



DAR ES SALAAM TUMAINI UNIVERSITY -(DarTU)

DIRACTORATE OF QUALITY ASSURANCE AND QUALITY IMPROVEMENT (D-QAQI)

QUALITY ASSURANCE POLICY

October 2024

FORWARD

Quality assurance and quality improvement plays a vital role in shaping the provision of higher education all over the world. Conversely, the rise of digital transformations coupled with integration of technology in teaching and learning has resulted to new learning environments based on networking with other organizations globally, adoption of online and blended learning modes of delivery, increased need for lifelong and just-in-time education and demand for higher education. These are major compelling reasons for universities to transform themselves. Some of these transformations happening in most universities are based on leadership, pedagogical approach, programmes offered and increase in student enrolment. Consequently, it calls universities to strengthen quality assurance processes especially in programme accreditation, appropriate teaching and learning environment, research and community service, staff recruitment, accountability and assessment. That is, the need for higher education institutions to adequately and effectively manage quality assurance processes has become more relevant than ever anticipated due to rapid and dramatic changes happening in the higher education terrain.

Consequently, DarTU has strive to effectively manage quality assurance in day-to-day management activities. It is on this ground that DarTU through its core values as stipulated in the Rolling Strategic Plan (RSP) 2025 - 2030 emphasizes “excellence and professionalism in the performance of all tasks undertaken”. This can be achieved by ensuring that relevant and appropriate academic standards are achieved and good quality education is provided to students by encouraging and supporting continuous quality improvement in all undertakings at end by DarTU.

Generally, DarTU has engaged in the review of the quality assurance policy to accommodate the current changes happening in the world and Tanzania in particular. This policy is expected to guide the planning, implementation and evaluation of all the university activities. This will subsequently help improve the University activities to reflect the accepted local and international academic quality standards. Therefore, this policy represents a statement of intent by the University regarding the quality of her 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 her core mission activities of teaching, research and provision of service to the public.

Prof. Burton L.M. Mwamila

Vice Chancellor

ABBREVIATIONS AND ACRONYMS

CCE	Centre for Continuing Education
CC	Corporate Counsel
CDRC	Curriculum Development and Review Committee
CoBMU	Communication, Branding and Marketing Unit
ECD	Eastern and Coastal Diocese
DVC ARPE	Deputy Vice Chancellor for Academic, Research and Public Engagement
DVC RMA	Deputy Vice Chancellor for Resource Mobilization and Administration
D-QAQI	Directorate of Quality Assurance Quality Improvement
HEAC	Higher Education Accreditation Council
HLI	Higher Learning Institutions
IUCEA	Inter-University Council for East Africa
QA	Quality Assurance
QAQI	Quality Assurance and Quality Improvement
SADC	Southern African Development Community
SADCQF	Southern African Development Community Qualifications Framework
TCU	Tanzania Commission for Universities
DarTU	Dar es Salaam Tumaini University
TUDARCo	Tumaini University Dar es Salaam University
TUMA	Tumaini University Makumira
RSP	Rolling Strategic Plan

DEFINITION OF KEY TERMS

Assessment

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

Audit

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

Programme Review

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

Quality

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

Quality Assurance

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

Quality Improvement

This is an effort to improve the level of performance of key processes, practices, or outcomes in service provision.

Quality Control

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

Quality Management

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

Stakeholders

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

1. INTRODUCTION

1.1 Background

Tumaini University Dar es Salaam University was the constituent University of Tumaini University Makumira and it was founded by the Eastern and Coastal Diocese of the Evangelical Lutheran Church in Tanzania (ECD - ELCT) in 2003. The main Campus of Tumaini University Makumira is located at Usa River near Arusha. Tumaini University Makumira consisted of three constituent Colleges namely Kilimanjaro Christian Medical University (KCM. College) in Moshi; Tumaini University Dar es Salaam University (TUDARCo) in Dar es Salaam and Stefano Moshi Memorial University (SMMUCo) in Moshi. As from January 2024 TUDARCo has been transformed in fully fledged University, known as Dar es Salaam Tumaini University (DarTU)

Under new spirit, DarTU underscores its determination to overhaul itself and review its operations with a view to improving efficiency, relevance and effectiveness. At the same time the University re-affirmed its commitment to achieve the highest level of academic excellence in all its programmes and courses by providing quality teaching, learning, research, innovations and entrepreneurship programmes and public services that is commensurate with the pressing challenges of globalization at national, regional and international levels. This commitment is amply reflected in the statements of the Vision, Mission and Objectives of the University.

Moreover, DarTU has strengthened the Directorate of Quality Assurance and Quality Improvement (DQAQI) which among others, is responsible to oversee and advice on how best DarTU should maintain and improve quality as per Tanzania Commission for Universities (TCU)'s Standards and Guidelines for University Education (2019). In fact, among the DarTU core values as stipulated in the Rolling Strategic Plan (RSP) 2025 - 2030 is "excellence and professionalism in the performance all tasks undertaken". This can be achieved by ensuring that relevant and appropriate academic standards are achieved and good quality education is provided to students by encouraging and supporting continuous quality improvement in all undertakings at end by DarTU. Thus, mechanisms for ensuring compliance with quality assurance and quality improvement standards are vital.

