

# **INSTITUTE OF SOCIAL WORK**



## **QUALITY ASSURANCE POLICY**

**SEPTEMBER , 2025**

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## **FOREWORD**

This Quality Assurance Policy is a key component in realizing the Institute of Social Work's vision of becoming a leading provider of high-quality training and research, driven by the Institute's core competencies and responsive to the needs of its stakeholders. The policy was developed through a participatory and consultative process involving the Institute's key stakeholders, including academic staff and management, prior to its approval by the Board of Governors.

On behalf of the Institute of Social Work (ISW), I would like to thank the Taskforce that was engaged in the development of this policy that comprised of the Deputy Rector Academic, Research and Consultancy, Deputy Rector Planning, Finance and Administration, Quality Assurance Manager, the Institutes' Quality Assurance Committee and Departmental Quality Assurance Committees for their efforts to develop this, Policy. I also thank faculty members and other stakeholders who provided inputs and effectively participated in different consultative meetings.

All Directorates, Departments, Units, staff, and other stakeholders are expected to commit themselves to and participate effectively in the successful implementation of this policy. The Institute Management undertakes to offer the leadership and support including the facilitation needed in achieving the objectives of this Policy.

**Dr. Joyce Nyoni**  
**RECTOR**

## **LIST OF ABBREVIATIONS AND ACRONYMS**

ISW	:	Institute of Social Work
DRAC	:	Deputy Rector Academic Research and Consultancy
NACTVET	:	National Council for Technical Education and Vocational Training
TCU	:	Tanzania Commission for Universities
QAP	:	Quality Assurance Policy
CBE	:	College of Business Education
SUA	:	Sokoine University of Agriculture
MoCU	:	Moshi Co-operative University
SIMS	:	Students Information Management System
KPIs	:	Key Performance Indicators
ICT	:	Information and Communication Technology
QAU	:	Quality Assurance Unit
QAM	:	Quality Assurance Management
HESLB	:	Higher Education Students Loan Board

## DEFINITIONS OF KEY TERMS

**Institution Accreditation:** is an approval by NACTVET to an institution on account of having programs and quality assurance system that ensures the provision of set qualifications and educational standards.

**Institutional Registration:** is a process in which NACTVET satisfies itself that an institution has been legally established and is viable for offering programs sustainably (NACTE, 2014).

**Quality:** In this document and in the context of academic programmes at ISW, the term quality refers to “fitness for purpose” (i.e. the institution and its components of activities have “quality” if they conform to the purpose for which they were designed) (NACTE, 2014).

**Quality Assurance:** Is the planned or systematic action necessary to provide enough confidence that product or service will satisfy the given requirements.

**Quality Control:** Quality control in the context of this Policy operational techniques and activities aimed both at monitoring processes and eliminating causes of unsatisfactory performance at all stages of the quality loop in order to achieve economic or desired effectiveness (NACTE, 2014).

**Students’ assessment:** Assessment in higher learning is the process of gathering and analyzing information from multiple sources to establish what students know and understand, but also how and where students can apply their knowledge, skills and experiences. The results of this process are used to improve subsequent learning (NACTE, 2014).

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Introduction**

The Institute of Social Work (ISW) is a public higher learning institution established under Act No. 26 of 1973, and later The Institute of Social Work Act, cap 110 RE 2023. Since commencing operations in 1974, ISW has played a pivotal role in Tanzania's socio-economic transformation through its statutory mandates of training, research, and consultancy. The Institute offers over 40 accredited academic programmes, ranging from Basic Technician Certificates to Master's Degrees, across diverse fields including Social Work, Labour Relations and Public Management, Human Resource Management, Business Administration, Counselling Psychology, Early Childhood Development, Community Work with Children and Youth and Alternative Dispute Resolution. These programmes are delivered at ISW's main campus in Kijitonyama, Dar es Salaam and its Kisangara campus with a strong commitment to providing accessible, high-quality and professionally relevant education.

ISW is guided by a vision of becoming “the leading provider of high-quality training, research and consultancy services.” To realize this vision, its mission is to “transform individuals’ and communities’ lives by conducting high-quality training programmes, research and consultancy services that lead to the socio-economic development of the country.”

To sustain and further enhance the quality of its academic and professional services, ISW had in place a Quality Assurance (QA) Policy (2019 – 2024) as a strategic framework to guide and regulate institutional processes which is now due for review. The 2019 - 2024 policy provided a structured mechanism for maintaining and continuously improving the quality of teaching, learning, research, consultancy and support services.

