

BUHARE COMMUNITY DEVELOPMENT TRAINING INSTITUTE



PROSPECTUS

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TABLE OF CONTENT

Abbreviation.....	3
mission and objective.....	4
historical background.....	5
(NTA 4).....	7
5).....	14
6).....	22
Regulation.....	29
examination regulations.....	31
regulation.....	41
payment.....	45
information.....	47
advisory board.....	49
Management committee of the institute.....	50
Academic staff list	52

ABBREVIATIONS

ACSEE	Advanced Certificate of Secondary Education Examination
AIDS	Acquired Immune Deficiency Syndrome
BISO	Buhare Institute Student’s Organization
CDTI	Community Development Training Institute
CDTTI	Community Development Technical Training Institute
CPA	Certified Public Accountant
DCD	Diploma in Community Development
DIT	Dar es Salaam Institute of Technology
HIV	Human Immune Virus
IFM	Institute of Finance Management
IRDP	Institute of Rural Development Planning
NABE	National Business Education
NACTE	National Accreditation Council for Technical Education

NMB	National Microfinance Bank
NVTA	National Vocational Technical Awards
NTA	National Technical Award
SIDA	Swedish International Development Aids
SUA	Sokoine University of Agriculture
UDOM	The University of Dodoma
VETA	Vocational Education Training Authority

INSTITUTE’S VISION, MISSION AND OBJECTIVES

Vision.

“To become a centre of excellence in professional training in the field of Community Development in East Africa”

5.2 Mission.

“To train capable Community Development professionals who will facilitate and assist communities to become pro-active in their own development” **Core values.**

Organizational Values

- a) Diligence
- b) Team work
- c) Accountability.
- d) Respect for one another
- e) Output oriented
- f) Transparency
- g) Trustworthy

Professional Values

- a) People are the main resource for development as they are also the ultimate beneficiaries.
- b) People have indigenous knowledge and skills most relevant to their environment.

- c) Peoples' capabilities are unlimited; hence there is a need to strengthen them so that they can effectively surmount contemporary development challenges.
- d) People's involvement in identification, planning and implementation of development activities ensures harnessing of local knowledge and experience, hence reducing investigations and planning time and cost, guaranteeing sustainability and focus on the peoples development priorities

INTRODUCTION

1.1. LOCATION

The Buhare - Community Development Institute is situated within Musoma Municipality in Mara region, 6km from the Municipal centre along Majita road.

1.2 HISTORICAL BACKGROUND

The institute is a government owned institution under the ministry of community development, gender and children. Construction of the institute buildings started in 1964 with a support from Swedish International Development Agency (SIDA). It started in 1966 by offering short courses in community development. The Institute was officially inaugurated on 21st November, 1968 by the late Vice President Honorable Rashid Mfaume Kawawa.

Initially, the institute was designed to conduct short courses for women who were Standard Seven leavers and mainly those from workplaces. These short courses on childcare, maternity health, home economics including handcrafts and textiles were offered since its establishment up to 1980. The Institute has continued to grow and expand in terms of diversified academic courses and student enrollments. From 1981 the institute started to offer long term courses (certificate in community development) which took two years. The certificate course in community development has been offered by this institute for 34 years now.

In the year 2007 the parent ministry conducted stakeholder's workshop to discuss issues concerning review of certificate programme and the possibility of introducing ordinary diploma in community development. One of the strongest recommendations of that meeting was the introduction of intermediate cadre of community development with comparatively advanced skill vis-a-vis the certificate holders. This recommendation was deemed crucial at this stage due to globalization of knowledge and technology which in turn has affected or raised new expectations and demands of employers and consumers of community development professionals.

As a result of the syllabus review, the certificate programme in community development was improved by dropping some outdated subjects offered and introducing new modules. Under syllabus review many changes were incorporated as major prerequisite for National Council for Technical Education (NACTE) requirements which is the Accreditation Regulatory Authority for institute accreditation. These changes included, shifting from term system to semester system, certificate to be offered in National Technical Award (NTA) levels i.e. level 4(Basic Technician Certificate in Community Development) and level 5 (Technician Certificate in Community Development), each level having two semesters and Diploma in Community Development (NTA Level 6) also two semesters

From the year 2013/14 the Institute begun to use a new syllabus which was reviewed and approved by NACTE whereby students pursue their courses in Basic Technician Certificate in Community Development Course (NTA Level 4), Technician Certificate in Community Development Course (NTA Level 5), and Diploma in Community Development (NTA Level 6) which at Buhare CDTI started to be offered in September 2008 after considering the demands and recommendations from stakeholders.

The specific objectives of these courses include but not limited to; provision of professional training in community development, facilitation approaches and strategies as well as enabling candidates to appreciate, cherish and apply advanced participatory community development methods and techniques in community development work.

2.0 COURSE DESCRIPTION FOR THE BASIC TECHNICIAN CERTIFICATE IN COMMUNITY DEVELOPMENT (NTA LEVEL 4)

2.1 Objectives of the Community Development Programme

The NTA Level 4 programme is designed to equip candidates with basic knowledge and skills and enable them to become effective change agents who will have the capacity to collaborate with other extension staff to spearhead development at grass root level.

2.1.1 Specific Objectives

The specific objectives include among other things to:

- Equip candidates with basic knowledge and skills in community development vested with facilitation approaches and strategies;
- Facilitate training in consideration of individual learning differences by using alternatives paths and flexible scheduling of learning activities, and also help learners to be more responsible for their own learning;
- Enable graduates to apply effectively the acquired basic knowledge, skills and understanding in a dynamic and ever changing society;
- Enable graduates to cherish the role and ethics of community development work; and
- Facilitate more efficient educational exchange between trainer and trainees.

2.1.2 ADMISSION REQUIREMENTS

The Basic Technician Certificate (NTA Level 4) is one of the pre-requisites for the Technician Certificate (NTA Level 5) in Community Development (TCCD).

Therefore entry qualification for NTA Level 4 is holders of:

Form IV certificate with at least 4 passes in relevant subjects or NVA Level 3.

On successful completion of the NTA Level 4 one is eligible to either proceed to the Technician Certificate in Community Development or to exit and be awarded the Basic Technician Certificate in Community Development (BTCCD).

2.2 STRUCTURE OF NTA LEVEL 4 CURRICULUM

2.2.1 Overall Structure

The **NTA Level 4** curriculum consists of fourteen (14) modules that are spread over two semesters in one academic year. Each semester covers seventeen (17) weeks of which two are for examinations. Therefore, the whole programme has a total of thirty four (34) weeks of study for the full-time attendance mode.

2.2.2 Curriculum Overview

The modules in the programme are classified in the following subsections:

2.2.2.1 Fundamental Modules

These refer to those modules that provide a range of basic skills, knowledge and principles appropriate for a graduate in the field of community development. Crosscutting competencies like Introduction to Computer Application and Operational Research, Introduction to Communication Skills, Home Economics and Appropriate Technology and Introduction to HIV/AIDS and Nutrition, Elementary Book keeping, Civic Education and Introduction to Gender Based Violence are among the fundamental modules.

2.2.2.2 Core Modules

Modules associated with the core studies provide the development of the main theme of the programme. They broadly represent the main areas of activity in the Community Development disciplines, and the in-depth treatment of them will enable graduates to rapidly become effective Community Development semitechnician personnel. They include Introduction to Gender and Development, Introduction to Community Development, Introduction to Development Economics, Entrepreneurship Skills Development, Introduction to Negotiation Skills and Introduction to Sociology.

2.3 ASSESSMENT

Assessment is an integral part of the learning process and assessment must support and complete the learning strategies in order to achieve the required outcomes. Assessment in particular, must reflect the required progression and be sensitive to the range of key skills developed.

2.3.1 Principles of Assessment

- (a) Assessment will reflect the aims and objectives of the overall scheme, the route way and the learning outcomes of the module.
- (b) Assessment will be designed to assist candidates' learning.
- (c) Assessment will be varied, to facilitate motivation and recognition of the need to adopt approaches, which enable candidates to demonstrate that, they have fulfilled learning objectives.

2.3.2 Assessment Methods

The following are some of the assessment methods, which will be used:

2.3.2.1 Assignments

The object of assignments is to reinforce the learning process by involving the participation of the candidates in finding the solution to a given question or problem which will require decision-making. They include tasks given to candidate apart from written competence tests and examinations or projects, so as to enhance selfdevelopment.

Assignments may be administered in a form of written work or practical exercises that are done individually or in a group.

