



DAR ES SALAAM TUMAINI UNIVERSITY

DIRECTORATE OF QUALITY ASSURANCE AND QUALITY CONTROL -DQAQI

QUALITY ASSURANCE OPERATIONAL PROCEDURES (MANUAL)

October 2024

FOREWORD

It is widely accepted that higher education plays a key role in the economic, scientific, social and human development of any country. Quality in higher education is a pre-requisite for accessing the knowledge that guarantees economic development. This makes the condition of higher education in Tanzania a very critical issue. Ensuring quality is a fundamental responsibility of every higher education institution, through the establishment of strong internal quality assurance systems. Recognizing this, the Dar es Salaam Tumaini University(DarTU) is committed to Quality Assurance as a means towards maintaining and enhancing the quality of the total student learning experience. It is in this context that the Quality Assurance Policy of the Dar es Salaam Tumaini University in on pipeline to be conceived and instituted. The purpose of this Manual is to support the implementation of the Policy. Quality assurance is all about the need to promote and maintain quality, in our case the quality of higher education in our institution. However, currently, quality assurance is sometimes misconceptualised and perceived differently by different stakeholders in higher education. Thus, quality assurance is sometimes perceived as an aspect of control, that is, quality control, a term most suitable in the manufacturing sector. Quality assurance is sometimes perceived as a suppressive instrument to academic freedom and institutional autonomy; as a punitive instrument against academic staff members or institutions. It is also sometimes negatively considered to be a supervisory instrument, especially where one considers him/herself to be an accomplished professional who needs not be supervised in any form. Indeed, all these are negative views, as quality assurance is all about *continuous improvement* of the quality of education and the products thereof, through a systematic process, for which openness to comparison with others based on agreed benchmarks is paramount. Quality assurance promotes *accountability* of our institution to our stakeholders. It promotes transparency of our systems. Quality should be the concern of everyone in our institution. It is, however, important that there should be a central structure that supports the implementation of our internal quality assurance system, hence the establishment of Quality Assurance Unit (QAQI) I would like to express my firm support for this initiative. It is gratifying to note that the inception stage is occurring during my term of first tenure as a Vice Chancellor . For effective implementation of the Quality Assurance (QA) process, the DarTU Management Committee fully supports the Quality Assurance initiative; and we undertake to create a conducive environment for effective implementation of our internal quality management system.

Prof. Burton Mwamila

Vice Chancellor

STATEMENT FROM THE DIRECTOR -QAQI

The quality of Tanzanian education in general and of higher education in particular, has been identified as one of the key factors which will allow Tanzania to realize Vision 2025. It is, therefore, imperative for higher education to satisfy the national and international requirements of quality in order to be effective. It is against this background that the Quality Assurance policy is developed to guide the practice and guidelines as per Tanzania Commission of Universities (TCU) and Inter University Council of East Africa (IUCEA). In parallel, the Quality Assurance manual is developed to support the implementation of this Policy.

It is worth mentioning that our quality assurance system is mainly based on self-reviews, operating in all institutional areas at different levels on a continuous cyclic basis, focused on continuous self improvement and accountability to stakeholders.

It should also be noted that quality is a responsibility of everyone at DarTU. You are, therefore, called upon to use the Quality Assurance Policy, Manual and associated policies and procedures to guide you to ensure quality in all your day to day activities. I hope that you will find these publications useful.

Last but not the least; QAQI will continue to provide assistance for capacity building in Quality Assurance to all DarTU directorates, institutes, faculties, departments and units. I invite all stakeholders (directors, deans, heads of department and units) to use these publications in evaluating and improving their Quality Assurance evaluation tools policies, plans and programmes.

At QAQI, quality is our main concern; "we are a watch dogs" but, just your critical friend.

Dr. Julius Tunsaje Tweve

ACKNOWLEDGEMENT

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Our indebtedness to these sources and individuals who contributed is hereby expressed.

1. Introduction

The Dar es Salaam Tumaini University (DarTU) internal quality assurance system is guided by DarTU's mission, vision, values and objectives. It is a part of routine operations. The main purpose for our Internal Quality Assurance (IQA) is to ensure *continuous improvement* in the mandated activities. Quality Assurance is a responsibility of the whole community: management, academics, support/administrative staff, other staff and students. It helps to have a co-ordinated system of IQA that is applied consistently across the institution, while recognizing discipline variations and the different external demands placed on different disciplines. A single system ensures equity, placing the same level of expectations and action on all discipline areas, and allows for cross-disciplinary dialogue and sharing of good practices.

It is also useful to have such a structure in place, which can speak for the University on quality issues. It is on this premise that the Unit for Quality Assurance (QAQI) has been established. The roles of QAQI are to co-ordinate and facilitate Quality Assurance activities at institutional level to ensure a system approach to Quality Assurance. We believe that quality is not something "done to people"; therefore the central office merely has a facilitation role to ensure quality improvement. The responsibility of internal quality is delegated to operating units. Each Directorate/Institute/Schools/Department/Unit is responsible for the quality of its mandated activities. The quality is maintained, improved, and evaluated through a quality assurance system that covers all areas of operation in both academic and administration.

2. Definition of Terms

Accreditation: Recognition status granted to a programme for a stipulated period of time after a quality assurance agency evaluation indicates that it meets minimum standards of quality.

Audit criteria: Audit criteria indicate the requirements for institutional policies, systems, strategies and resources for assuring, developing and monitoring the quality of teaching and learning, research and community engagement.

Audit panel: External panel of peers and experts, selected by the quality assurance unit, to conduct institutional audits on the basis of their relevant knowledge and experience, and who are trained by the quality assurance agency for this purpose.

Audit portfolio: Self-evaluation report of the higher education institution to be audited in which evidence on the effectiveness of the institution's policies, systems, strategies and resources for quality management in the areas of teaching and learning, research and community engagement is described, analyzed and evaluated against the quality assurance agency's audit criteria.

Audit report: Evaluation report from the quality assurance agency to the audited higher education institution. On the basis of the quantitative and qualitative evidence gathered during the audit, the report is developed by the quality assurance agency on the basis of panel deliberations and finalized in consultation with the chairperson and other members of the audit panel. The report provides an assessment of the adequacy and effectiveness of the internal quality arrangements of the institution, as well as commendations and recommendations in the various target areas of the audit.

Audit visit: Site visit a day or more, during which time the audit panel engages in various evaluative activities, such as conducting interviews and scrutinizing documents in order to validate the claims that are made in the audit portfolio.

Benchmark: A standard, a reference point, or a criterion against which the quality of something can be measured, judged, and evaluated, and against which outcomes of a specified activity can be measured. The term, benchmark, means a measure of best practice performance. The existence of a benchmark is one necessary step in the overall process of benchmarking.

Benchmarking: A process by which a higher education institution, programme, directorate, institution, School, or any other relevant unit evaluates and compares itself in chosen areas against internal and external, national and international reference points considered as best practices, for the purpose of monitoring and improvement.

Community engagement: Initiatives and process through which the expertise of the higher education institution in the areas of teaching and research are applied to address issues relevant to its community. Community engagement typically finds expression in a variety of forms, ranging from informal and relatively unstructured activities to formal and structured academic programmes addressed at particular community needs (service learning programmes).

Institutional audit: An improvement orientated, internal and external evaluation of institutional arrangements for quality in teaching and learning, research, consultancy and support services, based on a self-evaluation conducted by the institution. The evaluation is conducted by a panel of peers and experts against the quality assurance agency's pre-determined criteria and other quality requirements set by the institution itself. The audit panel's report forms the basis of the quality assurance agency's report to the audited institution with commendations on good practice and recommendations for improvement.

Institutional quality management system: Institutional policies, systems, strategies and resources for assuring, developing and monitoring and quality of teaching and learning, research, and consultancy.

Programme: A purposeful and structured set of learning experiences that leads to a qualification.

Programme evaluation: The external quality assurance processes undertaken to make an independent assessment of a programme's development, management outcomes and to validate the findings of an internal programme review.

Quality: A multi-dimensional, multilevel, and dynamic concept that relates to the contextual settings of an educational model, to the institutional mission and objectives, as well as to specific standards within a given system, institution, programme, or discipline. Quality may thus take different, sometimes conflicting, meanings depending on (i) the understanding of various interests of different constituencies or stakeholders in higher education (e.g. students; universities; disciplines; the labour market; society; a government); (ii) its references: inputs, processes, outputs, missions, objectives, etc.; (iii) the attributes or characteristics of the academic world worth evaluating; and (iv) the historical period in the development of higher education.

Quality assurance (QA): An all-embracing term referring to an ongoing, continuous process of evaluating (assessing, monitoring, guaranteeing, maintaining, and improving) the quality of a higher education system, institutions, or programmes.

Quality assurance system: Organizational structure, procedures, processes, and resources needed to implement quality management.

Quality improvement plan: A plan developed by the audited institution specifying activities, designated responsibilities and time-frames in order to address the requirements and recommendations of the audit report.

Quality management: Institutional arrangements for assuring, supporting, developing and enhancing, and monitoring the quality of teaching and learning, research and community engagement.

Quality control: is a process whereby conformity with standards is checked and steps are taken if conformity is not achieved.

Self-evaluation: The process by which an institution or a department review the effectiveness of its quality management system for assuring, developing and monitoring the quality of teaching and learning, research, community engagement and support services against the pre-determined standards and criteria. The self-evaluation process may lead to the development of a quality improvement plan and/or audit portfolio as a baseline for external audit. The term self-evaluation is used interchangeably with terms such as self-assessment, self-review, and self-study

Total Quality Management (TQM): A particularly influential comprehensive approach to quality management that places emphasis on factors such as continuous improvement, customer focus, strategic management, need for explicit systems to assure quality of higher education, and a view of leadership and supervision that stresses employee empowerment and delegation.

3. Rationale for the Quality Assurance Manual

To ensure that Quality Assurance is extensive enough, the Quality Assurance system has to be documented in the College-wide Quality Assurance Manual. We believe that having all the regulations and expectations relating to quality in one place are helpful. It is on this premise that the Unit for Quality Assurance has developed this manual to put all the procedures and guidelines for Quality Assurance and its enhancement in one volume so that directorates, faculties, departments and units find it easier to implement the internal quality assurance system. It should also be noted that our Quality Assurance Policy expects each Directorate, School, Department and Units to comply to Quality Assurance Manual. Quality Assurance is evidence-based. It is, therefore, expected that each Directorate, School, Institution, Department and Units documents its activities properly to serve as evidence for quality efforts during evaluation of the implementation of quality plans. This Manual is public and both staff and students are

encouraged to use it, and can comment on it and suggest updates.

