

# INTERNATIONAL MEDICAL AND TECHNOLOGICAL UNIVERSITY

*A Science and Technology University in Tirunelveli*



## QUALITY ASSURANCE POLICY JUNE 2019

**INTERNATIONAL MEDICAL AND TECHNOLOGICAL  
UNIVERSITY**

**QUALITY ASSURANCE POLICY  
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## ACRONYMS AND ABBREVIATIONS

CSP -	Corporate Strategic Plan
DQA -	Directorate of Quality Assurance
QAC -	Quality Assurance Committee
DVC -	Deputy Vice Chancellor
EAQF -	East African Quality Assurance Framework
F-DQAC -	Faculty / Departmental Quality Assurance Committee
HEDP -	Higher Education Development Programme
HLI -	Higher Learning Institution
HoD -	Head of Department
ICT -	Information and Communication Technology
IODL -	Institute of Open and Distance Learn
IUCEA -	Inter University Council for East Africa
IMTU -	International Medical and Technological University
IMTUSO-	International Medical and Technological University Student Organisation
PGSR -	Postgraduate Studies and Research
PhD –	Doctor of Philosophy
QA -	Quality Assurance
QA Policy-	Quality Assurance Policy
SECAT –	Students’ Evaluation of Courses and Teaching
SQAC –	Senate Quality Assurance Committee
TCU-	Tanzania Commission for Universities
ToR -	Terms of Reference
VC -	Vice Chancellor

## DEFINITIONS 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 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.

**Head of Department** means a person heading an academic, administrative or service department in the university

**Implementing Committee** means a committee set up at the level of a Department, College, Directorate, School, Institute, Centre or Committee 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 are being maintained.

**Quality** means level of goodness or satisfaction with a good or service compliant with 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.

**Stakeholders in higher education** mean 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; 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 for use to constantly re-invent the institution with an emphasis on quality.

## FOREWORD

Over the years Internal Quality Assurance (QA) at the IMTU has taken the form of peer reviews of teaching, student evaluation of teaching and learning, moderation of examination papers by peers and vetting of new programmes by the Programmes Review Committee, before they are approved by the Faculty Board and the Senate.

External Quality Assurance measures comprises of a system of engaging external examiners to review examination papers, and carry out sampled postmarking moderation, and the engagement of senior academics from other universities to vet publications of academic staff and so enhance their for promotion. IMTU QA procedures places emphasis on vetting inputs. Little attention is directed at processes and outputs. QA measures have largely been limited in their scope and inadequately coped with the rapid expansion of the University programmes and activities. While the Directorate of Quality Assurance has been endeavouring to monitor educational performance and to implement quality related decisions by the Senate or Council, there have been concerns that this is not guided by a comprehensive policy that enable consistency in the QA activities.

To address critical issues of QA the University has developed this Quality Assurance Policy. Under the current organizational structure the Quality Assurance Directorate reports directly to the Vice Chancellor. The Quality Assurance Policy is intended to clearly spell out the principles, guidelines and procedures for implementing institutional plans for customer satisfaction and value for money in respect of all inputs, processes and outputs of the institution.

The QA Management Structure comprises of a Senate Quality Assurance Committee, (SQAC), Faculty and Departmental QA Committees (F-DQAC) and the QA Directorate. The non-teaching departments coordinate the implementation of the QA Policy through quality circles (Quality Team per section/unit).

The IMTU QA Policy implementation of is spearheaded by the University Top Management under the leadership of the Vice-Chancellor. The Policy applies to all units of the University through continuous internal QA mechanisms and external QA strategies.

The Internal QA mechanisms focus on the quality of: programmes and courses; staff; teaching, learning and research. Staff/student performance assessment; governance and administration, support services; resources and facilities. Guided by its vision, mission and core values, the University underscores its determination to assure quality in teaching, learning, research and community service through quality planning, QA, quality monitoring and control and continuous quality improvement. The University senior management is committed to supporting and ensuring implementation of this QA Policy.

**Prof. Kagoma S. Mnyika**  
Vice Chancellor

## **CHAPTER ONE**

### **1.0 INTRODUCTION**

#### **1.1 Vision**

IMTU vision is to be an exemplary university in advancement, expansion and transmission of knowledge and skills through research, innovation, training and services in the fields of health care, technology and management.

