



**University of Dar es Salaam**

**QUALITY ASSURANCE POLICY  
AND  
OPERATIONAL PROCEDURES**

**2<sup>nd</sup> Edition**

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## **PREFACE**

The developmental role any university plays cannot be underestimated. Basically, a university provides numerous services to its stakeholders comprising students, employers, sponsors, and parents, just to mention a few, whose expectations need fulfilment. A university, therefore, must ensure that it delivers services that conform to stakeholders' needs. Moreover, any university is responsible for other stakeholders such as regulatory authorities, funding bodies, governmental, and professional bodies. Furthermore, it discharges its responsibilities whilst considering the existing rivals or competitors. In fact, a competitive university, therefore, thrives to ensure that it meets the needs of its stakeholders.

Besides, funding bodies, sponsors, employers, and prospective students require assurance that they will get what they expect should they invest their time and resources in the university. More significantly, national, regional, and international regulatory bodies have set requirements for an internal quality assurance system for every accredited university. As such, a quality assurance system for an internal quality assurance in any university is mandatory. To comply with such requirements and meet stakeholders' needs, the University of Dar es Salaam (UDSM) in 2007 approved the first Quality Assurance Policy, and subsequently, established the Quality Assurance Bureau. In 2013, this Policy needed an immediate review in accordance with the University's guidelines.

Inevitably, in this globalisation era, changes have occurred in the higher education arena both nationally and internationally since the establishment of the first edition of the Quality Assurance Policy. These developments have resulted in the formulation of new policies, regulations, and guidelines at the institutional level, which are now operational. These include a System for the Admission of Students at all levels, a Research Policy, Consultancy Policy, and the Regulations and Guidelines for Postgraduate Programmes. At national and regional levels, the regulatory systems established the need for University Qualification Framework, which provides credit transfers for students moving from one university to another. The outgoing Quality Assurance Policy did not pay much attention to research and consultancy and support services but focused on teaching and learning processes.

To address these challenges, UDSM ought to review its Quality Assurance Policy. Thus, this current policy review broadens the spectrum for quality assurance to cover the core function areas of the University and accommodate the changes that have taken place since the inception of the outgoing Policy. Unlike the Policy it is superseding, the current Policy provides a comprehensive QAB organisational structure with attendant roles and functions of key players in addition to providing operational procedures for monitoring and evaluation of UDSM core functions. The following areas have been added in the second edition:

- (a). Co-ordination and management of quality assurance activities;
- (b). Monitoring, evaluation and reporting of the UDSM governance structure
- (c). Monitoring, evaluation and reporting of teaching and learning processes
- (d). Monitoring, evaluation and reporting of research, innovation and publication
- (e). Monitoring, evaluation and reporting of consultancy
- (f). Monitoring, evaluation and reporting of public and social services
- (g). Monitoring, evaluation and reporting on strategic collaboration, partnership and internationalisation

The implementation of this second edition of the Policy will successfully support the journey towards the realisation of the 2061 UDSM Vision and the UDSM Corporate Strategic Plan 2014 – 2023, and the dynamic national, regional and international priorities. In short, this edition has been designed scientifically to provide a dynamic and vibrant academic space for accommodating positive changes over the next five years.

**Prof. William A. L. Anangisye**

**Vice-Chancellor**



## ABBREVIATIONS

AU	African Union
CCE	Centre for Continuing Education
CE	Continuing Education
CPD	Continuous Professional Development
DPGS	Directorate of Postgraduate Studies
DPS	Directorate of Public Services
DQA	Director of Quality Assurance
DRP	Directorate of Research and Publications
DUS	Directorate of Undergraduate Studies
DVC	Deputy Vice-Chancellor
ICT	Information and Communication Technology
IT	Information Technology
LAN	Local Area Network
M&E	Monitoring and Evaluation
MoEC	Ministry of Education and Culture
MoU	Memorandum of Understanding
PT	Practical Training
QA	Quality Assurance
QAB	Quality Assurance Bureau
QATC	Quality Assurance Technical Committee
RIMS	Research Information Management System
TCU	Tanzania Commission for Universities
TP	Teaching Practice
UCB	University Consultant Bureau
UDIEC	University of Dar es Salaam Innovation and Entrepreneurship Centre
UDSM	University of Dar es Salaam
UHC	University Health Centre
URT	United Republic of Tanzania
UTLIP	University Teaching and Learning Improvement Programme
VC	Vice-Chancellor



## **1.0 INTRODUCTION**

The University of Dar es Salaam (UDSM) approved the Quality Assurance Policy, which established the Quality Assurance Bureau (QAB) in 2007 as an integral organ. Before then, quality assurance in the teaching and learning processes at the University of Dar es Salaam was done by the University Teaching and Learning Improvement Programme (UTLIP) using guidelines adopted from the University of London. The functions of UTLIP were integrated into the Centre for Continuing Education (CCE) in 2002 to widen the scope of quality assurance activities at the institutional level. At the national level, the establishment of the quality assurance (QA) system came into force after the Universities Act (2005). The Act established the Tanzania Commission for Universities (TCU) to register and regulate quality functions of universities in Tanzania following the establishment of the Higher Education Policy (Ministry of Education and Culture [MoEC], 1999). The Higher Education Policy liberalised higher education and training in the country, and called on stakeholders to scrutinise education training processes and outcomes.

In this regard, UDSM established QAB to serve as an internal instrument for ensuring that the University remains highly competitive in following best practices and standards based on its mission and objectives as well as stakeholders' needs and aspirations/demands. Thus, QAB mandates included a constant monitoring and evaluation of quality of inputs, processes and outputs of the core activities of the University (i.e., teaching and learning, research and consultancy and support services). The Bureau also supports strategic initiatives aimed to enhance quality and relevance of UDSM academic and administrative activities in addition to cultivating the adoption of QA culture in all University activities, including capacity-building.

Since the inception of QAB, UDSM has made significant strides, especially in monitoring and evaluation of the undergraduate and postgraduate teaching and learning. UDSM has also established several guidelines in staff performance assessment; admission procedures for undergraduate and postgraduate students; guidelines for internal and external examiners; as well as guidelines and format for University Examinations. UDSM also has guidelines for establishing research centres, staff code of conduct and consultancy policy. While these guidelines and policies are in place, QAB was not conducting its activities in

the respective policy areas. Therefore, internal system and mechanisms must be in place to monitor and evaluate its performance regularly in all policy areas.

As the QA Policy has been in operation for more than 13 years and that many changes have taken place in teaching and learning, research and public services, there was a pressing need to review it to cope with the current national, regional and global trends. Moreover, the new Policy will strive to mainstream quality assurance in all UDSM activities in addition to teaching and learning. This second edition has accommodated tools for quality assurance operationalisation in research, publications, consultancy, continuing education, outreach services and other support services. In fact, UDSM through the Deputy Vice-Chancellor (Research) appointed a Team to formulate a second edition of the Quality Assurance Policy to guide different UDSM stakeholders in the monitoring and evaluation of the core activities of the University.

The resultant second edition of the QA Policy will, therefore, guide QAB to realise the University 2061 Vision (UDSM, 2014a) through the UDSM Corporate Strategic Plan 2014-2023 (UDSM, 2014b) and UDSM Five-Year Rolling Strategic Plan 2020/2021-2024/25 (UDSM, 2019). Moreover, the new Policy is in line with TCU Handbook for Standards and Guidelines for University Education in Tanzania (TCU, 2019), Vision 2025 (Planning Commission, 1999), National Research Policy (URT, 2012), Sustainable Development Goals 2030 (UN, 2016) and IUCEA and AU initiatives.

## **2.0 RATIONALE, OBJECTIVES AND SCOPE OF THE QUALITY ASSURANCE POLICY**

### **2.1 Rationale and Justification**

For the last 13 years, UDSM has been implementing a monitoring and evaluation programme based on the QA Policy of 2007 through QAB. As stated in the introduction part, several regulations, guidelines and other policies were established after the QA Policy. In essence, these regulations, guidelines and policies were all aimed at introducing interventions to the observed gaps in the core activities of the University.

At present, there are a few most crucial factors that influence quality assurance, which need to be taken on board to address the challenges and realities of the 21<sup>st</sup> Century taking place at the institutional, national and international levels. The QA Policy of 2007 had neither operational procedures nor tools for quality assurance operationalisation of key QA activities. Apart from teaching and learning, the Policy had overlooked the intervention strategies for important UDSM activities such as research and publication, consultancy, continuing education, outreach services and administrative functions. The failure of the QA Policy to address operational procedures resulted in the inability of the UDSM Management to monitor and evaluate the institutional unmet demand pertaining to quality assurance interventions as well as subsequent intervention strategies.

QAB, as an apex body at UDSM, co-ordinates and monitors all quality assurance activities of the core functions and supporting activities of the University through colleges, schools and institutes. However, QAB as a unit concentrates on evaluating teaching and learning activities without involving the academic units. Ideally, QAB was supposed to facilitate creation of quality assurance units to simplify its coordination. In addition, QAB was supposed to formulate quality assurance performance and impact indicators for all core functions of the University in monitoring and evaluation.

## **2.2 Scope of QA Policy and Operational Procedures**

The QA Policy and Operational Procedures embrace, and of particular interest and relevance, the following:

- (a). All colleges, schools, institutes, academic/administrative departments and other institutional structures operating under the University
- (b). All staff, temporary and permanent, who are active in teaching and learning, research, consultancy, continuing education, outreach services, administrative services and provision of any form of support to the core functions of the University
- (c). All students of the University
- (d). All infrastructure, learning resources, governance/institutional set-up, information dissemination structures and social amenities belonging to the University

## **2.3 QAB Vision**

Embracing and instilling a quality culture in the UDSM community for the University to become a quality centre of intellectual wealth and excellence spearheading the quest for sustainable and inclusive development.

## **2.4 QAB Mission**

To ensure the promotion of high-quality culture in all University activities through excellent teaching and learning, research, innovation, knowledge exchange, and support services.

## **2.5 Purpose and Objectives of the Quality Assurance Policy**

The overall objective of this policy is to provide principles and guidelines to ensure relevant and appropriate quality in teaching and learning, research, consultancy, continuing education, innovations, outreach services and administrative services. In this Policy, QAB envisages to achieve the following specific objectives, which are to:

- (a). Safeguard and monitor the academic standards, quality of education and academic awards at the University;
- (b). Monitor, evaluate and report on the quality of research input, process, output and relevance.

- (c). Monitor and ensure that consultancy inputs, processes and outputs are of high quality and contribute towards supporting the realisation of University Vision and Mission;
- (d). Monitor and evaluate continuously to ensure that all programmes are of high standard and of continued relevance to graduate labour markets and the needs of the workforce in the country and beyond;
- (e). Monitor and improve quality of community service programmes offered by the University continually;
- (f). Develop and refine internal quality assurance and enhancement mechanisms that are appropriate across all services rendered to students and staff;
- (g). Devise mechanisms for monitoring, evaluation and reporting of the quantity and quality of ICT services at UDSM;
- (h). Develop and instil a culture of quality seeking and quality assurance among members of the University community;
- (i). Devise mechanisms for ensuring tracer studies are conducted for a specified period; and
- (j). Ensure acceptable quality standards in entrepreneurship and innovations are maintained.

3.0 ORGANISATIONAL FRAMEWORK

3.1 Organisational Set-up of the Quality Assurance Bureau in the University Structure

Based on the current University Organisational Structure, QAB shall be led by the Director, who reports directly to the Office of the Vice-Chancellor (VC) (Figure 3.1). QAB shall serve as the Secretariat to the VC on matters related to quality assurance. It will be responsible for monitoring and evaluation of the University’s core functions to ensure compliance with established regulations as well as meet national, regional and international standards.

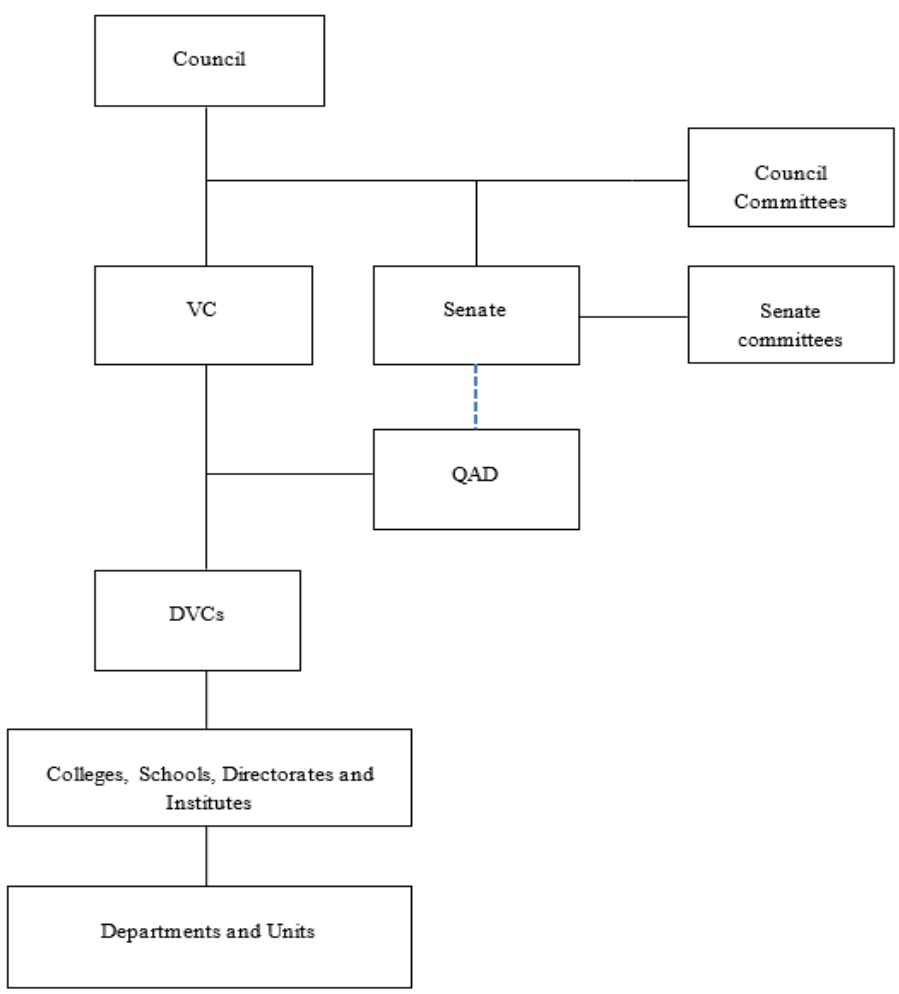
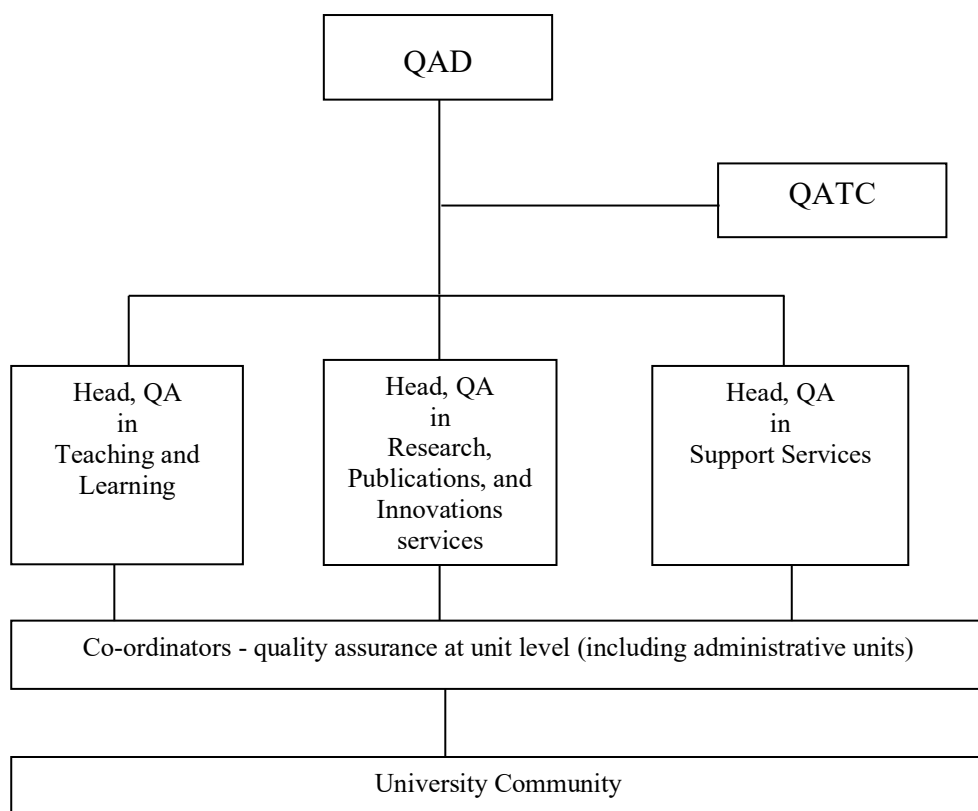


