
UNIVERSITY OF DAR ES SALAAM



**UNIVERSITY QUALITY ASSURANCE POLICY
AND OPERATIONAL PROCEDURES**

2nd Edition

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TABLE OF CONTENTS

| | |
|---|----|
| PREFACE | 4 |
| ABBREVIATIONS | 6 |
| 1.0 INTRODUCTION | 7 |
| 2.0 RATIONALE, OBJECTIVES AND SCOPE OF THE QUALITY ASSURANCE POLICY .. | 9 |
| 2.1 Rationale and Justification | 9 |
| 2.2 Scope of QA Policy and Operational Procedures | 10 |
| 2.3 Vision of QAB | 10 |
| 2.4 Mission of QAB | 10 |
| 2.5 Purpose and Objectives of the Quality Assurance Policy | 10 |
| 3.0 ORGANIZATIONAL STRUCTURE FRAMEWORK | 12 |
| 3.1 Organizational Set-up of the Quality Assurance Bureau in the University Structure | 12 |
| 3.2 Organizational Set-up and Functions of QAB | 13 |
| 3.3 Roles and functions of QAB | 14 |
| 3.4 Qualifications and Roles of the Director of Quality Assurance | 15 |
| 3.5 Qualifications and Roles of Heads | 16 |
| 3.6 Quality Assurance Technical Committee | 16 |
| 4.0 POLICY ISSUES, OBJECTIVES, STATEMENTS AND STRATEGIES | 18 |
| 4.1 Introduction | 18 |
| 4.2 Coordination and Management of Quality Assurance Activities | 18 |
| 4.3 Sound Governance and Administrative Structure | 20 |
| 4.4 Teaching and Learning | 22 |
| 4.5 Research and Publication | 24 |
| 4.6 Consultancy and Outreach Services | 27 |
| 4.7 Public and Social Services | 29 |
| 4.8 Strategic Collaboration and Partnership | 32 |
| 5.0 OPERATIONAL PROCEDURES FOR MONITORING AND EVALUATION OF QUALITY ASSURANCE ACTIVITIES | 34 |
| 5.1 Coordination and Management of Quality Assurance Activities | 34 |
| 5.2 Sound Governance and Administrative Structure | 35 |
| 5.3 Teaching and Learning process | 36 |

| | |
|--|----|
| 5.4 Research and publications..... | 40 |
| 5.5 Consultancy and outreach services | 43 |
| 5.7 Support Services | 46 |
| 5.8 Strategic Collaboration and Partnership Guidelines | 48 |
| 5.9 Monitoring, Reviews and Evaluation Plans..... | 49 |
| 6.0 REVISION OF POLICY | 54 |

PREFACE

The developmental role played by any university at a global scale cannot be underestimated. Basically, a university provides various services to its stakeholders including students, employers, sponsors, and parents, just to mention a few, whose expectations have to be fully fulfilled. A university therefore, has to ensure that it delivers services that conform to stakeholders' needs. Further, any university is responsible to other stakeholders such as regulatory authorities, funding bodies, government and professional bodies. Furthermore, it discharges its responsibilities whilst taking into consideration the existing rivals or competitors. A competitive university is therefore thriving to ensure that it meets the needs of its stakeholders.

Besides funding bodies, sponsors, employers and prospective students require an assurance that they will get what they expect should they invest with the university. More importantly, national, regional, and international regulatory bodies have set requirements for an internal quality assurance system for every accredited university. In this regard, a quality assurance system for setting an internal quality assurance in any university is now an obligatory instrument. In order to comply with such requirements and meet stakeholders' needs, the University of Dar es Salaam in 2007 approved the first Quality Assurance Policy and subsequently, the Quality Assurance Bureau was established. The lifespan for this Policy expired in 2013 and thus calling for an immediate review.

It is apparent that in this era of globalization, noteworthy changes have happened in the arena of higher education both nationally and internationally since the establishment of the first edition of the Quality Assurance Policy. For instance, at institutional level, new policies, regulations, and guidelines have been formulated and are operational. These include a system for admission of students at all levels, a research policy and procedures, a consultancy policy, the Regulations and Guidelines for Postgraduate Programmes, to mention but a few. At national and regional levels, the regulatory systems established the need for University Qualification Framework, which provides for credit transfers for students wishing to move from one university to another. Needless to state here, is the fact that the outgoing Quality Assurance Policy did not pay much attention on research and consultancy and support services but focused on teaching and learning processes.

To address the aforementioned challenges, there was a need for UDSM to review its Quality Assurance Policy. The current policy review broadens the spectrum for quality assurance to cover the core function areas of the University and capture the changes which have taken place since the inception of the outgoing Policy. Unlike the outgoing Quality Assurance Policy, the current Policy provides a comprehensive QAB organizational structure with attendant roles and functions of the key players, as well as providing operational procedures for monitoring and evaluation of the UDSM core functions. It is anticipated therefore, that the implementation modalities of this Policy edition will go a long way to successfully supporting the journey

towards realization of the 2061 UDSM Vision and the UDSM Corporate Strategic Plan 2014-2023, including the dynamic national priorities and beyond. In a nutshell, this edition has been scientifically designed to provide a dynamic academic space for accommodating positive change over the next five years.

Prof. William A. L. Anangisye
Vice Chancellor

ABBREVIATIONS

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

1.0 INTRODUCTION

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

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

Since the inception of the QAB, UDSM has made great achievements especially towards monitoring and evaluation of undergraduate and postgraduate teaching and learning. Through the Bureau, UDSM has also been able to establish a number of guidelines in the areas of staff performance assessment; admission procedures for undergraduate and postgraduate students; guidelines for internal and external examiners; and guidelines and format for University Examinations. UDSM has also been able to establish guidelines for establishment of research centers, staff code of conduct and consultancy policy. In addition, the University has in place an internal system that can evaluate its performance regularly.

Given the fact that the QA Policy has been in operation for more than 13 years and a lot of changes have taken place in the areas of teaching and learning, research and public services, there was a need to review the Policy so as to cope with the current national, regional and global trends. Further to that, the new Policy will mainstream QA in all UDSM activities apart from teaching and learning by developing tools for quality assurance operationalization in the areas of research, publications, consultancy, continuing education, outreach services and other support services. Therefore, the UDSM through the Deputy Vice-Chancellor (Research) appointed a Team to formulate a new Quality Assurance Policy that would guide different stakeholders in the Monitoring and Evaluation of the main activities of the University.

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

2.0 RATIONALE, OBJECTIVES AND SCOPE OF THE QUALITY ASSURANCE POLICY

2.1 Rationale and Justification

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

At present, there are a number of most important factors that influence quality assurance which need to be taken on board so as to address the challenges and realities of the 21st Century taking place at institutional, national and international levels. Important thing to note is that the QA Policy of 2007 had neither operational procedures in place nor tools for quality assurance operationalization of key QA activities. Apart from teaching and learning, the Policy missed out intervention strategies for important UDSM activities such as research and publication, consultancy, continuing education, outreach services and administrative functions. The failure of the QA Policy to address operational procedures resulted into the inability of UDSM Management to monitor and evaluate the status of UDSM un met demand on QA interventions as well as subsequent intervention strategies.

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

2.2 Scope of QA Policy and Operational Procedures

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

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

2.3 Vision of QAB

Embracing and instilling quality culture among UDSM community so that UDSM becomes a quality center of intellectual wealth spearheading the quest for sustainable and inclusive development.

2.4 Mission of QAB

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

2.5 Purpose and Objectives of the Quality Assurance Policy

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

- a) Safeguard and monitor the academic standards, quality of education and academic awards at the University;

- b) Monitor, evaluate and report on the quality of research input, process, output and relevance.
- c) Monitor and ensure that consultancy inputs, processes and outputs are of high quality and contribute towards supporting the realization of University vision and mission;
- d) Continuously monitor and evaluate for the aim of ensuring that all programmes are of high standard and of continued relevance to graduate labor markets and the needs of the workforce in the country and beyond;
- e) Continually monitor to improve quality of community service programmes offered by the University;
- f) Develop and refine internal quality assurance and enhancement mechanisms that are appropriate across all services rendered to students and staff;
- g) Devise mechanisms for monitoring, evaluating and reporting of the quantity and quality of ICT services at UDSM;
- h) Develop and instill a culture of quality seeking and quality assurance among members of the University community;
- i) Devise mechanisms for ensuring tracer studies are conducted for a specified period of time.
- j) Ensure acceptable quality standards in entrepreneurship and innovations are maintained.

3.0 ORGANIZATIONAL STRUCTURE FRAMEWORK

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

Based on the current University Organizational Structure, the QAB shall be led by the Director, who reports direct to the Office of the Vice Chancellor (VC) (Figure 4.1). The QAB shall be a secretariat to the VC on matters related to quality assurance. It will indeed be responsible for the monitoring and evaluation of the University's core functions to ensure compliance to established regulations as well as national, regional and international standards.

