

MBEYA UNIVERSITY OF SCIENCE AND TECHNOLOGY



QUALITY ASSURANCE POLICY

JUNE 2024

FOREWORD

Mbeya University of Science and Technology (MUST) is committed to advancing national social and economic development by providing education, conducting research, offering consultancy services and engaging with the community. Envisioned to becoming a leading academic institution in Tanzania, MUST possesses the necessary expertise, modern resources and highly qualified faculty to fulfill its mission. MUST is mandated to create new knowledge through excellence in teaching, research, innovation and consultancy work.

The Revised Quality Assurance Policy emphasizes a strong dedication to upholding and improving educational standards through vigilant regulation of the quality of teaching and learning. It reaffirms the university's commitment to managing the delivery of quality education, providing guidance to all academic and support staff in achieving this goal and fostering a culture of continuous improvement within the institution. The Quality Assurance Policy is pivotal in ensuring that the university nurtures capable students who possess the essential knowledge, skills, competencies and values needed for sustainable development.

The revised version incorporates updates from the National Education Policy, MUST Corporate Strategic Plan, MUST Research Agenda and the broader transformation efforts of the University.

Prof. Aloys Mvuma

Vice Chancellor

June 2024

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ABBREVIATIONS AND ACRONYMS

DEM	Directorate of Estate Management
DICT	Directorate of Information, Communication and Technology
DPSRP	Directorate of Postgraduate Studies, Research and Publication
DQA	Directorate of Quality Assurance
DQAC	Departmental Quality Assurance Committee
DSS	Directorate of Student Services
DUS	Directorate of Undergraduate Studies
DVC	Deputy Vice-Chancellor
DVC ARC	Deputy Vice-Chancellor Academic, Research and Consultancy
DVC PFA	Deputy Vice-Chancellor Planning, Finance and Administration
EAQAN	East Africa Quality Assurance Network
EQA	External Quality Assurance
FPT	Field Practical Training
IPT	Industrial Practical Training
IQA	Internal Quality Assurance
IUCEA	Inter-University Council for East Africa
MDGs	Millennium Development Goals
MTL	Monitoring, Teaching and Evaluation
MUST	Mbeya University of Science and Technology
QA	Quality Assurance
QAU	Quality Assurance Unit
QAC	Quality Assurance Committee
QAP	Quality Assurance Policy
QC	Quality Control
TCU	Tanzania Commission for Universities
TP	Teaching Practice
VC	Vice Chancellor

DEFINITIONS OF TERMS

Benchmarking: This is the process of evaluating internal and external factors to make informed judgments about how a policy aligns with established standards and best practices in other organizations. This analysis informs the process of improving the reviewed policy.

Course: A course is a discrete unit of study endorsed as part of one or multiple programmes with designated credit. It is a more defined segment of the curriculum, concentrating on specific knowledge, skills and competencies. Each course has a defined timeframe, a set of learning goals and anticipated results. Courses can differ in duration, structure and level of intensity, including various teaching methods such as lectures, discussions, hands-on activities, assignments and evaluations in their delivery format.

Programme: This refers to an approved curriculum comprising predetermined core and optional courses. Completion of this curriculum, upon accumulating at least the minimum specified credits for the relevant programme, results in the conferral of a University award.

Quality Assurance: This includes all the policies, guidelines, systems and procedures aimed at improving the quality and standards of education provided by the University.

Academic Standards: Describes the anticipated standards of academic achievement utilized to characterize and evaluate students' academic performance and requirements.

Academic quality: Academic quality, as inferred in education pertains to the extent to which a programme satisfies specific benchmarks of excellence. This includes elements like proficient and seasoned faculty, meticulously designed and current curricula, efficient instructional approaches, availability of high-quality resources, equitable assessment methods, student assistance services and avenues for research. Accreditation, acknowledgment, and favorable post-graduation results also serve as measures of academic quality.

Quality: This refers to the outcome when the members of an organization critically evaluate their methods of operation, aim to ensure that processes are effective and collectively commit to enhancing the organization's performance on an annual basis.

Quality Enhancement: This is a commitment to enhancing the quality of activities and services, implemented through consistent assessment that prompts immediate corrective measures.

University areas/sections of activity: Refers to work units within the University including support services, Institutes, Faculties, Schools, commercial and income generating enterprises.

Support Services: This refers to the services offered within the University aimed at supporting and enriching various aspects such as student learning experiences, the quality of student engagement, faculty effectiveness in teaching and research and the overall operational efficiency of the University.

CHAPTER ONE

BACKGROUND INFORMATION

1.1 Introduction

The origins of Mbeya University of Science and Technology (MUST) traces back to 1986 with the establishment of Mbeya Technical College (MTC) by the Tanzanian Government. MTC initially focused on training Full Technicians at Certificate Level (FTC) through the Russia-Tanzania Training Support. However, it evolved into the multi-disciplinary Mbeya Institute of Science and Technology (MIST) in July 2005, following the National Council for Technical Education Mbeya Institute of Science and Technology Establishment Order, 2004. Throughout its journey, MIST achieved significant milestones, including the introduction of degree programmes and a notable increase in student enrollment. Following these accomplishments, on August 20th, 2013, MIST underwent a significant transformation, becoming a fully-fledged University and receiving the official Mbeya University of Science and Technology Charter.

1.2 Vision of MUST

The vision of MUST is to become the leading centre of excellence for knowledge, skills and applied education in science and technology.

1.3 Mission of MUST

The mission of MUST is to develop academically, technologically and socially competent students, staff and other stakeholders who will be responsive to the broader needs and challenges of the society specified by:

- (i) Facilitating appropriate tuition, practical training and support according to the needs of students and other customers;
- (ii) Encouraging staff commitment to quality education and services including research, consultancy and innovation;
- (iii) Fostering lifelong learning, honesty and responsibility; and
- (iv) Promoting an environment conducive to human development.

1.4 Situation Analysis

The Quality Assurance Policy was introduced in 2019 and underwent a review after five years of implementation. It demonstrates numerous notable strengths, particularly in setting up guidelines for crucial areas such as monitoring and evaluation, tracer studies, a quality assurance handbook, independent internal and external examiners and examination protocols. The Policy emphasizes a strong commitment to upholding and improving educational standards by rigorously overseeing the quality of the teaching and learning process. The Policy effectively communicates the University's commitment to enhancing the quality of education, providing guidance to all academic and support staff to attain excellence and fostering a culture of continuous improvement within the institution. Furthermore, it actively promotes the engagement of both internal and external stakeholders in ensuring quality control across the University. Overall, the Policy promotes the integration of technology in education, facilitating improved quality through a meticulously monitored blended learning approach.

