

THE OPEN UNIVERSITY OF TANZANIA

**QUALITY ASSURANCE AND CONTROL POLICY
AND
OPERATIONAL PROCEDURES**

2016

PREFACE

The Open University of Tanzania (OUT) is one of Tanzania's public universities offering courses at certificate, diploma, degree and postgraduate levels. Education at OUT is offered through different modes of delivery; these include distance mode of delivery, evening classes mode of delivery, executive classes mode of delivery, and delivery through MOODLE platform. In some cases a combination of two or more of these modes of delivery may be used in delivery of a particular program, such combining modes of delivery is famously known as blended mode of deliver. These modes of delivery are facilitated by various means of communication including information and communication technologies (ICTs) (such as video and teleconferences); postal correspondences, face to face sessions, as well as radio and television broadcasting. However, whatever the mode of delivery, quality must be assured in all teaching and learning activities to meet customers' expectations. While quality is a description of freedom from defect, value for money, and fitness for purpose of a particular product or service, quality assurance refers to the continuous process and effort made to achieve set standards of goodness. However, standards of goodness evolves with time and, therefore, periodic reviews and updating of programs is important for quality control. That means that in order for quality to be realized in a given program all inputs, processes and outputs must be periodically reviewed to determine whether or not they still meet defined quality standards.

Distance learning permit education to be received by students that are otherwise unable to take advantage of traditional classrooms since mostly under open and distance learning students are separated from instructors by distance. Hence in open and distance learning, students are expected to be more pro-active in exploring the frontiers of knowledge in an independent way.

This policy document contains statements and strategies intended to ensure quality and affordable education for the Open University of Tanzania. The policy document was initially approved at the 6th meeting of the OUT Council on 2nd June 2008, published and circulated and has now (2016) been reviewed in order to accommodate new quality requirements for education and training and to adhere to quality education standards of the Tanzania Commission for Universities, the Inter-university Council for East Africa, and similar quality requirements and standards at regional and international levels.

The implementation framework for this policy is contained within this document from chapter four onwards where the document provides the best practices in achieving and sustaining defined quality standards in all operations of the university. The policy will be reviewed every five years to reflect and accommodate emerging demands and developments.

Professor Elifas T. Bisanda
(Vice Chancellor)
DAR ES SALAAM
March, 2016

AKNOWLEDGEMENT

The Open University of Tanzania has been undergoing structural transformation since 2004. Guided by the rolling strategic plans (RSPs), different guidelines and operational procedures have been drafted, approved and are in use altogether in quest for excellence in different engagements of the University. The main objective of a policy is to enable the University to smoothly achieve its mission and vision at the highest level of excellence. In order to realize the aspired level of excellence, it is critical to clearly define the quality standards for every member of the university community to work for.

Prof. Tolly Mbwette, the then Vice Chancellor, (2004 – April 2015) who was the mastermind behind the OUT RSP, provided the impetus and inducted all staff about the desire for a quality assurance policy for all engagements of the university. I commend the original team, under the then Deputy Vice Chancellor (Academic), Prof. Dunstan Shemwetta who, in June 2007 worked on the idea by searching different sources of information and brainstorming with other staff and produced the very first draft of the 2008 QA Policy. The stakeholders' workshop held in Dar es Salaam in January 2008, greatly improved the original document. The draft policy was then subjected to and received further improvement from members of the university Management committee, Senate and finally the University Council.

Considering the current status of higher education at national, regional and International levels as well as emerging quality demands and challenges from the Tanzania, Commission for Universities (TCU), the Inter-University' Council for East Africa (IUCEA), the SADC Technical Committee on Quality Assurance and Certification the UNESCO – OECD Agreements on Quality Assurance in Cross-border education as well as the Commonwealth of Learning (COL) Quality Standards for Open and Distance Learning, it became necessary to review and update the OUT 2008, Quality Assurance Policy. I therefore, wish to thank and commend the Committee which reviewed the 2008 policy and developed this 2015 edition of the OUT Quality Assurance Policy and Operational Procedures. Particular mention is due to Dr. Margreth S. Bushesha, Director, Quality Assurance and Control and Chairperson of the committee, Mr. William Sabaya, Secretary to the committee, and members including Dr. James Kisoza, Ms. Prisca Mbogo, Dr. Damas Ndumbaro and Ms. Rosemary Mubezi.

It is my hope and wish that this revised quality assurance policy will help the OUT to move to the next level of guaranteeing the general public, about the competitiveness, value for money, fitness for purpose and high level of goodness of open and distance learning endeavors of the Open University of Tanzania. The policy is not static and will, therefore, stand to be reviewed and further improved in the future in response to emerging developments in higher education and international demands for higher quality in education.

Prof. Cornelia K. Muganda
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DAR ES SALAAM
March, 2016

EXECUTIVE SUMMARY

This document presents a revised quality assurance policy of the Open University of Tanzania (OUT) covering institutional environment and infrastructure, facilities, programme design, course outlines, students' admission system, course delivery modes, students' assessment system and staffing.

Chapter One introduces the university's legal framework, historical background, and modes of operation in comparison to campus-based universities. In order to remain in step with quality requirements in higher education in general, the OUT remains committed to ensuring and promoting linkages and collaboration with other higher learning institutions and related organizations at national, regional and international levels. Chapter two presents the broad framework of the policy issues with a focus on situational analysis and objective(s). For each objective indicated there is a policy statement and expected standards and strategies to achieve the defined standards.

Chapter three addresses the main quality issues where situational analysis, objectives, policy statements and strategies for each area of quality assurance are presented. The latter are further sub-divided into sub activities as follows;

1. Admission
 - i) Admission procedure
 - ii) Verification of entry requirements
 - iii) Transferability of students across programmes and institutions
2. Delivery
 - i) Course outline and coverage
 - ii) Course delivery system
 - iii) Student support services
 - iv) Plagiarism as an academic vice
 - v) University almanac and timetabling of events
 - vi) Staff-student consultation and counseling
3. Assessment
 - i) Setting and moderation of examinations
 - ii) Printing and photocopying of examination papers
 - iii) Packing, transportation and distribution of examinations
 - iv) Invigilation process
 - v) Marking, moderation of marked scripts, recording and release of results
 - vi) Examinations rules, regulations and procedures
 - v) Progression towards graduation
4. Staffing
 - i) Staff adequacy and competence
 - ii) Human resource selection, recruitment and deployment
 - iii) Staff training and development
 - iv) Staff performance appraisal and evaluation
 - v) Incentives package
 - vi) Research and Consultancy
 - v) Staff succession plan
5. Infrastructure
 - i) Buildings, facilities and work space
 - ii) Communication system
 - iii) Library services
 - iv) Transport services
 - vi) ICT services

v)

Chapter four is about the implementation of this policy. The chapter presents its organizational structure indicating channels of communication. The chapter further outlines the composition of the QACC and its respective terms of references. Furthermore chapter four presents 21 components of QAC best practices in teaching and learning. Operational procedures of each policy strategy are well described in chapter five; essentially each policy strategy is provided with it specific operational procedures that need to be abided to. Finally, chapter six presents approaches to monitoring and evaluation of all core activities of the university. The Directorate of Quality Assurance and Control is obliged to ensure that all core functions of the university are being undertaken in the manner that they are up to the expected standards.

Dr Magreth S. Bushesha
Director, Quality Assurance and Control
DAR ES SALAAM

March 2016

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ACRONYMS AND ABBREVIATIONS

ACDE	African Council for Distance Education
CBE	College of Business Education
CD	Compact Disk
CHE	Council of Higher Education (Kenya)
COL	Commonwealth of Learning
DVC (Ac)	Deputy Vice Chancellor (Academic)
DVC (RS)	Deputy Vice Chancellor (Regional Services)
E-Learning	Electronic Learning
HRM	Human Resource Management
ICT	Information and Communication Technology
IUCEA	Inter-University Council of East Africa
MHEST	Ministry of High Education, Science and Technology
NBAA	National Board of Accountants and Auditors
NCHE	National Council of Higher Education (Uganda)
ODL	Open and Distance Learning
OPRAS	Overall Performance Related Appraisal System
OUT	The Open University of Tanzania
QA	Quality Assurance
RSP	Rolling Strategic Plan
SAIDE	South African Institute of Distance Education
SARUA	Southern African Regional Universities Association
SUA	Sokoine University of Agriculture
TCU	Tanzania Commission for Universities
TLSB	Tanzania Library Services Board
TT	Timed Test
UDSM	University of Dar-es-Salaam
UNESCO	United Nations Educational, Science and Cultural Organization
UNISA	University of South Africa
TCCIA	Tanzania Chamber of Commerce, Industries and Agriculture

CHAPTER ONE

INTRODUCTION

1.1 Background

The Open University of Tanzania (OUT) is a Government institution established primarily to provide higher education through Open and Distance Learning (ODL). The University was established by the Open University of Tanzania Act No. 17 of 1992 which was repealed by the Universities Act, No. 7 of 2005 to give way to the Open University of Tanzania Charter of 2007. The growth of the University is hinged on the potential of open and distance learning (ODL) and the use of ICTs as dominating means of addressing the challenges of limited education and learning opportunities in existing conventional higher education institutions. OUT takes education to individuals wherever they are by enabling them to pursue courses alongside their jobs and without interfering family obligations. The institution educates both old people with multiple social and career obligations and young adults who are in most cases entirely dedicated to studying.

At the commencement of the University in 1994, there were only two Faculties; namely Faculty of Education (FED) and Faculty of Arts and Social Sciences (FASS). Two more Faculties, the Faculty of Law (FLAW) and Faculty of Science, Technology and Environmental Studies (FSTES) were established in 1995. The Faculty of Business Management came into being in 2002. Since then the University continued to grow and to date, in addition to the five faculties, the University has two institutes namely the Institute of Continuing Education (ICE) and the Institute of Education Management and Technology (IEMT) offering different non degree programs. The university plans to offer even more courses in strategic areas to meet market needs and expectations.

Partnership and collaboration is central and strategic for any higher learning institution. The OUT has several links with internal and external organizations, association, and institutions of higher learning. There are links with such organs as the Commonwealth of Learning (COL), United Nations Educational, Science and Cultural organization (UNESCO), Association of Commonwealth Universities (ACU), Association of African Universities (AAU), Southern African Regional Universities Association (SARUA), African Council for Distance Education (ACDE), and Inter-University Council of East Africa (IUCEA).

The University also shares healthy links with other Universities including but not limited to the University of Dar es Salaam (UDSM), Sokoine University of Agriculture (SUA), Southern New Hampshire University, Indira Gandhi National Open University, Open University of UK, University of South Africa (UNISA), Egerton University, African Virtual University (AVU), Makerere University, and Zimbabwe Open University (ZOU). The University is also associated with professional bodies which include the National Board of Accountants and Auditors (NBAA), National Board of Material Management (NBMM), Law School, and Tanzania Chamber of Commerce, Industries and Agriculture (TCCIA). This network of collaboration helps the OUT to gain experiences, share ideas and innovations and to benchmark and compare qualifications.

1.2 University Vision and Mission

The **vision** of the Open University of Tanzania is;

“To be a leading world-class University in the delivery of affordable quality education through open and distance learning, dynamic knowledge generation and application”.

The vision of OUT is expected to be achieved through the following institutional **mission** statement;

“To continuously provide affordable quality open and distance education, research and public services for sustainable socio-economic development of Tanzania in particular and the rest of Africa”.

1.3 Justification

The establishment of this policy is in line with the country Vision 2015 objectives that include ensuring high quality livelihood, peace, stability and unit, good governance, a well educated and learning society and a competitive economy capable of producing sustainable growth and shared benefits. It is along the same lines that the Tanzania Commission for Universities (TCU) is mandated to monitor quality education at that level. This policy, therefore, addresses quality issues in education to meet the objectives of the vision 2025; the policy is largely guided by TCU specifications for higher education.

Open and Distance Learning (ODL) is a set of teaching and learning approaches that can overcome spatial and temporal separation between educators and learners. Due to its different program delivery modes, over the years, open and distance learning has also been referred to as correspondences studies, continuing education, distance teaching, self-instructions, technology-mediated learning, distributed learning, etc. By using this flexible arrangements and openness, OUT offers the best alternative for those who cannot join campus-based universities due to inadequate capacity therein, high fees or stringent entry requirements.

ODL is prone to challenges which are likely to compromise quality much more than in campus-based universities. The challenges can be isolated along the input, process and output continuums. Input challenges include inadequate information on target audience, relevance of courses, and suitability of teaching and learning resources and management of study spaces. There may be process based challenges such as high staff- student ratios, absence or inadequate formative and summative assessments, as well as possible inadequacy or delayed production and distribution of study materials. There are also output-based challenges such as lack of robust mechanism to determine inactive students and inadequate monitoring and deficiencies in the overall education system.

There is therefore, a need for a clear policy to guide how best to achieve assured quality in teaching and learning (management and logistics inclusive) for eventual achievement of the University Vision and Mission. In addition to Teaching and learning, Research, Publications and Consultancy also need to be subjected to quality assurance and control. This policy however, squares mainly on teaching and learning quality assurance since issues to do with Research, Publication and consultancy quality are covered separately in a comprehensive Research, Publication and consultancy policy.

CHAPTER TWO

KEY CONCEPTS IN QUALITY ASSURANCE AND CONTROL

2.1 Policy

Policy is defined as a decision made by a publicly elected person or designated body in public interest. Depending on the size of an organization, a policy, as a management tool, may be a single statement or big document made up of objectives, policy statements and strategies to achieve defined objectives. However, many policies are necessitated by a need to solve existing or emerging challenges hindering achievement of the objectives of an organization. The most common cycle of policy formulation follows the path of the organization's business namely; Desired Objectives, Inputs, Processes, outputs and Monitoring and Evaluation.

An analysis of existing situation in an organization may show the challenges or hurdles to reaching desired objectives. Statement or decisions intended to remove the problem are referred to as the policy statements. Each policy statement will need its specific implementation strategies which in turn have clear activities to ensure achievement of the organizational business objectives.

2.2 Quality and Quality Assurance Defined

Quality is a concept with many attributes. Quality in this policy refers to the goodness of a product or service, the level to which a customer is satisfied and fitness for purpose at minimum cost. Many factors influence quality in terms of inputs, processes and outputs.

Learners' health condition, parental support, safe and conducive learning environment, curricular and teaching and learning resources relevant for acquisition of knowledge and skills, suitable teaching methods and appropriate learning outcomes.

Quality assurance is commonly defined as a collective process by which the University as an academic institution ensures that the standards of the educational process is maintained to the quality levels it has set itself. Quality assurance can be defined as the steps taken by an institution or organization to guarantee to customers and the general public about the level of goodness, usefulness, competitiveness, value for money and fitness for purpose of a product or service. The National Council for Higher Education of Uganda (NCHE) defines quality assurance as the mechanism put in place to guarantee that education is 'fit for purpose,' i.e., good. Every higher education institution must have appropriate and effective internal structures and mechanisms for monitoring its quality control procedures to ensure quality" (NCHE, 2006); QA is the means through which an institution confirms that conditions are in place for students to achieve standards set by the institution" (NCHE, 2006). The Commission for Higher Education of Kenya (CHE), defines quality assurance as; "the means by which an institution can guarantee that the standards and quality of its educational provisions are being maintained and or enhanced.

Quality assurance in distance learning refers to the means by which the providing institutions set their program goals and measure results against those goals. The process involves periodically reviewing academic contents, pedagogic techniques, resources, and support services to assure students' academic achievement (Phipps et al. 1998). Quality assurance needs a strengthened system of accountability as precondition for improvement.

Indicators of quality include:

1. Courses that meet appropriate academic and professional standards,

2. course objectives which are appropriate to meet the current, emerging and future professional and customer needs
3. appropriate and effective means of course delivery
4. presence of efforts to continually improve the fitness for purpose of courses

In order to assure quality an institution must have:

1. A clear mission and goals/objectives
2. The mission and goals are widely communicated and understood throughout the organization,
3. Clearly defined quality targets and standards
4. Strong communication networks.

Higher Education Institutions have the duty to provide an environment within which quality is everyone's responsibility. Periodic internal self assessment of the efforts made to achieve an institutions mission and objectives is an important pre-requisite to quality assurance.

2.3 Quality Control – Defined

“Quality Assurance” is sometimes, but erroneously, also referred to as “Quality Control” or “Quality Audit”. Quality Control is a system or set of procedures which check whether institutional inputs and outputs meet a predefined quality threshold as determined by external reviewers or peers. Quality Audit is an external assessment of whether the quality assurance and quality control processes are appropriate and indeed working.

2.4 Quality Assurance Challenges at the Open University of Tanzania

The OUT is facing a number of challenges related to quality assurance and control of its inputs, processes and output such as services and graduates. The screening of applicants aspiring to join various programmes may not be as effective as expected. Only those with required minimum entry qualifications should be selected and approved by Senate for admission. All qualified instructors also need to be exposed to teaching skills appropriate to distance learning modes.

Effort must be made to build staff capacity to write proposals and conduct research and consultancy. The publication and dissemination of research findings help to expose the quality of the products of a university.

As far as administration of examinations is concerned, the invigilation processes need to be strengthened by observing set examinations rules and regulations including appointment of credible invigilators. In addition, regular reviews of existing study materials should be undertaken from time to time including posting them in the e-learning management system such as Moodle as a means of maintaining and improving quality.

The Quality Assurance and Control Policy of the Open University of Tanzania is developed along a broad framework comprising:

- a) Background information, historical perspectives of the OUT, institutional vision and mission
- b) Statements of institutional aims, goals and objectives
- c) Situation analysis of specific areas including problems, potentials and challenges
- d) Main strategies to achieve the defined objectives and the role of the key stakeholders.

CHAPTER THREE

QUALITY ASSURANCE AND CONTROL POLICY STATEMENTS AND STRATEGIES

3.1 Introduction

In an open and distance education institution like the Open University of Tanzania (OUT), there are complex issues that require policy frames to guide and regulate all operations including inter alia management of resources, teaching, research and consultancy, risk identification and mitigation, financial and other support services, customer care altogether to comprise total quality. Quality assurance policies provide landmarks for accountability to students, employers, parents, taxpayers, government and the academic community. In the context of the OUT, quality issues stand out as identification marks of the institutional credibility. This Quality Assurance policy is confined to issues related to students admission, course design and delivery, staffing, infrastructure, as well as students and staff assessment.

3.2 Admissions

Admission is among the key inputs of any university. Admission entails advertising programmes, inviting and receiving applications for admission, selection of applications meeting the pre-determined entry requirements for courses offered and enrolment of those who meet set minimum entry qualifications. Students will be admitted as per the Tanzania Commission for Universities (TCU) directives.

3.2.1 Admissions procedures

3.2.1.1 Situational Analysis

The Admission process for new students begins each year by advertising the programmes through mass media and internet. Application forms shall be available on-line but also applicants may collect such forms from the offices of regional centers. Once applications received, a selection committee shall apply set criteria in proposing to the University Senate, a list of applicants qualified for admission. Names of those selected shall be made public after approval by the Tanzania Commission of Universities as required by the Universities Act, 2005.