For each module appropriate assessment methods and instruments will be indicated. Facilitators will decide on a convenient number of assignments for a given module in a semester.

2.3.2.2 Class Tests

The intention of class room tests is to measure the knowledge and understanding on a given phenomenon in the form of written work. There will be a minimum of two written tests during the semester, which will be supervised by the Community Development Training Institutes lecturer(s) for the duration not exceeding two (2) hours. Classroom Tests plus assignments termed Continuous Assessment constitute 50% of the total scores per module.

2.3.2.3 End of Semester Examination

This examination shall be conducted for duration not less than two hours. It will be done under a supervised condition by the Institute's official invigilators. The examinations question papers and marked answer scripts will be moderated by external examiners. End of Semester Exams constitute 50% of the total scores for each module.

2.4 Eligibility of Examinations

In order for students to qualify for sitting the end of semester examinations they must attend classes for at least 75% of the total contact hours allocated for the module concerned and pass the continuous assessment.

2.5 Field Practical Training

This is planned to take place in the second semester of this programme. The field industrial practical attachment shall aim at exposing the learner to real working situation with many challenging situations. At the end of industrial practical training students will be required to write a field work report which will be part of assessment.

2.6 Management of Assessment

The mode of conduct and administration of assessment shall be that approved by NACTE.

2.7 Minimum Credit Requirement

This programme has 14 modules with a total of 120 credits, which is acceptable for the level.

2.8 MODULE CODING

The system of coding has adopted a combination of letters and numbers, which have a specific meaning. For example, Module 02 Introduction to Gender and Development in the Department of Community Development; and Module 05 Communication Skills offered in the first semester by the Department of General Studies may be coded respectively as CDT 04102 and GST 04105 respectively, where: CD Represents the first two letters of the department "Community Development", T Represents "Technician" as opposed to Undergraduate.

04 Represents the qualification at the respective level "NTA Level 4"

- 1 Indicates the semester in which the module is conducted
- 2 02 Represents the serial number to which a particular module is assigned in the Department (in this case the 2nd Module). Similarly, GS represents Department of "General Studies" in the same systems of coding.

2.9 GRADING SYSTEM AND CLASSIFICATION OF AWARDS

2.9.1 Grading System

Marks will be awarded out of 100 per cent. The marks so obtained from different assessment components will be graded as follows:

S/N	SCORE RANGE	GRADE	DEFINITION
1	80-100	A	EXCELENT
2	65-79	B	GOOD
3	50-64	C	AVERAGE
4	40-49	D	BELOW AVERAGE
5	0-39	F	FAILURE
6	-	I	INCOMPLETE
7	-	Q	DISQUALIFIED

2.9.2 Classification of Award

Grades for the different score ranges will be assigned points as follows:

A - 4
B - 3
C - 2
D - 1
F - 0

The Grade Point Average (GPA) shall be computed from credits and grade weights and classified as shown below:

Class Award	Cumulative GPA
-------------	----------------

First Class	3.5 - 4.0
Second Class	3.0 - 3.4
Pass	2.0 - 2.9

An award shall be given to a candidate who satisfies the following condition:

- (a) Candidate must have successfully completed and passed all modules for which the award is to be made; and
- (b) Candidate has achieved the minimum cumulative Grade Point Average (GPA) equivalent to pass.

2.9.3 Computation of Cumulative GPA

- (a) A cumulative grade point average (GPA) for each candidate shall be computed by dividing the total number of grade points earned for all modules by the total number of credits for the award examined.

$$\text{That is, } \text{Cumulative GPA} = \frac{\text{Sum of } (P \times N)}{\text{Sum of } N}$$

Where **P** represents a grade point assigned to a letter grade scored by the candidates in a module and **N** represents the number of credits associated with the module.

- (b) The Grade Point Average (GPA) shall be computed and truncated to single decimal point.

2.10 PROGRAMME MODULES

2.10.1 Fundamental Modules

This refers to those modules that provide a range of basic skills, knowledge and principles appropriate to the course.

Code	Module Title	Scheme of Study				Credit Per Module
		hrs/wk	L	T	P	
GST04101	Introduction to Adult Learning	3	2	0	1	9
GST04214	Home Economics and Appropriate Technology	3	1	1	1	9
GST 04213	Elementary Book keeping	3	0	0	1	6
GST04110	Introduction to HIV/AIDS and Nutrition	3	1	0	1	8

GST04106	Introduction to Communication Skills	3	1	0	1	8
GST04211	Introduction to Gender Based Violence	4	1	0	1	9
GST04212	Civic Education	2	1	0	1	6
GST04215	Field Practical Training	-	-	-	-	21
Sub Total		21	07	01	07	76

Key:

L..... Lecture; T..... Tutorial; P..... Practical; AS..... Assignment

2.10.2 Core Modules

These are modules associated with core studies provide the development of main themes of the programme.

Code	Module Title	Scheme of Study hrs/wk				Credit Per Module
		L	T	P	AS	
CDT04104	Introduction to Community Development	3	1	0	1	8
CDT04103	Introduction to conflict Management and Negotiation Skills	4	1	1	1	11
CDT04102	Introduction to Gender and Development	2	1	0	1	6
CDT04105	Introduction to Sociology	3	2	0	1	9
CDT04107	Introduction to Development Economics	3	1	0	1	8
CDT04208	Entrepreneurship Skills Development	3	1	0	1	8

CDT04209	Introduction to Computer Applications and Operational Research	2	0	2	1	8
Sub Total		20	07	03	07	58

Key:

L..... Lecture; T..... Tutorial; P..... Practical; AS..... Assignment

2.10.3 Summary of Modules NTA Level 4

S/N	Code	Module Name	Semester	
			1	2
1	GST04101	Introduction Adult Learning	✓	
2	CDT04102	Introduction to Gender and Development	✓	
3	CDT04103	Introduction to conflict Management and Negotiation Skills	✓	
4	CDT04104	Introduction to Community Development	✓	
5	CDT04105	Introduction to Sociology	✓	
6	GST04106	Introduction to Communication Skills	✓	
7	CDT04107	Introduction to Development Economics	✓	
8	CDT04208	Entrepreneurship Skills Development		✓
9	GST04209	Introduction to Computer Applications and Operational Research		✓

10	GST04210	Introduction to HIV/AIDS and Nutrition		✓
11	CDT04211	Introduction to Gender Based Violence		✓
12	GST04212	Civic Education		✓
13	GST 04213	Elementary Book Keeping		✓
14	GST 04214	Home Economics and Appropriate Technology		✓
15	GST04215	Field Practical Training		✓

3 COURSE DESCRIPTION FOR TECHNICIAN CERTIFICATE IN COMMUNITY DEVELOPMENT (NTA LEVEL 5)

3.1 Rationale of Developing Competence-Based Curriculum at NTA Level 5

NTA Level 5 course evolves from and is a rejuvenation of earlier induction of a two year Certificate Course in Community Development which was offered by the Department of Community Development for well over 40 years before 2007. The course suffered gaps and inadequacies in many areas as reported in the labour market survey conducted by the Ministry of Community Development, Gender and Children in 2007.

Essential areas such as ICT, HIV/AIDS, project write-up skills etc were lacking in the course content. A stakeholders' workshop held in 2007 which was convened to discuss the situation analysis report strongly recommended the introduction of these components and many others in the Technician Certificate qualification in order to prepare this cadre of graduates to have competencies that will enable them to work at the grassroots.

In view of the above, the Ministry resolved to introduce National Technical Award (NTA Level 5) to be followed by NTA Level 6 for Ordinary Diploma in Community Development. With the development of competence based curriculum in 2007 the name of the course therefore changed to Technician Certificate - National Technical

Awards (NTA) Level 5 under National Council for Technical Education (NACTE) Qualification framework.

Appropriate methods of imparting knowledge and skills required to function effectively in the sector, have been used for teaching the programme. This could not be possible if Community Development Training Institutes had to continue using their traditional and conventional knowledge-based curricula with a rigid mode of delivery and assessment.

Besides, Community Development Training Institutes were required to be accredited by the National Council for Technical Education (NACTE). One of the requirements for accreditation is for the Institute to have competence-based and modularized curricula so as to respond to increased global demand for competent manpower in all sectors. It is from this requirement and the foregoing realities that Ministry of Community Development, Gender and Children embarked upon changing its curricula and reviewing the same.

3.2 Aim

The aim of this training programme is to supply the current and future labour market with adequately trained technician personnel in community development, who will work efficiently and effectively in both the public and private sectors of the economy on issues related to community development.

