KIUT | KAMPALA INTERNATIONAL UNIVERSITY IN TANZANIA

EXPLORING THE HEIGHTS

QUALITY ASSURANCE POLICY

2019

Foreword

Quality Assurance at the Kampala International University in Tanzania (KIUT) is promoted through a variety of methods both internal and external.

Over the years Internal Quality Assurance at the KIUT 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 Programmes Review Committees, before they are approved by the Academic Board and Senate.

External Quality Assurance measures comprise 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 applications for promotion. KIUT 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 cope 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 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. It is therefore necessary that a Quality Assurance Management Structure be put in place to co-ordinate implementation of this Policy.

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

implementation of the Quality Assurance Policy 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 quality assurance mechanisms and external quality assurance strategies.

The Internal Quality Assurance 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, quality assurance (QA), quality monitoring and control and continuous quality improvement. The University senior management is committed to supporting and ensuring implementation of this Quality Assurance Policy (QA Policy).

Prof. Jamidu H.Y. Katima

Vice Chancellor

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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
KIUT	Kampala University in Tanzania
KIUTSO	Kampala International University in Tanzania 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

DEFINITION OF TERMS

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

Administrative staff means a member of staff of the University who holds a position related to administration, technical 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.

CHAPTER ONE

1.0   INTRODUCTION

1. KIUT vision is to become a premier institution of international repute that prepares students for the world and an inclusive society whereas its mission is to respond to societal and educational needs by designing and delivering education guided by principles and values of respect for society, economy and to provide and develop a supportive research environment in which scholars at every stage of their career can flourish. The long-term objectives, of KIUT are:

    a)   To produce highly skilled and competent graduates capable of making independent and wise decisions which will enable them to become respected members of society and able to contribute to their professions, the nation and the global community.

    b)   To become a premier International University in the Great Lakes Region, and beyond, providing needs-based, market-driven quality academic programmes.

    c)   To supplement government's effort in the stimulation of higher education by providing university education to a larger section of society.

    d)   To provide professional development and continued learning for practicing professionals.

    e)   To undertake research in various fields that contributes to political, economic, social and technological development of society.

    f)   To undertake partnerships with other institutions and so enhance mutually beneficial objectives.

    g)   To recruit experienced well-trained academic and administrative staff with ability to sustain an intellectually challenging learning environment that prepares and equips students with skills for continued development.

1.1.   Vision

2. To become a premier institution of international repute that prepares students for the world and an inclusive society.

1.2. Mission

3. To respond to societal and educational needs by designing and delivering education guided principles and values of respect for society, economy and to provide and develop a supportive research environment in which scholars at every stage of their career can flourish.

1.3. Situation Analysis and Rationale

4. The recent surge in the output from secondary education has increased demand and enhanced growth in the higher education sector. The demand has led to the establishment of more public and privately owned institutions of higher learning, which propelled the country from a situation where higher education was elitist to massification of the sector.

5. This move resulted in changes in the higher education landscape from one where there were a limited number of public Universities, University Colleges and other tertiary institutions to one where privately owned higher education institutions are rapidly increasing. Hence, the increase in the number of higher education providers at the local level and the trend of such higher education providers operating across countries and/or continents have made it imperative for Universities and University Colleges to devise ways and means to remain relevant and competitive. Therefore, to remain relevant and competitive, KIUT must take all necessary measures to maintain quality in all academic programmes and service delivery to students and the general public within and outside the country.

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

7. On the other hand, the Inter University Council of East Africa (IUCEA)[1] Governing Council, in 2005, adopted a resolution to establish an East African Quality Assurance Framework (EAQF) for the eastern Africa sub-region and in 2006 introduced a

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[1] *www.iucea.org*

common quality assurance system for universities in East Africa in order to promote harmonization and comparability of the quality of higher education in the region and also to protect the integrity of East Africa as a credible higher education area (Nkunya, Bienefeld and Hansert[3]).

