Sokoine University of Agriculture

Quality Assurance Policy

Second Edition

Quality Assurance Bureau
Office of the Vice Chancellor
Morogoro, Tanzania

Sokoine University of Agriculture

Quality Assurance Policy (QAP)

June 2017

Quality Assurance Policy

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ACRONYMS AND ABBREVIATIONS

CQAB	Coordinator of Quality Assurance Bureau
CSP	Corporate Strategic Plan
DVC	Deputy Vice Chancellor
EAQF	East African Quality Assurance Framework
HEDP	Higher Education Development Programme
HLI	Higher Learning Institution
HoD	Head of Department
ICT	Information Communication Technology
IUCEA	Inter University Council for East Africa
MKUKUTA	*"Mkakati wa Kupunguza Umaskini na Kukuza Uchumi Tanzania"*
NSGPR	National Strategy for Growth and Poverty Reduction
QA	Quality Assurance
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

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.

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

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

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.

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 Council of 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). 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. The approved Policy (QAPP, 2011) required review after five years to take on board new challenges in the area of quality assurance, hence this second edition of the Policy. It is expected that this revised Policy will enhance SUA's efforts to address quality related changes and emerging issues that have recently taken place at national, regional and global levels.

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 Quality Assurance Policy (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.

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

CHAPTER ONE

1.0   INTRODUCTION

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 the 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.

1.1   Situation Analysis and Rationale

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 institutions of higher learning, 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.

This is imperative because there have been trends in higher education at global level which indicate an increasing attention to quality. Significant amongst the quality assurance networks is the European network consolidated through "The Bologna Process" which was launched in 1999 at the University of Bologna in Italy and to-date draws signatories from institutions of higher learning in over 46 countries in Europe. The process is manifested by specific declarations, which affirm the rationale on the need to establish a European area of quality higher education.

On the other hand, the Inter University Council of East Africa (IUCEA)[2] Governing Council, in 2005, adopted a resolution to establish an East African Quality Assurance Framework (EAQF) for the eastern Africa sub-region whereby in 2006 introduced a common quality assurance system for universities in East Africa in order to promote harmonization and comparability of the quality of higher education in the region and also to protect the integrity of East Africa as a credible higher education area (Nkunya, Bienefeld and Hansert[3]).

The EAQF has borrowed some basic aspects from the Bologna process. The EAQF aims at addressing some specific needs including:
(i)   Participating and promoting cross-border education within and

2   www.iucea.org
3   http://www.eua.be/fileadmin/user_upload/files/Publications/Trends_in_Quality_Assurance.
       pdf - accessed on 22nd April 2009

outside East Africa;

(ii)   Setting higher education quality standards for East African universities in view of on-going expansion of the same; and

(iii)   Safeguarding the quality of outputs from East African universities against international competitors as a result of globalization.

The Tanzania Commission for Universities (TCU) established under The Universities' Act No 7 of 2005, is charged with ensuring that Universities offer quality education as provided for in Section 10 of the Act. The TCU has consolidated the basic quality requirements in "The Universities (General Quality Assurance and Validation and Approval of Rules, By-laws, programmes and Awards) Regulations 2007", made under Section 62 of the Universities Act. 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 on 18th 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)." This revised version of the Policy was approved by SUA Council on 29th June 2017 to guide SUA in implementing quality assurance measures in line with pre-determined standards for SUA in accordance with national, regional and international developments. 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.

CHAPTER TWO

2.0   VISION AND MISSION OF SUA
2.1   The Vision
To be a leading University in the provision of quality knowledge and skills in agriculture and allied Sciences.

2.2   The Mission
To promote development in agriculture, natural resources and allied sectors through training, research and delivery of services.

