

TROPICS COLLEGE OF BUSINESS AND MANAGEMENT

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UGANDA



QUALITY ASSURANCE POLICY

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QUALITY ASSURANCE POLICY

List of Acronyms

NCHE: National Council for Higher Education

QA : Quality Assurance

QAO : Quality Assurance Office(r)

TCBM: Tropics College of Business and Management

QUALITY ASSURANCE POLICY

FOREWORD

Globally, the resultant impacts of the rapid growth, popularization and internationalization of higher education have raised public interest in the relevance and efficacy of higher education. Consequently, in many countries, the assessment and enhancement of quality have become critical issues for higher education. In Uganda, since 2006 when the National Council for Higher Education (NCHE) developed the Quality Assurance Framework for Ugandan Universities, it became mandatory for all higher education institutions to have appropriate and effective internal structures and mechanisms for monitoring quality control procedures in their institutions. To meet this requirement for quality, the term “Quality Assurance” has become indispensable in higher education management. It is within this context that the Quality Assurance Policy for Tropics College of Business and Management was developed.

To complement the Quality Assurance policy there are other policy documents that provide the detailed instructions and mechanisms for quality control, assessment, implementation and evaluation. They include; the College Statute, the Human resource Manual, the Finance Policy, the Admissions Policy, the Examination Policy, the ICT policy, the Students Guild constitution, the Strategic Plan and other policy documents that may be deemed necessary.

Tropics College of Business and Management is a proposed private tertiary institution seeking for a provisional license to establish and operate a tertiary institution in Uganda. This Quality Assurance Policy will be a useful guide to enable the College realize its Vision, Mission, Core Values and Objectives. Therefore, all stake holders are called upon to embrace this Quality Assurance Policy with reference to other policy documents as stipulated herein.

It is our sincere hope that the Quality Assurance Policy and other policies in place will guide the college Management and the Administration to adopt the managerial and administrative practices that will enable us to stand a head of other competitors in tertiary education offering similar academic programmes.

Dr. David J. Ndegwah

Chairman Governing Council

2. OBJECTIVES OF THE QUALITY ASSURANCE POLICY

2.1 Main objectives.

The main goal of the quality assurance policy is to ensure that relevant and appropriate academic standards are achieved and good quality education is provided to students by encouraging and supporting continuous quality improvement in institutional as well as in programmes and research management. In particular, the QA policy aims to achieve the following objectives:

- (i) To safeguard and improve the academic standards and quality of education at the College;
- (ii) To ensure the integrity of the academic awards of the College ;
- (iii) To develop and maintain, through enhanced support processes, quality academic programmes appropriate to the academic strengths of the College where a recognizable market has been clearly identified;
- (iv) To ensure that all programmes are of high standard and of continued relevance to graduates, labour markets and the needs of the workforce in the country;
- (v) To continually improve quality of community service programmes offered by the College;
- (vi) To enhance constant improvement of internal support services provided to students and staff;
- (vii) To develop and refine internal quality assurance and enhancement mechanisms that are appropriate and to apply such mechanisms systematically across all programmes offered by the College, all services rendered to the society and all support services provided to students and staff; and
- (viii) To develop and sustain a culture of quality seeking and quality assurance among members of the College community.

2.2 Scope of the QA Policy

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

- (i) All Academic, Administrative departments and other institutional structures operating under the management of Tropics College of Business and Management.
- (ii) All staff, temporary and permanent, who are active in teaching, research and providing any form of support service to the core functions of the College;
- (iii) All students registered with the College;
- (iv) All infrastructure, learning resources, governance/ institutional setup, information dissemination structure and social amenities belonging to the Tropics College of Business and Management.

Ultimately attention to quality has to become an embedded feature of the institutional culture. The entire institution has to view quality as an overarching principle of all its operations.

2.3 Anticipated benefits of the QA Policy

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

- (i) Improved student performance and success in learning;
- (ii) Improved work performance of academic and other staff;
- (iii) Fuller satisfaction of society's and stakeholders' interests, expectations and needs;
- (iv) Enhanced transparency, society's confidence, and thus internal and external material support;
- (v) Improved institutional and public image, and thus enhances relations with Stakeholders and the wider society;
- (vi) Enhanced capacity to compete with other higher learning institutions nationally, regionally and globally; and

(vii) More focused approach to the implementation of the College's mission activities.

