

COLLEGE OF BUSINESS EDUCATION



**QUALITY ASSURANCE AND CONTROL
POLICY**

JUNE, 2015

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EXECUTIVE SUMMARY

The College of Business Education (CBE) is among the higher learning institutions in Tanzania that provides training, conducts research and provides advisory services in business and other related disciplines. The College needs Quality Assurance and Control Policy to support the College's efforts in achieving its mission and vision through development and implementation of College Academic and non-Academic activities that meet local and international standards. Quality Assurance and Control Policy

This policy document contains the Quality Assurance and Control Policy issues, statements, strategies and operational procedures which will guide the College on effective implementation of Quality Assurance and Control related activities. This will enable campuses, departments, and units to more consciously consider quality issues when carrying out their roles and responsibilities.

The policy addresses issues on Curriculum development, Academic programmes design, Students' admission and registration; Physical infrastructure and facilities; Staff recruitment and development; together with Teaching and learning process. Others are Students' assessment and award; Library services; Students' welfare; Research, publications and consultancy; Information management; without forgetting Linkages and partnerships.

The Quality Assurance and Control Policy comprehensively apply to all individuals in the College community and all forms of Quality Assurance and Control aspects. The policy details each College member's roles and responsibilities in implementing Quality Assurance and Control Policy. It is designed to be consistent with other College policies and governmental laws that regulate Quality Assurance and Control related matters.

LIST OF ABBREVIATIONS AND ACRONYMS

ARU	Ardhi University
CBE	College of Business Education
NACTE	National Accreditation Council of Technical Education
TCU	Tanzania Commission of Universities
SWOC	Strengths Weaknesses Opportunities and Challenges
HLI	Higher Learning Institutions
NUFFIC	Netherlands University Foundation for International Cooperation
CBET	Competency Based Education and Training
UEF	University of Eastern Finland
DSV	Department of Computer and Systems Sciences
SARS	Students' Academic Registration
QA	Quality Assurance
QA&C	Quality Assurance and Control
M&E	Monitoring and Evaluation
IUCEA	Inter-University Council for East Africa
CSP	Corporate Strategic Plan
PLO	Principal Learning Outcomes

DEFINITION OF KEY TERMS

Institution Accreditation: is an approval of the Council granted to an institution on account of having programs and quality assurance system that ensures the provision of set qualifications and educational standards. Accreditation is a continuous process, the heart of which lies in periodic self-appraisal by each institution. Accreditation is renewable after every six (6) years. According to NACTE Institutions are required to process for accreditation 1 year after being granted Registration NACTE (2014).

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

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

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

Quality Control: Quality control in the context of this Policy means ongoing efforts to maintain the integrity of a process, in order to maintain reliability of achieving an outcome. It involves operational techniques and activities aimed both at monitoring processes and eliminating causes of unsatisfactory performance at all stages of the quality loop in order to achieve economic or desired effectiveness” (NACTE, 2014).

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

CHAPTER ONE

INTRODUCTION

1.1 Background

The College of Business Education (CBE) was established in 1965 by the Act of Parliament, Act No. 31 of 1965 [Cap 315 R.E. 2002]. The Act has been amended thrice through the amendments Acts No. 17 of 1968, No. 38 of 1974, and miscellaneous amendment Act No.2 of 2010. Since the establishment of the College it has been headed by the Director as its Chief Executive Officer (CBE, 2014). Currently the title has changed to Rector, who is directly supervised by the Governing Body. The legislation prescribed the role of the Governing Body as well as the operational aspects of College of Business Education. The three subsequent amendments defined more explicitly the functions of the College, tying the College to teach middle – level managerial personnel in the area of Business Administration. They provided more oversight of the parent Ministry as well as more details in the schedule to the Act. In the last ten years the College of Business Education has substantially expanded its activities to meet the increased demand for Business Administration and Education in Tanzania (CBE, 2014).

However, the most substantive College expansion coincided with the beginning of implementation of the First Five year College Corporate Strategic Plan (CSP) (1999/2000 – 2004/05) that was approved by the Governing Body in 1999. Currently, the College is implementing its 2015/16 - 2019/20 (CSP).

1.2 The Objectives and Functions of the College

According to the College of Business Education Act [Cap 315 R.E. 2002] the main objectives and functions are:-

- i) To provide facilities for the study of and for training in the principles, procedures and techniques of business administration;
- ii) To conduct training programmes leading to recognised professional and sub-professional qualifications in business administration relevant to middle-level managerial positions in trade and industry;
- iii) To engage in any other educational activity which, expedient or conducive for the promotion of business education in the United Republic of Tanzania.

