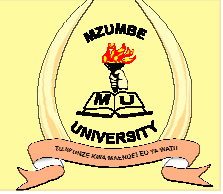


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The quality system at Mzumbe University (MU)

Jennifer K. Sesabo (PhD)
HOD Quality Assurance Department

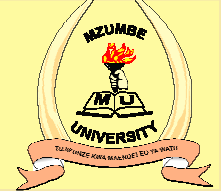
***EduLink Project Introductory Workshop on Building Quality Culture
with HEIs: European and African Approach***

7-8 October 2008

Grand Imperial Hotel, Kampala, Uganda

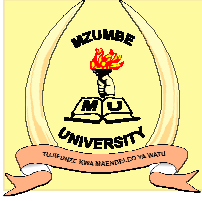


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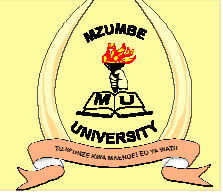


Why a quality assurance system at MU?

- The quality assurance system has the following objectives:
 - To assure high quality in education and learning environment
 - To assure the relevance of education for the labor market
 - To assure continuous quality development and improvement of the system
 - To assure participation of students and staff
 - One of requirements that the national regulatory body (Tanzania Commission for University) lays down for accreditation.



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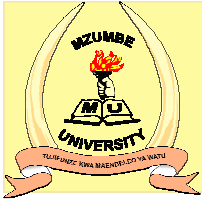


In a nutshell quality assurance system

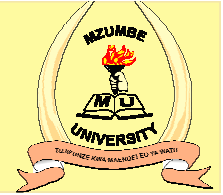
- ensure that quality standards are met
- promote quality development
- document quality work
- detect problem areas

LONG-TERM GOAL:

Guarantee that the time students spend at MU is used effectively, and that the intended educational results are achieved



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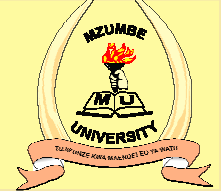


Quality Assurance process at MU

- Quality assurance quality at MU has been an important area for several years
- The system is guided by the initiative for excellence as captured by the University vision statement
- The quality assurance mechanism cuts across a number of areas/subsystems which **academic programmes, academic staff, research and consultancy, student admissions, examinations and student assessment, student evaluation of lecturers, and quality control and quality assurance unit**

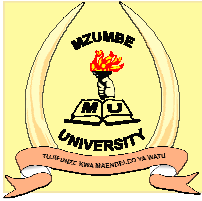


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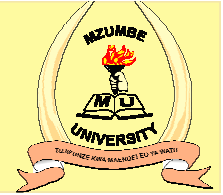


Quality of academic programmes

- Curricula for the academic programmes have to pass through internal and external scrutiny before their approval
- Internal review is done by academic departments, faculties, faculty boards, the Senate and the University Council
- External review is done by Tanzania Commission for Universities
- The university also carries out participatory curriculum review of its programmes every four to six years in response to market demand and customer needs
- **However,**
 - **need to incorporate MU mission statements in curriculum development eg when formulating program objectives and learning outcome**
 - **The courses can be initiated taking into account the local needs and in tune with the emerging and global trends**
 - **Multi-skills development and involvement of stakeholders in curriculum updation**

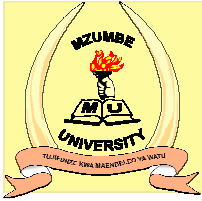


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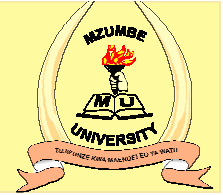


(i) Quality Maintenance through Periodic Reviews of Programmes

- The university has undertaken major curricular reviews for Masters programmes in two faculties (Commerce and Public Administration and Management) from the support of NUFFIC project.
- No tracer study have been conducted since the commence of the university.
- the activity is going to take place during the 2008-2009 academic year so as to capture inputs from external stakeholders.
- **This is ideal method because tracer studies are very expensive**
- **However the objectives of tracer study can be achieved through other means like stakeholders consultation and qualitative based methods.**



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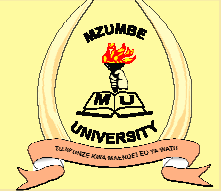


(ii) Involvement of Industry (as stakeholder) in Quality Assurance

- Students in all programmes spend a full semester in relevant industries (workplaces).
- Field attachments give useful feedback about the quality of the programmes and test the employability of potential graduates of MU graduates.
- **However, to get useful feedback is a challenge since not all organizations/ industries participate fully in giving feedbacks.**
- **Industries participation can be improved via sensitization workshops, convocation, alumni etc.**



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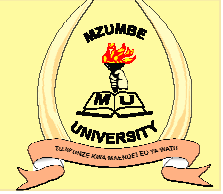


(iii) Delivery

- The appropriate methodologies to facilitate effective learning outcome includes:
 - a combination of lectures,
 - seminars group discussions,
 - role-plays and
 - case studies
- new faculty members with no teaching experience are required to undergo a training of trainers programme to induct them into different delivery approaches.
- One of activities of Nuffic project was to improve teaching delivery (the project conduct many courses by engaging experts in this area from The Netherlands).



