

MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY



QUALITY ASSURANCE POLICY

2019

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ABBREVIATION AND ACCRONYM

DQA	Directorate of Quality Assurance
DQAC	Departmental Quality Assurance Committee
DVC	Deputy Vice Chancellor
EQA	External Quality Assurance
IQA	Internal Quality Assurance
IUCEA	Inter-University Council for East Africa
MDGs	Millennium Development Goals
MUST	Mbeya University of Science and Technology
TCU	Tanzania Commission for Universities
TQM	Total Quality Management
QAP	Quality Assurance Policy
VC	Vice Chancellor
QAC	Quality Assurance Committee
QA	Quality Assurance
QC	Quality Control

DEFINITIONS OF TERMS

Benchmarking: This involves the use of internal and external parameters against which appropriate judgments are made in order to assess comparability with standards and best practices in other institutions so as to inform enhancement.

Module or course: Is a discrete unit of study approved as a component of one or more programmes and it has credit assigned to it.

Programme: This is an approved curriculum, made up of specified core and elective courses, leading to a University award upon the success accumulation of at least minimum credits specified for the programme concerned.

Quality Assurance: Comprises all the policies, systems and processes directed to ensuring the enhancement of the quality and standards of the university in providing education.

Academic Standards: Refers to the expected levels of academic attainment which are used to describe and measure the academic requirements and performance of students.

Academic quality: Refers to results associated with teaching, learning, and service. The applicant higher education institution must explain the means and procedures that advance academic quality.

Quality: Refers to what results when the staff of an organisation reflect on the way activities are carried out, strive to ensure processes and activities are fit for purpose, and achieve a collective determination to improve the organisation's performance year-on-year.

Quality Enhancement: A commitment to improve the quality of activities and services, put into practice through forms of regular scrutiny leading to immediate action.

University areas/sections of activity: Refers to work units within the University including support services, Institutes, Faculties, Schools, commercial and income-generating enterprises.

Support Services: Refers to services that are provided within the University that support and enhance among others, include student learning opportunities, the quality of the student experience, the ability of staff to teach and carry out research activities effectively and the efficient operation of the University as a whole.

PART I

POLICY STATEMENT

1.1 Preamble

Mbeya University of Science and Technology (MUST) is a result of the transformation of the Mbeya Institute of Science and Technology (MIST) through the Universities Act NO.7 of 2005 and the Charter of Mbeya University of Science and Technology, 2013.

1.1.1 Vision of MUST

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

1.1.2 Mission of MUST

The mission of MUST 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.

1.1.3 The Core values guiding MUST

- i. Leadership in innovation and technology;
- ii. Culture and excellence;
- iii. Diversity and equal opportunity for all;
- iv. Partnerships; and
- v. Integrity and stewardship of resources.

Through its Strategic Plan of 2017-2022, MUST has defined the direction that it should follow to serve and meet the changing needs of its targeted market and the society at large by providing quality higher education in Tanzania and beyond. Key to achieving this strategy is the development of an effective and efficient Quality Assurance (QA) system underpinned by quality teaching, learning, research, curriculum development, student progression and welfare, quality governance and administrative systems that support the teaching, learning and research processes. Through this Quality Assurance Policy and other supportive University Policies, a Quality Assurance system is instituted for effective and efficient administration of University-wide quality assurance interventions.

1.2 Rationale for Quality Assurance

Quality Assurance takes a variety of methods both internal and external. Over the years Internal Quality Assurance within MUST has taken the form of evaluation of academic, research, and consultancy and community outreach activities. Quality Assurance in academic activities takes the form of peer review of teaching, student evaluation of teaching and learning, moderation of examination papers by peers and vetting of new programmes by the Programme Review Committee before they go through the Postgraduate and Undergraduate Committees and Senate. It also includes academic departments, units, bureau, directorates, institutes, colleges and schools.

Moreover, External Quality Assurance measures comprise a system of engaging stakeholders, professional bodies and external examiners to review examination papers and carry out some pre- and post-marking moderation, and the engagement of other senior academics from other universities for vetting publications of academic staff that apply for promotion at the level of Professor.

University procedures put emphasis on controlling inputs and attention given to the processes and outputs. These measures have largely been

limited in their scope of effectiveness in coping with the rapid expansion of the University. There has been little capacity to monitor educational performance in a systematic manner and to implement quality related decisions by Senate or Council. To address these critical issues the University has established a Quality Assurance Directorate, which is mandated to develop a Quality Assurance Framework and a Quality Assurance Policy. The Quality Assurance Policy would clearly spell out the principles, guidelines and procedures for implementing institutional quality assurance processes. It is therefore necessary that a Quality Assurance Management Structure be reviewed to spearhead implementation of the reviewed Policy.

The Management Structure would be constitute of Senate Quality Assurance Committee, College/Institutes/School, Quality Assurance Directorate, Departmental Quality Assurance Committees and non-teaching departments would coordinate the implementation of the Quality Assurance Policy through Quality Circles (Quality Team per section/unit). The implementation of the Quality Assurance Policy would be spearheaded by the University Top Management under the leadership of the Vice Chancellor.

The Policy shall apply to all units of the University through internal quality assurance mechanisms on a continuous basis and external quality assurance strategies periodically. The Internal Quality Assurance mechanisms shall focus on the quality of programmes and courses; staff; teaching, learning and research experiences; staff/student performance assessment; governance and administration; support services; resources and facilities.

Guided by its vision, mission and core values, this Policy specifies the University's approach to quality assurance and enhancement. The University senior management is committed to the implementation of this Quality Assurance Policy.

1.3 Vision of Directorate of Quality Assurance

The vision of MUST Directorate of Quality Assurance (DQA) is to become recognized subsystem of the University that advises and regulates all matters that affect the quality of core functions of the university (teaching & learning, research, consultancy and community outreach services) to realize university vision and mission.

