

MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY



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

JULY, 2019

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LIST OF ABBREVIATIONS

EAQAN	East African Higher Education Quality Assurance Network,
CIUDSM	Confucius Institute at the University of Dar es salaam
IUCEA	Inter-University Council for East Africa
MIST	Mbeya Institute of Science and Technology
MUST	Mbeya University of Science and Technology
MUHAS	Muhimbili University Health Allied Science
SUA	Sokoine University of Agriculture
MCHAS	Mbeya College of Health and Allied Sciences
TCU	Tanzania Commission for Universities
ILO	Industrial Liaison Officer
VLE	Virtual Learning Environment
ODL	Open and Distance Learning
QA	Quality Assurance
DQA	Directorate of Quality Assurance
CR	Class Representative
MUSTSO	Mbeya University of Science and Technology Student Organisation
IPT	Industrial Practical Training
FPT	Field Practical Training
TP	Teaching Practice
TUQAF	Tanzanian Universities Quality Assurance Forum
CA	Continuous Assessment
SE	Semester Examination
SIMS	Students Information Management System

PA	Public Address
MTL	Monitoring and Evaluation of Teaching and Learning
DVC-ARC	Deputy Vice Chancellor Academic, Research and Consultancy
DVC-PFA	Deputy Vice Chancellor Planning, Finance and Administration
VC	Vice Chancellor

1.0 INTRODUCTION

1.1. Background

Mbeya University of Science and Technology (MUST) is a result of the transformation of the Mbeya Institute of Science and Technology (MIST) in accordance with the Universities Act NO.7 (2005) and Charter of Mbeya University of Science and Technology (2013). The Universities Act requires Universities to draft Charters and have them approved as a condition for providing University Education. In compliance with the requirements of the Universities Act, Mbeya University of Science and Technology has been established through part II, Section 3(1) of the Mbeya University of Science and Technology Charter, (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 meet national and international needs and standards through skills and practical oriented training, research and consultancy.

1.4 The Directorate of Quality Assurance

The Quality Assurance Policy was formulated in 2014 and reviewed in 2019. The Directorate which started in 2015 has a function of advising and cross checking quality of all University subsystems including academic programmes, student's admission, examination and assessments, academic staff, community outreach activities, research and consultancy, students evaluation of lecturers and students support services. The advising and cross checking is 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 (MTL) is very important in order to comply with national and international standards. MUST has no proper guideline regarding MTL. However the University has Quality Assurance Policy which addresses general issues in quality assurance. Also, the Policy benchmarked best practices at the University of Dar es Salaam, Sokoine University of Agriculture and Using TCU checklist of academic audit for University Education in Tanzania. Therefore, there is a need of establishing a guideline which will simplify the implementation of Quality Assurance Policy on the issues of quality of teaching and learning process. The following are expected outcomes of good monitoring and evaluation:

- (i) Improve for self-evaluation;
- (ii) Availability of data in database;
- (iii) Increase commitment to facilitators and improved teaching and learning process;
- (iv) Improved performance of students in all programmes;
- (v) Strategic objectives achieved;
- (vi) Competent graduates produced to meet market demand;
- (vii) Improved teaching, learning facilities and resources;
- (viii) Simplified the review for our programmes; and
- (ix) Compliance with regulatory authorities and professional bodies.

2.0 MONITORING SYSTEM AND TOOLS IN UNIVERSITY QUALITY ASSURANCE

The good structured monitoring system to collect information about 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, ILO reports, stakeholders report, market survey;

2.2 Tools

The following forms will be used:

- (i) QA-MTL 01: Student course evaluation Form to be filled by students at the end of Semester.
- (ii) QA-MTL 02: Teaching and learning process Form to be filled by Peer Assessors.
- (iii) QA-MTL03: Facilitators Class attendance lists in lecture/practical/seminar Form filled by Class Representative.
- (iv) QA-MTL04: Students attendance in lecture/practical/seminar Form to be signed by students records of facilitator.
- (v) QA-MTL05: Industrial Practical Training/Field Practical training /Teaching Practice Form - filled by QA Evaluator.
- (vi) QA-MTL06: Quality of Library services Form filled by QA Evaluator
- (vii) QA-MTL07: Quality of Laboratory/workshop for practical training services Form filled by QA Evaluator.
- (viii) QA-MTL08: Head of Department Form on Examination Results reports and Graduates list Form- to be filled by Head of Department and Examination officer.
- (ix) QA-MTL09: External Examiners Form to be filled at the end of Academic Year.

