



KILIMANJARO CHRISTIAN MEDICAL UNIVERSITY COLLEGE

(A Constituent College of Tumaini University Makumira)

INSTITUTIONAL SELF-ASSESSMENT REPORT

2024

STATEMENT BY THE PROVOST

I am immensely proud to present the Institutional Self-Assessment Report (ISAR), a document that not only reflects our institution's unwavering commitment to excellence in medical education, research, and community service, but also signifies your crucial role in our collective journey. This comprehensive report is a testament to our shared efforts to evaluate our performance, identify areas for improvement, and strategize for the future.

The Institutional Self-Assessment (ISA) process is critical to our growth and development as one of the leading institutions in medical and health sciences. It allows us to align our objectives with the national and international medical education and healthcare delivery standards. The ISAR is not only a measure of our current standing but also a roadmap that will guide our journey toward achieving higher benchmarks of quality and effectiveness.

I would like to extend my deepest gratitude to the three-person ISA team, whose dedication and expertise have been instrumental in the successful completion of this report. I also want to personally acknowledge each staff and student who, in one way or another, were involved in the ISA and or production of the ISAR. Your unique contributions have been invaluable, and this report is a testament to our collective effort and commitment to continuous improvement. The ISA team's collaborative approach, engaging with faculty, staff, students, and stakeholders, has ensured a holistic view of our institution's functions and services. Their rigorous analysis and thoughtful recommendations have set the stage for transformative growth and continuous improvement at KCMUCo.

As we move forward, the findings and suggestions outlined in the ISAR will be pivotal in shaping our strategies, actions, and future outcomes of KCMUCo. We are not just committed, but eager to embrace the recommendations and work diligently to enhance our academic programs, research initiatives, and community outreach efforts. Your continued support and engagement are vital in achieving the goals outlined in this report and upholding our reputation as a premier institution for medical education and research in the region.

Once again, I sincerely thank the ISA team for their exceptional contribution to this pivotal endeavor. Your dedication and expertise have been instrumental in the successful completion of this report. Together, we will continue to strive for excellence and significantly impact our society's health and well-being.

Prof. Ephata Kaaya
Provost

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ABBREVIATIONS AND ACRONYMS

ABBOTT	ABBOTT Foundation
AI	Artificial Intelligence
AIDS	Acquired Immune Deficiency Syndrome
ARMC	Audit and Risk Management Committee
BSU	Building Stronger Universities
CAC	College Academic Committee
CAdC	College Admissions Committee
CASA	College Academic Staff Association
CAT	Continuous Assessment Test
CBE	Competence-Based Education
CCPDC	College Continuing Professional Development Committee.
CCRC	College Curriculum Review Committee
CDD	Committee of Deans and Directors
CEC	College Examinations Committee,
CEO	Chief Executive Officer
CGB	College Governing Board
CIA	Chief Internal Auditor
CLC	College Library Committee
CLO	Course Learning Outcomes
CNIS	Canadian Network for International Surgery
CPA	Certified Public Accountants
CPD	Continuing Professional Development
CPSC	College Postgraduate Studies Committee.
COSTECH	Commission for Science and Technology
COTUL	Consortium of Tanzania Universities and Research Libraries
CRCC	College Research and Consultancy Committee
CRERC	College Research and Ethical Review Committee
CSP	College Strategic Plan
CUHAS	Catholic University of Health and Allied Sciences
CWC	College Workers Council
DANIDA	Danish International Development Agency
DCPD	Directorate of Continuing Professional Development
DICT	Department of Information Communication Technology
DMU	Data Management Unit
DoS	Dean of Students
DPA	Deputy Provost for Administration
DPAA	Deputy Provost for Academic Affairs
DPS	Director of Postgraduate Studies
DRC	Director of Research and Consultancies
DQA	Directorate of Quality Assurance
EDCTP	European and Developing Countries Clinical Trials Partnerships
ELCT	Evangelical Lutheran Church of Tanzania
ESDP	Education Sector Development Plan
ETP	Education and Training Policy
EU	European Union
FBO	Faith-Based Organizations
FPIC	Finance, Planning and Investment Committee
FYDP III	The Third Five-Years Development Plan

FYRSP	Five Years Rolling Strategic Plan
GMO	Grants Management Office
GoT	Government of Tanzania
GSF	Good Samaritan Foundation
GTS	Graduate Tracking System
HEAC	Higher Education Accreditation Council
HEI	Higher Education Institution
HESLB	Higher Education Students Loans Board
HIV	Human Immunodeficiency Virus
HKMU	Hubert Kairuki Memorial University
HR	Human Resources
HRSAC	Human Resources and `students Affairs Committee
HSSP	Health Sector Strategic Plan
IA	Institutional Advancement
IAC	Institutional Advancement Committee
ICRC	International Committee of the Red Cross
ICT	Information Communication Technology
IDRC	International Development Research Centre
IFRS	International Financial Reporting Standards
IRB	Institutional Review Boards
ISA	Institutional Self-Assessment
ISAR	Institutional Self-Assessment Report
IUCEA	Inter-University Council of East Africa
KCCO	Kilimanjaro Centre for Community Ophthalmology
KCMC	Kilimanjaro Christian Medical Centre
KCMUCo	Kilimanjaro Christian Medical University College
KCRI	Kilimanjaro Clinical Research Institute
LCD	Liquid Crystal Display
LMS	Learning Management System
LO	Learning Outcomes
LSTMH	London School of Tropical Medicine and Hygiene
MD	Doctor of Medicine
MD1	Doctor of Medicine year 1
MD2	Doctor of Medicine year 2
MFPIC	Management Finance and Planning Committee
MIM	Microbiology, and Immunology with Molecular Biology
ML	Machine Learning
MMed	Master of Medicine
MoEST	Ministry of Education Science and Technology
MoH	Ministry of Health
MoU	Memorandum of Understanding
MPH	Master in Public Health
MSc	Master of Science
MUHAS	Muhimbili University of Health and Allied Sciences
NACCAP	Netherlands African Clinical Centres Alliance Program
NCDs	Non-Communicable Diseases
NEJM	New England Journal of Medicine
NGO	Non-Governmental Organization
NHIF	National Health Insurance Fund (Tanzania)
NHP	National Health Policy

NIH	National Institute for Health
NIMR	National Institute for Medical Research
NUFFIC	Netherlands Universities Foundation for International Cooperation
OPRAS	Open Performance Review and Appraisal System.
OSIM	Online Students Information Management System
OSP	Office of Sponsored Research
OT	Occupational Therapy
P&O	Prosthetics and Orthotics
PAMVERC	Pan-African Malaria Vector Research Consortium
PMU	Procurement and Management Unit
PLO	Program Learning Outcomes
PRO	Public Relations Officer
PT	Physiotherapy
QAU	Quality Assurance Unit
SDG	Sustainable Development Goals
SP	Strategic Plan
SLO	Students' Learning Outcomes
SUA	Sokoine University of Agriculture
SQM	Squire Meter (Meter Squired)
TB	Tuberculosis
TCU	Tanzania Commission for Universities
TDV	Tanzania Development Vision 2025
TEA	Tanzania Education Authority
THET	Transforming Health Education in Tanzania
THRiVE	Training Health Researchers into Vocational Excellence
TNA	Training Needs Assessment
TS	Tracer Studies
TUMA	Tumaini University Makumira
TUSA	Tanzania Universities Sports Association
UCL	University College London
USAID	United States Agency for International Development
UQF	Universities Qualification Framework
WHO	World Health Organization
ZHELB	Zanzibar Higher Education Loans Board

PREFACE

Universities in Tanzania have missions to train and produce enlightened, creative, and productive human resources for the development of people in the country. In their missions, these institutions are supported and regulated by the Tanzania Commission for Universities (TCU), a key entity established according to section 5(l) of the Universities Act Cap 346 of the Laws of Tanzania. TCU plays a crucial role in setting and maintaining the standards of various universities ^[1, 2].

To legalize and smoothly implement the functions of TCU, the Government enacted *The Universities Act No. 7 of 2005 and its Regulations* of 2013^[1] to ensure universities maintain their missions and the best possible and competitive standards for which they were established. Such excellence is in the domains of research (for knowledge creation), teaching (for knowledge circulation), and professional advice and consultancy/service (in pursuit of public service). The monitoring role and registration for university accreditation have become more emphasized, essential, and critical in Tanzania because of the explosion of university institutions. To ensure an appropriate level of standards is achieved, TCU has put minimum guidelines and norms for governance units, including the University Qualifications Framework (UQF 2012)^[3].

As a crucial step in the journey towards registration or continued accreditation, the Institutional Self-Assessment (ISA) process holds significant importance. It requires institutions, whether new or existing, to conduct a thorough self-evaluation and prepare an Institutional Self-Assessment Report (ISAR) for submission to TCU. This ISAR serves as the foundation for TCU's external assessment of the institution, a process that not only meets TCU requirements but also shapes the institution's future trajectory, a responsibility we all share.

Experience and good practice show that institution-wide assessments can have a more significant impact on shifting institutional culture. Programs exist within institutions; therefore, institution-wide assessments can indirectly lead to improved programs. Thus, in its dutiful quest to execute a better mission to improve its product as a University College and meet the TCU requirements for external assessment, the KCMU College appointed a team of 3 persons to conduct ISA of the College and produce this ISAR. This process has already started yielding positive results.

This report is structured into an Introduction and eight chapters. The Introduction provides an overview of the review's aim, approach, and methodology adopted to obtain and interpret data used in producing this report. The eight chapters are dedicated to specific aspects of the assessment. **Chapter One** describes the requirements of the Stakeholders; **Chapter Two** focuses on the Vision, Mission, Core Values, and Objectives of the College; **Chapter Three** provides an overview of the College management; **Chapter Four** deals with the College's core activities, and **Chapter Five** describes the College's quality assurance system. **Chapter Six** presents the College's achievements, **Chapter Seven** reports on the stakeholders' satisfaction, and **Chapter Eight** presents the strengths and weaknesses analysis.

INTRODUCTION AND METHODOLOGY

Historical background

KCMUCo, a name that resonates with pride and respect, was established in 1997 as Kilimanjaro Christian Medical College, a constituent College of Tumbaini University (TU). In 1998, the Higher Education Accreditation Council (HEAC) granted the College a Provisional Registration Certificate, a testament to its early promise. This promise was further realized when it was elevated to a Full Registration Certificate in 2001. In a significant milestone, the College's Charter of Incorporation was approved and finally signed by the President of the United Republic of Tanzania in 2010, marking its transition to the Kilimanjaro Christian Medical University College (KCMUCo) Charter and Rules (2010) ^[4].

With the awarding of the Charter, the College was renamed and registered as the "Kilimanjaro Christian Medical University College", a constituent College of Tumbaini University, Makumira (TUMA). KCMUCo is owned by the Good Samaritan Foundation (GSF) of Tanzania under the Evangelical Lutheran Church of Tanzania (ELCT), which plays a significant role in the institution's governance and operations. The College's governance is under the purview of the College Governing Board (CGB), as stipulated in its Charter and Rules (2010) ^[4]. The current Chairman of the Governing Board is Rt. Rev. Bishop Dr. Fredrick Onael Shoo, whose leadership plays a crucial role in the institution's operations and strategic direction.

The Purpose of the Institutional Self-Assessment (ISA) and ISA Report (ISAR)

As part of its commitment to Quality Assurance, KCMUCo is engaged in a process of regular Institutional Self-Assessments (ISA) and external assessments by the higher education regulatory authority, in this case, the TCU. These assessments are also conducted during re-accreditation or when a status change is necessary. KCMUCo is in preparation to transition to a Fully-Fledged University, which requires meeting specific criteria. Therefore, the current assessment is a self-assessment aimed at determining the readiness and compliance of the College with these criteria for this transition.

Methodology Used for the ISA

The current ISA was facilitated by a team of Five (5) Senior College staff using the TCU & Inter-University Council of East Africa (IUCEA) guidelines for ISA and production of ISAR, focusing their assessment on thirteen (13) criteria for data collection. Specifically, the Team was guided by the TCU Standards and Guidelines for University Education in Tanzania, Third addition (2019) ^[21], its addenda of 2020 and 2023, and IUCEA Road Map to Quality Handbook for Quality Assurance in Higher Education, Vol 3 (2010) ^[5]. The Team also referred to the Universities Act No. 7 of 2005^[1], the Universities (General) Regulations (2013) ^[2], and other Standards and Guidelines issued by TCU. The data and information were collected from different sources, including various college documents, interviews with crucial college staff, students, alumni, and employers of college graduates, and a tracer study performed on KCMUCo alumni. The involvement of students, which is a testament to the institution's commitment to student engagement and feedback, was based on a random selection of students from all programs, from undergraduate to postgraduate, and a direct engagement of the student government leaders.

Opinions were anonymously recorded but categorized by groups. This report's data and information are presented in descriptive and illustrative formats, including tables, graphs, and images.

CHAPTER ONE: REQUIREMENTS OF STAKEHOLDERS

The expectations and needs of stakeholders from Kilimanjaro Christian Medical University College (KCMUCo) vary widely across different stakeholders. However, as a health professionals' training institution, KCMUCo attracts requirements, needs, and expectations from various national and international stakeholders, as described below.

1.1 The Requirements and Expectations of the Government.

The Government of the United Republic of Tanzania requires KCMUCo to produce quality healthcare professionals who are highly skilled, including doctors, nurses, physiotherapists, occupational health therapists, medical laboratory scientists, prosthetists & orthotists, medical specialists and superspecialists, and contribute to meeting the healthcare needs of the Tanzania population. KCMUCo is also expected to contribute through its research innovations in healthcare, address local health challenges, and produce evidence to inform national health policies. The government also requires KCMUCo to collaborate with public health institutions and contribute to public health initiatives, including preventing and controlling demic, emerging, and re-emerging diseases. To that end, evidenced by the contribution to the health workforce, patients' care, and research outputs, KCMUCo not only understands but also aligns its strategies with the needs and the requirements set by the government of the United Republic of Tanzania (GoT). The GOT, through its various ministries, sets development visions, goals, and targets for the medium-term and long-term and in line with global development goals. For example, the Tanzania Development Vision (TDV) 2025, the Five-Year National Development Plan (2021/22-2025/26) ^[6], the Education Sectors Development Plan (ESDP 2016/17-2020/21) ^[7], the National Health Policy (2017) ^[8] and the Health Sector Strategic Plan July 2021 – June 2026 (HSSP V) ^[9], and the Education and Training Policy (ETP) 2014 (Edition of 2023) ^[10]. These targets and policies are not just acknowledged but also translated and reflected in KCMUCo's core teaching, research, and outreach activities. The KCMUCo strategic plans, research Policy, and other governance documents not only interpret but also implement the national and global development goals. For example, KCMUCo research prioritizes the top diseases on the international and national agenda, such as Malaria, HIV and AIDS, TB, maternal, newborn, and child health, and Non-Communicable Diseases (NCDs), to mention a few. Likewise, since 2020, KCMUCo, working with other Health Professions University Institutions, initiated a paradigm shift in its education strategy from the traditional teacher/content-centered approach to the outcome or Competence-Based Education (CBE) approach that ensures students can perform professional tasks in real-time upon graduation and to ensure employability in the labor market. This strategy is not just a plan but a reality being applied in all college programs (College response to the ETP (2014) – Edition of 2023) ^[10].

1.2 The Requirements of Academia.

The academic community expects KCMUCo to maintain high academic standards, offer rigorously developed and up-to-date curricula, and provide opportunities for scholarly activities and professional development. The Academia expects KCMUCo to engage in

research, knowledge creation, and dissemination and contribute to advancing medical and health sciences. Furthermore, the academic community expects KCMUCo to foster collaborations with other academic institutions nationally, regionally, and internationally to enhance teaching and learning, research, and outreach services opportunities.

In line with these expectations, KCMUCo programs are reviewed to include current developments and advancements in science and technology, ensuring contemporary knowledge, skills, and attitudes.

Furthermore, KCMUCo academic and research activities and collaboration locally and internationally, community outreach, and public service profile are not just vigorous but also proactive, responding well to the needs of the Academia in line with the international academic community's expectations.

KCMUCo actively seeks to understand and meet these expectations, valuing the role of the academic community in shaping its operations.

To meet Academia's expectations, the College has more than fifty (56) collaborations for student exchange, staff exchange, and research activities with other academic institutions, nationally, regionally, and internationally, to enhance teaching and learning, research, and outreach services opportunities.

1.3 The Requirements of the Labour Market.

As an important stakeholder, employers expect KCMUCo to produce graduates with the Knowledge, Skills, and Attitudes necessary for the demands of the healthcare industry. The labor market also requires College graduates to demonstrate professionalism, ethical conduct, altruism, and a commitment to patient care and safety. Employers also expect and require adaptable graduates who are lifelong learners and are open to continuing professional development to stay current in their field.

The ISA noted that during curricula development and revisions at KCMUCo, each faculty member and the Directorate of Postgraduate Studies engage employers and other stakeholders to obtain their views and expectations and the needs of the job market for the various health profession programs. This includes defining the relevant programs and courses' learning outcomes. In addition, stakeholders' expectations are captured through regular consultations, surveys, and feedback mechanisms.

KCMUCo actively incorporates labor market requirements into its programs, using employer feedback to assess program quality and identify areas for improvement. This ensures that KCMUCo's programs are current and relevant to the needs of the healthcare industry, enhancing the expected programs and course learning outcomes to meet the labor market requirements.

The graduates' surveys/tracer study showed that KCMUCo alumni had made significant contributions and impact in the various health workplaces at national, regional, and international levels. This is a direct result of KCMUCo's frequent engagement with the labor market, which ensures the production of competent graduates. KCMUCo's responsiveness to the needs of the labor market instils confidence in employers about the quality of its graduates.

1.4 Requirements of Parents and Students

Parents and students are other critical stakeholders of KCMUCo. Both parents and students expect KCMUCo to provide a quality medical education that prepares graduates to excel in their healthcare careers and offers opportunities for professional development, including clinical experience, research opportunities, and career guidance. They also expect a supportive and inclusive environment that promotes student well-being, provides counseling services, and fosters a sense of community responsibility. Furthermore, they expect the College to uphold ethical and professional standards in its teaching, research, and clinical practices, as well as clear and transparent information about tuition fees, financial aid options, and any additional costs associated with the program offered. Specifically, parents are concerned about whether the students will be employed after graduation at the College because, contrary to the past, when all medical doctors and other health professionals had a guarantee of employment immediately after graduation, in recent years, health professions graduates, including medical doctors, do not get employment immediately.

During the ISA, we noted that to achieve these requirements, the College, through various strategies, should allow parents and students to communicate their specific expectations and requirements to the College to seek clarification on any concerns they may have. These strategies include organizing regular meetings with students where they openly share their concerns, suggestions, and expectations with university administrators and faculty members. The College maintains open communication channels such as suggestion boxes, telephone numbers, email, and social media platforms, through which students and parents can reach out to the college management to get solutions to their concerns. Through the Alumni Association, whose Constitution was recently developed, the College will receive inputs from the alumni who have completed their studies at KCMUCo to understand their experiences and gather insights on how the university can improve its programs and services. In addition, at the end of the semester, students provide feedback through a structured questionnaire, which can also be administered online, about their courses and program experiences, expectations, and gaps by evaluating the course content, course structure, level of effort, its contribution to learning, the competence of the facilitators/lecturers and time allocation to the various components. Evaluation of teaching by students aims to determine the quality and relevance of the courses/programs. The student feedback is used to improve the teaching and learning at the College.

The Dean of Students (DoS) Office appropriately identifies and deals with students' social and health challenges. These are addressed consistently through the implementation of the Students Welfare Policy. Through the DoS and the Office of the Deputy Provost for Academic Affairs (DPAA), each student has been allocated a mentor (a faculty member) to mentor, guiding, and helping students navigate university life and address their academic and other concerns. The mentorship program is implemented through the Mentorship Policy and Guidelines.

The College management regularly plans extraordinary meetings with the students' government. Students are represented in all standing academic committees, including the Board and University Senate and Council, as prescribed in the College Charter and Rules, where

students' requirements are aired, and problems solved. The Office of the Deputy Provost Administration (DPA) has developed a program of reaching out to parents and discussing challenges, especially related to tuition fees, where arrangements are made with the parents to ensure the continuity of studies.

1.5 The Needs and Requirements of The Society.

As a University institution, KCMUCo must positively impact the society it serves and advance healthcare and well-being in the nation and the region. Thus, society expects and requires that KCMUCo will produce well-trained and competent healthcare professionals who can improve the overall health and well-being of the communities they serve and that KCMUCo will actively work with the local community through outreach programs, health education initiatives, and collaborative healthcare projects that address the community's needs.

The society also expects KCMUCo to instill ethical and professional standards in its students, ensuring that graduates uphold the highest levels of integrity, compassion, and professionalism in their practice. In addition, society requires KCMUCo to contribute to advancements in medical research, healthcare innovation, and the development of solutions to address local health challenges, improve access to healthcare, particularly in underserved areas, and train healthcare professionals committed to serving diverse populations. Society expects and requires the College to collaborate with local healthcare institutions and organizations to address healthcare needs, provide clinical services, and contribute to the general improvement of the healthcare system.

During the ISA process, we noted that the College has well-articulated community outreach and community engagement activities in the Undergraduate and Postgraduate apprenticeships curricula. KCMUCo staff and students engage in regular outreach services such as surgical specialized services to peripheral, remote communities, including ophthalmology, orthopedic, maternal and child health promotion, cancer screening and treatment, and many others. Also, students perform regular voluntary in-campus and off-campus blood donation promotions, community outreach, and engagement for contemporary problem identification and solution searching through direct engagement of community representatives and many other services.

The Community and Society involvement in training and service is ensured by seeking input from local healthcare institutions, regional and consultant hospitals, and relevant stakeholders to understand their perspectives on the contributions of KCMUCo graduates and staff initiatives to address societal healthcare needs. This is done during curricula/program development and revisions to ensure that the curricula/programs provide practical experiences and solve the community's health challenges. Through this, the students and staff provide solutions to challenges related to quality healthcare access and equity within society.

Through research, KCMUCo provides solutions to address local health challenges and evaluates the impact of health challenges on society to find lasting solutions. This is reflected by the variety of research publications produced at the College each year.

KCMUCo also has a reach network of collaborations with healthcare institutions and organizations nationally, regionally, and internationally, all aimed at addressing societal healthcare needs and improving healthcare systems overall.

All these strategies and activities bolster the effective College response to society's expectations and requirements and help it make informed decisions to enhance its contributions to the community and the healthcare sector.

CHAPTER TWO: VISION, MISSION, CORE VALUES AND OBJECTIVES

2.1 Introduction

Upon its establishment in 1997, the College formulated its first Vision, Mission, and Core values. However, in 2019/20, KCMUCo realized it needed to review its strategic direction and trajectory, a move that instils confidence in our ability to respond to and address regulatory requirements and mitigate reputational setbacks. The revision was prompted, among other things, by suspending students' admission into some programs due to non-compliance with some quality requirements.

The revision of the Vision, Mission, and values was not just a strategic move for the College, but a commitment to its stakeholders and clients. It was a starting point for addressing the impact of the suspension of student admission in programs, by recreating a new brand identity immediately after complying with the quality Assurance measures. This was a clear message to our stakeholders and clients that we are committed to meeting their needs and expectations. The revision was also necessitated by the College's aim to remain relevant as a premier institution in health professions education, to position itself in the frontline for responding to health and higher education sectors' policies and strategic directions, and to respond well to technological advancements and the changing needs and requirements of the stakeholders.

The decision to revise the Vision, Mission, and values was not a departure from the College's Christian identity and area of concentration (Health Sciences), but a reaffirmation of these founding principles. It coincided with the ending of the Second College Strategic Plan 2015/16 - 2019/20 and, therefore, was an opportune time to review the Vision, Mission, and Core values to direct the College during the Third College Strategic Plan 2020/21 to 2024/25^[11]. The new Vision, Mission, and values have re-branded the College into a new outlook and catapulted it into a new strategic era dominated by addressing quality issues and the transformation to outcome-based, market-driven responsive programs.

2.2 The Vision of the College.

The College's Vision is "To be a transformative Christian Centre of excellence providing evidence-based training in health with sustainable resources."

2.3 The Mission of the College

The College's mission is "To provide an enabling environment for innovative and quality teaching, research, and services responsive to national and global needs."

2.4 The College Core Values

KCMUCo commits itself to the following Core values: Love, mercy, compassion, integrity, Transparency, Diversity, creativity, Innovation, Excellence, and Accountability.

2.5 College Objectives

The objectives of KCMU College, as stipulated in its Charter and Rules^[4], are:

- (a) To preserve, transmit, and enhance knowledge in health education for the benefit of the people of Tanzania, Africa, and the rest of the world, following the various principles and development strategies prevailing worldwide.
- (b) To accelerate the pace of human resource development in socio-economic, academic, and research fields, with particular emphasis on areas related to population health.
- (c) To provide a place of intellectual and professional excellence in medical education, research, and service in health science through erecting, equipping, and maintaining laboratories, offices, halls of residence, lecture halls, libraries, museums, and other buildings and structures required to promote its objectives.
- (d) To prepare students through regular and professional health and allied sciences courses for degrees, diplomas, certificates, and other university awards.
- (e) To prepare students to understand the ethical basis of medical practice and identify social, cultural, psychological, and economic factors that influence the health of the individual, family, and community.
- (f) This course prepares students for lifelong self-evaluation, self-directed learning, and updating their knowledge and profession. Students will be motivated to adapt to rapid changes in medical practice brought about by new technology and cope with expanding research and vast scientific literature.
- (g) To prepare students to show the ability to communicate with individuals, families, and the community. As a member of health teams, the graduates can establish inter-professional and inter-sectorial relationships to achieve prescribed goals.

KCMUCo displays its Vision, Mission, and Core values at various offices, the boardroom, and public locations. Various College documents, such as Charters and Policies, the Strategic Plan, and the prospectus, display the Vision, Mission, and Core values on the front pages and are published on the College's website (www.kcmuco.ac.tz).

CHAPTER THREE: THE MANAGEMENT

Clear and transparent governance is required to realize the KCMUCo Vision of becoming a transformative Centre of Excellence. Governance and management tools such as charters, policies, guidelines, and procedures for all core functions of the College are required to guide its growth and development. The operationalization of the governing and management tools strengthens and promotes accountability, efficiency, and effectiveness of all activities at KCMUCo, furthering the attainment of its strategic goals and objectives^[4, 11,12].

Chapter Three of the ISAR describes Four (4) primary areas of College management: **The first** area is the Policy plan and the governance tools/instruments, and the second is the Strategic plan. Thirdly, the governance and organizational structure of KCMUCo and the administrative units will be presented. Fourthly, it presents information on Human Resource Management, including staff profiles, recruitment, appraisal and promotion, staff welfare, and training and development. Finally, the Chapter describes the funding and financial management, including funding sources and financial management system.

3.1 The Policy Plan

The KCMUCo policy plan is a critical tool for effective governance, laying the foundation for orderly, consistent, and principled operations within the College. It helps align the institution's day-to-day management with its broader strategic goals, creating an environment conducive to success and continuous improvement through a set of guidelines, rules, and procedures that govern the College's daily operations. It is designed to ensure consistency, compliance, and effective resource management.

The College policy plan includes individual policies covering different operational areas. Each KCMUCo policy typically has a purpose statement, scope, definitions, policy statements, procedures/guidelines for implementation, and responsibilities, among others.

Thus, the KCMUCo policy plan produces a comprehensive set of policies that ensure the College operates smoothly, ethically, and in compliance with legal and regulatory requirements. The policies are updated as needed to reflect changes in laws, regulations, or institutional priorities, allowing the policy plan to contribute to the effective governance of the College in several keyways, including: -

- (i) Provisions of clear guidelines and procedures for the operation of the university college. This clarity helps to ensure that all members of the College understand their roles, responsibilities, and the expectations placed upon them.
- (ii) Standardizing responses to common situations while ensuring consistency in decision-making and actions across the College is crucial for fairness and equity and helps avoid confusion and conflict.
- (iii) Making the College's operations more transparent is important for building trust with stakeholders, including students, faculty, staff, and external partners.
- (iv) Ensuring compliance with laws, regulations, and standards meets the College's legal and ethical obligations, thereby reducing the risk of non-compliance and associated penalties.
- (v) Supporting the College's strategic objectives, such as a policy on research funding that supports a strategic goal related to enhancing research output, requires establishing a framework within which those objectives can be pursued.

- (vi) Identifying and addressing potential risks within the institution and providing mechanisms for risk mitigation. This proactive approach to risk management is a crucial aspect of effective governance at KCMUCo.
- (vii) Ensuring that college resources are used efficiently and effectively is essential for its sustainability through its financial management, human resources, and asset management policies.
- (viii) Delineating the processes for monitoring and evaluating performance and the consequences for non-adherence to policies encourages accountability at all levels of the College.
- (ix) Referring to relevant policies to guide staff actions provides a basis for making informed decisions, leading to more informed and justifiable decisions when faced with challenges or opportunities.
- (x) Reflecting the College values and culture when these values are codified in its policies, thus reinforcing its cultural norms and expectations, which shape the behaviour of its community.
- (xi) Creating a structured approach to change management ensuring that changes are implemented smoothly and with consideration of their impact on the College functions and development, whether by updating or creating new ones, as indicated in its policy plan.

Through its policy plan, KCMUCo has policies with procedures and/or guidelines covering various functions and operations, as reflected in **Table 3.1**. The College developed 84 governance and management instruments through a participatory consultative approach by college staff and key health and education stakeholders. The tools cover vital areas such as governance, management, Core functions (Teaching and learning, research, and consultancy), quality assurance, and student affairs [4, 12 – 15].

Table 3.1: Governance and Management Tools of the College

SN	Tool	Available	Date developed	Date to be Reviewed/ Reviewed	Remarks
GOVERNANCE AND CONTROLS					
1.	KCMUCo Charter and Rules 2010.	√	2010	-	N/A
2.	The KCMUCo Governing Board Charter 2023	√	2019/20	2023/24	Revised draft
3.	EXCOM Charter	√	2019/20	2023/24	Revised for approval
4.	The FPIC Charter	√	2019/20	2023/24	Revised for approval
5.	The HRSAC Charter	√	2019/20	2023/24	Revised for approval
6.	The ARMC Charter	√	2019/20	2023/24	Revised for approval
7.	College Strategic Plan 2020/21-2024/25	√	2020/21	2024/25	Available
8.	Delegations Policy	√	2023/24	2028/29	Draft available
9.	Communications Policy	√	2023/24	2028/29	At web site
10.	Ethical Code of Conduct Policy	√	2023/24	2028/29	Draft available
11.	Data Security Policy	√	2023/24	2028/29	Draft for Approval
12.	Internal Audit Charter	√	2023/24	2028/29	Draft available
13.	Risk Management Framework	√	2023/24	2028/29	Draft available
14.	Risk Register	√	2023/24	2028/29	Draft available
15.	Whistleblowing Policy and Procedure	√	2021/22	2024/25	Available

16.	Anti-Bribery and Corruption Management Policy and Procedures	√	2021/22	2024/25	Available
17.	Conflict of Interest Policy	√	2023/24	2028/29	Draft for approval
18.	Safeguarding Policy	√	2023/24	2028/29	Draft for approval
ADMINISTRATION					
19.	Staff Scheme of Service	√	2022	2025	3 rd Edition
20.	Staff Regulations and Conditions of Service	√	2022	2025	2 nd Edition
21.	Staff Establishment Plan	√	2023/24	2028/29	Available
22.	Succession Plan	√	2023/24	2028/29	At website
23.	Gender and Sexual Harassment Policy and Procedures.	√	2023/24	2028/29	Revised for approval
24.	Vetting Policy and Procedures	√	2023/24	2028/29	Revised draft
25.	The Constitution of the Academic Staff Association (CASA).	√	2023/24	2028/29	Revised for approval
26.	HIV/AIDS Policy	√	2023/24	2028/29	Revised draft
27.	Workplace Health & Safety Policy	√	2023/24	2028/29	Draft for Approval
28.	Human Resource Training & Development Policy	√	2023/24	2028/29	Available
29.	Clients Service Charter	√	2020/21	2024/25	Available
30.	Honorarium and Allowances Policy	√	2023/24	2028/29	Revised Draft
31.	Convocation Constitution	√	2023/24	2028/29	2 nd Edition available.
32.	Alumni Constitution	√	2023/24	2028/29	Draft for approval
33.	Transport Policy and Procedures	√	2023/24	2028/29	Draft for approval
34.	Records and Archives Management Policy and Procedures	√	2023/24	2028/29	Available
35.	Staff Welfare Policy	√	2023/24	2028/29	At web site
36.	Building and Facilities Naming Policy	√	2023/24	2028/29	Draft for approval
37.	Workplace Health Safety Policy	√	2023/24	2028/29	Draft available
INFORMATION COMMUNICATION TECHNOLOGY					
38.	Information Communication Technology Policy	√	2021/22	2026/27	Available
39.	ICT Disaster Recovery and Business Continuity Plan	√	2023/24	2028/29	Draft for approval
40.	ICT Risk Framework	√	2023/24	2028/29	Draft for approval
41.	Estate Management Policy	√	2023/24	2028/29	Draft available
42.	Data Security Policy	√	2023/24	2028/29	Revised Draft
FINANCE, PLANNING AND PMU					
43.	Financial Regulations	√	2023/24	2028/29	Revised Draft
44.	Fixed Assets Management Policy and Procedures	√	2023/24	2028/29	Revised Draft
45.	Write-Off of Fixed Assets Procedures	√	2023/24	2028/29	Revised Draft
46.	Procurement Policy and Procedures	√	2023/24	2028/29	Revised Draft
47.	Effort Reporting and Time Compensation Policy	√	2023/24	2028/29	Revised Draft
48.	Capital /Asset Accounting and Capitalization Policy	√	2023/24	2028/29	Revised Draft
49.	Financial Manual (Second Edition)	√	2023/24	2028/29	Revised Draft
50.	Financial and Accounting Policy	√	2023/24	2028/29	Revised Draft
51.	Resource Mobilization Policy	√	2023/24	2028/29	Draft available
52.	Institutional Business Plan		2023/24	2028/29	Draft available
EDUCATIONAL ACTIVITIES					
53.	Curriculum Development and Review Policy	√	2023/24	2028/29	Draft available
54.	Prospectus	√	2023/24	2028/29	Reviewed yearly.
55.	Library Policy and Procedures	√	2023/24	2028/29	Draft for 2024.
56.	Guidelines for Recruitment, Appraisal and Promotion of Academic Staff (GRAPAS).	√	2022/23	2027/28	Approved Hard copies
57.	Continuing Professional Development Policy	√	2023/24	2028/29	Draft available
58.	Short Courses Policy	√	2023/24	2028/29	Draft available
59.	Postgraduate Students Supervision Policy and Guidelines	√	2023/24	2028/29	Draft for approval
60.	Undergraduates Supervision Policy and Guidelines	√	2023/24	2028/29	Draft available
61.	Examination Policy and Procedures	√	2022/23	2027/28	At website
62.	Postdoc Policy	√	2023/24	2028/29	Revised draft
63.	Guidelines for Identifying Best Students for Recruitment as Academic Staff.	√	2023/24	2028/29	Revised draft
64.	PhD Handbook		2023/24	2028/2	Revised draft
65.	Postgraduate Handbook	√	2023/24	2028/29	Draft available
66.	Undergraduate Handbook	√	2023/24	2028/29	Draft available

67.	Admissions Policy	√	2023/24	2028/2029	Approved 1 st Edition
RESEARCH AND CONSULTANCY					
68.	Research Policy and Guidelines	√	2023/24	2028/29	Revised Draft
69.	Research Agenda	√	2023/24		Draft available
70.	Intellectual Property Policy and Guidelines	√	2023/24	2028/29	Revised Draft
71.	College Research Ethics Review Committee (CRERC) Standard Operating Procedures (SOPs)	√	2023/24	2028/29	Revised Draft
72.	Ethical Conduct of Research Policy	√	2023/24	2028/29	Draft for approval
73.	Publication Policy and Guidelines	√	2020/21	2023/24	Revised for approval
74.	Institutional Overhead Policy and Guidelines	√	2019/20	2023/24	Revised for approval
75.	Consultancy Policy and Guidelines	√	2023/24	2023/24	Draft for approval
76.	Collaboration and Partnership Policy and Guidelines	√	2023/24	2028/29	Revised for approval
QUALITY ASSURANCE					
77.	Quality Assurance Policy	√	2023	2028	2 nd Edition-Hard copy
78.	Quality Assurance Handbook	√	2020/21	2023/24	Draft available
79.	Workload Allocation Policy	√	2023/24	2023/24	Draft available
STUDENTS AFFAIRS					
80.	Constitution of the Students' Government	√	2023/24	2028/29	Draft for approval-3 rd Ed
81.	Students By-Laws	√	2023/24	2028/29	Revised Draft 3 rd Ed.
82.	Students Mentoring Policy	√	2022/23	2025/26	Available 1 st Edition
83.	Students Exchange Policy	√	2023/24	2028/29	Draft available
84.	Student's Welfare Policy	√	2022/23	2025/26	Available 1 st Edition
85.	Students' Sports, Games, and Recreation Policy	√	2023/24	2028/29	Draft for approval
MEMORANDUM OF UNDERSTANDING					
86.	MoU between GSF, KCMUCo, and KCMC	√	2017/18	2022/23	Operational
87.	MoU between KCMUCo, KCMC, and SLF/KSP	√	2022/23	2032/33	Operational

3.2 The Strategic Plan 2020/21-2024/25

KCMUCo implements its mandated functions through five-year Corporate Strategic Plans. The strategic plans clearly state the KCMUCo Vision, Mission, and Core Values. Since its establishment, the College has developed and implemented Three (3) successive strategic plans covering the periods: 2010/11 - 2014/15; 2015/16 - 2019/20; and 2020/21 - 2024/25 ^[11 – 14]. These directional strategies identify goals and objectives and formulate critical strategies that address those factors essential to KCMUCo success. The Strategic Plans guide KCMUCo in undertaking its strategic roles in teaching, learning, research, innovation, consultancy, community engagement, and development of health and allied sciences professionals. From this view, strategic planning has been one of KCMUCo dominant undertakings.

