QUALITY ASSURANCE POLICY

KILIMAJARO CHRISTIAN MEDICAL UNIVERSITY COLLEGE

A Constituent College of Tumaini College Makumira

2018

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ACKNOWLEDGEMENT

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University of Dar es Salam Quality Assurance Policy; and TUDACo Quality Assurance Policy, January, 2013, TUDACo Quality Assurance Manual, January 2015,TUDACo Tools and Instruments for Evaluation of Quality, Standards and performance indicators for Quality Assurance, November 2013 among others, and everybody else who contributed to this document in one way or the other. Our indebtedness to these sources and individuals who contributed is hereby expressed.

DEFINITIONS

In this Policy, unless the context requires otherwise:

Assessment

In the context of quality assurance, assessment is the process of identifying and ensuring that appropriate internal procedures are in place and operational and that outcomes of academic programmes and activities are in accord with established standards.

Audit

Audit is a process of identifying and ensuring that appropriate internal quality assurance processes are in place and operational.

Programme Review

Programme review is a process of holistic appraisal of a course/programme and resources, aiming at its further evolution, and improvement.

Quality control

This is the process whereby outcomes are assessed to determine whether they are of the prescribed standard.

Quality Management

Quality management refers to all the processes in place to facilitate achievement of quality in an institution.

Stakeholders

The term stakeholders include agencies (government and private) that control Institutions, individuals, or groups that participate in or have responsibilities towards High education in Tanzania.

Quality: KCMU-College interprets quality as 'fitness for purpose as summarized in the College's vision and mission statement'

Quality Assurance: is best described as 'making promises and providing evidence of keeping them 'It refers to the process of evaluating/Assessing the extent to which the individual/unit/institution is delivering on its promises. It is what KCMU-College and its stakeholders enjoy; quality control which is effectively applied in the work of the organization. This refers to operational techniques, procedures and objectives that are used to fulfill the requirements of quality. The overall aim is to deliver the best service possible and to ensure continuous improvement.

The assurance of quality is fundamental for all work undertaken by KCMU- College and should be implemented by all staff and its Stakeholders in their work. To that effect KCMU- College shall maintain consistency in work method throughout in accordance with already set policies, procedures, regulations and codes of practice without significant deviation.

Quality Assurance Policy: KCMU-College Quality Assurance policy is a document promulgated to maintain an effective and efficient quality assurance process designed to eliminate deficiencies and inaccuracies and to ensure high quality standards. The intended goal of Quality Assurance Policy is to affirm KCMU-College commitment to maintain a high standard of quality in the way we work, the services we deliver, College relationships with staff and stakeholders and ensure continuous improvement, best value and hence best quality of outputs and outcomes.

KCMU-College: Is an affiliated College of Tumaini University Makumira (TUMA) established in 1997. The College offers unique integrated, clinically oriented and student-centered leaning curriculum. Since its inception the flagship of the College has been Medicine, Nursing and Rehabilitation Medicine. The College has gone through four stages of accreditation and was issued with certificate of registration by the Higher Education Accreditation Council (HEAC) currently Tanzania Commission for Universities (TCU) in 2001 and next stage is the College transformation into full-fledged.

The KCMU-College draws its mandate from the Charter granted on 18th August 2010, having fulfilled the conditions set forth under the Universities Act 2005.The College has a Governing Board that has responsibility over matters specifically relating to the College, which includes ensuring sound governance and management systems, mobilization of resources, investments and appointments. At the College level, academic matters are handed by both College Academic Board and Faculty Boards.

The day-to-day running of the College is vested to the Provost who is the Chief Executive Officer and accounting officer of the College. He is responsible for the overall coordination and supervision of the Programs and activities of the College. He is assisted by the Deputy Provost Academic Affairs (DPAA), the Deputy Provost Administration (DPA), Deans of the faculties, Director of Post Graduate Studies, the Director of Research and Consultancies and the Dean of Students.

ABBREVIATIONS AND ACRONYMS

DPA	Deputy Provost Administration
DPAA	Deputy Provost Academic Affairs
DPS	Director of Postgraduate Studies
DRC	Director of Research and Consultancies
ELCT	Evangelical Lutheran Church in Tanzania
GSF	Good Samaritan Foundation
HoDs	Head of Departments
IUCEA	Inter-University Council of East Africa
KCMU-College	Kilimanjaro Christian Medical University College
QA	Quality Assurance
QAU	Quality Assurance Unit
TCU	Tanzania Commission for Universities
TUDACo	Tumaini University Dar es Salaam College
TUMA	Tumaini University Makumira
UTLIP	Teaching and Leaning Improvement Programme

FOREWORD

KCMU-College Quality assurance (QA) refers to the systematic measurement, comparison with a standard, monitoring of processes and an associated feedback loop that confers error prevention. The College Quality Assurance activity is a continuous process. It is therefore hoped that lessons learnt during the implementation of this policy will be adapted into the laid down mechanisms to ensure the mission of the College is achieved.

In improving services, quality assurance is any systematic process of checking to see whether a service provided meets specified requirements. A quality assurance system is said to increase stakeholder's confidence and institution's credibility, improve work processes and efficiency, and enable an institution to better compete with others. Today's quality assurance systems emphasize catching defects before they get into service delivered.

Two principles are included in Quality Assurance, services delivered should be suitable for the intended purpose; and mistakes should be eliminated. Quality Assurance includes management of the quality services delivered to stakeholders.

The College's mission is to contribute to society through the pursuit of education, learning, research and healing at the highest levels of excellence. This reflects one of its core values, which is to provide high quality provision across all subjects offered. The College's quality assurances procedures provide a framework within which it can examine and enhance its teaching activities hence ensuring that it achieves this aspiration of excellence.

Prof. Egbert Kessi
Provost
Kilimanjaro Christian Medical University College

THE NEED FOR THE QUALITY ASSURANCE POLICY

KCMU-College was established in 1997 and since that time the College has been expanding in terms of infrastructure, students populations and both academic and administrative staff. Due to the increase of students there is daring need to have clear policy, which shall concretize our quality assurance mechanisms.

For Years the College has been delivering excellent services to the extent of attracting both internal and foreign Students. Currently the College is under transformation into full-fledged University. To this end quality assurance policy is very imminent for the prosperity of the College and above all maintenance of quality assurance processes, which have been in place since its inception.

CHAPTER ONE: INTRODUCTION

1.1 PREAMBLE

Improving the quality of teaching, research and healing has been at the heart of Kilimanjaro Christian Medical University College and continues to be of crucial importance for further implementation of the College transformation.

This policy focuses on the need to promote a culture of quality at institutional level. Creation of true quality culture is crucial as it ensures the commitment of students, Academic, and Administrative staff alike.

The College operates an integrated system for quality assurance and enhancement, which makes effective contribution to achievement of the College's Strategic Plan and which underpins the academic planning process. The ultimate aim, underpinning this system, is the College's commitment to produce the best possible student experience. Such a system must be sufficiently robust to safeguard the standards of the academic awards and clearly articulate within the TCU guidelines.

The College understands the importance of keeping abreast the best practice in higher education and sees this as part of being a self-critical academic community, which evaluates and enhances its quality assurance procedures. The maintenance and enhancement of the academic standards of the institution depends foremost on the commitment of all staff and continuous evaluation of the quality of educational experiences provided to students.

The College has well-established, comprehensive and rigorous arrangements for the approval, review, modification and annual monitoring of its academic provision. These arrangements for quality management and enhancement are built upon many years' experience and reflection. The College has been subject to external audit as well as scrutiny from a wide range of professional and statutory regulatory bodies. Over the years, the College has modified many aspects of its quality assurance policies and procedures to ensure that they reflect best practices. The College is committed to further changes and enhancements in years to come. The key principles set out below, are important as a guide to staff and students in their endeavor to secure high standards of the awards and a high-quality student experience.

1.1.1 History of KCMU-College
Kilimanjaro Christian Medical University College is situated 4 kilometers north of Moshi Municipality on the slopes of the snowcapped Mount Kilimanjaro, Tanzania.

The changes in Government policy to liberalize the economy and provision of social services rekindled the desire for higher education within the circles of the

Evangelical Lutheran Church of Tanzania (ELCT). In 1993 the Executive Council of the ELCT decided to establish a Lutheran University, *"Tumaini University,"* comprising, among others, The Kilimanjaro Christian Medical College.

