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MOUNTAINS OF THE MOON UNIVERSITY

QUALITY ASSURANCE FRAMEWORK

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Approval

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27.03.2025

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Acronyms

IQA	-	Internal Quality Assurance
IUCEA	-	Inter University Council of East Africa
ISO	-	International Organization for Standardization
M&E	-	Monitoring and Evaluation
MMU	-	Mountains of the Moon University
NCHE	-	National Council for Higher Education
ODeL	-	Open Distance and Electronic Learning
PDCA	-	Plan – Do – Check - Act
QA	-	Quality Assurance
QAD	-	Quality Assurance Directorate
QALAPAC	-	Quality Assurance, Library and Academic Program Advisory Committee
QAS	-	Quality Assurance Systems
QMS	-	Quality Management Systems
SDG	-	Sustainable Development Goal
TQM	-	Total Quality Management
UOTIA	-	Universities and Other Tertiary Institutions Act

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Definitions

For purposes of this Framework or else, the following definition shall apply:

Academic staff

Means teaching staff, research fellow and librarian of the University

Accreditation

Process through which a government or quality assurance agency evaluates the quality of higher education of an academic institution or a specific education programme to evaluate that it has met predetermined set criteria or standards

Administrative staff

Means a member of staff of the University who holds a position related to administration, technical, agricultural, field and library work and or as the Council may from time to time determine; and such other members of staff of the University not engaged in teaching or research as the Council may from time to time determine.

Assessment

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

Benchmarking means formal and structured process of evaluating institution's performance and standards against those of its peers to monitor relative performance and to develop improvement strategies.

Evaluation

Means the process of judging and passing a statement of goodness based on pre-determined criteria or standard.

Excellence

Means achievement of outstanding results amongst peers as perceived by stakeholders.

External audit

Means an evaluation of compliance against threshold criteria as performed by a third party.

Head of department

Means a person heading an academic, administrative or service department.

Implementation

Implementation involves carrying out systematic quality activities and uses quality audits to determine which processes should be used to achieve the university requirements and to assure they are performed efficiently and effectively.

Internal audit

Means an evaluation of compliance against threshold criteria as performed by organizational peers.

Internal quality assurance

Means the process, supported by policies and systems, used by an institution to maintain and enhance the quality of education experienced by its students and of the research undertaken by its staff. While this definition is relatively broad, it distinguishes IQA from other management tasks, and puts the emphasis on the maintenance and enhancement of quality.

Programme Review

Programme review is a process of rounded evaluation of a course or programme and resources, with a view to further progress and improvement.

Quality

Quality in the perspective of this framework means conforming to specific standards, compliance and continuous improvement. It also integrates a wide range of activities aimed at ensuring compliance to systems and standards.

Quality assurance

Means a systematic and continuous process for ensuring that conditions are in place to achieve standards set by the institution or the means by which an institution can guarantee that the standards and quality of its mandates are being maintained. In other words, QA is the process within an organization's management system that aims to ensure quality objectives are fulfilled.

Quality Audit

Quality Audit is a process of identifying and ensuring that appropriate internal quality assurance processes are present and functioning.

Quality assurance framework

This underpins the University's commitment to academic excellence; it exists to support the continual improvement of our education and the broader student experience at local and strategic levels. The Framework is designed to ensure that the university delivers on the vision for education laid out in the university's Strategic Plan and meets the expectations laid out in the University Qualification Framework for Higher Education.

Quality Assurance Policy

A convinced and logical course of actions selected to determine present and future conformity to specific set standards, decisions and direction.

Quality Control

It refers to a process established to ensure that set plans and activities are implemented with prescribed standard control measures.

Quality Management

It means processes established to facilitate achievement of quality in an institution

Self-assessment

Means a systematic assessment of performance within an organizational unit with the aim to identify improvement areas and to drive continuous improvement.

Stakeholder and statutory requirements.

A stakeholder in higher education means an individual or groups that have an interest in the quality of provision and standard of outcomes. These include government, employers, students, families, academic and administrative staff, institutional managers, prospective students, parents of students and taxpayers.

Total quality management.

Means a systematic process for continuously obtaining accurate and timely information about the needs, wants and expectations of customers in a manner that can generate information that can be used to constantly re-invent the institution with an emphasis on quality.

