THE NATIONAL COUNCIL FOR TECHNICAL EDUCATION

(NACTE)

DEPARTMENT OF INSTITUTIONAL HUMAN RESOURCES QUALITY ASSURANCE

GUIDELINE

TO

INSTITUTIONAL GOVERNING BOARD FORMATION AND RESPONSIBILITIES

Dar es Salaam   **November,2016**

1.   INTRODUCTION

Institutional Governing Board is an independentpolicy making and top decision makingorgan of a technical institution, cable of reflecting public interest in its activities and decisions. It is the highest quality assurance organ of the institutionvested with powers to overseethe quality of institution's work processes, products and services in complianceto its vision and mission and the minimum NACTE academic norms and standard. That being the case, its members should be people of high social and academic regard capable of being trusted by the government, public, students, parents and other stakeholders.

2.   BOARD COMPOSITION

Composition of Board Members should consider various factors potential to contribute towards the attainment of the objectives of the institution inenhancing quality of technical education and training. Among the factors are:

2.1   Diversity of Board Members

Board by composition and quality shall demonstrate institutional commitment to diversity to enable vast representation of wide range of stakeholders in the sector. Diversity in this sense includes differences in social (ethnicity, gender) , occupation (employment) and profession (qualification and speciality) among board members required to provokepotential differences in perspectives, expertise, and knowledge for quality improvement in technical education and training.

2.2   Academic Qualifications

Together with other criteria mentioned here it is advised that, academic qualifications of a Governing Board member should not be below 1stDegree. This will enable Member's active participation and critical arguments and contributions in different debates of technical issues.

2.3   Unique Skills or Competencies

Every institution engages in a distinct mission and faces particular challenges. In the selection of Board Members, these unique goals should be taken into account. Suppose a technical institution providing health related programmes has a training hospital, the institute may benefit from the participation of a board member who is a physician or health professional.Therefore, unique skills/competencies should be considered in the appointment of members of the Governing board.

3   QUALITIES OF THE MEMBER OF THE GOVERNING BOARD

The following are the qualities that a member of the technical institution's Governing Board should posess:

3.1 Commitment to Technical Education

Technical institution board member should be able to demonstrate a history of commitment to technical education and a positive record in educational improvement. Contributions to technical education and educational improvement can be measured in multiple ways, such as through charitable donations, volunteering, teaching or research.

A commitment to the role and mission of technical education is essential for board members who are to be given the collective "trust" of technical institutions. Board members must be ambassadors for the institutions they serve. Such commitment requires a firm understanding of the role and function of technical education in the society.

Individuals must be aware of, and able to articulate, the responsibilities of technical institutions in regard to the social and educational issues that currently face the state, region, and communities in which they reside. Board members represent more than just a particular institution's interests; they serve the needs and goals of the state and its constituents. A record of technical education service allows one to view these major educational concerns with a more balanced and broader perspective.

3.2 Knowledge of Complex Organizations and Academic Institutions

Knowledge of complex organizations is a another criterion for valuable appointees, as is a proven ability to function productively within them. The most important areas of competency are strategic planning, fiscal matters, legal affairs, development, and leadership. An understanding of the critical difference between policy-formation and management is also essential.

Therefore board members responsible for guiding technicalinstitutions should know and respect how institutions are organized and how they function. They should recognize the differences between public and private institutions and distinctions across various institutional sectors. To provide the board with a complement of talent, a candidate's expertise in financial, legal, and policy matters should also be considered.

3.3 Demonstrated Collaborative Leadership

Among the most important tasks of a Governing Board are to reach the best policy decisions and to provide leadership for the institution. Board members need specific competencies related to leadership and teamwork; the ability to articulate, understand, and help develop a consensus about institutional priorities and direction is essential. The board must provide support and delegate authority to the Principal/Rector to act in the best interest of the institution. It must also have the courage to face up to and identify unpleasant realities and to act upon its decisions. Board members should have a demonstrated record of leadership, whether in their profession, public service, or volunteer work.

Effective leadership is a particularly important quality for the board Chairperson and should be given prominence in the selection of this particular Board Member.

3.4 Willingness and Availability for Constructive Engagement

Board members must be able to give a significant amount of their time for what is essentially a volunteer activity. A competent Board Member not only attends meetings but also participates in learning activities related to the institution, and makes connections with the campus community without being intrusive. In addition, a Board Member acts as an ambassador to the external community on behalf of the institution.

3.5 Commitment to Open-minded, Non-partisan Decision-making

The individuals nominated for the positions should have a demonstrated record of openness to various perspectives and an ability to make non-partisan decisions. In other words it can be said that, irrespective of their leanings in political or other matters, the chief allegiance of Board Members should be technical institution they serve as educational institutions do not represent political interests.

3.6 Record of Integrity and Civic Virtue

Integrity and civic virtue should also be expected of a board member, as these qualities reflect a record of honesty, careful and fair judgment, and disassociation with scandal or wrongdoing. Related indicators include the courage to speak against injustice and to promote educational and social equality. A candidate's integrity should be measured against the institution's missions and visions.

Before appointment to the board is made, the candidate's background should be scrutinized carefully. It should reflect high civic virtue and should be absent of any activities that might jeopardize the integrity of the technical institution.

4. RESPONSIBLITIES OF THE GOVERNING BOARD

The Board shall be responsible for the over all Quality Control and Quality Assurance of the training offered by the technical institution.

In accomplishing the above objective the Board shall appoint committees to which it may delegate responsiblities for any of its functions and report to the Board as required. The following committees shall be appointed by the Board:

(i)   Academic Committee;
(ii)   Examinations Committee;
(iii)   Admission Committee;
(iv)   Appointment and Disciplinary Committee;and
(v)   Students Welfare Committee.