Figure 1: Position of QAB in the UDSM Organisational Structure



### **3.2 QAB Organisational Set-up and Functions**

The QAB organisational set-up is tailored to meet the planning needs of UDSM quality assurance standards. As such, the Bureau shall be headed by the Director of Quality Assurance (DQA), who shall be appointed by the Vice-Chancellor. The Bureau shall have three heads of departments: One responsible for QA in teaching and learning; one responsible for QA in research, publications and innovations; and one responsible for QA in support services. The Bureau shall have personnel and co-ordinators from University units, who will oversee the functionalities of teaching and learning, research, consultancy, public services and other administrative duties within their respective units. They shall also oversee the governance and administrative structures and service delivery. The VC through search procedures shall appoint the DQA and the three heads of departments. Co-ordinators shall be appointed by the heads of units. The constituent colleges shall have a mainstreaming setting that will reflect their structure in discharging their services and the quality assurance co-ordinators shall be the main focal point to QAB. The QAB Organisational Structure is as shown in Figure 3.2:



**Figure 2:** QAB Organisational Structure

### 3.3 QAB Roles and Functions

QAB shall be a University level organ, responsible for the overall management and co-ordination of quality assurance activities at UDSM. The functions of QAB shall be to:

- (a). Develop, strategize, promote and oversee the implementation of the Quality Assurance Policy and its functions within and outside the University;
- (b). Ensure that the set performance standards in all aspects of the University functions are appropriate and relevant;
- (c). Develop and update periodically general operational manuals, quality assurance tools, and internal procedures to guide University-level QA operations, as well as instruments for application in internal assessment and evaluations;

- (d). Monitor/implement quality assurance activities in all units as per set University standards;
- (e). Advise and guide the implementation units on the execution of QA activities;
- (f). Co-ordinate internal self-evaluation of quality assurance systems;
- (g). Analyse and evaluate all QA reports and identify issues arising from them for the attention of the management at the departmental/school/college and University levels;
- (h). Monitor the implementation of internal and external evaluation recommendations;
- (i). Synthesise topical QA matters in higher education (arising from debates and practices in the regional and global contexts) and update the University community and management accordingly;
- (j). Update the VC on the functioning of the UDSM QA System and on the overall quality status of the University;
- (k). Link UDSM with national, regional and international standards and professional bodies and agencies in QA matters;
- (l). Link UDSM with the industry on matters related to the quality assurance in its various functions of the University; and perform any other duties related to quality assurance as shall be determined by the Quality Assurance Technical Committee;
- (m). Prepare regular reports on the quality standards of the University's core functions; and
- (n). Monitor, evaluate and report on UDSM trends in global, regional and national rankings.

### **3.4 Qualifications and Roles of the Director of Quality Assurance**

The Director of Quality Assurance (DQA) shall be the Chief Executive Officer of QAB and shall be a Senior Lecturer or above with a PhD, and a member of academic staff with experience in higher education matters as well as experience in management. The Director shall, in that capacity:

- (a). Oversee the functions and responsibilities of QAB;
- (b). Be accountable to the VC;
- (c). Maintain a working contact with the Deputy Vice-Chancellors on QA matters touching their respective jurisdictions;

- (d). Forward to the VC matters requiring tabling at the Senate, and to Council committees;
- (e). Represent UDSM at the regional and international forums on higher education for QA matters;
- (f). Update UDSM continuously on new global developments in QA matters for higher education institutions; and
- (g). Be ex-officio member and a technical advisor on QA matters deliberated in the UDSM Senate and Senate Committees, PFC and other meetings of the Council committees.

### **3.5 Qualifications and Roles of Heads**

The three heads shall assist DQA in the day-to-day activities and responsibilities. The heads shall be holders of PhD with working experience in higher education matters and management. Their tasks shall, among other things, include:

- (a). Initiating action plans and carrying out activities falling under their respective departments;
- (b). Working hand-in-hand with respective units' heads on QA matters falling under their respective departments;
- (c). Carrying out all duties assigned to them from time to time by DQA; and
- (d). Acting for DQA whenever the need arises.

### **3.6 Quality Assurance Technical Committee**

The Quality Assurance Technical Committee (QATC) shall be chaired by DQA and shall be called twice a semester to deliberate on and devise mechanisms of the conduct and implementation of various QA matters. QATC shall be important in implementing QA matters at their units and it will consist of all QA coordinators from schools/colleges/institutes. Two student representatives from DARUSO who are responsible for academic affairs from postgraduate and undergraduate studies will also be part of this Committee.

## **4.0 POLICY ISSUES, OBJECTIVES, STATEMENTS AND STRATEGIES**

### **4.1 Introduction**

In the light of the Vision and Mission presented above and the decision to review the University's Quality Assurance Policy and associated Operational Procedures, the following (seven) focal areas of Policy were identified for articulation:

- (a). Co-ordination and management of quality assurance activities;
- (b). Monitoring, evaluation and reporting of the UDSM governance structure;
- (c). Monitoring, evaluation and reporting of teaching and learning processes;
- (d). Monitoring, evaluation and reporting of research, innovation and publication;
- (e). Monitoring, evaluation and reporting of consultancy;
- (f). Monitoring, evaluation and reporting of public and social services; and
- (g). Monitoring, evaluation and reporting on strategic collaboration, partnership and internationalisation.

In the context of these areas of concern - challenges have been identified hereunder, policy issues and objectives formulated, policy statements articulated and strategies specified to address the same.

### **4.2 Co-ordination and Management of Quality Assurance Activities**

#### **(a). Policy Issues**

Several positive roles associated with QAB since its inception in 2007 include: (i) developing instruments for assessing teaching and learning processes; (ii) conducting institutional self-assessment; (iii) monitoring compliance with the guidelines for internal and external examiners; (iv) monitoring compliance with the standard format for setting up University Examinations; (v) establishing QA teams and QA Co-ordinators at unit levels; and (vi) monitoring practical training and teaching practice.

Yet, QAB falls short of an efficient and effective structure for communication with other units within the University (i.e. colleges, institutes, schools and other units). In this regard, QAB considers itself as a coordinating body, and the units as its strategic centres for managing implementation of quality assurance activities. The relationship between QAB and units or departments needs to be based on the UDSM concept of co-ordinated decentralisation. There is a shortage of staff to support its routine activities, including other QAB functions such as internal and external marketing, capacity building, as well as monitoring of research, consultancy, public and social services. In this case, there are no guidelines on how to assess QAB with a view to ensure quality delivery of its services to UDSM units.

In addition, there are no guidelines for performance indicators on how QAB could assess units such as the University Consulting Bureau (UCB), the UDSM Innovation and Entrepreneurship Centre (UDIEC), Directorate of Public Services (DPS) and Directorate of Social Services (DSS).

#### **(b). Policy Objectives**

- i) Adopting and adapting a University-wide monitoring and evaluation performance in all units;
- ii) Establishing an adequate human and physical resource and outlay of facilities for activities at QAB; and
- iii) Facilitating, sharing and exchanging of quality assurance information between QAB and other UDSM units.

#### **(c). Policy Statements**

The University shall:

- i) Ensure there exist performance monitoring, evaluation and reporting of all service delivery from UDSM units;
- ii) Devise mechanisms for acquiring adequate resources and facilities for activities at QAB;
- iii) Develop mechanisms to monitor and evaluate the design and implementation of trainings that enhance quality assurance by the units; and
- iv) Strengthen the system of communication between QAB and other units to share issues/inputs and respective feedbacks.

#### **(d). Strategies**

- i) Developing guidelines for monitoring and evaluation of all activities from all UDSM units;
- ii) Strengthening resources capacity for handling routine matters and bureau development; and
- iii) Developing guidelines, procedures, regulations and tools for a system of communication between QAB and other UDSM units to share issues and respective feedbacks.

### **4.3 Sound Governance and Administrative Structure**

#### **(a). Policy Issues**

Governance and administrative structures are crucial in higher learning institutions. UDSM has a stable governance structure, which is well-stipulated in the University Charter, as per the Universities Act 2005. The Charter mandates the University to run its core activities of teaching, research and offering consultancy services.

The Governance plays a significant role in leveraging quality assurance activities, as it is central in supporting and implementing various key operations. As a government institution, UDSM is guided by various national policies and subscribes to international policies and regulations, which among others, regulate the way it offers its services. There is a call for increased accountability of the University staff to create the need for robust and efficient governance and administrative systems. Universities are under pressure to ensure that they deliver to the national development. The monopoly role as the only source of knowledge creation has changed and competition with various players both public and private exists nationally, regionally, and internationally.

Furthermore, government funding to the public universities has been decreasing, forcing the University to look for new funding sources by investing in its diligent resources, research and consultancy as well as designing more appealing academic programmes. Thus, proper governance and administrative systems are the backbone of quality assurance in University services. UDSM, like many learning institutions, has internal policies for ensuring the provision and institutionalisation of diverse services from colleges, institutes, schools, bureaus and other units. Inadequate governance and administrative mechanisms

within UDSM units have posed various challenges in fund management, innovation and efficient delivery of services. There is a need to ensure participatory, democratic and transparent governance and administrative structures that promote autonomous behaviour among University units.

**(b). Policy Objectives**

- i) Monitoring and evaluation to ensure proper governance within the units;
- ii) Monitoring and evaluation to ensure accountability and transparency within units and among staff members;
- iii) Assessing to ensure participatory decision-making and gender equity and balance; and
- iv) Ensuring that a mechanism of getting feedback/opinions from internal or external customers is established.

**(c). Policy Statements**

The University shall:

- i) Ensure the existence of guidelines for governance and management of the University resources;
- ii) Ensure the assessment of governance and administrative processes within the University decision making units;
- iii) Facilitate accountability and transparency among staff;
- iv) Ensure participatory decision-making and gender sensitiveness and inclusiveness; and
- v) Ensure periodical collection of opinions from various stakeholders on the understanding and functioning of the University.

**(d). Strategies**

- i) Developing guidelines and procedures for monitoring and evaluation of governance and management of the University resources;
- ii) Developing/improving guidelines and indicators for the assessment of governance and administrative processes within the University decision-making units;
- iii) Devising mechanisms for a fair and valid appraisal of accountability and transparency among staff;



- iv) Monitoring, evaluation and reporting of participatory decision-making as well as gender sensitiveness and inclusiveness; and
- v) Devising a mechanism of collecting opinions from various stakeholders on the understanding and functioning of the University.

## **4.4 Teaching and Learning**

### **(a). Policy Issues**

QAB has been overseeing, monitoring, and evaluating the quality of teaching and learning processes. Among the few positive QAB contributions include the use of QA teams in assessment of teaching and learning processes; use of internal and external examiners for providing comments on the content of the courses and University Examinations; use of QA officers for monitoring the invigilation of the University Examinations; and assessment of teaching and learning environment. Although QAB has contributed positively to the improvement of the teaching and learning processes, there are several hitches associated with QAB performance and these include, concentrating only on monitoring of teaching and learning processes and overseeing invigilation of University Examinations while playing a minimal role in monitoring the supervision of other assignments/tests administered throughout a given semester; and using junior staff to assess teaching and learning processes.

### **(b). Policy Objectives**

- i) Monitoring to ensure that applicants into various academic programmes and admitted students at UDSM meet the set entry requirements for each programme;
- ii) Monitoring to ensure that academic programmes are developed and/or reviewed in accordance with the University's, national and international established standards and procedures;
- iii) Monitoring to ensure the quantity and quality, retention mechanisms, professionalism and productivity of staff;
- iv) Monitoring to ensure standards of teaching and learning processes;
- v) Engaging experienced staff in the conduct of monitoring and evaluation of teaching and learning processes;
- vi) Setting up a mechanism for monitoring and evaluation of the teaching and learning facilities;

- vii) Monitoring, evaluation and reporting on the integration of ICT in teaching and learning, including the use of online, e- and m-learning technologies/platforms;
- viii) Monitoring, evaluation and reporting on the use of external examiners in undergraduate and postgraduate examinations;
- ix) Monitoring, evaluation and reporting on the involvement of stakeholders, professional bodies, alumni and employers in the development/review of programmes (i.e., regular tracer studies conducted as specified by the Office of the DVC Academic); and
- x) Monitoring, evaluation and reporting on the quality of practical training, teaching practice/experiential learning to ensure that they are enhanced and rationalised and in line with best practices nationally and internationally.

### **(c). Policy Statements**

To ensure teaching and learning is of the quality recognisable and trusted within and outside the country, UDSM shall:

- i) Devise a mechanism and system that will ensure applicant into various academic programmes and admitted students at UDSM meet the set entry requirements for each programme;
- ii) Monitor, evaluate, and report on the quantity and quality, retention mechanisms, professionalism and productivity of staff;
- iii) Develop a system for tracking and that will be a custodian of all developed/reviewed and approved academic programmes at UDSM;
- iv) Set up a system for ensuring that teaching and learning processes in each Semester commence and end as scheduled in the almanac;
- v) Monitor, evaluate, and report on the quality of Continuous Professional Development Programmes (CPDP) including capacity building, mentorship, and induction programmes for staff;
- vi) Monitor, evaluate, and report on the quantity and quality of teaching and learning environment (facilities, equipment and infrastructure); and
- vii) Monitor, evaluate, and report on the conduct of postgraduate students' supervision.

#### **(d). Strategies**

- i) Ensure the application in various academic programmes and admitted students at UDSM meet the set entry requirements for each programme;
- ii) Ensure academic programmes are developed and/or reviewed in accordance with the University's, national and international established standards and procedures;
- iii) Empower heads of departments and units and QA co-ordinators or officers monitor teaching and learning processes in their units;
- iv) Put in place a mechanism aimed to ensure adherence to the standard teacher-student ratio;
- v) Devise a mechanism that will ensure regular review of the curriculum that will cope with the ever-changing world;
- vi) Ensure availability of adequate space and facilities for teaching and learning; and
- vii) Develop tools for monitoring and evaluation of CPDP.

### **4.4 Research and Publication**

#### **(a). Policy Issues**

The University has a clear Research Policy and Operational Procedures that were established in 2008. The Policy was reviewed in 2015 to guide stakeholders on effective and efficient resource utilization. Furthermore, the Policy aimed at strengthening the University's research capability and capacity at present. Worldwide, there is an increasing interest in research to develop external quality assurance mechanisms, which integrate with the existing (and in many cases long-established) internal mechanisms of universities and research institutions. Quality assurance systems are also necessary tools for assuring funding agencies have in place systems that guarantee quality research outputs. In addition, the world is rapidly embracing information and communication technology (ICT) for the storage, computing and retrieval of information. In this regard, UDSM has established a research repository, Research Information Management System (RIMS) and a website. All these investments need effective monitoring and evaluation for quality performance of research and publication.

Consequently, there is a need to adopt and adapt a University-wide checklist of performance indicators to bring about increased competitiveness in the institutional, national and global market situations. Recently, the University has put in place a Research Agenda aimed to enhance research performance within a clear University framework in a bid to address major needs and aspirations of individuals, society, nation and beyond.