1.3 Vision, Mission and Core Values of the College of Business Education.

1.3.1 Vision

The College to be transformed into dynamic, well equipped, known and respected regional centers of excellence that trains, conducts research and provides advisory services in business and other related disciplines.

1.3.2 Mission

To train highly competent and practice oriented professionals in Business Administration, Accountancy, Marketing, Procurement and Supply Management, Information Communication Technology, Entrepreneurship and Legal and Industrial Metrology and other related fields at the Certificate, Diploma, Bachelor Degree, Postgraduate Diploma and Master Degree levels; and to undertake relevant Basic and Applied Research as well as providing Consultancy and Advisory services to the public.

1.3.3 Core Values

i) Academic Freedom

The College is an independent Institution that cherishes and defends free inquiry and scholarly responsibility.

ii) Advancing and Sharing Knowledge and Skills

The College supports scholarly pursuits that contribute to knowledge and understanding within and across disciplines, and seeks every opportunity to share them broadly.

iii) Excellence

The College, through its students, staff and alumni strives for excellence and trains students to the highest standards.

iv) Integrity

The College acts with integrity, fulfilling promises and ensuring open respectful relationships among its stakeholders. The College of Business Education abides with ethical code of conduct and respect for laws.

v) Mutual Respect and Equity

The College values and respects all members of its communities each of whom individually and collectively makes a contribution to create, strengthen and enrich teaching and learning environment.

vi) Societal Orientation

The College embodies the highest standards of service and stewardship of resources and works within the wider community to enhance good societal satisfaction.

1.3.4 Core functions of the College

i) Teaching and Learning

The College of Business Education offers affordable, innovative, relevant and quality degrees and non-degree programmes. In addition, the College

provides an enabling environment for integrated continuous learning for students and its staff.

(ii) **Research and Publication**

College of Business Education has created and will maintain a conducive environment to undertake relevant quality research and publications.

(iii) **Consultancy and Community Service**

The consultancy and community services are integrated within the College core function. In addition, the College participates in various community programmes, activities and services as part of its corporate social responsibility.

1.3.5 Rationale for Quality Assurance Policy

Quality education in Higher Learning Institutions (HLI) is increasingly becoming central to socio economic development and in many ways seen as vital to competitiveness in an increasingly globalising World (TCU, 2012). Consequently, Higher Learning Institutions are now more than ever before struggling and indeed expected to produce higher quality graduates capable of competing both locally and internationally (IUCEA, 2010).

Against this background, CBE has engaged in the review of the Quality Assurance and Control Policy that will guide the planning, implementation and evaluation of all the College activities. This will subsequently help improve the College activities to reflect the accepted local and international academic quality standards.

1.3.6 Quality objectives

The overall objective of the Quality Assurance Policy is to support the College's efforts to achieve its mission and vision through development and implementation of College Academic and non-Academic activities that meet local and international standards.

Specifically, the Policy serves to:

- i. Ensure a framework of management, academic support and facilities that enhances the quality of the teaching and learning experience, research and consultancy services.
- ii. Ensure the ability to develop, deliver and evaluate learning programmes which culminate in registered standards or qualifications.
- iii. Ensure the graduates have attained skills and knowledge through CBE academic programmes that are valued by stakeholders.
- iv. Ensure the regular assessment of teaching and learning methods.
- v. Ensure that the quality of academic programmes at CBE meet standards expected by stakeholders.
- vi. Provide appropriate entry levels of education and training for all prospective learners in a manner which facilitates progression.
- vii. Provide for learners, on successful completion of accredited prerequisites, to move between components of the delivery system and promote progression.
- viii. Enable learners to transfer their credits or qualifications from one learning institution and/or employer to another.
- ix. Give credit to learning that has already been acquired in different ways, e.g. through work/special merit experience.
- x. Ensure up to date staff development and facilitate development of a culture of continuous quality improvement to achieve academic excellence.
- xi. Provide for the counselling, support and guidance of learners by specially trained individuals who meet nationally and/or internationally recognized standards for educators and trainers.
- xii. Ensure that an international standard of training, research and consultancy is maintained.