4. Defining Quality in Higher Education

Many discussions on quality start with a quote from the book "Zen and the Art of Motorcycle Maintenance" by Pirsing:

"Quality...you know what it is, yet you don't know what it is. But that's self-contradictory. But some things are better than others, that is, they have more quality. But when you try to say what the quality is, apart from the things that have it, it all goes poof! There's nothing to talk about. But if you can't say what Quality is, how do we know what it is, or how do you know that it even exists? If no one knows what it is, then for all practical purposes, it doesn't exist at all. But for practical purposes it really does exist. What else are the grades based on? Why else would people pay fortunes for some things and throw others in the trash pile? Obviously some things are better than others... but what's the „betterness“? So round and round you go, spinning mental wheels and nowhere finding any place to get traction. What the hell is Quality? What is it?"

In spite of these reflections by Pirsing, many books and articles have been written to try to de-cribe the nature of quality. But quality is like love. Everybody talks about it and everybody knows what he/she is talking about. Everybody knows and feels when there is love. Everybody recognizes it, but when we try to define it we are left standing empty-handed. The same counts for the concept of quality. There is no general consensus on the concept of quality. An absolute definition of quality does not exist because just like beauty quality is in the eyes of the beholder.

While the general concept of quality is a difficult one in itself, quality in higher education is much more complex, because it is not always clear what the "product" is and who the "client" is. Is the "graduate" the "product" that we offer society and the labour market, or is the graduate-to-be, the student, our "client" and the program that we offer the "product"? We can only say that a university has a multiple product system and a multi-client system.

Quality assurance in higher education is more complicated than quality assurance in industry because there are so many players in the field. Higher education has many stakeholders and all stakeholders have their own ideas. We can distinguish the following stakeholders in higher education:

- i) Government or the state;
- ii) Employers;
- iii) Academic world;
- iv) Students;
- v). Parents; and
- vi) Society at large

The concept of “quality” is very complex. One has to make a distinction between quality requirements set by the different stakeholders: by the student, academic world, labour market (employers) the society, and the government. Each stakeholder will appreciate different aspects of quality. On the other hand, quality is not a simple one-dimensional notion. Quality is multi-dimensional. So there is quality of *inputs*, quality of processes and quality of *outputs*.

5 Defining Quality Assurance in Higher Education

The quest for quality is not an easy one, especially since there is no absolute quality or objective quality. Nevertheless, it is expected of all higher education institutions in Tanzania to assure their quality, to demonstrate their quality and to have their quality assessed by outsiders such as professional bodies (where applicable), and TCU QA.

The word quality is often used without explaining what quality is. However, everybody who thinks about quality and quality assurance is faced with the question: “What is quality?” When talking about quality and quality assurance, it is important to speak the same language. We must understand each other and we must have a shared idea about quality. In this section, some general ideas about quality and quality assurance will be explained. Quality assurance is an all-embracing term referring to an on-going process of evaluating (assessing, monitoring, guaranteeing, maintaining, and improving) the quality of a higher education system, institutions, or programmes. Quality assurance relates to all policies, processes and actions through which the quality of higher education is measured, maintained and developed. Thus, quality assurance is about defining, assuring, maintaining and improving the quality a higher education institution.

6. Criteria and standards

Having accepted workable definitions of quality and quality assurance, there is another hot topic: how do we assess the quality? How do we measure the quality? What are the criteria for measuring quality? What are the standards against which quality is assessed? If we look at what is said about quality, it becomes obvious that it is impossible to identify one set of criteria or standards for the quality of higher education. The parties concerned will have their own criteria and norms derived from their own objectives and/or demands. This means that a government will formulate criteria different from an employer’s. It is impossible to formulate general criteria for higher education in advance. They will differ from discipline to discipline. They will differ from stakeholder to stakeholder. The expectations of the labour market will play a totally different role when assessing the Mass Communication as opposed to Business administration, for example. The criteria of the different partners may actually conflict. Government may put forward as one of the criteria: “The programme must be

organised in such a way that students can finish it with a minimum dropout rate and within the given time” or “the success rate in the first year should be 70%.” But these criteria may clash with a student criterion, namely that “the program should offer enough options and enough time for personal development”. We have no absolute benchmark at our disposal to measure the quality of education. Standards and criteria are also a matter of bargaining and negotiating between the parties involved. An absolute value for the academic level or the quality of the graduates does not exist. What is accepted generally as quality is a matter of opinion.

When looking for our quality through self-review, there are four basic questions that each stakeholder (directorate/institute/School/units) must ask of itself:

- *What is the directorate trying to do? (Goals and objectives)*
- *How is the directorate doing it? (Processes, procedures and practices in place and the analysis of their effectiveness)*
- *How does the directorate change in order to improve? (Quality improvement plan and the capacity to change)*

In the self-assessment, the important question is against what standards will we assess the quality? The University has to formulate its own standards and criteria, taking into account the criteria formulated by the Tanzania Commission of Universities (TCU). Where applicable, standards formulated by professional bodies must also be taken into account. Furthermore, one should use internationally accepted standards.

7. The Self-assessment for Discovering our Quality

If we agree upon shared concepts of quality and quality assurance, and upon the criteria and standards to measure our quality, we can ask ourselves: what is the best way to discover our quality? An important tool in the field of quality assurance is a critical self-assessment, also called self-evaluation or self-study. In this manual these words are used interchangeably. A critical self-assessment is important because we are sometimes too eager to accept that everything is good: “I have been teaching this way for years and my course has never caused problems. My students have always been content and employers have never complained about the graduates.” This may be true, in general. In an educational organisation, which is a professional organisation, the players should always aim to produce quality. Introducing a quality assurance system does not mean that the existing quality is not good enough. The demand for self-evaluation is not inspired by lack of quality. What it means is that quality has to be examined in a structured manner, within a well-defined framework. As the saying goes, “trust but verify.”

Ideally, faculties and departments should always be engaged in self-evaluation. Self-evaluation is an important part of the quality assurance process. The School and

departmental self-evaluation serves two purposes, namely:

To provide information necessary for institutional portfolio as an initial stage for external audits or programme accreditation. In this case, a self-assessment serves as a preparation for a site visit by external experts. The self-assessment report provides the external experts with basic information. To provide an opportunity for discovering quality and to encourage School and departmental continuous improvement. In this case, the following key questions are important:

- a) Why do we do what we are doing?
- b) Do we indeed do the right things?
- c) Do we do the right things in the right way?
- d) Do we have a thorough command of the process to actually realise what we want?
- e) Do we really achieve what we want?

An effective self-assessment is time-consuming. It requires effort by staff and students. Often, it will require an investment of time that has to be taken away from other activities. However, the returns and the profits of a good self-assessment are high. The self-assessment will provide information not known to everyone. The information often exists, but only a small group of people knows it; or the facts will have another dimension when they are connected to one another.

8. Principles Underpinning Quality Assurance

The quality assurance at DarTU is embedded in principles referred to as good practices provided by TCU to assure and improve quality standards in higher education in Tanzania. These principles are as follows:

- i) Focus on the customer (addressing the prime needs of the students, society and the labor market); Leadership (bonding vision, aims and strategies in the educational community);
- ii) People's participation (confirming the effective and equitable participation of all who are engaged in higher education without discrimination and allowing the full use of their abilities for the benefit of higher education and the society);
- iii) Focus on tools (quality assurance processes and means as well as learning outcomes);
- v). Adopting decisions on the basis of facts (encouraging or requiring judgments to be evidence based and logical);
- vi) Continuous improvement (recognizing the commitment to respond to changing global needs of quality assurance systems in higher education);
- vii) Autonomy (respecting the responsibility of an institution for its academic activities);

- viii) Shared benefit (taking an approach to the range of participants – reviewers, institutions, students and the society – that promises the development and transfer of knowledge and skills); and
- ix) Continuity with next steps (ensuring that the institutions and Quality Assurance Centre, being in a dynamic and open ended process of continuing improvement, are committed to identify actions and issues to be addressed in future).

9. Purpose of DarTU's Quality Assurance

An institution is said to be of quality if (i) it achieves its mission, and (ii) it meets the expectation of its stakeholders. The purpose of quality assurance at DarTU is two- fold, i.e., to ensure *continuous improvement and accountability* to stakeholders.

With regards to continuous improvement, DarTU is committed to the principle of continuous enhancement. The major aim and objective of DarTU's QA system is to improve quality in all aspects of University operation and life whenever and wherever possible. The ultimate objective is to assure the quality of the students' total educational experience both in academics and in areas of moral and physical growth.

By accountability we mean that DarTU must be open to external scrutiny and that the outcomes of that scrutiny should be known and widely disseminated. Quality assurance is the means through which DarTU assures itself and confirms to its customers and stakeholders alike that the conditions are in place for students to achieve high educational standards set at international, national, and institutional levels.

10. Anticipated Benefits of DarTU's QA System

DarTU as Christian centred College, It is anticipated that successful implementation of the Quality Assurance System will result in:

- i) Improved student performance and success in learning and spiritual;
- ii) Improved work performance of academic and administrative 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 institutional, church and public image, and thus enhanced relations with stakeholders and the wider society;
- vi) Enhanced capacity to compete with other higher learning institutions nationally, regionally and globally;
- vii) More focused approach to the implementation of the College's mission activities;
- viii) Graduates that are healthy, ethically and open-minded persons, characterized by personal integrity, an independent mind, and creative thinking, professionally

competent, willing to exercise responsible leadership for economic progress in a just society, able to communicate effectively with people from other nations and to participate in globalization process.

11. DarTU Quality Assurance Policy

The Quality Assurance Policy for the Dar es Salaam Tumaini University is expected to be conceived and instituted this October 2013. The establishment and deployment of this policy marks a distinct step forward in the formalisation and improvement of quality assurance at the Dar es Salaam University. The quality assurance policy document represents a statement of intent by the University regarding the quality of its services and products.