Besides, there have not been institutionalised internal and external mechanisms for monitoring and evaluation of research and publication to ensure verifiable inputs, process and outputs of research. Doing so will include the assessment of online platforms and resources, physical facilities, human resources, linkages between University and industry and the level of research uptake by the industry. Other indicators include expenditure on emerging and innovative technologies; sharing of industry in research and development activities; venturing into capital invested in science and technology production projects; quantifying publications and patents; and quantity of spin of companies.

Research performance is measured in terms of academic output, human capital output, funding diversification and commercialisation. The academic output considers books, journals and conference publications as key indicators. In terms of human capital output, the key assumption is that any research should aim at producing human capital in a specific area of specialisation. Thus, human capital is measured by determining a number of graduating master's and PhDs students and a number of trainees departing into the industry as the first destination.

In terms of funding diversification, the performance is assessed by the participation of the research group in various national, regional and international initiatives, co-ordination in various national and regional initiatives, and research grants received from various sources. Indeed, commercialisation is one of the major performance criteria measured by a number of spin-off companies formed, as well as a number of licence agreements formed between the University and one or more commercial undertaking.

### **(b). Policy Objectives**

- i) Developing a mechanism of assessing the quantity and quality of research inputs and outputs at individual, department, college/school/institute, and University levels;
- ii) Ensuring the research outputs are frequently updated in the UDSM research repository;
- iii) Monitoring the general database for storing postgraduate dissertations and theses retrievable by the public;
- iv) Monitoring rewarding mechanisms for best University scholars;
- v) Developing an instrument that ensures all departments receive equal opportunities of subscriptions to international journals;
- vi) Devising mechanisms for monitoring, evaluation and reporting of journal's international indexing, staff visibility, as well as units and University ranking in international renown ranking organisations;
- vii) Monitoring and evaluation of innovations; and
- viii) Devising mechanisms for monitoring, evaluation and reporting on the quantity and quality of ICT equipment and facilities, availability, strength and reliability of the internet, and the quality of UDSM websites.

### **(c). Policy Statements**

The University shall:

- i) Set up a system to ensure the existence of evaluation tools for inputs, progress and outputs of research works;
- ii) Ensure the availability of a database for research activities from units including funding and staff members engaged;
- iii) Ensure the availability of evaluation tools for ICT infrastructure related to research inputs and outputs;
- iv) Ensure the availability of evaluation tools for resources related to research inputs and outputs;
- v) Ensure the existence of a tool for evaluating journals owned by UDSM;
- vi) Ensure the existence of a tool for evaluating publications such as journals and books where members of staff publish research results;

- vii) Ensure the existence of a tool for evaluating staff's visibility, journals' indexing and units as well as UDSM ranking;
- viii) Ensure the existence of a tool for evaluating ICT equipment and facilities based on acceptable standards;
- ix) Ensure the existence of a tool for evaluating the integration of ICT in teaching and learning, in research, publications, innovations, and consultancy; and
- x) Ensure the existence of a tool for evaluating usability (usefulness, ease of use, entertainment, and complimentary relationship) of the UDSM website(s).

#### **(d). Strategies**

- i) Ensuring training is conducted for both senior and junior staff to improve research proposal development and maintain a quality of research inputs and outputs at individual, department, college/school/institute, and University levels;
- ii) Mapping the available physical and human resources with emphasis on seniority mix;
- iii) Ensuring the existence of tools to monitor activities in promoting and supporting regular research meetings to share and disseminate research findings;
- iv) Developing evaluation tools for ICT infrastructure related to research inputs and outputs;
- v) Developing evaluation tools for resources related to research inputs and outputs; and
- vi) Ensuring the existence of a tool for evaluating publications such as journals, books where members of staff publish their research results.

### **4.6 Consultancy and Outreach Services**

#### **(a). Policy Issues**

The University of Dar es Salaam has a Consultancy Policy and Operational Procedures (2015) aimed at regulating consultancy activities. Notably, consultancy requires a sound ethical framework and strong scientific merit in terms of justification/rationale for conducting it in addition to soundness and clarity of the objectives and methodologies employed. Even though some

consultancy firms outside the University have institutional mechanisms for proper vetting of the consultancy proposals and protocols, the practices were not strictly adhered to at UDSM, hence resulting in inferior quality of some consultancy products which in turn render to losing some clients.

Although the University Consultancy Bureau (UCB) is mandated to monitor consultancy activities at the University, it has been facing difficulties in getting the necessary information from the consultancy units. In this regard, QAB needs to adopt and adapt a University-wide checklist of performance indicators to ensure quantifiable inputs and outputs of consultancy and ascertain how it addresses issues relevant to national and societal needs. This aspect can only be attained by developing assessment tools for consultancy activities carried out at the University, including quality consultancy proposals and reports, seniority mix of the staff conducting consultancy, capacity-building among the staff, especially junior staff. Other indicators include funds generated through consultancy and the staff engaged in consultancy activities.

#### **(b). Policy Objectives**

- i) Ensuring consultancies conducted by University units meet quality standards;
- ii) Ensuring sharing of information between consultancy units and QAB;
- iii) Ensuring consultancies conducted by the University involve capacity-building, gender equity, students and people with special needs, if any and
- iv) Ensuring value-addition in relation to consultancies and the output publications, consultancy reports, etc.

#### **(c). Policy Statements**

The University shall:

- i) Improve an online database for consultancy activities from units including funding, staff members engaged and seniority mix of staff;
- ii) Set up a system to ensure quality consultancy jobs;
- iii) Develop and implement capacity building programmes for short, medium and long terms; and

- iv) Promote capacity of the Consultancy Bureau in attracting consultancies.

#### **(d). Strategies**

- i) Mapping of the resources available such as funding, staff engaged and seniority mix;
- ii) Ensuring consultancy skills training are offered to junior staff, people with special needs and other staff who lack consulting skills;
- iii) Ensuring regular consultancy meetings to share and disseminate consultancy information in place;
- iv) Ensuring development and implementation of institutional mechanism for proper vetting of consultancy proposals and reporting;
- v) Ensuring the establishment of a mechanism to bind individuals and units to provide consultancy information;
- vi) Adopting and adapting checklists of quantitative and qualitative performance indicators aimed at ensuring quality inputs, processes and outputs of consultancies;
- vii) Devising a mechanism for identifying, registering and tracking the UDSM staff's engagement in consultancies;
- viii) Improving the mechanism for participatory, consultant-friendly setting of consultancy fees, as well as consultancy fee distribution and use;
- ix) Ensuring inclusion of junior staff and students in consultancy activities by considering gender balance; and
- x) Ensuring the development of monitoring and evaluation tools for consultancy infrastructure and resources related to research inputs and outputs.

### **4.7 Public and Social Services**

#### **(a). Policy Issues**

It is now more than 50 years since the establishment of the University of Dar es Salaam. The infrastructure and facilities were meant to serve the student and staff population at that time. Infrastructure and facilities were excellent and matched with students' body and staff population. The students' body and staff population have been increasing over time to the extent of reaching what others



are referring to as massification of higher education. The University has been doing whatever was necessary to improve and expand infrastructure and facilities for the smooth implementation of its core functions. However, with the increased number of students and staff over the years, the University has been constrained by staff offices and other necessary welfare space such as staff apartments as well as student hostels. Hostels at UDSM are quantitatively too inadequate. Also, the hygiene of the cafeteria and restaurants needs continual monitoring, evaluation and reporting. Taking the number of students compared to the speed of infrastructural development reveals that the number of toilets is not enough. Moreover, the utilities (water and electricity) remain largely unstable and unpredictable.

Furthermore, the University Health Centre (UHC) has insufficient space and staffing both in numbers and qualifications. There also exist problems regarding the availability of medicines due to cumbersome procurement procedures, which in return resulted in increased customer complaints. Besides, the UHC lacked a system for ensuring customer complaints reached the University Management. Additionally, the facilities for sports and games were too few to cater for the substantial numbers of staff and students. In fact, poor administration of these facilities coupled with understaffing contributed to their rapid deterioration in quality.

#### **(b). Policy Objectives**

- i) Overseeing the existence of adequate resources including human resource, physical facilities for staff and students' welfare;
- ii) Establishing a mechanism for collecting complaints and other suggestions for the improvement of services provided by the University units;
- iii) Providing guidelines for mainstreaming the University quality assurance operations in non-academic units;
- iv) Providing mechanism and tools for periodic and routine monitoring and evaluation of the buildings and infrastructure;
- v) Devising mechanism for monitoring, evaluation, reporting and giving feedbacks on the provision of health services at UHC in terms of inputs, processes, outputs and outcomes;
- vi) Providing guidelines for monitoring, evaluation and reporting on existence of reception desks and customer care services at UHC; and

- vii) Devising a mechanism for monitoring, evaluation and reporting on the quality of public and social services.

### **(c). Policy Statements**

The University shall:

- i) Set a mechanism to ensure that physical facilities for staff and students' welfare are adequate and kept to established standards;
- ii) Establish the gap between available resources and the standard requirements;
- iii) Ensure the existence of tools for monitoring, evaluation, reporting and follow-up on provision of staff welfare;
- iv) Provide mechanism and tools for monitoring and reporting on routinized maintenance and repair of staff houses, hostels, cafeteria, sports facilities and toilets;
- v) Devise a mechanism for monitoring, evaluation and reporting on provision of utilities;
- vi) Provide guidelines for monitoring, evaluation, reporting on the existence of reception desks and follow-up delivery of customer care services and handling of customer complaints;
- vii) Develop a tool for the monitoring, evaluation, reporting and follow-up of public services including signage, scriptures, response to the public and other aspect that fall under the public domain; and
- viii) Develop performance indicators for monitoring, evaluation, reporting and follow-up of all units concerned with social services including University Health Centre, University Auxiliary Police, counselling services, sports services, and any other unit that offers social services.

### **(d). Strategies**

- i) Inculcate a culture of repair and maintenance of available facilities;
- ii) Develop tools for monitoring, evaluation, reporting and follow-up on provision of staff welfare;
- iii) Oversee and provide guidelines, mechanism and tools for monitoring, evaluation, reporting and follow-up on routinized maintenance and repair of staff houses, hostels, cafeteria, sports facilities and toilets;

- iv) Devise a mechanism to ensure proper hygiene in units such as hospitals, swimming pools, and cafeteria;
- v) Ensure the availability of adequate inputs such as medicines in hospitals, sports gears, and stationeries;
- vi) Sensitise and encourage staff and students to shoulder their responsibilities and ensure accountability in public and social services;
- vii) Devise a mechanism for evaluation and reporting on provision of utilities (water and electricity), delivery of customer care services and handling of customer complaints; and
- viii) Develop a monitoring tool for follow-up of public services including signage, scriptures, response to the public, and other aspects that fall under the public domain and for all units offering social services.

## **4.8 Strategic Collaboration and Partnership**

### **(a). Policy Issues**

Since its establishment, the University of Dar es Salaam has been fostering collaboration between its Colleges/Schools/Institutes and the Government, development partners, private sector and other stakeholders at national, regional and international levels. Despite such efforts, there has not been established framework for assessing and evaluating the cooperation and/or partnerships in core activities. As a result, the University has missed critical opportunities, such as capacity-building in terms of human resources and facilities; marketing and use of human resources; and transfer of knowledge and technology nationally and internationally. There was also inadequate move to monitor networks with consultants and researchers, especially in contracted research with the diaspora to harness their expertise and experience as inputs for national development. In addition, the University's engagement with the alumni association and networks to capture their input to quality assurance matters and process has been partially harnessed.

### **(b). Policy Objectives**

- i) Assessing the active engagement and collaboration between the University units, the Government, local and foreign development partners, and diaspora, including the previous donors;

- ii) Evaluating the extent of collaboration between the University and other regional and international co-ordinating bodies; and
- iii) Monitoring the contribution of alumni association in matters related to quality assurance on periodic basis.

**(c). Policy Statements**

- i) Promoting linkages, collaborative partnerships and working relationships between University units and the government, diaspora, alumni, local as well as foreign donors including previous donors;
- ii) Establishing and strengthening collaboration between QAB and other institutional, national, regional and international quality assurance coordinating bodies;
- iii) Assessing the promotion of linkages, collaborative partnerships and working relationships between Colleges/Schools/Institutes, the Government, local and foreign development partners, including the diaspora; and
- iv) Evaluating the extent of collaboration between University and other regional and international coordinating bodies.

**(d). Strategies**

- i) Ensuring the development of a database for institutional, national and international collaborations;
- ii) Establishing and/or strengthening the relationship between QAB and other institutions
- iii) Developing a database and a tool for monitoring University-industry linkages;
- iv) Putting in place tools for assessing working relationships with these institutions as well as others through memoranda of understanding for collaborative ventures in areas of mutual interest and/or advantage; and
- v) Establishing mechanisms for evaluating collaborative teaching and learning programmes, and contracted research activities, collaborative consultancy, public and social activities (medical and health, guidance and counselling, security, sports and games).

## **5.0 OPERATIONAL PROCEDURES FOR MONITORING AND EVALUATION OF QUALITY ASSURANCE ACTIVITIES**

### **5.1 Co-ordination and Management of Quality Assurance Activities**

- a) Development of tools for all services delivery at UDSM
- b) Monitoring and evaluation of all services delivered at UDSM
- c) Timely release of reports on the quality of all services delivered at UDSM
- d) Receive, compile and work on the feedback from units on the quality of all services delivered at UDSM
- e) Timely activity-based budgeting and implementation, and mobilisation of resources for the realisation of QAB Mission and Vision
- f) Establishment of a database for training conducted by units that enhance quality assurance
- g) Monitoring, evaluation and reporting on training that enhances quality assurance
- h) Establishment of an online portal for strengthening the system of communication between QAB and the units to share issues/inputs and respective feedback
- i) Provision and conducting of regular meetings for strengthening the system of communication between QAB and units to share issues/inputs and respective feedbacks
- j) Participation of QAB in all Senate Committees and Senate as well as selected UDSM Council Meetings
- k) Preparation of a realistic and practical human resource succession plans

#### **5.1.2 Tools for Monitoring and Evaluation of the Co-ordination and Management of Quality Assurance Activities**

The tools shall assess aspects such as attendance, appointment and transfer letters, staff registry, office inventory, physical presence, training programmes, training evaluation reports, content of the programmes, and database for quality assurance activities.

## **5.2 Sound Governance and Administrative Structure**

### **5.2.1 Procedures**

- a) The University shall conduct institutional self-assessment to determine whether it operates within its established mandate and fully adheres to as well as making best use of its autonomy as per the University Charter.
- b) The University shall assess, set and evaluate governance mechanisms and systems which are within its administrative powers to ensure that they are properly defined, executed and adhered to through participatory, democratic and transparent processes with gender equality.
- c) The University shall set, abide by and/or subscribe to national, regional and international standards for the administration process in governance and management of its resources to ensure that it sustains its key functions of teaching and learning, research and consultancy.

### **5.2.2 Tools for Monitoring and Evaluation**

The tools shall assess all monitoring and evaluation aspects related to the functioning of the University, such as teaching and learning, research, innovation and publication, consultancy and outreach services.

The units shall produce the following for evaluation:

- a) Quarterly/semesterly/annually reports for the UDSM core functions, such as teaching, research, consultancy, public and social services, etc.
- b) Quarterly reports of meetings conducted by referring to the departmental/unit schedule as informed by the University guidelines, regulations and almanac.
- c) Log books for records of day-to-day use and maintenance of various facilities such as motor-vehicles, laboratory equipment, machinery, etc.

## **5.3 Teaching and Learning Process**

### **5.3.1 Guidelines and Procedures for Monitoring Teaching and Learning**

- a) The teaching and learning processes shall be monitored at least once per semester.
- b) Monitoring of teaching and learning for the first two weeks of each semester shall be mandatory.
- c) The DVC responsible for teaching and learning shall make cause for monitoring teaching and learning.
- d) The head of department or representative or appointee shall monitor the teaching and learning processes.
- e) A report on teaching load allocation for all courses shall be submitted to QAB.
- f) A system should be in place for conducting continuous assessment.
- g) A system should be in place for managing examinations.
- h) Units should submit bi-annual reports on teaching and learning processes.