These committee will have the following responsibilities:

4.1 Academic Committee (AC)

To oversee and coordinate all matters related to academic quality managementof the institution. The committee shall ensure institution has effective academic quality policies and standards. This include internal and external academic processes related to teachingand learning and reveiw of the academic quality system which are not limited to programme development and review, programme delivery, field attachement, assessment, reporting and certification, research and independent study and academic review and audit. All these activities should be periodically reported to the Governing Board for decisions making.

4.2 Examinations Committee (EC)

Examination Committee will oversee all matter pertaining to examinations in institution. This include development of examinations regulations and procedures guiding examination processes; from setting, moderation, conduction, marking, issue of results, appeal, supplimentaries, discontinuation and certifcation. And propose incetives/allowance related to the examination processes for academic staff.

4.3 StudentsAdmission Committee (SAC)

Admission Committee will be responsible for college/institution's admission processes. The committee shall ensure that, admission information are timely disseminated to all stakeholders and prospect students. This include admissions requirement to programmes offered by the institute, admission periods, fee structure (tuition fee, accomodation, meals, etc). The committee shall work closely with other college committees particularly AC to ensure strictly adherance to seteprogramme(s)admissionrequirements.

4.4 Appointment and Disciplinary Committee

This Committee shall be responsible for staff recruitmen, selection and disciplinary. It will also be responsible for formulation and operationalization of staff recruitment, selection and disciplinary policies.

4.5 Students Welfare Committee

Students Welfare Committee shall be responsible for all policy matters related to students welfare and advise the Governing Body accordingly. Apart of dealing with policy matters related to students affairs; it should also consider individual cases as need arises according to policy agreed by the Governing Body and subject to such overall financial provision as the Governing Body may from time to time approve for the purpose. The committee shall report annually to Governing Body on relevant policy issues and on aggregate provision made.
Members in this Committee shall include Principal/College Dean, Board Member(s), respresentative from students organization, College Bursar, Senior Teachning Staff, and three other students.

However, the College can opt to have as many Committee as the Governing Board will find it necessary to ensure quality is maintanined throughout the delivery of training. Other proposed committees includes Curriculum Development and Review Committee, Quality Assurance Committee etc.

5.   COMPOSITION OF THE GOVERNING BOARD

The Institutional Governing Board shall include the following members:
(i)   The Chairman;
(ii)   A representative from the respective Ministry;
(iii)   Representative of the Staff of the institution;
(iv)   Representative of the students' organization of the institution;
(v)   Three members representing professions from relevant sectors, one being public and two from private;
(vi)   One member representing the Council; and
(vii)   Senior academic staff from another institution of similar nature.

Members appointed shall be senior officers or above level.

Fig. 1: Governing and Administrative Structure of the Technical Institution

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                    │ Governing Council/Board │
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                    │    Rector/Principal     │
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                                 ├────────────────────│   Quality    │
                                 │                    │  Assurance   │
                                 │                    │   Manager    │
                                 │                    │    (QAM)     │
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    │      Deputy       │                 │      Deputy       │
    │  Rector/Principal │                 │  Rector/Principal │
    │     Academic,     │                 │ Finance, Planning │
    │   Research and    │                 │        and        │
    │    Consultancy    │                 │  Administration   │
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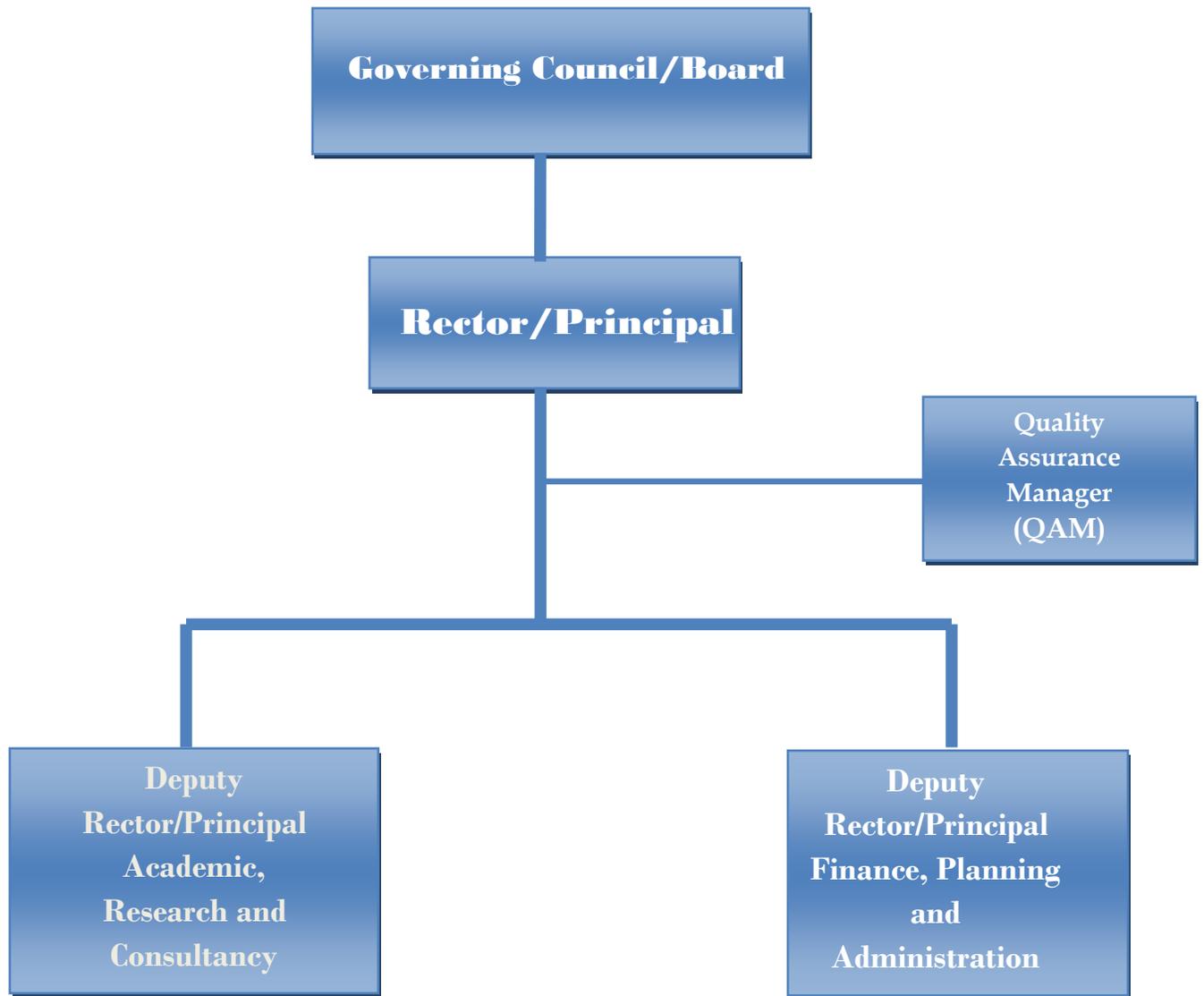
Available resources:
1. Association of Governing Boards of colleges and Universities (AGB). Online: http://www.agb.org
2. NACTE Academic Quality standards (2005). Dar es salaam.