1.4 Directorate of Quality Assurance Mission Statement

The University's Quality Assurance Mission is to create consciousness of quality standards and best practices, facilitate and enhance quality by compliance to the efficient and effective delivery of teaching, learning and research, services and overall governance through cooperation and interaction among staff members, students as well as the external stakeholders of Mbeya University of Science and Technology.

1.5 Objectives of the Policy

The objectives of the Policy are to:

- (i) Safeguard and ensure the integrity of academic awards of the University;
- (ii) Provide guidance in development and implementation of quality assurance and enhancement procedures and practices;
- (iii) Outline the internal and external quality assurance procedures and practices necessary to realize the vision and mission as well as uphold the core functions of the University;
- (iv) Layout the structure to ensure that quality assurance systems are coordinated and managed with maximum effectiveness; and
- (v) Facilitate development of a culture of self-evaluation and continuous quality improvement in the University.

1.6 Intended Outcomes of the Policy

Successful implementation and management of this Policy will result in outcomes that enhance:

- (i) Quality Academic provision leading to improved student educational experience;

- (ii) Continuous Personal Development by staff leading to improved performance in key functions of the University;
- (iii) Satisfaction and confidence of society and stakeholders in the awards of the university;
- (iv) Capacity to compete with other higher education institutions globally; and
- (v) An ethos of continuous quality improvement in the University.

1.7 Quality Management Approach

The University shall embrace the provisions of Total Quality Management (TQM) in the implementation of this Policy. This entails a holistic approach that views continuous improvement in all aspects of the University operations underpinned by progressive changes in attitudes, practices, structures and systems. This therefore calls for commitment and diligence by every staff member to maintain high standards of work in every aspect of the University operations.

1.8 Responsibility for Policy Implementation

The Vice Chancellor shall oversee the implementation of this Policy.

PART II

QUALITY ASSURANCE PHILOSOPHIES

2.1 Policy Declaration

The implementation of this Policy shall be the responsibility of everyone in the University.

2.1.1 Shared Responsibility

Quality assurance at MUST is a shared responsibility that cuts across all the structures of the University. MUST as enshrined in its Vision, is committed to academic excellence for knowledge, skills and applied education in science and technology. This shall be attained through a shared commitment to excellence by everyone in the University. Every staff member shall therefore be responsible and accountable for all quality interventions that fall within their sphere of influence.

2.1.2 Philosophy of Individual Responsibility

Responsibility for delivery of quality service to the University in all its endeavors rests with individual members of staff. Heads of Units/Departments are responsible for ensuring that the provisions of this Policy are met within their Units/Departments.

2.1.3 Definition of Quality

The University embraces the 'fitness-for-purpose' paradigm in its understanding of quality. The University shall deem itself fit-for-purpose if:

- (i) There are processes and procedures in place that are appropriate for its vision and mission; and
- (ii) There is evidence that these processes and procedures are achieving the specified vision and mission, within the context of the University's shared core functions.

2.1.4 Principles Underpinning the Policy

There are seven principles underpinning this policy. These are:

- (i) **Developmental process:** QA is a developmental process which does not have an end point.
- (ii) **Continuous improvement:** Continuous improvement is a top priority in all a aspects of the University functions.
- (iii) **Self-assessment:** The University shall foster an ethos of critical self-assessment in evaluation of its performance at individual, team and institutional levels.
- (iv) **Evidence-based:** Decisions must be based on systematically collected evidence.
- (v) **Standards:** Set standards shall guide performance of the University in all its key functions.
- (vi) **Benchmarking:** The University shall learn from good practices in other institutions.
- (vii) **Collegiality:** University procedures shall reflect the principles of peer review, collaboration and collegial decision making.

PART III

QUALITY MANAGEMENT STRUCTURE

3.1 Management Levels

The responsibility for quality management at the four levels in the University shall be as follows:

(i) Institutional Level

There shall be a Quality Assurance Directorate (QAD) in the University. The University shall have a Quality Assurance Committee (QAC). The QAC shall be a delegate Committee of Senate.

(ii) College Level

Each College/Institute /School shall have Quality Assurance Committee (QAC).

(iii) Department Level

There shall be a Departmental Quality Assurance Committee (DQAC). The Chairperson shall be the Head of Department and shall represent the Department in the College QAC.

(iv) Support Unit/ Section Level

Each support Unit/Section shall have a Quality Circle (QC) made up of as many members as deemed fit by the Unit/Section. The QC shall be led by a member who shall represent the Unit in the QAC.

3.2 Directorate of Quality Assurance

3.2.1 Mandate of the DQA

The DQA shall function as the DVC-ARC secretariat on QA issues. The DQA is responsible for ensuring that the awards of the University meet standards commensurate with national and international benchmarks. The DQA is responsible for promoting public confidence in all the awards of the University.

- (i) External regulatory bodies such as the Tanzania Commission for Universities;
- (ii) Professional bodies; and
- (iii) Any other bodies relevant to QA related activities of the University.

3.2.2 Structure of the DQA

The DQA shall be headed by the Director. The Director shall be assisted by three coordinators responsible for Programmes Assessment, Quality Assurance, and Quality Control Monitoring and Evaluation. The Director shall be appointed by the Council from among the academic staff as stipulated in the respective University scheme of service. The Director shall have a complement of staff which shall include an administrative QA officer, Administrative Secretary, Research Assistant or Institutional Analysts.

