



GLORIOUS POLYTECHNIC COLLEGE

QUALITY ASSURANCE POLICY AND QUALITY MANAGEMENT PLAN

ZANZIBAR, 2023

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ACRONYMS AND ABBREVIATIONS

<i>CA</i>	Continuous Assessment
<i>GPC</i>	Glorious Polytechnic College
<i>HRO</i>	Human Resource Officer
<i>DPARC</i>	Deputy Principal Academic Research and Consultancy
<i>DPFPA</i>	Deputy Principal Finance, Planning and Administration
<i>GB</i>	Governing Board
<i>QA</i>	Quality Assurance
<i>GQAP</i>	Glorious Quality Assurance Policy
<i>ICT</i>	Information and Communication Technology
<i>NACTVET</i>	National Council for Technical and Vocational Education and Training
<i>QACC</i>	Quality Assurance and Control Committee
<i>QACU</i>	Quality Assurance and Control Unit
<i>QAO</i>	Quality Assurance Officer
<i>QAP</i>	Quality Assurance Policy
<i>SDGs</i>	Sustainable Development Goals
<i>SE</i>	Semester Examinations
<i>VETA</i>	Vocational Education and Training Authority
<i>VTA</i>	Vocational Training Authority

DEFINITIONS OF THE KEY TERMS

1. **Academic Standard** means what is taught and learnt according to the level of students as described in curriculum and the methods of teaching, learning and assessment used are considered academic standard according to NACTVET regulation and internal and external examiners.
2. **Academic Staff** means teaching staff, research fellow and librarian of the College.
3. **Administrative staff** means a member of staff of the College who holds a position related to administration, technical, finance and library work.
4. **Assessment** means the process of identifying and ensuring that appropriate internal procedures are in place and operational and that outcomes of academic programmes and activities are in accordance with established standards.
5. **Assurance** means confidence and trust that the customers hold towards the College and the feeling of safety in case of danger.
6. **Head of department** means a person heading an academic, administrative or service department in the College.
7. **Quality** means obedience to set standards, fitting customers' needs for purpose, efficient and effective to enhancement of customer satisfaction and expectation.
8. **Quality Assurance** means a systematic and continuous process whereby measures are established for ensuring that conditions are in place to achieve standards set by the College or the means by which an College can guarantee that the standards and quality of its mandates are being maintained in outcomes of academic programmes and all activities are arranged in standard
9. **Stakeholders** means groups that have an interest in the quality of provision and standard of outcomes. These include government, employers, students, academic and administrative staff, College managers, prospective students, parents of students and society.
10. **Quality Management** means a process for continuously obtaining accurate and timely information about the needs, wants and GPC mandates include training, research, outreach and service provision in a manner that can generate information that can be used to emphasize and facilitate achievement of quality standard in the College.

11. **Quality Audit** is a process of systematic examination of quality system carried out by internal and external auditor team to identifying and ensuring that quality assurance processes are in place and operational.
12. **Quality Control** means is the process of setting procedures that check whether the College input and output are assessed to determine whether they meet are the prescribed standard.

CHAPTER ONE: ESTABLISHMENT AND STATUS

1.1 Background Information

Glorious Polytechnic College is a private College, located at Mpendae Zanzibar. GPC owned by the Glorious Board of Directors and operates under the Governing Board was established in 2021 and become operational 3rd July 2022. The College offers various programmes in Health Sciences, Business Administration and Vocational Training.

In Vocational Training Studies the College was recognized and registered by VTA with registration number **VTC/2022/04/00087/1** in March 2022, while in Health and Allied Sciences Studies, the College was recognized and full registered by NACTVET with registration number **REG/NACTVET/0718** in February, 2023. Our courses are designed to fill the Science (health), economic and social sector of employee skill gaps.

The College currently offers basic technician certificates, technician certificates and ordinary diploma in Pharmaceutical Sciences and Clinical Medicine. Also, the College offer Business Operation Assistance (BOA) under VETA and other programmes like Information and Communication Technology and Computer Application under VTA, English Language and Accounting Packages all are designed to improve people's abilities to structure their work, prioritize their efforts and offer support to the Nation and Internationally at large.

In addition to these course offerings, the College offers consulting services (both hourly-based and fee-based services) focused on specific client and participant needs.

1.2 Vision, Mission, Motto and Core Values of GPC

1.2.1 Vision

Our Vision Statement is:

To be the training institute of excellence in East Africa and beyond

1.2.2 Mission

Our Mission Statement is:

Create and deliver exceptional learning experiences that advance practice and transform care to strive for equitable access, quality education and promotion of lifelong learning for all.

1.2.3 Motto

Quality Education, Quality Services.

1.2.4 Core values (guiding principles)

GPC has adopted core values that guide the Quality Assurance Principles in strengthening its functions. The values are key to this policy as they provide a philosophical compass to the overall GPCQA. The core values are:

- i. Integrity: GPC staff shall be revealing exemplary conduct and conducting all our dealings with honesty and impartiality.
- ii. Respect for others: GPC believe in the excellent demonstration of integrity among both academic and non-academic staff.
- iii. Flexibility: GPC provide a healthy working environment and will always be flexible and providing services to the clients of different background as they adhere to the rules and regulation of the country.
- iv. Trustfulness: GPC will always demonstrate the high level of truthfulness to their clients and their properties.
- v. Team work: GPC Staff will always work together to attain the common goal of the College. There is no ownership of GPC office to an individual person, rather the office is for responding to the client's demands where everyone will participate to attain the goal.
- vi. Accountability: GPC believe in working under a well-structured organization of responsibilities through different levels of authority with high level of consensus, that does not allow any overlapping of decisions.
- vii. Good intension: GPC promise its stakeholders that will work with the good intension, focus on positive relationship and it will always be against negativity and harm others.
- viii. Quality services with competence outcomes: It is the value that focuses on fulfilling the community's demand with quality services. GPC is quality oriented College that believes in building stronger College that will provide graduate with required competences.

1.3 Goal

The main goal is to establish a strong client base that regularly uses the services to train the student by offering quality education and quality services.

1.4 Objective

1.4.1 The main objective

The main objective of the College is to promote knowledge, wisdom, and insight while fostering creativity through education, research, outreach, and advisory services in fields such as health,

business studies, information and communication technology, and other pertinent areas of study, both nationally and internationally.

1.4.2 Specific Objectives

- i. To increase student's enrolment and improve quality of graduates;
- ii. To improve teaching and learning environment;
- iii. To enhance College financial capacity and sustainability;
- iv. To provide quality education for all its programmes;
- v. To improve management and College governance;
- vi. To increase the volume and quality of research, publications and innovations; and
- vii. To improve engagement, promotion, connections, and collaborative relationships;

1.5 GPC structure

GPC is an academic and technical College with a well-structured framework that aligns with its primary vision, mission, and core values. This hierarchical structure at GPC is accurately designed to efficiently manage its various functions and responsibilities.

