SOKOINE UNIVERSITY OF AGRICULTURE

OFFICE OF THE VICE CHANCELLOR

QUALITY ASSURANCE BUREAU

QUALITY ASSURANCE POLICY IMPLEMENTATION PLAN

2017-2022

March 2018

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FOREWORD

Quality assurance is increasingly becoming an integral component of the growth and development processes of many institutions of higher learning across the globe. This is especially the case because of the growing competition among universities at national, regional and global levels. This state of affairs has necessitated institutions to devise strategies for assuring and enhancing quality of services in order to meet the expectations of their customers. Therefore, SUA as an institution seeking to claim her position in the global, regional and national higher learning institutions, must pay due attention to quality in all aspects of the teaching, learning, research, outreach and living environments. In recognition of this fact, the University Management restructured the then Quality Assurance and Promotion Bureau (QAPB) and reviewed the then Quality Assurance and Promotion Policy (QAPP) and the SUA Council approved the new structure of the Bureau and revised version of the Policy in June 2017. The revision of the QAPP culminated into the Second Edition of the Policy or simply QAP.

History has demonstrated that education and in particular, tertiary education is a key player in a nations' destiny. It is in recognition of this fact that the Tanzania's Vision 2025 recognizes the role of quality education in enabling the country achieve her development goals. Hence, SUA must claim her rightful position in the global, national and local academic arena by embracing quality as the guiding principle in all activities conducted in the course of implementing the SUA mandate.

With determination and resolve, implementation of the QAP shall provide for systems that ensure quality teaching, learning, research and outreach activities as well as services at levels that are comparable and competitive at the national, regional and international levels. Therefore, this implementation plan of the QAP outlines issues to be implemented, actions that will address implementation issues, the persons who will implement each issue and timelines. It is a critical instrument to maximize the likelihood of successful delivery of policy objectives. It is my hope therefore, that every stakeholder will view this implementation plan as a useful tool that will assist him/her in successfully delivering the Policy Objectives for the benefits of the University and the nation at large.

Professor Raphael T. Chibunda
Vice Chancellor

ACKNOWLEDGEMENTS

ACRONYMS AND ABBREVIATIONS

CQAB	Coordinator of Quality Assurance Bureau
CSP	Corporate Strategic Plan
DoS	Dean of Students
DPD	Directorate of Planning and Development
DVC (A&F)	Deputy Vice Chancellor (Administration & Finance)
DVC (A)	Deputy Vice Chancellor (Academic)
EAQAF	East African Quality Assurance Framework
EWD	Estates and Works Department
HEDP	Higher Education Development Programme
HLI	Higher Learning Institution
HoDs	Heads of Departments
ICT	Information Communication Technology
QAB	Quality Assurance Bureau
QAP	Quality Assurance Policy
QAPB	Quality Assurance and Promotion Bureau
SNAL	Sokoine National Agricultural Library
SUA	Sokoine University of Agriculture
TCU	Tanzania Commission for Universities
VC	Vice Chancellor

DEFINITION OF TERMS USED IN THE POLICY

Academic staff means teaching staff, research fellow and librarian of the University.

Administrative staff means a member of staff of the University who holds a position related to administration, technical, agricultural, forestry, veterinary, field and library work as the Council may from time to time determine; and such other members of staff of the University not engaged in teaching or research as the Council may from time to time determine.

Assurance means confidence and trust that the customers hold towards the institute and the feeling of safety in case of danger.

Head of department means a person heading an academic, administrative or service department.

Implementing committee means a committee set up at the level of a Department, College, Directorate, School, Institute, Centre or Bureau for the purpose of implementing issues of quality as defined in this Policy.

Implementing units means all Departments (academic and administrative); Colleges, Directorates, Schools, Institutes, Centres or Units, which collectively implement designated activities within the University.

Persons with special needs means persons with physical, mental or other disabilities, requiring special treatment and/or special attention and facilities.

Qualifications framework means an instrument for the development and classification of qualifications according to a set of criteria for levels of learning and skills and competences achieved.

Quality assurance means a systematic and continuous process for ensuring that conditions are in place to achieve standards set by the institution or the means by which an institution can guarantee that the standards and quality of its mandates[1] are being maintained.

Quality means compliance to set standards, fitting customers' needs (fitness for purpose), efficient and effective (value for money) and transformative (includes empowerment and enhancement of customer satisfaction).

Quality promotion means activities implemented for the aim of achieving quality.

Service charter means a social contract, commitment and agreement between Sokoine University of Agriculture (SUA) and staff, students and public in setting out the trios' roles and responsibilities to improve performance, enhance and fast track the delivery of services.

Stakeholders in higher education means groups that have an interest in the quality of provision and standard of outcomes. These include government, employers, students, academic and administrative staff, institutional managers, prospective students, parents of students and taxpayers.

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[1] SUA mandates include training, research, outreach, and service provision.

Technical committees means a body or team of experts dedicated to specified components of the Universities' mandates at levels of Department, School, Institute, Directorate or Centre such as the committees dealing with Undergraduate Studies, Postgraduate Studies, Research and Publications, Student Affairs and Social Welfare.

Technical staff means laboratory and workshop technicians; laboratory technologists; field officers; library technicians and Information and Communication Technology (ICT) technicians.

Total quality management means a systematic process for continuously obtaining accurate and timely information about the needs, wants and expectations of customers in a manner that can generate information that can be used to constantly re-invent the institution with an emphasis on quality.

