for improvement	

Quality Assurance Evaluator's Name.....

Signature:..... Date: .....

# MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY



## QUALITY ASSURANCE UNIT

### QA-MTL 07: QUALITY OF LIBRARY SERVICES FORM

**Instructions:** This form should be filled by Head of section, Librarians, and Library users. The information given will be treated confidentially and will not be associated with any identity.

#### General Information

Library Section: .....Department: .....

Date..... Semester .....

S/N	Condition of Library (Tick where applicable: 1=Very poor, 2=Poor, 3=Good,4=Very good, 5=Excellent, NA=Not applicable)	1	2	3	4	5
1	Orientation of how to use the library for new users or guideline					
2	Availability of relevant reference books and subscribed journals of various courses in different academic programmes					
3	Affordability of penalties to be paid by library users					
4	Internet and availability of online resources					
5	Satisfactory copies of current books for each course					
6	Availability of cloakroom services					
7	Availability of special reserve					
8	Availability of students' projects, thesis, dissertation, and other research papers in the library					
9	Accessibility of e-books on available books					
10	The procedures for issuing books (user-friendly)					
11	Ventilation in library room and furniture for users					
12	Silence and a conducive environment for reading					
13	Security of books					
14	Users with disabilities can access library resources.					

Quality Assurance Evaluator's Name:.....

Signature: ..... Date .....

## MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY



### QUALITY ASSURANCE UNIT

#### QA-MTL 08: QUALITY OF LABORATORY AND WORKSHOP FORM

**Instructions:** This form should be filled by a Head of department, course facilitator, technician, and students. The information will be treated confidentially and will not be associated with any identity.

#### General Information

Department: .....

Laboratory/Workshop.....

Technician Name: ..... Semester .....

S/N	Condition of Laboratory/Workshop (Tick where applicable: 1=Very poor, 2=Poor, 3=Good,4=Very good, 5=Excellent, NA= Not applicable)	1	2	3	4	5
1	Availability and adequacy of Laboratories/workshops/Studio to facilitate hands-on activities					
2	Quality of machines, equipment, tools, apparatus, and devices available for various academic programmes					
3	Availability of qualified technicians					
4	Availability of practical manuals					
5	Availability of standard operation procedures					
6	Adequacy of reagents, chemicals					
7	Ability of students to perform experiments/practical					
8	Availability of offices for laboratory technicians					
9	Internet speed and availability of online resources					
10	Sufficient supply of water in the laboratory					
11	Availability of security alerts and/ or fire extinguishers in the laboratory					
12	Timely delivery of technical materials and practical consumables					
13	Availability of safety gear in the workshops/ laboratory					

Quality Assurance Evaluator's

Name.....

Signature ..... Date .....

**MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY**



**QUALITY ASSURANCE UNIT**

**QA-MTL 09: GRADUATES' INFORMATION FORM**

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General Information

College.....Department: .....

Programme..... Year of Graduation .....

S/N	Graduate's Name	Reg. Number	Contacts (Mobile number and Email address)

Name of Head of Department:.....

Signature:..... Date.....

College Examination Coordinators: .....

Signature: ..... Date: .....



# MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY



## QUALITY ASSURANCE UNIT

### QA-MTL 10: RESEARCH PROJECT PERFORMANCE AT THE UNIVERSITY LEVEL FORM

Academic year:

..... Instructions:

This form is used to evaluate the quality of a research project. The Principal Investigator/Researcher of the project shall provide information on research input and process (Part B). In Part C of the form, information about the output for all research projects since the last evaluation will be reported. The assessment is conducted once a semester/year.

