Improvement of Students' Course Evaluation and Teaching Tool at Mkwawa University College of Education, in Tanzania

Nyatwere Donasian Mganga

Abstract

This paper is based on the author's Project Action Plan (PAP) after participation in the International Deans' Course Africa 2017/2018. The course aimed to prepare heads of departments, associate deans and deans to effectively perform their responsibilities in dynamic systems of higher learning. The course was organised by the German Academic Exchange Service (DAAD), German Rectors' Conference (HRK), Osnabrück University of Applied Sciences, the Centre for Higher Education (CHE), Humboldt Foundation, Free University of Berlin, Makerere University and Addis Ababa University. Quality Management was among the modules that were covered during the course. After going through the European standards and guidelines for quality assurance in higher education systems (ESG), it was realised that no policy statement is on the ongoing students' course evaluation and teaching tool and, statement of instructors' observance to sexual harassment code which is not known by majority of students, absence of clear link between up to date skills of instructors and his/her competences, difficulty in evaluating instructors preparedness, absence of room for students to evaluate course outlines that are drawn from the synopses and fairness in grading of results under unclear conditions. Thus, there was a need to revisit the tool used by students to evaluate part of internal quality at MUCE. The method used in the project was problem-solution trees; the College Principal, College QA (Quality Assurance) Coordinator, three QA representatives from the three faculties, ten academic staff from each of the three faculties and two students' leaders from DARUSO MUCE (Dar es Salaam University Students Organisation at MUCE) were engaged in the study. The revised tool with attributes that demand information about blended modes of course delivery, use of modern technology in teaching and learning thereby relating course objectives as well as assessments to learning outcomes, mutual respect between instructors and learners through promotion of anti-sexual harassment using student-centred approach as well as inclusion of policy statement was developed. The tool awaits incorporation in the document under review by the QA Bureau of the UDSM prior to implementation. The tool will form the basis for internalisation of courses through revision due to inclusion of ESG, enhance teacher professionalism, promote student-centred approach and maximise interactions between instructors and learners. It is recommended on incorporation of open-ended questions so as to capture more information from students.

1   Introduction

Modern African public universities started as university colleges based in Europe during colonialism (Mohamedbhai, 2016). According to Mohamedbhai (2016), after independence in 1960s these institutions were transformed into fully fledged universities. Such transformation was accompanied with the adoption of European academic structure, governance, curricula as well as methods of instruction. Between 1960 and 1980, several universities became centres of excellence to include Makerere, Ibadan and Khartoum. Since then, African universities have been struggling to offer higher education, despite the challenges emanating from wars, economy and political instability. By that time quality assurance was not a prominent agenda in the advancing African universities. In recent years public African universities have been facing challenges resulting from increased numbers of students, limited funding by governments, limited infrastructure for teaching and learning, shortage of qualified academic staff, unpredictable employment for graduates and poor governance. These problems forced African universities to find solutions to the outlined problems. This is when an agenda for improving quality in higher education during the 21st century started. The agenda has been therefore to control student enrolment based on capacity, expansion of physical infrastructure, little increase in governmental support for universities, staff training and retention, regular recruitment of academic staff and regular replacement of retired ones, increasing research outputs, alternative income generation in universities through cost sharing, relevance of programmes offered and the labour markets, improved governance and management of higher learning institutions, increased use of information technology in research, teaching and learning as well as administrative endeavours. According to Mohamedbhai (2016), between 1990 and 2000, several African higher learning institutions (University of Mauritius, St Mary's University College (Ethiopia), University of Dar es Salaam) introduced quality assurance through collaboration with European universities. In 2001, South Africa established the South Africa's Council for Higher Education which was the first movement in Africa towards quality in higher education institutions at national level. Currently, quality assurance in higher education institutions for several African countries is controlled by either Commissions or Councils, for example; Nigeria, Kenya, Mauritius, Ghana. Initiatives to promote quality assurance have been developed particularly at regional levels, for example in 2005 the Inter-University Council for East Africa (IUCEA) was established aiming at promoting quality assurance systems in public and private higher learning institutions in six East African countries (Tanzania, Kenya, Uganda, Rwanda, Burundi and South Sudan) under the support of DAAD. The IUCEA have developed criteria and standards aiming at facilitating networking among universities in and outside East Africa, providing a platform for discussion of diverse academics and related matters, as well as facilitating sustainability of internationally comparable education standards in East Africa (IUCEA, 2010; www.iucea.org/index).

However, IUCEA has been facing a number of challenges to include lack of experts in quality assurance, lack of physical infrastructure to support the ever increasing numbers of enrolled students in higher learning institutions and limited government support in member institutions (www.iucea.org/eahea1/regional-quality-assurance-system/milestones).

