DAR ES SALAAM INSTITUTE OF TECHNOLOGY (DIT)

ISO 21001:2018 CERTIFIED

QUALITY ASSURANCE OPERATIONAL POLICY AND PROCEDURES

AUGUST, 2026

DIT-QA/POL/001

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DOCUMENT CHANGE HISTORY

S/N	Revision No.	Issue Date	Summary of Change
1.	Rev. 00	May, 2009	Original Document
2.	Rev. 01	August, 2026	Incorporating the ISO (EOMS) Requirements

ABBREVIATIONS AND ACRONYMS

DIT	Dar es Salaam Institute of Technology
DR ARC	Deputy Rector – Academic, Research and Consultancy
DR PFA	Deputy Rector – Planning, Finance and Administration
DTC	Dar es Salaam Technical College
DTI	Dar es Salaam Technical Institute
EOMS	Education Organization Management System
FTC	Full Technician Certificate
ISO	International Organization for Standardization
NACTVET	National Council for Technical and Vocational Education Training
NTA	National Technical Award
QA	Quality Assurance
TCU	Tanzania Commission for Universities

DEFINITIONS

Quality
Means level of goodness or satisfaction with a good or service compliant with set standards, fitting customers' needs (fitness for purpose), efficient and effective (value for money) and includes empowerment and enhancement of customer satisfaction.

Quality assurance
A systematic, structured 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.

Quality Control
The process whereby measures are established which ensure that outcomes of academic programmes and activities are of a prescribed standard. It involves 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.

Quality Management
Quality management refers to all processes that are in place to facilitate achievements of quality in an Institution.

Institution Accreditation
Approval granted by NACTVET to an institution on account of having programmes and quality assurance system that ensures the provision of set qualifications and educational standards. Accreditation is a continuous process done after conducting institutional Self-evaluation study.

1. INTRODUCTION

1.1 Background

Dar es Salaam Institute of Technology is a fully accredited Institution by the National Council for Technical Education (NACTVET). It offers a wide range of full-time, part-time professional engineering programmes in Ordinary Diploma, Bachelor of Engineering and Masters of Engineering (i.e. National Technical Awards (NTA) Level 4-9 in line with the NACTVET competence based modular training system).

Quality Assurance policies, procedures and management within our Institute shall be aligned with the vision, mission and core values of the Dar-es-Salaam Institute of Technology and International standards (ISO).

1.2 Vision

To be Africa's leading technical education institution in addressing societal needs.

1.3 Mission

To provide competence-based technical education, research, innovation and entrepreneurship anchored in the Teaching Factory model to meet the evolving needs of society and industry.

1.4 Quality Policy Statement

DIT is committed to providing high-quality, competence-based education and related services that meet the needs and expectations of its stakeholders and contribute to the achievement of its Vision and Mission. In this regard, the Institute shall:

i. Promote continual improvement in teaching, learning, research, consultancy, inno vation, entrepreneurship, and support services;
ii. Implement the Teaching Factory approach to integrate technical education with real-life industrial and business practices;
iii. Implement an Education Organization Management System (EOMS) in accordance with ISO 21001:2018 to strengthen quality management and continual improve ment;
iv. Ensure that its policies, regulations, procedures, and other quality management instruments are developed, implemented, monitored, and regularly reviewed in accordance with applicable standards and requirements; and
v. Ensure compliance with applicable legal, regulatory, and international quality requirements.

1.5 Rationale for Reviewing Quality Assurance and Quality Control Policy of 2009

DIT is committed to continuously monitoring and evaluating its core activities to maintain and improve the quality of its services. The review of the Quality Assurance and Quality Control Policy of 2009 is necessary for the following reasons:

i. Changes in science, technology, and industry

DIT operates in a rapidly changing environment characterised by developments in science, technology, engineering, and industry. The Policy therefore needs to provide a quality assurance framework that responds to these changes and supports the Institute's competitiveness at national and international levels.

ii. Long period since the last review

The Quality Assurance and Quality Control Policy of 2009 had not been reviewed since its establishment. The review is therefore necessary to ensure that the Policy remains relevant, effective, and responsive to the current needs and strategic direction of the Institute.

iii. Continuous quality improvement

The review provides an opportunity to strengthen quality assurance mechanisms and promote continuous improvement in teaching, learning, research, innovation, and support services.

iv. Changes in laws, regulations, standards, and technology

The review takes into account changes in applicable laws, regulations, quality standards, technological developments, and emerging risks to ensure that the Institute's quality assurance practices remain relevant and compliant.

v. Implementation of the Teaching Factory approach

DIT has been implementing the Teaching Factory approach in teaching and learning since 2016. However, there have been no clearly defined mechanisms for integrating Teaching Factory activities into Continuous Assessment (CA). The reviewed Policy therefore provides a framework for the effective implementation, monitoring, assessment, and quality assurance of the Teaching Factory approach.

vi. Changes in the management structure

The review incorporates DIT's current management structure to ensure that responsibilities for quality assurance are clearly defined and that quality assurance processes are effectively coordinated and implemented across the Institute.

vii. Alignment with ISO 21001:2018

The review aligns the Policy with the requirements and principles of ISO 21001:2018 for Education Organization Management Systems (EOMS). This is intended to strengthen the Institute's quality management practices, remove barriers to learning, and respond to the evolving needs of learners and the labour market.

viii. Achievement of the Institute's Vision and Mission

The reviewed Policy provides a strengthened framework for quality assurance and continuous improvement and is expected to contribute to the achievement of DIT's Vision

and Mission and enhance the Institute's reputation and competitiveness at national, regional, and international levels.