<b>Part A: The Particulars (to be filled by the Department)</b>			
A1. Project Title			A2. Project Duration: .....
A3. Principal Investigator (PI):			A4. Total Amount of Funds: ..... .....
Name	Gender	Rank	
A6. Co-PIs:			A.5 Total Amount Received so far: ..... .....
Name	Gender	Rank	
A7. Other researchers:			
Name	Gender	Rank	
A8. Registration number. ..... (Optional)		A9. Total Institutional Fee:..... (%)	
A12. Registered (Yes.....No.....) on database?		A10. Institutional Fee Paid: ..... (%)	
		A11. Balance:..... (%)	
		A13. Disbursement plan (year 1, Year 2, etc.)	

A14. Other Team members and their Academic rank	A15. Hosting Department .....
A16. Collaborator .....	A17. Hosting Unit (College/ /Directorate/Unit .....

*Please tick as appropriate after the presentation of physical evidence.*

**Part B: Assessment of Research Input and Process Performance**

	<b>Yes</b>	<b>No</b>
B1. MoU indicating the mode of collaboration was signed		
B2. The project is registered in the University database		
B3. Progress reports submitted		
B4. Institutional fees are paid to the University		
B5. Staff mix by gender, seniority, etc. was considered during the formation of the research team		

**Part C: Research Output**

<i>Provide information for the Target and Actual columns</i>	<b>Target</b>	<b>Actual</b>
C1. Number of publications in journals approved by the department		
C2. Number of Conferences attended from the list of conferences approved by the department		
C3. Name and number of research equipment/ facilities procured by various research groups		
C4. Number of conferences organized by the department		
C5. Number of research training organized /coordinated by the department		
C8. Number of concept notes/ proposals developed as a result of internal roundtable discussion conducted/attended by the department		
C9. Number of successful research proposals which has attracted funding		
C10. Amount of funds attracted by the department through research		
C11. Number of Master and PhD trained through research grants		
C12. Number of infrastructure facilities procured through research funding		
C13. Number of license agreements or any commercial undertakings entered by the department/ researchers		
C14. Availability of public service/community programmes as a result of the output from conducted research		

# MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY



## QUALITY ASSURANCE UNIT

### QA-MTL 11: DEPARTMENT RESEARCH PERFORMANCE

Academic year: .....

#### Form Instruction

This form is used to evaluate the quality of the research system at the department/Unit level. The head of the department/unit shall provide information on research input and process (Part B). In Part C of the form, information about the output for all research projects since the last evaluation will be reported. The assessment is conducted once every semester/academic year.

<b>Part A: The Particulars (to be filled by the Department)</b>	
A1. Department:	
A2. College/Directorate/Unit	
A3. Date:	
4.1 Research projects	
<b>Research project 1:</b>	
Project Title: _____	
Project Duration: _____	
Registration number: _____	
Amount of Funds: _____	
Principal Investigator (PI):	
Institutional Fee:	
a). Total Amount:	
b). Amount paid so far _____ ( -- %)	
c). Balance: _____	
A4.2 Research projects	

**Research project 2:**

Project Title: \_\_\_\_\_

Project Duration: \_\_\_\_\_

Registration number: \_\_\_\_

Amount of Funds: \_\_\_\_\_

Principal Investigator (PI):

Name	Gender	Rank

Institutional Fee:

a). \_\_\_\_\_ Total

Amount: b). Amount paid so far \_\_\_\_\_(---%)

c). Balance: \_\_\_\_\_

**Summary:**

Total number of research Projects in the Department: \_\_\_\_\_

Total Amount of Funds for all research projects in the Department:

Total PIs: \_\_\_\_\_

Institutional Fee:

a) Total Amount for all research projects in the Department/Unit:

b) Amount paid so far (for all research projects in the Department/ Unit):( %)

c) Balance (for all research projects in the Department): \_\_\_\_\_

*Please tick as appropriate after the presentation of physical evidence.***Part B: Assessment of Research Input and Process Performance**