1.0 Introduction

1.1 Background

Internationalization in higher education has resulted in “a growing demand for accountability and transparency which has in turn led to a need to develop a quality culture while addressing the challenges of globalized higher education (Smidt, 2015, p. 626). Karaim (2011, p. 551). As the demand for quality education increases, there is a growing demand for quality assurance (QA), especially for universities where there is increasing mobility of students, academic staff, programs, and higher education institutions in global networks. To substantiate, in 2014, the Inter-University Council for East Africa (IUCEA) issued a handbook entitled, “Principles and Guidelines for Quality Assurance in Higher Education in East Africa”. The Principles and Guidelines’ therein are now a regionally agreed point of reference for continuous quality enhancement in higher education’. In Uganda, for example, quality assurance system is guided by the National Council for Higher Education (NCHE), which is a body corporate mandated to recognize, approve, register, accredit and oversee quality assurance systems in universities operating in Uganda mandated by the Universities and other Tertiary Institutions Act.

Mountains of the Moon University Strategic plan defines Higher Education's importance as explicitly stipulated by the Sustainable Development Goal (SDG) 4 in promoting quality tertiary education for all, including universities. It is further supported by African Union Agenda 2063, which focuses on promoting prosperity for Africa based on inclusive growth and sustainable development. Key to achieving this strategy is the development of an effective and efficient Quality Assurance (QA) system underpinned by quality teaching, research and community engagement for sustainable and academic excellence.

Quality Assurance Framework defines the process and procedures, systems and practices by which Mountains of the Moon University is managed to achieve and assure quality in its services that combine to underpin the academic programmes conform to the standards. The establishment of Quality Assurance System (QAS) in this way shall ensure that there is continual improvement that would enhance stakeholder’s satisfaction at all levels. However, if the QAS are shaky, the worthiness of the University shall be at stake and this is the major reason for the establishment of the Framework as a guiding tool in achieving sustainable growth in academic arena.

1.2 The concept of total quality management framework in higher learning institutions

Total quality management (TQM) is the name for the philosophy of a broad and systemic approach to managing organizational quality. It is a systematic process for continuously obtaining accurate and timely information about the needs, wants and expectations of customers in a manner that can generate information that can be used to constantly improve the institution with an emphasis on quality. In TQM, there are two major purposes: quality assurance for accountability and quality assurance for improvement. Quality assurance for accountability purposes is based on criteria set down by external authorities and/or institutions such as the NCHE and it implies a summative approach. The criteria set are aimed at strengthening external insight and control with the possibility of undertaking external corrective action, if necessary, including banning or condemning use of some facilities or even closing the institution or its programmes. Quality assurance for improvement purposes implies a formative approach with the focus on improving quality rather than control. This promotes self-regulatory capacities as opposed to quality assurance procedures for accountability purpose which institute the culture of compliance or what others refer to as policing.