### **5.3.2 Monitoring of University Examinations**

- a) QAB in collaboration with QA co-ordinators at colleges/schools/institutes shall monitor all University Examinations.
- b) DQA shall appoint QA officers to monitor University Examinations.
- c) The appointed QA officers at the University level shall have a special ID for that purpose provided by the DQA, and returned after completion of the exercise at that particular semester examinations.
- d) Units shall set a system for:
  - i) Establishing a list of teaching load allocation for all courses;
  - ii) Conducting continuous assessment; and
  - iii) Management of examinations.

### **5.3.3 Monitoring of University TP/PT**

- a) QAB shall form a team of senior staff to monitor the conduct of PT/TP in the regions.
- b) The units shall produce the following for evaluation:
  - i) Annual report on the presence of a succession plan. The plan should provide information on the current and future needs in both human resources and skills.
  - ii) Course plans and data on the instructors' and students' course evaluation by instructors and technical staff such as workshop training instructors, laboratory scientists, and technicians (biannually).
  - iii) Report on a number of professional courses conducted, feedback from clients on a course delivered, customer complaints (if any).

### **5.3.4 Curriculum Development and Review**

- a) There shall be a committee for curriculum development and review in each academic unit/department.
- b) The head of unit/department shall appoint a committee to develop or review academic programmes.
- c) Before appointing a team, the head of unit/department shall present a proposal for developing a new programme to the senate technical committee relevant to the programme.
- d) Heads of units/departments shall ensure that all programmes are reviewed as stipulated in the curriculum document.
- e) Heads of units/departments shall keep hardcopies of approved curriculum for all the programmes in the units/departments.

### **5.3.5 Students' Admission and Registration**

Heads of units/departments shall keep a register of students applied, admitted, registered, enrolled and drop-outs for every academic year.

### **5.3.6 Teaching and Assessment of Students**

- a) Heads of departments shall ensure a balanced teaching load allocation that considers postgraduate supervision, administrative roles and area of specialisation.



- b) Heads of departments shall prepare teaching load allocation report for every academic year.
- c) Heads of departments shall conduct students' course evaluation for every course taught in every semester.
- d) Heads of departments shall conduct instructors' course evaluation for every course taught by the instructor.
- e) Instructors shall highlight areas of weaknesses in courses, which shall be considered during curriculum review.
- f) QAB shall monitor and evaluate all University Examinations.
- g) QAB shall monitor and evaluate teaching and learning environment.
- h) Heads of departments shall monitor every practical teaching/training conducted by the students and submit a report to QAB.
- i) QAB shall analyse the Independent Internal Examiners' and External Examiners' reports and response by the respective departments/units and accordingly advise the University Management for any necessary interventions.
- j) QAB shall analyse all monitoring and evaluation reports and submit a recommendation to the Management at the unit and University level on issues needing attention.
- k) QAB shall follow up the implementation of the recommendations provided in (j) above and any other recommendations arising from any of the reports, and issue a statement on whether the implementation is sufficient or not.
- l) Heads of departments shall monitor the conduct of postgraduate students' supervision.
- m) Heads of departments in collaboration with the Co-ordinator for Centre for Virtual Learning shall develop a system for monitoring the teaching materials, availability of teaching materials, assignments and other class activities as well as the availability of instructors in the module system for every course taught through online system.
- n) Heads of departments in collaboration with the Co-ordinator for Centre for Virtual Learning shall develop a system for monitoring the students' involvement and participation in learning through online module system.

- o) QAB through heads of departments in collaboration with the Centre for Virtual Learning Co-ordinator, shall monitor and evaluate the conduct of online teaching and learning system.
- p) QAB shall follow up the implementation of recommendations provided in any monitoring and evaluation reports on teaching and learning, and issue a statement on whether the implementation is sufficient or otherwise.

### **5.3.7 Graduation/Database for Graduates**

- a) DUS/DPGS/heads of units shall keep a register of graduates, including the information used to admit students in all academic programmes.
- b) Units shall keep a register of graduates, including the information used to admit students for each programme every year.
- c) The University shall establish and maintain a reliable, usable and stable online platform/system for all information regarding admission, academic progress, and graduation.

### **5.3.8 Postgraduate and Post-doctoral Research and Supervision**

- a) QAB shall ensure that postgraduate researches are supervised by qualified staff in the field, and objectives are not over-ambitious.
- b) QAB shall ensure that examination of students' theses/dissertations by both internal and external examiners are free of conflict of interest.
- c) QAB shall ensure there is access to and use of library as well as IT facilities.
- d) QAB shall ensure examination arrangements, regulations, academic guidance, support, appeals and complaints procedures are adhered to.

### **5.3.9 Tools for Monitoring and Evaluation of Teaching and Learning Activities at UDSM**

- a) Database for number of students, room capacity, maintenance policy, space utilisation policy/plan, list of pre-defined journals/publication database

- b) Inventory of classrooms/laboratories/workshops, chairs for every room, lighting system, PA system and their physical conditions
- c) Reporting system for malfunctioning of equipment/rooms/any facility
- d) A system for regular update of the list of journals/database qualifying for publications by the academic staff
- e) UDSM-QAB-TL/001: Tool for Monitoring of Teaching and Learning Processes at the Beginning of a Semester (Form A)
- f) UDSM-QAB-TL/001: Tool for Monitoring of Teaching and Learning Processes at the Beginning of a Semester (Form B)
- g) UDSM-QAB-TL/002: Monitoring Tool for Teaching and Learning Processes
- h) UDSM-QAB-TL/003: Student Course Evaluation Tool for Postgraduate Programmes
- i) UDSM-QAB-TL/004: Student Course Evaluation Tool for Undergraduate Programmes
- j) UDSM-QAB-TL/005: Assessment of Academic Infrastructure and Support Services at College/School/Institute/Department Level
- k) UDSM-QAB-TL/006: Quality Assurance Monitoring Tool for TP/PT Supervisors
- l) UDSM-QAB-TL/007: Quality Assurance Teaching Practice (TP) Monitoring Tool for Student-Teachers
- m) UDSM-QAB-TL/008: Quality Assurance Practical Training (PT) Monitoring Tool for Students

## **5.4 Research and Publications**

### **5.4.1 Research Input and Process**

- a) *Research Input*
  - i. The Directorate of Research and Publication (DRP) shall ensure there are adequate physical facilities for research and consultancy activities.
  - ii. DRP shall ensure that all proposals submitted for consideration for funding locally and internationally are registered with DRP prior to their submission.

- iii. DRP shall ensure that proposals submitted for consideration for funding are in line with international, national, the UDSM Vision 2061 and UDSM Research Agenda.
- iv. DRP shall ensure that all research projects are registered with the University and obtain a certificate of registration.
- v. DRP shall ensure that the composition of research team members considers seniority, gender and specialisation mix.
- vi. DRP shall ensure all researches adhere to international, national and UDSM ethical and regulatory requirements, including discipline-based requirements.
- vii. DRP shall ensure researchers obtain research clearance prior to data collection processes.
- viii. DRP shall encourage research that engages public, which has a positive impact on the society by generating and advancing knowledge.
- ix. DRP shall ensure researchers align with the University Research Agenda and are updated periodically.
- x. DRP shall ensure that researches which involve collaborations, a Memorandum of Understanding (MoU) must first be signed prior to getting into drafting a joint research proposal.
- xi. DRP shall encourage within and trans-boundary collaboration in research.
- xii. DRP shall ensure the existence of an up-to-date framework for the establishment and operation of research centres at UDSM.
- xiii. DRP shall ensure all staff register their publications with the University by uploading into the University system and reporting to their respective heads of departments/units.
- xiv. DRP shall ensure that no publication is used for promotion if it is not registered with the University through the research repository.
- xv. DRP shall ensure the existence of an up-to-date list of journals or publication database and type of conferences where UDSM researchers could use for disseminating their research results.
- xvi. The heads of the departments shall inform their respective staff about the updated list of journals/publication database where they can publish their research output.

- xvii. Units shall set strategies for forging linkages with the industry and any other external stakeholder to promote external collaborations.
- xviii. The heads of the departments shall ensure that the research training component is incorporated in the curricula of PG and UG programmes.
- xix. DRP shall ensure Continuous Professional Development (CPD) on fundable proposals and provide seed funds when and where available.
- xx. DRP shall produce a report on research performance indicating:
  - number of postgraduate students' training supported by the research projects;
  - number of conferences attended;
  - number of publications in the pre-defined journal/publication databases;
  - payment of institutional fees;
  - contribution to infrastructure and equipment, and funding diversification as well as evidence or registration research projects in the Research Information Management System (RIMS); and
  - number of uploaded publications in the UDSM Research Repository.
- xxi. DRP shall produce a report on consultancy performance indicating the number of consultancies registered by a recognised consulting bureau, payment of institutional fees, gender and seniority mainstreaming.
- xxii. DRP shall set up a system that will ensure adequate skills and knowledge as well as the development of human resource focusing on short-, medium and long-term research and consultancy needs.

*b) Research Process*

- i) DRP shall ensure researches are conducted, recorded, and reported in accordance with the UDSM Research Policy and Operational Procedures.
- ii) DRP shall ensure that dissemination of research results is mandatory.

- iii) Heads of units/departments shall ensure that researchers attend at least one research event organised by UDSM as stipulated in the Research Policy and Operational Procedures.
- iv) DRP shall seek research funding information and disseminate the same to departments/units.
- v) DRP shall monitor and evaluate utilisation of research funding information received against successful proposals.
- vi) Every academic department/unit shall conduct at least one research management seminar per annum.
- vii) Every department/unit shall conduct at least 4 staff colloquia per annum.
- viii) There shall be a state-of-the-art menu on the University website for research and publication.
- ix) The DVC responsible for research shall form a committee for vetting and approving the content to be posted in the research and publication repository of the University website.
- x) DRP shall monitor the quality and quantity of UDSM journals and publications.
- xi) DRP through Deans/Principals/Directors and Chief Editors shall ensure regular publication of journals bi-annually or as per the journal policy while maintaining the required standards.
- xii) DRP shall ensure annual assessment of research and UDSM journals is conducted.

*c) Research Output*

- i) DRP shall ensure that progress of research projects is reported by updating the information in the RIMS.
- ii) DRP shall ensure that all research/project outputs are published in media outlets as per UDSM guidelines and regulations.
- iii) DRP shall ensure that all the research/project outputs are relevant to and aim at solving community and societal problems.
- iv) DRP shall ensure that policy briefs, specific products-innovation, patents, outreach activities and partnership are reported or registered with appropriate authorities.
- v) The head of department/unit/section shall ensure the researcher's self-assessment is carried out through OPRAS.

- d) *ICT Equipment and Facilities, Internet, and UDSM Websites*
- i) The Directorate of ICT shall ensure UDSM procures the required ICT equipment and facilities based on acceptable standards.
  - ii) The heads of departments/units/sections shall ensure staff and students integrate ICT in teaching and learning, research, publications, innovations, and in consultancy.
  - iii) The Directorate of ICT shall ensure usability (usefulness, ease of use, entertainment, and complimentary relationship) of the UDSM website.

#### **5.4.2 Monitoring and Evaluation**

- a) QAB/DRP/heads of departments/units shall ensure effective monitoring of research activities in their respective areas of authority.
- b) QAB/DRP/heads of departments/units shall ensure effective monitoring of UDSM Journals in their respective areas of authority.
- c) QAB shall monitor, evaluate and ensure that the quantity and quality of ICT equipment and facilities are of acceptable and comparable standards.
- d) QAB shall monitor, evaluate and report on the integration of ICT in teaching and learning, research, publications, innovations, and in conducting consultancy.
- e) QAB shall monitor, evaluate, and report on the quality of UDSM website(s) (usefulness, ease of use, entertainment, and complimentary relationship).

#### **5.4.3 Tools for Monitoring and Evaluation of Research Activities at UDSM**

- a) UDSM-QAB-RPI/001: Research Project Performance Tool
- b) UDSM-QAB-RPI/002: Department Research Performance Tool
- c) UDSM-QAB-RPI/003: Journal Performance Tool
- d) UDSM-QAB-RPI/004: Evaluation Tool for the Quality of UDSM Website

## **5.5 Consultancy and Outreach Services**

### **5.5.1 Transparency and Accountability**

- a) The University Consultancy Bureau (UCB) shall ensure transparency in consultancy works and that it is free from corruption and conflict of interests.
- b) UCB shall put in place a system for registering, reporting the progress and submission of final reports for all consultancies.
- c) UCB shall establish a system for penalising individuals/units which do not register or produce due reports within a specified time.
- d) UCB shall prepare a database for keeping consultancy records such as signed consultancy contracts, revenue generated, and distributions of the revenue to the UDSM units.
- e) UCB shall ensure accountability of consultants to the University and clients (client/UCB satisfactions).

### **5.5.2. Gender Mainstreaming and Involvement of Junior Staff**

- a) Departments/units/UCB shall ensure seniority staff mix during development of proposals and conduct of consultancies.
- b) Departments/units/UCB shall ensure gender mix, especially where female staff exists in the field of application during development of proposals and conduct of consultancies.

### **5.5.3. Marketing Strategy for Consultancy Work**

- a) Units shall ensure that every expression of interests shows a list of consultancy activities available at UDSM and range of services.
- b) Units shall ensure there is a system for getting feedback from customers on the consultancy works conducted by UDSM.

### **5.5.4. Capacity Development**

- a) UCB shall put in place strategies for raising the competence of staff in conducting consultancies.
- b) Departments/units shall have a system for in-house training programmes on consultancy capacity-building.
- c) Departments/units shall seek joint consultancy works with other institutions to build more capacity of UDSM staff on conducting consultancies.



### **5.5.5. Institutional Framework for Conducting Consultancy**

- a) UCB shall establish a framework for consultancies at UDSM.
- b) UCB shall provide guidelines on the minimum level of resources (physical and human) required to conduct consultancy.
- c) UCB shall put in place a register of all consultancy works at UDSM.

### **5.5.6. Monitoring and Evaluation of Consultancies**

- a) QAB shall ensure regular monitoring and evaluation of consultancies at UDSM.
- b) QAB shall ensure departments/units monitor, evaluate and report on consultancies conducted under their units.
- c) The department/unit shall establish a system for consultant's self-assessment and submit a report to QAB.
- d) QAB shall analyse monitoring reports and advise the University Management for improving the quality of consultancies.

### **5.5.7 Tools for Monitoring and Evaluation of Consultancy Activities at UDSM**

UDSM-QAB-RPI/005: Consultancy Evaluation Tool

## **5.6 Continuing Education (CE)**

### **5.6.1. Development and Registration of Courses**

- a) DPS shall monitor and evaluate short/tailor-made courses developed at the departmental level offered in a year.
- b) QAB shall monitor and evaluate the quality of all courses registered with CCE.

### **5.6.2. Co-ordination**

- a) QAB shall evaluate the quality of co-ordination by CCE for all short-term courses offered by the departments/units within the University.
- b) DPS shall ensure that CCE timely produces the almanac for all short-term courses to be offered by the University during the year.

### **5.6.3. Award and Certification**

DPS shall set quality standards for issuance of certificates of participation to successful candidates. For these guidelines, successful candidates are those who attend at least 75% of a given course and have actively participated in that course.

### **5.6.4. Fees and the Distribution**

- a) Being market driven, DPS in consultation with departments/units shall assess the set fees for all short/tailor made courses to ensure they are affordable and in line with the current market prices.
- b) The University shall monitor and evaluate the payment of all fees to establish a single designated bank account owned by the University.
- c) The University shall monitor the distribution of fees accruing from short courses in accordance with the UDSM Consultancy Policy.

### **5.6.5. Continuous Professional Development (CPD) for UDSM Staff**

- a) QAB shall monitor and evaluate the availability and offering of CPD courses to staff.
- b) DPS shall ensure that CCE establishes gaps/deficit and develop a CPD plan.

