

***MZUMBE UNIVERSITY***  
***(CHUO KIKUU MZUMBE)***

***MZUMBE UNIVERSITY QUALITY ASSURANCE POLICY***

**(Made under Article 20 of the Mzumbe University Charter, 2007)**

**(As approved by the University Council on 31<sup>st</sup> March, 2017)**

***Directorate of Quality Assurance,  
P.O. Box 62,  
Mzumbe  
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## **PREAMBLE**

Mzumbe University recognises the national, regional and global agenda to transform and create a comparable, compatible, coherent and harmonised higher education. This agenda constitutes key pillars of the University's vision to be recognised as a leading institution in Africa for demand driven knowledge generation, application, preservation and dissemination for socio-economic development by 2025. Cognisant of the need to having standards in the delivery of its key roles, Mzumbe University has embraced various internal and external arrangements to monitor and continuously improve the quality of its functions. To that effect, the Quality Assurance Policy has been prepared to provide an institutional framework and as a common frame of reference to assist and guide the Directorate of Quality Assurance and the University in general to develop, inculcate and practise quality assurance culture in line with national, regional and global principles and standards.

This policy document specifies the University's approach to quality assurance and continuous improvement as well as its principles, features, structures and standards. It further represents a statement of intent by the University regarding the quality of its services and products. According to the provision of this Policy, each office, unit and person at the University is responsible for innovatively carrying out the roles to ensure quality in teaching, learning, research and consultancy and community service delivery. Regarding the dynamism of the conception of quality assurance, the policy statements and implementation approaches in this document are subject to periodic review and adjustments. It is anticipated that, the operationalisation of this Policy at the University shall form the basis for realisation of best practices and standards for Higher Education.

**Vice Chancellor**

**Date**

**Mzumbe University**

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## **ABBREVIATIONS AND ACRONYMS**

CDRC	Curriculum Development and Review Committee
DELCE	Directorate of External Linkages and Community Engagement
DF	Directorate of Finance
DICT	Directorate of Information and Communication Technology
DQA	Directorate of Quality Assurance
DVC	Deputy Vice Chancellor
EAQF	East Africa Quality Framework
EFA	Education for All
ICE	Institute of Continuing Education
ICT	Information and Communication Technology
IDM	Institute of Development Management
IUCEA	Inter-University Council for East Africa
MDGs	Millennium Development Goals
MoEST	Ministry of Education, Science and Technology
MTI	Management Training Institute
MU	Mzumbe University
MUASA	Mzumbe University Academic Staff Association
MUSO	Mzumbe University Students' Organisation
NQF	National Qualification Framework
OPRAS	Open Performance Review and Appraisal System
PIM	Performance Improvement Model
PMU	Procurement Management Unit
QASC	Quality Assurance Steering Committee
SDGs	Sustainable Development Goals
TCU	Tanzania Commission for Universities
TOT	Training of Trainers
UQF	University Qualification Framework
VC	Vice Chancellor

# CHAPTER 1: INTRODUCTION

## 1.1. Global and Regional Trends of Quality Assurance Issues

Higher education is the key to economic and political development and vital to the competitiveness in the era of globalisation of a knowledge-based society. In the case of African countries and Tanzania in particular, higher education plays a key role in capacity building and professional training which support the attainment of Millennium Development Goals (MDGs) and the current Sustainable Development Goals (SDGs). However, for the past two decades, the higher education landscape has experienced rapid changes due to political, economic and socio-cultural forces. These changes include: massification of education, greater diversity in terms of programmes offered and students types, matching programmes to labour market needs, shrinking of resources, increasing accountability and indirect steering of higher education. All these changes have impacted negatively on the quality of services and output offered by the higher education institutions.

Recognising the importance of higher education in a knowledge-based society; many institutions around the world are working to reform their education systems by adjusting their programme structures, curricula, teaching and learning methods to adapt to the new global demands. This implies that greater attention is being focused on quality assurance for ensuring educational relevance.

Worldwide, quality is the key reform in higher education landscape, and leads to increasing concerns on quality assurance systems such as establishment of Quality Assurance Unit; designing of Quality Assurance Policy and mechanisms for internal and external Quality Assurance processes such as academic audit, self-assessment at programme and institution level, peer review and tracer study. Various countries have adopted formal quality assurance systems for regulating and improving the quality of their higher education systems. Such moves in the higher education are critical for economic development.

In order for the higher education institutions to move towards the knowledge economy for the achievement of Education for All (EFA) and SDGs, there is a need to raise the quality of education through establishment of quality assurance systems. In response to global trends, the Inter-University Council for East Africa (IUCEA) has been gradually embracing quality assurance endeavours in the region. The aim is to support the enhancement of quality and sustainable development of higher-education systems and research for supporting the region's socio-economic development and integration. The IUCEA initiative calls for harmonisation of quality standards for higher education within the region. As a result, higher education institutions are required to have internal quality assurance mechanisms that prepare the institutions for external evaluation.

## 1.2. Quality Assurance in the Mzumbe University Context

Currently, most higher education institutions in Tanzania have strongly emphasised on the establishment and deployment of quality assurance systems. In the same vein,

Mzumbe University has in place an internal quality assurance system, which is guided by the initiative to mainstream excellence as captured in the University Mission Statement. The system cuts across a number of areas, namely governance, human resources, welfare services, funding and financial management, teaching and learning, research and publication, consultancy and outreach activities, and performance measurement.

Like other universities which embrace quality assurance, Mzumbe University developed its Quality Assurance Policy in 2010. This enabled the University to approach quality assurance in a more systematic way in order to enhance the quality training, research, community services and internal support services. It further enabled Mzumbe University to assure itself and its stakeholders that its policies, systems and processes for the development and maintenance embrace quality in its education provision. Likewise, the third Mzumbe University Corporate Strategic Plan (2012/13-2016/17) underscores quality as one of its strategic objectives in the provision of higher education.

These initiatives by the University are in line with what is happening in the region and worldwide regarding the quality assurance. However, the standards and principles for effective implementation of quality assurance system at University have some gaps as indicated in Chapter Two. In addition, the preparation and development of the former policy in 2010 were not guided by any standard. Moreover, mechanisms of quality assurance units utilisation at the school, faculty and campus levels established in the 2010 policy is not clear. However, recently TCU and IUCEA have provided guidelines and standards governing the establishment of quality assurance systems in universities. Accordingly, the Mzumbe University requires a comprehensive and systematic framework which meets the minimum standards provided by the *Tanzania Commission for University- Quality Assurance General Guidelines and Minimum Standards for Provision of University Education in Tanzania (2014)* and *Inter-University Council for East Africa- Principles and Guidelines for Quality Assurance in Higher Education in East Africa (2014)*. This review of the policy acts as a starting point in that direction.