3.3 Objectives of the Community Development Programme

The NTA Level 5 programme is designed to equip candidates with knowledge and skills to enable them to become effective change agents who will have the capacity to collaborate with other extension staff to spearhead development at grass root level.

3.3.1 Specific Objectives

The specific objectives include among other things to:

- Equip candidates with basic knowledge and skills in community development vested with facilitation approaches and strategies;
- Facilitate training in consideration of individual learning differences by using alternatives paths and flexible scheduling of learning activities, and also help learners to be more responsible for their own learning;
- Enable graduates to apply effectively the acquired knowledge, skills and understanding in a dynamic and ever changing society;
- Enable graduates to cherish the role and ethics of community development work; and
- Facilitate more efficient educational exchange between trainer and trainees.

3.4 ADMISSION REQUIREMENTS

In essence Technician certificate (NTA Level 5) is part of the Ordinary Diploma in Community Development (ODCD). Therefore entry qualification for NTA Level 5 is holders of:

Form VI certificate with at least 1 Principal pass or NTA Level 4 in Community Development.

On successful completion of the NTA Level 5 one is eligible to either proceed to the Ordinary Diploma in Community Development or to exit and be awarded the Technician Certificate in Community Development (TCCD).

3.5 STRUCTURE OF NTA LEVEL 5 CURRICULUM

3.5.1 Overall Structure

The **NTA Level 5** curriculum consists of fourteen (14) modules that are spread over two semesters in one academic year. Each semester covers seventeen (17) weeks of which two are for examinations. Therefore, the whole programme has a total of thirty four (34) weeks of study for the full-time attendance mode.

3.5.2 Curriculum Overview

The modules in the programme are classified in the following subsections:

3.5.3 Fundamental Modules

These refer to those modules that provide a range of supporting skills, knowledge and principles appropriate for a graduate in the field of community development. Cross-cutting competencies like Information Communication Technology (ICT), Statistics, Adult Learning, HIV/AIDS and Nutrition Management and Administration, Communication Skills and Book keeping are the fundamental modules.

3.5.4 Core Modules

Modules associated with the core studies provide the development of the main theme of the programme. They broadly represent the main areas of activity in the Community Development disciplines, and the in-depth treatment of them will enable graduates to rapidly become effective Community Development semitechnician personnel. The core modules include Community Development, Entrepreneurship Skills, Sociology, Research Methods and Child Rights and Development and Development Economics.

3.6 ASSESSMENT

Assessment is an integral part of the learning process and assessment must support and complete the learning strategies in order to achieve the required outcomes.

Assessment in particular, must reflect the required progression and be sensitive to the range of key skills developed.

3.6.1 Principles of Assessment

- (a) Assessment will reflect the aims and objectives of the overall scheme, the route way and the learning outcomes of the module.
- (b) Assessment will be designed to assist candidates' learning.
- (c) Assessment will be varied, to facilitate motivation and recognition of the need to adopt approaches, which enable candidates to demonstrate that, they have fulfilled learning objectives.

3.6.2 Assessment Methods

The following are some of the assessment methods, which will be used:

3.6.2.1 Assignments

The object of assignments is to reinforce the learning process by involving the participation of the candidates in finding the solution to a given question or problem which will require decision-making. They include tasks given to candidate apart from written competence tests and examinations or projects, so as to enhance selfdevelopment.

Assignments may be administered in a form of written work or practical exercises that are done individually or in a group.

For each module appropriate assessment methods and instruments will be indicated. Facilitators will decide on a convenient number of assignments for a given module in a semester.

3.6.2.2 Class Tests

The intention of class room tests is to measure the knowledge and understanding on a given phenomenon in the form of written work. There will be a minimum of two written tests during the semester, which will be supervised by the Community Development Training Institutes lecturer(s) for the duration not exceeding two (2) hours. Classroom Tests plus assignments termed Continuous Assessment constitute 50% of the total scores per module.

3.6.2.3 End of Semester Examination

This examination shall be conducted for duration not less than two hours. It will be done under a supervised condition by the Institute's official invigilators. The examinations question papers and marked answer scripts will be moderated by external examiners. End of Semester Exams constitute 50% of the total scores for each module.

3.6.2.4 Eligibility of Examinations

In order for students to qualify for sitting the end of semester examinations they must attend classes for at least 75% of the total contact hours allocated for the module concerned including passing the continuous assessment.

3.6.2.5 Field Practical Training

This is planned to take place in the second semester of this programme. The field attachment lasting for six weeks shall aim at exposing the learner to real working situation with many challenging situations. At the end of industrial practical attachment students will be required to write a field work report which will be part of assessment.

3.7 Management of Assessment

The mode of conduct and administration of assessment shall be that approved by NACTE.

3.7.1 Minimum Credit Requirement

This programme has 14 modules with a total of 120 credits, which is acceptable for the level.

3.8 MODULE CODING

The system of coding has adopted a combination of letters and numbers, which have a specific meaning. For example, Module 02 Sociology in the Department of Community Development; and Module 05 Communication Skills offered in the first semester by the Department of General Studies may be coded as CDT05102 and GST 05205 respectively, where:

CD Represents the first two letters of the department "Community Development", T Represents "Technician" as opposed to Undergraduate.

05 Represents the qualification at the respective level "NTA Level 5"

1 Indicates the semester in which the module is conducted

02 Represents the serial number to which a particular module is assigned in the Department (in this case the 2nd Module). Similarly, GS represents Department of "General Studies" in the same systems of coding.

3.9 GRADING SYSTEM

Marks will be awarded out of 100 per cent. The marks so obtained from different assessment components will be graded as follows:

S/N	SCORE RANGE	GRADE	DEFINITION
1	80-100	A	EXCELLENT
2	65-79	B	GOOD
3	50-64	C	AVERAGE

4	40-49	D	BELOW AVERAGE
5	0-39	F	FAILURE
6	-	I	INCOMPLETE
7	-	Q	DISQUALIFIED

3.10 CLASSIFICATION OF AWARD

Grades for the different score ranges will be assigned points as follows:

A - 4	D- 1
B - 3	F - 0
C- 2	

The Grade Point Average (GPA) shall be computed from credits and grade weights and classified as shown below:

CLASS AWARD	CUMULATIVE GPA
First Class	3.5 - 4.0
Second Class	3.0 - 3.4
Pass	2.0 - 2.9

An award shall be given to a candidate who satisfies the following condition:

- Candidate must have successfully completed and passed all modules for which the award is to be made; and
- Candidate has achieved the minimum cumulative Grade Point Average (GPA) equivalent to pass.

3.11 Computation of Cumulative GPA

- A cumulative grade point average (GPA) for each candidate shall be computed by dividing the total number of grade points earned for all modules by the total number of credits for the award examined.

$$\text{That is, } \text{Cumulative GPA} = \frac{\text{Sum of } (P \times N)}{\text{Sum of } N}$$

Where **P** represents a grade point assigned to a letter grade scored by the candidates in a module and **N** represents the number of credits associated with the module.

- The Grade Point Average (GPA) shall be computed and truncated to single decimal point..

3.12 PROGRAMME MODULES

3.12.1 Fundamental Modules

This refers to those modules that provide a range of basic skills, knowledge and principles appropriate to the course.

Code	Module Title	Scheme of Study hrs/wk				Credit Per Module
		L	T	P	AS	
GST05101	Adult Learning	3	1	2	1	11
GST05209	ICT	2	0	1	1	6
GST05103	Statistics	3	2	0	2	11
GST05213	Book keeping	3	1	1	1	9
GST05210	HIV/ AIDS and Nutrition	3	1	0	1	8
GST05106	Communication Skills I	3	0	1	1	8
GST05211	Management and Administration	3	1	0	1	8
GST05215	Field Practical Training	-	-	-	-	21
Sub Total		20	06	05	08	82

Key:

L..... Lecture; T..... Tutorial; P..... Practical; AS.....
Assignment

3.12.2 Core Modules

These are modules associated with core studies provide the development of main themes of the programme.

