Sokoine University of Agriculture

Quality Assurance

Good Practices

Handbook

First Edition

Quality Assurance Bureau
Office of the Vice Chancellor
Morogoro, Tanzania

Sokoine University of Agriculture

Quality Assurance Good Practices Handbook

June 2017

Quality Assurance Good Practices Handbook

First Edition

© Sokoine University of Agriculture 2017

Quality Assurance Bureau,
Office of the Vice Chancellor,
Sokoine University of Agriculture,
P.O. Box 3000, CHUO KIKUU,
Morogoro, Tanzania.
Tel. No: +255 23 264 0006-8; +255 23 264 0015
Email: qa@suanet.ac.tz
Website: www.suanet.ac.tz

TABLE OF CONTENTS

ACRONYMS AND ABBREVIATIONS

CICT	Centre for Information and Communication Technology
CSP	Corporate Strategic Plan
CSU	Classroom Services Unit
DIPML	Directorate of Intellectual Property Management and Linkages
DPGRTC	Directorate of Postgraduate Studies, Research, Technology Transfer and Consultancy
ELO	Expected Learning Outcomes
EQA	External Quality Assurance
IQA	Internal Quality Assurance
IUCEA	Inter University Council for East Africa
NACTE	National Council for Technical Education
OPRAS	Open Performance Review and Appraisal System
PMU	Procurement Management Unit
QAB	Quality Assurance Bureau
QAP	Quality Assurance Policy
QAPB	Quality Assurance and Promotion Bureau
QAPP	Quality Assurance and Promotion Policy
SCTL	Student-Centered Teaching and Learning
SUA	Sokoine University of Agriculture
SUASAB	Sokoine University of Agriculture Students Accommodation Bureau
TCU	Tanzania Commission for Universities
UQF	University Qualifications Framework
UTLIC	University Teaching and Learning Improvement Committee
UTLIP	University Teaching and Learning Improvement Programme

DEFINITION OF TERMS

Academic audit means systematic and scientific process of reviewing the academic system for improvement of quality.

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

Academic standards[1] means minimum level of achievement that has to be reached to succeed in the course and achieve the qualification.

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.

Approved caterer means a caterer with a current "Catering Services Agreement" with University.

Benchmark means point of reference against which something may be measured.

Best practice means a procedure that has been shown by research and experience to produce optimal results and that is established or proposed as a standard suitable for widespread adoption.

Catering services means the business of providing food service (including alcoholic beverages, when applicable) for events on University Campus, whether the product is dropped off, delivered, and/or served.

Class size means the number of students formally enrolled to take the end of semester examination.

---

[1] *The UK Quality Code for Higher Education: http://www.qaa.ac.uk.*

Counselling means a professional relationship that empowers diverse individuals, families, and groups to accomplish mental health, wellness, educational and career goals[2].

General staff audit means systematic and scientific process of reviewing regular job description, workload and suitability (quality-fitness for purpose) of an employee.

Guidelines means statements that provide direction with respect to specific principles in quality assurance.

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

Implementing committee means committees 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 handbook.

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

Information management means the collection and management of information from one or more sources and the distribution of that information to one or more audiences. This sometimes involves those who have a stake in, or a right to that information. Management means the organization of and control over the structure, processing and delivery of information.

Learning resources means information accessible or stored in a variety of media and formats, which assists student's learning as defined by the learning outcomes of a particular curriculum.

Peer review means planned and systematic review of an institution or

[2] *Kaplan, Tarvydas and Gladding (2014, p. 368) as cited by Midwestern Higher Education Compact (2016).*

programme to determine maintenance and enhancement of acceptable benchmarks.

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

Practical training means studying which takes place in a laboratory, farm, organization, company or business, offering the student the opportunity to practice what she or he has learned in from a course, hence allowing him or her build the required competency as per envisaged professional growth.

Programme means a set of coherent educational components, based on learning outcomes, which are recognized for the award of a specific qualification through the accumulation of a specified number of credits and the development of specified competences.

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 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[3] 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).

Sabbatical leave means special leave of absence to join and work for organizations approved by the Government or to pay visits to institutions

---

[3] *SUA mandates include training, research, outreach and service provision*

in the Commonwealth or elsewhere for the purpose of research, etc[4].

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.

Teaching aids means facilities that assist instructors' to effectively train.

Teaching rooms/space means places where instructors deliver lectures/ training to students.

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 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.

---

[4] *The United Republic of Tanzania (2009). General Notice No. 493 published on 26/06/2009.*

PREFACE

Higher education institutions are currently intensely competing among themselves at national, regional and global levels. Hence, Sokoine University of Agriculture (SUA) as an institution seeking to claim her position in the global, regional and national higher learning institutions, must pay due attention to quality as the natural way to go. The increased competition also dictates that quality be embedded in all aspects of the teaching, learning, research, outreach and living environments.

The University has set a mission to "Promote development through training, research, and delivery of services" with a vision "To be a leading University in the provision of quality knowledge and skills in agriculture and allied sciences". It is imperative therefore, that SUA defines the path to follow in order to arrive at the desired destination as per the SUA Corporate Strategic Plan (CSP) 2016-2021. Thus, having a quality assurance and promotion system is mandatory as per the Universities' Act (2005) and Higher Education Development Programme (HEDP) (2013).

The SUA approved the establishment of the Quality Assurance and Promotion Bureau (QAPB) at its 107th meeting held on 18th December 2009. Furthermore, the University Council at its 120th meeting held on 30th June 2011 approved the Quality Assurance and Promotion Policy (QAPP) to guide the established QAPB to address quality related changes and emerging issues taking place within the University, at national, regional and global levels. The approval 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. Moreover, in order to take on board new challenges in the area of quality assurance, during its 147th meeting held on 29th June 2017, SUA Council approved the second edition of Quality Assurance Policy (QAP). Therefore, to ensure implementation of the Policy (Second Edition), SUA has prepared the 'Quality Assurance Good Practices Handbook' which provides clear guidance to different stakeholders in the course of the policy implementation. The Handbook

also serves as a means to inform the general public on the mechanisms and processes that are in place for both academic and administrative quality assurance matters.

It is expected that all staff, students and other stakeholders will fully use the guidelines in order for SUA to realize her vision and continue to enjoy the status of a high quality and competitive University.

Professor Raphael T. Chibunda
Vice Chancellor
Sokoine University of Agriculture
June 2017

CHAPTER ONE

1.0 INTRODUCTION
1.1 Background
During the 236th meeting of the Committee of Principals, Deans and Directors which was held on 9th June 2016, it was observed (Min No. 415.7.3) that the *"University had no uniform standards to be followed for ensuring Quality for University Services and URGED the Quality Assurance and Promotion Bureau (now known as Quality Assurance Bureau-QAB) to develop a set of Good Practices at all levels of the University so as to improve the Quality of Services offered by the University at all levels".*

1.2 Situation Analysis
In the Fourth SUA Corporate Strategic Plan (CSP) 2016-2021, the University has set a mission to *"Promote development in agriculture, natural resources and allied sectors through training, research, and delivery of services"* with a vision *"To be a leading University in the provision of quality knowledge and skills in agriculture and allied sciences"* (SUA, 2016a). In order to realize the vision and arrive at the desired destination, SUA is guided by the Quality Assurance and Promotion Policy (QAPP[5]) which was approved by the University Council at its 120th meeting held on 30th June 2011.