1.6 Objectives of the Policy

The overall objective of the quality assurance policy is to support the Institute's efforts to achieve its vision and mission through the development and implementation of Institute core activities that meet local and international academic standards under ISO 21001:2018. In particular, the Policy serves:

i. To support the DIT mission and vision and take into account relevant educational, scientific and technological developments;

ii. To equip learners with the necessary capabilities to demonstrate competence in their chosen professions;

iii. To ensure that the quality of academic programs at DIT is of the required International standards (ISO) with continued relevance to the labour markets and the needs of the workforce within and out of the country;

iv. To ensure availability of a framework of management, academic support and facilities that enhance the quality of the teaching and learning experience, research and consultancy services;

v. To enhance continual improvement of internal support services provided to students and staff;

vi. To develop, strengthen, and continuously improve appropriate internal quality assurance and enhancement mechanisms and apply them across all programmes offered by the Institute, services provided to society, and support services provided to students and staff;

vii. To develop and sustain a culture of quality seeking and quality assurance among members of the Institute community;

viii. To ensure that requirements of International Standard (ISO 21001:2018) are observed and implemented appropriately.

1.7 Scope of the Policy

This policy provides a general guidance on the processes of monitoring and evaluating quality in all aspects of DIT operations in all its Campuses namely DIT main Campus, Mwanza Campus, Songwe Campus and DIT DTC Dodoma Campus. Implementation of this policy will be facilitated and guided by the Quality Assurance Unit. The policy incorporates both internal and external quality assurance and quality management approaches. The policy therefore shall apply to the following:

i. All academic and administrative departments, units, centers and other designated organs at Dar es Salaam Institute of Technology;
ii. All staff, permanent and part-time or internship who are active in teaching, research and providing any form of support service to the core functions of the Institute;
iii. All students registered with the Dar es Salaam Institute of Technology
iv. Other stakeholders collaborating or working with the Institute.

1.8 Areas for Quality Assurance

Quality assurance will be enhanced through the following areas:
a) Internal Quality Assurance Mechanisms;
b) External Quality Assurance Mechanism.

1.8.1 Internal Quality Assurance

Internal quality assurance mechanisms are continuous. The areas of internal quality assurance shall include the following:

a) Quality in Teaching and Learning

Assessment of quality of teaching and learning shall cover the following:
i. Assessment of lecturers'/instructors' mode of delivering their teaching;
ii. Student evaluation of course and teaching;
iii. Use of well-established quality assurance tools for students' and lecturers' class attendance;
iv. Assessment of level of student engagement in teaching factory and learning experience.

b) Quality in Student Assessment

Internal and external examination moderation to determine the quality of student assessments, both continuous assessment and final examination papers shall be deployed. These internal and external moderation procedures will ensure the validity of student assessment and the reliability of marking.

c) Quality of resources and facilities

Assessment of quality of resources and facilities shall include the assessment of availability and appropriateness of lecture rooms, library and library facilities, ICT facilities, laboratories, workshops or practical facilities and equipment.

d) Quality in Curricula Development and Review

Curricula for new programmes will be developed as per NACTVET guidelines, and curricula review for the existing programme will be done once every five years or less depending on technological changes in labour market. For both curricula development and review, the needs assessment through labour market demand survey shall be done followed by Situational Analysis Report (SAR). Curriculum development and review shall reflect the findings of the Situational Analysis Report and the views of stakeholders.

e) Quality of Academic Staff:

Assessment of quality of academic staff shall be in accordance with NACTVET recommended qualification for both lecturer cadre and instructor cadre. Benchmarks for minimum qualifications, scholarly work and involvement in continuing professional development activities shall be in accordance with NACTVET quality promotion guidelines. However, the Institute shall strive to achieve higher qualification of its human resource and quality service.

f) Quality in support services

Assessment of quality in academic support services delivered to Institute for the processes related to academic excellence shall be included in Standard Operating Procedures(SOPs) for quality assurance.

g) Quality of research, consultancy and community services

The quality of research, consultancy and community services provided by DIT shall be assessed for the relevance of research, validity of research findings and their dissemination. The adequacy and quality of outputs in consultancy and public services provision and overall impact of DIT services to the public will also be assessed.

1.8.2 External Quality Assurance

External Quality Assurance measures shall comprise the following:

a) Engaging external examiners appointed according to clear criteria;
b) Engaging senior academics from other higher learning institutions to vet publications of academic staff;
c) NACTVET monitoring and evaluation verification visits to ensure that Academic standards are maintained and accreditation is secured and Institutional Self-evaluation Study is conducted;
d) Conduct internal and external audits to assess compliance with international standards, including ISO 21001:2018, and maintain the Education Organization Management System (EOMS) certification.

2. POLICY ISSUES, OBJECTIVES, STATEMENTS AND STRATEGIES

2.1 Students' Admission and Registration

2.1.1 Enrolment vs Institute Capacity

a) Policy issue

The demand for student admission to various academic programmes from NTA level 4-9 at DIT has increased while resources such as staff, lecture theaters, laboratory space, workshops and equipment for training have not been expanding at the same pace.

b) Policy statement

The Institute shall ensure that student enrolment is aligned with available institutional capacity to maintain quality education and training in alignment with ISO standards.

c) Strategies

i. Establish and implement enrolment planning guidelines based on available resources;
ii. Conduct periodic capacity assessments of staff, facilities, and infrastructure;
iii. Align admission quotas with teaching, laboratory, and support service capacity;
iv. Strengthen infrastructure development to accommodate increasing enrolment;
v. Adopting alternative approach to accommodate the increasing enrollment;
vi. Monitor and evaluate the impact of enrolment on quality of teaching and learning.

2.1.2 Remarkable trend of students' late registration

a) Policy issue

There is a persistent trend of late student registration, affecting academic planning, teaching schedules, and quality assurance processes.

b) Policy statement

The Institute shall ensure student registration remains timely and responsive to situational needs, consistent with regulations and academic calendars.

c) Strategies

i. Enforce registration deadlines rigorously, including the application of appropriate penalties for late registration in accordance with institutional regulations;
ii. Continuously monitor registration patterns and trends to identify challenges and address bottlenecks in a timely manner;
iii. Develop clear guidelines for handling disruptions (like power failures or national events) so that registration can be rescheduled without compromising fairness or compliance;
iv. Maintain a system of immediate notifications (portal updates, SMS, email, notices) so that students are informed of registration schedules, deadlines and requirements;
v. Integrate registration systems with academic and financial records to ensure consistency, accuracy and real-time validation of students' status.