THE NATIONAL COUNCIL FOR TECHNICAL EDUCATION

(NACTE)

DEPARTMENT OF INSTITUTIONAL HUMAN RESOURCES QUALITY ASSURANCE

PROCEDURES FOR APPOINTING RECTORS/PRINCIPALS AND DEPUTY RECTORS/PRINCIPALS

1.   INTRODUCTION

The Council (NACTE) pursuant to Section 5(1) (h) and Section 6 of the National Council for Technical Education Act No. 9 of 1997 is required to advise the government on strategic planning and development of technical education including matters related to staffing in technical institutions. Following the mandate, the Council coordinates and oversees the implementation of the Harmonised Scheme of Service for technical institutions which stipulates among others governance and administration structure for top executive positions and procedures for appointment of the same.

According to NACTE Accreditation Standards and Quality Academic Standards technical institutions should have a sound governing and administration system to support and ensure quality and integrity of the institution.

The institute should be governed by an independent policy making board capable of reflecting the public interest in its activities and decisions. The Board should delegate its day to day activities and decision to the institution for implementation. The entrusted management and administrative structure should comprise the following three Top Executive Officers:

(a)   Rector/Principal;
(b)   Deputy Rector/Principal (Academic, Research& Consultancy); and
(c)   Deputy Rector/Principal (Planning, Finance & Administration).

Rector/Principal is the Chief Executive Officer for higher learning technical institutions offering training above NTA Level 6 (Degrees) and Principal is the Chief Executive Officer for the technical institutions offering training up to NTA level 6 (Ordinary Diploma).

The Rector shall be assisted by two Deputy Rectors; the Deputy Rector for Academics, Research and Consultancy and the Deputy Rector for Planning, Finance and Administration. On the other hand, the Principal shall be assisted by Deputy Principal for Academics, Research and Consultancy and Deputy Principal for Planning, Finance and Administration. Holders of the three top positions shall be academicians to ensure that core functions of a training institution which are teaching, research and consultancy are effeciently and effectively carried out.

Fig. 1:   Governing and Administrative Structure of Technical Institution

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                    │  Governing Council/Board    │
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                    │      Rector/Princip         │
                    └─────────────┬───────────────┘
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                                  ├─────────│   Quality        │
                                  │         │   Assurance      │
                                  │         │   Manager        │
                                  │         │   (QAM)          │
                                  │         └──────────────────┘
              ┌───────────────────┴───────────────────┐
    ┌─────────────────────┐              ┌─────────────────────┐
    │ Deputy Rector/      │              │ Deputy Rector/      │
    │ Principal           │              │ Principal           │
    │ Academic, Research  │              │ Finance, Planning   │
    │ and                 │              │ and                 │
    │ Consultancy         │              │ Administration      │
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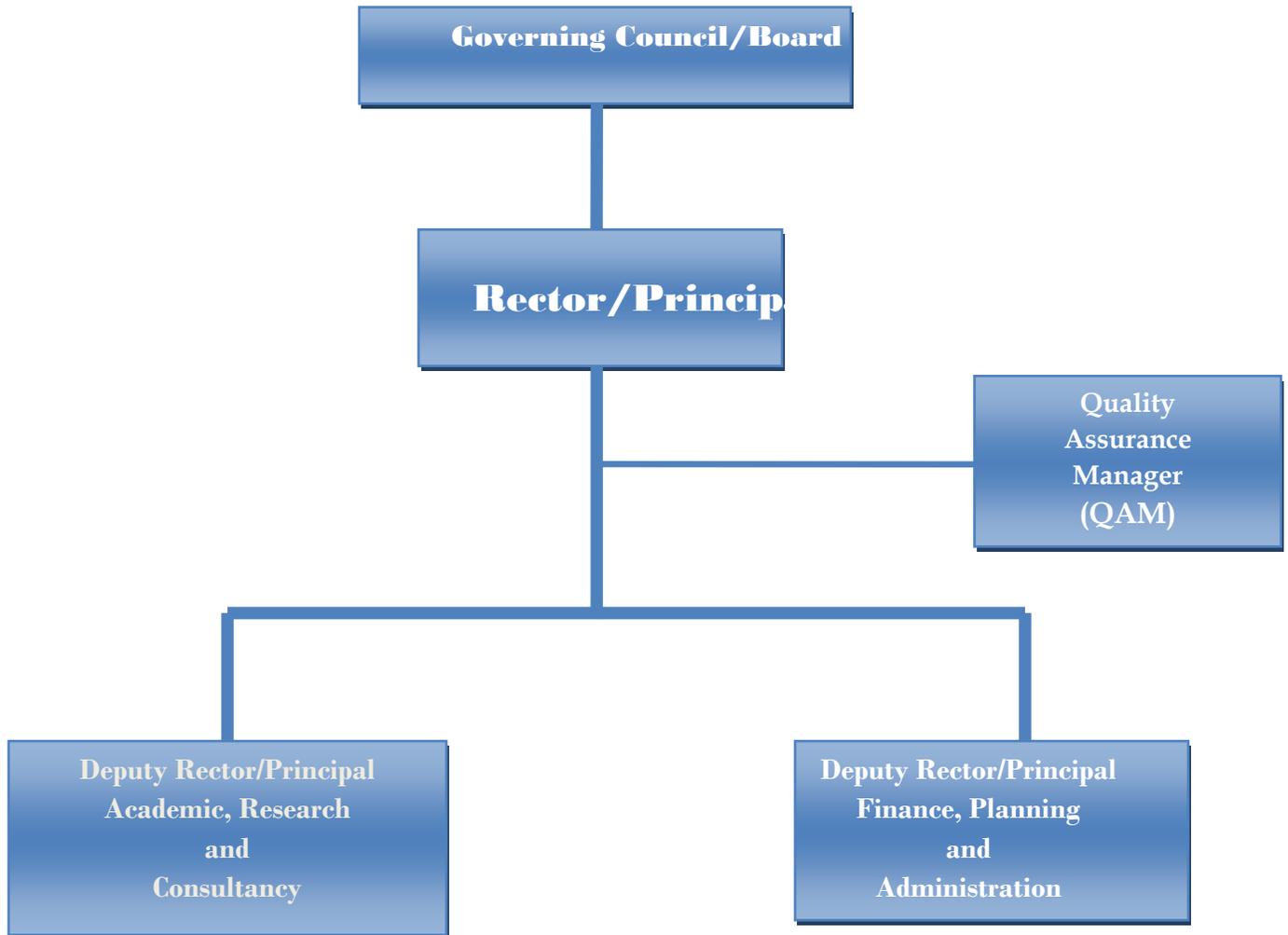
2.   APPOINTMENT OF RECTOR/PRINCIPAL OF PUBLIC/PRIVATE TECHNICAL INSTITUTION

