

**TUMAINI UNIVERSITY DAR ES SALAAM
COLLEGE**
A Constituent College of Tumaini University Makumira

QUALITY ASSURANCE POLICY

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PREFACE

In recent years the term “Quality Assurance” has become part of the common vocabulary in higher education management. There are several interconnected reasons for the adoption of this terminology and related practice which, until recently, has been confined to the realm of industrial management. First, the rapid expansion and popularisation of College education around the globe in recent decades has effectively diminished the traditional elitist nature of the College as a College. With the fading away of elitism, universities have become susceptible to questions about their relevance and efficacy, just like any other service provider. Second, the steady and worldwide growth of the political ideal of pluralism and social accountability makes it incumbent upon all authorities, including College managers, to promote transparency and allow evaluation of their performance by stakeholders against the established College goals and objectives. This entails having in place internal arrangements for the monitoring and continuous improvement of quality in all aspects of the College’s core functions. Third, efforts at regional economic and political integration, particularly in Europe and parts of Africa, have invariably stimulated the need for cross-border harmonisation of quality standards in higher education, which also implies having at each credible higher learning College an internal quality assurance mechanism that would prepare the College for external evaluation and accreditation.

The establishment and deployment of this policy marks a distinct step forward in the formalisation and improvement of quality assurance at the Tumaini College Dar es Salaam College. The policy represents a statement of intent by the College regarding the quality of her services and products. It spells out in general terms what the College intends to do in order to maintain acceptable quality standards and continually improve the same in the implementation of her core mission activities of teaching/learning, research and provision of service to the public.

This policy hinges on two inextricably intertwined processes of quality assessment and improvement. According to its provisions, each unit and office at the College is responsible for carrying out these processes systematically and continuously, based on rationally established and widely disseminated performance standards. The role of the newly established Quality Assurance Unit is to coordinate this process centrally and to provide units with professional support in their perpetual process of self-evaluation and improvement. The Quality Assurance Unit will also function as a link organ between the College and external regulatory bodies, such as the Tanzania Commission for Universities, as well as professional bodies and external accrediting agents.

It is expected that the implementation of this policy will result in significant enhancements in the College's quality assurance system and, indeed, notable improvements in the quality of her teaching, research, and consultancy services. As quality assurance is a dynamic process of self-appraisal and improvement, the policy statements and implementation modalities specified in this document are subject to periodic reviews and adjustments.

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Provost

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ABBREVIATIONS AND ACRONYMS

CCE	Centre for Continuing Education
DPAA	Deputy Provost for Academic Affairs
DPA	Deputy Provost for Administration
HEAC	Higher Education Accreditation Council
QA	Quality Assurance
QAU	Quality Assurance Unit
QAC	Quality Assurance Coordinator
TCU	Tanzania Commission for Universities
TUDARCO	Tumaini College Dar es Salaam College
TUMA	Tumaini University Makumira
USP	College Strategic Plan

CHAPTER ONE

INTRODUCTION

1. 1 Background

Tumaini College was founded by the Evangelical Lutheran Church in Tanzania (ELCT) in 1997. The main Campus of Tumaini University Makumira is located at Usa River near Arusha. Currently Tumaini University Makumira consists of five constituent Colleges: Kilimanjaro Christian Medical College (KCM. College) in Moshi; Dar es Salaam College (TUDARCo) in Dar es Salaam; Stefano Moshi Memorial College (SMMUCo) in Moshi, Southern Highland University College (SHUCo) in Mbeya, and Josia Kibira University College (JoKUCo) in Kagera.

The origins of TUDARCo are embedded in the then Waldorf College Tanzania (WCT) established in 1997 as a branch and later a mission college of Waldorf College, Forest City in Iowa, USA. WCT was a liberal arts college offering, by way of modules, two years of study in Dar es Salaam and another two years in a USA college to complete the Bachelor of Arts degrees in Business Administration and Management Information System. Students had to transfer to USA with between 54 and 60 credits. However, sometime in 2001, the authorities of WCT thought a partnership with Tumaini University Makumira would be to its advantage. Consequently, discussions opened between the relevant authorities through their various organs, and eventually in April 2003, TUDARCo was born a constituent college of Tumaini University, joining the then existing three sisters (MUCo, IUCo and KCM College).

With the introduction of the transformation to fully fledged College 2013, the College underscored its determination to overhaul itself and review its operations with a view to improving efficiency, relevance and effectiveness. At the same time the College re-affirmed its commitment to achieve the highest level of academic excellence in all its programmes and units by providing quality tertiary education that is commensurate with the pressing challenges of globalization at national, regional and international levels. This commitment is amply reflected in the statements of the Vision, Mission and Objectives of the College.

1.1.1 TUDARCO's Vision

Tumaini University Dar es Salaam College shall be a centre of excellence for knowledge transfer from one generation to another, train skilled human resources and job creators, and for the promotion of national unity through teaching, research, training, consultancy and community service to the nation, the region and the international community at large. This ambition will only be achieved if the College 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.

The best way to ensure that this happens is for the College to put in place a reliable and efficient mechanism for continuously gauging and improving the quality of its operations.

1.1.2 TUDARCO's Mission

Tumaini University Makumira is a Christ Centred College focusing all its programmes through the guidance of and obedience to the word of God by conducting and promoting higher education, learning and research, through scientific fact finding and enquiries, to all students without any form of discrimination. The specifics of this mission are to endeavour to excel in the following inter-related functional areas:

- (i) To be directly engaged in creation, transmission and evaluation of knowledge in the pursuit of excellence in academic scholarship and intellectual inquiry through teaching, research and provision of advisory and public services.
- (ii) To provide the labour market with highly competent professionals able to contribute effectively to the development of a modern and prosperous society. This is to be achieved through the principle of integration of research, teaching and advisory services in the intermediate subject areas.
- (iii) To become a national and international centre of excellence in terms of quality and relevant knowledge creation, skills development, advisory and public services, effective entrepreneurship, good management and cultivation of a responsible attitude for the benefit of the society.
- (iv) To endeavour to excel in knowledge and human resource capacity building without sacrificing quality against quantity or falling prey to elitism.
- (v) To act as a catalyst for:

- (a) Improved standards of education at national level;
- (b) Improved life-long learning process;
- (c) Improvement of gender balance and equity;
- (d) Promotion of accelerated national economic, scientific and technological development;
- (e) Improved democratization of the society;
- (f) Promotion and conservation of national cultural heritage.

