Tanzania Commission for Universities

UNIVERSITY QUALIFICATIONS FRAMEWORK (UQF)

August, 2012

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LIST OF ACRONYMS AND ABBREVIATIONS

AU	African Union
D	Diploma
EAC	East African Community
HELRD	Higher Education Learners Records Database
LLL	Life-Long Learning
M	Master
ODL	Open and Distance Learning
PGCert	Post Graduate Certificate
PGDip	Post Graduate Diploma
Ph.D.	Doctor of Philosophy
RPL	Recognition of Prior Learning
SADC	Southern Africa Development Community
TVET	Technical and Vocational Education and Training
TQF	Tanzania Qualifications Framework
UQF	University Qualifications Sub-framework

PREAMBLE

The Tanzanian Commission for Universities (TCU) is mandated through Section 5(1)(o) and 5(1)(p) of the Universities Act (Chapter 346 of the laws of Tanzania), to establish and maintain a university qualifications framework (UQF) and to take part in the development of the National Qualifications Framework (NQF). In essence, the education and training system in Tanzania is divided into four layers, namely, the basic education, vocational education and training, technical training and university education. Each of these layers are supposed to have a qualifications framework the totality of which constitutes the NQF. In this case, UQF is a sub-framework of the NQF. It is an instrument for the development and classification of university level qualifications offered by various higher education institutions (HEIs) in the country. The UQF aims to integrate university level education and training into a unified structure of recognised qualifications. It proceeds from the assumption that the NQF that is anticipated will have ten qualifications. In essence, the NQF will be a comprehensive system for the classification, registration, publication and articulation of quality-assured national qualifications. It will be a single integrated system comprised of three coordinated qualifications sub-frameworks for basic education and training, vocational and technical education and training and higher education.

This UQF therefore organises, integrates and coordinates higher education in the country.

PART ONE
PRINCIPLES, OBJECTIVES AND FUNCTIONS OF THE UNIVERSITY QUALIFICATIONS FRAMEWORK

1.1. Title
This framework will be known as the University Qualifications Framework and shall be abbreviated as the UQF.

1.2. Scope
The UQF shall apply to all university level qualifications offered in the higher education and training area.

1.3. The framework
The UQF is an outcomes-based structure based on a consistent qualification nomenclature; qualification descriptors; and credits. The descriptors of levels and qualifications and the credit definitions of qualifications set some of the minimum expectations in terms of overall volume and level of outcome for each qualification. At the same time, however, the UQF also supports the desirable diversity in the structure of the programmes in different HEIs and thereby reflecting the increasingly innovative and diverse nature of higher education in Tanzania, EAC, SADC, AU as well as globally.

1.4. Principles of UQF
The principles which guide the UQF are based on**:**
   (a) levels of learning achievement, each with an agreed set of clearly-defined level descriptors so as to ensure comparability and benchmarking of qualifications;
   (b) standardization of terminologies so as to promote understanding and effective implementation of the UQF;
   (c) credit value in order to facilitate recognition of the variety of credits obtained from different modes of provision of education and training;
   (d) common standards for every level of qualifications;

(e) common quality assurance criteria and procedures for use in monitoring and regulating higher education provision; and

(f) An outcomes-based approach to the development of qualifications.

1.5. The UQF Objectives

The main objective of UQF, regardless of the mode of teaching and learning, is to standardize and harmonize the country's university level qualifications offered by different higher education and training institutions. In this context, the specific objectives are to:

(a) Define university level qualifications and how they relate to one another.

(b) create an integrated national higher education framework for recognition of learning achievements acquired through different learning modes;

(c) provide a mechanism for transfer and progression of qualifications;

(d) provide a mechanism for recognition of prior learning;

(e) provide mechanisms for credit accumulation and transfer; and

(f) Enable HEIs in Tanzania to expand their programmes in other parts of EAC, SADC, AU and at global levels (this includes opening branches beyond Tanzania).

1.6. Functions of the UQF

The UQF will serve the following functions:

(a) define national standards of university level qualifications;

(b) facilitate vertical and horizontal integration and harmonization of university level qualifications;

(c) enhance the mobility of learners through a system of credit accumulation and transfer;

(d) enable recognition and registration of qualifications acquired through different teaching and learning modes along the defined minimum standards of the expected outcomes;

(e) facilitate recognition of qualifications acquired outside Tanzania; and

(f) facilitate recognition of Tanzanian university level qualifications within the EAC, SADC, AU and beyond.

1.7. The UQF Assumption

The UQF has been developed from the assumption that the NQF, once completed, will have 10 levels of qualifications as shown in Table 1. This assumption is not immutable as discussions and other developments at national, EAC, SADC and AU levels may rightly require such levels to be adjusted upward (more than 10 levels) or downward (less than 10 levels). Thus, the UQF is designed to be flexible and take into account any changes that are likely to have an impact on it as a result of these developments.

1.8. The nature and number of levels in the UQF

Table 2 outlines the levels and associated principal qualifications of the UQF as a whole. The levels of the UQF are broad generic levels of outcome. Each of the UQF level has a descriptor, which sets out in relatively brief, generic terms, the outcomes associated with it. The levels and the descriptors are designed as a national set of reference points for use by all stakeholders (HE providers, beneficiaries, regulators and other stakeholders) and against which any learning outcomes at higher education levels can be located.

In principle, each qualification is distinguished by its particular purpose and characteristic outcomes (as outlined in the qualification descriptors) and by the volume of credit and duration required for its award. The level descriptors, therefore, aim to provide only a general shared understanding of each level. In designing and developing programmes or parts of programmes, HEIs should therefore, in the minimum, use these generic descriptors in line with the particular focus of their provision.

1.9. The Concept of Higher Education

In the UQF, higher education is used to mean education and training beyond the Advanced Certificate of Secondary Education,

Technician Certificate (NTA Level 5), Professional Technician Level II Certificate and any other Certificates of a similar nature. All these feature as level 5 (or below) qualifications in the NQF.

While there may be no difficulties in appreciating the nature of the awarded to a candidate at NQF level 5, some may confuse between a certificate awarded to a graduate whose pathway to the certificate programme is NQF level 4(for example Certificate of Secondary Education) and certificate awarded to a graduate whose pathway to that programme is NQF level 5(for example Advanced Certificate of Secondary Education). A pathway through level 5 qualifies a graduate to be in the UQF level 6 while a pathway through UQF level 4 qualifies the graduate to be in UQF level 5 hence below the cut-off area for higher education as shown in the Table 3 on education clusters.

TABLE 1: THE NATIONAL QUALIFICATIONS FRAMEWORK IN THE MAKING

Lifelong Learning	Level	School Pathway	Technical, Vocational and Occupational/ professional Education and Training (TVET) Pathway*	University Academic and Professional Pathway	Level	Lifelong Learning
Horizontal Articulation	10		Doctorate Degree in ()	Doctorate Degree, Professional Doctorate Degree	10	Horizontal Articulation
	9		Master Degree in (Specified Area of Technical Education or Profession) Post graduate Diploma in (Specified Area of Technical Education or Profession) Professional Level IV Certificate	Masters Degree, Professional Master's Degree Postgraduate Certificate, Postgraduate Diploma	9	
	8		Bachelor Degree (Specified Area of Technical Education or Profession) Professional Level III Certificate	Bachelors Degree	8	
	7		Higher Diploma Professional Level II Certificate	Higher Diploma	7	
	6		Ordinary Diploma (NTA Level 6) Professional Level I Certificate	Ordinary Diploma Certificate	6	

Lifelong Learning	Level	School Pathway	Technical, Vocational and Occupational/ professional Education and Training (TVET) Pathway*	University Academic and Professional Pathway	Level	Lifelong Learning
Horizontal Articulation	5	Advanced Certificate of Secondary Education	Technician Certificate (NTA Level 5) Professional Technician Level II Certificate	Certificate	5	Horizontal Articulation
	4	Certificate of Secondary Education	Basic Technician Certificate (NTA Level 4) National Vocational Certificate III Professional Technician Level I Certificate		4	
	3		National Vocational Certificate II		3	
	2		National Vocational Certificate I		2	
	1	Certificate of Primary Education			1	