2.3   Corporate Objectives for SUA
2.3.1   Objectives
Sokoine University of Agriculture, as a leading institution of higher learning in agriculture, natural resources and allied sciences, hopes to achieve some basic objectives as contained in the SUA CSP (2016-2021[4]). The achievement of these objectives to a large extent will be determined by the quality of the training, research, outreach and services provided. The 2016-2021 corporate strategic objectives of SUA are to:

(i)   Increase students enrolment and improve quality of graduates;
(ii)   Increase the volume and quality of research, publications and innovations;
(iii)   Enhance outreach, publicity, linkages and partnerships;
(iv)   Enhance university financial capacity and sustainability;
(v)   Improve teaching and learning environment;
(vi)   Improve management and institutional governance; and
(vii)   Mainstream gender issues in all SUA activities and reduce the impact of HIV/AIDS, other communicable and non-communicable diseases.

Achievement of these objectives will ensure that SUA is able to contribute to the advancement of knowledge and technology and take responsibility to preserve and transmit the same in line with internationally accepted standards of academic excellence. Hence, SUA's Vision, Mission

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[4]   *Sokoine University of Agriculture Corporate Strategic Plan 2016-2021.*

and objectives provide a rationale and criteria for the development of cohesive and relevant curricula and implementation of activities that give life and shape to the institution. Both in the short- and long- term, the success or failure of SUA will be measured against its declared Mission and objectives. Quality assurance will provide a platform on which to gauge the extent to which the programmes are aligned to the Mission and objectives of the institution.

CHAPTER THREE

3.0 POLICY OBJECTIVES, ISSUES, STATEMENTS, CHALLENGES AND STRATEGIES

The QAP shall guide SUA towards increasing credibility and competitiveness in higher learning in order to effectively contribute to the realization of the Vision and Mission of SUA. Hence, positioning the institution to attract quality students and retain a critical mass of high quality and motivated staff for sustained development. SUA shall pursue a quality management policy in training, research, outreach, consultancy and support services. This implies that the University shall canvas the 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. The University shall therefore, endeavor to ensure that the infrastructure is up to standard and up to date; the academic and administrative staff are highly qualified and motivated and staff in all service departments across the University are of the highest caliber and are able to respond to the needs of the University in pursuing its Mission.

3.1 Policy Objectives

The general policy objectives hereunder represent the overall objectives of quality assurance at SUA. Provide guidance in development and implementation of internal and external quality assurance procedures and practices;

(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 SUA's national, regional and international development goals.[5]

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[5] *Relevant development goals as stipulated in various documents such as SUA CSP 2016-2021, HEDP, NSGPR/MKUKUTA, Development Vision 2025 and Kilimo Kwanza.*

3.2 Issues, Challenges, Policy Statements and Strategies
3.2.1 Expanding higher education
(a) Issues and challenges
(i) The demands for higher education have increased while resources to improve capacity have not been expanding at the same pace;
(ii) Stakeholders' scrutiny of education and training processes and outcomes have gained importance amongst stakeholders;
(iii) The ability to judge oneself is being subjected to questioning on the level of trust, efficiency and effectiveness to maintain quality that satisfies both internal and external expectations; and
(iv) There is increased demand for greater accountability and efficiency in handling students, staff and other stakeholders with respect to service delivery.

(b) Policy statement
The University shall promote quality standards in training, research, outreach, consultancy and support services in a manner that shall ensure achievement of her Vision and Mission.

(c) Strategies
(i) Each academic and administrative unit/department shall conduct periodic self-appraisal that enhances the institutional capacity to effectively undertake its role in ensuring quality training, research, outreach, consultancy and community services;
(ii) Self-assessment committees shall be set up in all entities of the University; and
(iii) External evaluation of programmes, activities and services shall be conducted on a regular basis.

3.2.2 Globalization and its effect on higher education
Globalization of higher education has created a situation under which national borders are no longer the limits of universities' investment in order to attract quality students and staff. With the wide array of information and communication technologies now available, the main bases of globalization in higher education are information and innovation.

Like economies and businesses, universities are expanding campuses and competing to attract students from within countries and across borders to expand enrolments. Hence, globalization increases demands for education especially university education which in turn increases pressure on the whole system to offer higher quality programmes.