	<i>yes</i>	<i>No</i>
B1. Researchers are aware of the University Research Agenda		
B2. Sufficient information on funding opportunities is provided by the Directorate of Postgraduate Studies Research and Publication to the Departments		
B3. The department has a proper coordination of Research and Publication		
B4. The list of Journals and conferences to be used for publications by its members of staff is comprehensively prepared		
B5. The department has fully participated in international/national research forums		
B6. The department has a mechanism for industrial linkages as evidenced by MoUs or commercial undertaking		

negotiations		
B7. The department has an up-to-date list of research projects registered and updated in the University portal/database		
B8. The department participated in the roundtable discussion organized by the unit		
B9. The department organized an international conference		
B10: The department has an existing system for linkage with the industry as evidenced by the office for industrial linkage and budget		
B11. The department has set a minimum number of days for processing of proposals, approval of proposals, time for submission of progress reports and final reports		
B12. The department has set a minimum time for processing procurement of research equipment and facility		
B13. The department has an inventory of research equipment and a system on how to use it, especially for facilities shared within and outside the University		
<b>Part C: Research Output</b>		
<b><i>Provide information for the Target and Actual columns</i></b>	<b><i>Target</i></b>	<b><i>Actual</i></b>
C1. Number of publications in journals approved by the department		
C2. Number of Conferences attended from the list of conferences approved by the department		
C3. Name and number of research equipment/ facilities procured by various research groups		
C4. Number of conferences organized by the department		
C5. Number of research training organized /coordinated by the department		
C8. Number of concept notes/ proposals developed as a result of internal roundtable discussion conducted/attended by the department		
C9. Number of successful research proposals which has attracted funding		
C10. Number of Master and PhD trained through research grants		
C11. Number of infrastructure facilities procured through research funding		
C12. Number of license agreements or any commercial undertakings entered by the department/ researchers		
C13. Number of public services programmes as a result of the output from conducted research		

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## QUALITY ASSURANCE UNIT

### QA-MTL 12: PERFORMANCE OF JOURNAL FORM

Academic year: ..... Instructions:

This form is used to evaluate the quality of Journal(s) owned by MUST. The head of the department/unit that hosts the Journal shall provide information about the Journal since the last evaluation. The assessment is conducted once every academic year.

**To be filled by the College/Department**

<b>Part A: The Particulars</b>		
A1. Journal Name	A6: Times since last status..... years.....	
A2: Host College/department/unit	A7: Number of volumes per year	
A3: Host Database	A8: Number of issues per year	
A4: Number of volumes/ issues per year	A9: Number of authors submitted	
A5: Status of the Journal (Local/ International)		
<i>Please tick as appropriate after the presentation of physical evidence.</i>		
<b>Part B: Information about</b>		
	<b>Yes</b>	<b>No</b>
B1. At least 50% of members of the journal editorial board are senior		
B2. There is a clear system for review of manuscripts (procedure for review, criteria for getting reviewers, guide for		

reviewers, and ethical commitment by reviewers)		
B3. The journal consistently follows its volumes and issues		
B4. The journal mode of publication is hard to print only		
B5. The journal scope is well-stated		
B6: The journal provides information on instruction to the author		
B7: The journal is indexed by an international database		
<b>Part C: Journal Output</b>		
<b><i>Provide information for the Target and Actual columns</i></b>	<i>Target</i>	<i>Actual</i>
C1. Number of authors from outside Tanzania who have published their manuscripts in the journal		
C2. Number of authors outside MUST who have published their manuscripts in the journal		
C3. Number of MUST authors who have published their manuscripts in the journal		
C4. Number of volumes per year		
C5. Name issues per year		
C6. Number of articles published per year		

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**QUALITY ASSURANCE UNIT**

**QA-MTL 13: ACADEMIC CONSULTANCY EVALUATION FORM**

Academic year: .....

**Instructions:** This form is used to evaluate the quality of the consultancy system at the department level semester-wise.

