

TANZANIA COMMISSION FOR UNIVERSITIES



ROLLING STRATEGIC PLAN

2026/2027 - 2030/2031



TANZANIA COMMISSION FOR UNIVERSITIES



ROLLING STRATEGIC PLAN 2026/2027 - 2030/2031

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LIST OF ABBREVIATIONS AND ACRONYMS

AI	Artificial Intelligence
AU	African Union
CAG	Controller and Auditor General
CFR	Certificate of Full Registration
DA	Directorate of Accreditation
DAD	Directorate of Admission and Documentation
DCS	Directorate of Corporate Services
DRP	Disaster Recovery Plan
EAC	East African Community
EMIS	Education Management Information System
ESDP	Education Sector Development Plan
FAAS	Foreign Awards Assessment System
FYDP IV	Fourth Five-Year Development Plan
HEAC	Higher Education Accreditation Council
HEET	Higher Education for Economic Transformation
HEIs	Higher Education Institutions
HIV/AIDS	Human Immunodeficiency Virus / Acquired Immunodeficiency Syndrome
ICT	Information and Communication Technology
ISA	Institutional Self-Assessment
IUCEA	Inter-University Council for East Africa
KPI	Key Performance Indicator
LTPP	Long-Term Perspective Plan
MEL	Monitoring, Evaluation and Learning
MoEST	Ministry of Education, Science and Technology
MUSE	Mfumo wa Ulipaji Serikalini
NACSAP	National Anti-Corruption Strategy and Action Plan

NCDs	Non-Communicable Diseases
NOC	No Objection Certificate
NPG	National Planning Guideline
NTDS	National Theses and Dissertations System
OSRA	Overseas Students Recruitment Agency
PCCB	Prevention and Combating of Corruption Bureau
PEPMIS	Public Employees Performance Management Information System
PMS	Performance Management System
PESTEL	Political, Economic, Social, Technological, Environmental and Legal Analysis
QA	Quality Assurance
R&D	Research and Development
RSP	Rolling Strategic Plan
SADC	Southern African Development Community
SDGs	Sustainable Development Goals
STI	Science, Technology and Innovation
STISA	Science, Technology and Innovation Strategy for Africa
SWOC	Strengths, Weaknesses, Opportunities and Challenges
TCU	Tanzania Commission for Universities
TCRA	Tanzania Communications Regulatory Authority
TR	Treasury Registrar
UIMS	University Information Management System

STATEMENT OF THE CHAIRPERSON OF THE COMMISSION

The Tanzania Commission for Universities (TCU) has prepared the Rolling Strategic Plan (RSP) 2026/27-2030/31 at a time when university education is increasingly expected to contribute to Tanzania's long-term socio-economic transformation. As the country advances the implementation of the Tanzania Development Vision 2050, the Long-Term Perspective Plan, and the Fourth Five-Year Development Plan, universities are expected to produce competent graduates, generate relevant research and innovation, and support national, regional and global development priorities. As the statutory regulator of university education in the United Republic of Tanzania, TCU has a central responsibility to safeguard the quality, integrity, credibility and relevance of university education. This Plan provides a strategic framework to strengthen regulatory effectiveness, quality assurance, accreditation, admissions coordination, recognition of qualifications, institutional monitoring, higher education data management and stakeholder collaboration.

The RSP has been informed by lessons from the outgoing Strategic Plan, a performance review, stakeholder consultations, a service delivery assessment, an institutional self-assessment, and an analysis of national, regional and global development frameworks. It addresses key priorities, including equitable access, the labour-market relevance of academic programmes, research governance, digital transformation, institutional capacity, financial sustainability, accountability, and international competitiveness. The Commission recognises that the long-term outcomes envisaged in this Plan will depend on the collective contributions of many actors, including universities, Government institutions, professional and regulatory bodies, employers, industry, development partners, students, parents and the wider public. TCU's role will be to provide effective regulation, advisory services, quality assurance, data-driven oversight and coordination to support a credible and responsive university education system.

On behalf of the Commission, I reaffirm our commitment to providing strategic oversight and guidance to ensure the effective

implementation of this Plan. The Commission will continue to promote transparency, professionalism, integrity, accountability and responsiveness in the regulation of university education.