2   The Trend of European Quality Assurance in Higher Learning Institutions and Lessons Learnt

Provision of quality higher education has been a pushy agenda worldwide. This is exemplified by movements in many regions most importantly Europe, where efforts to normalise higher education systems have spread in many countries. During the International Deans' Course Africa 2017/2018 a number of modules were covered, including quality management in universities. European quality assurance systems in higher learning institutions have passed through different stages of developments and have stimulated other regions worldwide. For example, the Bologna process has resulted into commencement of regional reform schemes in Asia-Pacific, parts of Africa, Latin America and the Caribbean (Vögtle, 2010).

Ministers responsible for education in Germany, France, Italy and Great Britain signed the Sorbonne Declaration aiming at synchronising their education systems, particularly criteria and methodologies of quality assessment (Sorbonne Declaration, 1998). Thereafter, the Bologna Declaration was signed by twenty-nine European education ministers aiming to establish the Higher Education Area in Europe by 2010. The Bologna process composed of governments, ministries responsible for higher institutions, rectors' conference, university associations, student unions and quality assurance agencies (Bologna Declaration, 1999).

During the Berlin Summit held in 2003, ministers responsible for education in Europe insisted on the need for countries in the Higher Education Area to cooperate with other countries worldwide to promote and sustain quality in higher education systems (Berlin Communiqué, 2003). Consequently, the process led to the establishment of the European Higher Education Area (EHEA), through the Lisbon Recognition Convention in 2003 (Michalk, 2017).

Following the Berlin Communiqué, concrete measures to be used in application of the Bologna process were put forward in 2005 (Vögtle, 2010). It was also agreed on internal and external evaluation of programmes and study courses by international experts and students and results published (Bergen Communiqué, 2005). In line with the initiatives for application of the Bologna process, guidelines for implementation of a system accreditation and certification were stipulated (Ibid.). Apart from the mentioned resolutions of the Bergen Communiqué, ministers made an agreement on adoption of standards and guidelines for quality assurance in the European Higher Education Area. Thus, European register of quality assurance was established in line with four relevant bodies commonly known as 'E4' (Bergen Communi-

qué, 2005). The E4 comprises of the European Universities Association (EUA), European Association for Quality Assurance Association in Higher Education (ENQA), the European Association of Institutions in Higher Education (EURASHE), and the European Students Union (ESU). These agencies were tasked to develop quality assurance standards and guidelines for application in the established register (Bergen Communiqué, 2005). This was followed by the London Summit during which the register on allowing all stakeholders and the general public to have accessibility to information about alignment of quality assurance and, European standards and guidelines (ESG) was approved (London Communiqué, 2007).

In 2007, the European ministers responsible for education approved the E4 to formulate the European Quality Assurance Register for Higher Education (EQAR). The register that was developed consisted of European standards and guidelines (ESG) that currently serve as criteria and useful information on quality assurance agencies in Europe (Education International, Business Europe, European Quality Assurance Register for Higher Education) and elsewhere (London Communiqué, 2007).

The standards and guidelines for quality assurance (ESG) in the EHEA 2015 were finally approved by the ministers of higher education for application despite the mode of study or location of member institutions. Also, this entails that ESGs are applicable to higher learning institutions beyond the European borders (ESG, 2015; Michalk, 2017). The ESG document has three parts named, external quality assurance, internal quality assurance and quality assurance agencies. By consideration of this project which aimed to bring change in internal quality assurance at Mkwawa University College of Education, the following standards and guidelines need to be implemented.

According to the ESG (2015), ten standards and associated guidelines for compliance with the Bologna process are outlined. The first standard is that institutions should have a policy on quality assurance, formulated by internal stakeholders. The policy should be implemented by internal stakeholders in their respective structures and processes thereby engaging external stakeholders. The most effective policy on quality assurance shows the relationship between teaching and learning, and research as reflected in the national and institutional perspectives, as well as the strategic management. In that regard, the guidelines entail the policy to support; the structure of quality assurance system within an institution, the organisational structures (units, departments, faculties, schools), quality assurance responsibilities of leaders, staff and students, academic freedom and integrity while acting contrary to fraud, avoiding staff and student discrimination of any kind and, engaging external stakeholders in quality assurance.

The second standard is the design and approval of programmes that entails institutions to have well known procedures for the design and approval of offered programmes. Sound programmes should have clear objectives and vivid expected learning outcomes. The academic qualifications attached to the programmes must be made clear for the general public and correlate to professional levels that are recognised by the nation in the context of higher education and the Bologna process as

translated within the EHEA. The guidelines to support designed and approved programmes include; the institutional objectives and learning outcomes stipulated in the strategic plan, students and other key stakeholders should be engaged in programme designs, enrichment by external expertise and reference areas for concrete professionalism, purposes for providing higher education by the Council of Europe, intellectual ability of students to pass through several developmental stages, student workload in the proposed programme, placement opportunities (traineeships, internships) for students during the course of study and institutional formal processes for programme approval.

