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

TANZANIA COMMISSION FOR UNIVERSITIES

ENHANCING PEER REVIEW COMPETENCIES AND PRACTICES FOR QUALITY EVALUATION OF UNIVERSITY EDUCATION

Online Capacity Building Workshop for Peer Reviewers

01st and 02nd December 2026

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01

Introduction

In fulfilling its mandate, the Commission undertakes regulatory activities including institutional audits and accreditation of academic programmes to assess compliance with applicable legal and regulatory requirements, standards, guidelines and frameworks. These quality assurance activities provide an important basis for the Commission to make informed decisions and safeguard the quality of university education.

The Commission relies on the expertise of appointed peer reviewers to undertake technical assessments during institutional audits and academic programme reviews. The effectiveness and credibility of these assessments depend on reviewers' understanding of TCU's mandate and regulatory framework, their ability to apply the relevant terms of reference and assessment instruments, and their capacity to collect and analyse evidence, document findings and formulate clear, objective and practical recommendations.

Institutional audits require reviewers to assess institutions within the scope set out in the Terms of Reference (ToRs), using applicable TCU standards, guidelines and audit instruments. Reviewers are also expected to prepare comprehensive and evidence-based reports that clearly present assessment findings and provide sufficient information to support the Commission's consideration and regulatory decisions.

Similarly, academic programme review requires reviewers to examine programme curricula and supporting documents against the Curriculum Submission Framework, 2021, and other applicable quality assurance requirements. This includes assessing alignment between programme nomenclature and content, the relevance and coherence of the curriculum, staffing and resource requirements, and programme readiness. For programmes requiring physical verification, reviewers must assess the availability and adequacy of programme-specific facilities and other resources necessary for effective delivery.

In this regard, TCU has organised a two-day online capacity-building workshop for Commission-appointed peer reviewers. The workshop will strengthen reviewers' understanding and practical application of the requirements, procedures and tools used in institutional audits and academic programme evaluation. It will combine technical presentations, demonstrations, practical exercises and experience-sharing to promote objectivity, consistency and evidence-based peer review.

Upon completion of the two-day workshop, participants are expected to:

i) Be aware of university governance structures, regulatory requirements and quality assurance standards relevant to peer review assignments.

ii) Demonstrate a clear understanding of their roles, responsibilities, professional ethics and accountability.

iii) Apply consistent procedures and evaluation criteria when reviewing academic programmes and verifying institutional readiness.

iv) Conduct technical evaluation and verification visits professionally and within their assigned mandates.

v) Prepare accurate, objective and evidence-based reports that support informed decisions by the Commission.

vi) Apply lessons learnt and good practices to improve the consistency and effectiveness of peer review assignments.

The workshop will adopt a practical and participatory approach, combining technical presentations, guided discussions, demonstrations, case studies and individual or group exercises. Practical exercises will allow participants to apply assessment tools, analyse evidence, complete checklists, assign scores and formulate findings and recommendations.



GUEST OF HONOUR



PROF. MAKENYA MABOKO

TCU Chairman

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Programme

Day One: University Governance, Quality Assurance and Peer Review Responsibilities

Time	Session	Responsible
08:00 - 08:30	Online Registration	Secretariat
08:30 - 08:40	Introduction to the Workshop	**Dr. Telemu Kassile,** Director of Accreditation – TCU
08:40 - 08:45	Welcome Remarks	**Prof. Charles Kihampa,** Executive Secretary – TCU
08:45 - 09:00	Official Remarks	**Prof. Makenya Maboko,** TCU Chairman
09:00 - 11:00	**Presentation 1:** Three-tier University Governance Structure: Linkages, Roles and Decision-Making Processes	**Prof. Idrissa Mshoro,** Former Vice Chancellor – Ardhi University
11:00 - 13:30	**Presentation 2:** Quality Assurance Framework for University Education in Tanzania	**Prof. Charles Kihampa,** Executive Secretary – TCU

Time	Session	Responsible
13:00 - 13:30	Health Break	All Participants
13:30 - 15:30	**Presentation 3:** Roles, Responsibilities, Ethics and Accountability of Peer Reviewers	**Prof. Ulingeta Mbamba** - University of Dar es Salaam
15:30	End of Day One	All