CHAPTER TWO

SWOC ANALYSIS

The College encounters Strengths, Weaknesses, Opportunities and Challenges as presented below:

2.1 Strengths

Strengths are essentially areas where the College is performing fairly well or artefacts that the College possesses. The key ones are detailed below:

- i. It is a Public institution established by the Act of Parliament No. 31 of 1965.
- ii. Recognised by Regulatory Authorities notably NACTE and TCU
- iii. Long experience in providing business education
- iv. Presence of qualified and experienced teaching and administrative staff
- v. Adoption of competence-based education and training (CBET) system
- vi. Availability of Student Academic Register Information System (SARIS)
- vii. Use of approved academic curricula
- viii. Linkages with local and international academic, research and professional Institutions.
- ix. Availability of Quality Assurance Unit
- x. Availability of students' By-Laws and Dress Code
- xi. Availability of Human Resources Policies and Procedures

2.2 Weaknesses

Weaknesses consist of critical areas where improvements need to be made in order to enhance performance of the institution. So, apart from the above named strengths, CBE has the following weakness related to Quality Assurance and Control.

- i. Less effective decision making structures on academic matters
- ii. Inadequate land for expansion

- iii. Inadequate teaching and learning infrastructure
- iv. Unmatched students-staff ratio
- v. Inadequate number of Academic staff with PhD qualification
- vi. Less effective Quality Assurance Policy
- vii. Inadequate implementation of Dress Code
- viii. Use of ineffective Assessment Plans
- ix. Improper implementation of CBET system
- x. Lack of well-defined M & E plan
- xi. Inadequate teaching and learning feedback mechanism
- xii. Lack of program and course evaluation mechanism
- xiii. Lack of tracer study
- xiv. Poorly managed Bachelor and Certificate pre courses
- xv. Poor teaching and learning environment
- xvi. Inadequate and poor maintenance of ICT facilities
- xvii. Poorly managed students' field work
- xviii. Lack of regular professional development among teachers
- xix. Inadequate physical infrastructure
- xx. Poor management of physical infrastructure
- xxi. Inadequate library facilities and services
- xxii. Inadequate funding
- xxiii. Lack of industrial linkages

2.3 Opportunities

Opportunities consist of chances or favourable conditions that exist, which one needs to capitalise on and pursue vigorously for the betterment of institutional performance. So far CBE can be said to have the following opportunities.

- i. Possibility to link with local and international institutions
- ii. High demand for various consultancy services
- iii. Presence of various policies and laws emphasizing the strengthening of Public Private Partnership
- iv. Demand for pre-bachelor and pre-certificate courses

- v. Technological advancement in ICT
- vi. Possibility of creating industrial liaison with industry

2.4 Challenges

The following are the challenges encountered by CBE.

- i. Less effective regulatory bodies
- ii. Bureaucratic procedures in obtaining government guarantee to support Quality related matters such as teaching and learning infrastructure.
- iii. Mismatch between number of students and available teaching-learning facilities
- iv. Financial constraints among students (Delays in students' academic loans from loans board)
- v. Ineffective students welfare/support services
- vi. Lack of teaching methodology among lecturers
- vii. Poor English language background command among students
- viii. Irresponsive curricula
- ix. Poor customer care
- x. Poor coordination of modules.
- xi. Lack of common teaching material (manuals)

CHAPTER THREE

MAJOR AREAS, ISSUES, POLICY STATEMENTS, STRATEGIES AND OPERATIONAL PROCEDURES

3.1 Curriculum Development and Review

3.1.1 Situational Analysis

Principally, curricular development and review has to be initiated by the respective Academic Department. Once the need is identified, the department seeks management approval. Upon the approval by management market survey is conducted to determine the actual market demand. This stage is followed by the task of developing the curriculum content which is later on submitted to regulatory authority for validation and approval (NACTE 2004).

However, currently curricula development and review process at CBE is done on ad hoc basis in that it does not chronologically follow the above mentioned procedures.

3.1.2 Policy Issues

- i. Ineffective coordination of curricular development and review process
- ii. Current market needs are not adequately reflected in the curriculum
- iii. Inability to translate curriculum requirements into the real life classroom environment by some of the academic staff.

3.1.3 Policy Statements

- i. The College shall institute an effective mechanism for curricular development and review process
- ii. The College shall undertake market survey in the course of curriculum development and/ or review
- iii. The College shall enable its academic staff to effectively translate the curriculum requirement into real life classroom environment

3.1.4 Strategies

- i. To develop clear guidelines for curricular development and review process
- ii. To undertake market survey in the course of curriculum development and/or review
- iii. To build capacities of academic staff for effective translation of the curriculum requirements into real life classroom environment through training and retraining.

3.1.5 Operational Procedures

- i. The College shall form a team of academic staff to develop guidelines for curricula development and review.
- ii. The College shall set aside adequate funds for training and retraining of academic staff on effective translation of the curriculum requirements into real life classroom environment.
- iii. The College shall form appropriate Committee of academic staff to undertake curricula development and/ or review process.