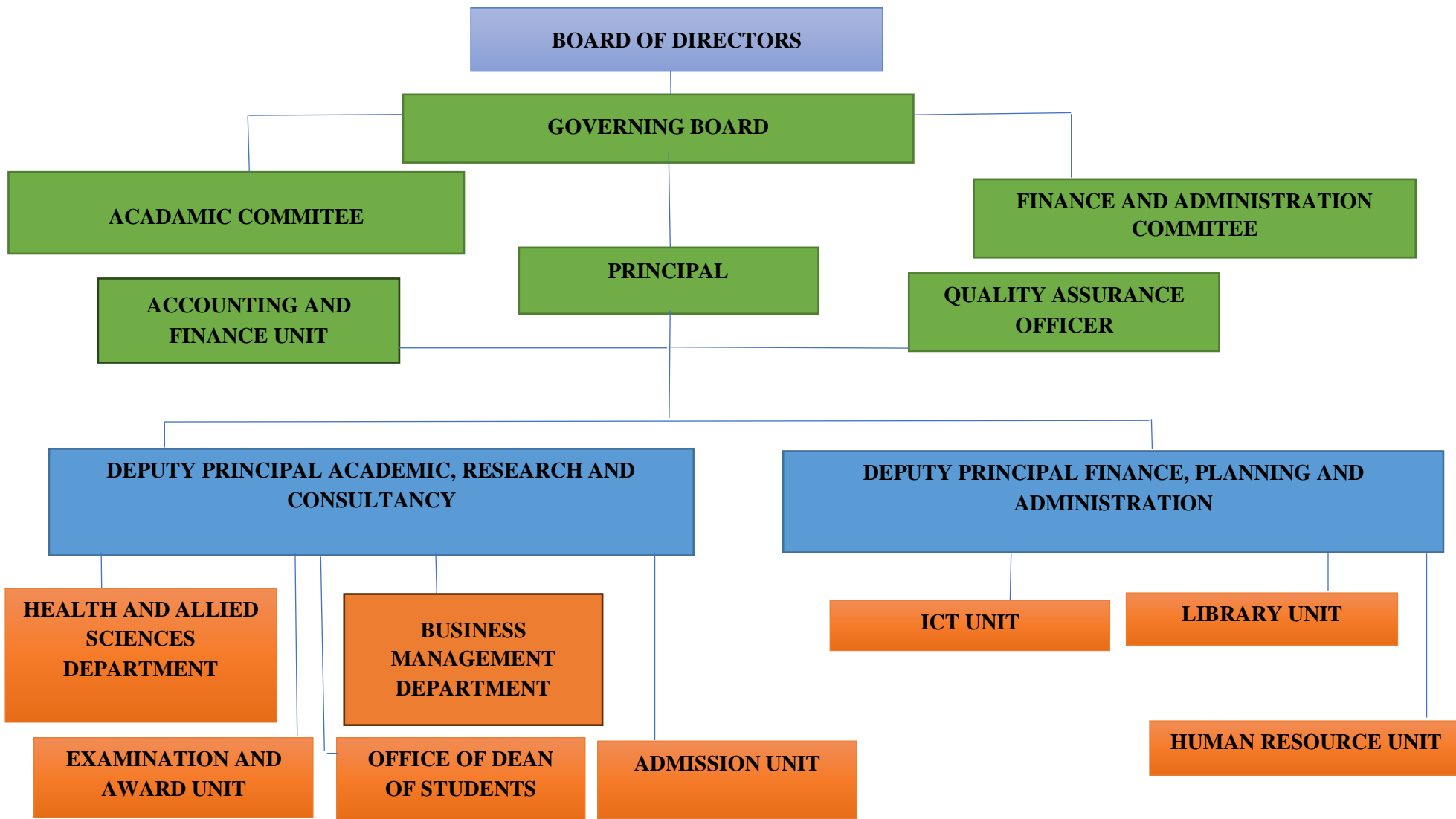
At the climax of this hierarchy is the governing board, providing strategic direction and oversight. Below this board, there is a clear chain of command, starting with the principal, followed by the deputy principals responsible for academic research and consultancy, and finance, planning, and administration. Additionally, there are three heads of departments overseeing academic support areas, namely health and allied sciences, business management, and research and consultancy. On the administrative side, there are three heads of sections handling finance, planning, and administration support functions, which encompass planning and administration, accounting and finance, and quality assurance.

Furthermore, within this structure, academic divisions directly report to the Deputy Principal responsible for academic, research, and consultancy. These academic divisions include examination, admission, library, dean of students, and the student organization, each playing a vital role in the College's academic operations.

Complementing this organizational hierarchy, GPC also features auxiliary units and committees, each serving distinct functions and reporting lines. The Finance and Administration Committee, as well as Academic Committee, report directly to the Governing Board, ensuring rigorous financial management and academic oversight. Meanwhile, the Quality Assurance Officer and the Legal

Officer report directly to the Principal's office, focusing on maintaining quality standards and addressing legal matters. The figure below illustrates a comprehensive visualization of the GPC structure:

GLORIOUS POLYTCHNIC COLLEGE ORGANIZATION STRUCTURE



CHAPTER TWO: CONCEPTION AND POLICY OBJECTIVES

2.1 Introduction

In order to achieve its strategic goals, vision, and mission, GPC will ensure the presence of clearly defined and widely known criteria to assess performance standards in all its primary mission activities. This includes establishing policies and related procedures to guarantee the quality and standards of its programmes and awards. These policies, strategies, and procedures will be officially recognized and made accessible to the public.

2.1.1 Rationale of Developing the College Quality Assurance Policy

The expansion of secondary education in Tanzania, including both Zanzibar and mainland Tanzania, has led to a significant growth in the higher education sector. This growth has resulted in increased accessibility to Colleges and universities. As a consequence of high demand, there has been a rise in both publicly and privately owned Colleges of higher learning. This shift has transformed the higher education landscape from one dominated by a limited number of public Colleges to a more diverse system with private establishments.

The Zanzibar Development Vision 2050 aims to foster widespread education participation at all levels. The vision seeks to produce well-educated individuals capable of addressing societal issues and achieving competitiveness on a global scale. To support the objectives of the Zanzibar Development Vision, the GPC has implemented a Quality Assurance Policy. This policy ensures equal opportunities for individuals with different educational backgrounds to pursue higher education at the College. The primary goal is to prevent discrimination based on various factors and to provide high-quality education and training.

To achieve this, GPC needs to implement a quality Assurance Policy that aligns with updated standards in order to remain competitive and attractive to stakeholders, including students, staff, and the public, it required adjustments in the College's operations and the establishment of a system to ensure consistent adherence to quality standards in all aspects of its activities.

Therefore; Glorious Polytechnic College is committed to maintaining high standards and excellence in its academic programmes and services to students and the public.

2.1.2 Purpose

The aim of the of Glorious Quality Assurance Policy is to improve the effectiveness of its core activities of learning, teaching, research performance, and management in order to maintain and improve its standard. The policy addresses all areas of the College activities focusing on their contribution to and in alignment with the GPC Strategic Goals.

2.2 Policy Objectives

2.2.1 General Objective

The main objective of GPC Quality Assurance Policy (GQAP) is to support consistent and continuously quality improvement in teaching, learning, research, consultancy as well as community outreach to ensure suitable and proper values and standard are attained.

2.2.2 Specific Objectives

Effective College quality assurance processes assess quality against their mission and related objectives. GPC believe that the clear goals and objectives are the key drivers to enhance the effectiveness of a quality assurance services. The achievement of these objectives to a large extent will be determined by the quality of the training, research, outreach and services provided.

Actual the GQAP aims to achieve the following objectives:

- i. To ensure the College operation and services are of the highest quality possible;
- ii. To improve and maintain the academic standard and quality of education at the College;
- iii. To guarantee the continuous preservation of the academic award's integrity within the College;
- iv. To ensure research and consultancy services are relevant and adhere to ethical standard;
- v. To develop, implement and maintain quality assurance mechanism in the College;
- vi. Continually provide support to students and staff to facilitate development of a culture of continuous quality improvement in all College activities;
- vii. Strengthen QA initiative in all College organ to achieve academic excellence;
- viii. To provide guidance in the development and implementation of QA procedures and process consistencies with National and International standard;
- ix. To provide guidance in development and implementation of internal and external quality assurance procedures and practices;
- x. To ensure that graduates have attained skills and knowledge through Glorious Polytechnic College programmes that are valued by stakeholders;
- xi. To guarantee the quality in planning, implementation and evaluation at all levels;

- xii. To enable GPC to assure itself, its stakeholders, the NACTVET, VETA and VTA that the College's policies, systems and processes for the development, maintenance and enhancement of quality in all its educational provisions are functioning effectively.

2.2.3 Scope of the policy

This policy provided a general guide to the process of monitoring and evaluating quality in all aspect of GPC operation. The Policy shall cover the following areas:

- i. All Academic Departments, Units, Sections and Administrative Departments.
- ii. All staff on permanent, contract, part time and temporary employment terms who are involved in teaching, research and providing any form of support services to the GPC;
- iii. All students registered within GPC;
- iv. All infrastructure, learning resources, governance set up, information dissemination structures and social facilities of the College.
- v. Therefore, all units in the College will use this document to inform their appraisal of activities carried out by their respective units and to identify challenging areas that may need more attention. Implementation of this policy will be facilitated and guided by the Quality Assurance Unit. Accreditation by Governing Board will also be supported by this policy where such activities need to do so.