The objectives of these plans have been aligned with the National Development Vision 2025 ^[16], The CCM 2020-2025 Election Manifesto ^[32], The Third Five-Year Development Plan (FYDP III) - 2021/22–2025/26 ^[7, 17], The African Union Agenda 2063 ^[33], ELCT Five Years Strategic Plan (2022 – 2026) ^[34], The Sustainable Development Goals (SDG 2030) ^[18], The Education and Training Policy 2014 edition 2023 ^[19], Education Sector Development Plan (ESDP) (2016/2017-2020/2021) ^[7],

National Health Policy (NHP) 2017 ^[8], and the Tumaini University – Kilimanjaro Christian Medical University College Charter and Rules (2010) ^[4].

The current Strategic Plan (2020/21 - 2024/25) ^[11] is guided by the following directional strategies:

Vision Statement	<i>A transformative Christian Centre of Excellence providing evidence-based training in health with sustainable resources.</i>
Mission Statement	<i>To provide an enabling environment for innovative and quality teaching, research, and services responsive to national and global needs.</i>

In ensuring that the institutional culture supports the attainments of strategic objectives, the College defines the standard behavior through the following Core values:

CORE VALUES				
Love	Mercy	Compassion	Transparency	Creativity
Innovation	Diversity	Accountability	Integrity	Excellence

The Strategic Objectives, Targets, and Strategies in the current (third) College Strategic Plan (CSP 2020/21-2024/25) ^[11] were formulated to focus on quality in all College functions and to enable and facilitate the realization of KCMUCo Vision, and Mission as part of re-branding of the College driven by the potential reputational risk occasioned by the suspension of admission of students in some programs in 2017/18. One of the Strategic Objectives was explicitly designed to focus on transforming the College into a fully-fledged University by 2024.

The third CSP (2020/21 - 2024/25) ^[11] is structured in four Key Result Areas (KRAs): A: Governance, Management, and College Transformation, B: Teaching and Learning, C: Research, Consultancy, and Innovation, and D: Finance Planning and Investment. The four KRAs are addressed through the implementation of fifteen (15) Strategic Objectives (SOs), seventy-five (75) strategies, and one hundred and forty-seven (147) targets ^[11].

3.2.1 Performance of Strategic Plan 2020/21-2024/25

The CSP 202/21 – 2024/25 had a mid-term evaluation in July 2023. According to the mid-term review of the Strategic Plan, out of 147 targets, the College had achieved fully 48 (33%) of total targets, the College has partially attained 56 (38%) targets, and it had not completed 43 (29%) of the targets due to various reasons but primarily inadequate finances and the effects of the COVID – 19 pandemic which coincided with the start of its implementation. Most of the achievements were in Colleges' Informational processes and institutional capacity building, involving the review and/or development of operational documents for improved governance and quality assurances, controls, research, and publications. Further, developing human resources, reviewing and developing new programs, acquiring title deeds, creating a new College masterplan, and re-opening suspended programs contributed to achieving the CSP objectives.

The challenges in implementing some strategic objectives, thus failing to achieve the target on time, include the College's dependence on tuition fees as the primary source of income and the need for a robust resource mobilization unit. However, the ISA showed that several strategies are in place to mitigate the challenges. For example, the College, through the Directorate of Research and Consultancies, has established mechanisms to boost consultancies as an alternative source of income, developed various policies and guidelines to boost research projects, and trained staff on grant writing

and project management. Other strategies include Continuing Professional Development courses, institutional advancement, the establishment of Convocation with a fund-raising Committee, and the Alumni Association to facilitate the mobilization of income from non-traditional or alternative sources of income [11, 14, 20].

3.3 Governance

3.3.1 The Governance Structure of the College

The KCMUCo institutional arrangements are designed to facilitate sound and active engagement of all internal and external stakeholders across different levels. Currently, the flow of the KCMUCo structure transcends to academic departments and administrative / supporting sections. KCMUCo is governed by the College Governing Board (CGB) and academically by the TUMA Senate and Council and the University Board of Trustees. These organs are established by the Kilimanjaro Christian Medical University College - Charter and Rules (2010) [4]. Their powers and composition are stipulated in the Kilimanjaro Christian Medical University College - Charter and Rules (2010) [4]. The management powers of the University (TUMA) are vested with the Senate, Council, and the Board of Trustees. The Board of Trustees is the University's principal, founder, and promoter. The Council is the highest policy-making organ of the University, while the Senate is the highest academic authority of the University.

The administration powers of the College are vested with the College Governing Board (CGB) and its Standing Committees. These include the College Academic Committee (CAC), The Audit and Risk Management Committee (ARMC), The Finance, Planning, and Investments Committee (FPIC), and the Human Resources and Students Affairs Committee (HRSAC). The day-to-day administration of the College is overseen by the Provost, Deputy Provost for Academic Affairs (DPAA), Deputy Provost for Administration (DPA), Principal Officers of the Colleges, Faculties/Institutes Boards, and Directorates Committees. KCMUCo is organized into Faculties, institutes, directorates, departments, and units at the operational level. The committee of Provosts, Deans, and Directors executes the day-to-day administrative responsibilities of the University. The College Academic Committee (CAC) manages the academics of the University College. The Provost is the Chief Executive Officer of the College. S/He is responsible for managing and administrating the strategic direction of the College. The organogram of the College shows the chain of authority shown in **Figure 3.1**.

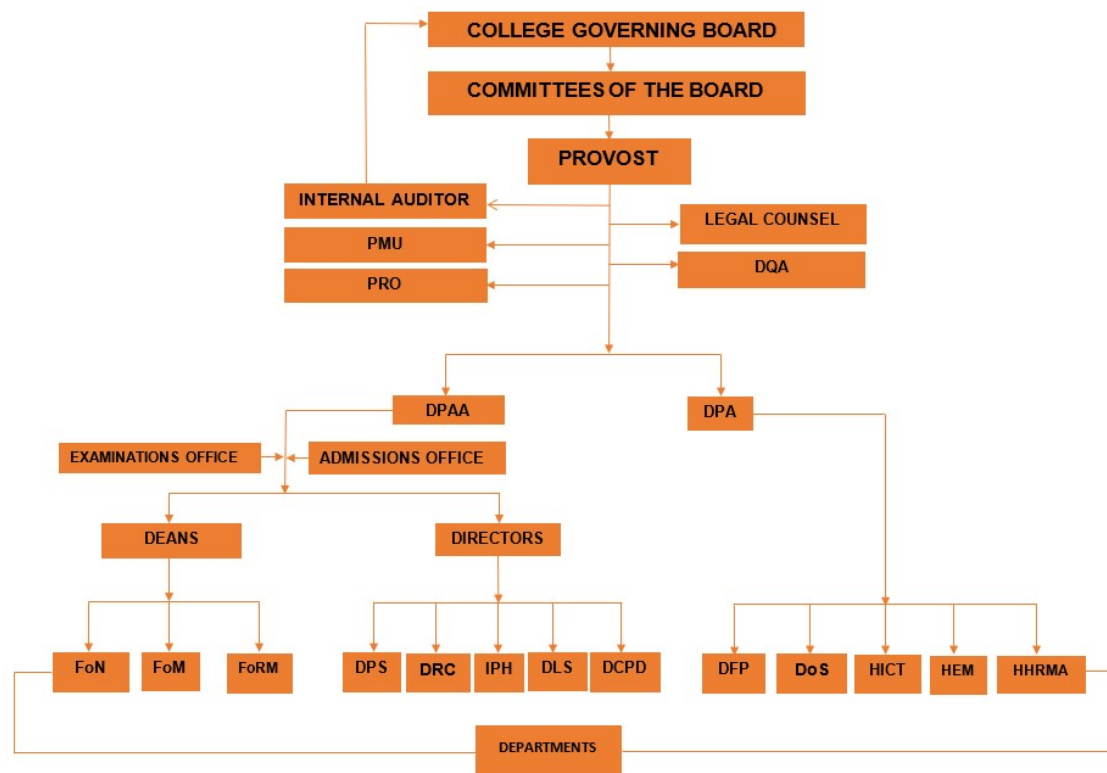


Figure. 3.1: The KCMUCo Organogram

KEY	
DPAA	Deputy Provost Academic Affairs
DPA	Deputy Provost Administration
DCPD	Directorate of Continuing Professional Development
HICT	Head of Information and Communications Technology
HEM	Head of Estates Management
HHRMA	Head of Human Resources Management and Administration
DQA	Directorate of Quality Assurance
DPS	Directorate of Postgraduate Studies
DRC	Directorate of Research and Consultancies
DLS	Directorate of Library Services
DoS	Dean of Students
DFP	Department of Finance and Planning
FoM	Faculty of Medicine
FoRM	Faculty of Rehabilitation Medicine
FoN	Faculty of Nursing
IPH	Institute of Public Health
PMU	Procurement Management Unit
PRO	Public Relation Officer

As depicted in **Figure 3.1**, the management structure facilitates KCMUCo's transparent and decentralized chain of command and communication flow with defined roles and responsibilities. The structure develops an easy implementation and monitoring of her academic activities. The structure avoids being too intrusive while taking advantage of the flexibility inherent in a decentralized system. It facilitates the management level team- to play a vital role in creating effective interactions, networking, and essential alignments among academic institutions, the Government (across levels), students, graduates, development partners, communities, and patients. Several

academic and administrative faculties, institutes, and directorates have delegated important tasks to departments, sections, and units [4, 12, 13].

3.3.2 The Governance Standing Organs

KCMUCo has standing organs that report to the College Governing Board (CGB) and those that report to the College Academic Committee (CAC). The organs that report to the College Governing Board are the Audit and Risk Management Committee (ARMC), the Finance Planning and Investments Committee (FPIC), and the Human Resources and Students Affairs Committee (HRSAC), as shown in **Figure 3.2**. The organs which report to the CAC are the Committee of Deans and Directors (CDD), the Faculties and Institute Boards, the College Research and Consultancy Committee (CRCC), the College Postgraduate Studies Committee (CPSC), the College Continuing Professional Development Committee (CCPDC), the College Library Committee (CLC), the College Admissions Committee (CAdC), and the College Examinations Committee (CEC). These organs and the CGB hold meetings at least once per quarter, and the academic ones more frequently [4].

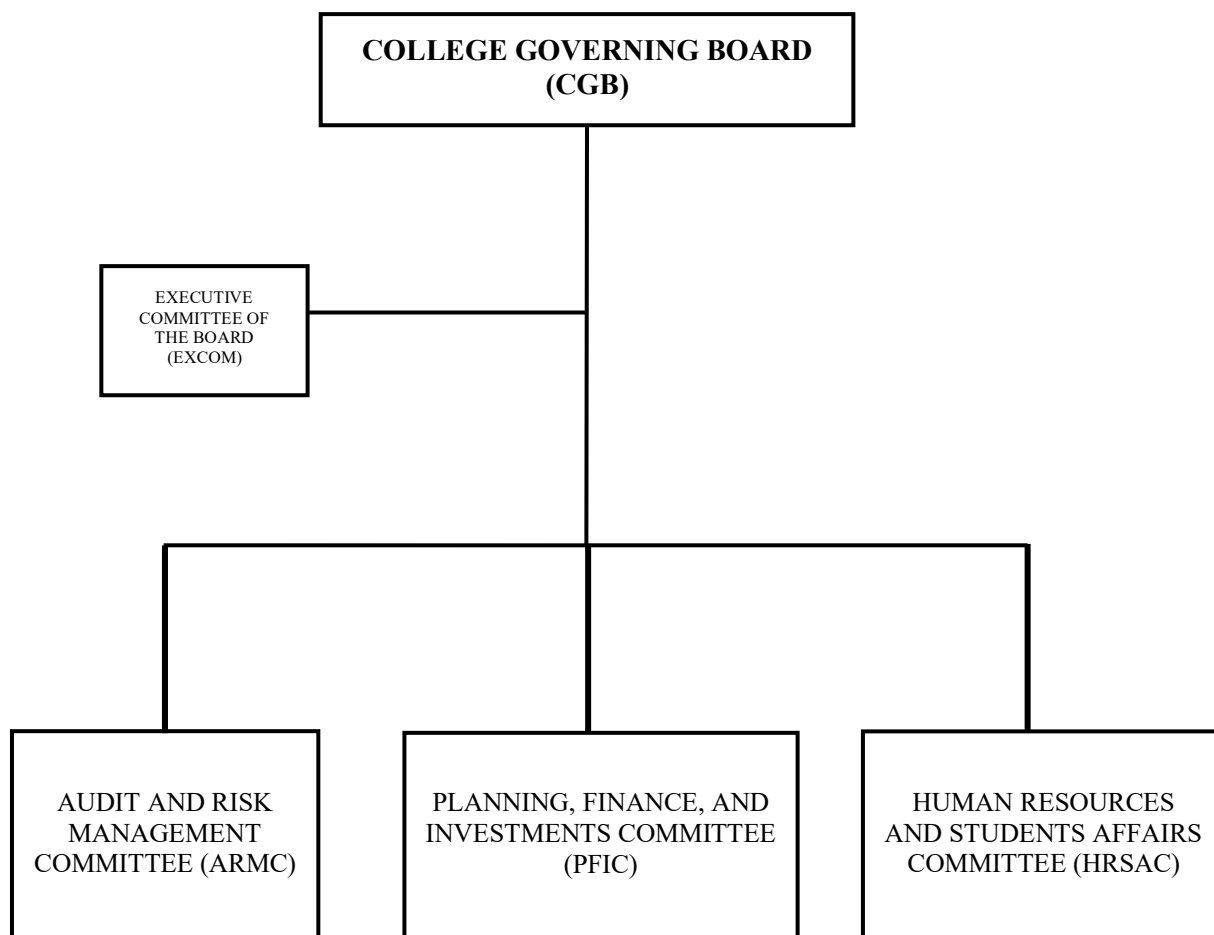


Figure 3.2: Standing Committee of the College Governing Board.

3.3.3 The Administrative Units (Faculties, IPH and Academic Departments)

KCMUCo has three faculties, one academic Institute, and 29 academic departments mandated to implement the College's academic programs. The complete list is presented in **Table 3.2**.

Table 3.2: Administrative Units of The College

FACULTY OF MEDICINE	
(i) Biomedical Sciences Departments	
1.	Anatomy and Neurosciences.
2.	Biochemistry and Molecular Biology
3.	Microbiology and Immunology
4.	Parasitology and Entomology
5.	Pharmacology
6.	Physiology
(ii) Clinical Sciences Departments	
7.	Department of Internal Medicine
8.	Department of Psychiatry
9.	Department of Dermato-venereology
10.	Department of Ear, Nose, and Throat
11.	Department of Anesthesiology
12.	Department of Obstetrics & Gynecology
13.	Department of Ophthalmology
14.	Department of Orthopedics & Traumatology
15.	Department of Pediatrics and Child Health
16.	Department of Pathology
17.	Department of Radiology and Medical Imaging
18.	Department of General Surgery
19.	Department of Urology
FACULTY OF NURSING	
20.	Department of Community Health Nursing
21.	Department of Clinical Nursing
22.	Department of Midwifery
FACULTY OF REHABILITATION MEDICINE	
23.	Department of Optometry
24.	Department of Occupational Therapy
25.	Department of Physiotherapy
26.	Department of Prosthetics & Orthotics
INSTITUTE OF PUBLIC HEALTH	
27.	Department of Epidemiology and Biostatistics
28.	Department of Behavioral and Social Sciences
29.	Department of Community Health

3.3.4 Directorates, Administrative Departments, and Units.

The College has five (5) academic directorates, three (3) administration departments and four (4) units:

Academic Directorates

- (1) Directorate of Quality Assurance.
- (2) Directorate of Postgraduate Studies.
- (3) Directorate of Research and Consultancy.
- (4) Directorate of Library Services.
- (5) Directorate of Continuing Professional Development.

Administration Departments:

- (1) Department of Human Resources Management and Administration.
- (2) Department of Finance & Accounts.
- (3) Department of ICT.

Units

- (1) Procurement Management Unit (PMU).
- (2) Public Relations Unit.
- (3) Internal Audit Unit
- (4) Legal Unit

3.3 Human Resources Management.

3.3.5 Recruitment and Promotion of Staff

KCMUCo understands the importance of having a clear and transparent recruitment and promotion mechanism for its Staff. The College has tools to enhance human resources' efficiency and effectiveness, including the Schemes of Service, Human Resource Training and Development Policy, Succession Plan, Staff Establishment Plan, and recruitment, appraisal, and promotion guidelines. Thus, staff recruitment and promotion are done following the College scheme of service and the College guidelines for recruiting academic Staff and promotion. Administrative and Technical staff recruitment is based on the College Schemes of Service for Administrative and Technical staff of 2022 and Staff Regulations and Conditions of Service 2022 based on qualifications, experiences, skills, competencies, and qualities required of potential employees as stipulated in the staff promotion guidelines, Scheme of Service, and staff Regulations and Conditions of service. The Schemes of Service also prescribe the criteria for staff promotions, roles, responsibilities, and job descriptions for incumbents to understand the requirements of the respective job.

For academic Staff, the College also revised its Guidelines for Recruitment, Appraisal, and Promotion of Academic Staff into the second edition of 2023. It harmonized them with the TCU Handbook of Standards and Guidelines for University Education in Tanzania, Third Edition (2019) ^[21]. The guidelines cover direct recruitment and in-service, appraisal of academic Staff for promotion to higher ranks, and the nomination and engagement of adjunct/honorary and part-time Staff.

The Human Resource Development at KCMUCo is enshrined in the Corporate Strategic Plan ^[11] and College has an established Human Resources Management and Administration Department that reports to the Deputy Provost Administration (DPA), which oversees the implementation of the various human resource activities such as recruitment and induction of new Staff, coordinate staff performance appraisal, promotions, payroll management, staff compensations, staff benefits, job analysis and training Needs Assessment (TNA), induction of new Staff, coordinates staff training and career development, works closely with workers' union, and Workers Council, and implements policy matters relating to human resource management.

3.3.6 Current KCMUCo Staff

KCMUCo has 278 staff members, of which 201 (73%) are academic, and 77 (27%) are administrative (**Figure 3.3**). Of the 278 staff members, 25 academics and nine (9) administrative Staff were newly recruited in June 2023.

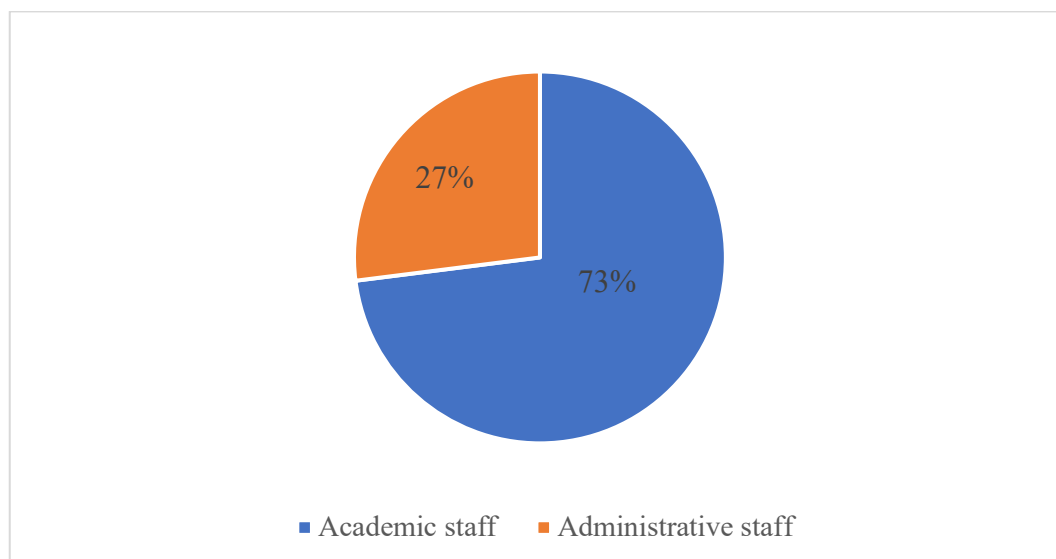


Figure 3.3: Categories of KCMUCo Staff as of November 2023

3.3.7 College Academic Staff Profile

KCMUCo has a mix of academic Staff ranks with required academic qualifications and various experiences in different disciplines and specializations. This ensures a combination of skills and competencies that enable KCMUCo to implement its teaching, learning, and research strategic objectives as prescribed in the Corporate Strategic Plan 2020/21 to 2024/25.

Figure 3.4 shows the academic Staff by rank and gender. Of the 201 academic staff, 14 (7.0 %) are Professors, 16 (8.0 %) Associate Professors, 42 (20.9 %) Senior Lecturers, 48 (23.9%) Lecturers, 52 (26.9%) Assistant Lecturers, 29 (14.4%) Tutorial Assistants.

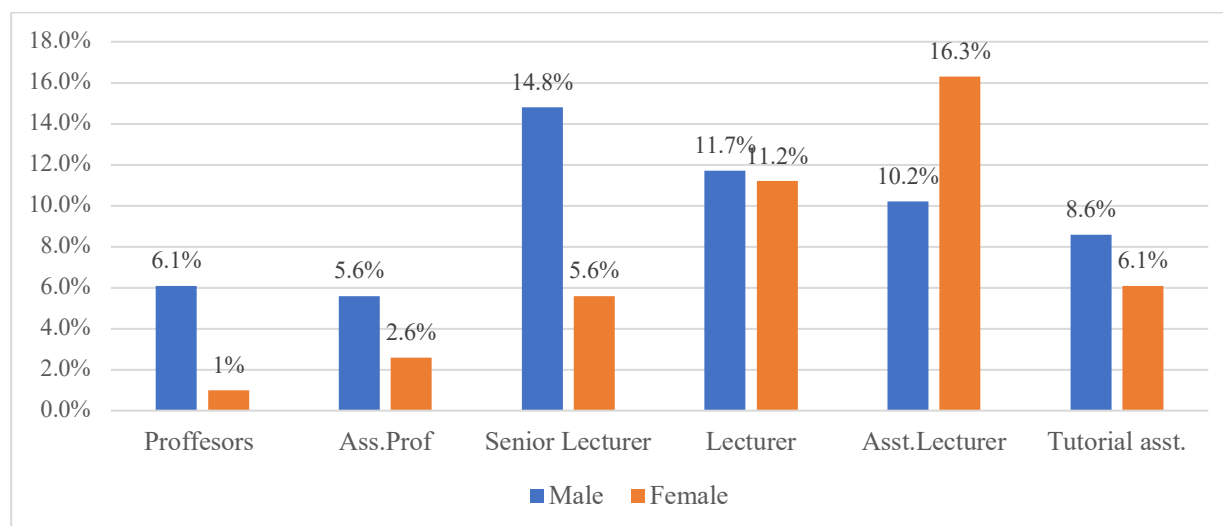


Figure 3.4: Academic Staff by Rank and Gender

Out of 201 academic staff, 85 (42%) are female. Of 201 academic staff, 72 are Professors, Associate Professors, and Senior Lecturers. Out of 72 Professors, Associate Professors, and Senior Lecturers, 19 (26.4%) are female. Of 201 academic staff, 33 (16.4%) have a PhD, and out of 33 with a PhD, 13(39.4%) are female. Of the 30 Professors and Associate Professors, 7(23.3%) are female. Of 137 Senior Lecturers, Lecturers, and Assistant Lecturers, 65(47.4%) are female. **Table 3.4** illustrates the

College academic staff by rank, qualifications, and gender. This data shows that KCMUCo is at **43%** towards the 50% target for female gender inclusion in all socio-economic activities.

Table 3.3: Academic Staff by Rank, Qualification, and Gender

A: ACADEMIC STAFF							
S/N	Post	Female	%	Male	%	Total	%
1	Professors	2	1.0	12	6.0	14	7.0
2	Associate Professors	5	2.5	11	5.5	16	8.0
3	Senior Lecturers	12	6.0	30	14.9	42	20.9
4	Lecturers	24	11.9	24	11.9	48	23.9
5	Assistant Lecturers	32	15.9	20	10.0	52	26.9
6	Tutorial Assistants	12	6.0	17	8.5	29	14.4
	TOTAL	87	43.3%	114	56.7%	201	100
B: ACADEMIC STAFF WITH PHD							
S/N	QUALIFICATION	Female	%	Male	%	Total	
1	Doctor of Philosophy	13		20		33	
	TOTAL	13	39.4%	20	60.6%	33	100-

The College has a global lecturer/student ratio of 1:12 (*The minimum standard is 1:10 for Clinical sciences and 1:25 for Biomedical sciences*). While this ratio is slightly lower for clinical sciences than the minimum requirements, the ratio is ideal for Biomedical sciences. KCMUCo intends to maintain and further improve the ratios through continued staff recruitment and identifying and retaining exceptionally performing students as Tutorial Assistants, assistant lecturers, and Lecturers. The lecturer/student ratio from 2020/21 to 2023/24 is shown in **Table 3.4**.

Table 3.4: Teacher/Student Ratio for 2020/21-2023/24 Period.

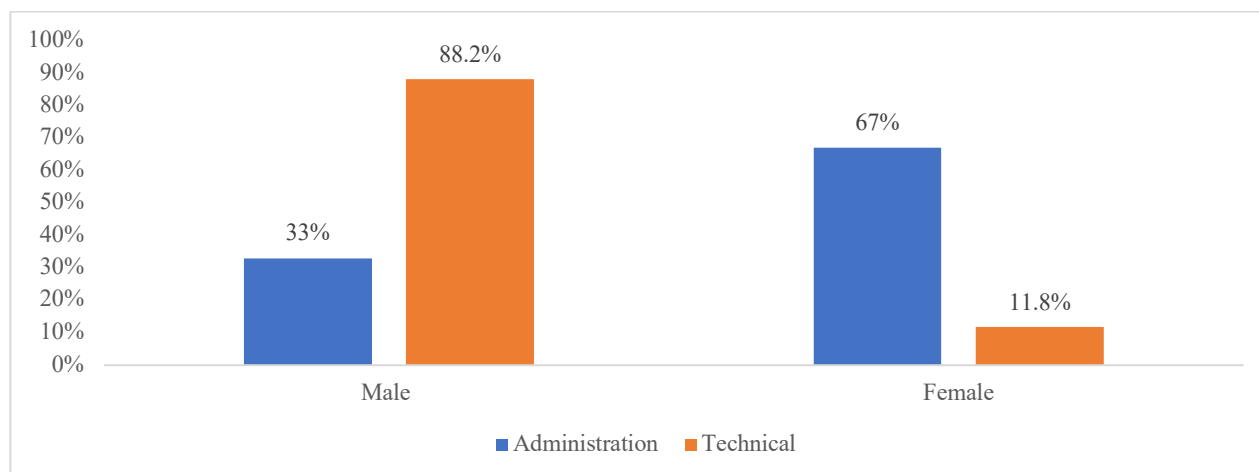
Year	Number of Students	Number of Academic Staff	Staff/Student Ratio
2020/21	1755	202	1:09
2021/22	1920	196	1:10
2022/23	1934	198	1:10
2023/24	2377	201	1:12

3.3.8 Administrative Staff Profile

Table 3.5 and **Figure 3.5** shows the administrative Staff by gender. The College has 77 full-time Administrative/Technical, whereby 41 (53 %) are female. Of the 77 staff, 60 (78%) are administrative and 17 (22%) are technical. Of 60 administrative staff, 39 (65 %) are female, while 21 (35%) are male. The majority (88%) of technical Staff are male. The global administrative/technical staff-to-student ratio is **1:34** against the Minimum Standard of **1:50**, but the technical Staff ratio alone is inadequate. The College has realized this deficit and has started recruiting technical Staff to bridge the gap.

Table 3.5: Administrative/Technical Staff by Gender

Gender	Administrative		Technical		Total Staff	%
	No.	(%)	No.	(%)	No.	
Male	21	35	15	88	36	47
Female	39	65	2	12	41	53
TOTAL	60	100	17	100	77	100

**Figure 3.5: Administrative/Technical Staff by Gender**

3.3.9 Staff Development

KCMUCo takes pride in the competence and effectiveness of its staff members. Staff members have been and will continue to be crucial in attaining the College's strategic objectives. The College continues to regularly raise the number of its employees to maintain and exceed the establishment minimum standards in terms of staff/student ratios in the academic, administrative/technical cadres. This commitment is confirmed by the recently finalized Staff Succession and Establishment Plans that will safeguard and ensure the identification, development, and retention of a pool of competent and motivated Staff and the sustainability of the workforce. The plans will continuously address the quality of teaching and learning through staff recruitment, training, and retention.

KCMUCo recognizes the importance of nurturing a continuous learning and improvement culture among its faculty and supporting Staff. To attain this culture, the College has established the Directorate of Continuing Professional Development (CPD). Through its CPD Policy and Guidelines, which are the guiding framework to foster the ongoing development of the workforce and ensure they remain at the forefront of their respective fields, the Directorate conducts various courses for professional development, pedagogical skills for faculty, and leadership capacity building.

3.3.10 Staff Appraisal System

Appraising staff performance is critical to the promotion, retention, and motivation of individual Staff at the College. The College uses the Open Performance Review and Appraisal System (OPRAS). The performance targets in this system are linked to the Strategic Plan and cascaded down from the Top Management to the lower institutional ranks. The appraisal aims to enhance staff quality of work and individual contributions to achieving their unit's and the College's strategic goals. The appraisals are conducted by Staff Regulations and Conditions of Service, and the KCMUCo Guidelines for

Recruitment, Performance Appraisal and Promotion of Academic Staff (GRPPAS - Edition of 2023) ^[31] harmonized with the Handbook of Standards and Guidelines for University Education in Tanzania, Third Edition (2019) and addendum of 2023 ^[21, 24]. Thus, the College appraisal system is objective, fair, and transparent. However, the college management has observed challenges in OPRAS, which are manually done but need more objectivity from some assessors and Staff. To address this challenge and further enhance efficiency and effectiveness, the College is transitioning to an electronic online appraisal system based on ARUTI - Human Resources Information Management System instead of manually filling OPRAS forms. The ARUTI System will also allow cross-talking with the other College information management systems, particularly the SAGE Evolutions system for accounts to speed up the preparation of the payroll, statutory deductions, and other staff emoluments. Staff appraisals are done regularly, and during the 2022/23 appraisal, twenty-six (26) academic staff, 18 (69%) male and 8 (31%) female, were promoted.

3.3.11 Staff Welfare

KCMUCo recognizes all its employees as the most valuable resource and believes that the welfare of all Staff is essential to achieving the university's vision and mission. To efficiently take care of the welfare of its Staff, the College developed a Staff Welfare Policy and Procedures to provide a safe and healthy working environment and promote work-life balance. The College strives to create and maintain such an environment for its Staff by ensuring quality, accessible, and supporting teaching infrastructures, active academic association, accommodation, and social services, including catering, health care, and recreational.

The College Academic Staff Association (CASA) was established at the time of the inception of the College in 1997. Its main objective has been to support a harmonious working relationship among Staff, students, and college/hospital management in implementing quality training, health service provision, and research undertaking. CASA is represented in relevant organs of the College, including the University Senate, the College Governing Board (CGB), the College Academic Committee (CAC), and the Human Resources and Students Affairs Committee (HRSAC) of the Board. The CASA recently revised its Constitution with a projection of transforming it to suit the envisaged KCMC University.

Although Senior Staff receive housing allowance at a modest percentage, KCMUCo still needs to construct a housing estate for its Staff. Thus, some staff are housed in the GSF, the owner's housing estates, and in private houses within Moshi. However, we noted in the development plans of the College and its future growth into a university staff housing on campus have been provided for in the plans and included in the Master Plan.

3.4 Funding and Financial Management

Like all other private higher learning institutions, KCMUCo depends mainly on Tuition fees and Academic-related non-tuition fees as the primary sources of income. This is, to a lesser degree, supplemented by funds from research grants.

3.4.1 Financial Resources

Adequate financial resources are vital for any institution to attain its objectives and sustainability. KCMUCo is a private, not-for-profit higher learning institution with two primary funding sources,

Tuition fees, and non-tuition Fee income, as shown in **Figures 3.5 and 3.6**. Currently, about 77% of its revenue is from students' fees. The remaining 23% of non-tuition fee sources include research, consultancy services, premises and other facilities rent, and short courses organized by the Directorate of Continuing Professional Development (DCPD).

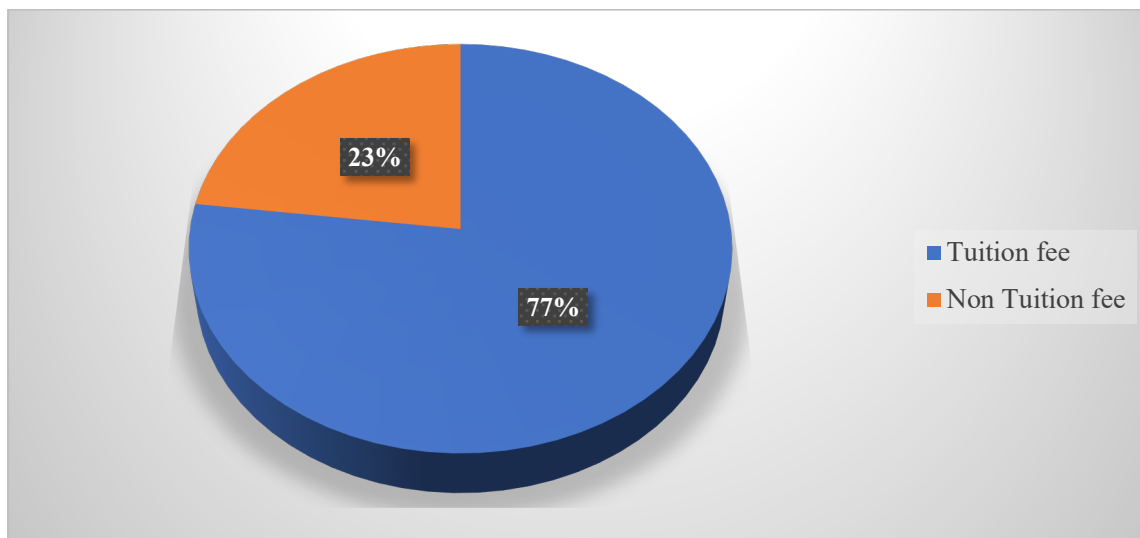


Figure 3.6: The Major Sources of College Finances.