I express my appreciation to the Ministry of Education, Science, and Technology; TCU Management and staff; universities; and all stakeholders who contributed to the preparation of this Plan. I call upon all stakeholders to work collaboratively with TCU to build a university education system that is quality-assured, inclusive, relevant, innovative, and globally competitive.



Prof. Makenya Maboko
Chairperson of the Commission

STATEMENT BY THE EXECUTIVE SECRETARY

The Tanzania Commission for Universities (TCU) has prepared the Rolling Strategic Plan (RSP) 2026/27-2030/31 to guide the implementation of its mandate and its contribution to national development over the next five years. The Plan comes at a time when Tanzania is advancing its long-term socio-economic transformation agenda. University education is expected to produce competent graduates, generate relevant research, foster innovation and deliver knowledge solutions that respond to national, regional and global priorities.

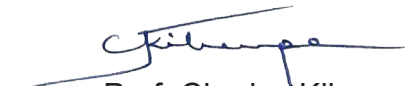
The continued expansion of the university education sub-sector across institutions, academic programmes, enrolment and modes of delivery presents opportunities for human capital development, while also raising expectations for quality, relevance, accountability, labour market responsiveness, digital transformation and international competitiveness. The RSP therefore provides a roadmap for consolidating achievements, addressing emerging challenges and strengthening TCU's effectiveness as the national regulator of university education.

The Plan draws on lessons from the outgoing Strategic Plan's performance, stakeholder input, a service delivery assessment, an institutional self-assessment, national development priorities, and emerging trends. It sets out strategic objectives, strategies, targets, resources, and a results framework to strengthen quality assurance, accreditation, admission coordination, recognition of qualifications, research governance, data management, institutional capacity, and service delivery.

Successful implementation will require effective coordination, adequate resources, robust internal systems, and sustained collaboration with stakeholders, including the Ministry of Education, Science, and Technology; Government institutions; universities; professional and regulatory bodies; employers; development partners; students; and the private sector. TCU also recognises the central role of its governing organs, Management, and staff, whose

professionalism, integrity, commitment, and accountability will be essential to delivering the Plan.

As implementation begins, TCU reaffirms its commitment to strengthening regulatory effectiveness, institutional performance, and stakeholder confidence. Through effective implementation, monitoring, and evaluation, the Commission will support a robust, inclusive, quality-assured, and responsive university education system that contributes meaningfully to Tanzania's long-term development aspirations.



Prof. Charles Kihampa
Executive Secretary

EXECUTIVE SUMMARY

The Rolling Strategic Plan (RSP) 2026/27-2030/31 sets out the strategic direction of the Tanzania Commission for Universities (TCU) for the next five years. Established under the Universities Act, Cap. 346 [R.E. 2023], TCU is mandated to regulate, coordinate and ensure the quality of university education in the United Republic of Tanzania. Its core functions include the accreditation and registration of universities and academic programmes, admission coordination, recognition of qualifications, quality assurance, institutional monitoring, higher education data management, and the provision of advisory services to the Government and the public. The Plan has been developed in accordance with the National Planning Guidelines and is aligned with national, regional, continental and global development frameworks. These include the Tanzania Development Vision 2050, the Long-Term Perspective Plan 2026/27-2050/51, the Fourth Five-Year Development Plan 2026/27-2030/31, the Education and Training Policy of 2014 (2023 Edition), the Education Sector Development Plan 2025/26-2029/30, the Sustainable Development Goals, Agenda 2063, STISA 2025-2034, and regional higher education harmonisation frameworks.

The preparation of the Plan followed a structured, participatory and evidence-based approach. The process involved reviewing relevant national and sectoral frameworks, conducting a performance review of the 2021/22-2025/26 Strategic Plan, stakeholder consultations, a service delivery survey, an Institutional Self-Assessment, benchmarking, SWOC and PESTEL analyses. The review established that TCU made notable progress in accreditation and re-accreditation, curriculum review, admission coordination, quality assurance monitoring, recognition of foreign qualifications, digital systems development, internal controls, stakeholder engagement and institutional visibility. However, persistent and emerging challenges remain in relation to digital systems integration, specialised staff capacity, research governance, financial sustainability, infrastructure, stakeholder compliance, the labour market responsiveness of academic programmes, and data-driven regulatory decision-making.

