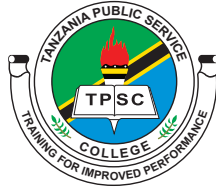# TANZANIA PUBLIC SERVICE COLLEGE

COLLEGE QUALITY CONTROL AND ASSURANCE POLICY

FIRST REVISED VERSION

NOVEMBER, 2024

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College Quality Control And Assurance Policy

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Approved by Ministerial Advisory Board (MAB) on 6th November, 2024

EXECUTIVE SUMMARY

Tanzania Public Service College (TPSC) is the higher learning technical institution established as an executive agency under the President's Office, Public Service Management and Good Governance. TPSC was established to provide comprehensive training, conduct applied research, consultancy services and technology-based knowledge sharing platforms for delivery of quality services for public services of Tanzania. To keep up with the ever-changing world in the implementation of academic and non-academic activities, it became imperative to review and update the first established, 2019 TPSC Quality Assurance Policy and develop this 2024 edition of the TPSC Quality Control and Assurance Policy.

The need for a 2024 edition of the TPSC Quality Control and Assurance Policy was due to the fact that it is a must for a quality assurance policy to be reviewed after every five years. Moreover, various changes have taken place, such as the introduction of a Global Learning Section; change in the college organization structure; changes in the campus organization structure and the establishment of the position of Quality Assurance Officer; changes in the names of some key positions, such as Principal to Rector, Deputy Principal to Deputy Rector, campus manager to Campus Director, and Manager of Programme to Manager of Academics; the requirement of the NACTVET for the establishment of Quality Control and Assurance Committees at the college and campus levels; and adherence to current national and international standards. Various improvements have been made in this document to accommodate these changes.

This policy document contains several improvements to the original 2019 TPSC Quality Assurance Policy. It contains and addresses issues on academic, such as teaching, curriculum development, Academic programmes design, Students admission and registration, physical

infrastructure and facilities, Staff recruitment and development, public service in service

training and the learning process. In preparing this policy document, note is taken that the Quality Control and Assurance Policy expansively applies to all individuals in the TPSC community and all forms of the Quality Control and Assurance aspects. As such, the policy details the roles and responsibilities of each member in implementing Quality Control and Assurance Policy in TPSC environments.

This policy document includes five chapters, such that chapter one provides the background information to the TPSC quality assurance policy review, its vision, mission, guiding principles, and the core values. The chapter provides the TPSC's functions and rationale for a revised edition of the quality assurance policy. Moreover, the main goal, objectives, and scope of the quality control and assurance policy, as well as its anticipated benefits.

Chapter two of this policy covers the TPSC situational analysis, reflection of quality in technical institutions, the changing perceptions and new demands, and the traditional safeguard of quality at TPSC. Chapter three of this policy provides policy issues, statements, strategies and assumptions on core activities, such as academic (teaching, research and publications, and consulting services), public service in service training (short course training, public service examination and reviews, and innovation learning service), and administration, namely finance, planning and human resources.

Chapter four provides administrative structure where the functions of the quality assurance unit, roles of technical staff of quality assurance, quality control and assurance committees, and the structure or framework for the flow of directives and reports on quality assurance issues at TPSC. Moreover, issues on quality assurance roles of the implementing units and participatory organs.

Chapter five provides the operationalization of the reviewed policy based on the core mission activities, including client experience surveys, institutional audits, programme reviews, regular awareness creation, and programme accreditation. Moreover, monitoring and evaluation of the policy implementation, policy review, and amendments.

FOREWORD

Tanzania **Public Service College (TPSC)** is entrusted with the responsibility of enhancing the performance of the public service sector in Tanzania. A core element in achieving this goal is through effective quality control and assurance mechanisms. TPSC recognizes that an improved public service delivery system can only be achieved by establishing strong quality control measures and ensuring that they are adhered to across various levels of operation.

To this end, TPSC has developed a comprehensive College Quality Control and Assurance Policy, which aligns with the institution's mandate to contribute to better public service delivery. This policy underscores the importance of continuous improvement and accountability in the services offered by TPSC, ensuring that they meet both national standards and the expectations of stakeholders. The College Quality Control and Assurance Policy is designed to provide clear guidance on the procedures, roles, and responsibilities for maintaining high standards in all aspects of the College's operations.

The development of this policy is a result of a thorough review of past practices, lessons learned, and the integration of best practices from other institutions. In addition, the policy is shaped by TPSC's ongoing commitment to ensuring the highest quality of education and service delivery. The accompanying College Quality Assurance Agenda has been developed to provide actionable steps and frameworks for achieving these goals, while the Quality Control Strategies outline the necessary measures for effective implementation.

This document will guide TPSC in fostering an environment of continuous improvement, ensuring that both academic staff and administrative personnel are aligned with the College's mission

to deliver quality services. The policy addresses the needs of both internal and external stakeholders, including staff, students, collaborating institutions, and regulatory bodies.

We extend our heartfelt appreciation to the diverse stakeholders involved in the development of this policy, including the President's Office - Public Service Management and Good Governance (PO-PSM&GG), the Ministerial Advisory Board (MAB), the academic staff of TPSC, and representatives from the private sector. Finally, we express our gratitude to the TPSC Rector and Chief Executive Officer and the management team for their firm support in facilitating the process leading to the completion of this important policy document.

This College Quality Control and Assurance Policy will be instrumental in guiding TPSC towards maintaining the highest standards of quality in all its academic and administrative functions, thereby contributing to the improvement of public service delivery in Tanzania.

Dr. Florens M. Turuka (PhD)
Chairman, College Ministerial Advisory Board

ACKNOWLEDGEMENTS

T**he development of the College Quality Control and Assurance Policy** was made possible through the dedication and hard work of all TPSC staff. A special recognition goes to the TPSC Campus Directors, whose tireless coordination of the collection and organization of ideas and themes for this policy has been invaluable.

We also extend our heartfelt thanks to Dr. Gerald Kondowe, Manager of Quality Assurance, for his leadership in initiating and overseeing the entire process of policy development. His unwavering commitment to gathering feedback from various stakeholders and incorporating their input has significantly refined the document, making it a valuable resource for the College.

Our sincere appreciation goes to the Management team and all staff of Tanzania Public Service College for their constructive suggestions as key stakeholders in the policy development process. In particular, the contributions of the offices of the Deputy Rector (Academic Research and Consultancy) and Deputy Rector (Planning, Finance, and Administration) have been instrumental and are greatly appreciated.

We are also grateful to the members of the College Academic Board (CAB) and the Ministerial Advisory Board Sub-Committee on Academic Affairs for their thorough review of the document and the recommendations they provided to the College Ministerial Advisory Board.

Special thanks are extended to the College Ministerial Advisory Board for their guidance, direction, and final approval of the policy. Without their approval, this document would not have been officially recognized as a guiding policy.

Dr. Ernest Mabonesho (PhD)
Rector and Chief Executive Officer

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ABBREVIATIONS AND ACRONYMS

ARIS	Academic Registration Information System
CAB	College Academic Board
CBET	Competency Based Education and Training
CDs	Campus Directors
CEO	Chief Executive Officer
CSP	Corporate Strategic Plan
DECUM	Development of Curriculum
DPST	Director of Public Service in Service Training
DR (ARC)	Deputy Rector (Academic, Research and Consultancy)
DR (PFA)	Deputy Rector (Planning, Finance and Administration)
GLS	Global Learning Section
HLTI	Higher Learning Technical Institutions
HQAU	Head of Quality Assurance Unit
IA	Internal Audit
ICT	Information Communication Technology
ISO	International Organization for Standardization
IUCEA	Inter University Council for East Africa
LMA	Leadership Management and Administration programmes
MAB	Ministerial Advisory Board
MDAs	Ministries, Departments, and Agencies
M&E	Monitoring and Evaluation

NACTE	National Council for Technical Education
NACTVET	National Council for Technical and Vocational Education and Training
QA	Quality Assurance
QAU	Quality Assurance Unit
QA&C	Quality Assurance and Control
QCAC	Quality Control and Assurance Committee
OAS	online application system
PSE	Public Service Examination
PSRP	Public Service Reform Programme
SCMIS	Short Course Management Information System
SWOC	Strengths Weaknesses Opportunities and Challenges
TaGLA	Tanzania Global Learning Agency
TCU	Tanzania Commission for Universities
TQM	Total Quality Management
TPSC	Tanzania Public Service College
TUGHE	Tanzania Union of Government and Health Employees

DEFINITION OF KEY TERMS

Institution Accreditation: This is an approval granted to a training institution after meeting accreditation requirements of having programs and quality assurance system that ensures the provision of set qualifications and educational standards. This is a continuous process, at the heart of which lies in periodic self-appraisal by each institution. NACTVET requirements oblige all training institutions to renew their accreditation after every five (5) years. NACTVET obliges training institutions to process accreditation one year after being granted Registration.