3.2. Academic programmes design

3.2.1 Situational Analysis

The College of Business Education (CBE) runs several Academic Programmes including Business Administration, Accountancy, Marketing, Procurement and Supply Management, Information and Communication Technology (ICT), Entrepreneurship, Legal and Industrial Metrology, and other related fields at the Certificate, Diploma, Bachelor Degree, Postgraduate Diploma and Master's degree.

However, there is inconsistency in terms of programme content and progression from one NTA Level to another. Moreover, naming of some programmes do not reflect programme names as well as industry demand.

3.2.2 Policy Issues

- i. Inconsistency in Programme content and progression from one NTA Level to another.
- ii. Mismatch between names of some Programmes vis-à-vis industry Best Practices
- iii. Some Principal Learning Outcomes (PLO) do not explicitly reflect the respective Academic Programme

- iv. Inadequate institutional guidelines for Academic Programme development and/or review process

3.2.3 Policy Statements

- i. The College shall review its Academic Programmes to ensure proper content and progression from one NTA level to another
- ii. The College shall rename some of its academic programmes to reflect the industry Best Practices
- iii. The College shall put in place comprehensive Institutional Guidelines for Academic Programme Development

3.2.4 Strategies

- i. To review the current Academic Programme with a view of maintaining consistency in terms of Programme content and progression from one NTA Level to another.
- ii. To rename, where necessary, the current Academic Programmes to reflect the industry Best Practices.
- iii. To develop appropriate institutional guidelines for Academic Programmes development.

3.2.5 Operational Procedures

- i. The College shall set aside adequate funds for reviewing the current Academic Programmes to maintain consistency in terms of content and progression from one NTA Level to another.
- ii. The College shall engage a team of academic staff from the respective Academic Department to review naming of the prevailing academic Programmes to reflect the industry Best Practices.

- iii. The College shall engage a team of academic staff from the respective Academic Departments to develop appropriate institutional guidelines for Academic Programmes development.
- iv. The College shall form appropriate committee of academic staff in each Academic Department to undertake Academic Programmes development and review.

3.3 Students' Admission and Registration

3.3.1 Situational Analysis

The College admission and registration procedures for various academic programmes are stipulated in the Prospectus. Currently, students' registration is implemented through Student Academic Register Information System (SARIS). However, the criteria for admission into pre-courses are not clearly documented. Meanwhile, students and other stakeholders are not adequately sensitised on the existing Admission and registration procedures. Currently, students' registration is carried out on annual basis as opposed to semester registration.

3.3.2 Policy Issues

- i. Admission and registration criteria into various Academic Programmes including pre-courses are not properly documented
- ii. Students and other stakeholders are not adequately sensitized on the existing admission and registration procedures
- iii. Registration is carried out on annual basis as opposed to semester registration

3.3.3 Policy Statements

- i. The College shall ensure that admission and registration criteria are developed and properly documented
- ii. The College shall ensure that students and other stakeholders are adequately sensitized on the admission and registration procedures

- iii. The College shall ensure that students registration is carried out on semester basis

3.3.4 Strategies

- i. To review and properly document admission and registration criteria for all Academic Programmes
- ii. To institute sensitization programme on admission and registration procedures to relevant stakeholders
- iii. To register students on semester basis

3.3.5 Operational Procedures

- i. The College shall set aside adequate funds to review and properly document admission and registration criteria for all Academic Programmes
- ii. The College shall engage a team of academic staff from the respective Academic Departments to review and properly document admission and registration criteria for all Academic Programmes
- iii. The College shall create and operationalize mechanisms for semester based students registration
- iv. The College shall form appropriate committee of academic staff from each Academic Department to undertake admission and registration in each Academic Department

3.4 Physical Infrastructure and Facilities

3.4.1 Situational Analysis

The College has four Campuses in Dar es Salaam, Dodoma, Mwanza and Mbeya. The College operates on rented buildings in Mwanza and Mbeya Campuses while the buildings in Dar es Salaam and Dodoma Campuses are owned by the College. Apart from the buildings the College owns other physical infrastructure including teaching and learning; library, ICT, transport and health facilities.

However, the College does not have adequate land for expansion in Dar es Salaam and Mwanza Campuses. The College experiences inadequate teaching and learning infrastructure including classrooms, laboratories, libraries and ICT facilities. In addition maintenance of existing physical infrastructure is ineffective.