The objectives of quality assurance and promotion at SUA are to:
i.   Mainstream quality in planning, implementation and evaluation at all levels;
ii.   Provide a framework for ensuring quality delivery of academic programs and other services offered within the University;
iii. Propel SUA to greater achievement in development of knowledge, technology and scholarly attainment; and
iv.   Contribute towards enhanced application of knowledge, technology and scholarship to solve current and emerging societal problems in the pursuit towards achieving national development goals[6].

---

[5] *Now QAP (Quality Assurance Policy).*
[6] *Relevant development goals as stipulated in various documents such as MKUKUTA/NSGRP, Development Vision 2025, Kilimo Kwanza, etc.*

The recent increased demand and growth in the higher education sector has led to the expansion of higher education providers for a wide range of disciplines including agriculture and natural resources for which SUA enjoyed a monopoly until recently. These developments call for increasing attention to quality and SUA cannot remain in isolation.

Having a quality assurance system is mandatory for all Universities in Tanzania as per The Universities' Act No. 7 of 2005 and the Tanzania Commission for Universities (TCU) has the national responsibility. The development of quality assurance good practices for SUA therefore, takes cognizance of the aspirations of the institution and various guidelines applicable at national, regional and international levels. Of particular interest are the developments at regional level. In 2014, the Inter University Council of East Africa (IUCEA) issued a handbook outlining "Principles and Guidelines for Quality Assurance in Higher Education in East Africa". *The Principles and Guidelines are now 'a regionally agreed point of reference for continuous quality enhancement in higher education'.*

1.3 Rationale for Developing the Quality Assurance Good Practices Handbook

In the past five years, the general profile of SUA has been continually changing with large increases in the student population; the number and disciplines of degree and non-degree programmes and the number of academic and administrative staff. During the same period, there is an on-going process to restructure the management and administration of the University, which amongst other things, will change some of the decision making points from the centre to the periphery. Under these circumstances, there is need to have in place a system that will continue to assure quality of both academic and administrative matters. The quality assurance good practices are aimed at ensuring harmony in the conduct of University activities at all levels.

The quality assurance good practices handbook has been developed to address both internal and external quality assurance needs. However, practices for both internal and external quality assurance systems may

overlap, in some cases, and therefore, become difficult to distinguish between the two. The good practices in this handbook are comprehensive but must be used together with other existing Policies, Rules and Regulations that have been approved by Council, Senate, Boards or other relevant body mandated to do so. Specifically, where quality standards have already been set, they must be adhered to and where they do not exist, engage into processes to have them set in order to propel SUA to higher levels of academic excellence, accountability and good governance.

It is expected that all SUA internal stakeholders will play their individual roles while carrying out quality assurance processes based on good governance using the Quality Assurance Policy (QAP) and other articulated policies, structures and processes, which shall be widely disseminated to stakeholders.

CHAPTER TWO

2.0 GOOD PRACTICES FOR GOVERNANCE AND ADMINISTRATION

2.1 University Leadership, Management and Stewardship

The University shall be governed and managed by well qualified staff in accordance with the guidelines laid out in relevant and recognized documents (e.g. the University Charter, Up the Ladder).

2.2 Coordination of Quality Assurance and Policy

The QAB shall coordinate all matters related to quality assurance as detailed in the QAP. The Policy shall be the overall guiding document on all matters of quality assurance in teaching, research, outreach and consultancy services and all other activities of administrative nature. The Policy shall be reviewed every five (5) years or as the need may arise to take into consideration emerging changes within and outside the University. The Policy shall be availed to both internal and external stakeholders. It is the duty of all staff to read and understand the contents of the Policy and what it means for their daily duties.

2.3 Institutionalization of Quality Assurance

Quality assurance shall be institutionalized with structures, systems, processes and procedures that are established at all levels to support, monitor and evaluate quality enhancement in both academic and administrative matters. The University will also strive to ensure adequate physical, human and financial resources for proper coordination and promotion of quality assurance at all levels.

2.4 Internal Assessments

Internal assessments are an essential component of the quality assurance processes. Internal assessments shall be carried out following guidelines provided by the TCU and IUCEA. It is expected that assessment reports shall be analytical, reflective, genuine and able to help identify strengths, areas for improvements, opportunities and constraints.

2.4.1 Departmental assessment

There shall be departmental assessment once in every three years or as the TCU/IUCEA/NACTE guidelines shall direct. Each academic and administrative department shall be required to go through a process of internal assessment to determine strengths for enhancement and weaknesses for improvement involving all staff in the department and student representatives where appropriate. Academic departments shall conduct the internal assessment on academic programmes as well as the general academic and administrative activities in the department. Assessment reports shall be disseminated through relevant committees and made public to stakeholders in the departments.

2.4.2 Institutional assessment

There shall be institutional assessment once in every five years or as the TCU/IUCEA guidelines shall direct. SUA shall carry out an internal institutional assessment aimed at determining strengths for enhancement and weaknesses for improvement. Such an assessment shall involve all units of the University and the results shall be disseminated to all stakeholders (staff and students). The QAB shall work with relevant offices to assist in the organization and conduct of internal assessments when due.

2.5 Staff Matters

2.5.1 Recruitment and removal of academic staff

i.   The University shall set forth clear guidelines for recruitment and removal of staff based on agreed quality of staff;

ii. Recruitment and/or engagement of academic members of staff shall follow periodically reviewed guidelines and regulations for recruitment to be published separately within the "UP THE LADDER" Criteria and Conditions for Employment and Promotion of Academic Members of Staff; and

iii. Basis and reasons for disciplinary actions against and/or removal of academic members of staff from employment at the University shall be part and parcel of the "UP THE LADDER".

2.5.2 Recruitment and removal of administrative/technical staff

i.   Administrative/Technical members of staff shall be recruited and removed based on existing schemes of service for administrative staff of SUA. The scheme of services shall set out minimum qualifications for recruitment to each post and cadre.

ii. All administrative /Technical staff will be administered in accordance with provisions of these schemes of services and other staff regulatory circulars by the University council and/or ministry responsible for manpower development as may be amended from time to time.

Basis and reasons for disciplinary actions against and/or removal of academic or administrative/Technical staff members from employment at the University shall be published separately for use in such cases.

2.5.3 Teaching assistants

Recruitment and/or engagement of teaching assistants shall follow periodically reviewed guidelines and regulations for recruitment to be published separately within the "UP THE LADDER" Criteria and Conditions for Employment and Promotion of Academic Members of Staff.