### **5.6.6. Monitoring and Evaluation**

- a) QAB shall monitor and evaluate the courses offered.
- b) DPS shall ensure participants evaluate each facilitator and course offered.
- c) DPS shall ensure that facilitator's self-assessment is carried out.
- d) The University shall ensure that annual audit for all short/tailor made courses offered by the University is conducted.

### **5.6.7 Tools for Monitoring and Evaluation of Continuing Education Activities at UDSM**

- a) Various documentations at department/unit level
- b) Participants' Registration form
- c) Course/Facilitator Evaluation Form
- d) UDSM-QAB-RPI/005: Consultancy Evaluation Tool

## **5.7 Support Services**

### **5.7.1 Procedures for Monitoring and Evaluation of Support Services**

- a) The Director of Human Resources and Administration (DHRA) shall ensure that each unit/department/section has a register indicating movements of tasks from one officer to another.
- b) Each head of unit/department/section shall set performance agreement with their subordinates as part of OPRAS.
- c) DHRA shall state the minimum time required to complete an assignment.
- d) Each unit/department/section shall have a customer feedback form issued by the Office of DHRA.
- e) The head of unit/department/section shall report on quarterly basis the services offered.
- f) Each unit/department/section shall supervise the flow or movement of tasks to identify those retarding it.
- g) Heads of units/departments/sections shall report on how the social services delivered in the unit are in line with UDSM regulations and guidelines. The level of satisfaction by customers should include:
  - Targets set for various activities such as time to serve a customer and the level of satisfaction of customers on the services offered following the customers' feedback forms.
  - Targets set on the level of performance of services offered under the administrative staff. The services may include cleanliness of the environment, leakages of water and wastewater from the drainage system, number of customers attended to against those unattended as well as the effectiveness of handling customers' information as measured by the number of documents lost on transit or during processing.
- h) DHRA shall set a system to ensure effective and efficient provision of social services such as cleaning and health services, etc.
- i) DHRA through heads of units/departments/sections shall produce performance reports on monthly basis on the effectiveness and efficiency provision of social services.

### **5.7.2 Monitoring and Evaluation**

- a) QAB shall monitor and evaluate availability and quality of register for each unit/department/section.
- b) QAB shall monitor and evaluate the set performance agreement between heads of units/departments/sections and their subordinates in the OPRAS.
- c) QAB shall monitor and evaluate the time spent in accomplishing an assignment against the minimum time required.
- d) QAB shall monitor and evaluate to ensure that each unit/department/section has a customer feedback form.
- e) QAB through heads of units/departments/sections shall monitor and evaluate on quarterly basis the services offered within their authority.
- f) Each unit/department/section shall monitor and evaluate the flow of tasks for identifying those retarding the flow.
- g) Heads of units/departments/sections shall monitor and evaluate the compliance of units/departments/sections with the UDSM regulations and guidelines in the delivery of social services as well as the level of customers' satisfaction.
- h) QAB through heads of units/departments/sections shall monitor and evaluate the effectiveness and efficiency of provision of social services such as cleaning and health services, etc.

### **5.7.3 Tools for Monitoring and Evaluation of Support Services at UDSM**

UDSM-QAB-ASS/001: Evaluation Tool for Administrative Staff Service Delivery

## **5.8 Strategic Collaboration and Partnership Guidelines**

### **5.8.1. Procedures for Monitoring and Evaluation of Strategic Collaboration and Partnership**

- a) The Directorate of Internationalisation, Convocation and Advancement (DICA) shall assess the promotion of linkages, collaborative partnerships and working relationships between Colleges/Schools/Institutes on the one hand and the Government, local and foreign development partners, including the Diaspora on the other;

- b) DICA shall report on the extent of collaboration between the University and other regional and international co-ordinating bodies;
- c) The University shall ensure the development of a database of commissions and institutions at national, regional and international levels that offer contract research assignments;
- d) The University shall ensure equitable working relationships with institutions and organisations at different levels through memoranda of understanding for collaborative ventures in areas of mutual interest and/or advantage; and
- e) The University shall ensure sharing and exchanging of experiences on consultancy and contracted research activities through brochures, newsletters and website briefs.

### **5.8.2 Monitoring and Evaluation**

The University through QAB shall strive to:

- a) Assess the promotion of linkages, collaborative partnerships and working relationships between colleges/schools/institutes on the one hand and the Government, local and foreign development partners, including the diaspora on the other;
- b) Evaluate the extent of collaboration between the University and other regional and international co-ordinating bodies;
- c) Develop a mechanism for assessing database of commissions and institutions at national, regional and international levels that offer contract research assignments;
- d) Establish tools for assessing working relationships with these institutions as well as others through memoranda of understanding for collaborative ventures in areas of mutual interest and/or advantage; and
- e) Establish mechanisms that evaluate collaborative consultancy and contracted research activities.

### **5.9 Monitoring Plan, Planned Reviews and Evaluation Plan**

This sub-section focuses on the monitoring plan, planned reviews and evaluation plan for the period covering the five years of the Quality Assurance Planning Cycle, which is 2021/2022-2025/2026 Plan.

### 5.9.1 Monitoring Plan

The Monitoring Plan matrix consists of indicators, baseline indicators and target values. This Plan is composed of output indicators, which will be tracked at the baseline, mid-term and end of the Plan periods. The performance indicators are those presented in Table 5.1 under each specific strategy. The activities to undertake a study that will establish the baseline values of all the indicators are included as part of implementation of this plan to be done in 2022/2023. Following the baseline study, the complete monitoring plan will be presented using the format as illustrated in Table 5.1:

**Table 1: Monitoring Plan**

S/N	Indicator and Indicator Description (See Chapter 5 for the ...indicators)	Baseline		Indicator Target Value					Data Collection and Methods of Analysis			Frequency of Reporting	Responsibility for Data Collection and Analysis	Collaborators
		Date	Value	YR1	YR2	YR3	YR4	YR5	Data Source	Data Collection Instrument and Methods	Frequency of Data Collection	Means of Verification		
1.0 COORDINATION AND MANAGEMENT														
1.1														
1.2														
1.3														
1.4														
1.5														
2.0 TEACHING AND LEARNING														
2.1														
2.2														
2.3														
2.4														

### 5.9.2 Planned Reviews

The University of Dar es Salaam (UDSM) will carry out formal annual reviews during the planning cycle. The reviews will entail tracking progress towards the realisation of the targets set in the implementation plan under each policy issue.

The reviews will focus on determining whether the planned activities are on track, off track, unknown or at risk. In addition, the reviews will track any changes in terms of outputs realised over a given period as well as assess issues, challenges and lessons learnt over a particular year and the extent in which the outputs delivered contribute to the achievement of the set objectives. The review findings will facilitate adjustments in the implementation strategies whenever necessary.

UDSM units will be required to submit quarterly progress reports to the respective DVC for monitoring and evaluation. The DVCs will closely monitor the milestones of each report and issue further instructions for any project in their respective areas of authority to smoothen operation of the project. The respective DVC will then collect and stock all project output records.

### 5.9.3 Evaluation Plan

The evaluation plan consists of evaluation studies to be conducted during the planning cycle, description of each study, evaluation questions, methodology, timeframe and the officer responsible. QAB intends to conduct three (3) types of evaluation studies over the five-year period as shown in Table 5.2:

**Table 2: Evaluation Plan for QAB**

SN	Evaluation Studies	Description	Evaluation Study Questions	Methodology	Period	Responsible Officer
1	Service delivery survey	This study intends to indicate stakeholders' perception on quality of QAB products and services	<ul style="list-style-type: none"> <li>• Are our clients and stakeholders aware of the products and services provided by QAB?</li> <li>• Are our clients and stakeholders satisfied with the quality of products and services?</li> <li>• Are the service delivery strategies effective?</li> <li>• Is the mechanism for engaging</li> </ul>	<ul style="list-style-type: none"> <li>• Conducting interviews</li> <li>• Administering questionnaires</li> <li>• Documentary review</li> </ul>	Annually	Director, QAB

SN	Evaluation Studies	Description	Evaluation Study Questions	Methodology	Period	Responsible Officer
			stakeholders effective? • What are the areas for improvement?			
2	Impact assessment	This study intends to assess the outcomes and impacts of the M&E plan	• Is QAB influencing the national context, especially in terms of priority national objectives?  • Has the QA institutional capacity been strengthened to effectively deliver on the M&E plan? • Is QAB moving towards operational and financial sustainability? • Does QAB have balance impact across all its objectives?	• Conducting interviews • Administering questionnaires • Documentary review	After every three years	Director, QAB
3	Institutional self-assessment	This study intends to determine the perception of staff on capacity and performance of QAB – in line with the strategic direction outlined in the Plan	• How effective is QAB leadership? • What is the management style? • How is the quality of quality assurance policy and strategies? • How are quality assurance resources managed? • Are the staff satisfied with QAB practices? • Are the quality assurance processes effective?	• Conduct interviews • Administer questionnaires • Documentary review	After every five years	Director, QAB



SN	Evaluation Studies	Description	Evaluation Study Questions	Methodology	Period	Responsible Officer
			<ul style="list-style-type: none"> <li>• Are the mechanisms for engaging staff, partners, and stakeholders effective?</li> <li>• What areas need improvement?</li> </ul>			

#### 5.9.4 Reporting Plan

Reporting on the implementation of the M&E Plan will have both internal and external reporting arrangements. The former will cater mainly for the Management and staff, the latter for the Government and other external stakeholders.

##### a) Internal Reporting Plan

The Reporting Plan detailed in Table 5.3 shall guide the reporting of internal stakeholders. In this regard, QAB will issue standard formats for various reports shown therein:

**Table 3: Internal Reporting**

S/N	Type of Report	Recipient	Frequency	Responsible Person
1	Monitoring of teaching and learning process	University Management and units	Biannually	Director-QAB
2	Monitoring the conduct of University Examinations (UE)	University Management and units	Biannually	Director-QAB
3	Students' course evaluation for postgraduate and undergraduate students	University Management and units	Biannually	Director-QAB
4	Monitoring of teaching and learning process in the first two weeks of each semester	University Management and units	Biannually	Director-QAB
5	Monitoring the conduct of continuous assessments (CA)	University Management and QAB	Biannually	Respective units
6	Monitoring the moderation of University Examinations	University Management	Biannually	Respective units and QAB

S/N	Type of Report	Recipient	Frequency	Responsible Person
7	Monitoring and evaluation of research activities	University Management and units	Biannually	Director- QAB
8	Monitoring and evaluation of consultancy activities	University Management and units	Biannually	Director-QAB
9	Monitoring and evaluation of public/outreach services	University Management and units	Biannually	Director-QAB
10	Monitoring and evaluation of social services (health, sports and games, guidance and counselling, catering service, accommodation utilities buildings, etc.)	University Management and units	Annually	Director-QAB
11	Monitoring and evaluation of administrative activities [security, financial (Request for funds, retirement of funds), procurement, maintenance, etc.].	University Management and units	Quarterly	Director-QAB
12	Mid-term and Terminal Evaluation of the M&E Plan	Management Committee	For mid-term review (fourth quarter of each second year after review) For terminal evaluation (fourth quarter of each fifth year after review)	Director-QAB

## **b) External Reporting Plan**

External reporting will involve preparation of five types of reports as shown in Table 5.4. The reports shall be submitted to the following stakeholders: The Government, Stakeholders and Development Partners. The reporting plan will be in accordance with the policies of the University of Dar es Salaam, the Tanzania Commission for Universities (TCU), the Government of the United Republic of Tanzania and partner institutions and organisations where and when applicable.

**Table 4: External Reporting**

<b>S/N</b>	<b>Type of Report</b>	<b>Recipient</b>	<b>Frequency</b>	<b>Responsible Person</b>
1.	Monitoring and evaluation of teaching and learning process	TCU and MoEST	Upon demand	VC
2.	Monitoring and evaluation of research activities	TCU, MoEST and Funders	Upon demand as per UDSM Research Policy	VC
3.	Monitoring and evaluation of consultancy activities	University Management and Units	Upon demand as per UDSM Consultancy Policy	VC
4.	Monitoring and evaluation of social services (health, sports and games, guidance and counselling, catering service, accommodation, utilities, buildings, etc.)	Relevant (Line) Ministries	Upon demand as per UDSM respective policies	VC
5.	Monitoring and evaluation of administrative activities [security, financial (Request for funds, retirement of funds), procurement, maintenance, etc.]	CAG, and relevant Ministries	Upon demand	VC

## **6.0 REVISION OF POLICY**

It should be echoed that the task of the quality assurance process is to determine the extent to which UDSM achieves the standards it sets for itself and guide effective ways of improving quality at both institutional and unit levels. As change is ongoing, any statement in this Policy edition may be outdated or a need to introduce new statements may arise. In such situations, statements may be adjusted accordingly or developed to accommodate the situation and approved by the UDSM Council. In general, a new edition will be reviewed after every five (5) years.

## APPENDICES

### Appendix 1: Tools for Monitoring and Evaluation of Teaching and Learning Activities at UDSM



#### UNIVERSITY OF DAR ES SALAAM Quality Assurance Bureau (QAB)

#### UDSM-QAB-TL/001: Tool for Monitoring of Teaching and Learning Processes at the Beginning of a Semester

##### Form A

Academic Year: .....

Semester: .....

##### 1) General Information

(a) Evaluator's Name:	(e) Date:
(b) Evaluator's Department/Unit:	(f) Course Code:
(c) Evaluator's College/School/Institute:	(g) Instructor's Full Name:
(d) Instructor's Department/Unit:	(h) Instructor's College/School/Institute:

##### 2) Time Management

(a)	Scheduled teaching starting time as indicated in the University master timetable:			
(b)	Was teaching conducted as per the schedule indicated in the timetable? (Tick one) 1. Yes ..... 2. No.....			
(c)	If No, indicate the reason why teaching was not conducted (Tick one)			
	1. Timetable/courses clash		5. Instructor and students absent	
	2. Overcrowded classroom		6. Class postponed/rescheduled to another time	
	3. Instructor absent but student present		7. Class shifted to another room	
	4. Students absent but instructor present		8. Other reason (specify)	

(d)	Actual teaching starting time (Tick where applicable):			
	1. Started on time		3. Started late between 16 to 30 min	
	2. Started late between 1 to 15 min		4. Started late for more than 30 min	

### 3) Teaching Process

(a)	Teaching Mode (Tick one) 1. Lecture..... 2. Tutorial..... 3. Seminar..... 4. Practical..... 5. Other (specify).....			
(b)	Medium of instruction, note how it is used (Tick where appropriate)			
	1. Course in English and English used throughout		3. Course in Kiswahili and Kiswahili used throughout	
	2. Course in English but code-switching to Kiswahili		4. Course in Kiswahili but code-switching to English	

### 4) Teaching Venues and their Conditions

- (a) Room name ..... (b) Room capacity.....  
(c) Estimated number of students in the class .....

(d)	Condition of teaching room (Tick where applicable): <i>1 = Very poor, 2 = Poor, 3 = Good, 4 = Very good, 5 = Excellent, NA = Not applicable</i>	1	2	3	4	5	A
	Sitting arrangement (e.g., students seated comfortably, students overcrowded, students standing/sitting on pavement)						
	Lighting						
	Chairs and tables						
	Room ventilation						
	Blackboard/whiteboard						
	Availability of brash and chalks/markers						
	Public address system (if any)						
	Fixed LCD projector system (if any)						
	Display and visibility						
	General physical condition of the room						
	Other (specify)						

### 5) Matters for Immediate/Special Attention (Use a separate paper if necessary)

- (i) .....  
(ii) .....  
(iii) .....



**UNIVERSITY OF DAR ES SALAAM**  
**Quality Assurance Bureau (QAB)**

**UDSM-QAB-TL/001: Tool for Monitoring of Teaching and Learning  
Processes at the Beginning of a Semester**

**Form B**

Academic Year: .....

Semester: .....

Course Code	Date and Time	Venue	Unit/Dept	Students Present	Instructor Present	Status of Teaching Venue

**Matters for Immediate/Special Attention**

(Use a separate paper if necessary)

- i) .....
- ii) .....
- iii) .....