2.2 Teaching and Learning Process

2.2.1 Inadequate Teaching and Learning Infrastructure

a) Policy Issue

The Institute experiences inadequate teaching and learning infrastructure including classrooms, laboratories, libraries and ICT facilities.

b) Policy Statement

The institution is committed to ensuring that teaching and learning are supported by adequate, safe, accessible, and quality-assured infrastructure. It shall establish and maintain robust quality assurance mechanisms to continuously assess, improve, and upgrade physical and digital learning facilities in order to enhance effective delivery of academic programs and attainment of intended learning outcomes.

c) Strategies

i. Develop and enforce minimum quality standards for all teaching and learning infrastructure including classrooms, laboratories, libraries, workshops, and ICT facilities, to ensure they meet required academic and safety benchmarks;
ii. Establish a routine monitoring framework to assess the adequacy, functionality, and condition of teaching and learning facilities;
iii. Conduct periodic audits and publish reports on infrastructure status, gaps, and improvement plans;
iv. Establish, collect and analyse feedback from students, staff, and external stakeholders regarding infrastructure adequacy, and the results shall inform continuous quality improvement initiatives;
v. Track digital resource usage, connectivity reliability, and e-learning platform performance to guarantee equitable access;
vi. Define measurable indicators to evaluate infrastructure quality.

2.2.2 Absence of Defined Procedure for Monitoring Teaching Factory Approach

a) Policy Issue

Since 2016, the Institute has implemented the Teaching Factory approach to bridge theory and practice. However, the Institute lacks a standardized and documented quality assurance procedures for monitoring implementation of Teaching Factory.

b) Policy statement

The Institute shall ensure effective implementation of the Teaching Factory approach through a well-defined, standardized, and quality-assured monitoring framework.

c) Strategies

i. Develop and implement Teaching Factory guidelines, standards, and Standard Operating Procedures (SOPs) to provide a clear and standardised framework for integrating the Teaching Factory approach into academic programmes;

ii. Create awareness and build the capacity of academic staff, students, and Quality Assurance Officers on the Teaching Factory approach, including its implementation, monitoring, assessment, and quality assurance requirements;
iii. Integrate real-life industry practices, experiences, and problem-solving activities into teaching and learning, including through flagship projects that provide students with practical and industry-relevant experience;
iv. Ensure that all students participate in approved flagship projects and that their performance is appropriately assessed and incorporated into Continuous Assessment (CA) where applicable;
v. Establish a comprehensive monitoring and evaluation framework with clearly defined indicators, data collection mechanisms, reporting requirements, and procedures for tracking the implementation and effectiveness of the Teaching Factory approach;
vi. Conduct periodic monitoring, audits, and reviews to assess compliance with Teaching Factory standards and requirements and to identify areas for improvement;
vii. Establish structured feedback mechanisms to obtain and analyse views from students, academic staff, and industry partners and use the findings to inform continuous improvement of the Teaching Factory approach; and
viii. Regularly review and update relevant policies, guidelines, regulations, and procedures to ensure effective institutionalisation of the Teaching Factory approach and alignment with emerging industry needs and good practices.

2.2.3 Non-compliance with Student Assessment Procedures

a) Policy Issue

The Institute faces challenges in ensuring compliance with established student assessment procedures due to weak enforcement mechanisms which results in inconsistencies, reduced transparency, and compromised reliability and integrity of assessment outcomes.

b) Policy statement

The Institute shall ensure that all academic staff and administrators comply with established assessment procedures to ensure that evaluation outcomes are consistent, credible, and aligned with Standard Operating Procedures.

c) Strategies

i. Establish clear monitoring and reporting mechanisms to track compliance;
ii. Conduct regular audits of assessment practices across departments;
iii. Provide training sessions for academic staff on assessment policies and ethical standards;
iv. Develop accessible guidelines and manuals to support consistent application of procedures;
v. Recognize and reward departments that demonstrate exemplary adherence to procedures;

vi. Introduce consequences for non-compliance, including formal warnings or disciplinary action;
vii. Publish periodic reports on assessment compliance and integrity;
viii. Collect feedback from students and academic staff to identify gaps in assessment practices.

2.2.4 Academic Integrity, Plagiarism and AI-generated Contents

a) Policy Issue

The Institute faces challenges in safeguarding academic integrity due to inadequate mechanisms for detecting and preventing plagiarism and the growing use of AI-generated content. The absence of effective tools, such as plagiarism detection software and AI-content verification systems, weakens the enforcement of ethical standards and increases the risk of dishonest practices. This compromises the authenticity of student qualifications, research outputs, and innovations, thereby affecting the credibility and reputation of the Institute within the academic community.

b) Policy statement

The Institute shall promote and protect academic integrity by implementing effective systems of detecting, preventing and addressing plagiarism and monitor the use of AI created contents in learning, teaching, research, and innovation to safeguard the authenticity of academic qualifications and the reputation of its scholarly contributions.

c) Strategies

i. Promote AI literacy and academic integrity among students and staff through regular training and awareness programmes on plagiarism prevention, proper citation and referencing, ethical writing, and responsible use of AI;
ii. Promote diverse and authentic assessment methods, including project-based, oral, practical, and applied assessments, to enhance learning and reduce opportunities for plagiarism and inappropriate use of AI;
iii. Establish transparent, fair, and consistent procedures for reporting, investigating, and addressing cases of plagiarism, academic dishonesty, and inappropriate use of AI, including appropriate disciplinary measures;
iv. Monitor and evaluate the effectiveness of academic integrity mechanisms, including compliance with originality-check requirements, and use the findings and stakeholder feedback to inform continuous improvement; and
v. Monitor the regular review and updating of relevant policies, guidelines, and regulations to ensure that academic integrity mechanisms remain responsive to emerging technologies, including AI, and aligned with international good practices.