2.1   Appointing Authority

In the case of private technical institution, the Rector/Principal who is the Chief Executive Officer shall be appointed by the Governing Board of the technical institution. The Rector/Principal shall implement the day to day management responsibilities as delegated to him/her by the Governing Board and other relevant authorities on management of technical education and training.

2.2   Qualifications of Job Holder

(a) Be appointed from a list of candidates of higher academic standing with credentials eligible for categorization as Associate Professor/Professor for higher learning technical

institutions offering above NTA level 6 and Chief Tutor II or Chief Tutor I for technical institutions offering NTA level 6 and below; and

(b) Be a person with outstanding academic, research and administrative experience in the area of technical education and training in the field related to the institution and be eligible for registration/registered as a technical teacher.

2.3   Appointment Method

Appointment of Rector/Principal and Deputy Rector/Principal may be done in the following ways:

(a) Advertising the positions to attract both internal and external competent applicants. Or

(b) Employing a Search Team appointed by Executive Committee of the Governing Board. A Search Team should be composed of members from the Executive Committee of the Governing Board, Human Resources Director/Manager and senior members of the staff who are qualified, experienced and impartial. The Search Team will be responsible for finding out a shortlisted pool of qualified and competent candidates to be interviewed for the positions and recommend the best candidate for the post.

The recruitment process for Rectors/Principals and Deputy Rectors/Principals of technical institutions shall exhibit high standard of transparency and competitiveness in-line with the NACTE Academic Quality Standards. The priority for appointment should be given to candidates with outstanding experience in teaching, research and management of technical education and training who meet the minimum qualifications and competences and have demonstrated good conduct and behavior and academic excellence.

2.4   Tenure of Office

A Rector or Principal of a technical institution shall hold office for a term of **five** years and may be re-appointed consecutively once upon satisfactory performance as may be determined by Governing Board.

3.   APPOINTMENT OF DEPUTY RECTORS OR DEPUTY PRINCIPALS FOR PRIVATE TECHNICAL INSTITUTIONS

3.1   Appointing Authority

A Deputy Rector/Principal shall be appointed by the Governing Board of the technical institution. The Deputy Rector/ Principal for academics, research and consultancy shall deputize the functions of the Rector or Principal during the Rector's or Principal's absence from office and be responsible for all matters pertaining to training, research and consultancy whereas the Deputy Rector/ Principal for Planning, Finance and administration shall be in charge of all matters pertaining to planning, financial management and day to day administration of the institute.

3.2   Qualifications and Terms of Appointment

A Deputy Rector/Principal shall:

(a) Be appointed from a list candidates of outstanding higher academic experience preferably with the rank of Senior Lecturer/Principal Tutor I or above in the field related to the institution and be eligible for registration/ registered as a technical teacher; and

(b) Be a person with outstanding academic, research and administrative experience and capability in the area of technical education and training;

3.3   Tenure of Office

A Deputy Rector/Principal of a technical institution shall hold an office for a term of **four** years and may be re-appointed consecutively once.