Day 01

Day Two: Technical Evaluation, Verification, Reporting and Practical Experience

Time	Session	Responsible
08:30 - 09:00	Recap	Appointed peer Reviewer
09:00 - 10:30	**Presentation 4:** Technical Evaluation Committee (TEC) and Technical Verification Team (TVT) of Academic Programmes and University Institutions	**Ms. Roserine Moshi,** Legal Counsel – TCU
10:30 - 12:00	**Presentation 5:** Conduct of Technical Evaluation and Verification Visits: Procedures, Do's and Don'ts	**Prof. Masoud Muruke,** Former President of East African Higher Education Quality Assurance Network (EAQAN)
12:00 - 13:00	**Presentation 6:** Peer Review in Practice: Experience Sharing, Lessons Learnt and Good Practices	**Prof. Allen Mushi,** Deputy Vice Chancellor Planning, Finance and Administration – Mzumbe University

Time	Session	Responsible
13:00 - 13:30	Health Break	All Participants
13:30 - 15:30	**Presentation 6:** Peer Review in Practice: Experience Sharing, Lessons Learnt and Good Practices	• **Prof. Ephata Kaaya,** Vice Chancellor – KCMC University • **Dr. Telemu Kassile,** Director of Accreditation - TCU
15:30	End of Day Two	All

Day 02

03 Presentation 1:

Three-Tier University Governance Structure: Linkages, Mandates and Decision-Making Processes

Objective

To strengthen Peer Reviewers' understanding of university governance structures, their respective mandates and decision-making processes, and their implications for quality assurance and regulatory compliance.

Key Areas

1. **University Governance Structure:** The three-tier structure comprising the University Council/Governing Board, Senate and Faculties / Schools / Departments, including their respective mandates and relationships.
2. **Decision-Making Processes:** Origination, consideration and approval of academic matters through the



Prof. Idrissa Mshoro
Former Vice Chancellor – Ardhi University

appropriate governance organs, including communication and implementation of decisions.

3. **Separation of Powers and Responsibilities:** Distinction between governance, management and academic decision-making functions, including delegated authority and accountability.
4. **Governance Instruments:** The role of university charters, statutes, rules, regulations and institutional policies in guiding academic and administrative functions.
5. **Implications for Peer Review:** Verification of institutional governance arrangements, evidence of approvals, compliance with prescribed procedures and identification of governance-related weaknesses affecting academic quality.

Expected Learning Outcome

Peer Reviewers will be able to assess whether university governance structures and decision-making processes support effective academic administration, institutional accountability and quality assurance.



04 Presentation 2:

Quality Assurance Framework for University Education in Tanzania

Objective

To enhance Peer Reviewers' understanding of the national quality assurance framework, regulatory requirements and prescribed standards governing university education in Tanzania.

Key Areas

1. **Legal and Regulatory Framework:** The Universities Act, Cap. 346 (R.E. 2023), the Universities (General) Regulations, G.N. No. 226 of 2013, and other relevant regulatory instruments.
2. **Standards and Guidelines:** Key requirements under the Standards and Guidelines for University Education in Tanzania, including programme



Prof. Charles Kihampa
Executive Secretary – TCU

accreditation, staffing, facilities, teaching and learning, assessment and student support services.

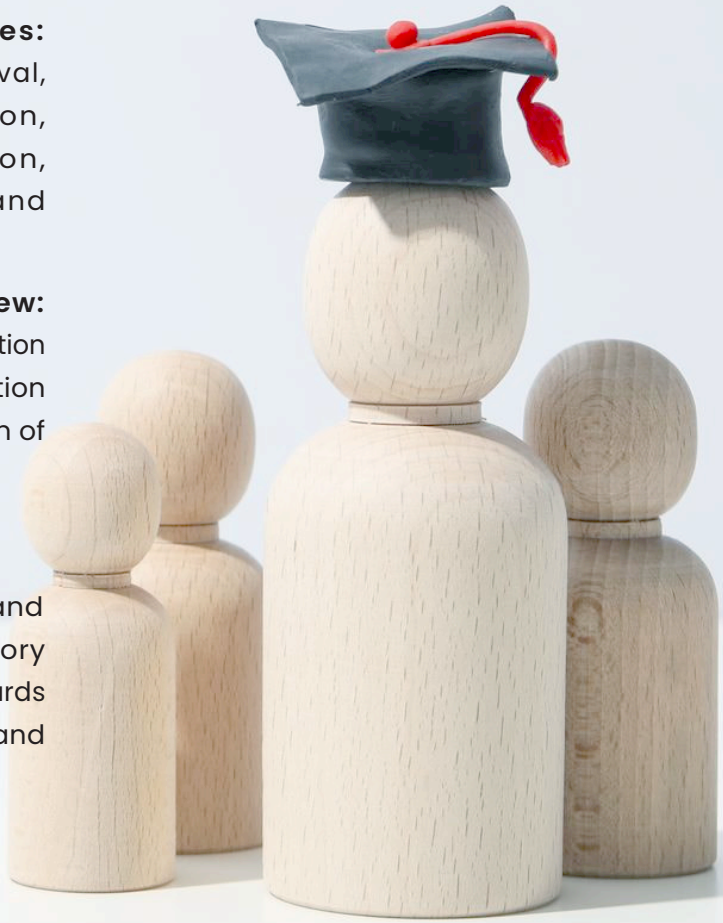
3. **Internal and External Quality Assurance:** Institutional responsibilities for internal quality assurance and the Commission's role in external quality assurance, monitoring, evaluation and accreditation.