8. The EAQF has borrowed some basic aspects from the Bologna process and aims at addressing some specific needs including:

a) Participating and promoting cross-border education within and outside East Africa;

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

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

9. The Tanzania Commission for Universities (TCU) established under The Universities' Act No 7 of 2005, is mandated to ensure that Universities offer quality education as provided for in Section 10 of the Act. The TCU has consolidated the basic quality requirements in "The Universities (General Quality Assurance and Validation and Approval Rules, by- laws, programmes and Awards) Regulations 2007", made under Section 62 of the Universities Act. In recognition of quality assurance as an important agenda globally, within East Africa and compliance with the TCU general quality assurance guidelines, the KIUT established a directorate of Quality Assurance and Promotion whose main task is "…to set quality standards and to monitor and evaluate whether KIUT's performance is in line with set standards as per the University's Vision, Mission and Corporate Strategic Plan (CSP)." This policy is intended to guide KIUT staff in implementing quality assurance measures in line with pre-determined standards in accordance with national, regional and international developments. However, while attempting to address the requirements for maintaining quality in the University, KIUT must ensure that it remains competitive and attractive to students, staff and the general public. KIUT's vision can only be attained if a mechanism is put in place to guide the process at all levels. For this to happen, adjustments in the way the University functions are needed. In particular,

there is a need to institute a mechanism that assures adherence to quality standards at all times and at all levels of the university operations, hence this policy.

CHAPTER TWO

2.0 AREAS FOR INTERNAL QUALITY ASSURANCE

10. The following areas for internal quality assurance are further described.

2.1 Quality of Programmes and Courses

11. 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

12. Assessment of quality in academic staff shall be in accordance with TCU recommended qualification for academic staff (i.e. GPA of ≥3.5 for the bachelor degree; GPA of ≥ 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

13. 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 scheme of service on 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.

2.4 Quality in Student Assessment:

14. 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.

4.5 Quality in support services

15. 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.

4.6 Quality of resources and facilities

16. 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.

4.7 Quality of research

17. In order for KIUT 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, KIUT, local and global spaces.

   c) Assessment of external research and internal 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.

4.8 Program Review Process

18. 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

19. 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.

4.9 Implementation of the Internal Quality Assurance Policy

20. The participatory nature of the QA structure is critical and shall be reflected in the composition of all KIUT committees, task forces, and proposals written for funding.

21. 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.

22. Wherever possible current students and alumni will participate in the Quality Assurance activities.

23. The direction and support provided by the KIUT leadership, management and by the Joint University Council and Senate Quality Assurance Committee is critical to operationalizing the policy.

CHAPTER THREE

3.0 POLICY OBJECTIVES, ISSUES, STATEMENTS, CHALLENGES AND STRATEGIES

24. The QA POLICY shall guide KIUT 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. KIUT 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.

25. 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.

26. 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

27. KIUT quality standard 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)

3.1 Policy Objectives

28. The overall objective of quality assurance at KIUT 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 KIUT 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 KIUT's national, regional and international development goals.

3.2 Issues, Challenges, Policy Statements and Strategies

3.2.1 Expanding higher education

a) Issues and challenges

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

a) The demands for higher education have increased while resources to improve capacity have not been expanding at the same pace;

b) Stakeholders' scrutiny of education and training processes and outcomes have gained importance amongst stakeholders;

c) 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

d) There is increased demand for greater accountability and efficiency in handling students, staff and other stakeholders with respect to service delivery.

(b)   Policy statement

30. 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

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

a) 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;

b) Self-assessment committees shall be set up in all entities of the University; and

c) External evaluation of programmes, activities and services shall be conducted on a regular basis.

d) The Directorate of Quality Assurance and Quality Monitoring shall continuously monitor teaching and learning activities and shall prepare monthly reports on the same.

