



THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE
AND TECHNOLOGY



TANZANIA COMMISSION FOR UNIVERSITIES



RESPONDING TO EMERGING TRENDS AND ADVANCING EXCELLENCE IN UNIVERSITY EDUCATION

Consultative Workshop with Vice Chancellors, Deputy Vice Chancellors, Principals/Provosts, Deputy Principals/Deputy Provosts of Universities and University Colleges in Tanzania



20th August 2026



Tanga Beach Resort, Sahare – Tanga





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Programme

Time	Event	Responsible
08:00 - 08:30 am	Arrival and Registration of Participants	Secretariat
08:30 - 09:00 am	Arrival of the Guest of Honour	Secretariat
09:00 - 09:15 am	Welcoming Remarks	Prof. Charles Kihampa, Executive Secretary - TCU
09:15 - 09:30 am	Introductory Remarks	Prof. Makenya Maboko, Chairperson - TCU
09:30 - 11:00 am	Presentation 1: Micro-Credentials in Higher Education: Opportunities, Quality Assurance and Implementation	Prof. Romeela Mohee, Commissioner - Higher Education Commission (HEC), Mauritius
11:00 - 11:30 am	HEALTH BREAK AND GROUP PHOTO	ALL
11:30 - 12:30 pm	Presentation 2: Quality Assurance of Online and Trans- national Education: Emerging Challenges for African Universities	Dr. Hardson Kwandayi, Director of Academic and Institutional Audits - Zimbabwe Council for Higher Education (ZIMCHE)

Time	Event	Responsible
12:30 - 13:30 pm	Presentation 3: Quality Beyond Compliance: Building Excellence in Universities	Dr. Cosam Joseph, Inter-University Council of East Africa (IUCEA)
13:30 - 14:30 pm	LUNCH BREAK	ALL
14:30 - 15:45 pm	Presentation 4: Commission Resolutions for Continuous Quality Improvement of University Education	Prof. Charles Kihampa, Executive Secretary - TCU
15:45 - 16:00 pm	Closing Remarks	Prof. Makenya Maboko, Chairperson - TCU
16:00 pm	END OF THE WORKSHOP	ALL

Micro-Credentials in Higher Education: Opportunities, Quality Assurance and Implementation