#### **1.2 Mission**

**The mission is to provide quality education, research and services for the advancement of health and economic prosperity of Tanzania and people across the world.**

#### **1.3 The objectives, of IMTU are:**

- a) To provide higher education and mentoring intellectual, social and moral growth of the students at the University.
- b) To advance technology, learning and transfer of knowledge from one generation to another in the health and allied sciences.
- c) To provide a place for learning and training in developing professional skills in the sectors of health and technology.
- d) To stimulate intellectual and critical thinking on socio-cultural, scientific and technological innovations and development;
- e) To grant certificates, diplomas, degrees, and other awards to trainees, graduates and postgraduate of the University;
- f) To excel in knowledge and human capital capacity building by ensuring a balance between quantity and quality;
- g) To produce professionals, specialists and super specialists in the health sector and relevant policy makers and other personnel needed for national economic development.
- h) To promote priority research in the health and technological sectors, targeting diseases control, poverty reductions and economic growth.
- i) To stimulate student engagement in productive services and entertainment activities in and outside the University.
- j) To establish productive linkages with the government, national and international institutions for common engagement in national and global academic and scientific development.

**FIGURE 1: IMTU ORGANOGRAMME**

Figure 1: IMTU Organogram

## **CHAPTER TWO**

### **2.0 AREAS FOR QUALITY ASSURANCE**

The following areas for internal quality assurance are further described.

#### **2.1 Quality of Programmes and Courses**

Assessment of quality in the design and implementation of programmes and courses shall ensure that well-qualified staff members carry out such activities, which are based on the guidelines and procedures approved by Senate. The curricula shall be benchmarked with the curricular of best universities worldwide.

#### **2.2 Quality of Academic Staff**

Assessment of quality in academic staff shall be in accordance with TCU recommended qualification for academic staff (i.e. GPA of  $\geq 3.5$  for the bachelor degree; GPA of  $\geq 4.0$  for the Master degree and PhD for a fully trained academic staff). Other qualifications include scholarly work and continuing professional development. Benchmarks for minimum qualifications, scholarly work and involvement in continuing professional development activities shall be in accordance with TCU quality assurance promotion guidelines.

#### **2.3 Quality in Teaching and Learning**

Assessment of quality in teaching and learning shall cover the following:

- a) Use of well-established tools such as the Head of Department's assessment,
- b) Student Evaluation of Course and Teaching (SECAT)
- c) Teaching files and peer review
- d) Individual performance management goals, Appointments and Promotions Procedures that pertain to teaching shall be included in the assessment of quality teaching (refer to HR Policy Manual for staff promotion guidelines)
- e) The Directorate of Quality Assurance shall have an advisory and supportive role in the improvement of teaching, for example, through implementation of induction courses for academic staff, on-going professional development programmes, Teaching Improvement Grants and Teaching Excellence Awards.
- f) Assessment level of student engagement in teaching and learning experience. IMTU

#### **2.4 Quality in Student Assessment:**

Internal Moderation and Quality assurance mechanism for determining quality of student assessments, both continuous and final shall be developed. In the absence of external examiners, departments shall develop systems that are coherent with the QA framework approved by Senate. These shall include a minimum of internal moderation procedures that ensure validity of student assessment and reliability of marking.

## **2.5 Quality in support services**

Assessment of quality in academic support services provided to Faculties/Schools/Institutes and departments including record keeping and attention to processes as relate to academic excellence; shall be included in the framework for quality assurance.

## **2.6 Quality of resources and facilities**

Assessment of quality of resources and facilities shall include measures of the availability and appropriateness of lecture rooms, library, book banks, ICTs, laboratory or practical facilities and equipment, etc.

## **2.7 Quality of research**

In order for IMTU to keep an outstanding international reputation in research, it must be committed to maintaining and expanding its research capacity to achieve research and research training of international distinction. Quality of research shall be guided by the following:

- a) Assessment of capacity to undertake research at individual and Faculty/School/Institute levels.
- b) Assessment of the relevance of research relevance to the discipline, IMTU, local and global spaces.
- c) Assessment of external research and available funding
- d) Assessment of research management
- e) Assessment of validity of research findings and their dissemination
- f) Assessment of research & research training strategies whether they reflect international best practices.

