



# **CAPACITY BUILDING WORKSHOP FOR QUALITY ASSURANCE PRACTITIONERS OF HIGHER EDUCATION INSTITUTIONS IN TANZANIA**

**HELD AT SOKOINE UNIVERSITY OF AGRICULTURE, MOROGORO  
8TH - 9TH OCTOBER 2020**



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## LIST OF ABBREVIATIONS

AAU	Association of African Universities
AfriQAN	African Quality Assurance Network
AQRB	Architects and Quantity Surveyors Registration Board
ATCL	Air Tanzania Corporation Limited
CLE	Council of Legal Education
CUE	Commission for University Education - Kenya
EAQAN	East African Quality Assurance Network
ERB	Engineers Registration Board
FAAS	Foreign Awards Assessment System
HEAC	Higher Education Accreditation Council
HEC	Higher Education Council
HESLB	Higher Education Students' Loans Board
HLPC	Health Laboratory Practitioners Councils
ICT	Information and Communication Technology
IUCEA	Inter-University for East Africa
MCT	Medical Council of Tanganyika
NACTE	National Council for Technical Education
NCHE	National Council for Higher Education
NECTA	National Examinations Council of Tanzania
ODeL	Open, Distance, and e-Learning
PMS	Programme Management System
SGR	Standard Gauge Railway
TCU	Tanzania Commission for Universities
TEA	Tanzania Education Authority
TUQAF	Tanzanian Universities Quality Assurance Forum
UIMS	University Information Management System
ZHELB	Zanzibar Higher Education Loans Board



## **PREAMBLE**

This report presents the proceedings of a two-day capacity building workshop for the Directors/Coordinators of quality assurance in higher education institutions in Tanzania. The workshop was held on 8<sup>th</sup> and 9<sup>th</sup> October, 2020 at the Institute of Continuing Education Hall, Sokoine University of Agriculture, Morogoro. The workshop was organized jointly by the Tanzania Commission for Universities (TCU) and the Tanzanian Universities Quality Assurance Forum (TUQAF).

The workshop brought together a total of sixty-six (66) participants from different higher education institutions in the country.

The main objective of the workshop was to build capacity of Quality Assurance personnel in higher education institutions in the country through sharing practical experiences on emerging challenges that hinder the provision of quality university education. The workshop among others, focused on the following thematic areas:

- i) Accreditation and Quality Assurance in Higher Education Institutions;
- ii) Standards and Guidelines for University Education;
- iii) Quality Assurance Issues in the changing World of Education;
- iv) Assessment and Examinations in Higher Education Institutions;
- v) Needs Assessment and Curricula Review; and
- vi) Higher Education Institutions-Industry Collaboration.

The proceedings are divided into two major parts. The first part presents key deliberations during the official opening session. The second part presents different papers and subsequent discussions on the same.

## **PART I**

### **OFFICIAL OPENING SESSION**

#### **1.0. Introduction**

This part highlights some key issues which were presented as well as some major events which transpired during the official opening session of the workshop. The issues covered in this part include the introductory remarks, welcoming remarks, statement by the Chairman of the Tanzania Commission for Universities (TCU), the official opening speech by the Guest of Honour, and a vote of thanks.

#### **1.1. Introductory Remarks by the TUQAF Executive Secretary**

The Executive Secretary of TUQAF, Dr. Daphina Mabagala, welcomed participants to the two-day Quality Assurance Training Workshop and stressed that the main goal of the workshop was to enhance capacities of Quality Assurance officers to execute their functions and duties diligently. In addition, she introduced the former and current members of the Secretariat of TUQAF.

#### **1.2. Welcoming Statement by the Chairperson of TUQAF**

The Chairman of TUQAF, Prof. Justine Urassa, presented a welcoming statement that explained the conditions that led to the formation and growth of the National Chapter of TUQAF in Tanzania and the special need of strengthening quality assurance in higher education institutions, considering the fact that Tanzania was recently classified as a low-middle income country.

Also, he commended initiatives that were previously undertaken by Prof. Mayunga Nkunya and Prof. Masoud Muruke with regard to harmonisation of quality assurance processes in the context of the East African Common Market.

#### **1.3. Statement by the Chairman of TCU**

In the course of welcoming the guest of honour, Nkunya commended efforts undertaken by Dr. Jennifer Sessabo and Professor Muruke, as

founders of the East African Quality Assurance Network (EAQAN), as well as their commitment and participation in the process of harmonization of quality assurance systems that would facilitate employability and mobility of graduates across the East African region.

#### **1.4. Opening Speech by the Guest of Honour**

The opening ceremony was graced by Prof. James Mdoe, Deputy Permanent Secretary for the Ministry of Education, Science and Technology. In his opening remarks he thanked TUQAF for undertaking initiatives on the need to improve the quality of higher education in Tanzania and TCU for undertaking major reforms that have significantly improved the quality of higher education in the country.

In a special way, the guest of honour called for TUQAF and TCU to continue working harder in order to further improve the quality of higher education in the country by focusing on priority areas for economic and social development that resonate well with National Development Vision. For instance, he challenged Universities to develop or review programmes that would produce adequate number of competent experts in the fields of oil and gas, health, transport and logistics so that they can take over operations of ongoing strategic national projects such as the Standard Gauge Railway (SGR), the Julius Nyerere Hydro Power Project, and eleven (11) newly purchased aircrafts for the national carrier of Air Tanzania Corporation Limited (ATCL).

Also, the guest of honour explained three principles of accountability, control, and improvement that would lead to good practice by Quality Assurance Officers in institutions of higher education in Tanzania. Specifically, he stressed that quality assurance is not a product but a continuous process that leads to attainment of set standards by stakeholders.

It was further underscored that the ongoing initiatives by the fifth Government aim to improve the quality of education in the country. The initiatives include among others, the provision of fee free basic education in public schools, construction and rehabilitation of the teaching and learning infrastructure such as classrooms, lecture rooms and laboratories. Prof. Mdoe alluded that such initiatives have consequently resulted into an increase in the number of pupils in primary schools from 8.3 million in 2015 to 10 million in 2020. During

the same timeframe, the number of students at ordinary level of secondary education (forms 1, 2, 3, and 4) increased from 1.6 million to 2.2 million.

In terms of higher education financing, it was pointed out that the fifth Government increased the amount of loans accessed by students of higher learning institutions, through the Higher Education Students' Loans Board (HESLB) from Tsh. 311 billion in the academic year of 2014/2015 to Tsh. 450 billion in the academic year of 2019/2020.

The outcomes of such initiatives include the notable improvements in students' academic performance. For example, the pass rate of pupils in Primary School Leaving Examination (PSLE) increased from 65% in 2015 to 81.5% in 2019. Similarly, the pass rate of students at ordinary-level of secondary education increased from 65% in 2015 to 80.6% in 2019.

Besides, the guest of honour stressed on the need for Universities to uphold the three core functions of teaching, research and consultancy/community service in a balanced manner. He challenged the Quality Assurance Officer to redefine their roles with a view to broaden the scope of their roles and responsibilities. This entails the roles of Quality Assurance officers in processes of admission of students and research conducted by universities, as well as the governance systems and structures, including staff recruitment and promotion systems.

Considering this broad scope of the roles of Quality Assurance Officers, it was advised that, there is a need for Universities to ensure that positions of Quality Assurance Officers are manned by competent individuals with requisite qualifications. In addition, TCU was urged to support such officers by undertaking among other things, capacity building initiatives including training workshops. Lastly, the guest of honour made a call for Universities to assess the extent to which they have addressed the challenges facing the communities.

### **1.5. Vote of Thanks**

The Vice Chairperson of TUQAF, Mr. Iddi Iddi moved a vote of thanks to the Guest of Honour and TCU on behalf of all participants. Mr. Iddi stressed that participants of the training workshop would learn a lot with respect to the need for providing quality education for

development of the people of our nation in particular and our country at large.

### **1.6. Presentation of Souvenirs to the Guest of Honour and Group Photos**

The Executive Secretary of TUQAF, Dr. Daphina Mabagala, handed over some selected souvenirs to the guest of honour. In turn, the guest of honour thanked organisers of the workshop for souvenirs.