The RSP 2026/27-2030/31 addresses these issues through five strategic objectives: Non-Communicable Diseases, HIV/AIDS infections reduced, and supportive services improved; Implementation of the National Anti-Corruption Strategy enhanced and sustained; Quality Assurance Management Systems strengthened; Equitable access, admission coordination, research and data management for higher education strengthened; and Institutional capacity for quality service delivery strengthened.

During the Plan period, TCU will prioritise strengthening accreditation, re-accreditation, curriculum review and institutional quality assurance systems; promoting equitable access and integrity in admission coordination; enhancing the labour market relevance of university programmes; strengthening research governance, postgraduate training and innovation systems; improving the recognition and comparability of qualifications; accelerating digital transformation and higher education data management; strengthening institutional governance, risk management and accountability; and expanding national, regional and international collaboration to enhance the harmonisation and competitiveness of Tanzanian university qualifications.

The implementation of the Plan is expected to contribute to the broader impact of FYDP IV, which aims to build a well-educated, skilled, innovative and productive society that supports inclusive economic growth, employment creation and socio-economic transformation. Since these long-term impacts depend on multiple actors, TCU's role is contributory through its regulatory, advisory and supportive functions, including accreditation, quality assurance, admission coordination, qualification recognition, institutional monitoring, research governance, data management and stakeholder collaboration. The Plan adopts a results-based management approach anchored in clearly defined strategic objectives, strategies, targets, output indicators and outcome indicators. A Monitoring, Evaluation and Learning framework has been established to support systematic performance tracking, evidence-based decision-making, adaptive management, accountability and organisational learning. The

framework includes tracking of output and outcome indicators, review and evaluation arrangements, reporting mechanisms and risk management provisions.

The total financial requirement to implement the Plan over the five-year period is estimated at TZS 75.106 billion. Successful implementation will depend on adequate, predictable financing, prudent financial management, effective resource mobilisation, strengthened institutional capacity, digital transformation, staff development, and sustained collaboration with stakeholders. The Commission will work closely with the Ministry of Education, Science, and Technology; Government and university institutions; professional and regulatory bodies; employers; development partners; students; the private sector; and other stakeholders to ensure coordinated implementation and shared accountability.

Through this Plan, TCU reaffirms its commitment to promoting an accessible, equitable, harmonised, quality-assured and responsive university education system that produces competent, innovative and globally competitive graduates, strengthens research and innovation ecosystems, enhances public and international confidence in Tanzanian qualifications, and contributes meaningfully to the United Republic of Tanzania's long-term development aspirations.

CHAPTER ONE

1 INTRODUCTION

1.1 Background Information

The Tanzania Commission for Universities is a corporate body established on 1st July 2005, under the Universities Act. CAP 346 [R.E. 2023] of the Laws of Tanzania with the mandate to recognise, approve, register and accredit Universities operating in Tanzania, and local or foreign University level programmes being offered by registered higher education institutions. It also coordinates the proper functioning of all universities in Tanzania so as to foster a harmonised higher education system in the country.

TCU succeeded the former Higher Education Accreditation Council (HEAC) that was established in 1995 under the Education Act, 1995 Cap. 523 of the Laws of Tanzania, with a legal mandate to regulate the establishment and subsequent accreditation of private university institutions in the country. Being limited only to private universities, such a mandate was considered unfavourable for the promotion of a viable public-private partnership in higher education as stipulated in the National Higher Education Policy of 1999.

Therefore, such circumstances prompted the government to establish a harmonised higher education system in the country, which led to the establishment of the TCU. In order to ensure such a harmonious higher education system does not compromise institutional peculiarities and autonomy, each University is vested with the legal right to operate under its own charter.

1.2 Mandate and Functions.

The functions of the Commission as provided under Section 5 (1) of the Act are as follows:

- (a) To advise the Minister on any aspect or matter of University education;
- (b) To audit, on a regular basis, the quality assurance mechanisms of universities; and
- (c) To provide guidance and monitor: -