To address this situation and increase the proportion of income from other and alternative sources, we noted during ISA that the College management has put in place the following strategies: -

- (i) The College appointed an Institutional Advancement Committee (IAC) to initiate initiatives for alternative sources of income, including philanthropic sources, fundraising strategies, and alumni contributions.
- (ii) Developed a policy for resource mobilization and a consultancy policy, all geared towards creating more sources of income besides tuition fees for institutional sustainability.
- (iii) Operationalized the convocation and will raise funds through its Fund Raising and Alumni Committees working with the IAC Alumni Association.
- (iv) Building research capacity among academic Staff to uptake more research and increase income from research.

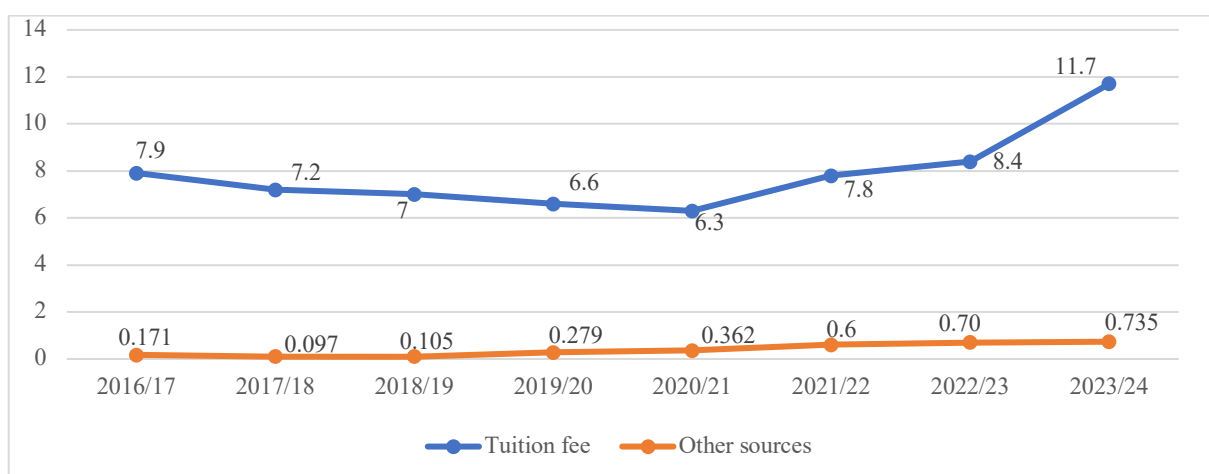


Figure 3.7: KCMUCo Trends of Income and Sources (in billion TZS) From 2016/17 to 2023/24.

Despite the restricted sources of income, **Figure 3.7** shows that after a fall in revenue from 2017/18, when student admission was suspended, programs were implemented smoothly. After the resumption of admission in 2019/20, there has been a steady increase in revenue from 2021/22 to date, after hitting the lowest level in 2020/21 ^[20].

3.4.2 Financial Management

According to the College Charter and Rules, the Accounting Officer is the Provost responsible for daily financial Management. Every quarter, the Accounting Officer reports the College's financial performance to the College Governing Board (CGB) through its standing committee on Financial, Planning, and Investment, the FPIC.

Qualified Staff, led by the Bursar, manage the College Accounts Department. The three most senior Staff members are all Certified Public Accountants (CPAs) and familiar with the Public Financial Act, the country's financial regulations, and other international regimes, such as the International Financial Reporting Standards (IFRS), used for reporting in the College. The department provides the Management with weak reports of financial flow and other financial matters.

To manage finances efficiently Management, the College has developed several financial management instruments, which include the following: -

- | | |
|--|------------|
| (i) Financial Regulations | (2019/20). |
| (ii) Fixed Assets Management Policy and Procedures | (2020/21). |
| (iii) Write-Off of Fixed Assets Procedures | (2020/21). |
| (iv) Procurement Policy and Procedures | (2019/20). |
| (v) Effort Reporting and Time Compensation Policy | (2019/20). |
| (vi) Capital /Asset Accounting and Capitalization Policy | (2019/20). |
| (vii) Financial Manual (Second edition) | (2019/20). |
| (viii) Financial and Accounting Policy | (2019/20). |
| (ix) Resource Mobilization Policy | (2023/24). |

During ISA, the College had started revising some of these instruments to make them current and aligned with the advancements in knowledge and technology in the financial sector.

Sound financial practices at KCMUCo are enhanced using the SAGE Evolution Financial Information Management System, which has now been integrated with the Online Students Information Management System (OSIM) and the ARUTI Human Resources Information Management system.

For the *assessment* of internal controls, risks, compliance, and operational efficiency, as well as *oversight* of financial reporting, internal controls, risk management systems, internal audit, external audit, regulatory compliance, ethical compliance, and risk assessment, the College has an audit department led by a Chief Internal Auditor (CIA), who is a CPA holder and an Audit and Risk Management Committee (ARMC). The internal auditor and ARMC report to the CGB. The Internal Audit and ARMC are guided by the Internal Audit Charter and ARMC Charter to implement their functions. The College has other Audit and Risk Management instruments, as listed in **Table 3.1**.

3.4.3 The College Budgeting and Financial Sustainability

3.4.3.1 The Budgeting process and performance

KCMUCo annual Budget is developed and approved through a systematic process. The budgeting process is initiated through the Bursar's office and includes all administrative units of the College (faculties, directorates, departments, and units). The proposed Budget is presented to the College Workers Council (CWC) for their input and later forwarded to the College Governing Board (CGB) for approval through the Finance Planning and Investment Committee (FPIC).

The budgeting process is based on an annual action plan in the five-year corporate strategic plan. The execution and performance of the college budget are reported quarterly to the Management Finance and Planning Committee (MFPIC), and later to the FPIC of the CGB, and finally to the CGB end-of-quarter Meeting.

Regarding the budget performance over the years, **Figure 3.8** shows that KCMUCo has been gradually increasing its revenue despite its dependence on restricted sources of income. However, in 2017/18, the revenue started declining in coincidence with the student's admission suspension, and the downhill spiral reached the lowest revenue in the 2019/20 academic year. Following the lifting of suspended programs from 2020/21, the revenue increased again, and the budgeting has been steadily improving ^[20].

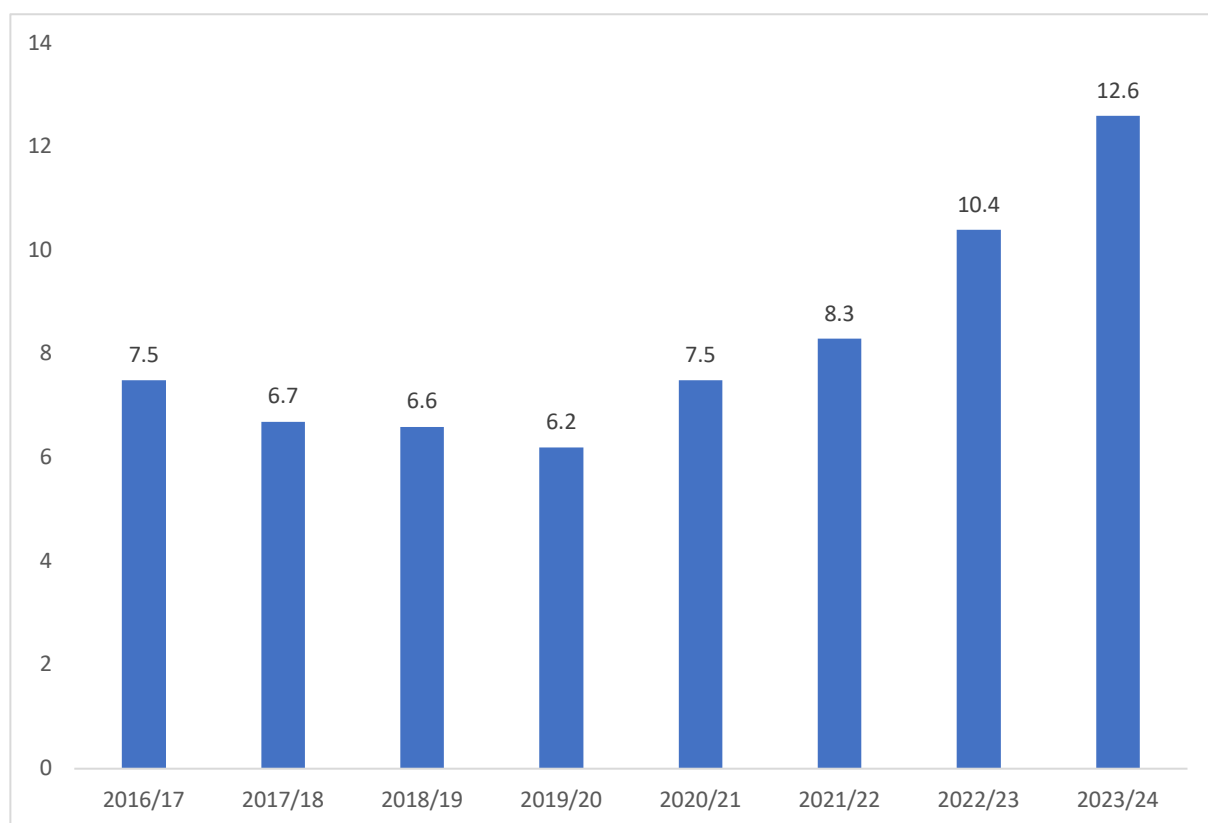


Figure 3.8: KCMUCo Budget Trend (in billion TZS) From 2016/17 to 2023/24.

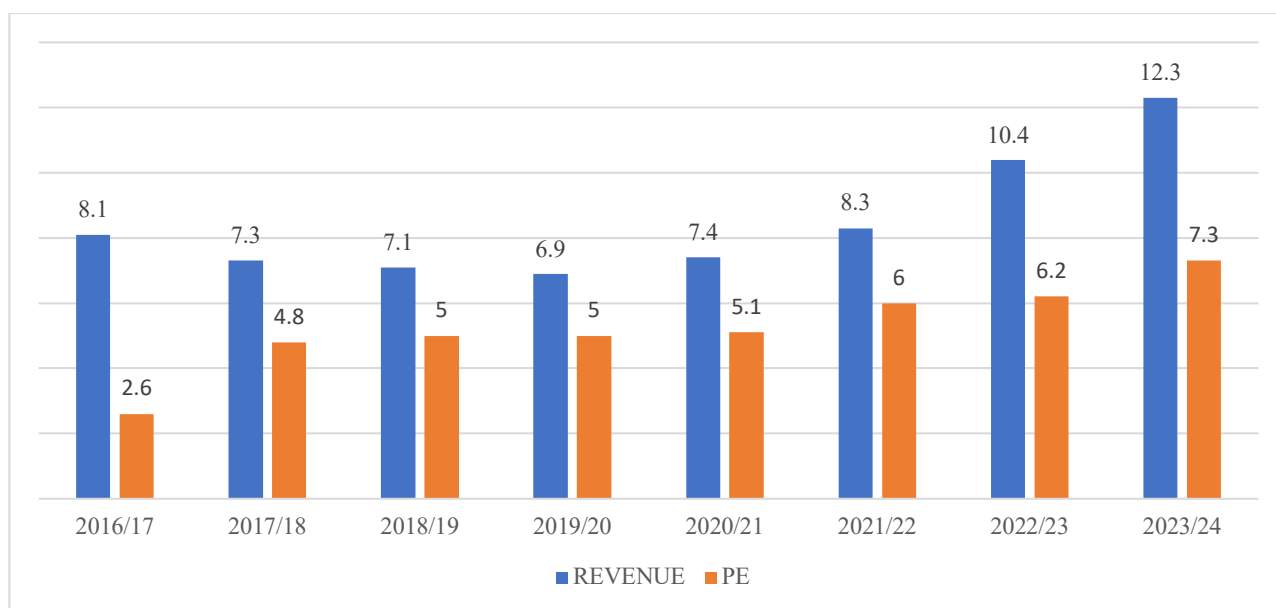


Figure 3.9: Trends of Revenue and PE From 2016/17 to 2021/22 (TZS in Billions).

3.4.3.2 Financial Sustainability

Like the overall Budget, the Personnel Emoluments (PE) budget has fluctuated over time. Thus, the ratio of PE over Budget as a KPI of Financial Sustainability, as shown in **Figure 3.9**, **Figure 3.10**, and **Table 3.6**, was relatively good but increased in 2019/20 and 2021/22 because of students' admission suspension but started decreasing again after lifting of suspension to **59.6%** in 2022/23 and projected to be **59.3 %** in 2023/24. The minimum standard of the PE over Budget ratio is **70%**.

Table 3.6: PE over Budget Trends from 1016/17 to 2023/24

Year	Budget (Billions TZS)	PE (Billons TZS)	PE/Budget (%)
2016/17	8.1	2.6	32.1
2017/18	7.3	4.8	65.8
2018/19	7.1	5	70.4
2019/20	6.9	5	72.5
2020/21	7.4	5.1	68.9
2021/22	8.3	6	72.3
2022/23	10.4	6.2	59.6
2023/24	12.3	7.3	59.3

As for the other Sustainability Financial Suitability indices, namely, the annual Budget Received over the Total Budget planned (**at least 75% of the scheduled Budget**). The Deficit over Expenditure ratio (**should be at most 25%**) the College has been doing well when assessing from FY 2015/16 to 2022/23 expect PE over Budget when it went above 70% during admission suspension (**Figure 3.10**). The good financial sustainability indices indicate that *the College is a going concern*. It does not appear at risk of closing due to insolvency but is expected to survive and thrive.

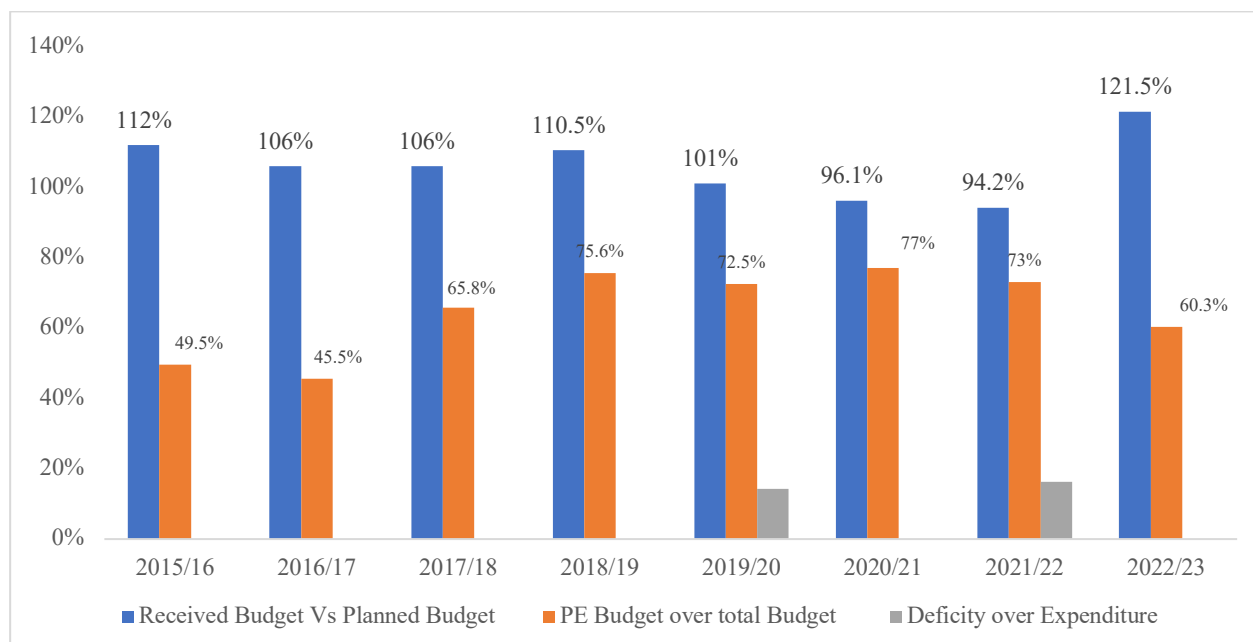


Figure 3.10: Financial Sustainability Indices From 2015/16 to 2022/23

3.5. External Audit Reports

In addition to regular internal controls and oversight by the ARMC, KCMUCo submits its Financial Statements (FS) to the External Auditors annually at the closure of the Financial Year (FY) for independent auditing. The audit reports and the audited financial statements are submitted to the Chairman of the College Governing Board for further action by the CGB, and a Management letter to the Management for actions on identified deficiencies. The College has consecutively obtained clean reports (unqualified opinions) from 2018/19 to 2022/23 ^[20]. Following this, the College Management decided to subject the audited financial statements 2021/22 to competition for best presented financial statements awards carried out by the National Board of Accountants and Auditors (NBAA), where the College became the 1st Winner in the Higher Learning Institutions category - users of IFRS; for the Best Presented Financial Statement for 2022.

CHAPTER FOUR: THE CORE ACTIVITIES

4.1 Education Activities

Teaching and learning activities at KCMUCo are addressed and implemented through the Strategic Plan 2020/21-2024/25^[11] under the key result area (KRA) for teaching and learning. The overall goal of KCMUCo is to produce competent graduates who can contribute effectively to the health sciences labor market. KCMUCo offers a range of programs in the health sciences from medicine, laboratory science, nursing, and rehabilitation sciences at diploma, bachelor, and postgraduate levels. Training at KCMUCo has strong practical components in each semester. Since the different programs and qualifications have different objectives and learning orientations, they also require different curricula and pedagogical approaches. KCMUCo is committed to ensuring that curricula are relevant across the various programs and qualifications offered and regularly renewed and updated in line with the rapidly changing social and economic contexts of the 21st century. To achieve this goal, KCMUCo has established procedures and regulations to enhance teaching and learning, including establishing the College Curriculum Review Committee (CCRC), regular training on pedagogical skills, and outreach and field placements of students. CCRC ensures that new programs are developed, old programs are reviewed, and processed for Senate approval and accreditation by TCU^[3, 21 – 25]. The following sections describe the education activities at KCMUCo.

4.1.1 Academic Activities

Through its Charter and Rules^[4], KCMUCo's area of concentration in program development is Medical and other health-allied programs. Thus, the College offers all medical and health sciences programs that are market-driven. To ensure that KCMUCO Academic programs are established through a rigorous process to ensure that the programs are relevant and address the concerns of the various stakeholders. Thus, for each new program or during the revision of ongoing programs in addition to the graduate surveys (tracer studies), which are done online or physically^[27], stakeholders are invited to discuss and agree on the intended Program Learning Outcomes (PLO), Courses Learning Outcomes (CLO), the content and the relevant learning and instruction activities, and assessment to achieve the Learning Outcomes (LOs). This consultative process ensures the programs respond to the needs of the stakeholders. The revision process also ensures that the programs align with the College's Mission statement.

The recently revised and developed College programs like MD, BSc Nursing, BSc Occupational Therapy, MMed in Emergency Medicine, MSc Monitoring and Evaluation, and MMed Pathology are entirely transformed into Competency-Based focusing on achieving and assessing Learning Outcomes. Although the other programs also address learning outcomes, the College was revising them to align with the current benchmark documents^[21 – 26] and Education and Training Policy 2014 (Edition 2023)^[19]. The move also responds to directive of the East African Community Common Higher Education area^[29].

The KCMUCo has established various instruments to manage academic programs and teaching and learning, including program development, as shown in **Table 3.1**. The development of the Regulations, Guidelines, and Procedures are based on and aligned with the minimum standards and

guidelines set by TCU. The development of programs, in addition to stakeholders' consultation, is benchmarked with similar national, regional, and international programs. Thus, the programs offered at the College are of high quality, meet the expectations of the stakeholders, and produce employable graduates, as attested by stakeholders' responses.

4.1.2 Accredited Programs

4.1.2.1 Available Programs

Currently, KCMUCo offers more than 30 programs, as indicated in **Table 4.1**. These programs are categorized as "IDEAL" according to the TCU QA guidelines and standards (2018) for UQF 6, 8, and 9. However, for UQF 10, they fall within the "ACCEPTABLE" range. As a cluster 2 institution, KCMUCo can offer one program per category in the conventional mode of delivery, meaning one program each for UQF 6, 8, 9, and 10.

Table 4.1: Number of academic programs offered by KCMUCo.

Categories	Name of the program	Minimum acceptable per TCU	Number available	Remarks****
UQF 6	Ordinary diploma	*3.3%	1	IDEAL
UQF 8	Bachelor's degree	1	6	IDEAL
UQF 9	Masters*degree	1	20	IDEAL
UQF 10	PhD	1	***Variable	IDEAL
Total			30 +	

*The MMed include 14 specialties, each with an independent program.

** Equal of less than 30% of all programs

***Each Medical, Nursing, Public Health, and Rehabilitation Medicine specialization has its PhD Programs

****Refers to the Minimum standards outlined by TCU.

KCMUCo offers a range of programs, each with its specific details. These details include the scope, aim, program learning outcomes, subjects and their learning outcomes, content, enrolment criteria, assessment Policy, evaluation process, and guidelines and regulations for the respective awards. Each program aligns with assessment strategy, teaching and learning activities, and learning outcomes. The respective faculties coordinate Undergraduate programs, while Postgraduate programs are coordinated by the Directorate of Postgraduate Studies (DPS) and offered by the relevant departments within the faculties.

4.1.2.2 Students Assessment

In addition to other academic management tools, as outlined in **Table 3.1**, the College has an examination policy to guide assessment at the College, both internal and external. The emphasis of the assessment strategy is on Students' Learning Outcomes (SLO) as outlined in the programs. The Policy covers all types of assessment and ensures fairness in evaluation, the use of multiple assessment methods, and similar strategies across programs. In the Policy, each program, and the College prospectus, there are assessment grading Guidelines and Regulations for all matters related

to assessment, including dissertations and other issues for handling abscondment, irregularities, sickness, and others.

Examinations in the College are handled by various committees, from the department level to the College Examinations Committee (CEC), which recommends results to the CAC and then to the Senate for approval.

4.1.2.3 Students Admissions

To ensure quality in the admission and selection process, the College has a comprehensive Admission Policy that guides the whole process through the College Students Admissions Committee (CSAC). This ensures that the right candidates are admitted into each program. The Policy, as well as each program document and the prospectus, contains clear criteria for admission, procedures for change of program, transfer to another institution, and postponement of studies.

4.1.3 Student Welfare and Support

The College has tried establishing a setting that fosters learning and ensures a comfortable experience for students residing on campus. To implement this, the College has developed a student welfare policy under the custodian of the DoS, which DPA supports. In addition, several services are available to provide support to students during their studies, which include:

- (i) Arranging a welcoming and orientation program for incoming students.
- (ii) Overseeing students' well-being, including accommodation, recreational activities, and healthcare.
- (iii) Guiding students regarding the adherence to university regulations and by-laws.
- (iv) Formulating practical approaches to anticipate, control, and resolve conflicts.
- (v) Coordinating and providing Counselling Services, Sexual Harassment and Violence Support Services, and Student Resolution Services.

4.1.4 Health Care and Counselling Services

Worldwide, university student support services facilitate student performance, contribute to student success, and increase students' chances of degree completion. KCMUCo offers several student support services, including health care and counseling services.

In the case of health care, students are covered by health insurance by paying TZS 50,400/=. The DoS office facilitates this process in partnership with the NHIF office. This enables students to access medical services at KCMC Hospital or any other healthcare facility when needed.

The DoS office provides student counseling services to overcome psychological, behavioral, social, and emotional challenges and difficulties that may affect their performance. The office partners with the mental health and chaplaincy departments to provide these services.

To better guide the students at the College, the management developed a Students' Mentorship Policy and guidelines under the custody of DoS and DPAA. Among other activities, academic advisors are appointed at the beginning of each academic year to guide the students.

However, management has observed that some students, as well as some teachers, do not effectively participate in the mentorship system. The College is addressing this by strengthening and widely disseminating the Mentorship Policy and guidelines and developing a "Student Career Counseling and Exploration Support Policy" and Guidelines to prepare students to compete for the best career opportunities.

4.1.5 Students' Bursary Support

Different funding sources provide bursaries for students at the College, including Higher Education Students Loans Board (HESLB), Zanzibar Higher Education Loans Board (ZHEL), Samia Scholarship, Ministry of Health (MoH) Tanzania Mainland, MoH Zanzibar, parents/guardians, Faith-Based Organizations (FBO), Friends of KCMC, Good Samaritan Foundation (GSF), Help to Help Foundation, individual foreign sponsors, and various local and international organizations. From 2019 to 2023, a total of 3,585 students (46.7%) benefited from the HESLB. The total amount received from HESLB during this period was TZS 10,207,620,565/= (**Figure 4.1**).

It was noted that the Tanzanian government, through the HESLB, has remained the primary benefactor of Tanzanian students at the College. In addition to the financial loans provided by the HESLB to Undergraduates, it is worth noting that Postgraduate students also have access to scholarships offered by the government through the MoH, foreign donors, and international funding organizations such as NGOs and public institutions.

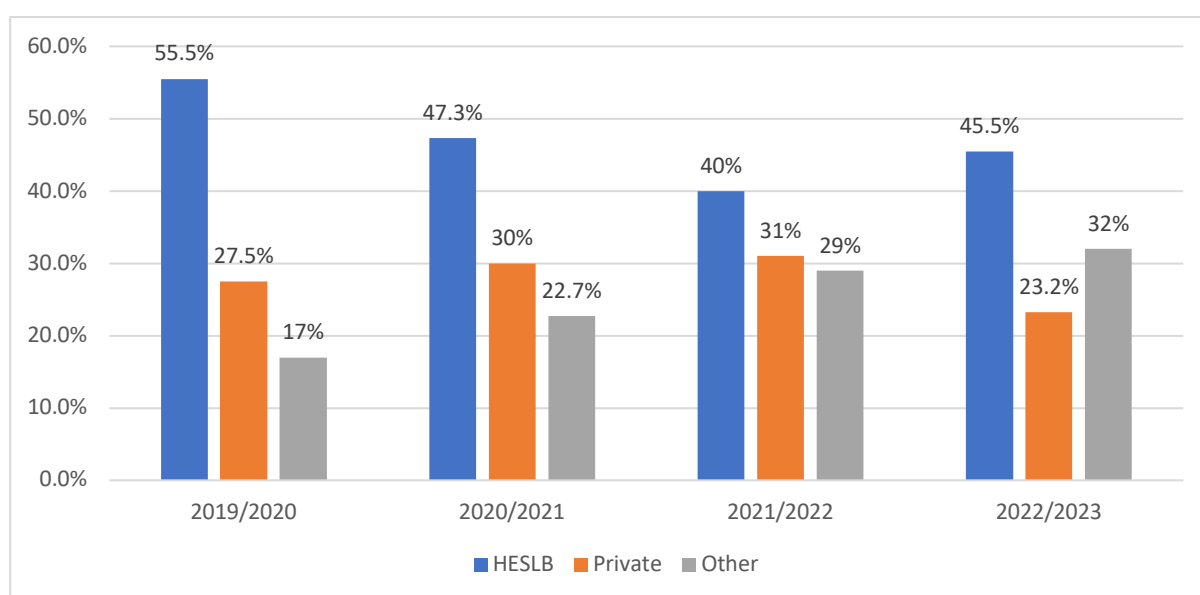


Figure 4.1: Sources of Students Sponsorship From 2019/2020 to 2022/2023.

4.1.6 Teaching and Learning Infrastructure and Facilities

4.1.6.1 ICT Infrastructure

Tanzanian Higher Education Institutions (HEIs) are required to develop efficient and adequate ICT infrastructure that will support the institutions' teaching and learning and other core functions. Because of the diverse nature of the need for a diverse student body globally, including KCMUCo, there is a need to ensure that physical facilities in the HEIs facilitate teaching and learning that takes care of diversities, including the need to address learning outcomes rather than learning objectives and to allow flexibility of the modes of teaching and learning. To meet these requirements, the facilities should include computers and internet access for students and staff. In compliance with those regulatory standards, KCMUCo has a well-developed electronic infrastructure to enhance the efficiency and effectiveness of teaching and learning activities while at the same time observing the quality of teaching and learning. One of the strengths of KCMUCo is its strong ICT facility that supports a wide range of teaching and learning, research, and outreach activities. This is achieved through access to online learning content, literature search, and virtual communication. Thus, through

its Learning Management System (LMS), a proprietary system designed for delivering medical school curricula, which has been time tested and acceptable for use by students and faculty, in addition to programs management.

Additionally, KCMUCo delivers electronic examinations, which have saved faculty time in grading examinations (previously 2-3 months, now immediate) and provided students with much more timely feedback on their performance. Because of the high-stakes nature of examinations, the electronic-online examinations are also placed in Moodle as a backup if the LMS experiences a technical problem. KCMUCo has three full-time staff who maintain the LMS. The LMS also provides opportunities for communication between students and teachers, program management, and administering electronic examinations.

The College has an adequate academic and administrative infrastructure. It is well equipped with state-of-the-art audio-visual and IT equipment, teleconference, and Zoom facilities that are available in the computer rooms (**Plate 4.1**), the Lecture Halls, the main library, seminar rooms, and the Board rooms. Electronic monitors are available at several points on campus to communicate urgent information. With a total of **2,622** students and **316** computers, this gives a ratio of **Eight (8)** students per computer. The College also provides computers to most staff to create a favorable working environment.

Installed equipment, routers, and software to support the rich ICT network, ensuring high-bandwidth access to support the College's core functions. **Table 4.2** lists the conditions of the ICT facilities, equipment, and services available at the College.



Plate 4.1: KCMUCo Computer Room for Students' Learning.

Table 4.2: ICT Equipment and Information Management Systems Status.

SN	ICT Equipment/Management System	Numbers/ Extent/%	Status	Adequacy
1.	Wi-fi Access Points	39	GOOD	Adequate
2.	Internet Coverage	90%	GOOD	Inadequate
3.	Routers	3	GOOD	Adequate
4.	Network switches	42	GOOD	Adequate
5	Computer lab for training and students use	3	GOOD	Adequate
6	Power back ups	3	GOOD	Adequate
7.	Heavy duty printers	3	GOOD	Adequate
8	Normal printers in the College	46	GOOD	Adequate
9	Networked Printers	35	GOOD	Adequate
10	College Coverage of Printer Network (Whole/Percent)	85%	GOOD	Adequate
11	LCD Projectors – Total	19	GOOD	Adequate
12	LCD Monitors and displays in the College	16	GOOD	Adequate
13	PA Systems Available	4	GOOD	Adequate
14	OSIM	1	GOOD	Adequate
15	SAGE	1	GOOD	Adequate
16	ARUTI	1	GOOD	Adequate
17	Subscribed internet in Mbps	150	GOOD	Adequate
18	Plagiarism Software and Licensed users	1000	GOOD	Adequate
19	MOODLE	1	GOOD	Adequate
20	Cyber security framework	1	GOOD	Adequate
21	ICT Disaster Recovery Plan and Physical Recovery Facility	1	GOOD	Adequate
22	Teleconference and Zoom facilities	2	GOOD	Adequate
23	TRAFFIC SHAPER	3	GOOD	Adequate
24	CISCO WIRELESS CONTROLLER	3	GOOD	Adequate
25	CISCO ASA FIREWALL	2	GOOD	Adequate
26	CISCO INTRUSION DETECTION SYSTEM	1	GOOD	Adequate

4.1.6.2 Students' Accommodation Facilities

The College provides for a limited number of students, mainly medical students. The NURU hostel has a capacity of 96 beds, while Kilimanjaro Hall has 44 beds thus making a total of 140 beds which is only 10% of the students' population. The GSF new student hostel has increased the accommodation capacity to 35% from 10%. The Stefano Moshi Memorial (GSF) hostel **(Plates 4.2 (a) and (b))** has a capacity of accommodating 503 students with 29 single rooms, 61 double rooms, and 89 rooms for four students. The hostel has a canteen, which can cater to up to 100 customers at a time, and recreational facilities. Based on the current student population as stated previously in this report, over 70% of students are accommodated outside the College campus. These pose challenges in matters of students' safety and security and a conducive learning environment. Currently, the total hostel bed capacity is 643.



Plate 4.2(a): Stephano Moshi Hostels



Plate 4.2(b): Stephano Moshi Hostels

4.1.6.3 Administrative and Academic Infrastructure

For the College to offer successful training, various physical facilities and resources are required. The College has continued to improve its training facilities in different undergraduate and postgraduate programs. The College's physical infrastructure for training and administrative functions is widely located in the KCMUCo compound. The hospital and other facilities in the hospital are used for clinical teaching through an MoU between the College, KCMC Hospital, and GSF. The central College administration and the primary training facilities, designed with inclusivity in mind, are housed in the main College building (**Plate 4.3**) and the New Block C Building. Most of these facilities are accessible to people with physical disabilities.



Plate 4.3: KCMUCo Main Building – Block B

4.1.6.4 Lecture Rooms

The Main College Building (Block B – **Figure 4.3**) houses two lecture halls, BF6 and GF11, each accommodating 250 students in one sitting. These lecture halls are primarily dedicated to MD1 and MD2, but other programs may also utilize them when not occupied. With a total area of 157 square meters, the space ratio per student is **0.62 SQM**, which meets the acceptable standards set by the regulatory guidelines (**Table 4.2**). Additionally, BF6 and GF11 are equipped with video conferencing facilities, allowing for remote lecturing to and from other locations within Block B or outside, serving a large group of students simultaneously. The New Block C building features four lecture halls, two on the Ground floor and two on the second floor, each accommodating 100 students per seating. Each hall has an area of 48 SQM, resulting in a ratio of 2 students per SQM, which is adequate per minimum standards (**Table 4.3**). Both halls in Block C are equipped with visual and audio systems. In terms of accessibility, Block B has provisions for wheelchair accessibility, such as ramps and wide doors, ensuring that disabled students and staff members can easily access the physical facilities. However, there is a need for an elevator to provide easy access to the higher floors. On the other hand, Block C has already made provisions for an elevator that the management has planned to install soon.

Table 4.3 summarizes the lecture rooms available, their capacity, and compliance with minimum standards.