Vertical Articulation Horizontal Articulation

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TABLE 2: UQF LEVELS WITH ASSOCIATED TITLES

Lifelong Learning	Level	School Pathway	Technical, Vocational and Occupational/ professional Education and Training (TVET) Pathway*	University Academic and Professional Pathway	Level	Lifelong Learning
	10		Doctorate Degree in ()	Doctorate Degree	10	
	9		Master Degree in (Specified Area of Technical Education or Profession) Post graduate Diploma in (Specified Area of Technical Education or Profession) Professional Level IV Certificate	Masters Degree, Postgraduate Certificate, Postgraduate Diploma	9	
	8		Bachelor Degree (Specified Area of Technical Education or Profession) Professional Level III Certificate	Bachelors Degree	8	
	7		Higher Diploma, Higher Certificate, Professional Level II Certificate	Higher Diploma, Higher Certificate,	7	
	6		Ordinary Diploma (NTA Level 6) Professional Level II Certificate	Ordinary Diploma, Post NQF Level 5 Certificate	6	

Horizontal Articulation (left and right sides)

Vertical Articulation through RPL Horizontal Articulation

TABLE 3: EDUCATION CLUSTERS

Basic Education and Training Levels				Advanced Education and Training Level	Higher Education and Training Levels				
NQF Level 1	NQF Level 2	NQF Level 3	NQF Level 4	NQF Level 5	NQF Level 6	NQF Level 7	NQF Level 8	NQF Level 9	NQF Level 10
Certificate of Primary Education	National Vocational Certificate I	National Vocational Certificate II	Certificate of Secondary Education, Basic Technician Certificate (NTA Level 4), National Vocational Certificate III, Professional Technician Level I Certificate	Advanced Certificate of Secondary Education, Technician Certificate (NTA Level 5) Professional Technician Level II Certificate, Post NQF Level 4 Certificate	Ordinary Diploma (NTA Level 6), Academic Ordinary Diploma, Academic Post NQF Level 5 Certificate, Professional Level I Certificate	Higher Diploma, Higher Certificate or Professional Level II Certificate	Academic Bachelor Degree, or Bachelor Degree in (Specified Area of Technical Education or Profession), Professional Level III Certificate	Academic Masters Degree, Academic Postgraduate Diploma, Academic Postgraduate Certificate or Master Degree in (Specified Area of Technical Education or Profession), Postgraduate Diploma in (Specified Area of Technical Education or Profession) and Professional Level IV Certificate	Academic Doctorate Degree or Doctorate Degree in (Specified Area of Technical Education or Profession)

PART TWO
DEFINING LEVELS AND HIGHER EDUCATION QUALIFICATIONS

2.1. The UQF Levels

The term "Level" as used in the UQF refers to the notch or point of learning achievement in the academic, technical or professional area based on the NQF from level 6 to 10. The notch or point of learning achievement in the UQF is defined through descriptors for each level.

Each level of the UQF is designed to build flexibility into a framework that allows vertical, horizontal and diagonal articulation to facilitate mobility and progression between qualification levels within the UQF. Table 1 indicates the UQF levels with associated titles.

2.2. Quantitative and qualitative descriptors of outcomes

In addition to a consistent use of titles, the UQF provides a mechanism to describe the outcomes of qualifications in three ways: one is the generic qualification descriptors, second is the descriptions of the number and level of credits and third is the minimum duration it takes to complete and attain the qualification. These three descriptions are designed to be complementary and mutually reinforcing statements of the nature and outcomes of qualifications.

Each qualification level has a descriptor stating its purpose and how it relates to other qualification levels. In essence, descriptors are broad, generic and cross-field statements of achievement at a particular level of study and often not specific to any field of specialization. Each descriptor is a point of reference, which enables comparisons with other qualification and provides a basis for designing, approving and reviewing programmes.

2.3. Qualifications Categories and Award Types

The UQF recognises qualifications categories and award types as indicated in Table 4. A qualification category or type should only be

used if the qualification in question fulfils the specifications for the category and corresponding award type.

2.4.   The UQF Quality Assurance Structure

The UQF as an integrated framework of academic, technical and professional university levels qualifications will be quality assured by the Commission, in collaboration with other relevant regulatory and professional bodies. This entails that the standards defined in the UQF will be applied by all HEIs and regulatory bodies across the country.

2.5.   Articulation of UQF Qualifications within the NQF

The adoption of the credit accumulation and transfer system within the UQF intends to open doors for progression within and across education and training providers at all levels on the UQF. For that matter, a student following a University Academic and Professional Pathway should normally be allowed to join the Technical, Vocational Education and Training Pathway and vice versa. The articulation may be horizontal, vertical or diagonal and the options for amount of credit to be carried forward across levels will be as agreed between relevant regulatory authorities, professional bodies and individual institutions.

TABLE 4: UQF QUALIFICATION CATEGORIES AND TYPE DESCRIPTORS

Qualification Category	Undergraduate	Undergraduate	Undergraduate	Undergraduate	Postgraduate
Qualification type	Certificate	Ordinary Diploma	Higher Diploma	Bachelor Degree	Post Graduate Certificate
Level	6	6	7	8	9
Purpose	Certificate at higher education level qualifies individuals with basic operational knowledge, skills and competencies to address issues in a specific field of study/discipline with little supervision and/or for further development in the discipline	Ordinary Diploma qualifies individuals to have broad factual and theoretical knowledge, skills and competencies within a specific field of work or study	The Higher Diploma qualifies individuals to have broad and coherent knowledge, skills and competencies in analysis and interpretation of information, problem solving, and ability to learn or work independently. The Higher Diploma is an exit point for undergraduate Bachelor's	The Bachelor Degree qualifies individuals to have advanced knowledge, skills, and competencies in a discipline, field of work or study, involving a critical understanding of theories and principles and ability to work independently.	Post Graduate Certificate qualifies individuals with general degree to have specialized knowledge, skills, and competencies in a specific discipline for professional practice

Qualification Category	Undergraduate	Undergraduate	Undergraduate	Undergraduate	Postgraduate
Qualification type	Certificate	Ordinary Diploma	Higher Diploma	Bachelor Degree	Post Graduate Certificate
Level	6	6	7	8	9
			degree students, who fail to attain the degree, but who have attained the minimum credits for the Higher Diploma.		
Minimum admission requirements	NQF Level 5 which is also equivalent to NTA Level 5 and Professional Technician Level II Certificate	NQF Level 5 Certificate, which is also equivalent to NTA Level 5 Certificate or Professional Technician Level II Certificate. A candidate with UQF Level 6 Certificate may also be considered through this	UQF Level 6 - Ordinary Diploma which is also equivalent to NQF Level 5, Advanced Certificate of Secondary Education, Technician Ordinary Diploma (NTA Level 6),	UQF Level 6 Ordinary Diploma which is also equivalent to NQF Level 5 Advanced Certificate of Secondary Education, Technician Ordinary Diploma (NTA Level 6),	UQF Level 8

Qualification Category	Undergraduate	Undergraduate	Undergraduate	Undergraduate	Postgraduate
Qualification type	Certificate	Ordinary Diploma	Higher Diploma	Bachelor Degree	Post Graduate Certificate
Level	6	6	7	8	9
		pathway.	Academic Ordinary Diploma, Professional Level II Certificate. A candidate with an Outstanding UQF Level 6 Certificate may also be considered for admission to this level.	Academic Ordinary Diploma, Professional Level II Certificate. A candidate with an Outstanding UQF Level 6 Certificate may also be considered for admission to this level.	
Learning Outcomes **Knowledge**	Holder of Certificate will have: a. basic knowledge of the scope and main areas of the subject(s) and its links with related	Holder of Ordinary Diploma will have: a. knowledge and understanding of the scope and main areas of the subject(s) and its interactions with	Holder of Higher Diploma will have a broad range of knowledge base incorporating some core theories, principles and	Graduate of Bachelor Degree will have: a. broad and comparative knowledge of the general scope of the	Graduate of Post Graduate Certificate will have: a. specialized knowledge, in a field of work or study; b. a systematic,