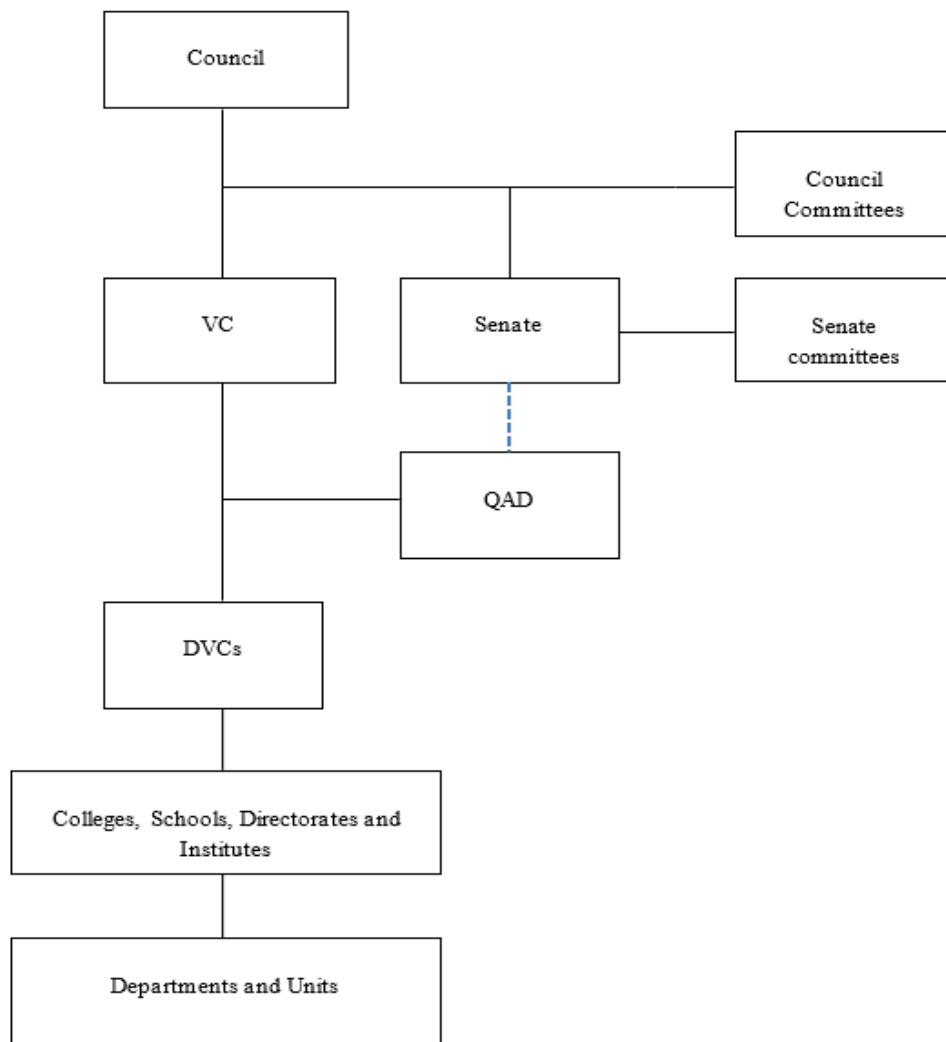


Figure 3.1: Position of QAB in the UDSM Organizational Structure

3.2 Organizational Set-up and Functions of QAB

The QAB organizational set-up is tailored to meet the planning needs of UDSM's quality assurance standards. Hence, the Bureau shall be headed by Quality Assurance Director (QAD), who shall be appointed by the Vice Chancellor. The Bureau shall have three Heads of departments; one responsible for QA in teaching and learning, the second responsible for QA in research, publications and innovations and the third responsible for QA in support services. The Bureau shall have personnel and coordinators from the University units, who will oversee the functionalities of teaching and learning, research, consultancy, public services and other administrative duties within their respective units. They shall also oversee the governance and administrative structures and service delivery. The VC through search procedures shall appoint the QAD and the three heads of departments. Coordinators shall be appointed by the Heads of Units. The constituency colleges shall have a mainstreaming setting that will reflect the structure of the college in discharging its services and the quality assurance coordinators shall be the main focal point to the UDSM QAB. The Organization Structure of the QAB is as shown in Figure 3.2.

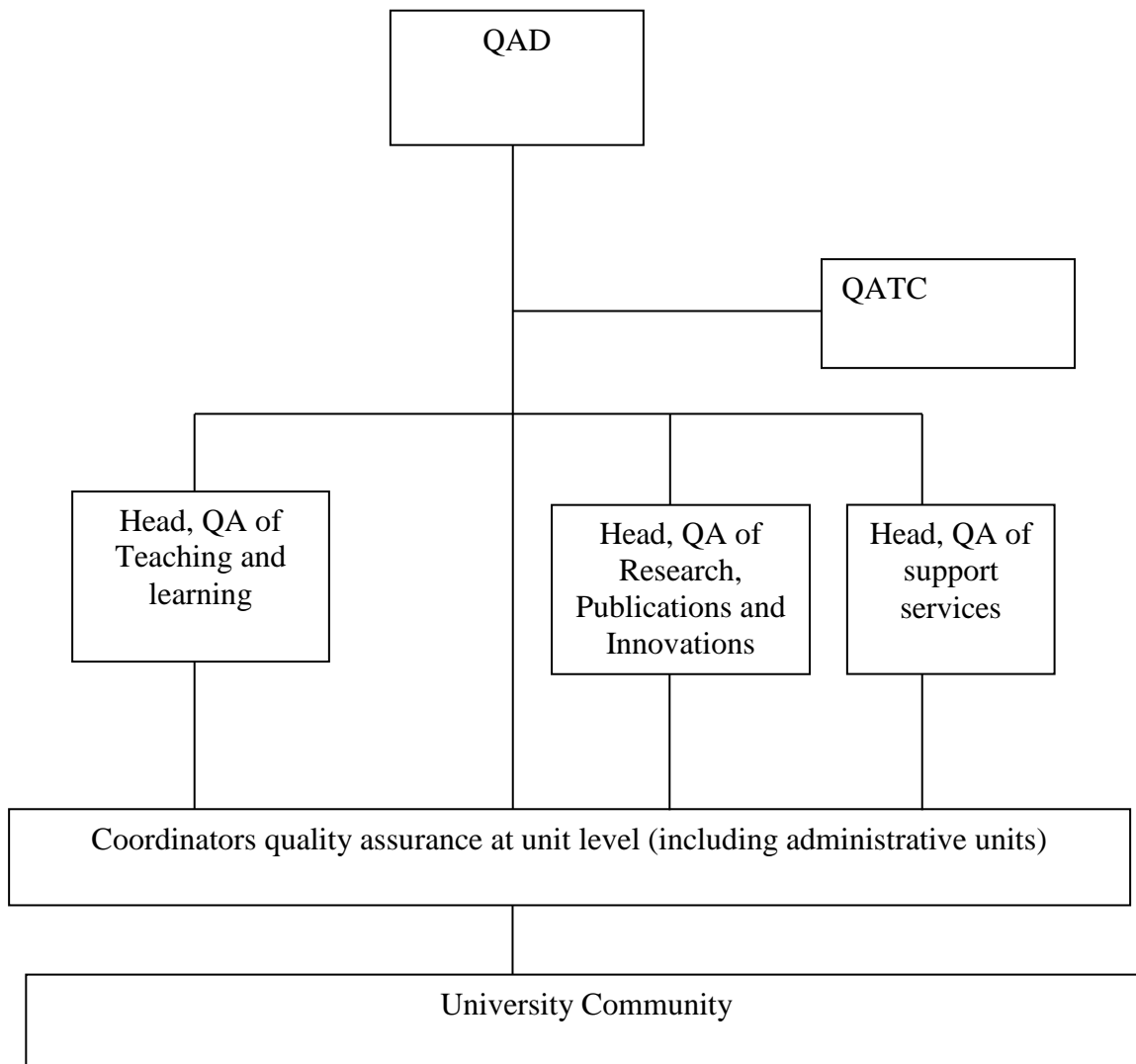


Figure 3.2 QAB Organizational Structure

3.3 Roles and functions of QAB

The QAB shall be a University level organ, responsible for the overall management and coordination of quality assurance activities at UDSM. The function of QAB shall be:

- (a) Develop, strategize, promote and oversee the implementation of the Quality Assurance Policy and its functions within and outside the University;
- (b) Ensuring that set performance standards in all aspects of the University functions are appropriate and relevant;

- (c) Developing and periodically updating general operational manuals, quality assurance tools, and internal procedures to guide University-level QA operations, as well as instruments for use in internal assessment and evaluations;
- (d) Monitoring/implementation of quality assurance activities in all units as per the set standards;
- (e) Providing advice and guidance to implementation units on the execution of QA activities;
- (f) Coordination of internal self-evaluation of quality assurance systems;
- (g) Analysis of all QA reports and identification of issues arising from them for the attention of the management at departmental/school/college and university levels;
- (h) Monitoring of implementation of internal and external evaluation recommendations;
- (i) Synthesis of topical QA matters in higher education (arising from debates and practices in the regional and global contexts) and updating the University community and Management accordingly;
- (j) Updating the VC on the functioning of the UDSM QA system and on the overall quality status of the University;
- (k) Linking UDSM with national, regional and international standards and professional bodies and agencies in QA matters;
- (l) Linking UDSM with the industry on matters related to the quality assurance in its various functions of the University; and perform any other duties related to quality assurance as shall be determined by the Quality Assurance Technical Committee.
- (m) Prepare regular reports on the quality standards of University core functions.
- (n) Monitor, evaluate and report on UDSM's trends in global, regional and national rankings.

3.4 Qualifications and Roles of the Director of Quality Assurance

The Quality Assurance Director (QAD) shall be the chief executive officer of the QAB and shall be a Senior Lecturer and above with a PhD, and a member of academic staff with experience in higher education matters as well as experience in management. The Director shall, in that capacity:

- (a) Oversee the functions and responsibilities of the QAB;

- (b) Be accountable to the VC;
- (c) Maintain a working contact with the Deputy Vice Chancellors on QA matters touching their respective jurisdictions;
- (d) Forward to the VC matters requiring tabling at Senate, and to Council committees;
- (e) Represent UDSM at regional and other international forums on higher education for QA matters;
- (f) Constantly updating UDSM on new global developments in QA matters for higher education institutions; and
- (g) Be ex-officio member and a technical advisor on QA matters deliberated in the UDSM Senate and Senate Committees, PFC and other meetings of Council committees;

3.5 Qualifications and Roles of Heads

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

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

3.6 Quality Assurance Technical Committee

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

4.0 POLICY ISSUES, OBJECTIVES, STATEMENTS AND STRATEGIES

4.1 Introduction

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

1. Coordination and management of quality assurance activities;
2. Monitoring, evaluating and reporting UDSM governance structure;
3. Monitoring, evaluating and reporting of teaching and learning processes;
4. Monitoring, evaluating, and reporting of research, innovation and publication;
5. Monitoring, evaluating, and reporting of consultancy;
6. Monitoring, evaluating, and reporting of public and social services;
7. Monitoring, evaluating and reporting of strategic collaboration, partnership and internationalization.

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

4.2 Coordination and Management of Quality Assurance Activities

(a) Policy Issues

There are several positive roles associated with QAB during the thirteen years of its existence (since its inception in 2007). Such roles include that, QAB (i) developed instruments for assessing teaching and learning processes, (ii) conducted institutional self-assessment, (iii) monitored compliance on the guidelines for internal and external examiners, (iv) monitored compliance on the standard format for setting up University examinations, (v) established QA teams and QA Coordinators at unit levels, and (vi) monitored practical training and teaching practice.

However, QAB falls short of an efficient and effective structure for communication with other units within the University (i.e. colleges, institutes, schools and other units). In this regard, QAB

considers itself as a coordinating body, and the units as its strategic centers for managing implementation of quality assurance activities. The relationship between QAB and units or departments needs to be based on the UDSM's concept of coordinated decentralization. There is a shortage of staff to support its routine activities including other QAB functions such as internal and external marketing, capacity building, as well as monitoring of research, consultancy, public and social services. In this case, there are no guidelines on how to assess QAB with a view of ensuring quality delivery of its services to UDSM units.

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

(b) Policy Objectives

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

(c) Policy Statements

The University shall:

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

(d) Strategies

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

4.3 Sound Governance and Administrative Structure

(a) Policy issues

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

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

Furthermore, government funding to the public universities has been decreasing forcing the University to look for new funding sources through investing on its diligent resources, research and consultancy as well as designing more appealing academic programmes. Thus, proper governance and administrative systems are backbone for quality assurance in the University services. UDSM like many learning institutions has internal policies for ensuring the provision and institutionalization of various services from colleges, institutes, schools, bureaus and units. Inadequate governance and administrative mechanisms within UDSM units have posed various challenges in fund management, innovation and efficient delivery of the services. There is need

to ensure participatory, democratic and transparent governance and administrative structures that promote autonomous behavior among University units.

(b) Policy Objectives

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

(c) Policy statements

The University shall:

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

(d) Strategies

- i) Developing guidelines and procedures for monitoring and evaluating of governance and management of University resources.
- ii) Developing/improving guidelines and indicators for the assessment of governance and administrative processes within the University decision making units.
- iii) Devising mechanisms for a fair and valid appraisal of accountability and transparency among staff.
- iv) Monitoring, evaluating and reporting participatory decision making and gender sensitiveness and inclusiveness.