3.2.2   Competitive Programmes

32. 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

33. The main challenges associated with maintaining competitive programmes at the KIUT include:

   a) Ensuring that KIUT remains a respected and valued institution of higher learning amidst the increased competition amongst Higher Learning Institutions (HLI) to recruit and retain quality students and human resources; from a limited pool;

   b) Improving salaries and staff benefits to levels that are attractive and competitive to attract new staff and retain existing ones;

   c) Maintaining adequate admission levels in all programmes;

   d) Increasing the financial resources available to KIUT, to improve the current infrastructure for teaching, learning, research, outreach and service delivery; and

   e) Ensuring ICT development contributes to the improvement of teaching, learning, research and service provision.

b) Policy statement

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

c)   Strategies

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

a) Implement programmes for the attainment of the University's Vision and Mission while addressing critical national human resources requirements;

b) Constantly improve the teaching and learning environments;

c) Provide appropriate and adequate support services to students and staff in respect of teaching, learning and social welfare;

d) Ensure quality in the provision of support services through regular participatory monitoring and evaluation;

e) Sensitize potential employers and the general public on the value of programmes offered at the University; and

f) 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.

3.2.3. Upholding quality academic and research programmes

a) Issues and challenges

36. The quality of academic and research programmes at the KIUT is challenged by the following:

a) Ability to continuously maintain the quality of academic programmes;

b) Maintaining quality programmes is a costly undertaking;

c) The quality standards must be set and accepted by all concerned; and

d) Setting realistic milestones is constrained by limited financial, human and physical resources.

b) Policy statement

37. 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

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

   a) Ensure conducive teaching, learning and research environments;

   b) 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;

   c) Recruit and retain quality academic and technical staff;

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

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

   f) Attract new students through purposeful marketing and advertisements.

3.2.4 Delivery of high quality products and services

a) Issues and challenges

39. The challenges associated with maintenance of high quality products and services at the KIUT include:

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

   b) Promoting quality products and services to the public;

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

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

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

f)	Ensuring KIUT's production potential is effectively harnessed to support teaching, learning and research environment;

g)	Ensuring that KIUT financial resources enable improvement of teaching, learning and research environments; and

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

b) Policy statement

40. 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**

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

a)	Conduct awareness campaigns on customer care in all campuses of the University involving both staff and students;

b)	Conduct in-service training for staff in order to enhance performance;

c)	Post placards on service statement mottos in open public areas to constantly remind the University population on their obligations and expectations of clients;

d)	Facilitate and ensure implementation of service charter and codes of practice; and

e)	Facilitate the establishment of open quality check platforms to gauge immediate client satisfaction.

**3.2.5	Ethical considerations**

a) Issues and challenges

42. The following are some of the challenges associated with ethical issues at the KIUT:

a) Incidences of corruption at all levels and lack of skills to avert the vices;

b) Different forms of staff and students' harassment

c) Mechanisms to monitor adherence to ethical conduct in teaching and learning processes, research and service delivery for both staff and students; and

d) Academic fraud in teaching, learning, research and service delivery.

b) Policy statement

43. 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

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

a) Ensure the conduct of all academic and administrative activities is in accordance with relevant ethical standards;

b) Establish and facilitate the Ethics Committees (for both staff and students) to identify breaches of ethical guidelines among the University community;

c) Report cases of non-compliance to the Ethics Committees of the University;

d) Incorporate professional and social ethics training in all programmes; and

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

3.2.6. Delivery of high quality open and distance learning

a) Issues and challenges

45. The KIUT 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

46. 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

47. The KIUT 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":

✓ Materials effectiveness (against agreed criteria)

✓ Student retention and completion rates

      ✓ Assignment completion and return rates (against agreed criteria and marking turnaround time)

      ✓ Examination marking

      ✓ 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:

      ✓ DL materials development and writing

      ✓ DL assignment and examination marking

      ✓ Use of ICTs in DL

      ✓ Distance Learning facilitation methods

      ✓ Support for, and communication with, the DL learner

      ✓ Record-keeping, monitoring and evaluation in DL

      ✓ 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 (benchmarks) and practices for DL and undertake appropriate and regular, reviews of this.