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Qualification Category	Undergraduate	Undergraduate	Undergraduate	Undergraduate	Postgraduate
Qualification type	Certificate	Ordinary Diploma	Higher Diploma	Bachelor Degree	Post Graduate Certificate
Level	6	6	7	8	9
	subjects and a more extensive knowledge of some of the key areas; b. an understanding of the major theories, principles and concepts; and c. familiarity with some of the routine materials, techniques and practices of the subject or operational knowledge in the field of study.	related subjects; b. detailed knowledge of some key areas which may include some knowledge of current issues in the specialised areas; and c familiarity and understanding of a range of the essential theories, principles and concepts and an awareness of major issues at the forefront of the subject(s).	concepts, analysis and interpretation of information.	subject, its different areas and applications, and its interactions with related subjects; b. a detailed knowledge of a defined subject or a more limited coverage of a specialist area balanced by a wider range of study; c. critical understanding of the essential theories, principles and concepts of the	extensive and comparative knowledge and understanding of the subject(s) as a whole and its links to related subject(s) c. a detailed knowledge of a few specialisms and developments, some of which are at, or informed by, the forefront of the subject; d. a critical understanding of the

Qualification Category	Undergraduate	Undergraduate	Undergraduate	Undergraduate	Postgraduate
Qualification type	Certificate	Ordinary Diploma	Higher Diploma	Bachelor Degree	Post Graduate Certificate
Level	6	6	7	8	9
				subject(s) and of the ways in which these are developed through the main methods of enquiry in the subject; and d. an awareness of the provisional nature of knowledge. In each case, specialised study will be informed by current developments in the subject.	established theories, principles and concepts, and of a number of advanced and emerging issues at the forefront of the subject(s). e. critical understanding of the uncertainty and limits of knowledge and how it is developed and an ability to deploy established techniques of analysis and enquiry within

Qualification Category	Undergraduate	Undergraduate	Undergraduate	Undergraduate	Postgraduate
Qualification type	Certificate	Ordinary Diploma	Higher Diploma	Bachelor Degree	Post Graduate Certificate
Level	6	6	7	8	9
						the subject; f. comprehensive knowledge and familiarity with essential and advanced materials, techniques and skills including some at the forefront of the subject
Skills	Holder of Certificate should have skills for the gathering, basic analysis, and presentation of routine information, ideas, concepts and quantitative	Holder of Ordinary Diploma will have skills for the gathering, critical analysis and presentation of information, ideas, concepts and/or quantitative and	Holder of Higher Diploma will have a wide range of technical or scholastic skills that offer a considerable choice of procedures and	Graduate of Bachelor Degree will have well developed skills for the gathering, evaluation, analysis and presentation of	Graduate of Post Graduate Certificate will have: a. skills in identifying information needs, and in the systematic gathering,

Qualification Category	Undergraduate	Undergraduate	Undergraduate	Undergraduate	Postgraduate
Qualification type	Certificate	Ordinary Diploma	Higher Diploma	Bachelor Degree	Post Graduate Certificate
Level	6	6	7	8	9
	and qualitative data within a clearly defined context. The holder should also be able to offer a clear choice of routine response, go beyond routine functions, produce and respond to simple written and oral communication in familiar, routine and non-routine contexts. This will include the use of information and communications technology (ICT)	qualitative data that is core to the subject(s). This will include the use of ICT as appropriate to the subject(s).	basic principles of enquiry, development of investigation	information, ideas, concepts and quantitative and/or qualitative data, drawing on a wide range of current sources. This will include familiarity and competence in the use of routine materials, practices and skills and of a few that are more specialised, advanced and complex as well as the use of	analysis and interpretation of ideas, concepts and qualitative and quantitative data and information from a range of evaluated sources including current research, scholarly, and/or professional literature; and b. specialized skills required for continuing professional development and use of

Qualification Category	Undergraduate	Undergraduate	Undergraduate	Undergraduate	Postgraduate
Qualification type	Certificate	Ordinary Diploma	Higher Diploma	Bachelor Degree	Post Graduate Certificate
Level	6	6	7	8	9
	as appropriate to the subject.			ICT as appropriate to the subject(s).	established techniques to undertake critical analysis of information for problems solving in a specific professional context.
Competencies	Holder of certificate should be able to use their knowledge of the subject and its techniques in a routine manner to evaluate and formulate a range of arguments and solutions to problems and	Holder of Diploma will demonstrate and use the acquired knowledge, understanding and skills to critically evaluate and formulate evidence-based arguments and identify solutions to clearly defined	Holder of Higher Diploma will exercise some independence in carrying out defined activities with responsibility for quantity and quality output.	Graduate of Bachelor Degree will demonstrate ability to: a. use their knowledge, understanding and skills, in both identifying and analysing problems and issues and in	Graduate of Post Graduate Certificate will be able to: a. use their knowledge, understanding and skills in the systematic and critical assessment of a wide range of concepts, ideas,

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Qualification Category	Undergraduate	Undergraduate	Undergraduate	Undergraduate	Postgraduate
Qualification type	Certificate	Ordinary Diploma	Higher Diploma	Bachelor Degree	Post Graduate Certificate
Level	6	6	7	8	9
	issues of a routine nature; communicate the results of their study and other work accurately and reliably and within structured and coherent arguments; apply their subject-related and transferable skills in contexts where individuals may have some limited personal responsibility, but the criteria for decisions and the scope of the task are well defined; and	problems of a generally routine nature; communicate the results of their study and other work accurately and reliably using a range of specialist techniques; identify and address their own major learning needs within defined contexts and to undertake guided further learning in new areas; apply their subject-related and transferable skills in contexts where the scope		formulating, evaluating and applying evidence-based solutions and arguments; b. communicate the results of their studies and other work accurately and reliably in a range of different contexts using the main specialist concepts, constructs and techniques of the subject(s); c. apply their subject and transferable	and data (that may be incomplete), and in both identifying and analysing complex problems and issues; demonstrating some originality and creativity in formulating, evaluating and applying evidence-based solutions and arguments; b. communicate the results of their study and other work accurately and reliably using

Qualification Category	Undergraduate	Undergraduate	Undergraduate	Undergraduate	Postgraduate
Qualification type	Certificate	Ordinary Diploma	Higher Diploma	Bachelor Degree	Post Graduate Certificate
Level	6	6	7	8	9
		undertake further learning within a structured and managed environment	of the task and the criteria for decisions are generally well defined but where some personal responsibility and initiative is required; and otherwise familiarity and effective deployment of essential/routine materials, techniques and practices of the subject(s).		skills to contexts where criteria for decisions and the scope of the task may be well defined but where personal responsibility, initiative and decision-making is also required; and d. identify and address their own learning needs including being able to draw on a range of current research, development and professional	the full repertoire of the principal concepts and constructs of the subject(s); c systematically identify and address own learning needs both in current and in new areas, making use of research, development and professional materials as appropriate, including those related to the forefront of developments; d apply the

Qualification Category	Undergraduate	Undergraduate	Undergraduate	Undergraduate	Postgraduate
Qualification type	Certificate	Ordinary Diploma	Higher Diploma	Bachelor Degree	Post Graduate Certificate
Level	6	6	7	8	9
					materials.	subject-related and transferable skills in contexts of a professional or equivalent nature where there is a requirement for: I. The exercise of personal responsibility and initiative; ii. Decision-making in complex and unpredictable contexts; iii. The ability to undertake further developments