1.1.1 DarTU's Vision

To become a Christ-centred institution recognized for dedicated delivery and promotion of competitive demand-driven and needs-responsive fit-for-purpose solutions and labour-market ready graduates.

1.1.2 DarTU's Mission

To deliver and promote competitive demand-driven and market-responsive teaching and learning, research, public service and outreach through the guidance of and obedience in the Word of God, fully leveraging on social innovation and entrepreneurship for sustainable national socio-economic development.

1.1.3 DarTU Motto

Where Morals, Positive Mindset and Attitudes are Inculcated for Assured Students Learning, Responsible, Citizenry and Prosperity.

1.1.4 DarTU's Core Values

In keeping with the DarTU Christ-centred nature, the DarTU Family commits itself to the following core values:

1. Integrity, intellectual honesty and ethical behaviour in all endeavours.
2. Excellence and professionalism in the performance all tasks undertaken.
3. Creativity, innovation and entrepreneurship in addressing the needs, problems and challenges.
4. Appreciation of diversity in academic life and university undertakings.
5. Collaboration, partnerships and cooperation to leverage all possible synergies.

1.2 Purpose of Quality Assurance Policy and Procedures

Evaluating quality in education is often based on which processes and procedures are in place to assure quality. Assuring the quality of teaching and learning is the principal objective of quality assurance for any educational institution, and therefore assuring these processes is an important element in the overall quality-assurance policy.

Furthermore, international concerns about how to maintain quality control in an environment that increasingly put acute pressure on the traditional modes of teaching, research, learning and management have forced most developed countries adopt a formal, transparent and credible systems of quality assurance with external verification of outcomes and processes. Thus, the aim of quality assurance policy at Dar es Salaam Tumaini University is to enhance the effectiveness of its core activities of teaching, learning, research and management. The policy addresses all areas of the University's activities focusing on their contribution to and in alignment with DarTU's Rolling Strategic Plan - 2025 -2030. More details is found in Quality Assurance Procedures and Operational (Manual) 2024.

2. SITUATIONAL ANALYSIS AND RATIONALE

2.1 Quality Assurance in Higher Education

Quality is generally regarded as 'fitness for purpose' (Hayward, 2006). That is, the ability to deliver outputs that satisfy the purpose for which something is instituted. In the context of higher education, fitness for purpose stands for the ability of an institution to train graduates to satisfy the needs for which a higher education institution was established. This, however, may differ among universities depending on the vision and mission and the expected outcomes from programmes. Quality assurance in universities is a deliberate and systematic process whereby institutions constantly monitor teaching, learning, governance and all other factors that impinge on the smooth running of the institution. The continuous nature of the process brings out the concept of 'assurance'. That is, all stakeholders become assured that the purposes for which universities were established are met. Quality assurance plays a prominent role in shaping the higher education terrain all over the world, especially in developing countries. In fact, the world has become more globalised with fast growing numbers in private higher education institutions coupled with increasing student enrolment. This, consequently, makes quality assurance processes (e.g. institutional and programme accreditation, appropriate teaching and learning environment, accountability and assessment, etc.) assume a higher degree of relevance to stakeholders of higher education as higher education institutions go through rapid and dramatic changes. That is, the need for higher education institutions to adequately and effectively manage quality assurance processes has become more relevant than ever anticipated.

2.2 Rationale for Quality Assurance at DarTU

Recently, Tanzania has embarked on reforms in the education sector from Primary Education to Advanced Secondary School Education. This is in response to Tanzania Vision 2025 sections 1.2.4 and 3.1 which underscore that good education and Life Long Learning (LLL) are the driving forces for the realization of the Vision and for effective transformation of mindset and culture to promote attitudes of self-development, community development, confidence and commitment in order to face development challenges and exploit every opportunity for the improvement of the quality of livelihood. This implies that, education should be treated as a strategic agent for mindset transformation and for the creation of a well educated nation, sufficiently equipped with the knowledge needed to competently and competitively solve development challenges which face the nation. A desire to produce high quantity and quality education at all levels, and to encourage a dynamic mindset for the average Tanzanian is an important national agenda.

With such trend, applicants who are seeking admission into bachelor degrees and later to postgraduate programmes in universities will tremendously increase. DarTU need to prepare itself to seize the opportunity by further expanding its training infrastructure, facilities and staff to accommodate the anticipated growth of

students' enrolment. However, in order to remain relevant and competitive, DarTU must take all necessary measures to maintain quality in its academic programmes and service delivery to students and the general public within and outside the country. This is partly as a result of the fact that graduates from universities are expected by the stakeholders of higher education to be of the finest quality to be able to fit into any environment both in graduates' home countries and internationally.

Furthermore, Universities sometimes are regarded as the final processing stage of the graduate ready for the market. This presupposes that adequate quality assurance mechanisms need to be designed and implemented by universities to assure students, government, parents, employers and regulators of higher education, in this case, Tanzania Commission for Universities (TCU) and the Inter -University Council of East Africa (IUCEA) that graduates are adequately trained to meet manpower requirements. Consequently, universities have strived to effectively manage quality assurance in their day-to-day management activities. Universities for example, have had to provide quality academic programmes in addition to providing adequate facilities to bring about a holistic teaching and learning environment. This is because students and parents would not achieve the expected returns on their investments when the learning environment is bedevilled with numerous deficiencies. It should be noted that among the DarTU core values as stipulated in the Rolling Strategic Plan (RSP) 2025 - 2030 is "excellence and professionalism in the performance of all tasks undertaken". This can be achieved by ensuring that relevant and appropriate academic standards are achieved and good quality education is provided to students by encouraging and supporting continuous quality improvement in all undertakings by DarTU.