Competition among universities puts pressure on institutions to serve better staff, students and the community. It also calls for equipping students with appropriate knowledge, skills and competencies in order to enable them to successfully enter the increasingly competitive job market, self-employment and career development. With globalization, potential candidates for higher education use university rankings to identify suitable institutions to seek admission. On the other hand, such rankings also assist university management, policymakers and governments to gauge exactly how effective their institutions operate.

(a)   Issues and challenges
(i)   Ensuring that SUA remains a respected and valued institution of higher learning amidst the increased competition amongst Higher Learning Institutions (HLI) to recruit and retain quality students and human resources from a limited pool;
(ii)   Improving salaries and remunerations to levels that are attractive and competitive to attract new staff and help retain existing ones;
(iii) Maintaining adequate admission levels in all programmes;
(iv)   Increasing the financial resources available to SUA, to improve the current infrastructure for teaching, learning, research, outreach and service delivery; and
(v)   Ensuring ICT development contributes to the improvement of teaching, learning, research and service provision.

(b)   Policy statement
The University shall put in place programmes that can attract local and international students.

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

3.2.3   Upholding quality academic and research programmes
(a)   Issues and challenges
(i)   Maintaining quality within academic programmes is a continuous process;
(ii)   Maintaining quality programmes is a costly undertaking;
(iii)   The quality standards must be set and accepted by all concerned; and
(iv)   Setting realistic milestones is constrained by limited financial, human and physical resources.

(b)   Policy statement
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.

(c)   Strategies
(i)   Ensure conducive teaching, learning and research environments;
(ii)   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;

(iii) Recruit and retain quality academic and technical staff;

(iv) Review all programmes after every five years by involving stakeholders from within and outside the University;

(v) Initiate new programmes that shall be guided by inputs from relevant stakeholders and national human resource needs; and

(vi) Attract new students through purposeful marketing and advertisements.

3.2.4 Delivery of high quality products and services

(a) Issues and challenges

(i) Securing quality and adequate infrastructure and services to support teaching, learning, practical skills acquisition, research and service delivery;

(ii) Promoting quality products and services to the public;

(iii) Institutionalizing monitoring and evaluation of quality assurance across the University;

(iv) Ensuring the admission of students depending on the optimal services that are available on campus including staff, lecture theatres, laboratory space and sanitary services;

(v) Ensuring that all infrastructure, teaching, learning and work environments take into consideration people with special needs;

(vi) Ensuring SUA's production potential is effectively harnessed to support teaching, learning and research environment;

(vii) Ensuring that SUA strives to generate financial resources to enable improvement of teaching, learning and research environments; and

(viii) Ensuring health, safety and security requirements are in place and adhered to.

(b) Policy statement

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.

(c)   **Strategies**
(i)   Conduct awareness campaigns on customer care in all campuses of the University involving both staff and students;
(ii) Conduct in-service training for staff in order to enhance performance;
(iii) Post placards on service statement mottos in open public areas to constantly remind the University population on their obligations and expectations of clients;
(iv) Facilitate and ensure implementation of service charter and codes of practice; and
(v)   Facilitate the establishment of open quality check platforms to gauge immediate client satisfaction.

3.2.5   Ethical considerations
(a)   **Issues and challenges**
(i)   Averting all forms of corruption at all levels;
(ii) Curtailing all forms of harassment at all levels;
(iii) Instituting mechanisms for monitoring ethical conduct in the teaching and learning processes, research and service delivery for both staff and students; and
(iv) Combating all forms of academic fraud in teaching, learning, research and service delivery.

(b)   **Policy statement**
The University shall conduct all activities following the highest ethical standards in accordance with institutional guidelines and professional ethics.

(c)   **Strategies**
(i)   Conduct all academic and administrative activities in accordance with relevant ethical standards;
(ii) Facilitate the Ethics Committees (for both staff and students) to identify breaches of ethical guidelines among the University community;
(iii) Report cases of non-compliance to the Ethics Committees of the

University;

(iv)   Incorporate professional and social ethics training in all programmes; and

(v)   Establish and operationalize an institutional ethical clearance committee in line with the requirements under national ethical clearance system.