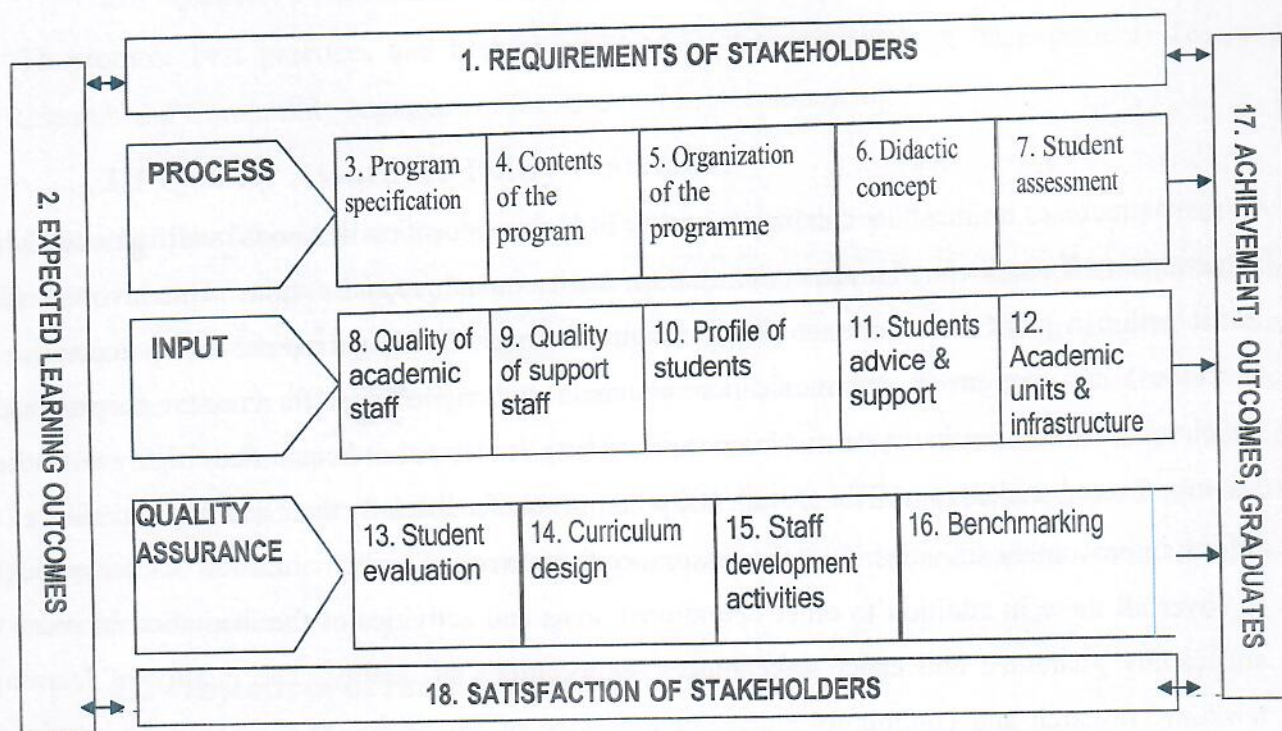


Figure 1: Total quality management framework for self-assessment of teaching and learning.

1.3 Simplified process of TQM

A simplified process approach involving customers/interested parties/stakeholders, top management, inputs, realization of processes, support processes and outputs. Top management processes include, for example, planning, allocation of resources, management reviews, among others, while support processes include, for example, training of staff and maintenance. Realization processes, on the other hand, entails customer related processes, design and development, product or service realization.



Figure 2: A simplified process approach towards attainment of total quality management.

Support processes implies that enhancing quality in higher education demands qualified and highly motivated staff members who are committed to quality outcomes and outputs. This involves staff participation in quality assurance activities through effective and efficient top-down (top management processes) and bottom-up communication channels and rigorous staff recruitment processes, development and incentive systems (support processes). It also requires qualified, highly motivated and empowered students (profiles of students) who provide feedback on their learning experiences to inform improvement activities. A quality assurance framework of higher education institution ought to cover all these in addition to other operational areas and activities of the institution in order to sufficiently guarantee and enact stakeholders' expectations of quality. The quality of learning, teaching, research and community engagement service of Mountains of the Moon University is dependent on space and facilities of the institution. The common physical facilities which are under the "microscope" of quality assurance activities are teaching and learning, residential, recreational and transportation facilities. The interplay of people, programme and place (3Ps) support positive outcomes in the University. Therefore, total quality is maintained and enhanced when all the 3Ps are balanced in terms of treatment and attention accorded to.

1.4 Challenges of achieving total quality management system in higher education institutions

Universities worldwide struggle with certain challenges related to internal quality assurance (IQA) systems. These challenges include: how to develop a cost-effective IQA, in which tools and processes are well articulated between each other and function together as a system; how to integrate IQA with planning, management, and resource allocation; striking the right balance between management, consumer, and academic interests; finding or setting up appropriate mechanisms to make best use of evidence to enhance programme quality and student employability; finding the right balance of centralized and decentralized structures; and designing IQA that supports the development of continuous quality enhancement processes in a university (Ehlers, 2009; Harvey, 2016). IQA embraces both education, research and community engagement functions of Mountains of the Moon University, which is interesting because IQA practices for the three functions are kept separate.

2.0 Quality Assurance Mission

“To promote best practices and highest standard in Administration & Management, Teaching, Research and Community engagement for sustainable Development.

2.1 Quality Assurance Policy Statement

Mountains of the Moon University is committed to providing Quality education, conducting Research and provision of other services that meet the needs of its students and stakeholders through the maintaining and improving the standards of teaching and learning, scholarship student learning experience, research and other services through community outreach. The Quality Assurance policy therefore will be dedicated to improving quality work and learning environment that is grounded in intellectual and academic freedom, team work, quest for Academic excellence, professionalism, discipline and continuous improvement of its programmes, activities and services so as to achieve customer satisfaction.