Institutional Registration: This is a process in which NACTVET satisfies itself that an institution has been legally established and is viable for offering programs sustainably.

Quality: In this policy document and in the context of services provided at TPSC, 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.

Quality Assurance: is the planned or systematic actions necessary to provide enough confidence that products or services provided satisfy the required standards.

Quality Control: 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".

Quality Evaluation: is the systematic determination of merit, worth and significance of subjects of interest.

Students' assessment: Assessment in higher learning technical institutions 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.

Total Quality Management (TQM): is a management technique based on the idea that all "employees continuously improve their ability to provide on-demand products and services that customers will find of particular value.

CHAPTER ONE

INTRODUTION

1.1. Background to the TPSC Quality Assurance Policy Review

Tanzania Public Service College (TPSC) was established in 2000 under the Executive Agencies Act No. 30 of 1997. Its establishment was influenced by the demand of a training facility for Public Service resulting from expanding Government operations and the changing needs of Public Services. TPSC functions became more important with the advent of the Public Service Reform Programme (PSRP) whose main aim was to transform the Public Service into an organ that has the capacity, systems and culture of offering customer-focused services, and a culture of continuously quality improvements in services offered. Thus, the first TPSC Quality Assurance Policy was established in 2019, contained policy statements intended to ensure quality in the sphere of training and development of Leadership, Managerial and Administrative capabilities for improved public service delivery.

Therefore, in order to cope with the ever changing world in implementation of Academic and non-Academic activities, it became imperative to review and update the original established policy and develop a new edition of TPSC Quality Control and Assurance Policy. In this edition of 2024, various improvements have been made to accommodate various changes.

During the review, substantial feedback were collected and incorporated from various stakeholders, such as, students, facilitators, campuses' management, college top management, College Academic

Board (CAB), and Ministerial Advisory Board (MAB)- Sub-committee for academic affairs. This policy document was presented, discussed, improved by the management meetings, CAB meetings, and finally by the MAB Sub-committee for academic affairs.

TPSC has decided to revamp itself by reviewing its Quality Assurance policy in order to improve efficiency, relevance, and effectiveness. In this regard, TPSC reaffirms its commitment to achieving the greatest degree of academic excellence in all of its programmes by providing quality technical education, consulting, applied research, and technological innovative learning platforms in response to the pressing issues at national, regional and international levels. This commitment is properly reflected in the statements of the Vision, Mission and Objectives of the TPSC, as expressed in the establishment order (i.e., the Executive Agency's Act Cap. 245, of November 2019).

1.2. TPSC Vision, Mission, Guiding Principles and Core Values

1.2.1. TPSC Vision

"To be a centre of excellence in facilitating knowledge sharing for quality public service delivery"

The goal of TPSC is to contribute to good governance and enhanced performance through transferring knowledge that will assist in continual improvement of productivity and public service performance in Tanzania.

1.2.2. TPSC Mission

"To build the public and private sector capacity and competencies through comprehensive training, applied research, consultancy and technology based on sharing platforms for delivery of quality services"

In furtherance of its mission, TPSC in collaboration with other training institutions and individual experts in the country and outside the country intends to be responsive to clients' needs, committed to professionalism, quality, innovation, change and the use of the latest technology.

1.2.3. Guiding Principles

In conduct of its business, TPSC believes in excellence, competency, professionalism and empowerment. TPSC's service is guided by the following core beliefs:

i.   TPSC products and services will be dictated by customer needs,

ii. For success, TPSC will be proactive and results oriented,

iii. TPSC will conduct business with high and acceptable standard of ethics, accountability and efficiency, and

iv. TPSC will work with passion, commitment, team spirit and dedication.

1.2.4. Core values

In conduct of its business, TPSC is committed to the following core values:

i.   **Customer focus:** we will strive in giving out quality services to meet needs and expectations of stakeholders;

ii. **Integrity:** we will uphold the highest standards of ethical behaviour, honest and moral principles by observing good governance in discharging duties;

iii. **Innovation:** we will uphold a continuous creativity in the use of appropriate technologies to develop and deliver products and services;

iv. **Professionalism:** we will adhere to the highest level of excellence or competency, standards and best practices in performing duties to meet needs and expectations of stakeholders;

v. **Impartiality:** we will observe equality and avoiding discrimination and any form of favouritisms in service delivery; and

vi. **Team work:** we will build and encourage a friendly and participatory working relationship amongst staff towards achieving institutional goals.

1.3. TPSC's Functions

As per the Executive Agencies (Tanzania Public Service College) establishment order of 2020 as well as MAB Charter of 2022, in providing Quality education training, applied research, consultancy services and technological innovative learning, the roles and functions of the TPSC are to:

i. Offer statutory and voluntary training programs for all public servants;

ii. Offer public servants' access to training through the use of technology-based training facilities and programmes;

iii. Conduct and coordinate public service examinations and public service proficiency programmes to enhance public service delivery;

iv. Develop skills, knowledge and awareness in management, leadership, administration and office support;

v. Offer advisory/consultancy services;

vi. Provide training and platforms for knowledge sharing that meet the public service requirement and other beneficiaries;

vii. disseminate knowledge on public service management best practices through applied research and publication of research findings;

viii. Harness global expertise in a variety of disciplines through linkages to development networks, best faculties and skills available in the world;

ix. Enable target beneficiaries to learn in friendly environment with less cost, less work disruptions, travel and social disconnection;

x. Promote Government policies, learning culture and supporting technological use among a wide range of actors for enhancement of development in Tanzania;

xi. Award bachelor degrees, diplomas and certificates to qualified graduates of a few professional programmes; and

xii. Foster strategic alliances and partnership with public and private training and development institutions and individuals to strengthen and deliver public service learning.

1.4. Rationale for a Revised Edition of Quality Assurance Policy

Quality education and training has increasingly become central to socio-economic development, thus considered as indispensable for competitiveness in an increasingly globalised World.[1] Education and training institutions are struggling to produce higher quality graduates capable of competing both locally and internationally

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[1] TCU (2019). Handbook for Standards and Guidelines for University Education in Tanzania. Third education. Tanzania Commission for Universities, Dar es Salaam.

more than ever before.[2] To cope with the ever changing world in implementation of Academic and non-Academic activities, it became necessary to review and update the original established TPSC 2019, Quality Assurance Policy, and develop TPSC Quality Control and Assurance Policy of 2024.

This revised edition policy is in line with the National Development Vision that ensures high quality education. It is along the same lines that the NACTVET is mandated to monitor quality education at the NTA levels 4, 5 and 6, while the Tanzania Commission for Universities (TCU) for NTA levels 7 and 8. This policy is guided largely by the NACTVET specifications for higher education.

The need for a 2024 edition was due to the following:

First, to comply with the requirements of the NACTVET, the regulator, which require all institutions under the auspices of NACTVET to review their Quality Assurance Policy every after five years.

Second, to accommodate various changes that have taken place such as the merger of TPSC and the Tanzania Global Learning Agency (TaGLA) in year 2020 where the name of newly constituted agency remains Tanzania Public Service College. The TaGLA becomes the Global Learning Section (GLS) of TPSC with the aim to strengthen capacity-building initiatives in the public and private sectors through the use of innovative and appropriate training interventions, and technological applications; changes in the college organization structure; changes in the campus organization structure and the establishment of the position of Quality Assurance Officer; changes in the names of some key

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2 IUCEA (2010). A Road map to Quality. Hand book for Quality Assurance in Higher Education. Volume 2: Guidelines for External Assessment at Program Level. The Inter-University Council for East Africa/DAAD.

positions, such as Principal to Rector, Deputy Principal to Deputy Rector, campus manager to Campus Director, and Manager of Programme to Manager of Academics; the requirement of the NACTVET for establishment of Quality Control and Assurance Committees at the college and campus levels; and adhere to current national and international standards.

Furthermore, the motivation to come up with a revised version of 2024, were specifically necessitated by the following:

i.   To improve customers' satisfaction and eliminate complaints;

ii. To expand academic programs offered;

iii. To increase student's enrolment at all levels;

iv. To comply with NACTVET, University Act of 2005, TCU, and the Inter University Council for East Africa (IUCEA) criteria;

v.   To address the increased need for student services;

vi. To create a shared notion of quality when the institution increases facilitators' teaching workload, resulting in reliance on part time lecturers in certain programs;

vii. To increase research, publication and consultancy services at the college;

viii. To expand the college and hiring more employees;

ix. To attract top applicants as technical education institutes and growth, requiring rigorous screening processes;

x.   To manage competition for student enrolment and service delivery as higher learning institutions in Tanzania; and

xi. To enhance TPSC's competitive edge in the labor market.

1.5. Main Goal, Objectives, and Scope of the Quality Control and Assurance Policy

1.5.1. The Main Goal

The main goal of the Quality Control and Assurance Policy is to guarantee the quality of inputs, processes, and outputs in our programmes in order to gain confidence of stakeholders. This is done to make sure that continuous quality improvement is an integral part of TPSC.