3.4.2 Policy Issues

- i. Inadequate land for expansion
- ii. Inadequate teaching and learning infrastructure
- iii. Ineffective maintenance of existing physical infrastructure

3.4.3 Policy Statements

- i. The College shall endeavor to secure land for expansion
- ii. The College shall ensure that there are adequate teaching and learning infrastructure
- iii. The College shall ensure that the existing physical infrastructure are effectively maintained

3.4.4 Strategies

- i. To devise mechanisms for securing adequate land for expansion
- ii. To work out realistic plans for ensuring adequate teaching and learning infrastructure are in place
- iii. To effectively maintain the existing physical infrastructure

3.4.5 Operational Procedures

- i. The College shall set aside funds to secure land for expansion
- ii. The College shall solicit adequate funds for securing land for expansion
- iii. The College shall set aside funds for acquisition and maintenance of teaching and learning infrastructure
- iv. The College shall facilitate preparation of funding programmes
- v. The College shall empower departments to develop project proposals for funding
- vi. The College shall develop project proposals for funding of teaching and learning infrastructure
- vii. The College shall set aside funds for effective maintenance of the existing physical infrastructure

3.5 Staff recruitment and development

3.5.1 Situational Analysis

To smoothly run College operations both Academic and Administrative staff are equally important. Currently, the College has a total of 350 staff out of which 120 are academic staff of which 8 are PhD holders, 97 hold masters degrees and 15 bachelor degrees. Training opportunities for the staff members with Masters and Bachelor degrees are limited and sometimes depends on individual efforts. At the moment the number of Administrative staff significantly matches the College requirements.

However, the College experiences an increase in number of students and new programmes which requires more academic staff to match the students enrolment.

3.5.2 Policy Issues

- i. Limited resources to train all staff to attain qualifications required at different academic levels
- ii. Inadequate number of academic staff
- iii. Inadequate remunerations of staff to attract new recruits and staff retention
- iv. Inadequate work commitment amongst some part time lecturers

3.5.3 Policy Statement

- i. The College shall devise practical oriented training and staff development programs to match with job requirement.
- ii. The College shall continually strive to improve remuneration packages for staff.

3.5.4 Strategies

- i. To institute a mechanism that enables training of staff with available resources
- ii. To continually recruit more academic staff
- iii. To develop a more attractive remuneration package that will motivate staff and attract new ones
- iv. To develop guidelines for recruitment of part time lecturers

3.5.5 Operational Procedures

- i. The College shall set aside adequate funds that enables training and retraining of staff
- ii. To periodically carry out HR audit
- iii. To implement the staff remuneration package
- iv. To implement guidelines for recruitment of part time lecturers

3.6 Teaching and Learning Process

3.6.1 Situational Analysis

The College admits students for NTA Level 4 to 9 programmes the majority of which have average performance from O-level or A-level Secondary Education. Experience shows that, learning environment at secondary level is somewhat different from the College level. While at secondary level students mainly depend on teachers, at the College level students tend to be more independent. Teaching and learning at CBE comprises of both theoretical and hands on practices. Currently, teaching and learning process is highly affected by the use of Information Technology especially the Internet. However, the current learning and teaching process does not adequately reflect the students' needs and the changes in Information Technology.

3.6.2 Policy Issues

- i. Students' failure to cope with new learning environment
- ii. Misuse of Information Technology by Lecturers and students in teaching and learning
- iii. Inadequate customer care to students
- iv. Inadequate hands on practices and Industrial linkages to students
- v. Improper interpretation and implementation of CBET system
- vi. Inadequate M & E mechanisms in teaching and learning process

3.6.3 Policy Statements

- i. The College shall ensure that new students cope with new learning environment.
- ii. The College shall ensure that Information Technology is properly used in teaching and learning by students and staff
- iii. The College shall exercise high level of customer care to students
- iv. The College shall ensure availability of relevant teaching aids
- v. The College shall expose students to hands on practices including proper management of students' field work

- vi. The College shall ensure proper interpretation and implementation of CBET system
- vii. The college shall ensure that effective M & E mechanisms in teaching and learning process is in place

3.6.4 Strategies

- i. To put in place a mechanism that will enable new students cope with new learning environment
- ii. To create environment that will ensure proper use of Information Technology in teaching and learning
- iii. To put in place mechanism that will ensure excellent customer care to students
- iv. To empower academic departments to ensure their students have appropriate hands on experiences and adequate industrial exposure
- v. To put in place mechanisms that will ensure proper interpretation and implementation of CBET system
- vi. To put in place an effective M & E mechanism in teaching and learning process

3.6.5 Operational Procedures

- i. The College shall create appropriate orientation programmes for new students to enable them cope with new learning environment
- ii. The College shall help and sensitise students build a culture of using English language in their formal and informal communications
- iii. The College shall review Communication skills curricula to ensure that English language is given due emphasis.
- iv. The College shall introduce English Language Debating Clubs to improve students' verbal communication.
- v. The College shall acquire and institutionalise appropriate antiplagiarism mechanism.
- vi. The College will ban inappropriate use of electronic communication devices in teaching and learning process
- vii. The College shall facilitate regular customer care training to staff