The Medical College became operational on 1st October 1997 under the name *"Kilimanjaro Christian Medical College-KCM-College".* The College changed its name to Kilimanjaro Christian Medical University College (KCMU-College) after being granted a Charter in 2010 The College started with the Faculty of Medicine and soon afterwards expanded to incorporate more faculties, institutes and

Directorates as shown hereunder;

   (i) Faculty of Medicine
   (ii) Faculty of Nursing
   (iii) Faculty of Rehabilitation Medicine
   (iv) Directorate of Postgraduate Studies
   (v) Directorate of Research and Consultancies
   (vi) Directorate of Public Health

1.1.2 KCMU-Co Ownership and Governance

KCMU-Co is a private College of higher learning established under the KCMU-College Charter granted 2010 The day-to-day running of the College is under the College Governing Board, which uses other specified organs in relation to policy, and administrative matters to manage funds and other resources as provided for under the Charter and regulations of KCMU-Co.

1.2 KEY PRINCIPLES

The main principles underpinning the College's quality Assurance policy are:

1. That quality assurance and enhancement within a collegial system is best achieved through fostering of an ethos of critical self-reflection in partnership with students;
2. That the College academic community, individually or in groups, should have the responsibility of enhancing the quality of learning.
3. That collegiality and rigorous external peer review are vital means to identify areas for improvement, to foster collaboration and the exchange of best practice;
4. That the benchmarking of academic standards is the heart of the College's procedures;
5. That it is desirable to promote consistency and standardization wherever possible;

6. That quality assurance and enhancement needs to be mindful of the challenges facing the College and hence ensuring the interdisciplinary nature of the curriculum, and strong links with professions at the College;
7. That students and other stakeholders are key contributors to the shaping of College policies and mechanisms in the area of quality and standards;
8. That all policies and procedures relating to quality and standards should be subject of regular review to ensure their ongoing fitness for purpose of a rapidly changing internal and external environment.

1.3 POLICY DECLARATION
KCMU-College is committed to strive for excellence and assuring quality in all its activities.

1.4 POLICY STATEMENT
KCMU-College's vision is to be an outstanding internationally respected academic institution committed in promoting excellence and innovation in teaching, research and development of health professions, who influence society through dignified health care delivery to promote the love and compassion of Christ attracting, retaining staff of the highest caliber and other creative endeavors striving for excellence and promoting quality assurance in all its activities.

1.5 PURPOSE OF THIS POLICY
To develop a systematic and continuous protocol for assessing quality of education delivered through collection and analysis of reliable information.

1.6 POLICY OBJECTIVES
In pursuit of its vision, the College will strive to produce accredited graduates who are innovative, analytical, articulate, balanced and adaptable, with a lifelong love of learning; and through teaching, research and healing services, ensure that:
1. All members of the College community are aware of and support the institution's approach to quality;
2. An appropriate quality assurance system (a set of quality assurance policies, procedures and performance indicators) is in place to realize the vision and mission of the College;
3. Health education is enhanced, transmitted and preserved for the benefit of the people of Tanzania, Africa and the rest of the World in accordance with various principles and development strategies prevailing in the World;
4. The College's quality assurance system is coordinated, developmentally oriented, and is characterized by minimum bureaucracy and maximum effectiveness;
5. The pace of human resource development in socio- economic, academic and research fields is accelerated with special emphasis on areas relating with health.
6. KCMU-College is an appropriate place for intellectual and professional excellence in education, research and service in health science through erecting, equipping and maintenance of laboratories, offices, halls of

residence, lecture halls, libraries, museums and other buildings and structures required for the promotion of its objects.

7. Students are prepared through regular and professional courses in health and allied sciences for degrees, diplomas, certificates and other awards of the College.
8. Students understand the ethical basis of medical and para-medical practice and can identify social, cultural, psychological and economic factors, which influence the health of individuals, families, and entire community as whole.
9. Students are prepared for lifelong self-evaluation, self-directed leaning, and updating ones knowledge and profession. Motivate students in adopting rapid changes in the medical practice brought about by new technology and to cope with the expanding research and vast literature.
10. Students are prepared to show ability to communicate with individuals, families and community. As a member of health teams, the graduates are able to establish inter-professional and inter-sectoral relationships to achieve prescribed goals.

1.7 GENERAL POLICY

Quality assurance is an ongoing evaluation system that focuses on patterns of behavior rather than on isolated instances of behavior. Quality assurance is a mechanism for assessing the quality of services delivered, implementing and evaluating changes in services delivery and eventually maintains or improves the quality of education delivered.

The benefits to be derived from a systematic quality assurance program include documentation of the effectiveness of educational and patient care programs, identification of areas of the educational and patient care programs that could benefit from improvements, and establishment of a mechanism for ongoing identification of strengths and weaknesses that will support plans for development, revision, improvement, and expansion within the KCMU- College.

CHAPTER TWO: POLICY CONTEXT

2.1 Quality in Higher Education
Quality is a universally acknowledged factor in successful business; it is also something that everybody pays attention to in any transaction of goods or services. Broadly viewed, quality can be described as the totality of features and characteristics of a service or object that bear on its ability to satisfy the stated or implied needs. There have always been different conceptions of higher education and what its basic purpose should be. Therefore, the notion of quality in higher education is very much tied to a person's understanding of the purpose of such education. One of the most widely accepted definitions is "fitness for purpose". There are two fundamentally distinct approaches to viewing "fitness to purpose". One approach pays particular attention to intrinsic qualities,

that is, basic values and ideas such as the search for truth and the disinterested pursuit of knowledge. The other approach emphasizes extrinsic qualities such as capacities of higher education to respond to the changing needs of society. The format of attention to quality will vary according to whether the emphasis is on intrinsic quality i.e. the development of an erudite class of individuals who are fascinated by knowledge for knowledge's sake or on extrinsic quality i.e. development of individuals directly responsive to socio-economic needs of society.

The two approaches are in line with two dominant perceptions of higher education. One perception sees it as being a "social College", whose main functions are the cultivation of good citizenship, the preservation and transmission of cultural heritage and the formation of skills and character in the students. The other perception emphasizes that higher education is an "industry" that sells goods and services, trains an important part of the workforce and fosters economic development. The quality of such goods and services therefore cannot be assumed to be good unless they are independently tested and proved to meet professionally set standards.

In systems where emphasis is on intrinsic quality, the mechanisms to check and monitor quality tend to be implied and systemic rather than explicitly stated and measured. This has largely been the case with most Higher Education College up to a few decades ago. The emphasis on the need to employ explicit and systematic measures to check and monitor quality is a relatively new phenomenon and is a manifestation of a shift of emphasis in the perception of the purpose of higher education i.e. the need to respond to societal demands comes first. In this context Quality Assurance essentially means measures, or a set of measures, taken by a College to satisfy itself and demonstrate to its clients that it has constant capacity to keep its promise to deliver goods and services of/to the desired standard.

From its inception to the present, KCMU-Co has explicitly pursued a combination of the two approaches to higher education, i.e. instilling of intrinsic values and development of practical capabilities among students. This would have meant employment of extrinsic measures to check fitness of its graduates for their post-graduation tasks. However, like other Colleges and universities of its time, it did not put in place mechanisms for systematically and constantly checking the practical relevance of its education to student's post-graduation tasks.

2.2 Traditional Safeguards of Quality in Higher Learning Institutions

As centre of higher learning, colleges and universities in general have always regarded quality as a crucial factor in building reputation and winning admiration and support from the public. Responsibility for maintaining and promoting quality of academic programmes has always been vested in the Academic committee. Succinctly stated the functions of Academic Committee have been:

☐ To satisfy itself regarding the content and academic standard of any course of study offered by the College.

☐ To formulate by-laws regarding eligibility of persons for admission to any course of study.

☐ To formulate the standard of proficiency to be gained in each examination.

☐ To decide whether any candidate has attained required proficiency and therefore fit for receiving the particular academic award.

In carrying out these functions the College Academic Committee relies heavily on reviews and judgments made by peers from within as well as from outside the College. Such reviews largely focus on the academic contents and processes of the particular programmes. This arrangement has provoked three criticisms. First, Academic board-sponsored reviews narrowly focus on the particularities of a subject or discipline without giving due weight to the interests of the immediate and ultimate client. Secondly, the organ that is responsible for monitoring and ascertaining academic quality does not have adequate representation from the broader public. Thirdly, the issues that the reviews tend to focus on are often abstract, theoretical and sometimes somewhat mechanical.

2.3 Changing Perceptions and New Demands

Previously, Colleges and Universities were perceived as honest, self-steering, self-censuring and quality conscious centers of learning. Since about three decades ago, questions began to be raised as to whether this traditional trust was well founded and still valid. It is in the context of this questioning that calls were made for the establishment of external mechanisms for monitoring and evaluating the soundness of what was happening inside universities. Cloete (2002: 163), for instance, stressed that universities be regarded as "service industries" and that they accordingly be "formally evaluated" and "held accountable for their performances".