Table 4.3: Lecture Room Capacity

SN	The facility, as per TCU guidelines	Name of the facility	No. Students	Location	KCMUCoM ²	TCU M ² /students	KCMUCo M ² /students	Adequate or Inadequate
1		GF 04	15	Block B	32.67	2	2.1	Adequate

SN	The facility, as per TCU guidelines	Name of the facility	No. Students	Location	KCMUCoM ²	TCU M ² /students	KCMUCo M ² /students	Adequate or Inadequate
	Seminar rooms (Max. 20 students)	BSc. Optometry (BSc. OPTOM)	15	Block A	27.63	2	1.8	Adequate
		KCRI College/KCMC	10	KCMC	20.3	2	2.03	Adequate
		RDTC – KCMC	10	KCMC	19.7	2	1.97	Adequate
		KCMC/KCCO	102	KCMC	204	2	2	adequate
2	Lecture halls. (Max. 200 students)	Class 01	100	Block C	117.78	1.2	1.2	Adequate
		Class 02	100	Block C	177.79	1.2	1.2	Adequate
		EAB- Class 01	100	Block C	121.04	1.2	1.2	Adequate
		EAB – Class 02	100	Block C	121.38	1.2	1.2	Adequate
3	Lecture rooms. (Max. 150 students)	Occupational Therapy	30	Block A	27.04	1	0.9	Adequate
		P.S Classroom	30	Block A	27.18	1	0.9	Adequate
		Clinical Skills	65	Block B	77.96	1	1.1	Adequate
		Diploma in Health Laboratory Science 01	130	Block B	119.00	1	0.9	Adequate
		Diploma in Health Laboratory Science 02	143	Block B	129.64	1	0.9	Adequate
		Diploma in Health Laboratory Science 03	65	Block B	73.96	1	1.1	Adequate
		MPH lecture room	65	Block B	80	1	1.2	Adequate
		Classroom 01	45	Nursing	36.11	1	0.8	In-adequate
		Classroom 02	45	Nursing	51.27	1	1.1	Adequate
		Classroom 03	60	Nursing	46.48	1	0.7	In-adequate
		Classroom 04	60	Nursing	55.58	1	0.9	Adequate
		Classroom 05	30	Nursing	55.58	1	1.8	Adequate
		KCMC (each floor)	30	KCMC	62.3	1	2.07	Adequate
		KCRI College/KCMC	30	KCMC	40	1	1.3	Adequate
		RDTC – KCMC	15 – 30	KCMC	42	1	1.4	Adequate
		Urology Department - KCMC	120	KCMC	236	1	1.9	Adequate
4	Lecture theatre	MD 01	250	Block B	200.15	1	0.8	Adequate
		MD 02	250	Block B	201.30	1	0.8	Adequate

SN	The facility, as per TCU guidelines	Name of the facility	No. Students	Location	KCMUCoM ²	TCU M ² /students	KCMUCo M ² /students	Adequate or Inadequate
	(Max. 250 students).							

4.1.6.5 Practical Laboratories and Workshops

The details of the Practical Labs are summarized in **Table 4.4** to show location, capacity, and compliance with the minimum standards.

(a) Laboratories

Besides the traditional biomedical Science practical laboratories, the College has established **three Clinical Skills Laboratories** to enhance the quality of clinical skills training. The clinical skills laboratories are critical for ensuring patients' safety before students have mastered clinical skills and can manage living patients. The Faculty of Nursing (**Plate 4.4**) has a skill-learning simulation laboratory for Undergraduate and Postgraduate nursing students. This modern facility has a capacity of **3.7 Squire Meters /Student** and is considered adequate against the minimum Standard. In Block C (**Plate 4.5c**), the Faculty of Medicine has a high-fidelity clinical simulator that can be used to teach clinical skills to all clinical programs. This facility was donated to the College by the Anesthesia Society; thus, it is mainly used by the MMed Anesthesia students. However, it can be used for all programs using efficient space utilization timetabling. The simulation lab has a 3.7 SQM/student capacity and is adequate against Minimum standards. In Block B (**Plate 4.5a**), the Faculty of Medicine has a clinical skills Lab for medical students and residents. This clinical skills lab has a ratio of 3.7 Square Meters per student, which is adequate as per minimum guidelines. The particulars of the labs are summarized in **Section 1 of Table 4.4.**

Biomedical science laboratories, including molecular biology labs, are vital in enhancing students' hands-on training and research pursuits and are essential for preparing students for advanced clinical training during their clinical years. The laboratories, among others, include an anatomy and histology laboratory; multipurpose laboratories (for physiology, parasitology, microbiology, immunology, Biochemistry/molecular biology, and Hematology); Wet Lab; Labs for Pharmacology, biotechnology research laboratory, animal house, and insectarium; and clinical and pathology laboratories. Each laboratory has a capacity of 2 square meters per student, which is adequate per Minimum standards. The particulars of the labs are summarized in **Sections 2 and 3 of Table 4.4.**

The practical or clinical training during the clinical years, specifically the Junior and Senior Clerkships and Residency (Postgraduates) training, is conducted in the Teaching Hospital wards. Since its inception, the teaching hospital for KCMUCo has been the KCMC Hospital. The College has a Memorandum of Understanding for the KCMC Hospital to ensure smooth and efficient clinical training and supervision of students in the wards. The College also has a memorandum of understanding from GSF, the owner of both the KCMC Teaching and Zonal Referral/Consultant Hospital and the College. The Particulars of practical/clinical space per rotations of students in the departments are shown in **Section 4 of Table 4.4.**

Because of the increasing specialization of the KCMC Teaching Hospital, the use of advanced treatment technologies for diagnosis and treatment, and the need for relevance in the clinical training, the College realized there was a need to include peripheral hospitals training within Kilimanjaro and neighboring regions. This was a significant move to ensure that in addition to training clinical students at the KCMC Hospital, students are also trained to experience the real-life situations that they will encounter in the peripheral hospitals upon graduation, both at undergraduate and postgraduate training. Thus, The College has developed a MoU with peripheral hospitals where all third-year Medical and non-MD clinical/practical students and residents must rotate in years 1 and 2.

Table 4.4: Laboratory and Clinical Training Facilities

SN	The facility, as per TCU guidelines	Name of laboratory	Number of students per	Location	KCMUCo (M ²)	TCU M ² /students (Min STD)	KCMUCo M ² /students	Adequate or Inadequate
	Simulation Clinical Skills Lab	Faculty of Nursing Midwifery Simulation Lab	15	Faculty of Nursing	51.5	3.7	3.7	Adequate
	Anaesthesia Simulation Lab	Debriefing Room	12	Block C KCMUCo	43.58	3.7	3.7	Adequate
		Theatre 1	6		23.8	3.7	3.7	Adequate
		Theatre 2	7		24.2	3.7	3.7	Adequate
	Clinical Skills Laboratory	Faculty of Medicine – Skills Lab	40	Block B	144.2	3.7	3.7	Adequate
2	Biomedical Sciences Lab.	PAMVERC	10	Block B	31.6	3.7	3.2	Adequate
	Biotechnology Laboratory	KCRI	30	KCRI/College	107	3.7	3.56	Adequate
	Biomedical Sciences Lab.	Wet-Lab	25	Block B	112.8	3.7	4.4	Adequate
	Biomedical Practical Labs	Pharmacology	20	Block C	81.6	3.7	4.1	Adequate
		Physiology	20	Block C	81.6	3.7	4.1	Adequate
		Microbiology	40	Block C	163.2	3.7	4.1	Adequate
		Anatomy	40	Block C	195.8	3.7	4.9	Adequate
		Histology	20	Block C	81.6	3.7	4.1	Adequate
3	Clinical Pathology Laboratories	Clinical & Pathology Laboratory	30	KCMC Hospital	106	3.7	3.5	Adequate
		Staining Lab 1	5	KCMC (Pathology lab)	17.1	3.7	3.7	Adequate
		Staining Lab 2	5		17.1	3.7	3.7	Adequate
		Staining Lab 3	5		17.1	3.7	3.7	Adequate
4	Clinical Wards and OPD	KCMC - Wards	13	KCMC Hospital	51.5	3.7	3.9	Adequate
		OPD Clinics	13		51.5	3.7	3.9	Adequate
		Operating Theatre	10		33	3.7	3.3	Adequate



Plate 4.4: Clinical skills Simulation Lab – Faculty of Nursing



Plate 4.5: Clinical Skills Lab in Block C (a) and Block B (b) - Faculty of Medicine.

(b) Workshops

The Prosthetics and Orthotics (P&O) BSc program at KCMUCo stands out for its practical training, which is exemplified by our unique workshop. This workshop, the first and largest in Africa, not only delivers our curriculum but also provides clinical services for patients. The details of this practical hub are given in Table 4.5. The workshop (Plate 4.6) is designed to accommodate ten (10) students per single sitting, giving a ratio of **5 SQM** per student, which is adequate according to Minimum Standards, except for the Moulding and Orthopedics rooms. To ensure adherence to these standards, the students rotate in small numbers during active training.



Plate 4.6: A workshop for BSc Prosthetics and Orthotics Training.

Table 4.5 Workshop Facilities for Prosthetics and Orthotics Department

SN	The facility, as per TCU guidelines	Name of workshop	Location	No. of students	KCMUCo M ²	TCU M ² /students	KCMUCo M ² /students	Adequate or Inadequate
1	Workshops	Machine Room	FoRM	10	63.6	6.0	6.2	Adequate
		Main Workshop 01		10	55.4	6.0	5.5	Adequate
		Main Workshop 02		5	30.13	6.0	6.0	Adequate
		Main Workshop 03		5	30.13	6.0	6.0	Adequate
		Main Workshop 04		10	79.5	6.0	8.0	Adequate
		Modification Area		5	25.93	6.0	5.1	Adequate
		Molding Room		5	15.7	6.0	3.1	In-adequate
		Orthopedics		5	18.32	6.0	3.6	In-adequate

4.6.6.6 Library

The modern world is in a constant state of change, with an abundance of information being generated every day. For a reputable university to remain relevant, its library must keep up with this phenomenon and provide appropriate training. This becomes even more important in cases where access to electronic libraries is limited, and libraries must rely on updated printed materials. By providing a comprehensive range of resources and services, the KCMUCo libraries, uniquely equipped with a Hybrid Library that combines Conventional and E-libraries, play a vital role in supporting the educational and research endeavors of the College.

(a) The Conventional Library

The conventional library for KCMUCo is a treasure trove of resources, including books, printed journals, monographs, reports, newsletters, and copies of students' dissertations and theses. Its seating capacity of 110 people at a time serves a population of approximately 3000 users, which, by standards, needs to be improved. However, the College has included in the master plan the building of a big library that will accommodate more tables to meet the standard of 30% of the population, demonstrating our commitment to providing a better learning environment.

The library houses an impressive collection of **2,916 print book** titles, totaling **5,473 volumes**. This translates to a ratio of 1.2 books per student, which exceeds the standards of 1:30 set by the TCU. Additionally, the library holds 1701 print theses and dissertations that enhance its value to the academic community. Furthermore, KCMUCo has departmental libraries available throughout various departments, faculties, and institutes. These specialized libraries cater to the specific needs of different academic disciplines, ensuring that students and faculty members have easy access to relevant resources.

(b) The e-Library

The E-library, housed in the Block B Building of the College (Plate 4.7), is a digital treasure trove that provides teaching and learning opportunities for staff and students. It offers internet connectivity 24/7 with 150 Mbps and 274 computers, exceeding the regulatory ratio 1:25 with a 1:5 student ratio.

Through various links, it grants access to a wide range of electronic resources and materials, including e-books and e-journals. These include UpToDate with four sub-links, Research4Life (HINARI) with five sub-links, New England Journal of Medicine (NEJM), Consortium of Tanzania Universities and Research Libraries (COTUL) with ten links, E-books with three links, Academia-edu, Google Scholar and Base Search Databases. The E-Library also offers the KCMUCo Institutional Repository with 1408 online information materials, including research reports and journal articles. Furthermore, it facilitates access to other university libraries through partnerships and collaborations, enhancing the breadth and depth of resources available to College users.



Plate 4.7: e-Library at KCMUCo

Table 4.6: Library Resources at KCMUCo

	Item	TCU Minimum Standard	KCMUCo Capacity	Remarks/Comments
1.	Library book/Student Ratio	1:30	1:2	Adequate
2	Library Computer/ Student Ratio	1:25	1:5	Adequate
3	Library internet Connectivity in Mbps available in 24 Hours	12 Mbps	150 Mbps	Adequate
4	Number of links to e-Library	3	8	Adequate
5	Library Sitting Capacity	30% of the Total College Population	23% Population	Inadequate.

4.1.7 Administrative offices

The College has basic office facilities to cater to various activities, including administrative, academic, student affairs, and research activities. With the College's fast growth, the demand for more office spaces for staff is imperative. The new Block C building has 11 more staff offices. Each office accommodates an average of 4 staff, giving a ratio of 12 SQM per staff, which is adequate per the regulatory guidelines. **Table 4.7** shows Office space against the minimum standards.

Table 4.7: Office space status at KCMUCo

Management Positions		Office space status					Adequate/ Inadequate
		Need	Available	Location	KCMUCo (M ²)	STD (M ²)	
Governance							
1	Provost	1	1	Block B	35.5	30	Adequate
2	DPAA	1	1	Block B	23.2	20	Adequate
3	DPA	1	1	Block B	15.8	20	Adequate
Administration							
4	DPS	1	1	Block A	19.2	20	Adequate
5	DRC	1	1	Block B	19.2	20	Adequate
6	Dean, FRM	1	1	Block A	16.52	20	Adequate
7	Dean, FN	1	1	FN	11.59	20	Adequate
8	Dean, FM	1	1	Block B	17.21	20	Adequate
9	DoS	1	1	Block A	N/M	20	Adequate
10	Director IPH			Block C	48.4	20	Adequate
11	Bursar	1	1	Block B	38.88	20	Adequate
12	Accounts	2	2	Block B	26.73	13	Adequate
13	Quality Assurance	1	1	Block B	16.6	20	Adequate
14	Biomedical sciences departments	8	2	Block B, KCMC, Block C	170.2	9	Adequate
15	Clinical departments	15	15	Block B/ KCMC	144.19	9	Adequate
16	DICT	1	1	Block B	82.16	20	Adequate
17	PMU	1	1	Block B	11.6	9	Adequate
18	Quality Assurance office	1	1	Block B	16	9	Adequate
19	Examinations	1	1	Block B	66.24	9	Adequate
20	Admissions	1	1	Block B	26.73	9	Adequate
21	Registration	1	1	Block B	14.28	9	Adequate
22	Estate Management Office	1	1	Block A	12.99	9	Adequate
23	Chief Internal Auditor	1	1	Block B	16.79	9	Adequate
24	Institute of Public Health (Community Health Department)	1	5	Block A	21.56	10	Adequate
25	Biochemistry Department	1	1	Block B	33.58	10	Adequate
26	Registry Office	1	1	Block B	24.95	10	Adequate
27	PHD Resource Center (GF 10)	1	1	Block B	35.70	10	Adequate
28	Occupational Therapy Office	1	1	Block B	32.67	10	Adequate
29	Principal Administrator Human Resource Office (PAHRO).	1	1	Block B	22.27	10	Adequate
30	Legal Office	1	1	Block B	16.65	10	Adequate
31	Accounts Office	1	1	Block B	16.79	10	Adequate
32	Clinical Consultant Office	1	1	Block B	15.78	10	Adequate

Management Positions		Office space status					Adequate/ Inadequate
		Need	Available	Location	KCMUCo (M ²)	STD (M ²)	
33	Pediatrics and Child Health Office	1	1	Block B	15.9	10	Adequate
34	Head of Department General Surgery	1	1	Block B	15.9	10	Adequate
35	Head of Orthopedics	1	1	Block B	15.9	10	Adequate
36	Head of Department Internal Medicine	1	1	Block B	15.9	10	Adequate
37	Quality Assurance Office	1	1	Block B	12.60	10	Adequate
38	Department of Health Laboratory Science	1	1	Block B	39.47	10	Adequate
39	DRC Director Office	1	1	Block B	23.77	10	Adequate
40	Human Resources (HR) Office	1	1	Block B	22.52	10	Adequate
41	Lecturers' Office	1	1	Block B	81.21	10	Adequate
42	Microbiology & Parasitology Laboratory Office	1	1	Block C	173.72	10	Adequate
43	Director of the Institute of Public Health (IPH) Office	1	1	Block C	12.37	10	Adequate
44	Behavioral and Social Science (BSS) Office	1	1	Block C	15.18	10	Adequate
45	Epidemiology and Applied Biostatistics (EAB) Office 01	1	1	Block C	11.83	10	Adequate
46	Anatomy and Biochemistry Departmental Offices	8	2	Block B, KCMC, Block C	170.2	9	Adequate
47	Department of Midwifery Office	1	1	FoN	13.5	10	Adequate
48	Department of Clinical Nursing	1	1	FoN	15	10	Adequate
49	General Nursing Office O1	1	1	FoN	13.5	10	Adequate

4.1.8 Sports and Extra-Curricular Activities

Recreational and sports activities include football, volleyball, basketball (**Plate 4.8**), netball, athletics (marathon), bonanza tournaments, inter-class competitions, and friendly games with other regional universities. Moreover, Inter-University competitions are organized by the Tanzania University Sports Association (TUSA). Although the facilities for sports are limited, the College supports sports activities through equipment, renovation of sports grounds, and financial support to attend sports events. Furthermore, the College has employed a dedicated sports coach to guide and train students.



Plate 4.8: Students Sports Activities at KCMUCo Sports Grounds.

4.2 Research

4.2.1 Research Grants and Outputs

KCMUCO places great importance on research, considering it as one of its fundamental functions to create cutting-edge knowledge that may be made from innovations. To foster quality research and research outputs, the College emphasizes that creating a product as an output of research is equally important, if not more, than the publications. The College has strategically elevated the general research uptake by staff and students and the quality of research undertaken. A critical step in this direction was the establishment of the Directorate of Research and Consultancies, which plays a pivotal role in ensuring the smooth operation and coordination of research activities at all levels of the University College. The second measure was the development of various research tools and documents, as outlined in Table 3.1.

The policies at KCMUCo are not just guidelines, but they are the backbone of the College's research activities. They guide research activities and uptake at the College to achieve high-quality and reliable results, maximize the value-for-money investment, and promote the responsible conduct of research among the college staff, students, and collaborators. These policies ensure that the research conducted at the College, either independently or in Collaboration with other institutions, addresses significant national issues and aligns with the academic requirements of KCMUCo. The Policy provides comprehensive guidelines and directions for various aspects of research, such as research coordination, research culture, research ethics, research training, research resources, research support environment, research resources sharing, contribution to research administration, collaborative research, publication and dissemination of research findings, intellectual property ownership, application of information and communication technology in research, and the integration of research and teaching.

4.2.1.1 Research Grants

The College has witnessed a significant increase in the number of research projects awarded yearly, reflecting its commitment to research. The number of grants has grown from an average of 5 in 2015/16 to 11 in 2023/24, indicating a steady growth in our research activities. This increase in research projects has also led to increased income generated. **Figure 4.2** illustrates the number of grants awarded to KCMUCo staff per academic year from 2015/16 to 2023/24, showcasing the upward trend in our research endeavors.

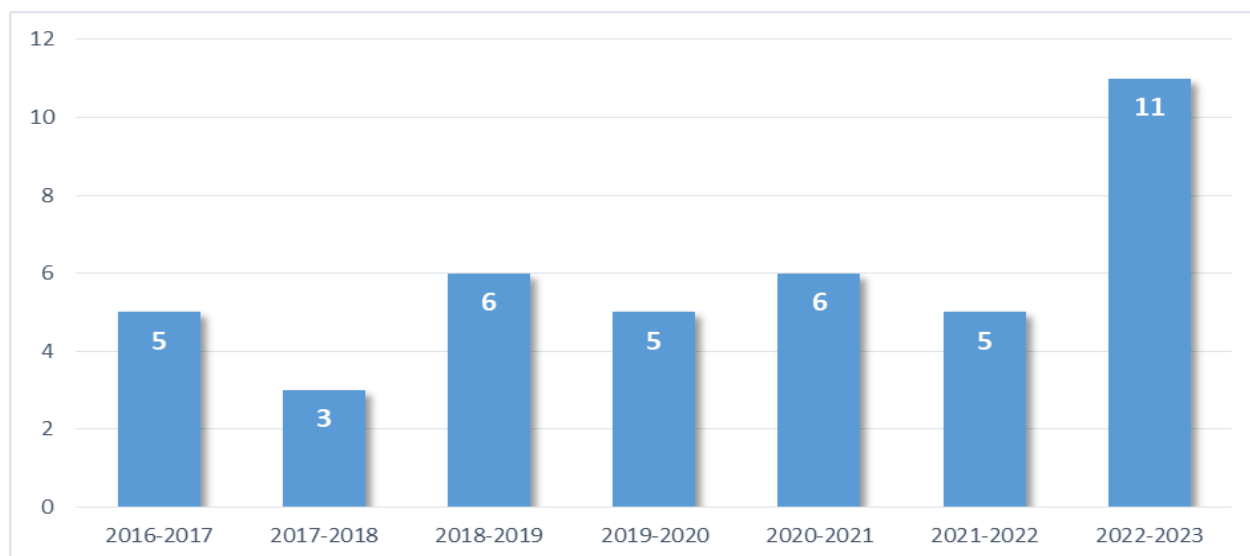


Figure 4.2: Research Grants Trend at KCMUCo

Currently, 22 ongoing research projects are under different funding agencies, as illustrated in **Table 4.8**.

Table 4.8: List of ongoing Projects 2023/2024

SN	Title of the Project	Duration of the Project	Funding Agency(s)
1	Building Stronger University (BSU III)	2017 - 2023	DANIDA
2	Transforming Health Professions Education in Tanzania (HEPI-THET)	2018 - 2024	Fogarty/NIH
3	Predicting Vector Borne Diseases (PreVBD)	2020 - 2025	DANIDA
4	Evaluation of the feasibility, accuracy, and effect of a rapid point-of-care serological triage test for active TB in high burden, HIV-endemic African settings: A multi-center, parallel-group, randomized, controlled trial (SeroSelectTB)	2021 - 2024	EDCTP
5	Simulation-Based Education in Tanzania & Malawi (NORHED II)	2021 - 2024	NORAD
6	Use of an Aedes Salivary Biomarker to Assess Arboviral Disease Transmission Risk and Efficacy of Vector Control in North-Eastern Tanzania (SABIOT)	2021 - 2023	EDCTP
7	Evaluation of ICRC and IC-College Polycentric Knee Joints	2021 - 2023	ICRC
8	Stop Violence Phase II	2022 - 2026	GIZ Germany
9	Provision of Bioassay Services on insecticide-treated nets	2022 - 2023	USAID
10	Strengthening the	2022 - 2024	DANIDA

SN	Title of the Project	Duration of the Project	Funding Agency(s)
	the capacity of (Covid-19) disease surveillance, diagnostics, vaccination programs and promoting the mental health of frontline health care workers/professionals."		
11	Acute & Clinical Emergency Medicine Project	2022 - 2025	DAAD
12	Transforming Parkinson's Care in Africa (TraPCAf)	2023 - 2025	NIHR
13	Rehabilitation for all through digital innovation and new competencies (RADIC)	2023 - 2025	Erasmus Plus
14	Capacitating Sub-Saharan African HEIs to educate Nursing Students for Sustainable and Innovative Infection Prevention and Control practices InfPrev4frica	2023 - 2026	Erasmus Plus
15	The effect of diet on immune and vaccine responses in people living with obesity in transitioning communities (TransInf)	2023 - 2026	JPI-HDHL
16	Laboratory analysis of mosquito samples from Guinea	2023 - 2024	USAID
17	Climate Change and its Adverse Effects on the double burden of Malnutrition and Infectious Diseases among women of reproductive age in Tanzania. Project no. 23.-10-KU	2023 - 2026	DANIDA
18	Ancestry Immune Cell Atlas Project	2023 - 2027	Chan Zuckerberg
19	Emerging Global Leader Award (K43)	2023 - 2028	NIH
20	Optimizing the deployment of Core Vector Control tools: An Operational Study in Tanzania	2024 - 2025	Global Fund
21	Efficacy of different formulations of insecticidal paints for control of malaria transmitted by pyrethroid-resistant vectors: Laboratory and semi-field evaluation	2024 - 2025	FID
22	Climate change adaptation in Tanzania and Benin	2024 - 2025	NFRF

4.2.1.2 Research outputs

The College steadily increased its publications as research outputs from 56 in 2015/16 to 296 in 2023/24 because of the increasing number of grants, as shown in **Figure 4.3**. KCMUCo faculty and students are encouraged to publish their research in local and international peer reviews and reputable journals. The DRC has established publication guidelines and informed staff of the risk of publishing with predatory journals. The increase in publications is partly attributed to the implementation of straightforward research and publication policies and the growth in research projects due to the favorable research atmosphere established at the College. Most research governance tools were introduced or revised in 2020/2021, leading to significant shifts in publication trends.

In 2023, Three (3) College faculty members received an award organized by the Tanzania Ministry of Education, Science and Technology (MoEST) for Outstanding Publications in internationally recognized high-impact factor journals.

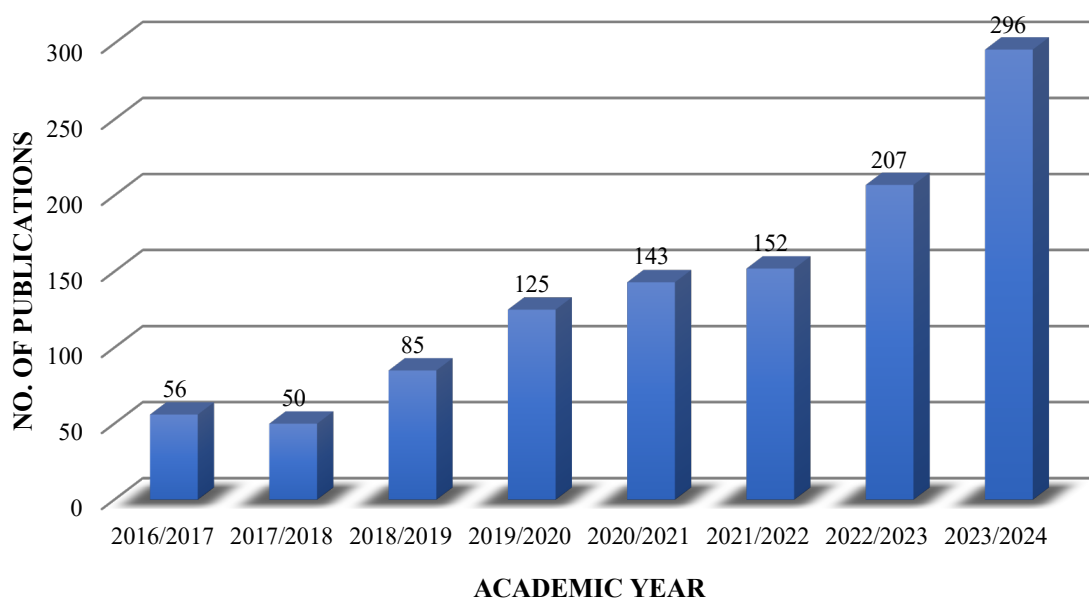


Figure 4.3: Publication Trends as Research Output - 2015/16 to 2023/24.

4.2.2 Collaborations, Partnerships and Networking

Collaborations, partnerships, and networking among university institutions are vital for advancing education, research, and innovation. These relationships can take many forms, including partnerships with other academic institutions, industry, government agencies, and NGOs. The importance of these collaborations can be seen in several key areas, such as:

- (i) Joint academic programs, student exchange programs, shared resources, and research projects.
- (ii) Increased access to funding opportunities through multi-institutional partnerships, shared resources, reduced costs, and improved efficiency.
- (iii) Promote cultural exchange and prepare students and faculty to operate in an increasingly interconnected world (Internationalization).
- (iv) Aligning curricula with the job market's needs for employers' required graduates' skills.
- (v) Partnering with local communities and governments to address community issues, apply research to real-community problems, and contribute to social and economic development.
- (vi) To facilitate knowledge transfer between academia and the world of work or the public sector, ensuring that research findings are translated into practical applications and innovations that benefit society.
- (vii) Networking fosters interdisciplinary research and teaching, breaking down ivory towers between departments and fields of study, leading to new insights and problem-solving approaches.
- (viii) Enhance the reputation and visibility of the institutions involved, attract top faculty, researchers, and students, and increase the institution's prestige and influence.
- (ix) Ensure that academic research informs Policy decisions, leading to evidence-based practice and societal benefits.

Cognizant of the values of Collaboration, partnerships, and networking, KCMUCo developed a Collaboration and Partnership Policy and Guidelines, complementing the research Policy and emphasizing the importance of collaborations, partnerships, and networking. The Policy aims to assist

KCMUCo staff and other institutions involved in collaborative research and training or those considering establishing linkages, partnerships, and collaborations. The College has a diverse and robust linkage with collaborators and partners in the Country, Region, and Globally, including Funding organizations (**section 4.2.2.1**). **Plate 4.9** shows KCMUCo Lecturers and Students on an exchange visit to the Swedish Red Cross University, Sweden. **Plate 4.10** is a signing ceremony of the MoU for an International Collaboration at KCMUCo. The productivity and effectiveness of these partnerships have varied from partner to partner. Activities carried out through these collaborations and partnerships include staff and student exchange programs (mobility programs, research collaboration, joint supervision of students, staff training for capacity development, outreach services, especially medical services to remote settings, and boosting the international image and reputation of the College.



Plate 4.9: KCMUCo Teachers (Land R) and their Students (Centre) at the Swedish Red-Cross University

4.2.2.1 KCMUCo

Collaborators, partners, and networks

National partners:

1. Catholic University of Health and Allied Sciences (CUHAS)
2. Hurler Kairuki Medical University (HKMU)
3. Ministry of Education Science and technology (MoEST)
4. Ministry of Health (MoH)
5. Muhimbili University of Health and Allied Sciences (MUHAS)
6. National Institute for medical research (NIMR)
7. Sokoine University of Agriculture (SUA)
8. Christian Social Services Commission (CSSC)
9. University of Dar es Salaam
10. Nelson Mandela African Institute of Science and technology (NM-AIST)
11. Ifakara Institute of Health (IHI)
12. University of Dodoma
13. Moshi Co-operative University (MOCU)
14. Commission for Science and technology (COSTECH)
15. Tanzania Commission for universities (TCU)
16. Tanzania Education Authority (TEA)

Regional partners

1. Makerere University,
2. Mbarara University, Uganda
3. MOI University, Kenya
4. Nairobi University, Kenya
5. University of Ibadan, Nigeria
6. Durban University of Technology, South Africa

7. Kwame Nkrumah University of Science and technology, Ghana
8. Stellenbosch University, South Africa
9. Kenya Medical Research Institute (KEMRI)
10. Armauer Hansen Research Institute, Ethiopia,
11. Addis Ababa University, Ethiopia
12. Jimma University, Ethiopia
13. University of Rwanda
14. Uganda Virus Research Institute
15. International Centre of Insect Physiology and Ecology (ICIPE), Kenya

International partners

1. Radboud University, Nijmegen the Netherlands.
2. Copenhagen University, Denmark
3. Danish Technical University (DTU), Denmark
4. Centre de Recherches Entomologiques de Cotonou (CREC), Benin
5. Church of Sweden
6. Cornell University, USA
7. Duke University, USA
8. Harvard University, USA
9. International Development Research Centre (IDRC)
10. London School of Hygiene and Tropical Medicine (LSTMH), UK
11. Liverpool School of Tropical Medicine, UK
12. University College of London, UK
13. Swiss Tropical and Public Health Institute (TPH)
14. New Castle University, UK

15. Amsterdam Institute of Global Health and development (AIGHD)
16. Rotterdam University of Applied Sciences, Netherlands.
17. St George Church, UK
18. Swedish Red Cross University College of Nursing, Sweden.
19. Thomas More - Belgium
20. NTNU, Norway and Tanga Centre
21. Hanze University of Applied Sciences Groningen, The Netherlands
22. Stavanger University – Norway
23. Lisbon Portugal, Esel University and Coimbra University
24. Antananarivo, Madagascar, Mahajanga and UMGA University
25. University of Poland, Poland
26. University College of London (UCL), UK.
27. University of Borne, Germany
28. Institute of Tropical Medicine (ITM), Belgium
29. University of Norway, Norway
30. University of Bergen, Norway
31. University of Ottawa, Canada.

Funding organizations

1. The African Network for Care of Children Affected by HIV/AIDS (ANECCA)
2. Bill and Melinda Gates Foundation,
3. ABBOTT Foundation
4. European Union (EU)
5. Grand Challenge Canada,
6. DANIDA
7. North American Coalition for Christian Admissions Professionals (NACCAP)

8. NUFFIC
9. National Institutes of Health (NIH), USA
10. Pharm access.
11. Canadian Network for International Surgery (CNIS)
12. Skills Share International
13. US Division of AIDS,
14. The United States Agency for International Development (USAID)
15. Wellcome Trust,
16. World Health Organization (WHO)
17. WOTRO Science for Global Development
18. US Division of Aids
19. UK-Research and Innovation (UKRI)
20. African Research Fund (AREF)
21. Chun Zuckerberg (CZB)
22. UK department for International Development (DFID)
23. The European & Developing Countries Clinical Trials Partnership (EDCTP)
24. Duke Centre for Research.



Plate 4.10: Partnership Signing at KCMUCo in 2023 (L) and KCMUCo Staff and Students at Karolinska Institute, Sweden (R).

4.2.3 Research Regulations, Policies and Ethics

The College places utmost importance on research regulations and ethics. Our Institutional Review Boards (IRBs) are instrumental in health sciences universities, ensuring that research involving human subjects is conducted ethically and by established standards. These regulations and IRBs assure compliance with national and international laws, identify potential risks, and apply appropriate measures. This fosters public trust and enhances our institutional reputation in the scientific community

, assuring you of ethical research practices at KCMUCo.

The College demonstrates its commitment to ethical research practices through the functional College Research and Ethical Review Committee (CRERC). This committee is responsible for overseeing ethical research practices, ensuring that all research conducted at the College adheres to the highest ethical standards. The CRERC is a testament to the College's dedication to conducting research ethically. Recently, the College developed a Safeguarding Policy and Guidelines, further solidifying its commitment to ethical research. The College also has a draft research agenda aligned with the SDGs, a Publication Policy emphasizing the need to publish the output as a pre-requisite for promotion, and an effective and reliable means of disseminating research findings to the global audience to produce impact. The ISA noted that implementing these policies positively enhanced a conducive research environment, administration of research projects, and promotion of integrity. All these have contributed to the growth of research projects and research outputs in terms of the increased number of publications and new collaborations being established due to visibility and institutional reputation.

The KCMUCo commitment to efficient and effective research project management is evident in its establishment of the Office of Sponsored Projects (OSP), also known as the Grants Management Office (GMO), in 2019. This office, now fully functional under the DRC, is crucial in coordinating and assisting in grants management, implementing Policies and Regulations, and matters related to research innovations, intellectual property rights, and consultancy services. The OSP provides a range of services, including project planning,

budgeting, and financial management, to ensure that research projects are managed efficiently and effectively.

4.2.4 Research Infrastructure

The College boasts state-of-the-art research facilities, including Research laboratories, Clinical Trial sites, Community research field sites, Chemical and Insecticide Testing facilities, and well-defined population cohorts suitable for interventional and surveillance studies. These facilities, along with the modern laboratory (Biotechnology Laboratory) capable of performing next-generation sequencing, genomics, and bioanalytical research, contribute significantly to the quality of research conducted at the College. The facility comprises nine (9) research units, including molecular biology, protein expression, bioanalysis, genomics, microbiology, Immunology, TB (Bio-Safety Level (BSL)-III), Zoonosis, Biochemistry, Hematology, and parasitology. College students, mainly Postgraduates and PhDs, use this facility for practical training and research activities. There are 30 ongoing projects at the College that focus on training exchange programs and research activities. The research projects involve clinical trials, clinical care, formative research, and behavioral-related and health systems research. The priority is for both communicable and non-communicable diseases. Recently, the College started putting emphasis on and advocating translational science research. Examples of diseases or areas that are actively researched include HIV/AIDS, TB, malaria, diabetes, mental health, cardiovascular diseases, reproductive health, gender-based violence, and breast and cervical cancer. Other areas include neglected tropical diseases (dengue and chikungunya) and antimicrobial resistance.