It spells out in general terms what the University intends to do in order to maintain acceptable quality standards and continually improve the same in the implementation of its core mission activities of teaching/learning, research and consultancy as well as administrative and support services. The policy emphasizes self assessment to maintain and improve quality. According to its provisions, each directorate, School department, unit, and any other office operating under the umbrella of DarTU is responsible for carrying out this process systematically and continuously, based on rationally established and widely disseminated performance standards. The Policy assigns responsibilities to all DarTU stakeholders" staff and students.

12. Roles and Responsibilities in the Quality Assurance Process

Quality is a responsibility of everyone at DarTU. All members of the University-community and its organs should, therefore, be sensitized to strive for high quality in their activities. All members of the College, including teaching staff, support staff and students contribute directly or indirectly to the quality of the teaching, research, and support services.

12.1 Roles and Responsibilities of Top Management

Commitment from the top management is an essential pre-requisite for an effective quality assurance system. Members of top management are the bedrock, the anchors of Quality Assurance. Top management include Vice Chancellor , Deputy Vice Chancellor for Academic Affairs and Deputy Vice Chancellor for administration. Some of the roles of the leadership and or management include but are not limited to:

- i) Guide the University in reviewing the organizational performance for quality assurance;
- ii) Establish a clear mission, articulate core values, and communicate high expectations of performance at all levels;
- iii) Create and sustain an educational environment that promotes ethical values and equity for all stakeholders at DarTU;

- iv) Encourage research, innovations and pursue current and future opportunities for improvement;
- v) Establish priorities for quality improvement to ensure that DarTU's Mission is successfully achieved; and
- vi) Ensure the University is strategically located to achieve its Mission and Vision.

12.2 Role of the QAQI

As a custodian of Quality, the Directorate for Quality Assurance is responsible for, among others:

- a. Operationalise the University system within the University setting;
- b. Provide technical support on QA matters to relevant authorities and the College
- c. Oversee University functions in all University activities and ensure compliance to QA requirements
- d. Constantly update the University on new and global developments on QA matters for Higher Education Institutions
- e. Development and monitoring the implementation of DarTU's quality assurance system;
- f. sharing best practices with key stakeholders in quality assurance implementation at DarTU through research and benchmarking;
- g. promoting a „quality culture" among DarTU stakeholders; and
- h. Building capacity on quality assurance among staff and students.

12.3 Role and Responsibilities of Head of Sections

Head of sections include; directors, deans of faculties, heads of departments both academic and administration. Deans, Directors and Heads of Departments have the primary responsibility for ensuring quality in the mandated activities in their respective sections in line with the DarTU Quality Assurance Policy. They are responsible for attending to specific guidelines from QAQI on Quality Assurance issues. The terms of reference include, but are not limited to:

- a. Promote the University quality culture within the respective directorates /School/ institutes/ Departments/ Directorate s
- b. Establish and monitor department-based quality standards and practices;
- c. Coordinate self-reviews and evaluation of departmental quality assurance systems and procedures;
- d. Coordinate the implementation of recommendations from self-reviews; and
- e. Build capacity on Quality Assurance within the respective department or section.

12.4 Roles and Responsibilities of Academic Staff

The University's confidence in the quality of its academic programmes, research output, and community engagement activities rests mainly on its expectations with regard to the

professionalism of individuals, who are aggregated in programmes and course teams, organized and managed in departments and faculties and act within the expectations laid down in DarTU's Quality Assurance Policy. All academic staff have responsibilities both for maintaining and continuously improving quality in their mandated activities of teaching, research and consultancy.

12.5 Roles and Responsibilities of Students in Quality Assurance

- a) Students can make a significant contribution to the quality of their own learning and that of their fellow students.
- b) They can also contribute to the improvement of the learning opportunities of future students on similar programmes.
- c) Students can also contribute to quality assurance through student representation on various structures of the institution by members of student bodies.
- d) Students also have a responsibility to attend classes regularly; prepare for taught sessions, especially seminar and mid semester sessions; spend the recommended time in student managed learning; use the information and guidance provided; take up available opportunities; to receive academic advice and feed back on their work; thoughtfully complete course questionnaires and other surveys and consultations; and use the system of representatives, etc. to raise issues for improvement.

12.6 Roles and Responsibilities of Support Staff in Quality Assurance

Support staffs have a responsibility to maintain professional standards appropriate to the service function, and to plan, manage and review the services they provide to ensure that those services align with institutional priorities, support academic developments and add to the quality of the student experience. Gather information on customer needs and priorities to inform the planning of the service. Consider stakeholder feedback, through surveys and use the findings from the exercise to improve their services.

13. Quality Assurance Mechanism/Framework

The notion of quality underpinning the framework adopted by DarTU 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 DarTU's due process; as a mechanism for accountability. The policy shall apply to all Directorates, Faculties, and Directorate s and both academic and support staff at DarTU through:

- Internal Quality Assurance Mechanisms - Continuous
- External Quality Assurance Mechanism - Periodic

The College, through Governing Board, shall determine and approve quality management

frameworks for all Directorates, Faculties and Directorate. Regular internal audits will be conducted to ensure that the Quality Assurance Policy is implemented.

13.1 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 the policy approved by University Council and shall include mechanisms to assess the following three main areas:-

- Departmental self-review
- Best practices bench-marking
- Stakeholders feedback

Within these three main areas of which quality assurance mechanism will assess, the following elements will be considered during assessment:-

- 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
- ix) Quality of any other services provided at the University.

13.1.1 Directorate/Institute/Departmental Self-reviews

Our University Quality Assurance Policy as well as the TCU Quality Assurance System propositions require that institution has a quality assurance system in place which regularly reviewed and improved. Dar es Salaam Tumaini University's Quality Assurance system is evidence-based. According to DarTU's Quality Assurance Policy, each directorate, institute, schools and department must conduct regular self-review to ensure that the quality of the mandated activities are maintained and continuously improved. The findings from the reviews must be used to continuously improve the quality of the mandated activities. The reviews of the quality of the mandated activities include assessment of, but not limited to:

- a) Assessment of the quality of programmes and courses;
- b) Assessment of the quality of teaching and learning experience;
- c) Assessment of the quality of research and consultancy;
- d) Assessment of the quality of support services; and
- e) Assessment of the quality of infrastructure, resources and facilities.

13.1.2 Assessment of the Quality of Programmes and Courses

The University Quality Assurance Policy expects academic directorate, departments and units to periodically review and assess their academic programmes and courses in order to confirm the extent to which:-

- i) The programmes and courses reflect the mission and goals of the College;
- ii) The programmes and courses are meaningfully structured and organized;
- iii) The goals and learning objectives are achieved;
- iv) The programmes and courses not only meet student needs, but also provide an experience that lives up to their highest expectations;
- v) The programmes and courses help in attainment of the College's vision and mission.
- vi) The quality and quantity of available human, physical and financial resources meet the programmes requirements and
- vii) The programmes and courses are both viable and relevant to not only to students but also to the ECD's expectations.

When assessing the quality of programmes and courses, the following are some of the sample questions that the department may ask itself:

- i) How do the study programmes reflect the mission and goals of the College, and how could discrepancies between the goals and reality be amended and identified strengths be reinforced?
- ii) Are the programmes and courses meaningfully structured and organized?
- iii) Are goals and learning objectives achieved?
- iv) Do programmes and courses not only meet student needs but also provide an experience that lives up to their highest expectations?
- v) Do programmes and courses help in the attainment of the College's academic vision and mission?
- vi) Does the quality and quantity of available human, physical and financial resources meet the programme requirements?
- vii) Are programmes and courses both viable and relevant?

13.1.3 Assessment of the Quality of Teaching and Learning

The teaching and learning planning system includes strategies, policies and arrangements for development and approval of new programmes; programme review; development and approval of academic committee; development and approval of short

courses; effective and reliable central management of information on the University's academic offerings.

To ensure that quality is maintained and continuously improved in the area of teaching and learning, all academic departments must undertake periodic departmental self-reviews. The following are some of the areas that may be considered when assessing the quality of teaching and learning:

A: Approval, monitoring and periodic review of programmes and awards

The University should have formal mechanisms for the approval, periodic review and monitoring of their programmes and awards. This is to ensure that the programmes offered meet the expectations of the stakeholders, have clearly formulated expected learning outcomes" are coherent and up-to-date.

When assessing the quality of programme approval, monitoring and periodic review of programmes and awards, the following are some of the sample questions that the department may ask itself:

- a) Does the institution have a clear educational policy, expressing evidently the principles of choosing the programmes and settling its profile?
- b) Does the policy express clearly rules for curriculum design and curriculum revision, including the involvement of all stakeholders?
- c) Are the academic programmes in line with the mission statement of the College, national needs and developmental goals?
- d) Do academic programmes correspond to national and international standards?

B: Facilitation of learning

The activities to facilitate students" leaning must be geared towards ensuring the quality of the academic outcomes and enhancing student success.

When assessing the quality of facilitation of learning, the following sample questions may be asked:

- i) Does the University have sufficient, qualified and experienced academic staff, including contract, part-time staff and tutors, to teach the programmes/courses allocated to them?
- ii) Does the University have approved and widely disseminated teaching and learning policy?
- iii) Does the University deploy learning opportunities appropriate to the learning outcomes including formal lectures, group work, service learning, etc.?

- iv) Does teaching and learning constantly address critical national human resources requirements?
- v) Do expectations with regard to qualifications, scholarly work and continuing professional developments are adequately met?
- vi) Are there mechanisms in place for monitoring and evaluation of the learning facilitation activities with reference to national and international best practices?
- vii) Are the findings from monitoring and evaluation, and benchmarking practices are used to continuously improve learning facilitation activities?
- viii) What balance is the directorate or department aiming to achieve with its teaching, research and service to society?
- ix) What are the Department's academic priorities, i.e. which teaching programmes and areas of research are emphasised?
- x) To what extent is a student-Union approach, implemented in the teaching of the College?
- xi) Academically-related activities: What are the department's goals for its relationship to society (external partners, local and regional government) and its involvement in public debate?
- xii) What strategic goals is the Directorate or Department aiming to achieve in terms of its local, regional, national, and international positioning?
- xiii) What is the rationale of the strategic choices made by the directorate or Department?
- xiv) How do the various academically-related activities reflect the College's mission and goals, and how could discrepancies between the goals and reality addressed and strengths reinforced?