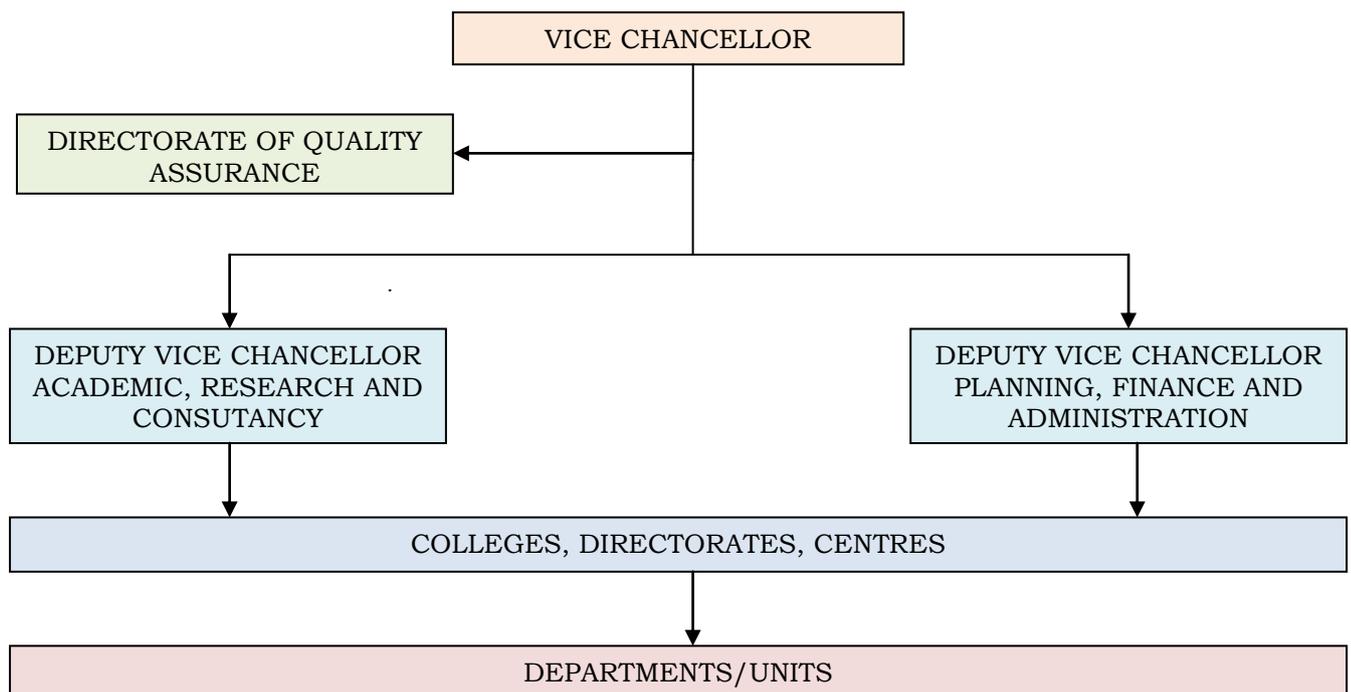


Figure 1: Position of Directorate of Quality Assurance

3.2.3 Functions of the DQA

The scope of DQA work includes the following:

- (i) Developing quality assurance processes and procedures to ensure that the quality of provision and standards of University awards are maintained;
- (ii) Setting clear and explicit performance standards in all aspects of University functions. These standards are points of reference which will guide quality reviews;
- (iii) Monitoring the implementation of QA processes as per the set standards;
- (iv) Spear heading and coordinating internal self-evaluation of both academic and support provision in the University;
- (v) Analysis of self-evaluation reports and identification of issues arising there from that need attention for improvement;
- (vi) Facilitation of external evaluation of the University and accreditation of academic programmes by statutory and professional bodies;
- (vii) Monitoring implementation of recommendations arising from internal and external evaluation;
- (viii) Monitoring trends in QA matters regionally and internationally and advising the University;
- (ix) Synthesis of new approaches to QA matters informed by research in higher education matters;
- (x) Prepare annual and long-term activity plans which will be presented to the University Committee of QA and thereafter submitted to the Senate or Council;
- (xi) Provide advice and guide the University organs on quality assurance issues;
- (xii) Establish the network for QA and improvement at the University and beyond;
- (xiii) Building capacity in the area of QA for the University's staff and students communities;
- (xiv) Recommend appropriate budgets for QA; and
- (xv) Perform any other duties which may be assigned to the Directorate.

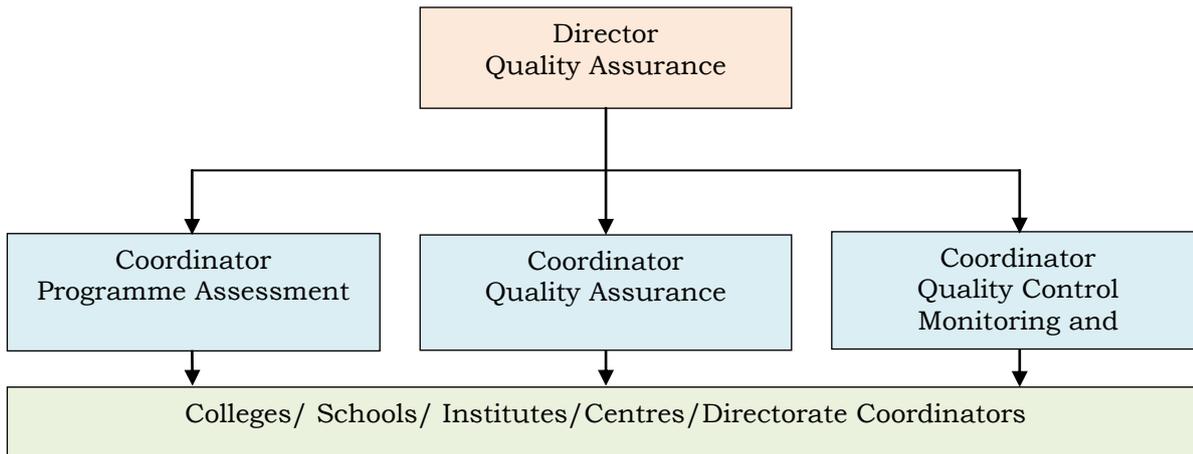


Figure 2: Structure of Directorate of Quality Assurance

3.2.4 Functions of Coordinator for Quality Assurance

- (i) Advise the Director with regard to issues pertaining to Quality Assurance (QA);
- (ii) Assist in coordinating and supervising activities related to QA;
- (iii) Oversee proper planning development and managing budget on QA issues;
- (iv) Develop mechanisms for implementing QA at the University;
- (v) Oversee programmes and policies which promote Quality Assurance in academic, research, consultancy and support services; and
- (vi) Perform any other duties which may be assigned by supervisor.