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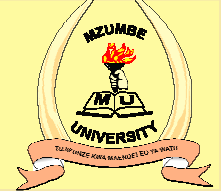
(iv) Workload Policy

- The University also has a workload policy in which workload allocation is done according to faculty rank and 'standard class size'





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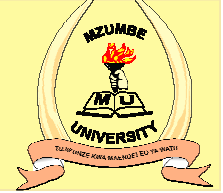


(b) Staff development and capacity building

- **Quality of academic programmes depends on the quality of academic staff responsible for the delivery of academic programmes including**
 - **supporting systems,**
 - **policies and procedures**
- **In order to ensure quality of existence staff and those who employed MU**
 - **has appraisal and human development policies MU**
 - **has a system in place that requires applicants for academic posts to have discipline specificity with respect to the post applied for, and to appear for an interview in the relevant department.**

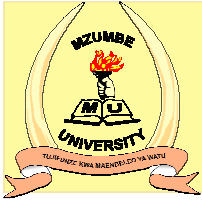


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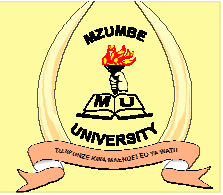


c) Quality of Research and Consultancy Activities

- Research - one of the core functions of MU
- As such, the University plays a significant role in research and consultancy activities (both tailored and competitive), focusing on national development priorities
- To ensure quality of its research and consultancy activities the university
 - **has Research and Consultancy Policy and guidelines**
 - **use Conferences and workshops**
 - To get inputs from all stakeholders for needs analysis
 - For output dissemination

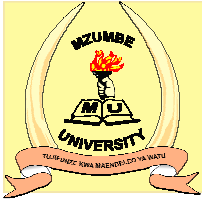


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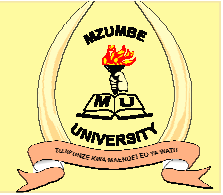


(d) Students' Admissions

- Mzumbe University has a system in place for screening applicants into its various programmes.
- Entry qualifications for every academic programmes are clearly specified in the University Prospectus and advertised in the newspapers as well as in the University website for all interested applicants
- The University follows the standard admission requirements set by the Tanzania Commission for Universities

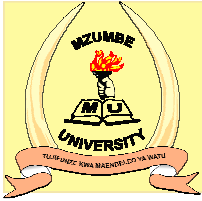


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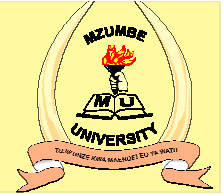


(e) Examinations and Students Assessment

- The student assessment system is guided by Examinations Regulation and Students Assessment Criteria, approved by the Senate and ratified by the University Council.
- The assessment is based **continuous assessment** (throughout the semester) and **end of semester assessment**
- Final examinations moderation by peer institutions provides a useful feedback, which serves as input in curricular reviews.
- The University also has **Faculty examination committees** to rule on examination irregularities.

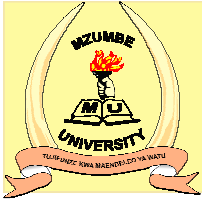


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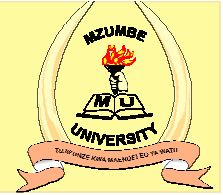


(f) Students' Evaluation of Lecturers

- The University has recently established a system whereby students evaluate the performance of their lecturers
- Apart from evaluating their lecturers, Mzumbe University students are also involved in the quality assurance system of the university through participation in faculty boards, Senate and University Council meetings.
- **However the evaluation process is**
 - **problematic – cheap popularity and**
 - **face resistance from academic staff point of view**
- **This can be improved by using sensitization workshops (the need for evaluation) to academic staff and students**



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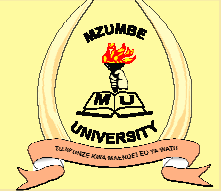


(g) Self evaluation – Teaching and learning

- MU conducted a institution self evaluation in 2006 as a requirement from TCU for chartering and accreditation
- MU's Strategic Plan and other plans contain quality goals which has the following Key Results Area
 - *Enhanced effectiveness and efficiency of MU resource utilization through planning and implementation (KRA B)*
 - *MU Strategy – improve faculties capacity in training, research and consultancy*
 - *Enhancing and maintaining competitiveness of MU product (KRA C)*
 - *MU strategies – Continuous improvement of academic programs and quality assurance system*
- The University is now implementing Open Performance and Appraisal System (OPRAS) for individual self performance

