

CHATO COLLEGE OF HEALTH SCIENCE AND TECHNOLOGY

A constituents of Chato health foundation Tanzania Limited

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POLICY DOCUMENTS

P.O.BOX 73

CHATO - GEITA

TANZANIA EAST AFRICA

Table of Contents

PREAMBLE:.....	5
DECLARATION	6
ACKNOWLEDGEMENT.....	6
VISSION STATEMENT:.....	7
MISSION STATEMENT:	7
STRATEGIC OBJECTIVE:	7
LIST OF ABREVIATION	8
ARTICLE 1: Name and head Quarters.....	9
ARTICLE 2: Interpretation.....	9
ARTICLE 3: Official Language of the institute	11
ARTICLE 4: Status.....	11
ARTICLE 5: Objective and functions of Chato Health Foundation Tanzania Limited	12
ARTICLE 6: MEMBERSHIP, RIGHTS AND OBLIGATIONS.....	15
6.1.1 MEMBERSHIP	15
6.2.0 RIGHTS	15
6.3.0. OBLIGATIONS	16
ARTICLE 7: LEADERSHIP STRUCTURES, ORGANS, COMPOSITION AND FUNCTIONS	16
7.1.0 LEDERSHIP STRUCTURE/ORGANS;.....	16
7.1.2. COMPOSITION AND FUNCTIONS	17
7.1.3. GOVERNING BODY	17
Roles and Functions of a Governing Body	17
Core Roles	17
Core Functions	17
Risk management	20
Policy development	20
7.1.3. The EXECUTIVE COMMITTEE (ExCom /ADCOM):.....	21
7.2. MANAGING DIRECTOR	23
7.2.1. Managing Director Job Description	23
7.2.4. Additional Skills of the Managing Director Role	24
7.3. EXECUTIVE SECRETARY.....	25
7.3. PRINCIPAL	26
7.5. THE DEPUTY PRINCIPAL – PLANNING, FINANCE AND ADMINISTRATION (DP-PFA)	30

7.6. DEPUTY PRINCIPAL – ACADEMIC, RESEARCH AND CONSULTANCY (DP- ARC)	33
7.7 CHIEF ACCONTANT.	35
7.8. HEAD OF DEPARTMRNTS	36
7.9. MONITORING AND EVALUATION/QUALITY ASSURANCE POLICY	37
7.10. THE FUNCTIONS AND OBLIGATIONS OF CHF BOARD;	38
ARTICLE 8: GOVERNING POLICIES.....	38
Management Indicator Goals	40
ARTICLE 9: ACADEMIC COMMITTEE POLICY	41
9.2. Membership Requirements	42
9.4. ASSIGNMENT SUBMISSION	47
ARTICLE 10: RECRUITMENT POLICIES	47
10.1. Recruitment protocol and criteria	47
ARTICLE 11: PROCEDURE FOR HANDLING OF COMPLAINTS	52
ARTICLE 12: BUDGETING POLICIES AND PROCEDURES	60
12.2. Benefits of good financial management.....	61
12.3. Chato Colege of Health Science and Technology Financial management tools	61
12.4. Chato COHEST Guiding principles for financial management systems	61
12.1. Goals	62
12.2. Review Policies.....	62
12.3. Approval.....	62
12.4. Student’s fees refund policy.	63
ARTICLE 13: APPOINTMENT POLICIES.....	63
13.1. Background Information.....	63
13.3. Policy Purpose	63
13.4. Application of Policy	64
13.5. Instrument of Appointment	64
13.6. Types of Employment at Chato College of Health Science and Technology	64
ARTICLE 14: RETENTION POLICIES	65
ARTICLE 15: ADMINISTRATIVE COMMITTEE.....	72
ARTICLE 16; POWER TO MAKE A RULE	72
ARTICLE 17: Finance and Property Administration.....	73
ARTICLE 18: POLICY AND REGULATION AMENDMENTS	73
ARTICLE 19: INSTITUTIONAL ANNUAL PERFORMANCE REVIEW POLICY	74
ARTICLE 20: STAFFS EVALUATION POLICY	77
ARTICLE 22: EXAMINATION REGULATIONS	85

22.1. GENERAL EXAMINATIONS REGULATIONS:	85
22.2. REGISTRATION FOR EXAMINATIONS	85
22.3. ELIGIBILITY FOR EXAMINATION;	86
22.4. ABSENCE FROM EXAMINATIONS	86
22.5. POSTPONEMENT OF EXAMINATIONS.....	86
22.6. BOARD OF EXAMINERS	87
22.7. FORMS OF EXAMINATIONS.	87
22.8. EXAMINATION IRREGULARITY.	88
22.9. PROCEDURES FOR HANDLING EXAMINATION IRREGULARITIES:.....	88
22.10. DISCIPLINARY ACTION AGAINST EXAMINATION IRREGULARITY:	89
ARTICLE 23: INTERNAL MODULATION REPORT FOR CONTINUOUS ASSESSMENT, END OF SEMESTER AND NATIONAL EXAMINATIONS	90
ARTICLE 24: STUDENT WELFARE UNIT.....	90
Background:	90
ARTICLE 25: LEADERSHIP AND STAKEHOLDERS OF THE COLLEGE	94

PREAMBLE:

Chato College of Health Science and Technology is the Health training Institute which established under government establishment act and other related regulation to run its activities since 2015. It is fully registered institute with registration number REG/HAS/158. The College body has the mandate to direct the management on the running of institution in accordance with the government standards in order to comply with academic quality improvement as set by the Government authority to ensure provision of quality academic services.

WHEREAS the staffs of Chato College of Health Science and Technology Understand and believe that the Institute plays its role that naturally makes the organization serve the nation in its own unique environment and system

WHEREAS history has shown that a diligent Chato College of Health Science and Technology Organization will improve to a great extent a cordial relationship based on mutual understanding between the staffs of this Institutes and other legitimate organizations,

WHEREAS the Chato College of Health Science and Technology has been efficaciously in operation and existence duly accepted and recognized by the members, the government and the society at large both within and outside Tanzania: AND

Whereas history has shown that the Institutes have successfully and collectively performed the responsibilities given to them by the nation as youths, citizens and future leaders of the/their nations under numerous independent associations of this institution of the medical related and that some of this Institutes are respected officials of their nations and the world at large.

THEREFORE;

This Policy documents is enacted by the constitutes Assembly of the Staffs of the Chato College of Health Science and Technology for the purpose of enhancing Quality Academic Services, Research and Academic prosperities, good governance, integrity, Democracy and human rights observance, fight against socioeconomic segregation, apartheid, corruption and Diseases hence the college will always cherish, co-operate and associate in all civil activities as it deems fit for the interests of its members of our community.

DECLARATION

I, **Dr. Joel Limbu Maduhu**, do hereby declare that, this policy documents as a part of College guiding principle is our original work and it has never been used and presented to any other Institution.

Signed.....Date.....

ACKNOWLEDGEMENT

I glorify and praise the almighty God for His grace in my life, especially for what He has done for me during preparation and writing of this policy as the college guiding principle. I am very grateful to my Coworkers of chato college of health Science and Technology, a registered institute including Dr Gerald Peter Yubaha (Principal),Dr Francis Lucas Hoya, (Head of Clinical Medicine Department),Dr Stanslaus Kiyicha (Deputy Principal ARC,Mr Kalebo P.Zagiliza (Deputy Principal PFA), Mr Amos Pius, Headmaster of Chato Health Foundation Open School, for the time they dedicated to this booklet. Their timely encouragement, guidance and direction were fundamental in shaping the destiny of this policy booklet. I thank the School of Public Health staff; Dr. S. Ngallaba, and Mr Elias C.Nyanza for enabling me to be mature enough in project writing and policy development during my study period at Catholic University of Health and allied Sciences and completion of my studies of which currently I am able to do at my own and supervising other students. The accomplishment of this book would not have been possible without the good cooperation of the staff of all respective departments of chato college of health science and technology. I am equally grateful to my family members who stood by me in any moment of my writting. Last but not least, I wish to thank my God for all kind of support in my life despite of many challenges occurred during 2017.

VISSION STATEMENT:

To be a Centre of excellent in advancement of frontiers of expansion and transmission of knowledge through training, services, research and publication.

MISSION STATEMENT:

To perceive, advance, expand, transmit and enhance knowledge for the benefit of the people of Tanzania, East Africa and Africa in general by providing the quality training, research and consultancy services so as to act as a bridging of the knowledge gap between different practitioners of Health and non-health sectors, which helps to create a strong public private partnership between the Community Based Organization (CBOs), Non-Governmental Organizations (NGOs) and the Government.

STRATEGIC OBJECTIVE:

the broad objective of the chato college of health science and technology, like other learning institute are to advance and transfer knowledge from one generation to another in the field of health and allied sciences, and to advance technology ,to provide a quality education and mentoring thinking capacity, social and moral growth of the students at all levels. Also to expand and develop to highier learning institute as per national council for technical education (NACTE) as well as Ministry of Health, Community Development, Gender, Elderly and Children regulations

LIST OF ABBREVIATION

<i>ADHD</i>	<i>- Attention Deficit Hyperactive Disorder</i>
<i>ACO</i>	<i>-Assistant Clinical Officer</i>
<i>ADCOM</i>	<i>-Administration committee</i>
<i>ANO</i>	<i>-Assistant Nursing officer</i>
<i>AMO</i>	<i>-Assistant medical Officer</i>
<i>APHFTA</i>	<i>-Association Of Private Health Facilities in Tanzania</i>
<i>CCOHEST</i>	<i>-Chato College of Health Science and Technology</i>
<i>CCOHESTSO</i>	<i>- Chato College of Health Science and Technology Student's organization</i>
<i>CA</i>	<i>-Clinical Assistant</i>
<i>CO</i>	<i>-Clinical Officer</i>
<i>CHF</i>	<i>-Community Health Fund</i>
<i>DMLS</i>	<i>-Diploma in Medical Laboratory Sciences</i>
<i>DPPFA</i>	<i>-Deputy Principal, Planning, Finance and Administration</i>
<i>DPARC</i>	<i>-Deputy Principal, Academic, Research and Consultancy</i>
<i>EN</i>	<i>-Enrolled Nurse</i>
<i>EX-COM</i>	<i>-Executive Committee</i>
<i>FFAO</i>	<i>-Final Financial Accounting Officer</i>
<i>HRO</i>	<i>-Human Resource Officer</i>
<i>NO</i>	<i>-Nursing Officer</i>
<i>P.C</i>	<i>-Pariative Care</i>
<i>PHS</i>	<i>-Public Health specialist</i>
<i>MO</i>	<i>-Medical Officer</i>
<i>M&E</i>	<i>-Monitoring and Evaluation</i>
<i>QAO</i>	<i>-Quality assurance Officer</i>

ARTICLE 1: Name and head Quarters

- 1.1. This policy documents shall be signed as the POLICY AND REGULATIONS of the Chato College of Health Science and Technology from time to time in accordance with the college demands and need for the development of the prescribed institute.*
- 1.2. The Headquarter of Chato College of Health Science and Technology shall be at Chato Urban area, at Mbuye street in BWINA Ward where its activities is operated and Administrative procedures is taking place.*
- 1.3. The Organization Shall pursue its activities in Tanzania or outside the country as the case may be if its members undertake official duties, but initially will take place at all districts of Geita Region, AND all over the country where necessary.*
- 1.4. The office of Chato College of Health Science and Technology shall be open all the time during official hours unless otherwise stated and/or provided.*

ARTICLE 2: Interpretation

- 2.1 The following words shall have the meanings assigned to them as follows:*
- 2.1. INFORMAL MEETING” means any unscheduled meeting of any chato College of Health Science and Technology organ duly convened.*
- 2.2. :”Chato College of Health Science and Technology Governing Board “Means the executive organ of the Institute and it shall serve as Governing Organ and shall take decision of all disciplinary action upon staffs and students for any misconduct observed.*

2.3. *“RULES” Means the rules made by the Chato College of Health Science and Technology BOARD under the provision of this Policy and Regulations.*

2.4. *“STATUS” Means the status of chato College of Health Science and Technology as described under this policy and regulations.*

2.5. *“COLLEGE DEPARTMENTS,FACULTY AND COURSES “Means departments established or founded under the CAMPUS colleges as our targets to establish Medical related and others courses like Health and Allied Sciences (Clinical medicine, Nursing,Pharmacy,Laboratory,Community Health) and Others like Information Communication and Technology,VETA,Secondary Educationa and other related faculties according to the demand.*

2.6. *“PUBLICATIONS “Means publications published by Chato College of Health Science and Technology on the approval of the BOARD. It includes leaflets newspapers, newsletters and any other documents that shall be approved by the BOARD.*

2.7. *WORDS, PHRASES, expressions and other grammatical signs, not expressly defined herein shall be given ordinary interpretations assigned to them depending and context and techniques or legal expression and shall be given their technical or statutory meaning as the technical legal practices allows.*

ARTICLE 3: Official Language of the institute

3.1. The official language of Chato College of Health science and Technology shall be English and Kiswahili but strictly the teaching language is English only.

3.2. Any language other than English and Kiswahili as the case may be translated and documented in this policy document.

3.3. All documentation shall be in English and Kiswahili only.

ARTICLE 4: Status

Chato Health foundation (CHF) Shall be a non-Government organization which is taking activities in all Districts of Geita Region AND all over the country of Tanzania as defined in this Policy and Regulations. Chato Health foundation Shall be autonomous NGO and shall be capable in law of purchasing, holding, alienating, managing and disposing of any property whatsoever whether by way of a movable or immovable and whether by way of investment or otherwise, entering into such contracts as may be necessary or expedient for the performance of its functions under this policy and regulations. Chato Health Foundations shall have the power of signing and terminating any contract(s) that in one way or another touch or involve the members who do not satisfy the agreement made for the purposes of institution development. Tendering process must be advertised in college website and other publication means so as to advocate environment for fairness and transparency and integrity is strictly observed.

ARITICLE 5: Objective and functions of Chato Health Foundation Tanzania Limited

5.1 OBJECTIVES.

5.1.1 To provide Quality Academic Standards in medical and non-medical training AND other socio economic services through establishing of college departments, health services like Hospitals, Health centers, Dispensaries, Health training institutes in other areas of the countries and other education colleges according to the national council for Technical Education (NACTE) regulations, Research activities which is more based on clinical research, Training of Medical related carders like Clinical officers, Clinical assistants, Assistant Nursing officers, Enrolled Nurses as well as Laboratory Technicians and assistants and to promote health education to the community in all aspects of their lives and economic status.