The reviewed policy reflects ISW's recognition that robust quality assurance is essential to meeting and exceeding the expectations of its stakeholders including students, staff, alumni, employers, regulatory bodies and

development partners. A transparent and consistent QA system fosters stakeholder trust, enhances institutional visibility and supports the growth and diversification of academic programmes. Furthermore, it strengthens ISW's responsiveness to evolving labour market demands and national development priorities.

The policy also ensures alignment with national regulatory frameworks such as those set by the National Council for Technical and Vocational Education and Training (NACTVET) and the Tanzania Commission for Universities (TCU), while also benchmarking practices against regional and international standards to foster relevance, competitiveness and excellence.

To ensure effective realization of the policy, the Institute of Social Work has a Quality Assurance Unit (QAU) which is mandated to coordinate and oversee all quality assurance processes across the Institute. The QAU works collaboratively with academic departments, administrative units and other stakeholders to integrate quality considerations into institutional planning, operations and service delivery.

The review is also prompted by significant changes in national regulatory frameworks, shifts in the organizational structure of ISW, advancements in technology, a notable increase in the number of academic programmes, and the growth of the Institute's staff capacity. These changes necessitate an updated policy that aligns with current standards, supports efficient governance, leverages technological innovations and accommodates the expanding scope of ISW's academic and professional operations. Therefore, the implementation of the Quality Assurance Policy is underpinned by ISW's core values which are diligence, loyalty, integrity, courtesy, confidentiality, professionalism and an unwavering commitment to quality in all aspects of service delivery. Through continuous assessment and improvement, the policy aims to ensure that ISW's services remain efficient, accountable and aligned with its strategic goals.



## **1.2 Policy Objectives**

This policy is guided by general and specific objectives as outlined under sub sections 1.2.1 and 1.2.2.

### **1.2.1 General Objective**

To ensure continuous improvement and excellence in academic, research, consultancy and institutional services through a structured quality assurance system that aligns with national and international benchmarks.

### **1.2.2 Specific Objectives**

The Institute's Quality Assurance Policy has the following specific objectives:

- i. To ensure accessibility and quality of academic and non-academic programmes through systematic planning, monitoring and evaluation frameworks.
- ii. To strengthen research, consultancy and publication outputs by developing and enforcing quality assurance standards.
- iii. To improve infrastructure, digital systems and learning facilities by establishing quality criteria that support ISW vision and mission.
- iv. To strengthen performance and capacity of human resource by monitoring professional standards, staff development plans and performance review.
- v. To enhance institutional visibility and relevance through quality oversight of community engagement, industrial partnership, international collaboration and graduate outcome tracking.
- vi. To strengthen institutional governance and leadership effectiveness by monitoring governance standards, promote accountability and ensure that decision-making processes are transparent, participatory and aligned with the institution's strategic goals and regulatory requirements.

## **1.3 Rationale for the Policy Review**

The revised Quality Assurance (QA) Policy of 2025 builds upon the foundation established by the 2019 ISW QA Policy, which has guided institutional operations for the past five years. During its implementation, various internal

and external developments have highlighted the need for an updated policy that better reflects the following changes: -

- i. On-going national and institutional guidelines that demand continuous adaptation to ensure relevance, compliance and effective quality service delivery such as NACTVET guideline for establishing Institutional policies and procedures on quality control and quality assurance of 2023.
- ii. Expiration of the ISW Quality Assurance Policy (2019-2024).
- iii. Changes in the Institute's organizational structure which necessitates a quality assurance framework that supports Directorates/Units
- iv. Revisions in national and international frameworks such as the National Quality Assurance Policy, the 2030 Agenda for Sustainable Development Goals (SDGs), Agenda 2063, and the Tanzania Development Vision 2050, which call for quality assurance systems that respond to national and international development agendas.
- v. The review of the previous Quality Assurance Policy is necessitated because it primarily focused on academic matters while overlooking critical administrative functions, contrary to the principle of quality being a cross-cutting issue that should encompass all aspects of institutional operations.

Thus, the revised QA Policy will offer a comprehensive and adaptive framework for managing ISW's academic and operational activities. It is expected to enhance institutional performance, align services with stakeholder expectations, strengthen ISW's public image and increase its competitiveness at both national and international levels. Ultimately, the updated policy will reinforce ISW's mission by promoting operational efficiency, financial sustainability and the achievement of its long-term strategic goals.