Qualification Category	Undergraduate	Undergraduate	Undergraduate	Undergraduate	Postgraduate
Qualification type	Certificate	Ordinary Diploma	Higher Diploma	Bachelor Degree	Post Graduate Certificate
Level	6	6	7	8	9
					of a professional or equivalent nature.
Volume of learning	The volume of learning for Certificate is a minimum of two semesters with 120 credits	The volume of learning of Ordinary Diploma is a minimum of four semesters with 240 credits	The volume of learning of Higher Diploma is a minimum of four semesters with 240 credits	The volume of learning of Bachelor degree is a minimum of six semesters with 360 credits	The volume of learning of Post Graduate Certificate is a minimum of two semesters with 90 credits

Qualification Category	Postgraduate	Postgraduate	Postgraduate	Postgraduate	Postgraduate
Qualification type	Post Graduate Diploma	Technical or Professional Master's Degree	Academic Master's Degree	Technical or Professional Doctorate Degree	Academic Doctorate Degree
Level	9	9	9	10	10
Purpose	Post Graduate Diploma qualifies individuals to have highly	Professional Masters qualifies individuals to have highly specialized knowledge, skills,	Masters Degree qualifies individuals to have highly specialized knowledge, skills, and	Professional Doctorate qualifies individuals to have high level specialization in	Doctorate Degree qualifies individuals to have systematic and critical understanding of a

Qualification Category	Postgraduate	Postgraduate	Postgraduate	Postgraduate	Postgraduate
Qualification type	Post Graduate Diploma	Technical or Professional Master's Degree	Academic Master's Degree	Technical or Professional Doctorate Degree	Academic Doctorate Degree
Level	9	9	9	10	10
	specialized knowledge, skills, and competencies for research, problem solving and professional practice in a specific discipline	and competencies for research, problem solving in a specific profession	competencies for research, problem solving in a specific field of study	research and innovation in a professional context for the development of career, profession and/or industry	complex field of learning and specialized research skills for the advancement of knowledge and professional practice.
Minimum admission requirements	UQF Level 8	UQF Level 8	UQF Level 8	UQF Level 9	UQF Level 9
Knowledge	Graduate of Post graduate Diploma will have highly specialized knowledge, in a field of work or study, as the basis for original thinking and/or research, and critical	Graduate of Professional Masters will have high level of theoretical engagement and intellectual independence as well as demonstration of the ability to relate knowledge to the	Graduate of Masters Degree will have highly specialized knowledge, in a field of work or study, as the basis for original thinking and/or research, and critical awareness of knowledge issues in a discipline and at the interface between	Graduate of Professional Doctorate Degree will demonstrate a high level of research capability and ability to integrate theory with practice through application of knowledge to highly complex	Graduate of Doctorate Degree will have: a. demonstrated a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of

Qualification Category		Postgraduate	Postgraduate	Postgraduate	Postgraduate	Postgraduate
Qualification type		Post Graduate Diploma	Technical or Professional Master's Degree	Academic Master's Degree	Technical or Professional Doctorate Degree	Academic Doctorate Degree
Level		9	9	9	10	10
Learning Outcomes		awareness of knowledge issues in a discipline and at the interface between fields in a discipline	resolution of complex problems in appropriate areas of professional practice	fields in a discipline.	problems in a wide range of professional contexts.	professional practice; and b. ability in the creation and interpretation of new knowledge, through original research, or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication.
	Skills	Graduate of Post Graduate Diploma will have specialized skills, required for development of knowledge, techniques and procedures for critical analysis of information	Graduate of Professional Masters Degree will have specialized problem-solving skills required in research and/or innovation in specific professions in	Graduate of Masters Degree will have specialized problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures, to integrate knowledge from different fields,	Graduate of Professional Doctorate will have highly specialised skills to: • employ advanced techniques, including synthesis and evaluation,	Graduate of Doctorate Degree will have detailed understanding of applicable techniques for research and advanced academic enquiry as well

Qualification Category		Postgraduate	Postgraduate	Postgraduate	Postgraduate	Postgraduate
Qualification type		Post Graduate Diploma	Technical or Professional Master's Degree	Academic Master's Degree	Technical or Professional Doctorate Degree	Academic Doctorate Degree
Level		9	9	9	10	10
		and problem solving in a specific profession	order to develop new knowledge and procedures in the profession and propose solutions to problems arising from the specific professional context	have ability to use a range of established techniques to initiate or propose solutions to problems arising from a specific context.	required to solve critical problems through research and/or innovation in a specific profession; • extend and redefine existing knowledge or professional practice based on research findings; • communicate at the standard of peer reviewed published professional work and/or	as highly specialised skills to: • employ advanced techniques, including synthesis and evaluation, • • required to solve critical problems through research and/or innovation; • extend and redefine existing knowledge or professional practice based on research findings; and • conceptualise,

Qualification Category	Postgraduate	Postgraduate	Postgraduate	Postgraduate	Postgraduate
Qualification type	Post Graduate Diploma	Technical or Professional Master's Degree	Academic Master's Degree	Technical or Professional Doctorate Degree	Academic Doctorate Degree
Level	9	9	9	10	10
				critical dialogue for advancement of knowledge in a specific profession.	design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems.
Competencies	Graduates of Post Graduate Diploma will demonstrate ability to: • learn and work independently with minimum	Professional Masters Degree Graduates will demonstrate ability to: • autonomously plan and implement tasks with a professional	Masters Degree Graduates will demonstrate ability to: • reflect critically and creatively on theory and application; • systematically and creatively	Professional Doctorate Graduate will: a. demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and	Doctorate Graduate will demonstrate: • self-direction and originality in tackling and solving problems in a specific discipline;

Qualification Category	Postgraduate	Postgraduate	Postgraduate	Postgraduate	Postgraduate
Qualification type	Post Graduate Diploma	Technical or Professional Master's Degree	Academic Master's Degree	Technical or Professional Doctorate Degree	Academic Doctorate Degree
Level	9	9	9	10	10

	supervision;
	• manage and transform work or study contexts that require new strategic approaches;
	• contribute to professional knowledge and practice and/or review the strategic performance in a specific context.
		orientation to advance knowledge understanding and skills relevant to a particular profession;
		• reflect critically and creatively on theory and application;
		• systematically and creatively deal with complex issues;
		• design, appraise and make sound judgements using research data and information in
			deal with complex issues;
			• design, appraise and make sound judgements using research data and information;
			• clearly communicate research findings to specialist and non-specialist audiences,
			• learn and work independently with minimum supervision;
				implementing tasks at a professional or equivalent level;
				b. continue to advance knowledge and understanding, and develop new skills to a high level;
				c. have the qualities and transferable skills necessary for employment requiring:
				   i. the exercise of initiative and personal responsibility;
				   ii. decision-making in complex and unpredictable situations; and
				   iii. the independent learning ability required for
					• Originality or creativity in the application of knowledge, understanding and practice;
					• Substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study context including research;
					• Ability to deal

Qualification Category	Postgraduate	Postgraduate	Postgraduate	Postgraduate	Postgraduate
Qualification type	Post Graduate Diploma	Technical or Professional Master's Degree	Academic Master's Degree	Technical or Professional Doctorate Degree	Academic Doctorate Degree
Level	9	9	9	10	10
		a specific profession; • clearly communicate professional findings and conclusions to professional and non-professional audiences; • Learn and work independently with minimum supervision.		continuing professional development; and d. ability to deal with complex ethical and professional issues and make informed judgments on issues not addressed by current professional and/or ethical codes and practice.	with complex ethical and professional issues and make informed judgments on issues not addressed by current professional and/or ethical codes and practice.
Volume of learning	The volume of learning of Post Graduate Diploma is a minimum of two semesters with 120 credits	The volume of learning of Professional Masters is a minimum of two semesters with 180 credits	The volume of learning of Masters Degree is a minimum of two semesters with 180 credits	The volume of learning of Professional Doctorate Degree is a six semesters with 540 credits	The volume of learning of Doctorate Degree is a minimum of six semesters with 540 credits

PART THREE
RECOGNITION OF PRIOR LEARNING

3.1.   Definition of Recognition of Prior Learning

Recognition of Prior Learning is a process whereby individual's informal learning can be formally recognised regardless of where and how the learning was attained. RPL acknowledges that people continuously learn, whether the learning takes place formally at an educational institution, or whether it happens informally. Until otherwise developed, this route is essentially for those who were originally admitted to university level education through the Mature Age Entry Examination system.