The Policy also offers significant opportunities for capacity building and professional growth among University management, faculty members and support staff, specifically regarding quality assurance in higher education. Moreover, it highlights the importance of fostering local and international collaborations with various regulatory bodies and networks to uphold educational standards. These bodies and networks include the Tanzania Commission for Universities (TCU), the Inter University Council for East Africa (IUCEA) and the East African Quality Assurance Network (EAQAN).

However, during its implementation phase, the Policy faced several obstacles that impeded the effective functioning of the Quality Assurance Unit. These challenges included a lack of tools to monitor various quality assurance activities across different directorates under the DVC ARC and DVC PFA wings. Additionally, there were deficiencies in establishing clear reporting channels for coordinators tasked with overseeing quality assurance activities at the department and college levels. Overall, the Policy affected both

management and technical aspects and lacked clear structures to define responsibilities and ensure accountability for individuals handling quality assurance matters at various levels within the University, directorates, colleges, units and departments.

1.5 Justification of the Policy

The Quality Assurance Policy in universities is a mandatory requirement set forth by the TCU to oversee the processes and delivery of quality education. A review of this policy is essential for MUST to align with its vision, mission and core values. Furthermore, the policy aligns with Tanzania's Vision 2025 and government educational policy that emphasizes the provision of education with vocational skills. Quality Assurance Policy plays a critical role in ensuring the University cultivates competent students equipped with relevant knowledge, skills, competence and values necessary for sustainable development. This revised policy is expected to bridge the gaps and challenges faced in implementing the existing policy hence the satisfaction of internal and external stakeholders' needs and expectations.

CHAPTER TWO

POLICY INTRODUCTION

2.1 Introduction

This chapter highlights the vision, mission, goal, objectives, philosophy and scope of the Quality Assurance Policy.

2.2 Policy Vision

The Quality Assurance Unit (QAU) aims to enhance the University's quality of teaching and learning in compliance with national and international standards.

2.3 Policy Mission

The Policy is instrumental in helping the University maintain consistently high standards through proactive measures, thus fostering an efficient and outstanding educational atmosphere.

The Quality Assurance Unit at the University is committed to:

- (i) Establish quality assurance frameworks to uphold high-quality services;
- (ii) Assist the University in obtaining accreditation and delivering quality education;
- (iii) Implement rigorous and high-quality assurance and enhancement processes;
- (iv) Enhancing institutional effectiveness to create a supportive environment for teaching and learning;
- (v) Collaborating with affiliates to ensure high quality in all educational processes; and
- (vi) Ensuring continuous quality enhancement aligned with national and international standards.

2.4 Policy Goal

The goal of the policy is to ensure that the University establishes relevant and appropriate structures, regulations and guidelines to enhance

acceptable standards in the pursuit and fulfillment of its core functions of teaching and learning, research, innovations and provision of consultancy and outreach services to the community.

2.5 Policy Objectives

The general objective of the policy is to consistently uphold and enhance high-quality standards across all aspects of the University's educational endeavors, fostering a proactive, effective and excellent academic environment.

The Quality Assurance Policy aims to:

- (i) Develop and implement a vigorous quality assurance operational guideline to ensure the delivery of high quality services;
- (ii) Coordinate the curriculum development, review, implementation, and assessment processes;
- (iii) Enhance institutional effectiveness by creating a supportive environment for teaching and learning;
- (iv) Collaborate with the Ministry of Education, Science and Technology, TCU, IUCEA, and EAQAN to ensure high education quality in all processes;
- (v) Implement continuous quality enhancement initiatives in programmes and institutional performance aligning with national and international standards; and
- (vi) Implement the QA Strategic Plan (2022/2023 – 2026/2027)

2.6 Guiding Philosophy

Embracing a holistic commitment to quality in science and technology.

2.7 Policy Scope

The policy will be implemented to guarantee quality for all faculty, students, and service providers and across all educational, training, research, consultancy, innovation and community service activities at every level of the University with the aim of improving academic standards.

The key areas of focus include:

- (i) Developing quality assurance processes and procedures;

- (ii) Setting performance standards across all aspects of University functions;
- (iii) Monitoring and evaluating the implementation of quality assurance processes according to the set standards, ensuring adherence and effectiveness;
- (iv) To facilitate external evaluation of the University and the accreditation of academic programmes by statutory and professional bodies; and
- (v) Synthesis of new approaches pertaining to quality assurance matters, drawing insights from research in higher education.

CHAPTER THREE

POLICY ISSUES, STATEMENTS AND STRATEGIES

3.1 Introduction

The policy issues for quality assurance at Mbeya University of Science and Technology are crucial to ensuring the provision and effectiveness of education. The University is committed to fostering a culture of continuous improvement, aligning quality assurance practices with QA strategic planning and integrating a student centered approach.

3.2 Policy issues

3.2.1 Teaching, Learning, and Assessment

Statement: Teaching and Learning lies at the core of the University activities, which target students who are the main stakeholders. To retain students enrollment and produce competent graduates, the University shall continuously promote, monitor, assess, and evaluate quality standards in teaching and learning.

Objectives:

- (i) Promote Inclusive Education through inclusive teaching methods and materials that cater to a variety of student learning needs and diversity.
- (ii) Promote Digital Literacy to enhance their professional development, enabling them to effectively utilize digital technologies and resources with greater proficiency.
- (iii) Encourage Critical Thinking and Problem-Solving Skills
- (iv) Assessment for Learning through formative assessment, performance evaluations, portfolios and project-based assessments, to gain a comprehensive understanding of teaching and learning dynamics.
- (v) Professional Development for Course Facilitators to avail them of continuous professional development opportunities

- (vi) Develop Lifelong Learning Skills to acquire lifelong learning skills, such as proficient communication, self-directed learning abilities and adaptability.
- (vii) Ensure Equitable and Fair Evaluation Procedures
- (viii) Community Engagement to ensure the continued relevance of education within the local context.