## **PART II**

### **PAPER PRESENTATIONS AND DISCUSSIONS**

#### **2.0. Introduction**

This part presents a summary of the presentations and points out some of the important issues drawn from the workshop that require attention of both the Tanzania Commission for Universities (TCU), University Institutions, as well as other stakeholders. The information in this part is presented in the form of specific presentations followed by plenary discussions.

#### **2.1. Presentation 1: Roles and Mandates of the Tanzania Commission for Universities presented by Dr. Telemu Kassile, Director of Accreditation, TCU on behalf of the Executive Secretary, TCU**

Dr. Kassile presented on behalf of the Executive Secretary Prof. Charles Kihampa the roles and mandates of the Tanzania Commission for Universities (TCU). He opened up the presentation by providing background information to the Tanzania Commission for Universities. He highlighted some major factors that necessitated the need to regulate higher education in the country as well as in other parts of the world. It was explained that the need to regulate universities was attributed to the political and socio-economic liberalisation policies in the late 1980s to mid-1990s which among other things, opened up reforms in higher education. Other factors include higher demands for social services including higher education whereby up to 1992 there were only three universities in Tanzania namely University of Dar es Salaam (1961); Sokoine University of Agriculture (1984); and Open University of Tanzania (1992). All of them were public universities. Moreover, during the period under reference, higher education experienced exponential expansion, which was considered threat to the quality of the institutions being established and the education provided.

It was behind that background that the Higher Education Accreditation Council (HEAC) was established in 1995 by an Act of the Parliament No. 10 of 1995, Cap 523 to regulate the establishment and subsequent accreditation of private university institutions in the country. During that period between 1995 and 2004, a total of Fourteen (14) Universities and University Colleges were established.

Having operating for almost five years, the HEAC was found to have some limitations in regulating university education in the country. Some of the notable limitations include the fact that HEAC mandates were limited only to private universities, thus considered unfavorable for promotion of a viable public-private partnership in higher education as stipulated in the National Higher Education Policy of 1999. In addition, it was considered that there was a need for harmonised higher education system in the country because issues of quality cut across both public and private university institutions.

In view of the aforesaid limitations of HEAC, it was considered necessary to have an oversight body that would regulate both private and public universities in the country. The Tanzania Commission for Universities (TCU) was therefore established in July 2005 through enactment of the Universities Act, Cap. 346 of the Laws of Tanzania to replace HEAC.

Having presented a brief background to TCU, Dr. Kassile outlined the vision, mission, motto and core values of TCU. He further highlighted the three major functions of the Commission, namely Regulatory, Advisory, Supportive.

It was pointed out under the regulatory function, the Commission deals with registration and accreditation of Universities to operate in Tanzania; periodic evaluation of universities, their systems and programmes; validation and accreditation of programmes to ensure their credibility; and recognition of university qualifications attained from local and foreign institutions for use in Tanzania.

With regard to the advisory role, the Commission advises the government and the general public on matters related to higher education in and outside Tanzania; international issues pertaining to higher education; programme and policy formulation; and best practices.

It was further elaborated that under the supportive role, the Commission provides support to university institutions in terms of

ensuring orderly conduct of university operations and adherence to set standards and benchmarks; coordination of admission of students; and training and other sensitisation in key areas such as quality assurance, university leadership and management, fund raising and resources mobilisation, entrepreneurial skills; and gender mainstreaming.

Besides, Dr. Kassile presented some highlights on the TCU Legal and Regulatory Framework. In particular, he clarified that there are two major Legal instruments namely the Universities Act, Cap. 346 of the Laws of Tanzania; and the Universities (General) Regulations, GN. No. 226 of 2013. With regard to the Policy Framework, Dr. Kassile mentioned that the major policy directives on higher education are informed by the Education and Training Policy, 2014 as well as policy guidelines issued to universities and the general public by the Commission from time to time on all matters related to the provision of higher education in Tanzania.

Speaking about TCU Governance, Dr. Kassile informed the participants that the Commission is the major decision-making organ in all policy and governance matters. He elaborated that Section 9(1) – (2) of the Universities Act, Cap. 346 of the Laws of Tanzania provides for the establishment and composition of three statutory Committees of the Commission. The Committees established under this provision are Accreditation Committee; Admissions Committee; and Grants Committee. These Committees usually play a central advisory role to the Commission on all technical matters. The major functions of each Committee were also highlighted.

The Accreditation Portfolio is responsible for accreditation and quality assurance of universities; validation, accreditation and quality assurance of programmes; put in place and implement quality assurance systems; as well as to ensure adequacy and quality of lecturers.

Whereas the Admission Coordination and Data Management Portfolio is among others, responsible for coordination of admission and ensure students with qualifications; dissemination of information to the public and other stakeholders; coordination of admission and ensure equal opportunity; and coordination and validation of admission capacity.

With regard to the responsibilities of the Grants, Finance and Administration Portfolio, it is responsible to coordinate and advise on financial requirements in universities; assess the financial needs and



advise on financing higher education; receive and analyse annual reports from Universities; and regulate university fees.

In terms of institutional set up, it was described that in order to exercise its mandates and regulatory function, the Commission has three full Directorates, namely Accreditation; Admission Coordination and Data Management; and Corporate Services. Each Directorate reports to the respective Committee on any matter that requires attention or approval of the Commission.

Dr. Kassile also expressed some pressing factors which necessitates the call for quality assurance in higher education. These include, but not limited to the following:

- a) The increased demand for quality education;
- b) Quality assurance in higher education is a continuous improvement process through continuous assessment, evaluation and mitigations;
- c) Quality assurance in higher education entails cultivation and nurturing of quality culture; and
- d) Strengthening institutional internal quality assurance systems and mechanisms through concerted efforts of all key stakeholders.

Moreover, Dr. Kassile explained that in order to promote linkages and collaborations with other stakeholders, TCU works closely with other National, Regional and International Higher Education Regulatory Agencies, Professional Registration Boards, Professional Associations. Some of the regional and international networks include Inter-Universities Council for East Africa (IUCEA); Association of African Universities (AAU); The Association of Common Wealth Universities; South African Qualifications Authority (SAQA); East African Quality Assurance Network (EAQAN); African Quality Assurance Network (AfriQAN); Tanzanian Universities Quality Assurance Forum (TUQAF); International Vocational Education and Training Association (IVETA); Commission for University Education (CUE-Kenya); National Council for Higher Education (NCHE – Uganda); Higher Education Council (HEC – Rwanda); Commission for Higher Education (South Africa); and National Council for Higher Education (NCHE - Malawi).

The national Professional and Registration Bodies which works closely with TCU include: Engineers Registration Board (ERB); Medical Council of Tanganyika (MCT); Health Laboratory Practitioners Council (HLPC);

Council of Legal Education (CLE); Architects and Quantity Surveyors Registration Board (AQRB); the Pharmacy Council; Tanzania Nursing and Midwifery Council (TNMC); National Council for Technical Education (NACTE); National Examinations Council of Tanzania (NECTA); Higher Education Students' Loan Board (HESLB); Zanzibar Higher Education Loans Board (ZHELB); and Tanzania Education Authority (TEA).

Of particular interest in the presentation was the success stories of TCU since its establishment. Some success stories were listed down including the following:

- a) The number of Universities and University Colleges increased from 1 University College in 1961 to 49 Universities and University Colleges by February, 2019;
- b) Improvement in the coordination of admission services by increasing equity in access to higher education, regulating of admission capacities and strengthening the tools for verification of qualifications of students admitted by universities;
- c) Development of online systems:
  - i) Programme Management System (PMS) – for evaluation and accreditation of programme curricula;
  - ii) Foreign Award Assessment System (FAAS) – for assessment and evaluation of awards conferred by foreign universities (non-Tanzanian universities);
  - iii) University Information Management System (UIMS) for collection, processing, storage and dissemination of information related to university education in Tanzania; and
  - iv) Integrated Admission System for handling and verification of students admission and transfer.
- d) Training workshops to university staff on:
  - i) University Leadership and Management;
  - ii) Pedagogy Trainings;
  - iii) Development of Market Driven Curriculum;
  - iv) Admission Matters;
  - v) Development of Admission and Data Management Systems;

- vi) Peer Reviewers; and
- vii) Development of Programme Benchmarks.