3.2.5 Functions of Coordinator for Quality Control Monitoring and Evaluation

- (i) Advise the Director with regard to issues pertaining to Quality Control (QC);
- (ii) Assist in coordinating and supervising activities related to Monitoring of Teaching and learning;
- (iii) Audit the learning environment and support services;
- (iv) Proper planning development and managing budget on QC issues;

- (v) Use mechanisms and tools for implementing QC issues at the University;
- (vi) Oversee programmes and policies which promote Quality Control in academic, research, consultancy and support services;
- (vii) Cross check assessment and examination processes; and
- (viii) Perform any other duties which may be assigned by supervisor.

3.2.6 Functions of Coordinator for Programmes Assessment

- (i) Advise the Director with regard to all issues pertaining to Programmes Assessment;
- (ii) To develop and maintain graduate database;
- (iii) Audit on curriculum or programmes at University level;
- (iv) Conduct graduate tracer studies and job market surveys;
- (v) Develop a mechanism to seek feedback from external and internal stakeholders with regard to programmes;
- (vi) Keep records of all programmes and tentative date for Programmes Assessment;
- (vii) Oversee implementation of proper planning on development and management of budget on Programmes Assessment; and
- (viii) Perform any other duties which may be assigned by supervisor.

3.2.7 Financing of the DQA

The DQA shall be funded as follows:

- (i) The University shall integrate the functions and activities of QA in its annual plans and budgets; and
- (ii) The Directorate of QA shall develop proposals to attract funding for QA activities from other sources outside the University Annual Budgets.

3.3 University Quality Assurance Committee

The QAC shall be a Senate Committee and shall be responsible for QA matters as they relate to all aspects of University functions.

3.3.1 Membership of the University Quality Assurance Committee

Membership of the QAC shall be as follows:

- (i) Deputy Vice Chancellor-Academic Research and Consultancy (Chairperson);
- (ii) Director of Quality Assurance (Secretary);
- (iii) Directors, Principals and Deans;
- (iv) Head Procurement Management Unit (PMU);
- (v) One External member appointed by Accounting Officer;
- (vi) Legal Officer;
- (vii) MUST Academic Staff Association (MUSTASA);
- (viii) One representative from each Associate/Affiliate institution;
and
- (ix) Two student representatives (1 female and 1 male).

3.3.2 Expectations for Committee Members

All members of the Quality Assurance Committee:

- (i) Are expected to be collegial and constructive in approach;
- (ii) Should attend and participate fully in the work of the committee and consult their constituencies in order to gather input which will inform the committee;
- (iii) take collective and individual ownership of issues under the committee's remit and execute the same on behalf of their constituencies;
- (iv) Are expected to be committed to communicating the work of the Committee to their respective constituencies within the University; and
- (v) Base their views, decision and actions on empirical evidence.

3.3.3 Functions of the Committee

- (i) Advise Senate on matters affecting educational quality of programmes;
- (ii) Formulate policy and oversees QA issues at MUST;
- (iii) Reviews the process for programme development by Selected Vetting Team;

- (iv) Promoting QA culture at the University;
- (v) Providing QA inputs to the University at all levels;
- (vi) Monitoring quality standards and practices;
- (vii) Attending specific directives as required from time to time by the Council regarding QA issues; and
- (viii) Receive report from QA sub-committees.

3.3.4 Roles of QA Director

- (i) The advisor of and assistant to the Vice Chancellor in respect of such matters of the University Quality Assurance as may be prescribed;
- (ii) Development and implementation of the University's quality assurance and enhancement framework for internal academic reviews and reviews of support services;
- (iii) Monitoring regularly all guidance and requirements issued by professional bodies and regulatory authorities like TCU, IUCEA, and initiating and coordinating action as appropriate;
- (iv) Monitoring and oversight of quality assurance and enhancement mechanisms implemented at Unit level including consideration of annual quality reports;
- (v) Ensuring through annual quality reports that the QA procedures within Departments meet the standards of the University and the requirements of external bodies;
- (vi) Monitoring and promoting innovation in systems used by Departments/Units for establishing that the standards of their provision are appropriate;
- (vii) Monitoring of all professional and academic accreditation activities and external assessment activities;
- (viii) Making use of internal and external assessment data and information in order to identify new strategic issues/areas requiring action and specific innovations in these areas;
- (ix) Identify and promote enhancement of academic provision and attended support services;

- (x) Mobilize resources to support quality assurance and enhancement activities;
- (xi) Attend to specific recommendations as required by Senate from time to time on QA matters;
- (xii) Spearheading reviews of the University QA Policy;
- (xiii) Representing MUST at National, Regional and other International forum on higher education QA matters; and
- (xiv) Perform any other duties which may be assigned by supervisor.