- (i) criteria for student admission to Universities in the United Republic;
- (ii) proposals of outlines of academic programmes or syllabi and general regulations of curriculum submitted to the Commission by universities;
- (iii) the long-term planning, staff development, scholarship, and physical development strategies and programmes of universities; and
- (iv) recurrent and development budgets for public universities.
- (d) To collect, examine, store in a database or data bank, and publish information relating to higher education, research and consultancy;
- (e) To consider and make recommendations to the Minister regarding the upgrading or downgrading of the status of a university;
- (f) To establish transfer procedures for university students who wish to be transferred from one university to another and from one programme to another;
- (g) To levy fees or any other form of charge for specific services, facilities and documents rendered or supplied to institutions;
- (h) To monitor and regulate the general management and performance of universities;
- (i) To oversee the provision by universities of essential resources for the needs of their current academic programmes and related functions;
- (j) To promote:
 - (i) the objectives of higher education, in particular, the development, processing, storage and dissemination of knowledge for the benefit of humanity and the harnessing of knowledge for the production of usable goods and services;
 - (ii) quality assurance in higher education;
 - (iii) noble ideals of national unity and identity in universities;
 - (iv) gender equality, balance and equity; and
 - (v) cooperation and networking among universities within and outside the United Republic.

- (k) To consider applications from persons, companies, or organisations seeking to establish universities or programmes in the United Republic and make recommendations to the Minister;
- (l) To set standards, accredit and register all universities;
- (m) To regulate and standardise: -
 - (i) promotion criteria, designations and titles of academic and senior administrative staff; and
 - (ii) schemes with standard criteria for broadening of opportunities for persons in disadvantaged groups to secure sponsorship for higher education and to acquire requisite academic criteria for admission to universities.
- (n) To standardise, recognise and equate degrees, diplomas and certificates conferred or awarded by foreign institutions and local institutions;
- (o) To establish and maintain a qualifications framework for universities;
- (p) To take part in establishing and maintaining a national qualifications framework for universities;
- (q) To solicit for and distribute funds among universities; and
- (r) To do all such other acts and things as are provided for to be done by the Commission under the Universities Act or any other written law.

1.3 Rationale for the TCU Strategic Plan for 2026/27- 2030/2031

The Rolling Strategic Plan (RSP) 2026/27-2030/31 is developed to effectively guide TCU in fulfilling its statutory mandate under the Universities Act, Cap. 346 [R.E. 2023]. As the national regulatory authority for university education, the Commission operates within an expanding and increasingly complex higher education environment that requires strengthened quality assurance, improved regulatory efficiency and enhanced institutional resilience.

The review of the outgoing RSP (2021/22-2025/26) identified significant progress in accreditation, curriculum review, admissions coordination and digital systems development. However, it also revealed implementation gaps and emerging challenges, including the need to strengthen research governance, the demand for digital

integration, limited staff capacity, and pressures on resource sustainability.

Furthermore, national development frameworks such as Tanzania Development Vision 2050, the Long-Term Perspective Plan 2026/27-2050/51, and the Fourth Five-Year Development Plan 2026/27-2030/31 emphasise the importance of quality education, research excellence, digital transformation, and institutional accountability. These priorities require a responsive and results-oriented regulatory framework for the university sector.

This RSP therefore provides a focused, results-based roadmap to consolidate previous gains, address identified gaps, strengthen governance and regulatory systems, and enhance the quality, inclusiveness and credibility of university education in Tanzania during the 2026/27-2030/31 period.

1.4 Approach and Methodology

The preparation of the TCU's RSP (2026/27-2030/31) was undertaken in compliance with the National Planning Guideline (NPG), particularly Chapter Four on Institutional Planning. The process followed a structured, participatory and evidence-based approach to ensure alignment with national development frameworks, the TCU's mandate and stakeholder expectations.

The exercise commenced with the development of a Concept Note outlining the scope, methodology, stakeholder engagement strategy, implementation schedule and governance arrangements. Clear roles were assigned to the Accounting Officer, Management, the appointed Committee and internal technical units to ensure leadership, coordination and accountability throughout the process.

A comprehensive situational analysis was conducted to establish the institutional baseline and inform strategic direction. This included review of key national and institutional documents, notably Tanzania Development Vision 2050, the Long-Term Perspective Plan, the Fourth Five-Year Development Plan (FYDP IV), sector guidelines, budget frameworks, the existing Rolling Strategic Plan, performance reports and audited financial statements. A structured performance

review assessed progress against planned targets, identified implementation gaps and analysed underlying constraints.

Stakeholder consultations and a service delivery survey were undertaken to gather feedback on service quality, operational efficiency, governance practices and digital systems. An Institutional Self-Assessment, complemented by SWOC and PESTEL analyses, was conducted to evaluate internal capacity and external environmental influences. The analytical findings were consolidated into critical issues that informed the formulation of strategic objectives and priorities.