1.1.3 TUDARCO Motto

The fear of the Lord is the beginning of knowledge [Proverbs 1:7-a]

1.2 TUDARCo Objectives

The Broad objective of TUDARCo is to be the centre of excellence in providing quality education through training in short and long courses and tailor made programmes, certificates, diplomas, undergraduate and postgraduate programmes and sustainable research and consultancy activities.

1.2.1 Specific objectives of TUDARCo Include:

- The provision of courses leading to Degrees, Diplomas, Certificates and other awards of the Tumaini University Dar es Salaam College, and as directed by relevant College and University organs.
- The production of College graduates who are sensitive and responsive to community needs and who are able to plan, organize, co-ordinate and evaluate programmes aimed at meeting those needs.
- The global serving at the Church and extension of educational programmes of the College to a diverse community of God's people.

- The acceleration of the pace of human resources development in social, economic, academic and research fields.
- The development of resources from which spiritual breezes will spring and spread out far and wide for the renewal of the Church and Society as a whole, as a realization of hopes and expectations of ELCT-ECD and the ELCT in general.

1.3 Ownership and Governance

TUDARCo is a private College of higher learning established under the Trust Deed of the Registered Trustees of Eastern and Coastal Diocese of the Evangelical Lutheran Church in Tanzania. The day-to-day running of the College is under the College Governing Board which uses other specified organs in relation to policy and administrative matters to manage funds and other resources as provided for under the Constitution, Trust Deed and Trust Rules, Charter and regulations of TUDARCo.

1.4 Purpose of Quality Assurance Policy

International concerns about how to maintain quality control in an environment that increasingly put acute pressure on the traditional modes of teaching, research, learning and management have forced most developed countries adopt a formal, transparent and credible systems of quality assurance with external verification of outcomes and processes.

The aim of Tumaini University Dar es Salaam College's quality assurance policy is to enhance the effectiveness of its core activities of learning, teaching research and management. The policy addresses all areas of the College's activities focusing on their contribution to and in alignment with the College's strategic plan.

1.5 Definitions

Assessment

In the context of quality assurance, assessment is the process of identifying and ensuring that appropriate internal procedures are in place and operational and that outcomes of academic programmes and activities are in accord with established standards.

Audit

Audit is the process of identifying and ensuring that appropriate internal quality assurance processes are in place and operational.

Programme Review

Programme review is a process of holistic appraisal of a course/programme and resources, with a view to its further evolution and improvement.

Quality

In this document and in the context of academic programmes at TUDARCo, the term quality refers to “fitness for purpose” (i.e. the institution and its components of activities have “quality” if they conform to the purpose for which they were designed).

Quality Assurance

The process whereby measures are established which ensure that outcomes of academic programmes and activities are of a prescribed standard.

Quality Control

This is the process whereby outcomes are assessed to determine whether they are of the prescribed standard.

Quality Management

Quality management refers to all the processes that are in place to facilitate achievements of quality in an institution.

Stakeholders

The term stakeholders include agencies (government and private) that control tertiary institutions, individuals, groups that participate in or have responsibilities towards tertiary education in Tanzania.

CHAPTER TWO

POLICY CONTEXT

2.1 Quality in Higher Education

Quality is a universally acknowledged factor in successful business; it is also something that everybody pays attention to in any transaction of goods or services. Broadly viewed, quality can be described as the totality of features and characteristics of a service or object that bear on its ability to satisfy the stated or implied needs. There have always been different conceptions of higher education and what its basic purpose should be. Therefore, the notion of quality in higher education is very much tied to a person's understanding of the purpose of such education. One of the most widely accepted definitions is 'fitness for purpose'. There are two fundamentally distinct approaches to viewing 'fitness to purpose'. One approach pays particular attention to intrinsic qualities, that is, basic values and ideals such as the search for truth and the disinterested pursuit of knowledge. The other approach emphasizes extrinsic qualities such as capacities of higher education to respond to the changing needs of society. The format of attention to quality will vary according to whether the emphasis is on intrinsic quality i.e. the development of an erudite class of individuals who are fascinated by knowledge for knowledge's sake or on extrinsic quality i.e. development of individuals directly responsive to socio-economic needs of society.

The two approaches are in line with two dominant perceptions of higher education. One perception sees it as being a 'social College', whose main functions are the cultivation of good citizenship, the preservation and transmission of cultural heritage and the formation of skills and character in the students. The other perception

emphasizes that higher education is an 'industry' that sells goods and services, trains an important part of the workforce and fosters economic development. The quality of such goods and services therefore cannot be assumed to be good unless they are independently tested and proved to meet professionally set standards.

In systems where emphasis is on intrinsic quality, the mechanisms to check and monitor quality tend to be implied and systemic rather than explicitly stated and measured. This has largely been the case with most higher education College up to a few decades ago. The emphasis on the need to employ explicit and systematic measures to check and monitor quality is a relatively new phenomenon and is a manifestation of a shift of emphasis in the perception of the purpose of higher education i.e. the need to respond to societal demands comes first. In this context Quality Assurance essentially means measures, or a set of measures, taken by an College to satisfy itself and demonstrate to its clients that it has constant capacity to keep its promise to deliver goods and services of the desired standard.

From its inception to the present, TUDARCO has explicitly pursued a combination of the two approaches to higher education, i.e. instilling of intrinsic values and development of practical capabilities among students. This would have meant employment of extrinsic measures to check fitness of its graduates for their post-graduation tasks. However, like other Colleges and universities of its time, it did not put in place mechanisms for systematically and constantly checking the practical relevance of its education to students' post-graduation tasks.