Code	Module Title	Scheme of Study hrs/wk				Credit Per Module
		L	T	P	AS	
CDT05104	Community Development	3	2	2	2	14
CDT05208	Entrepreneurship Skills	3	1	2	1	11
CDT05102	Sociology	3	1	1	2	11

CDT05212	Management of Community Development Programmes	3	1	2	2	12
CDT05107	Development Economics	3	1	0	1	8
CDT05214	Child Rights and Development	3	1	0	1	8
CDT05105	Research Methods I	3	1	0	1	8
Sub Total		21	08	07	10	72

Key:

L..... Lecture; T..... Tutorial; P..... Practical; AS..... Assignment

3.12.3 Summary of Modules NTA Level 5

S/N	Code	Module Name	Semester	
			1	2
1	GST05101	Adult Learning	✓	
2	CDT05102	Sociology	✓	
3	GST05103	Statistics	✓	
4	CDT05104	Community Development	✓	
5	CDT05105	Research Methods I	✓	

6	GST05106	Communication Skills I	✓	
7	CDT05107	Development Economics	✓	
8	CDT05208	Entrepreneurship Skills		✓
9	GST05209	Information and Communication Technology		✓
10	GST05210	HIV/AIDS and Nutrition		✓
11	GST05211	Management and Administration		✓
12	CDT05212	Management of Community Development Programmes		✓
13	GST05213	Book keeping		✓
14	CDT 05214	Child Rights and Development		✓
15	GST05215	Field Practical Training		✓

4 COURSE DESCRIPTION FOR DIPLOMA IN COMMUNITY DEVELOPMENT

4.1 Rationale of Developing Competence-Based Curriculum at NTA Level 6

NTA Level 6 course evolves from and is a rejuvenation of earlier induction of a two year Diploma Course in Community Development which was offered by the

Department of Community Development for well over 40 years before 2007. The course suffered gaps and inadequacies in many areas as reported in the labour market survey conducted by the Ministry of Community Development, Gender and Children in 2007.

In view of the above, the Ministry resolved to introduce National Technical Award (NTA Level 5) to be followed by NTA Level 6 for Ordinary Diploma in Community Development. With the development of competence based curriculum in 2007 the name of the course therefore changed to Technician Certificate – National Technical Awards (NTA) Level 5 under National Council for Technical Education (NACTE) Qualification framework.

However, after implementing the curricula for Certificate and Diploma courses for 5 years, it was realised that the four year duration allocated to cover Basic Certificate, Technician and Diploma courses (NTA Level 4 to 6) was too long, and did not conform to NACTE's requirement of three years as set for similar programmes. Essentially a Diploma in Community Development is a two year programme constituting NTA Level 5 and 6. NTA Level 6 is therefore a one year programme. A stakeholders' workshop held in 2011 which was convened to discuss the situation analysis report strongly recommended the introduction of more current concepts and work skills in courses and to merge some modules so that NTA Level 6 could be covered in only one year. Some of the modules were transferred to the Technician Certificate course (NTA Level 5), which in essence is part of the Ordinary Diploma course in Community Development.

It is envisaged that the Ordinary Diploma qualification will now more effectively and efficiently prepare this cadre of graduates to accept to work in villages and rural areas, as opposed to degree holders who preferred to work in urban centres and district headquarters. In the review of the curricula more appropriate methods of imparting knowledge and skills required to function effectively in the sector, have been recommended to enhance the teaching and learning of the programmes. Besides, National Council for Technical Education (NACTE) has also instituted some changes in the curriculum development methodologies and requirements which Community Development Training Institutes were required to follow in course of reviewing their curricula. Hence the reviewed competence-based and modularized curricula have by and large abided by NACTE's requirements and responded to increased global demand for competent manpower in all sectors. It is from this requirement and the foregoing realities that Ministry of Community Development, Gender and Children embarked upon reviewing its curricula.

4.2 Aim

The aim of this training programme is to supply the current and future labour market with adequately trained technician personnel with diplomas in community development, who will work efficiently and effectively in both the public and private sectors of the economy on issues related to community development.

4.2.1 Objectives of the Community Development Programmes

The NTA Level 6 programme is designed to equip candidates with knowledge and skills to enable them to become effective change agents who will have the capacity to collaborate with other extension staff to spearhead development at grass root level. In more specific terms the holder of the qualification is expected to apply skills and knowledge in a broad range of community development work activities, most of which are non-routine.

4.2.2 Specific Objectives

The specific objectives include among other things to:

- Equip candidates with basic knowledge and skills in community development vested with facilitation approaches and strategies;
- Facilitate training in consideration of individual learning differences by using alternatives paths and flexible scheduling of learning activities, and also help learners to be more responsible for their own learning;
- Enable graduates to apply effectively the acquired knowledge, skills and understanding in a dynamic and ever changing society;
- Enable graduates to cherish the role and ethics of community development work; and
- Facilitate more efficient educational exchange between trainer and

4.2.3 ADMISSION REQUIREMENTS

Entry requirements for Ordinary Diploma (NTA Level 6) in Community Development (ODCD) are strictly holders of NTA Level 5 in Community Development.

On successful completion of the NTA Level 6 one is eligible to either proceed to the Bachelor Degree in Community Development or to exit and be awarded the Ordinary Diploma certificate in Community Development (ODCD).

4.3 STRUCTURE OF NTA LEVEL 6 CURRICULUM

4.3.1 Overall Structure

The NTA Level 6 curriculum consists of thirteen (13) modules that are spread over two semesters in one academic year. Each semester covers seventeen (17) weeks of which two are for examinations. Therefore, the whole programme has a total of thirty four (34) weeks of study for the full-time attendance mode.

4.3.2 Curriculum Overview

The modules in the programme are classified in the following subsections:

4.3.3 Fundamental Modules

These refer to those modules that provide a range of supporting skills, knowledge and principles appropriate for a graduate in the field of community development. Cross-cutting competencies like Law, Accountancy, Appropriate Technology, Communication Skills, Environmental Studies and Community Health are among the fundamental modules.

4.3.4 Core Modules

Modules associated with the core studies provide the development of the main theme of the programme. They broadly represent the main areas of activity in the Community Development disciplines, and the in-depth treatment of them will enable graduates to rapidly become effective Community Development semitechnician personnel. The core modules include Participatory Planning, Demography, Research Methods, Development Studies, Gender Development, and Project Write up Skills.

4.4 ASSESSMENT

Assessment is an integral part of the learning process and assessment must support and complete the learning strategies in order to achieve the required outcomes. Assessment in particular, must reflect the required progression and be sensitive to the range of key skills developed.

4.4.1 Principles of Assessment

- (a) Assessment will reflect the aims and objectives of the overall scheme, the route way and the learning outcomes of the module.
- (b) Assessment will be designed to assist candidates' learning.
- (c) Assessment will be varied, to facilitate motivation and recognition of the need to adopt approaches, which enable candidates to demonstrate that, they have fulfilled learning objectives.

4.4.2 Assessment Methods

The following are some of the assessment methods, which will be used:

4.4.2.1 Assignments

The object of assignments is to reinforce the learning process by involving the participation of the candidates in finding the solution to a given question or problem which will require decision-making. They include tasks given to candidate apart from written competence tests and examinations or projects, so as to enhance selfdevelopment.

Assignments may be administered in a form of written work or practical exercises that are done individually or in a group.

For each module appropriate assessment methods and instruments will be indicated. Facilitators will decide on a convenient number of assignments for a given module in a semester.

4.4.2.2 Classroom Tests

The intention of class room tests is to measure the knowledge and understanding on a given phenomenon in the form of written work. There will be a minimum of two written tests during the semester, which will be supervised by the Community Development Training Institutes lecturer(s) for the duration not exceeding two (2) hours. Classroom Tests plus assignments termed Continuous Assessment constitute 50% of the total scores per module.

4.4.2.3 End of Semester Examination

This examination shall be conducted for duration not less than two hours. It will be done under a supervised condition by the Institute's official invigilators. The examinations question papers and marked answer scripts will be moderated by external examiners. End of Semester Exams constitute 50% of the total scores for each module.

4.4.2.4 Eligibility of Examinations

In order for students to qualify for sitting the end of semester examinations they must attend classes for at least 75% of the total contact hours allocated for the module concerned.

4.4.2.5 Field Practical Training

This is planned to take place in the second semester of this programme. The field attachment lasting for six weeks shall aim at exposing the learner to real working situation with many challenging situations. At the end of field attachment students will be required to write a field work report which will be part of assessment.

4.5 Management of Assessment

The mode of conduct and administration of assessment shall be that approved by NACTE.

4.6 Minimum Credit Requirement

This programme has 13 modules with a total of 120 credits, which is acceptable for the level.