1.5.2. The Objectives

The overall objective of the Quality Control and Assurance Policy is to support TPSC's efforts to achieve its mission and vision. The objectives of any institution's policy on quality assurance are, at a minimum to improve the quality of programmes offered and ensure that the stated learning outcomes could be realized. The policy ultimately answer how well is the unit or the programme achieving what it set out to accomplish and whether the same is doing what it should be doing[3].

1.5.3. The Scope

Quality is the outcome of interactions of many factors. All factors are within the scope of this Policy. However, certain factors tend to stand out visibly as major determinants of quality in technical education processes. The policy therefore is of particular interest and relevant to the following:

a) All campuses whether academic/administrative departments and other institutional structures operating under the umbrella of the college,

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3 NACTVET (2023). Guidelines for Establishing Institutional Policies and Procedures on Quality Control and Quality Assurance. The National Council for Technical and Vocational Education and Training, Dar es Salaam.

b) All staff, temporary and permanent, who are active in teaching, research, consultancy and providing any form of support service to the core functions of the college,

c) All students registered with the Tanzania Public Service College,

d) All Infrastructure, learning resources, governance/institutional set up, information dissemination structures and social amenities belonging to the Tanzania Public Service College.

1.6. Anticipated Benefits of the Quality Control and Assurance Policy

It is anticipated that successful implementation of this policy will result in:

a) Improved student performance and success in learning;

b) Improved work performance of public servants;

c) Enhanced capacity of teaching staff in teaching, research and consulting activities,

d) Improved work performance of support staff;

e) Full satisfaction of society's and stakeholders' interests, expectations and needs;

f) Enhanced transparency, society's confidence, and thus internal and external material support;

g) Improved institutional and public image, and thus enhanced relations with stakeholders and the wider society,

h) Enhanced capacity to compete with other technical institutions nationally, regionally and globally, and

i) More focused approach to the implementation of the college mission activities.

CHAPTER TWO

TPSC SITUATIONAL ANALYSIS

2.1. Quality in Technical Education

Quality is a universally recognizable and acknowledgeable factor in any successful business and thus it is something that everybody pays attention in any transaction of goods or services. Broadly, quality is described as the totality of features and characteristics of a service or object that bear on its ability to satisfy the stated or implied needs. In simpler words, one can say that a product has good quality when it complies with the requirements specified by the client. It is also defined by ISO 9001 as "fitness for use", "customer satisfaction", "doing things right the first time", or "zero defects"[4].

The notion of quality in technical education is basically tied to stakeholders' understanding of the purpose of that education. However, quality can generally be defined as achieving institutional goals and aims in an efficient and effective manner, presuming that the goals and aims accurately reflect the needs of all the stakeholders in the institution[5].

The mostly accepted definitions are "fitness for purpose"[6] Quality is determined by the degree to which previously set objectives

ISO definition of quality as reported by (international organization for standardization) the worldwide federation of national standards bodies.

5 IUCEA (2010). A Road map to Quality. Hand book for Quality Assurance in Higher Education. Volume 2: Guidelines for External Assessment at Program Level. The Inter-University Council for East Africa/DAAD.

6 Ball, C. (1985). What the hell is quality? Fitness for purpose: Essays in higher education, 96-102.

are met[7]. While in this policy document the 'fitness for purpose' is emphasized, it is viewed into two different approaches. The first approach pays attention to intrinsic qualities where values and ideals such as the search for truth are emphasized. On the other hand, the extrinsic qualities which reflect on responding to the changing needs of society are emphasized.

Quality control entails operational techniques and activities targeted at monitoring processes and eliminating causes of unsatisfactory performance in all stages of the quality loop in order to achieve the desired effectiveness[8].

Therefore, TPSC would strive to build a 'public institution', whose main functions are the cultivation of competency to graduates, the emphasis is on building the 'industry' that through training (long and short courses), research and consultancy develops an important part of the public service workforce for improved performance. The quality of such goods and services therefore, cannot be assumed to be good unless they are independently tested and proved to meet professionally set standards. Therefore, Quality Assurance essentially means measures, or a set of measures, taken by an institution to satisfy it and demonstrate to its clients that it has constant capacity to keep its promise to deliver goods and services of the desired standard. In due regard, the Quality Assurance Unit of TPSC conducted a situational analysis in order to determine the extent to which it is demonstrating its urge to offer quality services.

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7 Vroeijenstijn, T. (1991; July). "External quality assessment: servant of two masters? The Netherlands University perspective", In Quality Assurance in Higher Education: Proceedings of International Conference, Hong Kong 1991, The Falmer Press, London, pp. 109-31

8 NACTVET (2004). Guidelines for Establishing Institutional Policies and Procedures on Quality Control and Quality Assurance.

2.2. College Situational Analysis

Tanzania Public Service College is committed to provide high quality training, applied research, and valuable consultancy services to the public sector. In March 2024, it undertook a comprehensive situational analysis that included scanning internal environment. The analysis engaged management and stakeholders, and reviewing pertinent documents to better understand the broader context in which TPSC operates. The main components are presented and analysed as follow:

2.2.1. Governance and Management

TPSC has a robust leadership structure headed by the Rector and Chief Executive Officer based in Dar es Salaam. This ensures the college operations run smoothly and align with the broader objectives of public service education. There is a special role of the parent ministry and Ministerial Advisory Board (MAB). The MAB is instrumental in driving continuous improvement and ensuring that TPSC remains adaptive to changing educational and public service needs. The following challenges observed in governance and management:

First, the decentralized nature of TPSC's six campuses, GLS, and HQ necessitates increased coordination and communication across many levels of leadership and stakeholders, which sometimes results in communication gaps between the campuses and central administration. As a result of operations, policies are not always implemented consistently, making it difficult to align campuses with central directions. This leads to discrepancies and shortfalls in resource allocation among the different campuses, which ultimately affecting the consistency of the quality of education provided.

Second, despite having solid policies, regulations and guidelines, their execution presents a number of problems that limit their effectives. Inconsistency (variation) in integration and application

throughout TPSC undermines administrative processes and operational coherence. Some policies have been outdated due to changing environment. Some stakeholders have been not well informed and trained on policy updates.

Third, despite robust internal ICT infrastructure, such as the academic registration information system (ARIS), vote book, online application system (OAS), and short course management information system (SCMIS); as well as strategic utilization of national electronic platforms, several challenges remain, including the possibility of integration issues between various internal and external systems. Discrepancies in system integration may lead to inefficiencies and data inconsistencies, affecting overall operational efficiency. Moreover, extensive use of electronic platforms for sensitive functions such as the Government e-payment Gateway and Human Capital Management Information system, pose a constant risk of cyber threats and data breaches, and network downtimes, hence limiting the effectiveness of the electronic platforms.

2.2.2. Financial Resources and Management

For successful and sustainable implementation of institutional plans, availability of reliable, predictable and steady financial resources is needed. Despite the diversified revenue base, it may not adequately support all of the college's operational and development requirements. The college experiences a decline in the income due to long term training fees and consultancy services. For more than ten years, the present tuition fee rates have remained constant. In addition, the budget is strained by the ongoing cost increases, leaving less money for other important areas.

2.2.3. Teaching and Learning Environment

The teaching and learning environment faces several challenges, including the institution's reliance on rented buildings at some of its campuses due to a lack of its own facilities, which increases

operational costs. There are critical shortages of essential items such as textbooks, typewriters, desktop computers, tables, chairs, foot paddles, servers, microphones, speakers and classrooms. There are also minor deficits in offices, assembly halls, laptops, photocopiers (heavy duty), printers, and projectors. These shortages significantly impact the college's ability to provide a high quality educational experience and maintain effective administrative operations.

On students' welfare, there is absence of hostels under college controls/poor accommodation, lack of first aid kits/health services/ poor service, professional nurses who will be termed as patron and matron, and inadequate cafeteria services. Moreover, there is poor orientation to students and lack of health facilities on all the campuses.

On library service, in all six campuses, there is shortage of books, the books are very old and outdated. Libraries are modest in comparison to the number of users and seating capacity. They have few computers, limited internet access and e-resources.

2.2.4. Human Resource Management

Human resources and administration unit has the mandate to plan, develop and manage human resource for optimal organization performance and implement action on employees' policies and regulations. Also it strengthens the workforce of the college through recruitment, staff training and staff welfare. TPSC experiences shortages of staff in particular academic staff which cause a slight rise in the number of part-time employees (associates). Moreover, on all campuses, teacher-student ratio consistently exceeds the NACTVET-mandated requirement of 1:30. This has an impact on the quality of our programmes. The current ratio is at 1:63. This has a negative impact on teacher workload and educational quality.