3. POLICY STATEMENTS AND ASSUMPTIONS

3.1 Policy statements

In the effort to realize its vision, mission and objectives, TCBM shall consistently monitor and systematically evaluate the implementation of all its existing policies, regulations and procedures and, where such instruments are lacking, develop appropriate ones, so as to ensure that all these guides are in line with its vision, mission, and overall objectives. In addition, the College shall ensure that at all times it has in place well stipulated and widely understood criteria for judging performance standards in all its core mission activities. This entails compilation and distribution of a comprehensive quality assurance handbook. In line with these guides, TCBM shall constantly monitor and evaluate all its day to day activities in the core mission areas of teaching/learning, research, service to the public and support services to students and staff:

3.2. Teaching/ Learning

To ensure quality in the area of teaching and learning, TCBM shall:

- (i) Periodically review teaching programmes in order to confirm the extent to which:
 - Programmes are meaningfully structured and organized;
 - The goals and learning objectives are achieved;
 - Programmes not only meet student needs but actually provide an experience that lives up to their highest expectations;
 - Programmes help in the attainment of the College's academic vision and mission;
 - Teaching and learning constantly address critical national human resources requirements;
 - The quality and quantity of available human, material and financial resources meet the programme requirements; and
 - Programmes are BoDh viable and relevant.
- (ii) Ensure that establishment and running of teaching programmes/ units proceed on the principle of rational use of resources and cost effectiveness;

- (iii) Regularly arrange an external evaluation of the quality of the teaching programmes offered by its units in terms of their contents, delivery methods, and internal assessment processes. This will entail a reconsideration of the suitability and effectiveness of existing practices, such as an external examination system and academic audits, with a view to improving their efficacy or/and introducing new appropriate procedures;
- (iv) Involve professional bodies, potential employers and other relevant sections of the society in reviewing and evaluating academic programmes through curriculum review workshops, tracer studies and other appropriate mechanisms;
- (v) As a matter of procedure, ensure that all major curriculum reviews or introduction of new programmes are informed by stakeholder inputs; and
- (vi) Every programme shall undergo at least one review within a span of five years.

3.3. Research

In fulfilling the obligation to ensure high quality in the various research undertakings carried out in its constituent units, TCBM shall consistently monitor and evaluate the quality and quantity of the research activities conducted, with a specific focus on:

- (i) Relevance and appropriateness of the set priorities;
- (ii) Adequacy in quality and quantity of research outputs;
- (iii) Effectiveness of dissemination channels and impacts of research results;
- (iv) Adherence to existing TCBM policies and procedures relating to research reports.
- (v) Integration of research outputs into teaching/learning.

3.4. Public services

TCBM shall constantly monitor and frequently evaluate the quality and quantity of public services rendered by its staff and students, with a view to assuring the highest possible quality in terms of:

- (i) Relevance of the priorities set institutionally and by individual departments.

- (ii) Adequacy and quality of outputs in public service provision; and
- (iii) The overall impact of TCBM services to the public.

3.5. Policy Assumptions

TCBM has set for itself the goal of becoming a Centre of quality higher education programmes that match the labour market and development needs of Uganda, the region and the world` in carrying out all its core mission activities. To realize this vision, TCBM and all its departments shall abide by rules, regulations and quality criteria developed internally to guide the implementation of its set objects in all spheres of its operation, particularly in teaching/ learning, research, service to the public and in the provision of support services to students and staff.

3.6. Teaching/ learning

In ensuring quality in the area of teaching and learning, TCBM commits itself to continue seeking the highest possible standards in respect of input resources, implementation processes and the final outputs.

3.7. Input resources

The major inputs into the teaching/ learning process are academic and technical staff, students, teaching programmes and materials, and an efficient administrative structure. TCBM is committed to ensuring that its inputs are of the highest possible quality, and to this end, it shall:

- (i) Recruit and engage the best available academic and technical personnel, selected on the basis of established and regularly updated quality criteria, and through an absolutely transparent procedure;
- (ii) Admit its students from among the highest qualified candidates available, by using set and frequently reviewed selection criteria, following a fair and absolutely transparent procedure;
- (iii) Offer academic programmes that are relevant locally and internationally, in terms of BoDh academic content and planned professional training;
- (iv) Seek adequate financing of the College's core mission activities: teaching/learning, research, public service and provision of internal support services; and

- (v) Strive to provide the necessary learning materials and teaching/learning infrastructure for effective delivery of all teaching programmes on offer.

