

MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY



**HANDBOOK FOR QUALITY ASSURANCE PROCEDURES AND
PRACTICES**

OCTOBER 2020

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LIST OF ABBREVIATION AND ACCRONYMS

MUST	Mbeya University of Science and Technology
MUSTSAB	Mbeya University of Science and Technology Students Accommodation Bureau
IUCEA	Inter-University Council of East Africa
TCU	Tanzania Commission for Universities
DQA	Directorate of Quality Assurance
IPT	Industrial Practical Training
OPRAS	Open Performance Review and Appraisal System (OPRAS)
UQF	University Qualification Framework
AQRB	Architecture and Quantity Surveyors Registration Board
ERB	Engineers Registration Board
NBAA	National Board of Accountants and Auditors

CHAPTER ONE

BACKGROUND INFORMATION, VISION, MISSION AND CORE FUNCTIONS

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 Graduates, 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 standards through skills and practical oriented training, research and consultancy.

1.4 Situational Analysis

It was observed that there are challenges in quality assurance issues which need to be addressed proactively but are not properly handled due to interference in duties and responsibilities as well as inadequate guidelines to be followed at University level. This handbook will provide procedures and best practices on how to address quality assurance issues at Mbeya University of Science and Technology.

1.5 Rationale for Quality Assurance Handbook

This Handbook will serve as procedures, practices and guideline in implementation of quality assurance issues by supporting Quality Assurance Policy and Guideline for Monitoring and Evaluation of Teaching and Learning by including support services to achieve objectives in all of core functions at the University (MUST). This will facilitate implementation of MUST Corporate Strategic Plan of 2017/2018 – 2021/2022 as well as adhere with National and international standards. The strategic objectives as stipulated in Strategic Plan which need to be addressed are to:

- (i) Increase student enrolment to match with national needs;
- (ii) Institutionalize quality assurance and quality control system at all levels; and
- (iii) Initiate offering of new postgraduate programmes in the field of science and technology.

The rapid increased demand and growth in the higher education sector in Tanzania has led to the expansion of higher education providers for a wide range of disciplines including science and technology for which MUST is endeavouring to be a leading centre of excellence in science and technology. These can be provided by improving quality of our service and product at our core function as a University.

Having a quality assurance system is mandatory for all Universities in Tanzania as per The Universities' Act No. 7 of 2005 and the Tanzania Commission for Universities (TCU) has the national responsibility of ensuring compliance. The development of Quality Assurance Handbook is a commitment for our institution to comply with national, regional and international quality standards. MUST as a member for higher learning institutions in Eastern African Region uses the Inter-University Council of

East Africa (IUCEA) Handbooks 1 - 4 as reference for improving quality of programmes and institution.

The rapid changes in the past five years especially increase in student enrolment, number of academic staff and supporting staff, new programmes and teaching and learning environment as well as restructuring process of the University in various aspects can be a central point which will also lead to change various decisions for both academic and administrative matters. This Handbook aims at assisting in harmonising the quality assurance systems to suit for academic and administrative matters for both internal and external quality assurance needs.

It is expected that all MUST stakeholders will play their individual roles in implementing the Quality Assurance Policy and other policies, guidelines, rules and regulations in their respective areas of their duties to realise the Vision of the University.

CHAPTER TWO

GOVERNANCE AND MANAGEMENT SYSTEMS

2.1 University Management

The University shall be governed and managed by well qualified staff according to the University Charter. The relevant governance organs includes University Council, Senate, Management boards, Students board and other committees stipulated in the Charter. The university management structures should follow the TCU Standard 1.2 of 2019 in Handbook for Standards and Guidelines for University Education in Tanzania.

2.2 Coordination of Quality Assurance and Policy

The Directorate of Quality Assurance (DQA) shall coordinate all matters related to quality assurance as detailed in the Quality Assurance Policy. The Policy shall be the overall guiding document on all matters of quality assurance in teaching, research, community outreach activities and consultancy services and all other activities of administrative nature. The Policy shall be reviewed after three (3) years or as the need may arise to take into consideration emerging changes within and outside the University by stipulating importance of both internal and external stakeholders. It is the role of staff to customize the requirement of the Quality Assurance Policy in their day –to- day activities and responsibilities.

2.3 Institutionalization of Quality Assurance

Quality Assurance issues shall be institutionalized with structures, systems, processes and procedures that are established at all levels to support, monitor and evaluate quality enhancement in both academic and administrative matters. The University shall ensure adequate physical, human and financial resources for proper coordination and promotion of quality assurance at all levels.

2.4 Internal and External Assessments

Internal and external assessments are essential components of the quality assurance processes.

2.4.1 Internal assessments

Internal assessment shall be carried out following guidelines which comply with MUST Guidelines for Independent Internal Examiners and External Examiners. It is expected that assessment reports shall be analytical, reflective, genuine and able to help in identifying strengths, areas for improvements, opportunities and constraints.

2.4.2 External assessment

External assessment involves external examiners and external peer reviewer for the programme as follows:

- (i) External peer review for programme assessment shall be selected as stipulated in TCU guidelines and IUCEA quality assurance handbooks for programme assessment as well as institutional assessment; and
- (ii) External examiner shall be selected as indicated in TCU guidelines and they can do their duties according to the contract as well as MUST guideline for independent internal and external examiners as well as examination regulation.