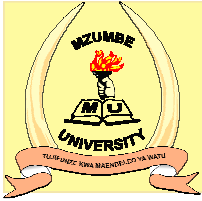


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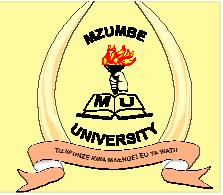


Quality of non – core services

- In order to ensure quality of MU non- core services
 - The services have been outsourcing
 - The university have adopted the public service management system
 - The university use Performance standard and Contracts

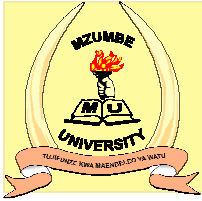


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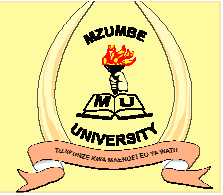


Quality Assurance Department

- The University has a Quality Assurance Committee for tracking lapses in the quality of programme delivery.
- The Committee meets regularly to track quality challenges
- In general Quality assurance issue is concentrated on the teaching and learning activities.
- In order to have effective quality assurance system, the MU quality assurance system *needs to focus on key aspects that influence quality in the teaching and learning process and the support processes*
- **In order to have effective quality assurance system the department is now in a process of developing MU Quality Assurance Strategy (QS) and Policy**

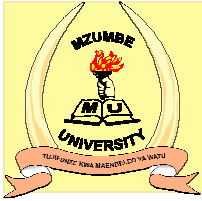


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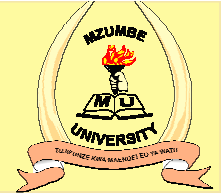


Areas for Improvement

- Infrastructure development – can be achieved through MU initiatives as well as partnership with national and international donors (e.g Tanzania Education Authority)
- Resources. Mobilization of funds can be through govt, institutional collaboration, MU self initiatives)
- Change of attitude and behaviour – This can be possible through sensitization workshops,
- However, establishing the culture and systems for internal and external, quantitative and qualitative assessment is not easy and will take its due time

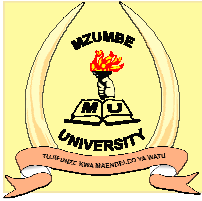


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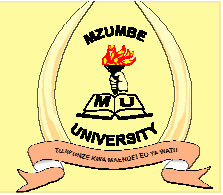


Inter university Council for East Africa (IUCEA) Quality assurance Framework

- (IUCEA) in collaboration with higher education regulatory agencies in Kenya, Uganda and Tanzania has established a quality assurance handbook 'A road map to quality' for East African universities .
- The handbook aimed at:
 - spell out the objectives and goals of a common East African QA framework,
 - establish appropriate QA instruments,
 - define QA and give benchmark standard guidelines for university core activities.
- The Handbook has been distributed to all universities East Africa to be used as a common QA instrument.

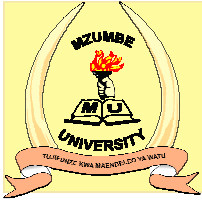


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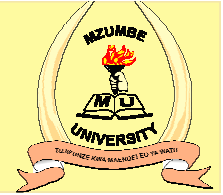


IUCEA activities for established a common QA framework

- Training of quality assurance personnel from 23 pilot universities, including Mzumbe University.
- Meanwhile, a pilot self-evaluation project of some selected programmes using a quality assurance handbook has completed to all the 23 pilot universities.
- The programmes which were under review at Mzumbe University are **Bachelor of Business Administration - Marketing (BBA- Marketing)** and **Bachelor of Science in Information and Communication Technology Management (Bsc. ICTM)**.
- For the time being the two programmes are waited to be evaluated by external reviewers.



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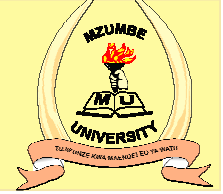