## **2.8 Programme Review Process**

A program is normally reviewed once every five years, or depending on the duration of the programme. In consultation with the Deans and Senior Administrators, the University's Academic Programme and Library Committee select the programs to be reviewed and recommend the order of their review. A program review features both quantitative and qualitative analysis. The quantitative analysis consists of gathering and analysing numerical data related to the program. Such data is reported in the self-study report. The qualitative analysis in

two parts: a self-study completed by program representatives and a study by an external review team that augments and validates the self-study. With a balance between quantitative and qualitative analysis, the program review process can ensure accountability and fairness.

### ***Purpose***

The primary purpose of a program review is to ascertain five aspects of a program

- a) Quality
- b) Resource use
- c) Contribution to the Mission and Vision of the institution
- d) Adaptability
- e) Recognition and transferability of qualifications.

### **2.9 Implementation of the Internal Quality Assurance Policy**

- a) The participatory nature of the QA structure is critical and shall be reflected in the composition of all IMTU committees, task forces, and proposals written for funding.
- b) The available expertise and leadership in each department shall be exploited when identifying the leaders of teams, for example, where possible Professors, Associate Professors or, senior lecturers in good standing may be used in key positions.
- c) Wherever possible current students and alumni will participate in the Quality Assurance activities.
- d) The direction and support provided by the IMTU leadership, management and by the Joint University Council and Senate Quality Assurance Committee is critical to operationalizing the policy.

## **CHAPTER THREE**

### **3.0 OBJECTIVES, ISSUES, STATEMENTS, CHALLENGES AND STRATEGIES**

The QA POLICY shall guide IMTU towards increasing credibility and competitiveness in higher learning in order to effectively contribute to the realization of the university Vision and Mission. Hence, positioning the institution to attract quality students will retain a critical mass of high quality and motivated staff. IMTU shall embrace the quality management policy in training, research, outreach, consultancy and support services. This implies that the University QA 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, endeavour to ensure that infrastructure is up to standard and is regularly inspected for repair and maintenance. The academic and administrative staff shall comprise highly qualified and motivated and staff in all service departments across the University and are of the highest calibre able to respond to the mission and needs of the University.

Globalization of higher education has created a situation where national borders are no longer the limits of universities' investment attracting quality students and staff. With the growing information and communication technologies now available, the main bases of globalization in higher education are information and innovation.

Universities are expanding campuses and competing to attract students from within countries and across borders to expand enrolments. Globalization responds to increases in demand for education especially university education which in turn increases for higher quality programmes.

#### **3.1 Guiding quality standards**

IMTU quality standards shall be guided by the following

- a) TCU Quality Assurance Guidelines
- b) NACTE Framework for Quality Standards
- c) Inter-University Council for East Africa (IUCEA) Quality Assurance Guidelines
- d) SADC Qualifications Framework (SADCQF)

## **3.2 Policy Objectives**

The overall objective of quality assurance at IMTU is to provide guidance in development and implementation of internal and external quality assurance procedures and practices such as to:

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

## **3.3 Policy Statements and Strategies**

### **3.3.1 Expanding Higher Education**

#### **(a) Issues and challenges**

The key issues that can affect quality of education in the university include:

- 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 Vision and Mission.

### **(c) Strategies**

The strategies that the University will use to solve the identified challenges shall include the following:

- i. Each academic and administrative unit/department shall conduct periodic self-appraisal in order to enhance capacity to effectively undertake defined roles 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.
- iv. The Directorate of Quality Assurance and Quality Monitoring shall continuously monitor teaching and learning activities and shall prepare monthly reports on the same.

### **3.3.2 Competitive Programmes**

Competition among universities pressures institutional managements to serve better staff, students and the community. It also alerts institutions to equip 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. Such rankings also assist university managements, policymakers and governments to check and ensure effectiveness of their institutions.

#### **a) Issues and challenges**

The main challenges associated with maintaining competitive programmes at the IMTU include:

- i. Ensuring that IMTU 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;
- ii. from a limited pool;
- iii. Competitive salaries and staff benefits to levels that are attractive and competitive to attract new staff and retain existing ones;
- iv. Maintaining adequate admission levels in all programmes;
- v. Increasing the financial resources available to IMTU, to improve the current infrastructure for teaching, learning, research, outreach and service delivery; and
- vi. Ensuring ICT development contributes to the improvement of teaching, learning, research and service provision.