4.2.5 Research Proposals Writing Support

The College knows that crafting a fundable research proposal requires skills and experience. For this reason, it offers comprehensive support for research initiation and implementation. Through its DRC, it facilitates grant writing skills meetings and seminars, provides funding for research findings dissemination, and creates the necessary research environments. The aim is to build capacity for College faculty and students, encouraging them to develop manuscripts from their dissertations. The College provides financial incentives to supervisors who mentor students to publish papers based on their dissertations. This robust support system is designed to empower and encourage you in your research endeavors at KCMUCo.

4.3 Community Outreach and Service.

4.3.1 Community Fieldwork Training Programs

KCMUCo has vital community outreach programs where the medical students are involved in health promotion, mass vaccination programs, and research and community medicine activities within and outside KCMUCo and KCMC Teaching Hospital. All these activities are directly related to the College's Vision and Mission. For example, Staff and students engage in health promotion, health screening, blood donation, and mass vaccination programs. The College organizes health community engagement events through students' community field visits. From the 2021/22 academic year, MD3 students and their teachers rotate in peripheral hospitals in

Moshi, Arusha, Same, and Rombo districts to train and offer health care to the communities in these districts.

4.3.2 Community Outreach Activities

KCMUCo is responsible not only for training academics but also for doing research. It is also responsible for serving society around the College. Thus, KCMUCo faculty and students engage in different community outreach activities, including screening for hypertension, diabetes, HIV/AIDS, breast cancer, and cervical cancer. Our dedicated team of experts, including professionals from the Community Health, Emergency Medicine, and Internal Medicine departments, comprises doctors, nurses, data management personnel, and medical students from KCMUCo and its Teaching KCMC hospital, as summarized in **Table 4.9**. These outreach and community programs allow us to extend our expertise beyond the confines of the KCMUCo and KCMC Hospital, reaching out to the community and substantially impacting public health. **Plate 4.11** shows students engaged in outreach services in the community.



Plate 4.11: Students in Community Outreach Activities.

Table 4.9: KCMUCo Medical Outreach Activities and Services in 2023/24 Academic Year

Outreach Activity	Services Provided
Hypertension Screening	Blood pressure measurement and consultation
Diabetes Screening	Blood glucose testing and diabetic counseling
HIV/AIDS Screening	HIV testing and counseling
Breast Cancer Screening	Clinical breast examinations and education
Cervical Cancer Screening	Pap smears and cervical cancer education

4.3.3 Residents Peripherals Hospitals Training and Service

Since 2022/23, residents in years 2 and 3, accompanied by their supervisors, have been instrumental in elevating the quality of care in Karatu, Marangu, and Machame hospitals. This initiative, led by KCMUCo and its KCMC Zonal and Teaching Hospital, has not only overseen

and guided peripheral hospitals in Kilimanjaro, Arusha, Tanga, and Manyara Regions but also significantly improved the quality of specialized care. The program for surgical residents' placements in peripheral hospitals within the Northern zone regions of the Country has been a game-changer, enhancing surgical services delivery and broadening the residents' exposure to surgical cases and procedures. This has, in turn, strengthened the capacity of these peripheral healthcare facilities

, a testament to the success of the collective efforts.

The success of the surgical services program at Machame, Karatu, and Marangu Hospitals is a result of our strong collaboration. Under a mutual arrangement, KCMC Hospital and KCMUCo facilitate transport and supervisory visits, while the local hospitals provide meals and accommodation for the residents. This collaborative approach ensures that the residents receive the necessary support and resources to carry out their duties effectively. The encouraging feedback from the peripheral hospitals is a testament to the positive impact of this collaboration, indicating improvement and better surgical care outcomes in these hospitals and the community.

Table 4.10: Surgical Outreach and Patients Attended in Quarters One and Two of 2023/24.

SN	Type of Service	Number of Patients Attended		
		Karatu	Machame	Marangu
1	Surgical Outpatients	3436	4205	4681
2	Surgical Inpatients	380	678	625
Total		3,816	4,883	5,306
	Theater Procedure	Number of Theater Procedures		
3	Obstetrics and Gynaecology	11	99	50
4	General Surgery	12	4	19
5	Orthopedics and Trauma	15	50	9
Total		38	153	78

4.3.4 Ophthalmology Outreach Program

KCMUCo and its Teaching Hospital – KCMC Hospital prides itself on the state-of-the-art facilities for ophthalmology or Eye Care services, covering prevention, treatment, and tertiary care, available for the whole Country, including the neighboring countries. In addition to hospital-based care, the institutions offer outreach services to the zonal regions of Arusha, Manyara, Tanga, and Kilimanjaro. Thus, the ophthalmology department at KCMUCo/KCMC organizes community outreach programs in collaboration with Christoffel Blindness Mission (CBM) and other initiatives to promote eye health in the Country. As alluded to earlier, the outreach efforts and community engagements extend to various regions, providing essential eye care services to underserved communities, especially in the Northern Zone, as shown in **Table 4.11** for the activities conducted in the first two quarters of 2023/24, that allowed early detection and surgical or medical interventions and much-improved quality eye health outcomes and vision-related issues in the communities.

Table 4.11: KCMUCo/KCMC Ophthalmology Outreach Services 2023/24

SN	Peripheral Outreach Area	Visits	No. of Screened	No. of Surgeries/devices
1	Kirinjiku-Same	1	34	2
2	Mkuu Health Centre-Rombo	1	51	0
3	Same District Hospital	1	68	3
4	Kilema Hospital – Moshi Rural	1	103	0
5	Seliani and Ngaramtoni-Arusha	20	264	11
Total		24	520	16

CHAPTER FIVE: QUALITY ASSURANCE.

5.1 Internal Quality Assurance (IQA)

5.1.1 Overview

In a significant stride towards ensuring quality and effectiveness, KCMUCO established a Quality Assurance Unit (QAU) in 2018. This unit, a testament to the College's unwavering commitment to excellence, was upgraded to a Directorate of Quality Assurance of Quality Assurance (DQA) in 2020, with the first Director appointed in the same year. In 2023, the DQA was further fortified by the recruitment of a permanent Quality Assurance Officer. Since its inception, the Directorate has been entrusted with the crucial task of ensuring that the College's academic programs, research initiatives, community services, and administrative functions uphold the highest standards of quality and effectiveness. The integration of the DQA with the other administrative units of the College and its quality oversight role is depicted in **Figure 5.1**.

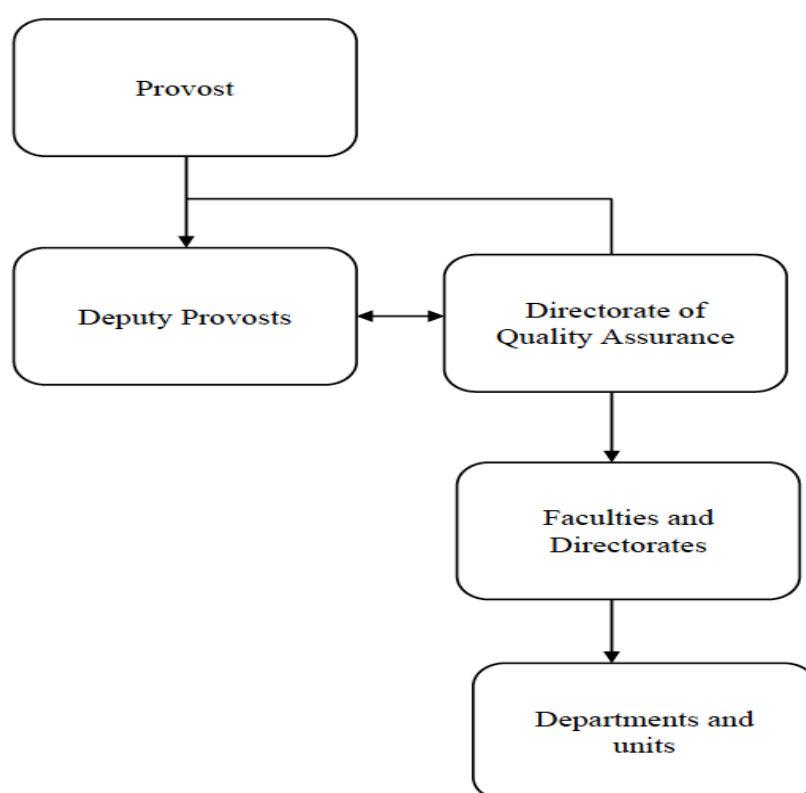


Figure 5.1: Organization of the College Quality Assurance System.

The establishment of the Directorate is a testament to KCMUCo's commitment to continuous quality improvement (CQI) and accountability. The Directorate has since developed and implemented robust Quality Governance instruments that play a pivotal role in governing the College's quality assurance processes, ensuring that they consistently meet the expectations of the students, faculty, stakeholders, and regulatory bodies. Thus, QA activities are guided by a

comprehensive Quality Assurance Policy and other instruments for regulating Quality at the college units, as listed in **Table 3.1**.

This section reports on two (2) primary areas: the College's internal quality assurance framework and its various elements and benchmarking.

5.1.2 Internal QA Framework and Systems

KCMUCO boasts a robust internal quality assurance framework that sets the expected quality assurance and improvement standards. This framework is deeply ingrained in various documents, including the Schemes of service for academic and non-academic staff, Staff regulations and conditions of service, the Prospectus, admission Policy and Guidelines, Examination Policy and Procedures, Examination regulations, Quality assurance Policy, and Quality assurance assessment tools. These documents form the backbone of the College's quality assurance system, ensuring that all aspects of the institution's operations adhere to the highest quality standards. For a comprehensive list of the College governance instruments, please refer to **Table 3.1**.

Higher Education Quality assurance can be akin to an industry where raw materials are **processed** inputs, producing finished products (**outputs**) of high standards. For the Output to be of the desired Quality, we also need quality **inputs** and **processes**. Therefore, KCMUCo IQA can be reported regarding the Quality of **inputs, processes, and outputs** that provide students with the knowledge, skills, and competencies they need to succeed in their chosen disciplines. The KCMUCo IQA framework can be reported in terms of inputs, Processes, and outputs as follows:

5.1.2.1 Quality Assurance of Inputs

(a) Quality Assurance in the Student Admission Process

The College has established a framework and system that guides and governs academic and non-academic matters regarding quality assurance. The framework monitors student admissions until they graduate, as well as staff recruitment, appraisal, training, and promotion. In that regard, KCMUCo has the requisite committees that oversee student admissions and the Senate, which approves the admission and graduation list of students. KCMUCo also has committees to manage recruiting, appraisal, training, and promotion for academic and administrative staff.

The Quality of students' admissions at KCMUCo is governed by tools listed in **Table 3.1**, specifically the College prospectus and the Admission Policy and Guidelines. Students' admission adheres to the minimum entry requirements prescribed in those documents, which are aligned with the Standards and Guidelines for University Education in Tanzania (TCU 2019) ^[21]. In addition, KCMUCo has the requisite committees at the departmental, Faculty, and College levels that oversee the admission and selection of students, observing the set minimum entry requirements and admission capacity. Qualified, selected applicants get support and guidance for joining, fee payment, and other requirements from the admission office. To ensure quality students are admitted, checks and balance mechanisms on admission processes are in place. The admission process is managed by an accessible Online Students Information Management (OSIM) system for the application process. Applicants are given clear

instructions and guidelines on the required documents, deadlines, and relevant supporting materials. Additionally, the admission process is verified by TCU through the University Information Management System (UIMS) to ensure fairness and non-discrimination and avoid biases and favoritism.

(b) Human Resource Recruitment Appraisal and Promotion

KCMUCo has developed reasonable procedures for staff recruitment, training, promotion, and career development overseen by the Administrative and Academic Staff Appointments Committee, the College Academic Committee, the College Governing Board (CGB), and the Senate and Council of Tumauni University Makumira (TUMA). At the College level, KCMUCo uses the following Tools (**See Table 3.1**) to guide recruitment and staff development:

- (i) Staff Scheme of Service.
- (ii) Staff Regulations and Conditions of Service.
- (iii) Staff Establishment Plan.
- (iv) Workplace Health & Safety Policy.
- (v) Staff Welfare Policy.
- (vi) Succession Plan.
- (vii) Academic Staff Workload Allocation Policy.
- (viii) Guidelines for Recruitment, Appraisal, and Promotion of Academic Staff.

For oversight of HR development, KCMUCo has a Management and Board HR Committees. The Management committee ensure that the advertisement of vacancies and shortlisting is done correctly. Through the Staff Recruitment, Appraisal, and Appointments Committee, shortlisted staff are fairly and appropriately interviewed, scored, and ranked to get the best and recommended to the Board Committee and the Board. Appointed staff are usually confirmed to their posts after one year. For academic staff promotions, the process goes through the KCMUCo Academic Committee and then to the Senate and Council as appropriate.

(c) Staff/Students Ratio

Ratios: In recruiting staff, the College has internal policies aligned with the Handbook for Standards and Guidelines for University Education in Tanzania, which indicates the academic staff/student ratio, among others. Over the years, KCMUCo has improved its Academic Staff/Students ratio from a state of suspension of programs to a global ratio of 1:12 for clinical disciplines and Biomedical Sciences. We noted that Management continued recruiting academic staff to improve the ratios further. The current ratio by TCU is 1:10 and 1, 25 respectively, for Clinical and Biomedical sciences. The global College Administrative Staff/Student ratio is 1:38 against the TCU standard 1:50 ^[21].

(d) Quality Assurance of Programs

The College ensures that the program.

To ensure that the programs meet the requirements of relevant professional bodies and are appropriate for the population they serve, the College has appointed a College-wide Curricula (programs) Development and Review Committee and Departmental and Faculty Curricula Committees. The Curriculum Development and Review Policy guides this commitment to continuous improvement. The curriculum review is an interactive process that includes data collection, analysis, and documentation. The DPAA, in collaboration with the DQA and CPD, organized a three-day workshop in March 2024, which was attended by 69 academic staff.

(e) Teaching and Learning Materials

The College Directorate of Library offers a comprehensive tool ensuring textbooks, online resources, and educational materials remain current, relevant, and accessible. The Directorate also regularly updates textbooks and online resources with expert input, welcomes user feedback to improve teaching and learning material, and supports educators with professional development opportunities. The e-learning library computers and online teaching and learning resources, through ICT, have their software licenses updated to remain current.

(e) Infrastructure

It is known that medical and clinical education processes and outcomes are sensitive to the qualities and disposition of the spaces in which they occur. In this case, buildings, classrooms, laboratories, libraries, clinical spaces, and other physical infrastructures are crucial learning environments in medical university institutions to implement the programs. Thus, quality infrastructure facilitates curriculum implementation and better learning outcomes, including patient safety. Cognizant of the fact that the physical infrastructure is a vital milieu that promotes teaching, learning, and research, KCMUCo has done the following: -

- (i) Established an Estates Department and appointed a facilities manager and quantity officer to manage estates and infrastructure.
- (ii) Developed an Estates Management Policy and Procedures to guide development of quality infrastructure and facilities,
- (iii) For future expansion, the College acquired an extra 57 acres and processed the Title Deeds; combined, it has more than 60 acres in its current KCMC location.
- (iv) The College has a master plan to guide its growth and expansion. A topographical survey, a topographical report, and maps guided the development of the master plan.

Generally, most of KCMUCo's teaching and Clinical space meets the square meter peruse prescribed by Standards and Guidelines (see **Chapter 4; Table 4.4**)^[21]. For safety in clinical teaching, KCMUCo has modern clinical skills laboratories (Simulation Labs), one for the Faculty of Medicine, one for the Faculty of Nursing, and one for Anesthesia training. Still, they can also be used for other medical programs (**Plates 4.4 and 4.5**).

During ISA, it was noted, however, that the student and staff population of the College is expanding rapidly, and soon, there may be overcrowding, especially in offices. To mitigate this, we noted that the Management had started procuring a contractor to build a 5-story building (Block D) to provide additional space required for teaching, learning, research, and

other activities, and they have a long-term space expansion plan as provided for in their master plan.

The College has a reach ICT network that supports e-learning, and it is accessible with a relatively stable bandwidth, meeting the prescribed Standards and Guidelines (**Chapter 4, Section 4.1.6**). Likewise, the College has a physical and an e-library, which meets the required standards (**Chapter 4, Section 4.1.6; Figure 4.8**).

5.1.2.2 Quality Assurance of Processes

(a) Students Evaluation of Teaching and Teachers

To ensure the Quality of teaching and learning, the College has developed instruments for students to evaluate their teachers and courses, as shown in **Appendix 9** and **Appendix 10**. This is done at the end of the semester when students consider the teachers and courses to inform and improve teaching and learning. The assessment process and the tools that can be administered physically or online are supervised by the DQA.

In addition to an assessment of courses and teachers, class attendance and teachers' presence are monitored through the assistance of the student government, discussions with teachers and students, and teachers' attendance to lectures, seminars, and practical sessions through an attendance register managed by the Class Representatives (CRs). Besides students' course evaluations, the College uses external examiners for the moderation of examinations to assess the Quality of the assessments/examinations, the Quality of program courses, the content, depth, breadth, and coverage, as well as the marking.

It is observed that the assessment of teaching and learning faces challenges due to the lack of participation by some students and teachers and the need for more objectivity by students when assessing teachers. The Management is studying these challenges to find lasting solutions.

(b) Assessment of Students' Performance

Developing fair and rigorous assessment methods to measure student performance and learning accurately. The College applies multiple assessment methods as appropriate to the nature of individual courses or programs, and due attention is paid to the facilitation of independent learning. Assessment guidelines are found in each curriculum. Student assessment comprises a set of processes, including examinations and other activities conducted by the institution to measure the achievement of the intended learning outcomes of a module, course, or program. Student assessments also provide feedback for improvement and how students are ranked and awarded according to their achievements.

KCMUCo has an Examination Policy and Procedures for QA and control of assessment/examinations. In addition, the prospectus has examination regulations and a grading scheme for each program^[12]. The accredited programs frameworks also have sections for assessments, examination regulations, grading, and the Examinations Policy (**Table 3.1**). Other documents that guide and regulate students' assessment/examinations in the College include the Postgraduates and PhD Handbooks, as listed in **Table 3.1**.

(c) Types of Assessments

All matters concerning academic programs, including assessment and examination regulations, are stipulated in the prospectus and examination policy. To ensure fair and efficient student assessment, KCMUCo uses various strategies as follows: -

- (i) **Formative Assessments (FA)**, or assessments for learning, aim to monitor the learning process during instruction and provide ongoing feedback to guide instructional adjustments and support student learning. They help identify students' and instructors' strengths, weaknesses, and real-time improvement areas. FA sometimes includes assessment types such as group and/or individual quizzes, tests, field projects, seminars, and presentations.
- (ii) **Feedback to Students:** In FA, timely and regular feedback is essential to support student learning and continuous improvement. For KCMUCo, it is noted that improvement is needed to make feedback more timely, appropriate, and regular in every department.
- (iii) **Summative Assessments (SA)** or assessments of learning evaluate student learning outcomes at the end of a module, course, or program. They assess students' learning, skills acquisition, and academic achievement at the end of each semester through end-of-semester examinations or annual or end-of-program assessments. SA gives a final evaluation of student performance and mastery of learning objectives for promotion to a higher next level or graduation.
- (iv) **External examination System:** KCMUCo invites external examiners from local and/or international institutions to moderate examinations and assess students' performance as part of the external quality assurance. External examiners participate in the end-of-the-year examinations, or SA. The recommendations provided by the external examiners are used to identify strengths for enhancement and weaknesses for improvement of teaching and learning, as well as student performances.

(d) Examinations Committees System

For oversight of assessment and examinations, KCMUCo examinations have appointed Examination Committees at different levels to ensure fairness, integrity, and reliability of the assessment framework/system, compliance with academic standards from department to college levels, and the approval of results at the Senate. The departmental examination committee strictly reviews questions for clarity and relevance, making necessary revisions and ensuring the assessment/examination process. Results are transparent, valid, and fair, with no irregularities. The results of assessment/Examinations are discussed at the Faculty Examinations Committee and then at the CEC for further scrutiny to ensure compliance with the College standards, and then to the CAC, which is recommended to the Senate for approval [4]. This process guarantees the integrity, fairness, and validity of the assessments.

5.1.2.3 Quality Assurance of Outputs/Outcomes

(a) Graduate Competence

KCMUCo ensures that graduates possess the necessary skills, knowledge, and attitudes to be competent health professionals. Its education approach focuses on molding graduates into competent health professionals with essential skills, knowledge, and attitudes for their field. The programs are outcomes of competence-based frameworks, emphasizing the ability to do

what they are trained for. Interprofessional education promotes teamwork and holistic patient care understanding for better health outcomes.

(b) Employability

Preparing students for the job market and ensuring high employability rates for graduates is an essential domain in HEIs. KCMUCo offers entrepreneurship courses in health systems and Developmental Studies (DS) programs to help achieve this goal. For employer's requirements, KCMUCo engages with employers/ through stakeholders' consultation during curricula development and review. Furthermore, using online and physical tracer study tools, KCMUCo gets the opinions of employers and the labor market on the skills required for graduates to work competently in real-world situations. KCMUCo has alumni tracking, popularly known as "Unganisha," through the Transforming Health Education in Tanzania (THET) Project, which was upgraded to a Graduate Tracking System (GTS) to get an idea of the employability of its graduates. It traces the success of the program and the locations of graduates employed in the healthcare sector to assess the long-term impact of the medical education provided. In addition, the College has a KCMUCo Alumni Constitution, which governs the KCMUCo Alumni Association, aiming at locating its alumni and a channel of communication between the alumni and the College to oversee alumni organizations and programs and enable alumni to contribute to the growth and development of KCMUCo. Through these avenues, the available data shows that KCMUCo graduates of all programs are employed in all regions of the country at various levels, including senior professional and administrative positions locally and internationally.

In direct interviews during a survey on employers' satisfaction with KCMUCo graduates, it was noted that KCMUCo graduates are research-oriented and have a high capacity to work independently with minimum supervision. A good number of KCMUCo alumni have held prominent positions in the government, for example, as Permanent Secretaries in Ministries, Directors of Institutes and departments in public Institutions, Chief Medical Officer positions, Regional and District Commissioners, Regional and District Medical Officers, to mention a few. Furthermore, most alums easily find employment in the public health sector and/or self-employ themselves in the private sector.

5.2 Benchmarking

Benchmarking in a university context at KCMUCo has been a resounding success. It has systematically compared and measured our institution's processes, practices, and performance outcomes against those of recognized leaders in higher education or against other quality standards. The primary goal of benchmarking, to identify areas for improvement, enhance decision-making, and achieve a competitive advantage by learning from best practices, has been consistently met. At KCMUCo, Benchmarking is applied to all core activities of the College, including teaching and learning, research, and outreach services. Each of these areas is critical to the overall performance and reputation of the KCMUCo and is presented in detail below: -

5.2.1 Benchmarking of Governance Processes

The KCMUCo has structures, policies, and processes that guide the College's strategic direction and Management. The College identifies best practices in leadership and decision-making organs and applies them to its situation. As such, in 2019/20, the College reorganized its governance system and created Board Committees, developed the Board and Committee Charters, appointed Committee Chairs with skills relevant to the functions of each Committee, and ensured that the Board had the right skills mix. The restructuring was done through benchmarking with other highly performing institutions, but it was also guided by the best corporate governance practices and formerly introduced board training.

In 2023, KCMUCo held a leadership training retreat in Arusha facilitated by experts from Mzumbe University to enhance leadership skills and serve as a benchmarking exercise from an institution with long experience in leadership training. The internal leadership capacity building is in addition to other leadership training organized by TCU and IUCEA.

When developing governance instruments such as policies, procedures, and guidelines, the College evaluates them against those of leading institutions nationally and internationally to ensure accountability, transparency, and responsiveness.

5.2.2 Benchmarking of Academic Programs

Academic programs are at the heart of the KCMUCo mission and strategic direction. Benchmarking in this area focuses on the quality and competitiveness of the programs offered. This process includes: -

- (a) Comparing the College curricula with those of related universities locally and internationally to ensure they meet medical education standards and prepare students for the workforce or further study.
- (b) Analyzing student outcomes, including graduation rates, in comparison with those of leading institutions
- (c) Evaluating teaching methodologies and the integration of technology in the classroom.
- (d) Assessing the job market demand for programs and their alignment with current and future workforce needs.

The College uses benchmarks developed by the Inter-University Council for East Africa (IUCEA)^[30] and those created by the Tanzania Commission for Universities (TCU)^[22, 23]. These benchmarks, which are based on rigorous research and higher education industry standards, play a crucial role in the College benchmarking process, ensuring that its academic programs and administrative practices meet the highest quality standards.

5.2.3 Benchmarking of Assessment

Assessment in higher education is crucial for measuring student learning and program effectiveness. Benchmarking in assessment at KCMUCo involves:

- (a) Comparing assessment methods with those used by peer institutions to ensure they are rigorous, and fair incorporates the best into the program's design and aligns assessments with learning outcomes, teaching methodologies, and program objectives.

- (b) For external assessment benchmarking, KCMUCo uses the external examiners' system. This system involves inviting external examiners, who are experts in their respective subjects or courses and from reputable institutions, to assess the quality of the College examination process, the Quality of questions, the depth, breadth, and coverage of the courses, and the Quality of the College academic programs. The faculties, directorates, and the Institute of Public Health of the College use the recommendations they make to the departments to improve the Management of the programs by including the suggested good practices. This process ensures that our assessment practices are rigorous, fair, and aligned with the best practices in higher education.

5.2.4 Tools for Benchmarking

The College, in its commitment to continuous improvement, uses various benchmarking instruments designed by regulatory authorities (TCU and IUCEA) to ensure that the KCMUCo complies with the required standards for academic programs and administrative-related matters. Standards for academic programs include benchmarks for Bachelor of Science in Nursing and Bachelor of Medicine programs, and for administrative programs, they include physical facilities, HR, finance, and accounting. These standards are aligned with the TCU quality assurance guidelines of 2019 and IUCEA Road Map to Quality Assurance in Higher Education handbooks Volumes 1-4 of 2010 [5, 21 – 23, 26, 30]. The College management, with the insights gained from benchmarking, is optimistic about improving its Core functions of training, research, and services, physical infrastructure, human resource capacity building, finance, and accounting practices and standards.

CHAPTER SIX: ACHIEVEMENTS

The achievements and deliverables experienced over time by a Higher Education Institution (HEI) are critical indicators for measuring its growth. The section below outlines KCMUCo growth milestones regarding students' enrolment profiles, graduate profiles, and increases in academic programs, research outputs, and community outreach.

6.1 Students' Enrolment, Gender Parity and Graduates' Trends.

6.1.1 Students' Enrolment

Since its inception in 1997, the number of students enrolled at KCMUCo has steadily increased up to 2016/17 but faced a significant challenge in 2017/18, resulting in the lowest enrollment in 2019/20 due to suspending students' admission in the previous academic year. This suspension, while a setback, did not deter KCMUCo's commitment to growth. Instead, it served as a catalyst for change, leading to a remarkable rebound and an overall increase in admissions from 1920 in 2021/22 to 2,377 in the academic year 2022/23 and 2640 in 2023/24. **Figure 6.1** shows the enrollment trend from 2016/17 to 2023/24 by Gender, and figure 6.2 shows students' gender parity by program/UQF level) category ^[3]. This resilience and adaptability in facing challenges is a testament to KCMUCo's unwavering commitment to its mission and vision, and it should serve as an inspiration to all.

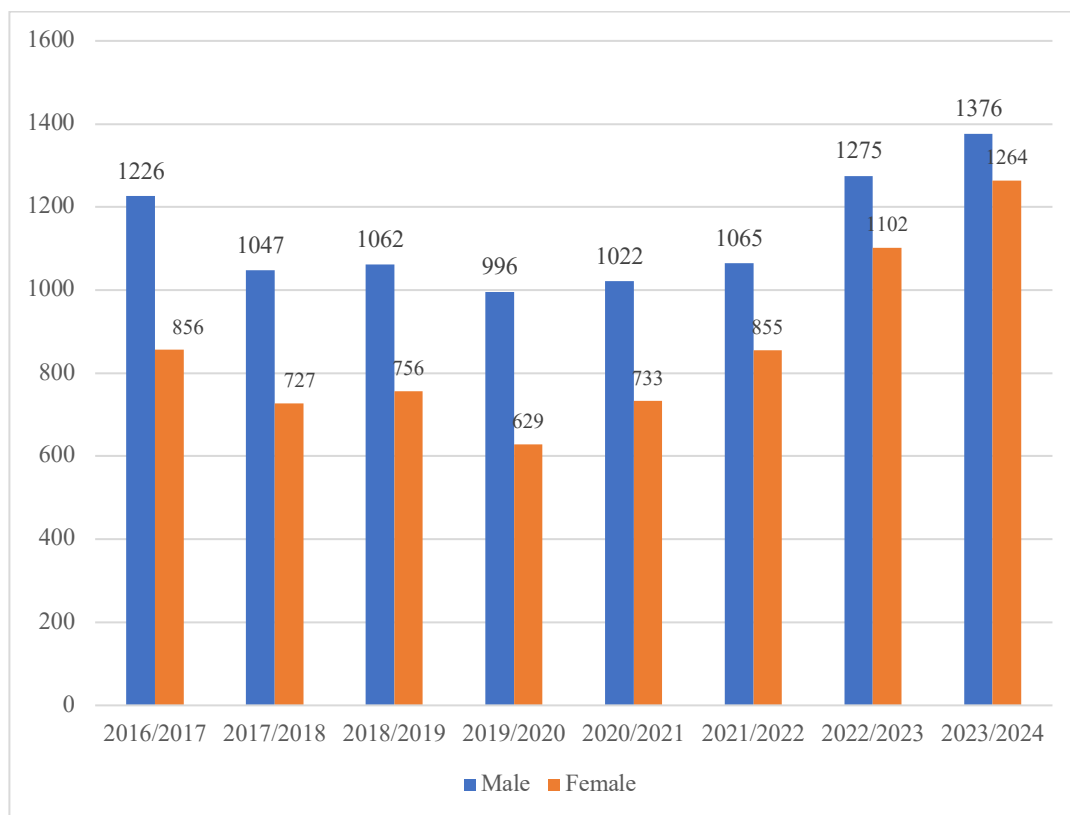


Figure 6.1: Students' Enrollment Trends From 2016/2017 to 2023/24 by Gender.

6.1.2 Students Gender Parity

One of the most promising shifts at KCMUCo is the upward trajectory in female enrolment. This trend, which started with a modest percentage of 41% in the 2016/17 academic year, has steadily climbed to an impressive 48% (n=1264/2640) of enrolled students in the 2023/24 academic year. This increase in female enrolment is a clear reflection of the institution's tireless efforts in promoting gender diversity and inclusivity within the student community. It's a testament to KCMUCo's commitment to fostering a balanced and equitable educational environment that empowers and elevates women in their pursuit of knowledge and professional growth. This commitment to gender parity is not only commendable but also serves as an inspiration for other institutions to follow suit.

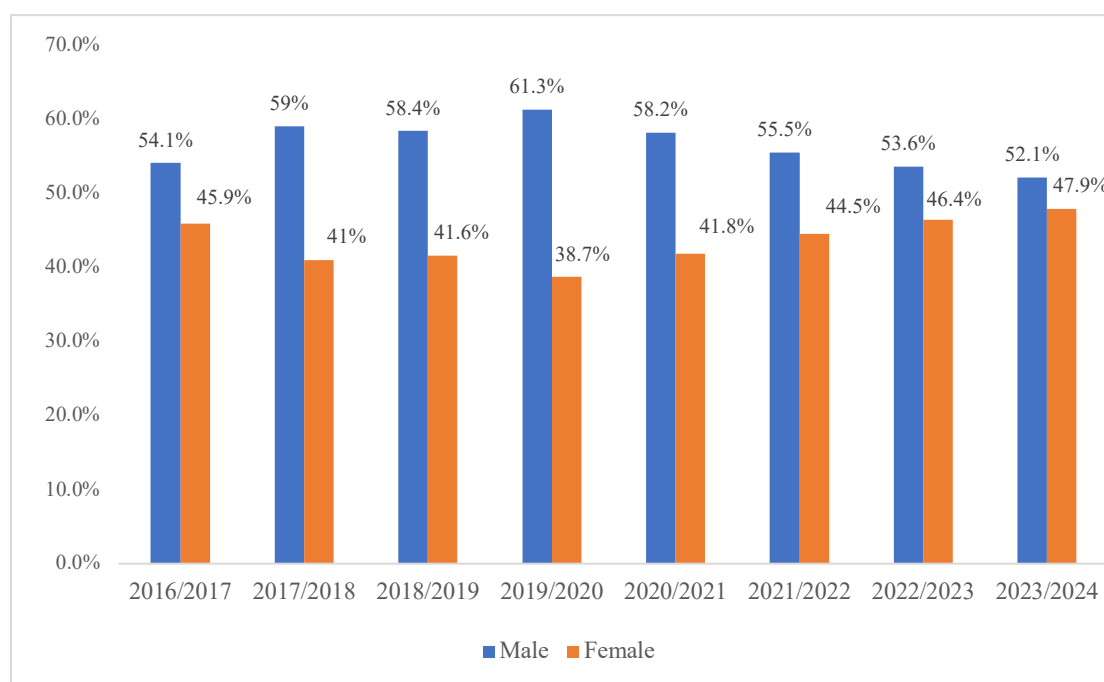


Figure 6.2: Students Gender Parity From 2016/2017 to 2023/24

Furthermore, there were more female candidates at the diploma and PhD levels, while at the undergraduate and master's levels, there were more male candidates. However, the differences between the master's and undergraduate levels gradually bridge. This trend is especially at PhD level and is indicative of a fast-growing pool of female scientists who are future leaders in science, and the College is highly commended for this. This trend indicates the university's efforts to encourage and support women's participation in various academic programs, particularly in health and medical sciences. Despite minor fluctuations, the general direction of increasing female enrolment in Undergraduate and Postgraduate programs highlights KCMUCo's commitment to fostering a balanced and equitable educational environment that empowers and elevates women in their pursuit of knowledge and professional growth. This commitment to gender parity is not only commendable but also serves as an inspiration for other institutions to follow suit.

6.1.3 Students Graduation Trends

The number of students graduating from the various programs at KCMUCo varies between years. Generally, the trend shows a gradual increase in the numbers from 2002 to 2023, as shown in **Figure 6.3**. The observed decline from **2019 to 2022** was due to the suspension of admissions in several programs in 2016/17. This situation has started to change since 2022 and has gradually risen because of the lifting of admission suspensions from 2019/20 and 2020/21.

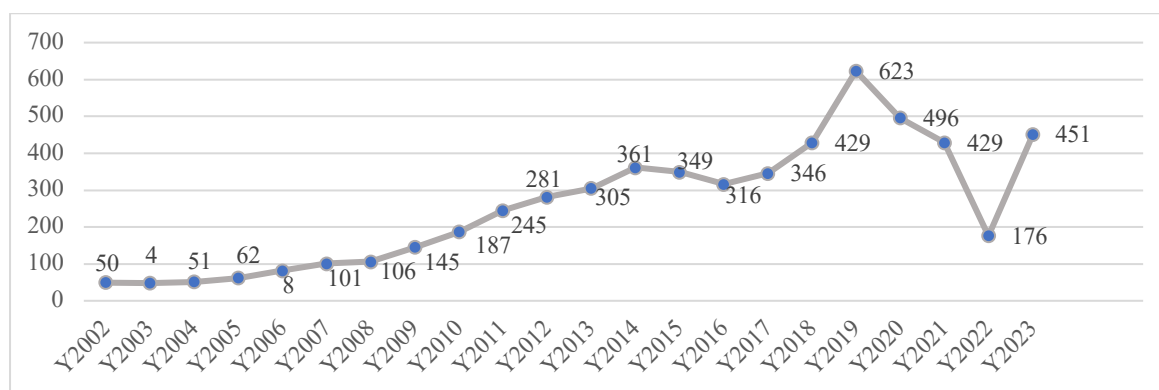


Figure 6.3: Number of Graduates From Diploma to PhD Programs From 2000 to 2023.

