QUALITY ASSURANCE POLICY
POLICY TITLE: Quality Assurance Policy

POLICY NUMBER: TBA

POLICY ADMINISTRATOR: Director, Quality Assurance and Graduate Studies

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POLICY IMPLEMENTATION: Directorate of Quality Assurance and Graduate Studies, and Quality Assurance Committee
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POLICY REVIEW
1. POLICY STATEMENT

1.1 Purpose

Cognisant of the University's vision to become a world-class centre of excellence in higher education and aware of the ever-evolving quality assurance paradigms, the University underscores its determination to assure quality in teaching, learning, research and service through regular review and improvement of its processes. This policy specifies the University's approach to quality assurance (QA) and enhancement.

1.2 Quality Assurance Mission

The University affirms its commitment to guarantee the quality of its awards and assure that the standards of academic provision are safeguarded and continuously improved. The University's quality assurance mission is:

To promote and safeguard the quality and standards of academic provision in teaching, research and community service.

1.3 Objectives of the Policy

The aim of the Quality Assurance Policy (QAP) is to ensure that the University attains excellence in teaching, research and community service through development and deployment of academic activities that meet national and international standards. Objectives facilitate planning, monitoring and measurements of outcomes and communication with various stakeholders.

The objectives of the QAP are to:

(i) Safeguard and ensure the integrity of the academic awards of the University;

(ii) Provide guidance in development and implementation of quality assurance and enhancement procedures and practises;

(iii) Outline the internal and external quality assurance procedures and practices necessary to realise the vision and mission of the University;

(iv) Lay out the structures to ensure that quality assurance systems are coordinated and managed with maximum effectiveness; and

(v) Facilitate development of a culture of self-evaluation and continuous quality improvement.
1.4 Intended Outcomes of the Policy

Successful implementation and management of this Policy will result in the following outcomes:

(i) Enhanced academic provision leading to improved student performance;

(ii) Improved work performance by staff in community service programmes offered by the University;

(iii) Enhanced satisfaction and confidence of society and other stakeholders in the awards of the University;

(iv) Enhanced capacity to compete with other institutions of higher learning; and

(v) Enhanced quality culture in the University.

1.5 Responsibility for Policy Implementation

The Vice Chancellor shall oversee the implementation of the Policy.

2. UNIVERSITY QUALITY ASSURANCE PHILOSOPHIES

2.1 Policy Declaration

(i) Shared Responsibility

Quality assurance at CUT is a shared responsibility that permeates all the structures of the University. Chinhoyi University of Technology is committed to academic excellence through development of effective and efficient QA systems underpinned by quality academic provision relevant to societal needs.

(ii) Ethos of Individual Responsibility

Responsibility for delivery of quality service to the University in all its endeavours rests with individual members of staff. Heads of Units/Departments are responsible for ensuring that policy provisions are met within their Units/Departments.

(iii) Definition of Quality

The University embraces the ‘fitness-for-purpose’ paradigm in its understanding of quality. The University is fit-for-purpose if:
a) There are procedures in place that are appropriate for its mission; and
b) There is evidence that these procedures are achieving the specified mission.

### 2.2 Principles Underpinning the Policy

The notion of fitness-for-purpose emphasises that the University’s components and activities have quality if they conform to the mission of the University.

There are seven principles underpinning this policy. These are:

(i) Developmental process - The University considers QA to be a development process which does not have an endpoint.
(ii) Continuous improvement - Continuous improvement is a top priority in all aspects of University functions.
(iii) Self-assessment - The University shall foster an ethos of critical self-assessment.
(iv) Evidence-based - Decisions must be based on systematically collected evidence.
(v) Standards - Set standards shall guide performance of the University in all its key functions.
(vi) Benchmarking - The University shall learn from best practices in other institutions.
(vii) Collegiality - University procedures shall reflect the principles of peer review, collaboration and team spirit.

3. QUALITY MANAGEMENT STRUCTURE

#### 3.1 Management Levels

The responsibility for QA management shall be at three levels as follows:

3.1.1 Institutional  
There shall be a Directorate of Quality Assurance (DQA) in the University. The University shall have a Quality Assurance Committee. The Quality Assurance Committee shall be responsible to Senate.

3.1.2 School  
Each School shall have a Quality Assurance Committee made up
of representatives from each Department in the School.

