THE NATIONAL COUNCIL FOR TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING
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Guidelines for Preparation of Quality Management Plan for Institutions Accredited by NACTVET

Dar es Salaam *August 2004*

FOREWORD

The National Council for Technical and Vocational Education and Training (NACTVET) is a statutory body established by the National Council for Technical and Vocational Education and Training Act, 1997 to oversee and coordinate the provision of technical education and training in Tanzania. In accomplishing this task, NACTVET require institutions to have a quality system in place. To assist institutions in implementing this requirement, NACTVET has established procedures and guidelines to be as guiding tools. The guidelines for preparation of Quality Management Plan for institutions accredited by NACTVET are amongst the tools.

A Quality Management Plan (QMP) is formulated to provide how an institution structures its quality system and describes its quality policies and corresponding operational procedures including criteria for and areas of application of policies, as well as specific roles and responsibilities of the relevant authorities in implementing the operational policies and procedures. QMP also describes institution's policies and procedures for assessing the effectiveness of the quality system.

This document discusses the contents and elements of QMP that must reflect the institution's commitment to quality management principles and practices. This booklet aims at guiding institutions on how to prepare an institutional Quality Management Plan. The document also recommends the institutional quality management structures to coordinate quality aspects of both teaching and non-teaching elements.

We hope that technical institutions will find this booklet helpful during the preparation of their respective Quality Management Plans.

Dr. A.B. Rutayuga
EXECUTIVE SECRETARY

EXECUTIVE SUMMARY

ES1: All technical institutions accredited by NACTVET are required to establish and implement a quality system. Such quality system is operationalised through establishment of a Quality Management Plan (QMP) and corresponding Institutional Quality Control and Quality Assurance Policies and Procedures.

ES2: QMP is formulated to provide how an institution structures its quality system and describes the quality policies of the institution, corresponding operational procedures to include criteria for and areas of application of the policies, as well as specific roles and responsibilities of the relevant authorities in implementing the operational policies and procedures. It also describes institution's policies and procedures for assessing the effectiveness of the quality system.

ES3: This document describes ten key elements of a quality system for technical institutions accredited by NACTVET that must be documented in a QMP to comply with NACTVET requirements. Each QMP Element is described by its purpose and specifications of respective key issues that need to be provided under the element.

ES4: The identified key elements that have to be considered include the Management and institution, Components of Applicable Quality System, Qualification and Training of Personnel, Procurement of Items and Services, Documents and Records, Computer Hardware and Software, Planning, Implementation of Teaching and Research, Assessment and Response, and Quality Improvement.

ES5: The document has also prescribed the procedures for preparation of QMP, its approval and implementation, as well as conditions for review of plan and modalities for the actual review of QMP.

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LIST OF ABBREVIATIONS AND ACRONYMS

Abbreviation	Description
NACTVET	National Council for Technical and Vocational Education and Training
QCAC	NACTVET Quality Control and Assurance Committee
NTA	National Technical Award
QA	Quality Assurance
QC	Quality Control
QAA	Quality Assurance Agency
QMP	Quality Management Plan
QMS	Quality Management System
SB-QCAC	Subject Board Quality Control and Assurance Committee
URT	United Republic of Tanzania

1.0 INTRODUCTION

All technical institutions accredited by NACTVET are required to establish and implement a quality system. Such system is necessary to guarantee quality of respective outputs and win confidence of stakeholders in the quality of technical education provided. This is quite in line with the prescriptions of the NACTVET Academic Quality Standards [1]. Essentially, the required quality system is a structured system that describes the policies and procedures followed by the institution for ensuring that all inputs, work processes, and products or services of the respective technical institution are in line with the vision and mission of the institution and satisfying the expectations of the employers of relevant graduates, the profession concerned, the society, and the NACTVET norms.

The quality system at a technical institution is operationalised through establishment of a Quality Management Plan (QMP) and corresponding Institutional Quality Control and Quality Assurance Policies and Procedures. The latter is described in another NACTVET document [2]. On the other hand, QMP is formulated to provide how an institution structures its quality system and describes the quality policies of the institution, corresponding operational procedures to include criteria for and areas of application of the policies, as well as specific roles and responsibilities of the relevant authorities in implementing the operational policies and procedures. It also describes an institution's policies and procedures for assessing the effectiveness of the quality system.

This document describes the elements of a quality system for technical institutions accredited by NACTVET that must be documented in a QMP to comply with NACTVET requirements. Specifically, the document presents specifications and instructions for the information that must be contained in a QMP and discusses the procedures for review, approval, implementation, and revision of QMPs. It is important for readers to note that all elements described in this documents are required in a QMP unless otherwise directed by NACTVET.