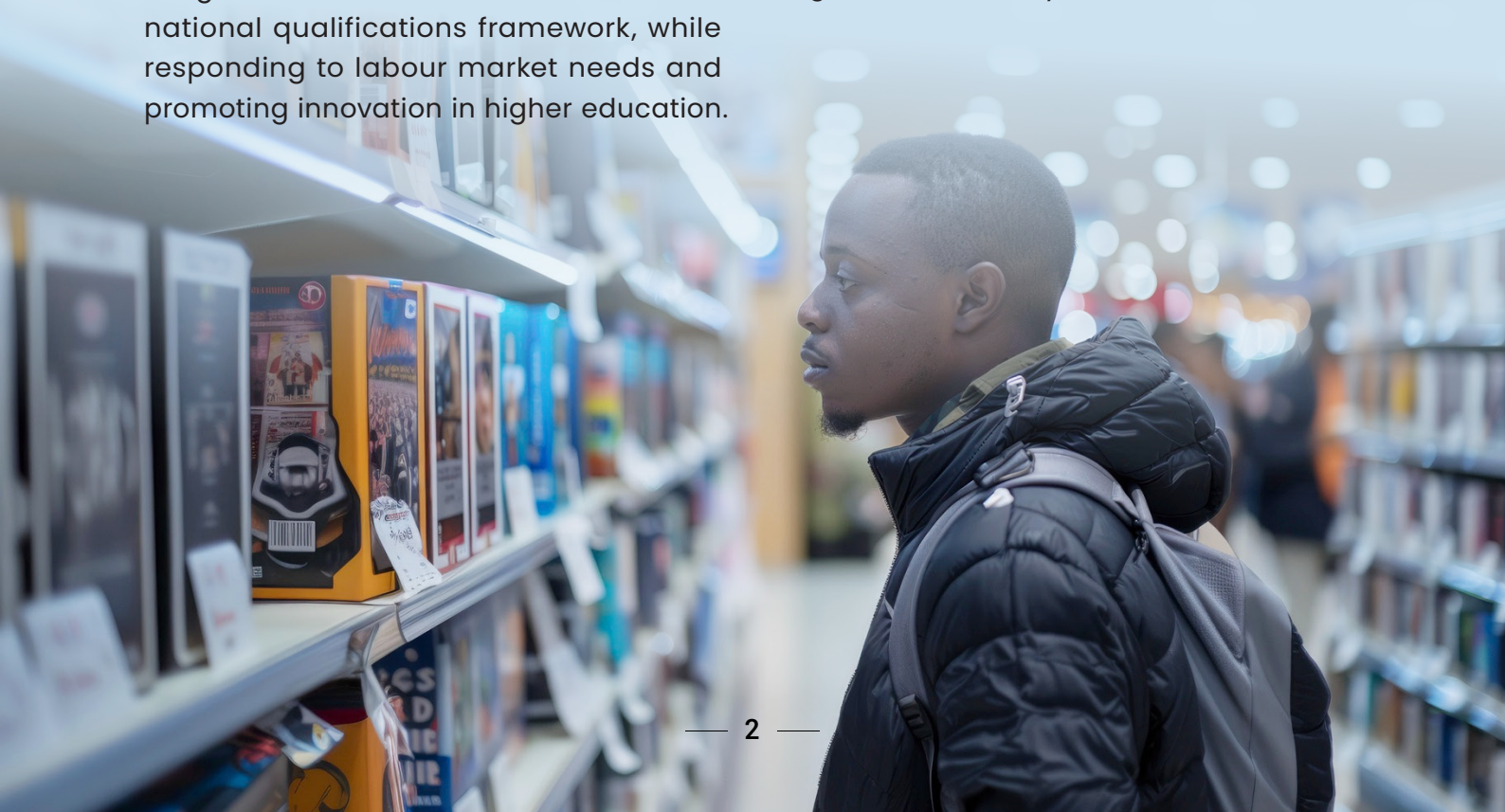
The rapid transformation of higher education, driven by technological advancement, changing labour market demands and lifelong learning, has created a growing need for flexible and learner-centred qualifications. Micro-credentials have emerged as an innovative approach to recognising the acquisition of specific knowledge, skills and competencies through short, targeted learning programmes. They provide opportunities for upskilling, reskilling and continuous professional development, while enabling learners to accumulate and, where appropriate, stack learning achievements towards recognised qualifications.



Prof. Romeela Mohee
Commissioner, Higher Education
Commission (HEC), Mauritius

Recognising these opportunities, a number of countries have developed national frameworks to guide the design, delivery, quality assurance and recognition of micro-credentials. Mauritius is among the countries that have successfully integrated micro-credentials into its higher education system through a structured policy and quality assurance framework. The Mauritius experience provides valuable insights into the development of standards, governance arrangements, institutional responsibilities, quality assurance mechanisms, and the integration of micro-credentials within the national qualifications framework, while responding to labour market needs and promoting innovation in higher education.

This presentation will introduce participants to the concept and emerging global trends in micro-credentials, highlight the opportunities they present for universities and learners, and discuss key quality assurance and implementation considerations. Drawing on the Mauritius experience, the session will stimulate discussion on the policy, regulatory and institutional issues that should inform the development of an appropriate framework for Tanzania, as the country embarks on introducing micro-credentials into its higher education system.



Quality Assurance of Online and Transnational Education: Emerging Challenges for African Universities

The rapid expansion of online and transnational education is transforming university education across Africa. Driven by digital transformation, internationalisation and growing demand for flexible learning opportunities, these modes of delivery are enabling African universities to expand access, foster international collaboration and enhance lifelong learning. At the same time, they present new challenges for universities in assuring academic quality, maintaining institutional integrity and meeting the expectations of students, employers and regulatory authorities.

This presentation examines the emerging quality assurance challenges associated with the growth of online and transnational



Dr. Hardson Kwandayi

**Director of Academic and Institutional Audits,
Zimbabwe Council for Higher Education
(ZIMCHE)**

education in African universities. It explores key issues, including the design and delivery of quality online programmes, academic integrity in digital learning and assessment, regulation of cross-border education partnerships, recognition of online qualifications, protection of students from fraudulent providers, and the responsible use of artificial intelligence in teaching, learning and assessment. The presentation also highlights institutional challenges, including inadequate digital infrastructure, limited staff capacity, resource constraints and the need to strengthen governance and internal quality assurance systems.