Against this background, DarTU has engaged in the review of the Quality Assurance Policy that will guide the planning, implementation and evaluation of all the university activities. This will subsequently help improve the University activities to reflect the accepted local and international academic quality standards.

2.3 Quality Assurance 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 achieve 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, Schools, Departments, and Units and both academic and support staff at DarTU through:

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

The University, through Senate, shall determine and approve quality management frameworks for all Directorates, Schools and Units.

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

2.3.1 Areas of Internal Quality Assurance

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

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

2.3.2 External Quality Assurance

To ensure that high quality standards are maintained, the following external mechanisms shall be utilised.

- i) TCU Quality Assurance Guidelines
- ii) Inter-University Council for East Africa (IUCEA) Quality Assurance Guidelines
- iii) SADC Qualifications Framework (SADCQF)
- iv) External examiners
- v) External professional bodies
- vi) External accreditation agencies
- vii) Employers
- viii) Former students (through students alumnae)
- ix) Other Colleges and universities

2.4 Policy Focus Areas

This policy address the following focus areas

- (i) Demand and Expansion for Higher Education
- (ii) Globalization and Higher Education
- (iii) Mounting Demand Driven and Needs-Responsive Academic Programmes
- (iv) Admission of students and Retention
- (v) Expand Research, Innovation and Entrepreneurship
- (vi) Demand for Public Engagement and Partnership
- (vii) Teaching and Learning Support Services

- (viii) Online and Blended Delivery Modes
- (ix) Staff Recruitment, Retention and Development

3. POLICY OBJECTIVES, ISSUES, STATEMENTS AND STRATEGIES

The DarTU Quality Assurance Policy and Procedures shall guide the University towards increasing credibility and competitiveness in provision of higher education. This will greatly contribute to the realization of the Vision and Mission of DarTU by attracting quality students and retain a critical mass of high quality and motivated staff for sustained development. Furthermore, DarTU shall constantly monitor and evaluate all its day to day activities in the core mission areas of teaching, research, outreach, consultancy, public engagement and support services. This implies that DarTU shall canvas the participation of the entire DarTU community towards ensuring long-term success through client satisfaction and benefits to all DarTUans' and the society at large. DarTU shall therefore, endeavor to ensure that the infrastructure is up to standard and up to date; the academic and administrative staff are highly qualified and motivated and staff in all service departments across DarTU are of the highest calibre and are able to respond to the needs of the community in pursuing its Mission.

3.1 Policy Objectives

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

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

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

3.2 Policy Issues, Statements and Strategies

3.2.1 Demand for and Expansion of Higher Education

a) Policy Issues

- i) Increase in the number of students seeking enrolment into higher learning institutions increased while resources to improve capacity have not been expanding at the same pace;
- ii) Stakeholders' scrutiny of education and training processes and outcomes have gained importance amongst stakeholders;
- iii) The ability to judge oneself on the level of trust, efficiency and effectiveness to maintain quality that satisfies both internal and external expectations; and
- iv) There is increased demand for greater accountability and efficiency in handling students, staff and other stakeholders with respect to service delivery

b) Policy Statement

DarTU shall promote quality standards in teaching and learning, research, innovation, and entrepreneurship in a manner that shall ensure achievement of her Vision and Mission.

c) Strategies

The University shall:

- i) Each academic and administrative unit/department shall conduct periodic self-appraisal that enhances the institutional capacity to effectively undertake its role in ensuring quality teaching, research, outreach, consultancy and community services;
- ii) Periodically improve ICT infrastructure and related teaching and learning facilities

3.2.2 Globalization and Higher Education

a) Policy Issues

- i) Competition among universities which puts pressure on institutions to serve better staff, students and the community;
- ii) Ensuring that DarTU remains a respected and valued institution of higher learning amidst the increased competition amongst Higher Learning

Institutions (HLL) to recruit and retain quality students and human resources from a limited pool;

- iii) Maintaining adequate admission levels in all programmes;
- iv) Equipping students with appropriate knowledge, skills and competencies in order to enable them to successfully enter the increasingly competitive job market, self-employment and career development;
- v) Improving the current infrastructure for teaching, learning, research, outreach and service delivery; and
- vi) Ensuring ICT development contributes to the improvement of teaching, learning, research and service provision.

b) Policy Statement

The University shall put in place mechanisms and programmes that will attract both local and international students.

c) Strategies

The University shall:

- i) Implement programmes that help in the attainment of the University's Vision and Mission while addressing critical national human resources requirements;
- ii) Constantly improve the teaching and learning environments;
- iii) Provide appropriate and adequate support services to students and staff in respect of teaching, learning and social welfare;
- iv) Ensure quality in the provision of support services through regular participatory monitoring and evaluation;
- v) Sensitize potential employers and the general public on the value of programmes offered at the University; and
- vi) Constantly identify emerging innovative ways to improve teaching, learning, research and delivery of services as well as overcoming the effects of globalization in the delivery of the above.

