

MOSHI CO-OPERATIVE UNIVERSITY



PROPOSED QUALITY ASSURANCE POLICY

2015

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FOREWORD

The link between education, development and poverty alleviation in general is unbreakable in the 21st Century. A world-class education is now recognised as the most effective anti-poverty program as education has the power to break vicious circles and turn them into virtuous ones. If developed countries are continuously and tirelessly perfecting their education systems, then surely developing countries like Tanzania should go an extra mile and build strong educational institutions from the primary to tertiary levels. At the tertiary level, universities have a more serious responsibility because they do prepare tomorrow's workforce and as well serve the community at large through research, advisory services and community outreach services. To effectively deliver these services and remain relevant, quality must not only be ensured but also maintained and continuously enhanced.

The landscape of higher education in Tanzania has dramatically undergone tremendous changes that inevitably call for more focused, convenient and enhanced strategies for offering higher education. The proliferation of higher learning institutions, sub-regional, regional and global competitions, globalisation and socio-economic dynamics are some of the underling forces behind the changes. As such, quality assurance is both an internal and external demand. Internally, there is a need to have sound operational instruments and structures for monitoring quality. Externally, the government, through the Tanzania Commission for Universities, has put in place a framework for ensuring quality. This system is primarily informed by the Universities Act of 2005 and the National Higher Education Policy of 1999. At the sub-regional level, the Inter-University Council for East Africa is engineering for harmonized quality assurance measures across the East African Region. All these demands must be embodied and captured by the internal quality assurance system and in this case; this very Policy.

In terms of status, Moshi Co-operative University (MoCU) is a young fully-fledged university that now strives to align its operations to meet the demands of that status. However, in terms of service delivery, MoCU traces its origin to 1964 when the Co-operative College Moshi was legally established. This fact bears witness that the institution known as MoCU today is built on a strong historical foundation with cooperative education and training at its core. The preparation of this Policy explains the fact that MoCU does not take quality assurance for granted; indeed it

suggests the opposite. This quality assurance policy is pivotal in propelling MoCU towards achieving its vision in a manner that is sustainable and convenient while observing the highest standards of quality. Quality assurance is undoubtedly a cross-cutting issue. In this regard, every member and organ of the University is called upon to play their respective role in ensuring that this Policy is implemented objectively. The Policy covers the major areas that demand quality scrutiny and therefore comprehensive in scope.

I welcome all of you to internalise the contents of this policy and strive to give practical meaning to every word contained in this Policy.

Prof. F.K. Bee
Vice Chancellor
May 2016

LIST OF ABBREVIATIONS

DVC-A	Deputy Vice Chancellor Academic
DVC-AF	Deputy Vice Chancellor Administration and Finance
IUCEA	Inter-University Council for East Africa
MoCU	Moshi Co-operative University
QA	Quality Assurance
TCU	Tanzania Commission for Universities
VC	Vice Chancellor

CHAPTER ONE

INTRODUCTION

1.1 Background to Moshi Co-operative University

The history of Moshi Co-operative University (MoCU/University) dates back to 5th January 1963 when the Co-operative College Moshi started to provide training to the co-operative sector in the country under the then Ministry of Co-operative and Community Development. In 1964 the Co-operative College Moshi was then legally established through the Co-operative College Act No. 32 of 1964 (now repealed) as an autonomous institution with its own Governing Board. In 2004 the Co-operative College Moshi was transformed into a university college and assumed the name Moshi University College of Co-operative and Business Studies (MUCCoBS). MoCU came into being as a result of upgrading the status of the former MUCCoBS into a fully-fledged university in October 2014. On 23rd February 2015 MoCU was granted a Charter made under the Universities Act No. 7 of 2005. Geographically, MoCU is located in Moshi Municipality in Kilimanjaro Region. It has a teaching center at Kizumbi in Shinyanga Region and 13 Regional Offices located in Kilimanjaro, Tanga, Shinyanga, Mwanza, Dodoma, Tabora, Kigoma, Mbeya, Iringa, Ruvuma, Coast, Mtwara and Singida Regions.