3.1.3 Department

There shall be a member of staff in each Department who shall carry the responsibility of quality assurance. The member shall be a senior academic and shall represent the Department in the School Quality Assurance Committee.

3.2 Directorate of Quality Assurance

There shall be a Directorate of Quality Assurance (DQA) which shall function as the Vice Chancellor’s secretariat on QA issues. Whereas the Directorate’ main function shall be oversight over all QA issues in the University, it shall also serve as the link between the University and the following stakeholders:

(i) External QA agencies such as the Zimbabwe Council for Higher Education

(ii) Professional and regulatory bodies

(iii) Any other bodies relevant to the activities of the University

3.2.1 Structure of the Directorate of Quality Assurance

The DQA shall be headed by a Director. The Director is the most senior quality manager in the University, and shall report directly to the Vice Chancellor. The Director shall be assisted by a Deputy Director. The Directorate shall have a complement of administrative staff which includes an Assistant Registrar, Administrative Assistant and a Secretary.

3.2.2 Functions of the DQA

The DQA shall function as the Vice Chancellor’s secretariat on QA issues. The DQA is responsible for ensuring that the awards of the University meet the quality and standards commensurate with national and international benchmarks. The DQA is responsible for promoting public confidence in all the awards of the University. The scope of work includes the following:

(a) Developing quality assurance procedures and practices to ensure that the quality of provision and standards of awards are maintained;

(b) Setting clear and explicit performance standards in all aspects of University functions. These standards are points of reference which will guide quality reviews;

(c) Monitoring the implementation of QA processes as per the set standards;

(d) Spearheading and coordinating internal self-evaluation of both academic and support provisions in the University;
(e) Analysis of self-evaluation reports and identification of issues arising thereof that need attention for improvement;

(f) Facilitation of external evaluation of the University and accreditation of academic programmes by statutory and professional bodies;

(g) Monitoring implementation of recommendations arising from internal and external evaluations;

(h) Monitoring trends in QA matters regionally and internationally and advising the University accordingly; and

(i) Synthesis of new approaches to QA matters informed by research in higher education matters.

3.2.3 Director of Quality Assurance

The DQA shall be managed by a Director of Quality Assurance who shall carry out the day-to-day activities of the DQA on behalf of the Vice Chancellor. The main duties of the Director shall be:

(i) Superintend the functions of the DQA;

(ii) Shall be accountable to the Vice Chancellor for implementation and management of QA initiatives;

(iii) Contribute to the formulation of the University’s quality assurance and enhancement policies;

(iv) Monitor implementation of QA policies in the University and its affiliate institutions;

(v) Provide leadership in development, implementation and improvement of QA protocols and mechanisms;

(vi) Represent the University at external forums on QA matters in higher education; and

(vii) Innovation of new approaches in QA matters in higher education.

3.2.4 Deputy Director

The Director shall be assisted by a Deputy Director whose duties shall be:

(i) Assisting in coordination and supervision of all activities carried out in the Directorate;

(ii) Carrying out quality audits, reviews and evaluations of all aspects of University functions;

(iii) Overseeing implementation of the University’s QA protocols and mechanisms and advising on QA matters in academic programmes;
(iv) Initiating action plans for the Directorate and managing QA budgets;
(v) Overseeing linkage of the Directorate with other Units in the University and developing and managing the Directorate’s publications;
(vi) Writing proposals for resource mobilisation for the Directorate; and
(vii) Performing the functions of the Director in his absence when so instructed.

3.2.5 Financing of the DQA

The DQA shall be funded as follows:

(i) The University shall allocate budgetary provisions to the Directorate;
(ii) The various Units in the University shall include in their budgets funds for QA activities at Unit level; and
(iii) The DQA shall implement activities to mobilise resources for its functions.

3.3 Quality Assurance Committee

There shall be a Quality Assurance Committee (QAC) in the University. The QAC shall be a Senate Committee. The QAC shall be responsible for QA matters as they relate to all aspects of University functions.