2.5 Institutional Assessment

There shall be institutional quality assessment once in every five years or as the TCU/IUCEA guidelines shall direct. MUST shall carry out an internal institutional assessment aimed at determining strengths for enhancement and weaknesses for improvement. Such an assessment shall involve all units of the University and the results shall be disseminated to all stakeholders (staff and students). The DQA shall work with relevant offices to assist in the organization and conduct of internal assessments when due.

2.6 Programme Assessment

2.6.1 Programme development and review process

Curriculum development and review process starts by planning whereby after identifying a gap or problem then the department forms a team and conducts needs assessment/situation analysis through market survey to employers, professional bodies, Government Ministries and other stakeholders. The data collected from labour market survey are analysed, then findings are

incorporated in the curriculum to improve/ review or develop a programme. Following phases 1 - 6 indicated in Figure 1.

2.6.2 Curriculum approval and accreditation process

University Quality Assurance organ involved internally at university level in approval of the newly developed or reviewed curriculum pass through Departmental, College, Undergraduate and Postgraduate Committee meeting where their comments are incorporated. Thereafter, Senate approves, after approval by Senate, the Minutes and signed attendance lists with covering letter are submitted to professional bodies related to that programme e.g. AQRB, ERB, NBAA, and PSPT. (Refer TCU standard 2.11). After approval, the comments and letter from professional bodies are compiled and submitted to TCU for validation and accreditation as per the Curriculum Framework for Programmes in Annex 3.2 of TCU (2020), Handbook for Standards and Guidelines for University Education in Tanzania.

TCU has its accreditation of programme checklist which experts as peers who review and recommend approval using the following criteria:

- (i) If the overall verdict is less than 3.0 but greater than or equal to 2, the curriculum needs minor improvement and at least 3 months are given for making improvement;
- (ii) If the overall verdict is less than 2.0, the curriculum needs major improvement and at least 6 months are given for improvement; and
- (iii) If the overall verdict is 3 or greater than 3, then the curriculum is forwarded for approval. A maximum of three weeks is given to implement any comments raised.

2.6.3 Review process

Curriculum review may be categorised as follows:

- (i) Minor review which can be approved at department level below 30% changes;
- (ii) Moderate review which can be approved at college level up to 50% changes; and

- (iii) Major review which can be approved by Senate and other regulatory authority more than 50%.

For implementation of curriculum design issues each college using its Departments to prepare schedules for curriculum review and plan for curriculum development for easy budgeting for the tasks.

The review of old curriculum follows phases 1-6 (Fig.1) whereby teams are formed, conduct market survey using structured questionnaire in each programme and analyse data, incorporate findings in the curriculum, conduct internal and external stakeholders meeting and incorporate stakeholders comments in the curriculum, write minutes from stakeholders report and their signed attendance list attach and sent to TCU, with approval letter from professional bodies and Senate. This follow the TCU template for curriculum submission (2018).TCU, using accreditation checklist, recommend for improvement and approved other curriculum using I-III overall verdict.

After the end of programme circle which range from 3 for three years programme up to 4 for four years programme it can be reviewed following phases in figure 1.

In the process of Curriculum development/review, the University may use the following chart.

2.7 Staff Matters

2.7.1 Recruitment and termination of academic staff

- (i) The University shall set forth clear guidelines for recruitment and termination of staff based on agreed quality of staff;
- (ii) Recruitment and/or engagement of academic members of staff shall follow periodically reviewed guidelines and regulations for recruitment to be published separately showing criteria and conditions for employment and promotion of Academic Members of Staff; and

(iii) Basis and reasons for disciplinary actions against and/or termination of academic members of staff from employment at the University shall be established.

Part timers can be used in case of shortage of academic staff or large workloads.