C: Directorate/School/Departmental Leadership and Management

Analysis of management practice in the above mentioned areas should be assess in different ways. The following are examples of questions to be considered:

- i) Does co-ordination within the directorate/School/department take place, and if so how?
- ii) How does the Department involve students and external stakeholders in decision-making
- iii) What does the Departmental leadership control and decide? Who decides the following:
 - Academic activities and policies (teaching and learning, research);
 - Funding issues;
 - The selection and promotion of academic and administrative staff;
 - The selection of students; and
 - Development of service to society.

- iv) How does the Directorate/Institute/Schools/Department involve students and external stakeholders in decision-making?
- v) How adequate are the Directorate/School/Departmental human resources, physical resources and financial resources?
- vi) Does the Directorate/Institute/School/Department have an internal quality assurance policy or handbook?
- vii) Does the Directorate/Institute/School/Department conduct internal evaluations of programmes?
- viii) How have the results of the data gathering and evaluation results impacted the mandated activities?
- ix) How is the link between these results and Directorate/School/Departmental planning and development processes ensured?
- x) How well do the current practices relate to the strategic choices presented in the College-wide strategic plan?
- xi) How responsive is the Directorate/Institute/School/Department to the demands, threats and opportunities present in its external environment?
- xii) Which changes can be expected to be made towards the Directorate"s/Institute"s/School"s/Department"s aims?
- xiii) How can a better match be attained between the current and future mission and goals and the activities (study programmes, research, service to society)?
- ix) What role do quality assurance system and management play in these developments?

D: Student support services

When assessing the students support services, the following questions may be asked:

- Is the organisation and content of student support services adequate to meet the goals set?
- How effective are student support services in enhancing the achievement of students?

E: Funding:

When assessing the quality of funding or financing, the following questions may be asked:

- What are the amounts allocated to the Directorate/School/Department?
- Is the allocated amount adequate?
- How does the director/dean/head of the sections involved in the University budgeting process?

F: Post-graduate studies

The management of postgraduate studies must be conducted within an approved framework of institutional strategies, policies and arrangements to enable the University to meet its needs in such a manner that the quality of postgraduate studies can be assured. The following sample questions can be adopted.

- i) Does the University has mechanisms in place for design, approval, offering, evaluation and continuous improvement of postgraduate programmes?
- ii) Does the University as criteria and procedures in place for the approval of research proposals for masters studies?
- iii) Does the University has mechanisms in place for support and development of postgraduate studies?
- iv) Does the University has in place approved and widely disseminated code of conduct for supervisors and postgraduate students?
- v) Does the University has in place effective and trustworthy central management of postgraduate student information?
- vi) Are there mechanisms in place for monitoring and evaluation of the postgraduate studies management system with reference to international best practices?
- vii) Are the findings from monitoring and evaluation, and benchmarking practices used to continuously improve the postgraduate studies management system?

G: Student assessment:

The system for assessment of student learning includes strategies, policies and arrangements for regulations and procedures related to student assessment, including, for example, the security of test and examination papers, composition and calculation of marks, supplementary/special assessment opportunities, disciplinary and appeal procedures, internal and external moderation and examinations, etc.

The Directorate/institute/School/Department has an efficient system to assess student learning that is geared towards ensuring the quality of the academic outcomes and enhancing student success. Students should be assessed using published criteria, regulations and procedures which are applied consistently. The following are some of the sample questions that may be asked when assessing the quality of student assessment:-

- i) To what extent do the assessments and examinations cover the objectives of the courses and of the programme as a whole?

- ii) Do the assessments have clear and published grading/ marking criteria?
Are pass/ fail criteria clear?
- iii) Is a variety of assessment methods used? What are they?
- iv) Are the assessment/ examination regulations clear?
- v) Are the procedures clear? Are they well known? Well followed?
- vi) Are any safeguards in place to ensure objectivity?
- vii) Are the students satisfied with the procedures?
- viii) Are there procedures in place to handle student complaints?
- ix) Do clear rules exist for re-assessments (supplementary/ special examination) and are students satisfied with these?
- x) Is there an effective certification system in place such that the accuracy and integrity of all the certificates issued by the University are guaranteed?

H: Quality of staff and promotion

The University should have ways of satisfying itself that staff involved with the teaching of students and support staff are qualified and competent. Criteria for promotion will be used in terms of number of years, publication and work performance. For the purpose of promotion of staff dissertation, thesis and project reports shall not be considered as a form of publication. The following are some of the sample questions that may be asked when assessing the quality of staff assessment:-

- i) Are the academic and support staff qualified to do their job?
- ii) Are there any problems with the human resources? Age profile? Vacancies difficult to fill? What difficulties are there in attracting qualified staff?
- iii) What policy is pursued with regard to the employment of staff, both in teaching and administration?
- iv) How are lecturers prepared for the teaching task?
- v) What about teaching load? The student/ staff ratio?
- vi) Is staff recruitment based on experience in teaching and research?
- vii) Is there a system of staff appraisal?
- viii) What role do teaching qualifications and teaching activities play in the career of the staff members?
- ix) What does the University think of Human Resource policy so far?
- x) What future developments of staff are there?

I: Workload of Academic Staff

Teaching staff in Higher learning institutions involved in various tasks that include teaching, research, consultancy, outreach, public services, mentoring, counseling and administration. These tasks form the basis of the three missions of the

university/college. TCU has set number of hours for teaching, preparations, research outreach, administration, mentoring or counseling in different number of hours according to ranks i.e. teaching hours for tutorial assistant is less compared to assistant lecturers. DarTU has set its minimum hours for teaching as stipulated the work load guide developed in 2024.

Note that, if assistant lecturer, lecturer and senior lecturers have administrative issue i.e. heads of departments or deans, directors and coordinators of units are relieved with one course of teaching.

I: Students satisfaction

Students should be assessed using published criteria, regulations and procedures which are applied consistently. The following are some of the sample questions that may be asked when assessing the satisfaction of student assessment:-

- i) Do you know what your study programme sets out to achieve?
- ii) Do you know what knowledge and skills you will acquire through completing your programme?
- iii) Are you aware of the links between the knowledge and skills you are acquiring and the content of your programme?
- iv) Do you think you are treated with respect by staff?
- v) Do you think the methods of teaching and learning used are adequate and appropriate to your needs?
- vi) Are you clear about the link between what you are learning and the ways in which you are assessed?
- vii) What do you think about the feedback you receive on assessment? How long do you have to wait? Is it helpful?
- viii) Does the institution make an effort to prepare you for the next career step when you leave DarTU?
- ix) Is student representation on institutional committees effective?
- x) Do you receive feedback on suggestions you make to improve the quality of courses, teaching and learning, and services?
- xi) What do you think about the facilities for teaching and learning?
- xii) What do you think about the equipment to support learning?
- xiii) What do you think about the technical support?
- xiv) What do you think about library resources?
- xv) Do you feel that you have adequate access to resources to support your learning?

13.1.4 Assessment of the Quality of Research

The research and consultancy system includes strategies, policies and arrangements providing for shared understanding of the nature, role and goals of research at the College.

The management of the College's research must be conducted within an approved framework of the University strategies, policies and arrangements to enable the University to meet its needs in such a manner that the quality of the research activities can be assured.

In fulfilling the obligation to ensure high quality in the various research and consultancy undertakings carried out, all relevant departments must consistently monitor and evaluate the quality and quantity of the research activities conducted, with specific focus on:

- i. Effectiveness of research and consultancy procedures and management system;
- ii. Relevance to the discipline, DarTU, locally and globally;
- iii. Capacity to perform research and consultancy at the individual and School/Institute/department level;
- iv. Whether research and research training strategies reflect international best practices.
- v. Adequacy of financial allocations to research activities;
- vi. Proper structuring of research and consultancy projects/programmes;
- vii. Relevance in graduate teaching and training of junior staff;
- viii. Adequacy in quantity and quality of research outputs;
- ix. Effectiveness of dissemination channels and impacts of research results;
- x. Adherence to existing DarTU's policies and procedures relating to research consultancy and publications; and
- xi. Integration of research outputs into teaching/learning.

The following are some of the sample questions that may be asked when assessing the quality of research and consultancy:

- i) Does the University has an approved and widely disseminated research and consultancy policy?
- ii) Has the University formulated a policy to protect intellectual property rights?
- iii) Does the policy function adequately or are there any problems?
- iv) How does the University cope with the problems related to research?
- v) Has the University formulated a code of conduct and a code of ethics in research?
- vi) Does the University has a Research Ethics Committee? If such a committee is in place, how does the University cope with ethical questions?

- vii) How do the research activities reflect the mission and goals of the College, and how could discrepancies between the goals and reality be amended and identified strengths be reinforced?

13.1.6 Assessment of the Quality of Academic Support Services

Academic support services include strategies, policies and arrangements for academic development services geared towards the enhancement of academic skills, student counseling services, access to information and learning materials through efficient library services and ITC, enabling students to achieve their learning objectives.

The institution must provide efficient academic support services geared towards ensuring the quality of the academic outcomes and enhancing student success. In discharging their responsibility to ensure quality in the provision of support services, all relevant departments must continually monitor and regularly assess the appropriateness and adequacy of support services provided for students and staff.

A: Library services

The University must have adequate library facilities including technology aided learning materials to enable students to acquire information, knowledge and skills. The library must use technology as a learning resource and manage its activities in a technology enabled way. The library must have mechanisms to regularly evaluate the adequacy and accessibility of resources and services for students and take appropriate remedial measures to address inadequacies.

The following are some of the sample questions that may be asked when assessing the quality of library services:

- Does the University has an approved and widely disseminated library policy?
- Are library facilities of the University developed in keeping with the requirements of the full-time, part-time students?
- Does the library obtain feedback from students and staff, and other users on the adequacy and accessibility of the support facilities and learning resources available at the College?

B: Students Social Welfare

The University must have adequate facilities for sports and recreation, student hostels, guidance and counseling services and student support services are adequate. The University must have approved and widely disseminated social welfare policy that aims at enhancing the quality of student life. The University must have mechanisms in place for monitoring and evaluation of student welfare services with reference to international best practices.

The findings from monitoring and evaluation, and bench-marking processes are used to continuously improve the quality of student welfare services.

The following are some of the sample questions that may be asked when assessing the quality of social welfare services:

- i) Does the University has approved and widely disseminated social welfare policy that aims at enhancing the quality of student life?
- ii) Does the University has in place approved and widely disseminated policy on welcoming new students?
- iii) Does the University has in place approved and widely disseminated policy on welcoming foreign students?
- iv) Are there adequate student counseling services equipped with qualified and competent staff?
- v) Does the University has in place mechanisms for monitoring and evaluation of student welfare services with reference to international best practices?
- vi) Are the findings from monitoring and evaluation, and bench-marking processes are used to continuously improve the quality of student welfare services.