3.2.   Prior Leaning for Purposes of UQF

Since the entry point for University level education is UQF 6, any person who intends use the RPL route to join a particular university level must first demonstrates that (s)he meets the minimum requirements for entry into UQF 6. This will be done through the system of assessment at recognised RPL centres, beginning with an assessment of attributes for UQF 6 entry. Indeed, assessment is an integral feature of all forms of RPL but it does not exist in isolation from a range of other strategies associated with bringing these different sources of knowledge and forms of learning into a shared discursive space where comparisons and judgments can be made.

3.3.   Benefits of RPL

Among the benefits of RPL include the fact that RPL:

(a) facilitates access for the otherwise "non-traditional" students - people who may not have the opportunity to do further study can obtain higher qualifications via the route of RPL;

(b) acknowledges value of learning outside a formal setting, e.g. values and recognises learning in the workplace;

(c) validates the worth of learning students have achieved by themselves;

(d) enables progression to other programmes of study;

(e) eliminates unnecessary repetition and duplication of material already familiar to the student;

(f) enhances students' pride and self-esteem for what they have accomplished as learners in their lifetime; and

(g) enhances students' perception and understanding of learning as a lifelong process.

3.4. Objectives

The objectives of the UQF criteria on RPL are to:

(a) enhance shared understanding of RPL within a broader lifelong learning framework;

(b) provide a framework for further development and implementation of RPL, including resourcing, effective delivery models and quality assurance;

(c) set guidelines for those who want to access higher education through RPL; and

(d) enable effective gathering and documentation of RPL-related data.

3.5. Scope

These criteria apply to quality assurance bodies and formally recognised education and training learning sites, including workplaces and RPL Centres in Tanzania. Certainly, RPL for access and advanced standing will not lead to certification, but will allow the candidate to either enter the programme of learning at a level at which (s) he is deemed sufficiently competent to cope.

The common principles for all forms of RPL are that:

(a) the focus is on what has been learned and not on how or where learning was obtained;

(b) credit is awarded for learning through experience and not for experience alone;

(c) learning is made explicit through assessment and/or other methods to explore the intrinsic development of meta-cognitive and reflective capabilities required for success in further learning.

3.6. Quality assurance of RPL

Quality assurance of RPL is the establishment of and adherence to policies, processes, and assessment practices that ensure that the knowledge, skills and value of individual learners are recognized so that they can successfully engage in the subjects and levels of learning that contribute meaningfully to their educational and employment goals.

3.7. Resourcing of RPL

RPL centres will be those which will be jointly approved by and registered with Commission and NACTE. The RPL Centres will use standard RPL templates and techniques that can be customized to suit the needs of different sectors, sub-sectors, fields, subjects and contexts as needed.

3.8. Assessment for RPL

Assessment for RPL will be done at the RPL Centres only. The date for such assessments shall normally be during the first semester vacation of each academic year. The assessment shall focus on the discipline that the candidate wants to pursue for further learning. The assessment tools (in terms of questions, grading and credits) shall be as approved by the Commission and NACTE.

3.9. RPL Results

All RPL results shall be submitted to the Commission and entered in the RPL database for purposes of the central admission processes.

PART FOUR
CREDIT VALUE, ACCUMULATION AND TRANSFER

4.1.   The Concept of Credit

A credit is a numerical value on a Qualifications Framework standard that represents the estimated time needed for a learner to achieve required specific learning outcomes. It is a measurement unit for 'notional' or 'average learning' time which includes all the activities which the learner is expected to undertake in order to achieve the learning outcomes. Such activities include but not limited to:-

i)   lectures;
ii)   seminars/tutorials;
iii)   assignments;
iv)   independent studies; and
v)   practical training.

In this framework these activities should, normally, be designed as shown in the following table:-

TABLE 5: NORMAL LEARNING MATRIX

UQF Level	% on Lectures		% on Seminars and Tutorials		% on Assignments		% on Independent Studies and Research		% on Practical Training	
	Conventional mode	*ODL Mode*	*Conventional mode*	*ODL Mode*	*Conventional mode*	*ODL Mode*	*Conventional mode*	*ODL Mode*	*Conventional mode*	*ODL Mode*
6	60	20	10	5	10	30	10	35	10	10
7	40	20	20	5	10	30	20	35	10	10
8	40	20	20	5	10	30	20	35	10	10
9	30	20	20	20	20	30	20	20	10	10
10	10	10	10	10	10	60	60	10	10	10

4.2. Credit Values

Since credit is awarded as evidence of learning achievement it follows that the volume of learning for each learning outcome needs to be specified in terms of credits. A credit value means the number of credits awarded for successful achievement of particular learning outcomes. A credit value is achieved when the leaner has satisfied the assessment criteria for all (or the majority) of the designated learning outcomes.   For a learner to qualify for a particular award, a minimum number of credits at the respective level in the University Qualifications Framework (UQF) should be attained.

Usually, the value follows certain logic in assigning grades, and hence the need for a common understanding of a grade. The following tables shows the general understanding within which credit values may be generated.

TABLE 6: GRADING LOGIC

Letter Grade	Grade Value	Logic behind the grade	General Standing	
			Undergraduate	*Postgraduate*
A	5	Outstanding performance though with some minor errors	Pass	Pass
B+	4	Generally a very good performance with a few tolerable errors	Pass	Pass
B	3	Generally good work though a number of notable errors may be observed	Pass	Pass
C	2	Performance is average/fair but with tolerable shortcomings	Pass	Supplement
D	1	Fail and some more work is required before credit can be awarded	Supplement	Supplement
F	0	Fail and considerable further work is required	Repeat	Repeat

4.3.   The UQF Credit System

A credit within the UQF equates to learning outcomes achievable in 10 hours of learning time. Credits are used to reward the incremental progress of learners, facilitating student transfer, recognizing prior learning and contributing to the definition of UQF qualification standards.

For a person to qualify at a particular level, that person must earn the required credits. Credits may be accumulated within a programme of study or in combination with other relevant programmes and transfer of credits may occur across programmes within an institution or between institutions within a country or across countries. Where accumulation crosses programme, institutional or national boundaries, this is usually referred to as credit transfer. A credit gained by a student in any learning institution may be recognised in another institution, depending on the commonality in terms of level and programme context. In order to earn credits in a particular UQF level, the learner must satisfy the assessment criteria for all (or the majority of) the prescribed principal learning outcomes that describe the qualification at that particular level. A credit shall not be apportioned and if a learner has met a standard (demonstrated attainment of a principal learning outcome or accumulated qualification outcomes), he/she shall receive full credits assigned to that standard. A description of credits assigned per qualification level is popularly known as a credit framework. The credit framework for the University Qualifications Framework (UQF) is indicated in Table 7.

TABLE 7: MINIMUM CUMULATIVE CREDITS FRAMEWORK FOR UQF

UQF LEVEL	10	9			8	7	6	
QUALIFICATION TYPE	Doctorate	Masters Degree	Post Graduate Diploma	Postgraduate Certificate	Bachelor Degree	Higher Diploma	Ordinary Diploma	Certificate
MINIMUM CREDITS	540	180	120	90	360	240	240	120
MINIMUM SEMESTERS	6	2	2	2	6	4	4	2

4.4.   Progression Pathways

UQF Credit Framework is administered by the following guidelines for both vertical and horizontal articulation, regardless on how the credits are accumulated:-

(a) A minimum of 120 credits have to be realised at levels 6 for the award of a Certificate.