The third standard is student-centred learning, teaching and assessment which require students to make sure that the mode of programme delivery stimulates students thereby facilitating learning 1process; also, assessment methods should reveal the named mode. The guidelines to achieve student-centred learning, teaching and assessment include; respect and attention to all students regardless of their diverse needs, consideration and use of different modes of programmes delivery, switching from one pedagogical method to another during teaching, evaluation and adoption of different modes of course delivery and pedagogical methods, instilling a sense of self enquiry to students while facilitating them to learn through guidance and support, promoting two-way respect between teacher and student and applying proper mechanisms of dealing with learners' problems. Furthermore, quality assurance guidelines on students' intellectual ability developments through various levels of study and subsequent career choices include; competence of examiners in modern testing and examination methods and regular relevant trainings, public awareness of the criteria and methods used in testing/assessment and marking, treatment of assessments as opportunities given to students to demonstrate the intended learning outcomes and associated feedback as teachers' advice, administration of assessments by more than one examiners under similar conditions, regulations governing examinations/tests considered as conditions for rectifying unusual conditions in teaching and learning, consistence in assessments during the course of study and formal steps to be taken by students intending to appeal against assessment results.

The fourth standard is that institutional guidelines governing students' admission, progression, recognition and certification should be established in advance and well known to the general public. To ensure this standard, the guidelines include; accessibility and transparency of policies, admission processes and criteria, induction to the institutions and programmes needs to be given, availability of processes and tools to gather information on students' progression and monitoring of the said. Also, fairness in practising the principles of the Lisbon Recognition Convention in recognising qualifications needed for student enrolment, period of study, prior-learning, recognition of formal and informal learning, cooperation with other institutions, cooperation with quality assurance agencies, student's award indicating the qualifications attained, learning outcomes, study context, level and status as well as completion.

The fifth standard is for institutions to ensure that they have competent instructors. Also, there should be transparent processes that are involved in staff recruitment and subsequent development. Guidelines to support this include; instructors to ensure that students gain experiences thereby enabling them to acquire knowledge, competences as well as skills, student-centred learning and teaching, also, given the diverse learners' population and target on learning outcomes, suitable environment should be provided which renders transparent and fair procedures for staff recruitment and conditions for employment, well defined opportunities for professional development of instructors, promotion of scholarly activities so as to ensure that strong link exists between education and research, thereby promoting innovative teaching methods and use of new technological methods.

The sixth standard is for institutions to set adequate fund to ensuring that there as sufficient learning resources and giving full support to students. The guidelines include availability of physical infrastructure (libraries, study facilities, information technology infrastructure) to facilitate mobility of students under different higher education systems. Appropriate resources, student-centred learning and flexible modes of course delivery to meet the diverse needs of students' population (mature, part time, employed international students as well as physically challenged students (with disability)), provision of regular on job training to support and administrative staff so as to equip them with competences needed in appropriate service delivery.

The seventh standard is for institutions to ensure that information is collected, analysed and used for effective management of programmes and activities. The guidelines associated with the named standard include; gathering of the right information which assists decision makers to clearly figure out what is going well and what needs rectification. Information collected depends on the type of institutions and their missions. Thus, information should indicate key performance indicators, profile of the students' population, academic progression of students (success and drop – out rates), satisfaction of students with their programmes, learning resources and support given to them, including their career paths after graduation and most importantly staff and students need to be engaged in provision and analysis of information as well as in future planning.

The eighth standard requires institutions to ensure that their information about programmes offered and activities is accurate and easily accessible by the general public. Guidelines for the standard include; accessibility of information and activities to ongoing students, future students, graduates and other stakeholders. Thus, selection criteria for the offered programmes, intended learning outcomes, qualification awarded, teaching and learning as well as assessment methods, pass rates, opportunities for learning and employability of graduates need to be open.

The tenth standard is that institutions should provide opportunities for monitoring and reviewing of programmes offered accordingly so as to achieve the objectives and fulfil the needs of students and societies. Regular reviews ensure improvement of the programmes. Actions that are taken after the review process need to be communicated to all responsible parties (students inclusive). Guidelines on this standard

include; provision of opportunities to monitor and review contents of programmes by consideration of current advances in research in different fields of study, changing needs of societies, student workload, progression and completion, efficacy of students' assessment methods expectations, their needs, satisfaction, learning environment, support services and their correlation with the programmes offered also need to be considered.