## CHAPTER 2: BACKGROUND OF MZUMBE UNIVERSITY

### 2.1 Introduction

The University was established by the Mzumbe University Act No. 9 of 2001, which was repealed by the Universities Act No. 7 of 2005. Currently, the University operates under the Mzumbe University Charter of 2007, which was made under Section 25 of the Universities Act. Mzumbe University is a product of transformation of the then Institute of Development Management (IDM) whose predecessor was the former Management Training Institute (MTI) which was established by Act No. 15 of 1972. Before then, the Institute started as a Local Government School established in 1953 for training chiefs and native authority staff and councillors. After the country's independence in 1961, Tanganyika needed to train human resources to replace the outgoing colonial managers and administrators; hence the training at Mzumbe was diversified to include that of central government officials, rural development officers and local court magistrates.

The huge demand for higher and middle level human resources was an outcome of the nationalisation of private businesses following the Arusha Declaration of 1967 and Decentralisation of Administration Policy of 1971. The period saw MTI being amalgamated with the then Institute of Public Administration of the University of Dar es Salaam to form the IDM, a higher learning institution for the training of the professional managers in the public and private sectors. The natural growth of the IDM over the years and the changing national and international human resources needs led to transformation and elevation of the then Institute to a full-fledged University in 2001. The University became operational in March 2002. Apart from its Main Campus located at Mzumbe area in Morogoro, two campuses, located in Dar es Salaam and Mbeya, respectively, were established in 2005. With the introduction of the East Africa Quality Assurance Framework and the preparation of the second and third Corporate Strategic Plans, the University underscored the need for mainstreaming quality assurance issues in all its operations. Likewise, the University is committed to be a leading university in the provision of higher educational services. For successful and effective institutionalisation of quality assurance mechanisms/frameworks, Mzumbe University needs to take into account its mission and values; the range of programme offerings; type of research and community outreach activities it conducts; and the type of connections it maintains within its constituencies. Likewise, the effective quality assurance mechanisms within University need to be guided by the following key principles:

- (i) *The pursuit of continuous improvement*: an effective quality assurance policy supports and is supported by, a culture of quality improvement,
- (ii) *A focus on students and learning*: the effective quality assurance policy and framework need to provide opportunities for students to participate in the assessment process,
- (iii) *The necessity of encompassing all functions and units of an institution*: all functions and units must be governed by an institutional quality assurance policy in order that the entire student experience is considered.
- (iv) *Accountability and transparency*: the effectiveness of the quality assurance process depends on assigned responsibilities in each step of the process for accountability purpose.

- (v) *External stakeholders' involvement*: External stakeholders are involved on an ongoing basis as part of the evaluation and development of quality assurance.
- (vi) *Going forward*: Quality assurance is founded on professionalism, dialogue and knowledge sharing. Quality assurance supports a systematic and sustained development of quality within the entire field of education and it also contains sufficient retrospective focus to meet the legislative requirements regarding documentation.
- (vii) *Systematic Quality Assurance*: That policy objectives are interpreted, clarified and carried out by the involved parties at all levels of the university.

## **2.2 Mandate of Mzumbe University**

Mzumbe University is owned by the Government of the United Republic of Tanzania and operates under the Ministry of Education, Science and Technology (MoEST)). The mandate of Mzumbe University as stipulated in the Charter focuses on training, research, publications and public service, encompassing both consultancy and outreach services.

## **2.3 Objectives and Functions of Mzumbe University**

The Objectives and Functions of Mzumbe University as stipulated in the Charter are:

- (i) To encourage academic staff and students to learn and seek knowledge and truth;
- (ii) To produce highly educated and adequately trained experts well prepared and equipped with requisite skills for self-employment and manning of key positions in both the public and private sectors;
- (iii) To promote, facilitate and sponsor research into technological, social, economic, political and cultural spheres for the welfare and development of mankind within and outside the United Republic of Tanzania;
- (iv) To seek or institute and award fellowship, scholarships, bursaries, medals, prizes, and other forms of awards, assistance or sponsorship for the advancement and dissemination of knowledge and pursuit of truth;
- (v) To arrange for the publication and dissemination of material produced in connection with the work and activities of the University;
- (vi) To conduct and administer examination and confer degrees, diplomas, certificates, and other awards of the University;
- (vii) To develop, promote and undertake the provision of adult, continuing and distance education for the enhancement of good governance and efficacious solution to social-economic and political problems;
- (viii) To develop and maintain a reference library and provide library services in the fields of study undertaken by the University;
- (ix) To cooperate with the government of the United Republic of Tanzania in the planned and orderly development of quality education, science and technology in the United Republic of Tanzania;
- (x) To establish links and to cooperate with other national and international institutions in the initiation and conduct of cooperative research, publication

and training programmes for the mutual benefit of the cooperating institutions and the United Republic of Tanzania and generally for the pursuit of the mission of the University;

- (xi) To do any other things in accordance with the provisions of the Mzumbe University Charter or any other written laws in force in the United Republic of Tanzania in pursuance of the mission of the University

## 2.4 Vision

Mzumbe University is recognised to be a *leading institution in Africa for demand driven knowledge generation, application, preservation and dissemination for socio-economic development by 2025.*

This ambition will only be achieved if the University can excel and demonstrate distinctive quality in:

- (i) National/Regional/International best practices, in which benchmarking shall be critical.
- (ii) Relevance (fitness for the purpose) of training, where both the perceptions and feedback from the market, stakeholders, partners and clients in general and the satisfaction of their needs and expectations at all times are critical.
- (iii) Excellence of teaching and learning, in which programmes and services shall be of quality and have quality plan for improvement to ensure teaching and learning excellence.

## 3 Mission Statement

The mission of the University is *to provide opportunities for acquisition, development, preservation and dissemination of knowledge and skills through training, research, technical and/or professional services.*

### 3.1 Core Values

The building of a cohesive and binding organisational culture is a fundamental pre-requisite for the sustainable development of the University. The following are the core values which guide Mzumbe University's organisational culture.