1.2 Institutional structure

MoCU comprises the following key organs that help to ensure effective implementation of its mandates:

- a. Council;
- b. Office of the Vice Chancellor;
- c. Office of the Deputy Vice Chancellor Academic;
- d. Office of the Deputy Vice Chancellor Administration and Finance;
- e. Faculty of Co-operative and Community Development (FCCD);
- f. Faculty of Business and Information Sciences (FBIS);
- g. Bureau of Consultancy Services;
- h. Directorate of Co-operative Library and Archives;
- i. Directorate of Research and Postgraduate Studies; and
- j. Institute of Continuing Co-operative Education;

1.3 Vision and mission

1.3.1 Vision

The vision of the University is to become “a centre of excellence in co-operative education and practice”.

1.3.2 Mission

The mission of the University is “to provide education, training, research and advisory services to enhance co-operative development”.

1.4 Core Values

In pursuing its mission and achieving its vision, the University is guided by seven core values namely; co-operation, objectivity, pursuit of excellence in service delivery, integrity, accountability, courtesy to all and social responsibility.

1.5 Motto

The Motto of the University is “*Ushirika ni Biashara*” (co-operative is business).

1.6 Objective and Functions of the University

The general objectives of the University are to advance knowledge, wisdom, understanding and enhance creativity through teaching, research, extension and consultancy on all matters relating to co-operative development, rural transformation, business studies, information and communication technology, law and any other relevant area of learning and knowledge at national and international levels.

1.7 Rationale of the Policy

With acquisition of University status in 2014, MoCU marked the end of a decade long tutelage of its predecessor MUCCoBS by SUA. Since then MoCU has been affected by a number of unprecedented national, regional and global reforms as a result of emerging challenges and opportunities which are entirely different from what existed before and likely to affect the delivery of MoCU’s services. The different internal and external reforms such as the information and communication technology revolution, increasing importance of knowledge as a driver of growth, growing importance of student mobility

and the international labour market have triggered the need for quality assurance policy at the University in general. Specifically the need for a quality assurance policy at MoCU has been necessitated by the following:

- (i) Increase of academic programs;
- (ii) Introduction of postgraduate programs;
- (iii) Increase of student enrollment at different levels;
- (iv) Requirements by Universities Act of 2005, MoCU Charter, Tanzania Commission for Universities, (TCU) and the Inter-University Council for East Africa (IUCEA);
- (v) Increased demand for student services;
- (vi) Increased teaching load leading to dependency on part-time lecturers in some programs;
- (vii) Increased research, consultancy and outreach services at the University;
- (viii) Expansion of the University and an increase in the number of staff;
- (ix) Increased number of tertiary education institutions that produce a big number of graduates hence calling for thorough filtering mechanisms to get the right candidates for the University; and
- (x) Proliferation of higher learning institutions that has led to competition in student enrollment and service delivery.

CHAPTER TWO

OBJECTIVES AND SCOPE OF THE POLICY

2.1 Objectives

The main objective of this Policy is to ensure that relevant and appropriate academic standards are achieved and good quality education is provided to students by encouraging and supporting continuous quality improvement in institutional as well as in programs and research management. Specifically, the Policy aims to:

- (i) Mainstream quality in planning, implementation and evaluation at all levels;
- (ii) Provide a framework for ensuring quality delivery of academic programs and other services offered by the University;
- (iii) Propel MoCU to greater achievement in development of knowledge, technology and scholarly excellence;
- (iv) Contribute towards enhanced application of knowledge to address current and emerging societal problems in achieving national development goals;
- (v) Enhance constant improvement of internal support services provided to students and staff;
- (vi) Ensure development of market responsive programs;
- (vii) Ensure integrity of the academic awards of the University;
- (viii) Continually improve quality of community service programs offered by the University;
- (ix) Ensure recruitment of competent and qualified staff; and
- (x) Continually improve quality of research and consultancy services.

2.2 Scope of the Policy

Quality is the outcome of interaction of many factors. All such factors are within the scope of this Policy. However, certain factors tend to stand out conspicuously as major determinants of quality in higher education processes. In view of this Policy the following areas are identified as being strategic for improving quality of teaching and learning, research and public service delivery at MoCU. The areas of focus for the Policy are in teaching and learning; admission; program design and review; staff recruitment and development; teaching and learning support services; research and publication;

consultancy; community outreach services; distance education; and procurement of works, goods and services.