## **CHAPTER TWO**

### **SITUATIONAL ANALYSIS**

#### **2.1 Introduction**

This section presents a strategic overview of the Institute's approach to quality enhancement, based on a performance review and a SWOC (Strengths, Weaknesses, Opportunities, and Challenges) analysis. The review of the 2019 – 2024 Quality Assurance Policy, which achieved an estimated 83% implementation rate, highlighted key achievements in academic operations but also revealed gaps in administrative quality and departmental-level assurance. The SWOC analysis further identifies internal and external factors influencing performance. Together, these tools inform evidence-based planning and provide a strong rationale for revising the Quality Assurance Policy to ensure continued relevance, effectiveness, and alignment with institutional goals and regulatory standards.

#### **2.2 Performance Review of Quality Assurance Policy (2019 – 2024)**

The implementation of the Quality Assurance Policy (2019 – 2024) at ISW reached an estimated 83% success rate, with the Quality Assurance Unit (QAU) playing a central role in coordinating and overseeing quality-related activities across the Institute. It also successfully advocated several key initiatives which contributed to strengthening institutional performance and fostering a culture of quality. These initiatives included:

- i. Establishment of departmental quality assurance committees though their functionality remained limited and requires further strengthening.
- ii. Establishment of a functional ISW Quality Assurance Committee, which meets quarterly to guide and monitor quality-related processes.
- iii. Annual capacity building on Competence-Based Education and Training (CBET) for academic staff to enhance instructional quality.
- iv. Regular monitoring of academic operations to ensure compliance and improvement in teaching and learning processes.

- v. Consistent adherence to regulatory requirements, maintaining ISW's credibility with oversight bodies.
- vi. Development of a Client Service Charter to promote transparency and service accountability.
- vii. Inclusion of core institutional activities in the ISW Almanac, improving planning and coordination.
- viii. Establishment of complaint handling mechanisms to ensure responsive and student-centred service delivery.
- ix. Regular review of institutional policies, manuals and guidelines to maintain relevance and effectiveness.
- x. Conduct of a tracer study to assess graduate outcomes and programme effectiveness; and
- xi. Partial resolution of academic staff shortages, contributing to improved teaching capacity.

Despite these achievements, some areas still require improvement. Notably, the functionality of departmental QA committees needs to be enhanced, integration of administrative quality measures should be strengthened and sustained, investment in staffing and infrastructure is also needed to meet the growing demands of academic programmes and services. The ongoing review of the policy will address these gaps and ensure a more holistic and integrated approach to quality assurance across all institutional domains.

## **2.3 SWOC Analysis**

The SWOC (Strengths, Weaknesses, Opportunities and Challenges) analysis is a vital tool for assessing the internal and external factors that impact the Institute of Social Work (ISW). This analysis provides a comprehensive overview of the Institute's current position by identifying areas of strength to build on, weaknesses to address, opportunities to leverage and challenges to mitigate. By understanding these dimensions, ISW can strategically plan for

sustained quality enhancement, institutional growth and responsiveness to evolving educational and societal demands.

### **2.3.1 Strength**

- i. The Institute was established under Act No. 28 of 1973 (amended by the Miscellaneous Amendment Act No. 3 of 2002), affirming its legal status as a public institution.
- ii. All academic programs offered are accredited by national regulatory bodies, including the National Council for Technical and Vocational Education and Training (NACTVET) and the Tanzania Commission for Universities (TCU) hence ensures compliance with national quality standards.
- iii. Strong commitment to innovation, active community engagement and a well-established apprenticeship program.
- iv. Extensive experience in providing education in Social Work, Community Development, and related fields such as Psychology, Labour Studies, Business Administration and Human Resource Management.
- v. A highly qualified and experienced academic and administrative staff committed to delivering quality education and services.
- vi. Significant investment in ICT infrastructure and the digitization of academic, financial and administrative processes has enhanced operational efficiency and improved service delivery across the Institute.
- vii. Inclusive infrastructure and specialized support services are in place to ensure equal access and a supportive learning environment for students with special needs.
- viii. Strong academic, research, and professional linkages with local and international institutions, fostering knowledge exchange, innovation and capacity building.

- ix. A well-structured governance framework that ensures effective oversight, strategic guidance and accountability across the Institute.