The last but not least standard requires institutions to have external quality assurance done cyclically in line with ESG. The guidelines attached to this standard include; external quality assurance giving information about the efficiency of internal quality assurance, use of feedback given by external quality assurance in making improvements and moving to an upper step in terms of quality, the general public to be informed of the quality activities that are carried out by institutions, external quality assurance be done at different organisational units such as faculty programmes. Also, institutions should make use of preceding comments of external quality assurance for future improvements based on the fact that the exercise is cyclical.

The European Association of Quality Assurance Agencies (ENQA) insists on collection and analysing of relevant information as one of the key elements of sound internal quality assurance in higher education institutions (Mayer, 2017b). To implement the Bologna process, institutions worldwide should sensitise stakeholders on quality assurance and the need to develop a culture of quality and treat the surrounding impediments as prerequisites for getting started (Mayer, 2017a).

3   Evolution of Quality Assurance at the Mkwawa University College of Education

Tanzanian higher education system has grown from simple to complex. The system dates back to 1961 when there was only one University College; an affiliate College of the University of London which is now the University of Dar e Salaam (UDSM) (United Republic of Tanzania (URT), 1984). In 1995 the Higher Education Accreditation Council (HEAC) was established and played the role of evaluating higher learning institutions in the country. In 2005 the council was replaced by the Tanzania Commission for Universities (TCU) to overcome shortcomings of the former. TCU aims to recognize, approve, register and accredit higher institutions in Tanzania (TCU, 2016). One of the main roles of TCU is to regulate higher learning institutions. This is done through periodic evaluation of systems and programmes of universities aimed at enhancing quality.

Evaluation of courses by students was established in 1960s (Cahn, 1986). The essence of establishing tools/instruments for students to evaluate courses was to measure teaching effectiveness and actual learning (Wang and Schumann, 1980). Students' course evaluation and teaching tools thus serve as umbrellas embracing information on the quality of instruction, students' knowledge and learning. In that

regard in any tool/instrument these three major parts must be logically and critically broken down to accommodate reliability, validity and appropriateness.

The University of Dar es Salaam has been struggling to improve teaching and learning since 1978, when Teaching and Learning Improvement Programme (UTLIP) was established. UTLIP aimed at monitoring, improving, promoting, enhancing, maintaining, reviewing and documenting quality assurance instruments in the teaching and learning processes. In 2002, the UTLIP functions were integrated into the Centre for Continuing Education (CCE) to widen the scope of quality assurance activities at institutional level. In 2007, the UDSM approved the Quality Assurance (QA) Policy which established the Quality Assurance Bureau (QAB). The Bureau has a mission to constantly monitor and evaluate quality assurance processes in the University.

As a Constituent College of the UDSM, Mkwawa University College of Education has a role to play in the development of the country through provision of quality teaching, research and public service (consultancy). In 2014 MUCE developed its Quality Assurance Policy by customising that of the UDSM (Mwalimu Nyerere Main Campus). Customisation of the UDSM QA Policy considered teacher-training philosophy in relation to the environment of the College. MUCE Quality Assurance Policy therefore aims to ensure that relevant and appropriate standards are achieved and good quality education is provided to students by encouraging and supporting continuous quality improvement in institutional as well as in programme and research management.

The issue of quality education has become a prominent agenda in all higher learning institutions worldwide. Given an umbrella of globalisation in which universities are operating, the pressure to meet international standards in terms of inputs, processes and outcomes has become very high. It follows that, management of quality particularly internal which aims to meet targets of key stakeholders is given the highest priority. Thus, institutions like MUCE are battling in quite different ways to satisfy the needs of governments, academic world, students, parents, employers and the society around. By consideration of core functions of teaching, research and public services; universities struggle to ensure that they offer up – to – date programmes, regularly improve the strategies used in teaching and learning process, their products satisfy needs of labour market, steadily increase students' enrolment at the same time lowering numbers of students who get discontinued from studies.

Yet in the ongoing students' course evaluation and teaching tool at MUCE there was no policy statement and, statement of instructors' observance to sexual harassment code which is not known by majority of students, absence of clear link between up to date skills of instructors and his/her competences, difficulty in evaluating instructors preparedness, absence of room for students to evaluate course outlines that are drawn from the synopses and demand for evaluating fairness of instructors in grading of results under unclear conditions and therefore the tool needed refinery. Thus, the proposed project aimed to develop revised students' course evaluation and teaching tool at MUCE.