4.7 MODULE CODING

The system of coding has adopted a combination of letters and numbers, which have a specific meaning. For example, Module 02 Participatory Planning in the Department of Community Development in the first semester; and Module 09 Appropriate Technology offered in the second semester by the Department of General Studies may be coded respectively as CDT06102 and GST06209 respectively, where:
CD Represents the first two letters of the department "Community Development",
T Represents "Technician" as opposed to Undergraduate.

06 Represents the qualification at the respective level “NTA Level 6”

1 Indicates the semester in which the module is conducted

02 Represents the serial number to which a particular module is assigned in the Department (in this case the 2nd Module). Similarly, GS represents Department of “General Studies” in the same systems of coding.

4.8 GRADING SYSTEM

Marks will be awarded out of 100 per cent. The marks so obtained from different assessment components will be graded as follows:

S/N	SCORE RANGE	GRADE	DEFINITION
1	75-100	A	EXCELENT
2	65-74	B+	VERY GOOD
3	55-64	B	GOOD
4	45-54	C	AVERAGE
5	39-44	D	BELOW AVERAGE
6	0-38	F	FAILURE
7	-	I	INCOMPLETE
	-	Q	DISQUALIFIED

4.8.1 CLASSIFICATION OF AWARD

Grades for the different score ranges will be assigned points as follows:

A	- 5		
B+	- 4	D- 1	
B	- 3	F - 0	
C	- 2		

The Grade Point Average (GPA) shall be computed from credits and grade weights and classified as shown below:

CLASS AWARD	CUMULATIVE GPA
FIRST CLASS	4.4 - 5.0
UPPER SECOND CLASS	3.5 - 4.3
LOWER SECOND CLASS	2.7 _ 3.4
PASS	2.0 - 2.9

An award shall be given to a candidate who satisfies the following condition:

- Candidate must have successfully completed and passed all modules for which the award is to be made; and

- (b) Candidate has achieved the minimum cumulative Grade Point Average (GPA) equivalent to pass.

4.8.2 Computation of Cumulative GPA

- (a) A cumulative grade point average (Cum GPA) for each candidate shall be computed by dividing the total number of grade points earned for all modules by the total number of credits for the award examined.

$$\text{That is, } \text{Cumulative GPA} = \frac{\text{Sum of } (P \times N)}{\text{Sum of } N}$$

Where **P** represents a grade point assigned to a letter grade scored by the candidates in a module and **N** represents the number of credits associated with the module.

- (b) The Grade Point Average (GPA) shall be computed and truncated to single decimal point.

4.9 PROGRAMME MODULES

4.9.1 Fundamental Modules

This refers to those modules that provide a range of basic skills, knowledge and principles appropriate to the course.

Code	Module Title	Scheme of Study				Credit Per Module
		hrs/wk				
		L	T	P	AS	
GST0610I	Communication Skills II	3	1	1	1	9
GST06104	Law	3	0	1	1	7
GST06209	Appropriate Technology	3	1	0	1	7
GST06106	Accountancy	3	0	1	1	7
GST06211	Environmental Studies	3	1	0	1	7
GST06212	Community Health	3	1	0	1	7
GST06213	Industrial Practical Training					10
Sub Total		18	04	03	06	54

Key:

L..... Lecture; T..... Tutorial; P..... Practical; AS.....Assignment

4.9.2 Core Modules

These are modules associated with core studies provide the development of main themes of the programme.

Code	Module Title	Scheme of Study hrs/wk				Credit Per Module
		L	T	P	AS	
CDT06102	Participatory Planning	4	1	1	1	11
CDT06105	Development Studies	4	1	1	1	11
CDT06103	Demography	4	1	1	1	11
CDT06208	Gender Development	4	1	1	1	11
CDT06106	Research Methodology II	4	1	1	1	11
CDT06210	Project Planning and Management	4	1	1	1	11
Sub Total		24	06	06	06	66

Key:

L..... Lecture; T..... Tutorial; P..... Practical;AS..... Assignment

4.10 Summary of Modules NTA Level 6

S/N	Code	Module Name	Semester	
			1	2
1	GST0610I	Communication Skills II	✓	
2	CDT06102	Participatory Planning	✓	
3	CDT06103	Demography	✓	
4	GST06104	Law	✓	
5	CDT06105	Development Studies	✓	

6	GST06106	Accountancy	✓	
7	CDT06107	Research Methodology II	✓	
8	CDT06208	Gender Development		✓
9	GST06209	Appropriate Technology		✓
10	CDT06210	Project Planning and Management		✓
11	GST06211	Environmental Studies		✓
12	GST06212	Community Health		✓
13	GST 06213	Field Practical Training		✓

5 GENERAL ADMISSION REGULATIONS

5.1.1 All enquiries about admission should be addressed to:

Principal,
 Buhare - Community Development Training Institute,
 P.O.BOX 190,
Musoma-Mara, Tanzania.
 E-mail: cdtibuhare119@yahoo.com
 Tel.+255 (0) 282640288; Fax +255 (0) 282640288

5.1.2 Application forms can be obtained from the Coordination Office, or can be obtained from the Ministry of Community Development, Gender and Children website. Dully filled-in forms must reach the Coordination Office not later than the date indicated on the advertisement calling for applications in a particular academic year.

- 5.1.3 All selected students are required to report for orientation programme that normally takes place during the week preceding the beginning of the new academic year.
- 5.1.4 A student who had previously attended one of CDTIs in Tanzania and was discontinued on academic grounds can re-apply for admission after one year stay from studies from CDTIs since discontinuation.
- 5.1.5 Registration of new students shall be granted to only students who will produce evidence of payment (Bank Pay Slip) of at least half of the fee which is directly payable to the Institute.
- 5.1.6 All students are required to conform entirely to Institute regulations and by-laws as amended from time to time
- 5.1.7 No change of names by students shall be entertained during the course of study at the Institute and they will only be allowed to use names appearing on their certificates.
- 5.1.8 No student will be allowed to postpone studies after effective commencement of an academic year except under special circumstances. Permission to postpone studies will be considered after producing satisfactory evidence of the reasons for postponement. Special circumstances that can be considered for legal postponement includes; Sickness; Serious social problems (each case to be considered on its own merit) and/or severe sponsorship problem.

5.2 ADMISSION REQUIREMENT FOR CERTIFICATE IN COMMUNITY DEVELOPMENT

The minimum admission requirement for the certificate is based on the standards set by NACTE. In this respect eligible candidates should have the following entry qualifications:

- Holders of certificate competence level III (NVTA Level 3) and/or
- Form four certificate holders with four credit passes in any relevant subjects.

5.3 ADMISSION REQUIREMENTS FOR DIPLOMA IN COMMUNITY DEVELOPMENT

The minimum admission requirement for the diploma programme is based on the standards set by NACTE. In this respect, the eligible applicant shall be

- Holders of Advanced Certificate of Secondary Education (A.C.S.E.E) with at least two (2) principal passes; and/or
- Holders of Certificate in Community Development (National Technical Awards - Level 5 or any other equivalent National Technical Award) with a minimum of Lower second class certificates.

5.4 ADMISSION OF TRANSFERRED STUDENTS TO CERTIFICATE AND DIPLOMA IN COMMUNITY DEVELOPMENT AT THIS INSTITUTE

Students from other CDTIs who wish to join Buhare CDTI for respective awards should apply to the coordinator of studies through their respective Institutes administration. Each transferred student shall be required to pay fees prior to registration

6 EVALUATION SYSTEM AND EXAMINATION REGULATIONS

6.1 Evaluation System

In order for a student to qualify for the award of certificate and/or diploma in Community Development she/he has to satisfy examiners in the following areas of assessment;

- Coursework assessment; (i.e. quizzes, assignments, seminars and presentations)
- Class test (at least two class tests)
- End of Semester Examinations
- Practical /Fieldwork

These areas of assessment, however do not exclude other assignments and exercises which tutor may administer from time to time during the course of training. End of semester examination will be held at the end of each semester for each module taught during that particular semester.

6.2 Administration of Assessment

A distribution of performance marks is done in a way whereby each component of the coursework has to be marked out of 100%. With exception of field and research report, in each Module, coursework will be distributed as follows;

• Group assignments/homework	5%
• Three individual assignments	15%
• Class tests	30%
• End of semester examination	50%
TOTAL	100%

If a candidate does not possess course work marks, he/she shall not be allowed to sit for the end of semester examinations and she/he be deemed to have failed. End of Semester Examinations will be set for all modules and that will be assessed by internal and external examiners.

6.3 Examinations Policy

The overall objective of this policy is to guide examiners and students on the mode of operationalization of the evaluation system so as to ensure its smooth administration.