2.2 Traditional Safeguards of Quality in Higher Learning Institutions

As centres of higher learning, university colleges and universities in general have always regarded quality as a crucial factor in building reputation and winning admiration and support from the public. Responsibility for maintaining and promoting the quality of academic programmes has always been vested in the Academic committee. Succinctly stated the functions of Academic Committee have been:

- To satisfy itself regarding the content and academic standard of any course of study offered by the College.
- To formulate by-laws regarding eligibility of persons for admission to any course of study.
- To formulate the standard of proficiency to be gained in each examination.
- To decide whether any candidate has attained required proficiency and therefore fit for receiving the particular academic award.

In carrying out these functions the College Academic Committee relies heavily on reviews and judgments made by peers from within as well as from outside the College. Such reviews largely focus on the academic contents and processes of the particular programmes. This arrangement has provoked three criticisms. First, Academic board-sponsored reviews narrowly focus on the particularities of a subject or discipline without giving due weight to the interests of the immediate and ultimate client. Secondly, the organ that is responsible for monitoring and ascertaining academic quality does not have adequate representation from the broader public.

Thirdly, the issues that the reviews tend to focus on are often abstract, theoretical and sometimes somewhat mechanical.

2.3 Changing Perceptions and New Demands

Previously, university Colleges and Universities were perceived as honest, self steering, self censoring and quality conscious centres of learning. Since about three decades ago, questions began to be raised as to whether this traditional trust was well founded and still valid. It is in the context of this questioning that calls were made for the establishment of external mechanisms for monitoring and evaluating the soundness of what was happening inside universities. Cloete (2002: 163), for instance, stressed that universities be regarded as “service industries” and that they accordingly be “formally evaluated” and “held accountable for their performances”.

It is in response to such calls that the 1990s witnessed the establishment of more than 50 national higher education quality assurance agencies in several countries around the world. They all arose because of the perception that traditional academic controls were inadequate to the challenges of a modern education and that more explicit assurances about quality were needed. This change of perception began to gain momentum in the last two decades largely because of four important developments:

- Demand for greater accountability and efficiency in respect of public financing;
- Trends towards mass participation in higher education even in the face of shrinking resources;

- Greater stakeholder scrutiny of education and training processes and outcomes.
- Lack of trust in the efficiency and effectiveness of internal quality assurance mechanisms; [Nemo iudex in propria causa! = Nobody is a fair judge of his/her own case].

In terms of scope, the mandates and responsibilities of formal quality assurance agencies have varied considerably. Any or all of the following have featured in their responsibility.

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

Thus, external agencies evaluate not only the curriculum contents and examination system but also the capacity of the units to deliver the intended products. The focus is on the College's policies, systems, strategies and resources for quality management of the core functions of teaching, research and public service. Admittedly, although the concept of quality assurance is not altogether new, the range of terms and methodologies now used to define, develop and apply it are relatively new. Given the growing importance of student mobility and the

international labour market, there is indeed a need to have some reliable and explicit ways of measuring standards and qualifications in higher education across the globe.

2.4 Quality Assurance at TUDARCO

Evidence that the Tumaini University Dar es Salaam College cares for quality is available in the rules, regulations and guides governing inputs, processes and outputs of academic programmes as well as other facets of College operations.

Thus there are:

- (i) Formal admission conditions and requirements that filter out possible garbage;
- (ii) Recruitment, appraisal and staff development requirements and procedures that ensure that only quality staff is allowed to teach;
- (iii) Stipulations regarding course contents, structure and assessment; and
- (iv) Examination regulations and degree classification procedures.

The relationship between the efforts mentioned above and the more routine quality assurance measures or activities does not stand out clearly. This is partly because education is still perceived in traditional terms as a social institution whose worth and value can only be measured implicitly. However, there is clear evidence that the Tumaini College Dar es Salaam College wants to make quality a matter of central concern in all her endeavours. The statements of vision, mission and objectives reproduced above are a testimony of this commitment. They clearly show that the College wants to pay attention to both the internal and external value of education and not to replace the former with the latter. In its five year rolling strategic plan

(2010/11 – 2015/16), the College states that it will adopt five measures that are explicitly geared towards improving quality. The five measures include:-

- (i) Establishment of a Quality Assurance and Control system;
- (ii) Establishment of Academic Performance Indicators and Benchmarks;
- (iii) Introduction of periodic College-wide Tracer Studies;
- (iv) Setting of Annual Performance Targets;
- (v) Regularization of Academic Audits;

These laudable measures are very much in line with what the QA movement is advocating in order to make higher institutions visibly accountable. What is lacking however is a formal mechanism for coordinating them and monitoring their effectiveness on a regular basis. Accordingly, the College requires a coherent and structured framework of managing quality, taking into account the need to be more comprehensive, more explicit and outward looking. This policy is a starting point in that direction.

2.5 Quality Assurance Mechanism/Framework

The notion of quality underpinning the framework adopted by TUDARCo is of “*fitness for purpose*” (i.e., the institution and its components and activities have “quality” if they conform to purpose for which they were designed). The framework reflects the TUDARCo’s due process; as a mechanism for accountability.

The policy shall apply to all Directorates, Faculties, Departments, and Units and both academic and support staff at TUDARCo through:

- i) Internal Quality Assurance Mechanisms – Continuous
- ii) External Quality Assurance Mechanism – Periodic

The College, through Governing Board, shall determine and approve quality management frameworks for all Directorates, Faculties and Units.

Regular internal audits will be conducted to ensure that the Quality Assurance Policy is implemented.