While appreciating the notable TCU successes highlighted in this presentation, Dr. Kassile underscored the fact that since its establishment, TCU has by and large, been performing more of the supportive role to university institutions with the aim of nurturing the institutional growth and strengthening of the internal quality assurance systems of university institutions. It was however noted with concern that, more than ten years down the line some of the institutions have not been able to raise the desired level of quality.

In another scenario, it was observed that in recent years, compliance has become an issue of concern under the context of higher education, particularly in our country. Some of the catalysing factors for this state of affairs include, but not limited to the following: desire for compliance than quality by some university institutions; low research and innovation output by university institutions; low capacity in terms of both physical infrastructure/facilities and technical know-how; limited knowledge for some University Leaders about the laws, guidelines, procedures and standards governing Universities; Financial constraints facing some university institutions; and interference of some owners to the general management and operations of university institutions.

Dr. Kassile winded up his presentation by stressing that in fostering higher education and ensuring compliance, TCU aims to support university institutions through human resource capacity building by conducting regular trainings. He also expressed the commitment and desire of the Commission to continue to monitor the implementation of the laid down Laws, Regulations, Procedures, and Standards, and provide support and advice to all university institutions.



**Photo 1: A section of Quality Assurance Officers keenly following up on the presentation delivered by Dr. Telemu Kassile (standing) at the Training Workshop jointly organised by TCU and TUQAF**

The discussions on Dr. Kassile's presentation were centered around two main issues namely, the relationship between financial sustainability and the quality of education provided; and the importance of conducting graduate tracer studies. With regard to the first item, it was observed that there is a direct relationship between the financial sustainability with the quality of education offered by an institution. While referring to some vivid examples, it was noted that some universities in Tanzania have succumbed to quality assurance challenges due to lack of and/or weak financial base.

With regard to the importance of conducting graduate tracer studies during the programme review, it was explained that new programmes should be developed after conducting a study on needs assessment. Participants were reminded that in carrying out graduate tracer studies universities should be guided by the Revised Curriculum Framework as released by TCU in 2018. It was further reiterated that curriculum reviewers should equally pay particular attention on the use of Revised Curriculum Framework when reviewing a new/revised curriculum.

## **2.2. Presentation 2: Standards and Guidelines for University Education in Tanzania, 2019 by Prof. Mayunga H.H. Nkunya<sup>1</sup>**

The presentation by Prof. Nkunya was intended to unveil to the participants, the Standards and Guidelines for University Education in Tanzania, 2019. Prof, Nkunya opened up his presentation by putting forward some conceptual issues in higher education. Such issues include contextual view of a university, global forces impacting the university, fundamentals for a transformative university, quality of a university, the context of quality higher education, definition of quality in higher education, how to measure quality in higher education, quality model for teaching and learning, and fundamentals of quality assurance in higher education. It was considered necessary for the participants to have a clear and common understanding of the said conceptual issues in order to be able to understand the underpinning philosophy and guiding principles of the Standards and Guidelines for University Education in Tanzania, 2019.

Speaking about the contextual view of a university, Prof. Nkunya alluded that a university is a higher education institution whose mission is to create and disseminate knowledge through teaching, research, and provision of public service while conforming to universal norms for such institutions, namely: Institutional autonomy; Academic freedom; and Collegial leadership and management styles integrated into corporate governance. It was therefore said that the quality of a university is judged on the basis of how it achieves her own stated mission and objectives, how her products conform to pre-determined stakeholders' expectations (students, parents, employers, government, the general society, etc.), how it drives her mission and objectives relative to those of other universities, while conforming to pre-determined stakeholders' expectations, how it demonstrates her relevance, and how it serves the society in diverse aspects.

Prof. Nkunya further explained that in the context of Tanzania, a university should therefore be responsive to strategies that enable it to accommodate the growing number of candidates needing to access

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<sup>1</sup> Prof. Mayunga Nkunya is currently a Professor Emeritus of the University of Dar es Salaam and the Chairman of the Tanzania Commission for Universities (TCU). He was the Convener of a Technical Committee which developed the Standards and Guidelines for University Education in Tanzania, 2019.

higher education but without compromising quality. A university should as well acknowledge the need to attain a critical mass of higher education enrolment for the country to function in the global knowledge economy. He insisted on the need for attainment of critical mass of higher education enrolments by citing the requirement by UNESCO that in order for a country to attain the global knowledge economy it needs to have a higher education enrolment rate of about 40-50% of the age cohort. It was further reiterated that a university should be responsive to relevance of its programmes, services and products to the society; provision of service to the society; and maintenance of quality programmes, teaching and learning facilities, resources, services, and products (graduates, research output, inventions, innovations, and public service products).

On the other hand, Prof. Nkunya mentioned a number of forces that are impacting the university. Some of the forces he highlighted include the changing world of work; blurring industry boundary; evolving digital technology; increasing international competition; and the rise of continuous learning. In order to manage such forces, universities were advised to operate as transformative entities.

In addition, some fundamentals of a university were outlined, including the ability to provide customised; on-demand education by enabling students to study in multiple modes; switching seamlessly between on-campus; blended or wholly online enabling students to combine studying with work and other activities; ability to provide a mix of degrees and shorter tailor-made courses to supplement degree qualifications and lifelong learning programmes through collaboration with industry to top up career skills or enabling individuals to change careers; convergence platforms for collaboration and partnership with industry; developing entrepreneurship and students skills for current and future jobs; and interdisciplinary institutions cherishing cross- and inter-disciplinary programmes suiting industry and preparing students for the present and future job markets as well as enabling academics to engage in collaborative research with research funding agencies.

Similarly, Prof. Nkunya insisted on the need for each university to embrace diversity since each university is unique and should strive to maintain its uniqueness in order to remain competitive.

In explaining the concept of quality in higher education, it was revealed that there is no single or simple definition of quality in higher education. This is because quality may refer to a number of parameters



based on views of different actors and stakeholders. For instance, students and parents may view quality as attainment of expected learning outcomes and desired qualifications; whereas Institutional owners view quality as commitment to satisfy societal expectations, value for investment, customer expectations, and public policies; Institutional managers may perceive quality in terms of achieving missions, adherence to internal policy, accountability to stakeholders.

Therefore, quality in higher education is a multi-dimensional concept with various interpretations. It was further explained that there is no absolute quality in higher education as there is no fixed definition of quality. Quality is thus a matter of negotiation between the higher education stakeholders. In other words, quality is context-bound and its measurement is based on the existing criteria and standards.

On a different note, Prof. Nkunya underscored the need to understand the concept of quality assurance in higher education. He described quality assurance in higher education as entailing all policies, processes and actions through which the quality of higher education is measured, maintained and developed. It involves setting standards, establishment and elaboration of effective quality assurance systems in institutions and carrying out external quality assessment of the institutions. He further clarified that in higher education there are both internal and external quality assurance systems. The internal quality assurance entails the institution's mechanisms to ensure and improve its own quality, as opposed to external quality assurance which entails monitoring the quality of higher education at institutions by external quality assurance agency such as Tanzania Commission for Universities (TCU).

Of another interest in Prof. Nkunya's presentation was a distinction between the two interrelated concepts namely, *quality assurance* versus *quality control*. While quality assurance refers to a set of activities for ensuring quality in the processes by which products are developed, quality control is a set of activities for ensuring quality in products, focusing on identifying defects in the actual products produced. The focus of quality assurance is to prevent defects on the process used to make the product, hence it is a proactive process. On the other hand, the focus of quality control is to identify and correct defects in the finished product, hence it is a reactive process.

Besides, Prof. Nkunya listed down some of the quality assurance tools used in higher education including Benchmarks, Standards, Principles

and Guidelines, Guidelines, Quality assurance toolkits, and Quality Assurance Reports. In particular, he elaborated that Quality Assurance Reports include self-evaluation reports by institutions, quality audit reports by the external quality assurance agency, and quality improvement plans by higher education institutions. In this respect, the need for institutions to develop and implement quality improvement plans was highly emphasised.

Prof. Nkunya's presentation also touched on some key aspects of quality assurance processes including Quality assessment, Quality audit, Tracer Studies, and Accreditation.