CHAPTER THREE: POLICY STATEMENTS, STRATEGIES AND ASSUMPTIONS

3.1 Introduction

Various Colleges call for the quality assurance systems to improving the quality of teaching and learning process. GPC understands the importance of keeping and maintaining quality as the best practices in higher education. Sustainable Development Goals (SDGs) indicate that quality education is the basis principles of improving people's lives and country development. Zanzibar as a part of Tanzania as a country be aware that quality of education is the backbone of national development. In recognition of the need to improve the quality of education, the GPC aims to develop a systematic and continuous strategies for assessing quality of education and training in all areas concerning teaching and learning activities along with area of research and consultancy.

GPC believes that key to achieve its general goal according to the Mission and Vision of the College is to develop an effective and efficient QA system reinforced by quality Governance management, academic staff, teaching and learning, research development, students' developments and welfare, student's admission, staff developments and ethics focused on the needs of GPC, Zanzibar, Tanzania, African region and beyond. The mechanisms for assessment are generated within each Department and operate on a continuous basis. These mechanisms must align with the QA framework outlined in this policy and be approved by the Governing Board. They should incorporate various mechanisms to evaluate the following areas:

3.2 Issue: Governance and Management

The governance structure of the College must be clear and adequate. The College must have a clear management structure in which the decision-making process, competencies and responsibilities are clearly fixed.

Policy Statement 1:

The Glorious Polytechnic College shall be governed and managed through good governance practices, in line with the legal frameworks for their establishment.

Strategies:

- i. Ensure that mission and vision statements are publicly known and are in line with academic and social context;
- ii. Ensure that it has a strategic plan which is in line with the mission;
- iii. Ensure that it has a clear and adequate governance structure;

- iv. Ensure that administrative posts and members of GB are selected by respect to the NACTVET guidelines and norms for governance units established;
- v. Ensure that the decision-making process, competences and responsibilities have been clearly defined in line with the management structure;
- vi. Carry out quality assurance processes based on good governance and well-articulated policies, structures and processes, which are disseminated to stakeholders;
- vii. Ensure that it comprehensively measures and achieves outstanding results with respect to key elements of its policy, strategy and planned performance.

3.3. Issue: Quality of programmes and courses

Relevant and credible programmes and course offered come from market survey which identify the skills needed in the market. Currently the College have not established its own courses, but this is soon expected. GPC at any NTA level course established, it considers the labour market demands with respect to the programme objectives, duration and training system.

Policy Statement 2:

GPC shall offer competence-based academic programmes that are relevant nationally, regionally and internally in terms of knowledge, skills and attitude.

Strategies:

- i. Ensure the programmes and courses reflect the mission, vision and goals of the College;
- ii. Ensure that all programmes have well defined learning outcomes and clear implementation strategies;
- iii. Confirm the programmes and courses not only meet student needs, but also provide an experience that lives up to their highest expectations;
- iv. Involve alumni and other stakeholders to identify key competencies that respond to social needs;
- v. Certify the quality and quantity of available human, physical and financial resources meet the programmes requirements;
- vi. Ensure the best practice and use performance indicators to gauge the quality of its graduate;
- vii. Use feedback from students, staff, employers, and other stakeholders to assess the quality of programmes, modules, teaching and learning activities.

3.4 Issue: Quality of academic staff

The better performance for any organization relies on the competence and commitment of its staff. Qualified staff enable an organization to achieve its mission, goals and objectives. In order to maintain students-academic staff ratio as per NACTVET standard GPC shall recruitment high qualified, competent and motivated academic staff.

Policy Statement 3:

GPC shall ensure availability of adequate, qualified and competent academic staff for performing its core functions.

Strategies:

The College shall have clear and transparent mechanisms to employ academic staff and ensure;

- i. Recruit adequate qualified and competent staff;
- ii. Assessment of quality in academic staff shall be in accordance with NACTVET recommended qualification;
- iii. Benchmarks for minimum qualifications, scholarly work and involvement in continuing professional development activities shall be determined by academic units;
- iv. Guidelines and procedures from the Performance Management and Appointments and Promotions procedures shall be considered when developing these academic staff expectations.

3.5 Issue: Quality of teaching and learning

The College has adopted a Competence-Based Education Training (CBET) under NACTVET standard. GPC aware that CBET training system demand adequate modern teaching facilities with competent academic staff. Therefore, it's a need to enhance availability of adequate learning materials both hard copies and electronic, internet services for both students and staff and provide quality training in teaching.

Policy Statement 4:

GPC shall improve innovative student-centered teaching/learning environment to meet regional, national and international expectations.

Strategies:

- i. Provide teaching and learning material to meet the student's requirements;
- ii. Maintain quality and continuously improve the area of teaching and learning;

- iii. Build appropriate infrastructures to the needs of the programmes and number of student enrollment;
- iv. Build capacity of its staff to deliver its programmes and courses effectively through the uses of appropriate technologies and pedagogical methods;
- v. Recruit more qualified academic staff to attain the recommended student teacher ratio and to enhance competent based education training at the College;
- vi. Enable students to conduct more practical related studies;
- vii. Encourage students to use ICT available at GPC for learning purpose;
- viii. Evaluate and monitor academic staff to satisfy how their teaching develops student's talents and capability;
- ix. Ensure that content balance module weight and requisite teaching hour.

3.6 Issue: Students Admission

The enrollment of students in GPC and other Colleges and Universities has been increasing rapidly each year. This has led to increasing of forging certificates and others testimonials. So, if the admission process is done properly, it could result into enrolment of students who do not have the capacity to pursue higher learning studies. Therefore, the process should be robust in all its aspect and there should be regular review and updating the admission policy, regulations and procedures.

Policy Statement 5:

The GPC shall have clear and transparent mechanisms for student's admission process into all its programmes.

Strategies:

- i. Create and uphold well-defined standards and processes for admitting students;
- ii. Carefully record guidelines and make widely available to all concerned parties;
- iii. Provide clear and transparent policies and mechanisms that govern students' admission;
- iv. Adhere to the prescribed standards for admission into different academic programmes;
- v. Ensure that all staff in admission sections are well trained and informed on relevant issues and handle clients with customers' care principles;
- vi. Consult examination authorities to audit credential of selected students;
- vii. Develop strong protocols for evaluating applications at each stage of the admission process.

3.7 Issue: Quality in Student Assessment

The evaluation of all modules completed by students admitted to study at GPC is a crucial aspect of their education. This assessment is aimed at determining the level to which the teaching and learning objectives have been achieved. The evaluation process involves various methods, starting assignments, tests, and semester examinations. It encompasses tasks such as setting appropriate questions for tests and exams, invigilating the assessment sessions, marking the responses, and handling the approval and release of examination results. Therefore, there is a need to improve assessment process in order to ensure quality in students' assessment so as to maintain academic reputation at the College.

Policy Statement 6:

GPC shall carry out student assessment by using competent and impartial examiners and by methods which use published criteria, regulation and procedures that are applied consistently.

Strategies:

- i. Establish quality assurance mechanism for determining quality of student assessments both continuous and final shall be developed;
- ii. Maintain strategies, policies, regulations and procedures related to student assessment, including, the security of test and examination papers, composition and calculation of marks;
- iii. Develop disciplinary and appeal procedures, internal and external moderation and examinations;
- iv. Ensure it strengthen moderation process of test and semester examination;
- v. Comply with NACTVET grading system for final examination and scheme awards.

3.8 Issue: Quality in Students Support Services

Student support services are essential for the successful delivery of higher education. At GPC, we prioritize a comprehensive range of student support services to enhance the learning experience. These services encompass library facilities, access to learning materials, internet services, academic advising and counseling, engaging public lectures, healthcare assistance, quality catering, and well-maintained infrastructure. All of these components play a crucial role in fostering an effective teaching and learning environment.

Policy Statement 7:

GPC shall establish an efficient system of student support services to enhance the learning process and improve the overall educational experience of its students.