- v) Devising a mechanism of collecting opinions from various stakeholders on the understanding and functioning of the University.

4.4 Teaching and Learning

(a) Policy issues

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

(b) Policy objectives

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

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

(c) Policy Statements

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

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

(d) Strategies

- i) Ensure application into various academic programmes and admitted students at UDSM meet the set and required entry requirements for each programme.
- ii) Ensuring academic programmes are developed and/ or reviewed in accordance with UDSM, national and international established standards and procedures.
- iii) Empowering heads of departments and unit QA coordinators or officers to conduct monitoring of the teaching and learning processes in their units.
- iv) Putting in place a mechanism that will ensure adherence to the standard teacher-student ratio.
- v) Devising a mechanism that will ensure regular review of curriculum that will cope with the ever-changing world.
- vi) Ensuring availability of adequate space and facilities for teaching and learning.
- vii) Developing tools for monitoring and evaluation of CPDP.

4.5 Research and Publication

(a) Policy Issues

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

In the light of the above, there is a need to adopt and adapt a University-wide checklist of performance indicators so as to bring about increased competitiveness in the institutional, national and global market situations. Of recent, the University has put in place a Research Agenda that will enhance research performance within a clear University framework to address major needs and aspirations of individuals, society, nation and beyond.

Besides, there have not been institutionalized internal and external mechanisms for monitoring and evaluation of research and publication in ensuring verifiable inputs, process and outputs of research. This will include assessment of online platforms and resources, physical facilities, human resources, linkages between University and industry and the level of research uptake by the industry. Other indicators include expenditure on emerging and new technologies; share of industry in research and development activities; venture capital invested in science and technology production projects; quantity of publications and patents, quantity of spin off companies.

Research performance is measured in terms of academic output, human capital output, funding diversification and commercialization. The academic output considers books, journal and conference publications as key indicators. In terms of human capital output, the key assumption is that any research should aim at producing human capital in specific area of specialization. Thus human capital is measured by determining the number of Masters and PhDs graduated and the number of trainees' departures with industry as the first destination.

In terms of funding diversification, the performance is assessed by the participation of the research group in various national, regional and international initiatives, coordination in various national and regional initiatives and research grants received from various sources. Commercialization is among the major performance criterion that is measured by the number of spin-off companies formed, number of license agreements formed between the University and one or more commercial undertaking.

(b) Policy Objectives

- i) Developing a mechanism of assessing the quantity and quality of research inputs and outputs at individual, department, college/school/institute, and University levels.
- ii) Ensuring the research outputs are frequently updated in the UDSM research repository.

- iii) Monitoring the general database for storing postgraduate dissertations and theses, which should be retrievable by the general public within the UDSM network.
- iv) Monitoring the rewarding mechanisms for best University scholars.
- v) Developing an instrument that ensures all departments receive equal opportunities of subscriptions to International journals.
- vi) Devising mechanisms for monitoring, evaluating and reporting journal's' international indexing, staff visibility and units and University ranking in international renown ranking organizations
- vii) Monitoring and evaluation of innovations

(c) Policy Statements

The University shall:

- i) Set up a system to ensure existence of evaluation tools for inputs, progress and output of research works.
- ii) Ensure availability of a database for research activities from units including funding and staff members engaged.
- iii) Ensure availability of evaluation tools for ICT infrastructure related to research inputs and outputs.
- iv) Ensure availability of evaluation tools for resources related to research inputs and outputs.
- v) Ensure existence of a tool for evaluation of journals owned by the University of Dar es Salaam.
- vi) Ensure existence of a tool for evaluation of Publications such as journals and books where staff members publish research results.
- vii) Ensure existence of a tool for evaluation of staff visibility, journals' indexing and units as well as UDSM ranking.

(d) Strategies

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

4.6 Consultancy and Outreach Services

(a) Policy Issues

The University of Dar es Salaam has a Consultancy Policy and Operational Procedures (2015) aiming at regulating consultancy activities. It should be noted that conduct of consultancy requires a sound ethical framework and a strong scientific merit in terms of justification/rationale for conducting it; as well as soundness and clarity of the objectives and methodologies to be employed. While some consultancy firms outside the University have institutional mechanisms for proper vetting of the consultancy proposals and protocols, the practices are not strictly adhered to at UDSM, resulting in poor quality of some consultancy products which in turn render to losing a number of clients.

Although the University Consultancy Bureau (UCB) is mandated to monitor consultancy activities at the University, it has been facing difficulties in getting the necessary information from the consultancy units. In this regard, QAB needs to adopt and adapt a University-wide checklist of performance indicators aimed at ensuring quantifiable inputs and outputs of consultancy and ascertaining how it addresses issues relevant to national and societal needs. This can only be done through developing assessment tools for consultancy activities carried out at the University including the quality of the consultancy proposals and reports, the seniority mix of

staff conducting consultancy – for the aim of capacity building of staff, especially the junior staff (whether of the same or the other gender). Other indicators include the amount of funds brought through consultancy and the number of staff engaged in consultancy activities.

(b) Policy Objectives

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

(c) Policy Statements

The University shall:

- i) Establish/improve an online data base for consultancy activities from units including funding, staff members engaged and seniority mix of staff.
- ii) Set up a system for ensuring quality consultancy jobs.
- iii) Develop and implement capacity building program for short, medium and long terms.
- iv) Promote capacity of the Consultancy bureau in attracting consultancies.

(d) Strategies

- i) Mapping of available resources such as funding, staff engaged and seniority mix.
- ii) Ensuring consultancy skills training are offered to junior staff, people with special needs and other staff who lack consulting skills.
- iii) Ensuring regular consultancy meetings to share and disseminate consultancy information in place.
- iv) Ensuring development and implementation of institutional mechanism for proper vetting of consultancy proposals and reporting.
- v) Ensuring the establishment of a mechanism which will bind individuals and units to provide consultancy information.
- vi) Adopting and adapting checklists of quantitative and qualitative performance indicators aimed at ensuring quality inputs, processes and outputs of consultancies.

- vii) Devising a mechanism for identifying, registering and tracking UDSM staff engaged in consultancies.
- viii) Improving mechanism for participatory, consultant-friendly setting of consultancy fees, consultancy fee distribution and use.
- ix) Ensuring inclusion of junior staff, gender balance, and students in the consultancy activities.
- x) Ensuring development of monitoring and evaluation tools for consultancy infrastructure and resources related to research inputs and outputs.

4.7 Public and Social Services

(a) Policy Issues

It is now more than fifty years since the establishment of the University of Dar es Salaam. The infrastructure and facilities were meant to serve the student and staff population at that particular time. Infrastructure and facilities were excellent and matched with student body and staff population. The students' body and staff population have been increasing over time to the extent of reaching what others are referring to as massification of higher education. The University has been doing whatever it takes to improve and expand the infrastructure and facilities for smooth implementation of its core functions. However, with the increased number of students and staff over the years, the University has found itself constrained in terms of staff offices and other necessary welfare space such as staff apartments as well as student hostels. Hostels at the UDSM are quantitatively not enough. As for the cafeteria and restaurant the hygiene needs constant monitoring, evaluation and reporting. Taking the number of students at the moment compared to the speed of infrastructural development, the toilets are not enough. Utilities (water and electricity) are at some point unstable and unpredictable.

The University Health Centre (UHC) has insufficient space, staffing both in numbers and qualifications. Further, there exists problems with regard to availability of medicines due to procurement procedures and this in return results into increased customer complaints. Besides, UHC lacks a system of ensuring customer complaints reaching the University management. Furthermore, the facilities for sports and games are few compared to the number of staff and students. In fact, poor administration of these facilities as well as few staff required to oversee them contributes to their rapid deterioration in quality.

(b) Policy objectives

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

(c) Policy Statements

The University shall:

- i) Set up a mechanism to ensure that physical facilities for staff and students welfare are adequate and kept to established standards.
- ii) Establish the gap between available resources and the standard requirement.
- iii) Ensure existence of tools for monitoring evaluation, reporting and follow-up on provision of staff welfare.
- iv) Provide mechanism and tools for monitoring and reporting routinized maintenance and repair of staff houses, hostels, cafeteria, sports facilities and toilets.
- v) Devise mechanism for monitoring, evaluating and reporting the provision of utilities.
- vi) Provide guidelines for monitoring, evaluation, reporting the existence of reception desks and follow-up delivery of customer care services and handling of customer complaints.

- vii) Develop a tool for the monitoring, evaluating, reporting and follow-up of public services including signage, scriptures, response to the public and other aspect that fall under the public domain.
- viii) Develop performance indicators for monitoring, evaluating, reporting and follow-up for all units concerned with social services including University Health Centre, University Auxiliary Police, counseling services, sports services, and any other unit that offer social services.

(d) Strategies

- i) Inculcate culture of repairing and maintenance of available facilities.
- ii) Develop tools for monitoring, evaluating, reporting and follow-up on provision of staff welfare.
- iii) Oversee and provide guidelines, mechanism and tools for monitoring, evaluating, reporting and follow-up of routinized maintenance and repair of staff houses, hostels, cafeteria, sports facilities and toilets.
- iv) Devise a mechanism to ensure proper hygiene in units such as hospitals, swimming pools, and cafeteria.
- v) Ensure availability of adequate inputs such as medicines in hospitals, sports gears, and stationeries.
- vi) Sensitizing and encourage staff and students of their responsibility and accountability on available public and social services.
- vii) Devising mechanism for evaluating and reporting on the provision of utilities (water and electricity), delivery of customer care services and handling of customer complaints.
- viii) Developing a monitoring tool for follow-up of public services including signage, scriptures, and response to the public and other aspect that fall under the public domain and for all units offering social services.

4.8 Strategic Collaboration and Partnership

(a) Policy Issues

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

(b) Policy Objectives

- i) Assessment of nurturing, enhancing, encouraging and sustaining active engagement and collaboration between the University's units, the Government, local and foreign development partners, and Diaspora, including the previous donors.
- ii) Evaluating the extent of collaboration between the University and other regional and international coordinating bodies.
- iii) Monitoring the contribution of alumni association in matters related to quality assurance on periodic basis.

(c) Policy Statements

- i) Promote linkages, collaborative partnerships and working relationships between University units and the government, Diaspora, alumni, local as well as foreign donors including previous donors.
- ii) Establish and strengthen collaboration between QAB and other institutional, national, regional and international quality assurance coordinating bodies.

- iii) Assess the promotion of linkages, collaborative partnerships and working relationships between Colleges/Schools/Institutes, the Government, local and foreign development partners, including the Diaspora.
- iv) Evaluate the extent of collaboration between University and other regional and international coordinating bodies.

(d) Strategies

- i) Ensure the development of a database for institutional, national and international collaborations.
- ii) Establish and/or strengthen the relationship between QAB and other institutions.
- iii) Develop a database and a tool for monitoring University-industry linkages.
- iv) Put in place tools for assessing working relationships with these institutions as well as others through memoranda of understanding for collaborative/cooperative ventures in areas of mutual interest and/or advantage.
- v) Establish mechanisms to evaluate collaborative teaching and learning programs, and contracted research activities, collaborative consultancy, public and social activities (medical and health, guidance and counseling, security, sports and games).