Postgraduate programs were more affected by the suspension of student admissions in 2016/17 than Undergraduate programs because several Master of Medicine (MMed) and Master of Science (MSc) programs were suspended. However, these numbers have also risen after the admission suspension for MSc and MMed programs was lifted in 2019/20 and 2020/21 (**Figure 6.4**).

Postgraduates and Undergraduates are expected to continue rising as more programs are accredited and the effects of admission suspension wear off. This positive outlook should instill confidence in the public about KCMUCo's ability to maintain its growth trajectory and overcome any future challenges.

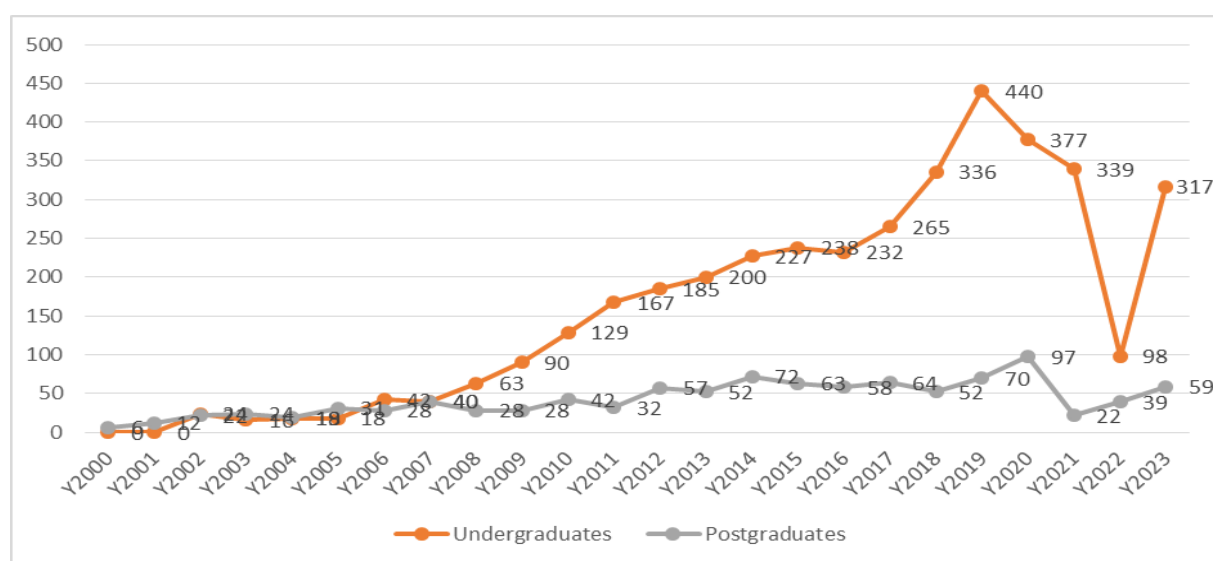


Figure 6.4: Number of Undergraduates and Postgraduates From 2000 to 2024

6.2 College Staff Growth

When the College embarked on its journey in 1997, it was supported by a small but dedicated team of staff, matching the sixteen (16) students enrolled. However, within three years, in 2000, this team had grown to 48, with females comprising 31% and males 69%. As the number of students increased and the programs expanded in 2006, the staff count rose to 113 (Female 40%; Male 60%). By 2011, the staff had further increased to 159 (Female 41%; male 59%), and this upward trend continued, reaching 278 by 2024 (**Table 4.10; Figure 6.5**). This steady staff growth over the years is a testament to the collective effort and dedication of our staff, indicating the general growth of the College in terms of student programs and core activities.

Table 6.1: College Staff Numbers from 2000 to 2024

YEAR	FEMALE		MALE		TOTAL
	No.	%	No.	%	
2000	15	31	33	69	48
2001	18	28	46	72	64
2002	20	28	51	72	71
2003	25	32	52	68	77
2004	25	32	52	68	77
2005	30	33	62	67	92
2006	45	40	68	60	113
2007	51	43	67	57	118
2008	50	42	69	58	119
2009	58	45	70	55	128
2010	53	40	80	60	133
2011	65	41	94	59	159
2012	59	34	114	66	173
2013	111	66	57	34	168
2014	74	44	94	56	168
2015	75	43	99	57	174
2016	90	41	127	59	217
2017	89	41	128	58	219
2018	91	42	125	57	218
2019	106	42	144	58	250
2020	123	44	155	56	278
2021	126	44	159	56	285
2022	125	47	143	53	268
2023	125	46	148	54	273
2024	126	45	152	55	278

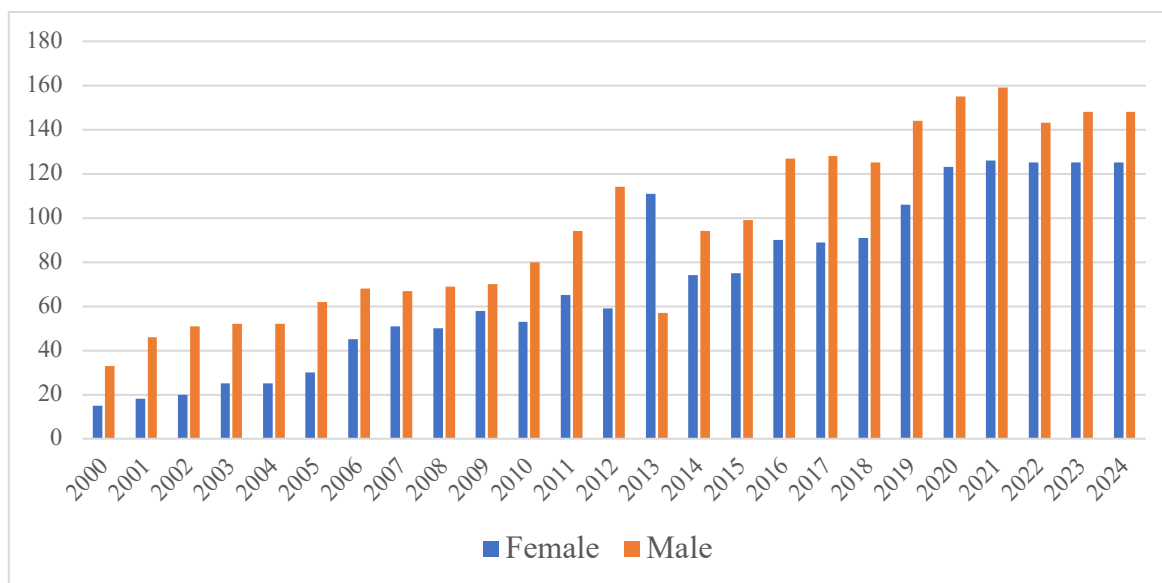


Figure 6.5: Staffing Trend From 2000 to 2024 by Gender.

6.3 Research output

Research, as one of the Core functions of the College, is not just an academic pursuit. It is a tool that contributes financially and academically, leading to economic and social improvement of the community and society at large. The research conducted at KCMUCo, through innovations and adoption of new technologies, directly influences community challenges, delivering tangible benefits to society. This robust research profile is not just a testament to the institution's commitment to making a real-world impact, but also a source of pride and inspiration for all of us.

6.3.1 Research Culture

At KCMUCo, research is given a high priority as one of the three pillars of the College and is taught from the undergraduate to postgraduate levels. The College recognizes the crucial role of our students in fostering this research culture. Students are given time to gain practical experience in research and produce reports. Undergraduate students conduct research and submit reports that are assessed and contribute to their continuous assessment score, especially in community health courses as early as the first year. The College encourages undergraduate students to participate in local and international conferences (**Plate 6.1**). Furthermore, KCMUCo has a culture of awarding the best research students at various levels of their studies. At the Undergraduate level, specific discipline awards, including best performer in research, are provided annually. In contrast, at the Postgraduate level, awards are provided to finalist MMed students who publish the best dissertation, an award generously donated by Professor Ben Hamel and known as the Ben Hamel Best Dissertation Award.



Plate 6.1: MD 3 Student (third from right) in a Scientific Panel Discussion in South Africa

Additionally, postgraduate students are encouraged to attach themselves to ongoing research programs to gain more systematic and high-quality mentorship in research and perform their dissertation projects within such ongoing projects. This practice ensures that the graduates continue doing research even after graduation based on the networking and quality of mentorship they get from the highly collaborative and multi-institutional/multicounty programs.

Among employers interviewed about the quality of KCMUCo graduates, four (4) mentioned research experience as among the top attributes of KCMUCo postgraduates. The stakeholders in the employment sector opined that KCMUCo graduates were at the top in terms of their ability to work independently and in teams (i.e., collaboratively).

At the undergraduate level, stakeholders commended the community outreach programs under community health courses of the MD program as enriching students' view of the community and motivating them to become solvers of problems in their community.

6.3.2 Grants and Publications

KCMUCo faculty members and students are encouraged to publish their research in local and international peer reviews and reputable journals. The DRC has publication guidelines and informed staff of the risk of publishing in predatory journals. In addition, research publications form an essential criterion for academic staff promotion.

In the past three (3) years, there has been a palpable increase in publications, mainly in international peer-reviewed journals. The publication trends for the past three years are presented in **Figure 6.6**. The 347 papers published by KCMUCo staff during the three years (2020-2023) in peer-reviewed journals give an average of 116 papers per year. This is an average of two publications per staff per year, which is **adequate** ^[21]. Compared to 2020/21 (n=143 publications), in 2022/23, there were an additional 61 publications (n=204). The average number of awarded projects was five, but in 2022/23, awards increased to eleven. This increase in research projects has also led to a rise in the College income generated from these research projects. **Figure 6.6** illustrates the number of grants awarded to KCMUCo staff per academic year from 2016 to 2023. As a result of the increasing number of grants, there has

been a significant annual increase in the number of publications from 56 in the year 2016/17 to 204 in the academic year 2022/23 (**Figure 6.7**).

The increase in publications is partly attributed to the implementation of straightforward research and publication policies and the growth in research projects due to the favorable research atmosphere established at the College. Most research governance tools were introduced or revised in 2020/2021, leading to significant shifts in publication trends, aligning with these policies' introduction. Furthermore, some of these peer-reviewed papers were published in highly reputable journals. Three faculty members received an award organized by the Tanzania Ministry of Education, Science and Technology (MoEST) for outstanding publications in internationally recognized high-impact factor journals in 2023.

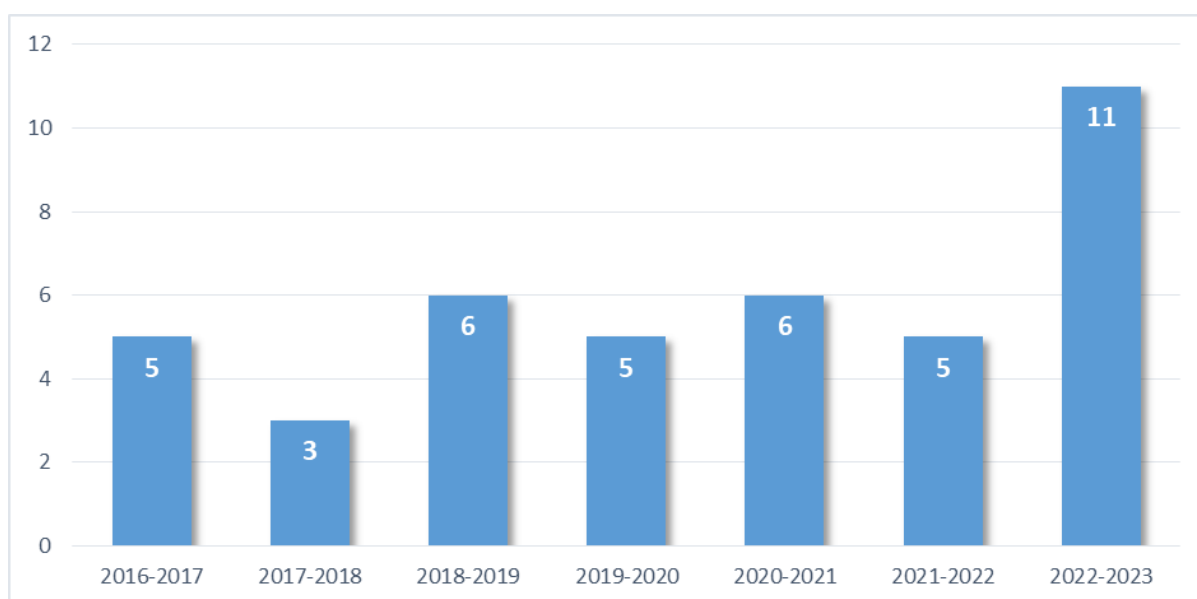


Figure 6.6: Grants Awarded to KCMUCo From 2016 to 2023

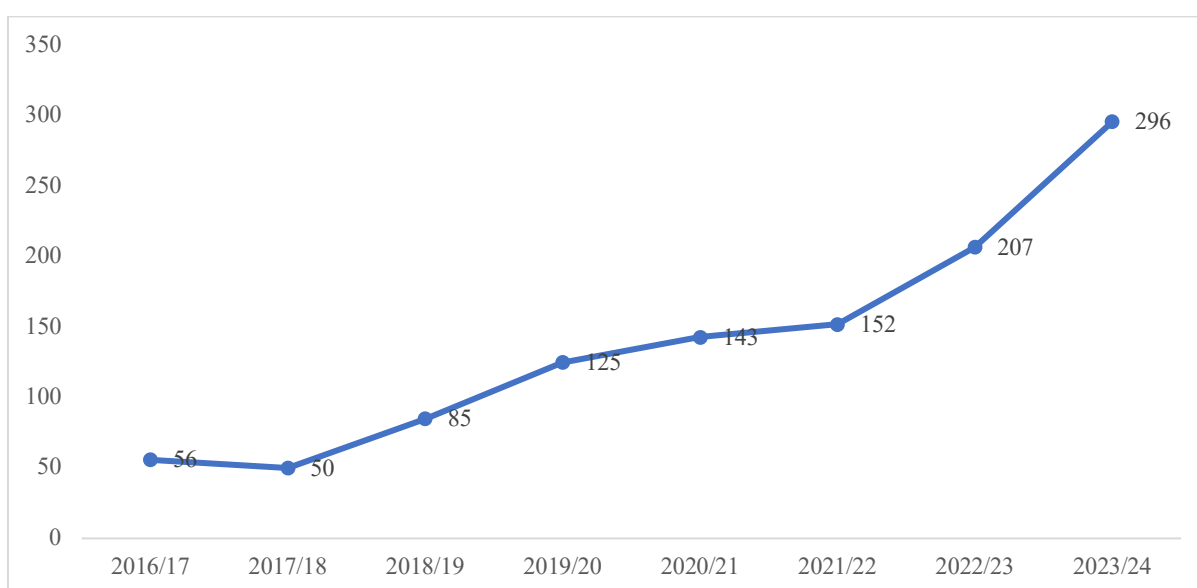


Figure. 6.7: Publications Trend From 2016 to 2023.

The College disseminates its research findings through publications, seminars, policy briefs, and conferences. The College also started its series of Annual International Scientific Conferences in 2023. The **1st KCMUCo Scientific Conference was held on the 6th and 7th of November 2023**, to disseminate research findings. The Annual Scientific Conferences will be the College's leading platform for scientific output dissemination to the community. The first conference attracted 150 participants from 11 countries (**Plate 6.2**). KCMUCo staff also participates in High-profile International Scientific Meetings abroad (**Plate 6.3**).



Plate 6.2: First KCMUCo annual international scientific conference in 2023



Plate 6.3: KCMUCo Staff Receiving a Research Award by the Consortium of Universities for Global Health

6.4 Community Engagement and Services

Apart from classrooms, laboratory practicals, hospital-based clinical training, and research, KCMUCo is involved in various outreach activities, which directly influence the community it serves and the nation at large. Through outreach services and consultancies, KCMUCo responds to the immediate needs of the community and the national health needs and priorities.

6.4.1 Medical and Clinical Specialized Outreach Services

KCMUCo faculty and postgraduate students (residents) participate directly in serving the community while rotating in peripheral hospitals and outreach services in peripheral health facilities. These include formally organized services such as community sensitization and educational programs on priority services such as maternal, child, and adolescent health education services, cancer screening, prevention and treatment, specialized surgical camps, or immunization programs to the community.

6.4.2 Students Placements and Community Fieldwork

Depending on the program, KCMUCo students may have regular or intermittent and/or discrete community placements where they directly participate in identifying community challenges together with link persons in the community and their supervisors. Such challenges are studied, community problems are identified, solutions are planned together and implemented, and follow-up activities are planned. As such, this unique model of KCMUCo curricula implementation has proved to be instrumental in creating a sense of belongingness to the community by the student, and as a result, the College has been producing quality graduates who work for the community and national interest, with a mindset to solving community problems through engagement and advocacy.

In addition, Postgraduate students directly influence the health outcomes of the community through their community-oriented research. They search for answers to their research questions in the community, providing feedback on the findings/outcomes through dissemination meetings and workshops.

6.4.3 Voluntary Services

The College offers various voluntary services, from medical assistance to technical aid. Primarily, these services focus on nurturing skilled medical professionals at the Undergraduate, Postgraduate, and super specialty levels. Additionally, in collaboration with the KCMC teaching and zonal Hospital, the College provides advisory services to governmental bodies, Non-Governmental Organizations, and individuals. It also delivers continuous medical education to healthcare personnel and conducts research initiatives to enhance medical knowledge and scientific comprehension, aiming to improve society's well-being.

Staff and students also engage in local and national campaigns for voluntary services, such as blood donations and fundraising for needy groups, including annual solidarity walks for pediatric oncology services at the Hospital. These services include College Staff, students, and

the cancer (oncology) department staff. In addition, staff and students play an essential role in facilitating and providing free medical voluntary services during the annual KCMC day celebrations.

6.5 Expansion of Programs

At the time of its launching in 1997, the College had only two programs, namely MD and BSc Nursing, and only two faculties, namely, Medicine and Nursing. The rapid expansion of programs in academic units in the Faculty of Medicine, Nursing, Rehabilitation Medicine, and Institute of Public Health, at diploma, undergraduate, and Postgraduate levels, including PhD, followed this. Currently, (**Table 6.2**), the College has one diploma, seven (7) undergraduate, eighteen (18) master's, and various PhD programs in several specialties in the faculties, a minimum of twenty-six (26) programs in total.

Table 6.2: Expansion of Programs at the College

SN	FACULTY/INSTITUTE	UNDERGRADUATE PROGRAMS	POSTGRADUATE PROGRAMS
1.	Faculty of Medicine	1. Dip in Health Lab Sciences 2. Doctor of Medicine 3. BSc Health Lab	1. MSc in Microbiology/Immunology with Molecular Biology 2. MSc in Parasitology 3. MSc in Clinical Research. 4. MSc in Urology 5. MMed in Urology 6. MMed in Anaesthesia. 7. MMed in Dermato-venerology. 8. MMed in Diagnostic Radiology. 9. MMed in General Surgery. 10. MMed in Internal Medicine. 11. MMed in Obstetrics & Gynaecologic. 12. MMed in Ophthalmology. 13. MMed in Orthopaedics/Trauma 14. MMed in Otorhinolaryngology 15. MMed in Paediatrics and Child Health 16. MMed in Emergency Medicine 17. MMed in Anatomic Pathology 18. PhD Programs
2	Faculty of Nursing	4. BSc in Nursing	19. MSc in Midwifery 20. PhD Programs
3	Faculty of Rehabilitation Medicine	5. BSc in Physiotherapy 6. BSc in Prosthetics and Orthotics 7. BSc in Optometry	21. PhD Programs

		8. BSc in Occupational Therapy	
4	Institute of Public Health		22. MSc Epidemiology/Biostatistics 23. MSc in Monitoring and Evaluation of Health Programs. 24. Mater in Public Health (MPH) 25. PhD Programs
TOTAL		8	17

Despite the tremendous expansion of programs, several rare or unique health programs are resident to KCMUCo that need development for growth. It is noted that the focus of the College is now to concentrate on Specialist (Master) programs in the Faculty of Rehabilitation Medicine and Faculty of Nursing and Superspecialist (MSc) programs in the Faculty of Medicine.

6.6 Expansion of Physical Infrastructure, Facilities and Services

6.6.1 Development of Physical Space

When the College was launched in 1997, it started with only one Block of Teaching, learning, and administrative space called Block 'A.' At that time, with only sixteen (16) students and a handful of staff, the Block was adequate to house the young College. It had lecture rooms of different sizes, conference and seminar rooms, and administrative offices. With the rapid expansion of programs, student population, and staff, the space became inadequate, and another block, the current Main building or Block 'B,' was constructed in 2006. This building housed large lecture theatres, lecture rooms, office space, computer laboratories, an e-library, online examination facilities, a practical lab, and a skills lab. The building also had a board room and the central administrative office. However, soon after, with the ever-increasing programs, student numbers, and staff numbers, the need to have more space, especially for laboratories, was felt, leading to Block - C's constriction. Block C has all the biomedical sciences labs and another simulation lab for skills and staff offices.

Although the physical infrastructure is adequate to satisfactory for some activities now, the College has already started feeling the need for more facilities expansion to create more spacious space for Teaching, learning, and administration and to match the ongoing expansion of programs, students, and staff but also to create more administrative units. As such, during the ISA, there were plans for the immediate construction of Block 'D,' and Master plans show the future strategic development of the institution. The Current status of the physical space is shown in **Tables 4.4 to 4.6.**

6.6.2 ICT Infrastructure and Services

The College has a well-established ICT network with adequate facilities that support teaching learning and other College administrative activities. The College has subscribed to an internet bandwidth of 100 Mbps burstable to 150Mbps that supplies internet connectivity and access to

students and staff anywhere on the campus, access to the e-library, ability to conduct online examinations, access to online teaching and distance learning and online meetings.

The ICT network and resources are hosted within KCMUCo, which facilitates easy accessibility of services to users and reduces risk arising from exposure to the public. The College has also invested in utilizing sophisticated tools to monitor, control, and report usage within the local network, which offers an advantage in bandwidth utilization and intrusion detection against malicious activities originating from viruses, malware, and other cyber threats.

One of the resources available across the network is the learning management system (MOODLE), which the College has more than ten (10) years of experience since it was first introduced. To ensure smooth operation, the College has also invested in the media centre, mainly to allow the creation of local lecture materials that benefit our settings. To ensure the quality of research activities, the College has acquired Turnitin software that will assist in identifying plagiarized work. Turnitin has already been integrated into the MOODLE platform, allowing all students and academic staff to access this useful resource.

The KCMUCo ICT infrastructure is also utilized efficiently to support the College's administrative operations and better control activities to achieve short- and long-term strategic objectives. In finance, ICT supports the use of accounting software (SAGE), which is also integrated with the Online Student Information Management System (OSIM), Assets Management, and the Human Resource Management System (ARUTI). Moreover, taking advantage of online conferencing facilities, the College currently has two hardware systems with *20 premium Zoom accounts* distributed to allow classes and meetings to take place, which also helps reduce expenditure.

Understanding technological trends, ICT is also envisaged to moderate the power of AI and Machine Learning (ML). For this reason, Policy development and scheduled training are underway to accommodate the wave and push that may damage institutional reputation and produce graduates without competencies. On the other hand, the use of simulation is a positive contribution of AI and ML, which allow the use of digital models to simulate various medical scenarios for Teaching purposes and diagnostics. This will help in quality control and reduce costs that may be incurred for reagents and items of similar kinds.

During the COVID-19 pandemic in 2020/21, when universities in the country were closed to comply with the requirements of social distancing, KCMUCo continued to offer its academic activities, leveraging its ICT facilities and available online resources. Students were able to continue following their lecturers and mentorship programs online. KCMUCo also uses its ICT facilities to mentor students, especially postgraduates, utilizing the Zoom platform for meetings, consortium-wide mentorship, and co-mentorship from partnering institutions. This included using the Zoom platform for Clinical Conference meetings, Academic forums, PhD defences, student-mentor meetings, and others.

6.6.3 Student Support Services

The college management ensures that elections for the student government are conducted fairly and according to their by-laws and that the transition from one leadership tenure to the next is usually smooth. A good and smooth working relationship exists between the KCMUCo student's leadership and the management. Through this tranquil atmosphere of cordial relationships, the college leadership continuously provides the needed support, focusing on promptly solving problems facing the students' community. To further strengthen students and support services, student government members participate in various decision-making organs of the College and cooperate to ensure that the College achieves its strategic goals. The College has student hostels and cafeterias on campus for students. Additional decent hostel facilities for students who cannot stay on campus are secured in the neighbourhood, and the College, through the Deans of students, ensures their safety.

Sports facilities, including football, netball, and basketball grounds, are available on campus, and the College has one permanent sports couch to support students. Due to the ever-expanding student population and the need to stay close to the College and teaching Hospital, the College is aware of the need to continue building more facilities, and this has been included in the institution's master plan.

KCMUCo students get their health services from the KCMC Teaching Hospital. Students have health insurance through the NHIF, and the College ensures that registering and getting NHIF cards is smooth and efficient. Furthermore, students can access spiritual care services through the KCMC Chaplaincy and have spiritual organizations based on their denominations.

CHAPTER SEVEN: STAKEHOLDERS' SATISFACTION

The stakeholders' satisfaction index is crucial because it shows the value and quality of the institutional deliverables and how the institutional core functions are managed. This gauges and justifies the institution's existence through its internal and external stakeholders' relationships. This means improved relationships with stakeholders require comprehensive strategies to sustain collaboration and stakeholder engagement. University institutions, including KCMUCo, have a particularly complex set of stakeholders, and neglecting relationships with them may lead to limited success in its objectives and insufficient value creation. Thus, mapping these stakeholders and considering their interests and requirements is relevant for the broader society and essential for the relevancy and resilience of KCMUCo. In this context, the Institutional Self-Assessment (ISA) team, a group of experts in institutional evaluation, conducted a study to verify and understand the opinion of the stakeholders about its input, processes, and outputs. This study was designed to help develop, improve, and achieve excellence in its activities and strategic goals.

7.1 Opinion of Staff and Students

The College values the opinions of its alumni, staff, and students, as they play a crucial role in shaping the institution's future. We have been tracking our alumni through the Graduates Tracking System (GTS), also known as 'UNGANISHA,' and through online surveys before and throughout the ISA. Additionally, requirements through the students' government and other College machinery, including regular administrative meetings such as the School *baraza*, are identified and addressed accordingly. Likewise, regular staff meetings before and during ISA at all levels of management from departmental, directorate, and College levels are used to identify the opinions of staff on issues of diverse nature but covering the inputs, the processes, and the outputs of the College educational system ensuring that all core functions are assessed, opinions collected, and measures taken accordingly to address gaps and identified challenges.

7.1.1 Opinion of Staff

7.1.1.1 College Governance

During the ISA, 59 staff gave their opinion on various aspects of the Institutional functions. On governance, all (100%) thought that currently, the governance of the College was on the right track between suitable and adequate to excellent, whereas 31% and 59% said it was perfect and outstanding, respectively. This positive feedback reflects the significant improvements in governance made over the past years. In comparison, 10% believed the governance was good. On the Vision statement, Mission statement, and Core values, all staff said they were clearly understood and well displayed widely, the Strategic Plans were clear, and their implementation aligned with the University's Mission (**Figure 7.1**).

7.1.1.2 Human Resources Management

In human resource management and development, 75% thought that the College had excelled excellently since 2019, while the remaining 25% opined that the performance was adequate.

Among the challenges noted from staff interviews as areas of concern and requiring improvement were remuneration packages; that is, salaries, allowances, and other incentives need to be revised. The College has initiated a comprehensive review of its remuneration policies in response to this feedback. It is working towards implementing revised packages that better reflect the value of staff contributions. Furthermore, staff said there are staff shortages in some departments relative to the gradual increase in the student population, especially in clinical areas requiring strategic solutions. To address this issue, the College is actively recruiting new staff members and exploring innovative solutions to optimize staffing levels. The ISA team, however, notes that staff allowances have been paid since 2022/23, and management has started revising them. For example, the travel per-diems were revised in 2022/23 FY, and management plans to hike all salaries from 2024/25 FY.

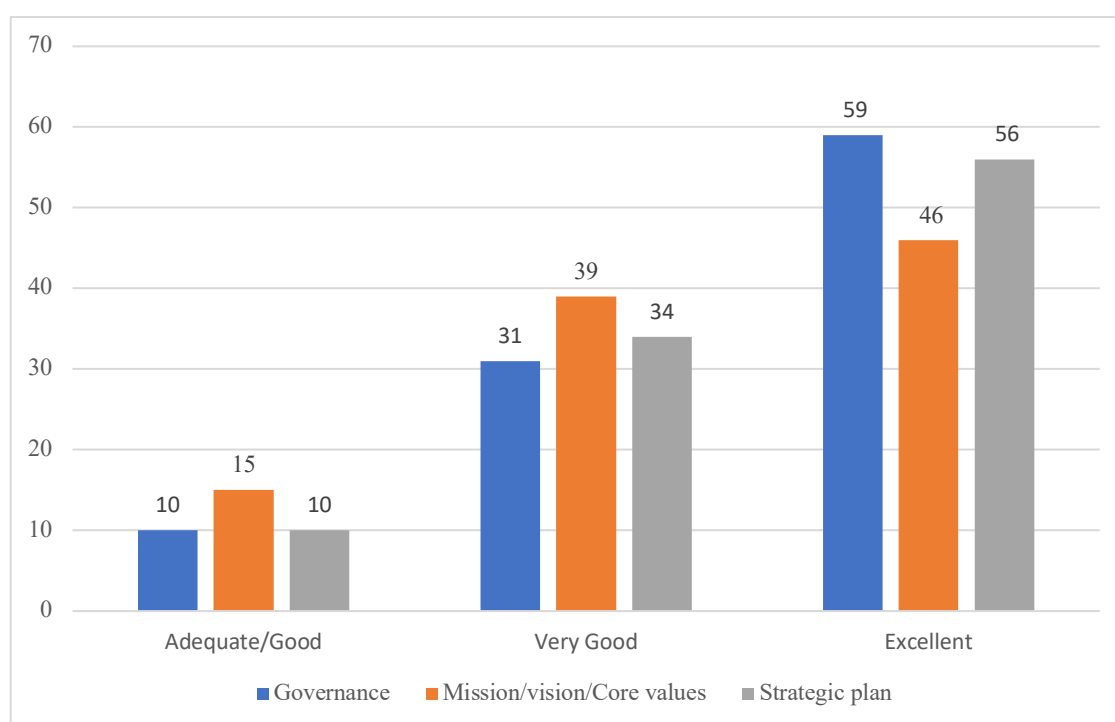


Figure 7.1: Staff opinion on the College Vision, Mission, Governance, and Strategic Plan

7.1.1.3 Teaching, Learning, Research and Community Engagement

Regarding teaching, learning, research, and the College's contribution to community and national development, all 59 (100%) individuals who responded to the interview were satisfied that the College has adequately well-formulated programs meeting stakeholders' expectations. The processes used to develop and implement the programs were transparent and participatory, ranging between satisfactory, adequate, and excellent. Research and outreach services were rated acceptable, and their contribution to the community and society was also rated excellent (Figure 7.2).

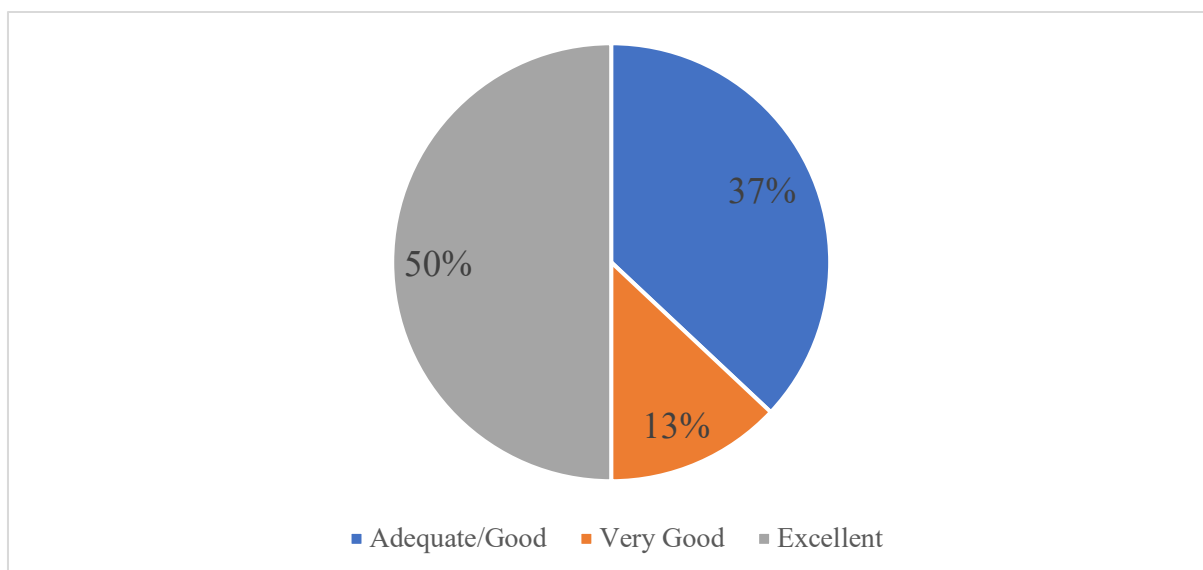


Figure 7.2: Staff Opinion on the Contribution of the College to the Community and Society Development

7.1.1.4 *Quality Assurance in the College*

Regarding implementing quality assurance measures in the College, the staff's opinion was divided, with 12% thinking it was inadequate and needed improvement. In comparison, another 12% thought it was adequate, 37% thought it was good, and the remaining 38% thought it was excellent. However, participants in the QA study cautioned that strict QA measures and systems were only introduced in the past four years; therefore, it has yet to be fully implemented at all levels. However, there are tangible results of improved performance in areas where it has been incorporated. Staff expressed the need to continue training staff on the IQA system and developing QA tools for all College core functions. Thus, some staff still need to be made aware of the QA system and tools.

The overall opinion was about 87% satisfaction with the measures recently instituted to strengthen QA at the College, leading to the resumption of programs suspended to admit students in 2027/18, among others. This high level of satisfaction is a testament to the effectiveness of the College's efforts to enhance its QA measures. If the current QA measures and systems strengthening are sustained, and all tools understood by involved stakeholders, the operations of the College and the core functions are on the right path towards excellence.

7.1.2 **Opinion of Students**

7.1.2.1 *College Governance*

Seventy-two (72) students, including student government representatives, were contacted for opinions on the various College functions and systems. Overall, on awareness of Vision, Mission, and Core values, 14% of the students said there was an adequate awareness or good, and 36% and 39%, respectively, said the awareness was very good and excellent and that the Vision, Mission, and Core values were displayed in various places within the campus. Nevertheless, 11% believed that awareness needed to be improved. These students suggested that the College could enhance awareness but failed to articulate when asked how this could be

done. Some of these students could not recall the Vision or Mission of the College, and others did not know the College's Core values or even the displayed vision, mission, and core values in various places, including the College website. To address this, the College is planning to [specific actions].