Drawing on regional and international experience, the presentation proposes practical approaches for strengthening quality assurance in online and transnational education. These include enhancing institutional quality assurance systems, promoting harmonised quality standards, strengthening accreditation and cross-border collaboration, building institutional capacity, leveraging technology to support quality assurance, and fostering a culture of continuous improvement. The presentation emphasises

that the long-term success and credibility of online and transnational education in Africa will depend on the ability of universities to embrace innovation while safeguarding academic quality, integrity and public confidence.



Quality Beyond Compliance: Building Excellence in Universities

In an era characterised by digital transformation, artificial intelligence, globalisation and rapidly changing labour market demands, compliance with minimum regulatory standards remains an essential foundation for quality university education. However, compliance alone is no longer sufficient to ensure that university institutions remain relevant, innovative and globally competitive. Universities are increasingly expected to move beyond meeting minimum standards and embrace continuous quality enhancement that delivers excellence in teaching and learning, research, innovation, governance and community engagement.



Dr. Cosam Joseph

**Regional Project Coordinator of the
East Africa Skills for Transformation and
Regional Integration Project (EASTRIP)**



This presentation explores the concept of Quality Beyond Compliance, while highlighting Quality Assurance Beyond Compliance as the institutional mechanism for achieving this goal. It demonstrates how quality assurance should evolve from a compliance-driven function centred on accreditation and audits into a strategic tool for fostering a quality culture, evidence-based decision-making, continuous improvement and institutional transformation. The presentation also discusses the role of effective leadership, robust internal quality assurance systems, stakeholder engagement, institutional self-assessment and the use of performance data in driving sustainable quality improvement.

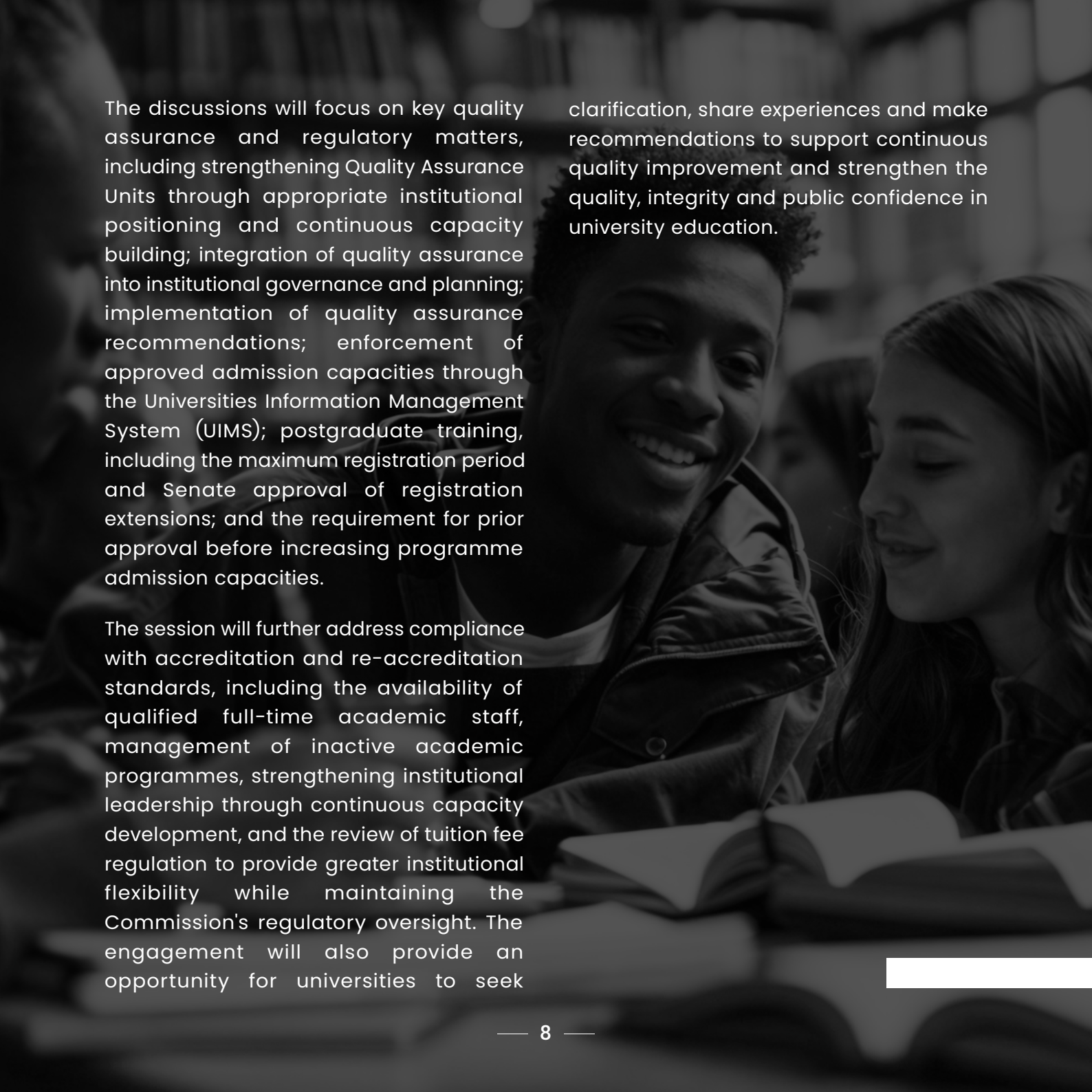
The presentation concludes that regulatory compliance should be regarded as the starting point rather than the destination of quality. It challenges university leaders, quality assurance practitioners and policymakers to reposition quality assurance as a catalyst for innovation, resilience and institutional excellence. By embracing quality beyond compliance, universities can strengthen graduate employability, enhance research and societal impact, build public trust, and position themselves as responsive and internationally competitive institutions capable of meeting the evolving needs of society.