2.2 Objectives of the Framework

The objectives of the Quality Assurance Framework include the following: -

- i) Mainstream quality in planning, implementation and evaluation at all levels;
- ii. Provide a framework for ensuring quality delivery of academic programs and other services offered within the University;
- iii. Propel MMU to greater achievement in development of knowledge, technology and scholarly attainment; and
- iv. Contribute towards enhanced application of knowledge, technology and scholarship to solve current and emerging societal problems in the pursuit towards achieving MMU's national, regional and international development goals.

2.3 Purpose

The major purpose of MMU Quality Assurance Policy is to continuously promote the quality of its core activities of Teaching, Research and Community engagement for sustainable Development.

2.4 Scope of the framework

This policy framework shall guide all teaching and learning processes including Online, Distance, electronic Learning (ODEL); academic and professional programs (All Academic programmes) and non-academic services Mountains of the Moon University offers in all its constituents and other

collaborating institutions. All academic & administrative staff, Students' enrolment, Teaching and Learning, Assessments and evaluation, University Human Resources, Equipment and Infra structural facilities, Research and Innovations, Community engagement, Information and Accessibility, Consultancy, Partnerships and outreach services. Quality assurance will be observed in all faculties, schools, institutes, colleges and learning centers of Mountains of the Moon University. This QA framework provides a general guide to the process of monitoring and evaluating quality in all aspects of MMU operations.

The QA framework shall basically apply to all units of MMU through;

1. Internal quality assurance mechanisms
2. External quality assurance mechanism

2.5 Anticipated Benefits of the Quality Assurance Framework

1. Improved performance and success in learning
2. Improved work performance of staff
3. More focused approach to the implementation of the MMU'S activities
4. Improved image and ability to compete with other institutions, regionally, nationally and internationally

3.0 Quality Assurance Structure and Policy Framework

The significant features of the QA Structure include the setting up of a Joint University Council of QA and ICT committee, Senate committee to be known as Quality Assurance, Library and Academic Programmes Advisory Committee (QALAPAC), Faculty/Institute/School Quality Assurance Committees, QA Research committee and creation of Quality Assurance Directorate. The Non-teaching Departments will coordinate the implementation of the QA framework through the Quality Assurance Administrative Committee.

In general, the implementation of the QA Policy will be spearheaded by the Top University Management under the leadership of the Vice-Chancellor. The QA Policy and framework shall apply to all units of the University through internal quality assurance mechanisms on a continuous basis and external quality Assurance strategies which will be periodic. The Internal Quality Assurance mechanisms shall focus on the quality of programmes and

courses; staff; teaching and learning experiences; staff/student performance assessment; support services; resources and facilities; research and community engagement.

3.1 Faculty Quality Assurance Committee

Faculties have a Departmental Structure, in which Heads of Department have defined responsibilities that include the management and monitoring of the quality of the courses offered by the Department.

The existing Faculty Irregularities Committee is to be dissolved since its scope lies within the roles of the Faculty Quality Assurance Committee.

3.1.1 Membership of the Faculty Quality Assurance Committees

1. Chairperson, Dean/Director
2. One representative from each Department
3. One representative for support staff
4. Two student representatives (Undergraduate and Post graduate)
5. Faculty Quality Assurance Coordinator (Secretary)(based in academic units providing a link with QA Unit at the rank of a Faculty Registrar/Administrator).

3.1.2 Terms of reference of the Faculty QA committees

The functions of the Faculty Quality Assurance Committee shall be to:

1. To participate in the review of curriculum every time need arises.
2. Monitor and evaluate teaching preparations, teaching and end-of-semester examinations;
3. Monitor effective conduct of regular laboratory practical activities and trainings if any;
4. Facilitate and oversee students' evaluation of course facilitators;
5. Evaluate External Examiners' reports and formulate corrective measures, and Monitor and evaluate performance of research and outreach activities;
6. Promote the University quality culture within the Faculty.
7. Attend to specific recommendations from QALAPAC on Quality Assurance issues
8. And Perform any other function as may be required as Quality concern. Matters from the Faculty Quality Assurance Committees shall be reported to Quality Assurance Directorate by coordinator.

3.2 Quality Assurance Committee for Research

The Quality Assurance Committee for Research Institutions will be constituted by members from the different Research Areas.