- (i) **Transparency:** Being transparent in all our work and dealings and stand ready for public scrutiny.
- (ii) **Accountability:** Being accountable to our stakeholders and to the community for the mandate and responsibilities bestowed upon us.
- (iii) **Creativity and innovativeness:** Always curious and striving to reach out and embrace new technologies and innovative methods of doing our work and contributing to socio-economic development.
- (iv) **Integrity:** Being exemplary in our behaviour and acting with honesty and impartiality in all our transactions.
- (v) **Team work:** Working at all times as a team.
- (vi) **Diligence:** Being meticulous and thorough in whatever we do.
- (vii) **Respect for others:** We always respect personal opinion and academic freedom.

- (viii) ***Responsiveness to society needs:*** We strive to continuously respond to current and future needs of the society.

### **3.2 Quality Assurance Practices at Mzumbe University**

Quality has been a core focus of Mzumbe University since her establishment. It is evident that the University has been using rules, regulations and guidelines to oversee the quality of inputs, processes and output of core activities and operations. These include the following:

- (i) Formal admission conditions and requirement which ensure the quality of students.
- (ii) Recruitment, appraisal and staff development requirements and procedures that ensure the quality of staff.
- (iii) Student assessment system that is guided by Examination and Student Assessment Criteria By –Laws.
- (iv) Student evaluation of the teaching methodology, course contents as well as infrastructure.

For about one decade, the strategic plans of the Mzumbe University have been defining the direction that can be followed to meet the demand in the changing national and global environments. One of the key strategies in achieving long term-term plans is the development of effective and efficient quality assurance systems in order to maintain quality for the attainment of its core mission through promoting excellence in teaching, learning, and research and community outreach services. The quality assurance systems include internal and external mechanisms. The mechanisms include examination process, vetting of the academic programmes by Senate, student evaluation, satisfaction surveys, academic audit, Open Performance Review and Appraisal System (OPRAS), monitoring teaching and learning. In addition, the University has a Quality Assurance Policy (2010) which established the Directorate of Quality Assurance. The Directorate has the mandate of coordinating quality assurance issues at University level.

Taking together the institutional gaps in implementing quality assurance activities and the new development in terms of guidelines, standards and principles at the national and regional level, there is a need for the University to review the Quality Assurance Policy so as to have a coherent and structured framework of managing quality. Likewise, the reviewed policy is intended to define clearly the responsibilities, roles and relationships of quality assurance structures and committees within the University.

## **CHAPTER 3: POLICY CONTEXT AND RATIONALE OF QUALITY ASSURANCE POLICY**

### **3.1 Introduction**

For many years back, higher education institutions were perceived to be quality conscious centres in the teaching and learning process. The institutions developed their own mechanisms to assure quality, standards, measures and assessments based on networks and peers within the higher education sector. However, for the past three decades, there have been policy debates regarding trust and validity of self-regulating in higher education sector. It is in the context of these debates that calls for the application of external mechanisms for monitoring and evaluating the soundness of teaching and learning inside the higher education institutions have emerged. Like institutions in other service-based sectors, higher education institutions need to be formally evaluated and held accountable for their performance. As a response to the need to regulate higher education sector, many countries around the world have established quality assurance agencies to realise such responsibilities as follows:

- (i) To assist and support institutions in their internal quality assurance activities in order to improve the quality of their output;
- (ii) To assess or evaluate designated institutions against a set of standards, benchmarks or intended outcomes;
- (iii) To review an institution's systems of managing quality in order to establish whether they are appropriate, adequate and effective;
- (iv) To check whether an institution is good enough for some specified purposes, such as recognition, accreditation and /or state funding.

### **3.2 Context**

Quality assurance of University's core activities has been adopted worldwide and is regarded as a key component of every viable education system. In order to be able to track and properly implement quality aspects within the University, there is a need to have a quality assurance policy or framework. The policy should reflect how the quality assurance system within the University is built, and hence provide a platform for understanding the quality issues in inputs, process, outputs as well as intended outcome of its core activities (teaching, research and public service). This indicates that quality assurance of teaching and learning process is a vital component of every credible University.

Various international and national strategies call for the quality assurance systems that take into account the quality of teaching and learning process. Sustainable Development Goals (SDGs) indicate that quality education is the foundation to improving people's lives and sustainable development. Tanzania as a country recognises that quality of education is the backbone of national development. In recognition of the need to improve the quality of education, the Tanzania Development Vision 2025 indicates that the country envisages being a nation with well-educated and learned society. One way to

achieve this is to be a nation with high quality of education at all levels; a nation which produces the quantity and quality of educated people sufficiently equipped with the requisite knowledge to solve the society's problems, meet the challenges of development and attain competitiveness at regional and global levels. Likewise, the Tanzania Education and Training Policy of 2014 calls for quality assurance systems that take into account the organisation structure, roles and responsibilities, processes, procedures and resources for managing education inputs needed to achieve the intended outcomes at all levels of education.

### **3.3 Rationale**

For the past five years, Mzumbe University has implemented the Quality Assurance Policy (2010) with an overall objective of approaching quality assurance in a more systematic way taken into account the global challenges. These include: widening provision of higher education opportunities and rising private sector contribution; rapid growth of higher education enrollment without a matching increase in public funding; concern on academic standards and teaching professionalism; employability needs of University graduates who will be looking for jobs in a changing world within the knowledge-based economy; and demand for increased transparency and accountability.

Despite the presence of Quality Assurance Policy and various internal and external quality assurance mechanisms, there are some gaps in the institutionalisation and operationalization of the quality assurance system at the University. Moreover, the development of principles, standards and guidelines at regional and national levels have forced the universities within the region and Mzumbe University in particular, to rethink the ways of institutionalise and operationalize the quality assurance systems. At the regional level, the Inter-University Council for East Africa has developed *Principles and Guidelines for Quality Assurance in Higher Education in East Africa (2014)* and on the other hand, Tanzania Commission for Universities has developed *Quality Assurance General Guidelines and Minimum Standards for Provision of University Education in Tanzania (2012 for 1<sup>st</sup> edition and 2014 for 2<sup>nd</sup> edition)*. All these principles, guidelines, minimum standards and procedures provide safeguards for consistency in carrying out quality assurance practices across within the East African common higher education area and Tanzania, in particular.

In order to ensure that the University is committed to striving for excellence and assuring quality in all its activities, there is a need to periodically revisit the quality assurance systems within university. The main objective is to ensure that education quality aspects take into consideration new development of principles, standards and guidelines at the national, regional and global levels. Taking the trends into consideration, there is a need to review the Mzumbe University quality assurance policy to ascertain that the established quality assurance structures align with the new national, regional and global quality assurance standards and guidelines.