3.3.5 Governance

The QAC shall:

- (i) Report directly to Senate;
- (ii) Act as delegated by Senate in order to carry out its quality assurance and enhancement interventions;
- (iii) Have standing sub-Committees, as deemed necessary;
- (iv) One of such sub-Committees shall have delegated authority for monitoring QA in student support services. This sub-Committee will set the Student Support Services Quality Assurance Framework. Another such sub-Committee shall have delegated authority for monitoring the Credit Accumulation and Transfer System of the University;
- (v) Support diversity and variation amongst /Colleges/ Institutes /school/ Departments/ Sections where this is beneficial, whilst seeking consistency and common approaches where these are in the best interest of staff and students; and
- (vi) Identify and agree the ways in which it will interact with other relevant Committees and Units in the University in matters relating to QA.

3.3.6 Operations

- (i) The QAC shall meet at least four times a year;
- (ii) The QAC shall develop a work plan at the beginning of each academic year;

- (iii) The Quality Assurance Directorate will provide secretariat support to the QAC; and
- (iv) Meeting agendas, papers and minutes will be published and circulated in accordance with the University's publication policy.

3.4 College/Institute/School Quality Assurance Committee

The College QA Committee is responsible to the College Board for quality assurance and enhancement in the college in conformity with the University's quality assurance framework. These should attend on the all boards or committees in these units and report to Director of Quality Assurance.

3.4.1 Composition

- (i) Principal/ Dean (Chairperson);
- (ii) QA College/School/Institutes coordinator (Secretary);
- (iii) Representatives (coordinators) from each Academic Department;
- (iv) Two student representatives (1 Postgraduate and 1 undergraduate);
- (v) Heads of Departments;
- (vi) Examination coordinator; and
- (vii) College /school/institute research coordinator.

3.4.2 Functions of Colleges/Schools/Institutes

- (i) Promote a quality culture in the college;
- (ii) Oversee the delivery of the University's QA framework for academic programmes;
- (iii) Oversight of accreditation of all academic programme in the college by regulatory bodies such as TCU and professional bodies;
- (iv) Monitor quality standards and practices for courses and degree programmes;

- (v) Validating new courses and programmes and monitoring any changes to academic programmes;
- (vi) Monitor annual reviews of undergraduate and graduate courses and programmes and manage the outcomes of the reviews;
- (vii) Prepare the annual College/School/Institute quality assurance report; and
- (viii) Attend to specific issues as recommended by the University Quality Assurance Committee from time to time.

3.4.3 Operation

- (i) The Committee shall meet at least four times per annum; and
- (ii) The QA Coordinator of the college shall provide secretariat support to the Committee.

3.5 Departmental Quality Assurance Committee

The DQAC is responsible to the Department Board for quality assurance and enhancement in the Department in conformity with the University's quality assurance framework.

3.5.1 Members of Departmental Committee

- (i) Head of department (Chairperson);
- (ii) QA coordinator (Secretary);
- (iii) Three members of staff appointed by Head of Department;
- (iv) Two student representatives from undergraduate and Postgraduate;
- (v) Departmental Examination coordinator; and
- (vi) Research coordinator.

3.5.2 Function of Departmental Committee

- (i) Promote a quality culture in the Department;
- (ii) Oversight of accreditation of all academic programmes in the Department by regulatory authorities such as TCU and professional bodies;
- (iii) Monitor quality standards and practices for courses and degree programmes in the Department;

- (iv) Prepare the annual Department quality assurance report; and
- (v) Attend to specific issues in the Department as recommended by the College QAC and the QAC from time to time.

3.5.3 Operation

- (i) The DQAC shall meet at least four times per annum; and
- (ii) The Department Secretary shall provide secretariat support to the Committee.

3.6 Support Services Quality Assurance

3.6.1 Quality Circle

- (i) Each support services Unit/Section shall have a Quality Circle;
- (ii) The composition of the QC shall be as deemed fit by each Unit/Section;
- (iii) The QC shall be led by a member selected by the Unit/Section; and
- (iv) The leader of the QC shall represent the Unit in the QAC.

3.6.2 Functions

- (i) Promote an ethos of quality assurance and improvement in the Unit/Section;
- (ii) Oversight of all matters related to provision of quality services to students, staff and external stakeholders;
- (iii) Monitoring and enhancing standards of service provision;
- (iv) Prepare the annual quality assurance report for the Unit/Section; and
- (v) Attend to specific issues in the Unit/Section as recommended by the QAC from time to time.

3.6.3 Operation

- (i) The QC shall meet at least four times per annum ; and
- (ii) The Unit/Section Secretary shall provide secretariat support to the QC.

3.7 Tenure of Committee Membership

- (i) All elected members of staff in QA related Committees shall serve for a period of three years and shall be eligible for re-appointment; and
- (ii) Tenure for student representatives shall be one year.

PART IV

ROLES AND RESPONSIBILITIES IN QUALITY ASSURANCE

Responsibility for quality assurance and enhancement lies with all members of staff in the various academic and support Departments in the University. The entirety of the University is expected to contribute to the quality of academic provision. The major drivers of this Policy are staff and students.

4.1 Roles of Students

To enhance the quality of student learning, students have the following responsibilities:

- (i) Embrace a culture of deep and holistic learning;
- (ii) Attend regularly scheduled learning and teaching activities;
- (iii) Adequately prepare for all learning and teaching activities such as tutorials, seminars, and assessment;
- (iv) Spend the recommended time on student independent learning for all course units;
- (v) Accept and learn from academic advice that arises from assessment of their work;
- (vi) Objectively evaluate teaching staff, courses and support services; and
- (vii) Use effectively the committee system representation to contribute to improvements of academic provision.