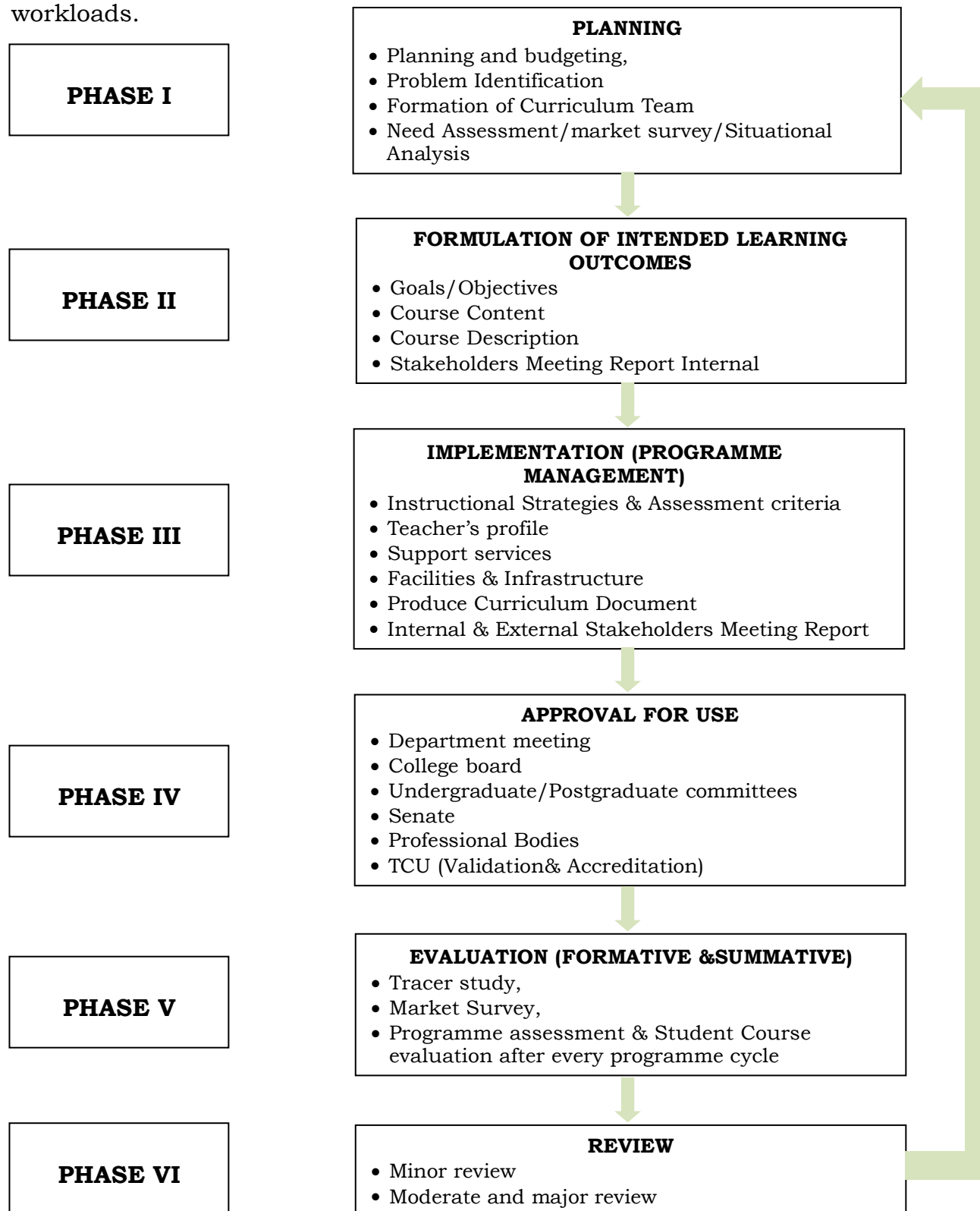


Figure 1: MUST flow chart for new curriculum development and review process

2.7.2 Recruitment and termination of administrative/technical staff

- (i) Administrative/Technical members of staff shall be recruited and termination based on existing schemes of service for administrative staff of MUST.
- (ii) The scheme of services shall set out minimum qualifications for recruitment, criteria and conditions for employment and promotion to each post and cadre.
- (iii) All Academic or Administrative /Technical Staff will be administered in accordance with provisions of these schemes of services and other staff regulatory/ Government circulars.
- (iv) Basis and reasons for disciplinary actions against and/or termination of academic or administrative/Technical staff members from employment at the University shall be published separately for use in such cases.

2.8 Staff Assessment (Including Peer Review)

Assessment of staff performance shall be key to appraisal and promotion of individual staff at the University. In addition to improvement in ones quality of work, assessment of staff performance shall be deliberately tied to the individual's contribution to achieving their unit of domicile's strategic plan in existence at the time of assessment. Staff assessment shall be done in accordance with the following guidelines:

- (i) Each member of staff will be gauged in part by their contribution to achieving the overall strategic plan of the University existing at the time of actual assessment.
- (ii) Guidelines for staff assessment including peer review and Open Performance Review and Appraisal System (OPRAS) shall, therefore, be set forth and published separately from this document.

2.8 General Staff Conduct and Rights

The University shall make sure that general conduct of her staff is in accordance with Government Standing Orders (2009), the University's Service charter. The latter reflects a set of minimum expectations that are directly linked to requirements of the University Mission and Vision. General staff

conduct shall be pegged on the above guidelines and regulations for staff assessment, appraisal and promotion. The University shall make sure that staff rights are provided as per Government Standing Orders (2009) as revised from time to time.

2.9 Institutional Audit

The university shall use Annex 2.2 of TCU for institutional audit which includes infrastructure verification, library facilities, and strengths of academic staff, Governance tool/policies, curricula, institutional governance and support services and development. Also these helps in ranking of the university as indicated in TCU Standard 2.21.

2.10 Financial Issues

The University shall mobilize resources from known sources and account for their utilization as per TCU Standard 1.12 Financial sustainability whereby annual budget received shall be at least 75% of the planned budget, deficit over expenditure shall not exceed 25% of the total annual budget, the budget spent on personnel emolument (PE) shall not exceed 70% of the total annual budget. Also use relevant Government and University regulations and guidelines.

2.11 Client Service Charter

To ensure students, staff, customers and other stakeholder to the University provided with quality services and products, the University shall use provisions in its Client Service Charter that provides direction and guideline for customer care.

2.12 Monitoring and Evaluation

To allow control, monitoring and evaluation of the University shall from time to time device tools and methods to monitor what staff and students are doing in accordance to the University's policies, rules, guidelines and Client Service Charter. The Samples of some tools are presented in MUST (2019), Quality Assurance Guideline for Monitoring and Evaluation Quality of teaching and learning.

CHAPTER THREE

ACADEMIC QUALITY

3.1 Academic Quality Assurance

Design, approval, implementation and review of academic programmes both short term (short courses) and long term programmes (Diploma, Bachelor, Masters, PhD) will be designed following guidelines and procedures to comply with the University Qualification Framework (UQF). The Curriculum or Programme Development Coordinator appointed to work in the DQA shall be overall responsible for programme quality assurance guided by Expected Learning Outcomes (ELOs).