2.3 Inputs of quality

The following will be considered as inputs of quality:

- (i) Program design;
- (ii) Curriculum design;
- (iii) Student profiles;
- (iv) Academic staff recruitment and development;
- (v) Administrative staff, recruitment and development;
- (vi) Learning and teaching facilities;
- (vii) Learning and teaching infrastructures;
- (viii) Other University policies/rules that contain aspects of quality assurance;
- (ix) Library services; and
- (x) Needs Assessment Systems.

2.4 Processes of quality

The following will be considered as processes of ensuring quality:

- (i) Teaching and learning;
- (ii) Moderation of examinations;
- (iii) Student assessment;
- (iv) Student advisory/support services;
- (v) Complaints handling mechanisms;
- (vi) Benchmarking of programs and other activities;
- (vii) Information Management System; and
- (viii) Continuous evaluation of staff's performance.

2.5 Indicators of quality

The following indicators will be used to determine the quality of the University outputs:

- (i) Graduate employability
- (ii) Benchmarking scales/criteria;

- (iii) Feedback from employers and stakeholders;
- (iv) Number of consultancy assignments;
- (v) Number of student applications;
- (vi) Demand for and delivery of community outreach services;
- (vii) Awards and recognitions granted to the University;
- (viii) University national, regional and international networks;
- (ix) Demand for tailor-made programs and other academic programs; and
- (x) Staff participation in national and international activities (e.g. projects and programs).

2.6 Anticipated benefits

The successful implementation of this Policy is expected to result into:

- (i) Improved student performance and success in learning;
- (ii) Improved work performance of academic and administrative staff;
- (iii) Satisfaction of society's and stakeholder's interests, expectations and needs;
- (iv) Enhanced transparency in University activities and processes;
- (v) Increased society's confidence in University services;
- (vi) Improved institutional image, and thus enhanced relations with stakeholders and the wider society;
- (vii) Enhanced capacity to compete with other higher learning institutions nationally, sub-regionally, regionally and globally; and
- (viii) More focused approach to the implementation of the University's mission activities.

CHAPTER THREE

POLICY ISSUES, POLICY STATEMENTS AND STRATEGIES

3.1 Teaching and learning

3.1.1 Policy issues

Teaching and learning lies at the core of the University activities. This primarily target students who are the main stakeholders. To retain students, increase student enrollment and produce competent graduates, the University is challenged to ensure that the learning environment is conducive and equipped with the necessary facilities. Moreover, the University is challenged to ensure presence of competent personnel who would be involved in facilitating teaching and learning.

3.1.2 Policy statement

To ensure quality in the area of teaching and learning, MoCU will periodically review teaching programs in order to ensure that: programs are meaningfully structured and organized; the goals and learning objectives are achieved; programs not only meet student needs but actually provide an experience that lives up to their highest expectations of stakeholders; programs help in the attainment of the University's academic mission and vision; teaching and learning constantly address critical national human resource requirements; the quality and quantity of available human, material and financial resources meet the program requirements; and programs are both viable and relevant and respond to market needs and dynamics. The University will ensure that from time to time teaching and learning is conducted in the acceptable manner and standards. In order to ensure that the output of the process measures up to the required standards and expectations of the recipients; the environment, process and delivery mechanisms will be designed in such a way that ensures quality.

3.1.3 Policy Strategy

The University will:

- (i) Ensure that program development takes cognizance of directives issued by relevant government authorities pertaining to program structures and contents. Internally the University will ensure that program development processes are inclusive, fact based, market demand driven, and realistic;

- (ii) Employ both formative and summative student assessment approaches which will basically involve continuous assessments and semester examinations that are set in response to respective course objectives and outcomes;
- (iii) Maintain the rigor and currency of curricula through the individual professional judgment of members of academic staff, internal departmental scrutiny, University review of programs and by taking into account students' views, external examiners' comments, advice by professional bodies and other external agencies;
- (iv) Encourage effective teaching by fostering a climate and conventions in which scholarship and inquiry are expected and encouraged; academic staff are committed to reflecting on and monitoring how their teaching enhances student learning; staff are open to giving and receiving feedback from their peers are committed to the department's goal of excellence in teaching and working collaboratively;
- (v) Prepare and operationalize an operational guide/manual that will ensure pursuit of excellence in cooperative learning and practice with a view to sustaining the University's status as a centre of excellence in cooperative education and practice; and
- (vi) Ensure that it have co-operative related courses in all programs in order to instill co-operatives knowledge among recipients in order to meet national requirements.