2.5.1 Areas of Internal Quality Assurance

Internal quality assurance mechanisms are departmentally generated and are continuous. The mechanisms shall be coherent with the quality assurance framework set forth in this policy approved by Governing Board and shall include mechanisms to assess the following areas:-

- i) Quality of programmes and courses
- ii) Quality of academic staff
- iii) Quality of teaching and learning experience
- iv) Quality in students assessment (internal moderation)
- v) Quality in support services
- vi) Quality of resources and facilities
- vii) Quality of research
- viii) Quality of programmes review process

2.5.2 External Quality Assurance

To ensure that high quality standards are maintained, the following external mechanisms shall be utilised. Quality of educational programmes shall be assured through External Examiners Review by any of the following bodies/committees

- i) External examiners
- ii) External professional bodies
- iii) External accreditation agencies
- iv) Employers
- v) Former students (through students alumnae)
- vi) Other Colleges and universities

CHAPTER THREE

OBJECTIVES OF THE QUALITY ASSURANCE POLICY

3.1 Main objectives

The main goal of the quality assurance policy is to ensure that relevant and appropriate academic standards are achieved and good quality education is provided to students by encouraging and supporting continuous quality improvement in institutional as well as in programmes and research management. In particular the QA policy aims to achieve the following specific objectives:

- (i) To safeguard and improve the academic standards and quality of education at the College;
- (ii) To ensure the integrity of the academic awards of the College;
- (iii) To develop and maintain, through enhanced support processes, quality academic programmes appropriate to the academic strengths of the College where a recognizable market has been clearly identified;
- (iv) To ensure that all programmes are of high standard and of continued relevance to graduate labour markets and the needs of the workforce in the country
- (v) To continually improve quality of community service programmes offered by the College;
- (vi) To enhance constant improvement of internal support services provided to students and staff;
- (vii) To develop and refine internal quality assurance and enhancement mechanisms that are appropriate and to apply such mechanisms systematically across all programmes offered by the College, all services

- rendered to the society and all support services provided to students and staff; and
- (viii) To develop and sustain a culture of quality seeking and quality assurance among members of the College community

3.2 Scope of the QA Policy

Quality is the outcome of interactions of many factors. All such factors are within the scope of this Policy. However, certain factors tend to stand out conspicuously as major determinants of quality in higher education processes. The policy therefore embraces, applies and is of particular interest and relevance to the following:

- (i) All faculties , academic/administrative departments and other institutional structures operating under the umbrella of the Tumaini University Dar es Salaam College;
- (ii) All staff, temporary and permanent, who are active in teaching, research and providing any form of support service to the core functions of the College.
- (iii) All students registered with the Tumaini University Dar es Salaam College
- (iv) All Infrastructure, learning resources, governance/ institutional set up, information dissemination structures and social amenities belonging to the Tumaini University Dar es Salaam College.

Ultimately attention to quality has to become an embedded feature of the College culture. The entire College has to view quality as an overarching principle of all its operations.

3.3. Anticipated Benefits of the QA Policy

It is anticipated that successful implementation of this policy will result in:

- (i) Improved student performance and success in learning;
- (ii) Improved work performance of academic and other staff;
- (iii) Fuller satisfaction of society's and stakeholders' interests, expectations and needs;
- (iv) Enhanced transparency, society's confidence, and thus internal and external material support;
- (v) Improved College and public image, and thus enhanced relations with stakeholders and the wider society;
- (vi) Enhanced capacity to compete with other higher learning Colleges and universities nationally, regionally and globally; and
- (vii) More focussed approach to the implementation of the College's mission activities.
- (viii) Financial stability and control

CHAPTER 4

POLICY STATEMENTS AND ASSUMPTIONS

4.1 Policy Statements

In the effort to realise its vision, mission and objectives, TUDARCO shall consistently monitor and systematically evaluate the implementation of all its mandated activities. As a starting point, the College shall review all its existing policies, regulations and procedures and, where such instruments are lacking, develop appropriate ones, so as to ensure that all these guides are in line with its vision, mission and overall objectives. In addition, the College shall ensure that at all times it has in place well stipulated and widely understood criteria for judging performance standards in all its core mission activities. This entails compilation and distribution of a comprehensive Quality Assurance policy. In line with these guides, TUDARCO shall constantly monitor and evaluate all its day to day activities in the core mission areas of teaching/learning, research, service to the public and support services to students and staff:

4.1.1 Teaching/learning

In order to ensure quality in the area of teaching and learning, TUDARCO shall comply with TCU quality assurance through by:

- (i) Periodically review teaching programmes in order to confirm the extent to which:
 - Programmes are meaningfully structured and organised;
 - The goals and learning objectives are achieved;
 - Programmes not only meet student needs but actually provide an experience that lives up to their highest expectations;

- Programmes help in the attainment of the College's academic vision and mission;
 - Teaching and learning constantly address critical national human resources requirements;
 - The quality and quantity of available human, material and financial resources meet the programme requirements; and
 - Programmes are both viable and relevant.
- (ii) Ensure that establishment and running of teaching programmes/units proceed on the principle of rational use of resources and cost effectiveness;
- (iii) Regularly arrange for external evaluation of the quality of the teaching programmes offered by its units in terms of their contents, delivery methods and internal assessment processes;
- (iv) Involve professional bodies, potential employers and other relevant sections of the society in reviewing and evaluating academic programmes through curriculum review workshops, tracer studies and other appropriate mechanisms;
- (v) Ensuring that all major curriculum reviews or introduction of new programmes are informed by stakeholder inputs; and
- (vi) Every programme shall undergo at least one review within a span of five years.

4.1.2 Research

In fulfilling the obligation to ensure high quality in the various research undertakings carried out in its directorate, faculties and departments, TUDARCO shall consistently monitor and evaluate the quality and quantity of the research activities conducted, with specific focus on:

- (i) Relevance and appropriateness of the set priorities;
- (ii) Adequacy of financial allocations to research activities;
- (iii) Proper structuring of research projects/programmes to ensure relevance in graduate teaching and training of junior staff;
- (iv) Adequacy in quantity and quality of research outputs;
- (v) Effectiveness of dissemination channels and impacts of research results;
- (vi) Adherence to existing TUDARCO regulations and procedures relating to research and publications; and
- (vii) Integration of research outputs into teaching/learning.
- (viii) Supporting staff to solicit research funds

4.1.3 Public Services

TUDARCO shall constantly monitor and frequently evaluate the quantity and quality of public services rendered by its staff and students, with a view to assuring the highest possible quality in terms of:

- (i) Relevance of the priorities set institutionally and by individual units;
- (ii) Adequacy and quality of outputs in public service provision; and
- (iii) Overall impact of TUDARCO services to the public.

4.1.4 Support Services

In discharging its responsibility to ensure quality in the area of provision of support services, TUDARCO shall continually monitor and regularly assess the

appropriateness and adequacy of support services provided for students and staff, especially in respect of adequacy and quality of:

- (i) Academic and social counselling services;
- (ii) Study materials, space and teaching/learning infrastructure;
- (iii) Social amenities, including health, catering, recreational and other services.