2.3 Curricula Design and Review

2.3.1 Monitoring Curricula Development

a) Policy Issue

The Institute faces challenges in assuring the quality of curriculum development. Although curricula are prepared in line with NACTVET standards, the absence of robust monitoring procedures during development and review makes it difficult to verify full compliance with prescribed requirements such as market surveys, stakeholder consultations, and self-evaluation studies. These gaps weaken oversight, compromise programme relevance, and undermine the credibility of the Institute's academic provisions.

b) Policy Statement

The Institute is committed to strengthening quality assurance in curriculum development and review. The Quality Assurance Unit shall establish and enforce monitoring procedures to ensure that all curricula comply with EOMS standards, NACTVET standards and institutional requirements. This will guarantee that programmes are relevant, evidence-based, and aligned with national and institutional goals.

c) Strategies

i. Develop checklists and templates to verify compliance with Standard Operating Procedures, NACTVET requirements during curriculum development and review;
ii. Acquire documentation of market surveys, stakeholder consultations, and self-evaluation studies;
iii. Establish feedback mechanisms to integrate stakeholder input into programme design;
iv. Conduct periodic audits of curricula to assess compliance and identify gaps.
v. Benchmark curriculum development processes against national and international best practices.

2.3.2 Monitoring Curricula Implementation

a) Policy Issue

The Institute faces challenges in assuring the quality of curriculum implementation. While curricula are developed in line with NACTVET standards, weak mechanisms for monitoring classroom translation and instructional delivery hinder effective implementation. Inconsistent application of curricula by academic staff, limited pedagogical support, and inadequate follow-up reduce alignment between curriculum design and actual teaching practice. This gap compromises programme relevance, student learning outcomes, and the overall credibility of the Institute's academic provisions

b) Policy Statement

The Institute is committed to strengthening quality assurance in curriculum implementation to ensure that approved curricula are consistently and effectively delivered in classrooms. The Quality Assurance Unit shall establish monitoring procedures, provide pedagogical support, and enforce accountability measures to guarantee that teaching practices align with curriculum objectives and international standards.

c) Strategies

i. Conduct regular classroom observations, teaching audits, and student feedback surveys;
ii. Require departments to submit periodic reports on curriculum implementation progress.
iii. Use feedback data to inform improvements and hold staff accountable for implementation quality.
iv. Benchmark curriculum implementation against national and international best practices.

2.4 Research, Publication, Innovation and Consultancy Services

a) Policy Issue

The Institute currently lacks effective quality assurance mechanisms to monitor research, innovation, and consultancy activities. This gap weakens the ability of the Quality Assurance Unit to track compliance, allows inconsistencies in research output, publication quality, innovation uptake, and consultancy practices, and undermines institutional credibility and competitiveness. Strengthening the mandate and capacity of the Quality Assurance Unit is essential to ensure compliance, accountability, and continuous improvement in these critical academic functions.

b) Policy statement

The Institute shall establish a robust quality assurance framework to include research, innovation, publication, and consultancy services.

c) Strategies

i. Develop tools for monitoring research, innovation, publication, and consultancy activities.
ii. Establish clear reporting lines and accountability mechanisms for academic staff engaged in research, innovation, publication, and consultancy activities.
iii. Implement digital tracking systems to monitor compliance with policies and guidelines.
iv. Train Quality Assurance staff on research evaluation, innovation monitoring, and consultancy quality standards.
v. Conduct periodic audits and evaluations of research, innovation, and consultancy activities.
vi. Collect feedback from staff, industry partners, and stakeholders to refine quality assurance processes.

2.5 Support Services

a) Policy Issue

Support services are essential to the effective functioning of an institution and the overall quality of teaching, learning, research, and student experience. However, challenges such as inadequate resources, inefficient service delivery, limited accessibility, poor coordination, and lack of responsiveness to stakeholder needs can compromise service quality.

b) Policy statement

The Institute shall provide high-quality, efficient, and accessible support services that enhance the academic, administrative, and social experience of students, staff, and other stakeholders.

The institute shall continually monitor and regularly assess the quality, appropriateness and adequacy of support services provided for students and staff.

c) Strategies

i. Develop and implement tools for monitoring service standards, procedures, and service charters.
ii. Conduct regular audits and reviews to assess service quality and responsiveness.
iii. Establish feedback mechanisms (surveys, suggestion boxes, forums) to capture student and staff experiences.
iv. Use feedback data to inform service improvements and policy adjustments.

3. POLICY IMPLEMENTATION

3.1 Students' Admission and Registration

3.1.1 Enrolment vs Institute Capacity

To ensure students enrolment meets the Institute capacity, the Quality Assurance Unit shall:

i. Conduct periodic capacity assessments of staff, facilities, and infrastructure;
ii. Monitor and evaluate the impact of enrolment on quality of teaching and learning;
iii. Conduct Audits to determine compliance on the implementation of enrolment planning guidelines;
iv. Conduct researches to establish alternative approaches to accommodate the increasing enrollment.

3.1.2 Effective students' registration

To ensure student registration remains timely and responsive to situational needs, consistent with regulations and academic calendars, the QA unit shall:

i. Continuously monitor registration patterns and trends to identify challenges and address;
ii. Conduct biannual audits to determine compliance on registration guidelines;
iii. Assess effectiveness of communication strategies for students' registration schedules, deadlines and requirements;
iv. Assess the integrated registration systems with academic and financial records to determine their consistency, accuracy and real-time validation of students' status.

3.2 Teaching and Learning Process

3.2.1 Adequacy of Teaching and Learning Infrastructure

For the improvement and upgrading of physical and digital learning facilities in order to enhance effective delivery of academic programs and attainment of intended learning outcomes, the Unit shall ensure that:

i. The Institute shall develop policies and guidelines that enforce minimum quality standards for all teaching and learning infrastructure including classrooms, laboratories, libraries, workshops, and ICT facilities, to ensure they meet required academic and safety benchmarks;
ii. The Unit shall establish a routine monitoring framework to assess the adequacy, functionality, and condition of teaching and learning facilities;
iii. The Unit shall conduct periodic audits and publish reports on infrastructure status, gaps, and improvement plans;
iv. The Unit, in collaboration with departments shall establish, collects and analyses feedback from students, staff, and external stakeholders regarding infrastructure adequacy, and the results shall inform continuous quality improvement initiatives;
v. The Unit shall assess whether the digital resource usage, connectivity reliability, and e-learning platform performance guarantee equitable access.