3.8. Implementation Processes

In carrying out its core function of facilitating learning TCBM shall ensure that:

- (i) Its teaching programmes are effectively delivered through the use of appropriate technologies and pedagogic skills;
- (ii) Delivery of its teaching programmes emphasizes practical training where appropriate, and therefore provides for the development of a good balance between academic knowledge and practical skills; and
- (iii) Its academic and technical staff is sufficiently motivated to effectively fulfill their leadership obligations in the teaching/learning process.

3.9. Outputs

The ultimate goal for the College's engagement in its core activities of teaching and learning is the production of knowledgeable and competent graduates. TCBM therefore always anticipates that its graduates shall demonstrate excellent knowledge, competence, skill, creativity and appropriate social values in their after college engagements and that they will, therefore, make significant contributions towards the common imperative of improving the quality of life in society.

3.10. Institutional Set-up

To achieve its core mission, TCBM shall operate on the basis of an effective governance structure, consisting of administrative structures and participatory organs or committees. It shall maintain clear lines of authority and accountability while maximizing transparency and legitimacy through the effective and efficient participation of stakeholders in major decision making processes. In creating and constantly improving such a governance system, TCBM shall abide by the provisions of its Policy documents including but not limited to:

- i. TCBM Admissions Policy;
- ii. TCBM Examinations Policy;
- iii. TCBM ICT Policy;
- iv. TCBM Finance Policy;

- v. TCBM Strategic Plan;
- vi. TCBM Human Resource Manual;
- vii. TCBM Students' Guild Council and
- viii. TCBM Statute.

3.11. Student and Staff Support Services

A favourable general environment is needed for students and staff to effectively engage in a productive education process. TCBM, therefore, takes the responsibility to continually strive to create and maintain this environment. In this regard, the College shall ensure that:

- (i) Its physical infrastructure sufficiently supports the core mission activities of teaching/learning, research and provision of services to the public;
- (ii) Reasonably good and accessible social services are made available to students and staff. These shall include catering, healthcare, recreational, academic advancement and mentoring, counseling and other services; and
- (iii) Students' learning is continually enhanced through the constant adoption of the latest innovations in educational media and technology and in the professional field of pedagogy.

4. ADMINISTRATIVE STRUCTURE

4.1 College Quality Assurance Office

Whereas the College and its various operational units shall continue to strive to meet set quality standards in carrying out their day to day activities, there shall be a College Quality Assurance Office (QAO), whose task will be to constantly monitor and evaluate Quality Assurance processes at TCBM. The pivotal role of this organ is to determine whether or not quality standards set internally for measuring performance in all core operational areas of the College are constantly met and updated. The QAO shall spearhead the TCBM QA system, which includes all implementation units and all measures they take to maintain high-performance standards.

4.2. Constitution of the QAO

The QAO shall be headed by a College Quality Assurance Officer (QAO), who shall be assisted by a deputy. The Office shall, in addition, have a secretary and two members. The QAO will be appointed by the Chairman Governing Council and the deputy shall be appointed by the Principal through advertisement and/or search procedure.

4.3. Functions of the QAO

The QAO shall be a College level organ, responsible for the overall management of quality assurance activities at TCBM. Its day to day activities shall focus on monitoring and evaluation of all Quality Assurance operations at TCBM, including the following:

- (i) Ensuring that set performance standards in all aspects of College functions are appropriate and relevant;
- (ii) Developing and periodically updating general operational manuals to guide College QA operations, as well as instruments for use in internal evaluations;
- (iii) Monitoring /implementation of quality assurance activities in all units as per the set standards;
- (iv) Providing advice and guidance to implementation units in the execution of QA activities;
- (v) Coordination of internal self-evaluation of quality assurance systems;
- (vi) Analysis of all QA reports (students' course evaluation, External Examiners' reports, external audit reports, etc.) and identification of issues arising from them for the attention of the management at departmental, levels;
- (vii) Facilitation of external evaluation of TCBM and its academic programmes;
- (viii) Provision of external evaluation results to management and units;
- (ix) Monitoring of implementation of internal and external evaluation recommendations;
- (x) Advising the Principal on QA matters relating to teaching/learning, research, and consultancy, and matters relating to internal support services and provisions in general;

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- (xi) Synthesis of topical QA matters in higher education (arising from debates and practices in the regional and global contexts) and updating the College community and Management accordingly;
- (xii) Updating the Chairman and the PRINCIPAL on the functioning of the TCBM QA system and on the overall quality status of the College;
- (xiii) Linking TCBM with professional bodies that are relevant to its various curricula.