3.0 MONITORING AND EVALUATION OF QUALITY OF TEACHING AND LEARNING

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

3.1 Teaching

The following parameters will be monitored and evaluated:

- (i) Use of qualified academic staff and supporting staff in all academic programmes to facilitate teaching and learning process;
- (ii) Availability of facilities and teaching aids required for the programme including classrooms, workshops, laboratories, library with its equipment's such as computers, projectors, Public Address system, books, whiteboards/smart boards/ blackboards, apparatus, chemicals, reagents, multilab and other software, chairs, materials needed and others;
- (iii) Effective use of curricula where the instructor can extract course contents to prepare a study guide or course outline and teaching materials or notes for the whole semester;
- (iv) Prepared assessments in relation to learning outcomes in curriculum i.e tests, assignments, practical's, quiz, presentations and examinations with its assessment criteria;
- (v) Follow up on timetable if implemented and adhere to contacts hours indicated in curriculum.(Programme schedule and academic calendar);
- (vi) Students' attendance in classrooms by checking signed attendance list in each module;
- (vii) Punctuality of teaching staff on class sessions to deliver lectures, seminars/tutorials or practical training to students;
- (viii) Analysis on External Examiner reports and comments;
- (ix) Evaluation on teaching and learning process, using Students Evaluation Forms in each module per semester which provides feedback on instructor, Course content and learning environment;
- (x) Daily class activities, workshops/laboratories;
- (xi) The conduct of Industrial practical training/field practical's and examination results.

- (xii) Availability of students support services in campus(health services, catering service, library, Financial services, sports and games);
- (xiii) Curriculum reviews;
- (xiv) Teaching and learning materials;
- (xv) Providing feedback of assessments; and
- (xvi) Use of modern teaching methods.

3.2 Learning

The following parameters will be monitored and evaluated:

- (i) Conducive students learning support services;
- (ii) Registered students list in the system;
- (iii) Students' follow up of timetable, venue with fixtures;
- (iv) Students' study guides and other learning materials;
- (v) Students' class attendance;
- (vi) Students' assessments in tests, assignments, practical's and examination;
- (vii) Participation in quality assurance issues;
- (viii) Compliance on filling course Evaluation Form; and
- (ix) Compliance on Students By-laws and examination regulation.

4.0 RESPONSIBILITIES 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 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. To report to the Senate and Council on issues related to teaching and learning as well as support services.

4.1.1 Vice Chancellor

- (i) As the Chief Executive Officer of the University he/she is responsible on day to day quality assurance activities;
- (ii) Links the University with other stakeholders;

- (iii) Approves various task team on quality assurance issues;
- (iv) Checks and follows up on MUST compliance with national and internal standards, policies, regulations and laws on teaching and learning process;
- (v) Ensures quality of services for the whole university and reports to the higher authorities;
- (vi) Takes action, improve systems, policies and procedures.

4.1.2 Deputy Vice Chancellor - Academic, Research and Consultancy

- (i) Ensures that qualified academic staff are employed, developed and capacity building based on academic programmes;
- (ii) Ensures quality of all academic programmes;
- (iii) Ensures availability of facilities for teaching and learning process;
- (iv) Appoint a task force to accomplish various quality assurance tasks related to programme, curriculum and others;
- (v) Liaises with stakeholders on program, curriculum, accreditation, validation and evaluation;
- (vi) Strengthens academic exchange programs; and
- (vii) Improves the University teaching and learning systems.