5.1.2 To establish a proper organization basis for the communication between the government authorities and the Institute as well as maintain harmonious relation between staffs and academic institutions and community members.

5.1.3 To ensure the academic and social wellbeing of the members of the organization and community in order to promote good relations between other Colleges and other organs like development partners.

5.1.4 To liaise with other NGO's for exchange of ideas knowledge and experience so as to be versed with what is happening globally.

5.1.5 To contribute to the intellectual life of Tanzania by further in the image of the Institution as a center of excellence in terms of knowledge creation, skills building, effective Entrepreneurship and formation of responsible attitude for the betterment of the community and the nation.

5.1.6. To promote love and respect for learning, the pursuit of truth, and to ensure that every member understands his or her responsibility to educate- himself to the best of his capabilities and

‘to – search knowledge’ for the betterment of humankind and in so doing cherish and promote academic freedom as an inalienable right of a staffs at this institution.

5.1.7 To stimulate and promote all desirable aspects of cultural development which inculcate the spirit and love for different means.

5.1.8 To ensure that every member has the right to believe and/ or worship according to his/her belief without being interfered by, or interfering any other members in accordance with the laws of the United Republic of Tanzania.

5.1.9 To promote and maintain fraternal relations with other institutions in Tanzania, East Africa, Africa and the world over.

5.1.10 To promote the spirit of voluntary activities in life saving or rescue operations especially during epidemics,

5.1.11 To provide scientific and up to date health/medical information to his/her members and others organization wherever and at whatever time.

5.1.12 To sensitize members to be necessary and sufficient catalysts in health sector reforms, spear heading health education campaigns in the country and elsewhere in leadership practice.

5.1.13 To prepare members to defend the nation and be ready to fight against all sorts of socio economic evils like corruption, ignorance, poverty, diseases, apartheid, tribalism religions etc.

5.1.14. To ensure that, rule of law, good governance, transparency and active community involvements are given priority for the betterment of Chato College of Health Science and Technology, Local Community and the nation at large.

5.1.15 To perform duties and exercise all powers vested in or conferred on the Chato college of health science and Technology's Organization by or under any provisions of the Chato Health Foundation Tanzania limited Regulations and policies.

5.1.16 To do all such other things as may be conducive to the attainment of the foregoing objectives or anyone of them and to question any one of them and to question any other things whatsoever, which appears to compromise the status and wellbeing of the Chato College of Health Science and Technology.

5.1.17. Chato College of Health Science and Technology in pursuit of its objectives stated hereinabove may carry out any or all of following functions.

5.1.18. To initiate sponsor or undertake activities for the benefits of the community and their health.

5.1.19 To organize debates, seminars, workshops, conferences, congresses, study tours send symposium so as to enhance intellectual, civic awareness of the community.

5.1.20. To mobilize funding, cause and sponsor Student researches in all academic fields in order to promote creativity and originality community and the nation.

5.1.21. To publish and broadcast, journals, books, newspapers, newsletters, leaflets, magazines, recordings or otherwise through any other means of presenting information to the public.

ARTICLE 6: MEMBERSHIP, RIGHTS AND OBLIGATIONS

6.1.1 MEMBERSHIP

Memberships is compulsory to all registered Medical related staffs and non-Medical staffs including Medical officers, Assistant medical officers, Clinical officers, Nursing officers, Assistant Nursing Officers, Laboratory Technicians, and/or any other award of the registered Colleges shall become a member of Chato College of Health Science and Technology for the purposes of teaching and other employment opportunity when available, AND in case of organization membership, he/she shall ensure equal contribution of funds for development of the institution, unless cancellation of his/her membership shall be made at any time.

6.2.0 RIGHTS.

6.2.1 Every College/Institute member shall be entitled to participate in general activities of the College correctly, and hold office when elected or appointed.

6.2.2 To inspect and obtain copies of all documents of the College upon request to the managing Director or Executive Secretary in writing.

6.2.3. To Request and receive all publications of Chato College of Health Science and Technology if any as the case may be.

6.2.4. The right of appearance and appeal before any organ that may determine the member's vital interest for Chato college of Health Science and Technology.

6.2.5. The right of audience and freedom of expression before all organs of College of Health Science and Technology and all its media, provided that in the course of stay and enjoyment of the rights stated in this Constitution nothing shall be construed to entitle a member of the College to hinder in any way other members to enjoy the same.

6.3.0. OBLIGATIONS

All Chato College of Health Science and Technology members are duly bound to, promote and preserve the sanctity of this Constitution or policy, endeavor to educate oneself to the best of one's ability, and use one's education for the benefits of humanity. All members of Chato COHEST shall attend meetings regularly and discharge assignments, exhibit high self-discipline, ethical and daily responsibilities, participate in all Chato COHEST activities, and refrain from influencing CCOHEST or his/her office bearers in a way or manner which may appear to prejudice the status. The length of membership begins once someone gains an official registration until that or such circumstances like death, Termination due to breach of obligation or agreement and/or other that may cause loss of membership. The general conduct of Chato COHEST members shall be reflected and observed as per by-laws and all judgment will base on the, Chato COHEST constitution, Memorandum of Understanding, Policy and regulations made by Executive BOARD. Failure to observe the above, the court action can be applied after The Approval of disciplinary committee.

ARTICLE 7: LEADERSHIP STRUCTURES, ORGANS, COMPOSITION AND FUNCTIONS

7.1.0 LEDERSHIP STRUCTURE/ORGANS;

7.1.1 The Structure/Organs of Chato College of Health Science and Technology shall include the following;

- I. Governing Board
- II. Executive Committee (Ex COM /ADCOM.
- III. Academic Committee
- IV. Departmental Committee
- V. The staff's General meeting.
- VI. Student's Union
- VII. General Assembly of the students.

7.1.2. COMPOSITION AND FUNCTIONS

7.1.3. GOVERNING BODY

Roles and Functions of a Governing Body

Topics in this section include:

- core roles and
- core functions.

Although there are many models of governance, there are some core roles and functions of governance that are common across all of these.

Core Roles

The core roles of a governing body include:

- values guardian — which may mean articulating or spelling out organisational values, mission and priorities to protect against undermining
- facilitator — which may mean arguing in support of grants or fostering relationships with key stakeholders
- political advocate — which may mean having contact with MPs as well as general political support or pressure from the board or committee
- buffer — which may mean monitoring potential divergence e.g. between Government and organisational interests.

Core Functions

The core functions of a governing body include:

- setting and monitoring the organization's mission, purpose, direction, priorities and strategies within the boundaries of the organization's constitution and legal obligations
- actively involving key stakeholders in setting and monitoring the organization's mission etc (see previous bullet point) and maintaining positive relationships with them
- specifying key outcomes and ensuring there are adequate resources (people and finances) to achieve these
- appointing and supporting the chief executive, evaluating his/her performance and rewarding or replacing him/her as necessary
- being accountable to the organization's owners for the stewardship of their assets

- risk management
- developing policies that allow the organization to best serve its stakeholders. Remember it's management's job to implement those policies
- ensuring the governing body complies with statutory and contractual requirements and with the governing body's own policies
- monitoring the organization's programmes and services
- regularly scanning the environment in which the organization operates to ensure that what it's attempting to achieve remains relevant and achievable
- influencing decisions and finances
- reporting, at least annually, to stakeholders
- setting standards for and evaluating its own governance performance
- Maintaining a governing body succession plan.

The role of these core functions will be dealt with in more detail next. For further details on all of them,

Setting strategic direction and strategies

Setting the long term direction for the organization is the governing body's most important role.

The purpose of the organization relates to the reason for the organization existing or, in other words, what it's trying to achieve. The vision relates to the long term view of where the organization sees itself in the future. For example, the purpose of the college is to teach all students within and outside the campus how to grow their own skills. The vision is that all people in the college understand, acquire and grasp the knowledge and transmit it to the future generation for the benefit of all people through helping of sick and non sick community. Once the governing body has set the purpose and vision for the future of the organization, it will work together with management and other stakeholders through a process to plan the strategies that will take the organization towards that purpose and vision. This is called strategic planning. Strategic plans are long-range (3 to 5 years) and cover things like financials, staffing, marketing, communications etc.

Stakeholder relations

Stakeholders are people (from both inside and outside an organization) who have an interest in that organization e.g. customers, employees, board members, shareholders, public. Good governance demands that stakeholder interests are identified and appropriate relationships established and maintained. This means involving stakeholders when planning direction and priorities. It does not mean that stakeholders should neither determine its overall strategy nor drive the governing body's decision-making. The governing body has a moral responsibility to consult with stakeholders about their expectations and requirements.

Performance evaluation

The governing body should adopt a process whereby it determines who on the Board will be involved in the chief executive's evaluation. The chief executive may help trigger the the process by preparing a self-assessment.

A good performance evaluation should:

- involve evaluation only against objective and previously agreed performance criteria and in respect of those matters for which the chief executive has been delegated full operational authority
- be continuous — rushed annual reviews should be avoided. Continuous informal feedback is best and should be positive as well as identifying concerns. The regular reports to the board also provide an opportunity for performance evaluation
- involve additional more formal "wrap ups" every 3 to 4 months. This also provides a chance to reset expectations if necessary
- include feedback from staff.
- the annual general meeting (AGM)
- the annual report

- regular reports to funders that any money provided was used as agreed and that any expenditure was appropriate and monitored
- other open meetings or consultations.

Communications with all stakeholders in addition to owners (e.g. government regulators, iwi, local community etc) are also important. They need a clear and accurate view of where your organization is going, how it's performing and reassurance that the governing body is operating in the best interest of the organization and meeting their legal obligations.

Risk management

The governing body is expected to identify and manage any obstacles that might prevent the organization from reaching its goals. This means being involved in risk management, particularly around financial matters and legal compliance. Risk management involves the governing body foreseeing what could affect the organization and making sure plans are in place that will minimize or eliminate the impact of events or changes that will have a negative effect. Some examples of risk management strategies include:

- reports to the governing body on e.g. incidents in the workplace
- staff and governing body training on e.g. interpreting financial information
- good practice rules such as making sure cheques are signed by two authorized governing body members at the time of issue

Policy development

Policies are guiding principles by which an organization is run. There are a number of policies your organization should consider having. It's the governing body's responsibility to develop their governance policies and to make sure that other policies (developed by the management team) are in place and being carried out. These policies, which will vary from organization to organization, generally come under the following main categories:

- governance and management — e.g. governing body/chief executive relationship, financial management, risk management and planning policies
- advocacy and representation — e.g. communications, relationships and Treaty of Waitangi policies
- human resources — e.g. volunteer, EEO, recruitment/induction and OSH policies
- operations and administration — e.g. information management, record keeping, grants and sponsorship, Internet usage and vehicle policies.

7.1.3. The EXECUTIVE COMMITTEE (ExCom /ADCOM):

7.1.4.1. The Executive committee/Administrative Committee shall constitute managing Director, Executive Secretary, Principal, Deputy Principal Planning, Finance and Administrations, deputy Principal Academic, Research and consultancy. Administrative Officer/human resource Officer, Chief Accountant, Quality Assurance officer, And shall be the supreme decision making organ of Chato cohest as well as other organs established under its authority are subordinate and accountable to it. The Managing Director/or the Principal- Shall preside over the meeting unless otherwise stated elsewhere in this Policy documents who shall be the Chief spokesperson of the institute to it and the Executive Secretary shall be the executive to it.

7.1.4.2. To review and approve or disapprove policies and actions of Chato college of Health Science and Technology wherever it considers it necessary or desirable so to do;

7.1.4.3. To consider the annual general handing over reports and Institutional Annual Performance Review reports on activities of Chato College of Health science and technology submitted to it by the senior Administrative staffs of the Institute;

7.1.4.4. To make provisions for all matters relating to funds of Chato colleg of Health Science and Technology including but not limited to preparation of annual estimated of income and expenditure, accounting and periodical financial;

7.1.4.5. To approve or disapprove budget estimates presented by the finance office at budget session that will be prepared by College teams;

7.1.4.6. To make provisions in any appropriate manner for regular watching books of accounts of all organs of Chato college of Health science and technology to ensure a sound, proper and efficient administration of Chato college of Health Science and Technology funds. There shall be an annual audit report of Chato Ccohest accounts by the chief internal Auditor of the organization;

7.1.4.7. To investigate and make appropriate disciplinary and legal measure against any of the Ccohest members and or office bearers of the Chato Cohest in cases of malpractice;

7.1.4.8. Budget session every new year at a time when other Chato College of Health Science and Technology organs are preparing the annual budget;

7.1.4.9. To discipline any Chato college officer including suspension of his/her services provided that two third (2/3) of the members attending the meeting shall have voted for that. The suspension of the Chato college of health science and technology shall be approved or disapproved by the relevant authority elected her/him to office directly or indirectly;

7.1.4.10. To establish committees as may be found necessary for the execution of its functions; and

7.1.4.11. To perform any other duties as the institution.

7.2. MANAGING DIRECTOR

7.2.1. Managing Director Job Description

The Managing Director (MD) is the most senior role in any company. With ultimate responsibility for the company's performance the Managing Director will report in to the Chairman and shareholders whilst leading a Board of Directors.

7.2.1. The Managing Director shall be the head of Chato Health Foundation (T) LTD and chief spokesperson and shall preside over- the Chato College of Health Science and Technology daily management and support in collaboration with senior administrative staffs of the college and Shall attend BOARD Meetings.

7.2.2. The Chato Health Foundation (T) LTD managing Director in collaboration with other senior members of the Institute shall have power to make and terminate appointments to members of the College or Foundation Member following misconduct or failure to comply with participation provided that such appointment shall be subject to approval or disapproval by the Executive committee.

7.3.3. For the purpose of expediency and prompt reaction to emergencies, the Managing Director may convene an informal meeting of all staffs provided that no resolutions of such meeting shall binding on it.

7.2.3. Key Responsibilities of a Managing Director

The Managing Director is responsible for many aspects of the Institute.

Primarily the Managing Director will be responsible for implementing college policy and any changes to it. As the aims of the institute are focused towards growth, profits and increasing shareholder return it is the responsibility of the MD to ensure that the institute strategy is geared towards this. It is also the role of the Managing Director to convene a Board of Directors and manage any communication between the Board and the Chairperson/Shareholders. On a secondary level there are a number of other responsibilities that the Managing Director may have.

The Managing Director will be responsible for representing the college in public at events or with the press. They will be responsible for leading, coaching and mentoring other board members and supporting their professional development. The MD will work alongside other board members to identify operational performance measures and will require an understanding of finance related issues in order to analyze college performance.