3.2.6   Monitoring and evaluation

(a)   Issues and challenges

(i)   Accepting that the university is similar to a "production and service industry" and as such, should be formally evaluated accordingly and held accountable for its performance in fulfilling the SUA mandates;

(ii)   A functional internal mechanism for monitoring and evaluating quality is developed and implemented with the participation of all concerned; and

(iii)   Establishing effective external mechanisms for monitoring and evaluating university operations.

(b)   Policy statement

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.

(c)   Strategies

(i)   Establish functioning quality assurance committees in each implementing unit;

(ii)   Implement a regular system of internal monitoring and evaluation whose reports shall be submitted to the office of the QAB for further action;

(iii)   Facilitate external evaluation of programmes and service centres;

(iv)   Regular reporting (semi-annual and annual) of the state of quality to the VC by the Coordinator of Quality Assurance Bureau (CQAB); and

(v)   Subject monitoring and evaluation reports to extensive discussions by the stakeholders and determine subsequent course of action.

CHAPTER FOUR

4.0 ADMINISTRATIVE STRUCTURE
4.1 Position and Role of the Quality Assurance Bureau

There shall be a university-wide Quality Assurance Bureau (QAB), which shall operate directly under the Office of the Vice Chancellor. The QAB shall fit into the current administrative structure as shown in the organogram (Figure 1).
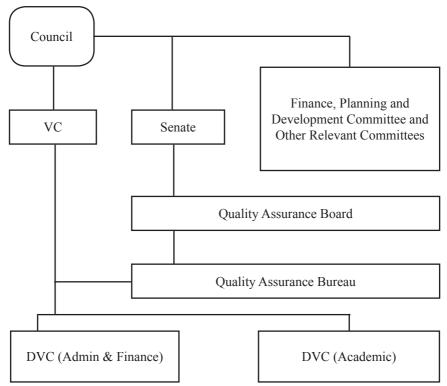

Figure 1: Position of QAB within SUA Administrative Structure

The QAB shall serve as the secretariat to the VC on quality assurance matters. The major task of the QAB shall be to monitor and guide quality assurance processes in all units of the University, maintain a close working relationship with the two DVCs by keeping them informed of newly

arising QA issues falling under their respective jurisdictions, as they carry out their day-to-day activities. In essence, the QAB shall coordinate the universities' quality assurance system including providing technical advice on measures to be taken to maintain high performance standards, including making technical presentation on behalf of the University management. As a secretariat to the VC, the QAB shall constantly monitor and periodically evaluate the functioning of other units within the University to determine the extent to which they play their roles as per established regulations and schedules for various activities.

4.2   Vision, Mission and Core Values of the QAB
4. 2.1   The Vision
To be a leading entity in all quality related matters within the University.

4.2.2   The Mission
To ensure and enhance the delivery of quality academic and non-academic services.

4.2.3 Core Values
(i)   **Quality:** The Bureau shall monitor the quality of teaching, research, outreach and provision of services to ensure satisfaction of the clientele and stakeholders;

(ii)   **Productivity and team work:** The Bureau staff shall collaborate with each other, clientele and stakeholders to promote optimal performance and team spirit to achieve the vision, mission and strategic objectives of the Bureau;

(iii)   **Transparency and accountability:** The Bureau shall maintain a culture of ethics, transparence and accountability in dealing with her stakeholders;

(iv)   **Professionalism:** The Bureau shall uphold and promote high standards of expertise and professionalism in her mandates;

(v)   **Innovation:** The Bureau shall strive to utilize the latest up-to-date and most appropriate technologies in achieving her objectives;

(vi)   **Integrity:** The Bureau shall promote, uphold and sustain social and ethical responsibility; and

(vii)   **Self-development:** The Bureau shall endeavor to provide opportunities for self-development to her staff.