### **3.4 Purpose**

The purpose of the Quality Assurance Policy is to establish a common set of core values for quality assurance for the entire university and across the different levels.

### **3.5 Objectives**

The aim of Mzumbe University Quality Assurance Policy is to enhance the effectiveness of its core activities of teaching, research, consultancy as well as community outreach services. The policy addresses all University activities focusing on their contribution to and alignment with the University's key result areas. Specifically, the Quality Assurance Policy aims to achieve the following objectives:

- (i) To safeguard national academic standards for higher education and sustain accreditation status.
- (ii) To improve quality of community outreach programmes offered by the University.
- (iii) To promote development of vibrant intellectual and educational achievement.
- (iv) To inculcate a culture of quality assurance in all activities across the University.
- (v) To develop and apply appropriate internal quality assurance and enhancement mechanisms across all activities rendered by the University.

### **3.6 Scope**

The Policy shall cover the following areas:

- (i) All faculties, schools, directorates, institutes, academic departments and administrative departments and sections.
- (ii) All staff on permanent, contract, part time and temporary employment terms.
- (iii) All students registered with Mzumbe University.
- (iv) All infrastructure, learning resources, governance set up, information dissemination structures and social amenities of the University.

## **CHAPTER 4: POLICY STATEMENTS, STRATEGIES AND ASSUMPTIONS**

### **4.1 Policy Statements and Strategies**

The policy principles and guidelines cover governance and management, institutionalisation of quality assurance, human resources, welfare and support services, student with special needs, funding and financial management, programme development and implementation and review. They also cover admission of students and granting awards of qualification, management of information, research and innovation, consultancy and community outreach activities, performance measurements, stakeholders' satisfaction and preparation of a Quality Assurance Handbook.

#### **4.1.1 Governance and Management**

##### **Policy Statement**

The University shall be governed and managed through good governance practices, in line with the legal frameworks for their establishment.

##### **Strategies**

The University will:

- (i) Ensure that mission and vision statements are publicly known and are in line with academic and social context.
- (ii) Ensure that it has a strategic plan which is in line with the mission.
- (iii) Ensure that minimum guidelines and norms for governance units established by TCU are adhered to.
- (iv) Ensure that it has a clear and adequate governance structure.
- (v) Ensure that the decision-making process, competences and responsibilities have been clearly defined in line with the management structure.
- (vi) Carry out quality assurance processes based on good governance and well-articulated policies, structures and processes, which are disseminated to stakeholders.
- (vii) Mobilise adequate resources from known sources and account for their utilisation.
- (viii) Ensure that it comprehensively measures and achieves outstanding results with respect to key elements of its policy, strategy and planned performance.

#### **4.1.2 Institutionalisation of Quality Assurance**

##### **Policy Statement**

The University shall have a policy for Quality Assurance that is made public and forms part of the strategic management. Internal stakeholders should develop and implement this policy through structures, systems and processes to support, monitor, and evaluate quality.



## **Strategies**

- (i) The University and its stakeholders will embrace institutional quality culture.
- (ii) The University organogram will provide for quality assurance structures that take cognisance of the inputs, processes and outputs of the entire learning process.
- (iii) The University will endeavour to ensure that the quality assurance structures have adequacy of physical, human and financial resources.
- (iv) While institutionalising quality assurance systems, the University shall use approved policies and associated procedures for quality assurance, which cover all operational areas of the institutional for teaching and outreach services.
- (v) The University will ensure that the policies and procedures are availed to both internal and external stakeholders.
- (vi) The University shall ensure that quality assurance structures, systems and processes are monitored and evaluated at the institutional levels so as to achieve the intended purpose.
- (vii) The University will periodically carry out self-assessment at both programme and institutional levels aimed at discovering strengths for enhancement and weaknesses for improvement.
- (viii) The University will ensure that plans for capacity building for quality assurance issues/ activities are in place.

### **4.1.3 Welfare and Student Support Services**

#### **Policy Statement**

The University shall provide adequate and appropriate resources to support students' learning.

#### **Strategies**

The University will:

- (i) Put in place facilities for accommodation, social security, health, cultural, and sport facilities.
- (ii) Provide student advisory and counseling services.
- (iii) Facilitate the establishment of students' self/governance system through legally recognised students' organisation.
- (iv) Ensure that it puts in place a clear mechanism of motivation and incentive scheme for its support staff.
- (v) Ensure that clear policies regarding housing, transport, recreation, health and safety are in place and adhered to.

### **4.1.4 Student with Special Needs**

#### **Policy Statement**

The University shall provide support mechanisms to students with special needs.

#### **Strategies**

The University will provide:

- (i) Policies that take cognisance of students with special needs with respect to admission, learning, and assessment/examinations.
- (ii) Requisite physical infrastructure to facilitate students with special needs.

#### **4.1.5 Funding and Financial Management**

##### **Policy Statement**

The University will provide support mechanisms for funds mobilisation and proper financial management systems and ensure their compliance.

##### **Strategies**

- (i) The University will ensure that it mobilises adequate financial resources to cater for the achievement of its goals and objectives.
- (ii) The University will ensure that it has a proper and adequate financial management system that is adhered to.

#### **4.1.6 Programme Development, Implementation and Review**

##### **Policy Statement**

Programme development, implementation and review shall be carried out using institutionally, nationally and regionally prescribed guidelines and procedures.

##### **Strategies**

The University will:

- (i) Ensure that TCU quality assurance guidelines and minimum standards are adhered to.
- (ii) Involve stakeholders in programme development and review, the process that shall be informed by needs assessment and benchmarked with the best practices in the region and internationally.
- (iii) Monitor and periodically review programmes to ensure that they achieve the expected outcomes and respond to societal needs.
- (iv) Ensure that programme review for quality enhancement is carried according to the provision of University Qualification Framework (UQF).
- (v) Ensure that programmes have well defined learning outcomes and clear implementation strategies.
- (vi) Determine students' workload in terms of instructional hours, tutorials, seminars, assignment, independent studies, placement, fieldwork, community service, projects, and examinations, among others.
- (vii) Encourage student-centred and problem solving learning approaches in programme delivery.
- (viii) Enhance the use of ICT in teaching and learning.
- (ix) Ensure that academic staff members are kept abreast with current pedagogical methods.
- (x) Ensure that programme management is undertaken by competent academic leaders and staff.

- (xi) Regularise the practice of getting feedback from stakeholders on their satisfaction with programmes.
- (xii) Provide clear and transparent policies and mechanisms that govern students' assessments.
- (xiii) Ensure that plans for capacity building for quality assurance activities are in place.