Strategies:

The University shall:

- (i) Conduct long term and in-service training for staff to enhance performance;
- (ii) Conduct a periodical evaluation on adherence to quality standards in teaching, learning and assessment;
- (iii) Assess, monitor, and evaluate teaching, learning and assessment activities on a semester basis;
- (iv) Ensure the adoption of new innovative approaches to teaching learning and assessment;
- (v) Place a strong emphasis on helping students improve their critical thinking, and problem solving skills by encouraging problem based learning, cooperative learning and other learner-centered approaches;
- (vi) Motivate course facilitators to develop lessons, improve methods of instruction that push students to use their critical thinking skills and apply what they have learned in practical settings;
- (vii) Offer students the necessary tools to acquire lifelong learning skills, such as proficient communication, self-directed learning abilities and adaptability;
- (viii) Promote a classroom atmosphere that encourages curiosity, exploration, and a willingness to learn beyond conventional educational boundaries;
- (ix) Put in place open and bias-free evaluation procedures; and
- (x) Monitor disparities in assessment outcomes linked to cultural background, gender or socioeconomic status and implement suitable interventions as needed.

3.2.2 Infrastructure and Facilities

Statement: Provision of training is one of the core functions of the University which involve academic staff and students. For it to be effective, training must take place in an environment that ensure mental and physical comfort. In this case, the University shall ensure quality infrastructure and facilities.

Objective: To promote quality infrastructure and facilities for teaching, research, consultancy, innovation and community outreach services.

Strategies:

The University aims to:

- (i) Foster a culture of quality assurance within the University to achieve a sustainable balance between provided infrastructure and the demand for high quality services;
- (ii) Stimulate quality development to enhance enrolment competitiveness, innovation and efficient use of resources while ensuring University safety and protecting human health and the ecosystem;
- (iii) Encourage timely availability and accessibility of sufficient and high-quality study materials and equipment to fulfill the infrastructure and facility needs for supporting teaching and learning via blended, open, and distance education methods; and
- (iv) Conduct tracer studies and market surveys for regular review and development to incorporate existing and emerging trends in education.

3.2.3 Student Support Services

Statement: Support services which include library services, counselling services, access to information are crucial for facilitating students academic life; hence the University is dedicated to enhancing the success and well being of students by offering comprehensive and outstanding support services.

Objectives:

The University shall:

- (i) Enhance the availability, accessibility and inclusivity of support services for all students;
- (ii) Promote the sustainability of students' support services;
- (iii) Safeguard confidentiality and documentation by ensuring safety measures to protect the privacy and secrecy of students' affairs; and
- (iv) Promote communication by using multiple channels (phone, email and social media platforms) to suit the varied preferences of students.

Strategies:

The University shall:

- (i) Engage with stakeholders to expand the scope of services offered through a support network;
- (ii) Develop financial strategies, seeking research and consultancy grants and establishing contingency plans within the University budget to secure funding for ongoing and enhanced support services; and
- (iii) Enforce stringent data security protocols, raise awareness among students and staff regarding privacy guidelines and regularly review and enhancement of security procedures.

3.3.4 Accreditation and Compliance

Statement: The University is committed to meeting accreditation and compliance standards with all relevant national and regional regulatory requirements. This commitment extends to academic programme content and delivery methods.

Objective: To comply with accreditation standards to enhance Quality Assurance in the University functions.

Strategies:

The University shall:

- (i) Establish mechanisms for continuous compliance with accreditation requirements and regulatory standards;

- (ii) Establish and maintain a system for monitoring and ensuring compliance with applicable regulations; and
- (iii) Regularly review and update policies and procedures to align with evolving regulatory requirements

3.2.5 Curriculum development/review and implementation

Statement: The University is committed to maintaining a dynamic curriculum that reflects current demands in the respective fields of study.

Objective: To ensure the academic curriculum is relevant and aligns with stakeholders' needs.

Strategies:

The University shall:

- (i) Coordinate curriculum development/review to align with the demands of society, emerging technologies, and international trends;
- (ii) Ensure that the review process is conducted after every programme cycle to respond to changes in market demands; and
- (iii) Monitor the standards of teaching and learning among staff, students, and facilities.

3.2.6 Student admission, assessment and evaluation

Statement: To establish equitable and transparent procedures for admissions and evaluations to effectively enroll students and assess their learning outcomes, thereby encouraging continuous improvement.

Objectives:

The University aims to:

- (i) Assess admission procedures based on MUST guidelines;
- (ii) Evaluate the quality of enrolled students as per programme entry requirements;
- (iii) Examine the effectiveness of assessment processes based as per stipulated educational goals;

- (iv) Promote collaboration and interdisciplinary approaches, nurturing interactions among students and staff to drive innovative solutions related to assessment practices; and
- (v) Enhance industrial linkage with academia and real-world application of innovative ideas.

Strategies:

The University shall:

- (i) Implement user friendly admission processes utilizing contemporary technology;
- (ii) Create grounds for self assessment as per entry requirements;
- (iii) Adopt standardized assessment instruments aligned with Bloom's Taxonomy according to the course outline;
- (iv) Foster an environment conducive to collaboration and interaction between students and staff, aiming to promote innovative solutions;
- (v) Ensure that internal and external evaluations are conducted to obtain information on programme performance;
- (vi) Ensure the use of diverse assessment methods to capture a holistic understanding of student performance; and
- (vii) Engage local stakeholders in the evaluation and assessment of students.

3.2.7 Research, Innovation, Consultancy and Outreach

Statement: Research, innovation, consultancy and outreach are considered as residence for distinguished and budding scholars, the University is committed to create an outstanding climate support to ensure quality in research, innovation, consultancy and outreach services.

Objective: To promote an excellent culture in research, innovation, consultancy and outreach activities.

Strategies:

The University shall:

- (i) Establish an atmosphere that encourages high impact research by providing resources and assistance to draw in and retain elite researchers;
- (ii) Promote University industry collaboration for research, innovation, and outreach and consultancy development;
- (iii) Encourage dissemination of research findings and innovative solutions to influence the institutional, national, regional and international direction in socio-economic and decision-making; and
- (iv) Assessing, auditing, and advising on the quality of training, research, outreach activities, consultancy and innovative products/services.