3.3.1 Membership of the QAC

The composition of the QAC shall be as follows:

(i) Pro-Vice Chancellor (Chairperson)
(ii) Representative of each School/Institute
(iii) Deans’ representative
(iv) Director of Quality Assurance
(v) Director of Academy of Teaching and Learning
(vi) Director of Research and Resource Mobilisation
(vii) Librarian
(viii) Director of Information Technology
(ix) Deputy Registrar Academic
(x) Deputy Registrar Human Resources
(xi) Representative of Bursar’s Department
(xii) Dean of Students
(xiii) Two Students’ representatives
3.3.2 Expectations for Committee Members

All members of the Quality Assurance Committee:

(i) Are expected to be collegial and constructive in approach;

(ii) Should attend and participate fully in the work of the Committee and consult their constituencies in order to gather input which will inform the Committee;

(iii) Will need to take collective and individual ownership of issues under the Committee’s remit and prosecute the same on behalf of their constituencies; and

(iv) Are expected to be committed to communicating the work of the Committee to the University community.

3.3.3 Terms of Reference

(i) Development and implementation of the University’s quality assurance and enhancement framework for internal academic reviews and reviews of support services;

(ii) Monitoring regularly all guidance and requirements issued by the Zimbabwe Council for Higher Education and initiating and coordinating action as appropriate;

(iii) Monitoring and oversight of quality assurance and enhancement mechanisms implemented at Unit level including consideration of annual quality reports;

(iv) Ensuring through annual quality reports that the QA procedures within Departments meet the standards of the University and the requirements of outside bodies;

(v) Monitoring and promoting innovation in systems used by Departments for establishing that the standards of their provisions are appropriate;

(vi) Monitoring of all professional and academic accreditation activities and external assessment activities;

(vii) Making use of internal and external assessment data and information in order to identify new strategic issues/areas requiring action and promote specific innovations in these areas;

(viii) Identify and promote enhancement of academic provision and its supporting services and student support provision;

(ix) Mobilise resources to support quality assurance and enhancement activities; and

(x) Attend to specific recommendations as required by Senate from time to time on QA matters.
3.3.4 Governance

The QAC:

(i) Shall report directly to Senate;

(ii) Shall act with authority as delegated by Senate in order to carry out its quality assurance and enhancement activities;

(iii) Shall have standing sub-Committees, as deemed necessary, one of which will have delegated authority for monitoring QA in student support services. This sub-Committee will liaise with the Division of Student Affairs and Schools/Institutes in respect of student learning experiences and will have oversight of the Student Support Services Quality Assurance Framework;

(iv) In the execution of its responsibilities, QAC shall support diversity and variation amongst Schools/Institutes/Departments where this is beneficial, whilst seeking consistency and common approaches where these are in the best interest of staff and students; and

(v) Shall identify and agree the ways in which it will interact with other relevant Committees and Units in the University in matters relating to QA.

3.3.5 Operation

(i) The Committee shall meet at least four times a year;

(ii) The Committee shall develop an agenda prior to the beginning of the academic year. This agenda shall set the annual work plan of the Committee;

(iii) Agenda, papers and minutes of the Committee will be published in accordance with the University’s publication policy; and

(iv) The Directorate of Quality Assurance will be responsible for provision of secretariat support for the Committee.

3.4 School/Institute Quality Assurance Committee

The School/Institute QA Committee is responsible to the School/Institute Board for ensuring academic quality assurance in the School/Institute in accordance with the University’s quality assurance framework.

3.4.1 Composition

(i) The Deputy Dean of the School/Institute shall chair the Committee;
(ii) A representative of each Department in the School/Institute, who shall be a senior academic;

(iii) Two professors in the School/Institute;

(iv) Two student representatives;

(v) Representative of the Technical Staff; and

(vi) The Committee may invite individuals for specific meetings or agenda items.

3.4.2 Terms of Reference

(i) Promote a quality culture in the School/Institute;

(ii) Oversee the delivery of the University’s QA framework for academic programmes;

(iii) Oversight of accreditation of all academic programmes in the School/Institute by ZIMCHE and professional bodies;

(iv) Monitor quality standards and practices for courses and degree programmes;

(v) Validating new courses and programmes and monitoring any changes to academic programmes;

(vi) Monitor annual reviews of courses and programmes at undergraduate, graduate-taught and graduate-research levels and manage the outcomes of these reviews;

(vii) Prepare the annual School/Institute quality report; and

(viii) Attend to specific issues as recommended by the University Quality Assurance Committee from time to time.

3.4.3 Operation

(i) The Committee shall meet at least six times per annum (twice in each quarter of the academic year); and

(ii) The Senior Assistant Registrar of the School/Institute shall be responsible for provision of secretariat support for the Committee.