5.0 OPERATIONAL PROCEDURES FOR MONITORING AND EVALUATION OF QUALITY ASSURANCE ACTIVITIES

5.1 Coordination and Management of Quality Assurance Activities

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

5.1.2 Tools for monitoring and evaluation of Coordination and Management of Quality Assurance Activities

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

5.2 Sound Governance and Administrative Structure

5.2.1 Procedures

- i) The University shall conduct institutional self-assessment to establish whether or not it operates within its established mandate and fully adhered to and make best use of its autonomy as per the University Charter.
- ii) The University shall assess, set and evaluate governance mechanisms and systems which are within the administrative powers of the University in order to ensure that they are properly defined, executed and adhered to through participatory, democratic and transparent processes with gender equality.
- iii) The University shall set, abide and/or subscribe to national, regional and international standards for the administration process in governance and management of its resources to ensure that it sustain its key function of teaching and learning, research and consultancy.

5.2.2 Tools for monitoring and evaluation

All monitoring and evaluation tools related to functioning of the University, such as teaching and learning, research, innovation and publication, consultancy and outreach services.

The Units shall prepare the following for evaluation:

- i) Quarterly/semester/annual reports shall be produced quarterly for the core functions, such as teaching, research, consultancy, public and social services, etc.
- ii) Quarterly reports on the number of meetings conducted by making reference to the schedule defined by the department/unit as guided by the guidelines, regulations and almanac.
- iii) Availability of log books for records of day-to-day use and maintenance of various facilities such as cars, laboratory equipment, machineries, etc.

5.3 Teaching and Learning process

5.3.1 Guideline and procedures for Monitoring of Teaching and Learning

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

5.3.2 Monitoring of University Examinations

- a) QAB in collaboration with QA Coordinators at college/school/institutes shall monitor all University examinations.
- b) QAD shall appoint QA Officers to monitor University examinations.
- c) The appointed QA Officers at University level shall have a special identity for that purpose.
- d) QAB shall form a team of not more than five (5) senior members to oversee the conduct of examinations after every two years.
- e) Units shall set a system for:
 - i) Establishing list of teaching load allocation for all courses.
 - ii) Conducting continuous assessment.
 - iii) Management of examinations.

5.3.3 Monitoring of University TP/PT

- a) QAB shall form a team of senior staff to monitor the conduct of PT/TP in regions.

The units shall prepare the following for evaluation:

- i. Annual report on the presence of succession plan. The plan should inform about the current and future needs in both human resources and skills.
- ii. Submission of course plans and data on instructor course evaluation and students course evaluation by instructors and technical staff such as workshop training instructors, laboratory scientists and technicians, etc. (biannually).
- iii. Report on the number of professional courses conducted, feedback from the customers on the course delivered, customer complaints (if any).

5.3.4 Curriculum development and review

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

5.3.5 Students' admission and registration

- a) Head of department shall keep a register of students applied, admitted, registered, enrolled and drop-outs for every academic year.

5.3.6 Teaching and assessment of students

- a) Heads of department shall ensure a balanced teaching load allocation that considers postgraduate supervision, administrative roles and area of specialization.
- b) Heads of department shall prepare teaching load allocation report for every academic year.
- c) Heads of department shall conduct students' course evaluation for every course taught in every semester.

- d) Heads of department shall conduct instructors' course evaluation for every course taught by the instructor.
- e) Instructors shall highlight areas of weaknesses in courses, which shall be considered during curriculum review.
- f) QAB shall conduct monitoring and evaluation of all the University examinations.
- g) QAB shall conduct the monitoring and evaluation of teaching and learning environment.
- h) Heads of department shall conduct monitoring of every practical/teaching/training conducted by the students and submit a report to QAB.
- i) QAB shall analyses the Independent Internal Examiners and External Examiners report and response by the respective department and advise the management for any interventions.
- j) QAB shall analyses all the monitoring and evaluation reports and submit a recommendation to the management at University level and unit level on issues needing attention..
- k) QAB shall make follow up on the implementation of recommendations provided in Section 10 above and any recommendations arising from any of the reports and issue a final statement on whether the implementation was sufficient or not.
- l) Heads of department shall monitor the conduct of student supervision for postgraduate students.
- m) Heads of department shall monitor the independent internal examination of postgraduate students and submit a report to QAB every semester.
- n) Heads of department in collaboration with the Coordinator for Centre for Virtual Learning shall develop a system for monitoring the teaching materials, availability of teaching material, assignments and other class activities as well as availability of instructors in the module system for every course taught through online system.
- o) Heads of department in collaboration of the Coordinator for Centre for Virtual Learning shall develop a system for monitoring the students' involvement and participation in the learning through the online module system.
- p) Heads of department in collaboration with the Coordinator for the Centre for Virtual Learning shall monitor and evaluate the conduct of online teaching and learning system.
- q) QAB shall make follow up on the implementation of recommendations provided in any monitoring and evaluation reports on teaching and learning and issue a final statement on whether the implementation was sufficient or otherwise.

5.3.7 Graduation /Database for Graduates

- a) DUS/heads of units and DPGS/heads of units shall keep a register of graduates, including the information used to admit the students in all academic programmes.
- b) Units shall keep a register of graduates, including the information used to admit the students for every programme every year.

- c) The University shall establish and maintain a reliable, usable and stable online platform/system for all information regarding admission, academic progress and graduation.

5.3.8 Postgraduate and Post-doctoral research and supervision

- a) All postgraduate researches must be supervised by a qualified staff in the field, and objectives should not be over ambitious.
- b) Examination of students' theses/dissertation by both internal and external examiners must be free of conflict of interest.
- c) QAB shall enhance high standards of teaching, support, advice and guidance.
- d) QAB shall clearly defined access to library and IT facilities.
- e) QAB shall ensure examination arrangements, regulations, academic guidance, support, appeals and complaints procedures are adhered to.

5.3.9 Tools for Monitoring and Evaluation of Teaching and Learning Activities at UDSM- See Appendix 1

- a) Database for number of students, room capacity, maintenance policy, space utilization policy/plan, list of pre-defined journals/publication database.
- b) Inventory of classrooms/laboratories/workshops, chairs for every room, lighting system, PA system and its physical conditions.
- c) Reporting system for malfunctioning of equipment/rooms/any facility.
- d) A system for regular update of the list of journals/database qualifying for publications by the members of academic staff.
- e) UDSM M.T.L.P-1: Beginning of Semester Monitoring of Teaching and Learning Processes.
- f) UDSM M.T.L.P-2: Monitoring Tool for Teaching and Learning Processes in the First Two weeks of Semester
- g) UDSM M.T.L.P-3: Student Course Evaluation Form for Postgraduate Programmes at Coursework Stage
- h) UDSM M.T.L.P-4: Student Course Evaluation Form for Undergraduate Programmes
- i) UDSM M.T.L.P- 5: Assessment of Academic Infrastructure and Support Services at College/School/Institute/Department Level

5.4 Research and publications

5.4.1 Research input and process

(a).Inputs

- i. All proposals submitted for consideration for funding locally and internationally are registered to the Directorate of Research and Publication prior to their submission.
- ii. The Directorate of Research and Publication shall ensure that the proposals submitted for consideration for funding are in line with international, national, the UDSM Vision 2061 and UDSM Research Agenda.
- iii. All research projects shall be registered with the University and obtain a certificate of registration.
- iv. Research team members shall consider seniority, gender and specialization mix.
- v. All researches must adhere to international, national and UDSM ethical and regulatory requirements, including discipline -based requirements.
- vi. Researchers must obtain research clearance prior to data collection processes.
- vii. QAB shall encourage research which engaging public, have positive impact to the society and generate and advance knowledge.
- viii. The University shall ensure that researchers align with University research agenda and should be updated periodically.
- ix. For research which involves collaborations, Memorandum of Understanding (MoU) must first be signed prior to getting into writing a joint research proposal.
- x. QAB shall encourage within and trans-boundary collaboration in research.
- xi. Directorate of Research and Publications shall ensure the existence of up to date framework for establishment and operation of research centers at UDSM.
- xii. All staff members shall register their publications with the University by uploading into University system and reporting to the head of department/unit.
- xiii. No publication shall be used for promotion if not registered with the University within the respective year of publication.
- xiv. Directorate of research and publication shall ensure that an up to date list of journals or publication database and type of conferences where UDSM researchers may use in dissemination of their research results.
- xv. The head of the department shall update members of staff under his/her jurisdiction on the updated list of journals/publication database where they can publish their research output.

- xvi. Units shall set strategies for forging linkages with the industry and any other external stakeholder to promote external collaborations.
- xvii. Research training component shall be incorporated in the curricula of PG and UG programmes.
- xviii. The Directorate of Research and Publication shall ensure Continuous Professional Development (CPD) on fundable proposals and provide seed funds when and where available.
- xix. A report on research performance indicating:
 - number of postgraduate students training supported by the research,
 - number of conferences attended,
 - number of publications in pre-defined journal/publication databases,
 - evidence of potential to commercialization,
 - payment of institutional fees,
 - contribution to infrastructure & equipment and funding diversification as well as evidence or registration research projects in the Research Management System (RMS), and
 - the upload of the publications in the UDSM Research Repository.
- xx. A report on consultancy performance indicating number of consultancies registered by a recognized consulting bureau, payment of institutional fees, gender and seniority mainstreaming.

(b). Process

- i) Researches shall be conducted, recorded, and reported in accordance with the UDSM Research Policy and Regulations and these guidelines.
- ii) Dissemination of research results shall be mandatory.
- iii) Researchers shall attend at least one research event organized by UDSM as stipulated in the Research Policy.
- iv) Directorate of Research and Publication shall seek research funding information and disseminate the same to departments/units.
- v) Directorate of Research and Publication shall monitor and evaluate the utilization of research funding information received against successful proposals.
- vi) Every academic department/unit shall conduct at least one research management seminars per year.
- vii) Every department/unit shall conduct at least 4 staff colloquia per year.
- viii) There shall be a state of the art menu on the University website for research and publication.
- ix) The website shall be required to have updated information.
- x) The website shall be user friendly.

- xi) The DVC responsible for research shall form a committee for vetting and approving the contents to be posted in the research and publication repository of the University website.
- xii) The Directorate of Research and Publication shall monitor the quality and quantity of UDSM journals and publications.
- xiii) The Directorate of Research and Publication, Deans/principals /Directors and Chief Editors shall ensure regular publication of journals bi-annually or more

(c). Research output

- i) Progress of research projects must be reported by updating the information in the research information database such as RMS.
- ii) All research/projects outputs must be published in UDSM – and internationally recognized media outlets.
- iii) All research/ projects outputs must be of relevance to and aim at solving community and societal problems.
- iv) Policy briefs, specific products-innovation, patents, outreach activities and partnership must be reported or registered.