Quality assessment is a review or evaluation of quality in higher education institutions, internal (self-assessment) and external assessment. Quality audit refers to evaluating the way in which quality is assured by checking the effectiveness of the quality assurance systems that an institution has put in place to assure quality. While Tracer Studies: provide feedback from the market on the quality of products (graduates), Accreditation entails an evaluation of the quality of a higher education institution or programme so as to formally recognise it as having met certain predetermined benchmarks/minimum standards of quality.

Besides, Prof. Nkunya explained the usefulness of institutional self-assessment reports and institutional quality improvement plans as tools for monitoring quality in higher education institutions. Specifically, he underscored on the need for university institutions to prepare annual Institutional Self-assessment Reports as well as Institutional Quality Improvement Plans. He also reminded the participants that in conducting quality monitoring and quality audits, TCU plays particular attention to, among other things, the institutional self-assessment reports and institutional quality improvement plans. He mentioned however, that most of the universities do not have in place the institutional quality improvement plans. Further, Prof. Nkunya reminded that the review of programmes should be informed by tracer studies.

When presenting a summary of the Handbook for Standards and Guidelines for University Education in Tanzania, 2019, Prof. Nkunya explained that the development of the said Standards and Guidelines was informed by the following seven (07) guiding principles:



- a) Universities have the primary responsibility to ensure and assure quality of their institutions and the education provided, in terms of inputs, processes, outputs, and outcomes;
- b) The growth, expansion and diversity of university education systems in the country need to correspond to quality aspects and focus on national priorities in terms of inputs, processes, outputs, and outcomes;
- c) Standards and Guidelines are focused on meeting the needs and expectations of students, parents, universities, the Commission, the nation, and all other stakeholders regarding deliverables from the university education enterprise;
- d) Standards and Guidelines promote creativity and innovativeness of universities with respect to their academic function, institutional growth, diversification, and competitiveness;
- e) Standards and Guidelines cherish academic freedom and institutional autonomy of universities, while making universities accountable to the Government and other stakeholders;
- f) Standards and Guidelines provide minimum parameters to be met in the provision of university education in the country, but also encourage universities to exceed the minimum parameters to attain a competitive edge in quality and excellence; and
- g) The handbook is a 'one stop centre' on standards and guidelines for regulating the provision of university education in Tanzania, in terms of inputs, processes, outputs, and outcomes.

Prof. Nkunya explained that the Standards and Guidelines are provided in Seven Parts in line with the expected institutional set up of universities. To that effect, he alluded, the among other things, the Standards and Guidelines are intended to: guide universities in the provision of quality education in the country; guide the Commission in regulating the quality of university systems in the country; guide higher education stakeholders on the principles underlying the provision of quality higher education in Tanzania; and facilitate operationalisation of the Universities Act, Universities (General) Regulations, 2013, and Charters and operational instruments of individual universities.

Elaborating about the seven parts of the Standards and Guidelines, Prof. Nkunya pointed out that *Part One* covers the issues related to Governance and Management of Universities. It is meant to harmonise

management and governance systems for the purpose of operationalising the Act and Regulations, in terms of governance and management structures; promotion of institutional growth; adherence to student/staff ratios and the minimum academic and technical staff disposition for the purpose of maintaining the quality of education provided; and sensitivity of university systems to gender equality and equity.

*Part Two* provides for the quality assurance and accreditation matters. It guides the Commission in regulating the quality of university systems and the provision of education in the country based on regional and international practices, bearing in mind that Tanzania is a member of the EAC Common Higher Education Area. It also guides universities in maintaining the quality of university systems and the provision of education based on regional and international practices. Thus, the key issues covered in part two include: institutional quality assurance systems and quality improvement mechanisms; programme and institutional accreditation, re-accreditation, and quality audits; adoption of an accredited programme from another university or by a college/centre/campus of same university; collaborative programmes for the purpose of granting double degrees and offering a foreign programme; award of double degrees; involvement of professional bodies and agencies for registration of professionals; impartiality and avoidance of conflict of interest in academic audits; need for market surveys in programme development and review; handling complaints and appeals against accreditation decisions

*Part Three* covers issues related to undergraduate admission, programmes and awards. It is meant to ensure that the undergraduate admissions, programmes and awards in the country are aligned to the EAC Common Higher Education Area framework and provisions in international conventions and declarations that provides for comparability and internationalisation of higher education for the country to remain regionally and globally competitive. It also focuses on guiding the provision of university education in Tanzania as the country endeavours to catch up with national aspirations to become a knowledge economy by 2025. The issues covered in this part include the following:

- a) Student admission, progression, mobility and transfer;
- b) Nature of the programme including its nomenclature, content, structure;

- c) Programme duration with respect to the achievement of the expected learning; outcomes and the credit weighting indicated in the programme as specified in the UQF and the delivery processes;
- d) An academic award and its meaning;
- e) Relationship between the paper qualifications a graduate possesses and the intrinsic knowledge, skills, competences and attitude he/she can demonstrate in the job market or in a self-employment enterprise that makes him/her a resourceful human resource for the nation;
- f) Special programme delivery systems such as double/joint multiple/parallel degree programmes;
- g) University examinations and student assessment including aspects related to external examiner systems;
- h) Credit accumulation and transfer systems;
- i) Grading, calculation of GPAs, final award classification, certificates and transcripts, and special awards; and
- j) Curriculum framework.

*Part Four* provides for Postgraduate Training, Research and Innovation. It is intended to ensure that the conduct and overall quality of postgraduate training in the country is consistent with national aspirations for quality. It focuses on ensuring that postgraduate training in the country is aligned to regional and international quality aspects with respect to the overall management of postgraduate training in terms of postgraduate levels, types of programmes, and awards; delivery modes and assessment; minimum admission requirements; exit pathways (according to UQF) and credit transfer arrangements; postgraduate supervision and student transfer arrangements; quality of research and innovation; quality of thesis/dissertation; and academic integrity.

Citing vivid case studies on postgraduate training, Prof. Nkunya mentioned that there was an increasing challenge whereby a dissertation or thesis of a postgraduate students were being written by some other people. He therefore explained that one of the measures to deter such unethical behaviour is a requirement for postgraduate students to publish a paper in reputable peer-reviewed journals that

are recognised by Senates of respective higher education institutions. He further appealed to higher education institutions to have clear policies that guide the conduct of postgraduate students who are given tasks of teaching undergraduate students.

*Part Five* covers issues related to Staffing and Career Development. It was emphasised that universities should recruit and/or deploy academic staff with good academic and professional standing, who are capable of offering quality and internationally competitive academic programmes; able to conduct scholarly research and produce innovations; possess demonstrable pedagogical skills and competencies; and uphold and promote the spirit of paradigm shift towards innovativeness in teaching, learning, and in research. This part provides for staffing and career development aspects, academic staff qualifications, appointment processes, staff workload, appraisal, and promotion criteria, and human resource management systems. The position of Emeritus Professor (a retired Professor who would continue to be engaged by a university as an honour for distinguished contribution to academia) has been introduced in order to enable the retired professor to continue contributing accumulated knowledge, wisdom and experience to the advancement of the university and the nation at large. Further this part provides a guidance on recruitment and appointment of academic staff before and after retirement; appointment of honorary, visiting, adjunct or part time, and foreign staff; appointment of postgraduate students for teaching tasks; duties, responsibilities and workload of academic staff; academic staff career development, appraisal and promotion; academic and professional integrity.

*Part Six* provides of physical resources and other facilities required to promote conducive environment for teaching and learning. It is intended to ensure students are provided with physical and other facilities that promote rigorous scholarship and an environment that is conducive to teaching and learning through meeting national benchmarks while drawing due consideration to regional and international practices. This takes into consideration the emerging shift from the traditional teacher-centred approach in education delivery and learning to the student-centred and flexible mode. It also covers the areas related to library and other teaching and learning resources, including ICT and laboratory facilities, student accommodation and other welfare provisions for both staff and students, as well as several

other student and staff support services that may not necessarily be of physical nature, such as health care and safety, and counselling services.