3.2.7 Monitoring and evaluation

a) Issues and challenges

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

a) 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;

b) lack of a functional internal mechanism for monitoring and evaluating quality developed and implemented with the participation of all the concerned; and

c) Preparedness to establish effective external mechanisms for monitoring and evaluating university operations.

b) Policy statement

49. 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

50. The KIUT shall use the following strategies to address the issues related to quality monitoring and evaluation:

a) To establish functioning quality assurance committees in each implementing unit;

b) To implement a regular system of internal monitoring and evaluation whose reports shall be submitted to the office of the DQA for further action;

c) To facilitate external evaluation of programmes and service centres;

d) DQA to undertake regular reporting (monthly) of the state of quality to the VC by the Director of Quality Assurance; and

e) To subject monitoring and evaluation reports to extensive discussions by stakeholders and determine subsequent courses of action.

CHAPTER FOUR

4.0 ADMINISTRATIVE STRUCTURE

4.1 Position and Role of the Quality Assurance Directorate

51. 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 KIUT administrative structure as shown in the organogram (Figure 1).
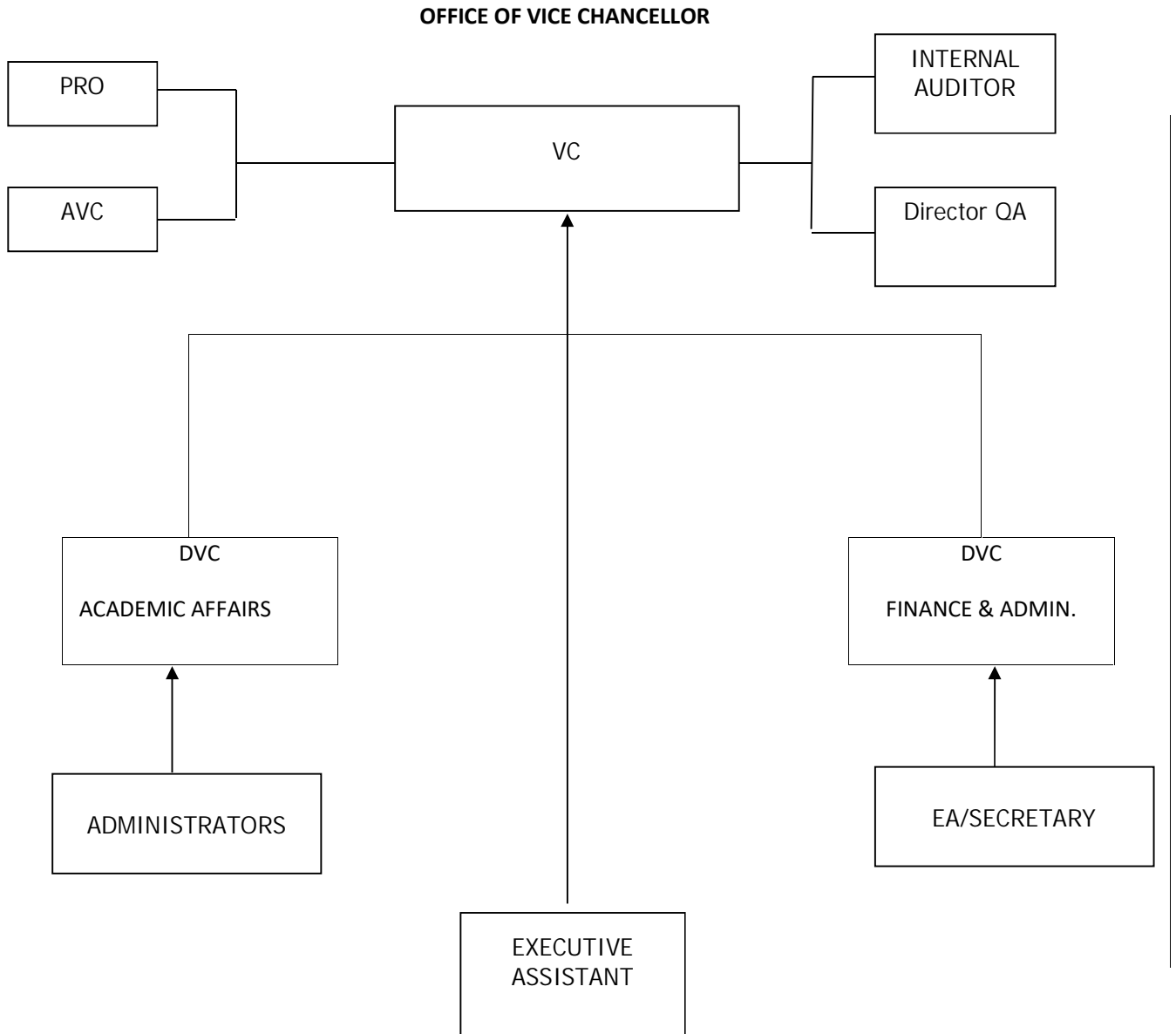
OFFICE OF VICE CHANCELLOR