4.3   Functions of the Quality Assurance Bureau

(i)   Develop, strategize, promote and oversee the implementation of the QAP;

(ii)   Develop and maintain appropriate and relevant general operational manuals including internal self-evaluation instruments to guide university-level quality assurance operations;

(iii)   Set performance standards including updating in every five years, operational manuals to guide university-level quality assurance operations as well as instruments for use in internal evaluations;

(iv)   Evaluate the link between various university policies and quality assurance framework and devise harmonization strategies;

(v)   Formulate and oversee the implementation of various responsive strategies for quality assurance and promotion in accordance with changes in education challenges;

(vi)   Evaluate resource availability for training, research and outreach programmes and advise accordingly;

(vii)   Coordinate programmes for institutional self-evaluation on quality assurance systems;

(viii)   Carry out analysis of quality assurance reports such as students' course evaluations; External Examiners reports, external evaluation/audit reports and identifying issues for short, medium or long-term implementation and their implementing units;

(ix)   Coordinate external evaluation or institutional audits;

(x)   Initiate and maintain links with TCU and Quality Bureaus/ Directorates/Units in sister universities and colleges and forging partnership with relevant regional regulatory bodies for mutual benefit;

(xi)   Monitor, evaluate and ensure quality in teaching, learning, research, outreach and service provision;

(xii)   Evaluate performance of UTLIP and devise corrective measures for enhanced teaching and learning performance;

(xiii)   Advise DVC (Academic) and DVC (Administration and Finance) on matters of the attention of their offices;

(xiv)	Evaluate and ensure that all staff and students implement set institutional quality standards in teaching, learning, research, outreach and service provision;
(xv)	Conduct periodic training on quality assurance issues;
(xvi)	Keep abreast with topical quality assurance matters in higher education at national, regional and global levels and determine how the University can actively participate in any debates and/or practices arising thereof; and
(xvii)	Perform any other duties related to quality assurance as shall be determined by the University.

4.4 Management of the QAB

The QAB shall be headed by a Coordinator. The appointment of the Coordinator shall be in accordance to the University Charter. The QAB Coordinator shall head a secretariat supported by Quality Assurance Officers, an Office Management Secretary and an Office Assistant.

4.4.1 Functions of the Coordinator

The Coordinator shall be the chief executive of the QAB accountable to the VC and shall, in that capacity, fulfill the following functions:

(i)	Oversee the functions and responsibilities of the QAB as detailed in section 4.3;
(ii)	Coordinate periodic internal self-evaluation of different units of the University;
(iii)	Facilitate and coordinate external evaluation of the SUA academic programmes including providing evaluation results to management and relevant units;
(iv)	Monitor implementation of internal and external evaluation recommendations;
(v)	Provide technical support on QA matters to the University;
(vi)	Link with the TCU and related agencies within the IUCEA and other internal and external professional bodies whose concerns and interests have bearing on the university's curricula development and implementation in accordance with QA requirements;

(vii)	Update the University on new developments in QA matters for higher education institutions within the regional and global contexts;
(viii)	Represent the University on matters of quality assurance at national, regional and other international forums on higher education;
(ix)	Prepare periodic reports to be submitted to the VC, on the overall quality status of the University, through relevant SUA committees;
(x)	To report academic quality matters to SENATE; administrative and services matters to other relevant Committees for onwards transmission to COUNCIL; and
(xi)	Perform any other duties related to QA as shall be determined by the University.

4.4.2 Quality assurance activities across the University

Quality Assurance at SUA shall radiate from all implementing units, which have a responsibility of planning and implementing activities that target to address the Mission of the University in order to meet specific institutional objectives. All such units shall be primarily responsible to achieve and maintain high quality standards as set out by the University, including regular conduct of self-evaluations.