13.1.7 Assessment of the Quality of Support Services

The quality of the College's core activities of teaching and learning, research and consultancy will only be possible if it is supported by high quality administrative/support services. The Dar es Salaam Tumaini University therefore takes a total quality management approach to quality, whereby the quality of administrative/support services and infrastructure are given equal attention as the quality of the core activities of the institution.

A: Mission, vision, aims and objectives:

The University must have clearly formulated mission and vision statements, which are in line with academic and social contexts. The mission statement must be translated into clear and attainable goals and objectives. The mission and vision statements must be publicly known. Quality assessment and self-analysis have to start looking at the formulated mission and vision, the formulated goals and aims, as well as the formulated expected outcomes.

The following are some of the sample questions that may be asked when assessing the quality of the University, mission, vision, goals and objectives:

- i) What is the university's vision on the training it provides?

- ii) What is the university's vision on its research and consultancy activities?
- iii) What is the university's vision on its role in the society?
- iv) Is the vision and mission known to the university's community and do staff and students share the vision and mission?
- v) Has the vision (i.e. the long-term aims) been translated into a clearly formulated mission statement (i.e. targets to be met in the short-term)?
- vi) Has the mission statement been translated into achievable and operationalized aims and objectives?
- vii) What is the specific profile of this University compared with other higher learning institutions in the country, in the region, and globally?

C: The policy plan

The College's mission vision must be translated into a clear policy and strategic plan. The mission statement must be operationalized in achievable policy goals. In other words, the University must have a clear policy plan and strategic plan formulated in line with its mission statement. The following are some of the sample questions that may be asked when assessing the quality of the College's policy plan:

- i) Does the University has a clear policy in line with its mission and vision?
- ii) Has the policy been adequately translated into a strategic plan?
- iii) Who was involved in formulating the policy and strategic plan?
- iv) Are the policy and strategic plans well known to all academic and administrative staff as well as students?
- v) Does the strategic plan reflect the types of programmes being offered; the choice of research fields; the priorities set; the main activities of the University?
- vi) Is there periodic monitoring of the degree to which the quality goals are achieved?

D: Governance and management:

The governance structure of the University must be clear and adequate. The University must have a clear management structure in which the decision-making process, competencies and responsibilities are clearly fixed. The following are some of the sample questions that may be asked when assessing the quality of governance and management:

- i) What kind of management structure does the University has: centralized and top down or decentralized and bottom up?
- ii) Has the role and functions of the central management, directorate, institute, School management and staff been clearly described?

- iii) Does the academic staff participate in the decision-making process on teaching, research and community engagement?
- iv) Do students participate in decision-making process in relation to their education?
- v) Has the management structure of the University been endorsed by the academic committee and University senate?
- vi) Is the internal organization structure fit for purpose?
- vii) What management committees are in place? Are they working adequately?

E: Human resources management

Human resources management system includes strategies, policies and arrangements for recruitment, appointments, record-keeping, labour relations, employment equity, performance management, compensation and benefits, and training and development.

The management of human resources must be conducted within an approved framework of University strategies, policies and arrangements for acquiring, developing and utilizing sufficient numbers of qualified and experienced academic and support staff in order to meet the human resources needs of the University in such a way that the quality of academic outcome is ensured.

The University must have mechanisms in place to ensure that hiring, administration and training of their teaching and administrative/support staff is carried out with the necessary guarantees to ensure they can fulfill their corresponding functions. The University must take care of high-quality School staff and support staff by clearly defining their responsibility, and by evaluating their performance on a regular basis and by means of an adequate staff appraisal system. The University must provide for a system of staff development to enhance the knowledge and skills of School and support staff in conducting activities that have direct influence on the quality of teaching and learning. This should include the formulation of a concrete personnel development plan; evaluation of the effectiveness of the provided training; compilation of records of education, experience, training, and other essential qualifications required of lecturers and support staff. The University must enhance the professional ethics of its students, School members and other personnel. The following are the sample questions may be asked when the department undertakes a departmental self-review:

- a) How does the University select and appoint academic and support staff?
- b) Is an adequate staff appraisal system in place for use in evaluating performance and promotion?
- c) How is staff performance evaluated?
- d) What opportunities are given for staff development and training?

- e) How does the University evaluate the efficiency of its staff development activities?
- f) How does the University stimulate the ethics of its students, academics and other staff?

F: Financial management

The financial management system includes strategies, policies and arrangements for budgeting, resource allocation, asset management, debt management and financial reporting. The management of financial resources must be conducted within an approved framework of University strategies, policies and arrangements to enable the University meet its financial needs in such a manner that the quality of the academic outcomes can be assured. The University must have adequate funding to achieve its goals and aims. The University must have an adequate financial management system, which is regularly monitored and improved. The following are some of the sample questions that may be asked when assessing the quality of a financial management system:

- (i) How is the institution funded? (What percentages of the budget are public funding, student contributions and external funding?)
- (ii) (ii) Does the institution have adequate funding to achieve its goals and aims?
- (iii) Does the institution have an adequate and efficient financial management system?
- (iv) Is the system regularly monitored and evaluated with reference to international best practices?
- (v) Are the findings from monitoring, evaluation and bench-marking activities used to continuously improve the quality of financial management system?

G: Internal quality assurance

The University must have in place an efficient University quality assurance management system which is continuously monitored and improved. University should have a policy and associated procedures for the assurance of the quality and standards of their programmes and awards. They should also commit themselves explicitly to the development of a culture which recognises the importance of quality, and quality assurance, in their work. To achieve this, University should develop and implement a strategy for the continuous enhancement of quality. The strategy, policy and procedures should have a formal status and be publicly available. They should also include a role for students and other stakeholders.

The following are some of the sample questions that may be asked when assessing the quality of the quality assurance:

- i) Does the University has a structure in place to support and coordinate the implementation of an internal quality assurance system?
- ii) Does the University has in place an approved and widely disseminated quality assurance policy?
- iii) Does the University has an efficient internal quality assurance system?
- iv) Does the University has mechanisms in place to monitor and regularly evaluate whether the achievements are in line with the expected outcomes?
- v) Does the University use the instrument of bench-marking for analysing the quality of its activities and management?
- vi) Does the University has a structured method for obtaining feedback from the stakeholders?
- vii) Does the University use outcomes from monitoring and evaluation, and bench-marking activities to continuously improve the quality its activities?

H: Institutional information management

The University must ensure that it collects, analyses and uses relevant information for the effective management of their programmes of study and to inform decision-making. There must be mechanisms in place for monitoring and evaluation of the University information system with reference to international best practices. The findings from monitoring and evaluation, and bench-marking practices are used to continuously improve the process of the tracking, review and feedback systems. The following are some of the sample questions that may be asked when assessing the quality of University information management:

- i) Does the University collect, analyse and use relevant information for the effective management of their programmes of study and to inform decision-making?
- ii) Are there effective systems to track student performance, gather feedback from stakeholders and provide feedback on learning and teaching matters to students, staff and other stakeholders?
- iii) Does the University has an effective management information system (MIS) in place which is regularly monitored, reviewed and updated with reference to international best practices?
- iv) Are the findings from monitoring and evaluation, and bench-marking practices used to continuously improve the quality of University information management system?

I: Facilities, infrastructure, and equipment

The facilities management system includes strategies, policies and arrangements for facilities planning and acquisitions, the direction for design and construction activities, maintenance of buildings, grounds and equipment, space assignment and utilization, and real estate management.

The management of facilities must be conducted within an approved framework of University strategies, policies and arrangements to enable the University meet its facilities" needs in such a manner that the quality of the academic outcomes can be assured. The University should ensure that the resources available for student support and learning are adequate and appropriate for each programme offered. The physical resources for the educational activities include but are not limited to equipment. Materials and information technology should be sufficient (classrooms, laboratories, studio, workshops, library, ICTs, and staff offices). The University must have mechanisms in place that enable it to design, manage and improve its services and physical resources in order for student learning to develop appropriately. Equipment must be up-to-date, readily available, effectively deployed and regularly maintained.

The following sample questions may be asked when the department undertakes a departmental self-review on facilities, infrastructure and equipments.

- i) Are enough lecture halls, seminar rooms, laboratories, reading rooms, and computer rooms available? Do these meet the relevant requirements?
- ii) Is the library sufficiently equipped for education?
- iii) Is the library within easy reach (location, opening hours)?
- iv) Are laboratory facilities and support staff sufficient?
- v) Do the laboratories meet the relevant requirements?
- vi) Are sufficient audio-visual aids available?
- vii) Do departments have adequate, highly accessible and reliable computers, and network infrastructure that enable the institution to fully exploit information technology for teaching, research and development, services and administration?
- viii) Are ICT services regularly up-to-dated and maintained?
- ix) Are the facilities regularly maintained?
- x) Are there mechanisms in place to monitor and evaluate the quality of infrastructure, physical resources and equipment management systems with reference to international best practices?
- xi) Are the findings from monitoring and evaluation, and bench-marking activities used to continuously improve the quality of infrastructure, physical resources and equipment?

13.2 Best Practices Benchmarking:

The University must use the instrument of bench-marking for analyzing the quality of its mandated activities and its management. The each department shall evaluate its achievements against appropriate national and international benchmarks. The findings from bench-marking practices shall be used to continuously improve the quality of the mandated activities. The following are some of the sample questions that may be asked when assessing the quality of bench-marking activities:

- Does the Directorate/School/Department use the instrument of bench-marking?
- How is the instrument used?
- Does the Directorate/School/Department use the outcomes of the bench-marking activities to continuously improve the quality of its mandated activities?