*Part Seven* covers matters related to Open, Distance, and E-Learning (ODEL). When presenting this part, Prof. Nkunya acknowledged the fact Tanzania is the only country in East Africa having a national university dedicated to ODeL mode of delivery, namely the Open University of Tanzania. He further acknowledged that some other residential universities in the country are also practicing this delivery approach in a dual mode. He explained that was the basis for the need to establish Standards and Guidelines for Open, Distance and E-Learning, taking into consideration what prevails in other countries. He added that this part is also intended to promote blended (dual mode) teaching and learning in universities in Tanzania, as a way of expanding higher education access and for promoting a life-long learning spirit in the country. It was elaborated that unlike the conventional education delivery, the ODeL mode covers the following specific issues: institutional governance, management and administration; ODeL programmes and delivery centres; ICT infrastructure and facilities; staff recruitment; programme and course design and development; learner-centred teaching and learning; recognition of prior learning; orientation and progression; learner assessment and evaluation; programme level staffing and tutoring; student admission and learner support systems; teaching and learning materials, and face-to-face facilities. Prof. Nkunya stressed that it was equally necessary to ensure that there is adequate number of qualified academic staff for ODeL programmes.

At the end of his presentation, Prof. Nkunya derived the following major conclusions:

- a) A university is expected to continuously maintain the quality of its programmes, teaching and learning facilities and resources, services, and products;
- b) Quality in higher education is a multi-dimensional concept with various interpretations;
- c) The quality of a university is judged against how:
  - i) It achieves its own stated mission and objectives;
  - ii) It ensures and assures the quality of its inputs, processes, outputs, and outcomes; and

- iii) Its products conforming to pre-determined expectations based on international practices.
- d) While conforming to universal norms and quality standards, universities need to cherish diversity of their missions and objectives in relation to societies they serve;
- e) Quality assurance is an integral part of the quality management plan of a higher education institution;
- f) To maintain quality, institutions need support: quality is a shared responsibility of government, quality assurance agencies, Higher Education Institutions and external stakeholders;
- g) Quality assurance is a means to achieve quality, but it is not an end by itself!
- h) It is imperative to ensure common understanding (and interpretation) of the essence of each of the standards and guidelines;
- i) Quality is a matter of negotiation between the stakeholders guided by universal practices and experience of the practitioners; and
- j) Hence, the standards and guidelines may be reviewed from time to time as stakeholders see the need to do so.



**Photo 2: A section of participants attentively listening to Prof. Mayunga Nkunya (not in picture) while presenting the Standards and Guidelines for University Education in Tanzania, 2019 at the Training Workshop jointly organised by TCU and TUQAF**



From the presentation, a number of issues were raised and discussed in a plenary session. One of the major areas of concern was on the importance of universities to ensure they put in place effective governance systems and decision-making mechanisms for better results. Some specific examples of the lack of governance systems and decision-making mechanisms were cited such as some institutions admitting students without been approved by the Senates; submission of curricula of academic programmes for accreditation and/or re-accreditation by the Commission without the same having been passed through the appropriate approval organs within the university.

It was also observed that that some Universities assign many postgraduate students to a supervisor, contrary to the provisions of Standard 4.18 on Postgraduate Supervision, and Guideline 4.18.4 which requires that the maximum number of postgraduate students to be supervised by one supervisor at any particular time shall not exceed fifteen (15) for Master's and five (5) for PhD candidates.

On issues related to admission entry requirements, it was clarified that currently the minimum undergraduate degree GPA set for a person to be admitted into a Master's degree is 2.7. However, the Senates can set higher GPAs as deemed appropriate.

Other recurring issues during the discussion were centered around academic staff promotions. It was mentioned that in some universities there were cases where some PhD holders were quickly promoted to become Professors without meeting criteria set forth in the Standards and Guidelines for University Education in Tanzania, 2019. It was elaborated that the mandate to rectify such circumstances was better vested within the University's governance organs.

Participants were also reminded that laxity and lack of knowledge and skills on university leadership has significantly affected a number of universities in Tanzania, leading to closure of some institutions and/or instituting the ban on admission of new students into some academic programmes.

Lack of proper records keeping was yet another issue that came to the fore during the discussions. In this respect, the importance of proper keeping of records and minutes on the various decisions made by university organs was highly insisted.

With regard to the requirement for stakeholders' consultations during curriculum design and development, and/or during the curriculum

review, it was stressed that universities should take such exercise more seriously and do it systematically if an institution wants to remain competitive.

Universities were also reminded to ensure that for collaborative programmes, there is a Memorandum of Understanding that specifies the roles and duties of each party (e.g. which institution will confer awards? which institutions will provide the physical resources and facilities for the training? issues about staff distributions?).

### **2.3. Presentation 3: Accreditation and Quality Assurance in Higher Learning Institutions (HLIs): Lessons Learnt from the 2016 Special Academic Audit (SAAT 2016) by Professor Charles Kihampa, Executive Secretary, TCU**

Professor Kihampa explained that TCU conducted the first major inspection in 2016 in order to assess the quality of education provided by institutions of higher education in Tanzania by evaluating 860 programmes (encompassing 766 accredited programmes, 48 programmes with provisional accreditation, and 46 programmes without accreditation). Based on the findings of SAAT 2016, Prof. Kihampa explained that it was appropriate to rename the report as *'Disturbing Memories of the Special Academic Audit 2016 (SAAT 2016): The Road Not Travelled'*. According to Prof. Kihampa, following that inspection, in 2017, a total of 19 University Institutions were banned to admit new students until the quality situation at the respective university is improved to the satisfaction of the Commission in line with set quality assurance standards and guidelines. The institution which were banned to admit new students include the following:

- 1) Kampala International University in Tanzania (KIUT);
- 2) Jomo Kenyatta University of Agriculture and Technology – Arusha Centre (JKUAT – Arusha Centre);
- 3) Jomo Kenyatta University – Arusha Centre (KU – Arusha Centre);
- 4) St. Joseph University College of Engineering and Technology (SJUCET);
- 5) Eckernforde Tanga University (ETU);



- 6) United African University of Tanzania (UAUT);
- 7) International Medical and Technological University (IMTU);
- 8) University of Bagamoyo (UoB);
- 9) St. Francis University College of Health and Allied Sciences (SFUCHAS);
- 10) Archbishop James University College (AJUCo);
- 11) Archbishop Mihayo University College of Tabora (AMUCTA);
- 12) Cardinal Rugambwa Memorial University College (CARUMUCo);
- 13) Marian University College (MARUCo);
- 14) St. John's University of Tanzania - Msalato Centre (SJUT – Msalato Centre);
- 15) St. John's University of Tanzania - St Marks Centre (SJUT – St. Mark's Centre);
- 16) Teofilo Kisanji University (TEKU);
- 17) Teofilo Kisanji University – Tabora Centre (TEKU – Tabora Centre);
- 18) Tumaini University Makumira – Mbeya Centre (TUMA – Mbeya Centre); and
- 19) Kilimanjaro Christian Medical University College (KCMUCo).

Professor Kihampa elaborated that along the line, other universities joined the group after falling prey to a number of quality assurance challenges. These were

- 1) Mount Meru University (MMU);
- 2) Josiah Kibira University College (JOKUCo);
- 3) Sebastian Kolowa Memorial University (SEKOMU); and
- 4) Stefano Moshi Memorial University College (SMMUCo).

Citing some of the main reasons for the observed state-of-affairs, Prof. Kihampa explained that the failure of most of the institutions could largely be attributed to non-compliance with the laid down quality assurance Standards and Guidelines for university education in Tanzania. This was manifested by:

- 1) Presence of unqualified and incompetent University leaders especially the top management encompassing the Vice Chancellors, Deputy Vice Chancellors, Principals, Deans, Directors, and Heads of Departments;
- 2) Inadequate infrastructure encompassing, inter alia, laboratories, workshop facilities, and dilapidated buildings;
- 3) Presence of unqualified academic staff with low GPAs;
- 4) Existence of unaccredited curricula/provisional accredited programmes;
- 5) Programmes which did not have recognition/endorsement by professional registration bodies, such as ERB, Health Laboratory Practitioners Council (HLPC), and Medical Council of Tanganyika, among others;
- 6) Overcapacity with respect to enrolment of students (exceeding thresholds of staff-student ratios);
- 7) Examination malpractices;
- 8) Unresolved conflicts amongst the university community;
- 9) Owners' interference in the running of Universities;
- 10) Mismanagement of funds and other resources (sometimes due to lack of audit committees); and
- 11) Lack of robust quality assurance mechanisms.