2.0 REQUIREMENTS ON A QUALITY MANAGEMENT PLAN

2.1 Purpose

The major purpose of a QMP is to provide a management tool for operationalization of a quality system of an institution. It prescribes the policies and procedures for planning, implementing, documenting, and assessing the effectiveness of activities supporting educational operations of a technical institution.

2.2 General Contents of QMP

As it has already been highlighted, QMP is intended to describe the policies and procedures for management practices and all key operational matters in a technical institution with a view to ensuring quality outputs in line with the market expectations. The contents of QMP therefore satisfy this requirement and as such, the document should include the following major descriptions:

a) The mission and quality policy of the institution;

b) The specific roles, authorities, and responsibilities of management and staff of the institution with respect to QC and QA activities;

c) The means by which effective communications with personnel actually performing the work are assured;

d) The processes used to plan, implement, and assess the work performed;

e) The process by which measures of effectiveness for QC and QA activities will be established and how frequently effectiveness will be measured; and

f) The continual improvement based on lessons learned from previous experience.

Specific elements of a quality system are addressed within the major contents of QMP outlined above. The key such elements include those reflecting the institution, its management and the components of applicable quality system, as well as the frameworks for qualifications and training of personnel, procurement of items and services, documentation and records, usage of computer hardware and software, planning, implementation of work processes, assessment and response, and quality improvement.

Each technical institution shall evaluate these elements for applicability to their quality system. Where a particular element is not relevant, an explanation of why it is not relevant must be provided in the QMP. Also, if it is determined that an additional quality management element is useful or necessary for an adequate quality system, such element shall be included in the QMP. However, in all cases, QMP shall reflect the institution's commitment to quality management principles and practices, tailored, when appropriate, by senior management to meet the institution's needs. Specific requirements for each of these elements are described in Chapter 3 of the present document.

3.0 ELEMENTS OF A QUALITY MANAGEMENT PLAN

Each QMP Element is described by its *purpose* and *specifications* of respective key issues that need to be provided under the element. In order to ensure uniformity and consistency in presentation and review of QMP, it is preferable, but not necessary, that QMP addresses the specifications in the same order as presented under this Chapter.

However, if an existing and approved QMP adequately addresses each of the required issues under the specifications but the same are presented in a different order, such QMP shall not be rewritten simply to conform to the outline provided in the present modalities.

3.1 Management and Institution

3.1.1 Purpose

To document the overall policy, scope, applicability, and management responsibilities of the institution's quality system.

3.1.2 Specifications

The institution shall provide the following:

(a) An approval page for the signatures of the institution's management and QC & QA manager. The approval page may be part of a title page or a separate sheet following the title page.

(b) A statement of the institution's policy on QC and QA, including:

(i) The importance of QC and QA activities to the institution and why,

(ii) The general objectives and goals of the quality system, and

(iii) The policy for resource allocation for the quality system (QMPs must discuss personnel, intramural and extramural funding, and other teaching resources).

(c) An institution organisation chart that identifies all of the components of the institution and, in particular, the institutional position and lines of reporting for the QC & QA Manager (or similar position such as a Quality Manager) and any other QC & QA staff;

(d) A description of the authorities of the QC & QA Manager and any other staff that also:

(i) Documents the institutional independence of the QC & QA Manager from groups generating, compiling, and evaluating teaching data, and

(ii) Indicates how the institution will ensure that QC & QA personnel will have access to the appropriate levels of management in order to plan, assess, and improve the institution's quality system;

(e) A description of the technical activities or programmes that are supported by the quality system including:

(i) The specific programmes that require quality management control;

(ii) Where oversight of delegated, contracted, or other extramural programmes is needed to assure data quality; and

(iii) Where and how internal coordination of QC and QA activities among the different units of an institution needs to occur;

(f) A description of how management will assure that applicable elements of the quality system are understood and implemented in all educational programmes; and

(g) A discussion of the institution's process for resolving disputes regarding quality system requirements, QC and QA procedures, assessments, or corrective actions.

3.2 Components of Applicable Quality System

3.2.1 Purpose

To document how an institution manages its quality system and defines the primary responsibilities for managing and implementing each component of the system.

3.2.2 Specifications

The institution shall provide the following:

(a) A description of the institution's quality system that includes the principal components of the system and the roles and implementation responsibilities of management and staff with regards to these components. These components include, but are not limited to:

(i) Quality system documentation;

(ii) Annual reviews and planning;

(iii) Management assessments;

(iv) Training;

(v) Systematic planning of projects;

(vi) Project-specific quality documentation; and

(vii) Project and data assessments.