#### **4.1.7 Admission of Students and Granting Awards**

##### **Policy Statement**

The University shall have clear and transparent mechanisms for admission into programmes and granting academic awards.

##### **Strategies**

- (i) The University will develop and maintain clearly articulated criteria and procedures for admission of students, mobility and awards of qualifications, which shall be documented and disseminated.
- (ii) The University Qualification Framework (UQF) will guide the progression of students through learning levels and granting of academic awards.
- (iii) The University will provide clear and transparent policies and mechanisms that govern students' assessments.
- (iv) The University will regularise the practice of getting feedback from stakeholders on their satisfaction with programmes.
- (v) The University will ensure that it has accurate, complete and reliable information about the quality of programmes and standards of its awards.

#### **4.1.8 Quality of Staff**

##### **Policy Statement**

The University shall strive to provide adequate number of qualified staff for delivery of teaching, research and community services.

The University will have proper mechanisms and resources to support staff to undertake personal and professional development.

##### **Strategies**

The University will ensure that:

- (i) It employs adequate and competent human resources to carry out its mission and functions and their responsibilities need to be clearly defined.
- (ii) Its staff has the requisite knowledge, competences and experience to facilitate learning.
- (iii) It enhances professional ethics for both staff and students.
- (iv) It has a clear mechanism on ways in which teaching effectiveness is appraised, improved and rewarded

- (v) It endeavours to keep academic staff abreast with current pedagogical skills through training and other means that will enhance their competences for attaining effective performance and quality delivery.
- (vi) It has a clear appraisal and promotion policy for both academic and administrative staff.
- (vii) The unit for enhancing teaching and learning process is functional.

#### **4.1.9 Management of Information**

##### **Policy Statement**

The university shall put in place up to date and retrievable information management systems which facilitate data collection, storage and access.

##### **Strategies**

The University will:

- (i) Develop information management systems that will capture important institutional data, such as profile of students' population, students' progression and success rates, available learning resources, availability and profile of the teaching staff, among others.
- (ii) Regularly disseminate information on their activities.
- (iii) Strive to have up to date and interactive websites.
- (iv) Device strategies to disseminate research findings and strengthen linkages with industries, the private sector and the general public.
- (v) Develop communication strategy to inform the University community (students and staff) and general public about a University's Quality Assurance Policy as well as significant changes brought about by quality assurance activities.

#### **4.1.10 Research and Innovation**

##### **Policy Statement**

Research and innovation shall be considered as important factors in the development and enhancement of the University's quality assurance activities.

##### **Strategies**

The University will:

- (i) Strive to enrich academic programmes with new and cutting edge knowledge that is generated through quality research and innovation.
- (ii) Ensure that it has clear research agenda which set the direction of research to all units within the University.
- (iii) Ensure commitment to the highest professional standards of scholarly research and research ethics.
- (iv) Ensure that the University has the policy on intellectual property right.

- (v) Encourage research findings and innovative ideas to be disseminated and used to influence institutional, national, regional and international directions in socio-economic and decision-making.

#### **4.1.11 Consultancy and Community Outreach Services**

##### **Policy Statement**

The University shall provide the mechanisms to enhance the quality of consultancy and community outreach services.

##### **Strategies**

The University will:

- (i) Ensure that policy on consultancy and outreach services are in place and adhered to.
- (ii) Ensure the availability of procedures for contribution to society and the community; University/academic consultancy.

#### **4.1.12 Performance Measurement**

##### **Policy Statement**

The University shall provide comprehensive monitoring and evaluation mechanisms for performance.

##### **Strategies**

The University will:

- (i) Ensure that proper and clear mechanism(s) for measuring both institutional and individual performance is put in place.
- (ii) Ensure that plans for capacity building for monitoring and evaluation are in place.

#### **4.1.13 Stakeholders' Satisfaction**

##### **Policy Statement**

The University shall have a structured method for obtaining feedback from the internal and external stakeholders.

##### **Strategies**

The University will:

- (i) Ensure that tools for collecting and analysing information from students, staff, labour market and alumni are in place.
- (ii) Ensure that the University comprehensively measure and achieve outstanding results with respect to both internal and external stakeholders.
- (iii) Ensure that the University has appropriate and transparent mechanisms for disseminating information to both internal and external stakeholders.

#### **4.1.14 Quality Assurance Handbook**

##### **Policy Statement**

The University shall prepare a Quality Assurance Handbook to ensure smooth operationalisation of the policy.

##### **Strategies**

The University will:

- (i) Ensure that all regulations, processes and procedures concerning quality assurance are documented.
- (ii) Ensure that the contents of the handbook are publicly known by all internal and external stakeholders.

#### **4.2 Policy Assumptions**

All staff and students are expected to accept individual and collective responsibilities for the quality of their own work and follow the Quality Assurance Policy. Specifically, the success of MU Quality Assurance Policy will depend on the following assumptions:

- (i) The Management is committed to provide support to enhance smooth implementation of the policy.
- (ii) The Quality Assurance Directorate is in place and smoothly functioning.
- (iii) Academic and administrative staff is aware of the policy and are committed to its implementation.
- (iv) The attitudes of the academic and administrative staff are quality conscious.
- (v) Funds are disbursed timely for all university operations.
- (vi) Students are aware of the policy and are committed to its implementation.

## **CHAPTER 5: DIRECTORATE OF QUALITY ASSURANCE**

### **5.1 The Directorate**

There shall be a MU Directorate of Quality Assurance. The Directorate shall focus on key aspects that influence quality in the teaching and learning process and the support processes.

#### **5.1.1 Mission**

The mission of the MU Directorate of Quality Assurance is to promote and develop a culture of quality in the university through a comprehensive quality assurance system that improves quality in teaching, learning, research and public services.

#### **5.1.2 Vision**

The vision of MU Directorate of Quality Assurance is to become a fully established University advisory on all matters that affect the quality of teaching and learning processes.

#### **5.1.3 Objective**

The objective of the Directorate is to coordinate all quality assurance issues at University level with a role of determining whether or not quality standards set internally for measuring performance in all core operational areas are constantly met and updated. Furthermore, the role of the Directorate is to ensure that the University meets the requirements and standards set by the regional and national organs dealing with quality assurance as well as follow the process of continuous improvement in teaching and learning process, hence, making the products provided by the University competitive at the local and international level.