### **2.3.2 Weaknesses**

- i. Inadequate Infrastructure including student's hostels, class rooms, dispensary and office space.
- ii. Shortage of operational staff across key units and departments such as ICT, Accounting and Planning affecting the efficiency and effectiveness of institutional support functions.
- iii. Inadequate undertaking of research, consultancy and publications.
- iv. Incomplete digital transformation in administrative, academic and operational areas, including limited development of online programmes and inadequate ICT laboratory facilities hinders efficiency, innovation and competitiveness in the digital era.
- v. Limited synergy with the industry, hindering opportunities for practical training and internship opportunities.
- vi. Inadequate engagement in international initiatives such as student exchange, joint research and academic collaboration.
- vii. Inadequate financial resources, which constrain the Institute's ability to invest in infrastructure, staff development and academic programs.

### **2.3.3 Opportunities**

- i. The Tanzania Development Vision 2050 acknowledges the critical need to invest in social well-being, aligning national priorities with ISW's mandate and opening avenues for strategic collaboration and funding.
- ii. Financial assistance schemes, such as the Higher Education Students Loans Board (HESLB), have expanded access by increasing the number of students receiving loans, including the recent inclusion of diploma students, further boosting enrolment.

- iii. The government's free education policy has contributed to a rise in student numbers, providing greater access to higher education and increasing demand for the Institute's academic programs.
- iv. ISW has earned a strong reputation and goodwill, with competent graduates, high visibility and widespread stakeholder confidence enhancing its credibility and appeal
- v. Strong support from the government, particularly through the Ministry of Community Development, Gender, Women and Special Groups provides a stable environment that enables the Institute to implement improvements and pursue sustainable growth.
- vi. Growing interest and support for social welfare from the government and donors present valuable opportunities for the Institute to enhance programmes, build staff capacity and strengthen research and community engagement.
- vii. Advancements in digital technology offer the Institute valuable opportunities to enhance teaching, learning and administration by streamlining processes and improving monitoring of progress and outcomes.
- viii. Regional and international partnerships, including engagement with the East African Community, offer opportunities for collaboration, knowledge sharing, and academic enhancement, contributing to the overall improvement of the Institute's programmes.
- ix. Tanzania's stable and peaceful political environment enables the Institute to sustain its growth.

#### **2.3.4 Challenges**

- i. Intense competition from numerous institutions offering similar programs challenges the Institute's ability to attract potential students.
- ii. Delayed tuition fee payments disrupt budget execution and hinder smooth day-to-day operations.
- iii. The Institute's location makes it vulnerable to the impacts of climate and environmental changes.

- iv. Rapid technological advancements challenge the Institute's capacity to update teaching tools and maintain staff and student competencies.
- v. Frequent and rapid changes in the labor market demand continuous curriculum revisions to remain relevant.

## **2.4 SWOC OUTCOMES**

The review of ISW's Quality Assurance Policy and the accompanying SWOC analysis have highlighted several critical issues that must be addressed to enhance the Institute's overall quality performance. While notable achievements have been made, persistent gaps in departmental quality assurance, administrative processes, staffing, infrastructure, industry engagement, and digital transformation continue to affect institutional effectiveness. Tackling these challenges is essential to align ISW's operations with evolving educational standards and stakeholder expectations.

### **Key Issues:**

- i. Strengthening Departmental Quality Assurance Committees.
- ii. Enhancing Scope of Quality Assurance Activities.
- iii. Ensure Staffing and Infrastructure Gaps are addressed to avoid compromising the quality of services.
- iv. Improving Industry and International Linkages.
- v. Accelerating Digital Transformation and Online program development.
- vi. Enhancing quality and number of Research, Consultancy and Publication undertaking.
- vii. Enhancing the Quality of Teaching and Academic Programs.

Addressing these key issues will ensure a more integrated, efficient, and responsive quality assurance framework at ISW. This will strengthen the Institute's capacity to deliver high-quality education, foster innovation, and maintain its competitive edge nationally and internationally. The updated Quality Assurance Policy will provide the foundation for sustainable institutional growth, improved stakeholder satisfaction, and alignment with regulatory and national development priorities.