<b>Part A: The Particulars (to be filled by the Consultant)</b>		
A1. Consultancy Title	Project Duration:	
A2. Team Leader	Amount of Funds	
A3. Team Members	Type of Consultancy (Individual, contracted Research, internal, external)	
A3. Other Team members and their Academic rank	Hosting Department	
A3. Collaborator	Hosting Unit (College/ Directorate Unit)	
Registration No. (University/Outside)	Consultancy Value (Tshs.)	
<i>Please rate the instructor (Part B) and the course (Part C) appropriately. Put a tick (√) in the appropriate box found on the extreme right.</i>		
<b>Part B: Assessment of Consultancy Input and Process Performance</b>		
<i>Please tick as appropriate after the presentation of physical evidence</i>	<b>Yes</b>	<b>No</b>
evidence		



B1. MoU indicating the mode of collaboration was signed by the relevant authority		
B2. The department was involved in setting up the consultancy team		
B3. Every team member signed a form for conflict of interest		
B5. Progress reports were submitted to the ICU and the client		
B6. Institutional fees are paid to the University		
B7. The responsible department arranged training for its staff on issues related to consultancy		
B8. Feedback was provided to the client		
B9. Comments from the client's feedback have been worked on		
B10. The consultancy work involved collaboration with other Local University		
B11. The consultancy work involved an international organization		
B12. The Consultancy report complied with the UCB format		
B13. The consultancy work was completed on time		
B14. Travel clearance was sought by team members prior to travel for consultancy		
B15. Team members had an objective related to consultancy in their OPRAS form		
B16. Team members reported the achievement of consultancy objectives during a mid and annual review of OPRAS		
B17. Staff mix by gender, seniority, etc. was considered during the formation of the consultancy team		

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**QUALITY ASSURANCE UNIT**

**QA-MTL 14: ASSESSMENT OF ACADEMIC INFRASTRUCTURE AND SUPPORT SERVICES AT COLLEGE/ DEPARTMENT LEVEL**

Academic year: .....Semester .....

College

..... Depar

tment:

.....

Date: ..... Observer:

.....

Please put “tick” (√) in the appropriate variable and provide an explanation of the status of the respective facility. Key:

*1. Excellent; 2= Very good; 3= Good; 4= Satisfactory; 5= Development needed; 6= Unsatisfactory*

SN	Types	Adequacy			Status				
		Required	Available	Deficit	1	2	3	4	5
1	Administration block								
2	Principal/Dean/Director’s office								
3	Heads of Departments Offices								
4	Lecture rooms								
	a) Lightning								
	b) Chairs								
	c) Tables								
	d) Ventilation								
	e) PA system								
	f) Projectors								
	g) Projector screens								

	h) Interactive Technologies								
	i) Internet								
5	Administrative Officers' Office								
	a) Chairs								
	b) Tables								
	c) Computer								
	d) Printer								
	e) Internet connection								
	f) Shelves and cabinets								
6	Workshop								
	a) Chairs								
	b) Tables								
	c) Computer								
	d) Printer								
	e) Internet connection								
	f) Shelves and cabinets								
7	Laboratory								
8	Cafeteria								
9	Health facilities								
10	Accommodation								
11	Stores/ documentation								
12	Staff toilets								
13	Students' toilets								
14	Physics laboratory								
15	Biology laboratory								
16	Chemistry laboratory								
17	Music laboratory/ workshop/ studio								
18	Sport studio								
19	Sports and games playgrounds								
20	Language laboratories								
21	Counseling room								
22	Computer Laboratory								
23	Functional facilities/ Common rooms								
24	Science workshop								
25	Sanitary room/bin/incinerator								
26	Internet (LAN/WLAN/Wi-Fi services)								
27	Standard size doors								
28	Standard size windows								
29	Door opening orientation								
	a) Opening outward								

	b) Opening inward								
30	Lightning conductors								
31	Emergency exits								
32	Emergency assembly								
33	Teaching/Learning display facilities								
34	Walkways and stairs								
35	Walkways and stairs adequate for people with special needs								
36	Public notice boards								