The OUT is committed to providing flexible, high quality teaching and student centred professional services. Student enrolment at the OUT has grown and continues to grow and meet the quality challenges related to admission. If the admission process is not closely regulated it could lead to enrolment of students who do not have the capacity to undertake university studies. Therefore, the admissions process should be robust in all its aspects and there should be regular reviews and updating of the admissions regulations.

3.2.1.2 Objective

- i) Establish and operationalize an inclusive, robust and merit based admission process.
- ii) Advertise and reach out to attract potential students from within and outside Tanzania.

Policy Statement;

P 1: Provision of access to university education for a wide spectrum of candidates.

Strategies;

- i. Establish flexible and inclusive entry requirements.
- ii. Provide admission by gender balance and persons with special needs
- iii. Consider applicants with minimum learning experiences in addition to extensive professional experience and provide befitting foundation courses.
- iv. Use explicit criteria for fair selection.

P2: Having in place a well publicized and informative programmes advertisement system

Strategies;

- i. Specify delivery formats for the programs
- ii. Indicate courses levels, duration of programs and credit points to be achieved.
- iii. Specify programme admission requirements such as fees structure and registration procedures.
- iv. Describe social and support facilities which the university offers.

P 3: Having in place a smooth, transparent and friendly application procedure

Strategies;

- i. Decentralize application processes to Regional colleges
- ii. Make provisions for online application.
- iii. Ensure that all staff in the admission section are well trained and informed on relevant issues and interact with clients in polite and helpful manner.
- iv. Regularly review and monitor all matters concerning admission to the university
- v. Provide admission to suit aspirations of qualifying applicants

P 4: Ensuring a balanced enrolment.

- i. Seek to enroll number of students commensurate to resources available.
- ii. Admit students who have the potential to succeed and benefit from the OUT learning experience.

3.2.2 Verification of Admission Documents

3.2.2.1 Situational Analysis

The increasing demand for well trained labour force on the job market has and continues to call for higher qualifications. This has led to increasing incidences of forging certificates and other testimonials in order to gain admission into university programmes, hence the need to ensure admission of only applicants with authenticated entry qualifications.

3.2.2.2 Objective

Ensure that selected applicants have the pre-requisite entry qualification to undertake university studies.

Policy Statement;

P 5: To have an efficient, accurate, secure and effective applicants' entry qualifications verification process in place.

Strategies;

- i. Establish robust procedure for screening applications in every check point of the admission process.
- ii. Consult Examinations authorities and professional bodies to audit qualifications of selected students
- iii. Conduct regular auditing of admitted students.

3.2.3 Transferability of Students

3.2.3.1 Situational Analysis

Transferability is a term used to describe the merits for students to transfer credits earned in one University to another University. The Open University or Tanzania has been admitting students from other Universities within and outside the country. In addition, from their own aspirations, students sometimes prefer to move from one programme to another. This requires verification of the concerned student's admission status in the former institution and appropriate weighting of the credits being transferred. All credit transfers must adhere to TCU guidelines.

3.2.3.2 Objective

Ensure authentication of entry qualification for all new students including those transferring from other higher learning institutions and faculties.

Policy Statement;

P 6: A robust and effective system of credit transfer in admitting qualified students from other universities and between Faculties at OUT

Strategies;

- i. Provide clear specification of minimum admission requirements for every academic unit
- ii. Weigh and assess course content coverage of incoming students before admission into OUT programmes.
- iii. Provide clear guidelines on the issue of transfer of credits.

3.3 Course Delivery

3.3.1 Delivery Systems/Media

3.3.1.1 Situational analysis

At the OUT, courses are delivered through a merger of conventional and blended online learning, print material posted on the internet for students' access, face to face sessions, seminars, ICTs, radio, and television broadcasts. Students' proactive initiatives and responsibility is crucial for them in seeking, exploring, and expanding their frontiers of knowledge through independent, interactive and cooperative problem solving reading and reflections.

The demand is growing for quality study materials to meet the increasing students' enrolment hence, the need to address the demand in terms of developing adequate study materials, posting them in e-learning system such as Moodle and providing quality and adequate student support services such as face to face, educational technology, working student centres and library services. A lot of development and changes have taken place that call for major review and quality assurance of existing and up- coming study materials, curricular, and improvement of students' support services.

3.3.1.2 Objective

- i. Improved and strengthened delivery System/Media that guarantee quality of education
- ii. Effective and quality teaching and learning delivery system

Policy Statement;

P 7: Promote ODL through a range of modes of delivery including face to face contact hours, video conferencing, MOODLE platform, and correspondence through emails and other means of Information communications.

Strategies;

- i) Undertake capacity building to enhance and support the use of contemporary media of course delivery
- ii) Put in place infrastructure that will enhance and support teaching and learning through the open and distance learning application of ICTs and blended learning

P 8: Ensure availability of up to date relevant and quality study materials to meet the increasing student enrolment and relevant to courses offered.

Strategies;

- i. Strengthen the editorial section
- ii. Promote and inculcate staff culture of writing study materials
- iii. Conduct training in preparation of study materials
- iv. Outsource and commission authors to develop study materials
- v. Prepare and disseminate hard and soft copies of high quality study materials and other course related learning resources
- vi. Post study materials in e-lms moodle.
- vii. Regularly review and update study materials to reflect existing and emerging trends in education and market tracer studies
- viii. Maintain records of developments that necessitate review and revision of study materials.
- ix. Improve student support services
- x. Ensure wide availability of adequate stock of all study materials in all regional colleges and study centres
- xi. Ensure wide availability of digitized study materials.

3.3.2 Curriculum Development and Review

3.3.2.1 Situational Analysis

For a curriculum to be relevant and credible, it needs to be consistently reviewed and updated to meet the rigor and breadth of the programme. OUT programmes ensure quality by adhering to TCU guidelines. Before any new or revised program is launched, it is subjected to TCU review for suitability of scope, depth, breadth and relevance. All new and reviewed programmes are accessible through the TCU Programme Management System (PMS).

3.3.2.2 Objective

- i) Development of academic curricula, programmes, and courses that respond to and address market demands and emerging issues.

- ii) Balancing course contents with the requisite course weight by unit and lecture hours in line with TCU guidelines.

Policy Statement;

P 9: Review curricula to address existing and emerging issues

Strategies;

- i) Develop new courses to address existing and emerging issues
- ii) Review existing courses to address existing and emerging issues.
- iii) Involve stakeholders in course design through traces studies
- iv) Establish credible organs for course approval for on ward application for accreditation.
- v) Submit, in time, new and reviewed programmes and courses to QA Agencies through intend organs for accreditation
- vi) Promoting new courses
- vii) Carry out regular academic audit of the curricula and study materials
- viii) Use feedback from students, staff, employers and other stakeholders to assess
- ix) The quality of courses, teaching and learning activities.

P 10: Ensure that course contents balance course weight and the requisite lecture hours.

Strategies;

- i) Provide clear basis for determining course weight (unit).
- ii) Provide course content that reflects course weight

3.3.3 Course Package

3.3.3.1 Situational Analysis

A course package refers to the core learning materials that a new student is entitled to at the commencement of an academic year. A complete course package at the OUT constitutes courses outline, course objectives, course study materials and instructor information. While the Open University of Tanzania uses staff developed study materials, reference books from both public and mini libraries in OUT Regional centres greatly supplement the study materials in addition to other learning resources students may access through electronic media. ICT is also a means of accessing electronically communicated resources from tutors through e-learning, CDs, Video Cassettes and Audio Cassettes. All these are necessary supplements to study materials.

While some students may receive the package in time at the commencement of academic year, other may receive none until almost towards the middle of the year. Others get an incomplete package up to the end of the respective academic year. Delivery of the course packages to students, if not properly organized may add to delay in procuring the same among students. Even where students get complete sets of course packages in time, the same may end up being irrelevant or inadequate for lack of rigorous review and revisions. Course packages at OUT must be subjected to periodic reviews for quality assurance.

3.3.3.2 Objective

Establish an improved and sustainable system of student support that supplements provision of course packages.

Policy Statement;

P 11: The University shall enhance timely provision of complete course packages in both print and electronic form

Strategies;

- i) Timely provision to students, of prospectus, course outlines, course objectives, instructor's information and study materials.
- ii) Provide complete course packages to students at the commencement of each academic year
- iii) Provide updated list of relevant references for each course
- iv) Ensure that production of course packages correspond with the number of students in each course
- v) Gradually digitize the course packages.

3.3.4 Student support Service

3.3.4.1 Situational Analysis

Student support services are imperative in open and distance learning. At the OUT, student support services include face to face sessions, educational technology services offered in regional centers, tutorial sessions and library services. Study materials and field and laboratory practical sessions, teaching practice, moot courts and special projects, are some of the core student support services. If improved, students support services may help in promoting mastery of courses and learning processes in general.

3.3.4.2 Objective

Enhancing availability of quality student support services.

Policy Statement;

P 12: The OUT shall put in place an effective system of student support services in order to supplement provision of course packages.

Strategies;

- i) Provide information about the essence of student support services
- ii) Improve and strengthen student support services such as face to face session, practical sessions, library and mini libraries in regional centres, students study centres, tutorial letters, student marked scripts and internet connectivity.
- iii) Provide students with tutorial letters.
- iv) Expand and upgrade all learning facilities.
- v) Conduct regular assessment of library needs
- vi) Promote and facilitate establishment of student study centres
- vii) Increase accessibility to electronic journals.

3.3.5 Plagiarism

3.3.5.1 Situational Analysis

Plagiarism is an act of appropriating the literary composition of another person or parts of passages of such writings, or the ideas or languages of the same, and producing them as a product of one's mind without acknowledging the source. It is a serious academic offence

for which the OUT must develop and provide means to prohibit and discourage its occurrence among writers of course materials and students.

The growing number of student enrolment and demand for increased production of study materials seem to force academic staff into the vice of plagiarism in meeting student demands for reading materials.

3.3.5.2 Objective

Development of structured system that forestalls plagiarism, infringement of copyrights laws and other forms of cheating among staff and students.

Policy Statement;

P 13: Enhancing awareness and knowledge by students, staff and course materials developers about all forms of intellectual property rights

Strategies;

- i) To develop institutional intellectual property policy to ensure protection of creative work
- ii) To promote awareness of copyright and intellectual property rights in general to staff and authors of study materials.

P 14: Development of study materials that are free from plagiarism.

Strategies;

- i) To identify instances that among to plagiarism and infringement of copyrights.
- ii) Organize and execute training of staff and course writers on copyright issues and plagiarism
- iii) To establish system that detects plagiarism and other forms of cheatings
- iv) To take appropriate steps against authors/staff who are found to infringe copyrights.
- v) Share experiences with other universities on combating plagiarism and other forms of cheating.

P 15: Institutionalizing system that shall reveal plagiarism in staff and students' course work papers and research projects/papers.

Strategies;

- i) To establish a system that detects plagiarism and other forms of cheating by students with appropriate punitive actions to inculcate in students the culture of acknowledging sources used in their work.
- ii) To improve the examination regulations to deal with plagiarism and other forms of cheating.
- iii) To ensure that all staff and students are aware of cybercrime act.

3.3.6 Timed Delivery of courses and learning resources

3.3.6.1 Situation Analysis

Timing is an important discipline building component of teaching and learning processes. Each aspect within the processes of teaching and learning has to be done with a timetable and deadline. Timeframes within which courses are run and examinations are completed should be realistic. Tests and examinations must be market and commented upon and returned to students in good time. Increasing numbers of students translates into increased staff workload and makes it difficult for the staff to mark, in time and extensively comment on students' scripts, record the marks, release results and return the

marked scripts to students. On the part of students there may be problems of adhering to time table for course registration, submission of project work and registration for examinations and timed tests. There are many cases requiring students to meet set deadlines for different tasks. There are also cases where staff members have not been able to accomplish their tasks within set timelines on account of heavy work load. Basing on this state of affairs the following needs have been identified:

- i. Institutionalization of coursework submission
- ii. Effective system of student's registration for examinations.
- iii. Prompt release and communication of feedback and test results to students.
- iv. Enhanced and effective communications between the university management, staff and students

3.3.6.2 Objectives

To ensure institutionalization of coursework submission, effective system of students' registration for examinations, prompt release and communication of feedback and test results to students and realistic and accurate time tabling for effective course teaching, learning and student assessment.

Policy Statement;

P 16: Setting academic timetable that allows effective teaching and learning processes.

Strategies;

- i) Involvement students in setting the time table.
- iii) Adherence to set deadlines
- iv) Comprehensive time table to reflect all academic activities at the commencement of each academic year.

P 17: Setting academic timetable that allows effective teaching and learning processes.

Strategies;

- i) Involvement students in setting the time table.
- ii) Adherence to set deadlines
- iii) Comprehensive time table to reflect all academic activities at the commencement of each academic year.

P 18: Increasing proficiency in accessing, and communicating task feedback to students

Strategies;

- i) Provide students with their task results and other feedback in good time
- ii) provide prompt and adequate information related to students' courses

P 19: Standardizing procedures for submitting assigned tasks within set deadlines

Strategies;

- i) ensure all study guidelines are given to students during orientation
- ii) proper receipt recording and custody of students' tests and examination scripts
- iii) to ensure proper and confidential handling of student scripts

P 20: Computerizing the recording and release of students' academic information within deadlines.

Strategies;

- i) Ensure that each academic staff is able to use digitized course delivery, including lectures, tuition, recording and releasing results
- ii) Enable students to access digitised information through induction
- iii) Ensure robust system of recording and realising results to student' to students' induction
- iv) Ensure robust system of recording and releasing results to students' test and exams

CHAPTER THREE

QUALITY ASSURANCE AND CONTROL POLICY STATEMENTS AND STRATEGIES

3.1 Introduction

In an open and distance education institution like the Open University of Tanzania (OUT), there are complex issues that require policy frames to guide and regulate all operations including inter alia management of resources, teaching, research and consultancy, risk identification and mitigation, financial and other support services, customer care altogether to comprise total quality. Quality assurance policies provide landmarks for accountability to students, employers, parents, taxpayers, government and the academic community. In the context of the OUT, quality issues stand out as identification marks of the institutional credibility. This Quality Assurance policy is confined to issues related to students admission, course design and delivery, staffing, infrastructure, as well as students and staff assessment.

3.2 Admissions

Admission is among the key inputs of any university. Admission entails advertising programmes, inviting and receiving applications for admission, selection of applications meeting the pre-determined entry requirements for courses offered and enrolment of those who meet set minimum entry qualifications. Students will be admitted as per the Tanzania Commission for Universities (TCU) directives.

3.2.1 Admissions procedures

3.2.1.1 Situational Analysis

The Admission process for new students begins each year by advertising the programmes through mass media and internet. Application forms shall be available on-line but also applicants may collect such forms from the offices of regional centers. Once applications received, a selection committee shall apply set criteria in proposing to the University Senate, a list of applicants qualified for admission. Names of those selected shall be made public after approval by the Tanzania Commission of Universities as required by the Universities Act, 2005.

The OUT is committed to providing flexible, high quality teaching and student centred professional services. Student enrolment at the OUT has grown and continues to grow and meet the quality challenges related to admission. If the admission process is not closely regulated it could lead to enrolment of students who do not have the capacity to undertake university studies. Therefore, the admissions process should be robust in all its aspects and there should be regular reviews and updating of the admissions regulations.

3.2.1.2 Objective

- iii) Establish and operationalize an inclusive, robust and merit based admission process.
- iv) Advertise and reach out to attract potential students from within and outside Tanzania.

Policy Statement;

P 21: Provision of access to university education for a wide spectrum of candidates

Strategies;

- i. Establish flexible and inclusive entry requirements.
- ii. Provide admission by gender balance and persons with special needs
- ii. Consider applicants with minimum learning experiences in addition to extensive professional experience and provide befitting foundation courses.
- iii. Use explicit criteria for fair selection.

3.2.2 Verification of Admission Documents

3.2.2.1 Situational Analysis

The increasing demand for well trained labour force on the job market has and continues to call for higher qualifications. This has led to increasing incidences of forging certificates and other testimonials in order to gain admission into university programmes, hence the need to ensure admission of only applicants with authenticated entry qualifications.

3.2.2.2 Objective

Ensure that selected applicants have the pre-requisite entry qualification to undertake university studies.

Policy Statement;

P 13: To have an efficient, accurate, secure and effective applicants' entry qualifications verification process in place.

Strategies;

- i) Establish robust procedure for screening applications in every check point of the admission process.
- ii) Consult Examinations authorities and professional bodies to audit qualifications of selected students
- iii) Conduct regular auditing of admitted students.

3.2.3 Transferability of Students

3.2.3.1 Situational Analysis

Transferability is a term used to describe the merits for students to transfer credits earned in one University to another University. The Open University or Tanzania has been admitting students from other Universities within and outside the country. In addition, from their own aspirations, students sometimes prefer to move from one programme to another. This requires verification of the concerned student's admission status in the former institution and appropriate weighting of the credits being transferred. All credit transfers must adhere to TCU guidelines.

3.2.3.2 Objective

Ensure authentication of entry qualification for all new students including those transferring from other higher learning institutions and faculties.

Policy Statement;

P 14: A robust and effective system of credit transfer in admitting qualified students from other universities and between Faculties at OUT

Strategies;

- i) Provide clear specification of minimum admission requirements for every academic unit

- ii) Weigh and assess course content coverage of incoming students before admission into OUT programmes.
- iii) Provide clear guidelines on the issue of transfer of credits.

3.3 Course Delivery

3.3.1 Delivery Systems/Media

3.3.1.1 Situational Analysis

At the OUT, courses are delivered through a merger of conventional and blended online learning, print material posted on the internet for students' access, face to face sessions, seminars, ICTs, radio, and television broadcasts. Students' proactive initiatives and responsibility is crucial for them in seeking, exploring, and expanding their frontiers of knowledge through independent, interactive and cooperative problem solving reading and reflections.

The demand is growing for quality study materials to meet the increasing students' enrolment hence, the need to address the demand in terms of developing adequate study materials, posting them in e-learning system such as Moodle and providing quality and adequate student support services such as face to face, educational technology, working student centres and library services. A lot of development and changes have taken place that call for major review and quality assurance of existing and up- coming study materials, curricular, and improvement of students' support services.

3.3.1.2 Objective

- iii. Improved and strengthened delivery System/Media that guarantee quality of education
- iv. Effective and quality teaching and learning delivery system

Policy Statement;

P 15: Promote ODL through a range of modes of delivery including face to face contact hours, video conferencing, MOODLE platform, and corresponsce through emails and other means of Information communications.

Strategies;

- i) Undertake capacity building to enhance and support the use of contemporary media of course delivery
- ii) Put in place infrastructure that will enhance and support teaching and learning through the open and distance learning application of ICTs and blended learning

P 16: Ensure availability of up to date relevant and quality study materials to meet the increasing student enrolment and relevant to courses offered.