Furthermore, most students were satisfied with translating the vision and mission into the College's strategic objectives and the teaching/learning activities. Of the students, 93% were satisfied with the educational activities, including the programs offered, staff competence, examination systems, facilities, and infrastructure systems, and their satisfaction was rated between Good and Excellent (**Figure 7.3**). Most students were satisfied that the teaching/learning activities met their expectations and enjoyed being at KCMUCo. Seven percent (7%) indicated dissatisfaction with the College's educational activities. Among the areas for improvement in educational activities were inadequate physical facilities, examinations, and staff sensitivity on timetables, such as a lack of teaching tools in classrooms and teachers not adhering to timetables. Students' government and class representatives had already communicated such weaknesses to management, and by the time of ISA, most had been addressed in staff meetings. The expectation is that QA tools for these aspects will shed light on these issues and enforce compliance.

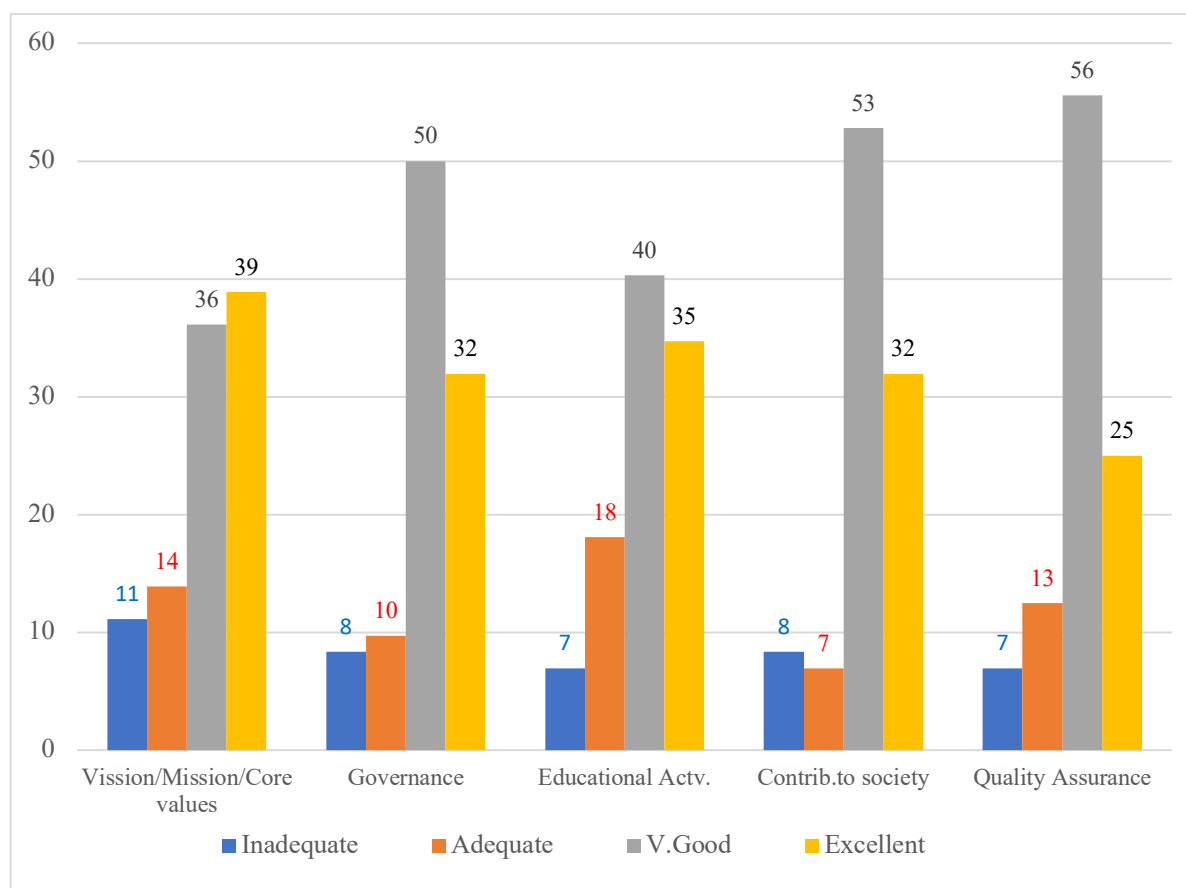


Figure 7.3: Students' satisfaction with the College's

While 8% indicated that governance was inadequate and needed improvement, 92% were satisfied with it and its systems and said they have witnessed tremendous transformations to good governance in recent years. 82% rated it as "very good" and "excellent."

7.1.2.1 Quality Assurance

On quality assurance systems, 81% of students rated QA systems as "Very good" and "Excellent," while only 7% rated them as "inadequate." While there were no clear reasons for the opinion on governance inadequacies, students believed that teaching and course evaluations by students are good. However, the follow-up on teachers' commitment to teaching students as per the allotted time in the schedules needed to be strengthened and made more regular. Usually, the Class Students' Representatives manage the lecturer's attendance records.

The ISA team generally found that students needed to be more informed of the College's activities and processes than staff.

7.2 Opinion of the Alumni

7.2.1 General Opinion by the Alumni

KCMUCo obtains alumni employment and placement feedback through the Graduates Tracking System (GTS) also known as "Unganisha" program, a College Alumni database. Through the program, the College has sent its graduates an evaluation form to understand their workplace performance based on the knowledge and skills acquired during their training. The positive feedback received from alumni is used for curricula revisions and improvement. Alumni are also reached during program review as part of the Tracer Studies (TS). In the current process of College transformation to a fully-fledged University, alumni were also reached through the GTS, and their opinions were recorded. The gathered feedback was that they fully supported the transformation and advised on additional programs to be incorporated into the envisaged University. Through a tracer study done on KCMUCo alumni through the Building Stronger Universities (BSU)-3 program in 2022 and a phone survey done during the ISA on alumni opinion on the College systems, processes, and outputs, most alumni were satisfied with general operations and output/outcomes of the College.

After completing their training, more than two-thirds (71.4%) of graduates are engaged in teaching at a university and doing research. They are also involved with clinical care. All (100%) of PhD graduates acknowledge the relevance of the PhD program to their current jobs. Most (78.6%) of graduates indicate a solid contribution of the PhD training to knowledge generation and developing their expertise.

7.2.2 Opinion of Alumni on Strengths of the College

7.2.2.1 Staff support and supervision/competence.

Alumni commended staff as being professional and offering friendly support. This was mainly expressed by Postgraduate students who needed supervision for their research work. Supervisors were competent, supportive, and easy to work with. Supervisors were said to keep on pressing on progress and achievement of milestones, thus enforcing positive student

achievements. More than two-thirds (75%) of graduates scored "strong" in the quality of supervisors and lecturers, the relationships with supervisors, and the research environment. For instance, Postgraduate students believed opportunities, where applicable and available, were equally accessible to all students, such as short courses like grant writing, research management, or Good Clinical Practice, and were freely accessible. The academic forum helped students master presentation skills and get comments to shape their proposal and/or thesis work, eventually leading to strong research outputs and improving their skills. They commended the system requiring all Postgraduate students to publish or at least send manuscripts in peer-reviewed journals before graduation. The majority (85.7%) of PhD had published a paper, and 30% have published more than ten papers in peer-reviewed journals at least after graduation.

7.2.2.2 Physical Infrastructure

There was a divided opinion on physical facilities between PhD and other Postgraduate alumni. PhD students were delighted with the availability of physical space. At the same time, other postgraduate alumni, especially from the clinical areas, were dissatisfied that they needed more physical space during their work in the hospital's clinical departments.

7.2.2.3 Academic Programs

Alumni generally agreed that both Undergraduate and Postgraduate curricula were relevant and seen as meeting their expectations and the labor market needs (very up-to-date content); freedom to carry on self-studies coupled with readily available ICT facilities such as computers, e-library, and campus Wi-Fi accessible to all students. Alumni believed this environment enabled them to meet their expectations and were happy they undertook their training at KCMUCo. Alumni were also pleased with the students' welfare at the College and pointed out this as a strength.

7.2.2.4 Employability

All the alumni contacted were employed and had good jobs ranging from Medical and biomedical practice in health facilities (private and public) in the country, research institutions, higher learning institutions (Colleges and Universities), and Military facilities. On the impact of the College on the alumni's personal life, all alumni attributed their successes to the knowledge and skills acquired during their training at KCMUCo.

Three Postgraduate alumni at PhD level said the College experiences and skills acquired enabled them to attract research grants and funds. The experience allowed them to manage their projects and/or contribute positively to financial gains for their institutions. Postgraduate alumni likewise had positive feedback that they have found employment and were highly competitive with other graduates from other universities. Some reported that they had obtained prominent positions in public and private offices.

An important observation during the survey was that many KCMUCo alumni currently hold prominent positions at ministries and regional levels while others have internationally recognized positions in international firms.

7.2.2.5 Community Engagement

On contribution to the Community and the Nation at large, alumni were proud of bringing positive changes to the society they serve through service provision and influencing the community and the nation's health outcomes through positive workplace changes.

7.2.3 Opinion of Alumni on Weaknesses of the College

The ISA team observed that the weaknesses pointed out by the alumni were indeed genuine, but the management was aware. The College had started acting on them, and some had already been implemented. Thus, through the new policies and guidelines for curriculum revision and development, alumni will be part and parcel of tracer studies, and the current online tools include alumni in the tracer studies. Also, the PhD handbook had been revised, and the issue of examinations and foundation courses for PhD students was addressed to follow international best practices. The supervision guidelines for Postgraduate students have also been developed and approved by the Senate. They have comprehensively addressed the issue of supervisors' qualifications as well as supervisors' students' load by aligning the supervision policy and guidelines with the Handbook of Standards and guideline for University Education in Tanzania, 3rd Edition (2019) and the Addendum to the Standards and Guidelines (2023) [21, 25].

The issues raised by the alumni that were noted to have been already addressed by the current College management or in the process of rectification were as follows: -

- (i) Lack of involvement of alumni in program review. Alumni would like to positively contribute to improving programs they took at KCMUCo through feedback by participating in tracer studies.
- (ii) However, although the Alumni network is inactive due to a lack of proper objectives and active coordination, the ISA Team noted that the College has always involved several alumni in tracer studies and stakeholders' consultation workshops for program review and development consultation. Often, alumni groups are seen more as social platforms than official communications.
- (iii) The College again required PhD students who had already taken epidemiology, biostatistics, and other biomedical sciences to undertake them as foundation courses, something they did at the Undergraduate level and during master's training.
- (iv) However, regarding foundation courses, the ISA Team was informed that management was working on this and would be guided by the supervision policy approved recently and the PhD Handbook.
- (v) The College requires PhD students to take examinations for coursework despite KCMUCo PhD being by thesis and not by coursework PhD, which is only practiced at KCMUCo. The ISA team also noted that the management had addressed this issue. PhD students will be handled through self-directed learning with supervision and ongoing assessments, as stipulated in the relevant regulations and Guidelines.
- (vi) The entry criteria for a PhD are not comprehensive; not everyone can do a PhD, even with good GPAs. Assessing the candidate's background in research or other training was advised. However, it was noted that the entry qualifications for KCMUCo for

all programs are well described in the Prospectus, the policies, and the guidelines, and they are all well aligned with the regulatory standards and procedures. The basis for this claim needed to be established.

- (vii) Some PhD supervisors, such as students, need to have relevant specializations. Alumni emphasized that the primary supervisors must be specialists in the PhD topic. Also, the ISA Team noted that the qualifications for supervisors are now indicated in the Supervision policy and guidelines, and this issue has been rectified.

7.3 Opinion of the Labour Market

Stakeholders in the labor market play an important role in guiding University institutions in providing quality education. KCMUCo determines the labor market's requirements to improve the quality of programs offered in the institution. Seven representatives from employing institutions were interviewed during a survey on the labor market's opinion on KCMUCo products. 71% of the interviewed employers or representatives of employers in the labor market indicated they are satisfied with KCMUCo graduates. They commended KCMUCo Postgraduates as being research-oriented and able to work independently.

All interviewed employers were satisfied with the quality of KCMUCo graduates. Of the interviewed employers, 28% rated their satisfaction as 60% to 80% without mentioning specific weaknesses, while the remaining rated their satisfaction as 80 % to 100%.

All interviewed employers recommended expanding the program profile to include new programs such as Bachelor of Pharmacy, reintroducing the suspended Prosthetics and Orthotics, Parasitology, and Entomology programs, and developing new Clinical Medicine super-specialty programs.

Of interest, all (100%) commended the quality of research supervision at KCMUCo as exemplary among Colleges in Tanzania.

CHAPTER EIGHT: STRENGTHS AND WEAKNESSES ANALYSIS

8.1 Introduction

Analysis of strengths and weaknesses positions an institution to seize opportunities and prepare effective strategies. A clear and realistic view of an institution's internal environment helps identify ways to satisfy clients better, achieve objectives, and strengthen weaker areas that impact institutional performance. While performing ISA for KCMUCo, the strengths, and weaknesses were identified and analyzed, and these will be used as catalysts and benchmarks for the College to continue advancing its performance as well as acknowledging the achievements and, at the same time, address the identified weaknesses for improved performance and development as it aspires to be a fully-fledged University.

8.2 Methodology

After listing the 13 ISA criteria, the overall assessment of the different criteria was based on the scores given to each sub-criteria in the category. The scoring system used numerical values from one (1) to seven (7), one being the least likely and seven being the most likely. Because not all sub-criteria have the same weight, the average score could not be calculated mathematically. This was arrived at by balancing the various sub-criteria and then judging the weighting of each, with positive aspects compensating for some negative ones. The KCMUCo Summary of Strengths and Weaknesses is guided by the criteria listed in **41** and the sub-criteria, as shown in **Appendix 2**.

8.3 Summary of Strengths

8.3.1 Efficient Governance

The KCMUCo governance structure is a cornerstone of its success and a key strength of the institution. At the helm of this structure is the Board, which plays a pivotal role in steering the college towards its Mission and Vision. The Board is composed of experienced professionals from various sectors, including healthcare, academia, and management, ensuring a diverse and comprehensive approach to decision-making. This diversity fosters a governance model that is both inclusive and effective, capable of addressing the multifaceted challenges of higher education and healthcare service delivery.

Central to KCMUCo governance is its Policy plan, which outlines the strategic direction and operational framework of the college. The Policy plan is a dynamic document that is regularly reviewed and updated to reflect the changing needs of the institution and the external environment in which it operates. It serves as a roadmap for the college's development, setting clear objectives, strategies, and performance indicators that guide all aspects of the college's activities, from academic programmes to research initiatives and community engagement.

The Board ensures that the Policy plan is not only well-crafted but also meticulously implemented, with regular monitoring and evaluation to assess progress and make necessary adjustments. This level of oversight and strategic planning is a testament to KCMUCo commitment to efficiency and accountability, which in turn enhances the college's reputation and the quality of education it provides. The effective governance of KCMUCo, underpinned by a robust Board and a forward-thinking Policy plan, is a significant strength that positions the college as a leader in medical education and research, both nationally and internationally.

8.3.2 Specialized and Unique Academic Programmes

KCMUCo offers various academic programmes in health professions at Undergraduate and Postgraduate levels some of which are exclusive to the institution within Tanzania and the region. This ability to offer such rare programmes, has allowed the College to establish itself as a center for specialized knowledge and niche expertise in rehabilitation medicine, including prosthetics & orthotics, physiotherapy, optometry, occupational therapy, and specialization in, Dermatology and Urology among others. This exclusivity attracts students who are interested in these unique fields, thereby creating a community of professionals with specialized skills that can serve specific sectors of the healthcare industry, nationally and internationally.

The uniqueness of its academic programmes gives KCMUCo a competitive advantage and strength in the higher education market. Prospective students seeking to specialize in these rare disciplines and advance their knowledge and competencies come to KCMUCo as their primary, which leads to increased enrollment and a more diverse student body. Thus, over the years these programmes have allowed KCMUCo to be visible in its contribution to filling gaps in the Tanzanian healthcare system. These unique academic programmes and others have contributed to a strong and distinctive brand identity for KCMUCo. They help the institution to stand out and be easily recognized for its contributions to health professions education and healthcare services.

Going forward these academic offerings by KCMUCo have and will continue to attract not only students but also talented faculty and researchers who are interested in developing and teaching the specialized courses. Additionally, these programmes continue to draw the attention of international partners, funding agencies, and organizations interested in supporting innovative educational initiatives.

8.3.3 Extensive ICT Infrastructure

KCMUCo boasts an extensive Information and Communication Technology (ICT) infrastructure, which includes Learning Content Management Systems (LCMS), an e-library, and integrated Information Management Systems (IMS), among others. In conclusion, KCMUCo investment in a comprehensive ICT infrastructure is a significant strength that enhances the educational experience, supports research, improves administrative efficiency, and ensures the institution's resilience and adaptability. It positions KCMUCo as a modern, forward-thinking institution capable of meeting the challenges of higher education in the digital age.

Students can access course materials, participate in discussions, and submit assignments online, which supports diverse learning styles and paces, and do exams online. This flexibility is particularly beneficial for accommodating different schedules and learning needs.

The e-library provides students and faculty with instant access to a vast array of academic resources, including journals, books, and research papers. This easy access to information is critical for supporting the academic research and learning needs of the KCMUCo community.

The Integrated Information Management Systems streamline administrative processes by managing student records, financial information, and other institutional data. This efficiency reduces the administrative burden on staff and allows for more accurate and timely decision-making.

The KCMUCo ICT infrastructure has been an invaluable asset that is essential for conducting modern research that requires ICT for pre- and post-award management. The ICT infrastructure enables

researchers to collect and analyze data more effectively, collaborate with colleagues around the world, and stay up to date with the latest developments in their field.

This network has also contributed significantly to online and e-learning and teaching but also to faster communication, but also places KCMUCo in a position to easily adopt new tools and platforms, ensuring that it remains at the forefront of educational technology and Global Connectivity, and Institutional Resilience, allowing Data-Driven Decision Making.

8.3.4 Availability of Land, Masterplan, and Teaching Hospital

As indicated in Chapter 4, KCMUCo has more than 60 acres for its future expansion including a master plan. The availability of land, a strategic master plan, and the presence of KCMC Hospital as its teaching hospital are foundational elements that contribute significantly to the strength and future development of KCMUCo. These cornerstones provide a solid base for growth, innovation, and excellence in health professions education and healthcare services offering KCMUCo the physical space necessary for expansion and development. This allows the construction of new facilities such as lecture halls, laboratories, student housing, and recreational areas. Having the space to grow allows the institution to increase its student capacity, develop new programmes, and enhance its infrastructure without the constraints that come with limited physical resources.

The presence of KCMC – Teaching Hospital owned by the same owner as the College is a significant asset for KCMUCo, to provide students with hands-on clinical experience and exposure to a real-world healthcare environment. Thus, the synergistic relationship between KCMUCo and KCMC Hospital offers several advantages such as clinical skills development, research opportunities for cutting-edge clinical studies that can contribute to medical knowledge and improve patient care, community service provision by students and faculty and enhancement of KCMUCo standing in the academic and medical communities, both nationally and internationally.

The combination of these three cornerstones—land, masterplan, and teaching hospital—creates a robust foundation for KCMUCo current operations and future growth.

8.3.5 Employability of KCMUCo Graduates

KCMUCo graduates are highly sought after in the job market due to their exceptional competence in the medical and health sciences fields. The institution's rigorous academic programmes, which are grounded in both theoretical knowledge and practical skills, ensure that students are well-prepared to meet the demands of the healthcare industry. KCMUCo emphasis on hands-on experience through clinical rotations, research projects, and community service equips its graduates with a comprehensive understanding of patient care and medical ethics. Furthermore, the college's commitment to innovation and its engagement with cutting-edge medical technologies foster a generation of graduates who are not only adaptable to the evolving landscape of healthcare but also capable of contributing to advancements in their respective fields. Employers value KCMUCo graduates for their critical thinking, problem-solving abilities, and readiness to take on challenges in various healthcare settings, making them highly employable and integral to the health sector workforce.

8.3.6 Responsiveness to Stakeholders Needs

Understanding the needs of stakeholders is a critical strength for any institution, and this is particularly true for KCMUCo. The knowledge of stakeholders' needs is a fundamental strength for KCMUCo as it underpins its ability to provide quality education, conduct meaningful research, and serve the community effectively. By continuously engaging with and responding to these needs, KCMUCo has maintained its position as a leading institution in the health professions education and healthcare.

Through this awareness, KCMUCo has been able to tailor its programmes, provide necessary resources, and create an environment conducive to learning. This leads to better educational outcomes, which in turn enhances the reputation of KCMUCo and attracts more students.

Being aware of governmental and regulatory requirements enables KCMUCo to influence health and education Policy, for the benefits of the broader community it serves. By recognizing the needs of the society in which it operates, KCMUCo has engaged in community service and outreach programmes that enhances its social responsibility and public image.

The deep understanding of stakeholders' needs by the College has facilitated strategic and smart partnerships with local and international educational institutions, healthcare providers, and research institutions. These partnerships have resulted into collaborative opportunities, shared resources, and enhanced learning experiences for students.

The KCMUCo responsiveness to stakeholders' needs allows it to be adaptable and proactive in its future planning, in anticipation of changes in the healthcare and education landscapes and adjust its strategies accordingly to remain relevant and competitive.

8.3.7 Experienced and Qualified Human Resource

KCMUCo is proud of its growing number of qualified and skilled academic, administrative, and technical staff a significant strength because qualified academic staff bring a wealth of knowledge and experience to the lecture room, practical laboratories, and clinical wards, ensuring that students receive a high-quality education.

The skilled academic, workforce fosters critical thinking, and inspiring students to achieve academic excellence. This, in turn, enhances the reputation of the College as a center of learning and attracting more students and research opportunities and its marketability. The staff also fosters a more dynamic and interdisciplinary approach to research and education, which will encourage innovative collaboration across different disciplines.

The administrative staff's expertise in managing complex systems contributes to a well-organized and responsive educational environment, supported by the technical staff with up-to-date skills that ensure that students and faculty have access to the latest technology and equipment, which is essential for cutting-edge research and preparing students for the modern workforce. The strong team of professionals has and will continue to contribute to the overall reputation of KCMUCo, making it more attractive to potential partners, donors, grant-making organizations, and research funders.

The increasing number of qualified and skilled staff at KCMUCo is a testament to the college's commitment to excellence in education, research, and community service. This strength positions KCMUCo to achieve its Mission and Vision while contributing to the advancement of knowledge and a better society.

8.3.8 Available Physical Infrastructure

As described in Chapter 4, KCMUCo boasts an extensive infrastructure that is a significant strength for the institution. The infrastructure comprises three large buildings, and skills laboratories, library research facilities among others, which stand as a testament to the college's dedication to excellence in teaching, learning, and research. These facilities provide the necessary space, tools, and environments to ensure that students are well-prepared for their future roles as healthcare professionals. The infrastructure not only enhances the quality of education and research but also positions KCMUCo among the leaders in the field of health sciences education in the country and region.

The infrastructure is a cornerstone of the college's ability to provide a comprehensive educational experience with ample space for a variety of learning environments, including lecture halls, classrooms, and seminar rooms. This diversity allows for different teaching methodologies to be employed, catering to a wide range of learning preferences among students. This means the college has the capacity for growth and scalability which is crucial for the institution's long-term development.

The skills laboratories are pivotal assets for practical learning. They allow students to practice and refine their clinical skills in a controlled environment before they encounter real-life situations, which is essential for building the confidence, competence, and safety of the patients. The use of simulators and other modern equipment in the skill labs provides students with the opportunity to engage in simulation-based education, which is recognized as a highly effective pedagogical approach in medical training. Skills labs also, facilitate interdisciplinary training, where students from different health science programmes work together. This collaboration is crucial in preparing students for the team-based nature of modern healthcare delivery.

The research facilities at KCMUCo are a testament to the college's commitment to advancing medical knowledge. These facilities enable students and faculty to conduct cutting-edge research, contributing to the global body of medical literature.

8.4 Summary of Weaknesses

8.4.1 Sources of Financial Resource

As pointed out in the preceding section, the College depends mostly on students' fees as its primary source of income due to inadequate strategies for mobilizing financial resources from alternative sources, such as government grants, and third-stream sources of income, which could include revenue from partnerships or investments. This is compounded by a lack of strong institutional resources mobilization policy, and income from research needs to be improved while consultancies are non-existent.

A draft Consultancy policy and guidelines have already been developed. A plan to develop and conduct short courses, such as professional development courses or specialized training, that will attract additional funds is also underway.

In the Proposed University strategic plan, plans are made to develop additional programs and review some existing programs to allow for executive learning modes, which are specialized programs designed for working professionals. Both will be implemented as additional sources of income by attracting more students, especially those joining as adult learners after work hours. Research projects will be increased through more grant writing and applications.

8.4.2 Programmes, Products and Services

- (i) The College has no ongoing consultancies due to a lack of a consultancy Policy and agenda, which leads to low income from consultancies as an additional source of income. However, a draft Consultancy Policy is available, as discussed above in 8.4.1 and **Table 3.1**.
- (ii) While it's true that the College currently has few students in some programs (such as MSc in Microbiology, Immunology, with Molecular Biology (MIM), Master in Public Health (MPH), Clinical Research), the College has taken a proactive approach to address this. The ongoing revision of these programs to make them more marketable, as well as the future plans for the proposed university, demonstrate our commitment to ensuring the efficient operation of all our programs. This reassures the stakeholders about the future of the College and its ability to attract more students.
- (iii) The College is unprepared and, therefore, has inadequate capacity to manage AI in teaching and assessment. The College, however, has already begun planning to expand its physical infrastructure, as exemplified by the Master plan and building plans for the proposed KCMC University. Also, the College has started addressing AI by drafting an AI Policy and Guidelines.

8.4.3 Sports and Recreational Facilities

The College has sports facilities but needs facelifting, upgrading, and modernization. Similarly, recreational facilities need to be improved. It was noted that in its plans, the College included expansion and modernization of its sports and recreational facilities.

8.4.4 Physical Infrastructure and ICT Network

- (i) The KCMUCo population of students and staff is expanding rapidly. Already there are signs of congestion in offices and teaching facilities. To address this, the College has started a process of building a five-story building (Block D) to house the administration of the College and release the current administrative space to teaching, learning, and staff offices. However, given the exponential growth of the College, this may only alleviate the problem temporarily. Thus, in the next strategic plan, the College has included plans for fundraising and other non-traditional sources of income to allow the completion of facilities as per its comprehensive Master Plan and building plans for the proposed KCMC University, which include additional recreational facilities and teaching and learning space.
- (ii) The current buildings housing the teaching and learning space require strong facilities management.
- (iii) Some infrastructures do not support the accessibility of People Living with Disabilities (PLWD), which includes individuals with physical, sensory, cognitive, or intellectual impairments. The College is committed to improving the accessibility of its facilities for PLWD, as demonstrated by the inclusion of ramps and lifts in the planned Block C and Block D as well as facilities included in the master plan.
- (iv) Despite the extensive ICT network and facilities, due to the rapidly growing student body and HR coupled with the expansion of facilities, the current ICT facilities and bandwidth need to be expanded and upgraded.

8.4.5 Governance

- (i) The College has implemented many governance tools, but not every officer or staff member is aware of the various policies, guidelines, or regulations. This is due to inadequate dissemination and ownership of such policies, regulations, and guidelines by the custodian of the documents.
- (ii) The planning office, which is crucial for managing the Strategic Plan, must be more adequately established, including recruiting qualified planning HR and office staff.

8.5 The Follow-up Plans After the Self-Assessment.

The College has well-developed plans intended to address most of the weaknesses indicated in this report, specifically Section 8.4, but a clear follow-up and a quality action plan will be the most appropriate direction. After the ISA and the ISAR, which are comprehensive evaluations of the College's strengths and weaknesses, the College must continue and finalize the transformation into a Fully-Fledged University (**Plates 8.1 and 8.2**).



Plate 8.1: Main Entrance of the Planned KCMC University



Plate 8.2: Part of the Planned KCMC University

Then, the obvious next step is to address the urgent and pressing matters that are top priority for the College's sustainability, which include the following: -

8.5.1 Diversifying Revenue Streams for Financial Sustainability

The College's Consultancy Policy and Guidelines and Resource Mobilization Policy, crucial components of the College's strategic planning process, were in draft form when this report was written. A plan is underway to develop and conduct more short courses to attract additional funds.

In the Strategic Plan for the proposed University, plans to develop additional programs and review some existing programs to allow for an executive mode of learning will be implemented as additional sources of income by attracting more students, especially those joining as adult learners after working hours. In addition, through the ongoing research capacity building for staff, research projects will be increased through more grant writing and applications. The following are specific strategies in the planning and in the Strategic Plans aimed at expanding the College and the envisaged University sources of income beyond tuition fees: -

8.5.1.1 Research Grants and Contracts

To actively pursue research grants from funding agencies, the College, through the Directorate of Research and Consultancy, plans to do the following: -

- (i) The College will conduct several grant writing workshops for junior and novice staff to capacitate them on grant writing skills, which will increase income from research projects.
- (ii) The College will organize grant writing groups during active calls to facilitate the process and increase the number of submitted proposals.
- (iii) The College will strengthen the current research clusters/groups at KCMUCo through sensitization and incentivizing those groups that successfully secure funds. Part of the indirect costs will be allocated to cover cluster-related costs, such as organizing proposal writing workshops and other fees. This commitment to research grants underscores our dedication to financial sustainability and academic excellence.
- (iv) The College will strengthen the office of current sponsored projects to provide more support in identifying active calls, informing eligible groups on time, and providing administrative support, including efficient participation in grant writing and proposal submission.
- (v) The College will establish a Data Management Unit (DMU), a key pillar in our commitment to data quality assurance and reporting of findings. The DMU will manage research data, ensuring availability, security, efficiency, and effectiveness in analysis and data sharing.
- (vi) In addition, the College will achieve the development of a competitive start-up package, promoting innovations, developing centres of excellence, rewarding success, providing incentives to increase competitive proposals, and establishing solid linkages with medical industries internally. This will be coupled with reducing systems bottlenecks and administrative burdens and balancing workload to allow faculty to have sufficient time for grants writing and undertaking research while supporting staff to be more prolific in writing fundable grants and publishing.

8.5.1.2 Alumni Development Office

The College has taken a proactive step in establishing a robust alumni network and development office, a testament to our commitment to fundraising and alumni engagement. The DPA's office is currently coordinating these efforts. The Constitution of the Alumni Association has been developed, and the

College's initial database has over 4000 alumni. Efforts are underway to increase the sense of belonging to KCMUCo through social media and involvement in scientific conferences and forums.

Regarding financial resources, alumni will be mobilized to raise funds annually for the College, provide scholarships for needy students, and support specific projects such as infrastructure development, community outreach, and volunteering for resource mobilization and community activities. Through these efforts and the established alumni network through the current UNGANISHA network and alumni tracking -

- (i) The College will establish an alumni fund to support KCMUCo. Through this strategy, we will be able to reach out to alumni, especially those working in international agencies and institutions, to ask them to make donations specifically to support their College. The contribution, no matter the size, will not only play a crucial role in shaping the future of KCMUCo but also foster a sense of pride and connection among our alumni.
- (ii) The College will organize extraordinary alumni gatherings targeting the diaspora, including fundraising gala dinners. These events will be organized through social media, and the gathering point will be determined based on where most diaspora alumni are.
- (iii) The College will organize onsite events where alumni can be invited to visit KCMUCo and witness the progress of their College, get informed of plans, and make contributions both monetary and technical/expertise advice. These events will be organized regularly, and a special dedicated day will be decided on, during which the KCMUCo management will interact with alumni and inform them of the current and future development plans.

8.5.1.3 Strengthening Continuing Professional Development Activities

The College will offer market-driven courses tailored to work professionals' needs, which can be a significant source of revenue. All departments will be tasked to develop short courses and an annual implementation plan. Course participants will pay participation fees, and 30% of the income will go directly to the University, and the remaining 70% will be for the department development or the Course-owning unit. This worked during the financial Year 2022/23 when the College generated TZS **13,640,000** from four short courses. In FY2023/24, from Q1 to Q3, the College generated TZS **11,300,000.00** from three short courses.

8.5.1.4 Institutional Advancement Program

As the Strategic Plan prescribes, the College will establish an Institutional Advancement Program to coordinate alternative sources of College/University revenue through a systematic, coordinated engagement of stakeholders. Through this strategy, the College/university aims to raise funds from: -

- (i) Philanthropic donations
- (ii) From Trusts and foundations that support education and research,
- (iii) Organizations
- (iv) Individuals
- (v) Endowment funds
- (vi) Fundraising activities such as dinner,
- (vii) Charity galas,
- (viii) Auctions or crowdfunding campaigns.

Funds raised will be directed to specific projects to address college development needs.

8.5.1.5 Development of Ancillary Services

The College plans to develop Ancillary Services such as campus housing, catering, conference hosting, and facility rentals. These services benefit not only KCMUCo students and staff but are crucial for the institution's financial sustainability. The Master Plan provides services such as staff houses, student hostels, guest houses, shopping centers, and conference halls. All these facilities are expected to generate income to support the University's core function. Facilities such as conference halls and guest houses will save college money, which could be spent elsewhere.

8.5.1.6 Invest in Low-risk Financial Market

Investment in a low-risk Financial Market can yield returns that supplement the College's income. The College has already started initially with a Fixed Deposit Reserve (FDR) amounting to TZS 480,000,000.00, generating over TZS 20,000,000.00 as interest in the FY 2023/24. The College will engage financial experts to advise on other potential and low-risk investment opportunities.

8.5.1.7 The College will Strengthen the International Students and Collaborations Office by appointing a dedicated officer and developing a policy on international students.

This will increase revenue because it will market and coordinate admission and attract international students, who often pay higher tuition rates. International student enrolment was highest at 60 students from 2016 to 2018 but declined sharply due to the COVID-19 pandemic to 25 in 2020/21. Following the re-opening of borders and travel after the COVID–19 pandemic subsided, the numbers have started increasing again to 49 in 2023/24 (**Figure 8.1**). However, at present, international students constitute only 1.9% of the student population at the College. As shown in **Figure 8.2**, income from international students rose from **TZS 512.4 million** in 2021/22 to **TZS 534.8 million** in 2022/23 and **TZS 745.8 million** in 2023/24. The exact number of Tanzania students (**49**) in 2023/24 would have paid **TZS 319,591,200.00**, whereas, from international students, we expect to collect **TZS 745.8 million in 2023/24**, which is almost double. The focus is to improve quality to make College programs more attractive.