4.4. Role of the QAO

The Quality Assurance Officer shall be the chief executive of the QAC and shall, in that capacity:

- (i) Oversee the functions and responsibilities of the QAC;
- (ii) Be accountable to the Chairman of Governing Council and Chairman of BoD;
- (iii) Maintain a working contact with the PRINCIPAL, Academic Registrar, and the Dean of Students on QA matters touching on their respective jurisdictions;
- (iv) Forward to the PRINCIPAL, Quality Assurance matters requiring tabling at Governing Council, and Executive Committees;
- (v) Provide technical support on QA matters to Governing Council;
- (vi) Represent TCBM at regional and other international forums on higher education QA matters;
- (vii) Be ex-officio member of, and a technical advisor on QA matters deliberated on the TCBM and Executive Committee meetings; and
- (viii) Constantly updating TCBM on new global developments in Quality Assurance matters for Higher Education Institutions.

4.5. Responsibilities of Deputy QA Officers

The deputy of the QAO shall assist the QAO in all day to day activities and responsibilities.

His/Her tasks shall, among other things, include:

- (i) Initiating action plans and carrying out activities falling under their respective sections;

- (ii) Working hand in hand with respective unit Heads on QA matters falling under their respective sections;
- (iii) Carry out all duties assigned to them from time to time by the QAO; and
- (iv) Deputize for the QAO whenever the need arises.

4.6. QAO Linkage with Other Units

The QAO shall be a pivotal technical unit responsible for QA at the institutional level. It shall be directly accountable to the College's Governing Council, the Administration, and shall serve as the latter officer's secretariat on QA matters. The QAO shall maintain a close working relationship with the Principal, Academic Registrar, and The Dean of Students by keeping them informed of newly arising QA issues falling under their respective jurisdictions and by providing them with technical advice on such issues. During the deliberations on QA issues by various council committees the PRINCIPAL may severally or jointly call upon the QAO's chief executive or his/her deputy to make a technical presentation on their behalf. The QAO shall also maintain a close working relationship with all units, academic and non academic, on matters pertaining to quality assurance in their spheres of operation. It shall update the unit heads with new information on QA issues as well as supplying them with various evaluation schedules and instruments. It will facilitate unit and programme evaluations and provide the unit heads with feedback on external and internal evaluation results; and shall advise them on proper implementation of improvements recommended by review teams. In its monitoring role, the QAO shall ensure that the units adhere to established QA procedures and carry out scheduled activity appropriately and in a timely fashion. In the evolving era of increased external monitoring and harmonization of quality standards in higher education provision, the QAO shall be a link organ between the College and external QA agencies. It shall prepare and submit TCBM portfolios to National Council for Higher Education and other external bodies involved in mandatory or voluntary accreditation/ re-accreditation of the institution and its programmes. Accordingly, the QAO shall organize and coordinate all external evaluation activities, and shall ultimately report (to units and the College Management) on the results of such external evaluations. The Office shall also link TCBM with professional bodies whose concerns and interests have bearing on the College's curricula development and implementation.

4.7. QA Roles of the Implementation Units

For the purpose of this policy the caption “implementation unit” refers to a department, committee, office or any other basic segment of the TCBM establishment, with a primary responsibility for planning and carrying out activities aimed at meeting a set of established institutional objectives. Implementing units shall have the primary responsibility not only to achieve and maintain high-quality standards in carrying out their mandated roles but also to regularly conduct self-evaluations. Their role in the TCBM QA system shall therefore include:

- (i) Implementation of their mandated roles effectively and in the most cost-effective manner so as to contribute to the effort to achieve the TCBM goals and objectives;
- (ii) Developing and periodically revising unit-specific performance standards, and striving to meet those standards in practice;
- (iii) Preparing unit-specific QA procedures, operational manuals, and measurement instruments, and providing the QAO with copies of such documents;
- (iv) Conducting regular self-evaluations to determine the extent to which it meets the set performance standards in practice, and using the results of such evaluations to improve practice;
- (v) Providing the QAO with self-assessment reports in readiness for College-level and external evaluations;
- (vi) Implementing the recommendations resulting from internal and external evaluations and providing the QAO with timely reports on the status of such implementation; and
- (vii) Keeping staff, students and other stakeholders informed of the evaluation results and efforts being made to implement the recommended improvements.