Commission Resolutions for Continuous Quality Improvement of University Education

The Tanzania Commission for Universities (TCU) is committed to promoting a quality-driven, accountable and internationally competitive higher education system. Over the past year, the Commission has adopted a number of regulatory resolutions to strengthen institutional quality assurance, regulatory compliance and academic governance. While these resolutions have been communicated to universities through circulars and individual correspondence, this consultative session provides a common platform to clarify their rationale, implementation expectations and practical implications, and to promote a shared understanding among university leaders.



Prof. Charles Kihampa
Executive Secretary – TCU



The discussions will focus on key quality assurance and regulatory matters, including strengthening Quality Assurance Units through appropriate institutional positioning and continuous capacity building; integration of quality assurance into institutional governance and planning; implementation of quality assurance recommendations; enforcement of approved admission capacities through the Universities Information Management System (UIMS); postgraduate training, including the maximum registration period and Senate approval of registration extensions; and the requirement for prior approval before increasing programme admission capacities.

The session will further address compliance with accreditation and re-accreditation standards, including the availability of qualified full-time academic staff, management of inactive academic programmes, strengthening institutional leadership through continuous capacity development, and the review of tuition fee regulation to provide greater institutional flexibility while maintaining the Commission's regulatory oversight. The engagement will also provide an opportunity for universities to seek

clarification, share experiences and make recommendations to support continuous quality improvement and strengthen the quality, integrity and public confidence in university education.

Biographies

Prof. Romeela Mohee

**Commissioner, Higher Education
Commission (HEC), Mauritius**



Prof. Romeela Mohee is currently the Higher Education Commissioner of Mauritius, whereby she is responsible for regulating all public and private universities, as well as funding of public universities in Mauritius. She is driving transformative projects at national level, and the Technology-Enabled Learning Project for public universities. Recently she had led the development of Micro Credentials Blueprint for Higher Education in Mauritius, AI guidelines for Higher Education and AI capacity building for academics in Mauritius.

She holds an engineering degree in Energy and Environment from a Grande Ecole

d'Ingenieurs, the Institut National des Sciences Appliquées de Lyon, France, (under a French Scholarship) and a PhD from the University of Mauritius.

Prof. Mohee has been decorated by the Mauritian government in 2014 as the Commander of the Star and Key of the Indian Ocean and decorated by the French government as 'Officier dans l'Ordre National du Merite in 2016.

Prof. Mohee has 36 years of academic experience as a Professor and Head of Department in the field of Chemical and Environmental Engineering, as well as Dean of the Faculty of Engineering from 2009 to

2012. She has also held the position of Vice Chancellor of the University of Mauritius, the national university regrouping 10000 students from 2013 to 2016. She was also the National Research Chair in Solid Waste Management at the Mauritius Research Council.