3.2 Admission of students

3.2.1 Policy issues

The admission procedure at MoCU is informed by both internal and external requirements and standards. Given the rapid nature of information flow and competition from other higher learning institutions, MoCU is challenged to devise an admission system that is transparent, convenient and customer-friendly. It is important therefore for the University to abide by all directives issued by relevant government authorities and laws and set internal standards that strike a balance between quality and convenience.

3.2.2 Policy statement

Admission to MoCU will entirely be based on merit and ability to achieve by ensuring equality and equity of opportunity to all applicants. Applications will be invited from students with excellent academic potentials. The University will recognize the importance of admitting applicants to a course suited to abilities and aspirations. MoCU will establish and operationalize an inclusive, transparent, robust and secure admission system by strictly adhering to the stipulated requirements and procedures. Moreover, MoCU will strive to avoid conducts that are likely to hamper the admission process; including unreasonable delays in processing applications, discrimination, cronyism, conflict of interest, setting unrealistic criteria and over-specificity.

3.2.3 Policy strategy

The University will:

- (i) Ensure that all the standards and conditions set by relevant government authorities are strictly observed;
- (ii) Put in place a well publicized and informative advertisement system that provides accurate information on admission issues;
- (iii) Put in place a smooth, transparent and friendly application procedure;
- (iv) Ensure appropriate standards in admission of students to various programs;
- (v) Ensure an efficient, accurate, secure and effective verification process of applicants credentials before admission;
- (vi) Put in place an efficient and effective system of admitting qualified students from higher institutions within and outside the country;
- (vii) Use social media to advertise the University within and outside the country; and
- (viii) Use alumni network to advertise University teaching programs.

3.3 Program design

3.3.1 Policy issue

Program design should lead to relevant and market responsive programs with a view to attract Tanzanian and international students. The education industry is characterized by rapid developments, competition and the need to link theory and practice (the realities on

the ground). Moreover, worldwide, universities are forging strategies to deliver programs in shorter periods and to design programs that match the skills that employers need.

3.3.2 Policy statement

Program design will be guided by internal requirements and procedures as well as requirements set by relevant government authorities. Besides, program design will take into account developments in the labor market, views of the stakeholders, skills needed by employers and other demands and dynamics at sub-regional, regional and global levels.

3.3.3 Policy strategy

The University will:

- (i) Ensure that new and revised programs comply with the priorities stipulated in the MoCU's strategic plan;
- (ii) Ensure that new and revised programs comply with relevant regulations/directives issued by government authorities on program designing;
- (iii) Ensure that MoCU's internal procedures for program design are strictly observed;
- (iv) Ensure that program design involves all the relevant stakeholders;
- (v) Ensure that program design is preceded by a market research to establish the prevailing trends and needs;
- (vi) Ensure that program design, to the extent possible, involves specific employers that may provide information on the specific skills they need; and
- (vii) Liaise with professional boards in order to ensure that its graduates will fit into the requirements of such boards.

3.4 Staff recruitment, retention and development

3.4.1 Policy issue

Recruitment of staff involves procedures that are governed by various laws, regulations and directives on public service. Some aspects of the recruitment process are within the mandate of the University and should be done in a manner that assures equity, transparency and effectiveness. Once recruited through appropriate procedures, the University has to ensure staff retention and development within its available means and

resources. This demands striking a balance between individual goals of each staff member and institutional goals. While the University may not practically meet all staff retention and development needs, it is necessary to forge strategies and alternatives that respond to such needs through short and long term plans.

3.4.2 Policy statement

MoCU will abide by staff recruitment laws, regulations, directives and circulars that govern public service in Tanzania. To ensure sustainability of service delivery and institutional growth, the University will employ short and long term plans that target staff retention and development; this will be done in line with the available means and resources. In doing so, the University will in all times conduct itself in a manner that does not compromise individual career goals and rights of employees.