(b) A minimum of 240 credits have to be realised at level 6 for the award of Diploma.

(c) A minimum of 240 credits have to be realised at level 7 for the award of Higher Diploma.

(d) A minimum of 360 credits have to be realised at level 8 for the award of Bachelor's degree.

(e) A minimum of 180, 120 and 90 credits have to be realised at levels 9 for the award of Masters Degree, Postgraduate Diploma and Postgraduate Certificate respectively.

(f) A minimum of 540 credits have to be realised at levels 10 for the award of a Doctorate degree.

4.5   Principles of Credit Transfer

Students transfer between institution or programmes in the same institution is permissible. In that regard:

a) Institutions may enter into credit transfer arrangements provided that all such arrangements shall be along the credit accumulation and transfer requirements.

b) Transfer may be applied to all modes of learning namely, open and distance learning or conventional delivery systems, and can be applied to part-time as well as full-time study programmes.

c) Credit transfer may take place when the institution is satisfied that a subject or a group of subjects that have been completed at a different institution or programme are equivalent or relevant to the subject or a group of subjects in the programme that the student is about to undertake at the receiving institution.

d) Transferring students should be aware that a core subject, course or module in the releasing institution may not

necessarily be a core subject, course or module in the receiving institution and vice versa.

e) Courses for transfer must have been accredited by the Commission and/or another national accreditation body.

f) Approval of equivalency of subjects, module, courses and credit transfer is subject to the consent of the receiving institution.

g) Transfer students shall earn credits only for successfully completed course units or courses.

h) Number of credits and grades earned for a course will be included in calculating Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA) of students.

4.0. Transfer Criteria

A student who intends to transfer for purposes of accumulating credits on a specific subject, module or course or part of it shall be required to fulfil the following conditions.

a) must have been registered in the programme to which the credit will be accumulated;

b) the subject, course or module intended for credit accumulation must be relevant to the programme to which the student is registered;

c) the subject, course or module has been successfully completed before credits can be earned;

d) transfer of credits takes place with a period not exceed five years from the time they were earned.

A student who intends to transfer for purposes of graduation in another institution, the student shall be required to earn at least 50% of the total credits from that institution's core courses.

5.1. Role of Receiving institution

The receiving institution shall:

a) satisfy itself that the student seeking transfer has met the conditions for transfer;

b) ensure that all transfer arrangements made by the releasing institution are acceptable;

c) counsel the student on compliance requirements for any mismatch between the programmes.
d) upon receiving the student, notify the Commission and other relevant authority that the student has reported for studies.

It shall be at the discretion of the receiving institution to issue wavers in some prerequisite courses upon assurance that courses taken by a student at the sending institution have significant similarities in content or objectives with all or some of the courses offered in the receiving institution.

5.2   Releasing institution
The releasing institution shall:
a) facilitate the student's transfer and provide the necessary information on the student and the programme.
b) provide evidence of the amount of time the student spent on unsupervised workload which is aimed at achieving learning outcomes.
c) Provide detailed transcripts recording the credits and grades awarded to the student.

5.3.   Role of students
The students wishing to transfer shall:
a) using the approved forms by the sending and receiving institution, apply and secure a place at the receiving institution;
b) understand and accept the terms and conditions regarding the sought programme;
c) confirm his/her acceptance of the terms and conditions set by receiving institution;
d) notify his / her sponsor about the transfer through the receiving institution.

PART FIVE
GENERAL MATTERS

5.1. Assessment

Effective and appropriate assessment is essential to the operation of an outcomes based qualifications framework. It is the assessment of the outcomes of learning that is important, rather than the nature of any component element of study. For example, a student may, in an appropriate learning environment, build on introductory material and be assessed against outcomes of a qualification at a level above that associated with the introductory material alone. This is true especially in ODL modes of learning where the students have wider latitude in terms of the time spent for independent studies.

5.1.1. Results of Assessment

Once an assessment has been completed in respect of learning, the assessed students should be given their results. Results may be given as provisional results before approval by the relevant bodies such as an Academic Committee or Senate. Delays in release of results make students unable to plan their learning and thereby act as a disincentive for hard work and dedication on education issues. HEIs should thus put in place mechanisms for release of results as soon as the assessment is completed, preferably not, longer than a month after the assessment was completed, and prescribe as well as enforce sanctions for non-compliance with this requirement.

5.1.2. Issue of Transcripts and Testimonial Certificates

A transcript is an essential document for a student in terms of their learning and progress. It provides the essential records for the student. A transcript must be given immediately to a student upon the completion of the course of study. On the other hand every student is entitled to the testimonial certificate. This certificate is evidence of the fact that the student is a graduate of the HEI named in the certificate and for that reason, it must be given to the student on the graduation day.

5.2. Use of the UQF in academic review

The UQF provides reference points that are to be used to determine whether the intended outcomes for programmes, and actual student achievement, are appropriate to the level of the qualification awarded. Reviewers should thus assess whether curriculum design is effective in achieving intended programme outcomes. In this context, institutions should be able to demonstrate that the volume and nature of learning is adequate to achieve the outcomes indicated by the UQF.

5.3. Qualification titles and nomenclatures

Public understanding of the achievements represented by higher education qualifications requires a consistent use of qualification titles. The following guidelines are designed to assist institutions in achieving consistency in the ways in which qualification titles convey information about the level, nature and subjects of study.

a. A certificate qualification at UQF 6 should be restricted to candidates who have attained the expected outcomes in that level and should be titled "Certificate in (name of the subject of focus)";

b. An ordinary diploma qualification at UQF 6 should be restricted to candidates who have attained the expected outcomes in that level and should be titled "Diploma in (name of the subject of focus)";

c. A bachelor degree qualification at UQF 8 should be restricted to candidates who have attained the expected outcomes in that level and should be titled as follows:

1) For Bachelor and Master Degrees, the separator *'of'* should be used between the degree level and the discipline area e.g. ***Bachelor of Architecture*** *or **Master of Architecture.*** For historical reasons, the first degree in

medicine or dental surgery may be named doctor of medicine or doctor of dental surgery.

2) For academic Doctoral degrees the naming should be doctor of philosophy. For technology related doctoral degrees the separator ***in*** should be used between the word Philosophy and the technology area e.g. ***Doctor of Philosophy in Meteorology***.

3) For other awards, the separator ***'in'*** should be used. For example, Postgraduate Diploma ***in*** Commerce, Postgraduate Certificate ***in*** Dentistry, Diploma ***in*** Education, Certificate ***in*** Geoinformatics.

4) Combined disciplines must be linked by the word **'and'** e.g. ***Bachelor of Veterinary Science and Surgery*** or ***Bachelor of Political Science and Economics.***

5) Post-nominal abbreviations for degree programmes with combined disciplines should be BVScS or BPSE

6) Programme orientation (i.e. ***Bachelor of Arts*** or ***Bachelor of Science***) should be determined by the programme requirements and whether such requirements indicated in the orientation that science based or Arts based. For science based programme orientation, the majority or all of the programme subjects should be pure science (e.g. ***Physics, Chemistry and Biology*** or ***Chemistry, Biology and Geography***) while for Arts programme orientation the requirement should be Arts (e.g. ***History, Geography and English*** or ***Economics, Geography and Mathematics***). It should be noted that Geography and Mathematics on their own are non science subjects unless combined with science subjects (e.g. ***Physics, Chemistry and Mathematics*** or

Chemistry, Biology and Geography or *Physics, Geography and Mathematics*).