3.5 Support Services Quality Assurance

(i) Support Units such as the Library, Information Technology, Academic Registry, Human Resources, Division of Student Affairs, and Bursary shall be represented in the University QAC;

(ii) The representatives shall bring to the attention of the QAC all QA matters in their Units; and

(iii) The QAC shall have oversight of QA matters in all other support Units.
3.6 Tenure of Committee Membership

(i) All elected members of staff in QA related Committees shall serve for a period of three years and shall be eligible for reappointment; and

(ii) Tenure for student representatives shall be one year.

4. ROLES AND RESPONSIBILITIES IN QUALITY ASSURANCE

Responsibility for quality assurance and enhancement lies with all members of staff in the various academic and support Departments in the University. The entirety of the University is expected to contribute to the quality of academic provision. Key stakeholders in academic provision are: Students; Academic Staff; Departments; Schools/Institutes; Support Staff; DQA; and Management.

4.1 Roles of Students

To enhance the quality of academic provision students have the following responsibilities:

(i) Attend regularly scheduled learning and teaching activities;

(ii) Adequately prepare for all learning and teaching activities such as tutorials, seminars, and assessment;

(iii) Spend the recommended time on student independent learning for all course units;

(iv) Accept and learn from academic advice that arises from assessment of their work;

(v) Objectively evaluate teaching staff, courses and support services; and

(vi) Use effectively the committee system representations to contribute to improvement of academic provision.

4.2 Roles of Academic Staff

(i) Comport themselves within the whole gamut of professional ethics;

(ii) Adequately prepare for academic undertakings and execute the same with utmost professionalism;

(iii) Provide students with appropriate academic guidance, counselling and conveniently make themselves available for student consultations;

(iv) Pursue professional development in competence areas that underpin teaching, research and community service;
(v) Dutifully adhere to provisions of University’s policies such as: Teaching and Learning Policy; Research Policy; and Student Assessment Processes and Procedures.

4.3 Roles of Departments and Schools/Institutes

Heads of Departments and Deans have the responsibility to ensure that the academic programme portfolio is adequately developed and continuously improved according to acceptable standards and benchmarks in each discipline. The roles of Departments and Schools/Institute include:

(i) Specify and continuously review all matters pertaining to entry requirements and student recruitment;

(ii) Ensure that learning outcomes are well defined and programme curriculum is up-to-date and consonant with the learning outcomes;

(iii) Ensure that the learning environment and resources are sufficient to support the required learning experience;

(iv) Effectively manage the teaching and learning processes and foster relationships with external stakeholders;

(v) Effectively use Department and School/Institute Boards to engage staff and students for improvement of academic provision;

(vi) Formulate a teaching and learning strategy;

(vii) Supervise and monitor implementation of applicable University policies and procedures in academic provision; and

(viii) Use evidence and adopt best practices to continuously improve academic provision.

4.4 Roles of DQA

(i) Shall undertake quality audits, initiate programme reviews, analyse self-evaluation reports and advise Departments and Schools/Institutes accordingly;

(ii) Share best practices with Departments and Schools/Institutes;

(iii) Organise professional development activities such as workshops and seminars; and

(iv) Develop and communicate performance indicators for quality academic provision.

4.5 Roles of Support Units
Support Units have the responsibility to maintain professional standards appropriate to their function and ensure that their services support the quality of academic provision. Roles of support Units include:

(i) Liaise with academic staff and students to gather information on their needs and priorities to inform planning for service provision;
(ii) Carry out customer satisfaction surveys and use the information to improve service provision; and
(iii) Foster an ethos of customer service and satisfaction.

4.6 Roles of Management

The tone of quality assurance and enhancement in the University is set by the University top management. Commitment from top management is essential for an effective QA system. The roles of management are:

(i) Establish a clear mission, articulate core values and ensure that these are shared at all levels of the University;
(ii) Set and communicate expectations for performance at all levels;
(iii) Create an educational environment that fosters probity, meritocracy and equity for all stakeholders in the University;
(iv) Encourage commitment to duty, promote innovation, recognise and reward good performance; and
(v) Foster a culture of self-evaluation and continuous improvement.