3.4.3 Policy Strategy

The University will:

- (i) Ensure proper recruitment of competent staff;
- (ii) Undertake systematic and comprehensive training programs to further improve the quality of its staff at all levels;
- (iii) Ensure that new employees receive formal introduction training to enable them to familiarize with all aspects of their jobs and their working environment;
- (iv) Put in place an annual program for staff development;
- (v) Invite visiting national and international scholars and researchers to enrich and collaborate with the local staff;
- (vi) Strengthen the functions of the Directorate of Human Resource and Administration for it to effectively execute its functions for the betterment of all staff members;
- (vii) Endeavor to introduce a retention scheme that is sustainable and attractive to staff of different levels;
- (viii) Will put in place proper plan for staff succession to avoid collapse of the operations at any given time;
- (ix) Will do an annual review of staff that is linked to remuneration and promotion procedures; and

- (x) Ensure that staff appraisal procedures are implemented to facilitate staff development.

3.5 Teaching and learning support services

3.5.1 Policy issue

Provision of training is one of the core functions of the University. Training involves instructors and students. For it to be effective, training must take place in an environment that ensures mental and physical comfort. Good teaching and learning facilities will lead to good student performance, increase in student admission/applications and less student complaints. The introduction of new programs and plans to increase student enrollment is likely to pose a challenge in the areas of teaching and learning facilities.

3.5.2 Policy statement

The University realizes that a favorable and conducive environment is needed for student and staff to effectively engage in the learning process. MoCU is committed to continually strive to create and maintain a conducive teaching and learning environment that responds to the needs of all students; including those with physical disabilities. Introduction of new programs and increase in student enrollment will be done in line with the available facilities to ensure that University ambitions do not compromise students' rights to learn comfortably and effectively. MoCU will also ensure that the existing facilities are used in a sustainable manner.

3.5.3 Policy Strategy

The University will:

- (i) Put in place effective and adequate infrastructure to cater for the ever increasing University population and needs;
- (ii) Increase teaching and learning venues as well as office space, equipment and tools, without compromising quality delivery of educational programs;
- (iii) Ensure that all persons with disabilities have access to the University infrastructures and social services;

- (iv) Provide sound advice and information to help students to form and implement their career plans by ensuring availability of range of learning resources; chiefly: teaching, academic guidance, and the resources of the University library, complemented as appropriate by development in information and communication technologies; and
- (v) Ensure that annual program review evaluates physical resources such as library and IT facilities in terms of their appropriateness, availability and accessibility to all users.

3.6 Research and publication

3.6.1 Policy issue

Research is one of the core functions of the University. The University acknowledges the contribution of research to staff and community development. On the other hand, research is a link between theory and practice; a blend that is necessary for sustaining the relevancy of the University and its ties with the community. Moreover, dissemination of research findings through publication is necessary for contribution to knowledge and advancement of the same.

3.7.2 Policy statement

MoCU will put in place a comprehensive research and publication policies and procedures as guiding principles to conduct research and development activities through the relevant coordinating organs. MoCU will also incentivize its staff in research and publication undertakings and create avenues and opportunities that favor the same.

3.7.3 Policy Strategy

The University will:

- (i) Give priority to those research activities that are aimed at sharpening its vision and realize the mission for which it has been established by ensuring effectiveness in dissemination channels and impacts of research results;
- (ii) Ensure integration of research into teaching and learning;

- (iii) Fully involve all staff in the research planning process and make efforts to maintain a balance in involvement in teaching, research consultancy and community outreach services;
- (iv) Ensure that adequate resources and time is allocated to carrying out research and consultancy services and that staff have the necessary competencies;
- (v) Ensure that the University establish links with industry, commerce and (inter) national research agencies; and
- (vi) The University will engage in both basic and applied research projects.
- (vii) Ensure that the University organ responsible for coordination of research and publications is adequately equipped;

3.7 Advisory services

3.7.1 Policy issue

Consultancy is of the core functions of the University. It a means of offering professional advice to the community at national, regional and international levels. It is also a channel for indentifying research needs and publications thereof.