4.4.3 Quality Assurance Board

There shall be a board on Quality Assurance whose members shall be:

(i)	Chairperson, appointed by the Vice Chancellor from outside SUA;
(ii)	One member (dealing with quality matters) from the Ministry responsible for Higher Education;
(iii)	Chairperson of Utilities and Services Department of the Association of Tanzania Employers (ATE);
(iv)	One senior Auditor from the Internal Audit Unit;
(v)	Chairperson of Academic Affairs Committee of SUASA;
(vi)	Two members from amongst SUASO Ministers/Deputy (one male, one female)
(vii)	The Deputy Vice Chancellors who shall be Ex-officios; and

(viii)   The Coordinator, QAB who shall be the secretary and an Ex officio.

The Board may invite heads of various Units of the University.

4.4.3.1 Procedure for the appointment of the Board chair
(i)   The Quality Assurance Bureau shall propose a list of not less than three persons to the Vice Chancellor for appointment.
(ii)   Such persons must have attained a senior position in a Higher Learning Institution or a senior position in institutions responsible for quality matters.

4.4.3.2 Functions of the Quality Assurance Board
The functions of the Quality Assurance Board shall be to:
(i)   Oversee the implementation of various responsive strategies for quality assurance in accordance with plans of QAB and advise accordingly;
(ii)   Approve programme (s) for institutional self-evaluation and to facilitate external evaluation or institutional audits ;
(iii)   Approve plan (s) to address the external evaluation recommendations;
(iv)   Advise the University management, staff, and other stakeholders on the evaluation reports;
(v)   Monitor the implementation of corrective measures as suggested by external examiners; and
(vi)   Perform such other functions as may be assigned by the Vice Chancellor.

4.4.4   College/Directorate/School/Institute/Centre/Unit-based Committees
4.4.4.1 Committee membership
There shall be a College/Directorate/School/Institute/Centre/Unit-based Committee on quality assurance whose members shall be:
(i)   Chairperson, appointed by Quality Assurance Board, who shall coordinate quality assurance matters in the College/Directorate/Schools/Institute/Centre/Unit;

(ii)   Chairpersons of the Departmental Quality Assurance Committees;
(iii)   Chairperson of the Outreach Committee;
(iv)   One Administrative staff;
(v)   One Technical staff;
(vi)   Two students (one from amongst undergraduate and one postgraduate; gender balance to be observed); and
(vii)   By invitation; the Principal/Director/Dean/Head of the respective College/ Directorate/School/Faculty/Institute/Centre/Unit.

4.4.4.2 Procedure for the appointment of the committee chair

(i)   The Quality Assurance Bureau shall propose not less than three persons to the Quality Assurance Board for appointment.
(ii)   Such persons must have attained a senior position in the University but from outside the unit who is conversant with quality matters.

4.4.4.3 Functions of College/School /Institute/Directorate Committees

The functions of the College/Institute/Directorate/Centre-based Committees on quality assurance shall be to:
(i)   Formulate and oversee the implementation of various responsive strategies for quality assurance and promotion in accordance with plans of QAB and advise accordingly;
(ii)   Coordinate programme and institutional self-evaluation and facilitate external evaluation or institutional audits;
(iii)   Identify strengths and weakness in the training, outreach and research programmes and submit them to QAB;
(iv)   Evaluate External Examiners' reports and formulate corrective measures; and
(v)   Perform such other functions as may be assigned by the QA Board.

The College/School/Institute/Directorate/Centre quality assurance committees shall report their matters to the University-wide Quality Assurance Board.

4.4.5 Quality Assurance Committees for academic departments
4.4.5.1 Committee membership
There shall be a Departmental Committee on quality assurance whose members include:

(i)   A senior member of staff from outside the Department, appointed by the Quality Assurance Bureau;
(ii)   A member of the Undergraduate Studies Committee;
(iii) A member of the Research and Publications;
(iv)   A member of the Postgraduate Committee;
(v)   One Administrative staff;
(vi)   One Technical staff;
(vii) Two students (one from amongst undergraduate and one postgraduate; gender balance to be observed); and
(viii) By invitation; the head of the respective department.