4   Profile of Institution

4.1   Establishment of Mkwawa University College of Education

Mkwawa University College of Education is located in Iringa region, Southern Highlands of Tanzania (Figure 1). The College is within the then Hehe Empire about 506 Km away from the UDSM. The College was established as a constituent college of the UDSM on the 1st of September 2005 by upgrading the former Mkwawa High School, in response to an increase in demand for teachers in the country. Mkwawa High School was first established as an 'Ordinary' level school in 1959 and was called St. Michael and St. George's School. In 1964, it became a High School, officiated by the First President of the United Republic of Tanzania (URT), the late Mwalimu Julius K. Nyerere. In 1964, the school was renamed in honour of Chief Mkwavinyika Munyigumba Mwamuyinga commonly known as Chief Mkwawa, who was a Hehe tribal leader in German East Africa (1855–1898). In 1977, the School was converted into a Teachers Training College (TTC) that offered certificate and diploma programmes in education. In 1992, it was reverted to a High School, which was later upgraded to a constituent college of the University of Dar es Salaam (UDSM) in September 2005.
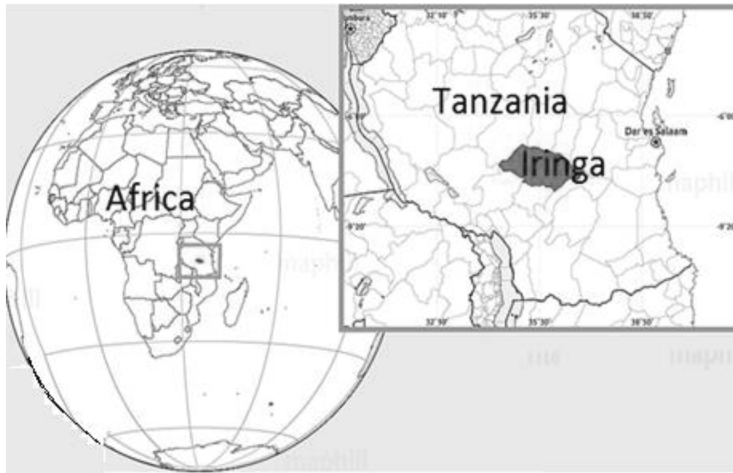

Figure 1: Location of Iringa in Tanzania (Source: Maphill, 2011)

4.2   Vision and Mission of Mkwawa University College of Education

The vision of Mkwawa University College of Education is to become a centre of excellence in producing innovative and inspired teachers and leaders by providing integrated quality education. In order to fulfil its vision the College quests to deliver quality teaching, research and public services in education geared at transforming society (MUCE, 2015).

4.3   Faculties and Programmes at Mkwawa University College of Education

Mkwawa University College of Education has three (3) faculties (Education; Humanities and Social Sciences; Science) with in total 7 degree programmes. Of these, four are offered at an undergraduate level and three at Master's level. Currently, the College offers teaching skills to natural and social scientists. Establishment of non-education programmes in the College is underway.

5   Project Action Plan

5.1   Activities and objectives achieved

This project is based on the course that was conducted for deans (IDC) between 2017 and 2018. The ongoing students' course evaluation and teaching tool at Mkwawa University College of Education had some irrelevant questions by consideration of the international standards for internal quality assurance in higher learning institutions. The main goal of the project was therefore to develop a revised tool for students' course evaluation and teaching at Mkwawa University College of Education. The PAP was designed by indicating activities that were to be carried out and resulting objectives.

Sensitisation of MCUE community on the necessity of reviewing the existing students' course evaluation and teaching tool was carried out by briefing the College Principal and Deputy Principal (Academic) about part I of Deans' course in Germany and the PAP. This was followed by a meeting with the College Coordinator of Quality Assurance to introduce and discuss the need to improve the students' course evaluation tool. The meeting with academic staff to introduce and discuss the need to improve students' course evaluation and teaching tool was organised. Then, a team of seven people was created. These activities ended with achievement of the objective on involvement and sensitisation of the community of Mkwawa University College of Education on the need to review the existing students' course evaluation and teaching tool.

Another key task was developing problem-solution trees on the existing students' course evaluation and teaching tool. This stage involved extensive literature review on students' evaluation of courses and teaching, generation of information on existing gaps and formulation of problems and solutions associated with the existing tool and organisation of the meeting with staff members to agree on the problems and solutions associated with the existing students' course evaluation and teaching tool proposed by the team. Ultimately, an objective on development of draft 1 of the document elaborating problems and solutions associated with the existing students' course evaluation and teaching agreed upon by stakeholders was achieved.

The third task was to develop customised students' course evaluation and teaching tool. This was initiated by identification of all criteria which will be used to evaluate courses and teaching by students. This was followed by development of the students' course evaluation and teaching tool. The developed tool was tabled and

discussed by all faculty staff and corrected. The third objective was achieved by developing the draft tool with stakeholders' inputs.