Based on the analysis results, the Vision and Mission were reviewed for continued relevance, and outcome-oriented objectives were formulated in accordance with NPG standards. Strategies and SMART targets were developed and classified under Capacity Building (C), Service Delivery (S) and Capital Investment (D). A results framework with measurable indicators, baselines and target values was established to guide monitoring, evaluation and performance accountability.

The process was inclusive and consultative, strengthening institutional ownership, strategic coherence and the feasibility of implementation.

1.5 Layout of the Plan

This Rolling Strategic Plan is structured into five chapters that collectively provide the institutional context, strategic direction, resource framework and performance management arrangements for the 2026/27-2030/31 planning period.

Chapter One introduces the Plan by presenting the background information, the Commission's mandate and functions, the rationale for the Strategic Plan, and the approach and methodology adopted in its preparation.

Chapter Two provides a comprehensive situational analysis. It includes analysis of the current Vision, Mission and Core Values; review of relevant national development frameworks, sector reforms and legal instruments; performance review of the existing Strategic

Plan; results of the service delivery survey; Institutional Self-Assessment (ISA) and benchmarking; comparative analysis; stakeholder analysis; SWOC and PESTEL analyses; recent performance improvement initiatives; and identification of critical issues to be addressed in the new Plan.

Chapter Three sets out the Commission's strategic direction. It presents the refined Vision, Mission, and Core Values and articulates the strategic objectives, strategies, targets, and key performance indicators that will guide implementation during the Plan period.

Chapter Four outlines the resource and implementation framework, detailing the human, financial, and technological resource requirements necessary to support the execution of the Strategic Plan.

Chapter Five presents the Monitoring, Evaluation and Results Framework. It defines the development objective, beneficiaries, linkage with FYDP IV, the results chain, and internal and external reporting arrangements to ensure accountability, performance tracking and adaptive management.

CHAPTER TWO

2 SITUATIONAL ANALYSIS

2.1 Introduction

This chapter presents an analysis of the internal and external environment within which the TCU operates. The analysis provides the basis for identifying strategic issues that will guide the development of the Strategic Plan.

Specifically, the chapter includes an analysis of the current Vision, Mission, and Core Values; a review of relevant information; a performance review of the previous Strategic Plan; a stakeholder analysis; and an assessment of internal and external factors affecting institutional performance, using various analytical tools. These include SWOC analysis, PESTEL analysis, Service Delivery Survey, Institutional Self-Assessment (ISA), benchmarking and comparative analysis, and a review of recent initiatives undertaken by the institution.

The findings from these analyses informed the identification of critical issues to address, thereby improving institutional performance and enhancing service delivery.

2.2 Analysis of current Vision, Mission and Core Values

This section provides a detailed analysis of the existing vision, mission, and values to ascertain whether they align with the TCU mandate, national development aspirations and frameworks, and stakeholders' expectations.

2.2.1 Analysis of the Vision

TCU's current vision is *"To become a leading regional higher education regulatory agency supporting systematic growth and excellence of university education."*

Assessment of the Vision

The current Vision articulates the Commission's long-term aspiration to attain regional leadership in higher education regulation while

promoting structured and quality-driven development of university education.

The Vision demonstrates the following strengths:

- Clear Institutional Identity - It explicitly positions the Commission as a higher education regulatory agency, reflecting its statutory mandate and national oversight role.
- Regional Leadership Orientation - The aspiration to be a “leading regional” regulator aligns with regional harmonisation initiatives and benchmarking within the East African and broader African higher education frameworks.
- Commitment to Systematic Growth - The phrase “systematic growth” underscores regulated and coordinated expansion of university education, consistent with the Commission’s mandate in accreditation, quality assurance and admissions coordination.
- Focus on Excellence - The emphasis on “excellence” reflects a commitment to continuous quality improvement and high standards in academic delivery, governance and institutional performance.

The Vision is clear, mandate-aligned, and forward-looking. It suitably reflects the Commission’s regulatory identity and regional ambitions while emphasising structured sector growth and quality improvement. Considering its ongoing relevance and alignment with national and regional higher education priorities, the Vision remains valid and does not need revision.