It is in response to such calls that the 1990s witnessed the establishment of more than 50 national higher education quality assurance agencies in several countries around the world. They all arose because of the perception that traditional academic controls were inadequate to the challenges of a modern education and that more explicit assurances about quality were needed. This change of perception began to gain momentum in the last two decades largely because of four important developments:

☐ Demand for greater accountability and efficiency in respect of public financing;
☐ Trends towards mass participation in higher education even in the face of shrinking resources;
☐ Greater stakeholder scrutiny of education and training processes and outcomes.
☐ Lack of trust in the efficiency and effectiveness of internal quality assurance mechanisms; [Nemo judex in propria causa! = Nobody is a fair judge of his/her own case].

In terms of scope, the mandates and responsibilities of formal quality assurance agencies have varied considerably. Any or all of the following have featured in their responsibility:

☐ To assist and support institutions in their internal quality assurance activities in order to improve the quality of their output.
☐ To assess or evaluate designated institutions against a set of standards, benchmarks or intended outcomes.
☐ To review a University or College's systems of quality management in order to establish whether they are appropriate, adequate and effective.

☐ To check whether a College or University is good enough for some specified purpose, such as recognition, accreditation and/or State funding.

Thus, external agencies evaluate not only the curriculum contents and examination system but also the capacity of the units to deliver the intended products. The focus is on the College's policies, systems, strategies and resources for quality management of the core functions of teaching, research and public service. Admittedly, although the concept of quality assurance is not altogether new, the range of terms and methodologies now used to define, develop and apply it are relatively new. Given the growing importance of student mobility and the international labor market, there is indeed a need to have some reliable and explicit ways of measuring standards and qualifications in higher education across the globe.

2.4 Quality Assurance at KCMU-Co

Evidence that the Kilimanjaro Christian Medical University College cares for quality is available in the rules, regulations and guides governing inputs, processes and outputs of academic programmes as well as other facets of College operations. Thus there are:
(i)   Formal admission conditions and requirements that filter out possible garbage;
(ii) Recruitment, appraisal and staff development requirements and procedures that ensure that only quality staff is allowed to teach;
(iii) Stipulations regarding course contents, structure and assessment; and
(iv) Examination regulations and degree classification procedures.

The relationship between the efforts mentioned above and the more routine quality assurance measures or activities does not stand out clearly. This is partly because education is still perceived in traditional terms as a social institution whose worth and value can only be measured implicitly. However, there is clear evidence that the Kilimanjaro Christian Medical University College wants to make quality a matter of central concern in all her endeavors. The statements of vision, mission and objectives reproduced above are a testimony of this commitment. They clearly show that the College wants to pay attention to both the internal and external value of education and not to replace the former with the latter. In its five-year rolling strategic plan (2010/11 – 2015/16); the College states that it will adopt five measures that are explicitly geared towards improving quality. The five measures include:
(i)   Establishment of a Quality Assurance and Control system;
(ii) Establishment of Academic Performance Indicators and Benchmarks;
(iii) Introduction of periodic College-wide Tracer Studies;
(iv) Setting of Annual Performance Targets;
(v)   Regularization of Academic Audits;

These laudable measures are very much in line with what the QA movement is advocating in order to make higher institutions visibly accountable. What is lacking however is a formal mechanism for coordinating them and monitoring their effectiveness on a regular basis. Accordingly, the College requires a coherent and structured framework of managing quality, taking into account the need to be more comprehensive, more explicit and outward looking. This policy is a starting point in that direction.

2.5 Quality Assurance Mechanism/Framework

The notion of quality underpinning the framework adopted by KCMU-Co is of "*fitness for purpose*" (i.e., the institution and its components and activities have "quality" if they conform to purpose for which they were designed). The framework reflects the KCMU-Co due process; as a mechanism for accountability.

The policy shall apply to all Directorates, Faculties, Departments, and Units and both academic and support staff at KCMU-Co through:

(i) Internal Quality Assurance Mechanisms – Continuous
(ii) External Quality Assurance Mechanism – Periodic

The College, through Governing Board, shall determine and approve quality management frameworks for all Directorates, Faculties and Units.

Regular internal audits will be conducted to ensure that the Quality Assurance Policy is implemented.

2.5.1 Areas of Internal Quality Assurance

Internal quality assurance mechanisms are departmentally generated and are continuous. The mechanisms shall be coherent with the quality assurance framework set forth in this policy approved by Governing Board and shall include mechanisms to assess the following areas: -

(i)   Quality of programmes and courses
(ii)   Quality of academic staff
(iii) Quality of teaching and learning experience
(iv)   Quality in students' assessment (internal moderation)
(v)   Quality in support services
(vi)   Quality of resources and facilities
(vii) Quality of research
(viii) Quality of programmes review process

2.5.2 External Quality Assurance

To ensure that high quality standards are maintained, the following external mechanisms shall be utilized. Quality of educational programs shall be assured through External Examiners Review by any of the following bodies/committees

(i)   External examiners
(ii) External professional bodies
(iii) External accreditation agencies
(iv) Employers
(v)   Former students (through students' alumnae)
(vi) Other Colleges and universities

CHAPTER THREE: ADMINISTRATIVE STRUCTURE

Introduction:

Since its inception the College has undergo rapid expansion in terms of staffing, student enrolment and new academic programmes. An effective teaching and learning policy is a precondition for social change and economic development. This calls for the establishment of an administrative structure that will incorporate Quality Assurance function at KCMUco. This creates the need to harness QA mechanisms for better and efficient staff, teaching and research, management and administration.

3.1 Principles for quality assurance system and management

3.1.1 An independent Quality assurance unit: Establishment of an independent Quality Assurance Unit, which with full autonomy and has an overall responsibility for quality assurance function.

3.1.2 Quality teaching, learning and research: The College shall ensure an environment that meets students and staff academic needs through good planning and evaluations. The need to focus on best practices, results, performance and outcomes of both students and staff, and provide leadership and intrinsic and extrinsic motivation, to support staff development, career progression and high completion rates

3.1.3 Outreach Professional Services: Ensuring disseminating good practices within and from outside the College by upholding the highest standards of professionalism, ethics, gender mainstreaming, and equality for both students and staff

3.1.4 Collaboration: Establishing an effective liaison with stakeholders in offering out professional services/programmes. The College shall strive to build and sustain productive relationships in within, and with government departments, regional, international bodies, and other universities while strengthening and promoting confidence in the public that the quality of provision and awards are safeguarded, enhanced and maintained.

3.1.5 Commitment to change & Innovation: Reaffirm commitment in promoting an innovative quality assurance culture and continuous improvement, building on the experiences of the past, seeking opportunities for needed change and pursuing and promoting creativity among staff and students within the College.

3.2 Quality Assurance Structure in Place to Achieve Stated Objectives

All members of the College community and its organs should be sensitized to strive for high quality in their activities. All members of the College, including teaching staff, researchers, supporting staff and students should contribute directly or indirectly to the quality of the teaching, research and outreach services.

3.2.1 College Management

Commitment from the top management is an essential pre-requisite for an effective quality assurance system. Members of top management are the bedrock, the anchors of Quality Assurance. The Leadership/Management roles will be as follows: -

1. Guide the College in reviewing the organizational performance for quality assurance.
2. Establish a clear mission, articulate core values, and communicate high expectations of performance at all levels.
3. Create and sustain an educational environment that promotes ethical values and equity for all stakeholders at the College.
4. Encourage research, innovations and pursue current and future opportunities for improvement.
5. Establish priorities for quality improvement to ensure that the College Mission is successfully achieved.
6. Ensure the College is strategically designed to achieve its Mission and Vision.