7.2.4. Additional Skills of the Managing Director Role

A typical skill set for a Managing Director would include:

Visionary leadership, Ability to motivate a workforce, Effective management and delegation, Communication and negotiation, PR and presentation skills, Understanding of a multi-faceted business operation, Strong financial acumen, Planning and forecasting, In depth knowledge of markets and changing business environments, Complex problem solving, Effective decision making

7.2.5. A typical Managing Director's workload

As Managing Director it has the responsibility to ensure the Institute performance heads in a positive direction. He/she should expect a demanding and high-pressured role with long hours however much of his/her time will be spent in meetings, visiting departments or in your office planning and taking time to consider the company's strategic direction. He/ She will not need to worry too much about dealing with the basic day to day issues of taking cold calls or managing admin responsibilities as he will have a personal assistant to take care of this. The role may at times feel lonely but for many the high pressured nature and rewards of success are worth it.

7.2.6. Expected benefits and challenges of the MD role

The responsibility for growing a business, creating jobs and providing shareholder return whilst making a difference to society can be incredibly satisfying. As well as this remuneration can be significant, not just in terms of salary but also bonuses, company shares and other work related benefits. However along with such great rewards come challenges. The role will be high pressured and driven towards results. At times it can appear to be a very lonely role, with the Managing Director isolated as the key decision maker. These pressures may also come at a detrimental cost of your work life balance with tight deadlines and work pressure meaning long hours. Although the Managing Director position is the pinnacle role within an organization this does not mean it is the end of a career. MDs within small businesses may look to move on to take up roles in medium and large companies. As the career develops a time may come to move into a Chairperson role within the business, acting in a support and guidance capacity to the new MD. Furthermore there may be opportunities to undertake Non-Executive Director positions on the boards of various other companies.

7.3. EXECUTIVE SECRETARY.

- Will ensure provision of quality services of all organ of the institute as stipulated in this constitution.
- Will ensure a good relationship between the community and an institute/staffs and the other NGO's.
- To collect and solve complains from the clients concerning unethical issues made by Chato College of Health Science and Technology staffs and/or members.
- To ensure a safe working environment and staffs affairs at all time.
- To Supervise all transactions of the Institute
- To plan for buildings and other development activities
- To Make follow up of bank reconciliation related to students payment in collaboration with Deputy Principal Planning, Finance and Administration

7.3. PRINCIPAL

REPORTS TO: Managing Director

SUPERVISES: Students and all teachers of the school

NATURE AND SCOPE OF JOB:

The college Principal serves as the educational leader, responsible for managing the Policies, regulations, and procedures to ensure that all students are supervised in a safe learning environment that meets the approved curriculum, policy documents, Mission and Vision of the Institute as well as the organization. Achieving academic excellence requires that the College Principal work collaboratively to direct and nurture all members of the College staff hired by the Board of Directors and to communicate effectively with parents. Inherent in the position are the responsibilities for Scheduling, curriculum development, extracurricular activities, personnel management, Emergency procedures and facility operations.

JOB FUNCTIONS AND RESPONSIBILITIES:

The College Principal shall:

1. Establish and promote high standards and expectations for all students and staff for Academic performance and responsibility for behavior.
2. Manage, evaluate and supervise effective and clear procedures for the operation and functioning of the school consistent with the philosophy, mission, values and goals of the school including instructional programs, extracurricular activities, discipline systems to ensure a safe and orderly climate, building maintenance, program evaluation, personnel management, office operations, and emergency procedures. Ensure compliance with all laws, board policies and civil regulations.
3. Establish the annual master schedule for instructional programs, ensuring sequential learning experiences for students consistent with the school's philosophy, mission statement and instructional goals.
4. Supervise the instructional programs of the school, evaluating lesson plans and observing classes (teaching, as duties allow) on a regular basis to encourage the use of a variety of instructional strategies and materials consistent with research on learning and child growth and development.

5. Establish procedures for evaluation and selection of instructional materials and equipment, approving all recommendations.
6. Supervise in a fair and consistent manner effective discipline and attendance systems with high standards, consistent with the philosophy, values, and mission of the school. Ensure a safe, orderly environment that encourages students to take responsibility for behavior and creates high morale among staff and students. File all required reports regarding violence, vandalism, attendance and discipline matters.
7. Establish a professional rapport with students and with staff that has their respect. Display the highest ethical and professional behavior and standards when working with students, parents and school personnel. Serve as a role model for students, dressing professionally, demonstrating the importance and relevance of learning, accepting responsibility, and demonstrating pride in the education profession. Encourage all teachers to do the same.
8. Notify immediately the Board, and appropriate personnel and agencies when there is evidence of substance abuse, child abuse, child neglect, severe medical or social conditions, potential suicide or students appearing to be under the influence of alcohol or controlled substances.
9. Keep the Board advised of employees not meeting their contractual agreement.
10. Research and collect data regarding the needs of students, and other pertinent information including the collection of detail regarding the sacraments students have received or are preparing for. Keep the Chaplain informed of this information.
11. Keep the staff informed and seek ideas for the improvement of the school. Conduct meetings, as necessary, for the proper functioning of the College: Dally and weekly meetings for full-time staff; monthly staff meetings foe all staffs full time and part-time staffs
12. Establish and maintain an effective inventory system for all school supplies, materials and equipment.
13. Establish procedures that create and maintain attractive, organized, functional, healthy, clean, and safe facilities, with proper attention to the visual, acoustic and temperature.

14. Assume responsibility for the health, safety, and welfare of students, employees and Visitors.
15. Develop clearly understood procedures and provide regular drills for emergencies and Disasters.
16. Maintain a master schedule to be posted for all teachers.
17. Establish schedules and procedures for the supervision of students in non-classroom areas (including before and after school).
18. Maintain visibility with students, teachers, parents and the Board.
19. Communicate regularly with parents, seeking their support and advice, so as to create cooperative relationship to support the student in the school. The Principal may not interfere with anyone's freedom to speak directly to the Chaplain.
20. Use effective presentation skills when addressing students, staff, parents, and the community including appropriate vocabulary and examples, clear and legible visuals, and articulate and audible speech.
21. Use excellent written and oral English skills when communicating with students, parents and teachers.
22. Complete in a timely fashion all records and reports as requested by the Board.
Maintain accurate attendance records.
23. Maintain and account for all student activity funds and money collected from students.
24. Communicate with the Board regularly about the needs, successes and general operation of the school.
25. Establish procedures for safe storing and integrity of all public and confidential college records. Ensure that student records are complete and current.
26. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.

27. Organize and supervise procedures for identifying and addressing special needs of students including health-related concerns, and physical, emotional and spiritual needs (keeping the Chaplain informed of these).
28. Supervise the exclusion from school of any pupil who shows departure from normal health, who has been exposed to a communicable disease, or whose presence may be detrimental to the health and cleanliness of other pupils. Assure that excluded pupil's parents or guardian are apprised of the reasons for exclusion.
29. Maintain positive, cooperative and mutually supportive relationships with staff, parents and Chaplain.
30. Perform any duties that are within the scope of employment and certifications, as assigned by the Board and not otherwise prohibited by law or in conflict with contract.
31. Ensure that schedule allows for regular Mass and Confessions.
32. Oversee the development of Curriculum Committee and keep the Board apprised.
33. Provide quarterly student grade and behavior reports to parents. Post honor roll lists each quarter.
34. Work with the Chaplain to guide and instruct the teachers to provide the spiritual atmosphere inherent in a traditional Catholic educational environment.
35. Nurture both students and teachers to achieve their greatest potential academically, instructionally and spiritually.
36. Maintain in the school a spirit conducive to prayer and study.
37. Provide an atmosphere of piety, obedience and charity throughout the school day.
38. Ensure that students and teachers attend scheduled prayers and Mass throughout the school day.
39. Enforce uniform policy and appearance policy so as to assure a school environment that is focused on group spiritual and academic achievement rather than on individuals.
40. Provide and supervise a safe recreation and play period for the students

7.5. THE DEPUTY PRINCIPAL – PLANNING, FINANCE AND ADMINISTRATION (DP-PFA).

Responsible to: Principal and Corporation

Status: Senior Potholder

Responsibilities: To assist the Principal in the general management of the College, with specific responsibilities delegated as agreed in all matters of Planning, finance and Administration.

To deputise for the Principal in her/his absence.

Duties:

1. Administration Committee Membership (ADCOM)

To be a member of Steering, Policy, Operational Management, Quality Assurance, Conditions of Service and Health & Safety, assuming Chairpersonship as required by the Standing Orders.

2. Management & Administration

2.1 To assist the Principal with College Management, assuming those parts of the Principal's job description that may be delegated from time-to-time, permanently or temporarily.

2.2 To oversee the supervision of the office, administrative and other support staff, in conjunction with the Administration Manager and other relevant line managers.

2.3 To oversee the smooth operations of the estate, in conjunction with the Principal, assuming a leading role in the development of its facilities and resources.

2.4 To develop and implement suitable channels of communication across College activities, ensuring that timely and appropriate information is communicated to staff.

2.5 To oversee the production of the Staff Bulletin and Web.

3. Finance

3.1 To co-ordinate all financial aspects of College activities, reporting directly to the Principal.

3.2 To develop adequate financial procedures to enable the College to operate successfully and prudently within the annual income/expenditure budgets.

3.3 To plan, implement and monitor the financial operations of the College, in conjunction with the College Accountant, including income/expenditure trends across the full range of College activities.

4. Personnel

4.1 To develop, plan, implement and monitor personnel procedures operating within the College, in conjunction with the Personnel Manager, assuming a direct responsibility for them as appropriate.

4.2 To consider and agree staff absences, and to assist in reference writing for staff.

4.3 To prepare an annual financial report and development plan as well as annual performance review report and implementation plan.

5. Health & Safety

To oversee all Health & Safety issues associated with College activities, in conjunction with the Health & Safety Officer, developing strategies to overcome identified concerns as they arise.

6. Governance

- ❖ To be the advising officer on designated Corporation committees and at full board meetings of the Corporation, co-ordinating the production of discussion papers, etc as required.

7. Interview Staffs Applicants for employment

To carry out a share of these interviews as negotiated with the Principal.

8. To carry out other reasonable requests as required by the Principal. On behalf of the managing director in collaboration with Human Resource Manager.

9. She/he shall be appointed by the Managing Director.

10. He/She shall be the Chief Executive officer/Protocol officer who is dealing with Administrative issues.

11. He/She shall in his/her absence will be acted by Executive Secretary who shall cease to act in that office as soon as the DP-PFA returns and assumes/commences to discharge the functions of his/her office.

12 It shall be responsibility of the DP-PFA to prepare and submit before the executive committee a brief report of the events that occurred during the representation of Chato Ccohest to any tour, symposium seminar, workshop, conference or congress by any member or group of members of Chato Health Foundation (T) LTD

13. The DP-PFA shall cause to be prepared and kept an up to date register of all Chato Ccohest members with entries denoting courses, year of study, sponsor, hall of residence, nationality and such other entries as smooth administration of staffs' affairs

7.6. DEPUTY PRINCIPAL – ACADEMIC, RESEARCH AND CONSULTANCY (DP- ARC)

Responsible to: Principal and Corporation

Status: Senior Postholder

Responsibilities:

- ❖ To assist the Principal in the Academic leadership and supervision as the daily monitor of the College, with specific responsibilities delegated as agreed in this policy and guideline.
- ❖ To be an academic overall supervisor and translate all related curriculum.

Duties:

1. Committee Membership

To be a member of Administration committee, Steering, Policy, Operational Management, Quality Assurance, as required by the policy documents and regulations

2. To assist the Principal with College Management, assuming those parts of the Principal's job description that may be delegated from time-to-time, permanently or temporarily.

3. Shall be the in- charge of all academic matters concerning all the staffs of Chato College of

Health Science and Technology as well as Chato Health Foundation Tanzania Limited (CHF)

4. Shall organize all academic/clinical events concerning Chato Ccohest.

5. Planning of research are and all resources needed, needs ofr the research and present to the executive committee before starting research

6. Shall perform such other duties as directed by managing Director/or other responsible person

7. To develop and implement suitable channels of communication across College activities, ensuring that timely and appropriate information is communicated to staff.

- 8 To oversee the production of the Staff Bulletin and Web.

9. Curriculum

- 9.1 To oversee all curriculum and timetable planning occurring within the College, monitoring developments and developing potential strategies to deal with envisaged changes of provision.
- 9.2 To co-ordinate the adequate recruitment and deployment of staff to ensure that agreed curricular and support provision can be implemented.
- 9.3 To co-ordinate the enrolment of students to suitable programmes of study, preparing schedules of activity for the enrolment and induction process.
- 9.4 To monitor course changes, developing structures to analyse choice trends and reasons for change.
- 9.5 To promote the philosophies of inclusive learning and positive tutoring, defining guidelines within which they can successfully operate.
- 9.6 To ensure that curriculum provision takes account of the implications of the funding methodology on College finances.

10. To act as line manager to: Assistant Principal (Curriculum & Staff Development)
Assistant Principal (Student Services)

11. Governance

11.1 To be the advising officer on designated Corporation committees and at full ADCOM meetings of the Corporation, co-ordinating the production of discussion papers, etc as required.

11.2 To be a Senior Post holder, appraised by members of the Administration.

12. Interview Student Applicants

7.7 CHIEF ACCOUNTANT.

Shall be the secretary of finance committee

- To co-ordinate all financial aspects of College activities, reporting directly to the Principal.
- To develop adequate financial procedures to enable the College to operate successfully and prudently within the annual income/expenditure budgets.
- To plan, implement and monitor the financial operations of the College, in conjunction with the College Accountant, including income/expenditure trends across the full range of College activities
- Shall be the co-signatory to all Chato Health Foundation transactions.
- Shall take initiatives of raising Chato Health Foundation funds with the approval of Chato Health Foundation secretarial.
- Shall be responsible in collection of union fees.
- Shall be responsible for all payments after being approved by senior staffs.
- Shall seek advice on Chato Health Foundation financial affairs from executive committee, finance committee and administration accordingly.

7.8. HEAD OF DEPARTMRNTS

7.8.1. Head of Department of the Technical College

Heads of Department are expected to work together with the College and School educational leadership to ensure high standards of teaching and learning practice and processes while being guided by Deputy Principal, Academic, Research and Consultancy.