7) Post-nominal abbreviations should normally not use full stops, commas or other punctuation marks **e.g. PhD (not Ph.D.) or BSc (not B.Sc.).** However, for some professions such as law, full stops will be acceptable **e.g. LL.B. (not LLB)**.

8) As a general rule nomenclature abbreviations shall follow the following formats stated in the following table:-

TABLE 8: FORMATS FOR NOMENCLATURE ABBREVIATIONS

Abbreviations	programme	Remarks
BA	Bachelor **of** Arts	Generic for Arts
BSc	Bachelor **of** Science	Generic for Science
BAF	Bachelor **of** Accounting **and** Finance	Degree in combined disciplines Accounting and Finance
BA(Econ)	Bachelor **of** Arts **in** Economics	Degree in Arts with a major in Economics
BCom (Acc)	Bachelor **of** Commerce (**Accounting**)	Degree in Commerce with a minor in Accounting
BAcc	Bachelor **of Accounting**	Degree in Accounting as a specialization

5.4. Specific guidelines

The guidelines take the form of a series of precepts and accompanying outline guidance. The precepts identify key matters that an institution should be able to demonstrate that it is addressing effectively through its own quality assurance mechanisms. The accompanying outline guidance is neither

prescriptive nor exhaustive, but for many institutions it will constitute appropriate good practice.

5.4.1. Awarding qualifications

Qualifications should be awarded to mark the achievement of positively defined outcomes, not as compensation for failure at a higher level, or by default. Failure at a higher level does not mean that a lower qualification cannot be awarded. However, where a student does not demonstrate the outcomes set out in a qualification descriptor, a lower qualification should only be awarded if the student has demonstrated the outcomes required for that qualification.

Institutions should ensure that:
a) the outcomes required for each of their qualifications are specified clearly;
b) achievement of those outcomes is demonstrated before a qualification is awarded; and
c) assessment procedures that permit compensation or condonation are not applied in a way that might allow a qualification to be awarded without achievement of the full outcomes being demonstrated.

5.4.2. Positioning qualifications within the framework

Institutions should be able to demonstrate that each of their qualifications is allocated to the appropriate level of the framework. In considering the appropriate level for a qualification, institutions should consider:

a) the relationship between the intended outcomes of the programme and the expectations set out in qualification descriptors;
b) whether there is a sufficient volume of assessed study that will demonstrate that the learning outcomes have been achieved; and

c) whether the design of the curriculum and assessments is such that all students following the programme have the opportunity to achieve and demonstrate the intended outcomes.

5.4.3. Nomenclatures and Naming qualifications

Institutions should ensure that the name given to any qualification represents appropriately the level of achievement, reflects accurately the field(s) of study, and is not misleading.

In naming qualifications, institutions should:

a) use the title "Certificate", "Diploma" and Degree' only for a qualification that meets the expectations of a qualification descriptor and credit definition at UQF 8, 9, and 10 respectively; and

b) Use of the abbreviated titles "PhD" should be restricted to qualifications where assessment is solely by a final thesis or published work; or by artefact or performance that is accompanied by a written commentary placing it in its academic context.

PART SIX
EXPECTATIONS OF THE UQF

6.1. Need for a shared vision and responsibility

Tanzania, as is the case with other countries in the EAC, SADC and AU, is challenged by the exponential increase in knowledge and knowledge flows, communications capacity and advanced technology, the frequent changes in business and work organisation, the premium now placed on productivity, adaptability and international competitiveness in a global economy, and the progressive shift from primary production to value-added production, knowledge- based industries and services. In this context the UQF recognises that learners and workers in Tanzania have to be increasingly well equipped to engage effectively with such changes in their learning and working lives as well as in their personal, social and civic lives. This means enabling them to continually upgrade their knowledge and skills, develop the cognitive capacity to understand their world and the values to guide their conduct, and adapt constructively to rapid change.

The demands of the future and the situation of the country as a developing country require that programmes, while necessarily diverse, should be educationally transformative. Thus they should:

a)   be planned, coherent and integrated into the country's development agenda;

b)   be value-adding, building contextually on learners' existing frames of reference;

c)   be learner-based, experiential and outcomes-oriented;

d)   develop attitudes of critical enquiry and powers of analysis thereby elevate the importance of learning for sustaining and enhancing quality of life and society in general; and

e)   prepare learners for continued learning in a world of more need for science, technology, innovation and creativity.

Such an approach to programme design and development is critical to the attainment of the national vision and other development agenda of the country. In this case, knowledge, skills and competencies acquired are applied and used to drive the country forward. It is hoped that all players will adhere to this approach.

6.2. Role of Learners

The UQF emphasizes the importance of learners' effort and involvement in their academic and co-curricular activities as the decisive elements in promoting positive learning outcomes. As the country and institutions struggle to extend learning opportunities, an accompanying expectation for students to assume responsibility for their own education often has been given low profile. It is in this regard that the UQF places equal importance to all actors and students to nurture an ethic that demands student commitment and promotes student responsibility. Students can contribute to their own learning and to the development of a learning climate in which all can grow, learn and contribute positively to the development of the whole country.

6.3. Institutional Responsibility

Each HEI is required to design and develop its programmes and make them respond to the UQF. This will entail review of the existing programmes.

Institutional policies and practices must also be oriented toward developing a climate in which learners' responsibility and active participation in their own learning experience are promoted. Policies that stress the importance of student achievement and in-class and co-curricular challenge and support are essential for student growth. The institutional culture must clearly convey the institution's purpose in an unambiguous manner, and the ethos of the institution must be one in which students believe they are members of a larger community of learning rather than mere passersby. As student culture serves as a filter for students entering university education, care must be taken to ensure that students who are prepared understand the nature of academic or learning life and what is expected to attain satisfactory academic and developmental gains.

This is also true for members of staff. Academic staff members shall discharge their instructional responsibilities with academic integrity, scholarly competence, and pedagogic effectiveness. In discharging their instructional responsibilities, academic staff members shall adhere to regulations pertaining to the format, content and conduct of courses and laboratories, including regulations pertaining to examinations, term work, grades, and related matters. As a collective, academic staff should generally provide an effective learning environment and endeavour to ensure fair and consistent treatment of students. Other members of staff shall also adhere to codes of conduct as prescribed by the institution.

6.4.   EAC and Other Regional Issues

Tanzania takes part in many regional and continental activities which have impact on the provision of higher education. Currently, a Common Market has been established for the Eastern Africa Community. A single market has many benefits. With full freedom of movement for all the factors of production between the member countries, the factors of production become more efficiently allocated, further increasing productivity. For services, business and consumers within the market, a single market is a very competitive environment, making the existence of monopolies more difficult. This means that inefficient firms will suffer a loss of market share and may have to close down. However, efficient firms can benefit from economies of scale, increased competitiveness and lower costs, as well as expect profitability to be a result. Consumers are benefited by the single market in the sense that the competitive environment brings them cheaper products and services, more efficient providers of products and services and also increased choice of products and services. What is more, businesses in competition will innovate to create new products and services; another benefit for consumers. Already, some higher education providers from other Partner States are knocking doors in Tanzania with a view to establish themselves. It is for these reasons that higher education providers in Tanzania should also be aggressive

and extend their wings across the region so as to access the benefits of a common market.

Also as a member of East African Community, Tanzania has the responsibility to ensure that higher education offered by HEIs in the country addresses the socio-economic development and integration agenda for the region, and should thus strive to satisfy the human resources needs not only for the country but also in the region.

HEIs are further required to mainstream the EAC ideals into their teaching curricula so that they produce graduates who are well versed with matters related to the Community in order to enable them to play a critical role in promoting the EAC aspirations as spelt out in the Treaty.

While mainstreaming the EAC ideals into the teaching curricula, HEIs are expected to focus on the concepts, principles, purposes, historical background, the rise of East African cooperation, the regional integration process, harmonization of the East African education systems and training curricula, EAC protocols and their implications to regional integration, regional trade, socio-economic development, defence, peace and security, regional social cohesion, among others. HEIs will be responsible for the development of the respective course contents and will determine the course structures according to the existing systems at each university, as well as alignment to the disciplinary characteristics of the targeted study programmes.