Prof. Kihampa mentioned that as a result of the outlined shortfalls, the Commission continued to provide the necessary advice and support with a view to improve their conditions and so that they reinstate the admission of students. Following such initiatives, nine (09) universities managed to resume studies (KIUT, SJUCET, UAUT, SFUCHAS, AMUCTA, MARUCo, TEKU, KCMUCo, and SMMUCo), while for others it was too late. Thus, the Commission was compelled to revoke the registration of four (04) fully fledged universities (MMU, IMTU, ETU, and UoB), three (03) University Colleges (AJUCo, CARUMUCo, and JOKUCo), and six (06) University Centres (JKUAT – Arusha Centre, KU – Arusha Centre, SJUT – Msalato Centre, SJUT – St. Mark's Centre, TEKU – Tabora Centre, and TUMA – Mbeya Centre).

While stressing on the need to address such challenges, Prof. Kihampa made use of a quotation from a speech delivered by the Late Mwalimu

Julius Kambarage Nyerere in 1962 which goes: ***'We cannot hope to solve our problems by pretending they do not exist'***.

Based on the lessons learnt from the 2016 Special Academic Audit, Prof. Kihampa explained that TCU has changed its Modus Operandi with a view to enhance implementation of its roles in addressing several issues in higher education. Such changes include the following:

- a) Refraining from issuing provisional accreditation of programmes;
- b) Enforcement of Universities' compliance to the set Almanacs;
- c) Strengthening the monitoring activities;
- d) Organising more training workshops to various carders of university staff (including Chairpersons of University Councils/Boards);
- e) Refining Standards and Guidelines;
- f) Strengthening collaboration with different stakeholders; and
- g) Strengthening advisory role and meeting with stakeholders more frequently (For instance, conducting separate meetings with members of teaching staff and leaders of student's Governments).



**Photo 3: Prof. Charles Kihampa, the TCU Executive Secretary (standing) making a presentation at a training workshop for Quality Assurance Officers jointly organised by TCU and TUQAF**

After the presentation by Prof. Kihampa, the participants acknowledged that the lessons learnt from the Special Academic Audit 2016 presented an experience that should never be repeated by whatsoever reasons. It was also observed that the issues related to adequacy and qualifications of university staff were critical even at the moment. It was therefore considered important for universities to put in place viable staff development plans as well as staff retention schemes and succession plans with a view to ensuing availability of qualified staff (both administrative and academic staff).

#### **2.4. Presentation 4: New approaches to Quality Assurance in the Changing World of University Education by Professor Masoud Muruke, former President of EAQAN and Director of the Quality Assurance Bureau of the University of Dar es Salaam**

The presentation by Prof. Muruke focused on issues related to the changing world of university education. He said that the modern world of higher education is characterized by among others, increased number and diversity of students and programmes and advancements in technology including internet-based multimedia that might enable lecturers to handle large number of classes through ODeL, reduced need for physical space; facilitated delivery of education through video conferencing and open software such as Zoom and Google meeting. Cementing on his argument, Prof. Muruke challenged participants to respond to the question that: Why was it easier to use advanced technologies to deliver education in selected primary schools and not the case in Universities in Tanzania during the outbreak of COVID-19 Pandemic? In this regard, he requested participants to draw some lessons from other countries within the region and elsewhere in the world.

Moreover, Prof. Muruke pointed out some current trends in higher education including: cross-border education/mobility of students, globalization/internalisation; and joint programmes. He explained that it is against this understanding that there have been ongoing national, regional and international initiatives to harmonise the higher education systems. Citing some examples, Prof. Muruke said TCU has harmonised

the Quality Assurance Standards and Guidelines. Whereas, at the regional level, he mentioned the Inter-University Council for East Africa (IUCEA) as a case study in the harmonisation of higher education systems.

Besides, Prof. Muruke presented some highlights about emerging quality assurance challenges due to the application of advanced technologies as opposed to traditional methods. Such challenges include increasing cases of plagiarism (despite the use of anti-plagiarism software), cheating and other forms of academic dishonesty. He concluded his presentation by challenging the participants to consider the mechanisms that can be used to address increasing cases of academic dishonesty due to technological advancements in institutions of higher education.



**Photo 4: Prof. Masoud Muruke moving his presentation at the TCU-TUQAF joint training workshop on quality assurance matters**



The main issue that dominated discussions on Prof. Muruke's presentation was on the use of ICT – Mediated methods of teaching and learning. In particular, it was observed that there was common understanding on the definition of online teaching and learning. There were different perceptions on what entails online teaching and learning. The questions about the assessment methods and reliability of internet connectivity and facilities were at the centre of discussions. It was therefore agreed that there was a need to put in place proper legal and policy framework that would guide online teaching and learning processes, including the development of the guidelines for online learning.

### **2.5. Presentation 5: Conduct of Examinations in Higher Learning Institutions (HEIs) by Professor Allen Mushi**

Professor Mushi's presentation was divided into four main parts, namely, introduction, Quality Assurance Standards and Guidelines on student assessment, conduct of examinations, and general issues. Under introduction, he stressed that the reputation of institutions of higher education emanates from quality graduates, hence examinations should ensure that candidates get scores/grades that they deserve.

Furthermore, he delved on the process of planning, organising and administering examinations by covering aspects of classroom teaching, setting examination questions, administering examinations, marking and grading, approving examination results, and issuing certificates.

With regard to Quality Assurance Standards and Guidelines on aspects pertaining to examinations, Prof. Mushi specifically provided clarification on Standard 3.12 (Student Assessment), Standard 3.13 (University Examinations and Students Assessment Results), Standard 3.14 (External Examiner System), Standard 7.12 (Learner Assessment and Evaluation) and attendant Guidelines.

While elaborating about part three of the Quality Assurance Standards and Guidelines on the conduct of examinations, Prof. Mushi stressed on the need of setting clear institutional regulations for proper management of Continuous Assessment (CA) that contributes to an average 40-50% of overall assessment marks for a course. Similarly, he stressed on the need for setting clear institutional/departmental regulations and standard format guidelines for setting examination

questions. For instance, setting questions that cover contents of the course outline basing on Bloom's taxonomy of six levels of learning objectives, namely, knowledge, comprehension, application, analysis, synthesis, and evaluation.

Additionally, he stressed on the need to ensure departmental consistency with regard to the number of sections, distribution of marks between sections, and the importance of providing clear information and instructions on question papers. Further, Prof. Mushi called for the need of setting clear guidelines for processing, moderating examination papers, marking schemes and grading by departmental committees of internal examiners and external examiners, and to ensure safety and security of examination-related materials.

With respect to administration of examinations, he pointed out that there is a need to ensure that the examination time table is prepared in a timely manner in order to avoid conflicts and satisfy, as much as possible, the needs of different stakeholders. Also, there is a need to develop institutional regulations/instructions to guide the conduct of invigilators and candidates and properly handle incidents of examination irregularities. If possible, institutions could install CCTV cameras and other state-of-the-art technologies in examination venues in order to enhance invigilation of examinations. Moreover, there is a need to develop clear guidelines with respect to the use of software for processing examination results and that ensures correct and secure data handling with integrity. In addition, Prof. Mushi explained that compiled results should go through a series of approval meetings, typically from Examiners board to Senate through Faculty/College board and Senate technical committee. Also changes of results after Senate approval must go through a secure computer system of checks with evidence, and there must be log files and other measures that ensure data security and integrity.

Besides, Prof. Mushi explained that certificates issued to graduates, graduation books and other kinds of reports should automatically be generated from a secure computer system. With regard to general issues, he insisted that all personnel handling examination matters, including examinations officers and computer systems administrators, should properly be vetted and institutions of higher education need to make use of Anti-plagiarism software. Also, institutions of higher education need to ideally source external examiners from the [East

African] region and beyond. Lastly, institutions should undertake regular auditing of examination results in the computer software in comparison with Senate results as maintained in hard copies for integrity.

## **2.6. Presentation 6: Getting Feedback from Stakeholders – Tracer Study by Dr. Nsubili Isaga**

Dr. Isaga presented a case study of a tracer study for Mzumbe University. While making introductory remarks, Dr. Isaga posed two questions with regard to the issue of accessing feedback from University stakeholders. The first one was, 'Who are the University stakeholders?' and the second one was, 'Why a University needs to get feedback from stakeholders?'