4.2 Policy Assumptions

TUDARCO has set for itself the goal of becoming a centre of excellence for knowledge transfer from one generation to another, train skilled human resources and job entrepreneurs, and for the promotion of national unity through teaching, research, training, consultancy and community service to the nation, the region and the international community at large. To realise this vision, TUDARCO and all its units shall abide to rules, regulations and quality criteria developed internally to guide the implementation of its set objects in all spheres of its operation, particularly in teaching/learning, research, service to the public and in the provision of support services to students and staff.

4.2.1 Teaching/learning

In ensuring quality in the area of teaching and learning, TUDARCO commits itself to continually seeking the highest possible standards in respect of input resources, implementation processes and the final outputs.

4.2.1.1 Input Resources

The major inputs into the teaching/learning process are academic and administrative staff, students, teaching programmes and materials, and an efficient administrative structure. TUDARCO is committed to ensuring that its inputs are of the highest possible quality, and to this end it shall:

- (i) Recruit and engage the best available academic and administrative personnel, selected on the basis of established and regularly updated quality criteria, and through an absolutely transparent procedure;
- (ii) Admit its students from among the highest qualified candidates available, by using set and frequently reviewed selection criteria, following a fair and absolutely transparent procedure and conformity to TCU specifications and requirements;
- (iii) Offer academic programmes that are relevant locally and internationally, in terms of both academic content and planned professional training;
- (iv) Seek adequate financing of the College's core mission activities: teaching/learning, research, public service and provision of internal support services; and
- (v) Strive to provide the necessary learning materials and teaching/learning infrastructure for effective delivery of all teaching programmes on offer;

4.2.1.2 Implementation Processes

In carrying out its core function of facilitating learning TUDARCO shall ensure that:

- (i) Its teaching programmes are effectively delivered through the use of appropriate technologies and pedagogic skills;
- (ii) Delivery of its teaching programmes emphasizes practical training where appropriate, and therefore provides for the development of a good balance between academic knowledge and practical skills; and
- (iii) Its academic and administrative staff are sufficiently motivated to effectively fulfil their leadership obligations in the teaching/learning process.

4.2.1.3 Outputs

The ultimate goal for the College's engagement in its core activities of teaching and learning is production of knowledgeable and skilled graduates and, through the post-graduation activities of these products, impact on the society notably and positively. TUDARCO therefore always anticipates that its graduates shall demonstrate excellent knowledge, skills, creativity and appropriate social values in their post-graduation engagements, and that they will therefore make significant contributions towards the common imperative of improving the quality of life in society.

4.2.2 Research

Because research and teaching/learning are so inextricably intertwined, TUDARCO gives equal weight to the two processes, and is thus equally committed to achieving the highest possible quality of research outputs. In ensuring quality in research TUDARCO shall ensure that:

- (i) The policy priorities and regulations guiding research at the College are at all times relevant, operational and effective;
- (ii) Conscious efforts are constantly made to secure and rationally utilise research funding and facilities;
- (iii) At all times the existing research policy and agendas are implemented vigilantly and successfully in light of the set objectives and performance criteria;
- (iv) All research activities undertaken in various units and by individuals are properly managed, conducted and evaluated;
- (v) Implementation of the various research projects constantly take into account ethical and environmental considerations;

- (vi) A robust system is in place for ensuring that research outcomes are effectively disseminated, leading eventually to tangible contributions towards the improvement of quality of life in society; and that
- (vii) Research results are continually integrated in teaching/learning and, where applicable, their commercial value enhanced and exploited.
- (viii) Contributes to the body of knowledge
- (ix) Publish research findings in international and referred Journals

4.2.3 Public Service Provision

Being a renowned University College, and having contributed to national development, TUDARCO has an obligation not only to produce skilful and innovative graduates but also to provide expertise services to the needy and the general public. Moreover, the College needs to play an exemplary role in providing such services.

To this end, TUDARCO shall:

- (i) Establish a relevant and effective policy to guide TUDARCO's involvement in the provision of services to the broader society;
- (ii) Have in place a robust and operational system of planning, executing and evaluating public service activities; and
- (iii) Ensure that such engagement in public service provision contributes significantly towards the improvement of quality of life among the target communities.

4.2.4 College Set Up

To achieve its core mission goals, TUDARCO shall operate on the basis of an efficient governance structure, consisting of administrative structures and participatory organs or committees. It shall maintain clear lines of authority and accountability while maximising transparency and legitimacy through effective and

efficient participation of stakeholders in major decision-making processes. In creating and constantly improving such a governance system, TUDARCO shall abide by the provisions of its Charter and the principles emanating there from.

4.2.5 Staff Support Services

A favourable general environment is needed for students and staff to effectively engage in a productive education process. TUDARCO therefore takes the responsibility to continually strive to create and maintain this environment. In this regard, the College shall ensure that:

- (i) Its physical infrastructure sufficiently supports the core mission activities of teaching/learning, research and provision of services to the public;
- (ii) Reasonably good and accessible social services are made available to students and staff. These shall include catering, healthcare, recreational, academic advising and mentoring, social counselling and other services;
and
- (iii) Students' learning is continually enhanced through constant adoption of the latest innovations in educational media and technology and in the professional field of pedagogy.

CHAPTER 5

ADMINISTRATIVE STRUCTURE

5.1 College-wide Quality Assurance Unit

Whereas the College and its various operational units shall continue to strive to meet set quality standards in carrying out their day to day activities, there shall be a College-wide Quality Assurance Unit (QAU), whose task will be to constantly monitor and evaluate Quality Assurance processes at TUDARCo. The pivotal role of this organ is to determine whether or not quality standards set internally for measuring performance in all core operational areas of the College are constantly met and updated. The QAU shall spearhead the TUDARCo QA system, which includes all implementation units and all measures they take to maintain high performance standards.

5.1.1 Constitution of the QAU

The QAU shall be headed by a College Quality Assurance Coordinator (QAC). The QAC shall be appointed by the Provost through search committee recommendations.