#### **5.1.4 Functions of Directorate of Quality Assurance**

The Directorate of Quality Assurance will cooperate with all organs of the University that conduct, develop and support the teaching and learning process. The Directorate will have responsibility of ensuring quality of the University activities through development of Quality Improvement Plan. The Directorate will prepare annual and long-term activity plans which will be presented to the University's Quality Assurance Committee and submitted to the 'Senate or Council. The Directorate shall function as the Management Secretariat on quality assurance issues. The functions of the Directorate include the following:

- (i) Providing advice to University organs on quality assurance issues.
- (ii) Ensuring that set performance standards in all aspects of University functions are appropriate and relevant;
- (iii) Developing and periodically updating general operational manuals to guide University-level QA operations, as well as instruments for use in evaluations;
- (iv) Provide technical guidance and advice to implementing units to ensure compliance to set quality standards;
- (v) Providing advice and guidance to implementing units on the execution of QA activities;
- (vi) Coordinate internal self-assessments including programme assessments, facility inspections and institutional audit;
- (vii) Facilitate the external evaluation of the University by National and International accreditation agencies;
- (viii) Monitoring the implementation of recommendations of internal and external quality assurance evaluations (improvement plans);

- (ix) Analysing all QA reports ( students' course evaluations, External Examiners' reports, external audit reports, etc.) and identification of issues arising from them for the attention of the Managements at departmental, faculty/school, college and University level;
- (x) Advising the Management on QA matters relating to teaching/learning, research, and consultancy, and matters relating to internal support services. For example, regularly carrying out monitoring of teaching and learning process and the learning environment including conduct of university examinations.
- (xi) Updating the Senior Management on the functioning of the QA system and on the overall quality status of the University;
- (xii) Linking the University with the National Higher Education Commissions and Councils, and related agencies in QA matters; and
- (xiii) Linking the University with professional bodies that are relevant to its various curricula.
- (xiv) Coordinating and supporting tracer studies and exit surveys.
- (xv) Coordinating internal and external assessment of programmes and institution as a whole.
- (xvi) Organising seminars, workshops and conferences on quality assurance to create the culture of quality assurance in the system.

### **5.1.5 Structure of the Directorate of Quality Assurance**

The Directorate of Quality Assurance shall be headed by Quality Assurance Director, who shall be assisted by an Associate Director and three head of departments responsible for enhancement of teaching and learning; research, and outreach services; and support services. The Director and Associate Director shall be appointed in accordance with provision of MU Charter.

#### **5.1.5.1 The Role of Director of Quality Assurance**

The main role of DQA director is to oversee the functions and responsibilities of the Quality Assurance Directorate through:

- (i) Providing leadership for Quality Assurance and Good Practices at the University and oversee the function of DQA.
- (ii) Being accountable to VC.
- (iii) Maintaining a working contact with DVCs on quality assurance matters under their respective jurisdictions;
- (iv) Providing technical support on quality assurance matters at the University Quality Assurance Committee, Senate and other Council Committees.
- (v) Be ex-officio member of, and technical advisor on quality assurance matters deliberated on in the Council Committees.
- (vi) Contributing to the formulation of the University Quality Assurance Policies and practices and their implementation and monitoring.
- (vii) Representing MU at national, regional and other international forums on higher education Quality Assurance matters.
- (viii) Updating MU on new global developments in quality assurance matters for Higher Learning Institutions.



### **5.1.5.2 Responsibility of Associate Director of Quality Assurance**

The Director of Quality Assurance will be assisted by Associate Director. The main duties of the Associate Director will include the following:

- (i) Assisting the Director in coordinating and supervising all activities carried out at the Quality Assurance Directorate.
- (ii) Carrying out evaluation and documentation of the Quality Assurance Directorate performance.
- (iii) Overseeing proper planning development and managing budget on quality assurance issues.
- (iv) Overseeing programmes and policies which promote quality in teaching and learning process.
- (v) Writing proposals for resource mobilisation for the Directorate of Quality Assurance.
- (vi) Working hand in hand with Head of Departments responsible for Quality Assurance issues.

### **5.1.5.3 Head of Departments**

The Directorate shall have three Heads of Departments responsible for teaching and learning; research and outreach services; as well as support services. The duties of the Head of Departments include:

- (i) To develop and review Quality Assurance procedures regarding teaching and learning; research and outreach services; as well as support services.
- (ii) To advise and assist sections, departments, institutes, directorates, schools and campuses in carrying out the self-assessment procedures in academic programmes.
- (iii) To assist sections, departments, institutes, directorates, schools and campuses on the preparation of improvement plans and monitor the implementation of these plans.
- (iv) To collect and analyse information regarding teaching and learning, research, consultancy and community outreach activities.
- (v) To compile annual reports on the quality of teaching and learning, research, consultancy and community outreach activities.

### **5.1.5.4 Campus/School/Faculty/Institute Quality Assurance Coordinators**

The Directorate of Quality Assurance shall have coordinators who shall coordinate quality assurance issues in all MU campuses/schools located outside the MU main campus. The coordinators will have a support function to Head of Departments and shall have the responsibility of coordinating all quality assurance issues related to teaching and learning, research, evaluation and public services, and support services in their respective campuses/schools.

### **5.1.5.5 Administrative Staff**

The Directorate of Quality Assurance shall also have administrative staff that will render support services to the directorate. The team of staff will include a secretary and statistician.

### **5.1.6 Financing of the Directorate of Quality Assurance**

- (i) The University shall integrate the functions and activities of quality assurance in its annual plans and budgets.

- (ii) The Directorate of Quality Assurance shall develop proposals to attract funding for quality assurance activities from other sources outside the University annual budgets.

## **CHAPTER 6: POLICY IMPLEMENTATION AND REVIEW**

### **6.1 Introduction**

This Chapter provides the framework for the implementation and review of the Quality Assurance Policy. The framework reflects the Mzumbe University quality assurance targets across all Faculties/Schools/Institutes and Directorates, and both academic and support staff in line with Mzumbe University Vision, Mission and Values Statement.

### **6.2 Policy Implementation**

The implementation of quality assurance system at Mzumbe University is the responsibility of all University organs. The following are the organs with their respective responsibilities at the University:

#### **6.2.1 Council**

The MU Charter specifies that the Council is the governing authority of the University through the appointments it makes, the structure it establishes, directives it gives and the resources it allocates. Therefore, the Council has ultimate responsibility for quality of teaching and learning, and support services within the University.

#### **6.2.2 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 and monitoring of quality assurance activities within the university.

#### **6.2.3 Deputy Vice Chancellors**

Deputy Vice Chancellors (DVCs) are responsible and accountable to the Vice Chancellor on issues regarding the quality of function falling under their respective portfolios (academic and administrative) within the University.