SECTION ONE: INTRODUCTION

1.1 Overview of Sokoine University of Agriculture

Sokoine University of Agriculture (SUA) was established by Act No. 14 of 1984. The Universities Act of 2005 repealed Act No. 14 of 1984. In fulfillment of the requirement under the Universities Act, SUA was granted her Charter on 28th March 2007, henceforth referred to as the SUA Charter (2007). Since then, the University has expanded significantly in the number of academic units, student enrolment and staff disposition. The current organizational structure of SUA comprises of Colleges, Directorates, School(s), Institute(s), Centre(s), Departments, the Sokoine National Agricultural Library (SNAL) and Bureaus.

As a University that engages in training, research, outreach and delivery of services in agriculture, natural resources and allied sciences, SUA has the responsibility of generating and disseminating knowledge and creating opportunities for innovation to promote positive change in the society. Therefore, through its Vision and Mission, and Corporate Strategic Plan (CSP) 2016-2021, SUA aims to ensure that all training programmes are demand driven and attractive, and that the graduates have the required competencies to effectively carry out their duties as employees or self-employed. This implies that there must be a mechanism to ensure that quality is maintained and/or enhanced at all levels including students' enrollment, staff recruitment and the existence of adequate and appropriate infrastructure for teaching, learning and service delivery.

This implementation plan is guided by the 4th SUA CSP (2016-2021), which provides a detailed account of SUA's strengths, weaknesses, opportunities, challenges and desires, and describes how to exploit the available resources effectively and efficiently in order to improve delivery of quality education and training. The CSP also envisions improving research and public service delivery, improving the teaching and learning environment as well as enhancing cross cutting issues. Therefore, the implementation plan of the Policy provides a framework towards the attainment of the goals of the Policy in line with the CSP.

1.2 The Quality Assurance Policy
1.2.1 Background

The recent surge in the output from secondary education has increased demand and enhanced growth in the higher education sector. The demand has led to the establishment of more public and privately owned higher learning institutions (HLIs), which propelled the country from a situation where higher education was elitist to massification of the sector. This move resulted in changes in the higher education landscape from one where there was a limited number of public Universities, University Colleges and other tertiary institutions to one where privately owned higher education institutions are rapidly increasing. On the other hand, some Universities and/or University Colleges from outside Tanzania have already established or have expressed intention to establish campuses and/or branches of their institutions in Tanzania. Hence, the expansion of higher education providers at the local level and the trend of such higher education providers operating across countries and/or continents have made it imperative for Universities and University Colleges to devise ways and means to remain relevant and competitive. Therefore, to remain relevant and competitive, SUA must take all necessary measures to maintain quality in all academic programmes and service delivery to students and the general public within and outside the country.

Furthermore, the Tanzania Commission for Universities (TCU) established under The Universities' Act No 7 of 2005, is charged with the responsibility of ensuring that Universities

offer quality education as provided for in Section 10 of the Act. Thus, having a quality assurance and promotion system is mandatory as per the Universities' Act (2005) and Higher Education Development Programme (HEDP) (2013).

In recognition of quality assurance as an important agenda globally, within East Africa and compliance with the TCU general quality assurance guidelines, the SUA Council at its 107th meeting held in December 2009 approved the establishment of a Quality Assurance and Promotion Bureau (QAPB) whose main task is "…*to set quality standards and to monitor and evaluate whether SUA's performance is in line with set standards as per University's Vision, Mission and Corporate Strategic Plan (CSP)."* Since then, SUA has been launching several strategic initiatives to implement its vision of becoming a *leading University in the provision of quality knowledge and skills in agriculture and allied sciences*. Among the strategies include development and approval of the Quality Assurance and Promotion Policy (QAPP) in June 2011 and its revision in June 2017, resulting into what is presently known as the Quality Assurance Policy (QAP). The approval of the QAPP marked an important milestone demonstrating the resolve of SUA to pay due attention to quality based on recognized standards for both academic and non-academic conduct of the Universities' activities. Furthermore, the revision of the QAPP was intended to take on board new challenges in the area of quality assurance in higher education that have recently taken place at national, regional and global levels. Development and approval of the Quality Assurance Good Practices Handbook in June 2017 is another important strategic initiative by the University that is geared towards ensuring that the services provided are of acceptable quality.

However, while attempting to address requirements for maintaining quality in the University, SUA must ensure that it remains competitive and attractive to students, staff and the general public. SUA's vision can only be attained if a mechanism is put in place to guide the process at all levels. For this to happen, adjustments in the way the University functions are needed. In particular, there is a need to institute a mechanism that assures adherence to quality standards at all times and at all levels of University operations.

1.2.2 Policy objectives
The overall objective of QAP is to provide guidance in development and implementation of internal and external quality assurance procedures and practices. The specific policy objectives are to:

- Mainstream quality in planning, implementation and evaluation at all levels;
- Provide a framework for ensuring quality delivery of academic programs and other services offered within the University;
- Propel SUA to greater achievement in development of knowledge, technology and scholarly attainment; and
- Contribute towards enhanced application of knowledge, technology and scholarship to solve current and emerging societal problems in the pursuit towards achieving SUA's national, regional and international development goals.

1.2.3 Structure of the Quality Assurance Policy
The Quality Assurance Policy 2017 is structured into six (6) main chapters as follows:

- Chapter 1 provides a brief introduction focusing among other things, on historical background of SUA and its current organizational structure. It also provides a situational analysis of changes in higher education landscape in Tanzania in particular and at the

global level in general; highlights some global and regional initiatives that are geared towards assuring and enhancing quality in higher education; and the rationale for and overview of what the Quality Assurance Policy seeks to achieve.