3.3 Structural Frame for the KCMUCo QA System

The KCMU-Co QA functional system shall hinge on the QAU, which shall have linkages with implementing units, and the College Management of the College, as shown in the diagram below:

Proposed Quality Assurance framework at KCMU College
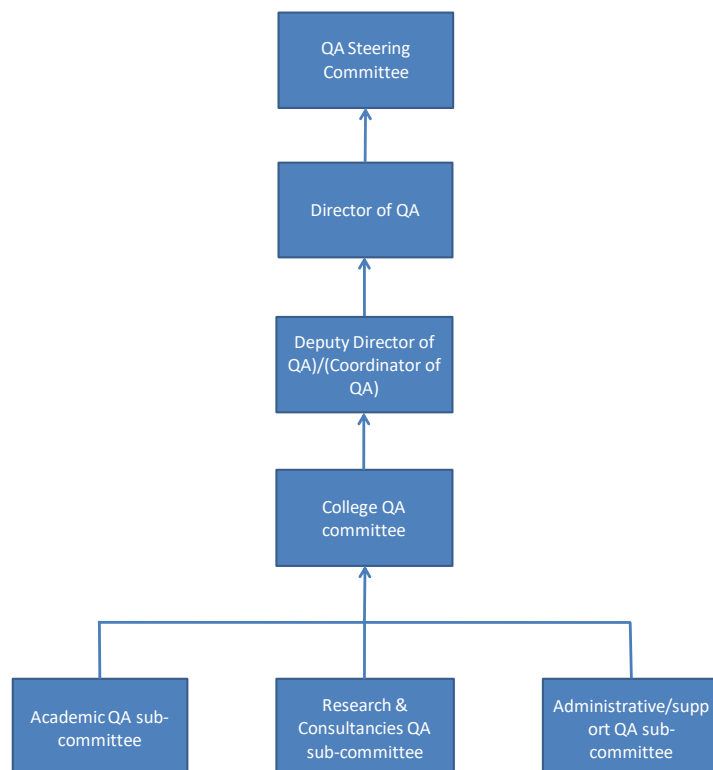
Position of the Quality Assurance Unit (QAU) at KCMU Co administrative framework
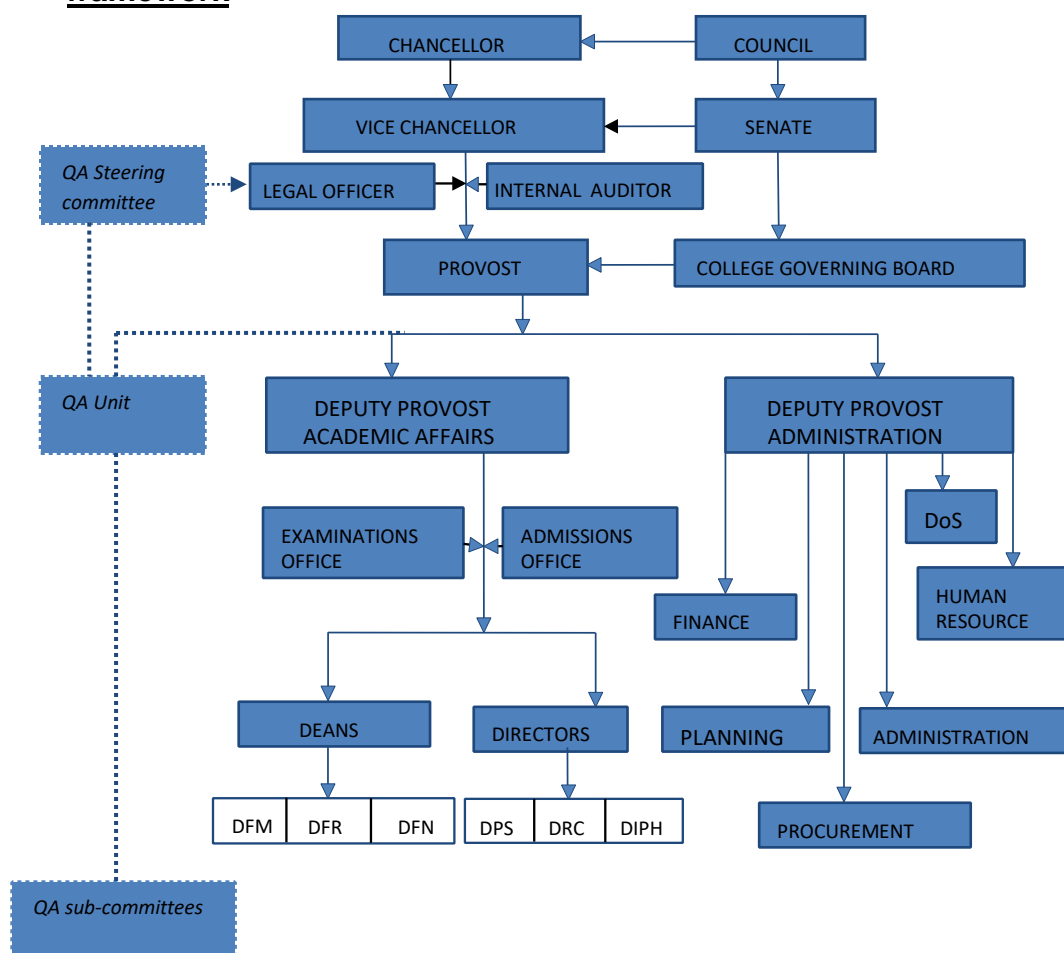
KEY:

DFM	Dean Faculty of Medicine
DFRM	Dean Faculty of Rehabilitation Medicine
DFN	Dean Faculty of Nursing
DPS	Director Postgraduate Studies
DRC	Director Research and Consultancies
DIPH	Director Institute of Public Health
DoS	Dean of Students

3.3.1 College Quality Assurance Unit

Whereas the College and its various operational units shall continue to strive to meet set quality standards in carrying out their day to day activities, there shall be a College-wide Quality Assurance Unit (QAU), whose task will be to constantly monitor and evaluate

Quality Assurance processes at KCMU-Co. The pivotal role of this organ is to determine whether or not quality standards set internally for measuring performance in all core operational areas of the College are constantly met and updated. The QAU shall spearhead the KCMU-Co QA system, which includes all implementation units and all measures they take to maintain high performance

3.3.2 Constitution of the QAU
A College Quality Assurance Director (QAD) shall head the QAU. The QAC shall be reputable and full-time employee preferably at the rank of Associate Professor or above.

3.3.3 Functions of the QAU
The QAU shall be a College level organ, responsible for the overall management of Quality assurance activities at KCMU-Co. The QAU shall function as the Provost's secretariat on QA issues. Its day to day activities shall focus on monitoring and evaluation of all Quality Assurance operations at KCMU-Co, including the following:
- (i) Ensuring that set performance standards in all aspects of College functions are appropriate and relevant;
- (ii) Developing and periodically updating general operational manuals to guide College-level QA operations, as well as instruments for use in internal evaluations;
- (iii) Monitoring/implementation of quality assurance activities in all units as per the set standards;
- (iv) Providing advice and guidance to implementation units on the execution of QA activities;
- (v) Coordination of internal self-evaluation of quality assurance systems;
- (vi) Analysis of all QA reports (students" course evaluations, External Examiners" reports, external audit reports, etc.) and identification of issues arising from them for the attention of the management at departmental, faculty/school, college and College levels;
- (vii) Facilitation of external evaluation of KCMU-Co and its academic programmes;
- (viii) Provision of external evaluation results to Management and units;
- (ix) Monitoring of implementation of internal and external evaluation recommendations;
- (x) Advising the Provost on QA matters relating to teaching/learning, research, and consultancy, and the DPAA on QA matters relating to internal support services and provisions in general and DPA on administrative and financial matters.
- (xi) Synthesis of topical QA matters in higher education (arising from debates and practices in the regional and global contexts) and updating the College community and Management accordingly;
- (xii) Updating the Provost on the functioning of the KCMU-Co QA system and on the overall quality status of the College;
- (xiii) Linking KCMU-Co with the TCU and related agencies in QA matters; and
- (xiv) Linking KCMU-Co with professional bodies that are relevant to its various curricula

3.4 Structure of the Directorate of Quality Assurance

3.4.1 The Director of Quality Assurance (QAD)

The Director of Quality Assurance reporting directly to the Provost is the most senior quality manager. S/he is a member of Academic Board, Appointments and Staff Development Committee for the Academic Staff, Appointments and Staff Development Committee for the Administrative Staff, Staff and Students Disciplinary Committee. The Quality Assurance Office assists the College in determining its strategic direction and in achieving its mission and goals. Through Quality Assurance Office, the DPAA shall be monthly informed on existing quality of education delivered and hence enable DPAA to deliver the same to the Management Committee, Academic Committee and other Higher Authority once needed.

Duties and Responsibilities of the Director of Quality Assurance (QAD)

The QAD shall be the chief executive of the QAU and shall, in that capacity:

(i)   Oversee the functions and responsibilities of the QAU;

(ii)   Be accountable to the Provost;

(iii)   Maintain a working contact with the DPAA and DPA on QA matters touching on their respective jurisdictions;

(iv)   Forward to the Provost on QA matters requiring tabling at higher organs such as Governing Board and other College committees;

(v)   Provide technical support on QA matters at the College Academic Board, and other meetings of College and College committees on behalf of the Provost, DPAA and DPA, as the case may be;

(vi)   Represent KCMU-Co at regional and other international forums on higher education QA matters;

(vii)   Constantly update KCMU-Co on new global developments in Quality Assurance matters for Higher Education institutions.