The duties and responsibilities of a Head of Department shall include the following: Performing the duties of Teacher and Head of a Department for a particular subject or group of subjects;

- ❖ Actively assisting the Head of School in ensuring the good professional practice, standards, and quality standards of teaching and learning of subject/s through proper dialogue with the class teachers and, under the direction of the relative Deputy Princiapal-(ARC), promotes a healthy process of reciprocal informal observation of class teaching practices;
- ❖ Advising and contributing to curriculum development at College and system level under the direction and guidance of the respective Deputy Principal, Academic affairs;
- ❖ Coordinating the teaching and learning of the subject/s for which one is responsible;
- ❖ Setting examination papers, co-ordinating marking schemes and moderating examinations and assessment processes at one's school department as well as in other schools;
- ❖ Ensuring timely and adequate provision of textbooks, materials, and equipment required for the effective teaching of the department across the college in institution;
- ❖ Ensuring that the maintenance and upkeep of equipment related to the department at the college is regularly carried out;
- ❖ Preparing specifications and budgets for the requirements of the department-specific teaching tools and equipment, including laboratory equipment;
- ❖ Mentoring (Appendix 1) other teachers in the department/level of their specialty;
- ❖ Holding and leading regular departmental meetings and ensuring the keeping of minutes;

- ❖ Encouraging participation in EU projects and other projects in accordance with the specified role/ targets and as agreed with the Senior Management Team.

7.9. MONITORING AND EVALUATION/QUALITY ASSURANCE POLICY

Quality Assurance Committee

As a managing body of the college for improvement and sustainable development, which will be headed by quality assurance officer, the purpose shall include to:

- Monitor the implementation of the institution’s policies, systems, procedures, strategies and resources for the management of the quality of the core functions of teaching and learning, research and social responsiveness
- Monitor the effectiveness of the quality management systems of “ PASS” departments
- Promote a culture of continuous improvement within the college

Responsibilities of this committee include:

- Ensure that effective quality academic standards and quality management systems are in place throughout the institution
- Ensure that recommendations emerging from internal, as well as external reviews conducted by the Colleges Quality Assurance Committee (NACTE and MOHCDGEC).and other external bodies, are being addressed
- Act as the overall coordinating body for institution-wide reviews conducted by Quality Committee or other external bodies
- Promote the development of innovations related to quality improvement
- Advise Governing board on matters relating to alignment with national and institutional quality assurance requirements and to make recommendations on matters requiring attention
- Promote the dissemination of good practices
- Provide advice to appropriate committees and structures regarding quality promotion

- To co-ordinate all quality assurance aspects of College activities, reporting directly to the Principal.
- To produce the College quality assurance manual and all associated information.
- To manage the self-assessment process operating within the College, monitoring developments as they occur and devising systems to deal with matters as they arise.
- To promote and maintain procedures and practices which facilitate equality and diversity across all College operations and strategic developments.
- To co-ordinate activities to meet the requirements of any external assessment or inspection process imposed upon the College, acting as the College nominee as necessary.
- To develop, plan, implement and monitor personnel procedures operating within the College, in conjunction with the Personnel Manager, assuming a direct responsibility for them as appropriate.
- To consider and agree staff absences, and to assist in reference writing for staff.
- To prepare an annual Staff Handbook and Institutional Performance Review Report.
- To oversee all Health & Safety issues associated with College activities, in conjunction with the Health & Safety Officer, developing strategies to overcome identified concerns as they arise.

7.10. THE FUNCTIONS AND OBLIGATIONS OF CHF BOARD;

The board shall have powers to act as disciplinary authority which in respect to both office and non-office bearers shall recommend the necessary punitive, sanctions and remedies to the authorities.

Shall prepare policies, working protocols, finance regulations. Raising funds, Availability of all Resources.

ARTICLE 8: GOVERNING POLICIES

Whereas the chato college of Health Science and Technology is operating its activities under prescribed regulations and Government policies, The Governing Body shall be responsible to formulate, regulate all necessary Governing policies of the college and supervise all senior officers of the college to ensure a safe and conducive working environment in accordance with Government laws and regulation and ensure Academic Quality standards are met. All committee is responsible to follow directive from the Body after approval from

Executive Committee. The Governing policy pertains to strategic positioning, risk management, legislative and common law compliance that relates to managerial policies designed to support strategic intent and articulates both operational imperatives and outlines principles for administrative activities. To give effects to statutory/regulatory requirements, and relates to the processes of decision making and the controls and behaviors that support effective accountability and performance outcomes. The ultimate responsibility of the governance of the Chato College of Health Science and Technology will be rests in its governing Boards are accountable for the mission and heritage of their institutions and the transcendent values that guide and shape college academic standards. The governing Board shall retain ultimate responsibility and full authority to determine the mission of the institution within the constraints of the National Council for Technical Education and other stakeholders such as Ministry of Health, Community development, Gender, Elderly and Children in consultation with and on the advice of the College Principal who will be the Secretary to the Governing Board. The Governing Board has formulated the following College Corporate Philosophy and the Vision and Mission statement of the College

.The College Corporate Philosophy:

Chato College of Health Science and Technology strives through “C&C” to help advance societies worldwide toward deepened mutual understanding and the fulfillment of human potential and resource development. Based on this philosophy and vision, the College focuses on the “Solutions for Society” that aims to create a more advanced social infrastructure indispensable to society from the position of a training institution like no other as it has networking technologies and computing technologies as well. Through these trainings activities, CCOHEST creates social values such as Community services, safety, security, efficiency and equality to enable people to lead more prosperous lives and works in concert with all stakeholders to make “an information society friendly to humans and the earth. To realize these goals, CCOHEST has collated and puts into practice the Chato Health Foundation Tanzania Limited Core Values as a sense of values and principles of behavior for all our employees.

Chato College of Health Science and Technology Core Values:

Passion for Innovation, Self-help, Collaboration, Better Products, Better Services

The CCOHEST team will strive to provide satisfaction and inspiration for our customers through the efforts of self-reliant individuals, motivated by a “passion for innovation,” who work as part of a team to continuously pursue the provision of better products and services. The CCOHEST teams aims to pursue its Corporate Philosophy and realize the Group Vision through actions based on the Values that have been passed down and fostered over the more than 100-year history of the Chato College of Health Science and Technology society.

The Chato COHEST society aims for sustained growth for society and business through efforts to increase its corporate value by practicing the “Chato COHEST Way” which systemizes the structure of the Chato Health Foundation organization’s management activities such as Corporate Philosophy, Vision, Core Values, Charter of Corporate Behavior, Code of Conduct and its drive to bring satisfaction to all its stakeholders, including shareholders, customers, communities and employees alike.

Management Indicator Goals

The CCOHEST society aims to realize certain operating results as a leading global corporate group, and attaches paramount importance to quality services as a management indicator for improving profitability. The CCOHEST society achieved its target by 100% in building infrastructure for the past two years ended December, 2017. CCOHEST aims for an achieve of 100% in the fiscal year ending December, 2019 through its “Mid-term Management Plan 2018.” however, the Mid-term Management Plan will be decided anew to take into account results from the fiscal years ending December, 2017, and 2018, respectively.

ARTICLE 9: ACADEMIC COMMITTEE POLICY

9.1. Back ground information

Chato College of Health Science and Technology as established under the Authority of the National Council for Technical Education (NACTE). Academic policy relates to the core academic issues of the college and covers matters of learning, teaching and research. This includes assessment, course work and program approvals, discontinuation of courses and program and students academic misconduct. Whereby The Deputy principal for Academic, Research and Consultancy will be the head of the academic committee, with collaboration with heads of all departments (HODs), and Examination officer will be responsible for setting of school time tables for each academic year and help to determine class size, arrange teachers schedules, deciding which classes will be assigned, to assign tutors supervisory class duties, setting examination schedules and to assign all tutors proctor examinations. The Academic Committee receives reports different department of the College and considers and forwards action items to the Governing Body through Executive Committee which relate to academic programme/proceedings (e.g., promotion and tenure/continuing status, policy and procedures, statistical report on decisions from the previous semester or academic year, sabbatical and leave of absence policy, performance evaluation for students and procedures and other related procedures, definition of curriculum and regulation related to examinations and strategies smooth running of academic programmes. The responsibilities and duties of the academic committee shall include Curriculum, Teaching and Learning facilitations which include the following:

1. Leading on all issues related to the strategy, planning, management and delivery of:

- Learning resources and libraries.
- Research and advanced scholarly activities;

- Establishing and maintaining clear lines of responsibility in respect of such issues related to academic and learning.

2. Ensuring that the College curriculum;

- Meets statutory requirements and the needs of its stakeholders (NACTE) and MOHCDGEC.
- Engage with Academic development and growth.
- Academically viable and consistent with College objectives, learners targets and measures for success.
- Directed towards raising skills levels in the College's geographical area of benefits of the College community.
- Innovative, inspiring and entrepreneurial, and prepares students to succeed and progress.

3. To promote development of teaching and learning including their quality and enhancement, across the range of provision associated with the college strategic plan.

4. Co-ordinating the development of quality control around teaching and learning and development, supporting academic to manage the assessment of learning and ensuring that the College is inspection ready and committed to continuous enhancement.

9.2. Membership Requirements

The Academic Committee shall consist of several department members, a majority of whom must be Head of departments. The committee members shall be appointed by the Principal in accordance with the College Policy and regulations, after consultation with the Managing Director or Executive Committee, from names suggested by the Deputy Principal Academic Affairs. The following are permanent members of this Committee:-Deputy Principal Academic, Research and Consultancy who shall be the chairperson of the committee, Head of all Departments, Examination Officer, Principal,

Clinical Instructor and student representative who is the minister for Education and shall be nominated by the Student's organization of the College (CCOHESTSO). Members of this committee shall serve according to their existence in the stated position. The student's studies at the Chato College of Health Science and Technology shall be termed as Professional Studies and are governed by a variety of academic policies and procedures. Students are expected to familiarize themselves with, and to follow, the academic policies as outlined below. It is strongly recommended that they review these policies periodically to remain current. Students are subject to disciplinary actions for the following offenses which include but are not limited to: Cheating, Plagiarism. Forgery or unauthorized use of documents and False form of identification

9.3. ACADEMIC INTEGRITY POLICY

1. PURPOSE

This Policy:

- defines academic integrity;
- reflects that the pursuit of academic integrity is a shared responsibility and articulates collective and individual responsibilities;
- articulates the College's definition and position on types of academic activities; and
- references the disciplinary process to be undertaken if there is an allegation of a breach of this policy.

2 BACKGROUND

Chato College of Health Science and Technology is committed to:

- Transformative education, learning, research and discovery, all of which advance knowledge and have a positive impact on our community and population at large;
- creating a work and study environment where all members of the College community can flourish; and
- developing an institution-wide approach to academic integrity. (1 Adapted from the Academic Integrity Values Statement ,2 Learning for the future, Learning and Teaching Strategic Framework).

3 SCOPE

This Policy applies to all Staff and Students. It does not replace the requirements specified in the Academic regulations in the country's Code for the Responsible Conduct of Research (as per research ethics and policies) or as per NIMR code for Responsible Conduct of Research. Staff and Students engaging in research activities must read and comply with these codes in conjunction with the Academic Integrity Policy.

4 DEFINITIONS

Commonly defined terms are located in the College Glossary. The following definitions apply for the purpose of this Policy:

Academic integrity: acting with the values of honesty, respect, trust, responsibility and support in learning, teaching and research.

Academic exercise:

a) An examination, that is, a time limited assessment task conducted under invigilation including tests, practical assessments and final examinations; and

b) the submission and assessment of a thesis, dissertation, essay, practical work or other coursework and any other exercise (including in the case of graduate students transfer and confirmation of status exercises) which is not undertaken in formal Draft as our policy. examination conditions but counts towards or constitutes the work for a student academic award or for admission to the college or enrolment in any unit or program of study or research at the college and includes related research.

Misconduct: conduct prohibited by any training institution Regulation; and any corrupt conduct in connection with the College.

Academic misconduct: any misconduct relating to an academic exercise.

Research misconduct: a serious breach of the NIMR Code for the Responsible Conduct of Research.

5. POLICY STATEMENTS

All students and staff are required to adhere to the principles and values of Academic Integrity as a shared responsibility across the college. Alleged breaches of the Academic Integrity Policy will be dealt with seriously by the College and may result in disciplinary processes to be taken by the responsible committee.

PART A: ACADEMIC INTEGRITY PRINCIPLES

The Academic Integrity Policy is underpinned by three equal principles:

1. Academic integrity is fundamental to transformative education, learning, teaching, research and discovery at the College, all of which advance knowledge and have a positive impact on our community and the world.
2. The College is committed to fostering a collective culture of awareness and development that empowers all staff and students to become champions of the academic integrity values.
3. Academic integrity comprises of active engagement with the five interconnected values of honesty, respect, trust, responsibility and support.

PART B: VALUES OF ACADEMIC INTEGRITY

In learning, teaching and research, the values of academic integrity provide an overarching declaration that informs the College, staff and students. The following explanations describe what each of the values of academic integrity mean at Chato College of Health Science and Technology:

Honesty is being truthful, maintaining transparency, encouraging openness and acknowledging other's work.

Respect is valuing diversity, being inclusive, listening to understand and treating others fairly.

Trust is being reliable, building trustful relationships and demonstrating trustworthiness.

Responsibility is being proactive, taking ownership and holding ourselves and others accountable.

Support is communicating clear expectations, delivering accessible resources, being approachable, building capacity and resilience and providing training.

PART C: SHARED RESPONSIBILITY FOR ACADEMIC INTEGRITY

The pursuit of academic integrity is a shared responsibility across the College. The College, its staff and its students have a role in maintaining a positive culture that supports the values of academic integrity.

Schedule 1: Shared Responsibility for Academic Integrity articulates the collective and individual responsibilities that underpin a transparent and holistic approach to academic integrity.

PART D: ACADEMIC ACTIVITIES

When engaging with or setting an academic exercise, the pursuit of academic integrity is supported by understanding acceptable and unacceptable academic activities (including learning, teaching and research).

Schedule 2: Definition of Academic Activities provides definitions of acceptable and unacceptable academic activities.

ACADEMIC INTEGRITY SANCTIONS

Once a violation of the Academic Integrity and Plagiarism policy is confirmed, one or more of the following sanctions can be issued:

- Required participation in a noncredit workshop or seminar on ethics or academic integrity
- Requirement to take or retake the Academic Integrity Tutorial
- An assigned paper or research project related to ethics or academic integrity
- Student is issued a written warning or reprimand
- Requirement that the student redo the assignment
- Issue the grade of "0" on the assignment
- Issue the grade of "F" on the assignment
- Issue the grade of "F" in the course
- Issue the grade of "F" for the course; student cannot drop the course and the grade of "F" cannot be eliminated by retaking the course
- Suspension or dismissal

Please Note: Students may not withdraw from a course once there has been an allegation of any misconduct until proved otherwise. Sanctions cannot be appealed. Once a violation of the policy is detected, the department member will not issue a grade on the assignment or for the course until the case has been resolved.