5.4.2 Monitoring and evaluation

- (a). QAB/Directorate of Research and Publications and Heads of Department/units shall ensure effective monitoring of research activities in their respective areas of jurisdiction.
- (b). QAB/Directorate of Research and Publications/Heads of Department/unit shall ensure effective monitoring of UDSM Journals in their respective area of jurisdiction.
- (c). The University shall ensure researcher's self-assessment is carried out.
- (d). There shall be an annual assessment of research and UDSM journals.
- (e). Setup a system that will ensure adequate skill and knowledge, develop and implement human resource development focus on short, medium and long term research and consultancy needs.
- (f). Ensure there are adequate physical facilities for research, consultancy, teaching and learning.
- (g). Ensure there is adequate performance of staff (both academic and administrative), research, consultancy, public and social services.
- (h). Ensure research conducted is multidisciplinary.

5.4.3 Tools for Monitoring and evaluation of Research Activities at UDSM - See Appendix 2

UDSM.R.F 1: Research Project Performance Form

UDSM.R.F 2: Research Performance Form

UDSM.R.F 3: Journal Performance Form

5.5 Consultancy and outreach services

5.5.1 Transparency and Accountability

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

5.5.2. Gender mainstreaming and involvement of junior staff

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

5.5.3. Marketing strategy for consultancy work

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

5.5.4. Capacity development

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

5.5.5. Institutional framework for conducting consultancy

- a) The University shall put in place a framework for conducting consultancy works at UDSM.
- b) The University shall guide on the minimum level of resources (physical and human) required to conduct consultancy.
- c) The University shall put in place a register of all consultancy works at UDSM.

5.5.6. Monitoring and Evaluation of Consultancies

- i) The University shall ensure there is regular monitoring and evaluation of consultancies at UDSM.
- ii) The University shall make cause for departments/units to monitoring, evaluation and reporting consultancies conducted under their units.
- iii) The University shall put in place a system for consultant's self-assessments.
- iv) The QAB shall analyse the monitoring reports and advise the management for improving the quality of consultancies.

5.5.7 Tools for Monitoring and evaluation of Consultancy activities at UDSM - See Appendix 3

- i) UDSM.UC.F1: Consultancy Evaluation Form

5.6 Continuing Education (CE)

5.6.1. Development and Registration of courses

- a) The University shall monitor and evaluate short/tailor made courses developed at the department offered in a year.
- b) The University shall assess the quality of all courses registered with CCE.

5.6.2. Coordination

- a) The University shall evaluate the quality of coordination by CCE for all short-term trainings offered by the departments/units within the University.

- b) The University shall oversee that CCE timely produces almanac for all short-term courses to be offered by the University during the year.

5.6.3. Award and Certification

- a) The University shall set quality standards for certificates of participation to successful candidates.

Note: For the purpose of these guidelines, successful candidates are those who attend at least 75% of the course and have actively participated in the course.

5.6.4. Fees and fees distribution

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

5.6.5. Continuous Professional Development (CPD) for UDSM staff

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

5.6.6. Monitoring and evaluation

- a) The University shall ensure effective monitoring of the courses offered.
- b) The University shall ensure participants evaluate each of the course offered.
- c) The University shall make cause for ensuring facilitator's self-assessment is carried out.
- d) The University shall make cause for the conduct of annual audit of all short courses/tailor made courses offered by the University.

5.6.7 Tools for Monitoring and evaluation of Continuing Education activities at UDSM - See Appendix 4

- (i) UDSM. CE F.1: Course Registration Form
- (ii) UDSM. CE F.2: Quality of Website

- (iii) UDSM. CE F.3: Course Evaluation Form
- (iv)UDSM. CE.F.4: Participants Registration Form
- (v) UDSM. CE.F.5: Facilitators' Self-assessment Form

5.7 Support Services

5.7.1 Procedures for Monitoring and Evaluation of Support Services

- a) The university shall ensure that each unit/section has a register indicating movements of tasks from one officer to another.
- b) Every head of unit/section shall set performance agreement with their subordinates as part of OPRAS.
- c) The performance agreement shall state among others, the minimum time required to complete every activity.
- d) Every unit/ section shall have a customer feedback form.
- e) The customer feedback form shall be approved by Director of Human Resources and Administration.
- f) The head of unit/section shall report on the monitoring and evaluation of services offered in quarterly basis.
- g) Every unit shall monitor and evaluate the flow or movement of tasks for the purpose of identification of those retarding the flow of work.
- h) A report on how the social services delivered in the unit was in line with the UDSM regulations and guidelines as well as the level of satisfaction by customers. This will include;
 - Targets set for various activities such as time to serve a customer, level of satisfaction of customers on the service offered following customer feedback forms.
 - Targets should be set on the level of performance of services offered/under administrative staff. The services may include; cleanliness of toilet facilities, cleanliness of environment, leakages of water, leakage of wastewater from the drainage systems, number of customers attended against unattended customers. Effectiveness of handling customer information as measured by the number of documents lost in transit or during processing.

- i) A system should be in place about monitoring and evaluation of the social services such as cleaning service, health service, etc. Targets should be set and monthly performance reports produced,

5.7.2 Tools for Monitoring and evaluation of Support Services at UDSM – see appendix 5

- i) UDSM.R.FI: Administrative form. Research performance form-Department

5.8 Strategic Collaboration and Partnership Guidelines

The University through QAB shall strive to:

- a) Assess the promotion of linkages, collaborative partnerships and working relationships between Colleges/Schools/Institutes on the one hand and the Government, local and foreign development partners - including the Diaspora, on the other hand.
- b) Evaluate the extent of collaboration between University and other regional and international coordinating bodies.
- c) Developing a mechanism to assess database of commissions and institutions, at national, regional and international levels that offer contract research assignments.
- d) Establishing tools for assessing working relationships with these institutions as well as others through memoranda of understanding for collaborative/cooperative ventures in areas of mutual interest and/or advantage.
- e) Establishing mechanisms that evaluate collaborative consultancy and contracted research activities.
- f) Establishing mechanisms that ensures sharing and exchanging experiences on consultancy and contracted research activities by way of published brochures, newsletters and website briefs.
- g) Setting up a system that evaluates public awareness on research, consultancy and contracted research activities and outputs through various means.

5.9 Monitoring, Reviews and Evaluation Plans

This subsection details the Monitoring Plan, Planned Reviews and Evaluation Plan for the period covering the five years Quality Assurance planning cycle, which is 2021/2022 - 2025/2026 Plan.

5.9.1 Monitoring Plan

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

Table 5.1: Monitoring Plan

| S/N | Indicator and Indicator Description <i>(See Chapter 5 for the ...indicators)</i> | Baseline | | Indicator Target Value | | | | | Data Collection and Methods of Analysis | | | Frequency of Reporting | | Responsibility for Data Collection and Analysis | Collaborators |
|---------------------------------|---|----------|-------|------------------------|-----|-----|-----|-----|---|--|------------------------------|------------------------|--|---|---------------|
| | | Date | Value | YR1 | YR2 | YR3 | YR4 | YR5 | Data source | Data Collection Instrument and Methods | Frequency of Data Collection | Means of Verification | | | |
| 1.0 COORDINATION AND MANAGEMENT | | | | | | | | | | | | | | | |
| 1.1 | | | | | | | | | | | | | | | |
| 1.2 | | | | | | | | | | | | | | | |
| 1.3 | | | | | | | | | | | | | | | |
| 1.4 | | | | | | | | | | | | | | | |

| | | | | | | | | | | | | | | | |
|----------------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| 1.5 | | | | | | | | | | | | | | | |
| 2.0 TEACHING AND LEARNING | | | | | | | | | | | | | | | |
| 2.1 | | | | | | | | | | | | | | | |
| 2.2 | | | | | | | | | | | | | | | |
| 2.3 | | | | | | | | | | | | | | | |
| 2.4 | | | | | | | | | | | | | | | |

5.9.2 Planned Reviews

UDSM will carry out formal annual reviews during the Planning Cycle. The reviews will be tracking progress in the realization of the targets set in Implementation Plan under each policy issue. The review will focus on determining whether the planned activities are moving towards achieving the annual targets and will find out whether they are on track, off track, unknown or at risk. In addition, the review will track any changes in terms of outputs realized over the period as well as assessing issues, challenges and lessons learnt over the year and to what extent the outputs delivered are contributing towards achievement of the objectives. The review findings will be used to adjust implementation strategies whenever necessary.

The UDSM units will be required to submit quarterly progress reports to the DVC Academic for monitoring and evaluations. The DVC Academic will closely monitor the milestones of each report and issue further instructions to any project, if necessary, to facilitate smooth operation of the project. The DVC Academic will collect and stock all project output records.

5.9.3 Evaluation Plan

This Evaluation Plan consists of the evaluation studies to be conducted during the Planning Cycle, description of each study, the evaluation questions, methodology, timeframe and the responsible officer. QAB intends to conduct 3 types of evaluation studies over the period of five years as shown in Table 5.2.

Table 5.2: Evaluation Plan for the QAB

| SN | Evaluation Studies | Description | Evaluation Study Questions | Methodology | Time frame | Responsible Person |
|----|-------------------------------|--|---|--|-------------------------|--------------------|
| 1 | Service delivery survey | This study intends to indicate the perception of stakeholders on quality of QAB products and services. | <input type="checkbox"/> Are our clients and stakeholders aware of the products and services provided by QAB? <input type="checkbox"/> Are our clients and stakeholders satisfied with the quality of products and services? <input type="checkbox"/> Are the service delivery strategies effective? <input type="checkbox"/> Is the mechanism for engaging stakeholders effective? <input type="checkbox"/> What are the areas for improvement? | <input type="checkbox"/> Conducting interviews <input type="checkbox"/> Administering questionnaires <input type="checkbox"/> Documentary review | Annually | Director, QAB |
| 2 | Impact assessment | This study intends to assess the outcomes and impacts of the M&E plan | <input type="checkbox"/> Is QAB having an effect on the national context, especially in terms of the priority national objectives? <input type="checkbox"/> Has the QA institutional capacity been strengthened to effectively deliver on the M&E plan? <input type="checkbox"/> Is QAB moving towards operational and financial sustainability? <input type="checkbox"/> Is the QAB having a balance impact across all its objectives? | <input type="checkbox"/> Conducting interviews <input type="checkbox"/> Administering questionnaires <input type="checkbox"/> Documentary review | After every three years | Director, QAB |
| 3 | Institutional self-assessment | This study intends to determine the perception of staff on capacity and performance of the QAB – in line with the strategic direction outlined in the Plan | <input type="checkbox"/> How effective is QAB leadership? <input type="checkbox"/> What is the management style? <input type="checkbox"/> How is the quality of QA policy and strategies? <input type="checkbox"/> How are QA resources managed? <input type="checkbox"/> Are staffs satisfied with QAB staff practices? <input type="checkbox"/> Are the QA processes effective? <input type="checkbox"/> Are the mechanisms for engaging staff, partners, and stakeholders effective? <input type="checkbox"/> What are the areas for improvement? | <input type="checkbox"/> Conduct interviews <input type="checkbox"/> Administer questionnaires <input type="checkbox"/> Documentary review | Annually | Director, QAB |

5.9.4 Reporting Plan

Reporting on the implementation of the M&E Plan will entail both internal and external reporting arrangements. The first will cater mainly to management and staff and the latter for Government and other external stakeholders.

b) Internal Reporting Plan

The Reporting Plan detailed in Table 5.3 shall guide the reporting to internal stakeholders. The QAB will issue standard formats for the various reports shown therein.