3.7.2 Policy statement

MoCU will enhance its link and closeness to communities, its employees, business, industry, government department and organizations through advisory services. It will also continually update its Consultancy Policy and Procedures in order to ensure that it accommodates the changing nature of consultancy approaches and the evolution of the industry at large.

3.7.3 Policy Strategy

The University will:

- (i) Establish an effective policy guide for the provision of consultancy service to the broader society;
- (ii) Monitor and frequently evaluate the quality and quantity of public services rendered by its staff and student with the view of assuring the highest possible quality;
- (iii) Disseminate quality control and mechanisms to all consultants; and

- (iv) Review the University consultancy policy from time to time to ensure its relevance and practicability/applicability.
- (v) Enhance the capacity of its staff to undertake consultancy assignments through workshops and similar forums.
- (vi) Ensure that the Bureau of Consultancy Services is supplied with the necessary tools and facilities for soliciting and coordinating execution of consultancy assignments.

3.8 Community outreach services

3.8.1 Policy issue

Community outreach is one of the core functions of MoCU. It involves programs and activities that target the community – especially the grassroots. Community outreach services can lead to program review, program development all of which have the effect of ensuring that University programs respond to community needs. Outreach services are therefore important in maintaining the relevance of MoCU and a forum to integrate theory and practice. Therefore, MoCU will enhance its link and closeness to community members in addressing different socio-economic challenges.

3.8.2 Policy statement

MoCU will enhance its outreach programs and strive to deliver output that meets community expectations. A policy on outreach will be prepared and implemented by the University through the Institute of Continuing Cooperative Education.

3.8.3 Policy Strategy

The University will:

- (i) prepare a policy on community outreach services;
- (ii) Frequently monitor and evaluate the quality and scope of community outreach services offered by the University with a view of assuring the highest possible quality;
- (iii) Conduct continuous needs assessment;
- (iv) Establish and maintain networks/links with potential Community Based Organizations (CBO's); and

- (v) Undertake systematic and comprehensive training programs to improve livelihood of the community members.
- (vi) Strengthen the capacity of the ICCE.
- (vii) Strengthen the capacity of staff to conduct community outreach activities.

3.9 Distance education

3.9.1 Policy issue

Most academic programs offered by MoCU are residential. However, given the diverse nature of learning at this point in time, the University also needs to reach customers who may not necessarily receive educational services on full time basis. Despite the differences in the two means of offering education, the University will ensure and maintain quality of the input, process and output in both categories. It is the University policy to promote distance learning as a mode of increasing access to higher education.

3.9.2 Policy statement

MoCU will strengthen delivery mechanism of distance education and ensure quality, accessibility and convenience.

3.9.3 Policy strategy

The University will:

- (i) Ensure availability of timely and accurate information on delivery mechanism of programs;
- (ii) Continuously review the objectives and activities of the department responsible for distance learning;
- (iii) Put in place a smooth, transparent and friendly learning environment for distance learners;
- (iv) Ensure presence of efficient and effective system of addressing different challenges faced by distance learners;
- (v) Ensure presence of efficient, accurate, secure and effective verification process of student evaluation. and
- (vi) Prepare a policy on distance education.

3.10 Procurement of works, goods and services

3.11.1 Policy issue

MoCU is a public university and therefore bound by the public procurement laws with regards to procurement of works, goods and services. Given the competitive market environment, ensuring quality in the procurement of works, goods and services is key for achieving value for money, enhancing and sustaining quality service delivery by the University. MoCU will endeavor to ensure that competition does not jeopardize the quality of procured works, goods and services.

3.11.2 Policy statement

The University will ensure that the procedures stipulated by the procurement laws are strictly observed and followed.

3.11.3 Policy strategy

The University will:

- (i) Strengthen the procurement management unit (PMU);
- (ii) Ensure competence of the tender board by appointing competent members;
- (iii) Ensure the competence of various supervisory committees involved in the procurement process: and
- (iv) Ensure that procurement laws, policies and directives are understood by University staff; especially those directly involved in procurement activities.

CHAPTER FOUR

ADMINISTRATIVE STRUCTURE

4.1 Department of Quality Assurance

The MoCU Charter establishes the Department of Quality assurance under the Office of the Vice Chancellor. The Department will be headed by a head of department.