3.2.3 Mounting Demand Driven and Needs-Responsive Academic Programmes

a) Policy Issues

- i) Ability to continuously develop the needs-responsive quality of academic programmes;

- ii) Maintaining quality programmes is a costly undertaking;
- iii) The quality standards must be set and accepted by all concerned; and
- iv) Setting realistic milestones is constrained by limited financial, human and physical resources.

b) Policy Statement

DarTU shall set out to surpass the minimum academic standards as set out by TCU and ensure highest quality in the area of teaching and learning to attract high calibre candidates and increase student enrolment of qualified candidates in all programmes.

c) Strategies

The University shall:

- i) Mount demand-driven and needs-responsive academic programmes for enhanced institutional relevance and growth
- ii) Review periodically undergraduate and postgraduate programmes to improve their relevance and needs-responsiveness
- iii) Involve professional bodies, potential employers and other relevant stakeholders in reviewing and evaluating academic programmes through curriculum review workshops, tracer studies and other appropriate mechanisms;
- iii) Involve external evaluators in a regular basis for assessing programmes, activities and services.
- iv) Attract and enroll adequately qualified students in both programmes offered at DarTU for enhanced institutional visibility and growth

3.2.4 Admission of Students and Retention

a) Policy Issues

- i) The admission procedure at DarTU is informed by both internal and external requirements and standards.
- ii) Competition from other higher learning institutions other universities that requires the university to devise an admission system that is transparent, convenient and customer-friendly.
- iii) Abide by all directives issued by relevant government authorities and laws and set internal standards that strike a balance between quality and convenience

b) Policy Statement

Admission of students at DarTU shall entirely base on merit and ability to achieve by ensuring equality and equity of opportunity to all applicants. Applications shall

be invited from suitably and qualified applicants with excellent academic potentials. DarTU shall establish and operationalize an inclusive, transparent, robust and secure admission system by strictly adhering to the stipulated requirements and procedures.

c) Strategies

The university shall:

- i) Admit its students from among the highest qualified candidates available, by using set and frequently reviewed selection criteria, following a fair and absolutely transparent procedure in conformity to TCU specifications and requirements;
- i) Ensure that all the standards and conditions set by relevant government authorities are strictly observed;
- ii) Put in place a well publicized and informative advertisement system that provides accurate information on admission issues;
- iii) Put in place a smooth, transparent and friendly application procedure;
- iv) Ensure appropriate standards in admission of students to various programs;
- v) Ensure an efficient, accurate, secure and effective verification process of applicants credentials before admission;
- vi) Put in place an efficient and effective system of admitting qualified students from within and outside the country;
- vii) Use social media to advertise the University within and outside the country;
- (viii) Use alumni network to advertise University programs.

3.2.5 Expand Research, Innovation and Entrepreneurship

a) Policy Issues

- i) Increase the volume of research and publications at DarTU
- ii) Develop the capacity to generate solutions to address societal needs and problems
- iii) Develop a mechanism for stimulating, catalyzing and promoting the generation of ideas and their conversion into commercial products or services
- iv) Promote establishment of businesses to address local market needs thereby promoting self-employment and job creation among DarTU graduate

b) Policy Statement

In fulfilling the obligation to ensure high quality in the various researches, innovation and entrepreneurship undertakings, DarTU shall consistently monitor and evaluate the quality and quantity of the research activities conducted and incentivize its staff in research and publication undertakings and create avenues and opportunities that favour the same. Moreover, the university shall provide innovation and entrepreneurship short- and long-term training for students and junior scientists.

c) Strategies

The University shall:

- i) Conduct regular training on capacity building to write competitive grant proposals among staff and students
- ii) Develop staff and students ability to competitively undertake research and make publications in both local and international reputable journals
- iii) Develop and review the research agenda every five years with the objective of ensuring relevance of the research thrust
- iv) Institutionalize innovation and entrepreneurship course as a cross-cutting training feature for enabling problem solving, job creation and self employment by DarTU graduates
- v) Conduct a one week training on employability among undergraduate students once a year
- vi) Establish and operationalize innovation and entrepreneurship acceleration facility
- vii) Establish effective and efficient, management, supervision and mentorship for improved performance in research, innovation and entrepreneurship
- viii) Establish performance-based reward, incentives and motivation scheme for research, innovation and entrepreneurship activities

3.2.6 Demand for Public Engagement and Partnership

a) Policy Issues

- i) Maintain engagement and partnerships in delivery of outreach services to communities
- ii) Mount demand-driven and needs responsive short courses and professional developments programmes
- iii) Establish fruitful partnerships with local and international like-minded institutions/organizations

b) Policy Statement

DarTU shall establish productive partnership with national, regional and international institutions and other relevant organizations, constantly monitor and frequently evaluate the quantity and quality of public services rendered by its staff and students.

c) Strategies

The University shall:

- i) Establish needs for short and continuing education courses by the general public and businesses.
- ii) Develop and mount a diversity of demand-driven and needs-responsive short and continuing education courses.
- iii) Establish productive link and partnerships with other like-minded institutions/organizations