3.4.2 The Deputy Director of Quality Assurance (DDQAU)/ Coordinator of Quality Assurance Unit

The Director of Quality Assurance will be assisted by Deputy Director who will also be a coordinator of Quality Assurance. The main duties of the Deputy Director include:

(i)   Support the coordination and supervision of all activities carried out at the Quality Assurance Unit.

(ii)   Evaluating and documenting progress of the Unit.

(iii)   Overseeing proper planning development and managing budget on Quality Assurance issues.

(iv)   Overseeing programs and policies, which promote quality in teaching and learning process, research and support systems.

(v)   Writing proposals for resource mobilization for Quality Assurance Unit.

(vi)   Working hand in hand with sub-committees responsible for Quality assurance issues.

3.4.3 The Quality Assurance Committee (QAC)

The Unit shall have a committee made of 10 staff, at least one academic staff from each faculty and non-academic staff from each unit responsible for support services at KCMU College. The main duties of the Committee include:

(i) To assist the Director in developing and reviewing Quality Assurance guidelines and directives regarding teaching and learning; research and support services.
(ii) To review guidelines and procedures for monitoring and evaluating academic programs and activities in the support systems.
(iii) To advise and assist departments/units faculties, institutes, directorates and schools in carrying out self-assessment procedure in academic programs.
(iv) To assist sections, departments/units, faculties, institutes, directorates and schools on the preparation of improvement plans and monitor the implementation of these plans.
(v) To conduct regular inspection in departments/units, faculties, institutes, directorates and schools, which aim to collect information regarding teaching and learning, research, consultancy and support systems.
(vi) Assist Departments, faculties, and Directorates to device tools and collect information from alumni, employers and other stakeholders on aspects related to quality of output
(vii) To and analyze information and compile annual reports on the quality of teaching and learning, research, consultancy and support systems.

3.6 Financing of the Quality Assurance Unit

(i) Functions and activities of the Unit shall be integrated in KCMU College annual plans and budgets.
(ii) Where possible Quality Assurance Unit shall consider developing proposals to attract funding for quality assurance activities from sources outside the College annual budgets.

3.7 Stakeholders: Roles and responsibilities

KCMUCo shall collaborate with all institutions/or organizations, which will assist in the promotion and provision of high quality assurance medical and/or Health related education. The major stakeholders of this policy include: Higher Education by the Inter-University Council for East Africa (IUCEA); East African Higher Education Quality Assurance Network (EAQAN); Ministry of Higher Education and Vocational Training, Tanzania Commission for Universities (TCU); and Tanzanian Universities Quality Assurance Forum (TUQAF). Others are students, staff, surrounding communities, and other partners in medical and/or health related education. Among other roles and responsibilities, our major stakeholders as mentioned above will be involved in the following:

- To create enabling environment towards policy implementation;
- To work jointly in maximizing quality assurance strategies so as to increase the quality of medical and/or Health related education;
- Stakeholders shall execute monitoring and evaluation through relevant and comprehensive evidence provided in a timely approach so as to guide quality assurance related planning and decision-making.

3.7.1 Higher Education by the Inter-University Council for East Africa (IUCEA):
- To facilitate contact amongst KCMUCo and other universities in East Africa.
- To provide a forum for discussion on wide range of academic issues, including quality assurance and control amongst the KCMUCo and other universities in the region.
- To facilitate the attainment of high and comparable higher education academic standards at KCMUCo.

3.7.2 Ministry of Higher Education and Vocational Training:
- To provide strategic guidance to the development of policies and guidelines in line with National Higher education policy.
- To set standards to the planning of new disciplines and/or programmes available at the College.
- To ensure quality of education provided using a monitoring and evaluation framework through the Higher Education Department, in collaboration with TCU.

3.7.3 Tanzania Commission for Universities (TCU):
- To provide technical and resource assistance, training and other sensitization interventions in quality assurance and control to ensure the orderly performance of KCMUCo.
- To assist the maintenance of the set quality standards in order to improve quality assurance management system at KCMUCo.
- To conduct periodic evaluations at KCMUCo, including existing systems/ disciplines and/or programmes so as to oversee quality assurance systems within the College.
- To advice KCMUCo management on matters related to the higher education system, including on policy, disciplines and / or programme formulation on higher education, and on the international issues pertaining to higher education.

3.7.4 Tanzanian Universities Quality Assurance Forum (TUQAF):
Academic staff:
- To identify the priority needs of academic staff on quality assurance based on the quality assurance and control policy.

- To contribute to quality assurance through active participation in educational activities, innovative research, and best teaching practices.
- To implement proven interventions and best teaching practices in respective disciplines and /or programmes.
- To participate in awareness creation and sensitization on quality assurance and control strategies within the College community and beyond.

Support staff:
- To maintain professional standards appropriate to the disciplines and/or programmes provided within the College and beyond.
- To plan, manage and review the disciplines and/or programmes they provide to ensure that the disciplines and /or programmes align with College priorities.
- To support academic developments and add to the quality of the student experience.
- To gather information on stakeholders needs and priorities to inform the planning of the new disciplines and/or programmes.
- To consider stakeholder's feedback, through regular surveys and use the findings to improve their programmes and/or services.

Students:
- To identify the priority needs of students on quality assurance based on the quality assurance and control policy.
- To contribute significantly to the quality of their own learning and that of their fellow students.
- To contribute to the improvement of the learning opportunities of future students on similar disciplines and/or programmes.
- To contribute to quality assurance through student representation on various structures of the institution by members of student bodies.
- To enhance quality assurance by attending all scheduled teaching and learning activities and managing recommended time allocated and taking up available opportunities to receive academic advice and mentorship.
- Involvement in monitoring and evaluation processes provided in respective disciplines and/or programmes to raise issues for improvement.

3.8 QAU linkage with other units

The QAU shall be a pivotal technical unit responsible for QA at the College level. It shall be directly accountable to the College's chief executive, the PROVOST, and shall serve as the latter Officer's secretariat on QA matters. The QAU shall maintain a close working relationship with the two Deputies (DPAA and DPA) by keeping them informed of newly arising QA issues falling under their respective jurisdictions and by providing them with technical advice on such issues. During the deliberations on QA issues by various Governing Board and Council committees DPAA may severally or jointly call upon the QAU's coordinator to make a QA technical presentation on their behalf.

The QAU shall also maintain a close working relationship with all units, academic and non-academic, on matters pertaining to quality assurance in their spheres of operation. It

shall update the unit heads with new information on QA issues as well as supplying them with various evaluation schedules and instruments. It shall facilitate unit and programme evaluations and provide the unit heads with feedback on external and internal evaluation results; and shall advice them on proper implementation of improvements recommended by review teams. In its monitoring role, the QAU shall ensure that the units adhere to established QA procedures and carry out scheduled activity appropriately and in a timely fashion.

In the evolving era of increased external monitoring and harmonization of quality standards in higher education provision, the QAU shall be a link organ between the College and external QA agencies. It shall prepare and submit KCMU-Co portfolios to the TCU and other external bodies involved in mandatory or voluntary accreditation/re-accreditation of the College and its programmes. Accordingly, the QAU shall organize and coordinate all external evaluation activities, and shall ultimately report (to units and the College Management) on the results of such external evaluations. The Unit shall also link KCMU-Co with professional bodies whose concerns and interests have bearing on the College's curricula development and implementation.

3.8.1 QA Roles of the Implementing Units

For the purpose of this policy the caption "implementing unit" refers to a faculty, institute, centre, directorate or any other basic segment of the KCMU-Co establishment, with a primary responsibility for planning and carrying out activities aimed at meeting a set of established Collegial objectives. Implementing units shall have the primary responsibility not only to achieve and maintain high quality standards in carrying out their mandated roles but also to regularly conduct self-evaluations. Their role in the KCMU-Co QA system shall therefore include:

   (i) Implementing their mandated roles effectively and in the most cost-effective manner so as to contribute to the effort to achieve the umbrella KCMU-Co goals and objectives;

   (ii) Developing and periodically revising unit-specific performance standards, and striving to meet those standards in practice;

   (iii) Preparing unit-specific QA procedures, operational manuals and measurement instruments, and providing the QAU with copies of such documents;

   (iv) Conducting regular self-evaluations to determine the extent to which it meets the set performance standards in practice, and using the results of such evaluations to improve practice;

   (v) Providing the QAU with self-assessment reports in readiness for College-level and external evaluations;

   (vi) Implementing the recommendations resulting from internal and external evaluations and providing the QAC with timely reports on the status of such implementation; and

   (vii) Keeping staff, students and other stakeholders informed of the evaluation results and efforts being made to implement the recommended improvements.