4.1.3 Deputy Vice Chancellor - Planning, Finance and Administration

- (i) Oversees quality of infrastructures for teaching and learning
- (ii) Handles all financial matters for required activities, materials and facilities;
- (iii) Oversees processing of payments for accreditation, registration, evaluation, validation and others; and
- (iv) Oversees staff career development to facilitate teaching and learning process; and students supporting services which will improve teaching and learning services.

4.2 Quality Assurance Committee

- (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 in their academic programmes; and

- (iv) Attends, reports and recommends quality assurance issues of the university to the Senate.

4.3 Directorate of Quality Assurance

The roles of this Directorate are to:

- (i) Audit, report and advice Top Management on quality assurance issues related to teaching and learning process, facilities and courses or programmes;
- (ii) Compile various reports from External Examiners, Stakeholders' reports, evaluation form results;
- (iii) Check quality assurance compliance on national and international standards;
- (iv) Monitor all issues related to quality teaching and learning as explained on systems, teaching, learning, evidence and day to day operation;
- (v) Check on capacity building, coordinate, prepare, facilitate seminars related to quality assurance issues in teaching and learning process;
- (vi) Cross-check the Programs status (review, new)
- (vii) Audit teaching and learning process on daily basis;
- (viii) Evaluate the teaching and learning process;
- (ix) Audit on how assessment are conducted on continuous assessment and end of semester exam;
- (x) Check if the class timetable issued on time; examination timetable and Almanac are adhered to;
- (xi) Audit on availability of teaching and learning facilities;
- (xii) Ensure that quality assurance issues in teaching and learning are enhanced;
- (xiii) Audit and collect data on teaching and learning processes which will assist in decision making; and
- (xiv) Monitor and evaluate on status of using the QA-MTL forms; and
- (xv) Evaluate programme by checking on outcomes using IUCEA model for self-assessment of teaching and learning and advice way forward.

4.4 Director of Undergraduate and Postgraduate Studies

The Director of Undergraduate Studies (DUS) will be responsible for issues related to Undergraduate programmes while Director of Postgraduate studies Research and Publication (DPSRP) will deal with postgraduate programmes. The Directors 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 publically 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.

NB: The Postgraduate issues will be also monitored and evaluated using postgraduate form as stipulated in Postgraduate guidelines and policy.

4.5 Principals and Deans

These leaders are responsible to monitor and evaluate all programs at their respective College, School and Institute by performing the following tasks:

- (i) Monitor teaching and learning quality to their College or School and Institute in their respective academic programmes;
- (ii) Submits to Directorate Quality Assurance various copies of reports such as External Examiner reports, monitoring reports, stakeholders reports, tracer study reports, programme assessment, curriculum issues and other matters related to teaching and learning;
- (iii) Makes follow up on registration process for their respective students in College or School/Institute;
- (iv) Budgets and orders workshop /laboratory/studio facilities for smooth teaching and learning in their respective areas;

- (v) Monitor, supervise and process industrial practical training reports and results;
- (vi) Keep records of examination, teaching materials, study guide and other relevant documents which facilitate teaching and learning; and
- (vii) Keep teachers and staff attendance records for all modules each semester.

4.6 Head of Departments

These are heads of Academic Units responsible to monitor and evaluate all programmes at their respective Department. The Head of Academic Department performs the following tasks:

- (i) Monitors teaching and learning quality in the departments
- (ii) Submits to Principals/Deans various reports such as External Examiner reports, monitoring reports, stakeholders reports, tracer study report, curriculum issues and other related matters;
- (iii) Makes follow up on registration process;
- (iv) Makes close follow up on academic staff class attendance;
- (v) Prepares lists of student academic advisors;
- (vi) Budgets and orders workshop /lab/studio facilities;
- (vii) Oversees the list of Supervisors for industrial practical training and compiles, field report, teaching practice projects/research, reports and results for their students;
- (viii) Coordinates and regulate teaching load for available staff;
- (ix) Keeps records of examination, teaching materials, study guide and other relevant documents; and
- (x) Keeps teachers and staff attendance records of all modules for each semester and submit copies to Principal/Dean.