3.2.2 Defined Procedure for Monitoring Teaching Factory

To ensure effective implementation of the Teaching Factory approach through a well-defined, international standardized, and quality-assured monitoring framework, the Unit shall ensure that:

i. Departments tailor teaching factory approach in their Standard operating Procedures (SOPs);
ii. The Directorate of Academics develop Teaching Factory guidelines/Policy to provide framework for the operationalization of Teaching Factory;
iii. Departments create awareness of their teaching staff and students on Teaching Factory Approach;
iv. Academic staff tailor their teaching/learning with the real life experience;
v. ILCG engages students in flagship projects;
vi. Quality Assurance Unit (QAU) devises mechanisms for monitoring the implementation of Teaching Factory in teaching/learning;
vii. QAU develops M&E framework with defined indicators and reporting mechanisms to assess the effectiveness and quality of Teaching Factory integration into academic programs;
viii. The Institute, through Directorate of Academics, provides trainings to academic staff and quality assurance officers on monitoring techniques, data collection tools, and evaluation methods specific to the Teaching Factory model;
ix. QAU conducts periodic audits to evaluate compliance with Teaching Factory standards;
x. QAU in collaboration with Academic Directorate, establishes structured feedback systems to gather input from students, instructors, and industry partners;
xi. QAU Establishes a monitoring system to track compliance with assessment procedures, including periodic audits and reviews;
xii. The Institute ensures participation of all students in flagship projects and awarding of their marks in their Continuous Assessments (CA);
xiii. The Institute reviews policies, guidelines and regulations to incorporate Teaching Factory approach in Teaching/Learning.

3.3 Compliance with Student Assessment Procedures

To ensure that all academic staff and administrators comply with established assessment procedures to ensure that evaluation outcomes are consistent, credible, and aligned with Institute standards, the Unit shall ensure that:

i. There are clear monitoring and reporting mechanisms to track compliance;
ii. It conducts regular audits of assessment practices across departments;
iii. Training sessions on assessment policies and ethical standards are provided to academic staff;

iv. Assessment guidelines, regulations and manuals are accessible to support consistent application of assessment procedures;
v. The Institute recognize and reward departments that demonstrate exemplary adherence to assessment procedures;
vi. The Institute effectively execute penalties for non-compliance, including formal warnings or disciplinary action;
vii. Assessment criteria and processes are communicated clearly to both staff and students;
viii. The Unit prepares periodic reports on assessment compliance and integrity;
ix. The Unit collects feedback from students and academic staff to identify gaps in assessment practices.

3.4 Academic Integrity and Plagiarism

To promote and protect academic integrity in all aspects of learning, teaching, research, and innovation, the Unit shall ensure that:

i. The Institute, through Postgraduate department and the Institute Library, acquire and integrate plagiarism and AI created contents detection software across all departments;
ii. The Institute, through Postgraduate Department develop an Institutional AI Policy.
iii. The Institute requires all students' submissions and staff publications undergo originality checks;
iv. Postgraduate Department, in collaboration with Heads of Academic Departments, prepare institutional guidelines that define scopes for originality check;
v. Departments conduct regular workshops and training sessions on academic integrity and plagiarism prevention and acceptable use of AI created contents;
vi. Academic staff increase authentic assessments by designing assessment items that enforce students to apply their gained knowledge and skills;
vii. Departments provide clear guidelines and manuals on proper citation, referencing, and ethical writing practices;
viii. Academic directorate establishes clear disciplinary measures for cases of plagiarism and academic dishonesty;
ix. Academic directorate ensures consistent enforcement of penalties to deter misconduct;
x. Communicate academic integrity policies clearly to students and staff at the start of each academic year;
xi. Publish reports on the effectiveness of plagiarism detection and compliance levels.
xii. Assess the currency of academic integrity policies to align with global best practices;
xiii. Collect feedback from students and staff to strengthen mechanisms for promoting originality and ethical scholarship;
xiv. Departments promote diverse and authentic assessment methods including project-based, oral, and applied assessments that reduce opportunities for plagiarism and govern the use of AI created contents thereby enhancing learning quality;

xv. The Institute establishes transparent, fair, and consistent procedures for reporting, investigating, and addressing cases of academic misconduct.
xvi. The Institute reviews policies, guidelines and regulations to incorporate Academic Integrity, Plagiarism and AI created contents.

3.5 Curricula Design and Review

3.5.1 Monitoring Curricula Development

The Quality Assurance Unit shall establish and enforce monitoring procedures to ensure that all curricula comply with NACTVET standards and institutional requirements. The Unit shall:

i. Develop checklists and templates to verify compliance with NACTVET requirements during curriculum development and review;
ii. Assess documentation of market surveys, stakeholder consultations, and self-evaluation studies;
iii. Monitor the involvement of industry representatives, alumni, and employers in curriculum review to ensure relevance;
iv. Establish feedback mechanisms to integrate stakeholder input into programme design;
v. Conduct periodic audits of curricula to assess compliance and identify gaps.

3.5.2 Monitoring Curricula Implementation

To monitor curriculum implementation, the Quality Assurance Unit shall ensure that:

i. Quality Assurance staff conduct regular classroom observations, teaching audits, and student feedback surveys to monitor curriculum implementation;
ii. Departments submit periodic reports on teaching progress;
iii. The Institute provides training on pedagogy, instructional design, and effective delivery;
iv. The Institute offers continuous professional development to strengthen teaching practices;
v. Lecturers/Instructors develop teaching guides, Assessment plans, and instructional materials to aid the in curriculum delivery;
vi. The Institute introduce mentorship programmes for new or junior lecturers to ensure consistency;
vii. The Unit Establishes structured feedback loops from students, alumni, and industry stakeholders;
viii. Use feedback data to inform improvements and hold staff accountable for implementation quality;
ix. Conduct periodic reviews to identify gaps and introduce corrective measures.
ii. Establish clear reporting lines and accountability mechanisms for academic staff engaged in research, innovation, publication, and consultancy activities;
iii. Implement digital tracking systems to monitor compliance with policies and guidelines;

iv. Train Quality Assurance staff on research evaluation, innovation monitoring, and consultancy quality standards;
v. Conduct periodic audits and evaluations of research, innovation, and consultancy activities;
vi. Collect feedback from staff, industry partners, and stakeholders to refine quality assurance processes.