5.1.2 Functions of the QAU

The QAU shall be a College level organ, responsible for the overall management of Quality assurance activities at TUDARCo. The QAU shall function as the Provost's secretariat on QA issues. Its day to day activities shall focus on monitoring and evaluation of all Quality Assurance operations at TUDARCO, including the following:

- (i) Ensuring that set performance standards in all aspects of College functions are appropriate and relevant;

- (ii) Developing and periodically updating general operational manuals to guide College-level QA operations, as well as instruments for use in internal evaluations;
- (iii) Monitoring/implementation of quality assurance activities in all units as per the set standards;
- (iv) Providing advice and guidance to implementation units on the execution of QA activities;
- (v) Coordination of internal self evaluation of quality assurance systems;
- (vi) Analysis of 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 management at departmental, faculty/school, college and College levels;
- (vii) Facilitation of external evaluation of TUDARCO and its academic programmes;
- (viii) Provision of external evaluation results to Management and units;
- (ix) Monitoring of implementation of internal and external evaluation recommendations;
- (x) Advising the Provost on QA matters relating to teaching/learning, research, and consultancy, and the DPAA on QA matters relating to internal support services and provisions in general and DPA on administrative and financial matters.
- (xi) Synthesis of topical QA matters in higher education (arising from debates and practices in the regional and global contexts) and updating the College community and Management accordingly;

- (xii) Updating the Provost on the functioning of the TUDARCo QA system and on the overall quality status of the College;
- (xiii) Linking TUDARCo with the TCU and related agencies in QA matters; and
- (xiv) Linking TUDARCo with professional bodies that are relevant to its various curricula.

5.1.3 Duties and Responsibilities of the QAC

The Quality Assurance Coordinator shall be the chief executive of the QAU and shall, in that capacity:

- (i) Oversee the functions and responsibilities of the QAU;
- (ii) Be accountable to the Provost;
- (iii) Maintain a working contact with the DPAA and DPA on QA matters touching on their respective jurisdictions;
- (iv) Forward to the Provost on QA matters requiring tabling at higher organs such as Governing Board and other College committees;
- (v) Provide technical support on QA matters at Governing Board, and other meetings of College and University committees on behalf of the Provost, DPAA and DPA, as the case may be;
- (vi) Represent TUDARCO at regional and other international forums on higher education QA matters;
- (vii) Be ex-officio member of, and a technical advisor on QA matters deliberated on in the TUDARCO Governing Board and other meetings of College committees; and
- (viii) Constantly update TUDARCO on new global developments in Quality Assurance matters for Higher Education institutions.

5.2 QAU linkage with other units

The QAU shall be a pivotal technical unit responsible for QA at the College level. It shall be directly accountable to the College's chief executive, the PROVOST, and shall serve as the latter Officer's secretariat on QA matters. The QAU shall maintain a close working relationship with the two Deputies (DPAA and DPA) by keeping them informed of newly arising QA issues falling under their respective jurisdictions and by providing them with technical advice on such issues. During the deliberations on QA issues by various Governing Board and Council committees DPAA may severally or jointly call upon the QAU's coordinator to make a QA technical presentation on their behalf.

The QAU shall also maintain a close working relationship with all units, academic and non academic, on matters pertaining to quality assurance in their spheres of operation. It shall update the unit heads with new information on QA issues as well as supplying them with various evaluation schedules and instruments. It shall facilitate unit and programme evaluations and provide the unit heads with feedback on external and internal evaluation results; and shall advise them on proper implementation of improvements recommended by review teams. In its monitoring role, the QAU shall ensure that the units adhere to established QA procedures and carry out scheduled activity appropriately and in a timely fashion.

In the evolving era of increased external monitoring and harmonisation of quality standards in higher education provision, the QAU shall be a link organ between the College and external QA agencies. It shall prepare and submit TUDARCO portfolios to the TCU and other external bodies involved in mandatory or voluntary accreditation/re-accreditation of the College and its programmes. Accordingly, the

QAU shall organise and coordinate all external evaluation activities, and shall ultimately report (to units and the College Management) on the results of such external evaluations. The Unit shall also link TUDARCO with professional bodies whose concerns and interests have bearing on the College's curricula development and implementation.

5.3 QA Roles of the Implementing Units

For the purpose of this policy the caption 'implementing unit' refers to a faculty, institute, centre, directorate or any other basic segment of the TUDARCO establishment, with a primary responsibility for planning and carrying out activities aimed at meeting a set of established Collegial objectives. Implementing units shall have the primary responsibility not only to achieve and maintain high quality standards in carrying out their mandated roles but also to regularly conduct self-evaluations. Their role in the TUDARCO QA system shall therefore include:

- (i) Implementing their mandated roles effectively and in the most cost-effective manner so as to contribute to the effort to achieve the umbrella TUDARCO goals and objectives;
- (ii) Developing and periodically revising unit-specific performance standards, and striving to meet those standards in practice;
- (iii) Preparing unit-specific QA procedures, operational manuals and measurement instruments, and providing the QAU with copies of such documents;
- (iv) Conducting regular self-evaluations to determine the extent to which it meets the set performance standards in practice, and using the results of such evaluations to improve practice;

- (v) Providing the QAU with self-assessment reports in readiness for College-level and external evaluations;
- (vi) Implementing the recommendations resulting from internal and external evaluations and providing the QAC with timely reports on the status of such implementation; and
- (vii) Keeping staff, students and other stakeholders informed of the evaluation results and efforts being made to implement the recommended improvements.