Strategies;

- i. Strengthen the editorial section
- ii. Promote and inculcate staff culture of writing study materials
- iii. Conduct training in preparation of study materials
- iv. Outsource and commission authors to develop study materials
- v. Prepare and disseminate hard and soft copies of high quality study materials and other course related learning resources
- vi. Post study materials in e-lms moodle.
- vii. Regularly review and update study materials to reflect existing and emerging trends in education and market tracer studies

- viii. Maintain records of developments that necessitate review and revision of study materials.
- ix. Improve student support services
- x. Ensure wide availability of adequate stock of all study materials in all regional colleges and study centres
- xi. Ensure wide availability of digitized study materials.

P 17: Provision of access to university education for a wide spectrum of candidates

Strategies;

- i. Establish flexible and inclusive entry requirements.
- ii. Provide admission by gender balance and persons with special needs
- iii. Consider applicants with minimum learning experiences in addition to extensive professional experience and provide befitting foundation courses.
- iv. Use explicit criteria for fair selection.

P 18: Having in place a well publicized and informative programmes advertisement system

Strategies;

- i. Specify delivery formats for the programs
- ii. Indicate courses levels, duration of programs and credit points to be achieved.
- iii. Specify programme admission requirements such as fees structure and registration procedures.
- iv. Describe social and support facilities which the university offers.

P 19: Having in place a smooth, transparent and friendly application procedure

Strategies;

- vi. Decentralize application processes to Regional colleges
- vii. Make provisions for online application.
- viii. Ensure that all staff in the admission section are well trained and informed on relevant issues and interact with clients in polite and helpful manner.
- ix. Regularly review and monitor all matters concerning admission to the university
- x. Provide admission to suit aspirations of qualifying applicants

P 20: Ensuring a balanced enrolment.

Strategies;

- i) Seek to enroll number of students commensurate to resources available.
- iii) Admit students who have the potential to succeed and benefit from the OUT learning experience.

3.3.2 Curriculum Development and Review

3.3.2.1 Situational Analysis

For a curriculum to be relevant and credible, it needs to be consistently reviewed and updated to meet the rigor and breadth of the programme. OUT programmes ensure quality by adhering to TCU guidelines. Before any new or revised program is launched, it is subjected to TCU review for suitability of scope, depth, breadth and relevance. All

new and reviewed programmes are accessible through the TCU Programme Management System (PMS).

3.3.2.2 Objective

- iii) Development of academic curricula, programmes, and courses that respond to and address market demands and emerging issues.
- iv) Balancing course contents with the requisite course weight by unit and lecture hours in line with TCU guidelines.

Policy Statement;

P 21: Review curricula to address existing and emerging issues.

Strategies;

- i) Develop new courses to address existing and emerging issues
- ii) Review existing courses to address existing and emerging issues.
- iii) Involve stakeholders in course design through traces studies
- iv) Establish credible organs for course approval for on ward application for accreditation.
- v) Submit, in time, new and reviewed programmes and courses to QA Agencies through intend organs for accreditation
- vi) Promoting new courses
- vii) Carry out regular academic audit of the curricula and study materials
- viii) Use feedback from students, staff, employers and other stakeholders to assess
- ix) The quality of courses, teaching and learning activities.

P 22: Ensure that course contents balance course weight and the requisite lecture hours.

Strategies:

- i) Provide clear basis for determining course weight (unit).
- ii) Provide course content that reflects course weight

3.3.3 Course Package

3.3.3.1 Situational Analysis

A course package refers to the core learning materials that a new student is entitled to at the commencement of an academic year. A complete course package at the OUT constitutes courses outline, course objectives, course study materials and instructor information. While the Open University of Tanzania uses staff developed study materials, reference books from both public and mini libraries in OUT Regional centres greatly supplement the study materials in addition to other learning resources students may access through electronic media. ICT is also a means of accessing electronically communicated resources from tutors through e-learning, CDs, Video Cassettes and Audio Cassettes. All these are necessary supplements to study materials.

While some students may receive the package in time at the commencement of academic year, other may receive none until almost towards the middle of the year. Others get an incomplete package up to the end of the respective academic year. Delivery of the course packages to students, if not properly organized may add to delay in procuring the same among students. Even where students get complete sets of course packages in time,

the same may end up being irrelevant or inadequate for lack of rigorous review and revisions. Course packages at OUT must be subjected to periodic reviews for quality assurance.

3.3.3.2 Objective

Establish an improved and sustainable system of student support that supplements provision of course packages.

Policy Statement;

P 23: The University shall enhance timely provision of complete course packages in both print and electronic form.

Strategies;

- i) Timely provision to students, of prospectus, course outlines, course objectives, instructor's information and study materials.
- ii) Provide complete course packages to students at the commencement of each academic year
- iii) Provide updated list of relevant references for each course
- iv) Ensure that production of course packages correspond with the number of students in each course
- v) Gradually digitize the course packages.

3.3.4 Student support Service

3.3.4.1 Situational Analysis

Student support services are imperative in open and distance learning. At the OUT, student support services include face to face sessions, educational technology services offered in regional centers, tutorial sessions and library services. Study materials and field and laboratory practical sessions, teaching practice, moot courts and special projects, are some of the core student support services. If improved, students support services may help in promoting mastery of courses and learning processes in general.

3.3.4.2 Objective

Enhancing availability of quality student support services.

Policy Statement;

P 24: The OUT shall put in place an effective system of student support services in order to supplement provision of course packages.

Strategies;

- i) Provide information about the essence of student support services
- ii) Improve and strengthen student support services such as face to face session, practical sessions, library and mini libraries in regional centres, students study centres, tutorial letters, student marked scripts and internet connectivity.
- iii) Provide students with tutorial letters.
- iv) Expand and upgrade all learning facilities.
- v) Conduct regular assessment of library needs
- vi) Promote and facilitate establishment of student study centres
- vii) Increase accessibility to electronic journals.

3.3.5 Plagiarism

3.3.5.1 Situational Analysis

Plagiarism is an act of appropriating the literary composition of another person or parts of passages of such writings, or the ideas or languages of the same, and producing them as a product of one's mind without acknowledging the source. It is a serious academic offence for which the OUT must develop and provide means to prohibit and discourage its occurrence among writers of course materials and students.

The growing number of student enrolment and demand for increased production of study materials seem to force academic staff into the vice of plagiarism in meeting student demands for reading materials.

3.3.5.2 Objective

Development of structured system that forestalls plagiarism, infringement of copyrights laws and other forms of cheating among staff and students.

Policy Statement;

P 25: Enhancing awareness and knowledge by students, staff and course materials developers about all forms of intellectual property rights

Strategies;

- i) To develop institutional intellectual property policy to ensure protection of creative work
- ii) To promote awareness of copyright and intellectual property rights in general to staff and authors of study materials.

P 26: Development of study materials that are free from plagiarism

Strategies;

To identify instances that of plagiarism and infringement of copyrights.

- i) Organize and execute training of staff and course writers on copyright issues and plagiarism
- ii) establish system that detects plagiarism and other forms of cheatings
- iii) Take appropriate steps against authors/staff who are found to infringe copyrights.
- iv) Share experiences with other universities on combating plagiarism and other forms of cheating.

P 27: Institutionalizing system that shall reveal plagiarism in staff and students' course work papers and research projects/papers.

Strategies;

- i) To establish a system that detects plagiarism and other forms of cheating by students with appropriate punitive actions to inculcate in students the culture of acknowledging sources used in their work.
- ii) To improve the examination regulations to deal with plagiarism and other forms of cheating.
- iii) To ensure that all staff and students are aware of cybercrime act.

3.3.6 Timed Delivery of courses and learning resources

3.3.6.1 Situation Analysis

Timing is an important discipline building component of teaching and learning processes. Each aspect within the processes of teaching and learning has to be done with a timetable and deadline. Timeframes within which courses are run and examinations are completed should be realistic. Tests and examinations must be marked and commented upon and returned to students in good time. Increasing numbers of students translates into increased staff workload and makes it difficult for the staff to mark, in time and extensively comment on students' scripts, record the marks, release results and return the marked scripts to students. On the part of students there may be problems of adhering to time table for course registration, submission of project work and registration for examinations and timed tests. There are many cases requiring students to meet set deadlines for different tasks. There are also cases where staff members have not been able to accomplish their tasks within set timelines on account of heavy work load. Basing on this state of affairs the following needs have been identified:

- v. Institutionalization of coursework submission
- vi. Effective system of student's registration for examinations.
- vii. Prompt release and communication of feedback and test results to students.
- viii. Enhanced and effective communications between the university management, staff and students

3.3.6.3 Objectives

To ensure institutionalization of coursework submission, effective system of students' registration for examinations, prompt release and communication of feedback and test results to students and realistic and accurate time tabling for effective course teaching, learning and student assessment.

Policy Statement;

P 28: Setting academic timetable that allows effective teaching and learning processes.

Strategies;

- i) Involvement students in setting the time table.
- iii) Adherence to set deadlines
- iv) Comprehensive time table to reflect all academic activities at the commencement of each academic year.

P 29: increasing proficiency in accessing, and communicating task feedback to students

Strategies;

- i) Provide students with their task results and other feedback in good time
- ii) provide prompt and adequate information related to students' courses

P 30: Standardizing procedures for submitting assigned tasks within set deadlines.

Strategies;

- i) ensure all study guidelines are given to students during orientation
- ii) proper receipt recording and custody of students' tests and examination scripts
- iii) to ensure proper and confidential handling of student scripts

Strategies;

- i) Ensure that each academic staff is able to use digitized course delivery, including lectures, tuition, recording and releasing results

- ii) Enable students to access digitised information through induction
- iii) Ensure robust system of recording and realising results to student' to students' induction
- iv) Ensure robust system of recording and releasing results to students' test and exams

3.3.7 Student Consultation

3.3.7.1 Situational Analysis

More often than not, students do consult staff for academic guidance and course clarification. These consultations range from administrative to academic issues which could not be addressed during regular Face to Face sessions. The capacity at the regional centres in terms of staff relevant to the academic programme is still wanting.

3.3.7.2 Objectives

- i) Availability of competent and adequate staff for consultation at all regional centers
- ii) Effective online system of staff-student interaction.

Policy Statement;

P 31: Ensuring all academic units have staff available to students for consultation

Strategies;

- i) Prove timetable of staff availability for consultation at the regional centers
- ii) Provide mechanism of reporting on staff-student – consultation
- iii) Ensure effective and adequate supervision to students in their field practicals and research work.

P 32: Ensuring staff student-interact on line

Strategies;

- i) Enable staff and students to interact on line
- ii) Provide a computerized system for staff student interaction.

3.3.8 Student Assessment

Student assessment implies measuring and weighing the extent to which planned teaching and learning have been attained. Assessment may be through assignment, Timed Tests and Examinations. It covers several processes on a continuum beginning with setting, moderating, printing and photocopying; packaging and transportation; invigilation; marking and grading; recording and approval of results. Quality assurance is imperative at each such assessment process. Adequate staff professional competencies and skills as well as the setting of practical time lines and meeting them are measures that cut across each assessment process. There are specific quality assurance measures, checks and balances to ensure relevance, assessment regulations, security and confidentiality. There is a need to have clear guidelines and responsibilities that ensure quality control in student assessment.

3.3.8.1 Setting Assessments

3.3.8.1.2 Situational Analysis

Assessment starts with setting of tests or examination questions. Delay of any of activity pertaining will have an adverse effect on the entire assessment process, including the

ultimate release of results. Disproportional course coverage, irrelevant questions and lack of adherence to ODL modes of delivery are cases of contention. Lack of due examinations confidentiality and security may result in leakages and possible cancellation of examinations and financial as well as quality waste.

3.3.8.1.3 Objective

Ensure timely setting, moderation and submission of quality assessment tests and examinations.

Policy Statement;

P 33: Ensuring timely setting and moderation of quality and relevant, tests and examinations Comprehensive Timetable of all assessment activities made available well in advance, to both staff and student;

Strategies;

- i) Questions observe relevance and appropriate coverage of course content
- ii) Provide for internal and external moderation of all tests examination
- iii) Ensure adherence to ethical assessment principles, including confidentiality and security

3.3.8.2 Printing and Photocopying of question papers

3.3.8.2.1 Situational Analysis

Timely and secure printing, especially of tests and examinations is crucial in student assessment. Printing of large volumes of examination papers requires a robust arrangement of staff and resources. Handling of examination materials at OUL is confined only to responsible and for this case the Directorate of Examinations Syndicate (DES) only. Photocopying of question papers during examination sessions is highly discouraged.

3.3.8.2.2 Objective

Securely and timely printing and photocopying of tests and examination papers.

Policy Statement

P 34: Production of multiple copies of tests and examination papers well planned to ensure confidentiality, adequacy.

Strategies;

- i. Enable smooth processing of term papers, tests and examination papers by providing sufficient materials and equipment
- ii. Printing and photocopying strictly handled by DES
- iii. All materials, tools and equipment vetted to meet the required security and confidentiality
- iv. Tests and examination papers commensurate with the number of examinees for each session

3.3.8.3 Packing, Transporting and Distribution

3.3.8.3.1 Situational Analysis

In addition to being part of the student assessment, term papers are part drivers of the learning process. To be effective, questions for term papers for courses should be

provided well in advance. Security must be ensured when transporting test and examination papers to examination centres. At this stage staff other than those from DES may also be involved but they must prior be vetted by the Deputy Vice Chancellor for Academic Affairs.

Delay or complete lack of question papers is not acceptable. Improper labelling and mixing of number of expected examinees may result into gross inconveniences and sometime cancellation of an entire paper. Means of transport should be secure and fast to ensure examinations are at each centre on time, neither too early nor too late.

3.3.8.3.2 Objective

All question papers for tests and examinations should be made available at examination centres on time, secure and in adequacy.

Policy Statement;

P 35: Enforce security during packing, transporting and distributing tests and examinations.

Strategies;

- i) Transport facilities should be secure and reliable.
- ii) Packing, transporting and distributing of tests and examination should be under strict supervision.
- iii) Regional centres should be the drop and pick points of all tests and examinations.

P 36: Timely provision question papers for all relevant examinations at the commencement of each academic year

Strategies;

- i) Use all means available to provide students with assigned term papers in good time.

3.3.8.4 Invigilating, Collecting and Sorting

3.3.8.4.1 Situational Analysis

Invigilation is a crucial part in the administration of Examinations and Tests. Student identity and eligibility to sit a test and examination after payment of due fees should be unequivocally proven. It should be understood that this is one of the very few instances where the teacher and student meet. Setting clear examination regulations and ensuring conducive examination environment are necessary preconditions towards curbing examination irregularities which mostly lead to unnecessary waste of resources.

3.3.8.4.2 Objective

Timely, vigilant and effective invigilation, collection sorting, and distribution of student examination/test scripts for marking and grading.

Policy Statement

P 37: Ensure timely, effective, efficient and secure invigilation at each examination centre.

Strategies;

- i) Provide robust invigilation.
- ii) Provide conducive examinations environment.

- iii) Handle cases of alleged examination irregularities according to set regulations.

3.3.8.5 Marking, Moderation, Recording and release of Results

3.3.8.5.1 Situational Analysis

Marking grading students' work is one of the best avenues through which institutions, instructors and learners may gauge their performance and improve the quality of work. In ODL, students depend on marked scripts with appropriate comments to enhance the learning process. At the OUT, there have been instances of delays on marking and grading of students' scripts. Proper and objective marking of tests in needs unique professionalism in ODL course design and delivery.

All higher education institutions strive to produce graduates who are competitive in the labour markets. The institutions also strive to embrace international human rights including providing fair and just education conditions. On such grounds, the OUT strives for fairness in marking and grading students' examination scripts. Assured adherence to these conditions is guaranteed through external examination of students' marked scripts. The OUTis, and should not be exceptional in that it must subject its students' marked scripts to external examination.

Since, marked tests are expected to provide teaching comments in ODL, timely feedback of such activities is and should be one of the core functions of all instructors in ODL. However, there have been long turn-round times for term papers, and tests ensuing from unreliable transportation systems, limited technological support, too many students' scripts to mark and grade; and limited instructors to handle these related tasks.

Feedback is a necessary means of encouraging students in assessment process. After marking and grading it is imperative that students get back assessment results in order to know their performance. There have been instances of delayed communication of students' assessment results for various reasons.

As a matter of quality assurance, all the indicated and potential shortfalls should be addressed accordingly.

3.3.8.5.2 Objectives

To ensure timely, appropriate and fair marking, recording and release of assessment results also effective and timely external moderation of students' marked scripts.

Policy Statement

P 39: Put in place an effective system for fair assessment

Strategy;

- i) Institute and facilitate efficient mechanism of moderating of questions, marking, assessment results

P 40: Use ICT to record and communicate students' marks and grades in good time

Strategies;

- i) Institute a robust student records information system (SARIS) in place and operational

- ii) Ensure staff and students are conversant with the SARIS

P 41: Ensure prompt feedback of all assessments

Strategy;

- i) Provide mechanism for timely feedback for all assessments

3.3.8.6 Examination Regulations and procedures

3.3.8.6.1 Situational Analysis

Examination regulations and procedures are determinants of quality management and administration of examinations. At the OUT, there have been instances of students contravening examinations / tests regulations and procedures. Such contraventions must be controlled through normal management systems to further assure quality.

3.3.8.6.2 Objective

Institute examination regulations to monitor and control the conduct of examinations.

Policy Statement;

P 42: Put in place up to date examination regulations

Strategies;

- i. Develop regularly review examination regulations
- ii. Clear process of handling examination irregularities from the examination room to appeals stage.

3.3.8.7 Progress towards Graduation

3.3.8.7.1 Situational Analysis

Learning is a process characterized by identifiable stages or levels from the day a student enrolls for an academic programme to the day of graduation. There are pre-requisite qualifications a student is required to have in order to move from one stage of a course to the next. The ultimate course completion renders a student eligible for graduation. A student cannot be allowed to take the next level of a course before passing the level before. These levels and the associated prerequisites must be explicit and known to the student for smooth progression towards graduation. For all levels, the entry and exit points and procedures must be clear. Assurance of these requirements is a quality requirement.

Fast progress through courses and timely completion of programmes is one of the attraction students aspire to in enrolling and persevering in a programme. The situation at the OUT indicates that there have been cases when students have been late in completing their programmes because of their ignorance of the pre-requisite processes of ODL.

3.3.8.7.2 Objective

Clear progression and exit points with robust procedures at each point.

Policy Statement;

P 43: Institute explicit levels and exit points in all programmes, from non-degree to Post-graduate levels.

Strategy;

- i) Each programme shall specify levels of completion and requirements of progression

P 44: The exit procedures for each level should be well known and enforces.

Strategies;

- i. Pass marks for course work, and final examinations shall be well established
- ii. Assessment of outcome shall be well established: Pass or Fail
- iii. Fate of the assessment outcome shall be well established: Continue or Supplement or Repeat course or Discontinue from studies
- iv. The exit procedures shall be accommodative and shall be well proven to be smoothly working in ODL system.