3.3 Administrative Quality Assurance Team

The support Departments will be represented on the Administrative Quality Assurance Team: This team shall have the same status as the Faculty Quality Assurance Committees. The composition of the team will be as follows:

Chairperson (to be elected by Committee members)

At least one representative from Library, Academic Registrar Department, Dean of Students Office, Guild Office, Human Resource Directorate, Bursars Office, Public Relations Office, Directorate of Information Communications Technology and Quality Assurance Directorate shall provide the Secretariat.

3.3.1 Terms of reference

1. Establish open Quality check platform to gauge immediate client satisfaction;
2. Develop Quality-specific performance procedures and standards;
3. Conduct regular programme self-evaluations to determine whether they meet the set standards in practice;
4. To promote the University quality culture within the Central Administration
5. Attend to specific recommendations from QALAPAC on Quality Assurance issues
6. And, perform any other function(s) as may be required as a quality concern.

3.3.2 Tenure of Membership

The members of the Faculty Quality Assurance Committee and Administrative Quality Assurance team shall serve for a period of four years and shall be eligible for re-appointment. However, the student representatives shall hold office for a period of one year.

4.0 Codes of Practices

This Section of the Quality Assurance Framework provides codes of practices that shall serve as benchmarks and guidelines for implementation of the Quality Assurance Policy. The codes of practices are categorized as follows:

- i. Sources of Information and Accessibility

- ii. Maintenance of High-Quality Research and Postgraduate Programmes
- iii. Collaborative Provision on Quality and Standards
- iv. Quality of Experiential and Flexible Learning
- v. Academic Appeals and Student Complaints on Academic Matters
- vi. Student Admission, Assessment & Quality Standards
- vii. Programme Approval, Monitoring & Review
- viii. Staff Recruitment, Development & Appraisal
- ix. Career Guidance Based on Tracer Studies.
- x. Equality of Opportunities.

The Quality Assurance activity is a continuous process. It is therefore hoped that lessons learnt during the implementation of this framework will be adapted into the laid down mechanisms to ensure the mission of University is achieved

4.1 The Policy Legal framework

The Quality Assurance Framework shall define the process by which MMU is managed to achieve and assure quality in its services in order to ensure that activities, human and physical resources that combine to underpin the academic programmes conform to among others;

- a) The Constitution of the Republic of Uganda 1995 as amended by Act No. 11 of 2005 that gives the overall legal framework for quality assurance in higher education ,
- b) Statutory Instrument No.2 of 2022 (Establishment of Mountains of the Moon University)
- c) The Universities and Other Tertiary Institutions Act (2001),
- d) The Quality Assurance Framework for Universities (2014)
- e) The International standards on Quality Management (9000 & 9001)

5.0 Implementation Strategies

Section 11.0 of the QA Policy provides for the successful implementation of the policy however, the Directorate shall operationally perform the following to ensure efficiency and effectiveness of the QA systems;

5.1 Student Satisfaction Surveys

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

5.2 Employer Satisfaction Surveys

Departments, faculties/schools, in collaboration with the QAD, shall conduct employer satisfaction surveys on regular basis. The surveys will provide vital information on the relevance of the teaching programmes on offer and on ways in which they can be made more responsive to the market needs. The University-wide employer satisfaction surveys shall be conducted by the QAD every five years, but units may do their own surveys more frequently, and the QAD may ask particular units to carry out employer satisfaction surveys with respect to particular teaching programmes.

5.3 Alumni Satisfaction Surveys

In addition to the employer satisfaction surveys, the teaching units and QAD shall regularly conduct alumni satisfaction surveys on a regular basis. The purpose of such surveys shall be to know from former students the extent to which their studies at MMU have been relevant to their post-graduation needs and challenges. The information from these surveys shall be used in curricula reviews and in improving approaches to teaching. The surveys shall ordinarily focus on recent graduates (2-3 years), but older alumni may be surveyed for specific purposes. Alumni satisfaction surveys shall go hand in hand with employer satisfaction surveys, to be conducted for the entire school once every five years. Faculties and departments may conduct surveys more frequently, and the QAD may ask particular units to carry out alumni satisfaction surveys with respect to particular teaching programmes.

5.4 Surveys of Academic Staff Opinions

The QAD shall also occasionally conduct academic staff opinion surveys, specifically aimed at assessing the level of academic staff satisfaction with the current quality of teaching and learning at the School and collecting suggestions on required interventions and possible improvement measures. The QAD shall communicate the results of such surveys to individual units and the University Management, and shall coordinate discussions at both the unit and general School levels, aimed at streamlining the improvement proposals and strategizing on their implementation. The Directorate shall also monitor the implementation of improvement strategies.