#### **b) Policy Statement**

The University shall put in place programmes that can attract local and international students

### **c) Strategies**

In order to address the challenges related to maintaining competitive programmes the university shall:

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

### **3.3.3. Upholding quality academic and research programmes**

#### **a) Issues and challenges**

The quality of academic and research programmes at the IMTU is challenged by the following:

- i. Ability to continuously maintain the quality of academic programmes;
- ii. Maintaining quality programmes is a costly undertaking;
- iii. The quality standards must be set and accepted by all concerned; and
- iv. Setting realistic milestones is constrained by limited financial, human and physical resources.

#### **b) Policy Statement**

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 calibre candidates and increase student enrolment of qualified candidates in all programmes.

#### **c) Strategies**

The IMTU shall use the following strategies to ensure that the quality of research and academic programmes is enhanced and maintained:

- 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.

### **3.3.4 Delivery of high quality products and services**

#### **a) Issues and challenges**

The challenges with maintenance of high quality products and services at the IMTU include:

- 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 IMTU's production potential is effectively harnessed to support teaching, learning and research environment;
- vii. Ensuring that IMTU financial resources 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 continuously monitor and evaluate the quantity of teaching and quality of services rendered by its staff and students so as to assure adherence to quality standards.

#### **c) Strategies**

The IMTU shall use the following strategies to ensure that its products and services are of high quality:

- 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.

### 3.3.5 Ethical Considerations

#### a) Issues and challenges

The following are some of the challenges associated with ethical issues at the IMTU:

- i. Incidences of corruption at all levels and lack of skills to avert the vices;
- ii. Different forms of staff and students' harassment
- iii. Mechanisms to monitor adherence to ethical conduct in teaching and learning processes, research and service delivery for both staff and students; and
- iv. Academic fraud in teaching, learning, research and service delivery.

#### b) Policy statement

The University shall conduct all its business by embracing the highest ethical standards in tandem with the institution's guidelines and professional ethics.

#### c) Strategies

The IMTU shall use the following strategies to address unacceptable ethical conduct of staff and students:

- i. Ensure the conduct of all academic and administrative activities is in accordance with relevant ethical standards;
- ii. Establish and 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.

### 3.3.6. Delivery of high quality opens and distance learning

#### a) Issues and challenges

The IMTU is challenged by the following issues associated with the maintenance of quality of open and distance learning:

- i. **Lack of Support:** The physical absence of qualified and experienced instructors to guide or support students' learning
- ii. **Feelings of Isolation:** A lot of learning is peer-based as students use discussion and groups to work through material.
- iii. **Discipline:** There is a certain amount of social pressure and regulation that goes with a traditional classroom.

iv. **Technology:** To ensure that students are effective distance learners, they must have access to all the technology they need and able to effectively navigate and use the relevant tools at their disposal.

### **b) Policy statement**

The University shall continuously monitor and evaluate the quantity and quality of distance teaching and learning as one of the modes of increasing access to higher education.

### **c) Strategies**

The IMTU shall use the following strategies to address quality issues in open and distance learning:

- i. The Institute of Open and Distance Learning (IODL) will be represented in the University-wide planning process for strategic plans. The IODL will undertake a strategic plan, based on the university's agreed cycle. This plan, and the process required to complete it, will be participatory and will ensure that the DL plan is consistent with the University plan.
- ii. The IODL Strategic Plan will be reviewed annually for progress against planned objectives and activities. Appropriate adjustments will be made to the plan.
- iii. The IODL will constitute, from its staffing ranks, a Management Team which will include the Director of the Institute and Learning Co-ordinator(s). Monthly meetings of the Team will consider reports from all coordinators of agreed plans.
- iv. The IODL will undertake regular monitoring of delivery and management systems focusing on":
  - a. Materials effectiveness (against agreed criteria)
  - b. Student retention and completion rates
  - c. Assignment completion and return rates (against agreed criteria and marking turnaround time)
  - d. Examination marking
  - e. Institute budgeted and planned activities implementation.
- v. The IODL will review all learner materials used against agreed criteria by using an agreed time cycle (4-6 years)
- vi. Before introducing any new courses or programmes the IODL and the collaborating Faculty will undertake an appropriate Needs Assessment.
- vii. Appropriate DL methodology training will be provided, both initially and on-going, to all staff involved in Distance Education delivery. Such staff training will be reflected in the IODL budget. Training will include:

- 1) DL materials development and writing
- 2) DL assignment and examination marking
- 3) Use of ICTs in DL
- 4) Distance Learning facilitation methods
- 5) Support for, and communication with, the DL learner
- 6) Record-keeping, monitoring and evaluation in DL
- 7) Other areas as appropriate.

viii. Where appropriate and relevant, staff should be provided with staff development opportunities to undertake further, supported Programmes/s of study which will strengthen the individual, entity and institutional skills-base.

ix. The IODL will require all professional staff to undertake research in DL, focusing on effectiveness of the delivery models being used and its management.

x. The IODL Quality Assurance Committee will work with the main Quality Assurance Committee (in line with the University Quality Assurance Policy) to establish appropriate quality standards and practices for DL and undertake appropriate and regular, reviews of this.

### **3.3.7 Monitoring and evaluation**

#### **a) Issues and challenges**

The following challenges continue to impact monitoring and evaluation of quality of products and services:

- 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 established mandates;
- ii. lack of a functional internal mechanism for monitoring and evaluating quality developed and implemented with the participation of all the concerned; and
- iii. Preparedness to establish 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 evaluation of progress being made and determine areas of improvement in existing programmes and services, and determine future areas of improved engagement.

#### **c) Strategies**

The IMTU shall use relevant strategies to address the issues related to quality Monitoring and evaluation:

## **CHAPTER FOUR**

### **4.0 ADMINISTRATIVE STRUCTURE**

#### **4.1 Position and Role of the Quality assurance Director**

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

The Director QA shall serve as the secretariat to the QA Committee. The major task of the QA 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; 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; 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

#### **4.2 Functions of the Directorate of Quality Assurance**

Following are the functions of the directorate of quality assurance:

- a) Develop, strategize, promote and oversee implementation of the QA policy;
- b) Develop and maintain appropriate and relevant general operational manuals including internal self-evaluation instruments to guide university-level quality assurance operations;
- c) 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;
- d) Evaluate the link between various university policies and quality assurance framework and devise harmonization strategies;
- e) Formulate and oversee the implementation of various responsive strategies for quality assurance and promotion in accordance with changes in education challenges;
- f) Evaluate resource availability for training, research and outreach programmes and advise accordingly;
- g) Coordinate programmes for institutional self-evaluation on quality assurance systems;

- h) 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;
- i) Coordinate external evaluation or institutional audits;
- j) Initiate and maintain links with TCU and Quality Committees/ Directorates/Units in sister universities and colleges and forging partnership with relevant regional regulatory bodies for mutual benefit;
- k) Monitor, evaluate and ensure quality in teaching, learning, research, outreach and service provision;
- l) Advise DVC (Academic Affairs) and DVC (Administration and Finance) on matters for the attention of their offices;
- m) Evaluate and ensure that all staff and students implement set institutional quality standards in teaching, learning, research, outreach and service provision;
- n) Conduct periodic training on quality assurance issues;
- o) Keep abreast of 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 therefrom; and
- p) Perform any other duties related to quality assurance as shall be determined by the University.

### **4.3 Management of the Directorate of Quality Assurance (DQA)**

The Directorate shall be headed by a Director. The appointment of the director shall be in accordance with the University Charter. The Director shall head a secretariat supported by Quality Assurance Officers and an Office Management Secretary.

#### **4.3.1 Functions of the Director**

The Director shall be the overall in charge of QA issues accountable to the VC and shall, in that capacity, fulfil the following functions:

- a) Oversee the Quality Monitoring and Evaluation in all university operations and functions;
- b) Oversee the functions and responsibilities of the QA as detailed in section 4.3;
- c) Coordinate periodic internal self-evaluation of different units of the University;
- d) Facilitate and coordinate external evaluation of the IMTU academic programmes including providing evaluation results to management and relevant units;

- e) Monitor implementation of internal and external evaluation recommendations;
- f) Provide technical support on QA matters to the University;
- g) 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;
- h) Update the University on new developments in QA matters for higher education institutions within the regional and global contexts;
- i) Represent the University on matters of quality assurance at national, regional and other international forums on higher education;
- j) Prepare periodic reports to be submitted to the VC, on the overall quality status of the University, through relevant IMTU committees;
- k) To report academic quality matters to Senate; administrative and services matters to other relevant Committees for onwards transmission to Council; and
- l) Perform any other duties related to QA as shall be determined by the University.

#### **4.3.2 Quality assurance activities across the University**

Quality Assurance at IMTU 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.