- viii. The College shall set aside funds for effective hands on practices and industrial exposure.
- ix. The College shall facilitate regular training to ensure proper interpretation and implementation of CBET system
- x. The College shall develop and implement effective M & E mechanism in teaching and learning process
- xi. The College shall set aside funds for acquisition of relevant teaching aids
- xii. The College shall facilitate regular training to academic staff on teaching methodology

3.7 Students' Assessment and Award

3.7.1 Situational Analysis

Currently the College has the following modes of students' assessment: individual assignment, group assignment, tests and End of Semester Examinations. These assessments lead students to the awards namely Certificate, Diploma, Bachelor Degree, Postgraduate Diploma and Master's Degree. However, there are a number of issues in relation to assessment and awards which still need to be dealt with.

3.7.2 Policy Issues

- i. Inflexible and unbalanced assessment plan
- ii. Inadequate consequences of Examination irregularities
- iii. Inadequate procedures for repeat modules, carry forward and discontinuation conditions on academic grounds
- iv. Inadequate Examination handling procedures and approval organs
- v. Types of awards are not clearly stated

3.7.3 Policy Statements

- i. The College shall ensure the presence of flexible and balanced assessment plan
- ii. The College shall ensure that consequences of Examination irregularities are well stated and implemented
- iii. The College shall ensure that there are proper procedures for repeat modules, carry forward and discontinuation conditions on academic grounds
- iv. The College shall ensure adequate Examination handling procedures and approval organs
- v. The College shall ensure that the types of awards are clearly stated

3.7.4 Strategies

- i. To develop flexible and balanced assessment plan
- ii. To develop rules governing Examination irregularities
- iii. To establish procedures for repeat modules, carry forward and discontinuation
- iv. To establish Examination handling procedures and approval organs
- v. To develop clear guidelines on types of awards

3.7.5 Operational Procedures

- i. The College shall set Examination rules and regulations to ensure flexible and balanced assessment plan
- ii. The College shall set Examination rules and regulations to ensure consequences of Examination irregularities are well stated
- iii. The College shall set Examination rules and regulations to ensure proper procedures for repeat modules, carry forward and discontinuation conditions on academic grounds
- iv. The College shall set Examination rules and regulations to ensure consistency in Examination handling procedures and approval organs
- v. The College shall set Examination rules and regulations to ensure that the types of awards are clearly stated

- vi. The College shall form appropriate Committee of academic staff to deal with Examination matters in each Academic Department.

3.8 Library Services

3.8.1 Situational Analysis

The College has libraries in all of its Campuses equipped with learning and Human resources. While the library in Dar es Salaam Campus is equipped with library information system to support its services libraries in other Campuses are not.

However, owing to the increase in student enrolment, recruitment of staff, and advancement in Information Technology more library services improvements are needed.

3.8.2 Policy Issues

- i. Limited space for library users
- ii. Insufficient and old furniture
- iii. Lack of clear mechanism in acquiring books and journals
- iv. Inadequate number and skills of administrative and technical staff
- v. Slow pace of acquiring and use of ICT facilities
- vi. Inadequate and/ or outdated books and journals titles
- vii. Insufficient copies of available reference books

3.8.3 Policy Statements

- i. The College shall devise a mechanism to ensure that library services are expanded through provision of more space, furniture, acquisition of more books and journals
- ii. The College shall speed up acquisition and use of ICT facilities in the library.

3.8.4 Strategies

- iii. To set targets for gradual expansion of library space
- iv. To set targets for acquisition of new library furniture
- v. To devise a clear system to acquire Journals and reference books
- vi. To develop a mechanism to speed up the acquisition and use of ICT facilities

3.8.5 Operational Procedures

- i. The College shall set aside funds for expansion of library space
- ii. The College shall set aside funds for acquisition of new library furniture
- iii. The College shall develop a clear system to acquire Journals and reference books
- iv. The College shall set aside funds for acquiring Journals and reference books
- v. The College shall acquire and deploy an online library catalogue system
- vi. The College shall subscribe to online Journals and e-books
- vii. The College shall maintain and regularly update its library management information system
- viii. The College shall continuously sensitize its staff and students on new library services related development.