4.4.5.2 Procedure for the appointment of the committee chair
(i)   The Quality Assurance Bureau shall appoint a chairperson of the Departmental Quality Assurance Committee.
(ii)   Such a person must be a senior academic member of staff outside the Department who is conversant with quality matters.

4.4.5.3 Functions of the academic departmental QA committees
The functions of the Departmental Committees on quality assurance shall be to:

(i)   Oversee review of curriculum after every 5-years or as determined by the Council;
(ii)   Oversee and evaluate teaching preparations, teaching and end-of-semester examinations;
(iii) Conduct tracer studies;
(iv)   Oversee effective conduct of regular laboratory practical activities;
(v)   Oversee effective field practical training;
(vi)   Develop Bureau-specific performance procedures and standards;
(vii) Conduct regular programme self-evaluations to determine whether they meet the set standards in practice;

(viii) Prepare self-assessment reports in readiness for unit and/or university-level external evaluations;

(ix) Facilitate and oversee students' evaluation of course instructors;

(x) Evaluate External Examiners' reports and formulate corrective measures;

(xi) Monitor and evaluate performance of research and outreach activities; and

(xii) Perform any other function as may be directed by the Quality Assurance Bureau.

Matters from the Departmental Quality Assurance Committees shall be reported to College/School/Institute/Directorate Quality Assurance Committees.

4.4.6 Quality Assurance Committees for administrative and service departments

4.4.6.1 Quality assurance committees for these departments

There shall be the following Administrative and Service Departmental Quality Assurance Committees:

(i) Estates and Works Department;

(ii) Human Resource and Administration Department;

(iii) Students Welfare and Administration Department;

(iv) Security Department;

(v) Department of Hospital Services;

(vi) Department of Finance; and

(vii) PMU, Internal Audit Unit, and Planning and Development Directorate.

4.4.6.2 Membership

(i) A senior member of staff from outside the Department(s), appointed by the Quality Assurance Bureau;

(ii) One member of Social Services Committee of SUASA;

(iii) One Administrative Staff from the relevant Department(s);

(iv) One SUASO member from relevant ministry;

(v) One member from the representative Trade Union; and

(vi)   By invitation; the Head of the respective department(s).

4.4.6.3 Procedure for the appointment of the committee chair
(i)   The Quality Assurance Bureau shall appoint a chairperson of the Departmental Quality Assurance Committee.
(ii)   Such a person must be a senior member of staff outside the Department who is conversant with quality matters.

4.4.6.4 Functions of administrative and services departmental quality assurance committees
The functions of the Departmental Committees on quality assurance shall be to:
(i)   Establish open quality check platform to gauge immediate client satisfaction;
(ii)   Develop Bureau-specific performance procedures and standards;
(iii)   Conduct regular programme self-evaluations to determine whether they meet the set standards in practice;
(iv)   Prepare self-assessment reports in readiness for unit and/or university-level external evaluations; and
(v)   Perform any other function(s) as may be directed by the Quality Assurance Bureau.

Matters from the Departmental Quality Assurance Committees of the Administrative and Service Departments shall be reported to Quality Assurance Bureau.

4.4.7   Conduct of meetings and tenure
4.4.7.1 Frequencies of meetings
(i)   Departmental QAC will meet at least twice per semester, at the beginning and after the end-of-semester examinations.
(ii)   The other QACs will meet at least four times per academic year.

4.4.7.2 Tenure
Members of the respective Committees shall serve for a period of three years and can be re-elected or re-appointed once.

CHAPTER FIVE

5.0 IMPLEMENTATION STRATEGIES

The University shall utilize a variety of strategies and instruments to evaluate the implementation of the QAB's core mission and activities. The main strategies will include but not limited to:

(i)   Setting milestones or targets to be achieved in order to facilitate internal and external audits of the institution, its programmes and all the services offered by the University.

(ii)   Setting up mechanisms of ensuring compliance by assigning responsibilities of implementation at all levels of the implementation of the QAP.