In order for participants to access further insights on both questions, Dr. Isaga provided a link of '[www.menti.com](http://www.menti.com)' and a code of '95 81 76 2'. In addition to the same link, she provided a code of 23 25 57 5 with respect to the third question: Which type/mechanism a University could use to get feedback from stakeholders?

Furthermore, Dr. Isaga explained that a tracer study, also referred to as a graduate/alumni survey for Mzumbe University was conducted in order to evaluate former students of the University on issues related to education/training they obtained while studying at the institution. In this regard, she said that the specific objectives of a tracer study were to: access valuable information for the development of Mzumbe University; evaluate the relevance of higher education as provided by Mzumbe University and use findings of the study to facilitate the process of accreditation; and inform stakeholders, including students, lecturers, and parents, about programme outcomes.

Moreover, Dr. Isaga explained that the study was motivated by the fact that it was the first time for such kind of study to be conducted at Mzumbe University. Therefore, there was a need to figure out employment status of graduates from Mzumbe University, identify alumni/alumnae with respect to the relevance of the programme at the job market, and identify strengths of the programme and challenges that graduates of Mzumbe faced. Due to COVID-19 pandemic, the study had to be administered online.



Utilising a snowball approach, research methods encompassed pre-plans for Graduate Tracer Study (GTS), trainings on how to undertake GTS, preparation and administration of a survey, data analysis that was largely presented in themes and interpretation, writing a report of GTC, and dissemination of research findings.

With regard to administration of a survey, an attendant questionnaire constituted questions that sought information/data on current employment status of graduates from Mzumbe University, types of organisations/institutions where graduates of Mzumbe have been working, studying (teaching-learning) conditions at Mzumbe University as perceived by its graduates while studying at Mzumbe University, conditions of job search and transition to work, and relationships between studying and working conditions.

Presenting a synopsis of study findings, Dr. Isaga explained that one-thirds (32) and two-thirds (62) of the respondents were females and males, respectively. Furthermore, majority of the respondents (86) had completed their studies within scheduled timeframes and majority of respondents (80) had access to ICT facilities while studying at Mzumbe University whereas a minority (15) did not have access to such facilities. Specifically, availability of ICT facilities at Mzumbe University enhanced competencies of majority of graduates in Microsoft Office, internet browsing, and e-learning resources. Also, majority of graduates expressed higher satisfaction levels with respect to library facilities at the same University.

In addition, over one-half of graduates highly rated the following aspects: 1) Availability of study materials in respective fields of studies, 2) Relevance of the study materials, 3) Availability of e-resources, 4) Adequacy of library space, 5) Ease of access of library materials, and 6) Operating timeframes of the library.

Furthermore, the majority of graduates were highly satisfied with lecture halls/rooms, accommodation, health facilities, academic programmes, co-curricular activities, and financial services (payment systems). Equally, majority of graduates were satisfied with teaching and learning practices (including students' participation in research projects, practical exercises/field work, mentorship, discussion and e-learning). However, more than one-half of the respondents were dissatisfied with recreational facilities, students' centres, guidance and counselling, and scholarship/work study.

Dr. Isaga concluded her presentation by explaining that the findings of the tracer study inform policies and decision-making geared towards improving learning environment and delivery of education at Mzumbe University.

Following the presentation by Dr. Isaga, some participants suggested that instead of relying on feedback from graduates, there was need for receiving feedback from other stakeholders, including employers, government, professional bodies, and industries.

Besides, other participants requested for expediting the development of tools to guide tracer studies in Tanzania or adoption of similar tools from IUCEA or German Academic Exchange Service (DAAD).

### **2.7. Presentation 7: Understanding Opportunities and Challenges in the Process of Reviewing Undergraduate Curriculum Using ABC approach: A Case of Bachelor of Science in Environmental Health of the State University of Zanzibar by Dr. Haji Ali Haji & Mr. Abdulla Ahmed Suleiman**

A presentation by Dr. Haji and Mr. Suleiman started by providing a background information about the State University of Zanzibar (SUZA) which largely runs programmes in Education, Science, and ICT. SUZA became an integral part of the EEI-SHEA Erasmus Project in 2018. Specifically, the project is a collaboration between five Universities in Africa and five Universities in Europe that aims to reform higher education by equipping graduates with knowledge, skills and competencies for employability and self-employment.

In this regard, presenters explained the efforts undertaken to integrate elements of entrepreneurship and innovation as coupled with ecological, social and economic sustainability into the Bachelor of Science in Environmental Health programme and delivering it through student-centred and e-learning approaches. The main activities that were undertaken in order to reform a Bachelor of Science in Environmental Health programme under EEI-SHEA Erasmus Project include: training-of-trainers, establishment of a stakeholders' panel encompassing students and external stakeholders, carrying out needs assessment, training teachers on how to re-design a programme using

the ABC Learning Design, and re-designing a Bachelor of Science in Environmental Health programme using the ABC Learning Design. Other activities would be: seeking accreditation for a re-designed programme, collaborating and sharing best practices with project partners, supporting quality assurance and quality control teams, and disseminating and publishing findings on the project.

Speaking about the ABC Learning Design, presenters explained that teams of students and external stakeholders created visual storyboards constituting pre-printed cards which outline the type and sequence of learning activities required to satisfy learning outcomes for a re-designed Bachelor of Science in Environmental Health programme. On one side of a card, a learning activity type, such as acquisition, investigation, collaboration, discussion, practice, and production was defined as the principle and on the other side conventional and digital learning activities (the practice) were detailed. In the course of delivering workshops, 'learning types' cards were sequenced and stacked into a large storyboard sheet. Thereafter, teams deliberated on different ways through which learning types would be mixed in order to attain learning outcomes of a re-designed Bachelor of Science in Environmental Health programme.

Furthermore, presenters mentioned some achievements of EEI-SHEA Erasmus Project with respect to SUZA including piecemeal integration of elements of entrepreneurship, innovation as coupled with ecological, social and economic sustainability into a re-designed Bachelor of Science in Environmental Health programme. Additionally, several stakeholders of SUZA (including students, graduates and lecturers) acquired knowledge, skills, and competencies to assist their colleagues in re-designing other programmes offered at SUZA and elsewhere.

Presenters also explained some of the challenges they faced when implementing EEI-SHEA Erasmus Project. Such challenges include: unwillingness of some stakeholders to engage in project activities without being compensated for their time, partial approval of a programme that has been re-designed in piecemeal, resistance from some members of the teaching staff to adopt new teaching modes.

Furthermore, lessons that were learnt from the project include: development of synergies with other related projects, need for providing more trainings to stakeholders on how to re-design programmes, and need for organising more trainings on entrepreneurship and innovation.

With respect to the way forward, presenters explained that stakeholders intend to complete the exercise of re-designing a programme by the end of October 2020 and seek full approval and accreditation of a re-designed programme from relevant decision-making bodies, prepare attendant teaching material and work plan, and implement and evaluate a re-designed Bachelor of Science in Environmental Health programme.

Presenters concluded their presentation by advancing a recommendation to higher education institutions in Tanzania to use ABC Learning Design particularly when developing online and blended programmes.

## **2.8. Presentation 8: Linking Higher Learning Institutions and Industry by Dr. Julius Tweve**

When making introductory remarks for his presentation, Dr. Tweve explained the contribution of innovations to dynamism of different organisations and nexuses between innovations and employability. In turn, such state of affairs calls upon universities to deliver innovative teaching and learning practices that would generate graduates with requisite knowledge, skills, and competencies to adapt to the fast-changing competitive world. While drawing of Kairisto-Mertanen (2019), Dr. Tweve explained that graduates with innovative competencies were likely to be more productive and generate goods and services that meet different levels of customer satisfaction. Specifically, such graduates were more likely to keep abreast to advances in science and technology in different types of industry. In order to generate such kind of graduates, universities have to ensure that students acquire the experience of working in different types of industry while still studying at universities. However, many higher education institutions experienced a shortage of the University-Industrial linkage.