3.9. Students' Welfare

3.9.1. Situational Analysis

The College recognises the importance of students participation in decision making on various College matters. The College also recognises its duty and responsibility to support and guide students both on academic and social life. In exercising its role, the College has introduced various policies including Students Welfare, Gender, Code of Ethics and Conduct, Students by laws, Examination rules, Clients' Service Charter and CBE Students Organisation (COBESO) Constitution. Meanwhile, the students are represented in all relevant decision making organs of the College.

However, there are several challenges in dealing with students' welfare including issues related to health, sponsorship, accommodation and recreational activities.

3.9.2. Policy Issues

- i. Inadequate funds to support students' health services
- ii. Inadequate accommodation services
- iii. Lack of space for recreational activities
- iv. Lack of relevant infrastructure for students with physical disabilities
- v. Inadequate guidance and Counseling services
- vi. Lack of students academic advisers

3.9.3. Policy Statements

- i. The College shall sensitise students to join health insurance services
- ii. The College shall ensure availability of students' accommodation and recreational services
- iii. The College shall ensure that there is appropriate infrastructure for students with physical disabilities
- iv. The College shall ensure the presence of adequate guidance and Counseling services, including students' academic advisers for students

3.9.4. Strategies

- i. To sensitise students to join health insurance services
- ii. To set proper arrangements for students accommodation services
- iii. To include development of students recreational activities in the College expansion plan
- iv. To include development of infrastructure of students with physical disabilities in the College expansion plan
- v. To improve students guidance and Counseling services
- vi. To establish students' academic advisory services

3.9.5. Operational Procedures

- i. The College shall sensitise students to join health insurance services
- ii. The College shall coordinate relevant accommodation services for students
- iii. The College shall set aside funds for acquisition and development of students recreational activities
- iv. The College shall set aside funds for development of infrastructure to support students with physical disabilities
- v. The College shall increase the number of students counselors, train and retrain counselors.
- vi. The College shall assign students' academic advisers to students

3.10. Research, Publications and Consultancy

3.10.1. Situational Analysis

Currently, the College has a number of documents guiding research and publication activities. These include Research Policy, Publication Policy, and Academic staff promotion guidelines. Consultancy Policy, publication guidelines, and Research Code of Ethics are still under development. However, there are several issues related to research, publication and consultancy services which still need to be addressed.

3.10.2. Policy Issues

- i. Inadequate funds for research activities
- ii. Inadequate skills for developing research proposals among some academic staff
- iii. Lack of capacity for developing project and consultancy proposals
- iv. Understaffed directorate for postgraduate, research, publication and consultancy activities
- v. Lack of consultancy coordinating unit

- vi. Lack of publications repository

3.10.3. Policy Statements

- i. The College shall ensure that there is adequate funds for research activities
- ii. The College shall ensure that staff are empowered on research proposals writing skills
- iii. The College shall ensure that staff are empowered on consultancy proposals
- iv. The College shall equip the directorate for postgraduate, research, publication and consultancy with appropriate number of staff
- v. The College shall establish a unit for coordinating consultancy activities
- vi. The College shall establish a publication repository

3.10.4. Strategies

- i. To set aside adequate funds for research activities
- ii. To train staff on research proposal development skills for staff
- iii. To train staff on project and consultancy proposals development
- iv. To equip the directorate for postgraduate, research, publication and consultancy with appropriate number of staff
- v. To establish a consultancy coordinating unit
- vi. To establish publications repository

3.10.5. Operational Procedures

- i. The College shall set aside adequate funds for research activities
- ii. The College shall facilitate training research proposal development for staff
- iii. The College shall facilitate training on project and consultancy proposals development for staff
- iv. The College shall equip the directorate for postgraduate, research, publication and consultancy with appropriate number of staff
- v. The College shall establish a consultancy coordinating unit

- vi. The College shall establish publications repository

3.11. Information Management

3.11.1. Situational Analysis

The College possesses both electronic and paper based information. This information is stored and shared among relevant stakeholders via a variety of storage and transmission media. However, there is no formal documentation for information management.

3.11.2. Policy Issues

- i. Lack of information management Policy
- ii. Lack of information classification
- iii. Lack of effective information flow
- iv. Inadequate feedback mechanism

3.11.3. Policy Statements

- i. The College shall formulate information management Policy
- ii. The College shall establish information classification
- iii. The College shall ensure effective flow of information
- iv. The College shall establish effective feedback mechanism

3.11.4. Strategies

- i. To formulate information management Policy
- ii. To establish information classification
- iii. To devise effective flow of information within and outside the College
- iv. To establish effective feedback mechanism

3.11.5. Operational Procedures

- i. The College shall set aside funds for formulation of information management Policy

- ii. The College shall define information classification
- iii. The College shall define and institutionalize effective flow of information
- iv. The College shall establish and institutionalize effective feedback mechanism

3.12. Linkages and partnerships

3.12.1. Situational Analysis

The College collaborates with various research and Higher learning institutions including the University of Eastern Finland (UEF), European Union/ Erasmus Project, NUFFIC (The Government of Netherlands), Stockholm University Sweden Department of Computer, Liaoning University and Systems Sciences (DSV) and Shenyang Aerospace University.