4.2 Roles of Staff

To enhance the quality of academic provision and support services, University staff shall have the following responsibilities:

- (i) Should be professional in the conduct of their duties.
Adequately prepare for academic undertakings and execute the same with utmost professionalism;

- (ii) Provide students with appropriate development in competence areas that underpin teaching, research, community service and student support;
- (iii) Dutifully adhere to provisions of University's policies such as: Teaching and Learning Policy, Research Policy; and Student Assessment Processes and procedures;
- (iv) Diligently align all work done in the University to the core mission of the University in teaching, learning, research and community service; and
- (v) Reflect on their performance and seek to continuously improve their performance.

PART V

QUALITY ASSURANCE MECHANISMS

This policy shall apply to all academic and support Units in the University. The University shall ensure that at all times it has well defined criteria for measuring and judging performance standards in all its core activities. Quality assurance processes shall include mechanisms for the following:

- (i) Internal Quality Assurance (IQA)
- (ii) External Quality Assurance (EQA)

5.1 Internal Quality Assurance Mechanisms

In fulfilling the obligation to ensure high quality in undertakings carried out in its constituent Units, the University will consistently and continuously implement IQA mechanisms. Internal QA shall include mechanisms to assess and improve the following:

- (i) Students enrolled;
- (ii) Programme design;
- (iii) Programme review;
- (iv) Teaching and learning;
- (v) Student assessment;
- (vi) Academic and support services staff;
- (vii) Research;
- (viii) Community service;
- (ix) Support services;
- (x) Student welfare; and
- (xi) Resources and facilities.

5.1.1 Quality of Students Enrolled

The University shall strive to attract and recruit talented students for all its programmes. In pursuit of this objective, the University shall assess the following:

- (i) Entering grades of students; and
- (ii) Award of entrance and exit scholarship to students.

5.1.2 Quality of Programme Design

Assessment of quality in programme design shall consider the following:

- (i) The University shall have guidelines for development of new programmes and their approval by Senate;
- (ii) Ensure that each programme is designed by well-qualified staff and the design process is based on guidelines and procedures approved by Senate;
- (iii) Each programme should be consistent with the University's vision and mission (mandate fit) and address critical national human resource requirements;
- (iv) The curriculum must at least meet the minimum body of knowledge for the discipline as stipulated by TCU, IUCEA and professional bodies; and
- (v) A programme should be coherently structured; learning outcomes clearly stated and available physical and human resource should meet the requirements of the programme.

5.1.3 Quality of Programme Review

The University shall undertake periodic reviews of its academic programmes. The programme review cycle shall normally be four years (for eight-semester programmes) and five years (for ten-semester programmes). There shall be mandatory annual reviews, which shall cumulatively inform the end of cycle review. The DQA shall manage the programme review cycle. The purpose of programme review is to evaluate three aspects of each academic programme:

- (i) Quality of programme inputs;
- (ii) Quality of programme processes; and
- (iii) Quality of programme outputs and impact.

The mechanisms of programme review shall be specified in the following documents on Guidelines for Academic Programme Review and Quality Assurance Handbooks of MUST, TCU and IUCEA.

5.1.4 Quality of Teaching and Learning

Assessment of quality in teaching and learning shall be guided by the following:

- (i) The Teaching and Learning Committee has the responsibility to promote effective teaching and learning;
- (ii) The Teaching and Learning Policy shall specify practices and standards in teaching and learning;
- (iii) Due regard shall be given to new innovative approaches to delivery and learning which transcend the:
 - (a) Traditional concept of the lecturer/student interaction;
 - (b) Lecturer – tutorial model /teaching approaches.
- (iv) Well established tools shall be used to assess teaching through peer and student evaluations. These Tools shall be specified in the Teaching and Learning Policy;
- (v) Appointment and promotion procedures that pertain to teaching shall be regularly reviewed to promote recruitment of competent staff;
- (vi) The University shall have a Student Admission Policy. Admission of students into programmes shall be on the basis of established and regularly updated criteria that allows fair and transparent recruitment;
- (vii) In order to facilitate teaching and learning the University shall ensure that:
 - (a) Programmes are effectively delivered through use of appropriate technologies and pedagogic skills;
 - (b) Delivery of programmes which emphasizes attainment of learning outcomes that encompass the competence domains of knowledge, skills and values; and
 - (c) There is a student assessment and peer review of lecturers.
- (viii) The University shall strive to provide necessary resources and infrastructure for effective delivery of programmes; and

- (ix) The University shall have a continuous professional development programme to improve pedagogical skills of academic staff.

5.1.5 Quality of Student Assessment

The University's main goal in teaching and learning is to produce well-groomed graduates who are knowledgeable, skilled, and of sound professional, social and civic ethos. Assessment for attainment of these attributes shall be guided by the following:

- (i) The University shall have a Student Assessment Policy;
- (ii) The Student Assessment Policy shall specify the mechanisms for both formative and summative assessment;
- (iii) The Student Assessment Policy shall also specify the modalities for external and internal moderation of students' work that ensure validity and reliability of assessment procedures; and
- (iv) Departments shall ensure at all times that student assessment is constructively aligned to learning outcomes.

5.1.6 Quality of Academic and Support Services Staff

The University's appointment, grading and promotion policies shall guide the recruitment process of academic and support services staff. Assessment of quality in academic and professional staff shall include:

- (i) Adequacy of qualifications for the discipline taught or services rendered;
- (ii) Student and peer evaluations of teaching and scholarly works or customer satisfaction surveys;
- (iii) Performance management by the Head of Department or Unit;
- (iv) Involvement in continuing professional development as determined by the Head of Department or Unit;
- (v) The DQA shall analyze data from evaluations by peers, students and customers, and recommend appropriate actions for each member of academic staff for the purpose of continuous improvement;

- (vi) Promotions shall be guided by the Academic Staff Grading and Promotions Ordinance and relevant promotions protocols for support services staff;
- (vii) The Staff Development Committee shall regularly review the Staff Development Policy which shall guide staff development initiatives in the University;
- (viii) The Staff Development Policy shall ensure that staff continue to meet high academic and profession standards; and
- (ix) All members of staff, irrespective of their designation (full-time, part-time, etc) shall be subject to this QA Policy.