Within the same understanding, HEIs in Tanzania have the responsibility to ensure that Ideals of other regional initiatives such as SADC, and the African Union are mainstreamed in their teaching curriculum.

The courses so developed will be expected to focus on all levels of the study programmes, and will be expected to target both undergraduate and postgraduate students. In addition, it will be

expected that postgraduate programmes will also include the development of research projects focusing on the major issues related to the prospects and challenges in achieving socioeconomic development and regional integration in and outside East Africa.

6.5   Programme Benchmarking and Packaging

A qualification framework is most successful when it is supported with a well-accepted standard at subject or programme level. Thus, in addition to the development of generic UQF level statements, it is now important that the Commission in collaboration with subject communities to develop subject or programme level statements where there is a perceived need. Such statements will add value to the UQF as they address specific subject(s) of programme(s). This approach emerges from a recognition that certain subject or programme communities, particularly, although not exclusively, those with a strong professional or technical element regard the development of a benchmark statement at different level as being of central importance whereas others may not perceive such a need.

Indeed, the potential value of subject or programme level statements as a reference point for course designers, deliverers and reviewers cannot be underestimated. Capturing the essence of what constitutes an award at subject/programme level (over and above the existing qualification descriptors) is considered to be of considerable importance to ensuring the continued maintenance of academic standards at this level across institutions; to this end, a statement representing an elaboration of the existing generic descriptors would serve to support the UQF in offering an assurance to others about the parity of academic standards at subject and or programme level, based on the achievement of learning outcomes at subject or programme level. In a nutshell, the goal of benchmarking in academia is to provide institutional leaders with reputable standards by which they can measure the quality and cost of administrative processes, instructional models, and

research efforts, and to identify where opportunities for improvement reside in respect of each subject or programme.

It is in this regard that, HEIs will be required to participate in various efforts aimed at the development of subject and or programme level descriptors at the opportune time.

6.6   Strengthening Multi or interdisciplinarity Approach in Learning

The different challenges of the society today can rarely be addressed if each subject or programme stood on its own. Indeed, the need for individuals trained in a variety of disciplines has proven to be true, as the nature of socioeconomic challenges of today calls for graduates with the diverse educational background and skills necessary to address these challenges as they occur. In the current academic landscape in Tanzania, the content of most educational programs is often driven by specialised programmes without utilizing a multidisciplinary approach. This has led to production of graduates who often think within their own disciplines and are sometime unable to link several things and developments in order to produce a result that moves the development agenda forward. It is in this context that UQF also promotes multi-disciplinarity or inter-disciplinarity in the academic setting.

6.7   Conclusion

This UQF concludes with a call for a strengthened relationship between policy makers, regulators, HEIs and students. A genuine shared purpose among all members of the higher education community can be created by recoupling individual rights with a sense of personal and social responsibility around issues of teaching and learning. This UQF indeed provides a good place at which to begin thinking about the renewal and strengthening of the higher education community in Tanzania. As an old reminder to everyone goes, learning is the mutual responsibility of students, faculty, administrators and the community as a whole. Let us all play our parts

GLOSSARY OF TERMS

Accreditation is an evaluation process leading to recognition of education and training providers, programmes and qualifications according to standards and benchmarks set by relevant authority representing the interest of stakeholders for a particular period of time, normally five years.

Award means an award which is conferred, granted or given by a recognised institution and which records that a learner has acquired a standard of knowledge, skill or competence.

Commission means the Tanzania Commission for Universities established under section 4 of the Universities Act, Cap. 346.

Competence means the proven ability to use knowledge, skills and personal, social abilities in work or study situations and in professional and personal development. In the context of the TQF, competence is described in terms of responsibility and autonomy.

Credit accumulation is the process of achieving credits over time in relation to a planned programme of study.

Credit is a measurement unit for 'notional' or 'average learning' time. The notional learning time includes all the activities which the learner is expected to undertake in order to achieve the learning outcomes. A credit in the TQF equates to learning outcomes achievable in 10 hours of learning time determined on the basis of a learner with an average learning speed. That is, a credit equals 10 notional hours.

Credit transfer refers to the process by which learners may transfer credit value(s) from one programme to another, both programmes belonging to the same institution or from one learning environment to another i.e. involving programme of

two different institutions having received recognition for knowledge, skill or competence acquired. This may occur within a programme of study, across an institution, between institutions within a single country or on an international basis.

Credit value means the number of credits awarded for successful achievement of particular learning outcomes. A credit value is achieved when the leaner has satisfied the assessment criteria for all (or the majority) of the designated learning outcomes.

Education and training means any process by which learners may acquire knowledge, skill or competence.

Formal learning means learning that occurs in an organised and structured environment and is explicitly designated as learning. Formal learning leads to the award of a qualification or part-qualification registered on the NQF or UQF.

Higher education and training area means the education and training offered from UQF levels 6 to 10.

Informal learning means learning that results from daily activities related to work, family or leisure.

Knowledge means the outcome of the assimilation of information through learning. It is a body of facts, principles, theories and practices that is related to a field of work or study. In the context of the TQF, knowledge is described as factual and/ or theoretical.

Learning Outcomes means statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and competence. Knowledge, skills and competence form a basis for categorising learning outcomes.

Level descriptors are broad, generic, qualitative statements against which specific learning outcomes can be compared and located.

Lifelong learning means learning that takes place in all contexts in life from a life-wide, life-deep and lifelong perspective. It includes learning behaviours, obtaining knowledge, understanding, attitudes, values and competences for personal growth, social and economic well-being, democratic citizenship, cultural identity and employability.

Means a level on the University Qualifications Framework described by a set of descriptors indicating the learning outcomes relevant to qualifications at that level.

National qualifications framework means an instrument for the classification of qualifications according to a set of criteria for specified levels of learning achieved, which aims to integrate and coordinate national qualifications systems and improve the transparency, access, progression and quality of qualifications in relation to the society in general.

Non-formal learning means learning which is embedded in planned activities not explicitly designated as learning. This includes non-credit bearing programmes and workplace-based training. It usually results in the awarding of a non-formal certificate of attendance or competence.

Professional qualification means a quality, ability, or accomplishment that makes a person earn the title of a professional in a particular profession.

Provider means a body that offers any education programme or trade and occupational learning programme that leads to a qualification or part-qualification capable of being registered on the NQF.

Provider means a person who, or body which, provides, organises or procures a programme of education and training.

Qualification is a formal outcome of an assessment and validation process which is obtained when a competent body determines that an individual has achieved learning outcomes based on given standards.

Qualification Standard is a currency used to determine competence of a learner at a certain level of learning. Qualification standards are to be set by competent bodies to guide development of curricula for a particular level in the UQF.

Recognition of Prior Learning (RPL) for purposes of UQF is a process of assessing, accrediting and certifying the previous learning of a learner howsoever (through formal, non-formal or informal learning) and wherever obtained for purposes of access to higher education and career progression.

Recognition of qualifications is a process of evaluating and validating qualifications thereby giving the holder of the qualification the right to be considered for admission to further/higher education and/or employment activities.

RPL Qualification for purposes of the UQF means a qualification capable of being registered on the NQF.

Skills means the ability to apply knowledge and use know how to complete tasks and solve problems. In the context of UQF, skills are described as cognitive involving the use of logical, intuitive and creative thinking or practical involving manual applications and use of methods, materials, tools and instruments.

Standard prescribes the purpose(s) of qualification, the learning outcomes for realising the purpose(s) of qualification, associated credit values with assessment criteria.

Technical education means the special training of persons in the arts and sciences that underlie the practice of some trade or profession.

Vocational education and training means education that prepares people for work directly related to a trade, occupation or vocation.