5. QUALITY ASSURANCE MECHANISMS

The Policy shall apply to all academic and support Units in the University. The University shall ensure that at all times it has well defined criteria for measuring and judging performance standards in all its core activities. Quality assurance processes shall include the following mechanisms:

- Internal Quality Assurance Mechanisms
- External Quality Assurance Mechanisms

5.1 Internal Quality Assurance
In fulfilling the obligation to ensure high quality in the undertakings carried out in its constituent Units, the University will consistently implement internal QA mechanisms. Internal QA mechanisms are continuous.

5.1.1 Focus Areas in Internal Quality Assurance

Internal QA shall include mechanisms to assess the following areas:

(i) Programme design
(ii) Teaching and learning experience
(iii) Academic staff
(iv) Student assessment
(v) Programme review
(vi) Research
(vii) Community service
(viii) Support services
(ix) Student support services
(x) Physical resources and facilities

5.1.1.1 Quality of Programme Design

Assessment of quality in programme design and implementation shall consider the following:

(i) The University shall have guidelines for development of new programmes and their approval by Senate;

(ii) Ensure that the programme is designed by well-qualified staff and is based on guidelines and procedures approved by Senate;

(iii) Programme is consistent with the University’s vision and mission and addresses critical national human resources requirements; and

(iv) Programme is coherently structured, learning outcomes clearly stated and physical and human resources meet the requirements of the programme;

5.1.1.2 Quality of Teaching and Learning Experience

Assessment of quality in teaching and learning shall be guided by the following:
(i) The Teaching and Learning Committee has the responsibility to promote effective teaching and learning;

(ii) The Teaching and Learning Policy shall specify practices and standards in teaching and learning;

(iii) Well established tools shall be used to assess teaching and courses through peer and student evaluations. These tools shall be specified in the Teaching and Learning Policy;

(iv) Appointment and promotion procedures that pertain to teaching shall be regularly reviewed to promote recruitment of competent staff;

(v) The University shall have a Student Admissions Policy. Admission of students into programmes shall be on the basis of established and regularly updated criteria that allows fair and transparent recruitment;

(vi) In order to facilitate teaching and learning the University shall ensure that:

- Programmes are effectively delivered through use of appropriate technologies and pedagogic skills;
- Delivery of programmes emphasises attainment of learning outcomes that include knowledge, skills and values;

(vii) The University shall strive to provide necessary resources and infrastructure for effective delivery of programmes.

5.1.1.3 Quality of Academic Staff

The University’s Appointment Policy shall guide the recruitment of competent and professional academic staff. Assessment of quality in academic staff shall include:

(i) Adequacy of qualifications in the discipline taught;

(ii) Student and peer evaluations of teaching and scholarly works;

(iii) Performance management by the Head of Department;

(iv) Involvement in continuing professional development shall be determined by the Head of Department;

(v) The DQA shall analyse data from evaluations by peers and students and recommend appropriate actions for each member of academic staff for the purpose of continuous improvement;

(vi) Promotions shall be guided by the Academic Staff Tenure and Promotions Ordinance; and
(vii) The Staff Development Committee shall formulate a Staff Development Policy which shall guide staff development initiatives in the University.

5.1.1.4 Quality in Student Assessment

The University’s main goal in teaching and learning is production of well-rounded graduates who are knowledgeable, skilled, and of sound professional and social ethos. Assessment for attainment of these attributes shall be guided by the following:

(i) The University shall have an Assessment Policy;

(ii) The Assessment Policy shall specify the mechanisms for both formative and summative assessment; and

(iii) The Assessment Policy shall also specify the modalities for external and internal moderation of students’ work that ensure validity and reliability of assessment procedures.

5.1.1.5 Quality in Programme Review Process

The University shall undertake periodic reviews of its academic programmes. The programme review cycle shall normally be four years. The interregnum shall comprise mandatory annual reviews, which shall cumulatively inform the end of cycle assessment. The Directorate of Quality Assurance and Graduate Studies (QAGS) shall manage the programme review cycle.

The purpose of programme review is to evaluate three aspects of the programme:

(i) Quality of programme inputs;

(ii) Quality of programme processes; and

(iii) Quality of programme outputs and impact.

The mechanisms of programme review shall be specified in a document on Guidelines for Programme Review.