6.3.1 Specific Objective:

In more specific terms the policy is meant to:-

- Provide guidance on the examination conduct as well as government rules.
- Outline the procedures for executing the examination sessions.
- Provide an assessment scheme of the academic performance of students

6.4 Eligibility for End of Semester Examinations

No candidate shall be eligible for any end of Semester examinations in any module unless the Course Coordinator and the Head of Department in respective course has satisfied themselves that the candidate has attended at least 90% and 75% for certificate and diploma respectively of the content areas scheduled to be covered in each semester for each module. In case of questioning the eligibility of any examination, that particular student may have

the right to defend him/herself before the Academic and Standard Committee of the Institute which has final decision.

Where a candidate who has been barred in accordance with the paragraph above enters the examination room and sits for the paper, his/her results in the paper shall be declared null and void.

6.5 Conduct of Examinations

Institute examinations shall be conducted under the supervision and authority of the examination officer here refers to 'The Principal of the Institute' or any other person appointed by him/her to discharge the duties related to the examinations. The examination officer shall be charged with the following with the functions:-

- Shall prepare a calendar of examinations in liaison with the coordinator of studies. The calendar will show the timing of each examination in terms of preparation, execution, marking submissions of scores and examination board meeting.
- He/she shall be custodian of examination papers, scripts and scores and make them available when required for some purpose.
- He/she shall issue notice of examinations and make available relevant materials for the exercise including provision of regulations governing the same.

6.7 Internal and External Markers

End semester examinations will be marked by internal and external markers. The examination officer shall be required to give notice of this activity well in advance so as to give examiners sufficient time to prepare themselves for the task.

6.8 Valid Examinations

For the examinations to be valid, tutors must attend and conduct classes effectively at least for 75 percent of the contact hours before composing such examination.

6.9 Declaration of examination

Declaration of examination results shall be the right of the examination Board. The board shall handle all appeals made by unsatisfied candidates such appeals shall be lodged within a period of 14 days from the date of declaring results after which no appeals would be entertained.

6.10 Examination irregularities

- All cases of alleged examination irregularities, including alleged unauthorized absence from examination, possession of unauthorized material in the examination room, causing disturbances in or near any examination room and any form of or kind of dishonesty, destruction or falsification of any evidence of irregularity or cheating in examination, shall be reported to the examination officer who will present such case to the examination board that shall have a power to summon the students and members of staff of the Institute, as it deems necessary and make decisions.
- No unauthorized material shall be allowed into the examination room
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 of that examination of that academic year and shall be discontinued from studies in the Institute, subject to confirmation by examination board.

6.11 Progress from semester to semester

- A candidate may be allowed to proceed to the next semester(s) if he/she has passed all examinations for the semester in question.
- A candidate failing to satisfy examiners shall either be required to repeat the semester or sit for supplementary examination or even be discontinued from the course if the student achieves a GPA less than 2.0
- No candidate shall be allowed to repeat any semester of study on academic ground, except with special circumstances such as sickness, may be considered for first sitting in another examination. The decision to this effect will be made by the examination board upon receiving a detailed report from the examination officer.

6.12 Grading System and Classification of the Awards for Certificate (NTA level 4 and 5)

The scheme for awarding final grades shall be based on three areas marks award (percentage) the letter grades and points. The processing procedure for arriving at a final assessment is demonstrated as follows.

- (a) In every subject the assessment will be made out of 100%
- (b) Letter grades will be given for each candidate based on the following conversion

The final grading assessment result shall be as follows:

Scores (%)	Grade	Definition
80 - 100	A	Excellent
65 - 79	B	Good
50 - 64	C	Average/Satisfactory
0 - 49	F	Failure
	I	Incomplete
	Q	Disqualified

Borderline cases will be rounded up as follows:

- For all scores with point ranging from 1 to 4 the marks in question will be reduced to the nearest whole number as in the following example:

Score	Rounded Mark
48.4	48

- For all score with points ranging from 5 to 9 the score will be increased to the nearest whole numbers such as :

Score	Rounded Marks
49.5	50

- The letter grades will be assigned points as follows:

A	B	C
4	3	2

- All weighted scores for every examination in each academic year will be added and expressed as average of the total weighted scores. The candidate award will be classified into one of the following ways.

Average Weighted Scores	Classification
3.5 - 4.0	First Class
3.0 - 3.4	Second Class
2.0 - 2.9	Pass
Below 2	Fail

- The award of marks for the whole academic period must be considered i.e. all the types of evaluation carried out. The following distribution of marks is used to illustrate how the process works in one subject up to the derivation of weighted scores.

Types of Work	Total marks (percent)	Actual Marks Obtained	Total Marks to be Awarded
Course Work	50	50	25
Final Exam	50	65	32.5
Total	100		57.5

The pass mark for each module, examination and field work shall be 50%

6.13 Grading System and Classification of the Awards for Diploma (NTA level 6)

The scheme for awarding final grades shall be based on three areas marks award (percentage) the letter grades and points. The processing procedure for arriving at a final assessment is demonstrated as follows.

- (a) In every subject the assessment will be made out of 100%
- (b) Letter grades will be given for each candidate based on the following conversion

The final grading assessment result shall be as follows:

Scores (in percentage)	Grade	Definition
75 - 100	A	Excellent
65 - 74	B+	Very Good
55 - 64	B	Good
45 - 54	C	Average
35 - 44	D	Poor
0 - 34	F	Failure
	I	Incomplete

Borderline cases will be rounded up as follows:

- For all scores with point ranging from 1 to 4 the marks in question will be reduced to the nearest whole number as in the following example:

Score	Rounded Mark
34.4	34

- For all score with points ranging from 5 to 9 the score will be increased to the nearest whole numbers such as :

Score	Rounded Marks
34.5	35

- The letter grades will be assigned points as follows:

A	B+	B	C	D
5	4	3	2	1

- All weighted scores for every examination in each academic year will be added and expressed as average of the total weighted scores. The candidate award will be classified into one of the following ways.

Average Weighted Scores	Classification
4.4 - 5.0	First Class
3.5 - 4.4	Upper Second Class
2.7 - 3.4	Lower Second Class
2.0 - 2.6	Pass
Below 2	Fail

- The award of marks for the whole academic period must be considered i.e. all the types of evaluation carried out. The following distribution of marks is used to illustrate how the process works in one subject up to the derivation of weighted scores.

Types of Work	Total marks (percent)	Actual Marks Obtained	Total Marks to be Awarded
Course Work	50	50	25
Final Exam	50	65	32.5
Total	100		57.5

Letter Grade is therefore **B** and Weighted Score is **2**

- The pass mark for each module, examination and field work shall be 50%.

6.14 Field work Certificate (NTA Level 4)

- Students will be required to undertake a field project exercise for three (3) weeks. The project shall begin in the first week of the second semester.
- The field project carries an equivalent of 12 credit points.

- At the end of field project each student shall be required to submit a project report. The report shall be supervised and assessed by the institute tutors.
- Assessment of the field project report shall be out of 100% and pass mark shall be 50%.

Certificate (NTA Level 5)

- Students will be required to undertake a field project exercise for four (4) weeks. The project shall begin in the first week of the second semester.
- The field project carries an equivalent of 12 credit points.
- At the end of field project each student shall be required to submit a project report. The report shall be supervised and assessed by the institute tutors.
- Assessment of the field project report shall be out of 100% and pass mark shall be 50%.

Diploma (NTA Level 6)

- There shall be one month periods for field work to diploma students. It will involve limited research work. At the end of the research work period each student will have to write a research report. This output is examinable.
- Research work shall be conducted at the end of 1st semester.
- Guideline for research work shall spell out the procedures to be followed .
- A candidate shall have to identify and select a study topic manageable within the period. Issues for investigations need to be discussed prior to the commencement of fieldwork.
- A candidate shall be guided in preparing proposals and responsible with assessment of performance and guiding study execution.
- The indicated one month period to finalize field work reports will be spent at the institute.
- Each diploma candidate is bound to submit a research paper which shall be marked by an internal examiner and afterwards shall undergo assessment by the institute research committee.

- A candidate failing to field attachment shall be required to retake it when next offered at his/her own cost.
- No payments of allowance of whatever form will be effected to students during this period. Three copies of the report will be required.