3.8.2 QA Roles of Participatory Organs

Participatory Organs include departmental meetings, directorates/faculty/units boards and their technical committees (e.g. faculty boards), Governing Board and its technical committees (e.g. Academic committee, Appointment and Promotion Committee, Tender Board and Postgraduate Research Publications and Consultancy Committee), etc. The core QA role of these organs shall be to oversee quality in their respective areas of jurisdiction, taking into account the concerns that gave rise to the promulgation of this policy. Among other roles, their specific functions shall include:

(i) Ensuring that their respective unit/operational area has in place appropriate quality standards to guide the implementation of its mandated functions, and that the standards are regularly reviewed for sustained relevance;

(ii) Regularly assessing the performance of implementers in the respective units/operational area in light of the set quality criteria and recommending improvement measures to implementers and/or relevant organs within or above the implementation unit concerned; and

(iii) Frequently upraising implementation of recommended improvements and directing corrective measures against poor implementation.

As an agency/secretariat of the Chief Executive Officer (Provost), the QAU shall constantly monitor and periodically evaluate the functioning of these participatory organs to determine the extent to which they play their roles as per established regulations and schedules. The QAU shall also provide technical guidance to the organs wherever the need arises.

CHAPTER FOUR: OBJECTIVES OF THE QUALITY ASSURANCE POLICY

4.1 Main objectives

The main goal of the quality assurance policy is to ensure that relevant and appropriate academic standards are achieved and good quality education is provided to students by encouraging and supporting continuous quality improvement in institutional as well as in programmes and research management. In particular the QA policy aims to achieve the following specific objectives:

(i) To safeguard and improve the academic standards and quality of education at the College;

(ii) To ensure the integrity of the academic awards of the College;

(iii) To develop and maintain, through enhanced support processes, quality academic programmes appropriate to the academic strengths of the College where a recognizable market has been clearly identified;

(iv) To ensure that all programmes are of high standard and of continued relevance to graduate labor markets and the needs of the workforce in the country

(v) To continually improve quality of community service programmes offered by the College;

(vi) To enhance constant improvement of internal support services provided to students and staff;

(vii) To develop and refine internal quality assurance and enhancement mechanisms that are appropriate and to apply such mechanisms systematically across all programmes offered by the College, all services

(viii) rendered to the society and all support services provided to students and staff; and

(ix) To develop and sustain a culture of quality seeking and quality assurance among members of the College community

4.2 Scope of the QA Policy

Quality is the outcome of interactions of many factors. All such factors are within the scope of this Policy. However, certain factors tend to stand out conspicuously as major determinants of quality in higher education processes. The policy therefore embraces, applies and is of particular interest and relevance to the following:

(i) All faculties, academic/administrative departments and other institutional structures operating under the umbrella of the Kilimanjaro Christian Medical University College.

(ii) All staff, temporary and permanent, which are active in teaching, research and providing any form of support service to the core functions of the College.

(iii) All students registered with the Kilimanjaro Christian Medical University College.

(iv) All Infrastructure, learning resources, governance/ institutional set up, information dissemination structures and social amenities belonging to the Kilimanjaro Christian Medical University College

Ultimately attention to quality has to become an embedded feature of the College culture. The entire College has to view quality as an overarching principle of all its operations.

4.3. Anticipated Benefits of the QA Policy

It is anticipated that successful implementation of this policy will result in:

(i) Improved student performance and success in learning;

(ii) Improved work performance of academic and other staff;

(iii) Fuller satisfaction of society's and stakeholders' interests, expectations and needs;

(iv) Enhanced transparency, society's confidence, and thus internal and external material support;

(v) Improved College and public image, and thus enhanced relations with stakeholders and the wider society;

(vi) Enhanced capacity to compete with other higher learning Colleges and universities nationally, regionally and globally; and

(vii) More focused approach to the implementation of the College's mission activities.

(viii) Financial stability and control

CHAPTER FIVE: POLICY STATEMENTS AND ASSUMPTIONS

5.1 Policy Statements

In the effort to realize its vision, mission and objectives, KCMU-Co shall consistently monitor and systematically evaluate the implementation of all its mandated activities. As a starting point, the College shall review all its existing policies, regulations and procedures and, where such instruments are lacking, develop appropriate ones, so as to ensure that all these guides are in line with its vision, mission and overall objectives. In addition, the College shall ensure that at all times it has in place well stipulated and widely understood criteria for judging performance standards in all its core mission activities. This entails compilation and distribution of a comprehensive Quality Assurance policy. In line with these guides, KCMU-Co shall constantly monitor and evaluate all its day to day activities in the core mission areas of teaching/learning, research, service to the public and support services to students and staff:

5.1.1 Teaching/learning

In order to ensure quality in the area of teaching and learning, KCMU-Co shall comply with TCU quality assurance through:
(i) Periodically review of teaching programmes in order to confirm the extent to which:
   ☐ Programmes are meaningfully structured and organized;
   ☐ The goals and learning objectives are achieved;
   ☐ Programmes not only meet student needs but actually provide an experience that lives up to their highest expectations;
   ☐ Programmes help in the attainment of the College's academic vision and mission;
   ☐ Teaching and learning constantly address critical national human resources requirements;
   ☐ The quality and quantity of available human, material and financial resources meet the programme requirements; and
   ☐ Programmes are both viable and relevant.

(ii) Ensure that establishment and running of teaching programmes/units proceed on the principle of rational use of resources and cost effectiveness;
(iii) Regularly arrange for external evaluation of the quality of the teaching programmes offered by its units in terms of their contents, delivery methods and internal assessment processes;
(iv) Involve professional bodies, potential employers and other relevant sections of the society in reviewing and evaluating academic programmes through curriculum review workshops, tracer studies and other appropriate mechanisms;
(v) Ensuring that all major curriculum reviews or introduction of new programmes are informed by stakeholder inputs; and
(vi) Every programme shall undergo at least one review within a span of five years.

5.1.2 Research

In fulfilling the obligation to ensure high quality in the various research undertakings carried out in its directorate, faculties and departments, KCMU-Co shall consistently

monitor and evaluate the quality and quantity of the research activities conducted, with specific focus on:
  (i) Relevance and appropriateness of the set priorities;
  (ii) Adequacy of financial allocations to research activities;
  (iii) Proper structuring of research projects/programmes to ensure relevance in graduate teaching and training of junior staff;
  (iv) Adequacy in quantity and quality of research outputs;
  (v) Effectiveness of dissemination channels and impacts of research results;
  (vi) Adherence to existing KCMU-Co regulations and procedures relating to research and publications; and
  (vii) Integration of research outputs into teaching/learning.
  (viii) Supporting staff to solicit research funds

5.1.3 Public Services
KCMU-Co shall constantly monitor and frequently evaluate the quantity and quality of public services rendered by its staff and students, with a view to assuring the highest possible quality in terms of:
  (i) Relevance of the priorities set institutionally and by individual units;
  (ii) Adequacy and quality of outputs in public service provision; and
  (iii) Overall impact of KCMU-Co services to the public.

5.1.4 Support Services
In discharging its responsibility to ensure quality in the area of provision of support services, KCMU-Co shall continually monitor and regularly assess the appropriateness and adequacy of support services provided for students and staff, especially in respect of adequacy and quality of:
  (i) Academic and social counseling services;
  (ii) Study materials, space and teaching/learning infrastructure;
  (iii) Social amenities, including health, catering, recreational and other services.

5.2 Policy Assumptions
KCMU-Co has set for itself the goal of becoming a centre of excellence for knowledge transfer from one generation to another, train skilled human resources and job entrepreneurs, and for the promotion of national unity through teaching, research, training, consultancy and community service to the nation, the region and the international community at large. To realize this vision, KCMU-Co and all its units shall abide to rules, regulations and quality criteria developed internally to guide the implementation of its set objects in all spheres of its operation, particularly in teaching/learning, research, service to the public and in the provision of support services to students and staff.

5.2.1 Teaching/learning
In ensuring quality in the area of teaching and learning, KCMU-Co commits itself to continually seeking the highest possible standards in respect of input resources, implementation processes and the final outputs.