(b) A list of the tools for implementing each component of the quality system. These tools include, but are not limited to:

(i) QMPs (quality system documentation);

(ii) Quality Systems Audits (management assessments);

(iii) Training Plans (training);

(iv) QA Project Plan (project-specific quality documentation); and

(v) Data Verification and Validation (data assessments).

(c) A list of any components of the institution that develop QMPs (or equivalent document) in support of the institution's Quality System and the review and approval procedures for such documentation; and

(d) A description of how roles and responsibilities for the principal components of the Quality System are incorporated into performance standards.

3.3 Qualification and Training of Personnel

3.3.1 Purpose

To document the procedures for assuring that all personnel performing work for an institution have the necessary skills to effectively accomplish their work.

3.3.2 Specifications

The institution shall provide the following:

(a) A statement of the policy regarding training for management and staff;

(b) A description of the process(es), including the roles, responsibilities, and authorities of management and staff, for:

(i) Identifying, ensuring, and documenting that personnel have and maintain the appropriate knowledge, skill, and statutory, regulatory, professional or other certifications, accreditations, licenses, or other formal qualification necessary; and

(ii) Identifying the need for retraining based on changing requirements.

3.4 Procurement of Items and Services

3.4.1 Purpose

To document the procedures for purchased items and services that directly affect the quality of educational programmes.

3.4.2 Specifications

The institution shall provide a description of, or reference to the document describing the procurement process(es). The description should include the roles, responsibilities, and authorities of management and staff, pertaining to all appropriate procurement documents or extramural agreements, including grants, cooperative agreements, and contracted and subcontracted activities, involving or affecting educational programmes, for:

(a) Reviewing and approving procurement documents (and any changes to these documents) to ensure:

(i) That the procurement documents are accurate, complete, and clearly describe the item(s) or service needed, the associated technical and quality requirements, and the quality system elements for which the supplier is responsible; and

(ii) The supplier's conformance to the customer's requirements will be verified.

(b) Reviewing and approving all applicable responses to solicitations to ensure that these documents:

(i) The documents satisfy all technical and quality requirements, and provide evidence of the supplier's capability to satisfy institutional quality system requirements; and

(ii) The procured items and services are of acceptable quality, including the review of objective evidence of quality for applicable items and services furnished by suppliers and subcontractors, source selection, source inspections, supplier audits, and examination of deliverables.

3.5 Documents and Records

3.5.1 Purpose

To document appropriate controls for quality-related documents and records determined to be important to the mission of the institution.

3.5.2 Specifications

The institution shall provide a description of, or reference to the document describing the procurement process(es). The description should include the roles, responsibilities, and authorities of management and staff, for:

(a) Identifying quality-related documents and records (both printed and electronic) requiring control;

(b) Preparing, reviewing for conformance to technical and quality system requirements, approving, issuing, using, authenticating, and revising documents and records;

(c) Ensuring that records and documents accurately reflect completed work;

(d) Maintaining documents and records including transmittal, distribution, retention (including retention times), access, preservation (including protection from damage, loss, and deterioration), traceability, retrieval, removal of obsolete documentation, and disposition;

(e) Ensuring compliance with all applicable statutory, regulatory, and NACTVET requirements for documents and records; and

(f) Establishing and implementing appropriate chain of custody and confidentiality procedures for evidentiary records.

3.6 Computer Hardware and Software

3.6.1 Purpose

To document how the institution will ensure that computer hardware and software satisfies the institution's requirements.

3.6.2 Specifications

The institution shall provide a description of, or reference to the document describing the procurement process(es). The description should include the roles, responsibilities, and authorities of management and staff, for:

(a) Developing, installing, testing (including verification and validation), using, maintaining, controlling, and documenting computer hardware and software used in educational programmes to ensure it meets technical and quality requirements and directives from management;

(b) Assessing and documenting the impact of changes to user requirements and/or the hardware and software on performance;

(c) Evaluating purchased hardware and software to ensure it meets user requirements and complies with applicable contractual requirements and standards; and

(d) Ensuring that data and information produced from, or collected by, computers meet applicable information resource management requirements and standards.

3.7 Planning

3.7.1 Purpose

To document how individual data operations will be planned within the institutions to ensure that data or information collected are of the needed and expected quality for their desired use.