Strategies:

- i. Continually monitor and evaluate the quantity and quality of services by its staff and students;
- ii. Provide better library services with latest books in all courses offered and well-connected computer services, laboratory or practical facility and other equipment;
- iii. Ensure that annual programme review evaluates physical resources such as library and IT facilities in terms of their appropriateness, availability and accessibility to all users;
- iv. Ensure that there is permanent sport venue for sports activities;
- v. Make available reasonably good and accessible academic and social services to students and staff;
- vi. Increase teaching and learning venues as well as office space, equipment and tools, without compromising quality delivery of educational programmes;
- vii. Ensure that students with special needs are served with quality education with respect to physical infrastructure, admission, learning, and assessment/examinations.

3.9 Issue: Quality of research

Research holds a central position in every academic College. The GPC acknowledges the immense significance of research in fostering the development of its staff and the local community. It acts as a crucial link, connecting theoretical concepts to practical real-world applications, thereby ensuring the College remains relevant and maintains strong connections with the community.

Furthermore, the dissemination of research findings through publication plays a crucial role in contributing to the pool of knowledge and fostering progress in various fields. This commitment to sharing and advancing knowledge further enhances the College's standing and influence within the academic community and beyond.

Policy Statement 8:

GPC shall implement guiding principles for conducting research and development activities through the appropriate coordinating bodies.

Strategies:

- i. Recognize the importance of focusing on research activities that aim to improve the organization's vision and achieve its established mission;
- ii. Ensure that the policy goals and regulations that govern research activities in the College are consistently up-to-date, functional, and efficient;
- iii. Provide adequate financial allocations to research activities;
- iv. Ensure integration of research into teaching and learning;
- v. Encourage active participation of all staff members in the research planning process;
- vi. Ensure that sufficient time and resources are devoted to conducting research and consultancy services;
- vii. Engage in both basic and applied research projects;
- viii. Ensure that the coordinating body of research and publications within the GPC has the necessary resources and tools to perform effectively;
- ix. Consistently monitor and evaluate the quality and quantity of the research activities conducted.

3.10 Issue: Quality on Staff Allocation and Utilization.

Efficient performance within any organization hinges on the correct allocation and effective utilization of its human resources. If the workforce is not appropriately assigned, it can result in inefficiencies. It is crucial to assign tasks according to the qualifications, experience, and skills of the employees. To achieve optimal utilization of human resources and boost job satisfaction, GPC becomes imperative to establish mechanisms that ensure the proper allocation of available staff.

Policy Statement 9:

GPC shall allocate and utilize manpower as per scheme of services and staff job descriptions.

Strategies:

- i. Allocate human resources based on needs, experience, qualifications and competence;
- ii. Improve the quality of employees through systematic and comprehensive training;
- iii. Repair the organizational structure to ensure a smooth and efficient alignment of roles and responsibilities related to administration and personnel matters;
- iv. Arrange orientation sessions for new employees to familiarize them with every aspect of their roles and the work environment.

3.11 Issue: Staff Development

The importance of ongoing training and development in any organization cannot be overstated, regardless of the qualifications held by academic staff when they join the College. It is crucial to make provisions for staff to participate in relevant short and long courses, seminars, workshops, and conferences. Both academic and administrative staff of an academic College should undergo continuous development to showcase their proficiency in implementing innovative teaching, learning, assessment methods, and other administrative tasks.

Policy Statement 10:

GPC shall endeavor to train and develop its employees in their areas of specialization.

Strategies:

- i. Organize and facilitate staff training as per identified training needs;
- ii. Conduct frequent training needs assessment in order to form the basis for various staff training programmes.

3.12 Issue: Ethical considerations

Incidences of misbehaviour in academic institution like different forms of staff and students' harassment and corruption at all levels are reduce the College reputation. To prevent this situation is better to put on place strong mechanisms to monitor adherence to ethical conduct in teaching and learning processes, research and service delivery for both staff and students.

Policy Statement 11:

GPC shall uphold the utmost ethical standards in all of its activities, aligning with both College guidelines and professional ethics.

Strategies:

- i. Create and implement an official committee for ethical clearance within the College, aligning it with the specifications outlined in the national ethical clearance system;
- ii. Conduct all academic and administrative activities in accordance with relevant ethical standards;
- iii. Establish and support the Ethics Committee, responsible for overseeing ethical conduct among both staff and students, in their efforts to detect violations of ethical guidelines within the College community.
- iv. Establish mechanisms to monitor adherence to ethical conduct in teaching and learning processes, research and service delivery for both staff and students;

- v. Report any instances of non-compliance to the Ethics Committees of the College.; and
- vi. Incorporate professional and social ethics training in all programmes

3.11 Issue: Monitoring and Evaluation

Monitoring and Evaluation process is very crucial aspect for ensuring effective internal and external mechanisms for improving quality of College operations. GPC will create monitoring indicators that are aligned with its mandate, aiming to facilitate regular monitoring and evaluation of progress.

Policy Statement 12:

GPC shall develop monitoring indicators relevant to her mandate to facilitate periodic monitoring and evaluation.

Strategies:

- i. Create functioning quality assurance committees in each implementing unit;
- ii. Establish a systematic framework for internal monitoring and evaluation, ensuring that the generated reports are promptly submitted to the office of the QAU for subsequent steps and actions.
- iii. Facilitate external evaluation of programmes and service centres;
- iv. Submit annual reporting of the state of quality to the principal by the QAU; and
- v. Conduct extensive stakeholders' discussions to review and analyse monitoring and evaluation reports.

CHAPTER FOUR: QUALITY ASSURANCE AND CONTROL UNIT

4.1 Functions of Quality Assurance and Control Unit (QACU)

The QACU will be responsible for overseeing all quality assurance activities at GPC. The Quality Assurance Officer (QAO) will act as the Secretariat for the Board regarding quality assurance issues. On a daily basis, the QAO will primarily focus on monitoring and evaluating all quality assurance operations at GPC which include the following tasks:

- i. Ensuring that the established performance standards for all aspects of College functions are appropriate and relevant;
- ii. Developing and regularly updating comprehensive operational manuals to guide the implementation of quality assurance operations, as well as creating instruments for their use;
- iii. Analyzing all quality assurance reports and identifying issues that arise from them, which require the attention of the management at the College levels;
- iv. Providing advice to the Principal on quality assurance matters related to teaching, learning, research, consultancy, as well as internal support services and general provisions.
- v. Supplying the management and units with external evaluation results;
- vi. Monitoring the implementation of internal and external evaluation recommendations.

4.2 Organization Structure of Quality Assurance and Control Unit

The QACU, responsible for continuously monitoring and assessing the Quality Assurance process at GPC. The QACU will have the operational framework. Its main role is to lead the GPC QA System, overseeing the implementation units and their efforts to uphold high performance standards. It shall be controlled by the Quality Assurance Committee.

4.3 Quality Assurance and Control Committee

The QACC serves a crucial role in ensuring and maintaining high standards of quality in all aspects of the GPC's operations. This committee is responsible for monitoring, evaluating, and improving the quality of education, services, and processes within the College. Among other roles, the committee is committed to the followings:

- i. Oversees the quality of education, ensuring that it meets the College's defined standards and aligns with relevant accreditation and regulatory requirements;
- ii. Conducts assessments and evaluations of academic programmes, teaching methodologies, and student learning outcomes to identify areas of improvement and implement necessary changes;

Establishes and enforces quality assurance processes to ensure consistency and uniformity in educational delivery, assessment methods, and grading practices; and

- iii. Ensures that the College adheres to applicable legal and regulatory requirements, industry standards, and best practices in education and training.

4.4 The management of quality assurance and control unit

The QAU will be led by a QAO, who will receive support from an Deputy Principals and Heads of Departments (HoD). These HoD will be responsible for improving teaching and learning, conducting research and outreach services, and providing support services. The appointment of the Management of QACU will follow the GPC guidelines and procedure.