5.1.1.6 Quality of Research

The University is committed to achieving the highest quality in its research processes. The University values research as one of its core activities. To ensure quality in research the University shall:
(i) Ensure that at all times the Research Policy is adequately and successfully implemented;

(ii) Ensure that the Research Policy provides a research quality framework;

(iii) The research quality framework shall enable the Senate Research Committee to ensure that:

- All research undertaken in the University is properly approved, conducted, managed and evaluated;
- All research takes into account ethical and environmental considerations;
- Research results are integrated into teaching and learning and evaluated for their commercial value;
- There are clear mechanisms for dissemination of research results for the benefit of society and industry.

5.1.1.7 Quality of Community Service

The University has an obligation to provide expert services to the community and influence industry through its research outputs. To this end, the University shall:

(i) Establish a strategy to enhance provision of its services to society;

(ii) Have a mechanism for planning, executing and assessing community service activities of its staff; and

(iii) Ensure that community engagement contributes to the improvement of society.

5.1.1.8 Quality in Support Services

Efficient and effective support services are needed to enhance the quality of academic provision. The University shall continually strive to provide stimulating support services to academic staff and students. In this regard, the University shall ensure that:

(i) All undertakings of support services are carried out efficiently and in the most cost effective manner;

(ii) All support Units have well-defined mechanisms of collecting feedback from staff and students in terms of their satisfaction with service provision; and

(iii) Such feedback information shall be used to continuously improve service delivery.

5.1.1.9 Quality in Student Support Services
The University shall strive to provide an environment for students’ learning that nurtures holistic development. In creating and continuously improving such an environment, the University shall ensure that:

(i) There is a Student Support Quality Assurance Framework (SSQAF);
(ii) The SSQAF shall specify quality dimensions and assessment procedures for aspects of student support that include academic, social and professional services;
(iii) Student support is continuously enhanced through adoption of innovations and updates in provision of such services; and
(iv) The Division of Student Affairs and the Students Representative Council shall work hand-in-hand in administering the SSQAF.

5.1.1.10 Quality of Resources and Facilities

The University shall have mechanisms that enable it to design, manage and improve its physical resources and facilities in order to support student learning. Assessment of quality of resources shall include assessing:

(i) Availability and appropriateness of learning venues;
(ii) Availability and appropriateness of facilities for practical learning such as laboratories, workshops and equipment; and
(iii) Availability and accessibility of IT resources such as Internet, computers and e-learning platform.

5.1.2 External Quality Assurance Mechanisms

To facilitate external assessment of its performance, the University shall enlist the following practices:

- External Academic Review for all its academic programmes
- Use External Examiners in all its undergraduate and graduate programmes

5.1.2.1 External Academic Review

External Academic Review of academic programmes shall be done by statutory bodies (Zimbabwe Council for Higher Education) and professional bodies where applicable. The mechanisms for such reviews shall be as per the mandatory requirements of each body.
In addition, and other than statutory and professional bodies, the University shall, after every five years, appoint a Panel of external experts to carry out institutional audits and programme reviews. The details are given in section 6.3.3.

5.1.2.2 External Examining

The University embraces external examining as a tool to enhance the quality of its programmes and assessment of students. The University shall engage External Examiners to evaluate programme content and assessment of students. The University shall have:

(i) Guidelines for external examination;

(ii) The Guidelines shall specify procedures for undergraduate programmes and graduate programmes (both coursework and research graduate programmes); and

(iii) The procedures shall be reviewed periodically but not less than every four years.

5.1.3 Quality Assurance Mechanisms for Affiliate/Associate Institutions

The University shall have procedures for quality assurance and enhancement in Affiliate/Associate Institutions. These procedures shall be part of the agreement between the University and the Affiliate/Associate institution.

5.1.4 Performance Indicators

The University shall use well-defined performance indicators (PI) to indicate and monitor performance in all its key functions. Each Unit shall develop its own PIs which shall be approved by the University.

6. IMPLEMENTATION STRATEGIES

The University shall use multiple strategies to ensure that the objectives of the Policy are achieved. The strategies enunciated in this section are not exhaustive.