5.4 QA Roles of Participatory Organs

Participatory Organs include departmental meetings, directorates/faculty/units boards and their technical committees (e.g. faculty boards), Governing Board and its technical committees (e.g. Academic committee, Appointment and Promotion Committee, Tender Board and Postgraduate Research Publications and Consultancy Committee), etc. The core QA role of these organs shall be to oversee quality in their respective areas of jurisdiction, taking into account the concerns that gave rise to the promulgation of this policy,. Among other roles, their specific functions shall include:

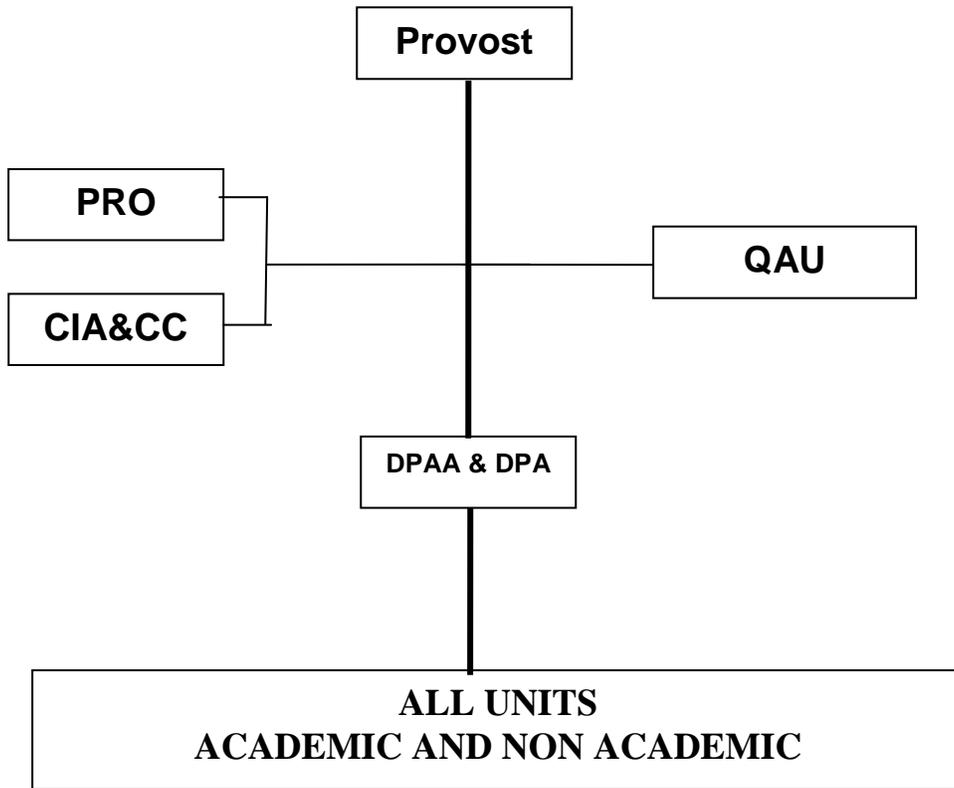
- (i) Ensuring that their respective unit/operational area has in place appropriate quality standards to guide the implementation of its mandated functions, and that the standards are regularly reviewed for sustained relevance;
- (ii) Regularly assessing the performance of implementers in the respective units/operational area in light of the set quality criteria and recommending improvement measures to implementers and/or relevant organs within or above the implementation unit concerned; and

- (iii) Frequently upraising implementation of recommended improvements and directing corrective measures against poor implementation.

As an agency/secretariat of the Chief Executive Officer (Provost), the QAU shall constantly monitor and periodically evaluate the functioning of these participatory organs to determine the extent to which they play their roles as per established regulations and schedules. The QAU shall also provide technical guidance to the organs wherever the need arises.

5.5 Structural Frame for the TUDARCO QA System

The TUDARCO QA functional system shall hinge on the QAU, which shall have linkages with implementing units, and the College Management of the College, as shown in the diagram below:



TUDARCo QA Structural Frame

CHAPTER 6

IMPLEMENTATION STRATEGIES

TUDARCO shall utilise a variety of strategies and instruments to evaluate the implementation of its core mission activities. The main strategies include surveys of students', alumni, employer and community satisfaction, as well as College audits and programme reviews, both external and internal.

6.1 Student Satisfaction Surveys

The Quality Assurance Unit (QAU) shall regularly and systematically organise student satisfaction surveys. These surveys will aim at giving the students an opportunity to provide feedback on their experience of individual modules, courses and teaching programmes as a whole. In carrying out this task, the QAU shall design appropriate tools for collecting views, coordinating data collection activities and analysing the results. Capturing of student experiences and opinions may be done by use of a questionnaire, a structured interview or any other appropriate method. The QAU shall eventually disseminate the survey results to teaching units and staff, and shall coordinate the formulation and implementation of strategies to improve on problem areas revealed by the evaluation results.

6.2 Employer Satisfaction Surveys

Departments, faculties, and Directorates, in collaboration with the QAU, shall conduct employer satisfaction surveys on regular basis. The surveys will provide vital information on the relevance of the teaching programmes on offer and on ways in which they can be made more responsive to the market needs. The College-wide employer satisfaction surveys shall be conducted by the QAU every five years, but

units may do their own surveys more frequently, and the QAU may ask particular units to carry out employer satisfaction surveys with respect to particular teaching programmes.

6.3 Alumni Satisfaction Surveys

In addition to the employer satisfaction surveys, the teaching units and QAU shall regularly conduct alumni satisfaction surveys on a regular basis. The purpose of such surveys shall be to know from former students the extent to which their studies at TUDARCO have been relevant to their post-graduation needs and challenges. The information from these surveys shall be used in curricula reviews and in improving approaches to teaching. The surveys shall ordinarily focus on recent graduates (2-3 years), but older alumni may be surveyed for specific purposes. Alumni satisfaction surveys shall go hand in hand with employer satisfaction surveys, to be conducted for the entire College once every five years. Faculties and departments may conduct surveys more frequently, and the QAU may ask particular units to carry out alumni satisfaction surveys with respect to particular teaching programmes.

6.4 Surveys of Academic and Administrative staff opinions

The QAU shall also occasionally conduct academic staff opinion surveys, specifically aimed at assessing the level of academic staff satisfaction with the current quality of teaching and learning at the College and collecting suggestions on required interventions and possible improvement measures. The QAU shall communicate the results of such surveys to individual units and the College Management, and shall coordinate discussions at both the unit and general College levels, aimed at

streamlining the improvement proposals and strategising on their implementation. The Unity shall also monitor the implementation of improvement strategies and report progress to the DPAA and the Provost.

6.5 Surveys of external community's perceptions

The QAU shall periodically run surveys to collect information about the neighbouring communities' feelings and attitudes towards the College. The exercise shall aim at assessing the general social acceptability of the College by the broader society as well as identifying specific problem areas in the College-local community linkage. The resulting data shall be used to improve the College's relationship with the surrounding communities as well as designing activities that involve neighbouring communities in a mutually beneficial manner.