4.5 Functions of Quality Assurance and control committee

. The functions of the QACC shall be to:

- i. Oversee the effective development and implementation of the College quality assurance procedures and guidelines;
- ii. Develop and enforce policies, procedures and guidelines for various responsive strategies for quality assurance in agreement with QAO;
- iii. Approve programme(s) for official self-evaluation and to facilitate external evaluation or College audits;
- iv. Monitor and evaluate the implementation of all quality assurance policies, procedures and guidelines and carry out check to ensure that such policies, procedures and guidelines are effectively implemented;
- v. Oversee the standard of academic excellence and encourage the preservation of the utmost quality within the College;
- vi. Conduct periodically quality audit to department in order to ensure the quality assurance policies and procedures are followed;
- vii. Prepare summary report and propose necessary steps regarding the concerns highlighted in the external examiners' report, module evaluation report, program evaluation report, and assessment outcomes. These recommendations are to be presented to the Governing Board for their consideration.
- viii. Advise and report to the GPC GB on any matter the committee consider relevant to the issue of quality and academic standard;

- ix. Advise the College management, staff, and other stakeholders on the evaluation reports;
and
- x. Perform such other functions as may be assigned by the Principal.

4.6 Quality Assurance and Control Committee Meeting.

The QACC shall meet to review, receive, authorise and deliberate on the College quality assurance and control matter.

The schedule of the meeting shall be:

- i. The Committee will meet at least twice per semester, at the beginning and after the end-of-semester examinations;
- ii. The Committee will convene during any additional instances throughout the academic year in the event of an emergency.

4.7 Term of Reference of Quality Assurance and Control Committee

The quality assurance and control committee shall:

- i. Develop and update the standard criteria and procedure for accrediting programmes of the College;
- ii. Promote a quality culture at the College;
- iii. Establish and monitor quality standards and practices;
- iv. Review and evaluate quality assurance system and procedures.

4.8 Functions of Quality Assurance and Control Officer

- i. Provides technical support on quality assurance matters at the QAC, GB and other College committees;
- ii. Participates in the inspection and technical evaluation of the College and make appropriate recommendation for improvement;
- iii. Represents GPC at national, regional and other international forums on higher education quality assurance matters;
- iv. Contributes to the formulation of the College Quality Assurance Policies, practicing, their implementation and exercising monitoring and evaluation activity;
- v. Monitors and report on progress and performance of quality assurance activities for management of the College;
- vi. Audits and ensures the provision of quality services to the College clients;

- vii. Prepares report on quality assurance, quality control and management as well as loyalty related NACTEVET guidelines.

4.9 Quality Assurance Tools

Quality assurance tools play a crucial role in academic and administrative quality management to ensure that educational Colleges operate efficiently and deliver high-quality services. Some GPC tools for College functions and services including:

- i) Financial documents;
- ii) Staff Attendance Register;

Tools for academic programme and support:

- i) Curricula breakdown for tutor's implementation;
- ii) Classroom attendance register for students;
- iii) Tutors' attendance sheet in the class (the records of tutor's lesson attendance);
- iv) Academic Time tables as per semester implementation;
- v) Student course works (assignments and tests), examinations and practical field attachment;
- vi) Student regulations and student examination procedures;
- vii) Tutors' performance appraisal sheet;
- viii) Guidance for the student entry requirement.

CHAPTER FIVE: THE ROLES OF GPC ACTORS IN THE POLICY IMPLEMENTATION

5.1 The Roles of GPC Actors in the Policy Implementation

Everyone within the GPC community and its various committee should be made aware of the importance of pursuing excellence in their activities. Each individual associated with the College, including the GB members, academic staff, researchers, support staff, and even the students themselves, play a significant role in enhancing the standards of education, research, and outreach services provided.

5.1.1 Role of Governing Board

The College's GB holds the responsibility for overseeing and managing all aspects of the College's operations and educational endeavours. Through its committees, the GB takes charge of the technical and administrative aspects of academic matters, with a particular focus on controlling and regulating academic activities. This includes approving proposed and existing programme curricula, overseeing student admissions, reviewing and approving examination results and awards. Additionally, the GB is responsible for establishing and upholding academic standards. Therefore, it has the authority to review and make changes to any proposals brought to its attention by the appropriate validating committee.

5.1.2 Role of Principal

Principal have the primary responsibility for both administrative and academic matter in the College as directed by the GB. The principal roles include:

- i. Ensuring that the programme portfolio is developed and enhanced, and that subject specific resources and operational systems appropriately support the quality of the learning experience;
- ii. Ensuring that the teaching and learning environment meets students and staff needs as well as possible;
- iii. Supervising and monitoring policies and procedures for selecting students and for assessing prior learning;
- iv. Ensuring that there is an effective connection with stakeholders and partners in offering collaborative programmes;
- v. Allocating individual roles and ensuring that staff are prepared for those roles, collaborating with others (departments or committees);
- vi. Attend to specific advices from GQAC on Quality Assurance issues.

5.1.3 Role of Deputy Principal Academic Research and Consultancy (DPARC)

Handles all matters related to training, research and consultancy as reported by Head of QACU.

5.1.4 Role of Deputy Principal Finance, Administration and Planning (DPFA)

Handles all matters related to planning, finance, administration and staff management as reported by Head of QACU.

5.1.5 Roles of Heads of Departments

The primary responsibility of HoD is to guarantee the advancement and enhancement of the programme offerings in their respective Departments. They also need to ensure that subject-specific resources and operational systems are efficiently contributing to the quality of the learning experience.

Their responsibilities include:

- i. Assigning specific roles to individuals and ensuring that the staff is adequately equipped for those roles;
- ii. Enhancing the programme portfolio to maximize academic and vocational opportunities; while also making it appealing to students. Additionally, they collaborate with other Departments when necessary to achieve these objectives;
- iii. Ensuring that the teaching and learning environment meets students and staff needs as fully as possible;
- iv. Promoting contact with employers and with the wider academic community;
- v. Revisiting the policies and procedures for selecting students and assessing prior learning, focusing on supervision and monitoring aspects;
- vi. Identifying and disseminating good practice within and from outside the Department;
- vii. Attend to specific directives from QACU or QAO on Quality Assurance issues
- viii. Overseeing the functions and responsibilities of the QACU;
- ix. Coordinating periodic internal self-evaluation of different Departments/Units of the College;
- x. Facilitating and coordinating the external evaluation of the GPC academic programmes, to ensure comprehensive assessment results are delivered to both management and relevant Departments or Units;
- xi. Monitoring implementation of internal and external evaluation recommendations;
- xii. Providing technical support on QA matters to the College;
- xiii. Prepare periodic reports to be submitted to the Principal, on the overall quality status
- xiv. of the College; and
- xv. Perform any other duty related to QA as will be determined by the College.

5.1.6 Roles Quality Assurance Officer

The main duties of the QAO revolve around ensuring that the College's essential functions are carried out effectively. This involves setting up and correctly implementing the required procedures, tools, and guidelines. Collaboration with the Principal is essential in this process. Moreover, the Officer is responsible for handling any issues that may arise concerning the delivery of high-quality services to clients.

The primary responsibilities of the QAO involve guaranteeing that the necessary procedures, tools, and guidelines for the effective execution of the core functions of the College are established and implemented correctly. This is done in consultation with the Principal, and the Officer takes charge of addressing any concerns related to the delivery of quality services to clients. The ultimate objective is to ensure that the College offers excellent services to its clients.

5.1.7 Roles of Academic Staff

The GPC's trust in the excellence of its programmes primarily relies on its belief in the capabilities and professionalism of the academic staff. Therefore, their main responsibility is to ensure that clients get quality services in training, research and consultancy by operating all their activities within the policies, procedures and guidelines set by the College.

5.1.8 Roles Non-Academic Staff

All non-academic staff have a duty to guarantee excellence in their daily tasks and confirm that they offer appropriate support to enhance services and fulfill client requirements. In this situation, the non-academic employees will be required to collaborate with evaluators during internal and external assessments of programmes and Colleges regarding matters of quality.

5.1.8 Roles of Students:

Students can make a significant contribution to the quality of their own learning. Students have the role to actively participate in quality assurance as a prerequisite both for good learning outcomes on their own part and for effective quality enhancement within the College at large. Specifically, they shall participate in evaluating teaching and learning process and get involved in decision making organs of the College.