2.6 Staff Assessment (Including Peer Review)

Assessment of staff performance shall be key to appraisal and promotion of individual staff at the University. In addition to improvement in ones quality of work, assessment of staff performance shall be deliberately tied to the individual's contribution to achieving their unit of domicile's strategic plan in existence at the time of assessment. Staff assessment shall be done in accordance with the following guidelines:

i.   Each member of staff will be gauged in part by their contribution to achieving the overall strategic plan of the University existing at the time of actual assessment.

ii. Guidelines for staff assessment including peer review and Open Performance Review and Appraisal System (OPRAS) shall, therefore, be set forth and published separately from this document.

2.7 General Staff Conduct

Ideally, the University shall make sure that general conduct of her staff is in accordance with Government Standing Order, the University's service charter. The latter reflects a set of minimum expectations that are directly linked to requirements of the University mission and vision. General staff conduct shall be pegged on the above guidelines and regulations for staff assessment, appraisal and promotion.

2.8 Staff Rights

The University shall make sure that staff rights are provided as per Government Standing Order as revised from time to time.

2.9 General Staff Audit

The University shall ensure that staff abide to their job descriptions through general staff audit for improved performance. However, employees with unstructured roles should adhere to job cards. All job descriptions should be revised after every five years based on staff audit. This might even state new roles and responsibilities over the original employment contract/job description including redundancy.

2.10 Financial Matters

The University shall mobilize resources from known sources and account for their utilization as per Government and University regulations and guidelines.

2.11 University Service Charter

To ensure students, staff, visitors to the University and the general public get quality services and products, the University shall have a service charter that provides direction on quality of the above and as per Government requirement (Details will be provided in the relevant document).

2.12 Tracking of Best Practices

To allow tracking and monitoring of best practices, the University shall from time to time device tools and methods to monitor what staff and

students are doing in accordance to the University's policies, rules, guidelines and service charter. Generally, all issues should be dealt with in a timely manner as delays may have unintended negative spill over effects. Samples of such tools are presented in Appendix I.

CHAPTER THREE

3.0 GOOD PRACTICES FOR ACADEMIC QUALITY
3.1 University Quality Assurance
3.1.1 Design, approval, implementation and review of academic programmes

Both non-degree and degree programmes will be designed following institutionally and nationally prescribed guidelines and procedures and in accordance with the University Qualification Framework (UQF). The Curriculum Development Officer (to be established) in the QAB shall be overall responsible for programme quality assurance guided by Expected Learning Outcomes (ELOs). The ELOs will be described at two levels: at the programme level, also called programme competences and at the course level. ELOs are measurable results of a learning process which makes it possible to ascertain to which extent or level a given competence has been developed and/or enhanced.

Sokoine University of Agriculture Quality Framework

Regular	Annual	Periodic	External
• Course and Programme Design and Approval	• Annual monitoring of teaching and research	• Periodic course/ programme review	• Accreditation by TCU/ NACTE
• Student Feedback and Representation	• Engagement of external examiners	• Undergraduate and postgraduate directorates review	
• Departmental/ Schools/Centres/ College Academic Committees which involve both staff and students		• Administrative/ technical Review	

3.1.2 Student admission and progression

- Descriptions of non-degree and degree categories and what is expected (Certificate, Diploma, Bachelor's, Postgraduate Diploma, Master's, PhD, and Post Doc)
- Quality of students admitted
- Pass and failure rates
- Plagiarism
- Completion and drop outs
- Granting of awards
- The above shall be as per University guidelines and regulations

3.1.3 Student support services

(a) Accommodation

The University shall:

i. Provide suitable accommodation for students. Priority in accommodation allocation shall be given to students with special needs as well as foreign and female students during their first semester of study at SUA.

ii. Enter into Private Public Partnerships to ensure adequate accommodation is provided within her campuses or nearby the campuses.

iii. Provide information on accommodation services offered by the University and campuses.

iv. Ensure that the Sokoine University of Agriculture Students Accommodation Bureau (SUASAB) is the overall responsible for student accommodation. However, in case the University accommodation falls short of the total demand, the SUASAB shall assist students by collecting and making available information on suitable privately-owned accommodation.

(b) Catering services

The University shall ensure that:

i. Suitable buildings/space are/is available for catering services as per number of students and staff, and convenience of reach.

ii. Caterers serving the University and her campuses provide services

in accordance to Tanzania Food and Drugs Authority (TFDA) guidelines and requirements.

iii. Food of the right quality is served in all University food outlets.

iv. Best practices for catering services are followed to protect the health and safety of students, staff and guests of the University.

v. Caterers abides by University's expectations regarding waste management.

vi. Caterers complies with Government and University's rules and regulations regarding alcohol, retail and food service operations.

vii. Caterers pays the University a service fee as per agreement.

viii. Special venue restrictions for caterers are issued for specific requirements such as where food or drinks may not be allowed and or dress code required for entry into the venues/eating areas.

ix. If caterers intends to subcontract any portion of their agreement, the subcontractor has to be approved by the University in writing after meeting the same specifications and guidelines of the approved caterer.

x. Self-catering services are available in designated places.

3.1.4 Teaching and learning environment

Generally, learning takes place better when the environment is conducive. Therefore, the University shall:

i. Provide a conducive environment for teaching and learning by ensuring adequate space, furniture, lighting, power, teaching aids, laboratory and field facilities and other relevant amenities such as rest places.

ii. Ensure all teaching facilities are accessible to all including students and staff with special needs.

iii. Make sure that teaching space matches class size at all times.

iv. Ensure adequate library space and facilities are available to cope with increasing student population.

v. Provide dedicated space for postgraduates (i.e. a graduate school).

vi. Establish an international liaison office and employ an officer to cater for the needs of international students and researchers. The office and officer will deal with international students' affairs, such

as culture and language barriers encountered during their arrival.

vii. Ensure that the international liaison office in collaboration with the Language Studies Department will organize a Kiswahili course for beginners to assist international students to acclimatize to their new learning environment.

viii. Make sure that the Classroom Services Unit (CSU) under the QAB works in close collaboration with the Estates Department, the Centre for Information and Communication Technology (CICT) and other relevant offices to ensure that all teaching spaces are in an acceptable usable state.

3.1.5 Student-centered teaching and learning
The University shall promote and emphasize the application of student-centered teaching and learning (SCTL) strategies as a primary necessity for efficient delivery of quality knowledge to learners. To fulfill this target, the following shall be emphasized:

i. That the instructor engages the students to explicitly acquire skills and ability to think, solve problems, evaluate evidence, analyze arguments and generate hypotheses by explaining the importance or significance of the knowledge to be learned and providing clear, specific expectations for assignments related to the topic under offer.

ii. The instructor encourages reflection by students on what they are learning by including specific assignments through which the students can reflect, analyze and critique what they are learning.

iii. That instructors' encourage self-reflection and assessment of individual performance over the duration of the course by providing frequent and immediate feedback to students on their performance and adopting mechanisms to appreciate students' performance during lectures and after tests or quizzes.

iv. Accurate course advice, within delegated authority, is provided to students in a timely manner. In addition, any question requiring further action should be referred to the appropriate person/office as required.

v. Career counselling to students through formal mentorship

programmes.

vi.   Production of a workable timetable in a timely manner.