3.2.7 Teaching and Learning Support Services

a) Policy Issues

- i) Securing quality and adequate infrastructure and services to support teaching, learning, practical skills acquisition, research and service delivery;
- ii) Strive to provide the necessary learning materials and teaching/learning infrastructure for effective delivery of all teaching programmes on offer;
- iii) Promoting quality products and services to the public;
- iv) Institutionalizing monitoring and evaluating quality assurance across the University;
- v) Ensuring the admission of students based on the optimal services that are available on campus including staff, lecture theatres, laboratory space and sanitary services;
- vi) Ensuring that all infrastructure, teaching, learning and work environments take into consideration people with special needs;
- vii) Ensuring DarTU's production potential is effectively harnessed to support teaching, learning and research environment;
- viii) Ensuring that DarTU strives to generate financial resources to enable improvement of teaching, learning and research environments; and
- ix) Ensuring health, safety and security requirements are in place and adhered to.

b) Policy Statement

In discharging its responsibility to ensure quality in the area of provision of teaching and learning support services, DarTU shall continually monitor and regularly assess the appropriateness and adequacy of support services provided

for students and staff, especially in respect of adequacy and quality of academic and social counselling services; study materials, space and teaching/learning infrastructure and social amenities, including health, catering, recreational and other services.

c) Strategies

The University shall:

- i) Conduct awareness campaigns on customer care involving both staff and students;
- ii) Conduct in-service training for staff in order to enhance performance;
- iii) Establish and maintain academic and social counselling services to both staff and students; and
- iv) Facilitate the establishment of open quality check platforms to gauge immediate client satisfaction.
- v) Improve its infrastructure that supports the core mission activities of teaching/learning, research and provision of services to the public;
- vi) Ensure reasonably good and accessible social services are made available to students and staff. These shall include catering, healthcare, recreational, academic advising and mentoring, social counselling and other services; and
- vii) Ensure that students' learning environment is continually enhanced through constant adoption of the latest innovations in educational media and technology and in the professional field of pedagogy.

3.2.8 Online and Blended Delivery Modes

a) Policy Issues

- i) Ensure regularly improvement of the ICT infrastructure at the university to enhance teaching and learning activities
- ii) Strive to harness information and communication technologies (ICT) and related technologies in teaching and learning practices
- iii) Ensure quality in adoption and implementing various technologies and e-learning platforms to improve the quality of face-to-face teaching and increase students' enrolments
- iv) Ensure teaching and learning activities continues amidst rapid spread of COVID 19 and other pandemic diseases
- v) Ensure all programmes are developed and reviewed by considering blended mode of delivery.

b) Policy Statement

DarTU shall ensure that students' learning environment is continually enhanced through constant adoption of the latest innovations in educational media and technology and in the professional field of pedagogy. It is in this respect that

DarTU shall continue to enhance learning environment to support students learning by adopting the online and blended modes of courses delivery in teaching and learning activities.

c) Strategies

The university shall;

- i) Improve regularly ICT infrastructure at the university to enhance teaching and learning activities
- ii) Redesign the current face-to-face programmes into online and blended learning
- iii) Put in place mechanisms for orienting students to participate in online/blended learning before the commencement of studies
- iv) Ensure that students and all staff have access to speedy and reliable Internet connectivity such as via a robust Local Area Network (LAN) and/or wireless hotspots
- v) Ensure that students' e-portfolios are in place where they will document all academic matters conducted and assessment by the instructors are properly established
- vi) Ensure that students are provided with adequate library resources (ie. an e-library resources such as e-books, e-journals and access to databases subscribed by the College), and any required training, as an institutional responsibility
- vii) Put in place procedures that cover students and staff e-learning support
- viii) Ensure presence of efficient, accurate, secure and effective verification process of student assessment
- ix) Ensure that teaching and learning materials are accessible to all students using affordable technologies
- x) Ensure teaching and learning are conducted by considering online students by using blended mode of teaching.

3.2.9 Staff Recruitment, Retention and Development

a) Policy Issues

- i) Abide to procedures for staff recruitment governed by various laws, regulations and directives.
- ii) Ensure equity, transparency and effectiveness in the staff recruitment process.
- iii) Ensure balance between individual goals of each staff member and institutional goals staff in retention and development within its available means and resources.
- iv) Forge strategies and alternatives that respond to staff retention and development needs through short and long term plans

b) Policy Statement

DarTU shall abide by staff recruitment laws, regulations, and directives approved by Authorities and Governing Board. To ensure sustainability of service delivery and institutional growth, the University shall employ short and long term plans that target staff retention and development; this will be done in line with the available means and resources.

c) Strategies

The University shall:

- i) Recruit and engage competent and qualified academic and administrative personnel, selected on the basis of established and regularly updated quality criteria, and through an absolutely transparent procedure;
- ii) Engage Visiting Experts /Honorary/Adjunct staff on long or short contract terms, or on part time contracts;
- iii) Undertake systematic and comprehensive training programs to further improve the quality of its staff at all levels;
- iv) Ensure that new employees receive formal introduction training to enable them to familiarize with all aspects of their jobs and their working environment;
- v) Put in place an annual program for staff development and invite visiting national and international scholars and researchers to enrich and collaborate with the local staff;
- vi) Strengthen the functions of the Human Resource Department for it to effectively execute its functions for the betterment of all staff members;
- vii) Put in place proper plan for staff retention scheme and succession plan to avoid collapse of the operations at any given time of different levels
- viii) Conduct an annual staff review that is linked to remuneration and promotion procedures; and
- ix) Ensure that staff appraisal procedures are implemented to facilitate staff development

4. POLICY IMPLEMENTATION, REVIEW AND AMENDMENTS

4.1 Policy Scope and Implementation

This policy provides a general guide to the process of monitoring and evaluating quality assurance in all aspects of DarTU operations. The policy assumes that the

units and the University administration shall continually set and review quality standards in all the major fields of operation. The task of the quality assurance process is to constantly determine the extent to which DarTU achieves the standards it set for itself, and to advise on ways of improving quality at both the University and unit levels. The DQAQI shall continually execute this task using appropriate evaluation instruments. It is the duty of the DQAQI to constantly develop and review these instruments with a view to ensuring that they are capable of capturing sufficient evidence to show the extent to which DarTU is achieving its set quality standards in all its major spheres of operation.

4.2 Validity of the Policy Provisions

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

4.3 Revision of the Policy document

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

644 Quality Assurance Evaluation

Assessment tools used in different programmes such as examinations regulations, promotion criteria, and other related tools will be apply for quality assurance evaluation. The Directorate of Quality Assurance and Quality Improvement will prepare Quality Assurance Evaluation tools and forms in order to make sure QAQI is controlled and maintained at DarTU.

5. MONITORINNG AND EVALUATION

DarTU shall utilize a variety of strategies and instruments to evaluate the implementation of its core mission activities. The main strategies include setting milestones or targets to be achieved in order to facilitate internal and external audits

of the institution, its programs and all the services offered by the university. Where necessary, specific organs of the University will be required to develop action plans to implement specific parts of this Policy.

5.2 Monitoring and Evaluation

The key strategy will be based on conducting periodic surveys of stakeholders which include on-going students, alumni, employers and members of the community as described below.

5.2.1 Student Satisfaction Surveys

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

5.2.2 Employer Satisfaction Surveys

Departments, Schools, and Directorates, in collaboration with the DQAQI, shall conduct employer satisfaction surveys on regular basis. The surveys will provide vital information on the relevance of the teaching programmes on offer and on ways in which they can be made more needs- responsive to the labour market requirements. The University employer satisfaction surveys shall be conducted by the office of the DPAA in collaboration with DQAQI in every five years, but units may conduct their own surveys more frequently, and the DQAQI may ask particular units to carry out employer satisfaction surveys with respect to particular teaching programmes.

5.2.3 Alumni Satisfaction Surveys

In addition to the employer satisfaction surveys, the University shall regularly conduct alumni satisfaction surveys on a regular basis. The purpose of such surveys shall be to know from former students the extent to which their studies at DarTU have been relevant to their post-graduation needs and challenges. The information from these surveys shall be used in curricula reviews and in improving approaches

to teaching. The surveys shall ordinarily focus on recent graduates (2-3 years), but older alumni may be surveyed for specific purposes. Alumni satisfaction surveys shall go hand in hand with employer satisfaction surveys, to be conducted for the entire university once every five years. Schools and Departments may conduct surveys more frequently, and the DQAQI may ask particular units to carry out alumni satisfaction surveys with respect to particular teaching programmes.

5.2.4 Surveys of Academic and Administrative Staff Opinions

The D-QAQI shall also occasionally conduct academic staff opinion surveys, specifically aimed at assessing the level of academic staff satisfaction with the current quality of teaching and learning activities, research and publication, students admission and awards, staff recruitment and retention procedures, innovation and entrepreneurship trainings at the University and collecting suggestions on required interventions and possible improvement measures. The D-QAQI shall communicate the results of such surveys to individual units and the University Management, and shall coordinate discussions at both the unit and general University levels, aimed at streamlining the improvement proposals and strategising on their implementation. The Directorate shall also monitor the implementation of improvement strategies and report progress to the DPAA and the Provost.

5.2.5 Surveys of External Community's Perceptions

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

5.3 External Programme Reviews

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

University audits shall focus on the structure and functioning of administrative and governance organs of the University, while programme audits shall evaluate the relevance of the teaching programmes on offer and the effectiveness of the delivery

and evaluation strategies employed. The Provost through the Office of the DPAA shall disseminate the results of University audits and programme reviews to the teaching units, each of which shall discuss the report and draw strategies to implement the subsequent recommendations.

5.4 Internal Programme Reviews

Directors, School Deans, Heads of Departments, and units shall be responsible for the implementation of the DarTU Quality Assurance and Procedures Policy through regular self-evaluation of their units. In each case the Director/Dean/HoD/Coordinator shall appoint a team of up to five people from among the staff in the Directorate /Dean/School/Unit to constitute Review Team. The Team shall execute its tasks under the guidance of the Terms of Reference and modalities centrally drawn by the DVC ARPE

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

5.5 Curriculum Development Committee

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

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

- (i) Director Quality Assurance and Quality Improvement
- (ii) Director of Teaching and Learning and Postgraduate Research, Innovation and Entrepreneurship.
- (iii) One representative from each School competent in curriculum development
- (iv) Expert of Curriculum development from the School of Education and Human Development.