5.1.7 Quality of Research

The University is committed to achieving the highest quality in its research processes. The University values research as one of its core deliverables. To ensure quality in research the University shall ensure that:

- (i) The Research Policy encompasses a Research Quality Framework;
- (ii) The Research Quality Framework enables the Senate Research Committee to ensure that:
 - (a) All research undertaken in the University is properly approved, conducted, managed and evaluated;
 - (b) All research takes into account ethical and environmental considerations;
 - (c) Research results are integrated into teaching and learning and evaluated for their commercial value;
 - (d) There are clear mechanisms for dissemination of research results for the benefit of society and industry.
- (iii) At all times the Research Policy is adequately and successfully implemented;
- (iv) Researchers collaborate with internal and external partners; and
- (v) Research papers are published in reputable journals that guarantee a high citation impact.

5.1.8 Quality of Community Service

The University has an obligation to provide expert services to the community and influence industry through its research and intellectual outputs. To this end, the University shall:

- (i) Establish a strategy to enhance provision of its services to society;
- (ii) Have a mechanism for planning, executing and assessing service activities of its staff; and
- (iii) Ensure that community engagement contributes to the development.

Efficient and effective support services are needed to enhance the quality of academic provision. In addition, there shall be a support services QA Committee, which shall draw members from units of University which offers support service. This committee shall be of equivalent status as that of the College/Institute/ School/Directorate/ QA Committee. The support units are such as Library, Students Welfare, Health Services, Information and Communication Technology, Estates & Technical Services, Internal Audit, Planning and Control, Human Resources, Quality Assurance, procurement and Finance; as well as Admissions and Examinations offices. The DVC PFA shall be the Chairperson of this committee.

In this regard, the University shall ensure that:

- (i) All support services are adequately aligned to attainment of the University's mission of teaching, learning, research and community outreach activities;
- (ii) All undertakings of support Units are carried out efficiently and in the most cost effective manner;
- (iii) All support Units have well-defined mechanisms of collecting feedback from staff and students in terms of their satisfaction with service provision;
- (iv) Such feedback shall be used to continuously improve service delivery, and

- (v) There is a functional and appropriate records management system.

5.1.9 Quality of Student Welfare

The University shall strive to provide a conducive environment for students' learning that nurtures holistic development. In creating and continuously improving such an environment, the University shall ensure that:

- (i) There is a student Welfare Quality Assurance Framework;
- (ii) The Student Welfare Quality Assurance Framework shall specify quality dimensions and assessment procedures for aspects of student support that include academic, social, civic and professional services;
- (iii) Student support is continuously enhanced through adoption of innovations and updates in provision of such services; and
- (iv) The Division of Student Affairs and the Students Executive Council shall work hand in hand in administering the Student Welfare Quality Assurance Framework.

5.1.10 Quality of Resources and Facilities

The University shall have mechanisms to design, procure, manage and improve its physical resources and facilities in order to support student learning. Assessment of quality of resource shall include assessing:

- (i) Availability and appropriateness of learning infrastructure, which shall include;
 - (a) Facilities for practical learning such as laboratories, workshops and equipment;
 - (b) Teaching and learning space and facilities; and
 - (c) Library and information facilities.
- (ii) Availability and accessibility of IT resources such as internet, computer software and hardware; and
- (iii) Adequacy of educational technologies.

5.2 External Quality Assurance Mechanisms

To facilitate external assessment of its performance, the University shall enlist the following practices:

- (i) Engagement of external stakeholders in programme design;
- (ii) External review of all academic programmes by regulatory and professional bodies;
- (iii) Use External Examiners in all its undergraduate and graduate programmes; and
- (iv) Use External benchmarks for support services.

5.2.1 External Stakeholders in Programme Design

The University shall at all times ensure that all new programmes meet standard requirements in terms of market legitimacy and academic merit. In pursuit of this objective the University shall ensure that:

- (i) Set guidelines that promulgate processes and procedures for introduction of new programmes include consultation of external stakeholder; and
- (ii) Evidence is provided of the contributions of stakeholders to new programmes.

5.2.2 External Programme Review

Other than statutory and professional bodies, the University shall, after every five years, appoint a Panel of external experts to carry out institutional audits and programme review.

External review of academic programmes shall be done by statutory bodies and professional bodies such as TCU where applicable. The mechanisms for such reviews shall be as per the mandatory requirements of each body.

5.2.3 External Examining

The University embraces external examining as a tool to enhance the quality of its programmes and assessment of students. The University shall engage External Examiners to evaluate academic provision. The University shall have:

- (i) Guidelines for external examination;

- (ii) The Guidelines shall specify procedures for undergraduate programmes and graduate programmes (both coursework and research graduate programmes); and
- (iii) The procedure shall be reviewed periodically but not less than once every four years.

5.3 Performance Indicators

The University shall use well-defined performance indicators to indicate and monitor performance in all its key functions. The University shall develop relevant and appropriate performance indicators for each function.

PART VI

IMPLEMENTATION STRATEGIES

The implementation of Quality Assurance system within the University is the responsibility of its organs. The following are the responsibilities of principal organs of the University:

(i) Council

The MUST Charter specifies that the Council is the governing authority of the University. Therefore, the Council has ultimate responsibility for quality of teaching and learning, and support services within the University.

(ii) Senate

The Senate is the principal overall decision-making organ in respect of all academic matters of the University and responsible for the academic work of the University both in teaching, research, extension and consultancy and for the regulation and superintendence of the education of the students of the University.