Additionally, there is a shortage of Doctoral (PhD) level facilitators, particularly in specialized fields such as Records, Archives, and

Information Management, and secretarial studies and Administration. The gap makes it more difficult for the college to maintain strong academic standards and provide advanced courses. More skilled facilitators are desperately needed to fill these specialized positions.

2.2.5. Implementation of TPSC Core functions

TPSC core functions include training (long and short terms), applied research, publication, consultancy services and innovative learning through technological platforms.

2.2.5.1. Short Course Training

This includes the public service examination (PSE), leadership management and administration programmes (LMA), and induction training. There has been a slight drop in attendance for the LMA programmes due to largely budgetary constraints, and the perception of LMA programmes as non-mandatory, leading to reduced engagement from various Ministries, Departments, and Agencies (MDAs).

Although PSE attendance has increased, there are still issues because government institutions' engagement rates are not at their best. Directives encouraging professional development programmes are not properly followed by many ministries, departments, and agencies, which lowers employee engagement in the PSE programmes. The efficacy of career advancement programmes is weakened by this noncompliance, which also lessens the possible advantages of increased PSE attendance.

2.2.5.2. Long Course Training

Despite the high demand for the programmes offered, there is a shortage of classrooms (teaching and learning venues), which leads to congestion of students in a single classroom, this impacts the quality of our academic programmes offered. The student's

admission is disturbed with other activities such as supplementary and special exams, graduation preparations, almanac to be much squeezed and other NACTVET related activities. The software system utilized for the release of examination results is exposed to irregular modifications that cause disruptions to students.

2.2.5.3. Applied Research and Publication

There is fluctuation in the number of published research projects which suggests potential disruptions or inefficiencies within the research function. Few academic staff have enough research skills and report writing skills. There is inadequate participation of academic staff on research and publication. There is no motivation for publication, e.g. promotion or other acknowledgements/lack of morale. These functions are underfunded. On top of establishment of research and publication department and research policy, TPSC aims to enhance research project management and oversight to stabilize research operations and minimize fluctuations. Moreover, setting clear research priorities, optimizing resource allocation, and providing robust motivation and support for the research teams.

2.2.5.4. Consultancy

Despite the substantial growth in consultancy services, several shortfalls hinder optimal performance. Key issues include limited capacity in terms of expertise to handle the existing demand for diverse consultancy services and the need to enhanced technological infrastructure to streamline operations. TPSC is seeking additional funding through partnership and grants, expanding its team with skilled professionals to meet consultancy demands, by investing in advanced IT systems to improve efficiency.

2.2.5.5. Innovative Learning through Technological Platforms

A noticeable decrease has been observed in the participation with the programmes provided by our Global Learning Section (GLS). This

section offers a wide range of services, including video conference courses and dialogues, blended face-to-face training programmes, video conference bridging services, video conference support for meetings, virtual courts, interviews, academic paper presentations and defences, and multimedia facilities available for hire. Despite the progress, numerous shortcomings persist. Many public servants are unaware of the resources and training that are provided. Furthermore, the acceptance and application of our cutting-edge technology solutions are constrained by budgetary constraints in government organizations.

2.2.5.6. Outreach, Publicity and Linkages

Despite the outreach, publicity and linkages efforts, the current approaches exhibit several limitations. Notwithstanding the use of a broad array of communication channels, these are shortcomings in achieving comprehensive reach across all target audiences. The impact of TPSC's attendance at events is limited, diminishing the potential benefits of their engagements. Moreover, the lack of comprehensive evaluation tools impedes the ability to measure the success and efficacy of outreach initiatives.

2.2.5.7. Partnerships

Despite the presence of strategic alliances, several shortfalls have been observed. One significant issue is the limited depth of engagement in some partnerships, which may restrict the full potential of collaborative opportunities. Additionally, the process of establishing and maintaining these partnerships is mostly hampered by bureaucratic delays and logistical challenges. The college also, faces difficulties in measuring the impact and effectiveness of these partnerships on its service delivery and operational efficiency.

2.3. Changing Perceptions and New Demands

For decades training institutions were perceived as honest, self-steering, self-censuring and quality conscious centres of learning. However, questions started arising as to whether this traditional trust was well founded and still valid. This led to calls that made it mandatory for the establishment of external mechanisms for monitoring and evaluating the soundness of what was happening inside colleges. Colleges can be regarded as "service industries" and that they accordingly be "formally evaluated" and "held accountable for their performances". Such calls in many countries led to establishment of national assurance agencies, the likes of TCU and NACTVET in Tanzania. Therefore, given the prevailing pessimisms on traditional academic controls, the more explicit assurances about quality were needed. This change of perception began to gain momentum in 1990s because of four important developments:

i.   Demand for greater accountability and efficiency in respect of public financing,

ii. Trends towards mass participation in higher education even in the face of shrinking resources,

iii. Greater stakeholder scrutiny of education and training processes and outcomes; lack of trust in the efficiency and effectiveness of internal quality assurance mechanisms; [*Nemo judex in propria causa*! = Nobody is a fair judge of his/her own case].

iv. Growing importance of student mobility and the international labour market, there is indeed a need to have some reliable and explicit ways of measuring standards and qualifications in technical education across the globe.

In *terms of scope, the mandat*es and responsibilities of formal quality assurance agencies have varied considerably. Any or all of the following have featured in their responsibility.

i.   To assist and support institutions in their internal quality assurance activities in order to improve the quality of their output,

ii.   To assess or evaluate designated institutions against a set of standards, benchmarks or intended outcomes,

iii. To review an institution's systems of managing quality in order to establish whether they are appropriate, adequate and effective,

iv.   To check whether an institution is good enough for some specified purpose, such as recognition and accreditation.

Thus, external agencies evaluate not only the curriculum contents and examination system but also the capacity of the units to deliver the intended products. The focus is on the institution's policies, systems, strategies and resources for quality management of the core functions of teaching, research and public service. Admittedly, although the concept of quality assurance is not altogether new, the range of terms and methodologies now used to define, develop and apply it are relatively new.

2.4. Traditional Safeguards of Quality at TPSC

As a technical institution, TPSC has always regarded quality as a crucial factor in building reputation and winning admiration and support from the public. Responsibility for maintaining and promoting the quality of academic programmes has always been vested in the Parent Ministry, MAB, MAB Sub-committee for Academic Affairs, CAB, Management, the Quality Assurance Unit (QAU), the Internal Audit (IA) at TPSC and NACTVET/TCU.

2.4.1. President's Office-Public Service Management and Good Governance

The parent ministry is responsible for quality and integrity of goods and services. The ministry has been responsible for the following:

i.   To provide the establishment order of the college which stipulates the mandates of the college,

ii.   To provide various circulars regarding programmes that should be offered to public servants,

iii. To appoint the Rector and Chief Executive Officer of the college who is in charge of all activities of the college.

iv.   To appoint the chairman and members of the Ministerial Advisory Board of the college

v.   To ensure the college has staff with required standards.

2.4.2. The Ministerial Advisory Board

The MAB is responsible for quality and integrity of the College. MAB is appointed by the Minister responsible for public service management and good governance and its roles has been the following:

i.   To advise the Minister on the performance of TPSC;

ii.   To attend all board meetings;

iii.   To approve Agency Plans and Budgets;

iv.   To monitor TPSC performance;

v.   To advice on the implementation of core functions of the Agency;

vi.   To approve Examination results;

vii.   To formulate and organize policies for the Institution;

viii. To advice on the development and maintenance of a strategic framework;

ix.   To set priorities and annual performance targets for the TPSC;

x.   To receive and discuss the TPSC annual reports and accounts; and

xi.   Evaluate TPSC performance.

2.4.3. The MAB Sub-committee for Academic Affairs

The MAB Sub-committee for Academic Affairs carries delegated functions of MAB that relate to academic issues. This Sub-committee is responsible for procedural control and regulation of education, training, research and consultancy. The following are its responsibilities: -

a)   To advise on academic strategy related to the College portfolio prior to its consideration by MAB including consideration of the viability of academic programmes;

b)   To advise on administration of programmes including authorising of new programme development, suspending or discontinuing of existing programmes, and authorising collaborative programmes with approved partner(s).

2.4.4. The College Academic Board

The College Academic Board (CAB) is responsible for procedural control and regulation of education, training, research and consultancy within the College. The following are the responsibilities of the CAB:-

a)   To receive, consider and approve/disapprove:

   i.   Recommendations made to it on the curriculum of any course offered by the College department, learners admission, examination results from College campuses, in respect to a degree, diploma, certificate and other awards of the College;

    ii.   External examiners report for all courses offered by the College; and academic staff reviews for promotion purposes.

    iii.   Recommendations made to it on learners' examination appeals and cases of examinations irregularities;

    iv.   Recommendation for granting a degree, diploma, certificate or other award of the College;

    v.   Matters relating to research, consultancy and publications within the College;

    vi.   Academic audits in respect of each College campus for the purpose of and spearheading quality assurance and control of the college programmes;

b) To appoint committees consisting of academic staff or other persons as it deems proper and delegate its functions such as deliberating on and approving examination papers, and discussing and making recommendations on examination appeals and cases of examinations irregularities;

c) To make proposals to the MAB on matters relating to the conduct of academic issues in an effort to improve education, training, research, consultancy and publications;

d) To perform such other academic acts and functions as may, from time to time, be assigned or prescribed by the MAB

In carrying out these functions, the CAB relies heavily on reviews and judgments made by peers from within as well as from outside the institution. Such reviews largely focus on the academic contents and processes of the particular programmes.