- Chapter 2 provides the vision and mission statements of SUA and outlines the seven (7) strategic objectives that are contained in the SUA CSP (2016-2021), which the University seeks to achieve and which the implementers of the Policy must give special emphasize and attention.
- Chapter 3 provides policy objectives, issues, statements, challenges and strategies to address the challenges.
- Chapter 4 provides the administrative structure of the Quality Assurance Bureau; vision, mission and core values of the Quality Assurance Bureau; functions of the Quality Assurance Bureau; and management of the Quality Assurance Bureau.
- Chapter 5 details the implementation strategies of the Policy.
- Chapter 6 provides a framework for operationalization, amendment and future review of the Policy.

1.2.4 Priority/Focus Areas in the Policy
The QAP has six priority areas that the University aims to achieve/address. These are to:

- Promote quality standards in training, research, outreach, consultancy and support services in a manner that shall ensure achievement of the University's vision and mission;
- Put in place programmes that can attract local and international students;
- 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 caliber candidates and increase student enrollment of qualified candidates in all training programmes;
- Continually monitor and evaluate the quantity and quality of services rendered by its staff and students so as to assure adherence to quality standards;
- Conduct all activities following the highest ethical standards in accordance with institutional guidelines and professional ethics; and
- Develop monitoring indicators relevant to the mandate of the University in order to facilitate periodic monitoring and evaluation of progress being made, determine areas of improvement in existing programmes and services, and determine future areas of engagement.

1.2.5 Implementing Units of the Policy
Quality is a multifaceted issue. This is especially because there are many dimensions of quality and hence, assuring and enhancing quality requires concerted efforts of various stakeholders within an organization. In this regard, the QAP is intended to be implemented by all Departments (academic and administrative); Colleges, Directorates, Schools, Institutes, Centres or Units, which collectively implement designated activities within the University.

1.2.6 Stakeholders
The QAP has direct or indirect implications to several groups of people. These are general staff of SUA, students (undergraduate and postgraduate) and visitors (local and international) of the University. Therefore, the University shall strive to achieve optimal participation of the entire university community towards ensuring long-term success through client satisfaction and benefits to all members of the University and to society.

1.2.7 Policy amendment
The Policy provisions are subject to reviews and alterations, as conditions and circumstances may dictate, and when this happens, the revised version of the Policy shall take precedence over the previous one. The entire document is subject to review after every five years.

1.2.8 Potential barriers to effective implementation of the Policy
The most significant determining factor for successful implementation of the Policy is timely availability of adequate financial resources to finance all planned activities. Any changes in national policies, guidelines and standards concerning provision of higher education in the country may also affect the implementation of some of the identified Policy objectives. University will address these and other similar implementation challenges that may emerge through appropriate risk management strategies that are already in place in collaboration with stakeholders depending on the nature of the risk or challenge.

1.2.9 Related Policy documents
There are several related policy documents and/or supporting documents for effective implementation of the Policy. These include the TCU Quality Assurance general Guidelines and Minimum Standards for Provision of University Education in Tanzania (2014), Quality Assurance Good Practices Handbook 2017 and other related University as well as regional quality assurance bodies such the East African Quality Assurance Framework (EAQAF).

1.3 Purpose of the Implementation Plan
This implementation plan is part of QAP 2017 and it provides details concerning the mechanisms and tools required to operationalize the QAP.

SECTION TWO: IMPLEMENTATION MATRIX

2.1 Introduction
This section provides a framework for the implementation of the Policy. It documents a logical sequence of events over time.

2.2 Structure of the Implementation Plan
This implementation plan has been structured into six (6) issues of major concern consistent with the priority/focus areas of the Policy outlined in Section 1.2.2 as follows:

(a) Expanding higher education
- Promote quality standards in training, research, outreach, consultancy and support services in a manner that shall ensure achievement of the University's vision and mission.

(b) Globalization and its effect on higher education
- Put in place programmes that can attract local and international students.

(c) Upholding quality academic and research programmes
- 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 caliber candidates and increase student enrollment of qualified candidates in all training programmes.

(d) Delivery of high quality products and services
- Continually monitor and evaluate the quantity and quality of services rendered by its staff and students so as to assure adherence to quality standards.

(e) Ethical considerations
- Conduct all activities following the highest ethical standards in accordance with institutional guidelines and professional ethics.

(f) Monitoring and evaluation
- Develop monitoring indicators relevant to the mandate of the University in order to facilitate periodic monitoring and evaluation of progress being made and determine areas of improvement in existing programmes and services, and determine future areas of engagement.

(g) Reporting framework
- Reporting of progress of implementation of the Policy will be done quarterly consistent with frequency of reporting of the SUA CSP (2016-2021). The Quality Assurance Bureau will be responsible to prepare quarterly report and share the same to stakeholders through formal information sharing mechanisms such as relevant meetings within the University.

(h) Implementation budget
- Budget estimates for implementation of the Policy are given in Table 2.1 and are based on figures extracted from SUA CSP (2016-2021). However, the figures are subject to change depending on several factors including external environment.