3.7.2 Specifications

The institution shall provide a description of, or reference to the document describing the procurement process(es). The description should include the roles, responsibilities, and authorities of management and staff, for:

(a) Planning educational data operations using a systematic planning process that includes:

(i) Identification and involvement of the project manager, sponsoring organization and responsible official, project personnel, stakeholders, scientific experts, etc. (e.g., all customers and suppliers);

(ii) Description of the project goal, objectives, and questions and issues to be addressed;

(iii) Identification of important schedules, resources (including budget), milestones, and any applicable requirements (e.g., regulatory and contractual requirements);

(iv) Identification of the type and quantity of data needed and how the data will be used to support the project's objectives;

(v) Specification of performance criteria for measuring quality;

(vi) Specification of needed QC and QA activities to assess the quality performance criteria;

(vii) Description of how, when, and where the data will be obtained (including existing data) and identification of any constraints on data collection; and

(viii) Description of how the acquired data will be analyzed (either in the field or the laboratory), evaluated (i.e., QA review, verification, validation), and assessed against its intended use and the quality performance criteria;

(b) Developing, reviewing, approving, implementing, and revising a QC and QA Project Plan or equivalent planning document; and

(c) Evaluating and qualifying data collected for other purposes or from other sources, including the application of any statistical methods, for a new use.

3.8 Implementation of Teaching and Research

3.8.1 Purpose

To document how teaching and research will be implemented within the institution to ensure that data or information collected are of the needed and expected quality for their desired use.

3.8.2 Specifications

The institution shall provide a description of, or reference to the document describing the procurement process(es). The description should include the roles, responsibilities, and authorities of management and staff, for:

(a) Ensuring that teaching and research is performed according to approved planning and technical documents;

(b) Identification of operations needing procedures (e.g., standardized, special, or critical operations), preparation (including form, content, and applicability), review, approval, revision, and withdrawal of these procedures; and policy for use; and

(c) Controlling and documenting the release, change, and use of planned procedures, including any necessary approvals, specific times and points for implementing changes, removal of obsolete documentation from work areas, and verification that the changes are made as prescribed.

3.9 Assessment and Response

3.9.1 Purpose

To document how the institution will determine the suitability and effectiveness of the implemented quality system and the quality performance of the educational programmes to which the quality system applies.

3.9.2 Specifications

The institution shall provide a description of, or reference to the document describing the procurement process(es).

The description should include the roles, responsibilities, and authorities of management and staff, for:

(a) Assessing the adequacy of the quality system at least annually;

(b) Planning, implementing, and documenting assessments and reporting assessment results to management including how to select an assessment tool, the expected frequency of their application to educational programmes, and the roles and responsibilities of assessors;

(c) Determining the level of competence, experience, and training necessary to ensure that personnel conducting assessments are technically knowledgeable, have no real or perceived conflict of interest, and have no direct involvement or responsibility for the work being assessed;

(d) Ensuring that personnel conducting assessments have sufficient authority, access to programmes, managers, documents, and records, and institutional freedom to:

(i) Identify both quality problems and noteworthy practices,

(ii) Propose recommendations for resolving quality problems,

(iii) Independently confirm implementation and effectiveness of solutions;

(e) Management's review and response to findings;

(f) Identifying how and when corrective actions are to be taken in response to the findings of the assessment, ensuring corrective actions are made promptly, confirming the implementation and effectiveness of any corrective action, and documenting (including the identification of root causes, the determination of whether the problem is unique or has more generic implications, and recommendation of procedures to prevent recurrence) such actions;

(g) Addressing any disputes encountered as a result of assessments. Available assessment tools include quality systems audits, management systems reviews, peer reviews, technical reviews, performance evaluations, data quality assessments, readiness reviews, technical systems audits, and surveillance.

3.10 Quality Improvement

3.10.1 Purpose

To document how the institution will improve the institutional quality system.

3.10.2 Specifications

Identify a person in an institution responsible for planning, implementing, and evaluating the effectiveness of quality improvement activities and describe the process to ensure continuous quality improvement, including the roles and responsibilities of management and staff, for:

(a) Ensuring that conditions averse to quality are:

(i) Prevented,

(ii) Identified promptly including a determination of the nature and extent of the problem,

(iii) Corrected as soon as practical, including implementing appropriate corrective actions and actions to prevent reoccurrence,

(iv) Documenting all corrective actions, and

(v) Tracking such actions to closure;

(b) Encouraging staff at all levels to establish communications between customers and suppliers, identify process improvement opportunities, and identify and offer solutions to problems.

4.0 PREPARATION OF A QUALITY MANAGEMENT PLAN

It is important that descriptions of the elements provided in 3.0 above are sufficiently inclusive, explicit, and readable to enable both management and staff to understand the priority which management places on QC and QA activities, the established quality policies and procedures, and their respective quality-related roles and responsibilities. The QMP elements must be presented in such a way that an assessment of the suitability and effectiveness of the institution's quality system can be accomplished. Such assessments will enable management to determine if the quality system meets the needs of the institution.

In all cases, the QMP should focus on the processes and procedures used to plan, implement, and assess the educational programmes to which it is applied, and must include definitions of appropriate authorities and responsibilities for managers and staff.