5.2.1.1 Input Resources

The major inputs into the teaching/learning process are academic and administrative staff, students, teaching programmes and materials, and an efficient administrative structure. KCMU-Co is committed to ensuring that its inputs are of the highest possible quality, and to this end it shall: 23

 (i) Recruit and engage the best available academic and administrative personnel, selected on the basis of established and regularly updated quality criteria, and through an absolutely transparent procedure;

 (ii) Admit its students from among the highest qualified candidates available, by using set and frequently reviewed selection criteria, following a fair and absolutely transparent procedure and conformity to TCU specifications and requirements;

 (iii) Offer academic programmes that are relevant locally and internationally, in terms of both academic content and planned professional training;

 (iv) Seek adequate financing of the College's core mission activities: teaching/learning, research, public service and provision of internal support services; and

 (v) Strive to provide the necessary learning materials and teaching/learning infrastructure for effective delivery of all teaching programmes on offer;

5.2.1.2 Implementation Processes

In carrying out its core function of facilitating learning KCMU-Co shall ensure that:

 (i) Its teaching programmes are effectively delivered through the use of appropriate technologies and pedagogic skills;

 (ii) Delivery of its teaching programmes emphasizes practical training where appropriate, and therefore provides for the development of a good balance between academic knowledge and practical skills; and

 (iii) Its academic and administrative staff is sufficiently motivated to effectively fulfill their leadership obligations in the teaching/learning process.

5.2.1.3 Outputs

The ultimate goal for the College's engagement in its core activities of teaching and learning is production of knowledgeable and skilled graduates and, through the post-graduation activities of these products, impact on the society notably and positively. KCMU-Co therefore always anticipates that its graduates shall demonstrate excellent knowledge, skills, creativity and appropriate social values in their post-graduation engagements, and that they will therefore make significant contributions towards the common imperative of improving the quality of life in society.

5.2.2 Research

Because research and teaching/learning are so inextricably intertwined, KCMU-Co gives equal weight to the two processes, and is thus equally committed to achieving the highest possible quality of research outputs. In ensuring quality in research KCMU-Co shall ensure that:

 (i) The policy priorities and regulations guiding research at the College are at all times relevant, operational and effective;

(ii) Conscious efforts are constantly made to secure and rationally utilize research funding and facilities;

(iii) At all times the existing research policy and agenda are implemented vigilantly and successfully in light of the set objectives and performance criteria;

(iv) All research activities undertaken in various units and by individuals are properly managed, conducted and evaluated;

(v) Implementation of the various research projects constantly take into account ethical and environmental considerations;

(vi) A robust system is in place for ensuring that research outcomes are effectively disseminated, leading eventually to tangible contributions towards the improvement of quality of life in society; and that

(vii) Research results are continually integrated in teaching/learning and, where applicable, their commercial value enhanced and exploited.

(viii) Contributes to the body of knowledge

(ix) Publish research findings in international and referred Journals

5.2.3 Public Service Provision

Being a renowned College, and having contributed to national development, KCMU-Co has an obligation not only to produce skillful and innovative graduates but also to provide expertise services to the needy and the general public. Moreover, the College needs to play an exemplary role in providing such services. To this end, KCMU-Co shall:

(i) Establish a relevant and effective policy to guide KCMU-Co involvement in the provision of services to the broader society;

(ii) Have in place a robust and operational system of planning, executing and evaluating public service activities; and

(iii) Ensure that such engagement in public service provision contributes significantly towards the improvement of quality of life among the target communities.

5.2.4 College Set Up

To achieve its core mission goals, KCMU-Co shall operate on the basis of an efficient governance structure, consisting of administrative structures and participatory organs or committees. It shall maintain clear lines of authority and accountability while maximizing transparency and legitimacy through effective and efficient participation of stakeholders in major decision-making processes. In creating and constantly improving such a governance system, KCMU-Co shall abide by the provisions of its Charter and the principles emanating there from.

5.2.5 Staff Support Services

A favorable general environment is needed for students and staff to effectively engage in a productive education process. KCMU-Co therefore takes the responsibility to continually strive to create and maintain this environment. In this regard, the College shall ensure that:

(i) Its physical infrastructure sufficiently supports the core mission activities of teaching/learning, research and provision of services to the public;

(ii) Reasonably good and accessible social services are made available to students and staff. These shall include catering, healthcare, recreational, academic advising and mentoring, social counseling and other services; and

(iii) Students' learning is continually enhanced through constant adoption of the latest innovations in educational media and technology and in the professional field of pedagogy.

CHAPTER SIX: IMPLEMENTATION STRATEGIES

KCMU-Co shall utilize a variety of strategies and instruments to evaluate the implementation of its core mission activities. The main strategies include surveys of students, alumni, academic and administrative staff, employer and community satisfaction, as well as College audits and programme reviews, both external and internal.

6.1 Student Satisfaction Surveys

The Quality Assurance Unit (QAU) shall regularly and systematically organize student satisfaction surveys annually. These surveys will aim at giving the students an opportunity to provide feedback on their experience of individual modules, courses and teaching programmes as a whole. In carrying out this task, the QAU shall design or adopt tools for collecting students' views coordinating data collection activities, analyzing and disseminating the results. Capturing of student experiences and opinions may be done by use of a questionnaire, a structured interview, focus group discussions or any other appropriate method. The QAU shall eventually disseminate the survey results to teaching units and staff, and shall coordinate the formulation and implementation of strategies to improve on problem areas revealed by the evaluation results.

6.2 Surveys of Academic and Administrative staff opinions

The QAU shall also conduct academic and administrative staff opinion surveys, specifically aimed at assessing the level of satisfaction with the current quality of teaching and learning and support services at the College respectively. The surveys will also collect suggestions on required interventions and possible improvement measures. The QAU shall communicate the results of such surveys to individual units and the College Management, and shall coordinate discussions at both the Unit and other College administrative levels, aimed at streamlining the improvement proposals and strategizing on their implementation. The QA Unit shall also monitor the implementation of improvement strategies and report progress to the Provost through the DPA and DPAA.

6.3 Alumni Satisfaction Surveys

In addition to the employer satisfaction surveys, the QAU in collaboration with programmes shall conduct alumni satisfaction surveys on a regular basis. The purpose of such surveys shall be to know from former students the extent to which their studies at KCMU-Co have been relevant to their post-graduation needs and challenges. The information from these surveys shall be used in curricula reviews and in improving

approaches to teaching. The surveys shall ordinarily focus on recent graduates (2-3 years), but older alumni may be surveyed for specific purposes. Alumni satisfaction surveys shall go hand in hand with employer satisfaction surveys, to be conducted for the entire College once every three years. Faculties and departments may conduct surveys more frequently, and the QAU may ask particular units to carry out alumni satisfaction surveys with respect to particular teaching programmes.

6.4 Employer Satisfaction Surveys

Departments, faculties, and Directorates, in collaboration with the QAU, shall conduct employer satisfaction surveys on regular basis. The surveys will provide vital information on the relevance of the teaching programmes on offer and on ways in which they can be made more responsive to the market needs. The College-wide employer satisfaction surveys shall be conducted by the QAU every three years, but units may do their own surveys more frequently. If need be the QAU may ask particular units to carry out employer satisfaction surveys with respect to particular teaching programmes for specific reasons. Where programme specific employer satisfaction surveys are requested by the QAU, findings shall be used for the purpose for which the surveys were requested. For the purpose of monitoring and improvement this information shall feed into (but not replace) any of the subsequent employer satisfaction surveys.

6.5 Surveys of external community's perceptions

The QAU shall run surveys once every two years to collect information about the neighboring communities' feelings and attitudes towards the College. The exercise shall aim at assessing the general social acceptability of the College by the broader society as well as identifying specific problem areas in the College-local community linkage. The resulting data shall be used to improve the College's relationship with the immediate surrounding communities as well as designing activities that involve neighboring communities in a mutually beneficial manner.

6.6 College Audits and External Programme Reviews

The QAU shall arrange and coordinate external College audits and programme reviews. In facilitating these external evaluations the QAU shall appoint a panel of up to six experts. Two-thirds or more of the panelists shall be drawn from outside KCMU-Co, and shall act on the basis of specific Terms of Reference prepared by the QAU. External institutional audits and programme reviews shall be carried out within the fifth year since the last evaluation.

College audits shall focus on the structure and functioning of administrative and governance organs of the College, while programme audits shall evaluate the relevance of the teaching programmes on offer and the effectiveness of the delivery and evaluation strategies employed. The QAU shall disseminate the results of College audits and programme reviews to the teaching units, each of which shall discuss the report and draw strategies to implement the subsequent recommendations. The QAU shall centrally coordinate College and programme reviews and monitor implementation of the resultant recommendations.

6.7 Internal Programme Reviews

The Director, Faculty Deans, and head of units shall be responsible for the implementation of the KCMU-Co policy through regular self-evaluation of their units. In each case the director/dean/coordinator shall appoint a team of up to five people from among the staff in the Directorate /dean/faculty/unit to constitute Review Team. The Team shall execute its tasks under the guidance of the Terms of Reference and modalities centrally drawn by the QAU.