13.3 Stakeholder Feedback:

The Directorate/institute/School/department must have mechanisms in place for obtaining feedback from the stakeholders and use the outcomes from the feedback to continuously improve the quality of its mandated activities. There must be mechanisms in place for regularly soliciting feedback from students on the quality of the programmes and courses, learning opportunities, teaching, and the total student learning experience. The School/department must also regularly undertake stakeholders" surveys (alumni, employers, etc.) and the findings from these surveys are used to improve the quality of teaching and learning, research, community service, and other service provision. The following are some of the sample questions that may be asked when assessing the quality of stakeholder feedback mechanisms:

- i) Does the directorate/institute/School/department regularly undertake stakeholders" surveys (graduates, employers, etc.) and are the findings from these surveys used to improve the quality of teaching and learning, research, community service, and other service provision?
- ii) Is regular student evaluation carried out? How is it done? Is it adequate?
- iii) What is done with the results of evaluation?
- iv) Does the directorate/institute/School/department have an insight into the opinion and feedback of graduates/alumni when they are employed?
- v) Are the complaints or positive feedback received from alumni used to adapt the programmes?
- vi) Are there any structured contacts with employers and the labour market for obtaining feedback?
- vii) How do the employers appreciate graduates?

- viii) Are there any specific complaints? How are they handled?
- ix) Are specific strengths appreciated by employers?
- x) Does the directorate/institute/School/department have any tools to obtain feedback from society?
- xii) Are the findings from stakeholder feedback activities used to continuously improve the quality of the mandated activities?
- xiii) Are there mechanisms in place for monitoring and evaluation of the tracking, review and feedback systems with reference to international best practices?
- xiv) Are the findings from monitoring and evaluation, and benchmarking practices used to continuously improve the process of the tracking, review and feedback systems?

13.4 General questions for administrative/support service departments

The following questions may be answered by any administrative/support service department when assessing the quality of its mandated activities:

- i) Are the departmental plans and services aligned to University strategic objectives and to changing national or institutional policies?
- ii) How does the department identify needs and expectations of other relevant departments in the University with regard to the functions and services provided by the department?
- iii) How does the department identify needs and expectations of other relevant departments in the University with regard to the functions and services provided by the department?
- iv) How does the department obtain feedback from other parts of the University on the quality of services provided?
- v) Are internal University stakeholders satisfied with the performance of the department? How is this assessed?
- vi) Do the services provided by the department under review in keeping with the performance objectives allocated to the senior manager responsible for the department, and the approved plan of the department?
- vii) Are there clear performance indicators?
- viii) Is there a clear focus on operational efficiency as well as on effectiveness?
- ix) Are the services of the department properly aligned with the department's goals?
- x) Are there mechanisms in place to monitor whether the department is attaining its objectives?
- xi) Is there a monitoring system which identifies problems timely, and is the information fed back in order to effect improvements where needed?

- xii) How does the department fare against any performance measures or benchmarks it has chosen for itself?
- xiii) How is the department integrating thinking on best practices or benchmarks into its plans?
- xiv) Are staff members of the department satisfied with the quality management systems in place in the department?
- xv) How is the department contributing to the transformation goals of the College?
- xvi) To what extent is the work of the department informed by research (where appropriate)?
- xvii) Is the staff in the department appropriately qualified
- xviii) What steps have been taken to achieve an appropriate equity profile for the department and provide staff with development opportunities?
- xxiv) Are the human and physical resources adequate to enable the department to meet its objectives?
- xxv) Are ICTs, as appropriate to the work of the department, being fully and suitably utilized?

The evidence assembled for review purposes will typically include both quantitative and qualitative information. Appropriate review data could include the following:

- i) User surveys;
- ii) Departmental plans;
- iii) Reports (Annual reviews, Progress reports, Senate Committees, Council);
- iv) Samples of departmental outputs;
- v) Evaluations (Typically these include any formal evaluations that have been done of aspects of the department"s work, benchmarking etc.);
- vi) Samples of performance objectives of staff;
- vii) Samples of performance reviews; and
- viii) Staff Development plans and progress reports.

14. Areas of External Quality Assurance

To ensure that DarTU Quality Assurance system fulfills a dual purpose of continuous improvement and stakeholders" accountability, the following external mechanisms are utilized in addition to internal quality assurance mechanisms:

14.1 External Quality Audits:

DarTU shall undertake regular external audits (5 year cycles starting in 2024/2025) by the Tanzania Commission of Universities (TCU) or any other reputable quality assurance agency as per the propositions of the University-wide Quality Assurance

Policy propositions and the IUCEA. The findings from audits will be used to continuously improve the quality of DarTU's mandated activities.

14.2 Programme Accreditation:

All academic programmes offered under the umbrella of DarTU shall be accredited by TCU or any other reputable and relevant accreditation agency as per DarTU's Quality Assurance Policy propositions and the NACTE. For professional programmes, accreditation shall be done by or in concurrence with the relevant professional body.

15. DarTU Quality Assurance Policy's expectations for self-evaluation

While the College-wide Quality Assurance Policy, does not prescribe the details of an individual department's self-evaluation process, it requires that every self-evaluation process be guided by several general principles:

- i) It must be an on ongoing cyclic process;
- ii) It must begin with a plan;
- iii) It must be evaluative rather than descriptive;
- iv) It must clearly identify the School/departmental strengths that must be maintained and areas in need of improvement; and
- v) It must produce a report showing that the School/department satisfies the appropriate criteria.

15.1 Guiding principles of effective self-assessment

In organising an effective self-assessment, one has to take into account some basic principles:

- i) Primarily, a self-assessment should never be felt as threatening. A self-assessment should not be used to assess an individual, used for punishment or to blame someone.
- ii) Self assessment aims at improvement and enhancement of quality.
- iii) It is necessary to create a broad basis for the self-assessment and to sensitize staff and students. The whole organisation has to prepare itself for it.
- iv) Looking at quality is more than testing the performance. It also means organisational development and shaping the institution. Everybody has to be responsible and involved for real self-assessment.
- v) The management of the institution must fully support the self-assessment. Relevant information is needed for an effective policy and good management. The self-assessment serves to acquire structural insights into the performance of the College;
- vi) Carrying out a critical self-evaluation demands a good organisation. Primarily someone has to coordinate the self-assessment process. It would be good to charge someone specifically with the self-evaluation project.

The coordinator has to meet some requirements. In order to obtain the required information, it is important that the coordinator has good rapport at all levels of the College. Therefore, it is very important that the coordinator has good contacts within the College, with the central management as well as with the faculties and the staff members.

- vii) The coordinator must have the authority to make appointments.
- viii) It is desirable to constitute a substantive team of staff in-charge of the self-assessment.
- ix) It is important that the team is structured in such a way that the involvement of all sections is assured. The working group is in charge of the self-assessment, gathering data, analysing material and drawing conclusions.
- x) It is assumed that self-assessment is an analysis supported by the whole School/department. Therefore, it is important that everyone should be at least acquainted with the contents of the self-assessment report and should recognise it as a document from his or her own institution. The working group may organise a workshop or seminar to discuss the draft Self-Assessment Report.
- xi) Not everyone has to agree with all the points in the Self-Assessment Report. There may be disagreement as to what are seen as weaknesses and strengths and what is considered as the cause of the weaknesses. Should there be very big differences of opinion between certain groups or bodies, then the Self-Assessment Report should report on it.

15.2 The organization of the self-assessment

The University or department determines how self-assessment is carried out in consultation with QAQI. However, the following suggestions are made that can facilitate the process:

- i) Self-assessment should never be the work of one person.
- ii) Make a group responsible for the self-assessment.
- iii) This group should consist of some three to five people, chaired by a coordinator appointed by the School or department in consultation with QAQI. Students should be involved in the self-assessment.
- iv) A clear timetable should be set up.
- v) The topics that have to be considered in the self-evaluation should be distributed among the committee members and each member made responsible for collecting information, and for analysing and evaluating the data from the self assessment.
- vi) The draft results should be discussed on the largest scale possible. It is not necessary to have consensus concerning the report; it is, however, necessary for as many people as possible to be aware of its contents.

16. The Structure of the Self-Review Report

The self-evaluation report should consist of descriptive and evaluative components. The descriptive sections outline the nature of the department under review, its goals and priorities, and the criteria it takes into consideration to judge its own value and effectiveness. The goal of the self-evaluation portfolio is not simply to present the strengths of a department and disguise its weaknesses; rather the intention is to present a balanced view which reflects its achievements, but which also acknowledges difficulties and dilemmas. Indeed, the strength of a self-evaluation portfolio is reflected in its critical insight and in its developmental vision. The self-review report is not usually intended for wider public distribution (unless the department itself decides otherwise), and should be understood as a relatively confidential document containing frank discussion.

17. Quality Improvement Plans (QIP)

A Quality Improvement Plan (also called Self Improvement Plan) is a plan developed by the Institution or Department specifying activities, designated responsibilities and time frames in order to address the requirements and recommendations of the Self-review and/or Audit Reports for the purpose of follow-up, validation and closing the quality loop by the Institution or Department. The Department should submit the Quality Improvement Plan to QAQI within a reasonable time after the Self-review Report has been completed. The Department will be required to forward a progress report on the implementation of the improvement plan. To ensure consistency, the Quality Improvement Plan should follow the standard format presented guidelines for self review under item 18 below.

18. Guidelines for Self-review at programme level

The Dar es SalaamTumaini University as well as the TCU Quality Assurance system require departments to review their academic programmes to ensure that they are up-to-date and meet the needs of stakeholders. The following are areas that may be considered when self-reviewing the academic programme. These criteria are in line with the TCU criteria for programme accreditation.

18.1 Aims and Objectives

The outcomes of the programme have to be in line with the institution's vision, mission and national and regional needs.

- i) Is the programme in line with the institution's vision, mission?
- ii) Are the programme's learning outcome linked to Tanzania's national needs and goals?
- iii) Is the programme's learning outcomes applicable nationally and internationally?

- iv) Are the learning outcomes aligned with recent developments in the subject or discipline and/or professional practice?
- v) Are the learning outcomes of the proposed programme based on the professional requirements of the relevant profession?

18.2 Curriculum

The curriculum should enable achievement of the programme's intended learning outcome through its contents and structure within the set time, ensuring appropriate teaching and learning methods and enabling articulation with other programmes.

- i) Is the curriculum aligned with current professional practice and does the programme enable development of the required professional competences?
- ii) Does the programme make provision for work-based learning as an integral part of the curriculum?
- iii) Is the curriculum aligned with current developments in the relevant subject/discipline and does it enable the development of the required knowledge and skills and/or research competences?
- iv) Does it provide opportunity for the postgraduate students to develop research competences and to undergo training in research skills?
- v) Is the curriculum aligned with current technical and career requirements and paths?
- vi) Is the curriculum responsive to the learning needs of the target student intake with respect to its intended learning outcomes, teaching and learning methods, modes of delivery, modes of provision, learning materials etc?
- vii) Is the curriculum responsive to the national, labour-market, or social cultural needs in Tanzania, and or regional needs?
- viii) Was the curriculum developed with close involvement of all the relevant stakeholders?
- ix) Are the teaching and learning methods of the programme appropriate for its institutional type, mode of provision etc?
- x) Is the quality of the learning experiences comparable on all the campuses and tuition centers where the programme will be offered?
- xi) Is the quality of teaching and learning process continuously monitored and improved?
- xii) Are the admission requirements in line with the proposed programme's academic demands and the qualifications of the incoming students?
- xiii) Will the selected students be provided with education of high quality?