Prof. Mohee is an experienced Education Specialist with a demonstrated history of working in the development of higher education models and policies. She has worked at the Commonwealth of Learning from 2017 to 2020 as an Education Specialist and has assisted many Commonwealth member states in their development of higher education policies and strategies. She expertly guided governments and institutions on e-learning for sustainable development, quality assurance and employability.

She has published over 200 international research and conference papers, edited 8

books, 4 book chapters, and has supervised to date more than 50 undergraduate and 30 masters and doctoral students in the field of energy and environmental engineering.

Prof. Mohee has received a number of awards and recognitions including the winner of the African Union best woman scientist award for Science Technology and Innovation in 2009. She is a fellow of the Royal Society of Chemistry (UK) and a Fellow of the Mauritius Academy of Science and Technology (FMAST), Honorary Fellow of the Institute of Chemical Engineers UK (F IChemE) and she is among others an Associate member of the International Association of Universities (IAU). She is also a Member of the Steering Committee for the Research Management Programme in Africa (ReMPro Africa).



Dr. Hardson Kwandayi

**Director of Academic and Institutional Audits,
Zimbabwe Council for Higher Education (ZIMCHE)**



Dr. Hardson Kwandayi is a distinguished higher education scholar, quality assurance specialist, public policy analyst, and institutional development expert with more than 30 years of professional experience in higher education, governance, capacity building, curriculum development, and public sector management across Africa. He currently serves as Director of Academic and Institutional Audits at the Zimbabwe Council for Higher Education (ZIMCHE), where he leads academic and institutional quality audits, coordinates quality assurance reviews, and contributes to the strengthening of higher education standards throughout Zimbabwe.

A Fulbright Scholar, Dr. Kwandayi holds a PhD in Higher Education Studies from the University of Arizona (USA), and a Master's Degree in Educational Administration from the University of Zimbabwe. He has also completed internationally recognised quality assurance training programmes offered by UNESCO and DAAD/University of Potsdam, Germany, further enhancing his expertise in both internal and external quality assurance systems.

Over the course of his career, Dr. Kwandayi has provided leadership in several key higher education institutions and public sector organisations. Prior to joining ZIMCHE,

he served as Director of Quality Assurance at Lupane State University, where he established and operationalised the university's Quality Assurance Directorate, developed institutional quality assurance guidelines and performance-monitoring instruments, and played a leading role in integrating Quality Assurance Standards into the University's strategic plan.

From 2006 to 2015, he was Programme Director of the African Capacity Building Foundation (ACBF)-funded Public Sector Management Training Programme (PSMTP) at Africa University, a regional initiative serving public sector managers from fifteen countries in Eastern and Southern Africa. Under his leadership, the programme exceeded its original targets and produced more than 300 Master's graduates in public management and governance. As part of the PSMTP, Dr. Kwandayi coordinated institutional capacity-building initiatives in four management development institutes that included the following:

- Malawi Institute of Management (MIM);
- Lesotho Institute of Public Administration and Management (LIPAM);

- National Institute of Public Administration (NIPA) (Zambia);

- Tanzania Public Service College (TPSC).

Dr. Kwandayi is also a Distance Education expert having taught in the Zimbabwe Open University during its formative stages and he played a leading role in developing Quality Assurance Guidelines for Conventional Universities interested in offering online degree programmes in Zimbabwe.

Dr. Kwandayi has extensive expertise in higher education quality assurance, accreditation, curriculum development, and policy analysis. He has undertaken regional quality assurance assignments and peer review activities in Namibia, Eswatini, and Mauritius, contributing to efforts aimed at strengthening quality assurance systems within the Southern African region. He is currently serving as the Technical Lead Consultant in the development of the COMESA Regional Qualifications Framework, a major regional initiative involving the analysis and harmonisation of qualifications and quality assurance systems across 21 COMESA member states.



Dr. Kwandayi has presented papers at major regional and international forums organised by institutions and networks such as INQAAHE, SAQAN, AfriQAN, UNESCO, DAAD/DIES, and the African Capacity Building Foundation. His scholarly work has contributed significantly to discussions on quality assurance, higher education transformation, public sector performance, and educational excellence in Africa.