**UNIVERSITY OF DAR ES SALAAM**  
**Quality Assurance Bureau (QAB)**

**UDSM-QAB-TL/002: Monitoring Tool for Teaching and Learning Processes**

**1) General Information**

(a) Evaluator's Name:	(d) Date:
(b) Course Code:	(e) Department/Unit:
(c) Instructor's Full Name:	(f) College/School/Institute:

**2) Time Management**

(a)	Scheduled teaching starting time as indicated in the University master timetable:		
(b)	Was teaching conducted as per the schedule indicated in the timetable? (Tick one) 1. Yes ..... 2. No.....		
(c)	If No, indicate the reason why teaching was not conducted (Tick one)		
	1. Timetable/courses clash		5. Instructor and students absent
	2. Overcrowded room		6. Class postponed-rescheduled to another time
	3. Instructor absent but student present		7. Class shifted to another room
	4. Students absent but Instructor present		8. Other reason (specify)
(d)	Actual teaching starting time (Tick where applicable):		
	1. Started on time		3. Started late between 16 to 30 min
	2. Started late between 1 to 15 min		4. Started late for more than 30 min
(e)	State the reasons for late starting of the teaching session (Tick where applicable corresponding to answer in (2d) above)		
	1. Late arrival of instructor		5. No initial teaching preparations (tutorial, seminar)



	2. Late arrival of students		6. Change of venue/clash	
	3. Sitting arrangement		7. Poor venue condition	
	4. Previous class ended late		8. Other reason (specify)	

### 3) Teaching Process

(a)	Teaching mode (Tick one) 1. Lecture ..... 2. Tutorial ..... 3. Seminar ..... 4. Practical ..... 5. Other (Specify) .....			
(b)	Note the type of teaching method used (Tick where appropriate)			
	1. Talk and chalk		3. Conventional overhead projector	
	2. Power point presentation with LCD projector		4. Student presentations and discussions	
(c)	Note the type/style of lecture/seminar/tutorial (Tick where appropriate)			
	1. Teacher centred		2. Student centred	3. Student lead with instructor supervision
(d)	Medium of instruction, note how it is used (Tick where appropriate)			
	1. Course in English and English used throughout		3. Course in Kiswahili and Kiswahili used throughout	
	2. Course in English but code-switching to Kiswahili		4. Course in Kiswahili but code-switching to English	

### 4) Teaching Venues and their Conditions

(a) Room name ..... (b) Room capacity..... (b) Estimated number of students in the class .....

(d)	Condition of teaching room (Tick where applicable): 1 = Very poor, 2 = Poor, 3 = Good, 4 = Very good, 5 = Excellent, NA = Not applicable	1	2	3	4	5	NA
	Sitting arrangement (e.g. students seated comfortably, students overcrowded, students standing/sitting on pavement)						
	Lighting						
	Chairs and tables						
	Room ventilation						
	Blackboard/whiteboard						

	Availability of brash and chalks/markers						
	Public address system (if any)						
	Fixed LCD projector system (if any)						
	Display and visibility						
	General physical condition of the room						
	Other (specify)						

**5) Matters for Immediate/Special Attention** (Use a separate paper if necessary)

- iv) .....
- v) .....
- vi) .....



**UNIVERSITY OF DAR ES SALAAM**  
**Quality Assurance Bureau (QAB)**

**UDSM-QAB-TL/003: Student Course Evaluation Tool for Postgraduate Programmes**

**Academic Year:** .....

**Semester:** .....

**Instructions:** To collect information, which may lead to the improvement of the standard of instruction and quality of the course for postgraduate at the University of Dar es salaam, you are asked to respond to the statements made on the instructor and course. Please take your time and carefully provide information on various issues raised below.

<b>Part A: Particulars (to be filled by the Department before students fill Parts B and C):</b>							
<b>Please give full name of the Instructor</b>							
A1. Course Code:			A6. Department:				
A2. Course Title:			A7. College/School/Institute:				
A3. Instructor's Full Name:			A8. Date:				
A4. Lecture Venue/Room:			A9. Degree Programme (PGD/Masters/PhD):				
A5. Class Size (Total Number of Students in the Class):			A10. Study Year:				
<i>Please rate the instructor (Part B) and the course (Part C) appropriately. Put a tick (✓) in the appropriate box found on the extreme right.</i>							
<b>Part B: The Instructor</b>							
<i>5 = Excellent; 4 = Very Good; 3 = Satisfactory; 2 = Poor; 1 = Very Poor</i>			5	4	3	2	1
B1. Instructor's preparedness on the subject matter							
B2. Instructor's mode of delivery of subject matter (techniques and styles)							
B3. Instructor's attendance in the class							
B4. Instructor's availability for consultations							
B5. Adequacy of instructor's guidance on learning materials							
B6. The instructor encouraged learners to work as a team among themselves							

B7. The instructor encouraged independent and critical thinking					
B8. Sufficiency of tests and assignments as well as timely feedback (within 2 weeks)					
B9. Instructor's fairness in grading assignments and tests against marking scheme					
B10. The instructor's self-respect, integrity and sensitivity to student's issues					
B11. Instructor's sense of professionalism (etiquette and ethical conduct)					
B12. Does the instructor observe or comply with UDSM Sexual Harassment Code? Tick Yes or No (☐) in the box provided. If the answer is No, explain how:	Yes	No			
.....					
.....					
.....					
.....					
.....					
.....					
.....					
.....					
<b>Part C: The Course</b>					
5= Excellent; 4= Very Good; 3= Satisfactory; 2= Poor; 1=Very Poor	5	4	3	2	1
C1. How clear was the objective of the course?					
C2. How well was the course content coverage?					
C3. How well were the learning outcomes defined?					
C4. How well were the teaching methods? (Class participation, demonstration, etc.)					
C5. Usefulness of the lecture notices and other learning materials					
C6. Course linkage of theory and practice					
C7. Coverage and demonstration of practical component of the course.					
C8. Generally, how do you rate the relevance of the course to meet your expectations?					



**UNIVERSITY OF DAR ES SALAAM**  
**Quality Assurance Bureau (QAB)**

**UDSM-QAB-TL/004: Student Course Evaluation Form for Undergraduate Programmes**

**Academic Year:** .....

**Semester** .....

**Instructions:** This form aims at capturing feedback from you regarding the quality of instruction you have received in this course. The information is confidential and will not be associated with your identity. Your honest and constructive opinions will be useful in improving the delivery and quality of the course. Please take your time and carefully provide information on the various issues raised below.

<b>Part A: Particulars (to be filled by the department before students fill parts B and C)</b>							
<b>Please give full name of the Instructor</b>							
A1. Course code:			A6. Department:				
A2. Course title:			A7. College/school/institute:				
A3. Instructor's full name:			A8. Date:				
A4. Lecture venue/room:			A9. Student's programme :				
A5. Class size (total number of students in the class):			A10. Study year (I, II, III, IV):				
<i>Please rate the instructor (Part B) and the course (Part C) appropriately. Put a tick (✓) in the appropriate box found on the extreme right.</i>							
<b>Part B: The Instructor</b>							
5= Excellent; 4= Very Good; 3= Satisfactory; 2= Poor; 1=Very Poor			5	4	3	2	1
B1. Instructor's preparedness on the subject matter							
B2. Instructor's possession of up-to-date skills and knowledge in the subject matter							
B3. Instructor's mode of delivery of the subject matter (techniques and styles)							
B4. Instructor's management of time during teaching							
B5. Instructor's fairness in grading of assignments and tests against marking scheme							

B6. Instructor's capacity to provide timely feedback on assignments and tests (within 2 weeks)					
B7. Instructor's attendance in the class					
B8. Instructor's availability for consultations					
B9. Way the Instructor interacts with students in the class					
B10. Generally, how do you rate the competency of the Instructor to meet your learning satisfaction?					
B11. B12. Instructor observed or complied with UDSM Sexual Harassment Code? Tick if Yes or No (☐) in the box provided. If the answer is No, explain how:	Yes		No		
.....					
.....					
.....					
.....					
.....					
.....					
.....					
<b>Part C: The Course</b>					
<i>5 = Excellent; 4 = Very Good; 3 = Satisfactory; 2 = Poor; 1=Very Poor</i>	5	4	3	2	1
C1. How clear was the objective of the course?					
C2. How well was the course content coverage?					
C3. How well was the mode of assessment? (e.g. sufficient tests, assignments, timed essays)					
C4. How well were the teaching methods? (class participation, demonstration, etc.)					
C5. How well (updated) were the lecture notes and handouts?					
C6. How well did the course link theory and practice?					
C7. How adequate were the tutorials, seminars or practicals?					
C8. Generally, how do you rate the relevance of the course to meet your expectations?					



**UNIVERSITY OF DAR ES SALAAM**  
**Quality Assurance Bureau (QAB)**

**UDSM-QAB-TL/005: Monitoring the Conduct of University Examinations, Semester.....**

**1. General Information**

(a) Evaluator's Full Name:	(d) Date:
(b) Course Code:	(e) Hosting College/School/Institute:
(c) Examination Type <b>(tick one)</b> 1. Open Book..... 2. Semi-Open Book..... 3. Closed..... 4. Practical.....	

**2. Time Management during Examinations**

(a)	Scheduled examination starting time as indicated in the timetable:		
(b)	Was examination conducted as per schedule indicated in the timetable? <b>(Tick one)</b> 1. Yes ..... 2. No.....		
(c)	If the examination was <u>not</u> conducted as per schedule, indicate the reasons <b>(Tick where applicable)</b> 1. Collision of examinations .... 2. Room overcrowded... 3. Poor room condition ... 4. Invigilators missing..... 5. Students missing..... 6. Exam rescheduled to another time..... 7. Exam rescheduled to another room..... 8. Other reason (specify)		
(d)	Actual examination starting time <b>(Tick where applicable)</b>		
	1. Started on time		4. Started late between 16 to 30 min
	2. Started late between 1 to 15 min		5. Started late for more than 30 min
(e)	State the reasons for late starting of the exam <b>(Tick where applicable corresponding to answer in 2(d) above)</b>		
	1. Time tabling problems		8. Exam materials came late

	2. Identification process		9. No initial exam preparations (e.g. special, practical)	
	3. Sitting arrangement		10. Invigilator(s) came late	
	4. Insufficient exam materials		11. Change of Venue/Collision	
	5. Late arrival of students		12. Poor Venue Conditions	
	6. Previous exam ended late		13. Few Invigilators for large classes	
	7. Course evaluation in progress		14. Other reason (specify)	

### 3. Examination Venues and Their Conditions

(a) Exam Room ..... (b) Number of admitted candidates.....

(c) Room capacity.....

<b>Condition of exam room (Tick where applicable):</b> <i>1 = Very poor, 2 = Poor, 3 = Good, 4 = Very good, 5 = Excellent</i>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
(i) Sitting arrangement of students					
(ii) Lighting					
(iii) Chairs and tables					
(iv) Room ventilation					
(v) General conditions of the examination room					
(vi) Others (specify)					

### 4. Particulars of Invigilators (Tick where applicable)

S/N	Name of Invigilators	Professor	Senior Lecturer	Lecturer	Assistant Lecturer	Tutorial Assistant	Postgraduate	Non-Academic
1								
2								
3								
4								
5								
6								
7								



## 5. Identification and Admission of Students into Examination Room

<b>Explain the situation and action taken by Invigilators (Tick where applicable)</b> <i>1 = Allowed to sit for exam</i> <i>2 = Expelled without advice</i> <i>3 = Advised to pick a new ID</i> <i>4 = Standing outside exam room without help</i> <i>5 = Other reason (specify)</i>	<b>Number of Students</b>	<b>Tick appropriate box</b>				
		1	2	3	4	5
(i) Students found without IDs						
(ii) Students found with expired IDs						
(iii) Students found with forged IDs						
(iv) Students found without IDs but with police loss reports						
(v) Students found without IDs but with letters from Principal/Dean/Director/Head of Department authorizing to sit for examination						
(vi) Others (specify)						

## 6. Restrictions of unauthorized materials

<b>Tick against unauthorized materials found in the examination room</b>	<b>Yes</b>
(i) Mobile phones, Smartphone's	
(ii) Laptops	
(iii) Tablets, IPads etc.	
(iv) Books	
(v) Manuscripts or other written materials	
(vi) Bags	
(vii) Others (specify)	

## 7. Commitment of invigilator

<b>Tick where appropriate and indicate S/N of Invigilator(s)</b>	<b>Yes</b>	<b>Invigilators' S/N (Table 4)</b>
(i) Invigilators found marking scripts		
(ii) Invigilators found reading book/newspaper		
(iii) Invigilators found working with laptop, iPad or tablet		
(iv) Invigilators standing outside the exam room		
(v) Invigilators found chatting inside exam room		
(vi) Invigilator had no staff IDs		
(vii) Invigilators not observing examination rules and regulations		
(viii) Invigilators arrived late		
ix) Others (specify)		

## 8. Handling of End of Examination

Tick where applicable	Yes	No
1) Invigilators announced the remaining time towards the end of examination		
2) Students were allowed to leave the exam room at 10 minutes before the conclusion of the exam		
3) Students were allowed to collect papers themselves while the invigilator(s) just observing		
4) Students made movements during the end of examination		
5) Students had discussions during the end of examinations		
6) Unused booklets were taken out of the exam room by students		
7) Others (specify)		

## 9. Practices on the Conduct of University Examinations

Tick where applicable	Yes	No
1) Invigilators reminded students on examination rules and regulations before the exam		
2) Good cooperation between invigilators and students		
3) Good cooperation between invigilators and QA officers		
4) Head of units (Principal/Dean/Director, Head of Dept., examination officer, etc.) participated in the invigilation process		
5) Sufficient number of invigilators in examination room		
6) All Invigilators were junior staff (TA & Postgraduate)		
7) All invigilators were non-academic		
8) Single invigilator		
9) Examination Complies to UDSM Standard Format		
10) Examination room overcrowded		
11) Insufficient examination materials e.g. booklets and examination papers		
12) Chairs/tables for invigilators not available in the examination room		
13) Other scheduled room(s) for the same examination was (were) not utilized		
14) Others (specify)		

## 10. Matters for Immediate/Special Attention (Use a separate paper if necessary)

- (i) .....
- (ii) .....
- (iii) .....
- (iv) .....