3.2.8 Recruitment of staff, retention and development

Statement: Recruitment of staff involves procedure that are governed by laws, regulations and directives on public services. To guarantee that the recruitment of staff is merit-based involves interviews to assess qualifications and competence of the candidate. Following appointment, a probationary period of 12 months is established, during which management evaluates whether to confirm the academic staff.

Objective: To promote recruitment of quality staff at all levels of University operations.

Strategies:

The University shall:

- (i) Ensure employment of a competitive recruitment team;
- (ii) Ensure proper recruitment of competent staff;
- (iii) Undertake systematic and comprehensive training programs to further improve the quality of its staff at all levels;
- (iv) Guarantee adherence to all recruitment processes and protocols;
- (v) Assure recruitment of staff based on job qualifications as advertised;
- (vi) Advocate for gender equality in recruitment opportunities; and
- (vii) Ensure proper plan for staff succession plan to avoid collapse of the operation at any given time.

3.2.9 Delivery of high quality products and services

Statement: Service quality plays a vital role in the success of the University. Hence, MUST will continually monitor and evaluate the quantity and quality of services rendered by its staff and students at all levels so as to assure adherence to quality standards.

Objective: To promote high quality service delivery at all levels of the University.

Strategies:

The University shall:

- (i) Conduct awareness campaign on customer care in all campuses of the University involving both staff and students;
- (ii) Conduct in-service training for staff in order to enhance performance;
- (iii) Post placards on service statement mottos in open areas to constantly remind the University population on their obligations and expectations of clients; and
- (iv) Faciliate the establishment of open quality check platforms to gauge immediate client satisfaction.

CHAPTER FOUR

POLICY COMMUNICATION AND IMPLEMENTATION

4.1 Introduction

To uphold transparency and inclusivity, all University community members are entitled to access this Policy. To facilitate this, the Policy will be extensively disseminated across platforms such as the University website, library, colleges, directorates, centers, units and departments. The University is committed to ensuring easy accessibility of this Policy to all stakeholders, promoting a culture of openness and awareness throughout the University.

4.2 Organizational Structure

4.2.1 MUST QA Structure

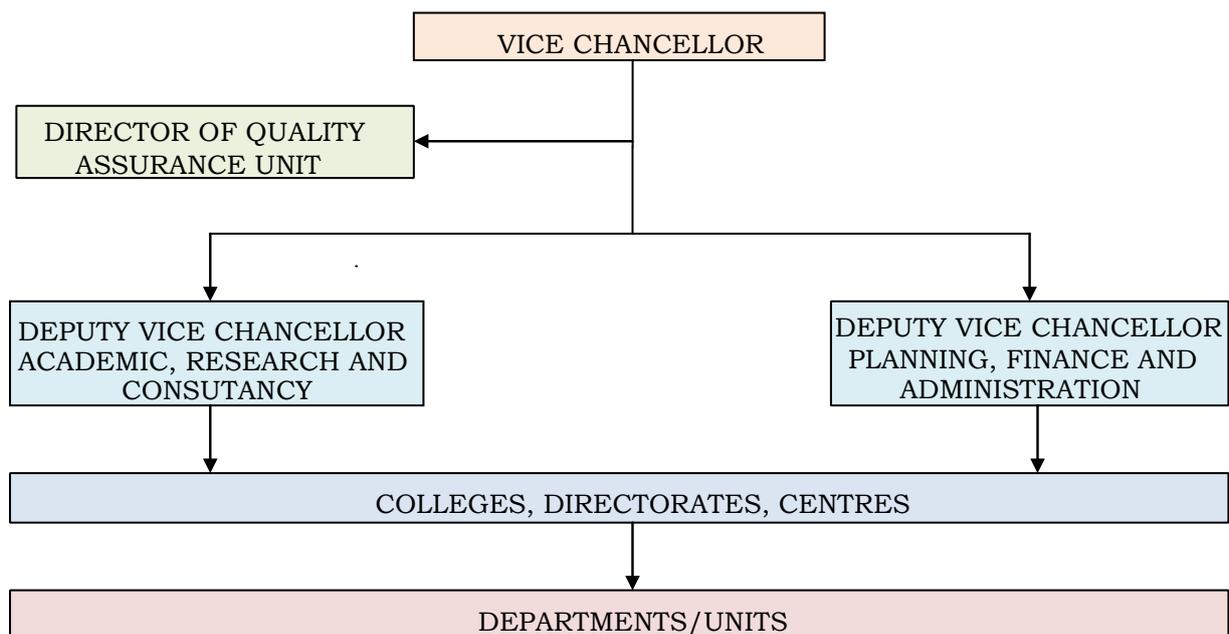


Figure 1: Structure of MUST Quality Assurance

4.2.1.1 Roles of the Vice Chancellor

- (i) Oversees the daily quality assurance activities and reports to higher authorities;
- (ii) Links the University with other stakeholders;

- (iii) Approves various quality assurance task teams;
- (iv) Monitor's and follows up on MUST compliance with national and internal standards, policies, regulations and laws on teaching and learning processes; and
- (v) Takes action, improve systems, policies and procedures.

4.2.1.2 Roles of the Deputy Vice Chancellor Academic, Research and Consultancy

- (i) Ensures that qualified academic staff are employed and developed based on academic programmes;
- (ii) Ensures the quality of all academic programmes;
- (iii) Ensures availability of facilities for teaching and learning processes;
- (iv) Appoints a task force to accomplish various quality assurance tasks;
- (v) Strengthens academic exchange programmes; and
- (vi) Monitors the effectiveness of teaching and learning systems at the University.

4.2.1.3 Roles of Deputy Vice Chancellor Planning, Finance and Administration

- (i) Oversees quality of infrastructures for teaching and learning;
- (ii) Handles all financial matters for required activities, materials and facilities;
- (iii) Facilitates payment processing for programmes' accreditation;
- (iv) Oversees staff career development to facilitate teaching and learning processes;and
- (v) Oversees students' support services.