2.4.5. Management

The management of Tanzania Public Service College constituted by the office of Rector and Chief Executive Officer with two deputies, Director of Public service in-service training, QAU with other

units, campus directors and heads of academic and administrative departments, all struggles towards offering quality service in the Public and Private sectors. The goal is to complement the Government's efforts of improving public service delivery by ensuring that the Government is self-sufficient with trained and skilled human resources to manage its economy. The management embraces the holistic approach in the quality management where all actors are involved.

2.4.6. Quality Assurance at TPSC

Evidence that TPSC cares for quality is demonstrated in the established regulations and guides governing the inputs, processes and outputs of academic programmes as well as other facets of college operations. Thus there are:

a) Establishment of quality assurance units which deals with compliances in all aspects of academics and support issues;

b) Centralization of assessments processes from continuous examinations to final examinations

c) Adherence to all rules and regulations set by regulatory authorities;

d) Formal admission conditions and requirements that filter out possible garbage;

e) Recruitment, appraisal and staff development requirements and procedures that ensure that only quality staff members are allowed to teach;

f) Stipulations regarding course contents, structure and assessment;

g) Examination regulations and certificate classification procedures and

h) Adherence to consultancy and short course policies of the college.

Also, in line with the spirit of institution transformation programme and the NACTVET guidelines for improving efficiency in inputs, processes and outputs quality, TPSC has developed tools for helping to gauge quality. The tools include tracer studies, academic audits and annual institutional self-evaluation. NACTVET requires all colleges to submit self-evaluation in preparation for an external evaluation. Therefore, adherence to these commitments by TPSC ensures improved quality of teaching, research and consulting services as mandates of the college. Accordingly, the college has a coherent and structured framework of managing quality, taking into account the need to be more comprehensive, more explicit and outward looking. This policy represents an additional step in that direction.

2.4.7. NACTVET and TCU

Evidence that TPSC cares for quality is available in the rules, regulations and guides governing inputs, processes and outputs of academic programmes as well as other facets of college operations. In this context, the two organs, namely NACTVET and TCU, establish guidelines on how better to conduct business in higher learning institutions. NACTVET is a regulator guiding provision of technical education, such as NTA level 4, 5 and 6, while TCU is responsible for regulating provision of NTA level 7 and 8, such that the Bachelor degree programme. Thus, they provide various standards regarding the running of higher learning institutions including TPSC.

2.4.8. Internal Audit

The College Internal Audit Unit carries internal audit functions of the college. This Unit is responsible for ensuring that all major policies, guidelines and regulations related to the performance of college functions are adhered to. As such, apart from overseeing the financial part of the college, it has the mandate to ensure that policies related to enhancing quality service at TPSC are adhered to.

CHAPTER THREE

POLICY ISSUES, STATEMENTS, STRATEGIES AND ASSUMPTIONS

3.1. Overview

In an effort to realize its vision, mission and objectives, TPSC shall consistently monitor and systematically evaluate the implementation of all its mandated activities. As such, TPSC will continue to review all its existing relevant policies, regulations and procedures and, where such instruments are lacking, develop appropriate ones, so as to ensure that all these guidelines are in line with its vision, mission and overall objectives. In addition, the college shall ensure that at all times it has in place well stipulated and widely understood criteria for undertaking self-assessment (critical assessment) in order to measure the quality of performance in all TPSC core activities. In line with these guides, together with those of NACTVET and TCU, TPSC shall constantly monitor and evaluate all its day-to-day activities in the core mission areas of training facilitations (long and short courses and public service examination review), consultancy, applied research, service to the public, and support services to students and staff.

3.2 Policy Issues, Statements, Strategies and Assumptions

TPSC set itself the goal of becoming a "reputable world-class technical college institution" through an "unrelenting pursuit of quality" in carrying out all its vision statement and core mission activities. TPSC

and all of its departments must adhere to internal and external rules, regulations, procedures, directives, and quality criteria in order to fulfil its vision and mission.

TPSC must adhere to the directives provided by regulatory bodies such as NACTVET and TCU.

A quality assessment policy should focus on units (academic and other) and/or on programmes (or group of programmes). It should include provisions to cover all the functions and units of the institution (training, research, administration, community service, etc.)[9]. Therefore, these policy guidelines will direct the implementation of the college's set objectives in all spheres of its operation, particularly in academic (training, research, and consultancy), public service in service training (short course training, Public service examination, technological innovation), and administration. The discussion on policy issues, statements, strategies, and assumptions will focus on all TPSC units.

3.2.1 Academic

The academic part encompasses teaching (admission, course delivery, and examination/evaluation); research and publication, and consultancy services.

3.2.1.1 Teaching

3.2.1.1.1. Admission

Policy Issue

Inefficiency of admission processes

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9 NACTVET (2023). Guidelines for Establishing Institutional Policies and Procedures on Quality Control and Quality Assurance. The National Council for Technical and Vocational Education and Training, Dar es Salaam.

Policy Statement

"Provision of efficient, transparent and friendly application procedures to increase enrolment of qualified candidates in all programmes"

Strategies

a) Attract new students using as many powerful advertisement media as possible;

b) Establish clear and well defined admission criteria for each programme;

c) Provision of a user-friendly online application system with the option to receive applications offline;

d) All admissions office staff to be well-trained, knowledgeable about the application processes, and helpful to customers;

Assumptions

a) Admit students from among the highest qualified candidates, by using set and frequently reviewed selection criteria, following a fair and absolutely transparent procedure;

b) Academic programmes that are relevant locally and internationally are offered, in terms of both academic content and planned professional training;

c) An easy-to-use online student management information system for submitting applications for admissions processes and also receiving feedback.

3.2.1.1.2. Course Delivery

Policy Issue

Inadequate resources in course delivery and deficiency in course facilitation

> **Policy Statement**
>
> *"The college shall continuously monitor and evaluate the quantity and quality of teaching in all programmes in order to maintain the highest quality standards in course delivery as one of the modes of improving performance in the public service"*

Strategies

To ensure quality in the area of course delivery in the long term programmes, TPSC shall:

a) Periodically review teaching programmes in order to confirm the extent to which:

    i.   Programmes are meaningfully structured and organized;

    ii. Programmes reflect recent advancements in the relevant field.

    iii. Programmes truly deliver an experience that exceeds the expectations of students and public servants, in addition to fulfilling their needs.

    iv. Programmes help in the attainment of the TPSC's academic vision and mission,

b) Conduct capacity building to promote and improve the application of CBET in course delivery;

c) Regularly arrange internal and external evaluation of the quality of teaching programmes offered by its departments in terms of their contents, delivery methods and internal assessment processes.

d) Involve various stakeholders, i.e., the professional bodies, government, potential employers, and other relevant sections of society in reviewing and evaluating academic programmes

through curriculum review workshops, tracer studies, situational analysis, and other appropriate mechanisms;

e) Review the curriculum of all programmes after every five years by involving stakeholders from within and outside the college.

Assumptions

a) Recruit and engage the best available academic and technical personnel, selected on the basis of established and regularly updated quality criteria, and through an absolutely transparent procedure;

b) Necessary learning materials and teaching/ learning infrastructure are provided for effective delivery of all teaching programmes on offer.

c) Teaching programmes are effectively delivered through the use of appropriate technologies and appropriate pedagogic skills;

d) Delivery of teaching programmes emphasizes CBET and therefore provides for the development of a good balance between academic knowledge and practical skills.

3.2.1.1.3. Students Evaluation

Policy Issue

Non-compliance with examination regulations

Policy Statement

"The college shall continuously monitor and evaluate student assessments so as to ensure the quality of academic outcomes and enhance student success"

Strategies

In order to guarantee quality in the student assessments, the college should focus on the following strategies:

a) Provision of clear examination regulations and procedures which are applied consistently;

b) Ensure that the assessments cover the objectives of the courses and of the programme as a whole;

c) Existence of clear and published examination grading criteria which clearly disclose pass and fail criteria;

d) Organized system for dissatisfied students to appeal for examination; and

e) Existence of accuracy and integrity in certification system.

Assumptions

a) Students' performance (learning) are assessed as per assessment plans of all teaching programmes on offer.

b) Efficient and effective internal and external moderation for the semester/supplementary examination are established;

c) Qualifying students with the appropriate certificate and graduation ceremony are provided;

d) Producing graduates who shall demonstrate excellent knowledge, skills, creativity and appropriate social values and that they will make significant contributions towards the common good of the society.