In addition to his professional and academic achievements, Dr. Kwandayi has served in several leadership and governance roles. He is Vice President of the Southern African Quality Assurance Network (SAQAN) and an Executive Board Member of the African Quality Assurance Network (AfriQAN). He also serves as an adjudicator for Zimbabwe's Presidential Innovation Awards for universities. Beyond higher education, Dr. Kwandayi is the

Chairperson of Zimbabwe's Trade Measures Board under the Ministry of Industry and Commerce, reflecting the trust placed in his expertise in policy, governance, and public administration.

His contributions to higher education and public service have been recognised through several prestigious awards, including the Fulbright Scholarship, the British Council Exchange Award, and various academic excellence awards from the University of Zimbabwe. Widely respected across Africa's higher education community, Dr. Kwandayi continues to advance excellence in higher education quality assurance, institutional development, policy analysis, and capacity building, contributing to the transformation and internationalisation of higher education systems across the continent.



Dr. Cosam Joseph

Regional Project Coordinator of the East Africa Skills for Transformation and Regional Integration Project (EASTRIP)



Dr. Cosam Joseph is an accomplished international development executive with more than twenty-five years of progressively responsible leadership experience in regional development, education systems transformation, human capital development, institutional reform, and management of complex multi-country development operations across Africa. His executive career combines strategic policy leadership, operational excellence, programme implementation, institutional capacity building, and extensive engagement with governments, regional economic

communities, development finance institutions, bilateral agencies, universities, technical institutions, and private sector partners.

Prior to assuming senior executive leadership positions, Dr. Joseph established an internationally recognised academic and scientific research career. His academic contributions include: More than 30 peer-reviewed journal articles; Research supervision of postgraduate students of over 23 graduates (13 M.Sc. & 10 Ph.D.). His scientific work spans: Organic Chemistry, Natural Products Chemistry, Medicinal Chemistry; Phytochemistry; Bioactive

Natural Products, Vector Control; and Traditional Medicines. These publications demonstrate strong analytical capability, evidence-based thinking, and research leadership that continue to inform his development practice.

He currently serves as the Regional Project Coordinator of the East Africa Skills for Transformation and Regional Integration Project (EASTRIP), a World Bank-financed regional investment programme valued at approximately €290 million, supporting Ethiopia, Kenya, Tanzania, and regional institutions in strengthening technical and vocational education systems, advancing regional integration, and promoting skills for jobs through Centres of Excellence, industry partnerships, and harmonised qualifications systems. In this role, he leads implementation support, strategic planning, stakeholder coordination, results monitoring, fiduciary oversight, policy dialogue, and regional governance mechanisms involving ministries, development partners, technical agencies, and higher education institutions.

Over the course of his career, Dr. Joseph has successfully directed and coordinated

large-scale programmes financed by the World Bank, the German Federal Ministry for Economic Cooperation and Development (BMZ), UNESCO, the European Union, Rockefeller Foundation, Sida-SAREC, and other international development partners. Collectively, these programmes represent investments exceeding €400 million and have contributed significantly to strengthening education systems, institutional governance, research capacity, quality assurance, regional policy harmonisation, and workforce development throughout Eastern and Southern Africa.

A recognised leader in regional integration, Dr. Joseph has played a central role in designing and operationalising major continental and regional policy frameworks, including the East African Qualifications Framework for Higher Education (EAQFHE), the Regional TVET Qualifications Framework for Ethiopia, Kenya and Tanzania, the African Continental Qualifications Framework (ACQF), and the emerging COMESA Regional Qualifications Framework. His work has strengthened mobility of skills and labour, mutual recognition of qualifications, quality assurance systems, and alignment between education outcomes and labour

market needs across multiple African countries.

His executive experience extends beyond programme management to institutional transformation, organisational development, strategic planning, governance reform, procurement oversight, monitoring and evaluation, results-based management, knowledge generation, and high-level policy advisory services. He has successfully supported the transformation of universities, technical institutions, and regional organisations while providing strategic advice to Ministers, Permanent Secretaries, Vice Chancellors, development partners, and governing councils on education reform, institutional performance, and regional cooperation.

Dr. Joseph is widely recognised for building productive partnerships between governments, development finance institutions, industry, academia, civil society, and regional organisations to deliver measurable development outcomes. His leadership philosophy combines strategic vision with implementation discipline, ensuring that policy reforms translate into tangible improvements in institutional performance, workforce skills, employability,

regional competitiveness, and inclusive economic development.