For these reasons, it is the senior management of an institution that shall be responsible for the preparation of QMP. In this context, senior management of an institution implies the Executive Head of Institution (i.e. Principal, Director, Provost, Rector, as the case may be) and Senior Academic and Non–Academic Staff who are responsible and accountable for mission accomplishment and overall operations of the institution. While senior management is responsible for the preparation of the QMP and ensuring that the quality system documented in the QMP satisfies all NACTVET Quality Policy requirements, the actual preparation may be assigned to the Institution's staff so long as it is assured that all Senior Staff support the effort.

For example, it is often the practice that the QA Manager of an Institution directs a senior member of staff to prepare a QMP to cover all educational programmes supported or undertaken by the institution. While doing so, the QA Manager shall ensure that the senior management understands fully the contents of the QMP and concur with its implementation.

The QMP must be approved and signed by the senior management of the institution. This will certify that the institution has conducted an internal review of the QMP and that management has concurred with its contents. Further the QMP shall be submitted to Governing/Advisory Boards for approval.

5.0 REVIEW OF A QUALITY MANAGEMENT PLAN

Each institution shall review its QMP at least annually to reconfirm the suitability and effectiveness of the approved quality management practices. The process of developing, annually reviewing, and revising (as needed) the QMP provides an opportunity for management and staff to clarify roles and responsibilities, address problem areas, and institutionalize improvements. Having an accurate QMP at all times is an essential element in every quality system. Thus, all changes in QA policy and procedures shall be documented in the QMP in a timely fashion.

Conditions requiring the revision of an approved QMP include:

(a) Expiration of the five-year life span (or any other fixed life span) of the QMP;

(b) Major changes in mission and responsibilities, such as changes in the delegation status of an educational programme;

(c) Re-institution of existing functions that affect educational programmes covered by the QMP; and

(d) Assessment findings requiring corrective actions and response.

The senior management of the institution is responsible for the review of QMP and ensuring that all revisions satisfy the NACTVET Quality Policy requirements. As it is the case with the preparation of QMP, the actual incorporation of the revisions in the QMP document may be assigned to the Institution's staff so long as it is assured that all Senior Staff support the effort. The revisions in the QMP must also be approved and signed by the senior management of the institution and subsequently be submitted to Governing/Advisory Boards for approval. Having revised the QMP, all appropriate personnel in the institution performing work covered by the scope of the QMP shall be notified of changes to the quality system and the QMP to keep them informed of the current requirements.

In general, a copy of any QMP revision(s) made during the year shall be submitted to NACTVET as a report when such changes occur. However, if significant changes have been made to the quality system that affect the performance of work for the institution, it shall be necessary to re-submit the entire QMP to NACTVET for reference.

6.0 QUALITY MANAGEMENT STRUCTURES

6.1 Recommended Quality Management Structure for Institutions

In most institutions the academic departments are responsible for ensuring quality of teaching and learning, while the financial and administration departments are responsible for ensuring quality of non-teaching elements. In order to coordinate quality aspects of teaching and non-teaching elements it is recommended that institutions should establish Quality Control and Assurance Committee with a typical structure as indicated in Fig. 1. The main function of the Quality Control and Assurance Committee shall be to keep under review the standards and the quality of education offered by the institutions in conformity with NACTVET accreditation and academic standards. It shall also review various issues of an institutions not related to teaching and learning to ensure that they provide the necessary input towards good quality education. In carrying out all its functions, the Committee shall be responsible to the Institution's Governing or Advisory Board, as the case may be.