3.2.1.2. Research and Publication

Policy Issue

Inefficient system for providing quality research and publication

Policy statement

'The college shall promote the highest standards of research and publication for a meaningful contribution to the improvement of public service'

Strategies

In fulfilling the obligation to ensure high quality in the various researches and publication, TPSC shall consistently monitor and evaluate the quality and quantity of research and publication activities conducted. To improve and maintain the quality of research and publication activities undertaken by its staff, TPSC shall employ the following strategies:

a) Relevance and appropriateness of the established priorities as specified in the TPSC research and publication policy;

b) Adequacy of resource allocations to research and publication activities;

c) Proper structuring of research and publication to ensure its relevance in public service;

d) Efficient system of reviewing publication as well as research proposals and reports for approval by engaging external assessors or peer reviewers to ensure they meet ethical and methodological standards;

e) Ensure the quality of peer reviewer inputs, since these shall form a critical element of the appointment and promotion process of academic staff;

f) Effectiveness of dissemination channels for sharing research findings in ways relevant to policy makers and other practitioners to maximize its impact on public service improvement.

g) Encourage research integrity by eradicating plagiarism, data fabrication, and falsification of results and reporting any research misconduct to management;

h) Integration of research outputs into teaching/learning processes.

Assumptions

a) Existing research policy and publication agendas are implemented vigilantly and successfully in the light of the set objectives and performance criteria;

b) All research and publication activities undertaken in various departments and by individuals are properly managed, and evaluated;

c) Conscious efforts are constantly made to secure and rationally utilize research funding and facilities;

d) Implementation of the various research projects constantly take into account ethical considerations,

e) A Robust system is in place for ensuring that research outcomes are effectively disseminated and published, leading eventually to tangible contributions towards the improvement of quality of life in the society; and

f) Research results are continually integrated in teaching/learning and, where applicable, their commercial value enhanced and exploited.

3.2.1.3. Consulting Services

Policy issue

Insufficient capability and ability to bid for consultant assignments

> **Policy statement**
>
> *"The college shall deliver the highest standards of consultancy services that consistently exceed the expectations of its clients"*

Strategies

In discharging its obligations to guarantee high-quality consulting services, TPSC shall continuously monitor and regularly evaluate the quantity and quality of consulting services rendered by its staff. The goal is to guarantee the best quality in terms of:

a) Relevance of the priorities set institutionally and by individual departments;

b) Capacity building to promote and strengthen consulting abilities among staff;

c) Collaboration with other institutions/individuals when the college lacks competence in a specific area in a consultancy assignment; and

d) Adequacy of financial resources set for consulting services;

Assumptions

a) Effective policy to guide TPSC involvement in the provision of consulting services are developed to the broader society;

b) Robust and operational system of planning, executing and evaluating public service activities are developed; and

c) Consulting services are undertaken to contribute significantly to common good for the target communities.

3.2.2. Public Service in Service Training

The public service in service training includes public service examinations and review programme, short courses training and innovative learning services.

3.2.2.1. Public Service Examinations and Review Programme

Policy issue

Inadequate standard while facilitating various topics to enable increased performance in the public service

> **Policy Statement**
> *"TPSC shall periodically provide and continuously monitor the quality of the public service examinations and review programmes offered to public staff for outstanding public sector performance"*

Strategies

a) A well-designed curriculum for public service examination and review programme;

b) To administer public service examinations and review programmes at least twice a year in all campuses;

c) Ensure that the assessments cover the objectives of the courses and of the programme as a whole; and

d) Ensure that the infrastructure is up to standard and up to date to encourage conducive learning environment, such as Venue, ICT;

Assumptions

a) Provision of courses that aim to enhance public service performance in terms of both targeted professional development and academic content;

b) Students' performance (learning) are assessed as per assessment plans of all teaching PSE programmes on offer.

c) Monitor and evaluate all the processes of public service examinations.

3.2.2.2. Short Courses in Leadership, Management and Administration

Policy Issue

Inadequate design and funding for short courses to enhance public sector performance

> **Policy Statement**
>
> *"The college shall constantly monitor and evaluate the quantity and quality of teaching in all short course programmes of leadership, management and administration in order to enhance performance in the public service"*

Strategies

In fulfilling the obligation to ensure high quality in the various short courses in leadership, management and administration carried out in its constituent campuses and departments, TPSC shall consistently monitor and evaluate the quality and quantity of the short courses with specific focus on:

a) Carefully designed to ensure alignment with the overall mission and strategic objectives of the college and the institution offered that training;

b) Relevance of teaching/training given the level of participants, such as junior and senior public servants;

c) Adequacy of financial resources allocations to short courses;

d) Ensure that the infrastructure is up to standard and up to date to encourage conducive learning environment, such as Venue, ICT;

e) Integration of short courses output into teaching/learning;

f) Regularly reviewing short course designs, proposals, curriculum content, and instructor qualifications by involving stakeholders.

Assumptions

a) Best Facilitators are engaged from within and outside the institution, selected on the basis of established and regularly updated quality criteria, and through an absolutely transparent procedure;

b) Necessary learning materials and learning infrastructure are provided for effective delivery of all short course programmes on offer.

c) Teaching programmes are effectively delivered through the use of appropriate technologies and appropriate pedagogic skills;

d) System in place to offer certificates of attendance at the end of the programme.

3.2.2.3. Innovative learning services

Policy Issue

Insufficient understanding of the function of innovative learning facilities in supporting varied technological knowledge sharing activities

Policy Statement

"TPSC shall ensure the provision of reliable and effective technological platforms for innovative learning operations and meeting facilitation"

Strategies

To facilitate the provision of a technological platform for learning and meetings using video conference and multimedia facilities for hire.

Assumption

Participation in the technological infrastructure for learning, meeting and hiring increase.

3.2.3 Administration

3.2.3.1. Finance

Policy issue

Insufficient financial resources to support realization of the TPSC mission and vision

> **Policy Statement**
>
> *"TPSC shall maintain and continuously improve the quantity and quality of its financial services offered to support the core functions of training, research, and consultancy services."*

Strategies

a) To ensure that there is availability and quality of reliable and steady financial resources for efficient execution of TPSC operations*; and*

b) *To establish robust internal control systems that will prevent errors and fraud.*

Assumptions

a) Adequate financial services to facilitate TPSC core mission activities of Training, Research, and Consultancy services.

b) Latest financial technological system in place to support quick delivery of financial services.

3.2.3.2. Planning

Policy Issue

Inefficient financial budget planning and implementation

Policy Statement

"The college shall design, monitor, and evaluate progress being made in its existing programmes and services, as well as determine potential areas for future engagement so as to fulfil its mission"

Strategies

a) To provide the college with annual budgets that will allow it to continue to operate with sufficient resources, physical infrastructure facilities, and equipment to facilitate fulfilment of the TPSC mission and vision.

b) Planning to ensure that the establishment and running of teaching programmes/ departments proceed on the principles of rational use of resources and cost effectiveness;

c) Monitoring and evaluation reports are subjected to extensive deliberations by institution's governing authority;

Assumptions

a) Recruit and engage the best available personnel for planning purpose, selected on the basis of established and regularly updated quality criteria;

b) Implementation of the college strategic documents allow systematic operations; and

c) The priorities, directive and regulations guiding planning at the College at all times relevant, operational and effective,

3.2.3.3. Human Resources

Policy Issue

Insufficient use of personnel, inadequate development of capacity, and low motivation

> **Policy Statement**
>
> *"TPSC shall ensure that its employees are properly utilized, highly motivated, and competent in their areas of specialization at all levels"*

Strategies

a) Ensure that the academic and non-academic staff are adequate, highly qualified, motivated, and that they can meet the demands of the college in accomplishing its mission at various levels;

b) Ensure efficient deployment and proper utilization of staff;

c) Provide an attractive incentive scheme that is capable of motivating and keeping qualified staff.

Assumptions

a) Academic and support staff possess the necessary skills, motivation, and competence to carry out their duties in an efficient manner.

b) Mechanism for detecting and coordinating the improvement of the human resources gap established.

CHAPTER FOUR

ADMINISTRATIVE STRUCTURE

The administrative structure with regard to the quality assurance aspects for effectiveness shall employ total quality management (TQM), where all sections at the institution level are involved. TQM is functionally an integration of two basic functions, i.e., total quality control and quality management. Total quality control is a long-term success strategy for organizations, which includes focusing on customer satisfaction, employee satisfaction, product quality assurance in all its stages, and continuous improvement and innovation; whereas quality management is a way of planning, organizing and directing that will facilitate and integrate the capabilities of all employees for continuous improvement of anything and everything in an organization to attain excellence. Thus, TQM in an organization brings all the people together to ensure and improve product process quality, the work environment and the working culture.