3.7 Support Services

To continually monitor and regularly assess the quality, appropriateness and adequacy of support services provided for students and staff, the QA Unit shall:

i. Develop and implement tools for monitoring service standards, procedures, and service charters;
ii. Conduct regular audits and reviews to assess service quality and responsiveness;
iii. Establish feedback mechanisms (surveys, suggestion boxes, forums) to capture student and staff experiences;
iv. Use feedback data to inform service improvements and policy adjustments;
v. Conduct regular audits and reviews to assess service quality and responsiveness;
vi. Use feedback data to inform service improvements and policy adjustments;
vii. Assess related policies regularly to ensure services remain relevant and effective;

4. GOVERNANCE, MONITORING AND EVALUATION

4.1 Quality Assurance Unit in DIT Organography

There shall be an Institute Quality Assurance Unit which shall fit into the DIT organization structure as shown in the organography (Figure 4.1) operating under the Rector's Office. The Unit shall be headed by the Head of Quality Assurance Unit. The Unit will be reporting directly to the Office of the Rector and will maintain a close working relationship with the DR ARC and DR PFA by keeping them informed of newly arising QA issues falling under their respective jurisdictions.

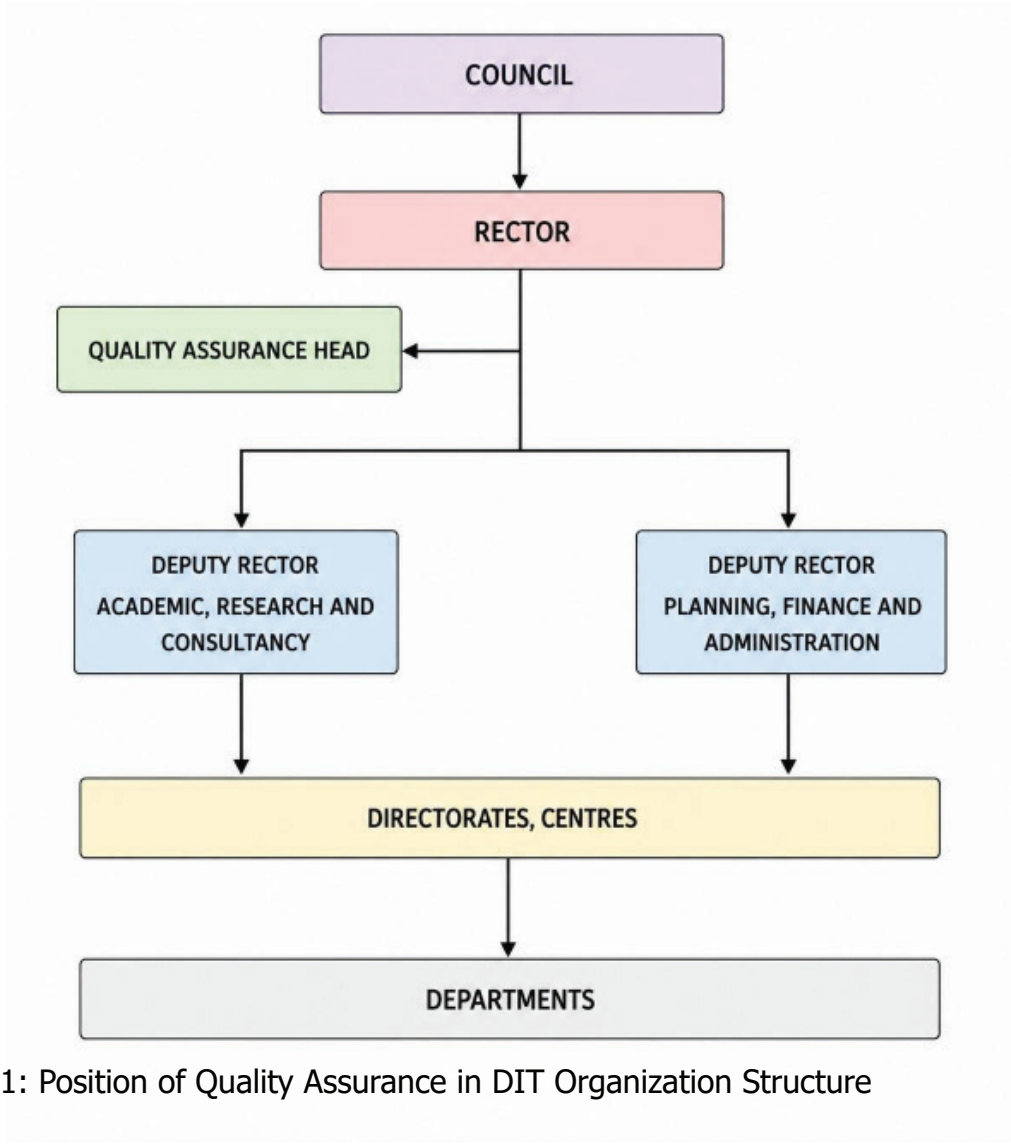


Figure 4.1: Position of Quality Assurance in DIT Organization Structure

4.2 Quality Assurance Management Structure

There shall be a management set up for ensuring compliance and accountability by assigning responsibilities at all levels of implementation of Quality Assurance Policy

through established Quality Assurance Committee. Quality assurance is achieved by a participative process in support of quality management at DIT as presented in Figure