The roles of the Curriculum Development Committee:

- (a) Provide leadership in curriculum development at the College

- (b) Provide oversight for all new courses and programmes to ensure that academic standards are maintained.
- (c) To review requests from School for approval of course modifications.
- (d) To review requests from schools for approval of new Curriculum /courses.
- (e) To review requests from departments on modifications, including termination of existing programmes based on some pertinent reasons that will be established calling for such termination.
- (f) To develop, review periodically, and when necessary suggest modification of the procedures for approval and review of curriculum/ courses.

5.6 Improvement Plan

The evaluation reports shall first be discussed at the Department, School and University levels, where strategies for addressing the shortfalls emanating from these reviews are drawn. The Units shall then forward these improvement plans to the Provost, who shall arrange the discussion of the same by appropriate participatory organs at the University level and direct the implementation of its resultant recommendations and improvement strategies.

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

5.7 Programme Accreditation

Whenever applicable, DarTU teaching programmes shall be scrutinized by Directorate of Teaching and Learning with the collaboration of the university Curriculum Development Committee (CDC) before submitting to higher university organs for approval and later to TCU for final accreditation. However the internal procedures for such accreditation shall be coordinated and overseen by the DQAQI. In this context, the DQAQI shall guide the concerned unit to prepare an application portfolio based on the guidelines given by the CDC, and shall advise on proper filing of such applications. It shall coordinate and facilitate the activities of the CDC. Ultimately, it shall receive verdicts on accreditation applications and, upon consultation with the DPAA, pass the verdict on to the concerned units, together with advice or directives on the way forward.

7. ADMINISTRATIVE STRUCTURE

7.1 The Directorate of Quality Assurance and Quality Improvement at DarTU

The Directorate of Quality Assurance and Quality Improvement (DQAQI) at DarTU is a College-wide Quality Assurance and Quality Improvement (QAQI) entity which shall continue to strive to meet set quality standards in carrying out their day to day activities, whose task will be to constantly monitor and evaluate Quality Assurance and Quality Improvement processes at DarTU. The pivotal role of this Directorate is to determine whether or not quality standards set internally for measuring performance in all core operational areas of the University are constantly met and updated. The DQAQI shall spearhead the DarTU QAQI system, which includes all implementation units and all measures they take to maintain high performance standards. The main stakeholders are students more details are found in the Quality Assurance Operational and Procedures (Manual) 2024.

7.1.1 Constitution of the Directorate of QAQI

The QAQI shall be headed by a Director, Quality Assurance and Quality Improvement (D-QAQI). The DQAQI shall be appointed by the Provost through search committee recommendations.

7.1.2 Functions of the Directorate of QAQI

The Directorate of QAQI shall be a Universitylevel organ, responsible for the overall management of Quality assurance activities at DarTU. The DQAQI shall function as the Provost's secretariat on QA issues. Its day to day activities shall focus on monitoring and evaluation of all Quality Assurance operations at DarTU.

7.2 Directorate of QAQI linkage with other units

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

The D-QAQI shall also maintain a close working relationship with all units, academic and non academic, on matters pertaining to quality assurance in their spheres of operation. It shall update the unit heads with new information on QA issues as well as supplying them with various evaluation schedules and instruments. It shall facilitate unit and programme evaluations and provide the unit heads with

feedback on external and internal evaluation results; and shall advise them on proper implementation of improvements recommended by review teams. In its monitoring role, the D-QAQI shall ensure that the units adhere to established QA procedures and carry out scheduled activity appropriately and in a timely fashion.

In the evolving era of increased external monitoring and harmonisation of quality standards in higher education provision, the DAQI shall be a link organ between DarTU and external QA agencies. It shall prepare and submit DarTU portfolios to the TCU and other external bodies involved in mandatory or voluntary accreditation/re-accreditation of the University and its programmes. Accordingly, the DQAQI shall organise and coordinate all external evaluation activities, and shall ultimately report (to units and the University Management) on the results of such external evaluations. The Directorate shall also link DarTU with professional bodies whose concerns and interests have bearing on the College's curricula development and implementation.

4.3 QAQI Roles of the Implementing Units

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

- (i) Implementing their mandated roles effectively and in the most cost-effective manner so as to contribute to the effort to achieve the umbrella DarTU goals and objectives;
- (ii) Developing and periodically revising unit-specific performance standards, and striving to meet those standards in practice;
- (iii) Preparing unit-specific QA procedures, operational manuals and measurement instruments, and providing the DQAQI with copies of such documents;
- (iv) Conducting regular self-evaluations to determine the extent to which it meets the set performance standards in practice, and using the results of such evaluations to improve practice;
- (v) Providing the DQAQI with self-assessment reports in readiness for university and external evaluations;
- (vi) Implementing the recommendations resulting from internal and external evaluations and providing the DQAQI with timely reports on the status of such implementation; and

- (vii) Keeping staff, students and other stakeholders informed of the evaluation results and efforts being made to implement the recommended improvements.