Table 5.3: Internal Reporting

| S/N | Type of Report | Recipient | Frequency | Responsible Person |
|-----|---|---------------------------------|-----------|--------------------------|
| 1. | Monitoring of teaching and learning process | University Management and units | Biannual | Director-QAB |
| 2 | Monitoring the conduct of university examination | University Management and units | Biannual | Director-QAB |
| 3 | Students course evaluation for postgraduate and undergraduate students | University Management and units | Biannual | Director-QAB |
| 4 | Monitoring of teaching and learning process in the first two weeks of each semester | University Management and units | Biannual | Director-QAB |
| 5 | Monitoring the conduct of continuous assessment (CA) | University Management and QAB | Biannual | Respective units |
| 6 | Monitoring the moderation of University examinations | University Management | Biannual | Respective units and QAB |
| 7 | Monitoring and evaluation of research activities | University Management and units | Biannual | Director- QAB |

| | | | | |
|----|---|---------------------------------|---|----------------|
| 8 | Monitoring and evaluation of consultancy activities | University Management and units | Biannual | Director-QAB |
| 9 | Monitoring and evaluation of public/outreach services | University Management and units | Biannual | Director-QAB |
| 10 | Monitoring and evaluation of social services (health services, sports and games, guidance and counselling, catering service, accommodation utilities buildings) | University Management and units | Annual | Director-QAB |
| 11 | Monitoring and evaluation of administrative activities [security, financial (Request for funds, retirement of funds), procurement, maintenance]. | University Management and units | Quarterly | Director-QAB |
| 12 | Mid-term and Terminal Evaluation of the M&E Plan | Management Committee | For Mid-term Review (Fourth Quarter of each second year after review) For Terminal Evaluation (fourth Quarter of each fifth year after review) | Directors, QAB |

b) External Reporting Plan

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

Table 5.4: External Reporting

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

6.0 REVISION OF POLICY

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

APPENDICES

Appendix 1: Tools for Monitoring and evaluation of teaching and learning activities at UDSM

UNIVERSITY OF DAR ES SALAAM Quality Assurance Bureau (QAB)



Academic year:Semester

UDSM M.T.L.P-1: Beginning of Semester Monitoring of Teaching and Learning Processes.

1) General Information

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

2) Time Management

| | | | |
|---|--|--|--|
| (a) Scheduled teaching starting time as indicated in the University master timetable: | | | |
| (b) Was teaching conducted as per the schedule indicated in the timetable? (tick one) 1. Yes 2. No..... | | | |
| (c) If No, indicate the reason why teaching was not conducted (tick one) | | | |
| 1. Course collision | | 5. Instructor and students absent | |
| 2. Room overcrowded | | 6. Class postponed-rescheduled to another time | |
| 3. Instructor absent but student present | | 7. Class shifted to another room | |
| 4. Students absent but Instructor present | | 8. Other reason (specify) | |
| (d) Actual teaching starting time (Tick where applicable): | | | |
| 1. Started on time | | 3. Started late between 16 to 30 min | |
| 2. Started late between 1 to 15 min | | 4. Started late for more than 30 min | |

3) Teaching Process

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

4) Teaching Venues and Their Conditions

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

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

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

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

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

UNIVERSITY OF DAR ES SALAAM
Quality Assurance Bureau (QAB)



Academic year:Semester

UDSM M.T.L.P-2: Monitoring Tool for Teaching and Learning Processes in the first two weeks of Beginning of Semester

| COURSE CODE | DATE AND TIME | VENUE | UNIT/DEPT | STUDENTS PRESENT | INSTRUCTOR PRESENT | STATUS OF TEACHING VENUE |
|-------------|---------------|-------|-----------|------------------|--------------------|--------------------------|
| | | | | | | |
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UNIVERSITY OF DAR ES SALAAM
Quality Assurance Bureau (QAB)



Academic year:Semester

UDSM M.T.L.P-3: Student Course Evaluation Form for Postgraduate Programmes at Coursework Stage

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

| | | | | | | | |
|---|--|--|---|---|----|---|---|
| Part A: The Particulars (to be filled by the Department before students fill Parts B and C): Please give full name of Instructor | | | | | | | |
| A1. Course Code: | | | A6. Department: | | | | |
| A2. Course Title: | | | A7. College/School/Institute: | | | | |
| A3. Instructor's Full Name: | | | A8. Date: | | | | |
| A4. Lecture Venue/Room: | | | A9. Degree Programme (PGD, Masters, PhD): | | | | |
| A5. Class Size (Total Number of Students in the Class): | | | A10. Study Year: | | | | |
| <i>Please rate the instructor (Part B) and the course (Part C) appropriately. Put a tick (✓) in the appropriate box found on the extreme right.</i> | | | | | | | |
| Part B: The Instructor | | | | | | | |
| 5= Excellent; 4= Very Good; 3= Satisfactory; 2= Poor; 1=Very Poor | | | 5 | 4 | 3 | 2 | 1 |
| B1. Instructor's preparedness on the subject matter | | | | | | | |
| B2. Instructor's mode of delivery of subject matter (techniques and styles) | | | | | | | |
| B3. Instructor's attendance in the class | | | | | | | |
| B4. Instructor's availability for consultations | | | | | | | |
| B5. Adequacy of instructor's guidance on learning materials | | | | | | | |
| B6. The instructor encouraged learners to work as a team among themselves | | | | | | | |
| B7. The instructor encouraged independent and critical thinking | | | | | | | |
| B8. Sufficiency of tests and assignments as well as timely feedback (within 2 weeks) | | | | | | | |
| B9. Instructor's fairness in grading assignments and tests against marking scheme | | | | | | | |
| B10. The instructor's self-respect, integrity and sensitivity to student's issues | | | | | | | |
| B11 Instructor's sense of professionalism (etiquette and ethical conduct) | | | | | | | |
| B12. Instructor Observed or Complied with UDSM Sexual Harassment Code? Tick if Yes or No (☐) in the box provided. If the answer is No, explain how: | | | Yes | | No | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Part C: The Course | | | | | | | |
| 5= Excellent; 4= Very Good; 3= Satisfactory; 2= Poor; 1=Very Poor | | | 5 | 4 | 3 | 2 | 1 |
| C1. How clear was the objective of the course? | | | | | | | |
| C2. How well was the course content coverage? | | | | | | | |
| C3. How well was the learning outcomes defines? | | | | | | | |
| C4. How well were the teaching methods? (Class participation, demonstration, etc.) | | | | | | | |
| C5. Usefulness of the lecture notices and other learning materials | | | | | | | |
| C6. Course linkage of theory and practice | | | | | | | |
| C7. Coverage and demonstration of practical component of the course. | | | | | | | |
| C8. Generally, how do you rate the relevance of the course to meet your expectations? | | | | | | | |

UNIVERSITY OF DAR ES SALAAM
Quality Assurance Bureau (QAB)



Academic year:**Semester**

UDSM M.T.L.P-4: Student Course Evaluation Form for Undergraduate Programmes

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

| | | | | | | | |
|---|--|--|-----------------------------------|---|----|---|---|
| Part A: The Particulars (to be filled by the Department before students fill Parts B and C) Please give full name of Instructor | | | | | | | |
| A1. Course Code: | | | A6. Department: | | | | |
| A2. Course Title: | | | A7. College/School/Institute: | | | | |
| A3. Instructor's Full Name: | | | A8. Date: | | | | |
| A4. Lecture Venue/Room: | | | A9. Student's Programme : | | | | |
| A5. Class Size (Total Number of Students in the Class): | | | A10. Study Year (I, II, III, IV): | | | | |
| <i>Please rate the instructor (Part B) and the course (Part C) appropriately. Put a tick (✓) in the appropriate box found on the extreme right.</i> | | | | | | | |
| Part B: The Instructor | | | | | | | |
| 5= Excellent; 4= Very Good; 3= Satisfactory; 2= Poor; 1=Very Poor | | | 5 | 4 | 3 | 2 | 1 |
| B1. Instructor's preparedness on the subject matter | | | | | | | |
| B2. Instructor's possession of up-to-date skills and knowledge in the subject matter | | | | | | | |
| B3. Instructor's mode of delivery of the subject matter (techniques and styles) | | | | | | | |
| B4. Instructor's management of time during teaching | | | | | | | |
| B5. Instructor's fairness in grading of assignments and tests against marking scheme | | | | | | | |
| B6. Instructor's capacity to provide timely feedback on assignments and tests (within 2 weeks) | | | | | | | |
| B7. Instructor's attendance in the class | | | | | | | |
| B8. Instructor's availability for consultations | | | | | | | |
| B9. Manner in which the Instructor interacts with students in the class | | | | | | | |
| B10. Generally, how do you rate the competency of the Instructor to meet your learning satisfaction? | | | | | | | |
| B11. B12. Instructor Observed or Complied with UDSM Sexual Harassment Code? Tick if Yes or No (☐) in the box provided. If the answer is No, explain how: | | | Yes | | No | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| Part C: The Course | | | | | | | |
| 5= Excellent; 4= Very Good; 3= Satisfactory; 2= Poor; 1=Very Poor | | | 5 | 4 | 3 | 2 | 1 |
| C1. How clear was the objective of the course? | | | | | | | |
| C2. How well was the course content coverage? | | | | | | | |
| C3. How well was the mode of assessment? (e.g. sufficient tests, assignments, timed essays) | | | | | | | |
| C4. How well were the teaching methods? (Class participation, demonstration, etc.) | | | | | | | |
| C5. How well (updated) were the lecture notes and handouts? | | | | | | | |
| C6. How well did the course link theory and practice? | | | | | | | |
| C7. How adequate were the tutorials, seminars or practicals | | | | | | | |
| C8. Generally, how do you rate the relevance of the course to meet your expectations? | | | | | | | |

UNIVERSITY OF DAR ES SALAAM
Quality Assurance Bureau (QAB)



Academic year:Semester

UDSM M.T.L.P- 5: Assessment of Academic Infrastructure and Support Services at College/ School/

Institute/ Department Level

College/School/ Institute:

Department:

Date:

Observer:

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

Key:

- 1 = Excellent
- 2 = Very good
- 3 = Satisfactory
- 4 = Development Needed
- 5 = Unsatisfactory

| SN | Types | Adequacy | | | Status | | | | |
|----|----------------------------------|----------|-----------|---------|--------|---|---|---|---|
| | | Required | Available | Deficit | 1 | 2 | 3 | 4 | 5 |
| 1 | Administration block | | | | | | | | |
| 2 | Principal/Dean/Director's office | | | | | | | | |
| 3 | Heads of Departments Offices | | | | | | | | |
| 4 | Lecture rooms | | | | | | | | |
| | a) Lightning | | | | | | | | |
| | b) Chairs | | | | | | | | |
| | c) Tables | | | | | | | | |
| | d) Ventilation | | | | | | | | |
| | e) PA system | | | | | | | | |
| | f) Projector screens | | | | | | | | |
| | g) Internet | | | | | | | | |
| | h) Interactive technologies | | | | | | | | |
| | i) Projectors | | | | | | | | |
| 5 | Professors' office | | | | | | | | |
| | a) Chairs | | | | | | | | |
| | b) Tables | | | | | | | | |
| | c) Computer | | | | | | | | |
| | d) Printer | | | | | | | | |
| | e) Internet connection | | | | | | | | |
| | f) Shelves and cabinets | | | | | | | | |
| 6 | Associate Professors' Office | | | | | | | | |

| | | | | | | | | | |
|----|--------------------------------------|--|--|--|--|--|--|--|--|
| | a) Chairs | | | | | | | | |
| | b) Tables | | | | | | | | |
| | c) Computer | | | | | | | | |
| | d) Printer | | | | | | | | |
| | e) Internet connection | | | | | | | | |
| | f) Shelves and cabinets | | | | | | | | |
| 7 | Senior lecturers office | | | | | | | | |
| | a) Chairs | | | | | | | | |
| | b) Tables | | | | | | | | |
| | c) Computer | | | | | | | | |
| | d) Printer | | | | | | | | |
| | e) Internet connection | | | | | | | | |
| | f) Shelves and cabinets | | | | | | | | |
| 8 | Lecturers' office | | | | | | | | |
| | a) Chairs | | | | | | | | |
| | b) Tables | | | | | | | | |
| | c) Computer | | | | | | | | |
| | d) Printer | | | | | | | | |
| | e) Internet connection | | | | | | | | |
| | f) Shelves and cabinets | | | | | | | | |
| 9 | Assistant lecturers' Office | | | | | | | | |
| | a) Chairs | | | | | | | | |
| | b) Tables | | | | | | | | |
| | c) Computer | | | | | | | | |
| | d) Printer | | | | | | | | |
| | e) Internet connection | | | | | | | | |
| | f) Shelves and cabinets | | | | | | | | |
| 10 | Tutorial assistants' office | | | | | | | | |
| | a) Chairs | | | | | | | | |
| | b) Tables | | | | | | | | |
| | c) Computer | | | | | | | | |
| | d) Printer | | | | | | | | |
| | e) Internet connection | | | | | | | | |
| | f) Shelves and cabinets | | | | | | | | |
| 11 | Administrative Officers' Office | | | | | | | | |
| | a) Chairs | | | | | | | | |
| | b) Tables | | | | | | | | |
| | c) Computer | | | | | | | | |
| | d) Printer | | | | | | | | |
| | e) Internet connection | | | | | | | | |
| | f) Shelves and cabinets | | | | | | | | |
| 12 | Cafeteria | | | | | | | | |
| 13 | Health facilities | | | | | | | | |
| 14 | Accommodation | | | | | | | | |
| 15 | Stores/ documentation | | | | | | | | |
| 16 | Staff toilets | | | | | | | | |
| 17 | Students toilets | | | | | | | | |
| 18 | Physics laboratory | | | | | | | | |
| 19 | Biology laboratory | | | | | | | | |
| 20 | Chemistry laboratory | | | | | | | | |
| 21 | Music laboratory/ workshop/ studio | | | | | | | | |
| 22 | Sport studio | | | | | | | | |
| 23 | Sports and games playgrounds/ courts | | | | | | | | |

| | | | | | | | | | |
|----|--|--|--|--|--|--|--|--|--|
| 24 | Gymnastics | | | | | | | | |
| 25 | Swimming pool | | | | | | | | |
| 26 | Language laboratories | | | | | | | | |
| 27 | Teaching clinics | | | | | | | | |
| 28 | Counseling room | | | | | | | | |
| 29 | Computer laboratory | | | | | | | | |
| 30 | Functional facilities/ common rooms | | | | | | | | |
| 31 | Geography room | | | | | | | | |
| 32 | Science workshop | | | | | | | | |
| 33 | Sick bay | | | | | | | | |
| 34 | Sanitary room/bin/incinerator | | | | | | | | |
| 35 | Internet (LAN/WLAN/WiFi services) | | | | | | | | |
| 36 | Standard size doors | | | | | | | | |
| 37 | Standard size windows | | | | | | | | |
| 38 | Door opening orientation | | | | | | | | |
| | a) Opening outward | | | | | | | | |
| | b) Opening inward | | | | | | | | |
| 39 | Lightning conductors | | | | | | | | |
| 40 | Emergency exits | | | | | | | | |
| 41 | Emergency assembly | | | | | | | | |
| 42 | Teaching/Learning display facilities | | | | | | | | |
| 43 | Walkways and stairs adequate for people with special needs | | | | | | | | |
| 44 | Public notice boards | | | | | | | | |

Give general comments on the quality, usability and the extent of College/ School/ Institute/ Department academic infrastructure and resources

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Appendix 2: Tools for Monitoring and evaluation of Research activities at UDSM

UNIVERSITY OF DAR ES SALAAM Quality Assurance Bureau (QAB)



Academic year:

UDSM.R.F1: Research Project Performance form

Instructions:

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

| Part A: The Particulars (to be filled by the Department) | | | |
|--|--------|---|-------|
| A1. Project Title | | A2. Project Duration: | |
| A3. Principal Investigator (PI): | | A4. Total Amount of Funds: | |
| Name | Gender | Rank | |
| | | | |
| | | | |
| A6. Co-PIs: | | A.5 Total Amount Received so far: | |
| Name | Gender | Rank | |
| | | | |
| | | | |
| A7. Other researchers: | | | |
| Name | Gender | Rank | |
| | | | |
| | | | |
| | | | |
| | | | |
| A8. Registration number. | | A9. Total Institutional Fee: (.....%) | |
| | | A10. Institutional Fee Paid: (.....%) | |
| | | A11. Balance: (.....%) | |
| A12. Registered on RIMS? (Yes ----- No -----) | | A13. Disbursement plan (year 1, Year 2, etc.) | |
| A14. Other Team members and their Academic rank | | A15. Hosting Department | |
| | | | |

| | | |
|--|---|---------------|
| A16. Collaborator | A17. Hosting Unit (College/school/Directorate/institute) | |
| <i>Please tick as appropriate after presentation of physical evidence</i> | | |
| Part B: Assessment of Research Input and Process performance | | |
| | Yes | No |
| B1. MoU indicating the mode of collaboration was signed | | |
| B2. The project is registered in RIMS | | |
| B3. Progress reports were updated in the RIMS | | |
| B4. Institutional fees is paid to the University | | |
| B5. Staff mix by gender, seniority etc. were considered during formation of the research team | | |
| Part C: Research Output | | |
| <i>Provide information for the Target and Actual columns</i> | Target | Actual |
| C1. Number of publications in journals approved by the Department | | |
| C2. Number of Conferences attended from the list of conferences approved by the Department | | |
| C3. Name and number of research equipment/ facilities procured by various research groups | | |
| C4. Number of conferences organized by the department | | |
| C5. Number of research training organized /coordinated by the department | | |
| C8. Number of concept notes/ proposals developed as a result of internal colloquium conducted/attended by the Department | | |
| C9. Number of successful research proposals which has attracted funding | | |
| C10. Amount of funds attracted by the department through research | | |
| C11. Number of Master and PhD trained through research grants | | |
| C12. Number infrastructure facilities procured through research funding | | |
| C13. Number of authorship/ copyrights produced from the research outputs | | |
| C14. Number of license agreements or any commercial undertakings entered by the Department/ researchers | | |
| C15. Availability of public service programmes as a results of the output from conducted research | | |

UNIVERSITY OF DAR ES SALAAM
Quality Assurance Bureau (QAB)



Academic year:

UDSM.R.F 2: Department Research performance form

Instructions:

This form is used to evaluate the quality of research system at the department / Unit level. The head of department/ unit shall provide information on research input and process (Part B). In Part C of the form, information about the output for all research projects since last evaluation will be reported. The assessment is conducted once in every semester/ academic year. This form is a summary of or builds from **UDSM.R.F1** form. You are therefore advised that before you fill in this form make sure you have **UDSM.R.F1** forms.

| | | |
|---|--------|------|
| Part A: The Particulars (to be filled by the Department) | | |
| A1. Department: | | |
| A2. College/School/Institute: | | |
| A3. Date: | | |
| A4.1 Research projects | | |
| Research project 1: | | |
| Project Title: _____ | | |
| Project Duration: _____ | | |
| Registration number: _____ | | |
| Amount of Funds: _____ | | |
| Principal Investigator (PI): | | |
| Name | Gender | Rank |
| | | |
| Institutional Fee: | | |
| a). Total Amount: _____ | | |
| b). Amount paid so far _____ (---- %) | | |
| c). Balance: _____ | | |
| A4.2 Research projects | | |
| Research project 2: | | |
| Project Title: _____ | | |
| Project Duration: _____ | | |
| Registration number: _____ | | |

Amount of Funds: _____

Principal Investigator (PI):

| Name | Gender | Rank |
|------|--------|------|
| | | |

Institutional Fee:

a). Total Amount: _____

b). Amount paid so far _____ (---- %)

c). Balance: _____

A4.3 Research projects

Research project 3:

Project Title: _____

Project Duration: _____

Registration number: _____

Amount of Funds: _____

Principal Investigator (PI):

| Name | Gender | Rank |
|------|--------|------|
| | | |

Institutional Fee:

a). Total Amount: _____

b). Amount paid so far _____ (---- %)

c). Balance: _____

A4.4 Research projects

Research project 4:

Project Title: _____

Project Duration: _____

Registration number: _____

Amount of Funds: _____

Principal Investigator (PI):

| Name | Gender | Rank |
|------|--------|------|
| | | |

Institutional Fee:

a). Total Amount: _____

b). Amount paid so far _____ (---- %)

c). Balance: _____

A5 Research projects

| | | |
|--|---------------|---------------|
| Summary: | | |
| Total number of research Projects in the Department/ Unit: _____ | | |
| Total Amount of Funds for all research projects in the Department/ Unit: _____ | | |
| Total PIs: _____ | | |
| Institutional Fee: | | |
| a). Total Amount for all research projects in the Department/ Unit: _____ | | |
| b). Amount paid so far (for all research projects in the Department/ Unit): _____ (---- %) | | |
| c). Balance (for all research projects in the Department/ Unit): _____ | | |
| | | |
| <i>Please tick as appropriate after presentation of physical evidence</i> | | |
| Part B: Assessment of Research Input and Process performance | | |
| | yes | No |
| B1. Researchers are aware of the UDSM Vision2061 and UDSM Research Agenda | | |
| B2. Sufficient information on funding opportunities is provided by Directorate of Research and Publication to the Departments | | |
| B3. The Department has a proper coordination of Research and Publication | | |
| B4. The list of Journals and conferences to be used for publications by its members of staff is comprehensively prepared | | |
| B5. The department has fully participated in international / national research forums | | |
| B6. The Department has a mechanism for industrial linkages as evidenced by MoUs or commercial undertaking negotiations | | |
| B7. The Department has an up to date list of research project registered and updated in the RIMS | | |
| B8. The Department participated in the colloquiums organized by the unit | | |
| B9. The Department organized an international conference | | |
| B10. The Department has or is part of internationally indexed journal hosted by university | | |
| B11: The Department has an existing system for linkage with the industry as evidenced by office for industrial linkage and budget | | |
| B12. The department has set minimum number of days for processing of proposal, approval of proposals, time for submission of progress report and final reports | | |
| B13. The Department has set a minimum time for processing procurement of research equipment and facility | | |
| B14. The Department has an inventory of research equipment and a system on how to use it especially for facility shared within and outside the University | | |
| Part C: Research Output | | |
| Provide information for the Target and Actual columns | Target | Actual |
| C1. Number of publications in journals approved by the Department | | |
| C2. Number of Conferences attended from the list of conferences approved by the Department | | |
| C3. Name and number of research equipment/ facilities procured by various research groups | | |
| C4. Number of conferences organized by the department | | |
| C5. Number of research training organized /coordinated by the department | | |
| C8. Number of concept notes/ proposals developed as a result of internal colloquium conducted/attended by the Department | | |

| | | |
|---|--|--|
| C9. Number of successful research proposals which has attracted funding | | |
| C10. Number of Master and PhD trained through research grants | | |
| C11. Number infrastructure facilities procured through research funding | | |
| C12. Number of authorship/ copyrights produced from the research outputs | | |
| C13. Number of license agreements or any commercial undertakings entered by the Department/ researchers | | |
| C15. Number of public service programmes as a results of the output from conducted research | | |