The University quality assurance system should ensure:

- (i) Regularly evaluate and assess course and programme design up to its approval
- (ii) Auditing of teaching and learning environment
- (iii) Annual monitoring of teaching and learning process, research and consultancy quality
- (iv) Periodic course/ programme review
- (v) Timely payment of TCU fees and other payments f. Student feedback and representation
- (vi) Involvement of external examiners
- (vii) Undergraduate and postgraduate studies review
- (viii) Involvement of Departmental/ Directorate/Centres/ College Academic
- (ix) Committees which include both staff and students
- (x) Monitored performance of both Administrative/ academic/technical staff
- (xi) Availability of Students supporting services

3.2 Student admission and progression

Undergraduate and Postgraduate programmes should adhere to student's admission qualification criteria as per University guidelines and regulations.

3.3 Student support services

3.3.1 Accommodation

The University shall:

- (i) Provide suitable accommodation for students.
- (ii) Prioritize allocation of accommodation to students with special needs as well as foreign and female students during their first year of study at MUST.
- (iii) Enter into Private Public Partnerships to ensure adequate accommodation is provided within her campuses or nearby the campuses.
- (iv) Provide information on accommodation services offered by the University and campuses.
- (v) Ensure that the Mbeya University of Science and Technology Students Accommodation Bureau (MUSTSAB) is the overall responsible organ for student accommodation. However, in case of inadequacy in the University accommodation, the MUSTSAB shall assist students by collecting and making available information on suitable privately- owned accommodation.

3.3.2 Catering services

The University shall ensure:

- (i) Conducive environment like buildings/space for catering services to meet for students and staff needs.
- (ii) Quality of food of served
- (iii) Adherence to best practices in catering services
- (iv) Compliance to Government and University's rules and regulations regarding alcohol, retail and food service operations.

3.3.3 Health services

The university shall ensure quality health services provided to students, staff and community around MUST.

3.3.4 Financial services

To be provided by various financial institutions to facilitate various financial transaction at MUST campuses.

3.3.5 Sports and games

Sports and games can be entertainment or recreation for physical exercise, socialization and activate brains.

3.3.6 Transport services

To facilitate availability of transport services in collaboration with other stakeholders.

3.4 Teaching and learning environment

The University shall provide conducive environment for learning and teaching as follows:

- (i) Adequate space, furniture, lighting, power, teaching aids, laboratory and field facilities and other relevant amenities such as rest places.
- (ii) Ensure all teaching facilities are accessible to all including students and staff with special needs.
- (iii) Ensure availability of library space, facilities and reference books including e-resources and hard copies
- (iv) Provide dedicated space for postgraduates (i.e. a graduate studies). e.
- (v) Establish an international liaison office and officer to cater for the needs of international students and researchers; it should also deal with international students' affairs.
- (vi) The DQA shall work in close collaboration with Principals as well as the Directorates: Estates, Information and Communication Technology, Undergraduate and Postgraduate and other offices to ensure conducive teaching and learning environment.

3.5 Student assessment

- (i) The assessments shall be reflected as indicated in curriculum also Bloom Taxonomy Model can be used to measure students' competence, skills and knowledge at various levels in all three domains.
- (ii) Career guidance and counselling to students through formal mentorship programmes should be implemented.

- (iii) Availability of timetable/schedule for assessment or communicate in course outline.
- (iv) Instructions and assessments should be linked and complement each other.
- (v) University Vision, Mission, policies, rules and guidelines should be adhered to.

3.6 Student Course Evaluation

Assessment of teaching and learning of a course shall be done by students each Semester. This will help to improve course objectives, learning facilities and the mode of delivery. Student's evaluation of teaching at the University shall ensure that students can suggest areas of improvement on learning environment, course content and Instructor.

3.7 Teaching Space/Rooms and Teaching Aids

3.7.1 Teaching space

Teaching room/space should ensure for students' comfort, concentration to acquire knowledge and required skills. Accordingly, seminar room, lecture room, theatre and other teaching rooms should be places that provide conducive environment for students to learn, also for facilitators to offer training effectively and conveniently. (Refer TCU Standard Annex 6.1 on space requirement for physical facilities) Therefore, the University shall ensure:

- (i) Consistency in provision across the University of adequate good quality teaching space/lecture/classrooms of the relevant standard and specification as per the intended session (e.g. lecture, seminar, examinations, practical training);
- (ii) That teaching space/lecture/classrooms meet health and safety and disability regulations/needs of people with special needs;
- (iii) These rooms should be equipped with basic facilities including modern and comfortable chairs for students, power cables or outlets and they should be well ventilated to allow free movement of air;
- (iv) Teaching space is included in the institution's long term strategic planning and funding; and

- (v) The DQA is more closely involved with the committees that contribute to the standard of teaching and learning within the University Campuses

3.7.2 Teaching aids

Teaching aids include LCD projectors, microphone or public address systems and modern white boards or smart boards as well as those related to specific courses.

3.7.3 Standard class size

According to TCU (2020) Standards and Guidelines for University Education in Tanzania, on the standard class size:

- (i) The University shall endeavour to have standard class sizes for all teaching and laboratory training.
- (ii) In case of large class sizes, efforts will be made to hire additional staff/teaching assistant or the staff involved will be compensated for the extra workload.
- (iii) Classes for seminar sessions should be handled accordingly.
- (iv) Laboratory sessions must be conducted in such a manner that allows all students the possibility to have hands on experience and not be spectators.
- (v) Laboratories should provide an environment which allows students to work more effectively and safely.
- (vi) Outside laboratory practical should also be conducted in such a way that the Instructor/ Technician/Technologist/industrial Officer can effectively communicate and supervise all the work being done.