4.1. Quality Assurance Unit

4.1.1. Mandate of the QAU

The QAU shall be a college-level organ, a coordinating or administrative unit responsible for the overall management of the QC and QA activities at TPSC. It is responsible for promoting public confidence in all the awards of the college, i.e., ensuring that the awards meet standards commensurate with national and international benchmarks. The college's operational departments shall continue to strive to meet set quality standards as prescribed

in various documents. Thus, it will assess whether or not internal quality standards and regulatory requirements are reached. As such, the unit shall spearhead the college QA system.

4.1.2. Structure of the QAU

The QAU shall be headed by the head with one assistant, for monitoring teaching and learning and for evaluation of support services, and will be appointed by the **Rector**. The QAU works with Quality Assurance Officers (QAs) as its focal point on each campus. They routinely monitor and evaluate the quality assurance processes of TPSC.

4.1.3. Functions of the QAU

The scope of the QAU's work includes the following:

a) Promoting a quality culture across the college through ensuring that set quality standards in all aspects of college functions are appropriate and relevant;

b) Overseeing and facilitating the quality assurance activities, processes and mechanisms in college functional units;

c) Developing and periodically updating general operational manuals to guide college-level QA operations, as well as instruments for use in internal evaluations;

d) Monitoring/implementation of quality assurance activities in all departments as per the set standards;

e) Providing advice and guidance to implementation units on the execution of QA activities;

f) Coordination of internal self-evaluation of quality assurance systems;

g) Analysis of all QA reports (students' course evaluations, External Examiners' reports, external audit reports, monitoring and evaluation reports, short course training reports, consultancy

reports, etc.) and identification of issues arising from them for the attention of the management at campus, departments and college levels;

h) Facilitation of external evaluation of TPSC and its academic Programmes;

i) Provision of external evaluation results to QA committee, Management and departments;

j) Monitoring of implementation of internal and external evaluation recommendations;

k) Advising the Rector and CEO on QA matters relating to teaching/ learning, short courses, research, and consultancy, and all QA matters relating to internal support services,

l) Updating the CEOs on the functioning of the TPSC QA system and on the overall quality status of the College;

m) Linking TPSC with the NACTVET/TCU and related agencies in QA matters; and

n) Linking TPSC with professional bodies that are relevant to its various curricula.

4.2. Role of Technical Staff of Quality Assurance

4.2.1. Head of the QAU

The Head of the QAU shall report all matters related to quality assurance and control to the Rector/CEO in this context, the unit shall work on behalf of the CEO:

a) To advise the CEO on all matters related to QA

b) Oversee the functions and responsibilities of the QAU;

c) Maintain a working contact with the DR-ARC, DR-PFA, DPST, and other Units, on QA matters;

d) To prepare and submitting QA reports to the CEO for further deliberations and meetings

e) Provide technical support on QA matters at MAB, Academic Committee, Academic Boards and other meetings of College on behalf of the CEO, as the case may be;

f) Represent TPSC at regional and other international forums on technical education QA matters;

g) Be ex-officio member of, and a technical advisor on QA matters deliberated on in the MAB, MAB-Academic committee, College Academic board and other meetings of College committees; and

h) Constantly updating TPSC on new global developments in Quality Assurance matters for technical Education institutions.

4.2.2. QAU Officer

The QAU Officer shall assist the HQAU in all day to day activities and responsibilities, and deputize for the HQAU whenever the need arises.

4.2.3. QA Officer at the Campus Level

The QA-Officer shall, in his/her capacity:

a) Advise the Campus Director on all matters related to QA

b) Creating action plans and carrying out tasks related to their respective campuses;

c) Collaborating closely with departmental heads on quality assurance matters pertaining to their sections;

d) Monitoring the attendance of tutors and lecturers in class;

e) Monitoring the supervision of examinations;

f) Monitoring academic and non-academic support services;

g) Evaluating the suitability of the facilities and resources at hand; and

h) Completing any tasks that are periodically delegated to them by the Head of QAU and the Campus Director.

4.2.4. QA Technical Staff at the Academic Department Level

The QA-technical staff shall, in his/her capacity:

a) Assist in creating common understanding on various quality aspects in their respective departments;

b) Monitoring academic and non-academic support services;

c) Evaluating the suitability of the facilities and resources at hand; and

d) Completing any tasks assigned to them by the campus's QA Officer on a regular basis.

4.3. Quality Control and Assurance Committees

In order to coordinate quality aspects of teaching and non-teaching elements it is recommended that institutions under the auspices of NACTVET should establish Quality Control and Assurance Committee (QCAC)[10]. Therefore, the QCAC shall be responsible for quality assurance matters as they relate to all aspects of College functions. There shall be quality control and assurance committees at the campus and college levels. The goal is to assure quality aspects in all TPSC operations.

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10 NACTVET (2004). Guidelines for Preparation of Quality Management Plan for Institutions Accredited by NACTVET. The National Council for Technical and Vocational Education and Training (NACTVET), Dar es Salaam.

4.3.1. College Quality Control and Assurance Committee (College-QCAC)

This shall be the top committee at the college level to address all quality-related issues.

4.3.1.1. Composition of the College-QCAC

For effective functioning, members of the College-QCAC shall be as follows:

a) Rector (Chairperson);

b) Head of the QAU (Secretary);

c) TPSC Management;

d) Chairman of the TPSC workers' union (TUGHE);

e) Two student representatives, the president and vice president of the students' government; and

f) Chief security officer.

4.3.1.2. Functions of the College-QCAC

The main functions of the college-QCAC shall be:

a) To keep under review, the standards and the quality of education offered by the institutions in conformity with NACTVET accreditation and academic standards.

b) To review various issues of an institutions not related to teaching and learning to ensure that they provide the necessary input towards good quality education.

c) Reports to the College Academic Board.

4.3.1.3. Operations of the College-QCAC

a) The College-QCAC shall meet once in the first week of each quarter to examine the issues from the previous quarter;

b) The College-QCAC shall develop a work plan at the beginning of each academic year;

c) Meeting agendas, papers and minutes will be printed and circulated to members in advance; and

d) The Head of the QAU will provide secretariat support to the college-QCAC.

4.3.2. Campus Quality Control and Assurance Committee (Campus-QCAC)

The campus-QCAC reports to the **Campus Internal Academic Board** for quality assurance and enhancement in the campus in conformity with the college's quality assurance framework.

4.3.2.1. Composition of the campus-QCAC

a) The campus director shall chair the committee;

b) Manager of academic;

c) Quality assurance officer on the campus (Secretary);

d) All members of the campus management;

e) One senior member on the campus appointed by the campus director;

f) Chairman of the TPSC workers' union (TUGHE) on campus;

g) Two student representatives, the president and vice president of the students' government;

h) Representative of the quality assurance technical staff from the departments appointed by the campus director;

i) Matron or patron;

j) Representative of secretarial staff appointed by the campus director;

k) Representative of the records staff appointed by the campus director; and

l) Chief security officer.

4.3.2.2. Terms of Reference for the Campus-QCAC

a) Promote quality culture on campus;

b) Oversee the delivery of the college's QA framework;

c) Oversight of reaffirmation of the campus accreditation by NACTVET, the regulatory authority;

d) Monitor the quality standards and practices for courses and degree programmes;

e) Monitor the quality standards and practices for all support services;

f) Validating new courses and programmes and monitoring any changes to academic programmes;

g) Prepare the quarterly QA report; and

h) Attend to specific issues as recommended by the college QCAC from time to time.

4.3.2.3. Operation of the Campus-QCAC

a) The committee shall meet once in the first week of each quarter to examine the issues from the previous quarter;

b) The quality assurance officer of the campus shall provide secretariat support to the Committee.

4.4. Structural Frame for the TPSC Quality Assurance System

The TPSC QA functional system shall be based on the QAU, which shall have links to all departments, sections, campuses, and the college management, as depicted in the schematic diagram, Figure 4.1:

Figure 4.1. Schematic Diagram to show Flow of Directives and Reports on Quality Assurance Issues at TPSC

4.5. Quality Assurance Roles of the Implementing Units

For the purpose of this policy the term 'implementing unit' refers to a campus, departments, units (such audit unit, QA unit etc.) or any other basic segment of the TPSC establishment, with a primary responsibility for carrying out the mandates of the college. While their primary role is to carry out their mandated roles, they have to regularly conduct self-evaluations. Their role in the TPSC QA system shall therefore include:

a) Implementing their mandated roles in the most cost-effective manner for the purpose of achieving TPSC goals and objectives;

b) Establish and regularly revising unit-specific performance standards, and strive to meet those standards;

c) Institute unit-specific QA procedures, operational manuals and measurement instruments, and providing the QAU with copies of such documents;

d) Carry out regular self-evaluations to determine the extent to which performance standards are met;

e) Submitting the QAU with self-assessment reports for College-level and external evaluations;

f) Work on internal and external evaluation's recommendations and submit reports to QAU; and

g) Keeping staff, students and other stakeholders abreast of the evaluation results and the implementation of the recommendations thereof.