#### **4.3.3 Quality Assurance Committee**

There shall be a university-wide Committee on Quality Assurance whose members shall be:

- a) Director of QA
- b) Vice Chancellor's Representative
- d) Senate Representative
- f) Council Representative
- g) One representative from the IMTUSO;

### ***Functions of the Quality Assurance Committee***

The functions of the Quality Assurance Committee shall be to:

- a) Oversee the implementation of various responsive strategies for quality assurance in accordance with plans of DQA and advise accordingly;
- b) Approve programme(s) for institutional self-evaluation and to facilitate external evaluation or institutional audits;
- c) Approve plan(s) to address the external evaluation recommendations;
- d) Advise the University management, staff, and other stakeholders on the evaluation reports;
- e) Monitor the implementation of corrective measures as suggested by external examiners; and
- f) Perform such other functions as may be assigned by the Vice Chancellor.

The University QA Committee shall report their matters to the University Senate

#### **4.4.4 Faculty/Institute/Department/Unit-based Committees**

##### ***Committee Membership***

There shall be a Faculty/ Directorate/ Institute Committee on quality assurance whose members shall be:

- a) Chairperson, who shall be Dean, Director or Head of the Unit, who shall coordinate quality assurance matters in the Faculty/ Directorate/ Institute / Department / Unit;
- b) Heads of Department;
- c) All Professors within the Unit
- d) One Administrative staff;
- e) One Technical staff; and
- f) Two students (one from amongst undergraduate and one postgraduate; gender balance to be observed).

##### **Functions of QA Committee at Faculty/Institute/ Directorate levels**

The functions of the Faculty/ Institute/ Directorate/ Centre-based Committees in relation to quality assurance shall be to:

- a) Formulate and oversee the implementation of various responsive strategies for quality assurance and promotion in accordance with plans of DQA and advise accordingly;

- b) Coordinate programme and institutional self-evaluation and facilitate external evaluation or institutional audits;
- c) Identify strengths and weakness in the training, outreach and research programmes and submit them to the DQA;
- d) Evaluate External Examiners' reports and formulate corrective measures; and
- e) Perform such other functions as may be assigned by the QA Committee.

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

#### **4.4.5 Quality Assurance Committees for Academic Departments**

##### ***Committee Membership***

There shall be a Departmental Committee on quality assurance whose members include:

- a) The Head of Department who shall serve as Chairperson of the Department Committee;
- b) All Professors within the Department;
- c) A member of the Undergraduate Studies Committee;
- d) A member of the Research and Publications;
- e) A member of the Postgraduate Committee;
- f) One Administrative staff;
- g) One Technical staff; and
- h) Two students (one from amongst undergraduate and one postgraduate; gender balance to be observed)

##### **Functions of departmental QA committees**

The functions of the Departmental Committees on quality assurance shall be to:

- a) Oversee review of curriculum after every 5-years or as determined by the Council;
- b) Oversee and evaluate teaching preparations, teaching files, teaching, Continuous Assessments, and end-of- semester examinations;
- c) Conduct tracer studies;
- d) Oversee effective conduct of regular laboratory practical activities;

- e) Oversee effective field practical training;
- f) Develop Directorate-specific performance procedures and standards;
- g) Conduct regular programme self-evaluations to determine whether they meet the set standards
- h) Prepare self-assessment reports in readiness for external evaluations;
- i) Facilitate and oversee students' evaluation of course instructors;
- j) Evaluate External Examiners' reports and formulate corrective measures;
- k) Monitor and evaluate performance of research and outreach activities; and
- l) Perform any other function as may be directed by the DQA

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

#### **4.4.6 Quality Assurance Committees for administrative and service departments**

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

- a) Estates and Works Department;
- b) Human Resource and Administration Department;
- c) Students' Affairs
- d) Department of Finance; and
- e) PMU, Internal Audit Unit, and Planning and Investment.

#### ***Membership***

The Quality assurance for administrative and service departments shall be composed of the following:

- a) Manager of the Administrative and Service Department who shall chair the Committee
- b) A senior member of staff from outside the Department(s), appointed by the Director of Quality Assurance;
- c) One member from IMTUSO;
- d) One Administrative Staff from the relevant Department(s);

## **Functions of administrative and services departmental quality assurance committees**

The functions of the Departmental Committees on quality assurance shall be to:

- a) Establish open quality check platform to gauge immediate client satisfaction;
- b) Develop Committee-specific performance procedures and standards;
- c) Conduct regular programme self-evaluations to determine whether they meet the set standards in practice;
- d) Prepare self-assessment reports in readiness for unit and/or university-level external evaluations; and
- e) Perform any other function(s) as may be directed by the Quality Assurance Committee.