## **CHAPTER THREE**

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

The review of ISW's Quality Assurance Policy and SWOT analysis revealed key challenges such as inconsistent teaching quality, limited faculty development and inadequate monitoring that affect institutional performance. To stay competitive and meet national and international standards, ISW commits to comprehensive quality assurance policies and strategic actions. These will strengthen teaching, program delivery and evaluation processes, safeguarding student outcomes and institutional reputation. This integrated approach aims to enhance academic excellence, stakeholder satisfaction and alignment with evolving higher education standards. The key policy issues, statements and strategies are presented in the following subsections.

#### **3.1 Limited Functionality of Departmental Quality Assurance Committees**

##### **3.1.1 Policy Issue**

While the Institute has established a Quality Assurance Unit (QAU), the operational effectiveness of departmental-level Quality Assurance Committees (DQACs) remains inconsistent. Without strong and active DQACs, quality-related decisions and improvements often fail to reflect the specific needs and realities of academic departments. This weakens the feedback loop essential for continuous improvement at the grassroots level.

##### **3.1.2 Policy Statement**

ISW is committed to strengthening and institutionalizing Departmental Quality Assurance Committees to ensure quality assurance is fully embedded across all academic and administrative units.

##### **3.1.3 Strategies**

- i. Require all departments to establish active DQACs with clear roles and responsibilities.
- ii. Provide regular training and technical support for DQAC members.

- iii. Develop and implement departmental quality benchmarks aligned with institutional goals.
- iv. Encourage routine departmental self-assessments and reporting to Quality Assurance Unit.

### **3.2 Narrow Focus of Quality Assurance Activities**

#### **3.2.1 Policy Issue**

Currently, quality assurance efforts are largely concentrated on academic programs, with limited attention paid to administrative operations, student services and staff development. A narrow focus creates gaps in institutional performance, leading to missed opportunities for holistic improvement.

#### **3.2.2 Policy Statement**

ISW will broaden the scope of its quality assurance activities to include academic, administrative and support services for a more integrated and responsive quality system.

#### **3.2.3 Strategies**

- i. Introduce and monitor performance indicators for both academic and non-academic units.
- ii. Strengthen feedback mechanisms from students, alumni and stakeholders.
- iii. Promote a culture of continuous quality improvement across all departments and services.

### **3.3 Staffing and Infrastructure Limitations**

#### **3.3.1 Policy Issue**

Gaps in staffing levels and infrastructure place considerable strain on both academic delivery and administrative functions. This can lead to overloaded staff, reduced service quality and diminished student satisfaction.

### **3.3.2 Policy Statement**

ISW will take deliberate steps to address staffing shortages and infrastructure limitations to support high-quality education, research and service delivery.

### **3.3.3 Strategies**

- i. Conduct annual reviews of staffing and infrastructure needs to inform planning and budgeting.
- ii. Advocate for increased human resource investment in critical academic and administrative areas.
- iii. Upgrade teaching and research facilities to align with regulators requirements.
- iv. Continue to seek for external funding and partnerships to support infrastructure development.

## **3.4 Weak Industry and International Linkages**

### **3.4.1 Policy Issue**

The Institute's limited engagement with industry and international partners reduces opportunities for collaboration in research, practical learning and knowledge exchange. This gap also affects graduate employability and ISW's visibility in the global academic landscape.

### **3.4.2 Policy Statement**

ISW will strengthen partnerships with industry and international institutions to enhance academic relevance, student employability and global competitiveness.

### **3.4.3 Strategies**

- i. Strengthen and sustain a dedicated office for Industry and International Relations.

- ii. Develop a framework for establishing and managing academic and professional partnerships.
- iii. Facilitate staff and student exchange programs, joint research and internships.
- iv. Continuous involvement of industry stakeholders in curriculum design, research and graduate placement.

### **3.5 Slow Pace of Digital Transformation and Online Learning**

#### **3.5.1 Policy Issue**

As digital tools become increasingly central to education, ISW's limited progress in e-learning and digital systems presents a significant challenge. The absence of robust digital infrastructure restricts access, flexibility and innovation in teaching and learning.

#### **3.5.2 Policy Statement**

ISW will accelerate its digital transformation and prioritize the development of flexible, technology-enabled teaching and learning environments.

#### **3.5.3 Strategies**

- i. Invest in modern Learning Management Systems (LMS) and digital platforms.
- ii. Train faculty and staff in online course development and digital facilitation.
- iii. Establish standards and quality assurance procedures for online and blended learning programs.
- iv. Digitize administrative services to improve efficiency and accessibility.