**UNIVERSITY OF DAR ES SALAAM**  
**Quality Assurance Bureau (QAB)**

**UDSM-QAB-TL/006: Assessment of Academic Infrastructure and  
Support Services at College/School/Institute/Department Level**

**Academic Year:** .....

**Semester** .....

**College/School/Institute:** .....

**Department:** .....

**Date:** .....

**Observer:** .....

**Please put “tick” (√) in the appropriate variable and provide explanation of status of the respective facility.**

**Key:**

1 = Excellent

2 = Very good

3 = Satisfactory

4 = Development Needed

5 = Unsatisfactory

SN	Types	Adequacy			Status				
		Required	Available	Deficit	1	2	3	4	5
1	Administration Block								
2	Principal/Dean/Director's Office								
3	Heads of Department Offices								
4	Lecture Rooms								
	a) Lighting								
	b) Chairs								
	c) Tables								
	d) Ventilation								

	e) PA system								
	f) Projector screens								
	g) Internet								
	h) Interactive Technologies								
	i) Projectors								
5	Professors' Office								
	a) Chairs								
	b) Tables								
	c) Computer								
	d) Printer								
	e) Internet connection								
	f) Shelves and cabinets								
6	Associate Professor's Office								
	a) Chairs								
	b) Tables								
	c) Computer								
	d) Printer								
	e) Internet connection								
	f) Shelves and cabinets								
7	Senior Lecturers' Office								
	a) Chairs								
	b) Tables								
	c) Computer								
	d) Printer								
	e) Internet connection								
	f) Shelves and cabinets								
8	Lecturers' Office								
	a) Chairs								
	b) Tables								
	c) Computer								
	d) Printer								
	e) Internet connection								
	f) Shelves and cabinets								
9	Assistant Lecturers' Office								
	a) Chairs								

	b) Tables								
	c) Computer								
	d) Printer								
	e) Internet connection								
	f) Shelves and cabinets								
10	Tutorial Assistants' Office								
	a) Chairs								
	b) Tables								
	c) Computer								
	d) Printer								
	e) Internet connection								
	f) Shelves and cabinets								
11	Administrative Officer's Office								
	a) Chairs								
	b) Tables								
	c) Computer								
	d) Printer								
	e) Internet connection								
	f) Shelves and cabinets								
12	Cafeteria								
13	Health Facilities								
14	Accommodation								
15	Stores/ Documentation								
16	Staff Toilets								
17	Students Toilets								
18	Physics Laboratory								
19	Biology Laboratory								
20	Chemistry Laboratory								
21	Music Laboratory/ Workshop/ Studio								
22	Sport Studio								
23	Sports and Games Playgrounds/ Courts								
24	Gymnastics								
25	Swimming Pool								
26	Language Laboratories								
27	Teaching Clinics								
28	Counselling Room								
29	Computer Laboratory								

30	Functional Facilities/ Common Rooms								
31	Geography Room								
32	Science Workshop								
33	Sick Bay								
34	Sanitary Room/Bin/Incinerator								
35	Internet (LAN/WLAN/Wi-Fi Services)								
36	Standard Size Doors								
37	Standard Size Windows								
38	Door Opening Orientation								
	a) Opening outward								
	b) Opening inward								
39	Lightning Conductors								
40	Emergency Exits								
41	Emergency Assembly								
42	Teaching/Learning Display Facilities								
43	Walkways and Stairs Adequate for People with Special Needs								
44	Public Notice Boards								

**Give general comments on the quality, usability and the extent of college/ school/ institute/ department academic infrastructure and resources**

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**UNIVERSITY OF DAR ES SALAAM**  
**Quality Assurance Bureau (QAB)**

**UDSM-QAB-TL/007: Quality Assurance Teaching Practice  
(TP)/Practical Training (PT) Monitoring Tool**

Questionnaire Number: /\_\_/\_/\_/\_/ Name of QA Officer:

.....

<b>Part A: Particulars to be filled by the Quality Assurance Officer</b>						
A1. Name of TP/PT station:	A7. College/School/Institute:					
A2. Specialisation of the station:	A8. Department:					
A3. Name of TP/PT coordinator:	A9: Campus name: (Circle one)					
A4. Name of TP/PT supervisor:	1. <i>Mwl. Nyerere,</i>					
A5. Region:	2. <i>DUCE,</i>					
A6. District:	3. <i>MUCE</i>					
	A10. Date of assessment:					
<b>Part B: The TP/PT station</b> -Please rate the station (Part B) using a five-point scale by ticking (✓) in the appropriate box						
<b>0 = Not Applicable; 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree</b>						
	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
B1. The unit provided appropriate guidelines on selection of stations						
B2. The station was accessible to supervisors						
B3. The station was accessible to students						
B4. The station was relevant to students' programme						
B5. Students were given opportunities to translate theories and knowledge acquired into practice						
B6. Students were assigned immediate supervisor/mentor timely						
B7. The station's activities were related to the students' level/year of study						
B8. The equipment and other facilities for practice are available to students						
B9. Students were given opportunities to use the available equipment and other facilities						
B10. The station has capacity to host the available students						

<b>Part C: The student-</b> Please rate the station (Part C) using a five-point scale by ticking (✓) in the appropriate box						
<b>0 = Not Applicable; 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
C1. Students demonstrated high level of cooperation						
C2. Students have a positive attitude towards work						
C3. Students reported at the TP/PT station timely						
C4. Students were given relevant orientation/training before their departure for TP/PT						
C5. Students were given appropriate TP/PT guidelines by their units						
C6. Students demonstrated a professional conduct						
C7. Students planned their TP/PT activities						
C8. Students performed their duties as per the timetable						
C9. Students adhered to the established TP/PT stations' regulations						
C10. Students observed punctuality on daily basis						
C11. Students observed regular attendance during TP/PT						
<b>Part D: The Supervisor-</b> Please rate the station (Part D) using a five-point scale by ticking (✓) in the appropriate box (To be evaluated by students and Head of Station)						
<b>0 = Not Applicable; 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
D1. Supervisor informed students about his/her arrival for an assessment						
D2. Students were assessed by different supervisor other than the assigned supervisor						
D3. Supervisor assessed students' portfolio (logbooks, scheme of work, lesson plan)						
D4. Supervisor provided useful feedback (fair, clear) on TP/PT assessment						
D5. Supervisor provided sufficient time to discuss issues with students						
D6. Supervisor provided sufficient time to discuss issues with management						
D7. Supervisor provided the assessment report form to students immediately after the assessment						
D8. Supervisor did not appear for assessment						
D9. Supervisor conducted assessment in an appropriate setting (allocated time/location)						
D10. Supervisor held a meeting with students after assessment						
D11. Supervisor provided enough time (at least a day) prior to the next assessment						
D12. Supervisor conducted at least two assessments						



D13. Supervisor demonstrated high level of professional integrity (customer care, respect)						
<b>Part E: Social Services-</b> <i>Please rate the station (Part E) using a five-point scale by ticking (✓) in the appropriate box</i> <b>(To be evaluated by students and Head of Station)</b>						
<b>0 = Not Applicable; 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
E1. Students have access to accommodation						
E2. The station has accessible public transport						
E3. The station has access to health services						
E4. The station has access to water services						
E5. The station has access to electricity						
E6. The station has access to working resources/facilities and equipment						
E7. The station has access to facilities for students with special needs						
<b>Part F: Planning and Management-</b> <i>Please rate the station (Part F) using a five-point scale by ticking (✓) in the appropriate box</i>						
<b>0 =Not Applicable; 1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
F1. Regional administrator provided support to TP/PT coordinators						
F2. District administrator provided support to TP/PT coordinators						
F3. TP/PT Coordinator reported to the regional administrator						
F4. TP/PT Coordinator reported to the district administrator						
F5. TP/PT Coordinator communicated to the station prior to students' arrival						
F6. TP/PT Coordinator visited to the station timely						
F7. TP/PT Coordinator assisted students to settle emerging challenges						
F8. Head of TP/PT station provided support to coordinators throughout the TP/PT duration						
F9. Head of TP/PT station assigned roles to students						
F10. Head of TP/PT station assessed the students by filling institutional forms timely						

F11. Any matter needing immediate attention or intervention:

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## Appendix 2

### Tools for Monitoring and Evaluation of Research Activities at UDSM



### UNIVERSITY OF DAR ES SALAAM Quality Assurance Bureau (QAB)

#### UDSM-QAB-RPI/001: Research Project Performance Tool

Academic Year: .....

#### Instructions:

This Tool is used to evaluate the quality of a research project. The Principal Investigator of the project shall provide information on research input and process (Part B). In Part C of this Tool, information about the output for all research projects since last evaluation will be reported. The assessment is conducted once in a semester/year.

Part A: Particulars (to be filled by the Principal Investigator)				
A1	Project Title . .....			
A2	Principal Investigator (PI)			
A2A	Rank			
A2B	Gender			
A3	Team members (please complete the table below for each member)			
SN	A3A: Name	A3B: Role 1=Co-PI, 2=Researcher, 3=Research Assistant, 4=Data entrant, 5=Administrator, 6=Coordinator, 7=Accountant, 99=Other (Insert appropriate number)	A3C: Rank: 1=Administrative staff, 2=Accountant, 3=Technical staff, 4=Tutorial assistant, 5=Assistant lecturer, 6=Lecturer, 7=Senior Lecturer, 8=Associate Professor, 9=Full Professor, 99=Other (Insert appropriate number)	A3D: Sex 1= male, 2= Female (Insert appropriate number)
1.				
2.				
3.				

4.				
5.				
6.				
7.				
8.				
9.				
10.				
A4	Project Duration (in months)		.....	
A5	Registered on RIMS? ( <i>Please circle appropriate answer</i> )		1= Yes, 2= No	
A5.1	If A5=Yes, please provide registration number	.....		
A6	Research Funder(s) and amount (please complete the table for each funder if any)			
SN	A6.1: Research Funder (UDSM, SIDA, etc)	A6.2: Amount [TZS]	A6.3: Amount Received so far [TZS]	
1.				
2.				
3.				
4.				
5.				
A7	Total Institutional Fee (in TZS)			
A7.1	Institutional Fee Paid (in TZS)			
A7.2	Balance (in TZS)			
A8	Disbursement plan		1= Year 1, 2= Year 2, 3= Year 3 .....	
A9	Hosting Unit		.....	
A9.1	Hosting Department		.....	
A10	Collaborating institution		.....	
<b>Part B: Assessment of Research Input and Process performance</b>				
<i>Please tick (✓) as appropriate after presentation of physical evidence</i>			<b>Yes</b>	<b>No</b>
B1	MoU indicating the mode of collaboration was signed ( <i>If yes, provide the MOU</i> )			
B2	Progress reports were updated in the RIMS			
B3	Institutional fee(s) is paid to the University. ( <i>If yes, provide copy of receipt</i> )			
B4	Staff mix by seniority was considered during formation of the research team			
B5	Staff mix by gender was considered during formation of the research team			
B6	Staff mix by discipline was considered during formation of the research team			

<b>Part C: Research Output</b>			
	<i>Provide information for the Target and Actual columns</i>	<i>Target</i>	<i>Actual</i>
C1	Number of publications from the project (articles, books, book chapters, etc)		
C1.1	Number of books published from the research project		
C1.2	Number of books published by reputable publishers from the research project		
C1.3	Number of book chapters published from the research project		
C1.4	Number of book chapters published by reputable publishers from the research project		
C1.5	Number of journal articles produced from the research project		
C1.6	Number of journal articles produced from the research project in journals recognized by the University		
C2	Number of Conferences attended in relation to this research project		
C2.1	Number of Conferences papers presented for this research project		
C2.2	Number of conferences organised by the project.		
C3	Name and number of research equipment procured from the research project		
	C3.1: Name of research equipment	C3.2: Number of research equipment (target)	C3.3: Number of research equipment (actual)
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
C4	Number of research training organised /co-ordinated by the project.		
C5	Number of concept notes/proposals developed because of internal colloquium conducted/attended by the project members.		
C6	Amount of funds attracted by the research project.		
C7	Number of Master's degree trained through research grants.		
C8	Number of PhD trained through research grants.		
C9	Number infrastructure facilities procured through research funding.		
C10	Number of copyrights produced from the research outputs.		
C11	Number of licence agreements/patents or any commercial undertakings entered by the researchers.		
C12	Number of public service programmes because of the output from conducted research		



## UNIVERSITY OF DAR ES SALAAM

### Quality Assurance Bureau (QAB)

#### UDSM-QAB-RPI/002: Department Research Performance Tool

**Academic Year:** .....

#### **Instructions:**

This Tool is used to evaluate the quality of research system at the department/Unit level. The head of department/ unit shall provide information on research input and process (Part B). In Part C of the Tool, information about the output for all research projects since last evaluation will be reported. The assessment is conducted once in every semester/academic year. This Tool is a summary of or builds from **UDSM-QAB-RPI/001** Tool. You are therefore advised that before you fill in this form make sure you have the information from **UDSM-QAB-RPI/001** tool.

	<b>Part A: Particulars (to be filled by the Department)</b>	
A1	College/School/Institute	
A2	Department:	
A3	Date:	
<b>Part B: Summary of the Research projects</b>		
B1	Total number of research Projects in the Department/Unit	
B2	Total number of research Projects registered in RIMS	
B3	Total number of research Projects not registered in RIMS:	
B4	Total Amount of Funds for all research projects in the Department/Unit	
B5	Total number of PIs in the Department/Unit:	
<b>Complete the following questions about Institutional Fee</b>		
B6	Total number of research projects paid institution fee	

B7	Total number of research projects not paid institution fee	
B8	Total amount of institution fee for all research projects in the Department/Unit	
B9	Amount institution fee paid so far (for all research projects in the Department/ Unit)	
B10	% Institution fee/amount paid so far (calculate in CPro)	.....%
B11	Balance of institution fee (for all research projects in the Department/ Unit):	

**Part C: Assessment of Research Input and Process Performance**

Please tick (√) on an appropriate column		<i>Yes</i>	<i>No</i>
C1	Researchers are aware of the UDSM Vision 2061 and UDSM Research Agenda.		
C2	Sufficient information on funding opportunities is provided by the Directorate of Research and Publication to the Department.		
C3	The Department has a proper coordination of research and publications.		
C4	The list of Journals and conferences to be used for publications and presentations by members of staff is comprehensively prepared and shared.		
C5	The Department has fully participated in national and international research forums.		
C6	The Department has mechanisms for industrial linkages		
C7	The Department has evidences of MoUs or commercial undertaking negotiations with industries.		
C8	The Department has an up-to-date list of research project registered and updated in the RIMS.		
C9	The Department participated in the colloquiums organised by host or other UDSM units.		
C10	The Department has organised local or international conference.		
C11	The Department has or is part of internationally indexed journal hosted by the University.		
C12	The Department has a mechanism for assigning research supervisors for postgraduate students.		
C13	The Department has set minimum number of days for processing Postgraduate students' proposal, approval of proposals, time for submission of progress report and final reports.		
C14	The Department has set a minimum time for processing procurement of research equipment and facilities.		
C15	The Department has an inventory of research equipment and a system on how to use it, especially for facilities shared within and outside the University.		

<b>Part D: Research Output</b>			
<i>Provide information for the Target and Actual columns</i>		<i>Target</i>	<i>Actual</i>
D1	Number of publications in journals recognized by the University.		
D2	Number of Conferences attended by staff members in the Department.		
D3	Number of research equipment/ facilities procured by various research groups		
D4	Number of conferences organized by the Department.		
D5	Number of research training organized /coordinated by the Department.		
D6	Number of concept notes/proposals developed because of internal colloquium conducted/attended by the Department.		
D7	Number of successful research proposals which has attracted funding.		
D8	Number of Master's students trained through research grants in the Department.		
D8A	Number of PhD trained through research grants in the Department.		
D9	Number infrastructure facilities procured through research funding available in the Department.		
D10	Number of publications produced from the research outputs.		
D11	Number of copyrights produced from the research outputs.		
D12	Number of license agreements/patents or any commercial undertakings entered by the Department		
D13	Number of public service programmes as a result of the output from conducted research in the Department.		



## UNIVERSITY OF DAR ES SALAAM

### Quality Assurance Bureau (QAB)

#### UDSM-QAB-RPI/003: Research and Innovation Week Performance Observation Tool

##### Instructions:

The research and innovation week performance observation tool evaluates the quality of research and innovation week at the University of Dar es salaam at the department/ College/School/Institute/Unit level. The Head of Department/College/School/ Institute/Unit and Principal Investigators ( PIs ) shall provide information on research input and process and output for all research projects.

##### Part A: Basic information

A1: Cycle Number of the Research and Innovation Week (i.e., 7<sup>th</sup>) -----

A2: Academic year: .....

A3: Date of evaluation .....

A4: Total number of units participating: .....

A5: Total number of projects :.....

A6: Number of academic staff: Male ..... Female ..... Total .....

A7: Number of non-academic staff: Male ..... Female ..... Total .....

A8: Number of students: Male ..... Female ..... Total .....

##### Part B: Preparation and Coordination of Research and Innovation Week

B1: Number of organizing committee members .....

B2: Total budget for preparation and running of research and innovation Week  
.....

B3: Key cost items/line of the budget .....

B4: Total number of banners .....



**Part C: Attendance**

**C1:** Number of visitors per day: day 1:..... day 2:..... day 3:.....

**C2:** Number of staff who visited research and innovation  
week.....

**C3:** Total number of visitors who are not staff of the University of Dar es Salaam .....

**Part D: Availability of Services**

SN	Rate the following items in a five point scale (1=very poor, 2=poor, 3=good,4=very good and 5=Excellent	Answer				
		1	2	3	4	5
D1	Hospitality/customer care					
D2	Refreshments					
D3	Washrooms					
D4	Tents (e.g. size, appearance)					
D5	Display tables					
D6	Showcases/demonstration					
D8	First aid/medical emergence					



**UNIVERSITY OF DAR ES SALAAM**  
**Quality Assurance Bureau (QAB)**

**UDSM-QAB-RPI/004: Journal Performance Tool**

**Academic Year:** .....

**Instructions:**

This Tool is used to evaluate the quality of Journals owned by the University of Dar es Salaam. The head of unit which hosts the Journal shall provide information about the Journal since last evaluation. The assessment is conducted once in every academic year.