Figure 1: Position of QA within KIUT Administrative Structure

52. 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

53. 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 of 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)

54. The Directorate shall be headed by a Director. The appointment of the Coordinator shall be in accordance to 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

55. 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 KIUT 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 KIUT 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

56. Quality Assurance at KIUT 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

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

a)   Chairperson of the Committee shall be the Vice Chancellor;

b) Deputy Vice Chancellors;

c) Academic Registrar;

d) Dean of Faculties;

e) Heads of Department;

f) Directors of Library, ICT, Estates; PGSR

g) One representative from KIUTSO;

h) The Director of QA, who shall be the secretary.

Functions of the Quality Assurance Committee

58. 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.

59. The University QA Committee shall report their matters to the University Senate through the University Management Committee.

4.4.4 Faculty/School/Institute/Department/Unit-based Committees

Committee membership

60. There shall be a Faculty/ Directorate/ School/ Institute

61. 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/ Schools / 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 College/ School / Institute/ Directorate levels

62. The functions of the College/ 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.

63. The College/School/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

64. 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

65. 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 in practice;

h) Prepare self-assessment reports in readiness for unit and/or university-level 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.

66. 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

67. 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

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

    a)   Director 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 Quality Assurance;

    c)   One member KIUTSO;

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

    e)   One member from the representative Trade Union; and

Functions of administrative and services departmental quality assurance committees

69. 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.

70. 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

71. Departmental QACs will meet at least twice per semester, at the beginning and after the end-of-semester examinations.
72. The other QACs will meet at least four times per academic year.

CHAPTER FIVE

5.0 IMPLEMENTATION STRATEGIES

73. 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

74. 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

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

76. 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 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.

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

78. 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.

79. 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.

80. The verification shall be conducted by a committee of not less than three (3) persons, being two (2) identified by the DQA in consultation with the relevant DVC from within KIUT 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

81. The Director of QA shall prepare the ToRs and regularly arrange and coordinate external institutional audits and programme reviews within the fifth year since the last evaluation.

82. 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.

83. 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.

84. 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.

85. Institutional and programme reviews shall be centrally coordinated by the Director of QA which shall also monitor implementation of the resultant recommendations.

86. 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

87. 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.

88. Appropriate tools shall be designed by the DQA for use in the surveys of each category of clients to determine their level of satisfaction.

89. 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

90. 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 SEVEN

7.0 POLICY OPERATIONALIZATION, AMENDMENTS AND REVIEWS

7.1 Operationalization

91. 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.

7.2 Policy Amendments and Reviews

92. 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.

For and on behalf of the KIUT Council

Chairman of the Council

Date: 15th January 2019