- xiv) In cases of professional programmes, are the needs of the professional field taken into account?
- xv) Does the content and structure of the curriculum enable articulation with other programmes nationally or internationally?
- xvi) Does the policy ensure that well-qualified, experienced and respected researchers are appointed in the relevant field?
- xvii) Are the roles and responsibility of supervisors and students clearly stipulated?

18.3 Assessment

The programme must provide valuable information about the effectiveness of teaching and learning and learner support. The assessment policies and practices of a quality programme make provision for appropriate modes of assessment, capacity development of staff, and measures for ensuring the integrity of the assessment process.

- i) Are the assessment methods appropriate for their purpose?
- ii) Will the assessment methods effectively measure progress towards achievement of the programme's intended learning outcomes?
- iii) Does the assessment policy and procedures have clear criteria for marking?
- iv) Is there an internal assessment system in place for academics that teach the programme? Does it include internal moderation?
- v) Does the assessment system include external moderation on the exit level of the programme by moderators who are well qualified in relation to the programme? Are the moderators appointed and do they perform their duties according to clear guidelines?
- vi) Are there criteria for the assessment of work-based learning, where this forms an integral part of the curriculum? Are there regulations in place dealing with mitigating circumstances like student absence, illness etc?
- v) Are there measures in place (in all campuses) to ensure accuracy and appropriateness of assessment methods and inferences made from the assessment results?
- vi) Are certificates authentication protected to avoid fraud?

18.4 Staff

The number of staff must be sufficient to perform all the required activities in the programme.

- i) Do all academic staff (responsible for undergraduate programmes) have qualifications higher than the exit level of the programme and have at least a degree?
- ii) Does all academic staff (responsible for postgraduate programmes) have qualifications at least at the same level as the exit level and the majority

- higher than the exit level? Do they also have recognized research outputs?
- iii) Is the academic staff well equipped with the necessary skills to experience to pass on their knowledge and skills to students?
 - iv) Are the administrative and technical support staff sufficiently qualified and experienced to support the activities of the programme effectively?
 - v) Are there development opportunities for staff to improve their knowledge and skills?

18.5 Facilities and Support

The University should be well equipped with physical facilities to support teaching and learning, and research, and should be appropriate to and adequate for the programme's needs. Equally, the University should have sufficient administrative services and human support i.e. lecturers, administrators etc. It is important that the support is fit for the purpose and accessible to students.

- i. Are there adequate physical resources available for the programme's needs?
- ii. Are there adequate academic support services to enhance the academic skills of students where necessary?
- iii. Does the programme make provision for student counseling services?
- iv. How efficient and effective is the programme administrative services in providing reliable information to students?

18.6 Internal Quality Assurance

The internal quality assurance system should include mechanisms for programme design and approval, programme reviews, feedback and monitoring.

- What were the procedures followed in designing and approving the system?
- Are there periodic reviews to which the programme is subjected? How often is the quality of the programme monitored? How are students, staff and the relevant profession involved in the quality assurance of the programme?

19. Quality Assurance Governance

1. Introduction

Dar es Salaam Tumaini University (DarTU) strives to provide an environment for teaching, learning, research, public service and support services that stimulates innovation and produces world-class outcomes that are comparable to the highest international standards. DarTU as enshrined in its Vision, is committed to academic excellence for knowledge, skills and applied education to enhance responsive citizenry through adherence to quality. Quality assurance at DarTU shall be a shared responsibility that cuts across all the structures of the University. This shall be attained through a shared commitment to excellence by everyone in the University. Every staff member shall therefore be responsible and accountable for

all quality interventions that fall within their sphere of influence. In order to promote quality culture at the University, there is a need to have a mechanism in place which will enforce the processes.

2. Quality Management Structure

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

i. Institutional Level

The University shall have a Quality Assurance and Quality Improvement Committee (UQAQIC). The UQAQIC shall be a delegate Committee of the Senate. The Chairperson shall be the Vice Chancellor. The Director, Quality Assurance and Improvement (DQAQI) who will be assisted by three members.

ii. School level

It is proposed that each school shall have Quality Assurance and Quality Improvement Committee (SQAQIC). The chairperson shall be the Dean of School

iii. Department Level

There shall be a Departmental Quality Assurance and Quality Improvement Committee (DQAQIC). The Chairperson shall be the Head of Department and shall represent the Department in the school QAQIC.

iv. Administrative Departments and Unit level

There shall be Administrative QAQI Committee (AQAQIC). Each support department or unit shall have an agenda of QAQI in their meetings. The head of department or unit shall be a member of AQAQIC. The DVC RMA shall be a Chairperson of AQAQIC.

3. University QAQI Committee (UQAQIC)

The UQAQIC shall be a Senate Committee and shall be responsible for all Quality Assurance matters as they relate to all aspects of University functions. The composition includes:

- (i) Vice Chancellor, shall be the Chairperson
- (ii) Deputy Vice Chancellor-ARPE
- (iii) Deputy Vice Chancellor-RMA
- (iv) Director QAQAI, shall be the Secretary
- (v) Deans of schools
- (vi) Directors academic and non-academic
- (vii) Chief Examination Officer
- (viii) Corporate Council
- (ix) Head Procurement Management Unit (PMU)
- (x) Head, human resources
- (xi) Head, Estate and Assets management
- (xii) Admission officer
- (xiii) Chairperson of Academic Staff Association;

- (xiv) Two student representatives (1 female and 1 male).

3.1 Roles and Functions

- i. Ensure DarTU promote QA culture at the University by ensuring compliance with Quality Assurance requirements;
- ii. Ensuring strategies and mechanisms to build capacity on quality assurance among staff and students are in place.
- iii. Ensure DarTU Provides Quality Assurance inputs to the University at all levels of operations;
- iv. Ensure the University monitor quality standards and practices without compromise;
- v. Ensure the compliance of specific directives as required from time to time by the Council and government regulator regarding QA issues;
- vi. Receive and deliberate report from QAQI Directorate and sub-committees.
- vii. Advise the Senate on matters affecting educational quality of programmes;
- viii. Review the process for programme development and review
- ix. Ensure mobilization of resources to support quality assurance and enhancement activities are in place.
- x. Spearheading the development and reviews of the University QAQI Policy, guidelines, regulations and tools.

4. School QAQI Committee (SQAQIC)

The School QAQIC shall be responsible to the School Board for quality assurance and enhancement in the school in conformity with the University's quality assurance framework. The school through QAQI coordinator shall report to the Director of QAQI on all matters related to quality assurance and quality improvement. The composition of the members shall be:

- i. Dean of the school shall be the Chairperson
- ii. QAQI School coordinator shall be the Secretary);
- iii. Representatives (coordinators) from each Academic Department;
- iv. Two student representatives (1 Postgraduate and 1 undergraduate);
- v. Heads of Departments; (vi)
- vi. Associate dean/Examination officer; and
- vii. School research coordinator.

4.1 Roles and Functions

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

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

5. Departmental QAQI Committee (DQAQIC)

The DQAC is responsible to the Department Board for quality assurance and enhancement in the Department in conformity with the University's quality assurance framework. The composition of the committee shall include:

- i. Head of department shall be the Chairperson
- ii. QAQI coordinator of the department shall be the (Secretary)
- iii. All members of academic staff
- iv. Two student representatives from undergraduate and Postgraduate
- v. Departmental practical or field coordinator; and
- vi. Research coordinator.
- vii. QAQI school coordinator shall be invited

5.1 Roles and Functions

- i. Promote a quality culture in the Department
- ii. Oversight of accreditation of all academic programmes in the Department by regulatory authorities such as TCU and professional bodies
- iii. Monitor quality standards and practices for courses and degree programmes in the Department
- iv. Prepare the annual Department quality assurance and quality Improvement reports
- v. Plan for tracer and situation analysis of their programmes
- vi. Attend to specific issues in the Department as recommended by the school QAQIC from time to time.

6. Administrative QAQI Committee (AQAQIC)

There shall be administrative quality assurance and quality improvement committee to over see and aplan quality assurance matters in the administartive departments and units. The Commiitte shall make sure QAQI agenda is included in meetings conducted in their respectives units or departments. The composition of the committee will include:

- i. Deputy Vice Chancellor RMA shall be the Chairperson
- ii. QAQI Coordinator shall be the secretary
- iii. Head, Finance department
- iv. Internal Auditor,

- v. Head human resources management
- vi. Head procurement
- vii. Head, estate and asset management
- viii. Head security services
- ix. Head, registry office
- x. Two students representatives

6.1 Roles and Functions

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

7. Expectations for Committee Members

All members of the Quality Assurance Committee are expected to:

- i. be collegial and constructive in approach;
- ii. attend and participate fully in the work of the committee and consult their constituencies in order to gather input which will inform the committee
- iii. take collective and individual ownership of issues under the committee's remit and execute the same on behalf of their constituencies
- iv. be committed to communicating the work of the Committee to their respective sections within the University; and
- v. base their views, decision and actions on empirical evidence.
- vi. enhance quality assurance at DarTU with the fear of God.

8. Tenure of Committee Membership

It is proposed that all elected/appointed members of staff in QA related Committees shall serve for a period of three years and shall be eligible for reappointment; and tenure for student representatives shall be one year.