The fourth task involved procedures for the approving the reviewed students' course evaluation and teaching tool by the MUCE and UDSM participatory organs. The procedure involved organisation of faculty board meeting to discuss and recommend the reviewed students' course evaluation and teaching tool to the College Academic Committee (CAC) for recommendation. Thereafter, CAC directed on channeling the revised tool to the Quality Assurance Bureau of the UDSM for incorporation of the PAP inputs with the ongoing review process. Thus, an objective on approval of the final draft of students' course evaluation and teaching tool approved by the UDSM Senate was indirectly achieved by channelling the tool to the UDSM QA bureau through MUCE QA unit.

5.2 Success of the Project Action Plan

- Acceptance from the top College Management.
- A revised students' course evaluation and teaching tool with inputs from the three Faculties, representative students, Faculty of Science Board and College Academic Committee was developed.
- It is the first revision of the course and teaching evaluation tool in the College.

6 Significance of the project

Through application of some of the standards and guidelines of the ESG, developed teacher professionalism is expected through engagement of course instructors in revising the quality assurance policy and regularly updating courses, this guarantees them to take full responsibilities and effectively use student-centred learning and teaching thereby creating suitable environment for students to acquire knowledge, skills, think critically and become competent in their fields of study. Optimised teaching and learning resources through extensive preparations and internalising the type and nature of resources needed to meet the needs of students will result from this project. This is because course instructors will be able to relate the resources needed and the desired learning outcomes. The project will also result into operationalised learning objectives by improving methods of course assessments through consideration of the learning outcomes as reflected in the course objectives. Improved course sequencing is expected as well through proper preparations of course outlines and breakdown of contents into logical and manageable parts thereby switching from one pedagogical method to another. Furthermore, the project is likely to render enhanced teacher - student interaction through the use of student-centred learning and teaching, blended modes of course delivery and modern technology in teaching up-to-date course contents that usually end up enhancing good relationships among learners and between instructors and learners because of the multiple interactions. Improved course assessment mode is expected through estab-

lishment of correlations in examinations/tests, course objectives and the intended learning outcomes. Likewise, rules and regulations that govern conduct of examinations/tests will no longer be seen as means for accusation rather, mitigation tools.

7 Risks of the project

Biasness of students based on gender, ethnicity and personality of course instructors when evaluating courses. Based on gender, students may distort the essence of evaluating courses and instructors by giving rates that are not appropriate. For example, in some African societies there is a myth that women do hate each other and instead they like men. Students believing in this myth may deliver wrong information pertaining female course instructors. Likewise, in societies where tribalism, racism or civil wars are common, students are likely to evaluate attributes of course instructors based on ethnicity, race or side of involvement in the war. In this case information sought for course instructors may not be obtained for appraisal or improvement.

Direct relationship may exist between instructors' ratings and students' grades in examinations. There is a tendency for some students to lowly grade course instructors simply because they are likely to completely fail the course or pass at the lowest pass grade. On the other hand, excellently performing students may be highly motivated and award very high scores that do not reflect the reality. Ultimately, correlation between student performance and rating on quality assurance arises though not expressing the actual situation.

Newly transferred students required to evaluate ongoing courses. Newly transferred student(s) to a particular higher learning institution may give inappropriate information especially when not given chance to customise with the programmes and activities that are being carried out in the new environment. As a result inappropriate information about courses and teaching is likely to be collected from such student/students and distort the results subject to their numbers.

There has been a tendency of evaluating courses with different levels of difficulty in the same way. This may result into ratings that are directly related to the level of difficulty of courses and therefore on the other hand, not giving concrete information on the need for revising the programmes that seem to be simple that are excellently rated by majority of the students.

Limited numbers of students to undertake course evaluation in some courses since the numbers of students registered in different courses differ, in some institutions for statistical purposes a fixed number of students to be engaged in evaluation of courses is normally set especially for big classes. This situation warrants some students to intentionally escape from evaluating courses and teaching by treating the exercise as optional. As a result information collected from students concerning courses and teaching end up being limited.

Anonymity of students during evaluation warranting irrelevant responses as the tools used for evaluation of courses and teaching by students can ether comprise of

objective questions or a mixture of objective and open ended questions. However, in certain instances students have been observed responding to open ended questions by giving information which is not related to the purpose of questioning and not even decent. This ends up denying institutions the right to collecting information from students who are crucial stakeholders in education.

Negative responses from some course instructors. Despite the struggle of higher learning institutions worldwide to promote, establish and sustain quality assurance in their programmes and activities, still there are some course instructors who perceive this in a negative way. Complains of these instructors arise from being assessed and judged by students who seem to be juvenile in terms of academic levels, intellectual abilities and experiences. Thus, these groups of people always do interfere with the practice of ensuring and maintaining quality in institutions and may even transmit the negative attitude to students, thus interfering with collection of information.