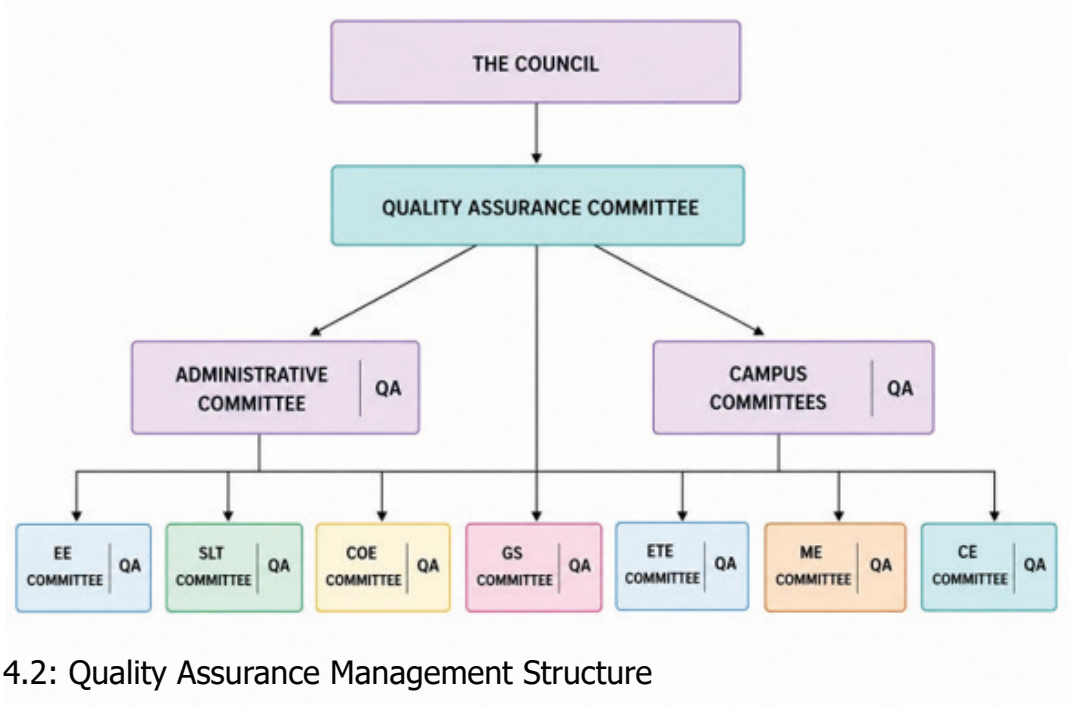


Figure 4.2: Quality Assurance Management Structure

4.2.1 Institute Quality Assurance Committee (IQAC)

There shall be an Institute Quality Assurance Committee (IQAC) responsible for keeping under review the standards and quality of education offered by the Institute in conformity with Education Organisations Management System (EOMS) and NACTVET Accreditation requirements. The Committee shall be responsible to the Institute's Governing Board (The Council).

4.2.1.1 Members of the Institute Quality Assurance Committee

Membership of the IQAC shall be as follows:

i. The Rector - Chairperson
ii. Head of Quality Assurance Unit – Secretary
iii. Director of Academics – Member
iv. Director of Research, Consultancy and Publication – Member
v. Director of Human Resource Management and Administration – Member
vi. Director of Finance and Accounts – Member
vii. Director of Student Services -Member
viii. Campus Directors – Members
ix. Student representative- Member

4.2.1.2 Roles and Responsibilities of the Institute's Quality Assurance Committee (IQAC)

i. To ensure that the systems and activities do follow standards and quality procedures of the Institute;
ii. To receive and deliberate consolidated QA quarterly report from QA Unit on issues and matters related with academic standards and quality;
iii. To promote the culture of maintaining quality standards in the Institute;
iv. To attend specific directives as required from time to time as may be directed by the Council regarding QA issues.

4.2.1.3 Operations of IQAC

i. The IQAC meetings shall be held quarterly.
ii. The Quality Assurance Unit shall provide secretariat support to the IQAC.

4.3 Quality Assurance Unit (QAU)

QAU shall be an Institute level organ responsible for the overall management and co-ordination of quality assurance activities at the Institute.

4.3.1 Members of the Quality Assurance Unit

Members of the Quality Assurance Unit shall include:

i. Head of Quality Assurance Unit;
ii. Academic departments Quality Assurance Coordinators;
iii. Campus Quality Assurance Coordinators;
iv. Administrative office Quality Assurance Coordinator;

4.3.1.1 Roles and Responsibilities of Quality Assurance Unit

Following are the functions of the Quality Assurance Unit:

i. Develop, strategize, promote and oversee implementation of the QA policy;
ii. Develop and maintain appropriate and relevant general operational manuals including internal self-evaluation instruments to guide Institute quality assurance operations;
iii. Set performance standards including updating in every five years, operational manuals to guide Institute quality assurance operations as well as instruments for use in internal evaluations;
iv. Formulate and oversee the implementation of various responsive strategies for quality assurance and promotion in accordance with changes in education challenges;
v. Coordinate preparations for institutional self-evaluation on quality assurance systems;
vi. Monitor, evaluate and ensure quality in teaching, learning, research, outreach and service provision in conformity with ISO 21001:2018.
vii. Carry out analysis of quality assurance reports such as students' course evaluations; External Examiners reports, external evaluation/audit reports and identifying issues for short, medium or long-term implementation and their implementing units;
viii. Evaluate and ensure that all staff and students implement set institutional quality standards in teaching, learning, research, outreach and service provision;
ix. Conduct periodic training on quality assurance issues.

4.3.1.2 Qualification and Roles of the Head of Quality Assurance Unit

The Head of Quality Assurance (HQA) shall the Executive officer coordinating Quality Assurance Unit and shall report to the office of Rector. HQA shall be a member of academic staff with a minimum of Master Degree, and experience in higher education matters as well as experience in management. The HQA shall:

i. Oversee the functions and responsibilities of QAU;
ii. Coordinate Quality Assurance matters at all the campuses of DIT;
iii. Serves as a focal point for quality management ensuring that the Institute consistently deliver training that is relevant, effective, compliant with regulatory standards, ISO standards and responsive to labour market needs;
iv. Register Institute documents and ensure that Institute Documents are coded
v. Represent the Institute on QA matters outside the Institute;
vi. Update the Institute continuously on new global developments in QA matters for higher education institutions; and
vii. Report on matters related Institute Quality Assurance.