Table 1: Minimum Qualification Required for a Technical Teacher

Set Standards Staff Qualification			
Training Level	**Basic Qualification (minimum requirement for one to assist teaching)**	**Basic Qualification (minimum requirement for one to teach)**	**Proposed additional Qualifications**
NTA Level 4 Basic Technician Certificate	NTA Level 6: Ordinary Diploma with minimum GPA of 3.5	CBET facilitation training/pedagogy training (Teaching Methodolgy)	Persons with long experience from the industry to be invited in Teaching and not treated as Technical Institutions teachers
NTA Level 5 Technician Certificate	NTA Level 6: Ordinary Diploma with minimum GPA of 3.5		
NTA Level 6 Ordinary Diploma	NTA Level 7 : Ordinary Diploma with minimum GPA of 3.5	NTA 8: Bachelor's Degree with minimum GPA of 3.5 out of 5.0 at Bachelor Degree + Certificate in Teachers Training Education	
NTA Level 7 Higher Diploma	NTA 8: Bachelor's Degree with minimum GPA of 3.5 out of 5.0 at Bachelor Degree	NTA 9: Masters Degree with minimum GPA of 3.5 out of 5.0 at Bachelor Degree + Certificate in Teachers Training Education	CBET facilitation training /pedagogy training
NTA Level 8 Bachelor's Degree			

NTA Level 9 Masters Degree	NTA Level 9: Masters Degree with minimum GPA of 3.5 out of 5.0 at Bachelor Degree	NTA Level 10: PhD Degree with minimum of 3.5 out of 5.0 at Bachelor's degree + Certificate in Teachers Training Education	CBET facilitation training /pedagogy training
NTA Level 10 PhD Degree			

5.   CONCLUSION

Pursuant to section 5(1) (d) and (f) of the Act established NACTE, the Council is required to promote and maintain proved academic standards and ensure that quality of education required for academic awards is met by all technical institutions and maintained throughout the delivery of the course. One of the key elements to enhance quality in technical education is establishment and maintenance of effective governance and administration systems. Thus, the Council will continue to guide and support the development of effective governance and administrative systems in registered and accredited technical institutions.

CATEGORIES OF TECHNICAL TEACHERS

Table 2:   Ranking and Career Progression for Lecturer Cadres

Ranks within each Cadre	Basic Education Qualification	Progression Pathway for Technical Institutions Employees	Progression Pathway for Experts from the Industry/Labour Market
Tutorial Assistant	Bachelors degree (NTA Level 8 or equivalent)	Direct Entry	Direct Entry
Assistant Lecture	Masters degree (NTA Level 9 or equivalent)	Direct Entry	Direct Entry
Lecturer	Masters degree (NTA Level 9 or equivalent)	At least **three years** satisfactory serviceat Assistant Lecturer level plus **two peer** reviewed publications	A registered professional with at least **10 years** working experience preferably in Research or Consultancy with **Masters degree** in relevant field **five**consultancy/research reports of the academic and professional appreciable depth.
	PhD degree (NTA Level 10 or equivalent)	Direct Entry	Direct Entry
Senior Lecturer	Masters degree (NTA Level 9 or equivalent)	At least **three years** satisfactory service at Lecturer level plus **five peer** reviewed publications	A registered professional with at least **twenty years** working experience preferably in research/ consultancy with **Masters degree** in relevant field**, ten**consultancy/ research reports of the academic and professional appreciable depth.
	PhD degree (NTA Level 10 or equivalent)	At least **three years** satisfactory service at Lecturer level plus **three peer** reviewed publications	A registered professional with at least **ten years** experience preferably in Research or Consultancy with **Doctoral degree** in relevant field**five**consultancy/research reports of the academic and professional appreciable depth.

Ranks within each Cadre	Basic Education Qualification	Progression Pathway for Technical Institutions Employees	Progression Pathway for Experts from the Industry/Labour Market
Associate Professor	PhD degree (NTA Level 10 or equivalent)	At least three years at Senior Lecturer/Senior Librarian level plus **five peer** reviewed international publications	A registered professional with at least **twenty years** experience preferably in research/ consultancy with Doctoral degree in relevant field **ten** consultancy /research reports of the academic and professional appreciable depth; Or a registered professional with at least **ten years** experience preferably in research/ consultancy with **tenpeer** reviewed publications.
Professor	PhD degree (NTA Level 10 or equivalent)	At least **three years** satisfactory service at Associate Professor level plus **at least 4 solely** reviewed publications	A registered professional with at least **twenty years** experience preferably in research/ consultancy with **fifteen peer** reviewed publications.

It should be noted in the case of progression pathway for experts from the industry/labour market candidates are required to show a cause by presenting consultancy/research reports supporting depth of their experience in the field.

Table 3:   Progression Based on Qualifications for Lecturers

	Bachelor degree	Master Degree	Doctorate Degree
Tutorial Assistant	▓		
Assistant Lecturer		▓	
Lecturer		▓	▓
Senior Lecturer		▓	▓
Associate Professor			▓
Professor			▓

Table 4:   **Categories of Technical Teachers: Tutor/Instructor Cadre**

Main Cadre	Ranks within each Cadre	Basic Education Qualification	Progression pathway for technical institutions' employees
Tutors cadres	Assistant Tutor/ Instructor II	Ordinary Diploma (NTA Level 6 or equivalent)	Direct Entry
	Assistant Tutor/ Instructor I	Ordinary Diploma or equivalent)	+ at least 3 years at Assistant Tutor/Instructor II
		Higher Diploma (NTA Level 7 or equivalent)	Direct Entry
	Tutor/ Instructor II	Higher Diploma or equivalent)	+ at least 3 years at Assistant Tutor / Instructor I level
		Bachelor degree (NTA Level 8 or equivalent)	Direct Entry
	Tutor/Instructor I	Bachelor degree (NTA Level 8 or equivalent)	+ at least 3 years at Tutor / Instructor II level
	Senior Tutor/Instructor II	Bachelor degree (NTA Level 8 or equivalent)	+ at least 3 years at Tutor / Instructor I level
		Masters degree (NTA Level 9 or equivalent)	Direct Entry
	Senior Tutor/Instructor I		+ at least 3 years at Senior Tutor/Instructor II level
	Principal Tutor/Instructor II	Doctorate Degree (PhD)	+ at least 3 years at Principal Tutor/ Instructor II level
	Principal Tutor/Instructor I		
	Chief Tutor/Instructor II		+ at least 3 years at Principal Tutor/Instructor I level
	Chief Tutor/Instructor I		+ at least 3 years at Chief Tutor/Instructor II level