#### **6.2.4 Quality Assurance Committees**

##### **6.2.4.1 *The Quality Assurance Steering Committee***

There shall be a Quality Assurance Committee at University level. The Committee shall be constituted by the following members: Two (2) members nominated by the Council from amongst its members, Vice Chancellor, Deputy Vice Chancellors and Director of Quality. One of the members appointed by the Council with experience in quality assurance issues in higher education sector shall be the Chairperson of the Committee and the Director of Quality Assurance shall be the Secretary. Other members include:

- (i) One (1) representative from Ministry responsible for higher education
- (ii) One (1) member from other accredited Universities
- (iii) One (1) Member from Senate
- (iv) One (1) Member from MUASA
- (v) One (1) Member from Support Services Departments
- (vi) One (1) Member from MUSO
- (vii) One (1) Member from Trade Unions

The Committee shall perform the following functions:

- (i) Promoting quality culture at the University.

- (ii) Providing quality assurance inputs to the University at all levels regarding core functions of the University.
- (iii) Monitoring quality standards and practices.
- (iv) Discuss the reports on monitoring, review/evaluation, assessment, audit at the institution, unit, as well as programme/service levels and send them to Senate or Council for discussion and deliberation
- (v) Attending specific directives as required from time to time by council regarding quality assurance issues.

#### **6.2.4.2 Directorate of Quality Assurance Board**

The Directorate will be responsible for coordination of all Quality Assurance matters across the University: campuses, faculties, directorates, institutes, directorates, schools, departments and sections. The Directorate will also ensure that the operations are in accordance with established plans, policies, procedures and regulations. The DQA shall have a Board, which will have an advisory role.

The Board shall be composed of the following members:

- (i) Director of Quality Assurance–Chairperson.
- (ii) Heads of Departments in the Directorate of Quality Assurance.
- (iii) DQA Coordinators in Colleges, Schools, Faculties/Directorates/Institutes.
- (iv) Head of Quality Assurance from another Public University nominated by the Vice Chancellor upon consultation with DVCs and DQA.

The Board shall perform the following functions:

- (i) Establish and monitor quality standards and practices.
- (ii) Review and evaluate quality assurance system and procedures.
- (iii) Attend to specific recommendation from University Quality Assurance Committee.
- (iv) Scrutinise proposals on programme/course development or reviews from Programme/Curriculum Development and Review Committee (P/CDRC).
- (v) Discuss the reports on monitoring, review/evaluation, assessment, audit at the institution, unit, as well as programme/service levels and send them to QAC for discussion and deliberation

#### **6.2.4.3 College/School/Faculty/Institute Quality Assurance Committee**

To ensure smooth operationalisation of the Quality Assurance Policy, the campus colleges/Schools/Faculties/Institutes shall have Quality Assurance Committees. The Committees will comprise the following members:

- (i) Principal for Campus Colleges/Dean for faculties and schools/ Director for Institutes - Chairperson
- (ii) Heads of Departments
- (iii) Programme Coordinators
- (iv) Quality Assurance Coordinator – Secretary

The function of the Committee shall be to monitor the implementation of the Quality Assurance Policy.

Principals/Deans/Directors are responsible to the MU Quality Assurance Committee for monitoring and assessment of quality at their respective units. To ensure the quality of

teaching and learning processes, there shall be Faculty/School/Directorate/Institute/Campus Quality Assurance Sub-committees. The Sub-committees shall have the following functions:

- (i) Establishing and monitoring quality standards and practices.
- (ii) Reviewing and evaluating quality assurance system and procedures.
- (iii) Attending to specific recommendation from University Quality Assurance Committee.

#### **6.2.4.4 Programme/Curriculum Development and Review Committee**

The purpose of Programme/Curriculum Development and Review Committee (P/CDRC) is to monitor, evaluate and continuously improve curricula/programmes to fulfill the University's mission and leading towards achievement of programme outcomes in particular. The P/CDRC will design and implement the strategies for development and review of curricula within frameworks provided by national and international accrediting bodies. All these processes are based on the inputs from Directorate of Quality Assurance, internal and external stakeholders to address the changing needs of the community; and to be in pace with current advancement in knowledge and practice.

The Sub-committee will be composed of the following members:

- (i) The DQA Director will be the Chairperson of the Committee.
- (ii) Members from the Directorates of Undergraduate and Postgraduate Studies.
- (iii) Expert of curriculum development from the Department of Education (Mzumbo University)
- (iv) Member from Directorate of Quality Assurance Unit at the Campus Colleges.

The roles of the Programme/Curriculum Development and Review Committee:

- (i) Provide leadership in curriculum development at the Campus College/Institute/Schools//Faculty/Department
- (ii) Provide oversight for all new courses and programmes to ensure that academic standards are maintained.
- (iii) To review requests from faculty for approval of course modifications.
- (iv) To review requests from schools/faculties for approval of new courses.
- (v) To review requests from departments on modifications, including termination of existing programmes based on some pertinent reasons that will be established calling for such termination.
- (vi) To review requests from departments leading to certificates, undergraduate, postgraduate and PhD degrees..
- (vii) To develop, review periodically, and when necessary suggest modification of the procedures for approval and review of courses.

#### **6.2.5 Directorate Quality Assurance Committee for Support Services**

To ensure smooth operationalisation of the Quality Assurance Policy, the Directorates which offer support services shall have Quality Assurance Committees. The committee will comprise the following members:

- (i) Chairperson to be appointed among directors of administrative services
- (ii) Heads of Units
- (iii) Quality Assurance Coordinator – Secretary

The committees shall have the following functions:

- (i) Establishing and monitoring quality standards and practices of support services offered.
- (ii) Reviewing and evaluating quality assurance system and procedures.
- (iii) Attending to specific recommendations from University Quality Assurance Committee.

### **6.2.6 Staff Members**

All staff have a responsibility to ensure quality in their duties. In this case, the staff will be expected to cooperate with assessors during internal and external programme and institutional evaluation.

### **6.2.7 Students**

Students have the role to actively participate in quality assurance as a prerequisite both for good learning outcomes on their own part and for effective quality enhancement within the University at large. Specifically, they shall participate in evaluating teaching and learning process and get involved in decision making organs of the University.