Observation from the Self evaluation reports

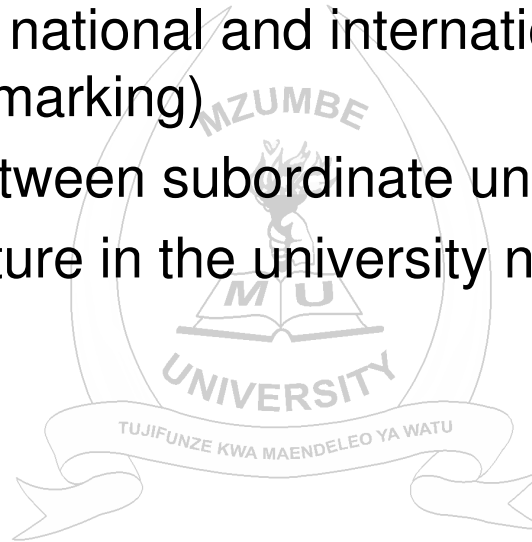
- Data analysis demonstrates that following areas need to be addressed on priority basis:
 - Formulating mission, aims and goals of program in a thoughtful manner
 - Regular Curriculum revisions and implementation
 - Faculty Strength and student teacher ratio
 - Uniformity in: devising core courses; teaching methodology; assessment methods
 - Infrastructure development
 - Physical facilities: Space, ICT labs, modern teaching aids, physical environment, classes and offices
 - the use of agreed standards and guidelines which make the quality assurance in university more consistent

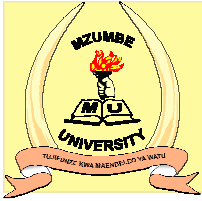


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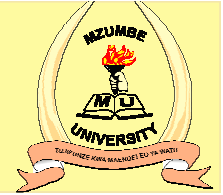


- Improvement is required in sharing opinions and experiences between stakeholder groups (institutes, students, alumni, representatives of the labor market).
- Cooperation at national and international level (especially in issue of benchmarking)
- Mutual trust between subordinate units need to be enhanced
- The quality culture in the university need to be promoted in all areas



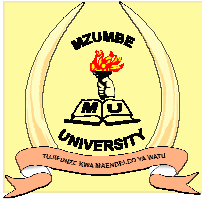


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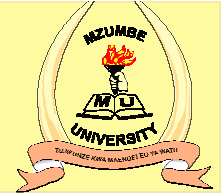


The way forward

- Mzumbe university and the partners in this project have role to play in order to establish effective quality assurance system
- The following criteria save as one of the basis for assessment
 - **Curricular Aspects** (*curricular design and development, academic flexibility, feedback on curriculum, curriculum updates and best practices in curricular aspects*)
 - **Teaching and learning evaluation** (*admission process and student profile, catering to diverse needs, teaching and learning process, teaching quality, evaluation process and reforms, best practices in teaching and evaluation*)
 - **Research, Consultancy and extension services** (*promotion of research, Research and publication output, consultancy, extension services, collaborations, best practices in research and consultancy*)



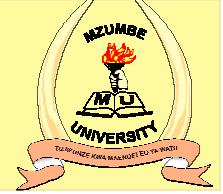
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- **Infrastructure and learning resources** (physical facilities, maintenance of infrastructure, library as a learning resource, ICT as learning resources, other facilities, best practices in the development of infrastructure and learning resources)
- **Student Support and Progression** (student progression, student support, student activities, best practices in student support and progression)
- **Governance and leadership** (institution vision and leadership, organizational arrangements, strategy development and deployment, human resource management, financial management and resource mobilization, best practices in governance and leadership)
- **Innovative practices** (internal quality assurance system, inclusive practices, stakeholder relationships)

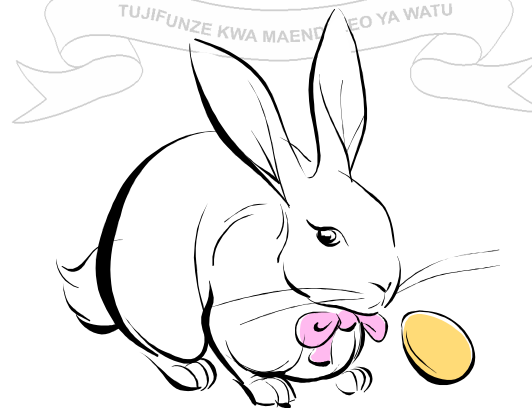


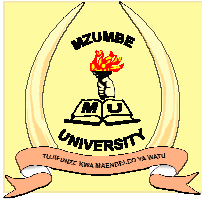
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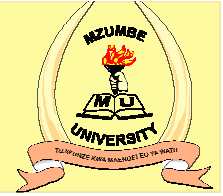
- A developed culture of evaluation for internal self evaluation and external review is a vital component for any well-developed quality assurance system
- A note of caution:

**A quality assurance system
is not a free lunch!**



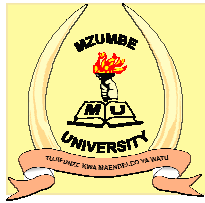


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- Quality systems can be compared to Cod Liver Oil:
 - The language is strange
 - It tastes awful
 - It is difficult to get children to take
 - It is toxic in large amounts
- **But when you have become addicted you cannot live without it!**





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