To maintain and enhance the quality of their own learning and that of others, students have a responsibility to:

- i. Improve quality assurance by consistently participating in all scheduled teaching and learning activities, managing recommended time allocation, and making the most of available opportunities;
- ii. Identify the priority needs of students on quality assurance based on the Quality Assurance and Control Policy;
- iii. Take up available opportunities to receive academic advice and use the information and guidance provided on their work;
- iv. Participation in the monitoring and evaluation procedures of specific fields or programmes is ensured to identify areas for enhancement;
- v. Carefully complete course questionnaires and surveys, actively engaging in consultations with careful consideration.

5.1.9 Quality Assurance Unit:

The main duty of the QACU at GPC is to ensure the proper implementation of procedures, tools, and guidelines that govern the College's essential operations. Their primary goal is to provide excellent services to clients. The QACU works closely with the principal and key stakeholders to share best practices and promote quality assurance in all aspects of service delivery. They organize workshops to exchange insights, successful innovations, and challenges faced during the implementation of the quality assurance system. Moreover, the unit plans to host an annual conference focused on quality assurance implementation and research within the College.

CHAPTER SIX: QUALITY AUDITING, MONITORING, EVALUATION AND REVIEW

6.1 Introduction

The successful implementation of GQAP requires active involvement of stakeholders to ensure top-notch training services for clients. Achieving the policy's objectives depends on effective collaboration among various parties, including the GB, Principal, HoD, QACU, as well as all staff members. To ensure everyone fulfils their responsibilities, it is essential to coordinate departments, closely monitor activities, and thoroughly assess the implementation of different quality assurance strategies and performance measures.

6.2 Quality Audit

Quality auditing entails conducting an unbiased evaluation, both internally and externally, to ascertain whether the QAC System is in accordance with its intended objectives, operates efficiently, and fulfils its intended functions. The main goal of auditing is to provide confidence in the delivery of auditing services. This assessment will examine the approaches utilized by the GPC to supervise and improve the quality of its educational services and other activities. Consequently, the College will appoint personnel responsible for conducting periodic or occasional quality audits, usually on a yearly basis, and then presenting their findings in a report.

6.3 Monitoring

The GPC QACC, in collaboration with various Departments and Units, will have the primary duty of overseeing the quality of GPC's core operations. Their main responsibility involves monitoring the implementation of the QAC Policy. GPC acknowledges the importance of equipping itself with academic and administrative monitoring tools for all activities conducted as per the guidelines set by the QAC Policy.

6.4 Indicators for Monitoring and Evaluation

The established protocols for overseeing and assessing the implementation of the QAC Policy are in place. However, adjustments and improvements might be required to adapt to changing circumstances. To monitor and evaluate the policy's effectiveness, various indicators are utilized, as listed below:

- i. College enrolled only qualified students;
- ii. All the essential resources and infrastructure for teaching and learning are available;
- iii. Day to day observation on teaching learning process;

- iv. Tutors conducted the module and were subsequently evaluated;
- v. The examination was subject to moderation;
- vi. An analysis was conducted on the provision of client services;
- vii. Tutors' weekly session attendance in place;
- viii. Before submitting student's practical reports to the beneficiaries, the reports was reviewed;
- ix. Field attachment assessment report submitted;
- x. Annual performance assessment of both academic and supporting staff within GPC has been implemented;
- xi. All other policies regulation by law, guidelines plan and manual in place and implemented.

6.5 Monitoring and Evaluation Tools

Monitoring and evaluation tools will include:

- i. Programme evaluation report;
- ii. Quality audit report;
- iii. Semester evaluation report;
- iv. Department self-assessment report;
- v. Module evaluation report;
- vi. Examination evaluation report;
- vii. Examination moderation report;
- viii. Module examination evaluation report;
- ix. Staff annual performance assessment report;
- x. Students' suggestion boxes;
- xi. Academic and supporting staff attendance;
- xii. Tutors' evaluation report.

6.6 Necessary Documents that Assist the Implementation of QAC Policy

Numerous essential documents have been found that will strengthen the efficient implementation of the QAC Policy. These documents include policies, guidelines, regulations, bylaws, plans, manuals, and a code of conduct, as outlined below:

- i. Quality assurance and control operational procedures;
- ii. Staff Code of Conduct;
- iii. Staff Promotion Policy;
- iv. Staff Regulations;

- v. Students' regulation/bylaws;
- vi. Library Policy and Regulations;
- vii. GPC Admission Policy
- viii. GPC Financial Regulations;
- ix. GPC Examination Policy;
- x. GPC Management Manual;
- xi. ICT Policy;
- xii. Research and Consultancy Policy;
- xiii. Training Manual Preparation Guidelines;
- xiv. GPC Strategic Plan.

CHAPTER SEVEN: QUALITY MANAGEMENT AND IMPLEMENTATION PLAN

7.1 Introduction

The major purpose of a Quality Management and Implementation Plan is to address the Internal Quality Assurance System of the GPC in enhancing the quality services. It prescribes the policies and procedures of planning, implementing, documenting and assessing the effectiveness of activities supporting educational operation of a technical College. GPCs Quality Management Plan provide an overview of the Internal Quality Assurance System and how these systems are implemented to facilitate quality improvement and ensure teaching and learning excellences.

7.2 Quality Implementation

The College provides matrix analysis for the planned activities, responsibilities, proposed schedules and assessment indicators of NACTVET quality standards. The GPC adopts the said quality standards as prescribed by the National Board for Technical Education. These standards are; Standard One: College Vision and Mission, Standard Two: Governance and Administration, Standard Three: College Integrity, Standard Four: College Effectiveness, Standard Five: College Educational Programmes, Standard six: Student Guidance and Support, Standard Seven: Student Information and Admission to Programmes, Standard Eight: Staff Selection, Appraisal and Development, Standard Nine: Physical Resources and Standard Ten: Financial Resources

7.3 Standard One: GPC Vision and Mission

Our College is guided by a clear and compelling vision and mission, which serve as a roadmap defining the institution, its educational objectives, the diverse student body it serves, and its role within the technical education and training community. At GPC, we are unwavering in our dedication to nurturing highly skilled and capable graduates who will exemplify the utmost standards and ethical values within their respective organizations. This commitment is grounded in the establishment of an exceptional learning and teaching environment, adhering to the rigorous quality standards set forth by NACTVET.

No	Indicator	Planned Activities	Responsible	Time Frame	Verification /Assessment
1.	Input: Staff, Students, Stakeholders for comments and	Communicate with the College GB on requirement for the advancement of College vision and	Principal	January, 2024	Academic and Management Committee reports.

	critiques on vision and mission.	mission regarding any changes			
2.	Process: i. Accept ideas, challenges, critiques and comments on vision and mission of the College. ii. Get approval from College GB towards improvement of the College mission and vision.	i. Request input for vision and mission statements. ii. Analyze received ideas, challenges, critiques and comments through management and academic meetings. iii. Communicate agreed version of statements to College staffs and department	Principal	January, 2024	Minutes and approval letter by the GB Chairperson.
	Output: College vision and mission statements.	Publish approved version of statements	Principal		Flyers, Brochures, Stickers
3.	Outcome: i. College plans and activities are directed towards new vision and mission. ii. Maintain good reputation of the College to regulatory bodies and in the community	i. Develop Strategic Plan. ii. Disseminate vision, mission and Strategic Plan	Principal		Strategic Plan, announcements

7.4 Standard Two: Governance and Administration

The College boasts a dedicated GB entrusted with upholding its commitment to quality and integrity. It maintains a well-proportioned administrative team that aligns with the College's objectives, ensuring efficient administration, a proficient academic faculty, a capable support staff, and a harmonious environment for students. This structure fosters seamless communication among all College stakeholders. Consistently, the College guarantees the promotion of sound governance and effective administration through the collaborative efforts of the College Management Committee, working in concert with a range of College Committees and Student Organization.