Table 5: **Progression Based on Qualifications for Instructors**

	Ordinary Diploma	Higher Diploma	Bachelor Degree	Masters Degree	Doctorate Degree
Assistant Tutor/Instructor II	▓				
Assistant Tutor/Instructor I	▓	▓			
Tutor/Instructor II	▓	▓	▓		
Tutor/Instructor I	▓	▓	▓		
Senior Tutor/Instructor II		▓	▓	▓	
Senior Tutor/Instructor I		▓	▓	▓	
Principal Tutor/Instructor II			▓	▓	▓
Principal Tutor/Instructor I			▓	▓	▓
Chief Tutor/Instructor				▓	▓

THE NATIONAL COUNCIL FOR TECHNICAL EDUCATION

(NACTE)

DEPARTMENT OF INSTITUTIONAL HUMAN RESOURCES QUALITY ASSURANCE

GUIDELINE

TO

DEVELOPING STAFF DEVELOPMENT POLICY FOR TECHNICAL INSTITUTIONS

Dar es Salaam   **November,2016**

PREAMBLE

The national Council for Technical Education (NACTE) is a body corporate established by the National Council for Technical Education Act, No. 9 of 1997. The Act provides a legal framework for the Council to establish efficient National Qualification System that will ensure that products from tehnical institutions are of high quality and respond to changing needs as well as technological innovations in the world. Technical education in this context is defined as "education and training undertaken by students to equip them play roles requiring higher level of skills, knowledge and understanding/attitudes and in which they take responsibility for their areas of specialization.

Among the key specific objectives of the Council are to set and maintain standards in technical education and training and assist technical institutions to maintain the quality of education and training they provide. The NACTE Academic Quality Standards and Accreditation Standards provide minimum quality requirements in all aspects of technical education and training so as to assure the public on the quality and standard of technical education and training across the country. Essentially, 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 institution are in line with its vision and mission and satisfy the minimum NACTE norms as prescribed in the Academic Quality Standards.

NACTE in recognition of the significant role of Human Resources (HR) in achieving the desired academic quality in technical education and training has developed the guiding policy on staff training and development. This policy aims at guiding technical institutions on development and operationalization of sound staff development policy which will assure stakeholders and the community on the continuous quality improvement of academic and support staff in Technical Institutions.

Staff development is the responsibility of all key players in the technical education and training. The policy explain the responsibility of technical institutions which is demonstrated through commitment to staff development by putting in place a coherent and agreeable policy on staff training and development. Responsibility of managers, teams and individual employees is clearly highlighted to include among other things, the personal commitment and initiatives for self development.

Different types of training available for staff to explore, not limited to long courses and short courses but also self commitment to acquisition of knowledge through online searching of materials and information relevant to the area of expertise.

Evaluation of staff training through assessment of individual/team performance and changes in attitude in respect to the training acquired. This is of the crucial importance in ensuring that, staff training is directly linked performance improvement at employees, team, department and the institutional levels.

PART A

1.   Introduction

The policy should set out the institute's commitment to enhancing staff skills, expertise and ability in support of institute/department strategic and operational plans through training and development. It should also set out institute's commitment in supporting individual employee's career aspirations and goals.

> This policy sets out the Institute's commitment to the current and future development of staff skills, expertise and ability in support of: Institute, Department/School strategy; other strategic and operational plans; and the job and career related aspirations of individual members of staff. The Institute has to recognize that effective staff development is not only vital to meeting future goals and ambitions but also makes an essential contribution to the development of a responsive,staff supportive and well managed institution.

2.   Purpose

The Staff Training & Development Policy should aim to support and assist the development of individual staff and thereby enhance the Institute's performance by contributing to the achievement of its strategies, meeting its agreed obligations and promoting its values. The policy should cover individual and group responsibilities for staff development, study assistance for staff members enrolling in tertiary study, expectations with regard to processes relating to development planning, and equity considerations.

3.   Scope

The Staff Training & Development Policy is an Institute's wide policy, which should apply to all permanent staff members, and those employed on a fixed-term employment agreement of 12 month and above.

> It should not segregate employees based on their seniority levels, working patterns and any other irrelevant distinctions. Implementation of this policy will have to pay due regard to the Institute's commitment to equality of opportunity.

4.   Responsibilities

Staff development is the responsibility of all staff in the Institute/College. In particular:

8.1   Top Management

In promoting a climate by providing policy guidelines, space, financial and other resources, to ensure that continuing learning and individual development is recognised as an imperative to meet the future plans of the Institute;

8.2   Department Heads

Through providing the local infrastructure, support and resources to enable staff to take part in staff development activities;

8.3   Immediate supervisors

By taking an active part in helping staff identify their development needs, facilitating access to staff development opportunities and assessing the effectiveness and performance gain from staff development;

8.4   Individual Employees

By taking responsibility for identifying areas where their work might be developed, making themselves aware of and taking advantage of suitable opportunities and applying their learning in their work;

8.5   Human Resources and Administration Department

Through carrying out institute training/development needs assessment at the end of each academic year, by make use of staff performance review and academic staff evaluation reports. Consulting staff about development needs and being responsive to feedback and requests for specific training needs.

5.   Identifying Development Needs

The Institute shall adopt a structured approach to identifying the development needs of individuals and particular staff groups. This should take place at various levels, reflecting a 'top down' strategic, and 'bottom up' approach: Both approaches can be employed in identifying staff development needs.

A "top down" strategy is when staff development needs are identified by Top Managers, Heads of Departments and or supervisors , using information obtained from performance review meetings/reports, day to day workingrelations and daily performance follow ups, induction process, change in standard operation procedures, adaption of modern technology, statutory requirements etc.

A "bottom up" strategy is mainly based on individual staff's initiatives on training and development needs.