(iii) Vice Chancellor

The day-to-day overall responsibility for Quality Assurance is delegated by the Council to the Vice-Chancellor as the Chief Executive Officer of the University. As a result, the Vice-Chancellor has overall responsibility for the designing, implementation monitoring and evaluation of QA activities within the university.

(iv) Deputy Vice Chancellors

Deputy Vice Chancellors (DVCs) are responsible and accountable to the Vice Chancellor on issues regarding the quality of Academic, Research, Consultancy, Planning, Finance and Administration of the University.

6.1 Strategies to be Used

The University shall use multiple strategies to ensure that the objectives of this Policy are achieved.

6.1.1 Frequent Communication

The University shall keep staff and students fully informed of all QA initiatives and developments through publications, newsletters and University websites, and reports to Faculties and Senate. In addition the following strategies shall be employed:

- (i) Associate/Affiliate institutions and Faculties may invite staff from the QAD to their meetings dealing with quality assurance matters when necessary;
- (ii) The DVCARC shall meet periodically with Deans, Principals, Directors and Heads of Departments/ Units/Sections for the purpose of brainstorming, consideration of new ideas and sharing information related to quality assurance;
- (iii) The University shall encourage Discussion Forums which provide informal opportunities to discuss quality assurance issues, and information arising thereof may feed into formal committee structures; and
- (iv) At least one workshop shall be held each year for Deans, Deputy Deans, Directors and Heads of Departments/Units/Section for the purpose of sharing information and formulation of strategies to meet future challenges.

6.1.2 Client Experience Surveys

Client satisfaction is a dimension of quality embedded in the fitness-for-purpose model. The University shall regularly and systematically organize client satisfaction surveys. Clients shall include students, staff, employers and the community. The aim of the surveys is to gather feedback on experiences with University services and provisions. In order to ensure systematic collection of information, the QAD shall:

- (i) Develop appropriate tools for data collection;
 - (ii) Coordinate data collection activities and analysis of the results;
- and

- (iii) Disseminate results to units, and ensure that all Units will formulate and implement strategies to improve areas needing attention.

6.1.3 Student Experience Surveys

The surveys will provide students the opportunity to provide feedback on their experiences with the following:

- (i) Individual courses and programmes as a whole;
- (ii) Teaching and learning;
- (iii) Industrial attachment; and
- (iv) Provisions and services of all support Units.

6.1.4 Alumni Experience Surveys

Alumni surveys shall ordinarily focus on students within two or three years of graduation. The purpose of alumni experience surveys shall be to collect information on:

- (i) Extent to which their studies at the University met their post-qualification needs; and
- (ii) Ways in which programme can be made more relevant and responsive to dynamic markets.

6.1.5 Industry Experience Surveys

Industry experience surveys are ordinarily part of academic programme reviews held once every four years. Departments shall be expected to carry out employer experience surveys more frequently. Industry experience surveys shall provide feedback on the relevance of academic programmes, their ability to meet market needs and ways in which they can be improved.

6.1.6 Staff Experience Surveys

The University shall regularly conduct staff experience surveys for both academic and support staff. For academic staff, the general aim of these surveys shall be to collect information on:

- (i) Satisfaction with quality of teaching and learning;
- (ii) Satisfaction with support services; and
- (iii) Proposals for required interventions and improvement.

6.1.7 Satisfaction of the Community

The QAD, in conjunction with relevant Units shall periodically conduct surveys of various stakeholders in the community in order to measure their attitudes towards the University. The surveys shall aim to find out the following:

- (i) Perceptions of the community about the relevance of the University;
- (ii) General social acceptance of the University; and
- (iii) Extent to which the University is meeting or addressing community needs and challenges.

6.1.8 Audits, Reviews and Accreditation

The QAD shall regularly arrange and coordinate academic audits, institutional audits, programme reviews and facilitate programme accreditation by TCU.

6.1.8.1 Academic Audits

The Quality Assurance Committee shall have oversight of academic audits. The QAC shall set up a Committee of auditors who will carry out academic audits. The Committee of auditors shall be made up of senior academics. Academic audits shall evaluate the following:

- (i) Articulation of intended learning outcomes;
- (ii) Design of programme curriculum;
- (iii) Design of teaching and learning;
- (iv) Student assessment;
- (v) Benchmarking with good practice; and
- (vi) Implementation of quality education.

6.1.8.2 External Institutional Audits and Programme Reviews

Institutional audits shall focus on the structure and functioning of the University's administrative and governance organs. External academic review shall include evaluation of programme inputs, processes and programme outputs and impact. These processes shall be guided by the following:

- i. Senate shall approve the processes and procedures for external institutional audits and academic reviews;
- ii. External institutional audits and programme reviews shall be done by a Panel of experts appointed by the University;
- iii. The Panel shall act on the basis of specific terms of reference prepared by the QAD;
- iv. Procedures for External Academic Review will include but not limited to; review of documents, observations, and interviews with staff, students and management, and site visits; and
- v. The QAD shall coordinate external institutional audits and programme reviews.

6.1.8.3 Programme Accreditation

It is mandatory in Tanzania for all academic programmes in higher Education to be accredited by TCU and professional bodies where applicable. To this end, the University shall ensure that all its academic programmes are accredited by qualified, legal and competent agencies. The QAD shall:

- (i) Cause all academic units to prepare an application portfolio based on the requirements of the accrediting agency;
- (ii) Supervise the application process; and
- (iii) Receive results of the application and pass them to the concerned Units.

PART VII
POLICY REVIEW

This Quality Assurance Policy shall be reviewed periodically to ensure adequacy and relevancy to all University quality assurance interventions in academic provision. The Policy shall be reviewed at least every five years or more frequently if the need arises. Possible reasons for reviewing the policy can be attributed to the changing University environment, market forces, or any other reason.