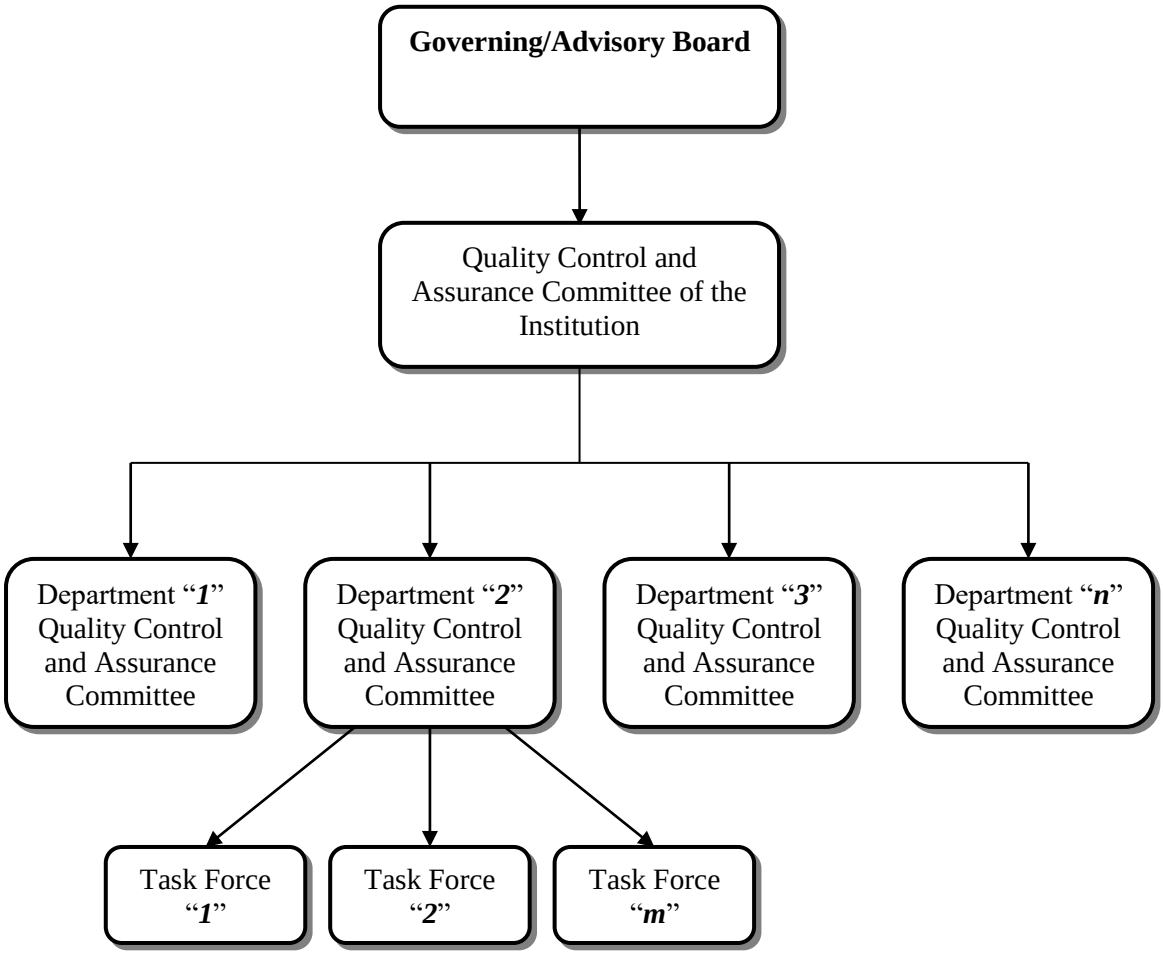


Figure 1: Recommended Structure of Quality Management in Institutions

For effective functioning of the Quality Control and Assurance Committee at Institutional level, it is recommended to compose the Committee as follows:

(i) The Head of an institution;

(ii) Heads of relevant academic departments;

(iii) Financial and administrative Officer;

(iv) Students representatives;

(v) At least two members from the Institutions governing Board.

Under the Institution's Quality Control and Assurance Committee, there will be Departmental Quality Assurance and Control Committees. These shall constitute mainly members of departments chaired by the Head of Department. This committee shall be entrusted to ensure that the systems and processes within the department lead to provision of quality education to the students.

The Departmental Quality Control and Assurance Committee may form various task forces to deal with specific issues related teaching and learning e.g. graduate and employers tracer studies, formulation of enabling outcomes during curriculum development, reconciliation of course modules/subjects with enabling learning outcomes, review of enabling learning outcomes/course modules in a curriculum; curriculum approval/validation at institutional level, etc.