4. **Quality Assurance Processes:** Programme development, approval, accreditation, implementation, review and re-accreditation, including institutional audits and monitoring.

5. **Application in Peer Review:** Interpretation and consistent application of prescribed standards, identification of non-compliance and formulation of evidence-based findings.

Expected Learning Outcome

Peer Reviewers will be able to identify and correctly apply the relevant regulatory requirements and quality assurance standards when evaluating academic programmes and university institutions.



05 Presentation 3:

Roles, Responsibilities, Ethics and Accountability of Peer Reviewers

Objective

To clarify the professional responsibilities, ethical requirements and accountability of Peer Reviewers when undertaking assignments on behalf of the Commission.

Key Areas

1. **Roles and Responsibilities:** Expectations of Peer Reviewers in programme evaluation, technical verification, institutional audits and other assigned regulatory activities.
2. **Professional Ethics:** Independence, objectivity, impartiality, integrity, confidentiality and avoidance of conflicts of interest.



Prof. Ulingeta Mbamba
University of Dar es Salaam

3. **Scope of Assignment:** Understanding the Terms of Reference, assigned responsibilities, evaluation criteria and limits of authority.
4. **Evidence-Based Assessment:** Professional judgement based on verifiable evidence rather than personal preferences, institutional reputation or unsupported assumptions.
5. **Accountability and Reporting:** Timely completion of assignments, preparation of accurate reports, adherence to Commission procedures and appropriate communication of findings.

Expected Learning Outcome

Peer Reviewers will understand their professional obligations and demonstrate independence, consistency, integrity and accountability in discharging their assigned duties.



06 Presentation 4:

Technical Evaluation Committee (TEC) and Technical Verification Team (TVT) of Academic Programmes and University Institutions

Objective

To strengthen Peer Reviewers' competencies in evaluating academic programmes and verifying institutional readiness and compliance with prescribed quality assurance standards.

Key Areas

1. **Preliminary Evaluation:** Examination of submitted curricula, Institutional Self-Assessment Reports, staffing



Ms. Roserine Moshi
Legal Counsel – TCU

information, facilities and other supporting documents.

2. **Curriculum Evaluation:** Assessment of programme objectives, learning outcomes, content, structure, credit allocation, admission requirements, teaching and learning methods and assessment arrangements.
3. **Institutional Readiness:** Verification of qualified academic staff, staff–student ratios, teaching facilities, laboratories, libraries, equipment and other essential resources.
4. **Compliance Assessment:** Application of relevant standards and guidelines, identification of gaps and assessment of the adequacy of institutional arrangements for programme delivery.
5. **Evaluation Findings:** Preparation of clear, justified and evidence-based observations, including identification of requirements that have not been fulfilled.

Expected Learning Outcome

Peer Reviewers will be able to conduct systematic evaluations of academic programmes and institutional readiness, identify compliance gaps and provide technically sound findings to support regulatory decisions.



07 Presentation 5:

Conduct of Technical Evaluation and Verification Visits: Procedures, Do's and Don'ts

Objective

To equip Peer Reviewers with practical knowledge of appropriate procedures, professional conduct and reporting requirements during technical evaluation and verification visits.

Key Areas

1. **Preparation for Visits:** Review of Terms of Reference, relevant standards, submitted documents, visit schedules and allocation of responsibilities among team members.
2. **Conduct of Visits:** Entry and exit meetings, interviews, physical inspection



Prof. Masoud Muruke
Former President of East African Higher Education Quality Assurance Network (EAQAN)

of facilities, examination of records and verification of information submitted by institutions.

3. **Professional Conduct:** Appropriate engagement with institutional officials, respect for established communication channels, confidentiality, impartiality and teamwork.

4. **Do's and Don'ts:** Actions expected and prohibited during visits, including avoiding personal commitments, unauthorised directives, conflicts of interest and disclosure of confidential information.

5. **Reporting and Communication:** Documentation of verifiable findings, preparation of consistent reports, presentation of observations and adherence to the Commission's procedures for communicating regulatory decisions.

Expected Learning Outcome

Peer Reviewers will be able to conduct technical visits professionally, consistently and within their assigned mandate, while ensuring that findings are accurate, verifiable and properly documented.