The University shall further see to it that curricula are designed in such a way that:

i.   Instructions and assessments are not only linked but also complement one another.
ii.   Instructional strategies match individual student's needs (e.g. need for remedial programmes) to improve student performance.
iii.   Student progression is based on mastery of content.
iv.   University policies, rules and guidelines are adhered to.

3.1.6 Assessment of teaching by students

To enable academic staff improve their teaching, students evaluation of teaching at the University shall ensure that students:

i.   Are aware of the need to be objective in the assessment.
ii.   Assess teaching based on the course learning outcomes.
iii.   Provide an honest assessment of the instructor's availability for consultation outside class hours.
iv.   Provide an honest assessment of the instructor's engagement of students in the learning process.
v.   Provide an honest assessment of the instructor's general presentation of the course.
vi.   Can propose areas for improvement in the course content when the same is next reviewed.
vii.   Can suggest areas where the instructor needs to improve for effective students learning.
viii.   Provide an honest feedback on the course work assessment.

3.1.7 Teaching space/rooms and teaching aids
(a)   Teaching space

The importance of teaching room/space for students' comfort, concentration and hence, understanding cannot be overemphasised. Accordingly, teaching rooms should not only be places that provide a stimulating environment for students to learn from the training they are

given by the instructors, but also for instructors to be able to offer the training effectively and conveniently. Therefore, the University shall ensure:

i. Consistency in provision across the University of adequate good quality teaching space/lecture/classrooms of the relevant standard and specification as per intended session (e.g. lecture, seminar, examinations, practical training).

ii. That teaching space/lecture/classrooms meet health and safety and disability regulations/needs of people with special needs.

iii. University teaching rooms should be equipped with necessary facilities including modern and comfortable chairs for students, power cables or outlets, AC or at least they should be well ventilated to allow free movement of air.

iv. Teaching space is included in the institution's long term strategic planning and funding.

v. There is a clear funding model so that budget holders and those supplying services for teaching space are not only accountable but demonstrate value for money.

vi. The CSU is more closely involved with the committees that contribute to the standard of teaching and learning within the University and Campuses.

vii. The CSU undertakes a facilities management role so as to improve service and improve value for money.

viii. The CSU is represented at a senior management level to make it more accountable and effective in performing the specified roles.

(b)   Teaching aids

These include LCD projectors, microphone or public address systems and modern white boards or smart boards.

3.1.8 Standard class size

Class size[7] has been reported to have a negative influence on students'

---

[7] *According to Bandiera et al. (2010a), university class sizes range from small to very large whereby, a class of 10, 56 to 89, and over 150 students could be referred to as a small class, an average class and very large class, respectively. Bandiera et al. (2010b) further classifies the sizes as small (1–19) to medium (20–33) class sizes, intermediate (third quintile) class*

performance. Generally, students do worse in big classes i.e. students receive lower marks in courses with larger classes, everything else equal (Bandiera, *et al.,* 2010a). In accordance with the standard class size:

i.   The University shall endeavour to have standard class sizes for all teaching and laboratory training.

ii.   In case of large class sizes, efforts will be made to hire additional staff/teaching assistant or the staff involved will be compensated for the extra workload.

iii.   Classes for seminar sessions should not exceed 20 students[8].

iv.   Laboratory sessions must be conducted in such a manner that allows all students the possibility to have hands on experience and not be spectators.

v.   Laboratories should provide an environment which allows students to work more effectively and safely.

vi.   Outside laboratory practicals should also be conducted in such a way that the Instructor/ Technician/Technologist/Field Officer can effectively communicate and supervise all the work being done.

vii.   The University has not declared anywhere the actual minimum number of students. However, since the University now rewards instructors who mark more than 100 examination scripts, implicitly a 'standard class size' for SUA is 100 students.

viii. The University should explicitly set the amount of payment to instructors teaching more than 100 students' class with a clearly stated criterion (each extra student and not per group of students).

Practical training

Practical training is an important aspect for imparting skills to students therefore, the University shall make sure that teaching is offered in the

---

sizes (34–103), and the top quintile (large) as class sizes (104–211). In addition, based on Maimonides (in reference to A 12th-century rabbinic scholar) rule when a class has 40 students, it is necessary to hire a second teacher. And the above rule is in use by many Universities today to hire teaching assistants for classes with much more than 40 students (Woolley, 2011). According to Woolley, small classes are those with 33 students or less: mid size classes range from 33 to 104 students.

[8] *According to Woolley, seminars of 15 to 20 allow each student a chance to participate, share their ideas and thoughts with the rest of the class and that above this, then the lecture should be preferred.*

most practical way as detailed in the table below:

Type of activity/ training	General Requirement	Good Practice
General training	Matching learning needs with appropriate methods	Draw out students' experiences and perspectives through a variety of stimulating activities.
		Actively engage students in their learning experience through discussion and a variety of activities.
		Develop training based on participants/ market needs.
		Training content and skills should be directly relevant to participants' needs/ experiences to enable learning.
		Use multiple training methods that address knowledge, attitudes, and skills.
		Use training methods that enable participants to establish this relationship and integrate new material.
		Use training methods that allow students to practice new skills and receive prompt, reinforcing feedback.
		Use training methods that promote student's active participation.
		Encourage sharing of expertise and experiences.
Good laboratory practice training	Adhering to good science	Careful definition of experimental design and parameters.
		Performance of experiments based on valid scientific procedures.
		Control and documentation of experimental and environmental variables.
		Careful, complete evaluation and reporting of results.
		Assuring that results become part of accepted scientific knowledge.
	Good Organization	Provision of adequate physical facilities.

Type of activity/ training	General Requirement	Good Practice
		Availability of adequately qualified staff.
		Proper planning of practical training.
		Allocation of sufficient resources for equipment and practical training.
		Proper description of staff responsibilities.
		Regular training of staff on new technologies/practices and equipment.
		Good record keeping and organised archives.
		Having a process for the verification of results.
		Compliance with good laboratory practice.

3.1.9 Learning resources

The University's Learning Resources Centres (LRCs) are your one-stop-shop for all your study materials, computing facilities, printing and much more.

(a) Library

The University must ensure that the library:

i.   Has adequate funding to allow it to perform its duties as per technological and knowledge advances.
ii.   Accommodates at least 25% of the student population.
iii. Provides access to electronic resources (e.g. journals and books) including virtual library services.
iv.   Has adequate space for work for small groups as they use resources within the library that cannot be taken out.
v.   Provides learning resources that support and which are consistent with simple and confined program curriculum.
vi.   Offer adequate support to students, staff, researchers and general public on how best to access online resources.
vii. Conduct training to students and staff on effective use of library resources and literature search.

viii.   Prepare and widely distribute library induction materials from time to time.