<b>Part A: Particulars (to be filled by the College/Department)</b>		
A1: Journal Name: _____	A6: Time since last status _____ years _____	
A2: Host College: _____	A7: Number of volumes per year .....	
A3: Publisher _____	A8: Number of issues per year .....	
A4. Host Database/Indexer _____	A9: Number of manuscripts submitted .....	
A5: Status of the Journal (Local/ International, _____	A10: Numbers of manuscripts rejected .....	
<b>Part B: Information about the Journal</b> <i>(Please tick (✓) as appropriate after presentation of physical evidence)</i>		
	<b>Yes</b>	<b>No</b>
B1: At least 25% of members of the editorial board come from international institutions (universities, the industry or research institutions) in different countries.		

B2: There is a clear system for receiving and reviewing papers (procedure for receiving, reviewing, criteria for getting reviewers, guide for authors and reviewers and ethical commitment for authors and reviewers).		
B3: The journal has an up-to-date website displaying instruction/guidelines to author and review policy.		
B4: The journal consistently follows its volumes and issues.		
B5: The journal mode of publication is hard print only.		
B6: The journal scope is well stated.		
B7: The journal provides information on instruction to authors.		
B8: The journal is indexed by international Databases.		
B9: The journal has an International Standard Serial Number (ISSN) for print or e-ISSN for electronic online publications that can be verified at <a href="http://www.issn.org">www.issn.org</a> .		
B10: The journal has unique, persistent, and resolvable identifications such as Digital Object Identifier (DOI) assigned by Crossref and any other to its online articles.		
B11: At least 33% of the total number of papers published per issue originates from outside the country.		
<b>Part C: Journal Output</b>		
<b><i>Provide information for the Target and Actual columns</i></b>	<b><i>Target</i></b>	<b><i>Actual</i></b>
C1. Number of authors from outside Tanzania who have published in the journal for the year under review		
C2. Number of volumes per annum		
C3. Name issues per annum		
C4. Number of articles published per annum		



## UNIVERSITY OF DAR ES SALAAM

### Quality Assurance Bureau (QAB)

#### UDSM-QAB-RPI/005: Evaluation Tool for the Quality of UDSM Website

**Academic Year:** .....

**Instructions:** The UDSM website evaluation tool aims to evaluate the performance of UDSM website. Check the box that most closely describes the quality of UDSM website (each of the indicators)

#### Particulars of the Evaluator

**P1: Name of Evaluator:** .....

**P2: Designation:** .....

**P2A: Gender:** 1. Male..... 2. Female .....

**P3: Specialization:** .....

**P4: Date:** .....

Attributes/dimensions	<b>Responses:</b> (1 = completely disagree; 2 = disagree; 3 = do not agree or disagree; 4 = agree; 5 = completely agree).				
	1	2	3	4	5
<b>A. Usefulness of UDSM Website</b>					
<i>A1: Informational Fit-to-Task</i>					
1. The information on the UDSM website is sufficient to carry out various tasks (e.g., students' online applications, research registration, research clearance, OPRAS, staff e-mails, journal and conference paper submission and ARIS).					
2. The UDSM website adequately meets users' information needs.					

Attributes/dimensions	Responses: (1 = completely disagree; 2 = disagree; 3 = do not agree or disagree; 4 = agree; 5 = completely agree).				
	1	2	3	4	5
3. The information on the UDSM website is effective.					
4. The information on the UDSM website is updated regularly.					
<i>A2: Interactivity</i>					
1. The UDSM website has interactive features which help me/users to accomplish their tasks.					
<i>A3: Trust</i>					
1. I feel safe in transacting with the UDSM website					
2. I trust the UDSM website to keep personal information safe.					
3. I trust the UDSM website cannot misuse their personal information.					
<i>A4: Response Time</i>					
1. The UDSM website loads quickly.					
2. When browsing the UDSM website, there is very little waiting time between users' actions and the UDSM website's response.					
<b>B. Ease of use of UDSM website</b>					
1. The display pages within the UDSM website are easy to read.					
2. The text on the UDSM website is easy to read.					
3. The UDSM website labels are easy to understand.					
4. The UDSM website is easy to navigate through its various pages.					
<b>C. Website design</b>					
<i>C1: Visual Appeal</i>					
1. The UDSM website is visually pleasing.					
2. The UDSM website graphics/pictures are visually appealing.					
3. The UDSM website complies to UDSM branding manual.					
<i>C2: Innovativeness</i>					

Attributes/dimensions	Responses: (1 = completely disagree; 2 = disagree; 3 = do not agree or disagree; 4 = agree; 5 = completely agree).				
	1	2	3	4	5
1. The UDSM website is professionally designed.					
2. The UDSM website design meets international academic standards.					
3. The UDSM website design is creative.					
<i>C3: Flow—Emotional Appeal</i>					
1. I feel cheerful when using the UDSM website.					
2. I feel comfortable to access the UDSM website anywhere.					
<b>D. Quality</b>					
<i>D1: Consistent image</i>					
1. The UDSM website projects an image consistent with the UDSM's brand.					
2. The UDSM website fits with users' image of the UDSM.					
3. The UDSM website's image matches the reputation of the UDSM.					
<i>D2: On-Line Completeness</i>					
1. The UDSM website has provisions for on-line transactions.					
2. All students and other client's business relating to UDSM can be completed via the UDSM website.					
<i>D3: Better than alternative channels</i>					
1. It is easier to use the UDSM website to access various information relating to UDSM than using telephone, fax, e-mail or a representative.					

## Appendix 3

### Tools for Monitoring and Evaluation of Consultancy Activities at UDSM



## UNIVERSITY OF DAR ES SALAAM Quality Assurance Bureau (QAB)

### UDSM-QAB-RPI/006: Consultancy Evaluation Tool

Academic year: .....

**Instructions:** This Tool is used to evaluate the quality of consultancy activities at the Department/Unit level.

Part A: Particulars (to be filled by the Consultant)			
A0. Date of evaluation	.....		
A1. Consultancy Title:	.....		
A2. Name of Team Leader:	.....		
A2A: Rank	1=Administrative staff, 2=Accountant, 3=Technical staff, 4=Tutorial assistant, 5=Assistant lecturer, 6=Lecturer, 7=Senior Lecturer, 8=Associate Professor, 9=Full Professor, 99=Other		
A2B: Gender:	1. Male 2. Female		
A3. Team Members (Complete the table below)			
SN	A3A: Name	A3B: Rank: 1=Administrative staff, 2=Accountant, 3=Technical staff, 4=Tutorial assistant, 5=Assistant lecturer, 6=Lecturer, 7=Senior Lecturer, 8=Associate Professor, 9=Full Professor, 99=Other	A3C: Gender (1=male, 2= Female)
1.			
2.			
3.			
4.			
5.			

6.			
7.			
8.			
9.			
10.			
A4.	Collaborating Institution	.....	
A5.	UCB Registration No.	.....	
A6.	Project Duration in months	.....	
A7.	Amount of Funds:	.....	
A8.	Type of Consultancy	1=Individual, 2=Contracted research, 3=Internal, 4=external, 99=Other specify .....	
A9.	Hosting Unit (College/school/Directorate/institute)	.....	
A10.	Hosting Department	.....	
A11.	Consultancy Value (Tshs.)	.....	
<b>Part B: Assessment of Consultancy Input and Process performance</b>			
<i>Please tick (✓) as appropriate after presentation of physical evidence</i>			
			<b>Yes</b>
			<b>No</b>
B1. MoU indicating the mode of collaboration was signed by the relevant authority			
B2. The Unit/Local bureau was involved in setting the consultancy team.			
B3. Every team member signed a conflict-of-interest form.			
B4. The expression of interests/proposal indicated various similar work conducted by UDMS and other types of consultancy services that can be offered by UDMS.			
B5. Progress reports were submitted to UCB and the client.			
B6. Institutional fee was paid to the University.			
B7. Local Bureau arranged training to its staff on issued related to consultancy.			
B8. Feedback was received from the client.			
B9. Comments from the client's feedback have been/were addressed timely.			
B10. The consultancy work involved collaboration with other local universities.			
B11. The consultancy work involved an international organization.			
B12. The Consultancy report complied with the UCB format.			
B13. The consultancy work was/ will be completed on time.			
B14. Travel clearance was sought by team members prior to travel for consultancy.			
B15. Team members had an objective related to consultancy in their OPRAS form.			
B16. Team members reported the achievement of consultancy objective during mid and annual review of OPRAS.			
B17. Staff mix by seniority was considered during formation of the consultancy team.			
B18. Staff mix by gender was considered during formation of the consultancy team.			



**Appendix 4**  
**Tools for Monitoring and Evaluation of Support Services at UDSM**



**UNIVERSITY OF DAR ES SALAAM**  
**Quality Assurance Bureau (QAB)**

**UDSM-QAB-ASS/001: Evaluation Tool for Administrative Staff Service Delivery**

**Academic Year:** .....

**Instructions:** The administrative staff service delivery performance appraisal aims to evaluate the performance of an administrative staff member in relation to the service she/he is offering to you (the client) to enhance the effectiveness of the mission of the University of Dar es Salaam. Check the box that most closely describes the Employee performance for each of the required performance indicators.

**Particulars:**

P1: Name of administrative staff being evaluated:

.....

P1.1: Rank of administrative staff: 1. PAO 2. SAO 3. Secretary 4. Office attendant

P1.2: Gender of administrative staff: 1. Male..... 2. Female.....

P2: College/School/Institute: .....

P3: Department: .....

P4: Evaluator Name (Immediate Supervisor):

.....

P4.1: Position of Immediate Supervisor:

*e.g. Head, HR*.....

P4.2: Gender of Immediate Supervisor: 1. Male.....

2. Female.....

P5: Date: .....

Part A: Customer service/care					
1 = Unsatisfactory; 2 = Development Needed; 3 = Satisfactory; 4 = Very good; 5 = Excellent	Unsatisfactory <-----> Excellent				
	1	2	3	4	5
A1: Greets the guests/clients					
A2: Listens to guests/clients					
A3: Always warm					
A4: Expresses concern with client's problems/issues					
Part B: Job Knowledge					
1 = Unsatisfactory; 2 = Development Needed; 3 = Satisfactory; 4 = Very good; 5 = Excellent	Unsatisfactory <-----> Excellent				
	1	2	3	4	5
B1: Possesses requisite academic and professional knowledge and skills in the position-related areas.					
B2: Applies knowledge and skills to meet job requirements.					
B3: Strives to update knowledge and skills to meet job requirements.					
Part C: Quality of Work					
1 = Unsatisfactory; 2 = Development Needed; 3 = Satisfactory; 4 = Very good; 5 = Excellent	Unsatisfactory <-----> Excellent				
	1	2	3	4	5
C1: Produces accurate and acceptable work effectively.					
C2: Follows procedures/process accurately to complete work.					
C3: Ensures a high-quality output of work, with minimal or few errors.					
C4: Completes work effectively.					
C5: Meets deadlines.					
Part D: Dependability					
1 = Unsatisfactory; 2 = Development Needed; 3 = Satisfactory; 4 = Very good; 5 = Excellent	Unsatisfactory <-----> Excellent				
	1	2	3	4	5
D1: Readily takes actions consistent with the objectives of the office/unit.					
D2: Proposes actions and procedures to improve departmental/unit operations.					
D3: Undertakes independent actions when appropriate.					
D4: Takes care of necessary tasks and completes them in a timely manner.					
D5: Always prepared to respond to challenges.					
D6: Accepts responsibility.					
D7: Attendance on duty					
D8: Punctuality on duty					
D9: Availability on duty					

Part E: Adaptability and Flexibility					
1 = Unsatisfactory; 2 = Development Needed; 3 = Satisfactory; 4 = Very good; 5 = Excellent	Unsatisfactory <-----> Excellent				
	1	2	3	4	5
E1: Able to work without/with minimal supervision and willing to take on additional responsibility.					
E2: Accepts and adapts to new or changing ideas and situations.					
E3: Maintains effective performance under stress.					
E4: Reacts constructively to needs and priorities.					
Part F: Interpersonal Communication					
1 = Unsatisfactory; 2 = Development Needed; 3 = Satisfactory; 4 = Very good; 5 = Excellent	Unsatisfactory <-----> Excellent				
	1	2	3	4	5
F1: Listens, conveys and receives ideas, information and directives effectively.					
F2: Builds and maintains effective working relationships.					
F3: Relates well with people of all occupations.					
F4: Demonstrates effective oral and written communication skills.					
Part G: Organising and Planning					
1 = Unsatisfactory; 2 = Development Needed; 3 = Satisfactory; 4 = Very good; 5 = Excellent	Unsatisfactory <-----> Excellent				
	1	2	3	4	5
G1: Plans activities and assignments effectively and adjusts appropriately.					
G2: Uses time effectively and stays focused to ensure work is completed.					
G3: Meets commitments and deadlines consistently.					
G4: Makes effective use of appropriate resources.					
Part H: Decision-making					
1 = Unsatisfactory; 2 = Development Needed; 3 = Satisfactory; 4 = Very good; 5 = Excellent	Unsatisfactory <-----> Excellent				
	1	2	3	4	5
H1: Able to identify challenges and opportunities and take appropriate actions.					
H2: Takes appropriate actions by evaluating options and considering implications.					
H3: Uses all relevant sources to better understand a problem, issue or opportunity.					
H4: Involves others as needed to make informed decision.					
Part I: Leading and mentorship					
1 = Unsatisfactory; 2 = Development Needed;	Unsatisfactory <-----> Excellent				

3 = Satisfactory; 4 = Very good; 5 = Excellent					
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I1: Creates a good working environment in which people want to do their best.					
I2: Serves as a role model.					
I3: Treats others with respect, dignity and fairness.					
I4: Inspires and guides individuals towards higher levels of performance.					
I5: Sets clear objectives and performance indicators.					
I6: Provides necessary information, support and resources for effective staff performance.					
I7: Motivates subordinates and co-workers to improve performance.					
<b>Part J: Ethics</b>					
1 = Unsatisfactory; 2 = Development Needed; 3 = Satisfactory; 4 = Very good; 5 = Excellent	Unsatisfactory <-----> Excellent				
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
J1: Dresses properly according to the dress code.					
J2: Uses gender sensitive language.					
J3: Uses appropriate gestures.					
J4: Offers services as a first priority.					
J5: Always sensitive to gender issues					



**UNIVERSITY OF DAR ES SALAAM**  
**Quality Assurance Bureau (QAB)**

**UDSM-QAB-ASS/002: Attestation Form for Monitoring and Evaluation  
of QAB Activities**

**Academic Year:** .....

**Name of Evaluator:** .....

**Designation:** .....

**Specialisation:** .....

**Date:** .....

The tools shall assess aspects such as adequacy, standards and status of various QAB activities.

**Status variable has 4 variables including**

- 1 = Very bad, meaning absence or missing of facility/aspect
- 2 = Bad, meaning absence of some parts of a facility/aspect
- 3 = Good, meaning absence of one or two parts of a facility/aspect
- 4 = Very Good, meaning the facility/aspect is in good condition and it is working efficiently

Aspect	Adequacy						Status	Remarks
	Required	Available	Deficit	Very bad	Bad	Good	Very Good	
1. Attendance register								
2. Appointment letters								
3. Transfer letters								
4. Staff registry								
5. Office inventory								
6. Academic programmes (hard copies)								
7. Training evaluation reports								
8. Database for quality assurance activities								
9. Stores								
10. Staff toilets								
11. Monitoring and evaluation reports								
12. Minutes of meetings								
13. Financial reports								
14. UDSM Self-Assessment Reports (SAR)								
15. UDSM Policies, Regulations, Directives, Guidelines, Procedures								