6.1 Frequent Communication

The University shall keep staff and students fully informed of all QA initiatives and developments via publications, newsletters and University website, and reports to Schools/Institutes and Senate. In addition the following strategies shall be employed:

(i) The Director of QAD shall sit in Departmental and School/Institute Board meetings when necessary;
(ii) The Vice Chancellor shall meet periodically with Deans and Heads of Departments for the purpose of brainstorming, consideration of new ideas and sharing information;

(iii) The University shall encourage Discussion Forums which provide informal opportunities to discuss QA issues and information arising thereof may feed into formal committee structures; and

(iv) At least one workshop shall be held each year for Deans and Heads of Departments for the purpose of sharing information and formulation of strategies to meet future challenges.

6.2 Customer Satisfaction Surveys

Customer satisfaction is a dimension of quality embedded in the fitness-for-purpose model. The University shall regularly and systematically organise customer satisfaction surveys. Customers shall include students, staff, employers and the community. The aim of the surveys is to gather feedback on experiences with University services and provisions. In order to ensure systematic collection of information, the QAD shall:

(i) Develop appropriate tools for data collection;

(ii) Coordinate data collection activities and analysis of the results; and

(iii) Disseminate results to Units, and ensure that all Units will formulate and implement strategies to improve areas needing attention.

6.2.1 Student Satisfaction Surveys

The surveys will provide students the opportunity to provide feedback on their experiences with the following:

• Individual courses and programmes as a whole
• Teaching
• Provisions and services of all support Units

6.2.2 Alumni Satisfaction Surveys

Alumni surveys shall ordinarily focus on students within two to three years of graduation. The purpose of alumni satisfaction surveys shall be to collect information on:

• Extent to which their studies at the University met their post-qualification needs
• Ways in which programmes can be made more relevant and responsive to a dynamic market
6.2.3 Employer Satisfaction Surveys

Employer satisfaction surveys are ordinarily part of academic programme reviews held once every four years. Departments shall be expected to carry out employer satisfaction surveys more frequently. Employer satisfaction surveys shall provide feedback on the relevance of academic programmes, their ability to meet market needs and ways in which they can be improved.

6.2.4 Staff Satisfaction Surveys

The University shall regularly conduct staff satisfaction surveys for both academic and support staff. For academic staff, the general aim of these surveys shall be to collect information on:

- Satisfaction with quality of teaching and learning
- Satisfaction with support services
- Proposals for required interventions and improvement

6.2.5 Satisfaction of the Community

The QAD, in conjunction with relevant Units shall periodically conduct surveys of various stakeholders in the community in order to measure their attitudes towards the University. The surveys shall aim to find out the following:

- Perceptions of the community about the relevance of the University
- General social acceptance of the University
- Extent to which the University is meeting or addressing community needs and challenges

6.3 Audits, Reviews and Accreditation

The QAD shall regularly arrange and coordinate academic audits, institutional audits, programme reviews and facilitate programme accreditation by ZIMCHE and professional bodies.

6.3.1 Academic Audits

The Quality Assurance Committee shall have oversight of academic audits. The QAC shall set up a Committee of auditors who will carry out academic audits. The Committee of auditors shall be made up of senior academics. Academic audits shall evaluate the following:

(i) Articulation of intended learning outcomes;
(ii) Design of programme curriculum;
(iii) Design of teaching and learning;

(iv) Student assessment; and

(v) Implementation quality education.

6.3.2 Internal Programme Reviews

The internal programme reviews shall be as explained in section 5.1.1.5.

6.3.3 External Institutional Audits and Programme Reviews

Institutional audits shall focus on the structure and functioning of the University’s administrative and governance organs. External academic review shall include evaluation of programme inputs, processes and programme outputs and impact. These processes shall be guided by the following:

(i) Senate shall approve the processes and procedures for institutional audits and external academic reviews;

(ii) External institutional audits and programme reviews shall be done by a Panel of experts appointed by the University;

(iii) The Panel shall act on the basis of specific terms of reference prepare by the QAD;

(iv) Procedures for External Academic Review will include but not limited to; review of documents, observations, and interviews with staff, students and management, and site visits; and

(v) The QAD shall coordinate external institutional audits and programme reviews.

6.3.4 Programme Accreditation

It is mandatory in Zimbabwe for all academic programmes in Higher Education to be accredited by ZIMCHE and professional bodies where applicable. To this end, the University shall ensure that all its academic programmes are accredited by qualified, legal and competent agencies. The QAD shall:

(i) Cause all academic units to prepare an application portfolio based on the requirements of the accrediting agency;

(ii) Supervise the application process; and

(iii) Receive results of the application and pass them to the concerned Units.