9.4. ASSIGNMENT SUBMISSION

Assignment deadlines will be communicated to students in writing. It is the responsibility of the student to submit all assignments by the published submission deadline. Any student in need of an extended deadline must negotiate an extension with the faculty in advance of the published deadline. Only under extenuating circumstances will late assignments be accepted without communication prior to the deadline. Documentation of the extenuating circumstances must be provided by the student upon request. At the discretion of the faculty, deductions may be applied for any late assignment submissions and as directed by NACTE curriculum.

ARTICLE 10: RECRUITMENT POLICIES

10.1. Recruitment protocol and criteria

This document outlines the procedures and overall policy for recruitment and selection of applicants in this organization. The purpose of this policy is to inform managers and staff of the processes required to find the best candidate for a vacant post. It incorporates best practice and follows equal opportunity guidelines.

Applicants must not receive more or less favorable treatment on the grounds of gender, race, disability, sexual orientation, marital status, family responsibility, ethnic origin, trade union membership and political and religious beliefs. The 5 commitments which the Chato College of Health Science and Technology must follow includes:

1. To interview all applicants with a disability who meet the minimum criteria for a job vacancy and consider them on their abilities.
2. To ensure that there is a mechanism in place to discuss at any time, but at least once a year, with disabled employees what you and they can do to develop and use their abilities.

3. To make every effort when employees become disabled to make sure they stay in employment.
4. To take action to ensure that all employees develop the appropriate level of disability awareness needed to make the commitments work.
5. Each year, to review the 5 commitments and what has been achieved, to plan ways to improve on them and let employees know about progress and future development plans.

10.2. Establishing a vacancy

Once a vacancy has been established either through a member of staff leaving or a new post that has been created, a budget control/establishment form must be filled in by the Human Resource Manager and sent to the Principal. A copy must also be sent to Managing Director. With an established post it gives managers the opportunity to review the post and carry out a thorough analysis before automatically proceeding to recruitment.

When analyzing a post it is useful to talk to the outgoing post-holder and colleagues within the department as to whether the post could be changed or the way that the team works could be re-organized. Issues to consider before advertising a new post are:

1. Allocating duties to other team members (although consideration would have to be given to up-grading staff who's responsibilities are changed).
2. Is there any reason why the role cannot be considered for a job-share and is there any scope for other flexible working practices?
3. Training other members of the team to create a multi-skilled workforce.
4. Taking on a part-time employee if the post doesn't warrant a full time employee. Another factor to consider is job evaluation to make sure that the job description is recent and up to date. The purpose of job evaluation is to ensure that consistent decisions are made about grading and rates of pay. It is also helpful to compare with other existing, similar posts within the organization with regards to equal pay between comparable jobs so that equal pay is provided for work of equal value.

10.3. Advertising

Human Resources will then write the advert and send the current job description for that post to the Managing Director for approval. When the advert and job description are approved by the Managing Director the advertisement will be publicized to all internal staff for one week in order to allow permanent staff to apply for posts before they are advertised externally to the public. The post will be sent to all staff via email, it will also be available on the Intranet and also on the vacancies notice board. If there are no internal applicants then the post will be advertised externally. If there are internal applicants then they will be shortlisted and interviewed before the post is advertised externally. If managers require a temporary member of staff to cover until the post is filled they must fill out a 'Request for agency staff' form held in Human Resources. HR will then arrange a temp for that department.

10.4. Shortlisting

Directors and other stakeholders must only shortlist against the criteria from the person specification and job description and not from personal opinion. The person specification should contain the essential criteria required to carry out the post, if an applicant does not have all of the essential criteria then they must not be shortlisted. The person specification should also contain desirable criteria that would be of benefit to the post if the applicant has those skills, but are not essential to carry out the post. Human Resources will send copies of the application forms and the short listing criteria to all members of the short listing panel. Managers must shortlist against these criteria only and not from personal opinion. Shortlisting must be returned to Human Resources within two weeks of the closing date of the post. HR will then organize a convenient interview date and will be responsible for booking the venue and inviting the candidates. HR will also send out regret letters to unsuccessful candidates who have not been shortlisted. It is imperative to remain objective throughout the recruitment and selection procedure, therefore anyone who knows that someone they are related to or know personally, is considering applying or has applied must declare this. No one is permitted to shortlist or interview a member of their family or a close personal friend and must withdraw from the selection process.

10.5. Interviewing

Panel members must treat all information on application forms and information from the interview as strictly confidential. A pre meeting should be held before the interviews to discuss which areas of questioning will be delegated for each panel member. Best practice requires the person asking the questions to maintain eye contact and encourage the interviewee whilst the other panel members make notes. Interviewers must be aware that the candidates must all be asked the same questions. Explain to the candidate at the beginning of the interview the format and process e.g. who will be asking questions and in what order and that they will have the opportunity to ask questions throughout the interview and at the end. Remember to be clear before questioning what answer you will expect applicants to give in order to meet the criteria. If you aren't clear about a 'correct' answer to your question then subjectivity is likely to result. Therefore you could be swayed by the candidate's conviction in their answer rather than them answering correctly.

Remember to check each application form for gaps and ambiguity in employment history. All panel members should be aware of equality procedures regarding recruitment and selection and be familiar with these. No one should interview alone and each panel member must take notes during the interview to assess the candidate's responses and as a reminder when deliberating with the panel.

In case of complaints, the notes taken during interview will be used to justify the decision reached by the panel. When each panel member has completed their assessment of each candidate, they should discuss with the other panel members and compare their conclusions. The appointed candidate will meet all the essential criteria on the person specification and the panel should agree that they are the best person for the role. Assessment forms and interview notes should be handed back to Human Resources where they will be stored confidentially.

10.6. Offer of Employment

Once a suitable applicant has been decided upon, Human Resources will telephone the candidate to offer the position, subject to satisfactory references. The Department Manager must fill in an Appointment Form before HR can offer the post, detailing salary and hours for the post. Once the candidate has accepted the post, Human Resources will contact the candidates' references and send out the occupational health questionnaire. At least one reference must be an employment reference, preferably from the present or most recent employer. One personal reference can be accepted but the referee must NOT be a relative or friend. Panel members should not be referees, other than when they are the current line manager of an existing employee. Human Resources will write to unsuccessful candidates informing them of the decision. They will be given a contact name and telephone number for detailed feedback should they request it.

10.7. Appointment

Once Human Resources have received satisfactory references (copies to line managers for verification) and health clearance then a start date will be arranged with the new employee. The Contract of Employment will be issued to the new employee prior to starting with the Chato College of Health Science and Technology or where this is not possible within eight weeks of taking up the appointment. If any areas of this policy are unclear please contact the Human Resources Department for verification.

ARTICLE 11: PROCEDURE FOR HANDLING OF COMPLAINTS

The policy of the Chato College of Health Science and Technology is to provide an educational and employment environment in which no person shall be unlawfully denied full and equal access to, the benefits of, or be unlawfully subjected to discrimination on the basis of ethnic group identification, national origin, religion, age, sex, race, color, ancestry, sexual orientation, or physical or mental disability, or on the basis of these perceived characteristics or based on association with a person or group with one or more of these actual or perceived characteristics. Whereby the policy of the Chato College of Health Science and Technology is to provide an educational and employment environment free from unwelcome sexual advances, requests for sexual favors, sexual favoritism, or other verbal or physical conduct or communications constituting sexual harassment. Employees, students, or other persons acting on behalf of Chato College of Health Science and Technology who engage in unlawful discrimination as defined in this policy or by any other country or local policy or law may be subject to disciplinary actions, up to and including discharge, expulsion, or termination of the contract.

Informal/Formal Complaint Procedures

According to this policy, it is advised that all complaints will required or channeled through suggestion box unless stated otherwise for the non-confidential complaints that will be channeled through administrative procedures in writing. When a person brings charges of unlawful discrimination to the attention of the college responsible officer, that officer will:

- (1) Undertake efforts to informally resolve the charges;
- (2) Advise the complainant that he or she need not participate in informal resolution;

(3) notify the person bringing the charges of his or her right to file a formal complaint and explain the procedure for doing so;

(4) Advise the complainant that he or she may use “**Suggestion box**” where such a complaint is within college campus and /if it is strictly confidential.

(5) if it is very serious case, should be reported to class master and the dean of students for the case of a class level and other disciplinary matters.

Filing of Formal Written Complaint

If a complainant decides to file a formal written unlawful discrimination complaint against the college, he or she must file the complaint on a form prescribed by the college principal. These approved forms are available from the college library and the Dean of students. The completed form must be filed with the responsible college officer or any other prescribed directive and amended procedures.

Once a complaint is filed, the individual(s) accused of engaging in prohibited discriminatory conduct should be advised of that filing and the general nature of the complaint. This should occur as soon as possible and in a manner that is appropriate under the circumstances.

The college will also advise the accused that an assessment of the accuracy of the allegations has not yet been made, that the complaint will be investigated, that the accused will be provided an opportunity to present his/her side of the matter, and that any conduct that could be viewed as retaliatory against the complainant or any witnesses must be avoided.

The College responsible officer shall make an arrangements for or provide training to employees and students on the college's unlawful discrimination policy and procedures.

Course members, members of the administrative staff, and members of the support staff will be provided with a copy of the college's written policy on unlawful discrimination at the beginning of the first quarter or semester of the college year after the policy is adopted.

All college employees will receive this training and a copy of the unlawful discrimination policies and procedures during the first year of their employment. In years in which a substantive policy or procedural change has occurred all college employees will attend on job training for the purposes of understanding of all update and/or receive a copy of the revised policies and procedures. A training program or informational services will be made available to all students at least once annually. Every beginning of academic year, all student will undertake on job training or informational services that will include an explanation of the policy, how it works, and how to file a complaint. In addition, a copy of the college's written policy on unlawful discrimination.

11.1. Academic Integrity and Plagiarism Judiciary Process

I. Authority

The expectation of sound ethical behavior is of paramount importance at the Chato College of Health Science and Technology, the College of Professional Studies . To uphold these standards, the College has established the Academic Policy on Academic Integrity and Regulation (the "Policy") and the Judiciary Committee (the "Disciplinary Committee"). Students have the right to a fair and timely hearing in accordance with the Academic Integrity and standards regulations. The Principal has the mandate to suspend a student at any time for cause.

II. Jurisdiction

A. The Committee has jurisdiction over academic disciplinary matters involving all students—whether visiting, matriculated, or noncredit—taking classes at Chato COHEST Students, and continuing education academic programs. This jurisdiction includes, without limitation, any violations of the Policy.

B. Upon entering CCOHEST each student is bound by the Policy. If there are questions of jurisdiction in any particular case, they shall be referred for decision to CCOHEST's Office of the Principal or subordinates.

III. Membership of the Judiciary Committee/Disciplinary Committee shall be determined accordingly according to demand or need.

IV. Procedure for Suspected Academic Integrity Policy Infractions

A. The Deputy Principal (ARC) will inform the Principal on the situation after review of all allegations of Policy violations according to policy document and regulations.

B. Once examiners suspects a violation of the Policy, the Academic Committee will immediately discuss the suspected violation with the student. After the committee member has discussed the suspected violation with the student, there are three courses of action:

i. If the Examiners determine that the student did not violate the Policy, the matter is closed and no further action is taken.

ii. If the Examiners determines that a violation of the Policy has occurred and the student immediately admits wrongdoing, the Academic Committee member promptly informs the Principal in writing a detailed account of the academic integrity infraction describing all relevant facts and circumstances.

iii. If the Examiners determines that there is a violation of the Policy and the student denies wrongdoing, the Academic Committee member will immediately inform the Principal verbally and will also provide, in writing, a detailed account of the alleged academic integrity infraction describing all relevant facts and circumstances.

C. After the Principal has received the evidentiary report from the Academic Committee, the Principal will make a final determination as to whether or not a policy violation has occurred. If the Principal concludes that no violation has occurred, the matter is closed and no further action will be taken. If the Principal concludes that a violation has occurred, he/she meets with the student and presents the alleged violation of the Policy. The student has two options:

i. Complete the Academic Integrity Determination of Responsibility form, acknowledging the alleged policy violation. Within five business days, the PRINCIPAL will then recommend sanctions in writing to the Governing Body or Director that align with the scope and severity of the case based on CCOHEST sanction guidelines. The Principal will also provide all records to the Office of Student Affairs in accordance with Section IX herein.

ii. Complete the Academic Integrity Determination of Responsibility form, denying the alleged policy violation. The Principal will submit the alleged violation (the "Case") for Committee review in accordance with Section V.

VII. Official Hearing

i. Notice of the hearing date will be sent to the CCOHEST email account of the Respondent and Complainant. Alternative hearing date requests should be directed to the Committee Chair and the Principal with an explanation of unavoidable extenuating circumstances. The Committee Chair and the Principal will consult to determine whether or not an alternative hearing date can be arranged.

ii. Respondents and Complainants have the option to bring Witnesses to the hearing: witnesses are defined as those individuals with first-hand knowledge of what has occurred. All witnesses (the "Witness" or Witnesses") must be approved by the Principal. The identity and relationship of Witnesses to the Respondent or Complainant should be provided to the Principal no later than five business days prior to the hearing. A Witness roster will be shared with involved parties and the Panel.

iii. The Principal invites the Respondent and Complainant to the hearing and notifies the Respondent and Complainant that they are responsible for notifying Witnesses of hearing details.

iv. In the event that a Panel member has a personal relationship with or bias against the Respondent or Complainant, the Panel member shall recuse him or herself.

v. Attendance at the hearing proceedings is not required. The Panel has the power to render decisions based on the Compilation of Findings report, available testimony, and/or any supporting evidence.

vi. Attendees at the hearing proceedings may include the Respondent, the Complainant, the Panel, Witnesses, advisor to the Respondent, advisor to the Complainant, the Committee Chair, and the Principal.