4.7 Industrial Liaison Officer (ILO)

The following shall be responsible for Industrial Practical Training; Heads of departments, Industrial Training officer/Coordinator, Field Supervisors (industry), Supervisor from Training Institutions (MUST) and Students.

The ILO responsibilities are to:

- (i) Budget for Industrial Practical Training or Field Practical IPT/FPT ;
- (ii) Seek industrial placements;
- (iii) Allocate University supervisors as well as cross check allocation of all students at University level;
- (iv) Handle all issues related to student tours and industrial practical training; and
- (v) Oversees Students welfare during IPT.

4.8 Course Facilitators

This includes Module masters, lecturers, instructors or tutors are the experts responsible for facilitating, preparation and marking. Their responsibilities are to:

- (i) Prepare course outline or study guide, assessment plan, teaching materials such as notes/practical's for the module/subject and submit a copy to the Head of Department/Principal;
- (ii) Prepare and supervise seminars/tutorials, practical's, research, project, assignments (Continuous Assessment and Semester Examinations), mark and upload results;
- (iii) Guide students in their area of specialisation;
- (iv) Prepare all issues related to the Quality of the module
- (v) Sign attendance list during class session; and
- (vi) Organise professional or career development affairs.

4.9 Academic Advisors

They are responsible to;

- (i) Keep list of students, class, programme for career guidance and counselling.
- (ii) Advise students on various academic and non-academic issues.

5.0 EXTERNAL AUTHORITIES

They Include External Examiners, Peer reviewers, TCU or Ministries, IUCEA and other stakeholders. Their views or reports on compliance in quality

assurance guidelines, policies, handbooks and others will 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 PARAMETERS TO BE MONITORED

In order monitoring to take place it needs QA-MTL Forms to be filled to facilitate evaluation and data analysis in relation to the following:

- (i) Curriculum issues in relation to learning outcomes, course contents and its objectives;
- (ii) Admission system and Students support services;
- (iii) Time schedule in Almanac (academic calendar) and Timetable for class and examination sessions; and
- (iv) Involvement of various stakeholders, in program development, review, validation, audit and Use of alumnae feedback.

6.1 Indicators for Monitoring

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

- (i) Assessors report from monitoring and evaluation tool;
- (ii) Report on number of admitted and registered students in all programme;
- (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 External Examiners report on examination results;
- (vii) Moderation report of examination quality;
- (viii) Students' class and lecturer attendance lists;
- (ix) Students' Course Evaluation Form results/comments;
- (x) IPT/field reports;
- (xi) Training materials/notes/available either in hard copy or online (VLE);
- (xii) Followed guideline/course outline /timetable/academic calendar; and

- (xiii) Prepared Workshop or laboratory reports from technician/instructor;

6.2 Monitoring Tools

Teaching and learning will be monitored and evaluated through the use of checklist and other tools as indicated in Appendix 1 by filling the Forms (QA-MTL1-8). The collected data, will be analysed and written report will be presented as findings to the Committee or Management as feedback. Committee recommendations will be presented at the Management for action.

REFERENCE

IUCEA (2014) Principles and Guidelines for Quality Assurance in Higher Education in East Africa.

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APPENDIX
TOOLS FOR MONITORING AND EVALUATION OF QUALITY TEACHING
AND LEARNING

MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY



DIRECTORATE OF QUALITY ASSURANCE

FORM NO.QA-MTL - 01: Student Course Evaluation to be filled by A Student

Instructions: *This Form aims at capturing feedback from you regarding the quality of instruction you have received in the particular course as well as the learning environment and facilities. The information is confidential and will not be associated with your identity. Your honest and constructive opinions will be very useful in improving delivery and quality of the course and the learning environment. Please take your time and carefully provide information on the various issues raised below.*