### **3.6 Low Output and Visibility of Research, Consultancy and Publications**

#### **3.6.1 Policy Issue**

ISW's current output in research, consultancy and publications remains below its potential, limiting its academic impact and contribution to national

development. To address this, the Institute will strengthen and expand its research activities while ensuring continuous improvement in quality. A dedicated research quality assurance mechanism will enhance both the quality and quantity of research, consultancy and publications.

### **3.6.2 Policy Statement**

ISW is committed to promoting high-quality research, consultancy and publications through a robust quality assurance mechanism to ensure academic excellence, relevance and increased output.

### **3.6.3 Strategies:**

- i. Strengthen a Research and Consultancy Directorate to support and coordinate activities.
- ii. Increase research funding and recognition for staff engaging in high-quality research and consultancy.
- iii. Enhance consultancy and publication capacity.
- iv. Build collaborative research networks with government, NGOs and international institutions.

## **3.7 Enhancing the Quality of Teaching and Academic Programs**

### **3.7.1 Policy Issue**

Despite ongoing efforts to improve teaching and academic programs, ISW continues to face significant challenges in aligning with evolving educational standards and stakeholder expectations. Inconsistent teaching methods and inadequate faculty development have weakened the overall effectiveness, undermining student learning outcomes, reducing graduate competencies, and risking damage to the Institute's academic credibility and institutional reputation.

### **3.7.2 Policy Statement**

ISW is committed to enhancing the quality of teaching and academic programs by standardizing teaching practices and strengthening faculty development to meet evolving educational standards, improve student outcomes and uphold the Institute's academic reputation.

### **3.7.3 Strategies:**

- i. Sustain and enforce regular curriculum review by incorporating stakeholders' feedback to align with emerging trends.
- ii. Implement ongoing professional development to the faculty to strengthen modern facilitation and research undertaking.
- iii. Establish thorough examination assessment procedures and regular review of assessment tools to ensure reliability and academic integrity.

## **CHAPTER FOUR**

### **STAKEHOLDERS RESPONSIBLE FOR POLICY IMPLEMENTATION**

#### **4.1. Introduction**

The implementation of this policy will essentially involve different stakeholders as outlined in the subsequent subsections.

#### **4.3. Stakeholders' Roles and Responsibilities**

##### **4.3.1. Head of Quality Assurance Unit**

The Head of Quality Assurance Unit shall perform the following roles:

- i. Develop, strategize, promote and oversee the implementation of the Quality Assurance policy
- ii. Initiate development/review of quality assurance policy
- iii. Develop Quality Assurance implementation plan
- iv. Produce quarterly Quality Assurance implementation report and submit quarterly Quality Assurance Policy implementation report to the Quality Assurance Committee
- v. Develop and maintain appropriate and relevant general operational forms including internal self-evaluation instruments to guide Institute of Social work-level quality assurance operations
- vi. Set performance standards including updating assessment tools annually
- vii. Coordinate programs for quarterly self-evaluation on quality assurance systems
- viii. Carry out analysis of quality assurance reports such as students' course evaluations
- ix. Initiate and maintain links with NACTVET, Internal Audit Unit, Risk Coordinator and Quality Assurance offices from within and other Institutions and forging partnership with relevant regulatory bodies for mutual benefit

#### **4.3.2 Institute Quality Assurance Committee**

The Rector shall appoint the committee which shall include the Deputy Rector (Academic, Research and Consultancy), Deputy Rector Planning (Planning, Finance and Administration), Director of Academics, Director of Academic Support Services, Director of Research, Consultancy and Publication, Human Resource Manager, Chief Internal Auditor, Chief Accountant, Planning Officer, Dean of Students, Quality Assurance Officer (Kisangara) and Students representative.

##### **Roles and responsibilities**

- i. Meet quarterly to review and discuss the Quality Assurance Report submitted by the Head of the Quality Assurance Unit.
- ii. Advise the Rector on matters related to quality assurance, including policies, practices, and improvement strategies.
- iii. Support the development and implementation of quality assurance frameworks across academic and administrative units.
- iv. Monitor compliance with institutional quality standards and recommend actions for continuous improvement.
- v. Facilitate communication and collaboration between departments to promote a culture of quality throughout the institution.

#### **4.3.3 Departmental Quality Assurance Committees**

A Departmental Quality Assurance Committee shall be appointed by the Head of Department who shall also serve as the Chairperson. The Committee shall comprise of a maximum of five (5) members including the Chairperson.