6.6 College Audits and External Programme Reviews

The QAU shall regularly arrange and coordinate external College audits and programme reviews. In facilitating these external evaluations the QAU shall each time appoint a panel of up to six experts. Two-thirds or more of the panellists shall be drawn from outside TUDARCO, and shall act on the basis of specific Terms of Reference prepared by the QAU. External institutional audits and programme reviews shall be carried out within the fifth year since the last evaluation.

College audits shall focus on the structure and functioning of administrative and governance organs of the College, while programme audits shall evaluate the relevance of the teaching programmes on offer and the effectiveness of the delivery and evaluation strategies employed. The QAU shall disseminate the results of College audits and programme reviews to the teaching units, each of which shall

discuss the report and draw strategies to implement the subsequent recommendations. The QAU shall centrally coordinate College and programme reviews and monitor implementation of the resultant recommendations.

6.7 Internal Programme Reviews

The Director, Faculty Deans, and coordinators of units shall be responsible for the implementation of the TUDARCo policy through regular self-evaluation of their units. In each case the director/dean/coordinator shall appoint a team of up to five people from among the staff in the Directorate /dean/faculty/unit to constitute Review Team. The Team shall execute its tasks under the guidance of the Terms of Reference and modalities centrally drawn by the QAU.

The Review teams shall generate and submit reports to respective directorate/faculty/unit, who shall in turn communicate them to the QAU for scrutiny of their completeness. In consultation with the Provost the QAU shall arrange and conduct a verification visit to respective units, using a small committee of three people, consisting of the following:

- Two people from within TUDARCO but outside the unit concerned, to be identified by the QAU in consultation with the DPAA/DPA;
- One person chosen from another College of comparable status who is an acknowledged authority in the programme in question, to be appointed by the Provost after consultation with the Unit Coordinator

The Committee shall execute its task based on the Terms of Reference prepared by the QAU and approved by the Governing Board. It shall review pertinent documents

and contact staff and students in the unit concerned. The Committee's focal tasks shall be to:

- Validate the self assessment document;
- Examine and provide recommendations on the structure, organization and contents of the programme or unit concerned;
- Make any observations on any issue that may affect the present and future well-being of the programme or unit concerned; and
- Complete its work within the period specified by the QAU.

The Committee shall submit its report to the QAU which, upon consultation with the Provost shall forward it to the respective units with comments and directives on the improvements recommended by the Committee. Upon receipt of the improved report, the QAU shall transmit it to Governing Board and then Council for discussion and approval. The QAU shall subsequently monitor the implementation of the approved recommendations/directives by the respective unit.

All mandatory external programme reviews by the Tanzania Commission for Universities (TCU) shall be preceded by these internal programme reviews; and shall be coordinated and facilitated by the QAU at the College level.

6.8 Improvement Plan

The evaluation reports shall first be discussed at the department, faculty and college levels, where strategies for addressing the shortfalls emanating from these reviews are drawn. The Units shall then forward these improvement plans to the Provost, who shall arrange the discussion of the same by appropriate participatory organs at

the College level and direct the implementation of its resultant recommendations and improvement strategies.

At the same time the QAU shall study the improvement strategies approved by the participatory organs at the College and university levels. It shall subsequently monitor the implementation of all approved improvement plans and evaluate the outcomes. The QAU shall prepare and present implementation status reports to relevant Unit Heads, relevant DPAA and the DPA, and shall execute directives given by the Provost in connection with the reports.

6.9 Programme Accreditation

Whenever applicable, TUDARCo teaching programmes shall be accredited by qualified and legally competent agencies before submitting to TCU for final approval. However the internal procedures for such accreditation shall be coordinated and overseen by the QAU. In this context, the QAU shall cause the concerned unit to prepare an application portfolio based on the guidelines given by the accrediting agency, and shall advise on proper filing of such applications. It shall coordinate and facilitate the activities of the accrediting agency. Ultimately, it shall receive verdicts on accreditation applications and, upon consultation with the DPAA, pass the verdict on to the concerned units, together with advice or directives on the way forward.

CHAPTER SEVEN

POLICY IMPLEMENTATION, REVIEW AND AMENDMENTS

7.1 Policy Scope and Implementation

This policy provides a general guide to the process of monitoring and evaluating quality in all aspects of TUDARCo operations. It does not specify modalities or procedures for the actual process of ensuring quality, a task left to individual units and the Central College administration. The policy assumes that the units and the College central administration shall continually set and review quality standards in all the major fields of operation. The task of the quality assurance process is to constantly determine the extent to which TUDARCo achieves the standards it set for itself, and to advise on ways of improving quality at both the College and unit levels. The QAU shall continually execute this task using appropriate evaluation instruments. It is the duty of the QAU to constantly develop and review these instruments with a view to ensuring that they are capable of capturing sufficient evidence to show the extent to which TUDARCo is achieving its set quality standards in all its major spheres of operation.

7.2 Validity of the Policy Provisions

These policy provisions shall become operational immediately upon approval by the Tumaini University Dar es Salaam College Governing Board, and shall remain valid until when they are revoked by the same authority. However, given the changing circumstances under which the College operates, this document is subject to periodic reviews and alterations, and, whenever such alterations happen, the revised version of the document shall take precedence over the previous one.

7.3 Revision of the Policy document

In the event that any statement in the policy provision is outdated or a need to introduce new statements arises as a result of the changing College environment, or market forces, or any other reason, such statements may be changed or modified at the direction and approval of the Tumaini University Dar es Salaam College Governing Board and the TUMA Council. In any case the entire document will be reviewed after every 5 years.

7.4 Quality Assurance Evaluation

Assessment tools used in different programmes such as examinations regulations, promotion criteria, and other related tools will be apply for quality assurance evaluation. TUDARCo Quality Assurance Unit will prepare Quality Assurance manual and Quality Assurance Evaluation tools and forms in order to make sure QA is controlled and maintained. In connection to these documents other policies and regulations listed in the last page of Quality Assurance Manual will be used for benchmarking.