4.2.1.4 Roles of the Quality Assurance Director

- (i) Prepare procedures and guidelines for monitoring and evaluation;
- (ii) Ensure the quality of teaching and learning processes across the University;
- (iii) Ensure the development, monitoring and evaluation of the quality of teaching, learning and support services;

- (iv) Audits, reports and advices the top Management on quality assurance issues related to teaching and learning processes, facilities and courses or programmes;
- (v) Compiles various reports from Independent Internal and External Examiners, Stakeholders' reports, evaluation form results;
- (vi) Ensures quality assurance compliance with national and international standards in relation to staff and academic programmes;
- (vii) Tracks all matters concerning the effectiveness of teaching and learning as outlined in different standards and guidelines;
- (viii) Supports skill development and organizes seminars/workshops pertaining to quality assurance in teaching and learning processes;
- (ix) Coordinates the programme review process at the end of each programme cycle and the development of new programmes;
- (x) Monitors the coursework assessment and the end of semester examination process; and
- (xi) Oversees the student-staff ratio for each programme and communicates areas for improvement to the University's top management.

4.2.1.5 Roles of the Director of Undergraduate Studies

The Director of Undergraduate Studies (DUS) will be responsible for issues related to undergraduate programmes and will perform the following duties:

- (i) Ensure the quality of admission and registration processes;
- (ii) Ensure smooth operation of the Students Information Management System;
- (iii) Promptly release the timetable and the academic almanac;
- (iv) Ensure the timely payment of annual quality assurance fees for registered students;
- (v) Oversee the preparation of the budget or orders related to examination issues; and
- (vi) Promptly release, publish information and examination results.

4.2.1.6 Roles of the Director of Postgraduate Studies, Research and Publications

The Director of Postgraduate Studies, Research, and Publications (DPSRP) will address issues concerning postgraduate programmes and undertake the following responsibilities:

- (i) Ensure the quality of admission and registration processes of postgraduate students;
- (ii) Guarantee the production of high quality research by both students and staff;
- (iii) Cultivate a conducive learning environment for postgraduate students;
- (iv) Establish an atmosphere for quality research, innovation and publication;
- (v) Encourage the dissemination of quality research findings;
- (vi) Ensure proper documentation of publications;
- (vii) Ensure timely feedback from internal and external examiners of students' work;
- (viii) Facilitate capacity building and coordinate seminars on quality research and publication; and
- (ix) Encourage staff participation in various research presentations.

4.2.1.7 Roles of Principals

These leaders are responsible for monitoring and evaluating all programmes at their respective colleges by performing the following tasks:

- (i) Monitor teaching and learning quality across colleges as per academic programmes;
- (ii) Submit to the Quality Assurance Unit various copies of reports including Independent Internal Examiner reports, External Examiner reports, monitoring reports, stakeholders' reports, tracer study reports, programme assessment, curriculum issues and other teaching and learning related matters;
- (iii) Follow up on students' registration processes;

- (iv) Budget for and facilitate the procurement of workshop /laboratory/studio facilities for enhanced teaching and learning across colleges;
- (v) Monitor examination processes including setting, moderation, supervision, marking and submission of marked scripts;
- (vi) Keep records of examination reports, teaching materials, study guides, assessment plans and other relevant documents which facilitate teaching and learning processes;
- (vii) Monitor, supervise and process industrial practical training reports and results;
- (viii) Maintain attendance records for all course facilitators every semester; and
- (ix) Monitor student/staff ratio per programme.

4.2.1.8 Roles of other Directorates/Centres/Units

The following responsibilities will be assigned to Directorates/Centres/Units not previously discussed, such as Director of Administration and Human Resource Management (DAHRM), Director of Estate Management (DEM), Director of Information and Communication Technology (DICT), Director of Students Services (DSS), Director of Planning and Investment (DPI), Director of Finance (DF), Centre for Innovation and Technology Transfer (CITT), Procurement Management Unit (PMU), Internationalization and Convocation Unit (ICU), Centre for Virtual and Continuing Education (CVCE), Director of Library Services (DLS) and Chief Internal Auditor (CIA).

- (i) Oversee the recruitment of qualified staff;
- (ii) Facilitate University staff capacity building;
- (iii) Ensure the availability of quality infrastructures for teaching and learning; and
- (iv) Ensure timely procurement of teaching and learning materials and other resources;
- (v) Ensure the allocation of an adequate budget and resources to enhance teaching and learning at the University;

- (vi) Ensure timely disbursement of approved funds to enhance teaching and learning;
- (vii) Ensure the availability of quality books, subscription to journals, and online educational resources;
- (viii) Ensure easy accessibility of University information systems (SIMS, reliable internet connectivity);
- (ix) Ensure quality incubation processes to the final innovation products;
- (x) Promote University linkage with alumni and other stakeholders;
- (xi) Promote innovative pedagogies and online trainings;
- (xii) Ensure equality, equity, inclusivity in each category and activities undertaken at the University;
- (xiii) Ensure quality delivery of student's services;
- (xiv) Ensure adherence to control mechanisms and standards for monitoring teaching and learning;
- (xv) Ensure coordination of University advertisement and efficient use of social media to brand the University; and
- (xvi) Publicise programmes for the promotion of the University's image.

4.2.1.9 Roles of Heads of Academic Departments

The heads of various departments shall perform the following quality assurance duties:

- (i) Monitor the quality of teaching and learning;
- (ii) Submit to Principals various reports such as monitoring reports, stakeholders' reports, tracer study reports, curriculum issues and other related matters;
- (iii) Ensure the availability of all required documents for facilitating independent Internal Examiner and External Examiner activities;
- (iv) Follow up on registration processes;
- (v) Monitor academic staff class attendance;
- (vi) Prepare lists of student academic advisors and ensure its implementation;

- (vii) Budget for and facilitate the procurement of workshop /laboratory/studio facilities;
- (viii) Monitor the examination process including examination setting, moderation, supervision, marking and submission of marked scripts;
- (ix) Maintain records of examination reports, moderation reports for exams, teaching materials, study guides, assessment plans and other pertinent documents;
- (x) Maintain lists of supervisors for Industrial Practical Training (IPT) and creates reports for Field Practical Training (FPT), IPT, teaching practice (TP), projects/research, and the results of their students;
- (xi) Coordinate and regulate staff teaching load;
- (xii) Monitor student/ staff ratio for each programme;
- (xiii) Collaborate with QA coordinators to ensure teaching and learning quality; and
- (xiv) Ensure that tests are administered from the sixth week of the semester.