Table 2.1: Estimated implementation budget (TZS Million)

S/N	Strategic objective	Financial Years					Total
		2017/18	2018/19	2019/20	2020/21	2021/2022	
1	Promote quality standards in training, research, outreach, consultancy and support services in a manner that shall ensure achievement of the University's Vision and Mission.	20	20	20	660	20	740
2	The University shall put in place programmes that can attract local and international students	18,540	18,540	18,540	18,540	18,540	92,700
3	The University 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 caliber candidates and increase student enrollment of qualified candidates in all training programmes	4,271.6	4,271.6	4,271.6	4,271.6	4,591.6	21,678
4	The University shall continually monitor and evaluate the quantity and quality of services rendered by its staff and students so as to assure adherence to quality standards	187	187	187	187	187	935
5	The University shall conduct all activities following the highest ethical standards in accordance with institutional guidelines and professional ethics	0	0	0	0	0	0
6	The University shall develop monitoring indicators relevant to her mandate to facilitate periodic monitoring and evaluation of progress being made and determine areas of improvement in existing programmes and services, and determine future areas of engagement	98	90	90	90	90	458
	Total	**23,116.6**	**23,108.6**	**23,108.6**	**23,748.6**	**23,428.6**	**116,511**

ISSUE NO. 1: EXPANDING HIGHER EDUCATION

OBJECTIVE	ACTIVITY	PERFORMANCE INDICATORS	MEANS OF VERIFICATION	RESPONSIBLE OFFICE	TIME FRAME					ESTIMATED COST (MILLION TZS)				
					2017/18	2018/19	2019/20	2020/21	2021/22	2017/18	2018/19	2019/20	2020/21	2021/22
1. To promote quality standards in training, research, outreach, consultancy and support services in a manner that shall ensure achievement of the University's Vision and Mission.	Each academic and administrative unit/department to conduct periodic self-appraisal that enhances the institutional capacity to effectively undertake its role in ensuring quality training, research, outreach, consultancy and community services.	Number of self-appraisal activities conducted annually effective July 2018	Self-appraisal reports	Principals, Deans, Directors, CHRAO, QAB, Chairpersons, QACs, HoDs	√	√	√	√	√	20	20	20	20	20
	To set up self-assessment committees in all entities of the University.	Number of self-assessment committees set up in all entities of the University by July 2018	Committee members and/or meeting minutes/reports	Principals, Deans, Directors, HoDs, QAB	√									
	External evaluation of programmes, activities and services shall be conducted on a regular basis.	Number of programmes, activities and services externally evaluated by July 2021	External evaluation reports	DVC(A), DUS, Principals, Deans, Directors				√					320	
	Conduct institutional academic audit	Number of academic units externally audited by July 2022	External evaluation reports	DVC (A), Principals, Deans, Directors, HoDs, QAB									320	
Sub-total										**20**	**20**	**20**	**660**	**20**

ISSUE NO. 2: GLOBALIZATION AND ITS EFFECT ON HIGHER EDUCATION

OBJECTIVE	ACTIVITY	PERFORMANCE INDICATORS	MEANS OF VERIFICATION	RESPONSIBLE OFFICE	TIME FRAME					ESTIMATED COST (MILLION TZS)				
					2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22
2. The University shall put in place programmes that can attract local and international students	Implement programmes that help in the attainment of the University's academic vision and mission while addressing critical national human resources requirements.	Number of demand-driven curricula developed annually effective July 2018	• Needs assessment reports • Internal and external stakeholders' workshop reports • Number of approved curricula • Enrollment rate	DVC(A), DUS DRPTC, Principals, Deans, Directors	√	√	√	√	√	100	100	100	100	100
	Constantly improve the teaching and learning environments.	Number of newly constructed/procured/rehabilitated teaching and learning facilities annually effective July 2018	Construction/rehabilitation reports from Estates and Works Department (EWD) Site visits/physical inspection	DVC (A&F), DPD, EWD, QAB	√	√	√	√	√	15,797	15,797	15,797	15,797	15,797
	Provide appropriate and adequate support services to students and staff in respect of teaching, learning and social welfare.	Number of students and staff receiving appropriate and adequate support in respect of teaching, learning and social welfare annually effective July 2018	• Reduced complaints from students and staff • Reports of support provided	DVC (A) DVC (A&F) Principals, Deans, Directors, QAB, HoDs, DoS, All SUA staff	√	√	√	√	√					
	Ensure quality in the provision of support services through regular participatory monitoring and evaluation.	Number of quality assurance committee meetings conducted annually effective July 2018	• Monitoring and evaluation reports • Meeting minutes and/or reports • Reduced complaints from students/staff and general public	DVC (A) DVC (A&F) Principals, Deans, Directors, QAB, HoDs, Chairpersons, QACs	√	√	√	√	√	5	5	5	5	5
	Sensitize potential employers and the general public on the value of programmes offered at the University.	Number of employers and people receiving sensitization activities on the value of the programmes of the University annually effective July 2018	Enrollment and sensitization reports	DVC (A) DVC (A&F) Principals, Deans, Directors QAB HoDs	√	√	√	√	√	20	20	20	20	20
	Constantly identifying emerging innovative ways to improve teaching, learning, research and delivery of services as well as overcoming the effects of	Number of innovative approaches to improve teaching, learning, research and delivery of services identified annually effective July 2018	• Enrolment reports • Improved students' performance	DVC (A) Principals, Deans, Directors, QAB, HoDs, All SUA staff	√	√	√	√	√	2,618	2,618	2,618	2,618	2,618

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OBJECTIVE	ACTIVITY	PERFORMANCE INDICATORS	MEANS OF VERIFICATION	RESPONSIBLE OFFICE	TIME FRAME					ESTIMATED COST (MILLION TZS)				
					2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22
	globalization in the delivery of the above													
Sub-total			•							18,540	18,540	18,540	18,540	18,540