8   Methodology

The project was carried out at Mkwawa University College of Education located in Iringa Region of Tanzania. Mkwawa is a Constituent College of the University of Dar es Salaam. During Part I of the International Deans Course Africa 2017/2018, particularly after coverage of the module on quality management, the author decided to incorporate some standards and guidelines of the Bologna process in the MUCE's tool used by students to evaluate courses and teaching. It was observed that no policy statement is on the ongoing students' course evaluation and teaching tool and, statement of instructors' observance to sexual harassment code which is not known by majority of students, absence of clear link between up to date skills of instructors and his/her competences, difficulty in evaluating instructors preparedness, absence of room for students to evaluate course outlines that are drawn from the synopses and fairness in grading of results under unclear conditions. Initially, the project action plan was developed, indicating activities that were to be carried out in relation to time. Then, the problem-solution trees were used to indicate problems associated with the ongoing students' course evaluation and teaching tool. Stakeholders who were engaged in this project were; the College Principal, College QA Coordinator, three QA representatives from the three faculties, ten academic staff from each of the three faculties and two students' leaders from DARUSO MUCE (Dar es Salaam University Students Organisation at MUCE) since other students were on long vacation.

9   Results and Discussion

Proper use of sexual harassment and anti-sexual harassment, awareness of instructors' up to date skills, competences, levels of preparations, fairness in grading marks and updating of lecture notes were identified as solutions to problems identified in Figure 2 (Figure 3). These solutions were used to formulate appropriate questions for the revised tool as; instructor's observance of anti-sexual harassment, Instructor's ability to give direction for you to become competent in the subject matter, generally, how do you rate the instructor in using modern technology for teaching?, presentation of the subject matter, how logical were lecture notes organised and visible in both hard and soft copies?, how relevant was the mode of assessment? (e. g. sufficient tests, assignments, timed essays, practical reports), award of marks corresponding to the marking schemes for assignments/tests/practical reports and how clear was the course outline and objective of the course? Combination of the revised items with the ongoing students' course evaluation and teaching gave rise to the revised tool.

For effective learning and teaching, student-centred approach renders enhanced interactions which end up creating good relationship between instructors and students. Instructors are expected to meet the needs of all learners in the classroom environment regardless of their learning differences, background or gender. In many African cultures some actions connected to sexual harassment are not seen as issues of concern. For example, in some Tanzanian societies kneeling down for a girl/ woman before a boy/man is seen as a sign of respect. Also, perpetuation of clearly defined daily responsibilities for women and men has gender inequality connectedness. After going through the ongoing students' course evaluation and teaching tool, it was established that an attribute on sexual harassment was not very clear though it demanded on observance of instructors to the institutional sexual harassment code. It has had been observed by stakeholders that majority of students give credits to observers of sexual harassment and vice versa due to lack of clarity. This contradiction may end up negatively influencing students who do not think critically by perpetuating bad norms to the society. In this project, this item was revised to reflect its actual meaning for reliable evaluation by students. Respect and attendance to different needs of diverse population of students should be practised by course instructors in ensuring quality (ESG, 2015).

In this project, competencies of instructors appeared to be stated in general terms by demanding bringing about students' satisfaction; therefore may not reflect the reality. We are currently operating in modern technological era and therefore the use of modern technology in any field of study cannot be avoided. Competencies of instructors may be looked at into several perspectives, to include instructors and students. A competent instructor needs to have adequate knowledge and skills in a particular field. In teaching and learning, instructors have aspirations to fulfil certain institutional goals. On the other hand, students have expectations from instructions and instructors. It is known that an instructor may have general knowledge and

skills but lacking up – to – date skills in a given field. This is due to the fact that instructions are not static, rather they keep on changing. Furthermore, learning is a lifelong process. In that regard, an instructor who is not equipped with modern technological skills to include software in a particular field may end up failing to transmit modern knowledge and impeding expectations of a nation, institution, students, employers and society. An attribute on competencies of instructors was thus revised in a more specific way as shown in Figure 3 and Table 3. Engagement of learners with different levels of understanding in actual discussions renders student-centred approach of teaching and learning thereby switching from one mode of course delivery to another (ESG, 2015).

It was further observed that non-education students hardly evaluate teaching techniques and styles. The current students' course evaluation and teaching is used by the University of Dar es Salaam and its constituent colleges. The University of Dar es Salaam offers education and non-education programmes. It was noted with concern that education students may easily evaluate different types of teaching techniques and styles. This item was revised by demanding students to evaluate instructors' ability to logically sequence course contents and present them in order of complexities to facilitate learning. The ability of instructors to logically teach contents reflects the levels of lesson preparations. Engagement of students during discussions and/or practical sessions portrays student centred approach.