6.15 Supplementary Examinations, Repeating and Discontinuation

- A candidate who fails not more than half of the modules shall sit for supplementary examination in the subject failed.
- A candidate failed in more than half of the total modules shall be discontinued
- A candidate failed in the first year supplementary examination shall repeat a year.
- A candidate who sits for a supplementary examination and passes satisfactory shall be awarded a grade "C" regardless of the actual score or grade obtained.
- A candidate who failed after repeating the supplementary examinations in any subject shall be discontinued
- Supplementary examinations shall be assessed on the scale of pass (50 percent) or failure below 50 percent.

A candidate failed to sit for a supplementary examinations without sufficient reasons will be taken for granted that a candidate has decided to withdraw from the Institute.

A student shall be allowed to repeat if he/she has not repeated the same class or if has not exceeded maximum number of 3 years at the Institute.

6.16 Loss of Certificate

In case of loss or total or partial destruction of the original certificate or a copy thereof, the Institute (office of the Coordinator Studies) may issue a copy or another copy on condition that:

- The applicant produces sworn affidavit;
- The replacement certificate will not be issued until a period of 12 months from the date of such loss has elapsed; except that such replacement may be issued within a shorter period where there has been destruction of the original certificate or of a copy thereof.
- The applicant must produce evidence that the loss has been adequately publicly announced with a view of its recovery in an officially recognized form.
- A fee of Tshs 50,000/= or such as other fee as may be prescribed from time to time by the Institute shall be charged for the copy of certificate issued.

7 EXAMINATION REGULATIONS

- Assessment of academic performance will best be effected if examiners and students alike adhere to the guidelines and policies laid down.
- A candidate going against these requirements will be liable for disqualification from the whole examination. The following these conditions/regulations serve as guidelines throughout the examination sessions and stand as a rule to govern the candidate's behavior before and during the examination sitting.
- All candidates must settle in their respective rooms at least (15) fifteen minutes before the scheduled time and any candidate who is late for more than 30 minutes shall not be allowed into the examination room.

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- The action of interring the examination shall be taken to mean the candidate's preparedness to sit for the examination and he/she is therefore expected to attempt it.
- On the entering the examination the invigilator may conduct any preferred sitting order or may conduct any sort of inspection if he /she feel sense of insecurity on the part of the candidate (s).
- Any candidate's answer sheet which does not bear the candidates examination number or bears other initiated or forgotten number will be nullified.
- All sort of manuscripts, books, note books, paper and the like should not be taken into the examination room nor should they be seen around the examination premises/venue.
- In the examination room, the candidates are allowed to possess pens, pencils, clean rubber erasers, compass box (and its contents). Possession of something else would lead to the immediate rustication from the paper.
- All desks, tables and chairs should be free from all sorts of writing and scriptures, and it is the duty of the candidate to make sure that they are at least clean one day before the commencement of the examination of the examination and thereafter.
- There should be an external invigilator who will have to produce a brief report to the principal after the invigilation task.

7.1 In the Examination Room

- All sorts of communication should be addressed to the invigilator during examination.
- Silence must prevail in the exam room; all signs of communication and eavesdropping are prohibited.
- The professional code of honest must be observed scribing and copying are contrary to the observation of these conditions and are therefore liable to penalty.

- Unless a genuine reason is clearly stated the candidate shall never be permitted to leave the examination room temporarily. An escort must be provided to the candidate.
- The candidate shall not leave examination rooms before one third of the time allocated.
All problems/issue related to the examination paper must be communicated to the invigilator and or the examination officers before opening up the paper. All matters arising thereafter shall be considered as having been endowment of the paper. Candidates have to witness the sealed examination before it is opened at their disposal.
- All papers which are used as answer sheets must be surrendered to the invigilator on leaving the examination room and no candidate is allowed to take any paper out of the examination room except examination question paper already done.
- All candidates shall be given examination numbers it is the exam number and not the candidate's name which is required to appear in all the candidate's answer sheets. An answer sheet with no examination shall be nullified.

7.2 Invigilation

- There shall be two invigilators for every examination room for every subject.
- The invigilator shall have to assume full responsibility within the examination room right from the commencement of the papers to the end.
- Subject to the provision of these conditions the invigilator shall have the power of disqualifying any candidate who contravenes the conditions. Thus any cheating during the exam shall be regarded as having failed the whole paper in the sitting but he/she will be allowed to complete the remaining papers. A written report of such an incident however shall be submitted to the examination after the paper.
- Pursuant to the powers conferred upon the invigilators by these conditions, a right is hereby granted to them to demand from any candidates anything the invigilator feels that is likely to interfere with the proper conduct of the paper.

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- The invigilators shall be responsible for any irregularity occurring in the examination room during the examination sitting should be proved to be the result of negligence.
- Invigilators should not be involved in any other activities in the examination other than the one of invigilating.

7.3 General

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All cases of persistence illness must be reported to the examination officer immediately.

- Un-notified visits to hospital during the examination sitting shall be considered as absenteeism and shall therefore operate to the candidate's disadvantages.
- Any delays caused by negligence shall not be considered as sufficient ground to warrant any allowance of extra time apart from that provided for in the time table.
- Subject tutors should not be in the examination room at the time of opening up the paper and should remain around the campus throughout the time of the sitting.
- All candidates are required observe discipline throughout the examination period.
- Any candidate who makes any postponement of the sitting before or during the examination shall have to produce a medical officer's recommendation accordingly otherwise he/she will be considered not present and disqualified in the whole examination
- Having qualified as eligible to sit for examination candidates and the invigilator must be in the examination room fifteen (15) minutes before commencement of the examination candidates arriving thirty (30) minutes after commencement of the paper will be barred from sitting for the examination.
- Candidates will be given 5 minutes allowance read the paper. The remainder 10 minutes allowance will be used to give classifications, make corrections and distribute examination scripts, working papers and other equipments and materials required.
- In case a student is indisposed (sick or ill health) and is unable to sit for the examination he/she will need to produce evidence before the examination to convince the principal of the Institute of hi/her inability to sit for examination. A report to this effect will have to be prepared and presented to the examination on illhealth grounds will be accepted.
- No candidate shall be permitted to leave until one third of the allocated time has elapsed after commencement of the examination.
- During the examination no any type of communication among candidate shall be allowed and only the invigilator will be contacted in case of problems.

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No bags, papers, book will be allowed in the examination room. Only authorized items including such items as calculators, log sheets and discount tables may be taken into the examination room for particular subject.

At the end of each examination candidates will sign a special form to confirm their sitting for that particular exam. The form will be counter – signed by the invigilator and handed over to the examination officer along with the scripts.

- The examination officer shall keep a record of all examinations conducted/script returned, examinations handed over to examiners for marking and scores awarded. Marked scripts should be kept under custody and shall not be disposed of for a minimum period of 5 years after which no appeals will be entertained.
- The chief examinations officer shall be responsible for the proper conduct of the examination. The examination invigilator shall observe that orderliness and strict silence are maintained in the examination room and that the examination rules are followed.
- Candidate shall be required to sit in accordance with the sitting arrangement that will be announced before the commencement of the examination.
- No candidate shall be allowed to have cellular phone in the examinations room. If found with it, should be surrendered to the invigilator for the whole session of that particular exam.
- Candidates must stop writing immediately when told to do so by the invigilator. Normally candidates will be warned 15 minutes prior to the time the examination ends.

8 FEES AND MODE OF PAYMENT

At the beginning of the academic year, all students will be required to produce evidence of payment – “pay-in-slip” or evidence of scholarship awards. Otherwise they will be expected to pay (Direct Costs) fee for the full first year, by the beginning of the semester before they

can be permitted to use the Institute facilities. Payment of fees should be made as soon as possible after receiving the offer of admission. Failure to pay within the specified period will result into withdrawing the admission offer.

The following are the direct student costs

- (a) Tuition fees
- (b) Accommodation
- (c) Meals per day
- (d) Medical Allowance
- (e) Student union fees
- (f) Book and Stationary allowance.

Mode of Payment All payments to Buhare-CDTI should be made through the account number **A/C No. 30301100002 NMB (National Microfinance Bank) Musoma Branch**. Attach original pay-in-slip to show proof of payment made.

NB: Fees are subject to change from time to time therefore for accuracy it will be always indicated in the Application Forms, Joining Instruction and Admission Letters.

9 LIBRARY SERVICES

Institute's Library is in front of the administration building. The Library collection is geared primarily towards providing materials and documentation services to support the teaching, learning and research activities of the Institute. The Library services are not limited to members of the Institute community but also to other people engaged in research on various government and non-government projects within and outside the country.