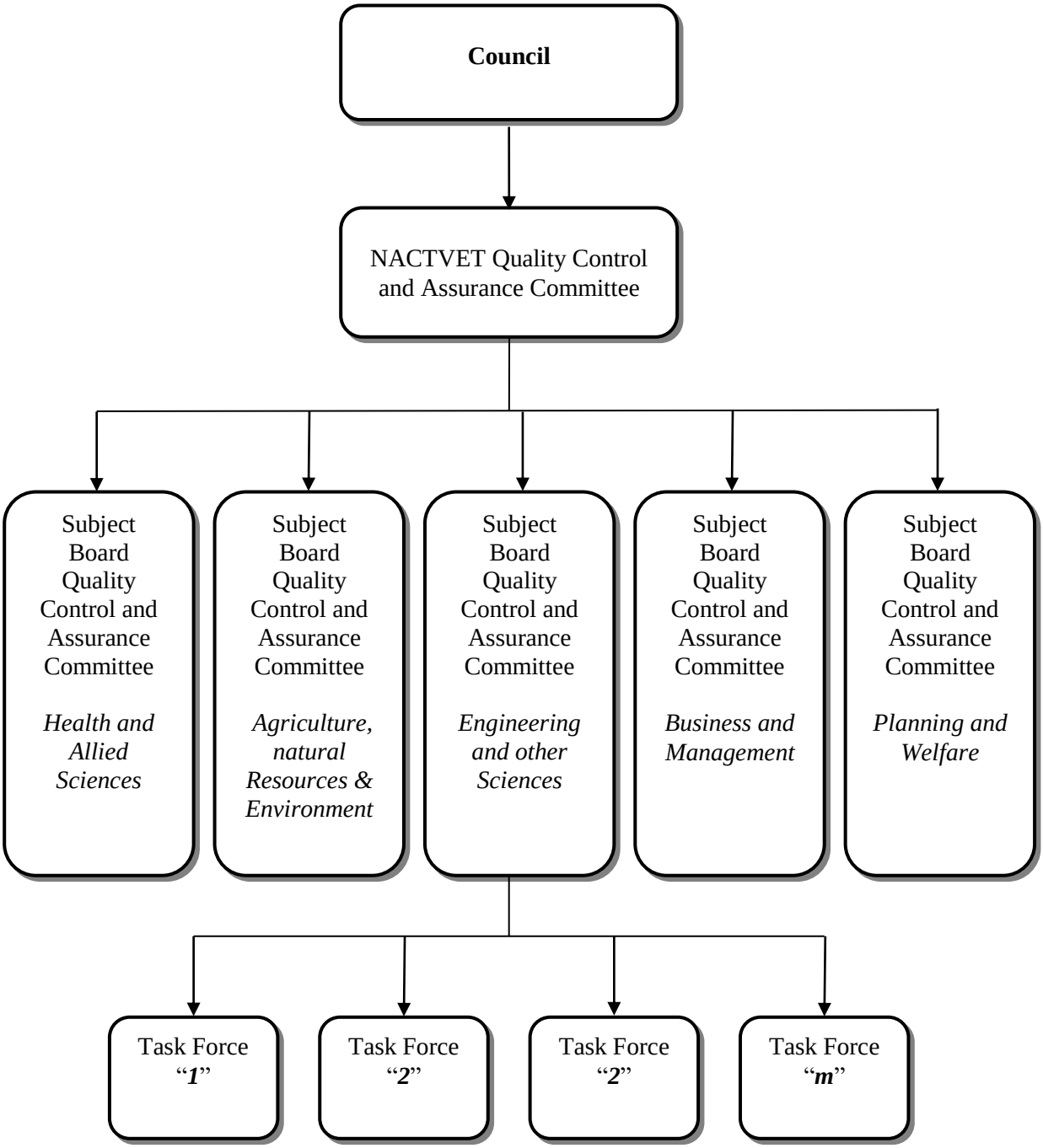
It is important to note that the Quality Management Structure indicated in Fig. 1 is only a recommendation for institutions accredited by NACTVET. Institutions are however free to formulate their Quality Management Structures in line with their Organisation Structure.

Critical is to ensure that any such committee established for the purpose keeps under continuous review the standards and the quality of education offered by the institution in conformity with NACTVET accreditation and academic standards. It shall also review various issues of an institutions not related to teaching and learning to ensure that they provide the necessary input towards good quality education.

6.2 Quality Management Structure for NACTVET

The Quality Management structure for NACTVET is shown in Figure 1. It is important to note that under Subject Boards Quality Control and Assurance Committees, various task forces may be constituted to approve and review aspects related to courses, awards etc.

Figure 2: Quality Management Structure for NACTVET



The NACTVET Quality Control and Assurance Committee (NACTVET-QCAC) is responsible to the Council for keeping under review, in cooperation with Subject Boards, the standards and the quality of the awards offered by various institutions accredited by NACTVET. This is quite in line with the provisions in the Act that established NACTVET [3]. In carrying out its function, NACTVET-QCAC will present reports and recommendations to the Council on policy issues and matters connected with academic standards and quality, including an annual report on academic work, derived from reports received from the institutions. The report on academic work enables problems in the assurance of quality within the institutions to be identified so that remedial action can be initiated. The NACTVET-QCAC shall also coordinate the process of approval, monitoring, evaluation and progress review of courses in association with Subject Boards. In addition, the NACTVET-QCAC shall assess the ability of the institutions to provide suitable educational experience for its students and those involved in the partnership arrangements respectively. The reviews examine both the teaching and learning environment and non-academic aspects of the overall student experience.

NACTVET-QCAC will be composed of seven members including the Chairperson as follows:

(i) Executive Secretary of NACTVET – Chairperson;

(ii) Deputy Secretary of Registration and Accreditation – Secretary;

(iii) Deputy Secretary of Examinations and Awards;

(iv) Deputy Secretary of Information, Research and Development;

(v) One member representing Technical Education and Training Institutions;

(vi) One member representing employers;

(vii) One member representing relevant professional bodies; and

(viii) One member representing the Ministry that is responsible for Science and Technology.