(b)   ICT Resources

The University must ensure that:

i.   The CICT is adequately financed to enable provision of the required services to students, staff and researchers. The CICT must make sure that digital resources meet the tests of usability and functionality and that the same assist the students in achieving the prescribed learning outcomes.

ii.   The CICT will further ensure that uses of IT resources are practical in terms of content, context and larger learning environment.

iii.   The ICT resources should facilitate teaching and learning, research and innovation for all academic units in the University.

iv.   The CICT offer ICT services and support in terms of internet connection, video conference services and support, mail services, portal system (intranet), Application and Management systems [Students, Human Resource, Accounts and Finance], IP Phone services and support and maintenance of all ICT hardware and software.

v.   The CICT must make sure the University and her Campuses have wireless connection [Administration, Laboratory & Library, Students Centre, Cafeteria, Hostels] and also there is cable network connection in all buildings including students' hostels through the support of the optical fibre.

vi.   The CICT must endeavour to facilitate establishment of open forum platforms where students, staff and general public can offer feedback in relation to services and products offered by the University.

vii.   The CICT will offer training in ICT related matters to students and staff to enable them use ICT services more effectively.

viii.   The CICT will ensure that learning material can be easily accessed through the local area network and that this can be shared across platforms or retrieved using standard internet tools.

ix.   The CICT will ensure availability of software to detect incidences of plagiarism.

x.   The CICT will ensure that sources of information are clearly listed and clear distinctions should be made between internal links to other parts of the resource and external links that access other resources.

(c)   Laboratories
The University shall endeavour to:
i.   Have world class laboratories which are ISO certified to enable recognition of results/findings from the same by the International Community.
ii.   Adequately finance and equip our laboratories with the necessary equipment and other requirements for effective practical training and research.
iii.   Re-train technicians and technologists on new innovations/practices/equipment/facilities.

3.2   Best Practices
3.2.1 Practices for academic staff
i.   Disseminate course information to students in a timely and effective manner.
ii.   Teaching requirements are met.
iii.   Provide accurate academic/research reports within required timeframe.
iv.   Make special examination arrangements for students as may be required by University guidelines.
v.   Maintain strict confidentiality in regard to students' academic matters.
vi.   Keep accurate student records/information and transmit to central administration and/or to College/School/Department/Directorate/Centre/Unit's office in a timely and effective manner.
vii.   Handle students' enquiries with care and in a timely manner.
viii.   Make sure effective supervision of postgraduate students is done as per University guidelines (SUA, 2011).
ix.   Timely reporting of academic and research progress.
x.   Promote academic excellence through teaching and research.

xi.   Provide pastoral care to students.
xii.   Be a team player.
xiii.   Timely provision of feedback in relation to students' work.
xiv.   Inspire students to aim for academic excellence.
xv.   Adhere to University policies, rules and guidelines.

3.2.2 Practices for technical staff
i.   Ensure teaching laboratories are set up in accordance to requirements of the particular subject/instructor.
ii.   Properly prepare and coordinate laboratory/field practicals.
iii.   Properly guide students in their laboratory/field practicals.
iv.   Assist academic staff in laboratory and field trials.
v.   Keep accurate records of practicals and field trials.
vi.   Ensure safety of all those participating in laboratory/field practical and trials.
vii.   Take record of condition of laboratory equipment and facilities and report the same to course instructor and head of department (see Appendix I).
viii.   Use laboratory equipment and facilities diligently.
ix.   Maintain laboratory equipment and facilities in accordance to recommended practice.
x.   Safekeeping of chemicals and hazardous materials.
xi.   Be an inspiration to students.
xii.   Promote academic excellence through teaching and research.
xiii.   Adhere to University policies, rules and guidelines.

3.2.3 Practices for administrative staff
i.   Timely completion and submission of reports.
ii.   Upgrading of systems/processes on a regular basis as need arises.
iii.   Develop and effectively implement operating procedures/ guidelines.
iv.   Advice students and staff correctly and timely.
v.   Advise and assist head of department and other staff on human resource (HR) issues.
vi.   Maintain and readily avail appropriate records for easy access.

vii. Ensure all necessary first aid and fire fighting equipment are available.
viii. Ensure all injuries are recorded and monitored for appropriate action (e.g. insurance claim or other compensation as may be required).
ix. Being a team player.
x. Government and University policies, rules and guidelines are adhered to.

3.2.4 Practices for finance office staff

i. Ensure all University assets are registered and an up-to-date and accurate list exists.
ii. Prepare budgets and forecasts in an efficient and provided timeframe.
iii. Ensure University / College / School / Departmental / Centre / Unit commitments and resources are understood when developing the budget by considering environmental factors that may impact on the above.
iv. Provide budget information to staff members in details, accurately and timely.
v. Sound and timely financial advice within delegated authority is provided to head of department, academic staff and students.
vi. Data are entered into the University accounting system correctly and efficiently.
vii. Accounts payable and receivable are maintained accurately.
viii. Reimbursements and advances are processed and questioned if necessary.
ix. Departmental petty cash are managed.
x. Academic staff and other University staff get assistance in the management of research accounts in relation to budgeting, costing work sheets and reporting.
xi. Financial records are kept in an orderly manner to allow proper tracking by concerned staff.
xii. Government and University policies, rules and guidelines are adhered to.

3.2.5 Practices for general administration

i. Archiving of University/College/School/Departmental/Centre/Unit documents in accordance to University policies, rules and guidelines. Archived documents should be easily accessible when required.

ii. Provision of clear Job Descriptions that abide by guidelines and which truly reflect size and level of a position.

iii. Proper planning and management of event logistics in accordance to set budget.

iv. Providing visitors, staff and students with requested information.

v. Making sure that University/College/School/Departmental/Centre/Unit needs are identified and met. In case of contracts with external providers, negotiation should aim at benefiting the University.

vi. Clear boundaries of delegated authority must be maintained.

vii. Information to central administration and/or to College/School/Departmental/Centre/Unit/ individual is provided in a timely and effective manner as per service delivery charter.

viii. E-mails and phone calls should be answered/returned in a timely manner.

ix. All correspondence should be addressed and acted upon.

x. Prudence and confidentiality shall be maintained at all times with regard to correspondence.

xi. Excellent and friendly customer service shall be provided.

xii. All staff shall greet and assist visitors to the University/College/School/Departmental/Centre/Unit in a friendly and professional manner.

xiii. All enquiries shall be dealt with in a helpful and friendly manner and advice provided as required.

xiv. Effective and timely dissemination of information to students and staff.

xv. Dealing with departmental day-to-day administration issues in a timely manner.

xvi. Prioritization and delegation of tasks in an effective manner as need may be.

xvii. Emergency situations shall be managed effectively.

xviii. As regards meetings, correct agenda and relevant documentation shall be prepared and distributed to participants.

xix. Meeting minutes shall be taken accurately and distributed within a short timeframe after the meetings.

xx. Meeting action points shall be monitored and followed up in a timely manner.

xxi. University/College/School/Departmental/Centre/Unit policies shall be updated and developed regularly as required.

xxii. Correct University/College/School/Departmental/Centre statistical data are collected as required.

xxiii. Government and University policies, rules and guidelines are adhered to.