The Review teams shall generate and submit reports to respective directorate/faculty/unit, who shall in turn communicate them to the QAU for scrutiny of their completeness. In consultation with the Provost the QAU shall arrange and conduct a verification visit to respective units, using a small committee of three people, consisting of the following:

☐ Two people from within KCMU-Co but outside the unit concerned, to be identified by the QAU in consultation with the DPAA/DPA;

☐ One person chosen from another College (within or outside the country) of comparable status who is an acknowledged authority in the programme in question, to be appointed by the Provost after consultation with the Unit Coordinator

The Committee shall execute its task based on the Terms of Reference prepared by the QAU and approved by the Governing Board. It shall review pertinent documents and contact staff and students in the unit concerned. The Committee's focal tasks shall be to:

☐ Validate the self assessment document;

☐ Examine and provide recommendations on the structure, organization and contents of the programme or unit concerned;

☐ Make any observations on any issue that may affect the present and future well-being of the programme or unit concerned; and

☐ Complete its work within the period specified by the QAU.

The Committee shall submit its report to the QAU, which upon consultation with the Provost shall forward it to the respective units with comments and directives on the improvements recommended by the Committee. Upon receipt of the improved report, the QAU shall transmit it to Governing Board and then Council for discussion and approval. The QAU shall subsequently monitor the implementation of the approved recommendations/directives by the respective unit.

All mandatory external programme reviews by the Tanzania Commission for Universities (TCU) shall be preceded by these internal programme reviews; and shall be coordinated and facilitated by the QAU at the College level.

6.8 Improvement Plan

The evaluation reports shall first be discussed at the department, faculty and college levels, where strategies for addressing the shortfalls emanating from these reviews are drawn. The Units shall then forward these improvement plans to the Provost, who shall arrange the discussion of the same by appropriate participatory organs at the College

level and direct the implementation of its resultant recommendations and improvement strategies.

At the same time the QAU shall study the improvement strategies approved by the participatory organs at the College levels. It shall subsequently monitor the implementation of all approved improvement plans and evaluate the outcomes. The QAU shall prepare and present implementation status reports to relevant Unit Heads, relevant DPAA and the DPA, and shall execute directives given by the Provost in connection with the reports.

6.9 Programme Accreditation

Whenever applicable, KCMU-Co teaching programmes shall be accredited by qualified and legally competent agencies before submitting to TCU for final approval. However the internal procedures for such accreditation shall be coordinated and overseen by the QAU. In this context, the QAU shall require the concerned unit to prepare an application portfolio based on the guidelines given by the accrediting agency, and shall advise on proper filing of such applications. It shall coordinate and facilitate the activities of the accrediting agency. Ultimately, it shall receive verdicts on accreditation applications and, upon consultation with the DPAA, pass the verdict on to the concerned units, together with advice or directives on the way forward.

CHAPTER SEVEN: POLICY IMPLEMENTATION, REVIEW AND AMENDMENTS

7.1 Policy Scope and Implementation

This policy provides a general guide to the process of monitoring and evaluating quality in all aspects of KCMU-Co operations. It does not specify modalities or procedures for the actual process of ensuring quality, a task left to individual units and the Central College administration. The policy assumes that the units and the College central administration shall continually set and review quality standards in all the major fields of operation. The task of the quality assurance process is to constantly determine the extent to which KCMU-Co achieves the standards it set for itself, and to advice on ways of improving quality at both the College and unit levels. The QAU shall continually execute this task using appropriate evaluation instruments. It is the duty of the QAU to constantly develop and review these instruments with a view to ensuring that they are capable of capturing sufficient evidence to show the extent to which KCMU-Co is achieving its set quality standards in all its major spheres of operation.

7.2 Validity of the Policy Provisions

These policy provisions shall become operational immediately upon approval by the Kilimanjaro Christian Medical University College Governing Board, and shall remain valid until when they are revoked by the same authority. However, given the changing circumstances under which the College operates, this document is subject to periodic reviews and alterations, and, whenever such alterations happen, the revised version of the document shall take precedence over the previous one.

7.3 Revision of the Policy document

In the event that any statement in the policy provision is outdated or a need to introduce new statements arises as a result of the changing College environment, or market forces, or any other reason, such statements may be changed or modified at the direction and approval of the Kilimanjaro Christian Medical University College Governing Board and the TUMA Council. In any case the entire document will be reviewed after every 5 years.

7.4 Quality Assurance Evaluation

Assessment tools used in different programmes such as examinations regulations, promotion criteria, and other related tools would be applied for quality assurance evaluation. KCMU-Co Quality Assurance Unit will prepare Quality Assurance manual and Quality Assurance Evaluation tools and forms in order to make sure QA is controlled and maintained. In connection to these documents other policies and regulations listed in the last page of Quality Assurance Manual will be used for benchmarking.

7.5 The Policy review

Will be effected after three years, where departments/divisions present their future plans and describe their quality assurance policies and procedures. These reviews aim to:
a) Plan at the departmental level - to consider the range of courses offered and their long term viability as well as to give departmental staff and the wider College community an opportunity to be involved in academic planning;
b) Review the existing use of resources in academic departments and divisions;
c) Look for synergies at departmental/divisional level, not simply to economize but in order to free up resources for new initiatives;
d) Appraise and encourage research;
e) Identify and develop community service activities;
f) Consider progress made in relation to previous review and recommendations;
g) Highlight areas of good practice;
h) Ensure College activities fit in with the institutional strategic plan;
i) View departments/divisions in their institutional as well as national and international contexts;
j) Identify quality assurance procedures and ensure that these are consistent with the quality assurance policies covering the College as a whole;
k) Consider feedback from departments and divisions on the review process.

7.6 Ad hoc reviews.

Ad hoc reviews are undertaken where necessary, usually where a department experiences a major change (such as a significant drop or increase in student numbers) outside of the normal review process.

7.7 Review procedure.

7.7.1 The Quality Assurance Committee reconsiders the effectiveness of the Quality Assurance Policy after every three years, preferably at the first meeting of the relevant year.

7.7.2 The Committee's recommendation is submitted (via the Quality Assurance Committee Minutes) to Senate and Council through Academic Board for consideration.

7.8 College Quality Assurance Philosophies and Strategies

Quality Assurance at KCMU-College is viewed as a **shared responsibility.** It is both centralized and decentralized. Whilst the Provost and senior management play a major role in 'driving' the College's quality assurance system, all members of the College Community are expected to strive for high quality in their activities.

7.8.1 An ethos of individual pride and responsibility

It is encouraged that, the responsibility for defining the quality of teaching and courses rests with individual lecturers. Heads of departments are responsible for ensuring that policy requirements are met within their own departments.

KCMU-College sees quality assurance as a **developmental process** which does not have an endpoint. The focus is on **improvement**, where good practice is identified and shared, and the emphasis in college policies is on improving the status quo rather than censuring areas of weakness.

7.8.2 The College's assessment system is based on self-evaluation and peer review.

Individuals/departments are encouraged to set their own targets (within the broader mission of the College) against which internal and external peers evaluate them. In addition, the principle of 'self-reflective practice' is emphasized.

7.8.3 Appropriate Performance Indicators

These are provided annually in a widely distributed 'Digest of Statistics used to indicate and monitor performance in relation to the College's mission as well as provide a central source of essential information for those responsible for the planning and management of the College'.

7.8.4 Head of Department

The Guide for the Head of Department is continuously revised and published annually as a resource for all heads of departments. It provides information on the responsibilities of headship on recent developments in higher education, as well as on the various administrative divisions and services offered at the College.

7.8.5 Frequent communication

Frequent communication is ensured by keeping staff and students fully informed of all quality assurance initiatives and developments via the College website, the Director of Quality Assurance Office, the internal newsletter College Heads of Departments' Guide and reports to Faculties, Senate and Council.

In recognition of the crucial role played by Heads of Departments in the strategic direction and overall success of the College, a workshop is held annually for all Heads of Departments in order to share information and to provide HoDs with the opportunity to raise issues of concern or propose strategies for meeting the challenges, which lie ahead.

7.9 Quality Assurance Policies and Procedures

7.9.1 A Policy Register
This register easily accessible and regularly updated ensures all existing College-wide policies are recorded on a central College website.

7.9.2 Proposals for new academic programme
Individual departments shall initiate proposals for new academic programme. They require faculty approval and approval by the Academic Board, Senate, and Council before coming into use. Activity as the appointment of excellent staff is critical for ensuring the College meets its objectives.

This policy and guidelines was approved by the College Governing Board this………..
day of ……………………………… 2018

TITLE	NAME	SIGNATURE
Chairman	Hon. Bishop Dr. Frederick Shoo	……….……………
Secretary	Prof. Dr. Egbert Kessi	…….………………..