Matters from the Departmental Quality Assurance Committees of the Administrative and Service Departments shall be reported to university-wide Quality Assurance Committee.

### **4.4.7 Conduct of meetings**

#### ***Frequency of meetings***

Departmental QACs will meet at least twice per semester, at the beginning and after the end-of-semester examinations.

The other QACs will meet at least four times per academic year.

## **CHAPTER FIVE**

### **5.0 IMPLEMENTATION STRATEGIES**

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

- a) 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.
- b) Setting up mechanisms of ensuring compliance by assigning responsibilities at all levels of the implementation of the QA Policy.

#### **5.1 Monitoring and Evaluation**

The key strategy for QA maintenance will be to conduct, 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**

Directors, Deans and Heads of Department (HoD) responsible to implement the QA Policy shall conduct regular self-evaluation of their units.

The reviews shall be conducted by a team of not less than five (5) persons, of whom two (2) shall be identified by the Director of QA from the unit, two (2) from within University but outside the unit concerned and one (1) person, with sufficient knowledge of the unit being evaluated, shall be appointed from another institution of comparable repute.

The internal QA review shall be guided by Terms of Reference (ToR) and modalities drawn by the DQA.

The Review Teams shall generate and submit reports to the head of the unit (i.e. Department, Centre, Unit, School, and Directorate) concerned for internal discussion by all members of the unit.

The head of the unit shall submit the report to the DQA 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) persons, being two (2) identified by the D Q A in consultation with the relevant DVC from within IMTU but outside the unit concerned, and one (1) person chosen from another institution of comparable status and knowledgeable about the operations of a similar or related unit.

### **5.1.2 External programme reviews and institutional audits**

- i. The Director of QA shall prepare the Terms of References and regularly arrange and coordinate external institutional audits and programme reviews within the fifth year since the last evaluation.
- ii. The Director of QA shall each time appoint a panel of up to seven (7) experts of which at least half of the panellists shall be drawn from outside the University.
- iii. 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.
- iv. The Director of QA 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.
- v. Institutional and programme reviews shall be centrally coordinated by the Director of QA which shall also monitor implementation of the resultant recommendations.
- vi. All mandatory external programme reviews by the TCU shall be preceded by internal unit/programme reviews; and shall be coordinated and facilitated by the Director of QA at the University level.

### **5.1.3 Client satisfaction surveys**

- i. The DQA shall, after every 5 years, organize client satisfaction surveys aimed at giving the different clients an opportunity to provide feedback on their experience relating to the study programmes, employers' perspective and service delivery to students, staff and the general public.
- ii. Appropriate tools shall be designed by the DQA for use in the surveys of each category of clients to determine their level of satisfaction.
- iii. The DQA shall be responsible for disseminating the survey results to relevant units and staff to determine cause(s) of action to effect improvement of problematic areas. The client categories to be considered in such surveys shall include, but not confined to the following:
  - a) Students
  - b) Employers
  - c) Alumni
  - d) General public
  - e) Academic staff
  - f) Administrative staff

## **5.2 Improvement Plan**

Monitoring and evaluation reports resulting from the reviews shall be discussed at various levels (Department, Directorate, School, Centre, Institute). Strategies to address the shortfalls (improvement plans) shall be drawn. The improvement plans shall be forwarded to the Quality Assurance Committee for incorporation into the university – wide action plan.

## **CHAPTER SIX**

### **6.0 POLICY OPERATIONALIZATION, AMENDMENTS AND REVIEWS**

#### **6.1 Operationalization**

The provisions of this Policy shall become operational upon its approval by the University Council, and shall remain valid until repealed by the same authority. The University Quality Assurance Committee 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 QA standards. It shall be the duty of the different units and the University top management to continually set and review quality standards in all the areas of operation. The DQA shall oversee and ensure leadership in all the processes pertaining, monitor progress being made and provide advice on improvements needed. The DQA, shall develop and constantly review appropriate evaluation instruments for all QA actions in the university.

#### **6.2 Policy Amendments and Reviews**

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

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