4.8. QA Roles of Participatory Organs

Participatory Organs include departmental meetings, Administrative meetings, and Governing Council meetings. The core QA role of these organs shall be to oversee quality in their respective areas of jurisdiction, taking into account the concerns that gave rise to the promulgation of this policy, among other roles, their specific functions shall include:

- (i) Ensuring that their respective unit/operational area has in place appropriate quality standards to guide the implementation of its mandated functions and that the standards are regularly reviewed for sustaining relevance;
- (ii) Regularly assessing the performance of implementers in the respective units/operational area in light of the set quality criteria and recommending improvement measures to implementers and /or relevant organs within or above the implementation unit concerned; and
- (iii) Frequently uprising implementation of recommended improvements and directing corrective measures against poor implementation.

The QAO shall constantly monitor and periodically evaluate the functioning of these participatory organs to determine the extent to which they play their roles as per established regulations and schedules. The QAO shall also provide technical guidance to the organs wherever the need arises.

5. IMPLEMENTATION STRATEGIES

TCBM shall utilize a variety of strategies and instruments to evaluate the implementation of its core mission activities. The main strategies include surveys of students', alumni, employer and community satisfaction, as well as institutional audits and programme reviews, BoDh external and internal.

5.1 Student Satisfaction Surveys

The Quality Assurance Office (QAO) shall regularly and systematically organize student satisfaction surveys. These surveys will aim at giving the students an opportunity to provide feedback on their experience with individual modules, courses and teaching programmes as a whole. In carrying out this task, the QAO shall design appropriate tools for collecting views, coordinating data collection activities and analyzing the results. Capturing of student experiences and opinions may be done by use of a questionnaire, a structured interview or any other appropriate method. The QAO shall eventually disseminate the survey results to teaching units and staff and

shall coordinate the formulation and implementation of strategies to improve on problem areas revealed by the evaluation results.

5.2 Employer Satisfaction Surveys

Departments, in collaboration with the QAO, shall conduct employee satisfaction surveys on regular basis. The surveys will provide vital information on the relevance of the teaching programmes on offer and on ways in which they can be made more responsive to the market needs. The College- employer satisfaction surveys shall be conducted by the QAO every three years, but units may do their own surveys more frequently, and the QAO may ask particular units to carry out employee satisfaction surveys with respect to particular teaching programmes.

5.3 Alumni Satisfaction Surveys

In addition to the employee satisfaction surveys, the teaching units and QAO shall regularly conduct alumni satisfaction surveys on a regular basis. The purpose of such surveys shall be to know from former students the extent to which their studies at TCBM have been relevant to their after college needs and challenges. The information from these surveys shall be used in curricula reviews and in improving approaches to teaching. The surveys shall ordinarily focus on recent graduates (2-3 years), but older alumni may be surveyed for specific purposes. Alumni satisfaction surveys shall go hand in hand with employee satisfaction surveys, to be conducted by the entire College once every three years. Departments may conduct surveys more frequently, and the QAO may ask particular units to carry out alumni satisfaction surveys with respect to particular teaching programmes.

5.4 Surveys of Academic Staff Opinions

The QAO shall also occasionally conduct academic staff opinion surveys, specifically aimed at assessing the level of academic staff satisfaction with the current quality of teaching and learning at the College and collecting suggestions on required interventions and possible improvement measures. The QAO shall communicate the results of such surveys to individual units and the College Management, and shall coordinate discussions at BoDh the unit and general College levels, aimed at streamlining the improvement proposals and strategizing on their implementation. The Office shall also monitor the implementation of improvement strategies and report progress to the Dean of students, the Academic Registrar and the PRINCIPAL.

5.5 Surveys of External Community's Perceptions

The QAO shall periodically run surveys to collect information about the neighboring communities' feelings and attitudes towards the College. The exercise shall aim at assessing the general social acceptability of the institution by the broader society as well as identifying specific program areas in the College-local community linkage. The resulting data shall be used to improve the College's relationship with the surrounding communities as well as designing activities that involve neighboring communities in a mutually beneficial manner.

5.6 Institutional Audits and External Programme Reviews

The QAO shall regularly arrange and coordinate external institutional audits and programme reviews. In facilitating these external evaluations the QAO shall each time appoint a panel of up to three experts and shall act on the basis of specific Terms of Reference prepared by the QAO. External institutional audits and programme reviews shall be carried out within the third year since the last evaluation.

Institutional audits shall focus on the structure and functioning of administrative and governance organs of the College, while programme audits shall evaluate the relevance of the teaching programmes on offer and the effectiveness of the delivery and evaluation strategies employed. The QAO shall disseminate the results of institutional audits and programme reviews to the teaching units, each of which shall discuss the report and draw strategies to implement the subsequent recommendations. The QAO shall centrally coordinate institutional and programme reviews and monitor implementation of the resultant recommendations.