4.2 Functions of the Department of Quality Assurance

The functions of the Department of Quality Assurance will be to:

- (i) Develop, strategize and oversee the implementation of the Quality Assurance Policy;
- (ii) Develop and maintain appropriate and relevant general operational manuals including internal self evaluation instruments to guide university-level QA operations;
- (iii) Set performance standards including periodically updating 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 programs and advise accordingly;
- (vii) Coordinate program institutional self evaluation of quality assurance systems;
- (viii) Carry out analysis of quality assurance reports such as students' course evaluations; External Examiners reports, external evaluation/audit reports etc); identifying issues for action/attention of the management, faculties/institutes or departments and monitoring implementation of pertinent recommendations/suggestions;
- (ix) Coordinate external evaluation or institutional audits;
- (x) Initiate and maintain links with TCU and units in sister universities and colleges

and forging partnership with relevant regional regulatory bodies for mutual benefit;

- (xi) Monitor, evaluate and ensure quality in research and outreach;
- (xii) Evaluate teaching methodologies and devise corrective measures for enhanced teaching and learning performance;
- (xiii) Advise Deputy Vice Chancellor - Academic and Deputy Vice Chancellor – Administration and Finance on matters of the attention of their offices.
- (xiv) Evaluate and ensure that non-academic staff charged with overseeing academic matters observes institutional standards for respective units;
- (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 QA as will be determined by the University.

4.3 Functions of the Head of the Department of Quality Assurance

The Head of Department will:

- (i) Oversee the functions and responsibilities of the Quality Assurance Department;
- (ii) Coordinate periodic internal self evaluation of different departments/units of the University;
- (iii) Facilitate and coordinate external evaluation of the MoCU academic programs including providing evaluation results to management and relevant departments/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 in 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; and
 - (x) Perform any other duty related to QA as will be determined by the University.

4.4 Quality Assurance Activities across the University

Quality Assurance at MoCU will radiate from all implementing departments/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 departments/units will be primarily responsible for achieving and maintaining high quality standards as set by the University including regular conduct of self evaluations.

4.5 University-wide committee

There will be a University-wide Committee on Quality Assurance and Promotion whose members will be:

- (i) The Head of the Department of Quality Assurance;
- (ii) Deputy Deans/Directors;
- (iii) Dean of Students;
- (iv) Student representatives (two undergraduate and two postgraduate, at least one being a female); and
- (v) A representative of physically-challenged persons.

4.6 Functions of the University - wide Committee

The functions of the University-wide Committee on Quality Assurance will be to:

- (i) Formulate and oversee the implementation of various responsive strategies for quality assurance and promotion in accordance with the plans of the quality assurance office and advise accordingly;
- (ii) Coordinate program and institutional self evaluation and to facilitate external evaluation;

- (iii) Identify strengths and weaknesses in the training, outreach and research programs and submit them to the Vice Chancellor;
- (iv) Develop an improvement plan to address the external evaluation recommendations;
- (v) Communicate evaluation results to the university management, staff, students and other stakeholders;
- (vi) Ensure implementation of corrective measures as suggested by external examiners; and
- (vii) Perform any other function as may be assigned by the VC.

4.7 Faculty/Institute/Directorate-based Committees

There will be a Faculty/Institute/Directorate - based Committee on Quality Assurance whose members will be:

- (i) Dean/Director who will be the Chairperson;
- (ii) Deputy Dean/Director;
- (iii) Head of Postgraduate Studies Department;
- (iv) Director of Undergraduate Studies;
- (v) One member from each department/unit;
- (vi) The Faculty/Directorate Administrative Officer; and
- (vii) Student representatives (two undergraduate and two postgraduate), at least one being a female.

4.8 Functions of Faculty/Institute/Directorate Committees

The functions of the Faculty/Institute/Directorate - based Committees on Quality Assurance will be to:

- (i) Formulate and oversee the implementation of various responsive strategies for quality assurance and promotion in accordance with plans of the Quality Assurance Office and advice accordingly;
- (ii) Coordinate program and institutional self evaluation and facilitate external evaluation;
- (iii) Identify strengths and weaknesses in the training, community outreach

- and research programs and submit them to the Quality Assurance Office;
- (iv) Evaluate external examiners' reports and formulate corrective measures;
 - (v) Perform any other function as may be assigned by the Dean/Director.