ISSUE NO. 3: UPHOLDING QUALITY ACADEMIC AND RESEARCH PROGRAMMES

OBJECTIVE	ACTIVITY	PERFORMANCE INDICATORS	MEANS OF VERIFICATION	RESPONSIBLE OFFICE	TIME FRAME					ESTIMATED COST (MILLION TZS)				
					2017/18	2018/19	2019/20	2020/21	2021/22	2017/18	2018/19	2019/20	2020/21	2021/22
3. The University 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 caliber candidates and increase student enrollment of qualified candidates in all training programmes	Ensure conducive teaching, learning and research environments.	Number of students choosing SUA programmes as their first choice annually affective July 2018	• Enrolment reports • Increased performance of SUA graduates in the labor market	DVC (A) DVC (A&F) Principals, Deans, Directors, QAB, HoDs	√	√	√	√	√					
	Ensure that the quality and quantity of available human, physical and financial resources are of the highest standards and sufficient to meet the programme requirements.	Number of students choosing SUA programmes as their first choice annually effective July 2018	• Enrolment reports • Increased performance of SUA graduates in the labor market	DVC (A), DVC (A&F), Principals, Deans, Directors, HoDs, Chairpersons, QACs	√	√	√	√	√					
	Recruit and retain quality academic and technical staff.	Number of newly recruited and retained academic and technical staff annually effective July 2018	• Improved student/lecturer/technical staff ratio • Enrolment reports • Increased performance of SUA graduates in the labor market	VC DVC (A) DVC (A&F) Principals, Deans, Directors	√	√	√	√	√	600	600	600	600	600
	Review all programmes after every five years by involving stakeholders from within and outside the University.	Number of programmes reviewed by July 2022	• Needs assessment reports • Programme review reports	DVC (A), DUS, Principals, Deans, Directors					√					320
	Initiate new programmes that shall be guided by inputs from relevant stakeholders and national human resource needs.	Number of new programmes approved by relevant authorities annually effective July 2018	• Programme development and approval reports	DVC (A) Principals, Deans, Directors, QAB, HoDs	√	√	√	√	√	3,340	3,340	3,340	3,340	3,340
	Attract new students through purposeful marketing and advertisements.	Number of marketing events conducted annually effective July 2018	• Marketing reports • Enrolment reports	ICE, Marketing and Publicity Unit	√	√	√	√	√	331.6	331.6	331.6	331.6	331.6
Sub-total										**4,271.6**	**4,271.6**	**4,271.6**	**4,271.6**	**4,591.6**

ISSUE NO. 4: DELIVERY OF HIGH QUALITY PRODUCTS AND SERVICES

OBJECTIVE	ACTIVITY	PERFORMANCE INDICATORS	MEANS OF VERIFICATION	RESPONSIBLE OFFICE	TIME FRAME					ESTIMATED COST (MILLION TZS)				
					2017/18	2018/19	2019/20	2020/21	2021/22	2017/18	2018/19	2019/20	2020/21	2021/22
4. The University shall continually monitor and evaluate the quantity and quality of services rendered by its staff and students so as to assure adherence to quality standards	Conduct awareness campaigns on customer care in all campuses of the University involving both staff and students.	Number of awareness creation events conducted annually effective July 2018	• Awareness reports • Reduced complaints from students/staff and general public	DVC(A&F)	√	√	√	√	√	30	30	30	30	30
	Conduct in-service training for staff in order to enhance performance.	Number of staff receiving training annually effective July 2018	Training reports from training providers	DVC(A&F)	√	√	√	√	√	50	50	50	50	50
	Post placards on service statement mottos in open public areas to constantly remind the University population on their obligations and expectations of clients.	Number of placards posted in open areas annually effective July 2018	• Service provision reports • Reduced complaints from students/staff/customers of the University • Physical assessment	DVC(A&F), EWD	√	√	√	√	√	10	10	10	10	10
	Facilitate and ensure implementation of service charter and codes of practice.	Service Charter and Codes of Practice approved by July 2018	Reduced complaints from students/staff/customers of the University	DVC (A&F)	√					8				
	Facilitate the establishment of open quality check platforms to gauge immediate client satisfaction.	Number of open quality check platforms established July 2019	• Reduced complaints from students/staff/customers of the University	Director (CICT), QAB		√								
Sub-total										**98**	**90**	**90**	**90**	**90**

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ISSUE NO. 5: ETHICAL CONSIDERATIONS

OBJECTIVE	ACTIVITY	PERFORMANCE INDICATORS	MEANS OF VERIFICATION	RESPONSIBLE OFFICE	TIME FRAME					ESTIMATED COST (MILLION TZS)				
					2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22	2017/ 18	2018/ 19	2019/ 20	2020/ 21	2021/ 22
5. The University shall conduct all activities following the highest ethical standards in accordance with institutional guidelines and professional ethics	Facilitate the Ethics Committees (for both staff and students) to identify breaches of ethical guidelines among the University community.	Number of incidences of breaches of ethical guidelines identified annually effective July 2018	Ethics Committees' reports	DVC (A&F), Legal Unit	√	√	√	√	√					
	Report cases of non-compliance to the Ethics Committees of the University.	Number of incidences of non-compliance to the Ethics Committees reported quarterly effective July 2018	Ethics Committees' reports	All staff and students	√	√	√	√	√					
	Establish and operationalize an institutional ethical clearance committee in line with the requirements under national ethical clearance system.	An institutional ethical clearance committee operationalized by July 2018	• Approval report • Committee members • Work plan	DVC(A&F), Legal Unit		√								