3.3.8.8 Open Educational Resources (OER)

3.3.8.8.1 Situational Analysis

There is a wide and rapid increase of production and use of OERs in academia worldwide. However, stakeholders are debating on whether the quality of such OERs are of up to the required standards. On the other hand, stakeholders realize and acknowledge a number of benefits that can be taped from OERs one of which is their contribution to dissemination of knowledge especially to disadvantaged groups that could otherwise not afford knowledge from other sources, also the role played by such OERs on increasing leaners autonomy. Already OUT produces and uses available OERs.- For that case, as an institution, OUT needs guidelines on how it can maximize on benefits realized in OERs without compromising quality.

3.3.8.8.2 Objective

Institute an OER policy and operational procedures.

Policy Statement

P 45: Have and abide to a system that shall systematically check whether OER creation, development and production; OERs integration and use; as well as hosting and dissemination of OERs meet specified requirements Set standards for OUT materials to go OER.

Strategies;

- i. Set limit on levels of use of OER per academic work
- ii. Provide guidance to where shall OUT materials appear as OER
- iii. Identify infrastructure support required for development of OER e.g. ICT
- iv. Address issues related to licensing of OER materials
- v. Define percentage (amount) of OUT materials to go OER
- vi. Define OER developers
- vii. Assist instructors add value to instructional materials.

31. Staffing

3.4.1 Staff Adequacy and Competence

Human resources constitute the single most important input for any organisation's competitiveness. Human resource management focuses on strategic interventions of acquiring the requisite number of staff with the expected qualifications, their proper utilization, development and retention in the organization. The profile of human resources at the OUT is analyzed in terms of their categories such as academic,

administrative/technical, location, age and qualifications, core competencies, motivation and resource management policies in order to gauge them to promote quality in all aspects of the university functions.

In this policy, “staff” includes all full time employees on permanent on permanent or contract terms, part timers, cooperating tutors, external examiners and examinations moderators. OUT staff members are competent if they possess the expected knowledge, skills attitudes and experiences to adequately perform their tasks as per OUT job descriptions and specifications. Adequate staff means sufficient numbers of staff in relation to the number students to be served. One of the core functions of the OUT is teaching. Hence, the staff – student ratio is expressed in terms of number of instructors in relation to the number of active students. Administrative and Technical staff form and the number of active students. Administrative and Technical staff form an important part in the quality of OUT services and outcomes.

3.4.1.1 Situational Analysis

The execution of duties in any organization relies on the competence, experience and commitment of its staff. Proper management of human resource generally enables an organization to achieve its mission, goals and objectives. Human resources therefore, play a significant role in promoting quality assurance. Staff induction in quality indicators and their general performance make a significant impact on the process and output aspects of quality in ODL delivery. The OUT operates in different Regional colleges throughout the country as well as Coordinating centres in OUT presence outside Tanzania, currently Kenya, Rwanda, Namibia, Uganda and Malawi. The number of admitted students has continued to increase while the number of employees remains lower in relation to OUT expansion. Hence, the staff: student ratio does not match the expansion. The average staff: student ratio for OUT, for the period 2002 – 2006, basing on the number of staff and students, was around 1:60. This considers active students only. A better ratio that reflects efficiency needs to be defined and instituted. The optimal ratio varies between institutions, depending on the level of technology and number of facilities in the learning environment. Even so, all institutions stand to be guided by the guidelines of the TCU considering the unique environment of open and distance learning institutions with better learning facilities and advanced technologies can manage a high staff: student ratio without impairing quality standards.

On average, every student will sit for 2 tests, and one annual examination each year, all of which have to be marked by the subject instructors. Basing on the work load formula and taking into account the ODL working environment, a proposed staff: student ratio of 1:50 in normal delivery and 12: 30 during invigilation is considered reasonable, assuming that the instructor is solely occupied with that assignment.

3.4.1.2 Objective

- i) Recruit competent and qualified staff
- ii) Maintain appropriate staff: student ratio.

Policy Statement;

P 46: Proper recruitment of competent and adequate staff

Strategies;

- i.) Recruit competent staff
- iii) Maintaining appropriate staff students ratio
- iv) Establish academic staff workloads against the number of students handled.

3.4.2 Human Resource Allocation and Utilization

3.4.2.1 Situational Analysis

Proper allocation and utilization of human resource is essential for effective performance in any organization. Improper allocation of human power may lead to inefficiency and ineffectiveness. Duties allocated should match qualification, experience and aptitude of the staff concerned. The OUT regional centres throughout the country and in coordinating Centres outside Tanzania need to replicate faculties, Directories and Institutes at headquarters in matters of staffing.

3.4.2.2 Objective

To ensure efficient deployment and proper utilization of staff at the head office and in all the regional centers and coordinating centres outside Tanzania.

Policy Statement;

P 47: Ensure proper allocation and utilization of human power at the head quarter and in the regional coordinating centers

Strategies;

Deploy human resources based on needs, competence, qualifications and experience

3.4.3 Training and Development

3.4.3.1 Situational Analysis

Plans for further training and development are essential in any organization irrespective of the qualifications staff possesses at entry point. Provision should be made for staff to attend short and long courses, induction seminars and conferences. Academic, Technical and Administrative staff of an academic institution must be developed to demonstrate competence in the application of innovative teaching, learning and assessment strategies. In this way, quality can be assured in all the core and important function of the institution.

3.4.3.2 Objective

Provide opportunity for staff training and development at various levels.

Policy Statement

P 48: OUT shall endeavor to train and develop its employees in their areas of specialization

Strategies;

i) Conduct frequent Training needs assessments in order to form the basis for various training programmes.

3.4.4 Staff Performance Evaluation

3.4.4.1 Situational Analysis

Regular evaluation of staff and their annual performance review is an important exercise that receives a lot of attention in organizations. Failure to carry out this function may encourage inefficiency and the organisation may fail to achieve its mission or objectives with the deserving efficiency and effectiveness.

3.4.4.2 Objective

Regular staff performance review and appraisal should characterize every institution.

Policy Statement

P 49: Performance appraisal shall be compulsory for all employees as the basis of promotion, deployment, training and career development

Strategies;

- i) Conduct periodic (mid – year and annual performance evaluation of all staff.

3.4.5 Incentives Package

3.4.5.1 Situational Analysis

The incentives system shall be applied fairly to all staff. Staff motivation and incentive schemes help an organization to achieve its objectives. In order to retain employees, measures should be taken to prevent staff from moving out searching for greener pastures.

3.4.5.2 Objective

Introduce conducive and rewarding remuneration packages for all categories of staff.

Policy Statement;

P 50: The OUT shall implement sustainable incentives package to attract and retain competent staff.

Strategies;

Develop an attractive incentives scheme capable of attracting, motivating and retaining competent staff.

3.4.6 Research and Consultancy

3.4.6.1 Situational Analysis

Research and consultancy activities are among the core functions of any high learning institution. They are vital for advancement in career development, income generation and service to humanity.

3.4.6.2 Objective

Institute approved research and consultancy policy and plan.

Policy Statement

P 51: The OUT shall provide conducive environment for staff to carry out research and consultancy services

Strategies;

Train staff in research and consultancy

- i) Research to be part of core staff performance requirement
- ii) Ensure the OUT offers community services in form of consultancies.

3.4.7 Staff Succession

3.4.7.1 Situational Analysis

Succession planning is vital in any visionary organization. Managers realize the importance of succession planning. Vacant posts due to retirements, termination, expiration of contracts or any other reason should be filled in good time in order to avoid disruptions of organizational activities.

3.4.7.2 Objective

Ensure institutionalization of staff development and succession planning.

Policy Statement

P 52: The University shall have in place a sustainable staff succession plan

Strategy:

Prepare and regularly review staff succession plan.

3.5 Infrastructure

3.5.1 Buildings, Working Space and Facilities

3.5.1.1 Situational Analysis

The effectiveness of any programme management depends upon availability of infrastructure. Suitable and sufficient venues should be available for smooth running of all the activities. The National Open University of Tanzania lacks enough office space especially in the Regional Colleges. With expansion of the University in terms of student population, staff and work facilities, the university needs to expand its infrastructure, so as to match the increasing population and needs. It is only then that smooth operationalization of the University's planned activities may be attained without compromising the quality of programmes. Lack of space may be attained without compromising the quality of Programmes. Lack of space for special activities such as examinations, laboratories and libraries at the Regional colleges interfere with the university's commitment to offer quality education for increasing number of learners in ODL from all social – economic and cultural backgrounds.

3.5.1.2 Objective

Ensure availability of infrastructure to enable quality delivery of education and smooth running of all course programmes.

Policy Statement;

P 53: Put in place effective adequate infrastructure commensurate to the university population Maximum utilization of available office space while ensuring quality delivery of programmes.

Strategies;

- i. Ensure availability of suitable and sufficient and well equipped venues
Suitable and sufficient venues, for staff and student;
- ii. erect buildings to cater for science and examination halls in those regions where the university has acquired land
- iii. equip all offices at the headquarters and regional with necessary furniture, equipment and tools

3.5.2 Communication System

3.5.2.1 Situational Analysis

An effective and efficient communication infrastructure is necessary for quality delivery of education and for supporting quality assurance in the provision of higher education. The following lists of attributes constitute an effective communication system to support quality assurance in higher education.

- i) An open process for examining evidences for quality and public disclosure;
- i) ICT Policy within built security system, internet connectivity at all OUT centres to facilitate electronic file movement, paperless meetings and students' access to teaching and learning resources.
- ii) Frequent, regular, and up-to-date reporting
- iii) A method of reporting that enables appropriate comparisons to be drawn across institutions in order to inform consumer and investors' choices
- iv) Concise and intelligible reporting, tailored to meet the needs of different constituents;
- v) A variety of measures that allow for presentation of a balanced profile of intuitional performance and the context in which it occurs;
- vi) Wide dissemination of results to interested parties through multiple channels, including the media.

Although the University has already formulated and adopted its information communication Technology (ICT) Policy there is need to have at least one Computer Lab in each Regional College. Efforts continue to be making to ensure secure computers for all offices and extend internet and e-mail services to Regional colleges. Using print media as the main means of communication has resulted in delays and increased operational costs compromising quality delivery of the University's programmes and services. The use of electronic media like Radio –television, audio-video cassettes can, strengthen etc and give quality instructional programmes and can ignite the students and instructor's interests motivation, creativity and innovation.

3.5.2.2 Objective

Policy Statement;

P 54: To ensure that all faculties, institutes, directorates administrative units and Regional colleges have access to ICT with adequate internet connectivity

Strategies;

- i. To expedite implementation of the ICT policy in all operating centres of the OUT
- ii. Install wireless internet connection in all buildings.
- iii. Exploit other broadcasting technologies Take delivery effort to own and manage TV and Radio broadcasting stations for fast dissemination of information to students, staff and other stakeholders.

3.5.3 Library Services

3.5.3.1 Situational Analysis

The University has library service units in all its centres and utilizes the Tanzania Library Services (TLS) buildings and services located in headquarters of all regions across the country. Other Library services include the Central People Library of Zanzibar and Pemba has Institutions which support OUT in terms of Library Services provision in Zanzibar and Pemba.

The library at OUT headquarters and the mini-libraries in the regions have limited capacity to handle many users at a time. In order to alleviate this problem the University, under special agreement with the Tanzania Library Service (TLS), has stocked recommended textbooks and other reading materials in latter's network in the regions and at the headquarters. These books are kept on special shelves and are available to students under special arrangement for reference and borrowing.

Electronic journals, e-periodicals and electronic reference materials, as learning resources are inadequate and not accessible to most students in rural areas where internet connectivity is non-existent. For production of quality and interactive study materials, an efficient and up to date library service is requiring. There is the need for OUT to automate its library services and to review and update its working relationship with to TLS taking on board electronic sharing of resource.

3.5.3.2 Objective

Improve library capacity and services at headquarters and all regional centres.

Policy Statement

P 55: Ensure both efficient and effective library operations and services are in place
Put in place efficient and effective library operations.

Strategies;

Review and update the TLS – OUT working relations to better serve ODL students.

3.5.4 Transport

3.5.4.1 Situation analysis

The OUT has a limited number of vehicles both at the headquarters and regional colleges. The limited number of vehicles does not reflect the expansion and activities of the university. High standard of inputs and processes require the university to facilitate the mobility of staff to undertake, teaching, research and consultancy and to participate in conferences including monitoring students in field practicals and teaching practice. Lack of reliable transport services can impact the timely approval of programmes, delay delivery of teaching and learning materials as well as examinations.

3.5.4.2 Objective

Maximize the use of existing transport facilities and strive to acquire and provide vehicles to both the university headquarters and Regional Colleges and centres

Policy statement;

P 56: Have in place an operational and comprehensive Institutional transport policy.

Strategies;

i) Formulate and implement an institutional transport policy

P 57: Provide reliable transport facility to core function areas

Strategies;

i) Ensure a reliable central pool of vehicles to facilitate learning, research, consultancy at both the Headquarter and Regional colleges

3.5.5 Recreational Facilities

3.5.5.1 Situational Analysis

By the very nature of ODL there are currently no recreational facilities both at the headquarters and regional centers of OUT. However, recreational activities help to boost a healthy mind, body and spirit that are needed for effective learning.

3.5.5.2 Objective

Provide recreational cum sports and games polices and facilities for a health university community.

Policy Statement

P 58: Institute a policy for games and sports activities at the headquarters and regional colleges.

Strategies;

- i) Ensure mitigation measures for risks and accidents in games and sports

P 59: Develop recreational facilities and mobilize staff and students to participate in games and sports.

Strategies;

- i) Include potential risks and matching mitigation measures in the OUT risks Register.

3.5.6 ICT Services

3.5.6.1 Situational Analysis

Information and communication Technology (ICT) is an effective method course delivery in ODL is an effective method of delivery in ODL. However, if it is not well controlled, it can compromise quality and even generate legal and financial risks. There is the need to assure a robust ICT Policy with in-build security measures, website, internet connectivity such as for staff and student mail, SARIS and electronic meetings.

3.5.6.2 Objective

Establish and operationalise an effective ICT policy for ODL delivery and general management of the OUT.

Policy Statement

- i. Ensure effective and ICT services for OUT

Strategies;

- i) Implement the OUT ICT Policy and operational procedures
- ii. Regularly review and improve and implement OUT ICT Policy and Masters Plan
- iii. Observe set standards and targets of ICT service delivery
- iv. Institute control measures to curb possible misuse of ICT services in the OUT system.

CHAPTER FOUR

QUALITY ASSURANCE AND CONTROL: IMPLEMENTATION

4.1 Introduction

4.1.1 Quality Assurance Framework

Having a new Charter in place, the OUT prepared a reviewed in 2010 New Organizational Structure that conforms to the requirements of the Universities Act No.7 of 2005. Included in the new structure are participatory organs (the various committees of the Council and Senate). The participating organs for quality assurance are presented in figure 1.

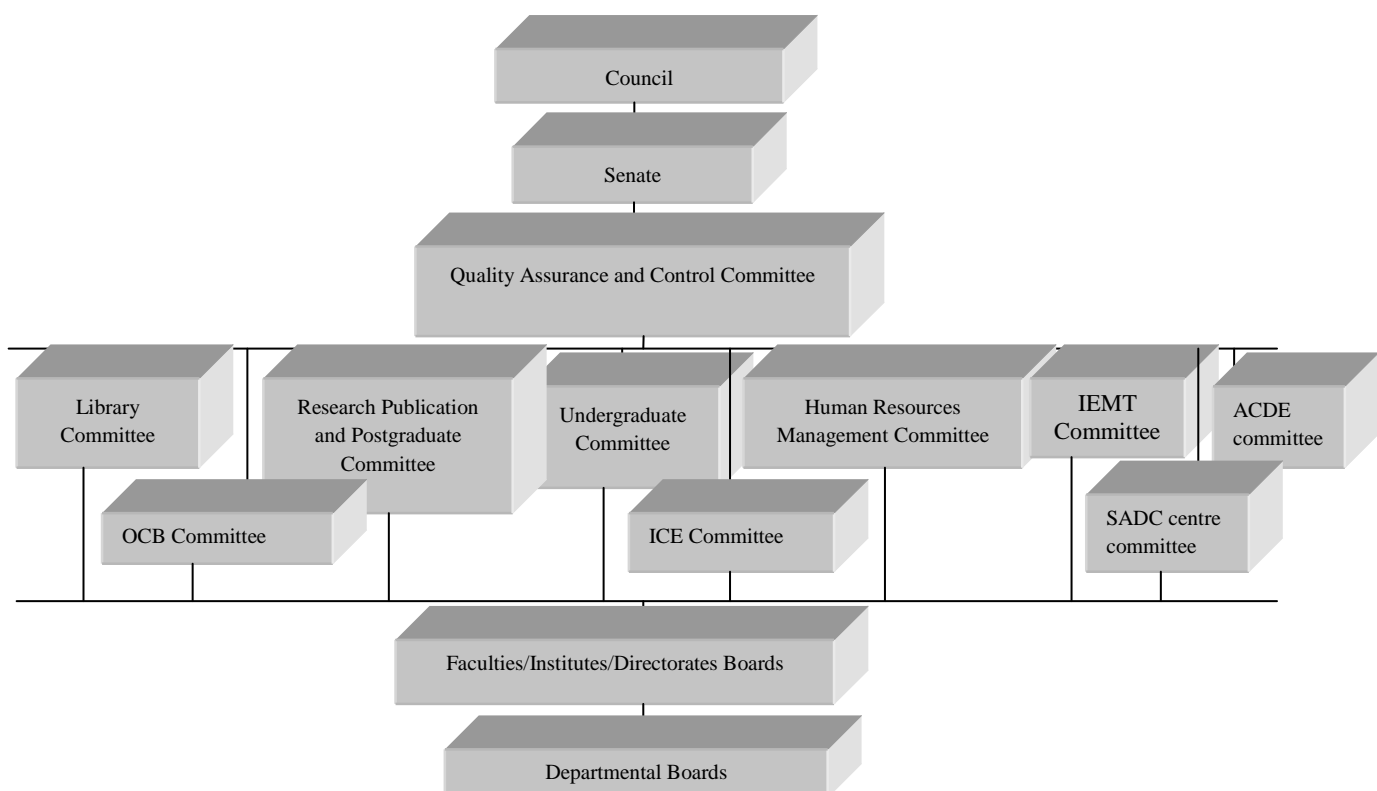


Figure 1: Quality assurance framework

4.1.1.1 The Directorate of Quality Assurance and Control (DQAC)

Under the new organizational structure, academic issues are under the Deputy Vice Chancellor (Academic). However, faculties, Directorates and Institutes report and perform all quality assurance academic matters to the Directorate of Quality Assurance and Control which is under the Vice Chancellor.

The Quality Assurance directorate shall be headed by a Director who reports direct to the VC and is in-charge of all matters related to quality assurance and control at the OUT. The QA&C Director is assisted by three heads of departments namely Head, Department of Monitoring and Evaluation, Head department of Statistics and Records, head department of Risk Management and Certification (Figure 2). Each head of department is assisted by one quality assurance officers. The directorate shall also have administrative staff members. The DQAC shall be appointed by the council through search procedures. The DQAC shall hold the office for three years renewable. The directorate is linked to

faculties, directorates and relevant Institutes through respective quality assurance coordinators. The directorate is mandated to carry out the day to day activities related to ensuring best practices for Quality Assurance at the university. The directorate is a watchdog in admission, delivery, assessment, staffing and infrastructure.