4.3.1.3 Roles and Responsibilities of Academic Departments/Campus Quality Assurance coordinators

i. Monitor, evaluate and ensure quality in teaching, learning, research, and consultancy activities in the department/Campus in conformity with EOMS;
ii. Carry out analysis of quality assurance reports such as students' course evaluations; External Examiners' reports, external evaluation/audit reports and identifying issues for short, medium or long-term implementation and their implementing units;
iii. Evaluate and ensure that all staff and students implement set institutional quality standards in teaching, learning, research, outreach and service provision, integrated with the teaching factory concept;
iv. Submit departmental/campus quality assurance implementation reports to the Institute Quality Assurance Unit.

4.2.1.4 Roles and Responsibilities of Administrative Offices Quality Assurance coordinators

i. Monitor, evaluate and ensure that educational support services provided by their department offices/units are in conformity with ISO standards;
ii. Carry out analysis of the equality of service provided by their units and identify issues for short, medium or long-term implementation;
iii. Submit quality assurance implementation reports to the Institute Quality Assurance Unit.

4.4 Departmental/Campus Quality Assurance Committees

There shall be a Quality Assurance Committee in Departments and Campuses

4.4.1 Departmental/Campus Quality Assurance Committee

The Departmental Quality Assurance Committee (DQAC) shall be responsible to the Department Board for quality assurance and enhancement in the Department in conformity with the Institutes 's quality assurance framework and ISO Standards. Where the Campus has less than 4 departments, the Campus shall have Campus Quality Assurance Committee (CQAC) whose functions will be the same as DQAC but within the scope of the Campus.

4.4.1.1 Members of Departmental QA Committee

i. Head of department (Chairperson);
ii. Departmental QA coordinator (Secretary);
iii. Three members of staff appointed by Head of Department;
iv. Two student representatives, one from Ordinary Diploma and The other from undergraduate;
v. Departmental Examination coordinator; and
vi. Research coordinator.

4.4.1.2 Members of Campus QA Committee

i. Director of the Campus (Chairperson);
ii. Campus QA Coordinator (Secretary);
iii. Head/s of Departments at the Campus;
iv. Dean of Students;
v. Estate Officer;
vi. Three members of staff appointed by Campus Director;
vii. Two student representatives, one from Ordinary Diploma and the other from undergraduate; and
viii. Departmental Examination coordinator/s.

4.4.1.3 Members of Administrative QA Committee

i. Director of Human Resource Management and Administration - Chairperson;
ii. Members of the staff from all administrative offices appointed as QA;
iii. Members by their Heads of Departments.

4.4.1.4 Roles and Responsibilities of Departmental QA Committee

i. To ensure that the systems and activities do follow standards and quality procedures of the Institute at the departmental level;
ii. To Oversee establishment or review of all academic programmes in the Department as per regulatory authority guidelines and ISO standards;
iii. To monitor quality standards and practices for teaching all modules in adherence to ISO standards and the teaching factory approach in the Department;
iv. To prepare quarterly Department quality assurance reports;
v. To keep and review the academic standards that are in conformity with EOMS and NACTVET departmental recognition standards.

4.4.1.5 Roles and Responsibilities of Campus QA Committee

i. To promote a quality culture in the Campus;
ii. To oversee establishment or review of all academic programmes in the Campus as per regulatory authorities;
iii. To monitor quality standards and practices of teaching in adherence to teaching factory approach and ISO standards in their Campuses;
iv. To prepare quarterly Campus quality assurance reports;

4.4.1.6 Operation

i. The Department Quality Assurance Committee and Campus Quality Assurance Committee shall meet quarterly or four times per annum.
ii. The Departmental Quality Assurance Committee and Campus Quality Assurance Committee shall prepare QA quarterly report and submit to QA Unit.

4.4.1.7 Tenure of Committee of Departmental Quality Assurance Committee/ Campus Quality Assurance Committee Membership

i. All appointed members of staff in QA related Committees shall serve for a period of three years and shall be eligible for reappointment.
ii. Tenure for student representatives shall be one year.

5. APPLICATION AND REVIEW OF THE POLICY

5.1 Validity of the Policy

The policy shall become operational upon approval by the DIT Council, and shall remain valid until when annulled by the same authority. However, given the changing circumstances under which the Institute operates, this document is subject to periodic reviews and alterations. Whenever such alterations happen, the revised version of the document shall take precedence over the previous one.

5.2 Revision of the Policy

Where any provision of this Policy becomes outdated or there is a need to introduce new provisions due to changes in the Institute's operating environment, technological developments, or market needs, the relevant provisions may be amended or modified with the approval of the DIT Council. The entire Policy shall be reviewed at least once every five (5) years.

5.3 Implementation strategies

DIT shall use a variety of strategies and instruments to monitor and evaluate the implementation of its core mission activities. These shall include surveys to assess the satisfaction of students, alumni, employers, and the community. The Quality Assurance Unit shall regularly and systematically coordinate the design, administration, and analysis of satisfaction surveys and other feedback mechanisms to inform continuous quality improvement.

5.4 Quality Assurance Evaluation

Assessment tools, including examination regulations, internal and external examination moderation, surveys, and other relevant quality assurance tools, shall be used for quality assurance evaluation. The Quality Assurance Unit shall prepare the Quality Assurance Manual, evaluation tools, and forms to ensure that quality is effectively monitored and maintained. The Quality Assurance Unit shall disseminate survey results to academic departments and staff and coordinate the formulation and implementation of strategies to address areas for improvement identified through the evaluation results.

5.5 Approval of Quality Assurance Operational Policy and Procedures

This policy was approved at the 117 Council meeting held on 6th August, 2026

Prof. Preksedis M. Ndomba
RECTOR