No	Indicator	Planned Activities	Responsible	Time Frame	Verification /Assessment
1.	Input: College Management Committee and Students' Organization	Communicate key stakeholders and the general public.	Principal and GB Chairperson	Continuous	Letters and benchmarking governance reports
2.	Process: i. College Management Committee issues directives. ii. Oversee implementation of the training programme iii. Solicit financial and human resource support. iv. Approve annual College budget. v. Students' Organization raises issues concerning students' welfare.	Prepare monthly and quarterly financial and implementation reports	Heads of Departments and the Principal.	Continuous	Quarterly reports
3.	Output: i. Directives in place. Issued procedures and policy guidelines. ii. Annual College budget approved. iii. Minutes of meeting.				Received Policy guidelines and Annual Budget.
4.	Outcome: i. College running harmoniously. ii. Good governance and administration secured.				Minutes of Meetings and Communications

7.5 Standard Three: GPC Integrity

The College firmly supports and exemplifies honesty and integrity in its communications with both its stakeholders and the wider public as it strives to uncover truth and share knowledge. This

commitment extends to how it interacts with its administration, academic and non-academic staff, as well as students in the way it manages its operations and collaborations with external agencies like NACTVET. The College is dedicated to portraying itself transparently and truthfully to its various audiences and the public as a whole, using materials such as brochures, flyers, media channels, and its College prospectus.

No	Indicator	Planned Activities	Responsible	Time Frame	Verification /Assessment
1.	Input: i. Review College brochures and website. ii. Develop College prospectus, iii. Team work Students' organization	Request ideas from tutors, students and other stakeholders	Registrar and Principal	Every June	Compiled information
2.	Process: i. Formulate team to review College brochure. ii. Develop College prospectus. iii. Hire IT expert in collaboration with College IT experts to advance the College website, and involve students in decision making.	i. Identify and appoint team members ii. Identify IT expert and develop ToR for reviewing and developing the website. iii. Request students to provided ideas.	Principal, Management Committee, QAO.	Every June.	Team members appointed and ToR available.
3.	Output: i. Available prospectus/reviewed brochure. ii. Developed advanced website available and accessible.				Prospectus, brochure, advanced website available.

	iii. Students involved in decision making.				
4.	Outcome: i. Increased College integrity. ii. Information readily available to the public. iii. Presence of students' representation in decision making committees.				Available of sufficient information sources to the public.

7.6 Standard Four: College Effectiveness

The GPC is dedicated to establishing and executing a comprehensive education and training system, evaluation process, and planning approach aligned with its mission. This is aimed at evaluating the effectiveness of the College and utilizing the findings to enhance its operations. The College identifies specific outcomes that can be verified through objective evidence and is resolute in constructing an evaluation and monitoring system while fostering a participatory planning framework for continuous College improvement.

No	Indicator	Planned Activities	Responsible	Time Frame	Verification /Assessment
1.	Input: Short- and long-term plans.	Request ideas from tutors, students and other stakeholders.	Principal.	Every five years.	Compiled information.
2.	Process: Committees and stakeholder's meetings.	Identify and appoint team members.	Principal and Academic Committee.	Continuous.	Team members appointed and ToR available.
3.	Output: Strategic Plan in place.	Develop Strategic Plan.	Principal.	July, 2027.	Strategic plan available.
4.	Outcome: College implementation oriented towards vision and mission.	Distribute Strategic Plan to stakeholders.	Principal.	December, 2027.	Copies of Strategic plan sent to stakeholders

7.7 Standard Five: College Educational Programmes

The College maintains robust academic quality measures and standards, with clearly defined roles and responsibilities for ensuring academic excellence. They offer up-to-date and well-structured qualifications and programmes, demonstrating competence. The College is dedicated to meeting students' educational requirements in alignment with its vision and mission.

No	Indicator	Planned Activities	Responsible	Time Frame	Verification /Assessment
1.	Input: The CB, Registrar and Academic Committee	Prepare sound curriculum master plan.	Academic Officer.	April, 2024.	Curriculum plan available.
2.	Process: i. Conducting situational analysis and stakeholders' consultative meetings. ii. Prepare competence curriculum plan, and inform students.	i. Assign responsibilities to curriculum developers. ii. Orient students on planned curriculum.	academic officer and head of department.	April, 2024	Situational analysis reports, stakeholders' consultative reports and competence curriculum information reports are available.
3.	Output: Available of effective competence curriculum in the College.			June, 2024	Curriculum reports are available
4.	Outcome: i. Increased College integrity. ii. Information readily available to the public on effective College academic programmes. iii. Presence of students' representation in decision making committees.			Continuous	Available information sources to the public.

Stakeholders have appropriate opportunities to be involved in review of programme outcomes.

No	Indicator	Planned Activities	Responsible	Time Frame	Verification /Assessment
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1.	Input: College Management Committee, Academic Committee	Communication with Departments, Sections and Public Organizations.	Principal, DPARC	On quarterly bases	Letters and feedback
2.	Process: Respond to recommendations from Heads of Departments, Sections and Public Organizations	Write letters Orient new students	Principal, DPARC	On quarterly bases	
3.	Output: Available communications			Every January and July.	
4.	Outcome: Stakeholders involved in review of College outcomes.			Continuous.	

The College fosters good teaching-learning process.

No	Indicator	Planned Activities	Responsible	Time Frame	Verification /Assessment
1.	Input: Academic Committee	Regular Meetings with Students' Representatives and Tutors.	Academic Officer.	On quarterly bases	Minutes and Academic Reports.
2.	Process: Evaluate curriculum implementation and teaching schedules	Evaluate curriculum implementation and teaching schedules.	Academic Officer.	Every end of semester	Feedback and responses from Students and Tutors.
3.	Output: Timetable and attendance sheet followed by students and tutors		Academic Officer.	Continuously during curricula implementation.	Feedback from Students and Tutor.
4.	Outcome: Good performance of students in theory and practical assignments and good tutors' performance in class.		Academic Officer.		Students' academic performance reports.

Field attachment /workplace training components are effective and integrated into curricula

No	Indicator	Planned Activities	Responsible	Time Frame	Verification /Assessment
1.	Input: Academic Committee	i. Prepare schedule and guidelines for field attachment. ii. Provide requesting letters to different organizations for students' field attachment. iii. Prepare field appraisal sheet for internal and external supervisors.	Academic Officer.	Every year (or during field conducts).	Field reports available.
2.	Process: Request different organizations for field attachment.	i. Write letters. ii. Orient students.	Academic Officer.	Every year (or during field conducts).	Field reports and organizations' responses.
3.	Output: Completion of field attachment.			During end of field practices.	Field Reports.
4.	Outcome: Students' exposure to organizations' problems.				

Student learning outcomes are accurately, effectively and fairly assessed and documented.

No	Indicator	Planned Activities	Responsible	Time Frame	Verification /Assessment
1.	Input: Academic Committee.	Set and administer CA and SE.	Academic Officer.	Every semester	CA reports and SE.
2.	Process: Plan dates for CA and SE.	Inform students and tutors on assessment schedule.	Examination Officer, tutors and students.	Every semester.	CA and SE Reports.

3.	Output: Ensured assessment of students			Every semester.	Documented Achievements.
4.	Outcome: Integrity of the College maintained.				Documented Achievements.

Systems are in place for ensuring that learning outcomes are assessed consistently.

No	Indicator	Planned Activities	Responsible	Time Frame	Verification /Assessment
1.	Input: Management Committee.	Follow up competence learning standard.	Academic Officers and Academic Committee.	Every semester.	Academic semester reports.
2.	Process: Supervision and tutors' guidance.	Assignment of Instructors.	Academic Officer.	Every semester.	Academic semester reports.
3.	Output: Effective compliance of competence standards.			Every semester.	
4	Outcome: Practical Skills mastered by Students.				Reports and Procedure Books.

Students have an opportunity to appeal the results of assessment in a manner that is fair and equitable.

No	Indicator	Planned Activities	Responsible	Time Frame	Verification /Assessment
1.	Input: Academic Committee and Students' Organization.	Receive students' appeals.	Principal.	Every end of semester.	Letters and feedback.
2.	Process: Table appeals in meetings	Discuss appeals	Academic Officer, Examination Officer, concerned tutor, and	Every semester.	Minutes.

			student witnesses.		
3.	Outcome: College Integrity maintained.				Letters, minutes and feedbacks.