Part A: The Particulars								
A1	Course Title:	A2	Course Code:					
A3	Instructor's Name:	A4	Department:					
A5	Programmer:	A6	level:					
A7	Study Year:	A8	Semester:					
A9	Class Size (number of students):	A10	Date of evaluation:					
Part B: The Facilitator Rating (Put a tick in appropriate box) 5=Excellent; 4 =Very Good; 3= Satisfactory; 2= Poor; 1= Very Poor, NA=Not Applicable								
			5	4	3	2	1	NA
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 mode of delivery of the subject matter (techniques and styles)							
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	Manner in which the Facilitator interacts with students						
B9	Adequacy of Facilitator's guidance on learning materials						
B10	Extent to which the Facilitator relates the course to your area of study						
B11	Nature of examination questions in relation to module or course contents						
B12	Facilitator's fairness in marking and grading of semester Examination						
B13	Please give additional comments, if any, on the Facilitator						
Part C: The Course 5 =Excellent; 4=Very Good; 3= Satisfactory; 2= Poor; 1= Very Poor, NA=Not Applicable							
		5	4	3	2	1	NA
C1	How clear was the Course objective?						
C2	How well was the course content coverage?						
C3	How good was the mode of assessment?						
C4	How useful were the teaching methods? (Multimedia, case study, field work, study tour, guest lecturers, etc.)						
C5	How useful were the lecture notes and handouts?						
C6	How well did the course link theory and practice?						
C7	How relevant was the course to the job market?						
C8	How well did the course meet your expectations?						
C9	Please suggest on how to improve on the delivery of the course						
C10	Please give additional comments, if any, on the course						
Part D: The Learning Environment and Facilities 5 =Excellent; 4 =Very Good; 3 =Satisfactory; 2= Poor; 1= Very Poor, NA=Not Applicable							

		5	4	3	2	1	NA
D1	Adequacy of space in lecture room, laboratory and workshop for teaching and learning						
D2	Quality of lecture room for teaching and learning						
D3	Adequacy of tables and chairs in classroom						
D4	Quality of tables and chairs in classroom						
D5	Workshop and laboratory equipment, devices and consumables						
D6	Physical conditions of display screen, blackboard/whiteboard in classroom						
D7	Adequacy of lighting in the classroom						
D8	Availability of books and journals related to the course						
D9	Availability of internet services						
D10	Please give additional comments, if any, on the learning environment and facilities						

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DIRECTORATE OF QUALITY ASSURANCE

FORM NO.QA-MTL - 02: Monitoring the Conduct of Teaching and Learning to Be Filled by a Peer Assessor

1. General Information

College/School/Institute: Department/Unit:

Evaluator's Name:Date: :.....Course Code:

Lecturer's full Name:level :number of students.....

2	Punctuality	This section shows time management as scheduled teaching time for the module in the University Master timetable: (Tick where applicable)		Remarks
	Items	Yes	No	
(a)	Class session started on time			
	If no indicate the reason.....			
	i. Class session started late (more than 15 minutes)			
	ii. State the reason for starting teaching session late			
	iii. Instructor comes late			
	iv. Students came late			
	v. Challenge on sitting arrangement			
	vi. Previous class ended late			
	vii. No preparation of tutorial, seminar			
	viii. Challenges on venue, collision, poor condition			

(b)	Teaching was conducted			
	If no, state the reason why teaching was not conducted			
	i. Collision			
	ii. Overcrowded Room			
	iii. Absence of instructor while students attended			
	iv. Absence of students while instructor attended			
	v. The Class was shifted to another room			
	vi. The Class session was postponed			
2	Teaching and learning skills/methods (tick the teaching mode and method used)			
	A. Teaching mode and methodology	Yes	No	
	i. Teaching mode: a. Lecture b. Tutorial/seminar or presentation c. Practical d. Virtual learning e. Other specify			
	ii. Chalk –talk			
	iii. Power point presentation with LCD projector			
	iv. Blended teaching and learning			
	v. Online teaching and learning session			
	vi. Student presentation and discussions			

	B. Teaching and learning style			
	i. Teacher centred			
	ii. Student centred			
	iii. Student lead with instructor supervision/Blended			
	C. Medium of instruction is English			
	i. English used throughout			
	ii. language switching from English to Kiswahili			
	D. Instructor preparedness on the subject matter			