DAR ES SALAAM TUMAINI UNIVERSITY

QAQI-2025-1

Monitoring of Teaching Processes

QUALITY ASSURANCE MONITORING TEAM

(Monitoring Sheet Academic Year 2013/2014)

Name of the Lecturer _____

Status (Ass .Lecturer or Lecturer) _____

School/Directorate/Institute _____

Department _____

Teaching Course: _____

Code _____ Name _____

Part A: Course Outline					
5= Excellent; 4= Very Good; 3= Satisfactory; 2= Poor; 1=Very Poor	5	4	3	2	1
(a) Availability of course outline to Students					
(b) Course description, objectives and content					
(c) Explanation of mode of Evaluation (course evaluation)					
(d) Reference or Selected readings recommended					
Part B: The Lecturer					
5= Excellent; 4= Very Good; 3= Satisfactory; 2= Poor; 1=Very Poor	5	4	3	2	1
1. Lecturer's mode of delivery of the subject matter (techniques and styles)					
2. Lecture's attendance and punctuality					
3. Lecturer's mastery of the topic/course					
4. Lecturer's preparedness on the subject matter					
5. Personality (i.e. dressing & smartness)					
6. Audibility					
7. Use of ICT Facilities					
8. Handling of students' records (continuous assessment)					
Part C: The Class room					
1. Lighting					
2. Chairs					
3. Adequacy with number of students					
D	GENERAL REMARKS				

Name and Signature of Monitoring Team Staff..... Date.....



DAR ES SALAAM TUMAINI UNIVERSITY

Student Course Evaluation Form, Per Semester

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

Course Code:	Course Title:								
Lecturer's name:									
Department:									
Directorate/School/Institute:									
Date:									
Student's Programme: e.g. (BIM or BBA)									
Study Year (I, II, III):									
<i>Please rate the Lecturer (Part A) and the course (Part B) appropriately. Put a √ in the appropriate box found on the extreme right.</i>									
Part A: The Lecturer									
5= Excellent; 4= Very Good; 3= Satisfactory; 2= Poor; 1=Very Poor					5	4	3	2	1
1. Lecturer's preparedness on the subject matter									
2. Lecturer's mode of delivery of the subject matter (techniques and styles)									
3. Lecturer's fairness in grading of assignments and tests									
4. Lecturer's capacity to provide timely feedback on assignments and tests									
5. Lecture's attendance and punctuality									
6. Lecturer's availability for consultations									
7. Lecturer's fairness on allocation of course work assignments									
8. Manner in which lecturer interacts with students									
9. Adequacy of lecturer's guidance on reference materials									
10. Extent to which the lecturer relates the course to your area of study									
11. Please give additional comments, if any, on the Lecturer									
Part B: The Course									
12. How good was the information on the course?									
13. How clear was the purpose of the course?									
14. How well was the course content coverage?									
15. How good was the course reference material?									
16. How useful were the handouts?									

17. Please rate the training room's facilities					
18. If the course did not meet your expectations, please explain why.					
19. What new skills have you learnt that you think you will be able to put into practice?					
jects, if any, would you like changed for the future?					



QAQI-2013-3

DAR ES SALAAM TUMAINI UNIVERSITY

Monitoring of Examinations

QUALITY ASSURANCE MONITORING TEAM
INVIGILATOR PARTICULARS

(Monitoring Sheet Academic Year _____)

N/S	NAME	School/ DEPARTMENT	CONTACTS
1			
2			
EXAMINATION SESSIONS			
1.) Semester _____			
2.) Time _____ from _____ to _____			
3.) Venue (Lecture Room) _____			
A	EXAMINATION DATA		PARTICULARS
	(e) Course title and/or code		
	(f) Name of examination Block		
	(g) Total number of admitted students in an examination room		
	(h) Normal Capacity of an examination room		
B	INVIGILATION PROCESS		REMARKS
	(a) Arrival time of invigilators		
	(b) Number of invigilators in a particular room		
	(c) Cadre and ranks of invigilators		
	(d) Identification of students into an examination room		
	(e) Sitting arrangement of students		
	(f) Announcement by invigilators to students		
	(g) Observation of University examination regulations by invigilators		
	(h) Administration of exam scripts, attendance sheet and answer books		
C	GENERAL CONDITIONS OF EXAMINATION ROOMS		REMARKS
	(a) Lighting		
	(b) Tables		
	(c) Chairs		

D	GENERAL REMARKS

Name and Signature of Monitoring Team Staff..... Date.....



DAR ES SALAAM TUMAINI UNIVERSITY

Monitoring ICT Services

QUALITY ASSURANCE MONITORING TEAM

(Monitoring Sheet Academic Year 2013/2014)

Name of ICT staff On duty _____

Other ICT staff available _____

Date _____

Part A: ICT staff					
5= Excellent; 4= Very Good; 3= Satisfactory; 2= Poor; 1=Very Poor	5	4	3	2	1
(i) Availability of ICT staff to provide services					
(j) Adequacy of number of ICT staff					
(k) Number of working hours per day					
(l) Spirit of customer care					
Part B: The Services					
5= Excellent; 4= Very Good; 3= Satisfactory; 2= Poor; 1=Very Poor	5	4	3	2	1
1. Availability of working computers					
2. Availability of services up to 22:00 hours					
3. Availability of services during weekends and public holidays					
4. Accessibility of ICT rules and regulations to students					
5. Accessibility of internet services					
7. Consideration of unable (disabled) users					
7. Availability of power point projectors					
8. Adequacy of number of computers to the required ratio 1:3 or 4					
Part C: The ICT Room					
9. Lighting					
10. Chairs					
11. Spacing in relation to the number of students					
C	GENERAL REMARKS				



DAR ES SALAAM TUMAINI UNIVERSITY

QAQI-2013-

Monitoring Library Services

QUALITY ASSURANCE MONITORING TEAM

(Monitoring Sheet Academic Year -----)

Name of Librarian in duty _____

Other librarians available _____

Date _____

Part A: Librarians					
5= Excellent; 4= Very Good; 3= Satisfactory; 2= Poor; 1=Very Poor	5	4	3	2	1
(m) Availability of Librarians to provide services					
(n) Adequacy of number of librarians					
(o) Number of working hours per day					
(p) Spirit of customer care					
Part B: The Services					
5= Excellent; 4= Very Good; 3= Satisfactory; 2= Poor; 1=Very Poor	5	4	3	2	1
1. Availability of all required books					
2. Availability of services up to 22:00 hours					
3. Availability of services during weekends and public holidays					
4. Availability of library rules and regulations					
5. Accessibility of special reserves all the time					
8. Consideration of unable (disabled) users					
7. Availability of Internet (online sources)					
8. Availability of photocopy services					
Part C: The Library Room					
9. Lighting					
10. Chairs					
11. Spacing in relation to the number of students					
C	GENERAL REMARKS				

Part A: Librarians					
5= Excellent; 4= Very Good; 3= Satisfactory; 2= Poor; 1=Very Poor	5	4	3	2	1
(m) Availability of Librarians to provide services					
(n) Adequacy of number of librarians					
(o) Number of working hours per day					
(p) Spirit of customer care					
Part B: The Services					
5= Excellent; 4= Very Good; 3= Satisfactory; 2= Poor; 1=Very Poor	5	4	3	2	1
1. Availability of all required books					
2. Availability of services up to 22:00 hours					
3. Availability of services during weekends and public holidays					
4. Availability of library rules and regulations					
5. Accessibility of special reserves all the time					
8. Consideration of unable (disabled) users					
7. Availability of Internet (online sources)					
8. Availability of photocopy services					
Part C: The Library Room					
9. Lighting					
10. Chairs					
11. Spacing in relation to the number of students					

Name and Signature of Monitoring Team Staff.....Date.....



DAR ES SALAAM TUMAINI UNIVERSITY

Monitoring Office Services

QUALITY ASSURANCE MONITORING TEAM (Monitoring Sheet Academic Year -----)

Name of the Office (_____)

Name of the head of the office _____

Name of other staff _____

Date _____

Part A: The staff/officers					
5= Excellent; 4= Very Good; 3= Satisfactory; 2= Poor; 1=Very Poor	5	4	3	2	1
(q) Availability of officers to provide services					
(r) Adequacy of qualified staff/officers as per regulations					
(s) Personality and smartness					
(t) Spirit of customer care					
(u) Attendance and punctuality					
Part B: The Services					
5= Excellent; 4= Very Good; 3= Satisfactory; 2= Poor; 1=Very Poor	5	4	3	2	1
1. Availability of all required services					
2. Availability of services on time					
3. Availability of services during evening session					
4. Accessibility of services to staff and students					
5. Number of opening hours in a particular office					
9. Consideration of unable (disabled) customer to access the services					
7. Compliance to policies, procedures and regulations guide services provision					
8. Availability of job descriptions and duties					
Part C: The Office					
9. Lighting					
10. Chairs					
11. Adequacy spacing in relation to officers					

Part A: The staff/officers					
5= Excellent; 4= Very Good; 3= Satisfactory; 2= Poor; 1=Very Poor	5	4	3	2	1
(q) Availability of officers to provide services					
(r) Adequacy of qualified staff/officers as per regulations					
(s) Personality and smartness					
(t) Spirit of customer care					
(u) Attendance and punctuality					
Part B: The Services					
5= Excellent; 4= Very Good; 3= Satisfactory; 2= Poor; 1=Very Poor	5	4	3	2	1
1. Availability of all required services					
2. Availability of services on time					
3. Availability of services during evening session					
4. Accessibility of services to staff and students					
5. Number of opening hours in a particular office					
9. Consideration of unable (disabled) customer to access the services					
7.Compliance to policies, procedures and regulations guide services provision					
8.Availability of job descriptions and duties					
Part C: The Office					
9. Lighting					
10. Chairs					
11. Adequacy spacing in relation to officers					
C	GENERAL REMARKS				

Name and Signature of Monitoring Team Staff.....Date.....



DAR ES SALAAM TUMAINI UNIVERSITY

REPORT OF EXAMINATION IRREGULARITY

To be filled by Invigilator

Course Code	Course Name
Examination Date	Examination Time
Examination Room	Incidence Time
Name of Student	Registration Number of Student

Details of the Examination Irregularity (if space is not sufficient, you may continue at the back of this sheet)

.....

.....

.....

Names of Invigilators/Witnesses	Signatures
1.	
2.	
3.	

To be filled by Student

I have read the explanation above and I accept/do not accept* the allegation.

(*cross whichever does not apply)

Name	Signature	Date
------	-----------	------

To be filled by Head of Department

Comments by the Head of Department of

.....

.....

.....

Name	Signature	Date
------	-----------	------

To be filled by Dean/Director/

Comments by the Dean/Director of

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.....

.....

Name	Signature	Date
------	-----------	------

To be filled by Deputy Vice Chancellor Academic Affairs

Comments by the Deputy Vice Chancellor Academic Affairs

.....

.....

Name	Signature	Date
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