Students receive effective, accurate and timely advice on their learning progress and on their final achievement.

No	Indicator	Planned Activities	Responsible	Time Frame	Verification /Assessment
1.	Input: Academic Committee, Students' Organization.	i. Timely release of assessment results. ii. Discussion and guidance with poor performers.	Examination Officer and Registrar.	Every semester.	Assessment reports and feedback....
2.	Process: Monitor performances.	i. Identify poor performers. ii. Conduct short programmes for poor performance.	Academic Officer and Tutors.	Every semester.	Assessment reports.
3.	Output: Improved performance.				Assessment reports.
4.	Outcome: Support to students.				

Awards are accurately documented and issued to all students who have met the requirements of the qualification.

No	Indicator	Planned Activities	Responsible	Time Frame	Verification/ Assessment
1.	Input: College Management Committee.	Communication with College GB.	Principal.	On quarterly bases.	Letters and Performance Reports.
2.	Process: Respond to recommendations from College GB.	i. Write letters. ii. Receive examination results. iii. Inform students on their final results.	Principal and Examination Officer.	Every year	Feedback and responses from the GB.

3.	Output: Students certification		College GB.	Every year	Certificates.
4.	Outcome: Certified graduate			Every year	

Final student's achievement results are stored and accessible for future reference.

No	Indicator	Planned Activities	Responsible	Time Frame	Verification /Assessment
1.	Input: College Management Committee	Safe keeping of students' records	Principal	Continuous.	Students' files
2.	Process: Respond to recommendations from College GB and NACTVET.	i. Write letters. ii. Orient new students.	Principal.	Continuous.	Feedback and responses NACTE and College GB.
3.	Output: Students' records maintained.			Continuous.	Students' files
4.	Outcome: Continued access to students' records.			Continuous.	Students' files

7.8 Standard Six: Student Guidance and Support

Students receive comprehensive and responsive learning support, ensuring their academic success. Healthy safeguards are implemented to safeguard students' physical and emotional well-being. The GPC boasts a well-established set of policies and procedures that are easily accessible, equitable, and fair when addressing student concerns and complaints. The institution is deeply committed to nurturing prospective students, offering them guidance and support in every side of their academic, social, spiritual, and physical journey during their tenure.

No	Indicator	Planned Activities	Responsible	Time Frame	Verification /Assessment
1.	Input:	i. Request ideas from students and stakeholders.	Principal, Tutors, Dean	Continuous.	Compiled information.

	College Committees, Students' Organization, Counseling and Guidance Sessions, Health Care, Sports, and Meals	<ul style="list-style-type: none"> ii. Provide entertainment facilities. iii. Conduct guidance and counseling sessions. iv. Invite health experts in public lectures. 	of Students and Students.		
2.	Process: Monitor students' services.	<ul style="list-style-type: none"> i. Identify areas for improvement. ii. Encourage students to participate in health public lectures and to provide their opinions in the College suggestion boxes. 	Principal, Dean of Students and QA Officer.	Continuous	Reports and Minutes.
3.	Output: Quality students' services.				Reports and Minutes.
4.	Outcome: <ul style="list-style-type: none"> i. Increased College integrity. ii. Information readily available to the public. iii. Presence of students' representation in decision making committees. 				Reports on College Reputation.

7.9 Standard Seven: Student Information and Admission to Programmes

Prospective and ongoing students receive valuable support for making informed choices about their academic programmes. The eligibility and selection criteria for each programme are suitable for their respective levels, widely communicated, and consistently applied. The College has established efficient policies and procedures for credit transfers that align with the NACTVET Qualifications Framework Principles. The GPC will guarantee the availability of ample and up-to-date learning resources to foster academic excellence.

No	Indicator	Planned Activities	Responsible	Time Frame	Verification /Assessment
1.	Input: College GB, College Management Committee, College Academic Committee and Students’ Organization.	Advertise all programmes timely via various media, congregations basing on semester wise.	Principal.	Every February and June.	Adverts and applications.
2.	Process: Evaluate applications.	i. Shortlist students with minimum entry qualification. ii. Conduct registration for prospective candidates.	Principal, Management Committee and College GB.	Every March and October.	Admission Letters.
3.	Output: List of prospective students.			Every March and October	List of prospective students
4.	Outcome: College integrity maintained.				

7.10 Standard Eight: Staff Selection, Appraisal and Development

Highly qualified staff members are diligently selected to ensure the delivery of high-quality programmes. The College takes proactive measures to foster the continuous growth and development of its personnel. The GPC is fully committed to deploying its resources effectively to attract, engage, train, and retain exceptionally qualified and proficient instructors across all programmes offered by the institution.

No	Indicator	Planned Activities	Responsible	Time Frame	Verification /Assessment
1.	Input: Training of tutors and other non-	i. Establish staff development plan.	HRO and Academic Officer.	Continuous	Performance appraisal reports and employee

	academic staffs from within and outside Tanzania.	ii. Identify qualified tutors for employment.			development plan.
2.	Process: Personnel tracing and development plan.	i. Identify and appoint tutors. ii. Conduct performance appraisal. iii. Develop motivational plans.	Management and Academic Committees.	Continuous	List of appointed tutors and appraisal reports.
3.	Output: Motivated teaching and supporting staff.			Continuous	Staff evaluation reports.
4.	Outcome: Sufficient number of qualified and competent tutors.				List of available tutors and tutor/students ratio.

7.11 Standard Nine: Physical Resources

The efficient planning and continual assessment of physical resources to fulfill academic needs is a top priority. The GPC is committed to upholding the College's responsibility to guarantee accessibility, safety, security, and a clean environment by consistently maintaining its physical facilities.

No	Indicator	Planned Activities	Responsible	Time Frame	Verification /Assessment
1.	Input: Maintenance of existing physical facilities.	Develop preventive maintenance plan.	Principal.	Continuous.	Inventory and Physical Status of facilities.
2.	Process: Continuous monitoring of physical facilities.	i. Regular inspection of physical facilities. ii. Identify areas for rehabilitation.	Principal and Management Committee.	Continuous.	Inventory and physical status of facilities.
3.	Output: Quality physical facilities				Inventory and physical status of facilities.
4.	Outcome:				

	Increased College integrity and conducive learning environment.				
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7.12 Standard Ten: Financial Resources

The careful and systematic allocation of financial support to address educational needs is thoroughly organized and assessed. The College heavily relies on the tuition fees paid by students for its funding. The institution is dedicated to guaranteeing that financial assets are used judiciously to uphold its financial steadiness.

No	Indicator	Planned Activities	Responsible	Time Frame	Verification /Assessment
1.	Input: Recording of Income and Expenditures College Bank Account.	i. Conduct annual budget meetings. ii. Collection tuition fees. iii. Identify funding opportunities. iv. Write funding proposals.	Principal.	Every year.	College Budget.
2.	Process: i. Monthly financial statements. ii. Regular auditing of financial resource.	Compare income and expenditure.	Principal and Management Committee.	Continuous	Flash reports and audited accounts.
3.	Output: Relevant books are maintained		Accountant.		Financial Books.
4.	Outcome: Financial stability determined.				

CHAPTER EIGHT: POLICY OPERATIONALIZATION, AMENDMENTS AND REVIEWS

8.1 Operationalization

After receiving approval from the GB, this Policy will be implemented and remain in force until the same authority decides to revoke it. The College QAC will be tasked with creating operational manuals, monitoring and evaluation tools, guidelines, and regulations. These resources will serve as a framework to ensure that the College complies with established quality assurance standards.

The responsibility lies with the various Units and top management of the College to consistently establish and review quality standards across all operational aspects. The QAO will supervise and take charge of all relevant processes, monitoring progress, and offering guidance on necessary improvements. Furthermore, the QAO will develop and regularly assess appropriate evaluation methods for all quality assurance activities within the College.

8.2 Policy Amendments and Reviews

In the event that any part of the Policy provisions becomes outdated or necessitates the inclusion of new statements due to changes in the College landscape, market conditions, or any other reasons, the College GB retains the authority to amend or adjust such statements with their guidance and approval. Furthermore, the entire document will undergo a comprehensive review every five years.