5.7 Internal Programme Reviews

The principal, Academic Registrar, Heads of Departments and the Dean of students shall be responsible for the implementation of the TCBM policy on regular self-evaluation of the units. In each case, the dean shall appoint a team of up to three people from among the staff in the school/faculty to constitute a school or faculty Review, Team. The Team shall execute its tasks under the guidance of the Terms of Reference and modalities centrally drawn by the QAO. The Review Teams shall generate and submit reports to the Head of Departments, the Dean of Students, the Academic Registrar and the Principal, who shall, in turn, communicate them to the QAO for scrutiny of their completeness. In consultation with the PRINCIPAL, the QAO shall arrange and

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conduct a verification visit to respective units, using a small committee of three people, consisting of the following:

- Two people from within TCBM but outside the unit concerned, to be identified by the QAO in consultation with the PRINCIPAL;
- One person is chosen from another institution of comparable status who is an acknowledged authority in the programme in question, to be appointed by the PRINCIPAL after consultation with the Unit Head.

The committee shall execute its task based on the terms of Reference prepared by the QAO and approved by the Governing Council. It shall review pertinent documents and contact staff and students in the unit concerned. The Committee's focal tasks shall be to:

- Validate the self-assessment document;
- Examine and provide recommendations on the structure, organization, and contents of the programme or unit concerned;
- Make any observations on any issue that may affect the present and future well-being of the programme or unit concerned; and
- Complete its work within the period specified.

The committee shall submit its report to the QAO which, upon consultation with the PRINCIPAL, shall forward it to the respective unit with comments and directives on the improvements recommended by the committee. Upon receipt of the improved report, the QAO shall transmit it to Governing Council for discussion and approval. The QAO shall subsequently monitor the implementation of the approved recommendations/directives by the respective unit.

All mandatory external programme reviews by National Council for Higher Education shall be preceded by these internal programme reviews; and shall be coordinated and facilitated by the QAO at the institution level.

5.8 Improvement Plan

The evaluation reports shall be discussed at the departmental levels, where strategies for addressing the shortfalls emanating from these reviews are drawn. The Units shall then forward these improvement plans to the appropriate Administrators, who shall arrange the discussion of the same by appropriate participatory organs at the institutional level and direct the implementation of its resultant recommendations and improvement strategies.

At the same time, the QAO shall study the improvement strategies approved by the participatory organs at the institutional level. It shall subsequently monitor the implementation of all approved improvement plans and evaluate the outcomes. The QAO shall prepare and present implementation status reports to relevant Unit Heads, relevant Administrators and the Management, and shall execute directives given by the PRINCIPAL in connection with the reports.

5.9 Programme Accreditation

Whenever applicable, TCBM teaching programmes shall be accredited by qualified and legally competent agencies and in this respect NCHE. However, the internal procedures for such accreditation shall be coordinated and overseen by the QAO. In this context, the QAO shall cause the concerned unit to prepare an application portfolio based on the guidelines given by the accrediting agency (NCHE), and shall advise on the proper filing of such applications. It shall coordinate and facilitate the activities of the accrediting agency. Ultimately, it shall receive verdicts on accreditation applications and, upon consultation with the Academic Registrar and the PRINCIPAL, pass the verdict on to the concerned units, together with advice or directives on the way forward.

6. POLICY IMPLEMENTATION, REVIEW, AND AMENDMENTS

6.1 Policy scope and Implementation

This policy provides a general guide to the process of monitoring and evaluating quality in all aspects of TCBM operations. It does not specify modalities or procedures for the actual process of ensuring quality, a task left to individual units and the College Senior Management Team. The policy assumes that the units and the College shall continually set and review quality standards in all the major fields of operation with reference to other policy documents as outlined in (3.10).

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

6.2 Validity of the Policy Provisions

These policy provisions shall become operational immediately upon approval by the NCHE, and shall remain valid until when they are revoked by the same authority. However, given the changing circumstances under which the College operates, this document is subject to periodic reviews and alterations, and, whenever such alterations happen, the revised version of the document shall take precedence over the previous one.

6.3 Revision of the Policy Document

In the event that any statement in the policy provision is outdated or a need to introduce new statements arises as a result of the changing College environment, or market forces, or any other reason, such statements may be changed or modified at the direction and approval of the NCHE. In any case, the entire document will be reviewed after three years.