ISSUE NO. 6: MONITORING AND EVALUATION

OBJECTIVE	ACTIVITY	PERFORMANCE INDICATORS	MEANS OF VERIFICATION	RESPONSIBLE OFFICE	TIME FRAME					ESTIMATED COST (MILLION TZS)				
					2017/18	2018/19	2019/20	2020/21	2021/22	2017/18	2018/19	2019/20	2020/21	2021/22
6. The University shall develop monitoring indicators relevant to her mandate to facilitate periodic monitoring and evaluation of progress being made and determine areas of improvement in existing programmes and services, and determine future areas of engagement	Establish functioning quality assurance committees in each implementing unit.	Number of functioning quality assurance committees established by July 2018	• Meeting minutes and/or reports	QAB	√									
	Implement a regular system of internal monitoring and evaluation whose reports shall be submitted to the office of the QAB for further action.	Number of internal monitoring and evaluation activities conducted quarterly effective July 2018	• Monitoring and evaluation reports	VC DVC (A) DVC (A&F) Principals, Deans, Directors, QAB, HoDs, Chairpersons, QACs	√	√	√	√	√	5	5	5	5	5
	Facilitate external evaluation of programmes and service centres.	Number of programmes and service centres externally evaluated annually effective July 2018	• Evaluation reports	DVC (A) DUS, DRPTC Principals, Deans, Directors QAB HoDs	√	√	√	√	√	160	160	160	160	160
	Regular reporting (semi-annual and annually) of the state of quality to the VC by the Coordinator of Quality Assurance Bureau (CQAB).	Number of reports submitted to the Vice Chancellor semi-annually effective July 2018	• Evaluation reports	QAB	√	√	√	√	√	12	12	12	12	12
	Subject monitoring and evaluation reports to extensive discussions by the stakeholders and determine subsequent course of action.	Number of monitoring and evaluation discussed semi-annually effective July 2018	• Stakeholders' meeting minutes and/or reports • Action plan	QAB	√	√	√	√	√	10	10	10	10	10
Sub-total										**187**	**187**	**187**	**187**	**187**

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APPENDICES: IMPLEMENTATION TOOLS

Tool 1: **Confidential teaching assessment form for students**
(To be filled by all undergraduate and postgraduate students at the end of each course)

Degree programme: ……………………College/School/Institute/Centre……………………
Semester: ……………………

Course ante: ……………………Name of the course: ……………………

NAME OF INSTRUCTOR: ……………………
Academic Rank of Instructor: Professor/Assoc. Prof/Senior Lecturer/Lecturer/Assistant Lecturer/Tutorial Assistant **(circle appropriate rank)**

PART 1: ASSESSMENT ON STUDENT LEARNING
NOTE: The Expected Learning Outcomes should be provided by the instructor to students when teaching of the course begins.
1.0 Was a course outline provided at the beginning of the course? (circle one)   **Yes/No**

2.0 Were you provided with the Expected Learning Outcomes for the course at the beginning of teaching? (circle one)   **Yes/No**

3.0 Using the scale provided, the level of achievement of the listed expected learning outcomes was:
5 = Excellent; 4 = Very good; 3 = good; 2 = satisfactory; 1 = Poor (Mark the relevant column with an X)

S/N	Expected learning Outcome	Rating (mark with an x)				
		5	4	3	2	1
1.						
2.						
3.						
4.						
5.						
6.						

4.0 What were the three most important things you learnt in the course?
  i. ……………………………………………………………………………
  ii. ……………………………………………………………………………
  iii. ……………………………………………………………………………
5.0 To learn better, the instructor (tick applicable answers):
  i. Provided his/her teaching notes
  ii. Provided handouts
  iii. Provided articles/book chapters
  iv. Provided titles of reference materials
  v. Placed important references on "Special Reserve" desk in the Library
  vi. Gave assignments
  vii. Complemented lectures with practicals (if applicable)
  viii. Assigned seminar topics
  ix. Gave written and/or oral tests as required

x.   Used other means (specify)………………………………

6.0 Out of the list in section 5.0 above, list the 3 best options that helped you learn better in this course?
i.………………………………………………………………………………………
ii.………………………………………………………………………………………
iii.………………………………………………………………………………………

7.0 How would you rate the availability of the instructor for consultation to students outside classroom time? (circle one) **5 = Excellent; 4 = Very good; 3 = good; 2 = satisfactory; 1 = Poor**

8.0 How would you rate class attendance of the instructor? (circle one) 5 = Excellent; 4 = Very good; 3 = good; 2 = satisfactory; 1 = Poor

9.0 How would you rate punctuality and effective use of class/lecture hours of the instructor? (circle one) 5 = Excellent; 4 = Very good; 3 = good; 2 = satisfactory; 1 = Poor

8.0   Did the instructor encourage team work? (*Circle on*e)   **Yes/No**

9.0   If the answer to section   8 is *Yes*, explain how:
i.………………………………………………………………………………………
ii.…………………………………………………………………………………..
iii.………………………………………………………………………………….
.
PART 2: TEACHING AND CONTINUOUS COURSE ASSESSMENT
Please assess the following aspects using the following scale: **5 = Agree completely; 4 = Agree; 3 = Moderately agree 2 = Satisfactory; 1 = Do not agree**

S/N	Assessment Criteria	Rating (mark with an x)				
		5	4	3	2	1
1.	The instructor presents his/her lectures in an organized manner.					
2.	Instructor takes time to synthesize the lecture materials to ensure students understand the subject matter.					
3.	The instructor is able to express himself/herself in English.					
4.	The instructor encourages questions and dialogue.					
5.	The instructor is available for consultation.					
5.	The instructor provided feedback on assignments, tests, practical reports and other continuous assessment.					
6.	**Any other comments regarding; i) teaching; ii) continuous assessment; iii) conduct of practicals and iv) conduct of seminars**					
i.	**……………………………………………………………………………………**					
ii.	**……………………………………………………………………………………**					
iii.	**……………………………………………………………………………………**					