4.2.2 Quality Assurance Unit Structure

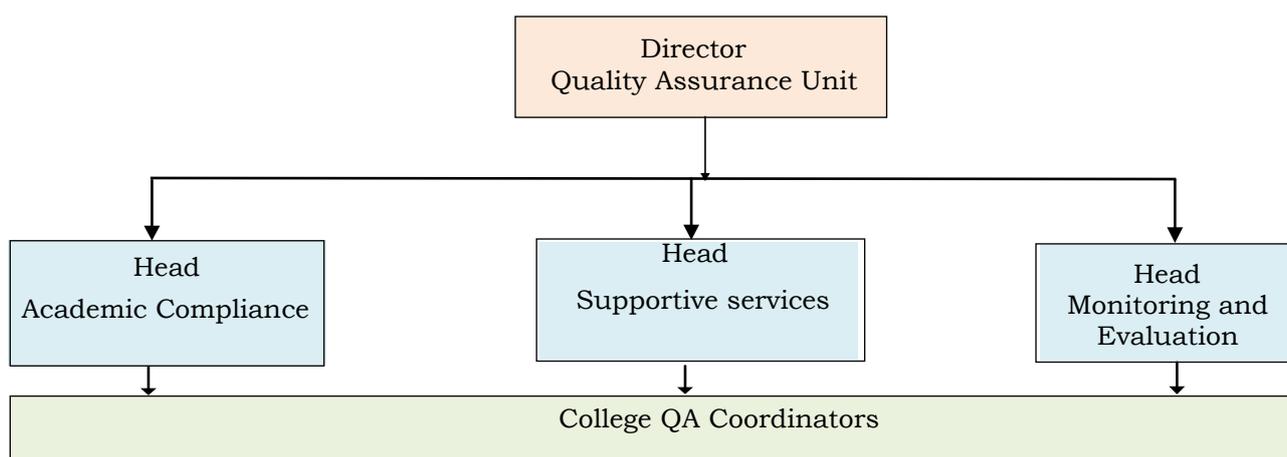


Figure 2: Structure of the Quality Assurance Unit

4.2.3 Roles of QAU Heads

4.2.3.1 Roles of the Head of Academic Compliance

The head of academic compliance shall perform the following quality assurance duties:

- (i) Monitor and ensure the compliance of academic programmes with national and international regulatory agencies governing higher education;
- (ii) Conduct periodic reviews and audits of academic programmes, policies, and procedures to identify areas of non-compliance, inefficiencies, or opportunities for improvement and recommend corrective actions;
- (iii) Design and implement assessment strategies to evaluate the effectiveness and quality of academic programmes through tracer studies and market surveys to inform continuous improvement efforts;
- (iv) Provide guidance and support to academic departments in curriculum development and revision processes, and ensure that new programmes meet regulatory standards and align with University objectives;
- (v) Maintain accurate records and documentation related to academic compliance activities, including policies, procedures, accreditation reports and compliance audits;
- (vi) Develop and deliver training sessions and workshops to academic staff, non academic staff, and University management on academic compliance topics, including regulatory requirements, accreditation standards and institutional policies;
- (vii) Ensure timely submission of the reviewed or developed programmes to TCU for accreditation;
- (viii) Serve as a liaison between the University and external agencies, accrediting bodies, and regulatory authorities regarding academic compliance matters; and
- (ix) Identify potential risks and vulnerabilities related to academic compliance and develop strategies to mitigate such risks.

4.2.3.2 Roles of the Head of Supportive Services

The head of support services shall execute the following tasks:

- (i) Develop quality standards and guidelines for supportive services and monitor their delivery while ensuring compliance with quality standards and requirements;
- (ii) Oversee the implementation of quality assurance processes and procedures for supportive service delivery including description of processes for service delivery, monitoring performance and measuring outcomes;
- (iii) Assess the effectiveness of supportive services by collecting and analyzing data on service outcomes, client satisfaction and other relevant metrics to identify areas for improvement and optimization;
- (iv) Prepare training sessions and support to staff members involved in delivering supportive services, ensuring that they have the necessary skills, knowledge and resources to meet quality standards;
- (v) Collaborate with internal and external stakeholders, including service providers, clients and regulatory agencies, to address quality related issues, share best practices and promote continuous improvement;
- (vi) Ensure that supportive services comply with relevant policies, regulations and industrial standards;
- (vii) Prepare reports and maintain documentation related to support service quality and other QA activities; and
- (viii) Identify potential risks and challenges related to service delivery and develop robust strategies to mitigate such risks.

4.2.3.3 Roles of the Head of Monitoring and Evaluation of Teaching and Learning

The head of monitoring and evaluation of the teaching and learning activities will perform the following duties:

- (i) Oversee the implementation of assessment procedures; including classroom observations, student evaluations, peer reviews and assessments of teaching materials and methods;
- (ii) Developing frameworks and strategies for evaluating the quality of teaching and learning;
- (iii) Collects and analyze data related to teaching and learning quality, such as student performance data, feedback from stakeholders and assessment results to identify trends, strengths, weaknesses and areas for improvement;
- (iv) Audit the learning environment including quality of academic staff and teaching facilities;
- (v) Ensures that teaching and learning practices comply with University strategic plans, policies, accreditation standards and regulatory requirements;
- (vi) Monitor coursework assessment and examination processes across the University;
- (vii) Explores current trends in teaching and learning including innovative pedagogies;
- (viii) Ensures collaboration with academic departments and other units in all matters related quality of teaching and learning;
- (ix) Serve as a liaison between the University and external stakeholders such as accrediting bodies, educational organizations, professional bodies, companies and industries;
- (x) Organize workshops, training sessions and professional development activities to enhance academic staff development;
- (xi) Monitor the implementation of the tools outlined in the guidelines of monitoring and evaluation of teaching and learning; and
- (xii) Prepare reports based on assessment findings and provide feedback to academic staff, University management, and other stakeholders.

4.2.3.4 Roles of College QA Coordinators

The college QA coordinators shall execute the following QA tasks:

- (i) Monitor the teaching and learning activities at the college level;

- (ii) Promote a quality culture at the college level;
- (iii) Oversee the development/review process of academic programmes at the college level;
- (iv) Monitor examination processes including examination setting, moderation, invigilation, marking of scripts and submission of marked scripts at the college level;
- (v) Monitor the quality of teaching and learning facilities (including projectors, laboratory equipment, internet connectivity, chairs, tables, whiteboards, office facilities);
- (vi) Prepare quality assurance reports and share the same with the principal and DQA;
- (vii) Guarantee the administration of tests starting from the sixth week of teaching in a specific semester.
- (viii) Address college specific concerns as recommended periodically by the University Quality Assurance Committee.