08 Presentation 6:

Peer Review in Practice: Experience-Sharing, Lessons Learnt and Good Practices

Objective

To provide an opportunity for existing and newly shortlisted Peer Reviewers to learn from practical experiences, identify common challenges and promote consistency in peer review practices.

Key Areas

1. **Experience-Sharing:** Reflections from experienced Peer Reviewers on programme evaluation, technical verification and institutional audits.
2. **Common Challenges:** Incomplete submissions, inadequate evidence, inconsistent interpretation of standards,



Prof. Allen Mushi

Deputy Vice Chancellor Planning, Finance and Administration – Mzumbe University



Prof. Ephata Kaaya
Vice Chancellor – KCMC University



Dr. Telemu Kassile
Director of Accreditation - TCU

institutional disagreements and challenges encountered during verification visits.

3. **Practical Case Studies:** Examination of selected anonymised cases involving academic staffing, curriculum compliance, institutional readiness, governance and quality assurance.
4. **Quality of Peer Review Reports:** Common weaknesses in reporting, including unsupported findings, inconsistencies, unclear recommendations and failure to distinguish observations from conclusions.
5. **Lessons Learnt and Good Practices:** Practical measures for improving professional conduct, teamwork, consistency, evidence collection and reporting.

Expected Learning Outcome

Peer Reviewers will be able to apply lessons learnt from previous assignments, exercise sound professional judgement, and adopt consistent, evidence-based practices in conducting peer review assessments.

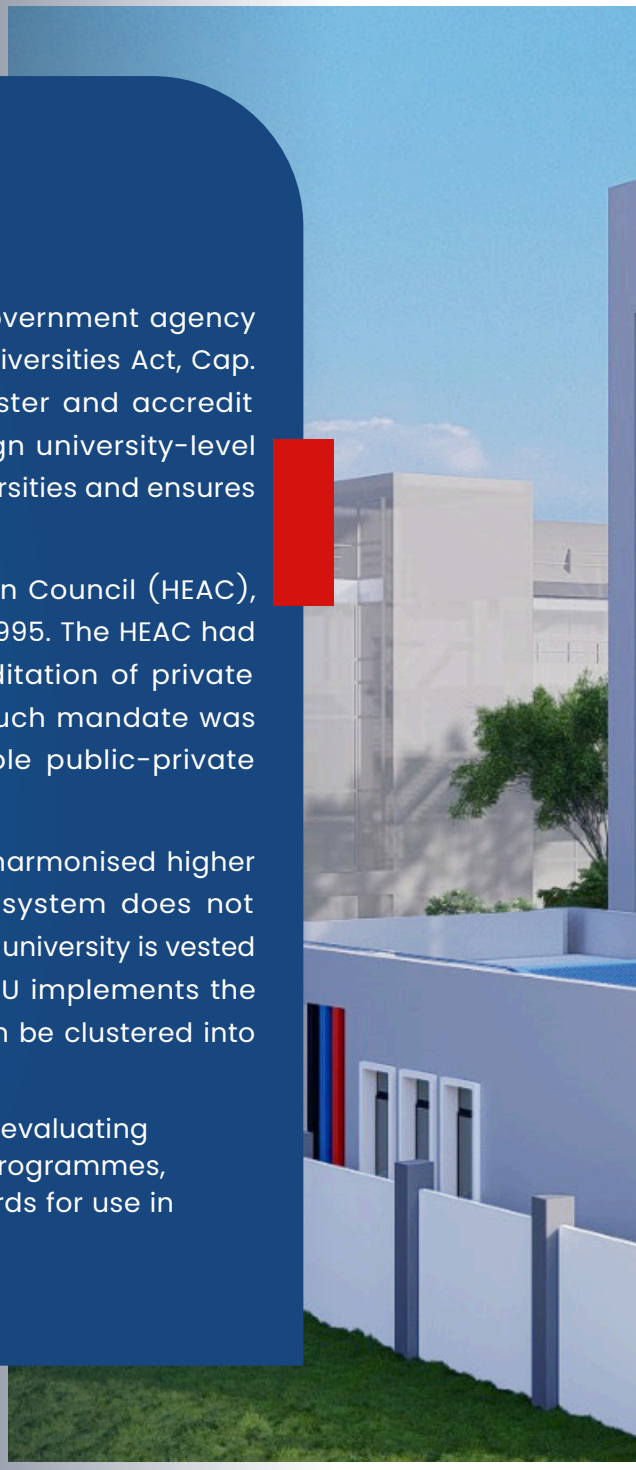
WHO WE ARE

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.




TCU TCU

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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