His professional reputation is founded on integrity, collaborative leadership, analytical rigour, results orientation, and an unwavering commitment to strengthening human capital systems that contribute to sustainable development and shared prosperity throughout Africa.





Prof. Charles Kihampa

Executive Secretary, Tanzania Commission for Universities (TCU)



Prof. Charles Kihampa is a distinguished academic and leader in higher education quality assurance. Currently, he is the Executive Secretary for the Tanzania Commission for Universities (TCU) since January 2018. He served as President of the African Quality Assurance Network (AfriQAN) from March 2024 to 21 July 2026, underscoring his expertise and influence in strengthening quality assurance collaboration and advancing higher education standards across Africa. Additionally, he is the Chairman of the Quality Assurance Committee of the

Inter-University Council for East Africa (IUCEA). Previously, he served as the Chairman of the Southern African Development Community (SADC) Technical Committee for Certification and Accreditation in 2020.

Prof. Kihampa holds multiple key leadership roles, including Chairman of the Tanzania Chemical Society (TCS), Board Member of the Tanzania Commission for Science and Technology (COSTECH), and a member of the Board of Directors of the Mwalimu Nyerere Memorial Scholarships at the Bank

of Tanzania. These positions highlight his broad contribution to education, research, and science in Tanzania and beyond.

Prof. Kihampa has extensive experience in quality assurance (QA) in higher education, particularly through his leadership roles and contribution to academic and institutional development. He has played a pivotal role in policy formulation and implementation aimed at upholding and improving academic standards, that include institutional quality audits and programme accreditation processes, ensuring compliance with both national and international benchmarks, development and review of accreditation standards, and the creation of quality assurance frameworks to guide Tanzanian universities.

Before joining TCU in January 2018, Professor Kihampa worked with Ardhi University (ARU) in Tanzania as an Associate Professor in the School of Environmental Science and Technology, where he also held different administrative posts as the Dean at the School of Environmental Science and Technology, and Director of Undergraduate

Programmes in which he also led the Secretariat of the University Senate demonstrating his commitment to academic governance and excellence.

Throughout his academic career, Prof. Kihampa has made significant contributions to education and research, training and supervising more than 20 master's and PhD students. His participation and presentations at various national and international forums on quality assurance in higher education underscore his dedication to fostering academic excellence and continuous improvement.

WHO WE ARE

The Tanzania Commission for Universities (TCU) is a government agency which was established on the 1st July 2005, under the Universities Act, Cap. 346 R.E 2023 with a legal mandate to recognise, register and accredit universities in Tanzania. It also regulates local or foreign university-level programmes, coordinates the proper functioning of universities and ensures a harmonised higher education system in the country.

TCU succeeded the then Higher Education Accreditation Council (HEAC), which was established in 1995 under the Education Act, 1995. The HEAC had a mandate to regulate the establishment and accreditation of private universities. Being limited only to private universities, such mandate was considered unfavourable for the promotion of a viable public-private partnership in higher education.

To address this, the government created a unified and harmonised higher education system under the TCU. To ensure such a system does not compromise institutional peculiarities and autonomy, each university is vested with the legal right to operate under its charter. The TCU implements the National Education Policy through its functions which can be clustered into three major areas:

- 1. Regulatory Function:** Ensures quality assurance by evaluating universities, programmes, and systems. Validates programmes, accredits institutions, and evaluates university awards for use in Tanzania.





2. Advisory Function: Advises the government and public on university education, policy formulation, and international higher education issues.

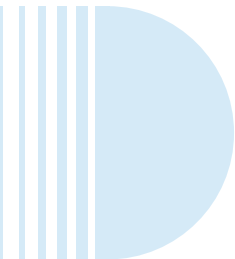
3. Supportive Function: Coordinates university operations, students' admissions, and provides training in areas like quality assurance, leadership, entrepreneurship, and resource mobilisation.

Over the years, the Commission has made significant progress in upholding standards,

ensuring quality, and maintaining the relevance of university education, training, and research. It remains committed to integrating quality assurance practices into higher education, fostering continuous improvement in universities and academic programmes.

TCU is a member of Inter-University Council of East Africa (IUCEA) and African Quality Assurance Network (AfriQAN).





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