3.Learning Environment	5	4	3	2	1
Condition of class/Teaching room (Tick where applicable: 1=Very poor, 2=Poor, 3=Good,4=Very good, 5=Excellent)					
Name of venue.....number of students.....					
Room Capacity.... is related to number of students					
i. Sitting arrangement of students i.e comfortable, overcrowded, standing ,etc					
ii. Lighting					
iii. Chairs and tables					
iv. Room ventilation					
v. Blackboard/whiteboard					
vi. Availability of brush, chalks. Whiteboard marker pen					
vii. Public address system					
viii. Fixed projector system, its display and visibility					
ix. Laboratories and workshop facilities					
x. General condition of the room					

4. Examination or Continuous Assessment Sessions (to be filled by QA Evaluation for examination proceedings):

Particulars of Lecturer/invigilator:

S/N	Name of invigilator	Rank of Invigilator: (Tick where applicable)					
		Professor	Senior Lecturer	Lecturer	Assistant Lecturer	Tutorial Assistant	Non-Academic
1							
2							

Condition of examination room during CA / SE (Tick where applicable: 1=Very poor, 2=Poor, 3=Good,4=Very good, 5=Excellent)	SE	CA	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 format							
xii. Invigilators welfare							

NB: Assignments for group and individual check date and time for submission as indicated in study guide.

5. Matter for Immediate/Special Attention Use separate sheet.....

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DIRECTORATE OF QUALITY ASSURANCE

**FORM NO.QA- MTL-03: Facilitators Class Attendance in
Lecture/Practical/Seminar to be filled by a Class Representative**

College/School/Institute:Department.....

Programme.....Level.....Number Of Students.....

Day	Time/venue and instructor					
	Time	Course Code	Lecturer-name	Venue	No. of students	Instructors signature
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Class representative signature 1.....2.....

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DIRECTORATE OF QUALITY ASSURANCE

FORM NO.QA- MTL-05: I PT/Field practical training/Teaching Practice. (To be filled by a Quality Assurance Evaluator)

Department/Unit:College/School/Institute:

Program.....Student Name.....Level.....

Industry/Company.....Region.....Supervisor Name.....

S/N	STUDENTS	
1	Accepted/rejected	Reasons
2	Date of starting..... Date of Departure.....	
	Comments on Quality of area for IPT/FPT/TP	
3	Conducive environment on safety.....	
4	List at least 3 Activities performed by student.....,.....,.....	
5	Relevance of activities performed to the area of study (relevant/irrelevant)	
6	Students supervised as required in schedule	
7	Students welfare considered for quality or best practices(safety issues)	
8	Employer /Assessor opinion on the Student and areas for improvement	

Quality Assurance Evaluator's Name..... Signature

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DIRECTORATE OF QUALITY ASSURANCE

FORM NO.QA- MTL-06: Monitoring and Evaluation of Library Services(To be filled by a Quality Assurance Evaluator)

1. General Information: Library Section: ...Department/Unit:
 Name of Librarian.....Date.....**Semester**

S/n	Condition of Library (Tick where applicable: 1=Very poor, 2=Poor, 3=Good,4=Very good, 5=Excellent)	1	2	3	4	5
1	Orientation of how to use library for new user or guideline					
2	Availability of relevant reference books, journals of various courses in different academic programs					
3	Affordability of Fee 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 cloak room services					
7	Availability of special reserve					
8	Availability of thesis, dissertation and other research papers on library					
9	Accessibility of e-books on available books					
10	The ways which books are issued					
11	Ventilation in library room and furniture for users					
12	Silence and conducive environment for reading					
13	Security of books					
14	Users with Disabilities can access library resources					
15	General comments or additional comments					

Quality Assurance Evaluator's Name.....signature

MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY



DIRECTORATE OF QUALITY ASSURANCE

FORM NO.QA- MTL-07: Laboratory/workshop for practical Training (To be filled by a Quality Assurance Evaluator)