Demand of information about clarity of course objectives in the current tool was seen inadequate. This is because course outlines indicate a number of items to include the general goals, modules, reference books, scheme of module coverage in weeks of a semester/term, teaching approaches, students' activities, assignments, tests, examinations and expected learning outcomes. It was noted that there is no fixed format for course outlines within the institution. Apart from that, some instructors start to teach before providing students with course outlines. This entails the need to evaluate clarity of course outlines in terms of timing, relevance and sufficiency of information for students. This attribute was revised by requiring students to evaluate clarity of course goals and course outline. Strategic teaching and learning requires consistency between goals and learning outcomes (Antia, 2017). An attribute on course goals is very important as it gives information whether there is a need for curriculum/programme review or not. Clarity of courses is usually reflected in course outlines that are drawn from course contents. Weaknesses observed in course objectives and contents usually form the basis for programme review so as to meet students' and societal needs (ESG, 2015).

The mode of assessment in the current tool was incomplete by demanding sufficiency of tests, assignments and examinations only. To complete this item, relevance of assessments was added to read as, how relevant was the mode of assessment? (e. g. sufficient tests, assignments, timed essays, practical reports). This is because, best performing students tend to give credits to the attribute; on the other hand, students getting unsatisfactory grades ranking it very low. High grades motivate students to an extent of demanding to sit for as many tests/examinations as pos-

sible as opposed to low grades. On the other hand, relevance of assessments entails consideration of intended learning outcomes. If relevance is considered, then actual classroom situation in term of behavioural change may be figured out by majority of the students. According to Antia (2017), course instructors need to ensure that teaching and learning activities match to Bloom's revised taxonomy. Also, relevance of the mode of assessment and expected learning outcomes needs to be given priority when evaluating course assessment methods (ESG, 2015).

Fairness of instructors in grading students was also not clear. The word 'fair' is misused by some students by equating it to one's performance in a particular course. Some students tend to treat fairness of instructors in grading in a subjective way. For example, friendship, ethnicity, popularity, high performance may interfere with fairness of instructors in grading students. Favouritism of some instructors by students may influence information gathered on fairness in grading. It is normal for course instructors to give feedback and discuss model answers after administering assignments/tests/practicals. Class discussions during seminars assist students to evaluate the extent of engagement and fairness in awarding marks for varied tasks. In that regard, students can easily evaluate the extent of instructors to follow the marking guide and so fairness in a direct way. According to ESG (2015), criteria and methods of assessments need to be published in advance and feedback given represents instructor's advice on the intended learning outcomes.

Adequacy of tutorials, seminars or practicals appeared not well formulated. This attribute may be somewhat challenging for students' evaluation. Customarily, students like to get free time for carrying out private studies. In this sense, an instructor who for no reasons skips tutorials, seminars or practical sessions may be ranked high by students especially those who are not serious with studies. Furthermore, since students differ in grasping concepts during learning; the response may depict a direct relationship between brightness of students and satisfaction. Therefore, for objectivity, this attribute was revised to demand on how course instructors follow the institutional time table. In that regard, adequacy of tutorials, seminars or practicals can be evaluated well by consideration of workload which needs to be known prior to commencement of the course (ESG, 2015).

For awareness and motivational purposes, the College policy statement was included in the revised students' course evaluation and teaching tool. Students as one of the key stakeholders in any higher learning institutions are obliged to comprehend the quality vision and steps to take so as to reach the destination. Students have roles of changing behaviour through learning, transmitting knowledge and skills to the wider society, fulfilling the national and institutional goals and initiating revision of programmes/curriculum when need arises. Policy statement is needed to develop the quality culture and enabling students as one of stakeholders to take full responsibilities in institutional quality matters (ESG, 2015).

10   Conclusion

Items that were not clear in the students' course evaluation and teaching tool were identified and revised. Ultimately, the revised students' course evaluation and teaching tool was developed. Despite the revision of the tool, its implementation is not yet. This is because the author belongs to a Constituent College of the UDSM and therefore it was agreed during the highest College Academic Committee meeting that the inputs to the ongoing tool will be included in the document under review by the Quality Assurance Bureau of the UDSM.

11   Recommendations

- Visibility of the College QA policy on the website is recommended.
- General regulations governing the conduct of UDSM examinations need to be posted on the College website for the general public.
- Future enrichment of the revised tool by including open – ended questions is recommended so as to get more information from students.
- Inclusion of course objectives in students' course evaluation and teaching tool is recommended to simply the task of evaluating instruction and programmes.
- Involvement of students in revision of OA policy is recommended in the future.

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