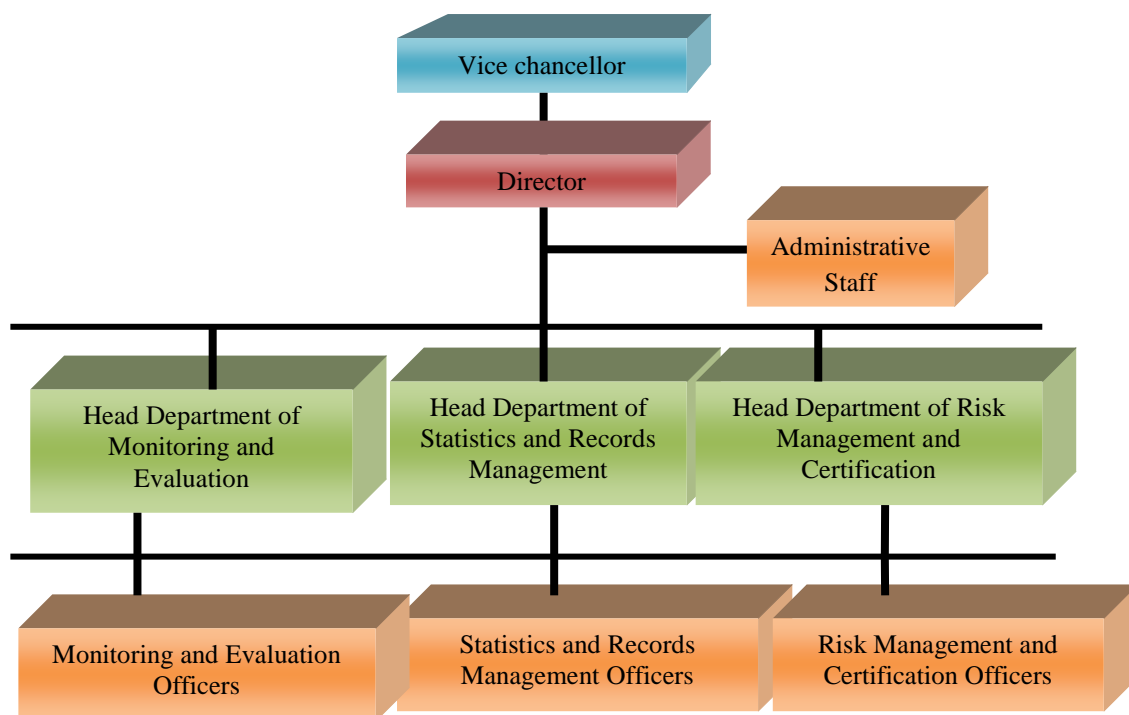


Figure 2: QAC Organizational Structure

4.1.1.1.1 Quality Assurance and Control Committee (QACC)

There shall be a Quality Assurance and Control Committee as one of the Committees of Senate, which will meet quarterly preferably just before the Senate.

i) The Composition

Reports to Senate via Management Committee

Quality Assurance and Control Committee

Composition:

- | | | | |
|------|----------------------------|---|-------------|
| i) | Vice Chancellor | - | Chairperson |
| ii) | Director QAC | - | Secretary |
| iii) | All DVCs | - | Members |
| iv) | All Deans and Directors | - | Members |
| v) | DQAC Heads of Departments- | | Secretariat |

ii) Terms of References

1. To monitor and assess quality of all OUT inputs, processes and outputs in all core functions of the university.
2. To generate and receive data pertaining to QA in relevant areas
3. To take measures to address any observed QAC shortfall
4. To act as secretariat for Self Assessment, External benchmarking, Academic Audit and Tracer Studies.

4.1.1.2 Best Practices

OUT shall abide to TCU and IUCEA guidelines for best practices in all core operations. IUCEA Quality Model of Teaching and Learning presented in Figure 3 describes three dimensions of quality education i.e. Quality of the input, Quality of process, and quality of output shall be adopted at OUT and revised accordingly.

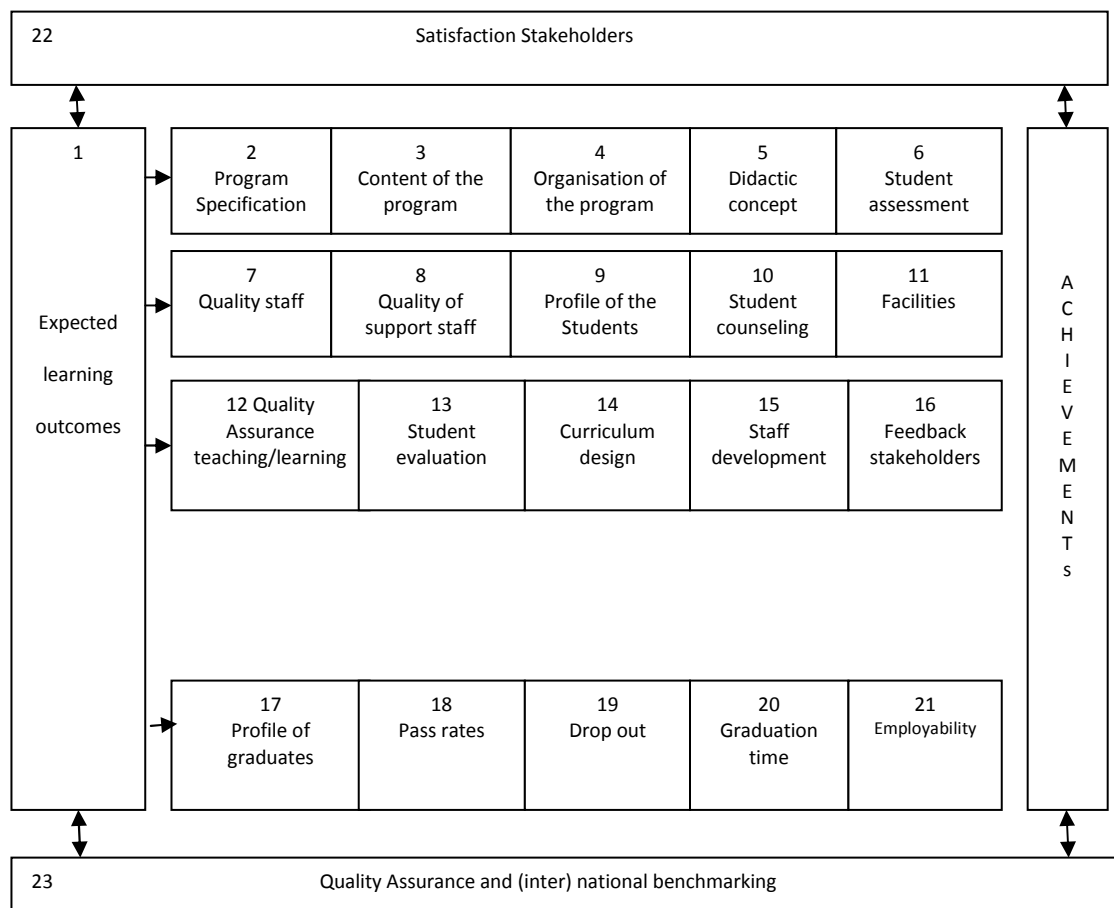


Figure 3: IUCEA Quality Model of Teaching and Learning

Source: IUCEA (undated)

The quality model for teaching and learning assist the faculties/institutes/directorates to assess, describe, analyse and identify own strengths and weaknesses. This will enable drawing quality plan that improves respective academic programme.

4.1.1.2.1 Description of the Quality Model for teaching and learning

- i. Expected learning outcomes that reflects relevant curriculum/programme demand.
- ii. The curriculum/ programme specifications including its content that takes into account the vision, mission, aims and objectives of the institution.
- iii. The organization of the programmes that show range, depth, coherence of the courses and also demonstrates clearly basic courses, intermediate courses specialist courses and the final thesis or dissertation.

- iv. Didactic Concept and teaching/learning strategy, promotes action learning that supports the conception of teaching and facilitation of learning.
- v. Student Assessment of examination provides an effective indication whether the students have reached the learning targets of the course programme or its components. Such assessment should clearly indicate examination are in line with content and learning objectives of the various parts of the Porgrammes and also ensures students are provided adequate feedback regarding what they have achieved.
- vi. Staff Quality is indicated by recruitment and promotion of academic staff that are based on merit system, which includes teaching, research and services.
- vii. Quality of support staff are reflected by its adequacy support in terms of staffing at the libraries, faculties/institutes/directorates.
- viii. Student advice and support are determined through established learning environment to support the achievement of quality education and student learning, and thus lecturers provides not only a physical and material that is supportive of learning but also ensures appropriate activities are involved, including social or psychological one.
- ix. Facilities and infrastructure are necessary to deliver competence of student to manage the curriculum, including equipment, materials and information technology and thus such equipments are to be up-to date and available.
- x. Quality Assurance of the teaching/learning are evident through periodically reviewed and evaluated academic programs so to determine its effectiveness. And thus adjustments are made after reasonable time periods.
- xi. Student evaluation I prime condition for improving teaching and learning through regular process of evaluation.
- xii. Curriculum design is developed by the representation from the faculty Quality Committee, the faculty Teaching and Learning Committee, the programme task force team who also receives recommendations and inputs from students and stakeholders from industry, government and professional organizations.
- xiii. Staff development activities are determined through existing staff development plan that systematically indentifies individual aspirations and institutional requirements.
- xiv. Feedbacks of stakeholders are realized through regular evaluation and course appraisal by involving all stakeholders (Decision Makers, employers; students, alumni, etc).
- xv. Stakeholder's satisfaction is obtained through regular feedbacks from all stakeholders for the measurements of their satisfaction.

- 4.1.1.2.2 Best Practices for Admission
- i. Collect only the information you want and need,
 - ii. Do not discriminate on bases of race, sex, age disability or citizenship,
 - iii. Publish admission standard and adhere to them
 - iv. Base admissions decisions on total applications
 - v. Document admission decision and rationale

- 4.1.1.2.3 Best practices for student support services and progression
- i. Sustainable good practices which effectively support the students and facilitate optimal progression. Benefits often include the assurance of the quality results, adhering to the clients' service charter.

Best Practices for Course Delivery

Best practices in curricular aspect include:

- i. Sustainable curricular practices which lead to academic effectiveness and excellence
- ii. Constitute assurance that each programme of study results on collegiate level learning outcome appropriate to the rigor and breadth of the certificate or Degree awarded by the Institute
- iii. Full participation academically qualified persons in decisions in decision concerning curriculum and oversight
- iv. Implement coherent plan for student to access all courses necessary to complement the programme.
- v. Appropriate interaction between instruct and students and among students.

- 4.1.1.2.5 Best Practices for **programme**
- i. Established reliable measures to continuous improvement
 - ii. Review for effectiveness and currency of the programme

- 4.1.1.2.6 Best Practices for Staffing
- i. Proper recruitment of competent and adequate staff
 - ii. Best practices for development in research Consultancy and extension leading to superior performance resulting in successful outcome in terms of generating knowledge which will be useful for the learner as well as the community.

- 4.1.1.2.7 Best practices for Infrastructure
- Best practices for development of infrastructure and learning Resources
- i. Sustainable practices leading to continuous improving of infrastructure and learning resource development to create an optimum learning ambience.

CHAPTER FIVE OPERATIONAL PROCEDURES

5.1 Introduction

The Quality Assurance and Control Operational Procedures entail strategies and operating procedures drawn from a wide range of core activities of the university. These strategies and operating procedures are based on objective and policy statements drawn from situational analysis of OUT's core activities in the QA policy documents.

The core activities are admission, delivery, assessment, staffing, and infrastructure which stand out as identification marks of the institution's operations. The sub-core activities under each category are as follows; admission; delivery system, curriculum development and review, course coverage, student support services, plagiarism, delivery tie tabling and almanac, counseling and staff-student consultation which fall under the main transporting and distribution, invigilating process, marking moderation, recording and release of results, examination regulations and procedures progress towards graduation, which fall under the main aspect of student assessment; staff adequacy and competence, human resource allocation and utilization, training and development, staff performance evaluation, incentive package, research and consultancy, staff succession which fall under staffing and lastly, building, working space and facilities, ICT services, library services, transport and recreational facilities falling under infrastructure.

The Quality Assurance and Control Operational Procedures Manual is part of effective quality assurance system. Its duty is to constantly develop and review OUT operations to ensure that OUT achieves its set vision and mission. An integrated quality assurance system avoids undesirable situations in the OUT operations. It enables gaps or weaknesses in its activities to be detected in good time and rectified. In addition, it enables the OUT to respond quickly and effectively when an inspection and accreditation cycle is in the offing.

An effective quality assurance system enables every aspect of OUT activities to be checked systematically and modification made where necessary resulting in:

- (a) Detecting problems and or deficiencies in good times
- (b) Less pressure of work; and
- (c) An internal evaluation that meets all the requirements.

The OUT Quality Operational Procedures Manual describes the specific quality assurance and procedures, quality control specifications, and other technical activities of planning, implementation, monitoring and assessment for all the core activities of OUT. In this regard, the manual provides a clear and explicit documentation of all operation procedures. Figure 4 provides a conceptual framework of quality assurance and control at OUT.

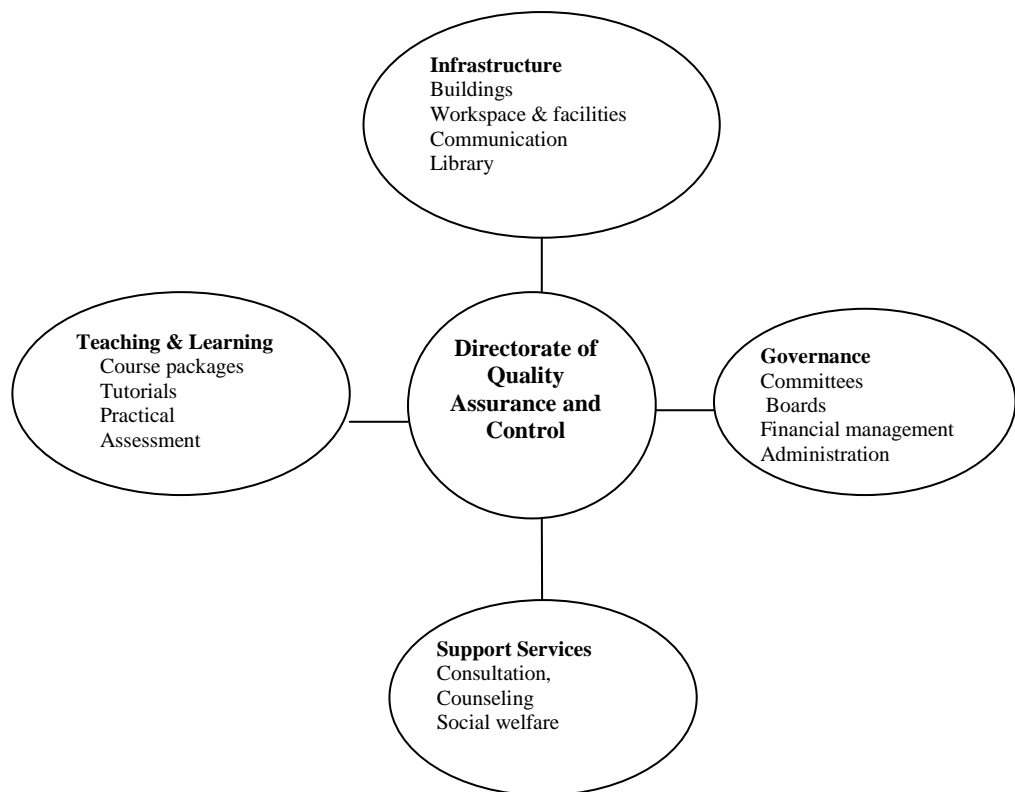


Figure 4: Conceptual framework of quality assurance and control at OUT

5.2 Admission

5.2.1 Admission Procedure

Student enrolment at OUT has grown very fast leading to more challenges in issues concerning the admission process. There is a need to have a robust and secure admission process which attracts a broad number of potential students within and outside the country. To achieve this, the following strategies and operational procedures have been established.

S 1:

Establish flexible and inclusive entry requirements.

Operational Procedures;

- i) Admit all qualified students as per TCU admission requirements.
- ii) Provide inclusive regulations to attract all qualified individuals irrespective of gender and physical disability.
- iii) Search for possible avenues for raising female participation in programmes where they are underrepresented.

S 2: Specify the delivery format of programmes at OUT.

Operational Procedures;

- i. Provide adequate details on mode of programme delivery.
- ii. Indicate course levels, duration of programmes and credit points to be achieved.
- iii. Specify programme requirements such as courses fee structure and registration procedures.
- iv. Provides appropriate space for the application process.

- v. The office of the DVC (Academic) through DUG shall monitor the admission system

S 3: Put in place an effective mechanism to shorten the application and admission processes.

Operational Procedures;

- i. Decentralise application and admission processes and encourage use of ICTs and on line application..
- ii. Ensure all staff in admission section are well trained and informed on relevant admission procedures.
- iii. Promote friendly interaction between admission staff and stakeholders – Website & OUT.

S 4: Regularly review and monitor all matters concerning admission.

Operational Procedures;

- i. Regular evaluation of entry requirement.
- ii. Ensure that the admission process is a useful means of maintaining student quality.
- iii. Regular review of the selection criteria to follow a fair and transparent procedure.
- iv. Regular review of the selection criteria applied when admitting students in collaborative programmes.

S 5: Provide admission to suit applicants' aspirations provided they meet minimum requirements.

Operational Procedures;

- i. Counsel potential students in choosing academic programmes.
- ii. Respect potential students career development aspirations.
- iii. Special counseling desk.

S 6: Enroll number of students to commensurate with available resources.

Operational Procedures;

- i. Ensure that number of students does not compromise quality – Lecture Student ratio in ODL.
- ii. Ensure rational use of resources and cost effectiveness.
- iii. The office of DVC (Resource Management) shall ensure availability of necessary resources.

S 7: Facilitate online application

Operational Procedures;

- i. Upload admission forms and relevant admission information to OUT website
- ii. Advertise programmes online
- iii. Put in place an effective mechanism of counseling potential students online.
- iv. Quality of the information specialized.
- v.

5.2.2 Verification

A good number of applicants submit forged certificates and testimonials. This can compromise the status and quality of OUT. There is a need to put in place an effective mechanism to check this irregularity. The following strategies are operational procedures have been established.

S 8: Establish robust procedures for screening application in every check point of admission process.

Operational Procedures;

- i. Institute a mechanism for ensuring fool-proof admission process – Collaborate with NECTA, NACTE, etc.
- ii. Provide for selected students to submit original certificates during registration for verification.
- iii. Ensure that selected students application documents are accredited by the Tanzania Commission for Universities.
- iv. Report incidence of forging and cheating to relevant authorities.