3.2.6 Practices for students

i. Endeavour to make full use of the first days of each Semester/ Course session to get a good understanding of the course content of the courses and the related course material. In addition, students should aim at being partners in learning.

ii. First year students should make sure they meet with their academic advisors within the first two weeks of the start of the semester.

iii. Aim at getting involved in not only their classes but in all other campus activities or programmes (e.g. sports and games, seminars and workshops offered by University staff and guests from outside the University, HIV/AIDS Club and other Student Clubs and activities for particular degree programmes).

iv. Endeavour to get clear academic, personal and career goals advice from their academic advisors and identified counsellors as availed by the University from time to time.

v. Aim to be active learners through problem focused discussions, group work, writing assignments and by participating in academic debates.

vi. Prepare through independent study for discussions or other classroom activities before they arrive for class.

vii. Be active participants and contributors to group assignments of their courses.

viii. Objectively evaluate their instructors and course contents to allow improvement.

ix. Students need to make sure they do not miss more than two classes in succession.

x. Ensure that University Policies, Rules/By-laws and Guidelines are adhered to.

3.3 Capacity Building for Staff

3.3.1 Capacity building of academic staff

Quality and commitment of staff are critical in maintaining and enhancing the high quality of learning and teaching. Therefore, the University will in collaboration with all staff ensure that all staff, both academic and support, are continuously reflecting upon and seeking to improve practice in all areas of their work to advance learning and teaching and research in their disciplines so as to produce good quality graduates with the requisite knowledge, technical and soft skills required for a vibrant economy. For the above to be reality, the University management, Principals, Heads of Schools, Directors and Heads of Department have to:

i. Ensure that all initiatives to foster quality teaching involve instructors/technicians/technologists from the outset as well as deans, heads of programmes and other team leaders who are drivers of change.

ii. Allocate adequate resources for staff development.

iii. Develop appropriate tools to monitor teaching quality: the tools should be well-designed to provide useful, constructive and timely feedback to instructors.

iv. Encourage instructors to link innovations in their teaching practice in accordance with the University's educational model.

v. Identify and articulate pedagogical competencies required for quality teaching which reflect the University's mission and core values.

vi. Ensure that all academic staff attend at least one tailor made module geared towards improving their teaching and/or other competencies.

vii. Define a set of indicators of excellence in teaching (as well as in

other areas) that the institution may use to encourage improvement, evaluate performance, and take into account in decisions concerning tenure and promotion.

viii. Provide opportunities for paid sabbatical leave for academic staff every five years.

ix. Newly-recruited teaching staff must receive initial training through the University Teaching and Learning Improvement Programme (UTLIP) before commencing teaching or during the first year.

x. Assign teaching mentor to newly-recruited teaching staff.

xi. Support full-time teaching staff to manage their changing workloads and student mix.

3.3.2 University Teaching and Learning Improvement Committee

The University shall make sure that:

i. Enough resources are allocated for the smooth organizing and running of the University Teaching and Learning Improvement Committee (UTLIC).

ii. UTLIC conducts regular training needs assessment of academics staff.

iii. UTLIC collaborates with heads of department/centres to conduct peer-evaluation and that constructive feedback is provided on a timely manner.

iv. UTLIC organizes regular training that aims at among other things, to train newly recruited academic staff, upgrade pedagogical skills, and improvement of other staff competencies as needed for their professional growth.

v. UTLIC provide an effective venue for discussions and experience sharing on teaching and learning practices (e.g. a Learning and Teaching Centre) that is visible and valued by the academic community, either at institution, department or programme level.

vi. Monitors the effectiveness of professional development through its impact on teaching quality. Adapt professional development to different places and paces according to the mission of the institution its programme specialities and niches.

3.3.3 University Teaching and Learning Improvement Programme

The University shall make sure that:

i.   Enough resources are allocated for the smooth running of the UTLIP.

ii. UTLIP conducts regular training needs assessment of academic staff.

iii. UTLIP develops different tailor made models to charter for the different needs of academic staff.

iv. UTLIP organizes regular training that aims at among other things, to train newly recruited academic staff, upgrade pedagogical skills and improvement of other staff competencies as needed for their professional growth.

v.   UTLIP organizes mentoring and coaching programmes of junior members of academic staff.

vi. UTLIP should ensure that part time instructors can assimilate the broader educational goals of the University.

3.3.4 Capacity building of technical staff

i.   Orientation to the University by Human Recourses Office in collaboration with responsible College/School/Departmental/Centre/Unit.

ii. On-the-job training in the relevant area.

iii. Formal training in a higher UQF Level for increased productivity.

iv. Training in Occupational Health and Safety.

3.3.5 Capacity building of administrative staff

i.   Orientation to the University by Human Recourses Office in collaboration with responsible College/School/Departmental/Centre/Unit.

ii. Training on standard customer care practices.

iii. On-the-job training in the relevant area.

iv. Formal training in a higher UQF Level for increased productivity.

v.   Training in Occupational Health and Safety.

vi. Adequate training on the University accounting system for finance staff and other vote holders if required.

3.4   Management of Information

The University shall manage all information in a manner that it is safe and not accessible to unintended persons. Therefore, the University shall ensure that:

i.   It captures, manages, preserves, stores and delivers the right information.
ii.   There is an official spokesperson for the University.
iii.   The Marketing and Promotion Unit does its work in accordance to its mandate.
iv.   Information that is not sensitive is shared without bureaucracy.
v.   Sensitive staff and students information is not shared to third parties without their informed consent (see Appendix I-Quality assurance Form VI).
vi.   Staff are accountable to capture, manage, store, share, preserve and deliver information appropriately and responsibly.
vii.   Proper training is provided to all those handling mass information, that they are familiar with the policies/Acts, processes, technologies and best practices in information management.
viii.   The University network is fully protected from cyber attacks.

3.5 Research and Innovation

To promote good practice in the above, the University shall:

i.   Aim to be a centre of excellence in agriculture allied researches.
ii.   Promote ethical conduct of research by students and staff as per University policy and guidelines.
iii.   Continuously monitor and evaluate quality of research done both at the University and in the field/industry.
iv.   Recognize students and staff outstanding contribution to research.
v.   Promote Public-Private Partnership (PPP) funding of research.
vi.   Promote contract research with industry.
vii.   Promote problem solving research.
viii.   Ensure timely dissemination of research results/findings.
ix.   Enhance through training, coaching and mentorship students and staff's grant winning research proposal writing skills.
x.   Disseminate innovations developed by students and staff through outreach programmes.

xi. Ensure that students and staff provide accurate information on research funding/grants.
xii. Ensure students and staff; meet the required deadlines as per research funding criteria/Institution.
xiii. Provides administrative assistance to students and staff preparing applications for research grants.
xiv. Ensure that students and staff effectively liaise with the Directorate of Postgraduate Studies, Research, Technology Transfer and Consultancy (DPGRTC).
xv. Accurate records are maintained.
xvi. Publications added to database to meet relevant timelines.
xvii. Accurate records for funding and publication are maintained.
xviii. Communication of results/findings with relevant stakeholders is timely and effective.
xix. Relevant reports are provided as required.
xx. Promote PPP in her production (improving milk production, meat processing, crop production etc.) and services (e.g. maintenance of machinery and equipment) to ensure students and staff learn and acquire the best practices in the same.
xxi. A user friendly reporting system is developed by DPGRTC in accordance to the Government's move for e-governance.
xxii. University policies, rules and guidelines are adhered to.