5.5.1 Internal Programme Reviews

The Vice Chancellor and faculty Deans shall be responsible for the implementation of the MMU QA Framework on regular self-evaluation of the units. In each case the Dean shall appoint a team of up to five people from among the staff in the faculty to constitute a faculty Review Team. The Team shall execute its tasks under the guidance of the Terms of Reference and modalities centrally drawn by the QAD.

The Review Teams shall generate and submit reports to Heads of Departments and Faculty Deans, who shall in turn communicate them to the QAD for Scrutiny of their completeness. In consultation with the Vice Chancellor, the QAD shall arrange and conduct a verification visit to respective units, using a small committee of three people, consisting of the following:

1. People from within MMU but outside the unit concerned, to be identified by the QAD in consultation with the Vice Chancellor
2. Person (s) chosen from another institution of comparable status who is an acknowledged authority in the programme in question, to be appointed by the Vice Chancellor after consultation with the Unit Head.
3. The Committee shall execute its task based on the Terms of Reference prepared by the QAD and approved by the Senate. It shall review pertinent documents and contact staff and students in the unit concerned. The Committee's focal tasks shall be to:
4. Validate the self-assessment document
5. Examine and provide recommendations on the structure, organization and contents of the programme or unit concerned
6. Make any observations on any issue that may affect the present and future well-being of the programme or unit concerned

7. Complete its work within the period specified by the QAD.

The Committee shall submit its report to the QAD which, upon consultation with the Vice Chancellor, shall forward it to the respective unit with comments and directives on the improvements recommended by the Committee. Upon receipt of the improved report, the QAD shall transmit it to Senate for discussion and approval. The QAD shall subsequently monitor the implementation of the approved recommendations/directives by the respective unit.

All mandatory external programme reviews by the NCHE shall be preceded by these internal programme reviews; and shall be coordinated and facilitated by the QAD at the institutional level.

5.5.2 Programme Accreditation

Whenever applicable, the teaching programmes shall be accredited by qualified and legally competent agencies. However, the internal procedures for such accreditation shall be coordinated and overseen by the Registrar. In this context, the Registrar shall cause the concerned unit to prepare an application portfolio based on the guidelines given by the accrediting agency, and shall advise on proper filing of such applications. It shall coordinate and facilitate the activities of the accrediting agency. Ultimately, it shall receive verdicts on accreditation applications and, upon consultation with the Deputy Vice Chancellor Academic Affairs, pass the verdict on to the concerned units, together with advice or directives on the way forward.

5.5.3 Quality Assurance System Procedure Documents

In the implementation of Quality Assurance System (QAS), the University shall maintain relevant documents that will include: quality manual policy, operating procedure and defined responsibilities to be followed by staff.

5.5.4 Monitoring and Evaluation

There shall be a Monitoring and Evaluation (M&E) framework that will be used to check the progress and implementation of Quality assurance activities at all levels. The Directorate of Quality Assurance shall be responsible for developing and implementing the M&E framework. Specifically, the Directorate of Quality Assurance will develop:

- a) Instruments to monitor student progress pass rates and drop-out rates, feedback from the labour market, alumni, and research performance.
- b) Tools to be used by students to evaluate courses/curricula, research, service and staff.
- c) Tools to assess special quality assurance processes such as the quality of student assessments, academic staff, student support and facilities.

- d) Special quality assurance instruments for periodic self-assessment at programme and institutional levels.

5.5.5 Feedback from Stakeholders

Feedback is a very important aspect in ensuring quality standards. Therefore

- a) Opinions of all stakeholders that include students, University staff, the labour market and alumni on quality performance shall be considered.
- b) The alumni shall be regularly interviewed about the University performance and to seek their opinions on the prospects for improvement.
- c) The labour market shall be consulted to provide information on the quality of the graduates, their complements and complaints.
- d) Always there shall be follow up on complaints and complements provided to notify all the University stakeholders.
- e) There shall be routine checking to make improvement on identified problems and complaints received.
- f) The Directorate of Quality Assurance shall develop a quality assurance strategic plan to be able to address customer requirements, satisfaction and feedback process.
- g) Feedback from the surveillance data shall be sought to know the views of the stakeholders.

5.5.6 Details of the tools

Section 14.0 (b, c & d) - Monitoring and evaluation) of the Quality Assurance Policy, mandates the Quality Assurance Directorate to develop tools underpinned to enhance the IQAS in Mountains of the Moon University.