3.7.4 Practical training

Practical training is an important aspect for imparting skills to students.

Therefore, the University will make sure that it facilitates:

- (i) Availability of adequately qualified staff;
- (ii) Proper planning and budgeting of practical training;
- (iii) Allocation of sufficient resources for equipment and practical training;
- (iv) Proper description of staff responsibilities;
- (v) Regular training of staff on new technologies/practices and equipment;
- (vi) Good record keeping and organised archives; and
- (vii) Having a process for the verification and approval of results.

3.8 Learning Resources

The University's learning resources includes reference books, other materials, computing facilities, printing and much more.

3.8.1 Library

The University must ensure that the library:

- (i) Has adequate funding to allow it to perform its duties as per technological and knowledge advances;
- (ii) Accommodates at least 30% of the total population as stipulated in TCU Standard 6.7 and Annex 6.7;
- (iii) Provides access to electronic resources (e.g. journals and books) including virtual library services;
- (iv) Has adequate space for work for small groups as they use resources within the library that cannot be taken out;
- (v) Provides learning resources that support and which are consistent with simple and confined program curriculum;
- (vi) Offer adequate support to students, staff, researchers and general public on how best to access online resources;
- (vii) Conduct training to students and staff on effective use of library resources and literature search; and

- (viii) Prepare and widely distribute library induction materials from time to time.

3.8.2 ICT Resources

The availability of quality of university ICT infrastructure and facilities to support teaching and learning and other core functions of the University. (Refer TCU Standard 6.6 ICT resources) Also the University must ensure that:

- (i) The ICT is adequately financed to enable provision of the required services to students, staff and researchers;
- (ii) Make sure that digital resources meet the tests of usability and functionality and that the same assist the students in achieving the prescribed learning outcomes;
- (iii) Also should offer ICT services and support in terms of internet connection, video conference services and support, mail services, portal system (intranet), Application and Management systems [Students, Human Resource, Accounts and Finance], IP Phone services and support and maintenance of all ICT hardware and software;
- (iv) Also must make sure the University and her Campuses have wireless connection (Administration, Laboratory & Library, Cafeteria, Hostels) and also there is cable network connection in all buildings including students' hostels through the support of the optical fibre;
- (v) The ICT Directorate will ensure that learning material can be easily accessed through the local area network and that this can be share across platforms or retrieved using standard internet tools; and
- (vi) The ICT Directorate will ensure availability of software to detect incidences of plagiarism.

3.8.3 Laboratories and Workshops:

The university should refer TCU Standard 6.2, 6.3 general requirements for Laboratories as in Annex 6.3 and Annex 6.3: Minimum requirements for workshops. Also to improve quality the University shall endeavour to:

- (i) Have world class laboratories which are ISO certified to enable recognition of results/findings from the same by the International Community;
- (ii) Adequately finance and equip our laboratories with the necessary equipment and other requirements for effective practical training and research; and
- (iii) Re-train technicians and technologists on new innovations/practices/equipment/facilities.

3.9 Best Practices

3.9.1 Practices for academic staff

The academic staff should:

- (i) Disseminate course information to students in a timely and effective manner;
- (ii) Teaching requirements are met;
- (iii) Be a team player as member of staff;
- (iv) Provide accurate academic/research reports within required timeframe;
- (v) Make special examination arrangements for students as may be by University guidelines;
- (vi) Maintain strict confidentiality in regard to students' academic matters;
- (vii) Keep accurate student records/information and transmit to central administration and/or to College/Department/Directorate/ Centre/Unit's office in a timely and effective manner;
- (viii) Handle students' enquiries with care and in a timely manner.
- (ix) Make sure effective supervision of postgraduate students is done as per University guidelines;
- (x) Timely reporting of academic and research progress;
- (xi) Promote academic excellence through teaching and research;
- (xii) Timely provision of feedback in relation to students' work;
- (xiii) Inspire students to aim for academic excellence; and
- (xiv) Adhere to University policies, rules and guidelines.

3.9.2 Practices for technical staff

- (i) Ensure teaching laboratories are set up in accordance to requirements of the particular subject/instructor;
- (ii) Properly prepare and coordinate laboratory/field practical;
- (iii) Properly guide students in their laboratory/field practical;
- (iv) Assist academic staff in laboratory and field trials;
- (v) Keep accurate records of practical and field trials;
- (vi) Ensure safety of all those participating in laboratory/field practical and trials;
- (vii) Take record of condition of laboratory equipment and facilities and report the same to course instructor and Head of Department;
- (viii) Use laboratory equipment and facilities diligently;
- (ix) Safekeeping of chemicals and hazardous materials;
- (x) Be an inspiration to students;
- (xi) Promote academic excellence through teaching and research; and
- (xii) Adhere to University policies, rules and guidelines.

3.9.3 Practices for Administrative Staff

- (i) Timely completion and submission of reports;
- (ii) Upgrading of systems/processes on a regular basis as need arises;
- (iii) Develop and effectively implement operating procedures/guidelines;
- (iv) Advise students and staff correctly and timely;
- (v) Advise and assist Head of Department and other staff on human resource (HR) issues;
- (vi) Maintain and readily avail appropriate records for easy access;
- (vii) Ensure all necessary first aid and firefighting equipment are available;
- (viii) Ensure all injuries are recorded and monitored for appropriate action (e.g. insurance claim or other compensation as may be required) ;

- (ix) Be a team player; and
- (x) Make sure that Government and University policies, rules and guidelines are adhered to.