5.2.3 Transferability

There is a need to put in place a mechanism to control transfer students. Some students prefer to move from other Universities to OUT while others move across academic programmes within OUT.

S 9: Provide clear specification of minimum admission requirements for transfer students.

Operational Procedures;

- i. Weigh and assess course content coverage of incoming students before admission.
- ii. Provide clear guidelines to govern transfer of credits.
- iii. Provide need based counseling for incoming students.
- iv. Provide straight forward enrolment procedures for incoming students.
- v. Verify the accreditation status of the institution from which the student comes.

5.3 Course Delivery

5.3.1 Delivery Systems

Improved and effective delivery systems are imperative for quality teaching and learning. Appropriate and adequate measures ought to be taken for full employment of contemporary medium of delivery which ensures timely availability of up to date and quality study materials. Effective implementation of policy statements on delivery systems depends on the strategies laid down and operational procedures in place.

S 10: Undertake capacity building to enhance and support the use of contemporary medium of delivery as a supplement to print medium.

Operational Procedures;

- i. Conduct awareness session on the use of contemporary media of delivery.
- ii. Train staff and student in using contemporary media of delivery.

- iii. Provide modern and adequate facilities that support the contemporary media of delivery.
- iv. Improve the predominant print medium.
- v. DVC (Acad) shall continually monitor and regularly assess appropriateness of media of delivery employed.

S 11: Enhance and support teaching and learning through contemporary media.

Operational Procedures;

- i. Put in place infrastructure that enhances and supports teaching and learning through the use of appropriate technologies and pedagogic skills.
- ii. Provide for maintenance and security of the supporting infrastructure.
- iii. Provide means and guidelines for obtaining regular feedback from staff and student on appropriateness of support infrastructure.
- iv. Conduct progressive student course evaluation
- v. Provide for student satisfaction of delivery at course level.
- vi. Seek highest possible standards in respect of input resources, implementation process and final output.

S 11: Timely availability of relevant, adequate and quality study materials to meet the increasing student enrolment.

Operational Procedures;

- i. Strengthen and support editorial section to adequately and thoroughly edit all study materials in form and content before printing and publication.
- ii. Promote and facilitate a culture of writing study materials.
- iii. Conduct regular training to academic staff on writing of quality study materials for open and distance learning mode.
- iv. Provide guidelines for outsourcing and commissioning authors to revise and/or develop study materials when need arise.
- v. Plan for regular writing, updating, and reviewing of study materials as provided for in the Rolling Strategic Plan.
- vi. Establish machinery for maintenance of records of developments that necessitate review and revision of study materials and improvement of student support services.
- vii. DVC (RS) in liaison with Director of Planning and Development (DPD) shall make projections of study materials requirements to ensure sustained availability of study materials.
- viii. The DIET shall employ the existing ICT policy to digitalise all study materials.

5.3.2 Curriculum Development and Review

Development of relevant and credible curricula is an important aspect of a vibrant and growing university which strives at attaining highest level learning and creation of knowledge through teaching, research and consultancy. Appropriate strategies and operational procedures that guarantee effective policy implementation for quality assurance and control are inevitable.

S 12: Institutionalize development and review of course to address existing emerging, local and global issues to meet the demands of the present day society.

Operational Procedures;

- i. Plan for and implement regular academic audited of the curricula.
- ii. Plan for and implement regular academic audited of the curricula.
- iii. Review courses and programmes at least in every three years and whenever need arise.
- iv. Devise means of obtaining feedback from students, employer and other stakeholders to assess the quality of the curricula.
- v. DVC (Acad) shall provide guideline and schedule for regular academic audit.
- vi. DVC (Acad) shall provide procedure for involvement of stakeholders and prospective employers in curricula review and course development.
- vii. Seek approval of reviewed and developed courses through established organs.
- viii. Provide clearly defined objectives and learning outcomes for all programmes.
- ix. Provide a coherent and well constructed curriculum that facilitates and generates knowledge and skills in a logical sequence.
- x. Ensure that delivery of courses emphasizes practical training.
- xi. Provide criteria for determining progressive collaborative partnership in programme delivery in a manner that pay attention to the:-
 - a. Status and appropriateness of the proposed partner.
 - b. Status and appropriateness of the programme.
 - c. Availability and adequacy of resources.
 - d. Proposed partner's management and quality assurance systems and processes.
- xii. DVC (Acad) shall initiate, coordinate and monitor internal and external procedures for accreditation.

S 13: Having in place clear basis for determining course content and weight (unit)

Operational Procedures;

- i) Prepare and enforce formula and procedure for determining course weight.

5.3.3 Course Package

OUT shall strive at having an improved and sustainable system of student support system that complements course packages. It thus seeks to enhance timely provision of complete course packages in electronic and print form consisting of study materials, course outlines, course objective and instructor's information, assignments and prospectus to students.

S 13: Improved and timely provision of course package to students.

Operational Procedures;

- i. Provide course packages consisting of study materials, course outlines, course objectives and instructor's emails, mobile phone, information, assignment and prospectus
- ii. Ensure that production of course packages correspond with the number of students in each course on offer.
- iii. Digitise course packages for easy student access.

5.3.4 Student Support Services

Student Support Services are imperative in open and distance learning. At the OUT, Student Support Services include face to face sessions, educational technologies, students' study centres, counseling services, tutorial sessions and library services. As such, enhancement of availability of quality student support services merits proper attention through variety of strategies and operational procedures.

S 14: Improve and strengthen a system that guarantees availability and use of student support services

Operational Procedures;

- i. Provide information on essence and types of student support services.
- ii. Provide rules for student access to and use of Libraries and Mini-Libraries at regional centres.
- iii. Provide students with tutorial letters before commencement of programmes (a) to introduce learners to programmes and instructor's expectation (b) near the beginning of annual examinations that details difficulties that a student face in the course and means to eliminate them.
- iv. Continually expand and upgrade all learning facilities.
- v. Promote and establish student's study centres.
- vi. Increase accessibility to online literature.

5.3.5 Plagiarism

Maintenance of integrity in academic delivery is an important aspect that builds credibility to a University. Development and implementation of institutional intellectual property policy is one of the means of ensuring intellectual honest and awareness to copyright issues to members of the University community. The following strategies and operational procedures are geared at facilitating implementation and realization policy statements in this regard.

S 15: Develop implement institutional intellectual property policy

Operational Procedures;

- i. Formulate and enforce intellectual property policy.
- ii. Provide rules to deal with and forestall plagiarism and other instances of cheating.
- iii. Promote awareness on copyrights and intellectual property rights in general among staff and students.
- iv. Establish a system that detects plagiarism and other forms of academic cheating.
- v. Share experiences with other Universities on combating plagiarism and other forms of academic cheating.
- vi. Develop a culture of acknowledging sources used in academic work among staff and student.
- vii. Take appropriate steps against staff and students found to infringe copyrights.

5.3.6 Delivery, Time Tabling and Almanac

Time tabling is an important component of teaching and learning processes. Strict adherence to university time table and almanac requires participation and involvement of staff and students in the process of formulation and prompt release of feedback, and communications. The following strategies and operational procedures are important for realization of relevant policy statements.

S 16: Participation and involvement of staff and student in setting realistic and comprehensive timetabling for the University.

Operational Procedures;

- i. Provide opportunity for student in preparation of timetable and university almanac.
- ii. Ensure that all university activities are reflected in time table and university almanac.
- iii. Establish organs through which staff and students takes part in processes of preparing university time table and almanac.
- iv. Ensure that timetable is in place and disseminated in advance on commencement of each academic year.
- v. Provide for strict adherence to deadlines.

5.3.7 Counseling and Staff – Student Consultation

In discharging its responsibilities to ensure quality delivery, OUT staff makes consultation with students. This responsibility requires availability of competent and adequate staffing and effective digitized system of interaction. The following strategies and operational procedures are meant to facilitate implementation of relevant policy statements.

S 17: Institutionalise a system of Staff – Student consultation and interaction

Operational Procedures;

- i. Provide timetable of staff availability to:
 - a. Assist aspiring students to make choices
 - b. Identify students' problems by means of systematic call up, dial in, and e-mailing
- ii. Provide mechanism for reporting on staff-student consultation.
- iii. Establish a computerized system for staff-student interaction
- iv. Regular assessment to determine appropriateness of staff-students consultation

S 18: Ensure effective supervision of academic work

Operational Procedures;

- i) Provide timetable of staff availability for close supervision and guidance.

5.4 Student Assessment

5.4.1 Setting Assessment

Evaluating teaching and learning progress and conforming to the Tanzania Commission for University's requirements, higher education required to institute effective and efficient assessment systems. It is necessary that each institution develop clearly laid down strategies and operational procedures for setting assessments in order to ensure that the assessment set are timely, relevant, and adequate. The narratives that follow present the strategies and procedures set to ensure in the setting of assessment at the Open University of Tanzania.

S 19: Timely setting of quality and relevant assignments tests and examination questions and activities.

Operational Procedures;

- i. Institute an effective examination office under the office of the DVC (Acad) to coordinate, monitor and control the conduct of student assessment.
- ii. Develop and monitor use of examination regulations which include, among other things, confidentiality and ethical conduct .
- iii. Train and orient academic staff on appropriate assessment techniques.
- iv. Development questions that reflect relevance of the questions in terms of appropriate course content and teaching – learning contexts.
- v. Provide for effective internal and external moderations of all assessments.
- vi. Establish collaborative links with sister universities to share expertise and experiences in assessment tool and processes.
- vii. Prepare comprehensive timetables for all assessment activities.
- viii. Always adherence to ethical assessment principles, including confidentiality and security.

5.4.2 Printing and Photocopying

In order to promptly and effectively process and administer assessment it pivotal that printing and photocopying facilities, supplies and processes are efficient. Human resources need to have appropriate knowledge and skills as well as be trustworthy and vigilant. The strategies and operational suggested in the text bellow are intended to optimize quality printing and photocopying of assessment tools.

S 20: Take security measures in the production of multiple copies of assignments, tests and examination papers.

Operational Procedures;

- i. Use qualified examiners to, strictly, handle printing and photocopying of assessment items.
- ii. All materials, tools and equipments should be vetted to meet the required security and confidential standards
- iii. Tests and examination papers should be commensurate to the number of examinees for each session.
- iv. Provide and set aside sufficient working equipment including printers and photocopiers that are in good working condition for assessment purposes.

- v. Provide and set aside appropriate and adequate stationery for printing and photocopying assessment.
- vi. Minimize the number of individuals who administer tests and examinations to include only qualified dynamic staff.
- vii. Provide an effective mechanism of administering and coordinating timely distribution of assignments and secure custody of and invigilation of tests and examinations.
- viii. Set aside printing and photocopying equipment and facilities for processing tests and examinations.
- ix. Print and produce sufficient assignments at the commencement of each academic session.
- x. Place all assignments onto the OUT website for ease download at the commencement of each academic year.

5.4.3 Packing, Transporting and Distribution

Secure, reliable and timely transportation and packaging of assessment are necessary aspects of a valid conduct of assessment. Assignments in an ODL system ought to be provided at the commencement of a programme while tests and examination are developed and conducted at fixed times along the progress of course offering. For effective packaging, transporting and distribution of assessment Open University of Tanzania has developed guiding strategies and operational procedures that are laid down bellow.

S 21: Enforce security during packing, transporting and distributing tests and examinations.

Operational Procedures;

- i. Timely provision of all relevant assignments at the commencement of each academic year.
- ii. Involve qualified individuals in strict supervision of packaging, transporting and distribution of test and examinations.
- iii. Use transport facilities that are in good use condition.
- iv. Upgrade Regional Centres into effective drop in and pick up points of all assignments.
- v. Encourage students to down load all their assignments from the university's website
- vi. DVC (Acad) to liaise with DVC (RS) to monitor and coordinate assessment processes.
- vii. DVC (Acad) to institute operating mechanisms to ensure integrity and objectivity in handling tests and examinations.

5.4.4. Invigilation Processes

Invigilation settings and processes controlled by clearly stipulate strategies and regulations ensure security and comfort in the conduct of assessment. Processes during invigilation of tests and examinations at the Open University of Tanzania are formally regulated and operated.

S 22: Provide robust invigilation mechanism to ensure proof of student identity, adherence to all examination procedures, regulations and proper guidance.

Operational Procedures;

- i. Formally appoint and train invigilators on appropriate invigilation procedures and regulations.

- ii. Develop strict invigilation regulations that ensure security and timely conduct of invigilation activities.
- iii. Have assignments, tests and examination question backup systems for emergencies.
- iv. Provide conducive examination environment including comfortable and secure examination rooms, transport, adequate space, lighting, ventilation, first aid package, and other necessary provisions.
- v. Conduct examinations and tests at venues where students and staff may easily access essential facilities such as restaurants, restrooms, stationery outlets and medical services.
- vi. Engage effectively established academic boards to monitor, coordinate and deliberate issues pertaining to the conduct of test and examination invigilation.
- vii. All cases of alleged examination irregularities should be handled according to the laid down regulations ensuring from SENATE and its sub-committees.

5.4.5 Marking, Moderation, Recording and Release of Results

Effective system for appropriate, smooth and timely marking and grading of students' scripts is an asset in developing and sustaining learner or students assessment results are delayed learner confidence is lowered and institutional and instructional images are tarnished among stakeholders including student and parents. It is therefore an imperative to adhere to explicitly stated marking, moderation, recording and release of Results.

The strategies and operational procedures stated in the following are intended to maintain an effective system to enhance student performance and sustain programmes.

S 23: Institute and facilitate efficient mechanisms for marking, moderating, recording and release of assessment results.

Operational Procedures;

- i. Train and orient staff to effectively mark using ODL principles.
- ii. Regulate movement of scripts to and from markers.
- iii. Provide mechanisms to facilitate continuous marking of assignments.
- iv. Apportion grading, weighting and aggregate points according to OUT Standard system.
- v. Apportion grading, weighting and aggregate points according to OUT Standard system.
- vi. DVC(Acad) to facilitate panel marking and recording for timely release of results.
- vii. Ensure scheduling and execution of effective committee meetings to verify and approve examination results.
- viii. Institute and facilitate efficient mechanisms for receipt recording and distribution of in-coming students' assignment and test scripts.
- ix. Inform faculty members their professional obligations to mark students' assignment scripts as they are submitted, i.e., not wait until marking panels are convened for marking and grading. Such panels to be organized when the ratio between number of scripts to mark substantially surpasses markers capacity in a given time.
- x. Provide opportunities for and facilitate effective mechanisms for marking students' scripts at the OUT head office and regional centres.

S 25: Develop a robust and user-friendly student records information System (SARIS)

Operational Procedures;

- i. Accurate and immediate recoding and publishing of assessment results.

- ii. Train and encourage and facilitate staff and students to be familiar with the use of SARIS.

S 26: Provide mechanism for timely feedback of all assessment

Operational Procedures;

- i. Ensure timely marking, grading and recording of students' assignments, tests, and examinations.
- ii. Train and encourage and facilitate staff and students to be familiar with the use of SARIS.
- iii. Organize mechanisms for distributing marked assignments and test scripts to students before examinations.
- iv. Develop a system of monitoring course instructor's responsiveness to the provision of feedback to students work.

5.4.6 Examination Regulations and Procedures

As measures to restrain examination irregularities examination regulations and procedures are inevitable. Such regulations and procedures assist in control and maintain fair condition in examination processes. For this effect, the Open University of Tanzania has developed examination strategies and operational procedures that are reflected next.

S 27: Develop and regularly review examination regulations.

Operational Procedures;

- i. Create awareness among staff and students on what constitute examination irregularities.
- ii. Implement existing procedure of handling cases of examination irregularities.
- iii. Empower the SENATE and related sub-committees to thoroughly deal with matters pertaining to examinations irregularities.

5.4.7. Progress towards Graduation

Generally, educational institutions define explicit levels and clear exit points in the programmes they offer. For any student to progress from one academic level to the next there are accomplishments to be made. The accomplishments are marked by robust procedures and initiation rites, among which are ceremonies and certification. The Open University has designed strategies and operational procedures that affirm secure progress in its educational programmes.

S 28: Each programmes shall specify levels of student progression

Operational Procedures;

- i. Provide minimum achievement for one to quality in each level.
- ii. Observe national and international standards in selecting students
- iii. Guide all students to timely complete and submit academic work that count for continuous assessment and annual examinations.
- iv. Timely allocate supervisors to postgraduate students.
- v. Closely guide postgraduate students on appropriate techniques to choose manageable research topic and design.
- vi. Make explicit all procedures for exit from one level to the next and award appropriate credentials at each relevant exit point.

5.5 Open Educational Resources (OER)

Open Education Resources (OERs) are emerging to be important source of knowledge in the world of academics. Despite their strengths in knowledge transfer OERs need to be produced and used with some caution due to some of their weaknesses. This sections outlines operational procedures through which production and consumption of OERs will ensure quality of education at OUT.

S 29: Set standards for OUT materials to go OER

Operational Procedures;

- i) Ensure that only materials that have been peer reviewed go OER

S 30: Set limit on levels of use of OER per academic work

Operational Procedures;

- i) Ensure that amount of OUT under OERs are as per specified %

S 31: Provide guidance to where should OUT materials appear as OER Identify suitable websites for OUT OERs

Operational Procedures;

- i) Ensure that OUT OERs are available only on specified websites

S 32: Identify infrastructure support required for development of OER e.g. ICT Ensure availability of relevant infrastructure for OER development

Operational Procedures;

- i) Ensure that OER developers have access to relevant infrastructure

S 33: Address issues related to licensing of OER materials Provide clear description on how OUT OERs can be used and penalties to be applied for ones that will not comply

S 34: Define percentage (amount) of OUT materials to go OER Ensure that only a specified percentage of OUT materials go OER.

35: Define OER developers

Operational Procedures;

- i) Ensure that an individual who aspires to develop an OER material is an expert in the subject area concerned.

Operational Procedures;

- i) Encourage OER developers to work in teams.

S 36: Assist instructors add value to instructional materials.

Operational Procedures;

- i) Ensure that all potential OER developers attend at least a minimum number of trainings including in-house training on best practices for developing OERs

5.6 Staffing

5.6.1 Proper recruitment of competent and adequate staff

The proper execution of duties in any organization relies on the adequacy, competency and commitment of staff. Inadequate number of staff coupled with increasing number of students enrolment creates additional burden which results to inefficiency. Effective implementation of the policy relies on a number of strategies and operational procedures as summarized below:

S 37: Recruit competent and adequate staff

Operational Procedures;

- i. Extensive advertisement of all vacant posts.
- ii. Proper recruitment procedure taking into account minimum qualifications and prerequisite field specific competence.
- iii. Authentication of certificates and other testimonials basing on TCU guidelines and relevant professional bodies.
- iv. Conduct panel interview for selecting applicants.
- v. Use credible referees reports and recommendations.
- vi. Respect diversities in recruitment, deployment, training, promotion and all aspects of work.
- vii. Have in place a mechanism for improving the staff: student ratio to a level that ensures quality.
- viii. Ensure that all academic and administrative staff are confirmed after successfully completing the probationary period.
- ix. Recruit and retain expatriates where necessary.