UNIVERSITY OF DAR ES SALAAM
Quality Assurance Bureau (QAB)



Academic year:

UDSM.R.F 3: Journal Performance form

Instructions:

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

| Part A: The Particulars (to be filled by the College/Department) | | |
|---|---|---------------|
| A1. Journal Name | A6: Times since last status..... years..... | |
| A2: Host College | A7: Number of volumes per year | |
| A3. Host Database | A8: Number of issues per year | |
| A4: Number of volumes/ issues per year | A9: number of authors submitted | |
| A5: Status of the Journal (Local/ International , _____) | | |
| <i>Please tick as appropriate after presentation of physical evidence</i> | | |
| Part B: Information about | | |
| | Yes | No |
| B1. At least 50% of members of journal editorial board are senior | | |
| B2. There is a clear system for review of the paper (procedure for review, criteria for getting reviewers, guide for reviewers and ethical commitment by reviewers) | | |
| B3. The journal consistently follow its volumes and issues | | |
| B4. The journal mode of publication is hard print only | | |
| B5. The journal scope is well stated | | |
| B6: The journal provides information on instruction to author | | |
| B7: The journal is indexed by international Database | | |
| | | |
| Part C: Journal Output | | |
| | Target | Actual |
| <i>Provide information for the Target and Actual columns</i> | | |
| C1. Number of authors from outside Tanzania who have published in the journal | | |
| C2. Number of volumes per year | | |
| C3. Name issues per year | | |
| C4. number of articles published per year | | |

Appendix 3: Tools for Monitoring and evaluation of Consultancy activities at UDSM

UNIVERSITY OF DAR ES SALAAM Quality Assurance Bureau (QAB)



Academic year:

UDSM.UC.F1: Consultancy Evaluation form

Instructions: This form is used to evaluate the quality of consultancy system at the department / Unit level.

| | | |
|--|---|-----------|
| Part A: The Particulars (to be filled by the Consultant) | | |
| A1.Consultancy Title | Project Duration: | |
| A2. Team Leader | Amount of Funds | |
| A3. Team Members | Type of Consultancy (Individual, contracted Research, internal, external) | |
| A3. Other Team members and their Academic rank | Hosting Department | |
| A3. Collaborator | Hosting Unit (College/school/Directorate/institute) | |
| UCB Registration No. | Consultancy Value (Tshs.) | |
| <i>Please rate the instructor (Part B) and the course (Part C) appropriately. Put a tick (✓) in the appropriate box found on the extreme right.</i> | | |
| Part B: Assessment of Consultancy Input and Process performance | | |
| <i>Please tick as appropriate after presentation of physical evidence</i> | Yes | No |
| B1. MoU indicating the mode of collaboration was signed by the relevant authority | | |
| B2. The Unit/ Local bureau was involved in setting the consultancy team | | |
| B3. Every team members signed a form for conflict of interest | | |
| B4. The expression of interests/ proposal indicated various similar work conducted by UDSM and other types of consultancy services that can be offered by UDSM | | |
| B5. Progress reports were submitted to UCB and the client | | |
| B6. Institutional fees is paid to the University | | |
| B7. Local Bureau arranged training to its staff on issued related to consultancy | | |
| B8. Feedback from were provided to client | | |
| B9. Comments from client's feedback have been worked on | | |
| B10. The consultancy work involved collaboration with other Local University | | |
| B11. The consultancy work involved an international organization | | |
| B12. The Consultancy report complied with the UCB format | | |
| B14. The consultancy work was completed on time | | |
| B15. Travel clearance were sought by team members prior to travel for consultancy | | |
| B16. Team members had an objective related to consultancy in their OPRAS form | | |
| B17. Team members reported the achievement of consultancy objective during mid and annual review of OPRAS | | |

| | | |
|---|--|--|
| B18. Staff mix by gender, seniority etc. were considered during formation of the consultancy team | | |
|---|--|--|

Appendix 4: Tools for Monitoring and evaluation of support services at UDSM

UNIVERSITY OF DAR ES SALAAM Quality Assurance Bureau (QAB)



Academic year:

UDSM.US.F1: Evaluation form for administrative staff service delivery

Name of staff:

College/School/ Institute:

Department:

Date:

Observer:

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

| | | | | | |
|---|----------------------------------|----------|----------|----------|----------|
| 1 = Unsatisfactory; 2 = Development Needed; 3 = Satisfactory; 4 = Very good; 5 = Excellent | Unsatisfactory <-----> Excellent | | | | |
| Customer service/ care? | 1 | 2 | 3 | 4 | 5 |
| 1. Greets the guests/ clients | | | | | |
| 2. Listens to clients | | | | | |
| 3. Always warm | | | | | |
| 4. Expresses concern with clients problems/ issues | | | | | |
| 1 = Unsatisfactory; 2 = Development Needed; 3 = Satisfactory; 4 = Very good; 5 = Excellent | Unsatisfactory <-----> Excellent | | | | |
| Job Knowledge | 1 | 2 | 3 | 4 | 5 |
| 5. Possesses requisite academic and professional knowledge and skills in the position-related areas | | | | | |
| 6. Applies knowledge and skills to meet job requirements | | | | | |
| 7. Strives to update knowledge and skills to meet job requirements | | | | | |
| 1 = Unsatisfactory; 2 = Development Needed; 3 = Satisfactory; 4 = Very good; 5 = Excellent | Unsatisfactory <-----> Excellent | | | | |

| | | | | | |
|--|----------------------------------|----------|----------|----------|----------|
| Quality of Work | 1 | 2 | 3 | 4 | 5 |
| 8. Effectively produces accurate and acceptable work | | | | | |
| 9. Follows procedures/process accurately to complete work | | | | | |
| 10. Ensures a high-quality output of work, with minimal or few errors | | | | | |
| 11. Completes work effectively | | | | | |
| 12. Meets deadlines | | | | | |
| 1 = Unsatisfactory; 2 = Development Needed; 3 = Satisfactory; 4 = Very good; 5 = Excellent | Unsatisfactory <-----> Excellent | | | | |
| Dependability | 1 | 2 | 3 | 4 | 5 |
| 13. Readily takes actions consistent with the objectives of the office/unit | | | | | |
| 14. Proposes actions and procedures to improve departmental/unit operation | | | | | |
| 15. undertakes independent actions when appropriate | | | | | |
| 16. Takes care of necessary tasks and completes them in lead time | | | | | |
| 17. Always prepared to respond to challenges | | | | | |
| 18. Accepts responsibility | | | | | |
| 19. Attends regularly | | | | | |
| 20. Punctuality | | | | | |
| 21. Availability | | | | | |
| 1 = Unsatisfactory; 2 = Development Needed; 3 = Satisfactory; 4 = Very good; 5 = Excellent | Unsatisfactory <-----> Excellent | | | | |
| Adaptability and Flexibility | 1 | 2 | 3 | 4 | 5 |
| 22. Able to work without supervision and willing to take on additional responsibility | | | | | |
| 23. Accepts and adapts to new or changing ideas and situations | | | | | |
| 24. Maintains effective performance under stress | | | | | |
| 25. Reacts constructively to needs and priorities | | | | | |
| 1 = Unsatisfactory; 2 = Development Needed; 3 = Satisfactory; 4 = Very good; 5 = Excellent | Unsatisfactory <-----> Excellent | | | | |
| Interpersonal Communication | 1 | 2 | 3 | 4 | 5 |
| 26. Effectively listens, conveys and receives ideas, information and directives | | | | | |
| 27. Builds and maintains effective working relationships | | | | | |
| 28. Relates well with people of all walks of life | | | | | |

| | | | | | |
|--|----------------------------------|----------|----------|----------|----------|
| 29. Demonstrates effective oral and written communication skills | | | | | |
| 1 = Unsatisfactory; 2 = Development Needed; 3 = Satisfactory; 4 = Very good; 5 = Excellent | Unsatisfactory <-----> Excellent | | | | |
| Organizing and Planning | 1 | 2 | 3 | 4 | 5 |
| 30. Plans activities and assignments effectively and adjusts as appropriate | | | | | |
| 31. Uses time effectively and stays focused to ensure work is completed | | | | | |
| 32. Meets commitments and deadlines consistently | | | | | |
| 33. Makes effective use of appropriate resources | | | | | |
| 1 = Unsatisfactory; 2 = Development Needed; 3 = Satisfactory; 4 = Very good; 5 = Excellent | Unsatisfactory <-----> Excellent | | | | |
| Decision-making | 1 | 2 | 3 | 4 | 5 |
| 34. Able to identify challenges and opportunities and take appropriate action | | | | | |
| 35. Takes appropriate actions by evaluating options and considering implications | | | | | |
| 36. Uses all relevant sources to better understand a problem, issue or opportunity | | | | | |
| 37. Involves others as needed to make informed decisions | | | | | |
| 1 = Unsatisfactory; 2 = Development Needed; 3 = Satisfactory; 4 = Very good; 5 = Excellent | Unsatisfactory <-----> Excellent | | | | |
| Leading and mentorship | 1 | 2 | 3 | 4 | 5 |
| 38. Creates the working environment in which people want to do their best | | | | | |
| 39. Serves as a role model | | | | | |
| 40. Treats others with respect, dignity and fairness | | | | | |
| 41. Inspires and guides individuals towards higher levels of performance | | | | | |
| 42. Sets clear objectives and measures | | | | | |
| 43. Provides necessary information, support and resources for staff to be effective | | | | | |
| 44. Motivates subordinates and co-workers to improve performance and to function effectively | | | | | |
| | | | | | |

| | | | | | |
|--|----------------------------------|----------|----------|----------|----------|
| 1 = Unsatisfactory; 2 = Development Needed; 3 = Satisfactory; 4 = Very good; 5 = Excellent | Unsatisfactory <-----> Excellent | | | | |
| Ethics | 1 | 2 | 3 | 4 | 5 |
| 45. Dresses properly according to the dress code | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| 46. Uses gender sensitive language | | | | | |
| 47. Uses appropriate gestures | | | | | |
| 48. Offers services as means to an end | | | | | |
| 49. Always sensitive to gender issues | | | | | |