- vii. A staff member will take the minutes, and the Committee Chair will convene and administer the proceedings in collaboration with the Principal.
- viii. At the commencement of the hearing proceedings, the Committee Chair reads the allegation(s) statement, and the Respondent is offered the opportunity to respond to the allegations. After the Respondent responds, Panelists ask the Respondent questions based on evidentiary materials and commentary.
- ix. Next, the Complainant has the opportunity to respond. After the Complainant responds, Panelists ask the Complainant questions based on evidentiary materials and commentary.
- x. Notarized Witness statements may be provided in lieu of physical attendance. Notarized statements must be provided five business days prior to the hearing date.
- xi. The Respondent and Complainant are each allowed to have one advisor present at the hearing for support and guidance. The advisor is not allowed to directly address the panel or directly participate in the hearing. The Principal must be notified of the identity and relationship of the advisor at least five business days prior to the hearing.
- xii. The hearing deliberations proceed immediately after the hearing concludes. Each Panel member has one vote. A majority vote constitutes a valid decision.
- xiii. Unless additional information is required, the Panel makes a decision based on the preponderance of credible evidence. If the Panel finds the Respondent in violation of policy, the Committee Chair and the Panel will provide a sanction recommendation based on CCOHEST sanction guidelines to the Office of Student Affairs and the Associate Dean of Student Affairs will make the final decision.
- xiv. The Panel makes every effort to render a decision within three business days.

xv. The staff member prepares the meeting minutes within five working days and delivers them to the Principal and the program's Academic coordinators.

xvi. The Principal informs the Respondent, the Academic coordinators of the student's program, and the Complainant, when appropriate, of the decision by CCOHEST e mail within two business days of the decision being rendered.

VIII. Sanctions

Should the Panel find the Respondent in violation of Policy, the Panel identifies proposed sanctions that align with the scope and severity of the case based on CCOHEST sanction guidelines. Proposed sanctions strike a balance between austerity and development. Proposed sanctions are submitted by the Panel to the Associate Dean of Student Affairs who makes the final determination. The Associate Dean of Student Affairs will determine the final sanction for the Respondent within 10 business days after receiving the proposed sanctions from either the Principal or the Panel.

IX. Record-Keeping

The Principal provides all records of disciplinary cases, proceedings, and sanctions to the CCOHEST Office of Student Affairs. The CCOHEST Office of Student Affairs will maintain records and files of all Cases and proceedings in a confidential manner. Confidentiality must be maintained in accordance with the Federal Educational Rights and Protection Act (FERPA). Documents will be retained in accordance with the timeline specified by the Chato College of Health Science and Technology (CCOHEST) and NACTE rules and regulation.

X. Rights and Obligations of Respondents and Complainants

- i. The Respondent is innocent until the Panel finds the Respondent in violation of Policy.
- ii. The Respondent has the right to be informed of allegations.
- iii. The Respondent and Complainant may have viewing access only to the Compilation of Findings report two business days prior to the hearing. Viewing access is granted in person and by appointment only, during regular business hours. Requests to view the Compilation of Findings report must be sent to the Principal.

ARTICLE 12: BUDGETING POLICIES AND PROCEDURES

12.1. Back ground information

This article highlights the required Policies & Procedures for budgeting in this institute as follows:

Budgets are essential to a the Institute's financial management success because they keep finances organized and limit corporate spending activities. Since budgeting is an organizational-wide process, companies have specific policies and procedures when it comes to departments setting their own financial parameters and requesting how to establish sound financial management for your non-profit organization and why it is important. Financial management is more than keeping accounting records. It is an essential part of organizational management and cannot be seen as a separate task to be left to finance staff or the honorary treasurer. Financial management involves planning, organizing, controlling and monitoring financial resources in order to achieve organizational objectives. In our achievement plan, effective financial management is our main role in order to have a sound organizational plan. A plan in this context created and having set objectives and having agreed, developed and evaluated the policies, strategies, tactics and actions to achieve these objectives. Sound financial management will involve us in long-term strategic planning and short-term operations planning. This financial planning should become part of our organization's ongoing planning process.

12.2. Benefits of good financial management

Good financial management will help our organization to:

- make effective and efficient use of resources
- achieve objectives and fulfil commitments to stakeholders
- become more accountable to donors and other stakeholders
- gain the respect and confidence of funding agencies, partners and beneficiaries
- gain advantage in competition for increasingly scarce resources
- Prepare for long-term financial sustainability.

12.3. Chato Colege of Health Science and Technology Financial management tools

There are four components of our intended financial management protocol:

1. a clear financial strategy and plan.
2. a plan for generating income by using several means
3. a robust financial management system
4. a suitable internal environment.

12.4. Chato COHEST Guiding principles for financial management systems

- **Consistency:** your financial policies and systems must remain consistent over time.
- **Accountability:** you must be able to explain and demonstrate to all stakeholders how you have used your resources and what you have achieved.
- **Transparency:** your organization must be open about its work and its finances, making information available to all stakeholders.
- **Integrity:** individuals in your organization must operate with honesty and propriety.
- **Financial stewardship:** your organisation must take good care of the financial resources it has been given and ensure that they are used for the purpose intended.

- **Accounting standards:** your organisation's system for keeping financial records and documentation must observe accepted external accounting standards.

12.1. Goals

Budgets are built based on company or departmental goals. If a particular department has a staffing or strategic goal in mind, they develop their budget and provide justification for the amount requested. When setting goals managers are expected to keep expenses to a minimum so that their budgets are not extravagant.

12.2. Review Policies

Some Institutes set their budgets annually, while other institutes rework budgets on a quarterly basis. The chato college of health science and technology 's board of directors determine how frequently the college's budgets will be reviewed. According to an our policy document and regulation on financial management. External circumstances, such as changes in the economy, impact whether budgets must be reviewed and renegotiated more or less frequently.

12.3. Approval

A company's board of directors, along with the executive management team, must approve the budget before any money can be released for the upcoming term. Board members have the authority to change or negotiate budgets that they do not agree with. Department managers must understand that they are not always guaranteed to receive what they ask for.

12.4. Student's fees refund policy.

If proved beyond questionable reasons that one or more students overpaid tuition fees and other payments, the Deputy Principal Planning, Finance and Administration shall present over meeting all student request for refund and within thirty days of approve the payment shall be made by writing a check direct to the students.

If the student decided by himself/herself to terminate from studies there shall be no refund for the paid tuition fees unless otherwise overpaid the amount exceeding the current semesters fees. For the case if the student lost the biological parents the college will assist in transport for burial participation and permission of seven (7) days will be granted in absence of class period. For the other relatives, no fund support will be provided unless 3 days permission to attend burial shall be given to the student.

ARTICLE 13: APPOINTMENT POLICIES

13.1. Background Information

This policy has been developed to manage the appointment of staff to different position or responsibilities as determined by organizational structure.

13.2. Policy Statement

All staff appointed to the College position shall receive a letter of appointment prior to the commencement of their employment. This will inform staff of the terms of their appointment, and will stipulate the type of employment. The term and conditions of a probationary period shall be advised in writing to the staff member in advance of the commencement of employment.

13.3. Policy Purpose

This policy informs staff of the terms of employment and types of employment at the College including the holding position.

13.4. Application of Policy

This policy applies to all staff employed by Chato College of Health Science and Technology and its constituents based on Chato Health Foundation Tanzania Ltd.

13.5. Instrument of Appointment

13.5.1 The instrument of appointment (letter of appointment) informs the staff member of the type of appointment, the terms of employment at the time of the appointment, and the sources from which conditions of employment derive.

13.5.2. The terms of employment in the instrument of appointment will include the:

- length and terms of any period of probation, classification level and salary of the appointment, hours or the fraction to be worked, reporting relationship to apply

13.6. Types of Employment at Chato College of Health Science and Technology

13.6.1. Probationary Employment

A staff member, other than one who is employed as a sessional or a casual, may be employed on the basis of a requirement to satisfactorily complete a specified period of probationary employment. The maximum term of any probationary period shall be reasonable having regard to the nature and circumstances of the employment. The term and conditions of any such probationary period shall be advised in writing to the staff member in advance of the commencement of employment.

13.6.2 Full-time employment

Full-time employment refers to employment other than part-time or casual and may be on a fixed-term or continuing basis.

13.6.3. Part-time employment

Part-time employment refers to employment for less than the normal weekly hours for a full-time staff member and for which all agreement entitlements are paid on a pro-rata basis calculated by reference to the time worked. Part-time employment may be on a continuing or fixed-term basis and may contain a reasonable probationary period that is directly related to the nature of the work to be carried out under the contract.

ARTICLE 14: RETENTION POLICIES

14.1. BACKGROUND INFORMATION

As an independent organization, Chato College of Health Science and Technology designed an evaluation System to enable a self-assessment the reason of some employee for change of employment organization which help us to develop strategy for and determine the possibility of retention of workers as the institute developing. Employees leave organizations for many reasons; oftentimes these reasons are unknown to their employers. Employers need to listen to employees' needs and implement retention strategies to make employees feel valued and engaged in order to keep them. These retention methods can have a significant and positive impact on an organization's turnover rate. According to strategic planning consultant Leigh Branham (SPHR), 88% of employees leave their jobs for reasons other than pay: However, 70% of managers think employees leave mainly *for* pay-related reasons. Branham says there are seven main reasons why employees leave a company: According to our opinion and observation using different company's profiles, the following were noted as our working guidance to overcome the solution:-

1. Employees feel the job or workplace is not what they expected before they employed.
2. There is a mismatch between the job and person.
3. There is too little coaching and feedback of organization and lack of engagement.
4. There are too few growth and advancement opportunities for them.

5. Employees feel devalued and unrecognized by the responsible authorities or senior officer of the Institute and selfishness.
6. Employees feel stress from overwork and have a work/life imbalance as compared to other staffs.
7. There is a loss of trust and confidence in senior leaders of organization and/or employers.

14.2. Turnover Facts and Figures

Turnover is costly. According to Right Management protocol, it costs nearly three times an employee's salary to replace someone, which includes recruitment procedures, severance, lost productivity, environmental experience and lost opportunities. Life Work Solutions (LWS), a provider of staff retention and consulting services, provides the following turnover facts and rates:

1. Over 50 % of people recruited in to an organization will leave within 2 years.
2. One in four of new hires will leave within 6 months.
3. Nearly 70% of organizations report that staff turnover has a negative financial impact due to the cost of recruiting, hiring, and training a replacement employee and the overtime work of current employees that's required until the organization can fill the vacant position.
4. Nearly 70 % of organizations report having difficulties in replacing staff.
5. Approximately 50% of organizations experience regular problems with employee retention.

From these statistics it's clear that it's important to develop a retention plan to retain employees and keep turnover low in our organization in order to avoid the mentioned inconveniences and development failure of the institute.

14.3. Retention Methods

As summarized earlier, the dilemma facing organizations is whether to invest more time and money fine-tuning their recruitment strategy or to pay extra attention to retaining the talent they already have. Recruiting new staff is expensive not only in recruitment process but should be noted that the senior staffs in specific area is more important than other in working environment, stressful and time-consuming. Once the College have good and experienced staff it pays to make sure the targeted goal are met. The College have a plan to think of retention as working tool for commitment to our success rather than recruiting new staffs in our workforce.

Recognize that what attracts a candidate to a particular job is often different from what keeps that person there. While salary certainly is a key consideration for potential employees, pay alone won't keep them in a job.

Advantageous aspects other than strictly compensation attract good employees; something more than a number retains them. Today employees are looking for a career package, including a comfortable company culture, career path, diversity of responsibilities, and a work/life balance (Griffiths, 2006). The College has to ensure that there are some effective methods in order to keep employees happy and part of their organization instead of looking for employment opportunities elsewhere.

14.4. Training.

For the understanding of this section, the College has a regular basis of staffs training including external seminars and on job training. Training employees reinforces their sense of value (Wingfield, 2009). Through training, employers help employees achieve goals and ensure they have a solid understanding of their job requirements (Maul, 2008).

14.5. Mentoring.

A mentoring program integrated with a goal-oriented feedback system provides a structured mechanism for developing strong relationships within an organization and is a solid foundation for employee retention and growth (Wingfield). With a mentoring program, an organization pairs someone more experienced in a discipline with someone less experienced in a similar area, with the goal to develop specific competencies, provide performance feedback, and design an individualized career development plan (Goldenson, 2007).

14.6. Instill a positive culture.

Chato College of Health science and Technology established a series of values as the basis for culture such as honesty, excellence, attitude, respect, and teamwork for the betterment of the Institution development so that the right culture will have an advantage when it comes to attracting and keeping good employees as the main objective of the College.

14.7. Use communication to build credibility.

Regardless of the size of the organization, communication is central to building and maintaining credibility. Many employers get communication to “flow up” through a staff advisory council or other related similar structure of the College which solicits and/or receives employees’ opinions and suggestions and passes them on to upper management (IOMA). It’s also important for employees to know that the employer is really listening and responds to (or otherwise acknowledges) employee input.

14.8. Show appreciation via compensation and benefits.

Offering things like competitive salaries, profit sharing, bonus programs, pension and health plans, paid time off, sends a powerful message to employees about their importance at the organization. The rewards given to employees must be meaningful in order to impact their perception of the organization and therefore have a marked influence on its retention efforts. Moreover, The College already registered by National Health Insurance Fund (NHIF) of which every staffs has access to treatment Card issued by NHIF to assist in

treatment at any Hospitals particularly Government Hospitals and other registered Health Facilities by NHIF regardless of the level of health facility, Also Local Authority Pensionable Funds (LAPF) as a pensionable funds and other rewards when his subjects were performed better during the national examinations.

14.9. Encourage referrals and recruit from within.

Having current employees offer referrals could help minimize confusion of job expectations. Current employees can realistically describe a position and the environment to the individual he/she is referring. Another way an employer can lessen the impact of turnover is to hire from within, since current employees have already discovered that they are a good fit in the organization.

14.10. Coaching/feedback.

Chato College of Health Science and Technology identified it's important to give feedback and coaching to employees so that their efforts stay aligned with the goals of the company and meet expectations. During an employee's first few weeks on the job, an employer should provide intensive feedback. Employers should also provide formal and informal feedback to employees throughout the year.

14.11. Provide growth opportunities.

An organization should provide workshops, software, or other tools to help employees increase their understanding of themselves and what they want from their careers and enhance their goal-setting efforts (Branham). It's important to provide employees with adequate job challenges that will expand their knowledge in their field (Levoy, 2007). According to Right Management, employees are more likely to stay engaged in their jobs and committed to an organization that makes investments in them and their career development.

14.12. Right to Make Employees feels valued.

According to this policy, Employees will go the extra mile if they feel responsible for the results of their work, have a sense of worth in their jobs, believe their jobs make good use of their skills, and receive recognition for their contributions. Employees should be rewarded at a high level to motivate even higher performance. The use of cash payouts could be used for on-the-spot recognition. These rewards have terrific motivational power, especially when given as soon as possible after the achievement. It's important for employers to say "thank you" to employees for their efforts and find different ways to recognize them. Even something as simple as a free lunch can go a long way towards making employees feel valued. Listen to employees and ask for their input as to what rewards might work best at your organization. Conduct meetings and surveys to enable employees to share their input (Branham). Most team members will work harder to carry out a decision that they've helped to influence.