8.1   Individual development needs

These should be identified and agreed through:

(a)   an initial discussion as part of induction to the Institute and the individual's role;

(b)   the annual Performance Review process supplemented by regular follow up reviews;

(c)   ongoing discussion with staff about work performance and any changes to the work of the jobholder.

8.2   Team/Unit development needs

These should be identified through:

(a)   Consideration of collective skills updating needs as part of a regular process of setting out operational and work plans; and

(b)   Regular review of the work performance for the team or unit in question.

8.3   Department development needs

These should be identified:

In conjunction with the strategic planning process and regular review of the performance of the department against plans.

8.4   Institute/College wide development needs

To be identified through:

(a)   Consideration of the skills updating implications of the Institute/College strategic plans;

(b)   Consideration of the staff development implications of the introduction of new policies and procedures and changing external requirements;

(c)   Institute wide planning reviews or staff feedback obtained through means such as the self evaluation reports, etc.

Institute's long term/short term plans, include diversification of business and services, business expansion and considering growth, introduction of new polices by government and changes of regulatory requirements and feedback from institute's self evaluation/ assessment

6.   Taking Action On Staff Development Needs

There are a variety of means of meeting identified development needs. As part of ensuring appropriate support, and maximizing the learning from staff development activities it is suggested that managers/supervisors take an active part in briefing and de-briefing staff before and after engaging in training/development activity.

> Staff development is institute's investment. If you want to earn maximum return on your investment, determined to ensure that every part involved understand what is expected of him/her

8.1   Before

It is recommended a discussion takes place to cover:

(a)   The reason(s) why the development is required and specific outcomes/changes required in the job or role;

(b)   How the new skills/knowledge/experience/qualification will be implemented in the workplace; and

(c)   What preparation is needed before the development activity.

8.2   After

A conversation to consider:

(a)   Whether the development needs have been met; and

(b)   The skill(s)/knowledge/experience/qualification gained from the development and how this can be applied in the job;

All staff and managers/supervisors should are encouraged to maintain records of their development activities.

7.   Mandatory Staff Development Provision

The following staff development activities are mandatory and institute should ensure staff participation where appropriate:

8.1   Induction

The Institute is obliged to ensure new staff are given the on the job induction training/briefing required for new staff. In addition the Institute should have a personalised induction plan for member(s) of staff whose roles have changed by either

promotion/re-categorization/internal transfer. The Institute has to develop guidance on Induction Training for the former and later staff.

8.2 Management Development

All staff appointed to a managerial role in the Institute should attend training and development appropriate to that role – for example in leading teams, carrying out performance and development reviews; financial management and in carrying out all managerial roles.

8.3 Initial Development Programmes

Where it is a requirement of terms and conditions of employment or as a requirement set by regulatory bodies responsible for quality assurance/control, staff should attend relevant mandatory course linked to probation. Example; training for new academic staff on the facilitation and assessment of competence based curriculum. This is a compulsory training for academic staff in Technical Institutions.

> In collaboration with the **Directorate of Professional Training, Developmentand Assessment** (PTDA) of NACTE the institute management should organize training prior to the implementation of any approved NTA curriculum and or prior to launching of any new programme in the department.

8. Other Staff Development Opportunities And Options

8.1 Open Staff Development Programmes

The institute management should organize staff development events which will be offered at the institute to all staff. These training should be designed by staff training and development unit/ department of Human Resources Management. The training should based on cross –cutting issues like health and safety, HIV/AIDS, communication skills, self and time management, and ethics. All staff should be encouraged to participate. Where there will be costs related to the training should be fully covered by the institute or staff can be assisted to acquire soft loans for training.

> Training based on cross-cutting issues aim at improving work relations, enhances individual accountability and awareness on contemporary issues.

8.2 Staff Pursue Further/Higher Education

The policy should clearly state the procedures for individual further development for job related qualifications. Where there are fund allocated for individual development and the procedures involved to get the funds, should be quite clear in the policy for staff to know.

If the funds are provided on loan basis, or on bond basis should be clearly stated out in the policy.

If the institute is not able to provide financial support, then the policy should state what kind of support will be provided by the institute in support of individual further development. Whether the provision of flexible working hours or time off for study to allow staff to attend training and or grand of paid leave during examinations etc. Provisional of internet/library facilities, time for self study during working hours and any other support to staff who are attending higher education relevant to their job.

> As a guideline for NACTE Academic Quality Standards it is recommended that at least 16 working days per annum is set aside for individual staff involvement in learning and development activities according to individual needs and requirements

8.3 External Events/Conferences/Seminars

The institute should encourage staff participation in seminars, conferences, workshops and other educative events relevant to their jobs or to the programmes offered by the institute. This will broaden staff understanding of the job and fosters networking and experience sharing with other stakeholders.

The institute should allocate a budget to which staff can apply for financial support to attend the above. Depends on the size of the institute, this fund may be hold by the department of HRM for supporting staff and by Deputy Principal Academic, Research and Consultancy for academic staff.

8.4 Mentoring

The HRM department and or academic departments should manage career development programmes for new academic and other staff. It should be an ongoing programme for the whole institute to ensure that, newly employed staff obtained the help and advice needed to accomplish their responsibilities in a more satisfactory manner during a set period of time.

> It is advised that, mentoring be planned to be for not less than three months

The HRM and academic department (s) should train mentors on how to carrying out mentoring sessions, objectives of the programme and the expected outcome.

8.5 On the Job Training

As part of induction and ongoing staff development, HRM, Heads of Departments and supervisors should recognise their responsibility for providing work based on the job training where this is the most suitable development option.

> This involves staff coaching, one to one training, group training and capacity building activities based on the departmental activities

8.6 Departmental Development Programmes, Seminars and Activities

As part of fulfilling their staff development responsibilities, departments are encouraged to develop provision of their own formal and informal programmes of staff development activity utilising the internal expertise of staff. Support should be available from the Institute Management and HRM department in developing such programmes

8.7 Field/Industrial Attachment

Field/industrial attachment for academic staff to allow familiarization on the day to day changes in work practices and operating procedures brought about by innovations for quality improvement, rapid technological changes and utilization of high-tech in the industry.