5.6.2 Human Resource Allocation and Utilisation

Efficient deployment of staff is essential for effective performance in any organization. Allocation of duties should be based on qualifications, experience, and competence. This document provides for strategies and operational procedures that will enable the achievement of the stated objective.

S 38: Deploy human resources based on needs, competence, qualifications and experience

Operational Procedures;

- i. Formulate job description for each staff and provide each employee with the same.
- ii. Induct and orient staff into their diverse jobs within OUT
- iii. Support academic staff to develop pedagogical and technical competences in ODL delivery systems.
- iv. Re categorize employees based on organizational requirements, employee competence and interest.

5.6.3 Training and Development

Training and development plans are necessary in any organization irrespective of the qualification and experience possessed by the staff. It helps employees improve, advance and refine their knowledge, skills, attitudes and experience. In order to achieve this objective, the following strategy and operational procedures can be applied.

S 39: Conduct frequent training needs assessments in order to form the basis for various training programmes.

Operational Procedures;

- i. Secure opportunity for training and development
- ii. Prepare a comprehensive short term and long term training and development plan.
- iii. Solicit training funds from both internal and external sources.
- iv. Improve the ability of all instructors to access new technology as per ICT policy.

5.6.4 Staff Performance Evaluation

Periodical evaluation of staff together with annual performance review is an important exercise in any organization. Failure to carry out this function may make it difficult for an organization to achieve its mission. The stated objective can be achieved through the following strategy and operational procedure.

S 40: Conduct performance appraisal for all the staff, as the basis for promotion, deployment, training and career development.

Operational Procedures;

- i) Conduct regular and objective staff performance evaluation

5.6.5 Incentive Package

Staff motivation and incentive schemes are important for inducing employees to contribute their effort in the best possible way. Measures should be taken to retain good employees through appropriate incentive packages. The following strategy and operational procedures can be considered.

S 41: Develop an attractive incentive scheme that is capable of attracting, motivating and retaining competent staff at OUT.

Operational Procedures;

- i. Reward employees for Excellency as per Performance Based incentive Policy.
- ii. Ensure the working environment is conducive for optimum performance.
- iii. Rationalise the provision of staff welfare and security.

5.6.6 Research and Consultancy

Research and consultancy activities are core functions in any institution. The strategy below together with the operating procedures can help in attaining this objective.

S 42: Train Staff on Research and Consultancy to promote scientific and credible research.

Operational Procedures;

- i. Set up guidelines for training in research methods in order to enhance research capacity.
- ii. Regular update and subscribe to local and international data base.
- iii. Encourage and facilitate staff to conduct research and publish.
- iv. Provide incentive to staff that excel in research and publications.
- v. Prepare a programme for junior academicians to acquaint themselves with research publications and consultancy services.

5.6.7 Staff Succession

Succession planning is vital in any organization in order to promote smooth Succession running of operation. To achieve this goal, the following strategy and operational procedures are proposed.

S 43: Regularly prepare and review staff succession plan.

Operational Procedures;

- i. Draw up and continuously update the database on staff profile to assist in decision relating to human resource planning.
- ii. Make the necessary arrangements for succession, taking into account anticipated retirements, terminations and deaths.
- iii. Plan and implement terminations, retirement and social benefits.

5.7 Infrastructure

5.7.1 Buildings, Working Space and Facilities

For smooth running of course programme and enable quality delivery, the university must make sure appropriate measure are taken to satisfy the University mission and vision to offer quality education for all. In order to execute the mission OUT shall make sure that effective and adequate infrastructure to match with population is adhered, and also have sufficient and well equipped venues. In order to meet the above several strategies and operational procedures and set.

S 44: Maximum utilization of available office space while ensuring quality delivery of programmes.

Operational Procedures;

- i. Renovate and repair existing buildings both at the headquarters and in the regions.
- ii. Plan for appropriate for utilization the existing office.
- iii. Regular reporting of available space.
- iv. Regular review of office utilization arrangement.
- v. DVC (RS) shall facilitate, solicit and monitor proper use of office space.
- vi. Ensure office matches with course delivery.

S 45: Efficient acquisition of land Acquire land in all the regional centres (Acquire land, construct new building and renovate existing ones)

Operational Procedures;

- i. DVC (RM)/DVC (RS) Shall liaise with regional Directors, and other government officials to acquire the land and buildings for OUT activities.
- ii. DVC (RM) shall plans for development of acquired land and buildings.
- iii. The office of DVC (RM) shall rent or hire services from sister universities/government or private institutions to cater for science and ICT laboratories, library services and erect examination halls.S 46: Ensure availability of suitable, sufficient and well equipped venues and offices for staff and students.

Operational Procedures;

- i. The office of DVC (RM) (DPO) shall put in place suitable and sufficient venues, for staff and students;
- ii. The office of the DVC (RM) shall equip all venues and offices at the headquarters and regional centres with necessary furniture, equipment and tools.
- iii. Maintenance and verification.
- iv. Storage, inventory systems.
- v. Conduct institutional needs assessment.

5.7.2 Communication System

In order to offer quality delivery and support quality in higher learning Institution installation of effective information and communication infrastructure is necessary ingredient. And therefore the OUT should make sure that all faculties, institutes, directorates, administrative units and regional Centres have not only access to ICT but also exploit other broadcasting technologies. In order to ensure the above the following strategies and procedure are set.

S 46: To expedite implementation of the ICT policy

Operational Procedures;

- i) The Office of DVC (Acad) shall ensure DIET set the mechanism and plans to implement the ICT policy faster and effectively.

S 47: To enhance internet connectivity and networking.

Operational Procedures;

- i. The DIET shall ensure that a reliable internet, LAN and WAN connected and installed to OUT headquarter and all OUT regional centres' offices.
- ii. Increase Internet bandwidth with relation to demand for maintaining a good speed.
- iii. Put in place the digital library services' students' references.

S 48: To institute maintenance and replacement programme or ICT facilities.

Operational Procedures;

- i. The DIET shall recruit a technician responsible for maintenance and replacement of ICT facilities.
- ii. The technician shall prepare a maintenance and replacement programme.
- iii. The DIET shall monitor and evaluate performance of maintenance and replacement programme.

S 49: To enrich OUT website.

Operational Procedures;

- i. The Office of DIET shall develop the website for each Faculty/Directorate/Institute & Administrative Units, receive and upload all materials or information submitted to their offices for purpose of communication to the staff/students and any other stakeholders.
- ii. With assistance of DIET, each Dean/Director/Head of Department, Administrative Units, shall submit all materials/results/ and other necessary information to the websites for learning/teaching/information purposes.

Operational Procedures;

- i. The DIET shall ensure that a reliable internet, LAN and WAN connected and installed to OUT headquarter and all OUT regional centres' offices.
- ii. Increase Internet bandwidth with relation to demand for maintaining a good speed.
- iii. Put in place the digital library services' students' references.

S 49: To provide and enhance adequate ICT facilities to staff and students.

Operational Procedures;

- i. The Office of DVC (RM)/Deans/Director/Head shall to acquire adequate PCs for staff and student use.
- ii. DIET shall ensure easy access to internet and ensure delivery through ICT is enhanced.

S 50: Take deliberate efforts to own and manage TV and Radio broadcasting stations for fast dissemination of information to students, staff and other stakeholders.

Operational Procedures;

- i. The Office of DVC (RM) shall set plans and mechanism to establish/own and manage TV and Radio broadcasting stations for fast dissemination of information to students, staff and other stakeholders.
- ii. The DIET/Deans & Directors shall strive at using among other means radio and TV broadcast in teaching, learning and communication.

S 51: To carry out regular maintenance and repair of communication infrastructure and facilities.

Operational Procedures;

- i) The DIET shall prepare a maintenance and repair of communication infrastructure and facilities programme.

S 52: To acquire software that would facilitate and enhance quality computerized communication.

Operational Procedures;

- i) The DIET shall procure the software that would be capable to facilitate and enhance quality computerized communication.

5.7.3 Library Services

The library takes a central role/key place in supporting students to acquire knowledge and quality education, the OUT Headquarter library and the mini libraries in Regional Centres have limited capacity to handle all users and therefore the OUT should thrive to improve library capacity and services at Headquarters and all other mini libraries at the regional centres.

S 53: Put in place efficient and effective library operational systems.

Operational Procedures;

- i. Librarian shall develop operational level subsystems (Acquisition, cataloguing, storage retrieval and circulation)
- ii. The Library Unit shall install advance multimedia technologies to access study materials electronically from libraries and regional resources centres.
- iii. Librarian/Director of Library shall set mechanism and share resources among libraries internally and externally.
- iv. Librarian shall prepare plans, mechanism, and solicit funds to effect a university-wide coordinated control of regional libraries.
- v. The office of the DVC (Acad)/Librarian shall lobby with government and communication organs to make internet accessible to rural areas across the country.
- vi. The unit shall develop a plan for putting OUT library resources on-line (digital library).
- vii. The Unit shall prepare a proposal to modernize the OUT library services and security in line with the ICT Master Plans.
- viii. Liase with academic units for a relevant literature.
- ix. Ensure effective functioning of mini-library at all Regional Centre.

5.7.4 Transport

Because of highly limited number of vehicles which cannot cope with the transport demand and high standard delivery methods requires the OUT to facilitate the mobility of staff to undertake research, consultancy and participate in the academic conferences, in order to rectify the situation the university must maximize existing transport system while striving to provide adequate and reliable transport system to serve OUT needs. To satisfy this university ought to put in place comprehensive institutional transport policy and its provisions. To fulfils the above, the following strategies and procedures should be used.

S 54: Formulate and implement an institutional transport policy.

Operational Procedures;

- i) DVC (RM) shall develop and ensure proper implementation institutional transport policy guaranteeing reliability of transport services at regional centres and Head Quarter.

S 55: Ensure a reliable central pool of vehicles to facilitate the undertaking of teaching and learning, research, consultancy respectively at Head quarter and regional centres.

Operational Procedures;

- i. DVC (RM) shall prepare plans of acquiring of vehicles for OUT activities.
- ii. DVC (RM) shall set aside provide special vehicles for transport of examination and study materials.
- iii. Regular maintenance of vehicles.
- iv. Properly insure vehicles.
- v. DVC (RM) shall facilitate staff to acquire personal vehicles through a loan systems.
- vi. Each Director of Regional Centre shall establish advisory committees to assist OUT's effort in fund raising for the acquisition of vehicles.
- vii. Director/Librarian shall liase/collaboration with the government printer to acquire all government documents/grey literature.

5.7.5 Recreational Facilities

In order to boost mind, healthy, body and spirit attributes, university must provide recreational programmes and faculties.

S 56: To ensure development of recreational facilities and mobilize staff and students to participate in games and sports.

Operational Procedures;

- i. The office of DVC (RM) shall erect games and sports facilities at headquarters and regional centres.
- ii. DVC (RM) shall prepare the mechanism to promote staff and students participation in the recreational programmes.
- iii. Deans/Directors/HoD and Heads of administrative Units shall encourage its Staff and Students participate in games and sports.
- iv. The Office of DVC (RM) together with DVC (RS) shall prepare plans and strategies to acquire games and sports grounds and facilities at the regional centres.
- v. DVC (RM) shall develop the Kibaha land to accommodate games and sports facilities.
- vi. The OUT game Coach/DVC (RM) shall procure suitable and adequate sports gear both at headquarters and region centres to attract staff, students and community participation in games and sports.
- vii. The Office of the DVC (RM) shall prepare a comprehensive calendar detailing recreational programmes for OUT students and staff in the academic year.

5.7.6 ICT Services

For university to operationalise an effective system of assurance safety and security in ICT services delivery, quality provision of ICT services must be ensured. To fulfil this following strategies are set.

S 57: Implement the OUT ICT policy and operational procedures.

Operational Procedures;

- i. DVC (Acad) shall adhere the implementation of ICT Policy and Operational procedures throughout all universities units.
- ii. The DIET shall prepare a maintenance and replacement programme for ICT facilities.
- iii. The Institute of Educational Technology train all staff and student of the use of ICT.

S 58: Improve and implement OUT ICT Policy and Master Plan.

Operational Procedures;

- i. The DIET shall study the current situation of ICT at OUT and identify the weaknesses to be addressed.
- ii. The DIET shall train the staff and student on how ICT can be used for teaching, learning, research and administration.

CHAPTER SIX

MONITORING AND EVALUATION

6.1 Introduction

The Directorate of Quality Assurance and control of OUT is obliged to ensure that all core functions of the university are being undertaken in the manner that they are up to the expected standards. This ensures sustainability of the intended impact. The monitoring and Evaluation (M&E) department is established to implement review mechanism to monitor the progress and assess outcomes of the defined QA objectives.

6.1.2 M&E Duties of the DQAC

M&E Duties of the Director of QA and Control shall include the following:-

- i) Ensure that the Units/departments/Faculties/Institutes adhere to set up quality standards and procedures in all activities and processes of the Institution
- ii) Interprets and implements quality assurance standards
- iii) Reviews quality assurance standards, studies existing policies and procedures, evaluate effectiveness quality assurance of the programme
- iv) Arrange and coordinate all external evaluations of the core activities of the institution
- v) Writes quality assurance policy and procedures
- vi) Reviews testing quality and control and other testing report for accuracy completeness and compliance to requirement to ensure that quality standards and regulatory requirements are met
- vii) Assist department with coordination of audit information and recommends and recommends appropriate data gathering mechanisms and procedures
- viii) Responsible for updating the DVC (Acad) and VC over the imposed new or revised QA Regulations for Higher Institutions or other QA issues
Advise faculties/Institutes/Directorates on proper implementations of recommendations made by the External reviewer teams on quality of Programmes/Institution services

6.1.3 Duties' of the Monitoring and Evaluation Officers

Duties' of the Monitoring and Evaluation Officers shall include the following

- i. Implementing the Quality Assurance and Control Policy and M&E system in accordance with the M&E Operational Procedures,
- ii. Guiding the overall M&E strategy and implementation of related activities within the Institution via project Manager,
- iii. Writing reports,
- iv. Preparing feedback to internal and external stakeholders,
- v. Assisting in organizing and facilitation of interactive workshops,
- vi. Facilitating the follow-up of M&E conclusions and implementation of lessons learned,
- vii. Assisting in integrating the M&E system in the Institutional management structures,
- viii. Providing timely and relevant information to project stakeholders,
- ix. Work close and communicate with all those who are involved in representatives from the steering committee or similar units; representatives from primary stakeholders groups; and the project Manager, external consultants and field staff when appropriate, plus members of external M&E –related missions,

- x. Set – up the M&E system and ensuring it is implemented effectively by the key stakeholders, namely the primary stakeholders and implementing parts,
- xi. Assist quality assurance director in developing process of developing annual work plan and budgeting with clear and SMART benchmarks,
- xii. Develop the overall M&E framework in consultation with project manager/team that includes annual project and mid-term reviews, participatory impact assessments, process monitoring operations monitoring and lessons-learned workshops,
- xiii. Guide the process for identifying and designing the key indicators for each component, to record and report physical progress against the annual work plan.

6.2 Monitoring

- 6.2.1 Monitoring quality of the OUT operation of the core activities, will be the overall responsibility of the OUT Quality Assurance and Control Committee (QACC) working together with Faculties, Directorates, Institutes, Departments and Units.
- 6.2.2 The DQAC shall be the Secretary of the QACC.
- 6.2.3 The VC shall be the chair of the QACC
- 6.2.4. The QACC shall periodically audit the implementation of the quality assurance policy and procedures of the core activities.

6.3 Evaluation

Evaluation of core activities of the university is one of the major tasks undertaken to ensure quality at OUT.

6.3.1 Types of Evaluation

There will be several types of the evaluation of the process of implementation of QA policy and procedures at the OUT. These processes will include, internal Self Assessment of the programme, institutional Self-assessment, External Evaluation of Institutional quality and Programme.

- 6.3.2 Once every Five years, OUT will conduct Self Assessment of quality and Institutional Level whereby evaluator will come from the internal staff. And once every five years, undertake external evaluation of the Institutional quality (by TCU).
- 6.3.3 OUT evaluation teams will use guidelines prepared/directed by the secretariat for Self Assessment (QACC) and or those directed by the TCU to conduct self evaluation/assessment of Institution/Programs/Curriculum/(Appendix 1, 2, 3).
- 6.3.4 Every five years or whenever needs arises every Faculty/Institute/Department will conduct self-evaluation/review/refine its Curriculum/Programmes.

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APPENDICES

Appendix 1: Checklist on the quality of a programme

	1	2	3	4	5	6	7
1. Requirements stakeholders. The faculty/department has a clear idea							
<ul style="list-style-type: none"> About the relevant needs and requirements of the Labour markets 							
<ul style="list-style-type: none"> About the relevant needs and requirement of the students/parents 							
<ul style="list-style-type: none"> About the relevant needs and requirements of the academic world 							
<ul style="list-style-type: none"> About the relevant needs and requirement of the society. 							
Overall Opinion							
2. Goals and objectives; expected learning outcomes							
<ul style="list-style-type: none"> The programme has clearly formulated learning outcomes 							
<ul style="list-style-type: none"> The programme promotes learning to learn and life-long learning 							
<ul style="list-style-type: none"> The expected learning outcomes cover generic skill and knowledge as well as specific skills and knowledge 							
<ul style="list-style-type: none"> The expected learning outcomes clearly reflect the requirements of the stakeholders 							
Overall Opinion							
3. Programme specification							
<ul style="list-style-type: none"> The University uses programme specification 							
<ul style="list-style-type: none"> The programme specification shows the expected learning outcomes 							
<ul style="list-style-type: none"> The programme specification is informative for the stakeholders 							
Overall Opinion							
4. Programme content							
<ul style="list-style-type: none"> The programme content shows a good balance between general and specific skills and knowledge 							
<ul style="list-style-type: none"> The Programme reflects the vision and mission of the university 							
<ul style="list-style-type: none"> The expected learning outcomes have been adequately translated into the programme 							
<ul style="list-style-type: none"> The contribution made by each course to achieving the learning outcomes is clear 							
5. The organization of program							
<ul style="list-style-type: none"> The curriculum is coherent and all subjects and courses have been integrated 							
<ul style="list-style-type: none"> The curriculum shows breadth and depth 							
<ul style="list-style-type: none"> The curriculum clearly shows the basic courses, intermediate courses, specialist courses and the final project (thesis, etc) activities. 							