4.3 Composition of the QA Committee

The Quality Assurance Committee shall comprise the following members:

- (i) Deputy Vice Chancellor Academic Research and Consultancy (Chairperson);
- (ii) Deputy Vice Chancellor Planning, Finance and Administration
- (iii) Director of Quality Assurance (Secretary);
- (iv) Directors and Principals and heads of major departments;
- (v) One external member appointed by the Accounting Officer; and
- (vi) Two undergraduate and postgraduate (1 female and 1 male) student representatives.

4.4 Roles of the QA Committee

The Quality Assurance Committee will accomplish the following roles:

- (i) Advise Senate on matters concerning the educational quality of programmes;
- (ii) Review and deliberate on reports regarding monitoring, review/evaluation, assessment and audit at various levels within the

- institution, units, and programmes/services, then submit them to the senate/council for discussion and deliberation;
- (iii) Supervise the execution of diverse responsive strategies for quality assurance as outlined in plans with QAU guidance and recommendations;
 - (iv) Promote the QA culture at the University;
 - (v) Facilitate the continuous improvement of quality assurance matters at the University.
 - (vi) Execute specific QA directives as instructed periodically by the Council;
 - (vii) Monitor the implementation of corrective measures as suggested by external examiners; and
 - (viii) Perform other functions as may be assigned by the committee.

4.5 Rights and Obligations/Roles of Stakeholders

The following stakeholders play a significant role in contributing to the attainment of the quality assurance unit's objectives:

4.5.1 Roles of the Government

The government is expected to fulfill the following responsibilities to improve the quality of academic offerings and support services:

- (i) Defining and establishing academic, administrative and infrastructure standards for universities through regulatory frameworks;
- (ii) Establishing and recognizing accreditation agencies responsible for evaluating and accrediting universities based on established standards, by ensuring that academic awards are nationally and internationally recognized;
- (iii) Conducting periodic quality audits and assessments of universities to ensure compliance with established standards;
- (iv) Assessing the quality of academic programmes to ensure they meet the needs of students and the job market;
- (v) Allocating funds for the University to maintain and enhance the quality of education;

- (vi) Formulating, updating, and revising policies and regulations that guide the development and improvement of higher education in response to changing educational needs, trends and global standards;
- (vii) Implementing measures to protect students' rights and provision of adequate support services;
- (viii) Facilitating international collaboration and partnerships to enhance the global recognition and competitiveness of universities as a way to maintain quality standards; and
- (ix) Ensuring that the University complies with legal requirements and ethical standards through taking corrective measures.

4.5.2 Roles of Employers

Employers are expected to fulfill the following responsibilities to improve the quality of academic offerings and support services:

- (i) Provide insights on skills and competencies required in the workforce;
- (ii) Collaborate with the University through internship, field attachment, and industrial practical training to provide students with hands-on experience;
- (iii) Work with the University and facilitate job placement services for graduating students;
- (iv) Offer workshops, training opportunities and seminars to the University community; and
- (v) Participate in the review and assessment of academic programmes to support the accreditation process and contribute to programme quality

4.5.3 Roles of Independent Internal and External Examiners

To enhance the quality of academic offerings and support services, independent internal and external examiners will perform the following duties:

- (i) Conduct a comprehensive evaluation of curriculum content and delivery;
- (ii) Assess curriculum coverage and relevance of course materials;
- (iii) Assess the teaching and learning environment and resources;

- (iv) Assess the extent to which the learning objectives and outcomes are realized;
- (v) Assess the standard of examination papers;
- (vi) Evaluate overall student performance in the continuous assessment and University examinations;
- (vii) Evaluate the fairness of exam grading and the allocation of marks according to marking schemes provided by course facilitators;
- (viii) Confirm the accuracy of marks documented on examination answer scripts and result sheets;
- (ix) Report on any irregularities or anomalies discovered and suggest corrective measures; and
- (x) Prepare a comprehensive report for a specific academic year.

4.5.4 Roles of the Society

In order to improve the quality of academic offerings and support services, society is expected to fulfill the following responsibilities:

- (i) Provide valuable feedback to the University on skills and competencies needed from graduates;
- (ii) Advocate for diversity and inclusion within the University;
- (iii) Emphasize the importance of civic engagement, leadership and ethical conduct which encourage holistic development of graduates; and
- (iv) Enhance student's/staff social welfare to strengthen University society relationships.

4.5.5 Roles of Students

To enhance the quality of academic provision and support services, students shall have the following responsibilities:

- (i) Embrace a culture of independent and holistic learning;
- (ii) Attend scheduled learning and teaching activities;
- (iii) Objectively evaluate teaching staff, courses and support services of the University;
- (iv) Use the committee system of representation to effectively contribute to the improvements of academic and support services at the University;
- (v) Participating in college and University meetings effectively;

- (vi) Take responsibility for safeguarding and maintaining the quality of University properties; and
- (vii) Meeting deadlines, prompt submission of assignments and adhering to academic integrity standards.

4.5.6 Roles of Staff

University staff shall execute the following QA responsibilities:

- (i) Conduct their duties with professionalism, adequately prepare for academic tasks and execute them with the highest level of professionalism;
- (ii) Facilitate students' development in competence areas that underpin teaching, research, community service and student support;
- (iii) Dutifully adhere to provisions of the University's policies such as the Teaching and Learning Policy, Research Policy and Student Assessment Processes and procedures;
- (iv) Diligently align all work done in the University to the core mission of the University in teaching, learning, research and community service; and
- (v) Reflect on their performance and seek to continuously improve their performance.