The detailed functions of NACTVET-QCAC are appended in another document of NACTVET.

Looking at the overall structure of NACTVET most of the quality control aspects of the institutions and NTA is vested with the five Subject Boards. As such, the work of NACTVET-QCAC as highlighted above need to be complemented by the Subject Board's Quality Control and Assurance Committees (SB-QCAC). The latter are responsible to keep under review the standards and quality of awards offered by various institutions and falling within the Subject Board. The SB-QCAC will report directly to NACTVET-QCAC.

For effective functioning, the SB-QCAC shall be composed as follows:

(i) One member from the relevant Subject Board or a member from appropriate professional body (Chairman);

(ii) Chief Co-coordinator of the Subject Board (Secretary);

(iii) One member nominated from appropriate professional bodies;

(iv) One professionally qualified member from industries or professions directly concerned with the employment of the holder of Council awards in the subject area of the Board;

(v) Subject experts currently employed in a University, who have professional qualifications in the subject areas covered by the Board; and

(vi) Two Principals of Institutions accredited to NACTVET offering courses covered by the Subject Board.

The relevant Subject Board shall form various task forces to handle the various issues related with quality of provision of technical education. Typical examples of the task forces that can be formed include a Course Approval and Review Task Force with responsibility to assess the validity of new or significantly revised course proposal and to conduct course reviews for institutions accredited to NACTVET, a Module Approval and Review Task Force to assess the quality of new or revised modules within the subject areas and those under review and many more task forces that may be formulated depending on the specific needs of the SB-QCAC.

GLOSSARY OF TERMS USED IN THE DOCUMENT

The following, arranged in alphabetical order, are the definitions of the terms used in this document, unless the context required otherwise:

G1. Assessment

Systematic analysis of the effectiveness of teaching and learning that is carried out according to established standards.

G2. The Council

The National Council for Technical and Vocational Education and Training (NACTVET) established under section 3 of the National Council for Technical and Vocational Education and Training Act No. 9 of 1997

G3. Course

Means a course as approved by the Council and leading to award of the Council. It is essentially synonymous to a learning programme.

G4. Course Module

A course module (or simply a module) is a set of learning outcomes (professional competencies) that has been pedagogically structured to respond to a meaningful stage of the work process, to represent a meaningful phase of the learning process, and to constitute the basic units for evaluation.

G5 Curriculum

Curriculum is a teaching and learning experiences taking place in learning institution and includes the aims and objectives of learning, what is taught, provided in terms of learning outcomes for realization of target qualification requirements, teaching and learning strategies for realization of outcomes, and form of assessment and evaluation.

G6. Indicators

Critical information about selected areas of performance, usually expressed as an index or ratio, monitored at regular intervals, and compared to one or more standards. Indicators describe various aspects of the operation of a program, service, or institution.

G7. Learning Outcomes

The knowledge, skills, and values acquired through a pursuit of an educational activity.

G8. NACTVET Norms

These include NACTVET Standards as described in G15 below, and all other relevant procedures for realizing such Standards as stipulated in the various NACTVET Documents.

G9. Qualification

A planned combination of broad learning outcomes which has a defined purpose or purposes, and which is intended to provide qualifying students with applied competence and a basis for further learning. In other words, qualification means the formal recognition of the achievement of the required number and range of credits and such other requirements at specific levels of the National Technical Awards as determined by the Council.

G10. Qualification Standard

Statements of the purpose of qualification and corresponding principal learning outcomes from technical education and training and their associated assessment criteria as registered/specified by NACTVET.

G11. Quality Control and Quality Assurance Committee

A committee of NACTVET with responsibility to implement, monitor and maintain policies and procedures that govern the institutional evaluation process under the direction of the Council.

G12. Technical Education

Education and training undertaken by students to equip them to play roles requiring higher levels of skill, knowledge and understanding and in which they take responsibility for their area of specialization.

G13. Technical Institution

An institution registered by the Council and accredited to deliver courses leading to the awards of the Council

G14. Training Programme or Learning Programme

A sequential learning activities, associated with curriculum implementation

REFERENCES

[1] The National Council for Technical and Vocational Education and Training (NACTVET), *NACTVET Academic Quality Standards,* Dar es Salaam, August 2004.

[2] The National Council for Technical and Vocational Education and Training (NACTVET), *Guidelines for Establishing Institutional Policies and Procedures on Quality Control and Quality Assurance,* Dar es Salaam, August 2004.

[3] The United Republic of Tanzania, *National Council for Technical and Vocational Education and Training Act., 1997 (No. 9 of 1997),* Government Notice No. 235, 6th June 1997.