6.0 Internationally Recognized Quality Management System (Qms)

According to the International Organization for Standardization (ISO), quality assurance is part and parcel of ISO standard. Therefore, ISO defines quality as part of quality management focused on providing confidence that quality requirements will be fulfilled. At the heart of them all is a focus on stakeholders, robust processes, strong leadership and continual improvement.

To realize the mission and vision of Mountains of the Moon University and advance the larger goal of even stronger and more vital University, the key steps to overcome barriers of learning and performance need to be taken and the flexibility needed to meet the changing needs of the institution as well as the nation and the larger world need to be in place. It is against this background and the

Mountains of the Moon University will become ISO2 9001:2008 (now ISO 9001:2015) certified which establishment puts it to be internationally recognized.

The potential benefits of an organization of implementing a quality management system based on International Standard (ISO) are as follows:

- i. The ability to consistently provide services that meet customer and applicable statutory and regulatory requirements.
- ii. Facilitating opportunities to enhance customer satisfaction.
- iii. Addressing risks and opportunities associated with its context and objectives
- iv. And the ability to demonstrate conformity to specific quality management system requirements.

6.1 Quality management system: meaning, purposes and potential benefits

Quality management system (QMS) is a formalized system that documents processes, procedures, and responsibilities for achieving quality policies and objectives. The adoption of a QMS is a strategic decision for an organization that can help to improve its overall performance and provide a sound basis for sustainable development initiatives. Generally speaking, QMS serves many purposes such as the following:

1. Improving processes
2. Reducing waste
3. Lowering costs
4. Facilitating and identifying training opportunities
5. Engaging staff Setting organization-wide direction

6.2 Approaches used in implementing QMS in an Organization

This International Standards can be used by internal and external parties. It employs the process approach, which incorporates the Plan-Do-Check-Act (PDCA) cycle and risk-based thinking.