3.6 General matters for Students and Staff
(a) Health Services
One's health is important for high learning and work outcomes. Therefore, the University shall ensure that:
i. University Health facilities are properly manned.
ii. University Health facilities are adequately funded.
iii. University Health facilities have the requisite facilities and medication at all times.
iv. Health personnel are of the right qualification and mix.
v. Professionalism is maintained at all times in provision of health services to students and staff.
vi. Confidentiality of students and staff sickness/illness information is maintained at all times.

(b)   Counseling Services for Students and Staff

Globally, as well as in Tanzania, students and staff alike are facing different challenges that call for immediate action if their mental and general well-being is to be secured. Generally, Universities have an important role to play in providing support for students and their staff in relation to mental health difficulties.Therefore, this sub-section offers general guidance on how the University shall ensure students and staff are at all times, in good mental health and are not under emotional distress so as to enhance their learning and productivity, respectively. To achieve the above, the University shall:

i.   Establish a Counseling unit for both students and staff.

ii.   Employ competent counselors to provide counseling services to students and staff.

iii.   Ensure that the Counseling unit is allocated with adequate funding to enable it offer effective and efficient services to both students and staff as may be required.

iv.   Device ways by which students and staff with counseling needs can be identified.

v.   State procedures to be followed by staff and heads of department/unit in referring students and staff for counseling services.

vi.   Counseling should be offered to discontinued students and staff whose working tenure has been terminated on various reasons.

vii.   Develop a manual to offer resources, intervention strategies and guidance when working with emotionally distressed students/staff or students/staff whose psychiatric/psychological needs exceed the services offered on campus.

(c)   Students and Staff with Special Needs

The University shall make sure that:

i.   All University Policies are cognizance of students and staff with special needs.

ii.   A favourable environment with respect to admission/employment, learning/training, and course assessment/examinations for students and staff with special needs is provided.

iii.   University buildings/infrastructure and other facilities ensure easy access to students and staff with special needs.

iv.   A good and convenient working environment is provided for students and staff with special needs to enhance their productivity.
v.   All University buildings have the requisite facilities for students and staff with special needs.
vi.   Students and staff with special needs are adequately represented in various University committees and forums.

(d)   Healthy Living Students and Staff

Generally, taking responsibility for students and staff health and well-being is vital to getting the most out of them and this enables them to make valuable contributions to the mission of the University. Therefore, the University shall encourage both students and staff to adopt and maintain healthy lifestyles. To achieve the above, the University Shall:
i.   Encourage students and staff to engage in healthy lifestyle practices thus allowing them to be in control of their own health decisions.
ii.   Make sure trained staff are available for consultations, workshops and programs on a variety of topics including:
   •   Stress management,
   •   Nutrition,
   •   Sleep management,
   •   HIV/AIDS/Sexual health, and
   •   Sexual harassment/Sextortion[9].
iii.   Provide services solely or in partnership with others that encompass the seven dimensions of wellness; physical, intellectual, occupational, emotional, social, spiritual and environmental.

(e)   Sports and Recreation

The University shall promote physical activity and recreation among the students and staff as an important element for their physical, ethical and social development. To achieve the above, the University shall:
i.   Offer services that help the students and staff to enjoy their leisure time.

---

[9] *Sextortion is basically a type of extortion with a twist. Instead of extorting money or material goods from a victim, a sextortionist will extract sexual favours from the victim by using intimidation, fear, and blackmail (Child Refuge, 2011). http://childrefuge.org/child-pornography/what-is-sextortion.html [24/05/2017]*

ii.   Provide adequate infrastructure that allows students and staff to participate in sports and games (e.g. football, basketball, netball, table tennis, Lawn tennis, Cricket, Volleyball, Athletics (track events), badminton, weight lifting, swimming, and indoor games etc.).

(f)   Transportation/Travel
i.   Transport for staff and students to move between the campuses and for excursions should have designated picking points with special amenities (e.g. shades).
ii.   University shall hire transport as per needs in accordance to procurement procedures and guidelines.
iii.   Proper maintenance of University vehicles.
iv.   Maintain a University Transport pool to allow efficient use of available vehicles.
v.   In case of air travel, the University Procurement Management Unit (PMU) should ensure timely procurement of tickets.
vi.   Government/University policies, rules and guidelines are adhered to.

(g)   Safety and Security
By their very nature, college campuses are open and accessible to all. Although this fosters an ability to learn, it also presents security challenges that must be addressed. Therefore, safety and security of the University will be maintained at high standards to allow students, staff and University visitors to study and work without fear and under minimum stress. To achieve the above, the University shall:
i.   Have a written policy that deals specifically with campus safety and security.
ii.   Students and staff shall be taught the elements of the University safety and security policy.
iii.   Focus on prevention and preparedness initiatives for critical safety and security incidences on campus.
iv.   Use surveillance cameras (CCTV) to monitor activities around the University and Student Hostels.

v.   Have multiple systems to alert students and staff of critical incidents on campus.
vi. Provide adequate staffing to the current Auxiliary Police.
vii. Provide adequate funding for University security.
viii. Use a visitor management system to verify that guests are authorized to visit the University/SMC through use of sign-in guest logs or any other relevant method.
ix. Build/install fences that are difficult to cut or climb around sensitive areas.
x.   Place doors in locations that can be seen and supervised.
xi. Control movement of traffic by none-university staff and students particularly during the night.
xii. Ensure our Auxiliary Police patrol those areas where safety is low.
xiii. See how the University could work with the Police to reduce incidences of theft and other criminal activities at the University/ SMC.
xiv. Estates and Works Department should ensure the availability of adequate street lights and pavements for walking and cyclists.

(h)   Business Centre/Shopping Mall
The University shall provide space for establishment of a business centre/shopping mall in accordance with SUA Strategic Plan through its SUA Company and /or in collaboration with private sector through PPP arrangement. This shall carter for decent shopping area for groceries, pharmacy, among others.

3.7   External Quality Assurance (EQA)
(a)   Programme Assessment
The University shall carry out internal assessment of all programmes every 5 years, review and invite experts to conduct external assessment of at least 10% of the programmes in each College/School/ Directorate/ Institute/Centre/Unit. Assessments shall aim at discovering strengths for enhancement and weaknesses for improvement.