THANK YOU VERY MUCH FOR YOUR TIME

Tool 2:   Graduating students exit survey
(To be filled by all graduating undergraduate and postgraduate students at the end of each academic year)

PART 1: GENERAL ASPECTS

No.	Question	Response
1.	Sex of respondent	Male….1 Female….2
2.	Foreign student?	Yes….1 No….2
3.	Name of degree enrolled in	
4.	Year of admission	

PART 2: SATISFACTION WITH TEACHING AND LEARNING ENVIRONMENT

Below are several aspects of students' university experience. Please honestly rate your level of dissatisfaction or satisfaction by circling **one** answer for each item using the following scale:

1	2	3	4	5
Very Dissatisfied (VD)	Dissatisfied (D)	Neither Satisfied nor Dissatisfied (N)	Satisfied (S)	Very Satisfied (VS)

No.	Satisfaction with:	VD	D	N	S	VS
1	Library resources: adequate variety of books and other publications; friendly and helpful library staff; convenient for searching publications; availability of digital library resources.	1	2	3	4	5
2	The University's role in development of the right knowledge, skills and attitudes: critical thinking, working independently, accessing information, working cooperatively & entrepreneurial skills.	1	2	3	4	5
3	The University's contribution to grow and develop academically and professionally.	1	2	3	4	5
4	The course design and instruction methodologies (including relevance of topics covered and assessment mechanisms) you have taken.	1	2	3	4	5
5	Professionalism of my lecturers & tutors.	1	2	3	4	5
6	Quality of lecture theatres and seminar rooms: accessibility, adequate in size to accommodate most classes, well lit; seating comfortably and convenient for conducting class activities.	1	2	3	4	5
7	Quality of laboratories: adequate in size to accommodate most classes; furnished with state-of-the-art equipment; availability of materials for experimentation; support from competent laboratory staff.	1	2	3	4	5
8	Social events provided for students.	1	2	3	4	5
9	Level of knowledge of the staff who taught me.	1	2	3	4	5
10	Availability of computers & technology: availability of IT services for all your training needs (both on-campus and off-campus); friendly and helpful IT staff; speed, stability, and response time of the Internet connection.	1	2	3	4	5
11	Opportunities to develop close friendships.	1	2	3	4	5
12	Quality of the education I received.	1	2	3	4	5
13	Extra campus facilities (e.g., banks, cafes, childcare, parking, bookshop, etc.).	1	2	3	4	5
14	Chances to pursue my social interests.	1	2	3	4	5
15	Quality of the staff who taught me.	1	2	3	4	5
16	Places to study on campus.	1	2	3	4	5
17	Quality of the social life at this University.	1	2	3	4	5
18	Interest that teaching staff took in my progress.	1	2	3	4	5

No.	Satisfaction with:	VD	D	N	S	VS
19	Student support services (e.g. student union, academic assistance, counseling, etc.).	1	2	3	4	5
20	Chances to spend enjoyable time with other people.	1	2	3	4	5
21	Teaching ability of my lecturers and tutors.	1	2	3	4	5
22	Overall quality of the campus facilities (e.g. cafeterias, hostels, etc.).	1	2	3	4	5
23	Overall availability of instructors for consultation	1	2	3	4	5
24	Quality of your interactions with student support services: academic advisory services, health, sports & games, catering and accommodation.	1	2	3	4	5
25	Quality of your interactions with the academic staff	1	2	3	4	5
26	Quality of your interactions with the administrative staff	1	2	3	4	5
27	The extent to which the programme you are about to complete has motivated you for further education	1	2	3	4	5

28. Please describe three aspect of the University that you have been most satisfied with.
    1.………………………………………………………………………………………………
    2.………………………………………………………………………………………………
    3.………………………………………………………………………………………

29. Please describe three aspect of the University you have been least satisfied with.
    1.………………………………………………………………………………………………
    2.………………………………………………………………………………………………
    3.………………………………………………………………………………………

30. How likely is it that you will recommend SUA to potential applicants (*please circle one number only*)

Definitely won't recommend   Definitely will recommend

   1   2   3   4   5   6   7

31. Please describe the reason for your answer in question 30.

    ………………………………………………………………………………………………………
    ………………………………………………………………………………………………………
    ………………………………………………………………………………………………………

THANK YOU VERY MUCH FOR YOUR TIME

Tool 3: Academic staff satisfaction survey
(To be filled by all members of academic staff at the end of each academic year)

PART A: GENERAL INFORMATION
1. Name of person filling this form……………………………………………………..
2. Gender: Male/Female
3. College/Faculty/Institute/Directorate/Centre/School…………………………………………
4. Department…………………………….
5. Current position …………………………………………………………
6. Time period in current position:……….years/months

PART B: SATISFACTION ASPECTS

7. Please indicate your level of satisfaction with the following services/aspects for the time you have been at the University:

S/N	Service	Level of satisfaction with the service/aspect (put x where appropriate)		
		Excellent	**Good**	**Bad**
(i)	Information flow from the university leadership			
(ii)	Internal mailing system			
(iii)	Support from finance department			
(iv)	Health services			
(v)	Office space and equipment			
(vi)	Internet services			
(vii)	Facilities for delivery of lectures			
(viii)	Facilities for practical training			
(ix)	Support of technical and/or field staff			
(x)	Handling of students by your department			
(xi)	Handling of academic matters in your department			
(xii)	Participating in community activities			
(xiii)	Support from your host Faculty/Institute/Directorate/Centre			
(xiv)	Availability of reference material from the library			
(xv)	Games and recreation			
	Others (please specify)			

8. Describe the three BEST aspects of SUA
…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………..
9. Describe the three WORST aspects of SUA
…………………………………………………………………………………………………
…………………………………………………………………………………………………