4.6. Quality Assurance Roles of Participatory Organs

In this policy document, participatory Organs refer to departmental meetings, Campus meetings, units' boards and their technical committee, MAB and its technical committees. The QA role of these organs shall be to oversee quality in their respective areas

of jurisdiction. More so will be the consideration of the concerns that gave impetus for preparing this policy. The roles and specific functions shall include:

a) Ensuring that their respective unit/operational area have quality standards, and that the same standards are regularly reviewed for sustained relevance;

b) Regularly assessing the Performance of the units/operational area in respect of set quality criteria and if necessary recommend for improvement; and

c) Regularly directing corrective measures against inadequate implementation.

d) As an agency/secretariat of the CEO, the QAU shall regularly monitor and periodically evaluate the functioning of these participatory organs to determine the extent to which they play their roles.

e) The QAU shall provide technical guidance to the organs wherever the need arises.

CHAPTER FIVE

OPERATIONALIZATION OF POLICY, REVIEW AND AMMENDMENTS

5.1. Introduction

This policy shall apply to all academic and support units in the college. The college shall ensure that at all times it has well defined criteria for measuring and judging performance standards in all its core activities. The policy will become operational after approved by the MAB. However, several amendments can be done when necessary.

5.2. Operationalization of Policy

TPSC endeavours to employ various Strategies and instruments to evaluate the operationalization of this policy. Specifically, the main strategies will include client experience surveys (students, alumni, employer and other stakeholders in the community), institutional audits, programme reviews, regular awareness creation and programme accreditation.

5.2.1. Client Experience Surveys

The aim of conducting client experience surveys is to collect feedback on their experiences with college services and provisions. In order to ensure systematic collection of information, the QAU shall: (i) Develop appropriate tools for data collection; (ii) Coordinate data collection activities and analysis of the results; and (iii) Disseminate results to campuses, units, and ensure that they formulate and implement

strategies to improve areas needing intervention. The clients shall include students, staff, employers, and other stakeholders.

5.2.1.1. Student Experience Surveys

The QAU through assessment forms, structured and unstructured interviews or any other appropriate method shall regularly and systematically organize student experience surveys. Thus, students will have an opportunity to provide feedback on their experience on individual modules, courses, field attachments, provisions of support services, and teaching programmes as a whole.

5.2.1.2. Employer Experience Surveys

Campuses, Departments, and other units in collaboration with the QAU, shall conduct employer experience surveys on regular basis. However, at college wide this survey will be conducted by QAU after every five years. These surveys will provide vital information on offered programmes to determine if they are relevant, whether they have ability to meet market needs and ways in which they can be improved.

5.2.1.3. Alumni Experience Surveys

These surveys shall be conducted on regular basis by the QAU in order to determine whether the studies (particular programmes) at TPSC have been relevant after graduation, and ways in which programmes can be made more relevant and responsive to dynamic markets. The focus is on students with two or three years after graduation. The information from these surveys shall be useful in curricula reviews and in improving approaches to teaching, research and consulting. Alumni surveys shall be conducted concurrently with employer experience surveys, to be conducted for the entire college once every five years.

5.2.1.4. Staff Experience Surveys

In order to determine the extent to which the quality of support services, teaching and learning at TPSC, the QAU shall occasionally conduct academic and support staff experience surveys to assess their knowledge and academic staff satisfaction. The aim shall be to collect suggestions on required interventions and possible improvement measures. The results shall be communicated to individual units and the college Management. The QAU shall coordinate discussions at the departments, unit and general college levels, aimed at streamlining the improvement proposals and strategizing on their implementation. The unit shall also monitor the implementation of improvement strategies and report progress to the Rector and CEO. The college shall regularly conduct staff experience surveys for both academic and support staff. For academic staff, the general aim of these surveys shall be to collect information on: (i) Satisfaction with quality of teaching and learning; (ii) satisfaction with support services; and (iii) Proposals for required interventions and improvement.

5.2.1.5. Satisfaction of Various Stakeholders in the Community

In order to ensure there is cordial relationship with local community surrounding the college, the QAU shall periodically conduct surveys to establish community's perceptions towards the college. The resulting data shall be used for improving relationship with the stakeholders and the community as well as designing activities that involve neighbouring communities in a mutually beneficial manner.

5.2.2. External Programme Reviews

The QAU shall within the fifth year since the last evaluation arrange and coordinate external programme reviews. In facilitating these external evaluations, given specific terms of reference, through the QAU, the Rector and CEO shall each time appoint a panel of up

to six experts of whom two-thirds or more shall be drawn from employers. The focus will be on the structure and functioning of administrative and governance organs of the college. It includes but not limited to, review of documents, observations, and interviews with staff, students and management, and site visits; The QAU shall disseminate the results to the teaching units, each of which shall discuss the report and draw strategies to implement the subsequent recommendations of which the QAU monitor the implementation of the resultant recommendations.

5.2.3. Internal Programme Reviews

The campus directors, Heads of departments and units shall be responsible for the implementation of the TPSC QA policy through internal programme reviews or institutional self-evaluation. The campus director will appoint a team of up to five staff to constitute a campus review team. The team shall execute its tasks guided by Terms of Reference drawn by the QAU. The Review teams shall submit reports to QAU via the campus director for Scrutiny of their completeness. In consultation with the CEO and DR-ARC, the QAU shall arrange and conduct a verification visit to respective campus/ departments, using a committee of not more than three people. These will include two from within the campus, to be identified by QAU in consultation with campus director. One person will be chosen from another institution of comparable status to TPSC, to be appointed by CEO in consultation with campus director and Head of QAU.

Given the terms of reference prepared by QAU and approved by MAB, the committee shall review pertinent documents and contact staff and students in the departments concerned. Its main tasks shall be to:

i.   Alignment with learning outcomes, relevance, and effectiveness of the curriculum;

ii. Quality of teaching and learning, student engagements, and assessment methods;

iii. Research activities, publications, and consultancies;

iv. Students support services i.e., advising, counselling, and career development;

v. Adequacy of facilities and resources;

vi. Governance and administration i.e., institutional leadership, policies, and procedures.

The Committee shall submit its report to the QAU which, upon consultation with the CEO, shall forward it to the respective departments/ units with comments and directives on the improvements recommended by the Committee. Upon receipt of the improved report, the QAU shall transmit it to MAB for discussion and approval. The QAU shall subsequently monitor the implementation of the approved recommendations/directives by the respective departments/units.

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

5.2.4. Regular Awareness Creation

The college shall keep staff and students fully informed of all QA initiatives and developments. This is done through publications, awareness creation to students during orientation and in the college websites. The following strategies shall be employed:

a) When necessary, campuses may ask the QAU to provide staff training on quality assurance issues on campus;

b) QAU shall engage in the student orientation week by raising awareness about quality assurance matters in training and learning; and

c) Each year, at least one workshop shall be arranged for management at the headquarters and campus levels to share information on quality assurance matters and develop strategies to tackle future challenges.

5.2.5. Programme Accreditation/Reaccreditation

Wherever applicable, TPSC teaching programmes shall be accredited by NACTVET or TCU.

5.3 Policy Monitoring and Evaluation

This policy provides a general guide to the process of monitoring and evaluation of quality in all aspects of TPSC operations. It does not specify modalities or procedures for the actual process of ensuring quality, a task left to individual units/departments and the college administration. The policy assumes that the departments, units, and college administration shall continuously establish and review quality standards in all their main areas of operation.

The task of the quality assurance process is to constantly determine the extent to which TPSC achieves the standards it set for itself, and to advise on ways of improving quality at both the institutional and unit/departmental levels. The QAU shall continuously execute this task using appropriate evaluation instruments. It is the duty of the QAU to constantly develop and review these instruments with a view to ensuring that they are capable of capturing sufficient evidence to show the extent to which TPSC is achieving its set quality standards in all its major spheres of operation.

5.4. Validity of the Policy Provisions

These policy provisions shall become operational immediately upon approval by the TPSC MAB, and shall remain valid until when withdrawn by the same authority. However, given the changing conditions under which the College operates, this document is

subject to periodic reviews and adjustments, and, whenever such alterations occur, the revised version of the document shall take precedence over the previous one.

5.5. Revision of the Policy Document

In the event that any statement in the policy provision becomes obsolete or a need to introduce new statements emerges as a consequence of a changing college environment, market factors, or any other reason, such statements shall be updated or modified with the guidance and approval of the TPSC MAB. In any case, the entire document shall be reviewed once every 5 years.

5.6. Transitional Arrangements

Since QA matters are currently very critical in all technical institutions, TPSC-QAU is at its own office at the headquarters. Upon approval of this policy, the CEO will facilitate the execution of quality assurance operations and ensure the availability of all appropriate materials and documentation for smooth operation of quality assurance activities throughout TPSC.

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