14.13. Lower stress from overworking and create work/life balance.

It's important to match work/life benefits to the needs of employees. This could be in the form of offering nontraditional work schedules (such as a compressed work week, telecommuting, and flextime) or extra holidays. When work-life balance is structured properly, both the employee and employer come out ahead. For example, the employer will experience more productivity in the workplace because employees will be less stressed, healthier, and thus, more productive. Encouraging employees to set work/life goals, such as spending more time with their children, communicates that you really do want them to have a life outside of work and achieve a healthy work/life balance.

14.14. Foster trust and confidence in senior leaders.

The College has to develop strong relationships with employees from the start to build trust. Employees have to believe that upper management is competent and that the organization will be successful. An employer has to be able to inspire this confidence and make decisions that reinforce it. An employer cannot say one thing and do another. For example, an employer shouldn't talk about quality and then push employees to do more work in less time. In addition, employers need to engage and inspire employees by enacting policies that show they trust them, such as getting rid of authoritarian style of management.

14.15. Conclusion

It's clear that having proper retention strategies is key in order to retain employees. According to Management protocol, in order to foster an environment that motivates and stimulates employees, Administrator is responsible to incorporate motivation-building capacities into their corporate culture and daily working plan. These practices include listening to employees and respecting their opinions, basing rewards on performance, and being available to them for everything from listening to their ideas and concerns to assisting them with their career advancement. Employees need to feel valued and appreciated, be given feedback, provided with growth opportunities, be given work-life balance options, and have trust and confidence in their leaders.

All of these retention strategies are beneficial when an employer wants to keep employees within an organization and keep costs of turnover low.

Conduct “stay” interviews. In addition to performing exit interviews to learn why employees are leaving, consider asking longer-tenured employees why they stay. Ask questions such as: Why did you come to work here? Why have you stayed? What would make you leave? And what are your non-negotiable issues?

What about your managers? What would you change or improve? Then use that information to strengthen your employee-retention strategies.

ARTICLE 15: ADMINISTRATIVE COMMITTEE

According to this policy and regulations, Administration Committee shall consist of the following members to facilitate a daily management and responsibility of the college;

Managing director, Executive Secretary, Principal, Deputy Principal, Planning, Finance and Administration, Deputy principal Academic, research and consultancy, Human Resource Officer, Chief Accountant; of which Principal or Shall be the Chairperson or Managing Director as shall be determined by this policy and regulation of the College. This committee is responsible for all matters of the Discipline of Employee and other related issues as described by memorandum of understanding or constitution of this organization.

ARTICLE 16; POWER TO MAKE A RULE

16.1. The Chato Health Foundation executive committee from time to time propose rules and amendments thereon to the General meetings for ratification.

16.2.. Such rules and/or amendments may also be proposed by any member (s) of Chato Health Foundation (T) LTD through relevant organs and – work –upon – recommendations shall – be the responsibility of the executive committee.

ARTICLE 17: Finance and Property Administration

- 17.1. The accountant or the secretary depending on the Chato Health Found level or organization subject to supervision of the DPFA/managing director shall govern all matter of finance of Chato Health Foundation Tanzania Limited.
- 17.2. The executive responsibilities, liabilities and power over Chato Health Foundation (T)LTD fund shall be in accordance with the Institute financial regulations (IFR) appended as part of the rules.
- 17.3. The chief internal Auditor's (CIA) report shall be made available for discussion and action by the Executive committee. The management/administration of all the property wealth of Chato Health Foundation (T) LTD shall be the responsibility of the BOARD.
- 17.4.Chato Health Foundation (T) LTD may employ permanent and/or temporary staff as it considers necessary through the Chato Health Foundation team
- 17.5.Chato Health Foundation shall maintain Chato Health Foundation bank account. The authorized signatures shall be the managing Director, Director of Planning, Finance and Administration, Executive Secretary, Accountant and three signatories will ensure withdrawal provide the managing Director and Executive Secretary are COMPULSORY or ABSOLUTORY SIGNATORY.
- 17.6. The sources of funds of Chato Health Foundation shall be the cost sharing from provision of medical services, Students tuition fees/sub-scrimption fees, and the money from various donors.

ARTICLE 18: POLICY AND REGULATION AMENDMENTS

- 18.1.** The executive committee when needs arise, shall appoint a committee of five (5) members to collect proposals, opinion and comments from the members, other legal personalities if it deem necessary, the effect of which shall be the preparation of proposal of amendment(s)
- 18.2. The proposal of amendment(s) shall be discussed and notified in the General meeting

ARTICLE 19: INSTITUTIONAL ANNUAL PERFORMANCE REVIEW POLICY

19.1. Policy Statement and Purpose

This policy establishes that Chato College of Health Science and Technology will implement assessment and review processes that authentically measure the work of the institution towards achieving its mission. All academic programs and administrative support units within the University have an impact on institutional effectiveness and as such, all units will participate in these review processes. The Institution is committed to planning, assessment, and continuous improvement by implementing a cyclical and participative process that meets the institutional effectiveness and assessment standards required of the National Council for Technical Education (NACTE)), the Ministry of Health, Community, Development, Gender, Elderly, and Children of the United Republic of Tanzania, and other applicable accrediting or regulatory organizations. The Governing Body will receive a comprehensive report annually that details the assessment processes, outcomes, action plans and program improvements along with recommendations that will be instrumental in planning and continuous improvements at the Institute.

19.2. Definitions

Institutional Effectiveness

The measurement of the institutions performance against established mission, goals, outcomes

Institutional assessment and program review:

A collaborative, ongoing effort by administration, departments and staff to assess the overall effectiveness of the College's programs as well as administrative, academic, and student support service areastoward the achievement of its mission, vision, and goals. Accredited programs will use the assessment and review processes prescribed by their accrediting agency as part of their annual performance plan and report.

Assessment Process: Involves collecting and analyzing relevant data related to learning and performance outcomes. The analysis of the data will provide a measure of the learning and performance outcomes against the goals.

Results will be used to address gaps and reflect achievements so that modifications can be made in the delivery of instruction or services that will move the program and ultimately the institution forward to meet the overall goal of continuous improvement. The provisions, requirements, and schedule for assessment and review of all academic programs and support units will be developed and published as part of the Institutional Assessment and Program Review Procedures and Guidelines documentation library. Program Review Process : Program reviews are to be performed internally by the Academic officers, department head, and departmental members for non-accredited programs about every one year. Program reviews will assess and evaluate stated outcomes and supporting resources to determine if the program goals are met and demonstrate how they support the mission of college. The provisions, requirements, and schedule for all academic progress will be developed and published as part of the Institutional Assessment and Program Review Procedures and Guidelines documentation library.

19.3. Assessment and Program Review Cycle;

Schedules and deadlines that will be published to manage the assessment and program review activities to ensure that all programs are reviewed in a timely manner.

19.4.Roles and Responsibilities

The Governing Body will delegate authority and responsibility for managing the assessment process to the Administrative Committee with oversight by the Executive Assessment Committee. The Managing Director has the ultimate authority and responsibility for ensuring that assessment activities are completed, that assessment findings are reported to the Governing Board of the College, and that assessment findings are used to improve institutional quality standards and effectiveness.

Administrative Committee: As a standing committee of the College, the members represent all academic and administrative areas of the College. The Administrative Committee will be responsible for working with their respective areas to complete annual assessment plans, gather and analyze data against stated goals/outcomes, and provide reports based on assessment outcomes.

Executive Assessment Committee:

The role of the Executive Assessment Committee is to provide oversight and expert assistance with campus-wide assessment and program review activities and coordinate planning and reporting deadlines. The Executive Assessment Committee will also review and evaluate assessment documents, support individuals and programs in the development of assessment tools, and assist with writing the comprehensive assessment and program review report to be submitted to the President annually. The Deputy Principal for Academic Affairs, the Coordinator of Institutional Research and Assessment Services, the Head of the Library, the Accreditation Liaison and all College deputy principal will be standing members of the Executive Assessment Committee. In addition, the principal for Academic Affairs will appoint, every three years, at least one assessment coordinator from the following areas:

- At least one department member from each of the three Colleges
- Financial Affairs (Auxiliary Services, Business Office, HR, Security Enrollment and Student Services (Financial Aid, Admissions, Career Center, Counseling, Student Activities, Student Success Center, Veteran's Affairs))

•The role of assessment coordinators is to coordinate all assessment and program review activities.

19.5. Responsibility for this Operating Policy

Policy Owner

As part of the initial approval of this policy by the President and subsequent to the original dissemination of the policy, the President remains the policy owner for the ongoing evaluation, review, and approval of this policy. Subsequent reviews and revisions to this policy must be in accordance with approved operating policy procedures and processes. This policy will be reviewed every one academic year and or frequently as needed.

ARTICLE 20: STAFFS EVALUATION POLICY

Performance evaluations, which provide employers with an opportunity to assess their employees' contributions to the organization, are essential to developing a powerful work team. Yet in some practices, physicians and practice managers put performance evaluations on the back burner, often because of the time involved and the difficulties of critiquing employees with whom they work closely.

The benefits of performance evaluations outweigh these challenges, though. When done as part of a performance evaluation system that includes a standard evaluation form, standard performance measures, guidelines for delivering feedback, and disciplinary procedures, performance evaluations can enforce the acceptable boundaries of performance, promote staff recognition and effective communication and motivate individuals to do their best for themselves and the practice. The primary goals of a performance evaluation system in this college are to provide an equitable measurement of an employee's contribution to the workforce, produce accurate appraisal documentation to protect both the employee and employer, and obtain a high level of quality and quantity in the work produced. To create a performance evaluation system in your practice, follow these five steps:

1. To develop an evaluation form to evaluate performance of all staffs as set by the College.
2. To identify performance measures of employee at the college.
3. To Set guidelines for feedback every six months as set by administration committee.
4. To Create disciplinary and termination procedures in case of violation of policy and regulation procedure.
5. To Set an evaluation schedule at the Institution level as set by the Governing Body.

.ARTICLE 21: STUDENT'S MENTORSHIP POLICY AND REGULATION

The College has established the program of student mentorship following the need reported by Academic officers to ensure regular follow up of students performance in our settings.(Academic department's Student Mentoring Program), authorized by the Administrative committee of the chato college of Health Science and Technology, is a competitive academic program managed by the Office of the Academic officers. It addresses the lack of supportive supervision at critical junctures in the lives of students at risk by providing safe learning environment and support to create school-based mentoring programs targeting achievement in their performance and behavior. The legislation authorizing the program permits program administration to be responsible for a number of activities including identifying students for the program based on their scores; recruiting, training and screening of potential mentors and supporting mentors through technical assistance and suggested programming. While specific mentoring activities are not mandated in the legislation, the program purpose description states that supported activities are those designed to: improve interpersonal relationships with peers, teachers, other adults and family members; increase personal responsibility and community involvement; discourage drug and alcohol use, use of weapons and other delinquency involvement; reduce dropout rates; and improve academic achievement. An absolute priority of the program, as stipulated by Academic department for the purposes of better improvement, is its focus on the academic and social needs of at-risk students. In addition to setting the absolute priority, also outlined a number of strategies underlying well-designed and effective school-based mentoring programs including: screening of all potential mentors including background checks; training and support for mentors and program staff on an ongoing basis; activities for mentors and students; and established procedures for supervising and monitoring of mentoring relationships.

The key elements of policies on student mentoring policy programs at Chato College of Health Science and Technology will include:

Selection of students to be mentored.

Selection of students to mentor programs will be done by administration committee with the coordination of discipline master and dean of students. Otherwise Selection of mentors may include community members, teachers or students who have: knowledge of relevant child protection issues , long-term commitment to the program , respect for alternate views and cultures ,the capacity to focus on the needs of the student , good listening skills , the ability to relate positively in a supportive, non-judgmental manner , knowledge of when to call in specialist assistance ,willingness to allow the student to take responsibility for their decisions ,willingness to do things differently, the capacity to establish firm boundaries that will assist the student at school.

Tutors mentors

Tutors at times will provide individual or small group instruction to students outside of class lessons to meet an immediate learning need. Such instruction may arise informally and is likely to be brief. It should be seen as mentoring, tutoring or coaching, however, when it involves a regular commitment of time. Entering into a mentoring arrangement requires planning in advance and a careful consideration of the teacher's other commitments. Tutors must remain aware of the differing roles of mentor and teacher and ensure that the two remain separate. As the learning need of the student or group is met, the teacher will withdraw from the mentoring role. Students' needs determine the appropriateness of this strategy.

Verification of the students to be mentored will include

The approval of the principal

Principals and supervisors are reminded that effective management of identified risks will require closer supervision and increased care for younger and less mature students

- The support of executive staff and College community
- Student agreement to be involved

Parent involvement Parents must be informed through meeting about the purpose of the program, the anticipated outcomes and their children's progress. They must be provided with the opportunity to discuss their children's mentoring program with the supervisor. If possible, parents should meet their student's mentor.

- Informed consent of parents and, if appropriate, their ongoing support
- Their consent must be obtained before a student is included in the program. Parents also have the right to engage their advices to their children on mentoring arrangements.
- Realistic expectations of what the program can achieve
- Regular, formalized meetings with documentation of objectives (agenda) and outcomes (minutes)
- Record keeping appropriate to the activity, consistent monitoring and evaluation of the program
- Starting with a small, manageable program.

Process

i. Plan the program

A formal meeting needs to be set up between all interested parties to establish:

- Aims and objectives of the program
- Anticipated outcomes
- Incorporation of mentoring into the welfare structure of the school
- Resources to be allocated to the program
- Staff participation
- Criteria for selection of students
- Evaluation.

ii. Set up the supervision process

The principal:

- Assesses risks
- Approves the program and nominates a supervisor
- Clarifies the responsibilities of the supervisor, including debriefing of mentors and record keeping
- establishes a process for communicating child protection issues, if they arise, to themselves

- Determines the nature and frequency of the progress reports he or she requires. (The frequency of these reports will depend on the risk assessment but should be at least once per term.)

iii. Identify students Start small and build on success by selecting students who are most likely to benefit from a mentoring partnership. Participation in the program must be voluntary.

- i. Recruited mentors of the target group will determine the mentors and the support required. Establish criteria for selection including cultural, linguistic, social and socio-economic factors and adherence with Departmental employment screening requirements. Inform potential mentors and parents of the aims, objectives, benefits and anticipated outcomes of the program. Ensure that mentors are screened and briefed as to their child protection obligations.
- ii. Parents will be informed must be provided with the opportunity to discuss the program with the co-coordinator. Inform parents of the aims, objectives, benefits and anticipated outcomes of the program. An information night and/or brochure can help achieve this. Consent must be obtained from parents and they have the right to withdraw their child, should they wish. Parents need to be kept informed about the progress of the program and encouraged to participate where possible.