……
……

10. List the three MOST supportive administrative departments
    1……
    2……
    3……

11. Indicate the greatest strengths of the departments listed in (8) above
    1……
    2……
    3……

12. List the three LEAST supportive administrative departments
    1……
    2……
    3……

13. Indicate the greatest weaknesses of the departments listed in (10) above
    ……
    ……
    ……
    ……
    ……
    ………………………………………………………………………………………

14. What needs to change to make SUA a better academic institution
    1.   ……
    2.   ……
    3.   ……
    4.   ……
    5.   ……

15. What needs to change/improve to make SUA a better working place?
    1……
    2……
    3……
    4……
    5……
    …

THANK YOU VERY MUCH FOR YOUR TIME

Tool 4: Administrative staff satisfaction survey
(To be filled by all members of administrative staff at the end of each academic year)

PART A: GENERAL INFORMATION
1. Name of person filling this form…………………………………………………
2. Department ……………………………Gender: Male/Female
3. Current position ………………………………………………………
4. Time period in current position:……….years/months

PART B: ASPECTS OF SATISFICATION

5. Please indicate your level of satisfaction with the following services/aspects for the time you have been at SUA:

S/N	Service	Level of satisfaction with the Service/aspect (put x where appropriate)		
		Excellent	Good	Bad
1.	Information flow from the university leadership			
2	Internal mailing system			
3	Internet services			
4.	Office space and equipment			
5	Internet services			
6	Responsibilities delegated to you			
7	Health services			
8	Relationship with Faculties/Institutes/Centres/directorates			
9	Relationship with academic departments			
10	Games and recreation			

6. Provide your view of the greatest strengths of University administrative set up
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………..
7. Provide your view of the greatest weaknesses of the current University administrative set up
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………..
8. Describe the three **BEST** aspects of SUA
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………
   …………………………………………………………………………………………

………
………………………………………………………………………..

9. Describe the three **WORST** aspects of SUA

………
………
………
………
………
……………………………………………………………………

10. What should be changed to make SUA a better working place for you

………
………
………
………
………

THANK YOU VERY MUCH FOR YOUR TIME

Tool 5: Classroom satisfaction survey
(To be filled by all members of academic staff during the course of training in each semester)

PART A: BACKGROUND INFORMATION

Name (option):…………………………………………Date:…………………..
Time at SUA (in years-please use numbers, e.g. 5, 10):…………………………
Highest Degree Completed: Bachelor/Master/Ph.D.:……………………………
How many courses are you teaching this semester? (Please use numbers, e.g. 5, 10)……………

PART B: CLASSROOM SATISFACTION

1. Please rate the following aspects of classroom using the following levels of satisfaction:

1	2	3	4	5
Very Dissatisfied (VD)	Dissatisfied (D)	Neither Satisfied nor Dissatisfied (N)	Satisfied (S)	Very Satisfied (VS)

No.	Satisfaction with:	VD	D	N	S	VS
1	Ease of locating the room	1	2	3	4	5
2	Cleanliness of rooms	1	2	3	4	5
3	Student seating arrangements	1	2	3	4	5
4	Quality of student seating	1	2	3	4	5
5	Quantity (number) of student seating	1	2	3	4	5
6	Lighting in room	1	2	3	4	5
7	Room darkening capabilities	1	2	3	4	5
8	Operational fans/air conditioning	1	2	3	4	5
9	Quality of electrical outlets	1	2	3	4	5
10	Quality of screen/projection area	1	2	3	4	5
11	Quality of chalkboard/white board	1	2	3	4	5
12	Room acoustics/sound quality	1	2	3	4	5

2. Do you encounter any problems with the physical space in classrooms? (i.e. broken seats, broken windows, chalk/erasers/markers, lighting, electrical outlets, trash in the room, etc.)
        Yes……1 No. ……2

2.1 If yes, please briefly describe the problems:
……
……………………………………………………………………………………………………...
2.2 If yes, to whom do you report the problem:…………………………………………………..
        2.3 Was the problem resolved in a quick and courteous manner? Yes……1 No. ……2
2.4 If no, please explain……………………………………………………………………………...
……………………………………………………………………………………………………….
2.4 What changes would you like to see made to the classrooms to improve their instructional
    usefulness?...
………………………………………………………………………………………………………

3. Classroom Technology

3.1 Which of the following technologies do you use? (*multiple answers possible*). Tick appropriately:
    i. Computer/LCD Projection
    ii. Audio/PA System
    iii. DVD/VHS
    iv. Overhead Projector (transparencies)
    v. Slides
    vi. Other:_____

3.2 How frequently do you use a LCD Projector in your classes? One option only
    i. Never, because one isn't available
    ii. Never, although one is available
    iii. About half the time
    iv. All of the time

3.3 How frequently do you use Audio/PA system in your classes? One option only
    i. Never, because one isn't available
    ii. Never, although one is available
    iii. About half the time
    iv. All of the time

3.4 Are any of the following barriers for you to use technology? Circle appropriately

• Electricity	Y/N
• Internet Access	Y/N
• Topic not suited to technology	Y/N
• Appropriate technology not available	Y/N
• I need training on how to use technology	Y/N
• Remote control/other equipment missing	Y/N
• Broken technology	Y/N
• I don't like technology	Y/N

3.5 What improvements in technology would you like to see?..

3.6 What types of technology and teaching training would be valuable to you? …………………….

………………………………………………………………………………………………………

4. What other suggestions would you like to offer?..

…………………………………………………………………………………………………….

THANK YOU VERY MUCH FOR YOUR TIME