## **6.3 Monitoring and Evaluation**

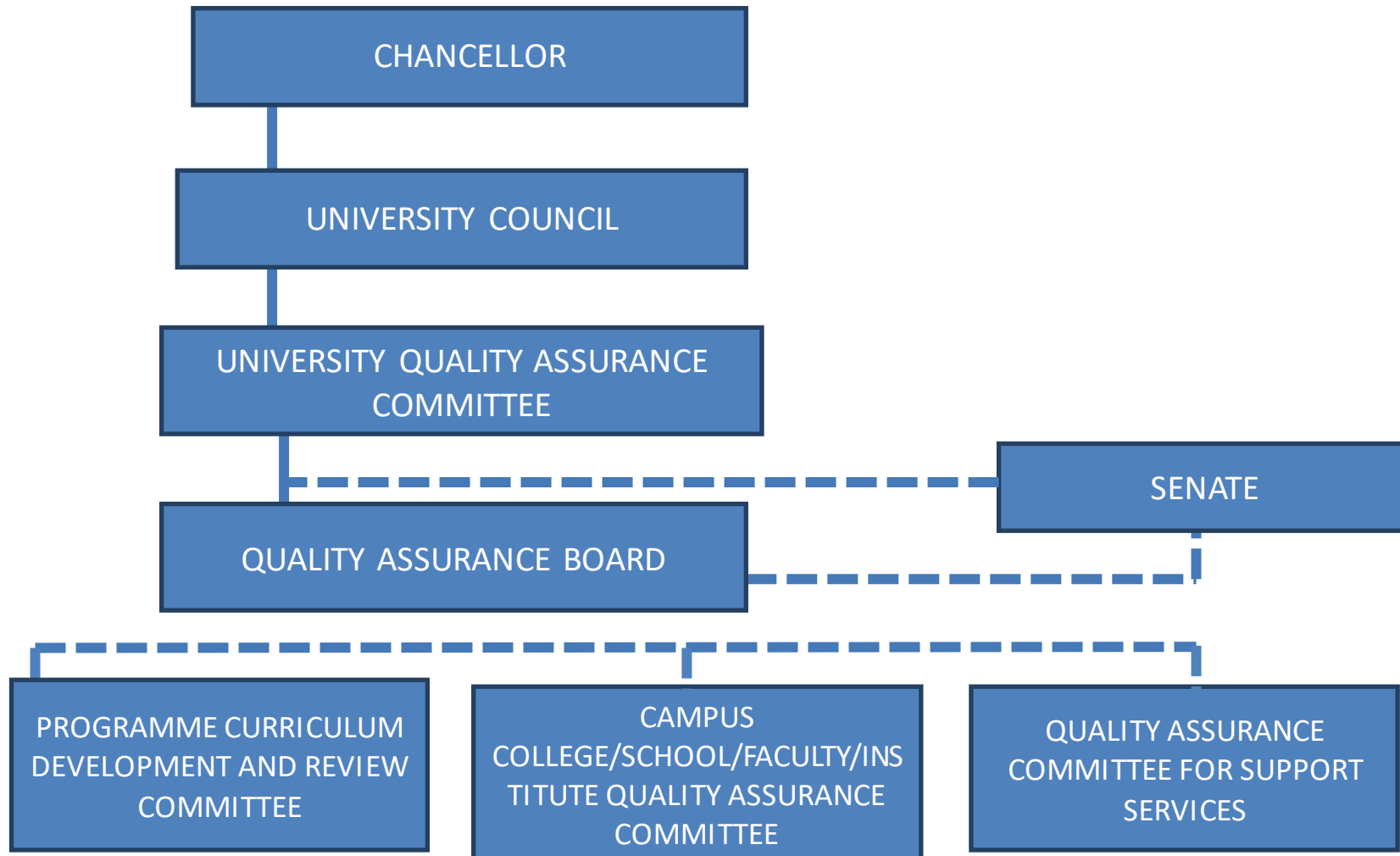
The DQA will conduct annual evaluations and submit reports on the implementation of the Policy to the University Quality Assurance Committee. Quality assurance indicators will be developed and made available to enable internal stakeholders monitor and assess the quality assurance activities on regular basis.

## **6.4 Policy Review**

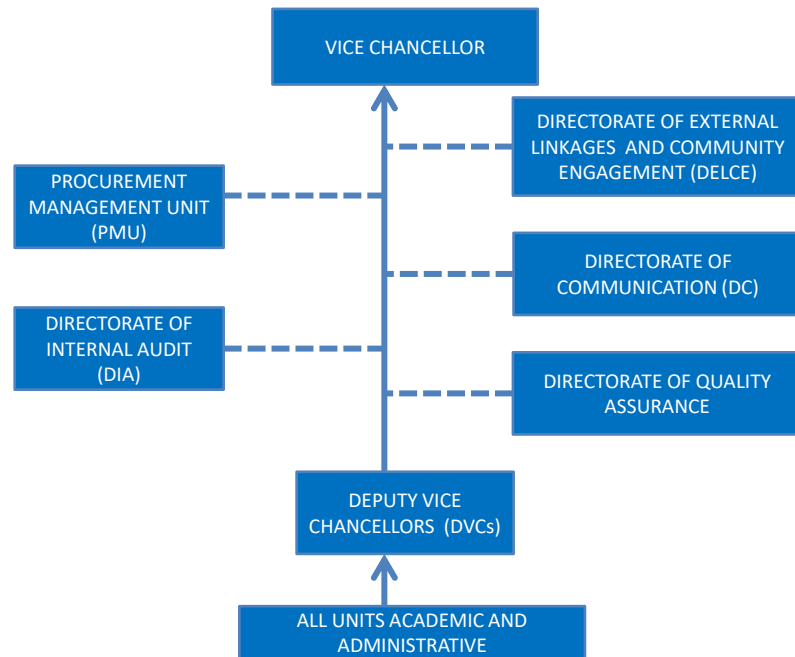
In the event that any statement in the policy provision is out-dated or a need to introduce new policy statements arises as a result of the changing University environment, or market forces, or any other pertinent reason, the MU Quality Assurance Policy shall be reviewed and amended on demand to suit the environment. It is the DQA's responsibility to initiate the review on regular basis and update the entire policy or its provisions where necessary.

## APPENDENCES

### APPENDIX 1 : STRUCTURE OF MZUMBE UNIVERSITY QUALITY ASSURANCE COMMITTEES



**APPENDIX 2: POSITION OF MZUMBE UNIVERSITY DIRECTORATE OF QUALITY ASSURANCE IN THE UNIVERSITY STRUCTURE**





### APPENDIX 3: STRUCTURE OF DIRECTORATE OF QUALITY ASSURANCE