5.1   Monitoring and Evaluation

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

5.1.1   Internal reviews

Principals, Directors, Deans and Heads of Departments (HoD) shall be responsible for the implementation of the QAP on regular self-evaluation of the units. The review shall be conducted by a team of not less than five (5) people, of whom two (2) shall be identified by the QAB from within University but outside the unit concerned and one (1) person, with sufficient knowledge of the unit being evaluated, from another institution of comparable repute. The internal review shall be carried out under the guidance of the Terms of Reference (ToR) and modalities drawn by the QAB. The Review Teams shall generate and submit reports to the head of the unit (i.e. Department, Centre, Unit, School, Directorate or College) concerned for discussion by all members of the unit. The head of the unit shall, in turn, submit the report to the QAB who, in consultation with the relevant DVC shall arrange and conduct a verification visit to the respective unit. The verification shall be conducted by a committee of not less than three (3) people, consisting of two (2) persons identified by the QAB in consultation with the relevant DVC from within SUA

but outside the unit concerned, and one (1) person chosen from another institution of comparable status and who is an acknowledged authority in the operations of the unit in question.

5.1.2   External programme reviews and institutional audits

The QAB shall prepare ToR and regularly arrange and coordinate external institutional audits and programme reviews within the fifth year since the last evaluation. The QAB shall each time appoint a panel of up to seven (7) experts of which at least half of the panelists shall be drawn from outside the University. External institutional audits and programme reviews shall focus on the structure and functioning of administrative and governance organs of the University, while programme audits shall evaluate the relevance of the teaching programmes, the teaching and learning environment and the effectiveness of the delivery and evaluation strategies employed. The QAB shall disseminate the results of institutional audits and programme reviews to the unit being evaluated to discuss the report and draw strategies to implement the subsequent recommendations. Institutional and programme reviews shall be centrally coordinated by the QAB which shall also monitor implementation of the resultant recommendations.

All mandatory external programme reviews by the TCU shall be preceded by internal unit/programme reviews; and shall be coordinated and facilitated by the QAB at the University level.

5.1.3   Client satisfaction surveys

The QAB shall, after every 5 years, organize client satisfaction surveys aimed at giving the different clients an opportunity to provide feedback on their experience of the study programmes, employers' perspective and service delivery to students, staff and the general public. Appropriate tools shall be designed by the QAB for use in the surveys of each client category to determine the level of satisfaction. The QAB shall be responsible for disseminating the survey results to relevant units and staff to determine a cause(s) of action to effect improvement of problematic areas. The client categories to be considered in such surveys include, but

are not confined to the following:
(i)   Students
(ii)   Employers
(iii)   Alumni
(iv)   General public
(v)   Academic staff
(vi)   Administrative staff

5.2   Improvement Plan

Monitoring and evaluation reports emanating from the review shall be discussed at various levels (Department, Directorate, School, Centre, Institute or College). Strategies for addressing the shortfalls (improvement plans) shall be drawn. The improvement plans shall be forwarded to the Quality Assurance Board.

CHAPTER SIX

6.0 POLICY OPERATIONALIZATION, AMENDMENTS AND REVIEWS

6.1 Operationalization

The provisions of this Policy shall become operational upon being approved by the University Council, and shall remain valid until repealed by the same authority. The Quality Assurance Bureau shall oversee the formulation of operational manuals, Monitoring and Evaluation tools, guidelines and regulations to guide the process of ensuring that the University abides to set standards. It shall be the duty of the different units and the University central management to continually set and review quality standards in all the areas of operation. The QAB, on the other hand, shall execute the task of proving leadership in the process, determine the progress being made and providing advice on improvements needed, if any, to the units and SUA at large. The task shall be executed by the QAB, which shall develop and constantly review appropriate evaluation instruments for the purpose.

6.2 Policy Amendments and Reviews

The Policy provisions provided in this document are subject to reviews and alterations, as conditions and circumstances may dictate and when this happens, the revised version of the document shall take precedence over the previous one. The entire document will be reviewed after every 5 years.