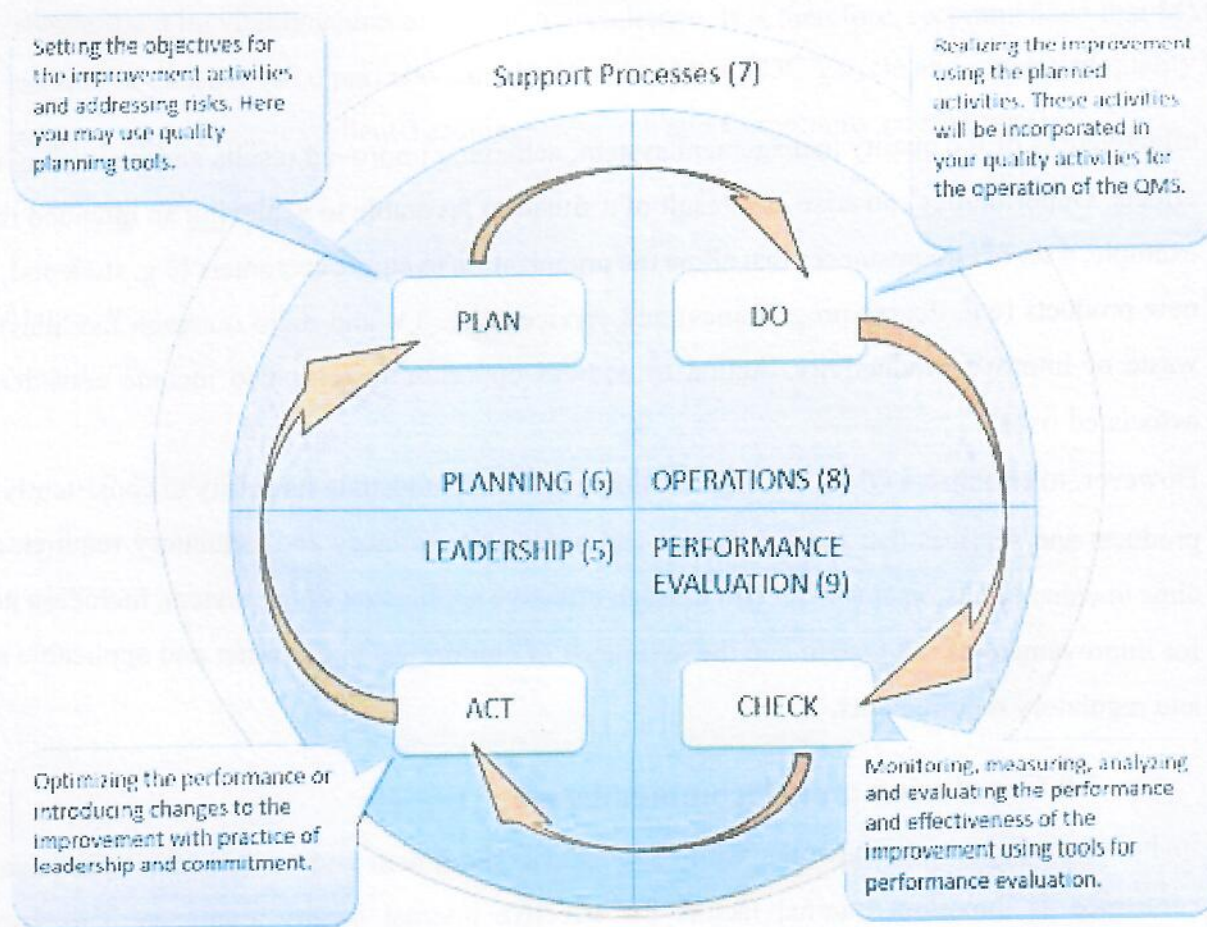


Figure 3: PDCA cycle within the quality management system and the ISO 9001: 2015 – Standard – ISO 9001

For successful QMS, the implementers need to thoroughly know the organization and its context, the customer (student) requirements, needs and aspirations of relevant interested parties (stakeholders), customer satisfaction and products and services as key results of the QMS. Planning, leadership, support operations and performance evaluation are key cross-cutting activities that need to be taken into consideration in the PDCA cycle.

6.3 Risk-based thinking

Risk-based thinking is essential for achieving an effective QMS. The concept of risk-based thinking has been implicit in the previous editions, for example carrying out preventive action to eliminate potential nonconformities, analyzing any nonconformities that do occur and taking action to prevent recurrence that is appropriate for the effects of the nonconformity. To conform to the requirements of the ISO 9001:2015, an organization needs to plan and implement actions to address risks and opportunities. Addressing both risks and opportunities establishes a basis for increasing the

effectiveness of the quality management system, achieving improved results and preventing negative effects. Opportunities can arise as a result of a situation favorable to achieving an intended result, for example, a set of circumstances that allow the organization to attract customers (e.g. students), develop new products (e.g. degree programmes) and services (e.g. TV and radio outreach facilities), reduce waste or improve productivity. Action to address opportunities can also include consideration of associated risks.

However, to establish a QMS, the organization needs to demonstrate its ability to consistently provide products and services that meet customer and applicable statutory and regulatory requirements and aims to enhance customer satisfaction through effective application of the system, including processes for improvement of the system and the assurance of conformity to customer and applicable statutory and regulatory requirements.

7.0 Conclusion and Recommendations

Inclusive systems or frameworks with leadership commitment and stakeholders' participation are confirmed as important internal factors for effective internal quality assurance. The purposes of developing this internal quality assurance framework are twofold: first, to help MMU comply with the requirement of external statutory and regulatory bodies; and second, to generate information that responds to MMU's own requirements for internal quality monitoring and management. However, quality is a multidimensional concept with three main components;

The first one is the structural quality component, which looks at how an institution (e.g., MMU) system is designed and organized (organization and its context). This often includes rules associated with the accreditation and approval of MMU; requirement about the number of professionally trained staff; the design of curriculum, regulations associated with the financing of MMU; the ratio of staff to students; arrangements to ensure fair treatment and the availability of health and safety facilities. The second component is process quality, which looks at practice within MMU setting. It often includes the role of experts within the curriculum; relationships with stakeholders and relationships between staff and students.

The third component is the output quality, which looks at the benefits for students and graduates, employers, families, communities and the society at large.

Based on the above, Quality Assurance Directorate is recommending for a dedicated effort to institute an integrated quality assurance system based on the PDCA cycle and risk-thinking as recommended in the ISO 9001:2015 document. Since an integrated model accommodates issues beyond the minimum

standards, it inevitably addresses issues of excellence. It is therefore, recommended that MMU based centers of excellence be part and parcel of the design of PDCA cycle and integrated quality model to achieve triple goals (excellent Teaching, Research and Community engagement).