Iv.Prepare students

The aims of the program, benefits to them, their responsibilities and the role of the mentor should be carefully explained. Students may need to be taught specific skills to enable them to work effectively with their mentor.

The basic skills include:

- Help seeking skills
- Conversation and asking questions
- Awareness of obligation to report suspected risk of harm to students

- An understanding of professional standards in relation to staff relationships with students.

Train mentors ideally, training for student mentors and community mentors should occur over two days not necessarily consecutive.

Tutor mentor training need only take a day. Mentor training should include the following key points.

iv. Mentoring is:

- Teaching using goal setting strategies
- A partnership to provide guidance and positive perspectives
- A relationship built on trust which requires an understanding of child protection issues and imposes a high level duty of care
- Effected over a sustained period of time. Student protection issues must be included in training. Mentors must also be reminded of the obligations.

Mentors must be afforded the opportunity to practice skills in small groups. They should be encouraged to raise questions and discuss issues and concerns throughout the training. Training provides an opportunity for the supervisor to find out if any of the volunteers are not ready to be mentors.

vi. Match mentor and student Criteria may include sex, similar interests, personalities, career choices, cultural or linguistic background or suggestions from teachers and year advisers.

Commence the program establishing the aims of the program and the ground rules can provide a focus for the first formal meeting. A short event hosted by the school can allow a relaxed, non-threatening introduction to the program. Providing mentors and students with opportunities to work in small groups together in the first instance can ease tension.

Mentoring sessions must be based on age-appropriate activities with outcomes defined clearly.

Working jointly on a project, social skills and study skills are particularly suitable for mentoring programs.

This defines the length of the program and provides evidence of the success of the relationship.

Monitor and evaluate Monitoring provides information on progress of the program and can be useful to resolve problems or conflicts before they develop. This may be done via surveys, questionnaires, meetings, telephone calls and e-mails. Data should be collected at the start and end of the program and at intervals throughout, from a variety of sources (students, mentors, parents, teachers, program coordinator).

This includes records kept by the supervisor of feedback from debriefing sessions with mentors and feedback from other members of the college community about particular mentoring arrangements. Evaluation provides information that can be used to make the program more effective and confirms the value of the program and the effectiveness of the structures in place.

Feedback and support discussion and feedback from mentors and students is critical to identify and resolve problems early. Community members, teachers and students may have differing needs. Teachers need to differentiate their teacher and mentor roles.

Students must be assisted to separate from the problems of the student they are mentoring. Group discussion sessions allow the mentors to bond as a group which maintains their commitment and punctuality. Feedback from mentors and students assists in the identification of ongoing training and support needs of mentors and can inform training of future mentors.

Generally college community members will benefit from support in a less formal environment that provides feedback on the positive impact of their involvement.

ARTICLE 22: EXAMINATION REGULATIONS

22.1. GENERAL EXAMINATIONS REGULATIONS:

- i. Unless otherwise stated, the regulation shall apply to all academic programmes at chato college of health science and Technology.
- ii. Examination Sessions shall be dully indicated in the college Almanac.
- iii. All College Examinations shall be centrally administered by Coordinator of Academic, Research and Consultancy.

22.2. REGISTRATION FOR EXAMINATIONS

- iv. A candidate shall be required to register for the course he/she admitted for at the beginning of the academic year and pay the required fees as per regulations.
- v. No special fees shall be charged for Examinations provided the prescribed fees were paid at the beginning of the academic year or semester or a candidate has paid all the fees by installments up to the end of that semester.
- vi. A Candidate Shall be issued with a college examination card by the Executive Secretary at least one week before Examination date after being cleared all tuition fees from the finance department.
- vii. No candidate shall be Issued Examination Card unless he/she paid all required fees up to the end of Semester.
- viii. A Candidate shall be required to carry his/her Examination Card at all times during the Examinations in questions.
- ix. The Candidate shall not be allowed to enter Examination hall if he/she does not have the examination Card.

22.3. ELIGIBILITY FOR EXAMINATION;

- i.** A candidate shall be eligible for college examinations if:-
 - (a)** He/she has attended 85% of all lectures/seminars and practical/Clinical Sessions
 - (b)** His/her performance in continuous assessment has been satisfactory for the course for which the examinations are being held.
- ii.** Academic coordinator/Head of Department may bar a student from attempting an examination if she/he is not satisfied with the Candidate 'attendance or performance.
- iii.** Where the student who has barred in accordance with Regulation as stipulated enter the examination room and sits for examination, his/her results in the paper shall be declared null and void.
- iv.** When the student discontinued/suspended from studies on disciplinary grounds in accordance with college regulations or students by laws and the execution of such discontinuation is not stayed, he/she will not be eligible for any form of assessment under these regulations.
- v.** Where a student, who without reasonable cause, fails or refuse to comply with any such requirements he/she shall be deemed to be disqualified for any assessment or Examinations during the period in questions.

22.4. ABSENCE FROM EXAMINATIONS.

- i.** A Candidate who deliberately absents himself/herself from any examination or examinations without compelling reasons he/she shall be discontinued from studies.

22.5. POSTPONEMENT OF EXAMINATIONS

- ii.** A candidate may be allowed to postpone an examination on grounds of serious illness supported by a doctor's medical certificate of which the document will be verified by the examination council of the college, Financial problems, or any other reason which in the opinion of the council on the recommendation of the Managing Director or Coordinator for Academic or Clinical subject coordinator is strong enough to prevent one from sitting for examinations.

22.6. BOARD OF EXAMINERS.

- iii. Chato College of Health Science and Technology Shall have the Examination Board which will be responsible for examination matters which will consist of Coordinator of Academic, Research and Consultancy who will be the chairperson, Head of Departments, Clinical coordinator and Managing Director or Executive Secretary in the absence of Managing Director.
- iv. External Examiners will be appointed by National Council for Technical Education (NACTE) in Collaboration with ministry of Health, Community Development, Gender, Elderly and Children.

22.7. FORMS OF EXAMINATIONS.

- i. Each End of Semester Examinations or Final Examinations Shall include the following components:-
 - (a) Theory part.
 - (i) Consists of five sections(consist of multiple choice questions ,multiple true and false, matching items, short answers and Assay questions
 - (b) Practical, Clinical examinations & Objective Structured Clinical Examination (OSCE).
 - (c) Viva voce/ Oral Examinations.
- ii. The Scheduled timetable of examination shall be announced two weeks before the start of examinations but may change within examination period under the special circumstances.
- iii. Candidate who are referred and required to do supplementary examinations shall be re-examined in the referred subject(s) at a time to be determined by the council or in particular cases by the relevant department or college Board as the case may be, which shall be not less than one month in case of internal/semester examination, BUT in case of Final or National examination shall be determined by respective authority e.g. NACTE or Ministry of Health, community development, gender ,Elderly and Children.

22.8. EXAMINATION IRREGULARITY.

- i.** Unauthorized absence from examination room;
- ii.** Passing or receiving verbal or written communication from another candidate or any other source during the examinations;
- iii.** Possession of any unauthorized materials in or around the examination room;
- iv.** Exchanging script and question papers, allowing copying or copying from another candidates's answers;
- v.** Causing disturbance in or around the examination room;
- vi.** Disobeying orders, or instructions given by invigilators;
- vii.** Any form of cheating is unauthorized behavior;
- viii.** Unauthorized borrowing of materials such as pens,pencils,calculators,rulers or other related materials from other candidates during examinations;
- ix.** Leakage of examinations in any form;
- x.** Any other act which contravenes these Regulations.

22.9. PROCEDURES FOR HANDLING EXAMINATION IRREGULARITIES:

- i.** When the invigilator finds that a candidate is committing an examination irregularity, he/she shall outline the allegations on the prescribed form and shall require the candidate to sign it agreeing or disagreeing with the allegations. Where the candidate refuses to sign any of the options, he/she shall not be allowed to continue with the examination and shall be dismissed from the examination room;
- ii.** After the conclusion of the examination, the invigilator shall report the examination irregularity to the Coordinator of Academic, Research and consultancy for further action;
- iii.** The coordinator of Academic,Resarch and Consultancy shall, on consultation with examiners of the subject, have the power to summon the students and members of Academic staffs/Council, as it deems necessary and make decisions, subject to confirmation by the Board;
- iv.** The decision made thereof shall immediately be communicated to the candidate who engaged to the incidence.

22.10. DISCIPLINARY ACTION AGAINST EXAMINATION IRREGULARITY:

- i. Subject to confirmation by the college Board, any candidate found guilty of bringing unauthorized material into the examination room in any part of examination process shall be deemed to have committed an examination irregularity and shall be discontinued from studies;
- ii. Any candidate found guilty of cheating in relation to any part of the examination process shall be deemed to have committed an examination irregularity and to have failed in the whole examination for that semester and shall be discontinued from studies;
- iii. Any candidate found guilty of causing disturbance in or near an examination room shall be deemed to have committed an examination irregularity and to have failed in the whole examination in that semester and shall be discontinued from studies;
- iv. Where the candidate refuses to sign the Invigilator's report of any commission of examination irregularity, he/she shall be deemed to have failed in the whole examinations for that semester and shall be discontinued from studies;
- v. Where the candidate is aggrieved by the decision of the college Council may, within seven days after the publication or release of results, appeal to the College Board in accordance with college regulation;
- vi. The Board may impose such a lesser penalty on a candidate found guilty of commission of an examination irregularity, depending on the gravity of the irregularity constituting the offence, as the Board may deem appropriate;
- vii. In any event of examination leakage the following will be done:-
 - (a) The examination will immediately be cancelled;
 - (b) Another examination paper shall be prepared and done within the allowed time (No delay);
 - (c) Disciplinary action shall be instituted to any college employee found of causing the leakage in any circumstances.

ARTICLE 23: INTERNAL MODULATION REPORT FOR CONTINUOUS ASSESSMENT, END OF SEMESTER AND NATIONAL EXAMINATIONS

There shall be internal modulation report for every beginning of internal and external examinations both Continuous and semester examination time to time before and after conduct of examination to evaluate quality standards and integrity of examination. The Deputy Principal Academic, Research and Consultancy shall write a letter to Principal to inform about the conduct of examinations and the copy is sent to the managing Director.

ARTICLE 24: STUDENT WELFARE UNIT

Background:

The student welfare unit as sub-department is divided into four sections, including, Hostel and accommodation section; Cafeteria, Games and Sports section and CCOHESTSO . The unit operates under the guidance of the Deputy Principal, Planning Finance and Administration. It is purely a service oriented unit entrusted with the responsibility of listening and advising students in all academic and non-academic issues, performing counseling for an individual student and to ensure better provision of social welfare service as well as academic integrity. The unit serves as a link between students, and the College Administration. This shall have a committee members of less than 5 members including two representative from the student's union.

The Mission of the sub-department or unit:

The envisaged mission is to ensure a conducive environment for learning and living, to nurture students and empower them with regulations, norms and values that will develop them into dedicated, well educated, responsible service oriented and committed members of the Chato College of Health Science and Technology and loyal citizens of their respective societies and the nation as well.

Student Affairs shall include the following:

- Support and Counseling

The counseling activities are administered by the following groups of counselors.

- Dean of student, Warden, Tutors cum counselors for the respective department eg Clinical Medicine, Pharmacy, Nursing and Education.
- Social Welfare shall include:
 - A. Accessible Social Amenities
 - Three secretarial services, one shop and stationary services
 - One M PESA, TIGO PESA, AIRTEL MONEY
 - One meals service providers for in campus and off campus students
 - B. Access to space for spiritual activities
 - Tanzania Movement Catholic Students' (TMCS) – conducts prayers in the College campus.
 - Tanzania University and College Adventist Students' Association (TUCASA) – provided with a lecture Hall number 2 for morning and evening prayers.
 - Christian Council of Tanzania Student's organization- CCT is provided with Lecture Hall No 1 for conducting prayers.
 - Chato College of Health Science and Technology Muslim Students' Association (MAS) – provided with a lecture Hall number 3.
 - Tanzania Fellowship of Evangelical Students (TAFES) – administers prayers in Lecture Hall No 4.

Students Conduct

The Chato College of Health Science and Technology Students' by Laws, 2015 are the major documents that guide the students conduct and disciplinary process.

The second document is the Policy documents of the Chato College of Health Science and Technology revised edition of 2018 and Chato College of Health Science and Technology Student's Organization

Constitution (CCOHESTSO , 2017) as well as the College prospectus 2018.

Accommodation

Students accommodated in the College Hostel.

Off campus: Those who decide to be offcampus are free to find their own hostel if they don't breach the college regulation and laws related to government and societies.

Health care

It is mandatory to all CCOHESTSO students to fill in the National Health Insurance Fund (NHIF) forms in order to be issued with a membership card for better access to treatment unless he/she have it before admission to College.

Once the membership cards have been issued, students are free to attend medical check up to almost any hospital or health Centre in the country.

Recreation Facilities

Indoor recreation facilities include:

TV services is available at the College

One Netball pitch/ground space.

One football pitch/Ground space for play.

Our future plan is to construct sport grounds for volleyball, football, and basketball.

ARTICLE 25: LEADERSHIP AND STAKEHOLDERS OF THE COLLEGE

S/NO	NAME	QUALIFICATION	TITLE
1	Dr. Joel L. Maduhu	MD,MPH,DCM	Managing Director
2	Mr.Martine Barnabas Charahani	NURSE ANAESTHETIST	Executive Secretary
3	Dr. Gerard Yubaha	MD,MPH,ADCM,DCM	Principal
4	Mr Karebo Peter	Geologist/ICT	Deputy principal Planning and Administration.
5	Dr Stanslaus Kiyicha	PRINCIPAL AMO	Deputy principal Academic, Research and Consultancy (DP ARC)
6	Dr. Francis Hoya	M,D	Head, Clinical Medicine Department
7	Amos Pius	BAED (Education Officer)	Headmaster and Examination Officer
7	M/s Agnes John	BASO (Sociologist)	Monitoring and Evaluation Officer
8	Mr. Daudi Maiga	Diploma in Library	Dean of Students /Librarian
9	M/S Wema James	Diploma In HRM	Human Resource Officer
10	Mr Thomas Mhina	Diploma in Medical Laboratory Sciences	Head, Clinical Laboratory Department and Discipline Master
11	Neema Lawrence	Certificate in secretarial	Personal Secretary