1. General Information: Laboratory Section: Department/Unit:
Technician/Instructor's Name:Date:Semester ...

S/n	Condition of Laboratory/Workshop (Tick where applicable: 1=Very poor, 2=Poor, 3=Good,4=Very good, 5=Excellent)	1	2	3	4	5
1	Practical guideline/instructions					
2	Availability of relevant machines, equipment, tools, devices of various courses in specific academic programs					
3	Ability of students to perform experiment /practical					
4	Speed of internet and availability of online resources					
5	Availability of equipment in good working condition of current technology for the course					
6	Accessibility of room services for students to use at their time					
7	Availability of qualified technicians					
8	Availability of consumables for practical's					
9	availability of technical materials and services					
10	conducive environment for learning					

Quality Assurance Evaluator's Name.....signature

MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY



DIRECTORATE OF QUALITY ASSURANCE

FORM NO.QA- MTL-08: Examination Results reports and graduates lists (To be filled by Head of Department and Signed by Examination Officer)

1. General Information

Name of Department/Unit:

Name of Head of Department:Year of Graduation:

Programme.....

S/N	Graduate's Name	Reg.No.	Starting Date.....	Performance GPA	Contacts
1					

Head of Department Signature.....

Head of Examination Office Name.....Signature

MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY



DIRECTORATE OF QUALITY ASSURANCE

FORM NO.QA- MTL-09: External examiner Quality Assurance

(To be filled by External examiner)

1. General Information: College:Programme:

Name of External Examiner:..... Date:**Semester**,

s/n	Performance level on listed items (Tick where applicable: 1=Very poor, 2=Poor, 3=Good,4=Very good, 5=Excellent)	1	2	3	4	5
1	Assessment plan/study guide followed from CA and SE					
2	Curriculum coverage /module aims or intended outcomes sufficiently measured?					
3	Exam format followed Bloom's Taxonomy domains and levels					
4	Preparation of questions in relation to Model Answers/Marking Scheme					
5	Marks distribution according to the question weight; Correct summation of marks					
7	Relevance of the questions in relation to the Student level					
8	General Students to performance					
9	Was the marking fair and Objective?					
10	General comments.....					

Matter for Immediate/Special Attention/confidential: Use separate sheet

External Examiner contactssignature

MATRIX FOR THE GUIDELINE

S/N		ITEM	UGSC REMARKS	CHANGES MADE
1	Name of Directorate	1.3 Directorate of Quality Assurance and Quality control	Write Directorate of Quality Assurance	Changed
2	Justification	1.4 Justification to reflect the Guideline	Need improvement	changed
3		1.4 expected outcomes	Rephrase grammar	Rephrased
4	Tools	2.0 tools write all forms	List of forms to be included	Forms listed in order
5	Teaching	3.1 ii, iii, x, xii, xvii	Items to be improve	Improved
6	DVCPFA	4.1.3	Add more roles	More roles added I, iv,v
7	4.2	4.2 change academic quality assurance committee	Roles of Quality Assurance Committee	changed
8	4.5	Principals, Deans, Head of departments	Separate their responsibility	Separated Head of department from Principals roles
10	4.6	IPT/FPT	Add Teaching Practice(TP)	TP added
11	4.7	Module master/ Lecturer/ instructor	Write Facilitator	changed
12	5.0	Parameters to be monitored	Rephrase the paragraph and check numbering	Rephrased
13	APPENDICES	Appendices	Change all based on who will fill the	Changed

			forms	
	QA-MTL 01	Part B instructor	Change to be facilitator Add examination	B1-B13 facilitator included B11,B12 added
		PART D	Add D5 D6 add display screen Change serial number	Added and serial number changed
	QA-MTL 02	Title 2 write A,B,C	CHANGE	Changed
		4 add SE,CA column	Add	Added
	QA-MTL 05	Add teaching practice Capture context of overall quality add employer, safety issues	Add	Added
	QA-MTL 06	4,6 Cloak,9 e-books, 13 security of books, disabled and 14 any additional comment	Add	Added
	External examiner form	Add	Add	Added