4.4 QA/QI Roles of Participating Organs

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

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

The DQA/QI shall constantly monitor and periodically evaluate the functioning of these participatory organs to determine the extent to which they play their roles as per established regulations and schedules. The DQA/QI shall also provide technical guidance to the organs wherever the need arises.

7.5 Structural Frame for the DarTU QA System

The DarTU QA functional system shall hinge on the DQA/QI, which shall have linkages with implementing units, and the DarTU Management, as shown in the DarTU Organization Structure:

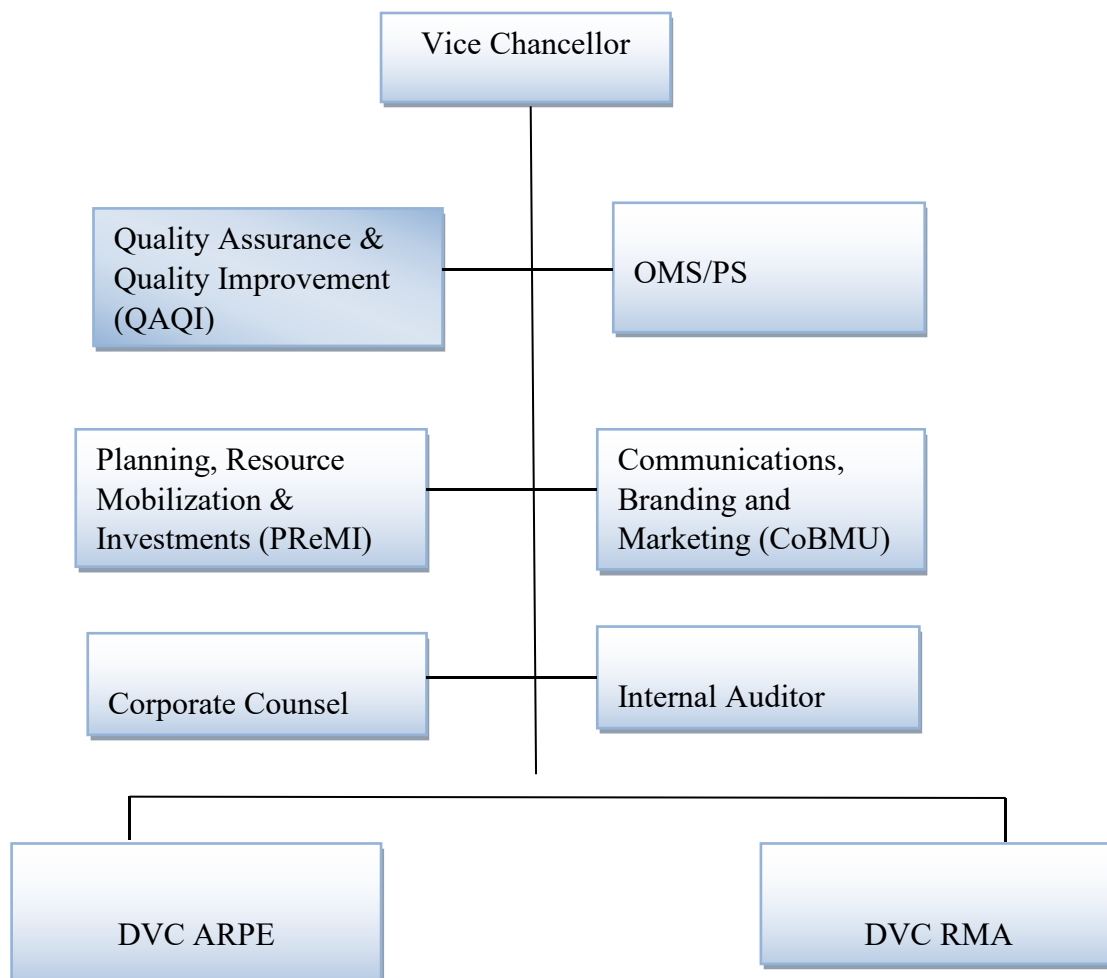


Figure 1: Position of Directorate of Quality Assurance and Quality Improvement in the DarTU Organization Structure

Documents Reviewed

Hayward, F.M. (2006). Quality Assurance and Accreditation of Higher Education in Africa. Paper presented at the Conference on Higher Education Reform in Francophone Africa: Understanding the Keys of Success. June 13-15, 2006, Ouagadougou, Burkina Faso

IUCEA. (2010). A Road Map to Quality: A Handbook for Quality Assurance in Higher Education: Volume 2 guidelines for self-assessment at program level. The inter university council of East Africa (IUCEA). Kampala.

IUCEA. (2010). A Road Map to Quality: A Handbook for Quality Assurance in Higher Education: Volume 4, Implementation of a Quality Assurance System. The Inter University Council of East Africa (IUCEA). Kampala.

IUCEA. (2010). A Road Map to Quality: A Handbook for Quality Assurance in Higher Education: Volume 3 Guidelines for Self-Assessment at Institutional level. The Inter University Council of East Africa (IUCEA). Kampala.

Tanzanian Commission for Universities (2019) Standards and Guidelines for University Education

DarTU Rolling Strategic Plan (RSP) 2020/2021 – 2024/2025