The library is a Legal deposition of materials published elsewhere within and outside the country. Also is a deposition for unpublished field reports and thesis. The library collection is diversified in scope and represents the various disciplines, which have developed over time. The library users are given instructions in order to provide them with the necessary expertise to make intelligent use of the library resources and services independently.

Sharing of library resources on inter-library loan with any willing partners is encouraged.

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10 GENERAL INFORMATION

Medical Services

Medical services for students is taken care by students themselves using their own health insurance cards from health insurance fund or any other means at their disposal. The Institute does not have its own Health Centre but student's access health services from health centers located around the Institute that provides medical and health care services mainly to the general public. As a matter of caution each student is urged to have spare money to cater for medical treatment related care since some students have no any health insurance and even those with health insurance, the insurance does not meet all medical treatments. The spare money is important also since the amount paid to the institute is small as compared to actual needs of the students with regards to health services.

Things to note

Malaria is an endemic disease in Musoma. Malaria is, however, preventable and some of the preventive measures include; covering exposed skin especially in the evening and sleeping under a mosquito net. HIV/AIDS is another threatening disease in the municipality to the lives and welfare of Tanzanians. However, abstinence and safe sex can prevent HIV transmission. Personal hygiene and environment sanitation are among the key preventive strategies. It is very important to note that health services are provided to students during semester time only. Treatment during vacations is the student's own responsibility.

11 STUDENTS ADMINISTRATION

The Head of Student Support and Services of the Institute will be responsible to all matters related to personal and social welfare of the student's life at the institute. The following facilities and services are provided by this Section: residence, games and sports, worship, counseling in various problems. The section is also concerned with student's health services.

11.1 Residence

The Institute has hostels having carrying capacity of 288 students; Diploma Students are given priority in institute accommodation. A room is shared by a number of students ranging from 4 to 6. There is neither accommodation provision for married couples nor pregnant students for the time being.

MUSOMA.

Secretary

2. Mr. Paschal J. Mahinyila Principal,
Buhare CDTI,
P. O. Box 190,
MUSOMA.

Members

3. Ms. Fidelica Myovela Municipal Executive Director (MUSOMA),
P. O. Box 194,
MUSOMA.
4. Ms. Neema Ibamba Regional Community Development Officer
(MARA),
P. O. Box 299,
MUSOMA.
5. Balthazar Kimaro Principal,
VETA - MARA,
P. O. Box 188,
MUSOMA.
- 6. BISO President Buhare CDTI,
P.O.Box 190,
MUSOMA.**

13 MEMBERS OF THE INSTITUTE'S MANAGEMENT COMMITTEE

Management decisions for the Institute are made by committee comprising of senior officer of the Institute. These members are as follows:-

1. Mr. Paschal J. Mahinyila Principal
2. Mr. Anicet A. Rwezaula Vice Principal - Academics
3. Mr. Benard P Ndiege Vice Principal Planning, Finance and Administration
4. Mr. Shafii Kambi Accountant
5. Stella Kilawe Head of Community Development Department
6. Bonphace A. Kamnyungu Dean of Students
7. Ms Judith Maganga Supplies Officer

14 ADMINISTRATIVE, ACADEMIC AND SUPPORT STAFF

OFFICE OF THE PRINCIPAL

Principal

****Mahinyila, Paschal J.**

Master of Arts in Development Studies. University of Dodoma (UDOM)

Bachelor of Science in Agricultural Education and Extension. Sokoine University of Agriculture (SUA), Morogoro.

Vice Principal- Planning, Finance and Administration

Ndiege, Benard

Master of Arts in Community Development, Mount Meru University, Arusha Tanzania.

Advanced Diploma in Community Development, Tengeru Institute of Community Development, Arusha Tanzania. Certificate in Community Development, Buhare CDTI Musoma.

Accountant

Kambi, Shafii M.

Bachelor of Accounting and Finance. Mzumbe University (Morogoro)

Procurement and Supplies Officer

Maganga, Judith

Diploma in Procurement and Logistics Management, Tanzania Institute of Accountancy, Dar es Salaam.

Assistant Records Management Officers

Hussein, Ahmad Hamza

Semitende, Anthony

Driver

Julius Masatu,

Office Attendants Mazigo,

Augustino L.

Certificate in Cook Level III. 213 KJ – Mwanza, (Tanzania Peoples Defense Force)

Vice Principal -Academics

****Rwezaula, Anicet ,**

Master in Business Administration, Mzumbe University

Postgraduate Diploma in Regional Planning, Institute of Rural Development Planning (IRDP), Dodoma Advanced Diploma in Regional Planning, Institute of Rural Development Planning. (IRDP) Dodoma. Full Technician Certificate in Engineering, Dar es Salaam Institute of Technology (DIT)

Community Development Department Kilawe, Stellah

Masters in Community Development, South Korea.

Bachelor of Arts with Education, St Augustine University of Tanzania, Mwanza.

Students' Support Services Section

Dean of Students

Kamnyungu, Boniphace A.

Advanced Diploma in Participatory Project Planning and Management, Tengeru Institute of Community Development, Arusha,

Medical Unit

Nurse II

Mniko, Christina

Certificate in Nursing, Shirati Nursing School, Shirati Rorya

Estate and Environment Section Technician

Muyenjwa, Zacharia

Certificate in Civil Engineering. Misungwi CDTTI
Mwanza.

Quality Assurance and Standards Section

Kapera, Reinfrida Mathayo,

Head, IT and Library Services Section

Mbegani, Saidi

Mwenegoha, Musa Mwinyi

15 ACADEMIC STAFF LIST

Tutors;

Rwezaula, Anicet,

Masters in Business Administration, Mzumbe University

Postgraduate Diploma in Regional Planning, Institute of Rural Development Planning (IRDP), Dodoma.

Advanced Diploma in Regional Planning, Institute of Rural Development Planning. (IRDP) Dodoma.

Full Technician Certificate in Engineering, Dar es Salaam Institute of Technology (DIT)

Ndiege, Benard

Masters in Development Economics, Mount Meru University, Arusha;

Advanced Diploma in Community Development, Tengeru Institute of Community Development, Arusha.

Certificate in Community Development, Buhare CDTI, Musoma, Mara.

Lawrence, John Mang'uro,

Master of Arts Community Development, St John's University of Tanzania, Dodoma.

Bachelor in Regional Development Planning, Institute of Rural Development Planning (IRDP), Dodoma

Kapera, Reinfrida Mathayo,

Bachelor of Arts in Project Planning Management and Community Development, The University of Dodoma, Dodoma

Ogana, Joseph Joshua

Bachelor of Arts in Political Science and Sociology, University of Dar es Salaam.

Kamnyungu, Bonphace Andrew,

Advanced Diploma in Participatory Project Planning and Management, Tengeru Institute of Community Development, Arusha,

Shilingo, Boniphace,

Diploma in Computing and Information Technology, University Computing CentreUDSM, Mwanza Campus;

Diploma in Education, Klerruu, Iringa;

Full Technician Certificate in Mechanical Engineering, Dar es Salaam Institute of Technology, Dar es Salaam.

Maro, Godson F.

Masters in Business Administration (MBA) The University of Dodoma, Dodoma. Bachelor of Business Administration, the Open University of Tanzania,

Kilawe, Stellah.

Masters in Community Development, South Korea.

Bachelor of Arts with Education, St Augustine University of Tanzania, Mwanza.

Archard, Aviti T.

Masters of Arts in Rural Development Sokoine University of Agriculture (SUA)

Bachelor of Arts with Education – St. Augustine University of Tanzania Diploma in Education Butimba Teachers’ Training College

Msitu, Halima

Bachelor of Arts in Development Studies – The University of Dodoma

Kahama, Mugisha

Bachelor of Arts in Political Science and Public Administration – University of Dar es Salaam.

Maksi, Deogratias

Masters of Science in Development Policy – Mzumbe University - Morogoro

Bachelor of Arts in Rural Development – Sokoine University of Agriculture (SUA) - Morogoro

Pandisha, Haghai

Masters of Science in DP & PCS – Bradford University

Bachelor of Arts in Rural Development – Sokoine University of Agriculture (SUA) - Morogoro

Mgimbwa, Stella C.

Bachelor of Community Development Community Development Training Institute – Tengeru - Arusha

Ordinary Diploma in Community Development – Buhare Community Development Training Institute – Musoma

Certificate in Community Development – Ruaha Community Development Training Institute – Iringa

Noah, Gerald

Bachelor of Laws, Mzumbe University - Morogoro

Note. ** On PhD Studies