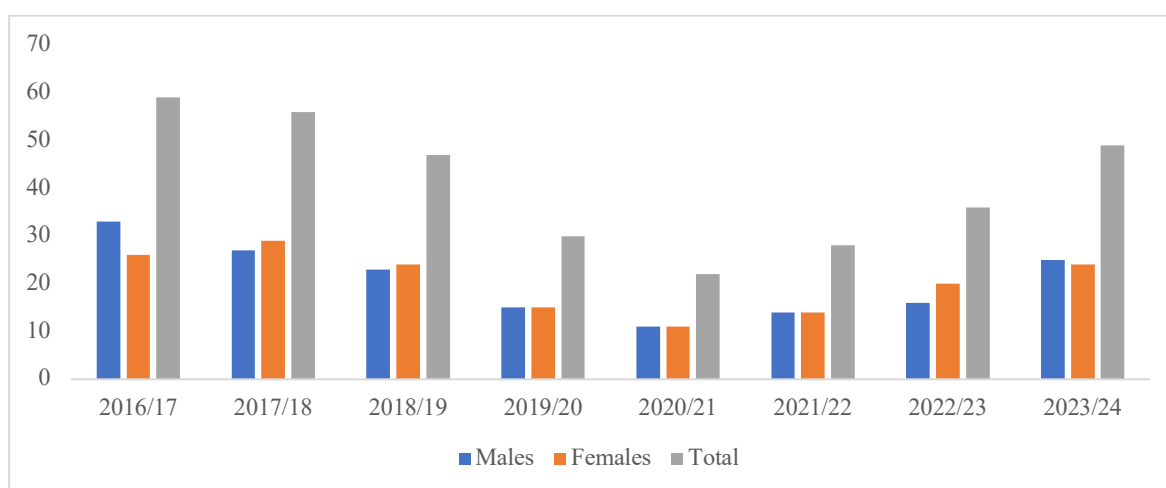


Figure 8.1: International Students Enrolment – 2016/17 – 2023/24 by Gender

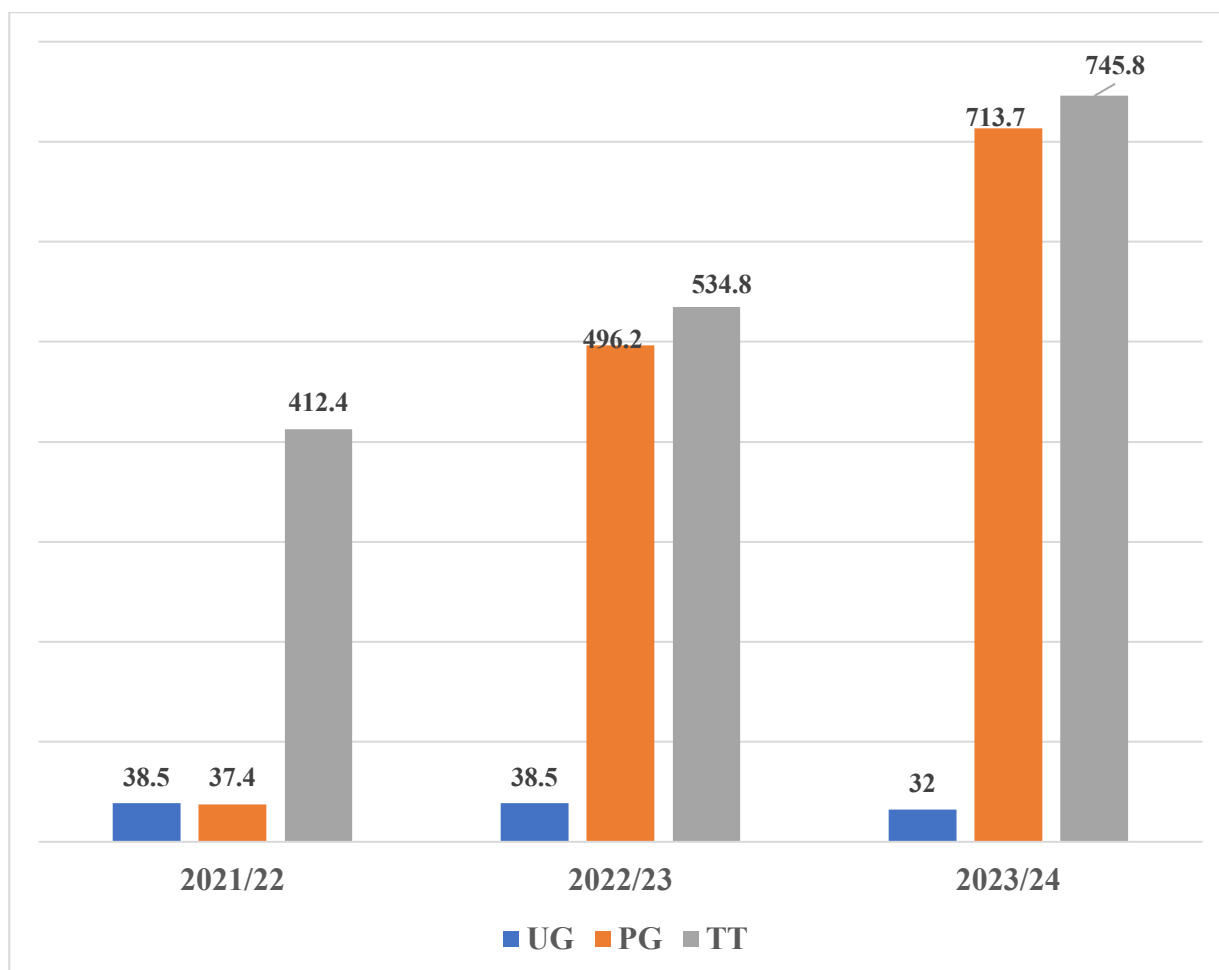


Figure 8.2: Income From International Students 2021/22 – 2023/24

8.5.2 Programs, Products and Services

8.5.2.1 Consultancy Services and Research Agenda

The weaknesses noted were the need for consultancies due to a lack of a consultancy Policy and research agenda, leading to low income from consultancies that can provide an additional source of income. During the ISA, the College started developing a Research Agenda and an institutional Consultancy Policy, which are available as discussed above in section 8.4.1 and listed in **Table 3.1**.

8.5.2.2 Low number in some programs, specifically MSc Microbiology and Immunology (MIM), Clinical Research, and Master in Public Health (MPH)

Indeed, we are informed that the College has noted that these programs over the years have become less and less attractive, admitting between 5 to 10 students. Thus, the College has revitalized these programs to make them more marketable. For MSc MIM and MSc Clinical Research Programs, the College had started engaging stakeholders for consultation, doing Needs Assessment, and Benchmarking with other institutions running similar programs. Initial feedback indicated that the two programs needed re-engineering, reshuffling, and repackaging to make the programs more focused on a specific sub-specialty so that they are marketable because they currently appear too general. The products will be at least three focused and specialized marketable programs for MSc MIM and a more clinical research-focused MSc Clinical Research program, which is currently too Biomedical Sciences oriented.

It was noted that MPH's popularity declined from 2015/16 to 2020/21 after it was suspended. Since 2021/22, it has increased to about 16 annually after recruiting and training more teaching staff. Stakeholders indicated the need for an MPH evening program to allow working staff to pursue the program in the evening, and the College is working to develop an evening program to include an executive mode of learning during the evening.

8.5.2.3 Marketability and Expansion of Programs to Respond to Human Resource Needs

The College was also revising all other programs (21 in total) to improve the quality of their products and outcomes through a strategic, multi-faceted approach, focusing on continuous improvement. Still, stakeholder engagement needs assessment, revising the program competencies and learning outcomes, and inclusion of innovative strategies for teaching and learning. The revision will also address the requirement of the National Education and Training Policy (2014) Edition of 2023.

In addition, the College has started developing new programs such as BSc in Occupational Therapy, MMed in Emergency Medicine, MMed in Anatomic Pathology, MMed in Oncology, MMed in Psychiatry and Mental Health, and others, all of which are in high demand in the country.

8.5.3 Sports and Recreational Facilities

These are essential amenities for both students and staff. The new master plan has included these facilities in the expansion of infrastructure and is also included in the new University's 5YRSP. Through GSF and in collaboration with Real Madrid Sports Club (Spain), plans are being made to improve and modernize the current KCMUCo sports facilities, which Madrid Sports Club will fund. The parties will soon sign a Memorandum of Understanding.



Plate 8.3: Top View of the New Campus Masterplan with Recreation/Spots Facilities Upper Right



Plate 8.4: Sports, Games, and Recreation Zone (New Campus)

8.5.4 Physical Infrastructure and ICT Network

8.5.4.1 Physical infrastructure

As detailed in section four, the College's population is rapidly increasing due to the development of more programs and the recruitment of additional staff to meet the growing student population. To ensure a conducive learning environment, the College has meticulously developed a master plan for current and future college expansion. The implementation of this plan, as reflected in **Plates 8.1 – 8.6**, underscores our commitment to providing the best infrastructure for our students.

The College has initiated procurement plans for a stop-gap measure to construct the fourth Block (Block D), a four (4) Story-Building. This building will serve several crucial functions, including housing a new reception, 18 offices for senior officers, a modern Board room/conference room (capacity of 80-100 people), a directorate of Research and consultancy, a Procurement Management Unit (PMU), and storage facility. The building will also provide free spaces in Blocks A and B to be allocated for academic functions. Construction of the Building will start as soon as the permit is acquired (**See Plate 8.5 – Block D**). The new infrastructure will include a Graduation Squire, and additional teaching and administration facilities will be constructed, as shown in **Plates 8.5 and 8.6**. These new facilities will significantly enhance the College's capacity to cater to the growing student population and improve the learning and working environment, providing a more comfortable and efficient space for all stakeholders.

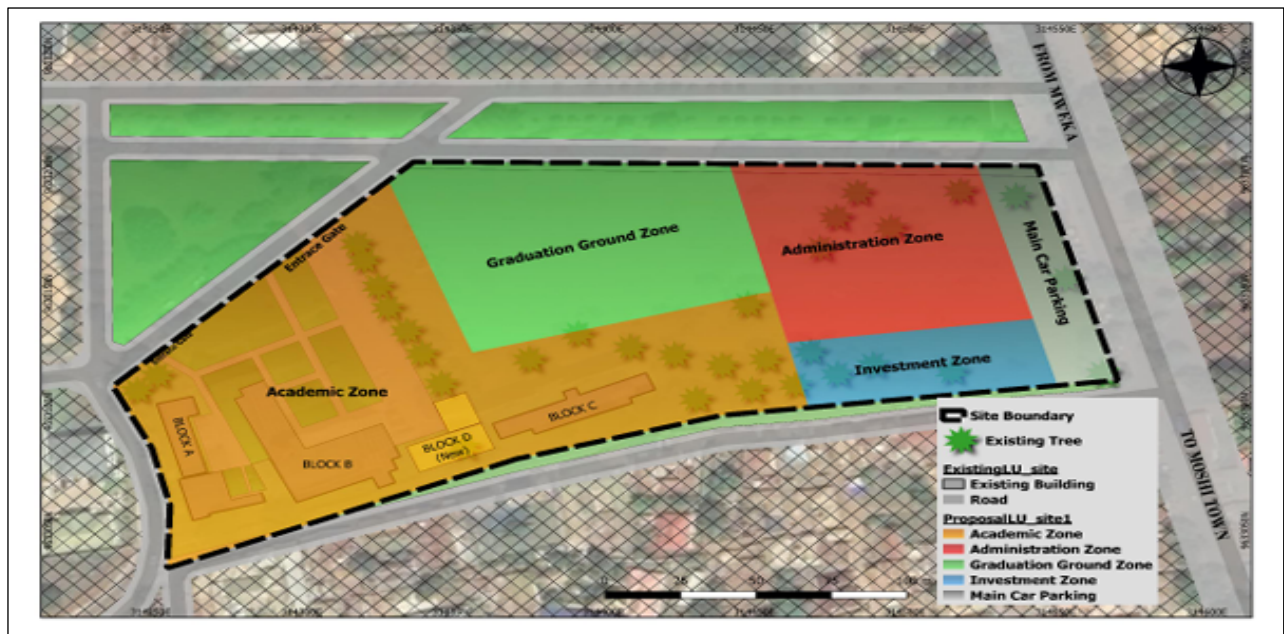


Plate 8.5: Proposed Land Use Plan and Physical Facilities Expansion (Current Campus)

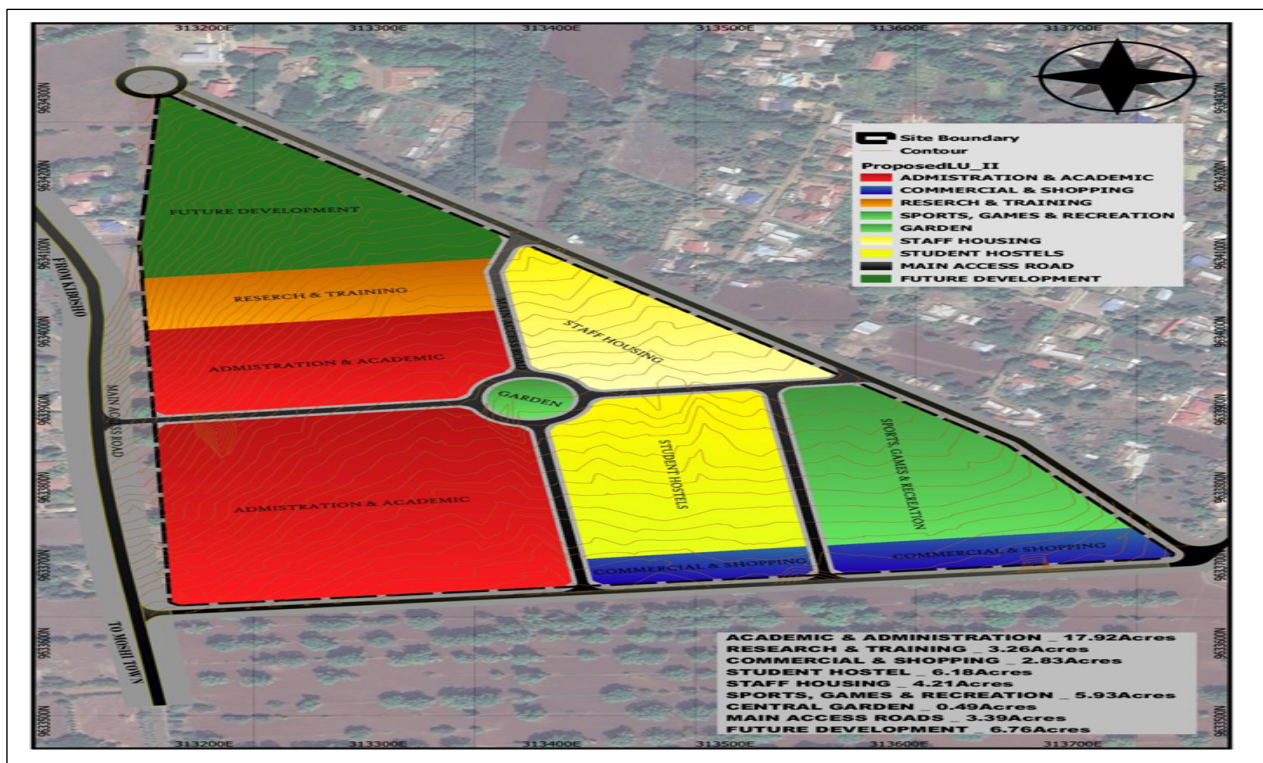


Plate 8.6: Proposed Land Masterplan and Physical Facilities (New Campus)

8.5.4.2 ICT Network and Bandwidth

Regarding ICT, the network will continue to be expanded to include new facilities as construction continues. However, ICT coverage will be extended to the Clinical teaching areas in the KCMC Hospital at the beginning of FY 2024/25. In addition to that, the College has already started increasing the

bandwidth from the current 100 to 500 Mbps once the contract is signed with the new Internet Service Provider (ISP). This increase in bandwidth will significantly improve the speed and reliability of our network, allowing for smoother online operations and better access to digital resources. The contractual agreements are expected to be finalized as soon as the current ISP contract ends, and the new ISP enters a contract with the College. The new ISP and bandwidth expansion procurement process have already been stated. The Current and future expansion of the ICT Network from Blocks AB and C to Block D and other blocks is shown in **Plate 8.7**. This demonstrates the KCMUCo commitment to ensuring a robust and efficient digital environment for all stakeholders.

Plate 8.7: The Current ICT Network and Provisions for Expansion to Block D and Others

8.5.5.1 The College Governing Board

8.5.5.2 Governance and Management Instruments

address this, the College is committed to accelerating the dissemination process, ensuring that all stakeholders are well-informed and can effectively utilize these instruments.

6.5.5.3 Training, Induction and Dissemination of Governance Tools

Therefore, to ensure that governance is strengthened and managers and staff are aware and can use the governance and management instruments of the College efficiently, in the ending Strategic Plan and also the planned new Strategic Plan, the College management has incorporated plans not only for Board Members, and Leadership training for management but for mandatory inductions seminars for all new staff where the governance and management tools will be introduced and described to new staff and dissemination workshops for revised and new tools to ongoing staff. Other measures that are planned to improve governance efficiency further are: -

- (i) Strengthening the Office of the Head of Planning
- (ii) Appointment of qualified planning officers in the Planning office to ensure the Strategic Plan activities are all implemented and monitored appropriately.
- (iii) To strengthen the HR unit responsible for the induction of new staff and dissemination of governance and management instruments.
- (iv) HR Management and administration to ensure all college leaders receive leadership training annually, as well as Board training and evaluation.

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APPENDICES

Appendix 1: Summary of the KCMUCo ISA Criteria Scores

SN	Criteria	1	2	3	4	5	6	7
1	Requirements of stakeholders						X	
2	Vision, Mission Core Values, and objectives						X	
3	Policy Plan						X	
4	Governance						X	
5	Human Resource						X	
6	Funding and Financial Management					X		
7	Educational Activities						X	
8	Research					X		
9	Community Outreach					X		
10	Benchmarking					X		
11	Internal Quality Assurance					X		
12	Achievements						X	
13	Satisfaction of stakeholders						X	
Overall Verdict							X	

Key of the Rankings

- 1 = inadequate; immediate improvements must be made.
- 2 = inadequate, improvements necessary.
- 3 = inadequate, but minor improvements will make it adequate.
- 4 = adequate as expected.
- 5 = better than adequate.
- 6 = example of good practice.
- 7 = excellent

Appendix 2: Checklist on the Quality of KCMUCo

<i>Requirements of stakeholders</i>	1	2	3	4	5	6	7
• The College has a clear idea about the relevant demands and needs of the government.						X	
• The College has a clear idea about the relevant demands and needs of the labor market.						X	
• The College has a clear idea about the relevant demands and needs of the students/parents.						X	
• The College has a clear idea of the relevant demands and needs of the academic world.						X	
Overall opinion						X	
The Mission statement							
• The College has a well-formulated Mission statement.						X	
• The Mission statement is publicly known.						X	
• The Mission statement is in line with the academic and social context.						X	
• The College has a clear vision of its role in society.						X	
Overall opinion						X	
The Policy Plan							
• The College has a clear policy and strategic plan that aligns with the mission statement.						X	
• The Policy has adequately been translated into a strategic plan.						X	
• The Policy plan regulates the programs on offer, the research, and the community outreach.						X	
Overall opinion						X	
Governance							
• The governance structure of the College is clear and adequate.						X	
• The College has a clear management structure in which the decision-making processes, competencies, and responsibilities have been clearly defined.						X	
Overall opinion						X	
Human resources (HR)							
• The College ensures it has high-quality faculty and administrative/support staff by clearly defining their responsibilities and regularly evaluating their performance using an adequate staff appraisal system.						X	
• The College develops knowledge of its academics and administrative/support staff to keep pace with changes in each academic discipline and environment.						X	
• The College provides for a system of staff development.						X	
• The College establishes an activity plan and evaluates activities to encourage students, academics, and other staff to be conscientious in their thoughts and speech.					X		
• The College enhances the professional ethics of its students, academics, and other personnel.						X	
Overall opinion						X	
Funding							
• The College has adequate funding to achieve its goals and aims.					X		
• The College has an adequate financial management system.						X	
Overall Opinion					X		
Educational activities							
• The programs at offer meet the expectations of the stakeholders.						X	
• The programs have formulated learning outcomes.						X	
• The programs are coherent, and the data is up-to-date.				X			
• The student assessment is adequate and efficient.						X	

• The student assessment is objective and trustworthy.					X		
• Student assessment is consistent in time and between the programs.						X	
• Student assessment is done according to a variety of methods and strategies.						X	
• The examination committees function adequately.					X		
• The staff is competent and qualified.						X	
• Recruitment and promotion of staff is based on a merit system, including teaching, research, and community outreach.						X	
• The College has a well-functioning appraisal system.					X		
• The College has formulated admission criteria.						X	
• The procedure and criteria are clear, adequate, and transparent if there is a selection.						X	
• Facilities and infrastructure are sufficient.				X			
• Facilities and infrastructure are up-to-date.				X			
• The computer facilities are adequate.					X		
Overall opinion						X	
Research							
• The College has a clear research policy, which sets the direction of research and decides on the research agenda, profile, and activities.					X		
• The College has a clear Policy for protecting innovative efforts and especially economic investment in technology transfer arrangements (Intellectual Property Right Policy).					X		
• The College has a clear code of conduct for research, including a code of ethics.						X	
Overall opinion						X	
The contribution to society and the community							
The College has clear guidelines on consultancy and community outreach.					X		
Overall opinion						X	
Benchmarking							
• The College uses benchmarking to analyze the quality and management of its core activities.					X		
Overall opinion						X	
Quality Assurance							
• The College has a clear Policy and procedures for QA.						X	
• The College has an adequate monitoring system.					X		
• There is a periodic review of the core activities (education, research, and community services)				X			
• The College has a transparent quality assurance system for student assessment.						X	
• The College has a clear and transparent quality assurance of the quality of the staff.						X	
• Idem and adequate quality assurance of the facilities					X		
• The College carries out self-assessments regularly.						X	
• The College has a well-functioning information management system.					X		
• The College has a quality assurance handbook.					X		
Overall opinion						X	
Achievements							
The College has the means and opportunities to check whether the achievements align with the expected outcomes.						X	
Overall opinion						X	
Satisfaction of the stakeholders							
• The College has a structured method for obtaining feedback from stakeholders.						X	
Overall opinion						X	

<i>Overall verdict</i>						<i>X</i>	

Key of the Rankings

- 1 = absolutely inadequate; immediate improvements must be made.
- 2 = inadequate, improvements necessary.
- 3 = inadequate, but minor improvements will make it adequate.
- 4 = adequate as expected.
- 5 = better than adequate.
- 6 = example of good practice.
- 7 = excellent

Tools used for the Collection of Data for the Current ISA.

Appendix 3: Tool to Assess Governance

Faculty _____ Department/Unit _____

Directorate: _____

Date: _____

Guidelines: *Make a tick on the Yes or No Box and give brief explanations about Adequacy and quality*

1.0	Sub N	Vision and Mission	Available		Make comments on the Adequacy and Quality
1.1		Vision and Mission	Yes	No	
	i	Does the College have a clear Vision?			
	ii	Does the College have a Mission?			
	iii	Are they published?			
	iv	Are they displayed publicly?			
	v	Does the College emblem reflect the Mission?			
	vi	Do facilities on the academic campus publicly display the Mission?			
	vii	Are College Staff aware of the Vision and Mission?			
	viii	Do College activities or functions reflect the Mission?			
	ix	Has the College conducted sensitization meetings about the Vision and Mission?			
	x	Are Visitors aware of the Vision and Mission?			
	xi	Does the Vision and Mission appear in the College's publications?			
	xii	Do program objectives reflect the Vision and Mission?			
	xiii	Is the Mission reflected in the curriculum?			
2.0		Core values and Objectives			
	i	Does the College have core values?			
	ii	Does the College have clear objectives?			

	iii	Are they published?			
	iv	Are they displayed publicly?			
	v	Are College Staff aware of the Core Values and Objectives?			
	vi	Do College activities or functions reflect the Core Values and Objectives?			
3.0		Governance			
	i	Does the College have a Comprehensive Five-year Strategic Plan?			
	ii	Does the College have an organizational structure?			
	iii	Does the College have well-established academic programs?			
	iv	Does the College have an organized Research structure?			
	v	Does the College have established Consultancies and tailored training programs?			
	vi	Does the College have a Human resources (HR) department?			
	vii	Does the College have established financial management& control systems?			
	viii	Does the College have policies for personnel?			
	ix	Does the College have an established management information system?			
		SCORE			

Interviewer..... Interview guide with: _____ Date_____

Any other comments:

Appendix 4: Questionnaire for Adequacy of Human Resources and Administration.

Interview guide with: _____

AREA	Please rate (✓) your satisfaction with each item below:	Strengths (are you satisfied? Specify)	Weaknesses (what makes you unsatisfied?)	Write suggestions for improvement
Infrastructure				
Teaching and learning facilities at KCMUCo?	Please put a tick. Satisfactory [] Unsatisfactory [..] Uncertain []			
Human Resources				
Number of staff in the department?	Please put a tick. Satisfactory [] Unsatisfactory [.] Uncertain []			
Staff Workload?	Please put a tick. Satisfactory [] Unsatisfactory [] Uncertain []			
Motivation/incentives etc.?	Please put a tick. Satisfactory [] Unsatisfactory [] Uncertain []			
Staff appraisal and promotion?	Please put a tick. Satisfactory [] Unsatisfactory [] Uncertain []			
Professional and career development training opportunities?	Please put a tick. Satisfactory [] Unsatisfactory [] Uncertain []			
Staff Retention at KCMU College?	Please put a tick. Satisfactory [] Unsatisfactory [] Uncertain []			
College Academic Staff Association (CASA) issues?	Please put a tick. Satisfactory [] Unsatisfactory [] Uncertain []			
Administration				
Decision-making process, information sharing?	Please put a tick. Satisfactory [] Unsatisfactory [] Uncertain []			

Appendix 5: Tool to assess Financial Management and Sustainability.



KILIMANJARO CHRISTIAN MEDICAL UNIVERSITY COLLEGE (A Constituent College of Tumaini University Makumira)

NO	SECTION	AVAILABLE		Make Comments On the Adequacy and Quality
		Yes	No	
SECTION A: FINANCIAL MANAGEMENT				
1.	Is there a Financial Policy?			
2.	Is there a Financial Manual?			
3.	Does your unit have a written Mission statement?			
4.	Has your unit documented all internal policies and procedures related to processes specific to your unit's operations?			
5.	Have these policies and procedures been reviewed, and are they up to date?			
6.	Are responsible persons in your unit familiar with university-wide policies related to personnel management?			
7.	Are responsible persons in your unit familiar with university-wide policies related to financial matters?			
8.	Are managers held accountable for financial performance?			
9.	Are responsible persons in your unit familiar with college-wide policies related to Financial Regulations?			
10.	Is there a person in your unit responsible for developing monthly financial reports?			
11.	Is there a person in your unit responsible for reviewing financial reports monthly?			
SECTION B: Inventory and Asset Management				
No	Section	Available		Make comments on the Adequacy
		Yes	No	
12.	Purchase requisitions are appropriately authorized, sufficiently documented, and for appropriate College purposes.			
13.	Are there clear guidelines from the College Management for budget preparation for the units and departments?			
14.	Is the College Budgeting process decentralized?			
15.	Are your unit's personnel familiar with university Regulations and Procedures for maintaining and disposing of equipment?			
16.	Does the unit maintain a detailed inventory of equipment and other assets?			

17.	Does the unit perform a periodic inventory of assets (at least annually)?			
18.	Are inventory items maintained in a secure location?			

19. List all-important Financial Sustainability Indices for the College during the previous five-year period below, indicating the FY and the ratios for each index:

Name of the Respondent: _____ **Position:** _____

Signature: _____

Date: _____

Appendix 6: Tool to assess Partnership/Collaboration & Projects.

List Partnerships/Collaborations the College has with other institutions and all College Ongoing Research Projects (DRC's Office)

No	Name Of the Project/Partnership	Institutions Involved	MoU or Agreement signed & date	Partnership/Research Activities and Status
1.				
2.				
3.				
4.				
5.				
6.				
7				

NB: *Use extended pages as may be necessary*

Name of the Respondent from DRC: _____ Position: _____

Signature: _____

Date: _____

Appendix 7: Tool for Assessment of Availability and Adequacy of Teaching and Learning Resources



KILIMANJARO CHRISTIAN MEDICAL UNIVERSITY COLLEGE (A Constituent College of Tumaini University Makumira)

Faculty of.....

Date: _____

SN	Section: Facilities	Available		Wheelchair Accessibility		Comments on Adequacy and Future Plans
		Yes	No	Yes	No	
SECTION A: TEACHING AND LEARNING INFRASTRUCTURE						
1.	Seminar Rooms (Groups not exceeding 10 students)					
2.	Lecture Room space (not exceeding 50 students)					
3.	Lecture theatre (Students do not exceed 300)					
4.	Assembly hall (for more than 300 students)					
SECTION B: PRACTICAL LABORATORIES AND CLINICAL TEACHING INFRASTRUCTURE						
1.	Laboratory equipment and facilities					
2.	Clinical skill Lab					

SN	Section: Facilities	Available		Wheelchair Accessibility		Comments on Adequacy and Future Plans
		Yes	No	Yes	No	
3.	Biotechnology					
4.	Workshop equipment and tools					
5.	Anatomy laboratory					
6.	Radiological equipment					
SECTION C: LIBRARY						
1.	Library book-student ratio.					
2.	Library computer student ratio.					
3.	Library internet connectivity.					
4.	The number of links to e-library resources.					
5.	Lecture notes (uploads).					
SECTION D: TEACHING AND LEARNING SUPPORT FACILITIES						
1.	Beamers /projectors					
2.	Laptops					
3.	Desktop					
4.	Printer					
5.	Photocopy machine					
6.	Public address media					
7.	I-Pad					
8.	Scanner					
9.	Whiteboard					
10.	Flip chart					
11.	Teleconference facility					

Appendix 8: Tool to Assess Availability and Adequacy of Staff

S/N	Name of Post	Employment Category			Total
		P&P	FTC	FTE	
A	ADMINISTRATIVE STAFF				
1.	Accountants (CPA Holders)				
2.	Accounts Officers				
3.	Accounting Technicians				
4.	Administrative Officers				
5.	Human Resources Management Officers				
6.	Legal Counsel				
7.	Internal Auditors (CPA Holders)				
8.	Procurement and Supply Officers				
9.	Procurement and Supply Technicians				
10.	Records Management Officers				
11.	Records Management Assistants				
12.	Estates Management Officers				
13.	Quantity Surveyors				
14.	Public Relations Officers				
15.	Quality Assurance Officers				
16.	Games and Sports Coaches				
17.	Office Management Assistants				
18.	Personal Secretaries				
19.	Library Paraprofessional Staff				
20.	Office Assistants				
21.	Drivers				
	Total				
B:	TECHNICAL STAFF				
1.	ICT Specialists				
2.	ICT Officers				
3.	Computer Technicians				
4.	Health Laboratory Instructors				
5.	Health Laboratory Technologists				
6.	Health Laboratory Assistants				
7.	Prosecutors				
8.	Clinical Nursing Skills Instructors				
	Total				
	Grand Total				
KEY:	P&P = Permanent and Pensionable; FTC = Fixed-Term Contract; FTE = Full-time Equivalent				

Appendix 9: Tool for Students Evaluation of Courses



KILIMANJARO CHRISTIAN MEDICAL UNIVERSITY COLLEGE (A Constituent College of Tumaini University Makumira)

Form for Students Evaluation of Courses

INSTRUCTIONS: Dear Student, thank you very much for participating in the evaluation of the course survey. Please note:

1. Use the "Not applicable button" if a question is irrelevant to the course you just followed. For example, if your course had no "Tutorials" or "Clinical training,"
2. Submit your feedback within 48 hours after completion of the exam.

Course Code: _____ Course Title: _____

Topic: _____

Lecturer particulars

Name	
Status	
Faculty/Directorate/Institute	
Department	
Date	
Student's Program	
Study Year	

A	LEVEL OF EFFORT						
6= Not Applicable; 5=Very Good; 4= Good;3=Neutral;2=Poor;1=Very poor		6	5	4	3	2	1
1.	What level of effort did you put into the course?						
2.	My attendance at the course was?						
3.	My attendance at the tutorials was?						
4.	My attendance at the presentations was?						
5.	My participation in the assignments was?						
6.	My participation in the practical was?						
7.	My participation in the clinical training was?						
	Overall Rating/Grading						
B	CONTRIBUTION TO LEARNING						
6= Not Applicable; 5=Very Good;4= Good;3=Neutral;2=Poor;1=Very poor		6	5	4	3	2	1
8.	What was your level of knowledge at the start of the course?						
9.	What was your level of skills at the start of the course?						

10.	What was your level of attitude at the start of the course?						
11.	What was the contribution of the course to your knowledge?						
12.	What was the contribution of the course to your skills?						
13.	What was the contribution of the course to your attitude?						
14.	The explanation of the theory was?						
15.	The explanation of clinical implications was?						
16.	What was the link between course content and clinical practice?						
	Overall Rating/Grading						
C	TEACHING AND LEARNING FACILITIES						
	6= Not Applicable; 5=Strongly agree;4= Agree;3=Neutral;2=Disagree; 1=Strongly disagree	6	5	4	3	2	1
17.	The facilities in the Lecture Hall were adequate.						
18.	The facilities in the Examination room were adequate.						
19.	The facilities in the Practical room/Skills lab were adequate.						
	Overall Rating/Grading						
D	ASSESSMENT AND EXAMINATIONS						
	6= Not Applicable; 5=Strongly agree;4= Agree;3=Neutral;2=Disagree; 1=Strongly disagree	6	5	4	3	2	1
20.	There was sufficient time to prepare for the examinations.						
21.	The questions reflected the course content.						
22.	The questions were formulated clearly.						
23.	The number of questions was adequate.						
24..	The number of examinations during the course was adequate.						
25.	The invigilation during the exam was adequate.						
	Overall Rating/Grading						
E	MODE OF DELIVERY						
	6= Not Applicable; 5=Strongly agree;4= Agree;3=Neutral;2=Disagree; 1=Strongly disagree	6	5	4	3	2	1
26.	Instructors were effective lecturers/demonstrators.						
27.	The presentations were clear and organized.						
28.	Important aspects were emphasized sufficiently.						
29.	Instructors stimulated student interest.						
30.	Instructors effectively used time during the class period.						
31.	Instructors were available and helpful.						
32.	Instructors encouraged active contributions.						
33.	The didactic skills of the instructors were adequate.						
34.	The lecturer's command of English was adequate.						
35.	The feedback on the Presentations was helpful.						
36.	The feedback on the Assignments was helpful.						
37.	The feedback on the Clinical training was helpful.						
38.	The feedback on the continuous assessments was helpful.						
	Overall Rating/Grading						
F	COURSE CONTENT						

6= Not Applicable; 5=Strongly agree;4= Agree;3=Neutral;2=Disagree; 1=Strongly disagree		6	5	4	3	2	1
39.	Learning outcomes were clear.						
40.	Course content was organized and well-planned						
41.	The course content was up-to-date.						
42.	The course workload was appropriate.						
43.	The course is organized to allow all students to participate fully.						
44.	The Lectures were valuable and worthwhile.						
45.	The Tutorials were valuable and worthwhile.						
46.	The student presentations were valuable and worthwhile.						
47.	The Practical was valuable and worthwhile.						
48.	The Assignments were valuable and worthwhile.						
49.	The Clinical training was valuable and worthwhile.						
	Overall Rating/Grading						
	FINAL VERDICT						
D	GENERAL REMARKS, IF ANY						

Appendix 10: Tool for Assessment of Teachers by Students



KILIMANJARO CHRISTIAN MEDICAL UNIVERSITY COLLEGE (A Constituent College of Tumaini University Makumira)

Name	
Status	
Faculty/Directorate/Institute	
Department	
Teaching course	

Teaching Session

- 1) Academic year: _____
- 2) Semester _____ Time: -From: _____ To: _____
- 3) Venue: _____
- 3) Date of Assessment: _____

A		COURSE OUTLINE				
5=Excellent;4=Very Good;3=Satisfactory;2=Poor;1=Very poor		5	4	3	2	1
1	Availability of course outline to Students					
2	Presentation of course description, objective & content					
3	Explanation of mode of Assessment and course Evaluation					
4	Reference or selected reading recommended					
Overall Grading						
B		THE LECTURER				
5=Excellent;4=Very Good;3=Satisfactory;2=Poor;1=Very poor		5	4	3	2	1
5	Lecturer's mode of delivery of the subject matter (techniques & styles).					
6	Lecturer's attendance & punctuality					
7	Lecturer's mastery of the topic/course					
8	Lecturer's preparedness on the subject matter					
9	Personality (i.e., dressing & smartness)					
10	Audibility and Class management					
11	Use of ICT facilities					
12	Handling of students' records (e.g., continuous and other Assessments, examination reports, fieldwork reports, etc.).					
13	Mastery of the subject					
Overall grading						
FINAL VERDICT						
GENERAL REMARKS ON THE TEACHER						

NB: The Information Provided by the student shall be treated with utmost confidentiality, and students should not indicate their name on this Tool