3.9.4 Practices for planning and Finance Office Staff

- (i) Ensure all University assets are registered and an up-to-date and accurate list exists;
- (ii) Prepare budgets and forecasts in an efficient and provided timeframe;
- (iii) Ensure University/College/Directorate/Departmental/Centre /Unit commitments and resources are understood when developing the budget;
- (iv) Provide budget information to staff members in details, accurately and timely;
- (v) Sound and timely financial advice within delegated authority is provided to head of department, academic staff and students;
- (vi) Data are entered into the University accounting system correctly and efficiently;
- (vii) Accounts payable and receivable are maintained accurately;
- (viii) Reimbursements and advances are processed and questioned if necessary;
- (ix) Academic staff and other University staff get assistance in the management of research funds in relation to budgeting, costing work sheets and reporting;
- (x) Financial records are kept in an orderly manner to allow proper tracking by concerned staff; and
- (xi) Government and University policies, rules and guidelines are adhered to.

3.9.5 Practices for general administration

- (i) Archiving of University/College/Directorate /Departmental/Centre/ Unit documents in accordance to University policies, rules and guidelines. Archived documents should be easily accessible when required;

- (ii) Provision of clear Job Descriptions that abide by guidelines and which truly reflect size and level of a position;
- (iii) Proper planning and management of event logistics in accordance to set budget;
- (iv) Providing visitors, staff and students with requested information.
- (v) Making sure that University/College/Departmental/Centre/Unit needs are identified and met. In case of contracts with external providers, negotiation should aim at benefiting the University;
- (vi) Clear boundaries of delegated authority must be maintained.
- (vii) Information to central administration and/or to College/Departmental/Centre/Unit/ individual is provided in a timely and effective manner as per service delivery charter;
- (viii) E-mails and phone calls should be answered/returned in a timely manner;
- (ix) All correspondence should be addressed and acted upon.
- (x) Prudence and confidentiality shall be maintained at all times with regard to correspondence;
- (xi) Excellent and friendly customer service shall be provided;
- (xii) All staff shall greet and assist visitors to the University/College/Directorate /Departmental/Centre/Unit in a friendly and professional manner;
- (xiii) All enquiries shall be dealt with in a helpful and friendly manner and advice provided as required;
- (xiv) Effective and timely dissemination of information to students and staff;
- (xv) Dealing with departmental day-to-day administration issues in a timely manner;
- (xvi) Prioritization and delegation of tasks in an effective manner as need may be;
- (xvii) Emergency situations shall be managed effectively;
- (xviii) As regards meetings, correct agenda and relevant documentation shall be prepared and distributed to participants;

- (xix) Meeting minutes shall be taken accurately and distributed within a short timeframe after the meetings. Meeting action points shall be monitored and followed up in a timely manner;
- (xx) University/College/Departmental/Centre/Unit policies shall be updated and developed regularly as required;
- (xxi) Correct University/College/Departmental/Centre statistical data are collected as required; and
- (xxii) Ensure that Government and University policies, rules and guidelines are adhered to.

3.9.6 Practices for students

- (i) Endeavour to make full use of the first days of each Semester/ Course session to get a good understanding of the course content of the courses and the related course material. In addition, students should aim at being partners in learning;
- (ii) First year students should make sure they meet with their academic advisors within the first two weeks of the start of the Semester;
- (iii) Aim at getting involved in not only their classes but in all other campus activities or programmes (e.g. sports and games, seminars and workshops offered by University staff and guests from outside the University, various Student Clubs and activities for particular degree programmes) ;
- (iv) Endeavour to get clear academic, personal and career goals advice from their academic advisors and identified counsellors as availed by the University from time to time. v. Aim to be active learners through problem focused discussions, group work, writing assignments and by participating in academic debates;
- (v) Prepare through independent study for discussions or other classroom activities before they attending class;
- (vi) Be active participants and contributors to group assignments of their courses;
- (vii) Objectively evaluate their instructors and course contents to allow improvement; and

- (viii) Ensure that University Policies, Rules/By-laws and Guidelines are adhered to.

3.10 Capacity Building for Staff

3.10.1 Capacity building of academic staff

Quality and commitment of staff are critical in maintaining and enhancing the high quality of learning and teaching. Therefore, the University will in collaboration with all staff ensure that all staff, both academic and support, are continuously reflecting upon and seeking to improve practice in all areas of their work to advance learning and teaching and research in their disciplines so as to produce good quality graduates with the requisite knowledge, technical and soft skills required for a vibrant economy. For the above to be reality, the University management, Principals, Directors and Heads of Department shall:

- (i) Ensure that all initiatives to foster quality teaching involve instructors/technicians/technologists from the outset as well as Principals, Heads of Department and other leaders who are drivers of change;
- (ii) Allocate adequate resources for staff development;
- (iii) Develop appropriate tools to monitor teaching quality: the tools should be well-designed to provide useful, constructive and timely feedback to instructors;
- (iv) Encourage instructors to link innovations in their teaching practice in accordance with the University's educational model;
- (v) Identify and articulate pedagogical competencies required for quality teaching which reflect the University's mission and core values;
- (vi) Ensure that all academic staff attend at least one tailor made module geared towards improving their teaching and/or other competencies;
- (vii) Provide opportunities for paid sabbatical leave for academic staff every five years; and

- (viii) Newly-recruited teaching staff must receive initial training of pedagogical skills/teaching skills before commencing teaching or during the first year.