While drawing on Jalonen (2018), Dr. Tweve delved on attributes that make society have a complex system. For instance, he explained cognitive challenges emanating from ambiguity of knowledge or redundancy of knowledge and unknown outcomes where curricula objectives are not addressed in teaching and learning processes. With respect to Tanzania, he explained that some institutions of higher education did not deliver innovative and problem-centred education to students. Instead, such institutions largely delivered bookish and

examination-centred education. Philosophically, such institutions considered education to be an instrument for future development and high GPAs to constitute a key determinant for graduates to better seize employment opportunities. Also, Dr. Tweve explained the evolution of University roles. Specifically, he explained that first Generation Universities largely focused on delivering education with a master's approach as was the case in the 1000s while second Generation Universities largely focused on providing education with a lecturer's approach and undertake research as was the case in the 1500s. Furthermore, third Generation Universities largely focused on providing education with a coach approach in order to enhance, inter alia, entrepreneurship.

Since many students in higher education institutions in Tanzania did not experience the University-Industrial linkage, Tumaini University Dar es Salaam College (TUDARCo) prepared a project paper to address related issues. Consequently, a three-year (March 2017 – March 2020) Introducing Reverse Innovation (IRIS) project was implemented through a partnership between TUDARCo and the Finish Turku University of Applied Sciences (TUAS). The main objective for undertaking IRIS project was to enhance capacity-building of partner institutions and empower communities in areas adjacent to respective partner institutions through active pedagogical teams of entrepreneurs as encapsulated in a FinTan Pedagogy Framework. Briefly, the framework encompasses, inter alia, formal learning that provides academic environment for students and academics, practical learning in public and private sectors that provides working life environment, and active learning that constitutes the interface between University and working life (projects, assignments, and workshops). Additionally, Dr. Tweve explained that the project will be extended from 2021 to 2024 by also involving Mwenge Catholic University (MWECAU) and Moshi Co-operative University (MoCU) in Kilimanjaro Region.

Besides, Dr. Tweve pointed out some challenges encountered when implementing IRIS project from March 2017 to March 2020. With regard to Tanzanian settings, such challenges include: limited trainings on diverse innovative pedagogy, several innovative features that are applied in the field do not feature in the curricular, larger number of students per class, limited situational analysis and stakeholder workshops, unwillingness for certain types of industry to accommodate students, and limited innovation hubs and visiting instructors.

With respect to the way forward, Dr. Tweve explained that there is a need to: review curricula and implement it during phase two of the project, enhance a shift from a master/lecturer approach to a coach approach, establish and enhance cooperation between higher education institutions and different types of industries, design help desks, establish hubs at Universities, benchmark programmes beyond Tanzania, and address linkage between employability and different types of industries.

## APPENDIX 1

### LIST OF PARTICIPANTS WHO REGISTERED AND PARTICIPATED IN THE QUALITY ASSURANCE WORKSHOP ORGANISED BY TCU AND TUQAF (OCTOBER 8, 2020)

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## APPENDIX 2

### TCU-TUQAF Quality Assurance Workshop

Held at Sokoine University of Agriculture (SUA), Morogoro  
8<sup>th</sup> and 9<sup>th</sup> October 2020

## PROGRAMME

### DAY 1

TIME	EVENT	RESPONSIBLE PERSON
08:30 - 09:00	Registration of Participants	Secretariat
<b>09:00 - 09:30</b>	<b>Opening Session</b>	<b>Workshop Facilitator</b>
09:00 - 09:05	Introductory Remarks	Dr. Daphina Mabagala, ES - TUQAF
09:05 - 09:10	Welcoming Statement by TUQAF Chairperson	Prof. Justin Urassa, Chairperson, TUQAF
09:10 - 09:15	Statement by TCU Chairman to welcome Guest of Honour	Prof. Mayunga Nkunya TCU Chairman
09:15 - 09:35	Opening Remarks by the Guest of Honour	Prof. James Mdoe, Deputy PS, MoEST
09:35 - 09:40	Vote of Thanks	Mr. Iddi, I. A. Vice Chairperson TUQAF
09:40 - 09:45	<b>Group Photo</b>	All Participants
<b>09:45 - 11:00</b>	<b>Accreditation and Quality Assurance in Higher Learning Institutions</b>	<b>Moderator: Prof. Muruke, M.</b>
9:45 - 10:45	Roles and Mandates of the Tanzania Commission for Universities	Prof. Charles Kihampa, ES-TCU/ Ms. Roserine Rutta, Legal Officer -TCU
10:45 - 11:00	Discussion	All Participants
<b>11:00 - 11:30</b>	<b>Health Break</b>	All Participants
<b>11:30 - 13:30</b>	<b>Accreditation and Quality Assurance in Higher Learning Institutions</b>	<b>Moderator: Prof. Urassa, J.K.</b>
11:30-13:30	Standards and Guidelines for University Education in Tanzania, 2019	<b>Presenter:</b> Prof. Mayunga Nkunya, Chairman-TCU <b>Discussants:</b> Prof. Charles Kihampa, ES-TCU, Dr. Telemu Kassile, Director of Accreditation, TCU

<b>TIME</b>	<b>EVENT</b>	<b>RESPONSIBLE PERSON</b>
<b>13:30 - 14:30</b>	<b>LUNCH BREAK</b>	All Participants
<b>14:30 - 16:30</b>	<b>Standards and Guidelines for University Education</b>	<b>Moderator: Prof. Malangwa, P.</b>
14:30 -15:30	Accreditation and Quality Assurance in Higher Education Institutions (HEIs): Lessons from the 2016 Special Academic Audit	Prof. Charles Kihampa, ES TCU
15:30-15:55	Discussion	All Participants
<b>15:55-16:45</b>	<b>Quality Assurance issues in the changing world of Education</b>	<b>Moderator: Dr. Sessabo, J.</b>
15:55-16:35	New Approaches to Quality Assurance in the Changing World of University Education	Prof. Masoud Muruke
16:35 - 16:45	Discussion	All Participants
<b>16:45 - 17:00</b>	<b>Health break/ Departure</b>	<b>All Participants</b>

## DAY 2

TIME	EVENT	RESPONSIBLE PERSON
08:30 - 09:00	Registration of Participants	Secretariat
<b>09:00 - 11:00</b>	<b>Assessments &amp; Examinations in HEIs</b>	<b>Moderator: Dr. Shayo, A.</b>
09:00 - 09:45	Conduct of Examinations in Higher Learning Institutions (HEIs)	Prof. Mushi, A.
09:45 - 09:55	Discussion	All Participants
<b>09:55 - 11:15</b>	<b>Needs Assessments &amp; Curricula Review</b>	<b>Moderator: Dr. Sessabo, J.</b>
09:45 - 10:25	Getting Feedback from Stakeholders -Tracer Study	Dr. Isaga, N
10:25 - 10:35	Discussion	All Participants
10:35 - 11:05	Understanding Opportunities and Challenges in the Process of Reviewing Undergraduate Curriculum Using ABC approach	Dr. Haji Ali Haji & Mr. Abdulla Ahmed Suleiman
11: 05 - 11:15	Discussion	All Participants
<b>11:15 - 11:45</b>	<b>Health Break</b>	All Participants
<b>11:45 - 13:00</b>	<b>Higher Learning Institutions -Industry Collaboration</b>	<b>Moderator: Dr. Lufukuja, G</b>
11:45-12:40	Linking Higher Learning Institutions and Industry	Dr. Tweve, J.
12:40 - 12:55	Discussion	All Participants
<b>13:00 - 14:00</b>	<b>LUNCH BREAK</b>	All Participants
<b>14:00 -15:40</b>	<b>General Assembly</b>	
14:00 - 15:10	Constituting the Fourth General Assembly of TUQAF and Opening Remarks Report of the Executive Committee State of Accounts	TUQAF Chairperson Executive Secretary Treasurer
<b>15:10 - 15:15</b>	<b>Closing Session</b>	Chairperson

<b>TIME</b>	<b>EVENT</b>	<b>RESPONSIBLE PERSON</b>
15:15 -15:30	Closing Remarks by the Guest of Honour	VC, SUA
15:30 – 15:35	Vote of Thanks	Vice Chairperson
16:40-17:00	End of the Workshop and Departure of Participants	All Participants





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