CHAPTER FIVE

IMPLEMENTATION STRATEGIES, OPERATIONALISATION AND REVIEW

5.1 Implementation

The University will employ a variety of strategies and instruments to evaluate the implementation of its core mission activities. The main strategies include setting milestones or targets to be achieved in order to facilitate internal and external audits of the institution, its programs and all the services offered by the university. Where necessary, specific organs of the University will be required to develop action plans to implement specific parts of this Policy.

5.2 Monitoring and Evaluation

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

5.2.7 Internal Reviews

Deans, Directors and Heads of Departments will be responsible for the implementation of this Policy on regular self-evaluation of departments/units. The review will be conducted by a team of not less than five people, two of whom will be identified by the Quality Assurance Department from within the University but outside the department/unit concerned and one person, with sufficient knowledge of the unit being evaluated, from another institution of comparable repute. The internal review will be carried out under the guidance of terms of reference and modalities drawn by the Quality Assurance Department. The Review Teams will generate and submit reports to the head of the department/unit concerned for discussion by all members of the department/unit. The head of the department/unit will, in turn, submit the report to the Head of the Department of Quality Assurance who, in consultation with the relevant Deputy Vice Chancellor, will arrange and conduct a verification visit to the respective department/unit. The verification will be conducted by a committee of not less than three people, consisting of two persons identified by the Quality Assurance Department in consultation with the relevant Deputy Vice Chancellor from within MoCU but outside the department/unit concerned, and one person chosen from another institution of comparable status and

who is an acknowledged authority in the operations of the department/unit in question.

5.2.8 External Program Reviews and Institutional Audits

The Quality Assurance Department will be responsible for coordinating external program reviews and Institutional Audits. The Department will:

- (i) Prepare terms of reference and regularly arrange and coordinate external institutional audits and program reviews within the fifth year since the last evaluation.
- (ii) Appoint a panel of up to seven experts of which at least half of the panelists will be drawn from outside the University. External institutional audits and program reviews will focus on the structure and functioning of administrative and governance organs of the University, while program audits will evaluate the relevance of the teaching programs, the teaching and learning environment and the effectiveness of the delivery and evaluation strategies employed.
- (iii) Disseminate the results of institutional audits and program reviews to the unit being evaluated to discuss the report and draw strategies to implement the subsequent recommendations. Institutional and program reviews will be centrally coordinated by the Quality Assurance Office which will also monitor implementation of the resultant recommendations.

All mandatory external program reviews by the TCU will be preceded by internal unit/program reviews; and will be coordinated and facilitated by the Quality assurance Office at the institutional level.

5.2.9 Client Satisfaction Surveys

The Quality Assurance Department will, on a regular basis, organize client satisfaction surveys aimed at giving the different clients an opportunity to provide feedback on their experience of the study programs, employers' perspective and service delivery to students, staff and the general public. Appropriate tools will be designed by the Quality Assurance Department for use in the surveys of each client category to determine the level of satisfaction. The Quality Assurance Department will be responsible for disseminating the survey results to relevant departments/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; and
- (vii) Other relevant stakeholders

5.3 Improvement Plan

Monitoring and evaluation reports emanating from the review will be discussed at various levels (Department/Faculty/Directorate/Centre/Institute). Strategies for addressing the shortfalls (improvement plans) will be drawn. The improvement plans will be forwarded to the Vice Chancellor.

5.4 Operationalisation

This Policy will become operational upon its approval by the University Council, and will remain valid until replaced by the same Authority. The Policy provides a general guide to the process of ensuring that the University abides to set standards that are subject to continuous monitoring and evaluation in all aspects of the University's operations. However, it is expected that different organs/units of the University will set and continually revise quality standards in their fields of operations. It will be the duty of the different organs/units and the University top management to continually set and review quality standards in all areas of operations. The Head of the Department of Quality Assurance, on the other hand, will execute the task of providing leadership in the process, determine the progress being made and providing advice on improvements needed, if any, to the units and MoCU at large. The task will be executed by the Quality Assurance Department which will develop and constantly review appropriate evaluation instruments for the purpose.

5.5 Policy review

The Council may review this Policy when deemed necessary.