3.10.2 Teaching and Learning Improvement /peer reviewer.

Using MUST Monitoring and Evaluation Quality of Teaching and Learning Guideline, the University shall make sure that:

- (i) Enough resources are allocated for the smooth organizing and running of the University;
- (ii) Conducts regular training needs assessment of academic staff;
- (iii) Collaborates with heads of department/centres to conduct peer-evaluation and that constructive feedback is provided on a timely manner;
- (iv) Organize regular training that aims to train newly recruited academic staff, upgrade pedagogical skills, and improvement of other staff competencies as needed for their professional growth; and
- (v) University Teaching and Learning Improvement Programme
The University shall make sure that:
 - (a) Enough resources are allocated for the smooth running of the Peer reviewers.
 - (b) Conducts regular training needs assessment of academic staff.
 - (c) Develops different tailor made models to charter for the different needs of academic staff.
 - (d) Organizes regular training that aims at among other things, to train newly recruited academic staff, upgrade pedagogical skills and improvement of other staff competencies as needed for their professional growth.
 - (e) Organizes mentoring and coaching programmes of junior members of academic staff.
 - (f) Ensure that part time instructors can assimilate the broader educational goals of the University.

3.10.4 Capacity building of technical staff

- (i) Orientation to the University by Human Recourses Office in collaboration with responsible College /Directorate /Departmental/ Centre /Unit;
- (ii) On-the-job training in the relevant area;
- (iii) Formal training in a higher UQF Level for increased productivity; and
- (iv) Training in Occupational Health and Safety.

3.10.5 Capacity building of administrative staff

- (i) Orientation to the University by Human Recourses Office in collaboration with responsible College/Directorate/Departmental/ Centre/Unit;
- (ii) Training on standard customer care practices;
- (iii) On-the-job training in the relevant area;
- (iv) Formal training in a higher UQF Level for increased productivity.
- (v) Training in Occupational Health and Safety; and
- (vi) Adequate training on the University accounting system for finance staff and other vote holders if required.

3.11 Management of Information

The University shall manage all information in a manner that it is safe and not accessible to unintended persons. Therefore, the University shall ensure that:

- (i) It captures, manages, preserves, stores and delivers the right information;
- (ii) There is an official spokesperson for the University;
- (iii) There should be Marketing and Promotion Unit to work in accordance to its mandate;
- (iv) Information that is not sensitive is shared without bureaucracy;
- (v) Sensitive staff and students information is not shared to third parties without their informed consent;
- (vi) Staff are accountable to capture, manage, store, share, preserve and deliver information appropriately and responsibly;

- (vii) Proper training is provided to all those handling mass information, that they are familiar with the policies/Acts, processes, technologies and best practices in information management; and
- (viii) The University network is fully protected from cyber-attacks.

3.12 Research and Innovation

To promote good practice in the above, the University shall:

- (i) Aim to be a centre of excellence in Engineering and allied science researches;
- (ii) Promote ethical conduct of research by students and staff as per University policy and guidelines;
- (iii) Continuously monitor and evaluate quality of research done both at the University and in the field/industry;
- (iv) Recognize students and staff outstanding contribution to research;
- (v) Promote Public-Private Partnership (PPP) funding of research and innovation;
- (vi) Promote contract research with industry;
- (vii) Promote problem solving research and innovation;
- (viii) Ensure timely dissemination of research results/findings;
- (ix) Enhance through training, coaching and mentorship students and staff's grant winning research proposal writing skills;
- (x) Disseminate innovations developed by students and staff through outreach programmes;
- (xi) Ensure that students and staff provide accurate information on research funding/grants;
- (xii) Ensure students and staff; meet the required deadlines as per research funding criteria/Institution;
- (xiii) Provides administrative assistance to students and staff preparing applications for research grants;
- (xiv) Ensure that students and staff effectively liaise with the Directorate of Postgraduate Studies, Research and Publications;
- (xv) Ensure that accurately records are maintained;

- (xvi) Ensure that Publications added to database to meet relevant timelines;
- (xvii) Accurate records for funding and publication are maintained;
- (xviii) Communication of results/findings with relevant stakeholders is timely and effective; and
- (xix) Relevant reports are provided as required.

3.13 General matters for Students and Staff

The following are general matters for students and staff which includes their welfare at University.

3.13.1 Health Services

One's health is important for high learning and work outcomes refer TCU Standard annex6.9 requirements for public health, safety and sanitation. Therefore, the University shall ensure that:

- (i) University Health facilities are properly manned;
- (ii) University Health facilities are adequately funded;
- (iii) University Health facilities have the requisite facilities and medication at all times;
- (iv) Health personnel are of the right qualification and mix;
- (v) Professionalism is maintained at all times in provision of health services to students and staff; and
- (vi) Confidentiality of students and staff sickness/illness information is maintained at all times.