<ul style="list-style-type: none"> The curriculum is up-to-date 								
Overall Opinion								
6. Didactic concept/teaching/learning strategy								
<ul style="list-style-type: none"> The Staff have a clear teaching/learning strategy 								
<ul style="list-style-type: none"> The teaching/learning strategy enables students to acquire and manipulate knowledge academically 								
<ul style="list-style-type: none"> The teaching/learning strategy is student oriented and stimulates quality learning 								
<ul style="list-style-type: none"> The curriculum stimulates action learning 								
<ul style="list-style-type: none"> The curriculum stimulates active learning and facilitates learning to learn 								
Overall Opinion								
7. Student assessment								
<ul style="list-style-type: none"> Student assessment considers student entrance, student progress and exit tests 								
<ul style="list-style-type: none"> The assessment is criterion referenced 								
<ul style="list-style-type: none"> Student assessment uses a variety of methods 								
<ul style="list-style-type: none"> The assessments reflect the expected learning outcomes and the content of the programme 								
<ul style="list-style-type: none"> The criteria for assessment are explicit and well known 								
<ul style="list-style-type: none"> The standards applied in the assessment are explicit and consistent 								
<ul style="list-style-type: none"> The assessment schemes, the assessment methods and the assessment itself are always subject to quality assurance and scrutiny 								
Overall Opinion								
8. Quality of the academic staff								
<ul style="list-style-type: none"> The staff are competent for their task and able to fulfil the requirements of criterion 7.1 								
<ul style="list-style-type: none"> The staff are sufficient to deliver the curriculum adequately 								
<ul style="list-style-type: none"> Recruitment and promotion are based on academic merits 								
<ul style="list-style-type: none"> The roles and relationship of staff members are well defined and understood. 								
<ul style="list-style-type: none"> Duties allocated are appropriate to qualifications, experience, and skills 								
<ul style="list-style-type: none"> Time management and incentive systems are designed to support the quality of teaching and learning 								
<ul style="list-style-type: none"> Accountability of the staff members is well regulated 								
<ul style="list-style-type: none"> There are provisions for review, consultation, and redeployment 								
<ul style="list-style-type: none"> Termination, retirement and social benefits are planned and well implemented. 								
<ul style="list-style-type: none"> There is an efficient appraisal system. 								
Overall Opinion								
9. Quality of the support staff								
<ul style="list-style-type: none"> There are adequate support staff for the libraries 								

• There are adequate support staff for the laboratories								
• There are adequate support staff for computer facilities								
• There are adequate support staff for the student services								
Overall Opinion								
10. Student quality								
• The selection of entering students (if there is selection) is adequate								
• There is an adequate intake policy								
• There is an adequate credit points system								
• The actual study load is in line with the calculated load								
Overall Opinion								
11. Student advice and support								
• There is an adequate student progress system								
• Students get adequate feedback on their performance								
• Coaching for first-year students is adequate								
• The physical and material environment for the student is satisfactory								
• The social and psychological environment for the student is satisfactory								
Overall Opinion								
12. Facilities and infrastructure								
• The lecture facilities (lecture halls, Small course rooms) are adequate								
• The library is adequate and up-to date								
• The laboratories are adequate and up-to date								
• Environmental Health and Safety Standards should meet the local requirements in all aspects								
Overall Opinion								
13. Facilities and infrastructure								
• The lecture facilities (lecture halls, Small course rooms) are adequate								
• The library is adequate and up-to date								
Overall Opinion								
14. Curriculum design & evaluation								
• The curriculum was developed as a joint enterprise by all the staff members								
• Students are involved in the curriculum design								
• The labour market is involved in the curriculum design								
• The curriculum is regularly evaluated								
• Revision of curriculum takes places at reasonable time periods								
• Quality assurance of the curriculum is adequate								
Overall Opinion								
15. Staff development activities								
• There is a clear vision on the needs for staff								

development							
<ul style="list-style-type: none"> The staff development activities are adequate to the needs 							
16. Benchmarking							
<ul style="list-style-type: none"> The faculty/department uses the instruments of benchmarking to get a better view on its performance 							
<ul style="list-style-type: none"> The faculty/department uses the instrument of benchmarking for curriculum design 							
Overall Opinion							
17. Achievements/the graduates							
<ul style="list-style-type: none"> The level of graduates is satisfactory 							
<ul style="list-style-type: none"> The pass rate is satisfactory 							
<ul style="list-style-type: none"> The drop rate is acceptable 							
<ul style="list-style-type: none"> The average time for graduation in line with the planned time 							
<ul style="list-style-type: none"> The graduates can find easily a job. The employment rate is at acceptable level 							
Overall Opinion							
18. Feedback stakeholders							
<ul style="list-style-type: none"> There is adequate structural feedback from the labour market (employers) 							
<ul style="list-style-type: none"> There is adequate structural feedback from the alumni 							
Overall Opinion							
Overall verdict							

Source: The Inter University Council of East Africa (IUCEA), June, 2008 A Road Map to Quality: Handbook for Quality Assurance in Higher Education. Vol.1 Guidelines for Self Assessment of Programme Level. Draft June, 2008.

Appendix 2: Checklist on the Quality of an Institute

	1	2	3	4	5	6	7
<i>The Mission Statement</i>							
The University has a clearly formulated mission statement							
The Mission statement is publicly known							
The Mission statement is in line with academic and social context							
Overall opinion							
<i>The Policy plan</i>							
The University has a clear policy and strategic plan formulated in line with the mission statement							
Overall opinion							
<i>Management</i>							
The University has a clear management structure in which the decision – making processes, competencies and responsibilities have been clearly defined.							
Overall opinion							
<i>Human resources</i>							
<ul style="list-style-type: none"> • The University develops and retains high-quality academics and support staff by clearly defining their responsibilities, and by evaluating their performance on a regular basis. 							
<ul style="list-style-type: none"> • The University develops the body of knowledge possessed by its academics and support staff to keep pace with changes in each academic discipline. 							
<ul style="list-style-type: none"> • The University <ul style="list-style-type: none"> - Establishes a system to consider the ability, potential and need to enhance the knowledge possessed by its academic and support staff in conducting activities that have a direct influence on the quality of teaching-learning. This should include the formulation of a concrete staff development plan; - Provides training to develop the potential of academics and support staff in accordance with this plan; - Evaluates the efficiency of the training provided to ensure importance of and the relationship between the duties and activities that fall within their responsibility. This will affect the way the organization attains its quality goals. - Compile records of education, experience, training, and other essential qualifications required of lectures (academic staff) and support staff. 							
<ul style="list-style-type: none"> • The University sets up a system of evaluation by committee to be conducted according to a set timetable at least twice a year prior to pay rises or promotions, or to the imposition of penalties. 							
<ul style="list-style-type: none"> • The University establishes an activity plan and evaluates activities to encourage students, academics and other staff to be conscientious in thought, speech and behavior, to be 							

kind, compassionate and honest, to possess equanimity, to be circumspect, logically-minded and far-sighted, to be responsible and willing to make sacrifices for the good of society..							
Overall opinion							
Funding							
The University has adequate funding to achieve the goals and aims.							
Overall opinion							
<i>Education activities</i>							
Use the outcomes of the self-assessment at programme level, taking into account the aspects from Appendix 1:							
• Goals and objective, expected learning outcomes							
• Programme content							
• Programme specification							
• Programme organization							
• Didactic concept/teaching/learning strategy							
• Student assessment							
• Staff quality							
• Quality of support staff							
• Quality of the students							
• Student advice and support							
• Facilities and infrastructure							
• Quality of Assurance							
• Student evaluation							
<i>Overall opinion</i>							
<i>Research</i>							
• The university establishes, implements, and ensures uniform compliance with university-wide research policies to maintain the integrity of the university, protect the safety and welfare of staff and experimental subjects and to ensure compliance with all other regulations governing the research							
• The University has designed policies and guidelines as guiding principles to conduct research and development activities.							
• The policies and guidelines set out the obligations on all researchers to be aware of good conduct in research and to comply with institution and regulatory requirements							
• The university supports scholarly, research and creative activities that contribute to the mission of the university and ultimately provide intellectual, social and economic benefits ultimately provide intellectual, social and economic benefits to society.							
• The University is committed to the highest professional standards of scholarly research and research ethics.							
• The researchers have familiarized themselves with the							

contents of research policies and procedures. Misconduct in conducting or reporting research is considered a serious breach of academic responsibilities.								
<ul style="list-style-type: none"> The University has a clear research policy, setting the direction of research and deciding on the research profile and research activities. 								
<ul style="list-style-type: none"> The university has a clear code of conduct for research, including a code of ethics. 								
Overall opinion								
The contribution to society and the community								
<ul style="list-style-type: none"> The University has clear guidelines on consultancy and on the contribution to society and the community. 								
Overall opinion								
Achievements								
<ul style="list-style-type: none"> The university has the means and opportunities to check whether the achievements are in line with the expected outcomes. 								
Overall opinion								

Stakeholder satisfaction								
<ul style="list-style-type: none"> The University has a structured method for obtaining feedback from stakeholders 								
Overall opinion								
Quality assurance and (inter) national benchmarking								
The university uses the outcomes of the self-assessment of the IQA system (see appendix 3)								
Overall verdict								

Source: Inter University council of East Africa (IUCEA), June, 2008 a Road Map to Quality: Handbook for Quality Assurance in Higher Education Vol.3; Guidelines for Self Assessment of Institution Level.

Appendix 3: Checklist on the Quality of an IQA system

	1	2	3	4	5	6	7
Policy							
The institutions has a clear policy on IQA							
There is a clear formal strategy on IQA							
The role of all stakeholders is clearly described							
<i>Overall opinion</i>							
Monitoring:							
• Student evaluation							
• Student progress system							
• Structural feedback from the labour market (employers)							
• Structural feedback from the alumni							
<i>Overall opinion</i>							
Periodic review of the core activities (education, research and the contribution to society and the community)							
• Periodic review of teaching/learning							
• Periodic review of the contribution to society and the community							
<i>Overall opinion</i>							
<i>Quality assurance of the student assessment</i>							
• Criteria for assessments							
• Assessment procedures							
• Regulations to assure the quality of assessment							
• Appeals procedures							
<i>Overall opinion</i>							
<i>Quality assurance of staff</i>							
• Staff appointments procedures							
• Staff appraisal system							
• Staff development activities							
<i>Overall opinion</i>							
<i>Quality assurance of facilities</i>							
• Checking the computer facilities							
• Checking the library facilities							
• Checking the laboratories							
<i>Quality assurance of student support/advice</i>							
• Information for students							
• Student advice/support							
• Student welfare							
• Student housing							
• Sports facilities							
• Student welfare							
<i>Overall opinion</i>							
<i>Quality assurance of student support/advice</i>							
• Information for students							
• Student advice/support							
• Student welfare							
• Student housing							

• Student facilities									
Overall opinion									
Self-assessment									
• Self-assessment of the IQA System									
• Self-assessment of teaching/learning									
• Self-assessment of research									
• Self-assessment of the contribution to society and the community									
• Self-assessment of the University									
Overall opinion									
Internal audit									
• Internal audit of teaching/learning									
• Internal audit of research									
• Internal audit of the contribution to contribution to society and the community									
• Internal audit of the University									
Overall opinion									
Information systems									
• Information management system is general									
• Information management system for teaching/learning									
• Information management system for research									
Overall opinion									
Public information									
• Public information on the university									
• Public information on the education programmes and awards/degrees offered									
• Public information on research activities									
Overall opinion									
Quality handbook									
• Presence of a QA handbook									
• Handbook is known to staff and students									
Overall opinion									
Overall verdict									

Appendix 4: The Quality Template

Quality Item	INPUT	PROCESS	OUTPUT
1. Academic Staff	<ul style="list-style-type: none"> • Qualifications (Qualified academic staff) • Open and competitive procedure for selection and appointment of academic staff • Established staff norms (e.g. Research, Teaching and Outreach) • Clear promotion processes • Staff development programs • Staff Motivation Strategies • Conducive working environment 	<ul style="list-style-type: none"> • Transparent selection/promotional guidelines • Staff assessment criteria to include efficient and effective potential • Retraining academic staff into new skills and knowledge (ICT, new training methodology) 	<ul style="list-style-type: none"> • Adequate academic staff • Quality and quantity research output • Effective outreach programmes • Effective and efficient academic staff
2. Postgraduate programmes	<ul style="list-style-type: none"> • Qualified graduates • Qualified experienced staff • Appropriate research materials • Academic programmes • Management structure for timely completion of a programme 	<ul style="list-style-type: none"> • Effective teaching and supervision • Proposal writing • Field work/survey • Laboratory skills • Presentations • Programme management adherence to the programme completion timeframe 	<ul style="list-style-type: none"> • Quality thesis and dissertation • Publication of findings in referred journals • New knowledge • Feedback to outreach activities • Provision of staff
3. Academic Administration	<ul style="list-style-type: none"> • Appointment guidelines for academic administration positions • Defined academic administration roles • Administration attributes 	<ul style="list-style-type: none"> • Appointment process • Academic administration induction process 	<ul style="list-style-type: none"> • Effectively managed academic units • Departments, institutions, centers, high education
4. Research and Postgraduate training	<ul style="list-style-type: none"> • Appropriately trained staff • Appropriate research management structures • Research policy framework • Resources mobilization for 	<ul style="list-style-type: none"> • Developed research Policy framework (clear goals, objectives, purposes) • Develop staff incentives/strategies (funding reward system), Research seminars and training of staff research 	<ul style="list-style-type: none"> • Qualitative and quantitative results • Publications (papers/books) • Scholarly/papers conferences/proceedings • New knowledge innovations/inventions

Quality Item	INPUT	PROCESS	OUTPUT
	research funding <ul style="list-style-type: none"> • Monitoring, evaluation and feedback framework • Recognize and apply intellectual property rights • Develop institutional IP rights • Research infrastructure 	proposal writing	
5. Provision of support services and facilities for students' teaching and learning resources	<ul style="list-style-type: none"> • Facilities for students (support system) • Conducive and standard learning environment • Appropriately equipped library and ICT infrastructure • Appropriate equipped laboratory facilities • Appropriate classrooms/space • Students accommodation facilities/social welfare 	<ul style="list-style-type: none"> • Optimum utilization of services and facilities • Training • Promotional of computer literacy among students • Introduction of entrepreneurship skills and creativity 	<ul style="list-style-type: none"> • Graduates equipped with appropriate knowledge, skills and creativity • Multi skilled support staff • Institution with adequate facilities
6. Outreach services	<ul style="list-style-type: none"> • Agenda for outreach activities • Outreach policy framework • Incentives participation in outreach progress 	<ul style="list-style-type: none"> • Sensitization of management staff on Outreach programmes • Organization of open days • Public exhibitions and trade fairs • Formation of universities industry linkages 	<ul style="list-style-type: none"> • Industry linkages developed • Informed stakeholder community • Versatile staff • Feedback to curriculum review process
7. Students assessment tools	<ul style="list-style-type: none"> • Acceptable admission requirement • Clear advertisement of courses and programmes offered by institutions • Selection of appropriate number of students • Clear defined assessment tools • Clearly defined registration process 	<ul style="list-style-type: none"> • Teaching by using relevant methods • Effective supervision and guidance • Appropriate assessment process (tests, exams, coursework, projects, research, dissertation practical) 	<ul style="list-style-type: none"> • Quality graduates • Timely release of examination/tests results • Efficient and academic progression

Quality Item	INPUT	PROCESS	OUTPUT
8. Curriculum and identification of academic programs	<ul style="list-style-type: none"> • Structure requirements – minimum requirements and measurement procedures • Acceptable materials • Qualified teaching Staff at least Masters degree from a recognized Institution (or equivalent) 	<ul style="list-style-type: none"> • Periodic curriculum revision and evaluation – at least after five years • Carry out tracer students of graduates at regular intervals 	<ul style="list-style-type: none"> • Quality graduates • Employability of Graduates

Appendix 5: Students' Course Evaluation Form

THE OPEN UNIVERSITY OF TANZANIA
Students' Course Evaluation Form
(To be filled by students' who have completed the course)

FACULTY/INSTITUTE.....

.....

COURSE CODE AND

TITLE.....

ACADEMIC YEAR THE COURSE WAS

TAKEN.....

LECTURER(S) (if known)

.....

Instructions

In some questions you are required to tick the correct expression and in some questions you are required to judge and rate the performance. If the question requires you to tick, put a tick in appropriate box. If you are required to rate, choose and tick in the box under the appropriate scale provided.

Scale to be used;

A = Excellent, B+=Very Good; B=Good; C=Average, D=Poor; E=Very Poor

1.0 QUALITY OF STUDY MATERIALS

1.1 The basic learning materials which you used in this course are (tick all materials you were provided with)

Study Material (i.e. Module/Unit)	<input type="checkbox"/>
Text Books	<input type="checkbox"/>
Tutor marked course assignments	<input type="checkbox"/>
Course letter(s)/e-mail	<input type="checkbox"/>
Additional Course Materials	<input type="checkbox"/>
Audio Cassette	<input type="checkbox"/>
Relevant compendia	<input type="checkbox"/>
Web site Addresses (URL)	<input type="checkbox"/>

		A	B+	B	C	D	E
1.2	Relevance of learning material						
1.3	Adequacy of learning material						
1.4	Presentation of subject matter (content) in the study/learning material provided						
1.5	Clarity of the language used in the study/learning material provided						
1.6	Use of examples used in study/learning material provided						
1.7	Clarity of examples used in study/learning material provided						
1.8	Relevance of the examples used in study/learning material provided						
1.9	Use of illustrations in study/learning materials provided (diagrams/graphics)						
1.10	Getting study/learning material in time						

2.0 FACE TO FACE SESSIONS

2.1 Face to face sessions conducted for this course were.

None One Two

2.1.1 Face to face sessions attended

None One Two

		A	B+	B	C	D	E
2.2	The organization of the face-to-face classes						
2.3	Presentation of course subject matter (content)						
2.4	Relevance of the content presented						
2.5	Adequacy of the content presented						
2.6	Use of examples and illustrations by the instructor						
2.7	The adequacy of the examples and illustrations provided						
2.8	The relevance of the examples and illustration provided						
2.9	Adequacy/sufficiency of time allocated for face to face classes						

3.0 MAKING OF STUDENTS' WORK

		A	B+	B	C	D	E
3.1	Thoroughness in marking and awarding marks						
3.2	Fairness in marking and awarding marks						
3.3	Giving constructive comments and guidance in marking						
3.4	Turn-round time of marked assignments and tests						
3.5	Getting process report in time to prepare for examinations						
3.6	Getting accurate progress report						

4.0 SUPERVISION OF RESEARCH WORK/PAPERS/PROJECTS/SCIENCE PRACTICAL/TEACHING PRACTICE, DISSERTATIONS, ETC.

		A	B+	B	C	D	E
4.1	Availability of the lecturer for consultation						
4.2	Usefulness of comments and recommendations given by the lecturer						
4.3	Promptness in giving feedback on work done						
4.4	Fairness in grading the work done						

5.0 ACADEMIC SUPPORT SERVICES.

		A	B+	B	C	D	E
5.1	Relevance of guidance and counseling services to your academic progress						
5.2	Adequacy of the services to your academic progress						
5.3	Relevance of face to face support to your academic progress						
5.4	Availability of technology and media support						
5.5	Adequacy of technology and media support						
5.6	Accessibility of technology and media support						
5.7	Relevance of academic support embedded in the study material						
5.8	Availability of library services						
5.9	Availability of library facilities						
5.10	Accessibility of library services and facilities						
5.11	Availability of ICT Service						
5.12	Availability of ICT facilities						
5.13	Accessibility of ICT services and facilities						

6.0 Use the space below to add any other relevant comments

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