##### **Roles and responsibilities**

- vi. Ensure departmental compliance with the ISW quality assurance policies, standards, and procedures.



- vii. Monitor the quality of teaching, learning, and assessment within the department.
- viii. Collect, review, and submit departmental quality data to the Quality Assurance Unit.
- ix. Prepare and contribute to quarterly and annual departmental quality assurance reports.
- x. Identify and promote a culture of continuous quality improvement among academic and support staff.
- xi. Liaise with the Quality Assurance Unit to ensure effective communication and alignment.
- xii. Support the department in preparing internal and external reviews, audits, and accreditation processes.

## **CHAPTER FIVE**

### **MONITORING, EVALUATION, AND LEARNING**

#### **5.1. Introduction**

The implementation of the Quality Assurance Policy and the achievement of its objectives will be guided by a structured action plan, which will direct policy execution across ISW functions. Progress will be monitored against targets set in the action plan, with departmental quality assurance committees responsible for regular reporting. Periodic reviews of quality assurance reports will be conducted to evaluate effectiveness, promote accountability, and support continuous improvement. Evaluation activities, including mid-term and end-term assessments, will provide critical insights into policy impact, relevance and sustainability, informing future planning and strategic adjustments.

#### **5.2. Monitoring**

- i. Following policy approval, an action plan will be developed, and the QA Committees and staff will be trained and equipped with resources to ensure effective implementation.
- ii. Clear benchmarks and key performance indicators (KPIs) will be established to measure progress, with regular monitoring to detect deviations and prompt corrective actions.
- iii. Departmental Quality Assurance Committees will submit quarterly reports to QAM, which will be compiled and forwarded to the Institute Quality Assurance Committee, then to the Academic Committee of the Board of Governors, and finally to the Board of Governors.
- iv. Departments will be encouraged to propose improvements to QA processes and actively participate in quality discussions to foster a culture of continuous improvement.
- v. Transparency in reporting will be maintained, with a clear system established to track and ensure the implementation and effectiveness of corrective actions.

### **5.3. Evaluation**

The evaluation will determine whether the Quality Assurance Policy has met its intended objectives, improved institutional performance, and satisfied stakeholder expectations. It will also identify good practices, challenges and areas for improvement. Three types of evaluations will be conducted: a Mid-term Evaluation (after two years), an End-term Evaluation (after four to five years), and Annual Performance Reviews integrated with regular monitoring.

The evaluation will be guided by the OECD DAC criteria, focusing on: Effectiveness (achievement of intended outcomes), Efficiency (optimal use of resources), Relevance (alignment with stakeholder needs and standards), Impact (measurable improvements in teaching, research, and consultancy), and Sustainability (likelihood of long-term benefits).

A mixed-method approach will be used, including document reviews, surveys and interviews with staff, students, and stakeholders, performance analysis based on KPIs from the action plan, and peer or external reviews where needed to ensure objectivity.

### **5.4. Learning**

Lessons learnt from the evaluation presses shall enable the Quality Assurance Unit to sustain good practices and make improvements in areas of weaknesses.

### **5.5. Review of the Policy**

The ISW Quality Assurance Policy shall be reviewed every five years to ensure its continued relevance and effectiveness. However, interim reviews may be conducted as needed in response to emerging challenges, institutional changes, or developments in national and international quality assurance standards. Any such review shall follow the established procedures, including comprehensive stakeholders' consultation and formal approval through appropriate governance structures.

## **REFERENCES**

- College of Business Education Quality Assurance and Control Policy (2015)
- Guidelines for Establishing Institutional Policies and Procedures on Quality Control and Quality Assurance (NACVET, 2023).
- Institute of Social Work Quality Assurance Policy (2019)
- Moshi Co-operative University Quality Assurance Policy (2021)
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- Standards for Technical and Vocational Education and training (TVET) in Tanzania 2025
- United Republic of Tanzania. (1973). The National Social Welfare Training Institute Act, as Amended in 2002. Dar es Salaam, Government Printer
- URT (2025). Tanzania Development Vision 2050.

**Approved (On behalf of the Board of Governors of the Institute of Social Work)  
by:**

**Dr. John Jingu  
Permanent Secretary  
Ministry of Community Development, Gender, Women, and Special Groups  
19<sup>th</sup> September, 2025.**

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