3.13.2 Counseling Services for Students and Staff

Globally, as well as in Tanzania, students and staff alike are facing different challenges that call for immediate action if their mental and general wellbeing is to be secured. Generally, Universities have an important role to play in providing support for students and their staff in relation to mental health difficulties. Therefore, this sub-section offers general guidance on how the University shall ensure students and staff are at all times, in good mental health and are not under emotional distress so as to enhance their learning and productivity, respectively. To achieve the above, the University shall:

- (i) Establish a Counseling Unit for both students and staff.
- (ii) Employ competent counselors to provide counselling services to students and staff;
- (iii) Ensure that the Counseling unit is allocated with adequate funding to enable it offer effective and efficient services to both students and staff as may be required;
- (iv) Devise ways by which students and staff with counseling needs can be identified;
- (v) State procedures to be followed by staff and heads of department/unit in referring students and staff for counseling services;
- (vi) Offer counseling to discontinued students and staff whose working tenure has been terminated on various reasons; and
- (vii) Develop a manual to offer resources, intervention strategies and guidance when working with emotionally distressed students/staff or students/staff whose psychiatric/psychological needs exceed the services offered on campus.

3.13.3 Students and Staff with Special Needs

The University shall make sure that:

- (i) All University Policies are cognizance of students and staff with special needs;
- (ii) A favourable environment with respect to admission/employment, learning/training, and course assessment/examinations for students and staff with special needs is provided;
- (iii) University buildings/infrastructure and other facilities ensure easy access to students and staff with special needs;
- (iv) A good and convenient working environment is provided for students and staff with special needs to enhance their productivity;
- (v) All University buildings have the requisite facilities for students and staff with special needs; and

- (vi) Students and staff with special needs are adequately represented in various University committees and forums

3.13.4 Healthy living students and staff generally

Taking responsibility for students and staff health and wellbeing is vital to getting the most out of them and this enables them to make valuable contributions to the mission of the University. Therefore, the University encourage both students and staff to adopt and maintain healthy lifestyles. To achieve the above, the University Shall:

- (i) Encourage students and staff to engage in healthy lifestyle practices thus allowing them to be in control of their own health decisions;
- (ii) Make sure trained staff are available for consultations, workshops and programs on a variety of topics including: Stress management, Nutrition, Sleep management and HIV/AIDS/Sexual health; and
- (iii) Provide services solely or in partnership with others that encompass the seven dimensions of wellness; physical, intellectual, occupational, emotional, social, spiritual and environmental.

3.13.5 Sports and Recreation

The University shall promote physical activity and recreation among the students and staff as an important element for their physical, ethical and social development. To achieve the above, the University shall:

- (i) Offer services that help the students and staff to enjoy their leisure time; and
- (ii) Provide adequate infrastructure that allows students and staff to participate in sports and games.

3.13.6 Transportation/Travel

The following aspects should be implemented:

- (i) Transport for staff and students to move between the campuses and for excursions should have designated picking points with special amenities (e.g. shades) ;

- (ii) University shall hire transport as per needs in accordance to procurement procedures and guidelines;
- (iii) University vehicles shall be regularly maintained;
- (iv) Maintain a University Transport pool to allow efficient use of available vehicles;
- (v) In case of air travel, the University Procurement Management Unit (PMU) should ensure timely procurement of tickets; and
- (vi) Ensure that Government/University policies, rules and guidelines are adhered to.

3.13.7 Safety and Security

By their very nature, University campuses are open and accessible to all. Although this fosters an ability to learn, it also presents security challenges that must be addressed. Therefore, safety and security of the University will be maintained at high standards to allow students, staff and University visitors to study and work without fear and under minimum stress. To achieve the above, the University shall:

- (i) Have a written policy that deals specifically with campus safety and security;
- (ii) Mandate Students and staff to be taught the elements of the
- (iii) University safety and security policy;
- (iv) Focus on prevention and preparedness initiatives for critical safety and security incidences on campus;
- (v) Use surveillance cameras (CCTV) to monitor activities around the University and Student Hostels;
- (vi) Have multiple systems to alert students and staff of critical incidents on campus;
- (vii) Provide adequate staffing to the current security personnel;
- (viii) Provide adequate funding for University security;
- (ix) Use a visitor management system to verify that guests are authorized to visit the University through use of sign-in guest logbooks or any other relevant method;

- (x) Build/install fences that are difficult to cut or climb around sensitive areas;
- (xi) Place doors in locations that can be seen and supervised;
- (xii) Control movement of traffic by none-university staff and students particularly during the night; and
- (xiii) Ensure our security officer patrol those areas where safety is low.
- (xiv) See how the University could work with the Police to reduce incidences of theft and other criminal activities at the University.
- (xv) Estates and Technical Services Directorate should ensure the availability of adequate street lights and pavements for walking and cyclists.

3.13.8 Business Centre/Shopping Mall

The University shall provide space for establishment of a business centre/shopping mall in accordance with MUST Strategic Plan/Master plan through its company and /or in collaboration with private sector through PPP arrangement. This shall cater for decent shopping area for groceries, pharmacy, among others.

3.14 External Quality Assurance (EQA)

3.14.1 Programme Assessment

The University shall carry out internal assessment of all programmes every five (5) years, review and invite experts to conduct external assessment of at least 10% of the programmes in each College/School/ Directorate/ Institute/Centre/Unit. Assessments shall aim at discovering strengths for enhancement and weaknesses for improvement.

3.14.2 Institutional Assessment reports

The report shall constitute the key document to be used for external assessment either for purposes of accreditation or any other purpose as may arise.

4.0 CONCLUSION

The Handbook has generally described how students and University staff can practice to achieve University Vision, Mission and produce quality graduates who will help the country to attain social and economic development. There is a need for the University management to ensure availability of resources at all levels to allow proper and effective investment in physical and human resources to implement effectively issues presented in this Quality Assurance Handbook for Procedures and Practices. This Handbook may be reviewed from time to time as need arises.

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