4.5.7 Roles of Parents/Guardians

Parents shall be responsible for the following QA duties:

- (i) Responsible for paying tuition fees and other contributions;
- (ii) Participate in campus activities;
- (iii) Advocate for a safe and inclusive environment;
- (iv) Provide emotional support and encouragement, especially during challenging academic periods;
- (v) Encourage students to prioritize their studies and engage actively in attending classes, participating in discussions and seeking academic assistance when needed;
- (vi) Foster stress management and well-being by encouraging breaks, physical activity and sufficient sleep;

- (vii) Act as a communication bridge between the University and the student, staying informed about academic progress, events and policies;
- (viii) Assist in financial planning, budgeting and ensuring students are aware of available resources for financial support;
- (ix) Encourage students to participate in extra curricular activities for personal and academic growth; and
- (x) Encourage students to respect diversity and contribute to creating a positive and inclusive campus culture.

CHAPTER FIVE

MONITORING AND EVALUATION

5.1 Introduction

Monitoring is an ongoing process aimed at assessing advancement and identifying obstacles, while concentrating on the process itself. On the other hand, evaluation occurs intermittently, typically conducted midway or at the end of an activity, to appraise the attained outcomes in comparison to the anticipated ones. Evaluation scrutinizes the occurrences, processes and implementation of activities.

5.2 Key Indicators for Monitoring and Evaluation

- (i) **Inputs:** refers to resources required to achieve a given objective (% of resources invested);
- (ii) **Process:** focuses on how objectives will be implemented and how it operates through the use of resources to accomplish the planned activities (efficiency of the process in comparison with inputs and outputs);
- (iii) **Output:** includes products and services resulting from the execution of activities;
- (iv) **Outcome:** refers to what is likely to be achieved in the short term, mid or long term effects of planned activities;
- (v) **Impact:** refers to the broader and long-term effects of the University's quality assurance outcomes. It can be positive or negative, primary or secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended; and
- (vi) **Sustainability:** refers to the ability to maintain positive quality assurance outcomes over the long term. Determines whether the participants in the planned activities have become capable of learning and managing the outcomes (Duration since its inception).

5.3 Tools for Monitoring and Evaluation

Some tools for monitoring and evaluation can be chosen from among others in the following list as deemed necessary:

- (i) **Direct observation:** A record of what observers see and hear at a specified site, using a detailed observation form. Observation may be of physical surroundings, activities or processes;
- (ii) **Focus group discussion:** Focused discussion with a small group of participants to record attitudes, perceptions and beliefs pertinent to the issues being examined. A moderator initiates the discussion, utilizing a prepared guide to steer the conversation and gather opinions and reactions;
- (iii) **Key informant interview:** An interview with a person having special information about a particular topic. These interviews are generally conducted in an open-ended or semi structured fashion;
- (iv) **Mini-survey:** Data collected from limited participants, usually selected using non-probability sampling techniques. Structured questionnaires with a limited number of closed ended questions are used to generate quantitative data that can be collected and analyzed quickly;
- (v) **Checklist:** A list of items used for validating or inspecting procedures/steps that have been followed or the presence of examined behaviors;
- (vi) **Structured interview:** An interviewing method employing structured questions that permit only a restricted range of responses, such as "yes/no," or ratings/numbers on a scale. These responses can be easily coded numerically for statistical analysis;
- (vii) **Community interviews/meeting:** A form of public meeting open to all community members. Interaction is between the participants and the interviewer, who presides over the meeting and asks questions following a prepared interview guide;
- (viii) **Open-ended interview:** A technique for questioning that allows the interviewer to probe and follow up topics of interest in depth (rather than soliciting for just "yes/no" responses);

- (ix) **Participant observation:** A technique that requires the researcher to spend considerable time with the group being studied (days) and to interact with them as a participant. This method gathers insights that might otherwise be overlooked, but is time-consuming;
- (x) **Participatory Rapid Appraisal:** This uses community engagement techniques to understand community views on a particular issue. It is usually done quickly and intensively over a given period. Methods include interviews, focus groups and community mapping;
- (xi) **Questionnaire:** A data collection instrument containing a set of questions organized in a systematic way, also including a set of instructions for the enumerator/interviewer on how to ask the questions (typically used in a survey); and
- (xii) **Self-administered survey:** Written surveys completed by the respondent, either in a group setting or in a separate location. Respondents must be literate, for example, it can be used to survey teacher opinions; and
- (xiii) **Case study:** This is useful in evaluating situations and exploring qualitative impact.

5.4 Monitoring and Periodic Evaluation of the Policy

5.4.1 Continuous Monitoring and Periodic Evaluation of the Policy

The Director of the Quality Assurance Unit will conduct ongoing monitoring and quarterly evaluations of policies. The results of these evaluations will inform management decisions regarding immediate, medium term, and long-term planning for quality improvement. Additionally, feedback from evaluations will be utilized for overall quality monitoring and programme enhancement. Impact assessment will be incorporated into the design, development and implementation of the monitoring and evaluation guidelines of the policy.

5.4.2 Key terms for evaluation

(a) Efficiency: The optimal use of resources to achieve University quality assurance goals.

Indicators: Resource allocation, time management and process optimization.

(b) Effectiveness: The extent of achieving its intended quality assurance objectives.

Indicators: Goal attainment, outcome measurement and stakeholder satisfaction.

(c) Impact: The broader and long-term effects of the University's quality assurance outcomes.

Indicators: Long-term changes, social and environmental effects and unintended consequences.

(d) Relevance: The alignment and appropriateness in addressing the University's quality assurance needs.

Indicators: Alignment with goals, meeting stakeholder needs and adaptability.

(e) Sustainability: The ability to maintain positive quality assurance outcomes in the long run.

Indicators: Long-term effects, institutionalization and adherence to ethical practices.

5.5 Evaluation Report

The evaluation report will address all issues related to quality assurance. The DQA will channel those issues to the Quality Assurance Committee (QAC) for discussion and deliberation. The minutes from the QAC will be channeled to the Senate for noting and approval, and finally to the Council for noting. The decisions made by the top management will be channeled back to Principals, Directors, Deans, Heads of Departments/Head Units, Staff, Students and the Community at large.

5.6 Policy Review and amendments

The QA Policy shall be reviewed and amended from time to time on a need basis. Major review shall be done after every three (3) years and when deemed necessary.

6.0 REFERENCES

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APPROVAL

At its 42nd Meeting held on 3th day of June 2024, the Council of Mbeya University of Science and Technology RECEIVED, DUSCUSSED and APPROVED the Revised Quality Assurance Policy.

Hon. Zakia Hamdani Meghji

CHAIRPERSON

Adv. Lugano Mwakilasa

SECRETARY