This can be achieved through institution agreement with stakeholders in the industry who enjoy the institution output (graduates). It fosters harmonious collaboration between education providers and industry.

> Field/industrial engagement exposes academic staff to the real world of work, and enhances his/her understanding of the current training needs of the labour market.

9. Evaluation Of Staff Development Activity

Heads of Departments and Managers should develop means of assessing how effective staff development undertaken has been in improving job performance. This should take place at a post development report and more generally within the Performance and Development Review Process. As part of the annual planning cycle departments should review the value of any development initiatives they have put in place, and update their training plans in the light of revisions to business plans.

THE NATIONAL COUNCIL FOR TECHNICAL EDUCATION

(NACTE)

DEPARTMENT OF INSTITUTIONAL HUMAN RESOURCES QUALITY ASSURANCE

GUIDELINE

TO

DEVELOPING SUCCESSION PLAN POLICY FOR TECHNICAL INSTITUTIONS

Dar es Salaam   **November,2016**

SUCCESSION PLAN FOR THREE TOP EXECUTIVES IN TECHNICAL INSTITUTIONS

1. Introduction

A change in executive leadership (the three top executives of a technical institution) is inevitable for all technical institutions and can be a very challenging time. Therefore, it should be the policy of the technical institution to be prepared for an eventual permanent change in leadership – either planned or unplanned – to insure the stability and accountability of the institution until such time as new permanent leadership is identified.

2. RESPONSIBILITY OF THE GOVERNING BOARD

The Governing Board shall be responsible for the development and implementation of the institution's succession plan policy and its related procedures. It is also the responsibility of the board to assess the permanent leadership needs of the institution to assure selection of a qualified and capable leader who is representative of the community; a good fit for the institution's mission, vision, values, goals, and objectives; and who holds requisite academic qualifications relevant to the programmes offered by the technical institution.

The Governing Board has to ensure that, the academic and administrative operations are not interrupted during the recruitment process. The Board will appoint interim executive leadership as described in NACTE regulations. For the case of Rector/Principal position vacancy, the interim should be Deputy Rector/Principal Academic, Research and Consultancy. The interim Rector/Principal shall ensure that the institute continues to operate without disruption and that all organizational commitments previously made are adequately executed.

The Executive Committee of the Governing Board will be responsible in overseeing the recruitment process of the three top executives' posts whenever they fall vacant, and ensure adherence to set procedures.

The Executive Committee will adopt procedures outlined for the appointment of Rector/Principal and Deputy Rectors/Principals.

The Governing Board shall be committed in supporting the implementation of succession plan policy to ensure smooth operation of the institution. The Board should delegate the mandate of periodically assessing the leadership needs of the institute to the Management Team, and receive periodical reports on the implementation.

3.   Procedures For Succession

The policy should clearly state procedures which the institution will follow in recruiting Rector/Principal and Deputy Rector/Principal if they leave the position permanently by resignation or end of the tenure.

It should also be the policy of the Institute to develop an internal diverse pool of candidates and consider at least three finalist candidates for Rector/Principal and the Deputy Rector/Principal positions. The interim Rector/Principal and any other interested internal candidates are encouraged to submit their qualifications for review and consideration by the Search Committee according to the guidelines established for the search and recruitment process.

In case internal candidates do not qualify for the position, the Board shall implement an external recruitment and selection process, while at the same time encouraging the professional development and advancement of current employees.

The policy should clearly state:

(a)   Responsibility of the Governing Board and its Executive Committee;
(b)   Responsibility of Search Committee;
(c)   Time required accomplishing all tasks related to the recruitment; and
(d)   Selection and recruitment process.

Note that, the process should be open and transparent to avoid impartial decisions.

4. Minimum Qualification of Technical Teachers and Level Required to Teach

The minimum requirement for one to teach in technical institution(s) as stipulated in the procedure for registration of technical teachers and qualified technicians is shown in the table below:

Table 1: Minimum Qualification Required for a Technical Teacher

Set Standards Staff Qualification			
Training Level	**Basic Qualification (minimum requirement for one to assist teaching)**	**Basic Qualification (minimum requirement for one to teach)**	**Proposed additional Qualifications**
NTA Level 4 Basic Technician Certificate	NTA Level 6: Ordinary Diploma with minimum GPA of 3.5	CBET facilitation training /pedagogy training (Teaching Methodolgy)	Persons with long experience from the industry to be invited in Teaching and not treated as Technical Institutions teachers
NTA Level 5 Technician Certificate	NTA Level 6: Ordinary Diploma with minimum GPA of 3.5		
NTA Level 6 Ordinary Diploma	NTA Level 7 : Ordinary Diploma with minimum GPA of 3.5 out of 5.0 at Bachelor Degree	NTA 8: Bachelor's Degree with minimum GPA of 3.5 out of 5.0 at Bachelor Degree + Certificate in Teachers Training Education	
NTA Level 7 Higher Diploma	NTA 8: Bachelor's Degree with minimum GPA of 3.5 out of 5.0 at Bachelor Degree	NTA 9: Masters Degree with minimum GPA of 3.5 out of 5.0 at Bachelor Degree + Certificate in Teachers Training Education	CBET facilitation training /pedagogy training
NTA Level 8 Bachelor's Degree			
NTA Level 9 Masters Degree	NTA Level 9: Masters Degree with minimum GPA of 3.5 out of 5.0 at Bachelor Degree	NTA Level 10: PhD Degree with minimum of 3.5 out of 5.0 at Bachelor's degree + Certificate in Teachers Training Education	CBET facilitation training /pedagogy training
NTA Level 10 PhD Degree			