(b)   Institutional Assessment

Institutional assessment reports shall constitute the key document to be used for external assessment either for purposes of accreditation or any other purpose as may arise.

3.8   Useful Information on the Web

Location	Useful information
SUA website: www.suanet.ac.tz	QAP (2nd Edition), CSP (2016-2010); various Other Policies
TCU website: www.tcu.or	University Qualification Framework (UQF)
IUCEA website: www.iucea.org	Principles and Guidelines For Quality Assurance in Higher Education in East Africa (2014)
NACTE: http://www.nacte.go.tz/	Technical Education Qualifications Framework

CHAPTER FOUR

4.0   CONCLUSIONS

The handbook has generally described how students and University staff can practice best practices at SUA if the University is to achieve its mission and help Tanzania attain socio-economic development. Generally, there is a need for the University management to ensure adequate resources are availed at all levels to allow proper and effective investment in physical and human resources to allow realization of the objectives of this best practice handbook. Of great importance though, is that all staff should endeavour to facilitate attainment of the University's mission in the best way possible through personal commitment, innovativeness and adherence to ethics.

5.0   BIBLIOGRAPHY

Bandiera, O. Larcinese, V. and Rasul, I. (2010a). The impact of class size on the performance of university students. http://voxeu. org/article/impact-class-size-performance-university-students [23/05/2017]

Bandiera, O. Larcinese, V. and Rasul, I. (2010b) Heterogeneous Class Size Effects: New Evidence from a Panel of University Students. The Economic Journal, 120 (December), 1365–1398.doi:10.1111/ j.1468-0297.2010.02364.x.;http://www.ucl.ac.uk/~uctpimr/ research/class_ej.pdf [23/05/2017].

Merriam-Webster (2017). Definition of best practice. https://www. merriam-webster.com/dictionary/best%20practice

Inter-University Council for East Africa (IUCEA) 2014. Principles and Guidelines for Quality Assurance in Higher Education in East. 32 pp.

SUA (2010). Human Resource Management Policy

SUA (2010). Research Policy, Focus Areas, Guidelines and Regulations

SUA (2010). Regulations and Guidelines for Higher Degrees

SUA (2011a). Quality Assurance and Promotion Policy. 28 pp.

SUA (2011b). Regulations and Guidelines for Higher Degrees. (5Th Edition). 91 pp

SUA (2011a). Quality Assurance and Promotion Policy. 28 pp.

SUA (2011b). Regulations and Guidelines for Higher Degrees. (5Th Edition). 91 pp

SUA (2011b). Regulations and Guidelines for Higher Degrees. (5Th Edition). 91 pp

SUA (2012). Gender Policy (2Nd Edition). pp 26

SUA (2012). Code of Conduct for Research Ethics

SUA (2012). Information and Communication Technology Policy. (2Nd Edition). pp 14

SUA (2016a). A Five Year Corporate Strategic Plan 2016 – 2021

SUA (2016b). Students' By Laws. http://www.suanet.ac.tz/ phocadownload/studentsbylaws1.pdf [09/06/2016]

SUA (2017). Quality Assurance and Promotion Policy **(Under Review).**

United Republic of Tanzania (2009). Standing Orders for the Public Service 2009. (3RD Edition).

The Sokoine University of Agriculture Charter, 2007 Arrangement of Articles 103 pp

Woolley, F. (2011). University class sizes: Smaller isn't always better. Economy Lab. https://www.theglobeandmail.com/report-on-business/economy/economy-lab/university-class-sizes-smaller-isnt-always-better/article620700/ [23/05/2017]

6.0 APPENDICES

Appendix I: Various forms for tracking of good practice by Sokoine University of Agriculture Staff

Quality Assurance **FORM I**: Class Attendance Register for Undergraduate/Postgraduate Lecture(s)/Seminar(s)

Sokoine University of Agriculture

College / School / Institute / Derectorate / Centre: ....
Department:……...

Date:……………… Subject Name:………… Course Ante:…............

S/No	Students Name	Registration Number	Signature

Quality Assurance **FORM II**: Class Attendance Register for Undergraduate/Postgraduate Practical Sessions

Sokoine University of Agriculture

College/School/Institute/Derectorate/Centre: ....
Department:……………...

Date:…………… Subject Name:………...... Course Ante:……………

S/No	Students Name	Registration Number	Signature

Quality Assurance **FORM III**: Postgraduate students Concept Note/ Proposal/Thesis/Dissertation Monitoring Form

Sokoine University of Agriculture
College/School/Institute/Derectorate/Centre: ....
Department:..

Student's Name:…………............. Registration Number:…………........
Supervisors Name(s): 1:……………………………………………...............
2:………………………………………….............
3:…………………………………….......................

Date work handed in	Student's signature	Supervisor's Signature	Date work returned to student	Student's signature

Quality Assurance **FORM IV**: Undergraduate Students Research Project Proposal/Report Monitoring form

Sokoine University of Agriculture
College/School/Institute/Derectorate/Centre:…………….........................
Department:…..

Student's Name:…………............. Registration Number:…………...

Supervisors Name(s): 1: ……………..
2: ……………..

Date work handed in	Student's signature	Supervisor's Signature	Date work returned to student	Student's signature

Quality Assurance **FORM V**: Laboratory / Field (Farm) Practical Equipment Assessment FORM

Sokoine University of Agriculture

College/School/Institute/Derectorate/Centre: ....
Department:………………...

This form is to be filled every month by responsible technician

Date:……………..... Laboratory Name:……………………….....…...

S/No	Name of Equipment	Units available	Intended Degree Programme	Adequacy for target group

General comments by technician filling the form on what needs to be done:
……………………………………………………………………………………
……………………………………………………………………………………
………………………………………………………………………………..
Technician's name:…………………… Signature: ….............................
Date: …………………

Comments by Subject Instructor

……………………………………………………………………………………

…………………………………………………………………………………

Comments by Head of Department:

……………………………………………………………………………………

……………………………………………………………………………………...

Name Head of Department:…………....... Signature: …......................

Date: …………………

Quality Assurance **FORM VI**: Consent form for Students/Instructors/ Staff

Sokoine University of Agriculture

College/School/Institute/Directorate/Department/Centre/Unit:…………

....

I.………………………… do hereby agree to be part of a role play/a visual or audio-recording by…………………………………………… …………………………………………….for academic purposes only. The above may not be used otherwise without my consent.

Signature of person offering consent: ……………………………...…....... Date: ………………….............

Quality Assurance **FORM VII**: Instructors'/Technical Staff Weekly Class Attendance Register for Lectures/Seminars/Practicals

Sokoine University of Agriculture

College/School/Institute/Directorate/Centre:…………………...............

Department:……………………...

Week No: ……………............   Date: ……………......................

Day	Time (e.g. 07:45–10:25)	Course Ante	Instructor's /Technician's Name	Instructor's /Technician's Signature	Class Representatives' /Ground staff's Signature
Monday					
Tuesday					
Wednesday					
Thursday					
Friday					