However, the College still needs to forge more local and international linkages and partnerships and strengthen the existing ones.

3.12.2. Policy Issues

- i. Lack of specific unit to coordinate linkages and partnerships
- ii. Inadequate linkages and partnership
- iii. Inadequate funds for facilitating linkages and partnerships

3.12.3. Policy Statements

- i. The College shall establish a specific unit to coordinate linkages and partnerships
- ii. The College increase number of linkages and partnership
- iii. The College shall set aside funds for facilitating more linkages and partnerships

3.12.4. Strategies

- i. To establish a specific unit to coordinate linkages and partnerships
- ii. To increase number of linkages and partnership

- iii. To set aside funds for facilitating establishment more linkages and partnerships

3.12.5. Operational Procedures

- i. The College shall establish a specific unit to coordinate linkages and partnerships
- ii. The College shall increase number of linkages and partnership
- iii. The College shall aside funds for facilitating establishment of more linkages and partnerships
- iv. The College shall solicit potential partners from within and outside the country

CHAPTER FOUR

GOVERNANCE OF THE POLICY

4.1 Governance of Quality Assurance and Control Policy

The governance of Quality Assurance and Control Policy may require the following:-

- i. Identifying areas for extending Policy implementation
- ii. Setting up Quality Assurance and Control Committee (s).
- iii. Establishing a framework for coordinating, monitoring and evaluating the implementation of the Policy.
- iv. Allocating adequate funds in its budget for the implementation of the Policy.

4.2 Roles of Stakeholders within the College

The Stakeholders to oversee the implementation of the Quality Assurance and Control Policy will include the Governing Body, Quality Assurance and Control Committee, Human Resources Management and Administration Committee, Rector, Students, Staff, Office of Deputy Rector – Academic Research and Consultancy, Directorate of Human Resources and Administration and Directorate of Finance, Directorates of Postgraduate and Undergraduate studies.

Administration of the College Quality Assurance and Control Policy

The office of Deputy Rector Academic Research and Consultancy shall be responsible for administering Quality Assurance and Control activities.

CHAPTER FIVE

MONITORING AND EVALUATION

5.1 Monitoring and Evaluation (M&E)

Collection and analysis of information aimed at improving effectiveness of the Quality Assurance and Control that is monitoring; and comparison of actual against planned impact of the Policy. This further means that evaluation will involve different stakeholders playing their role in the realization of desired Objective. The College shall establish a mechanism for monitoring and evaluation of the implementation of Quality Assurance and Control Policy. Key personnel in Monitoring and Evaluation of the Quality Assurance and Control are as indicated in Table 5.2 below:

Monitoring and Evaluation shall involve:-

- i. Establishment of mechanisms of accountability for monitoring and evaluating the implementation of the Quality Assurance and Control Policy.
- ii. Establishment of framework that will provide basis for monitoring and evaluating the Policy implementation at all College levels.
- iii. Establishment of sound institutional framework for translating the goals, objectives and strategies into actual programmes at all levels that is Units/Sections, Departments, Directorates, and Campuses. This means that the implementation will be effected through the existing College institutional set up.

5.2 Key players of Monitoring and Evaluation of Policy as shown in table below,

SN	Key Players	Key Activities
1	Governing Body	- Approving the Policy and overseeing the implementation of the Policy by Management.
2	College Academic Body	- Recommending the approval of the Quality Assurance and Control Policy to the Governing Body for approval. - Receiving and deliberating on Quality Assurance and Control implementation reports.
3	Rector	- Overall coordination of the implementation of Quality Assurance and Control Policy.
4	Deputy Rector – Academic Research and Consultancy	- Coordinating Quality Assurance and Control implementation.
5	Quality Assurance and Control Manager	- Administering implementation of various Quality Assurance and Control activities. - Preparing annual Budget for Quality Assurance and Control matters.
6	Director of Finance	- Coordinating issues related to finance.
7	Heads of Departments/Units	- Allocating personnel for conducting Quality Assurance and Control training. - Advising on technical matters related to IT and information systems.
8	Public Relations Officer	- Spokesperson on matters related to Quality Assurance and Control after liaising with Rector.

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