2.2.2 Analysis of the Mission

TCU’s current mission is *“To promote accessible, equitable, harmonised, and quality university education systems that produce nationally and globally competitive outputs.”*

The Mission articulates the Commission’s purpose to promote an inclusive, harmonised and quality-driven university education system that produces competitive graduates and research outputs at national and global levels.

The Mission reflects the following strengths:

- Alignment with national higher education priorities - The emphasis on accessibility and equity supports widening participation and inclusive growth in university education.
- Regulatory coordination and harmonisation - The reference to harmonised systems aligns with the Commission's mandate in accreditation, standard-setting and ensuring comparability of academic qualifications.
- Quality assurance orientation - The focus on quality education systems reinforces the Commission's responsibility in safeguarding academic standards and institutional performance.
- Outcome-driven perspective - The linkage to nationally and globally competitive outputs connects regulatory functions to human capital development and international recognition.

The mission therefore remains comprehensive, mandate-aligned, and strategically coherent with the Commission's regulatory responsibilities. No revisions are required.

2.2.3 Current Core Values

In performing its statutory mandate, the Commission is guided by core values that shape institutional culture, ethical conduct and service delivery standards. As part of the Strategic Plan preparation process, the existing Core Values were reviewed to assess their clarity, coherence, alignment with the Commission's regulatory mandate and consistency with good governance principles.

Findings of the Review

The review established the following:

- (i) The existing values appropriately emphasise ethics, fairness, responsibility and service quality, which are essential for a regulatory authority.
- (ii) Some conceptual overlaps were identified among certain values, particularly in areas relating to integrity, accountability, commitment and professionalism.
- (iii) The number of values (nine) was considered relatively high for effective institutional internalisation and performance alignment.

- (iv) Opportunities were identified to consolidate related principles while retaining their original intent.

Revised Core Values

Following the review, the Core Values have been rationalised and consolidated to enhance clarity and institutional coherence. The Commission shall be guided by the following Core Values:

- (i) Integrity and Accountability
- (ii) Professionalism
- (iii) Transparency
- (iv) Efficiency
- (v) Equity and Inclusiveness
- (vi) Commitment to Excellence
- (vii) Innovation

2.3 Review of Relevant Information

The preparation of this Rolling Strategic Plan was informed by a comprehensive review of relevant national, regional, sectoral and institutional frameworks to ensure alignment with national development priorities, higher education reforms and policy directions. The review covered key national development frameworks, the ruling party election manifesto 2025-2030, national education and higher education policies, relevant laws and regulations governing university education, regional harmonisation frameworks, sectoral strategies, as well as institutional performance reports and regulatory assessments.

The purpose of this review was to identify strategic priorities, reform agendas and regulatory expectations that are relevant to the mandate and operations of the Tanzania Commission for Universities, and to ensure that the Commission's strategic objectives and interventions contribute effectively to the development of a quality, equitable and globally competitive university education system.

The key documents reviewed include the following:

2.3.1 Tanzania Development Vision 2050

The Tanzania Development Vision 2050 provides the overarching long-term development framework for transforming Tanzania into a prosperous, just, inclusive, self-reliant and globally competitive nation by 2050. The Vision places strong emphasis on building a knowledge-based and innovation-driven economy supported by quality human capital, science, technology, research, digital transformation and effective institutions.

The Vision is anchored on three strategic pillars, namely: (i) a Strong, Inclusive and Competitive Economy; (ii) Human Capabilities and Social Development; and (iii) Environmental Integrity and Climate Change Resilience. These pillars have direct relevance to the university education sub-sector because universities are expected to produce competent graduates, generate research and innovation, support industrial and technological transformation, and contribute to inclusive national development.

Under the pillar on Human Capabilities and Social Development, the Vision emphasises the need for high-quality and inclusive education and training systems, expanded participation in higher education, strengthened research and innovation capacity, and development of skills that respond to labour market and national development priorities. This creates a clear regulatory responsibility for the Tanzania Commission for Universities to ensure that university institutions, academic programmes, qualifications and delivery systems meet approved standards and remain relevant to the country's long-term development agenda.

In this context, TCU's mandate in accreditation, programme approval, quality assurance, admission coordination, recognition of qualifications, monitoring of university performance, and advisory services is central to the realisation of Tanzania Development Vision 2050. Through these functions, the Commission ensures that university education contributes to the production of competent and

globally competitive graduates, credible research outputs, innovation capacity, and harmonised academic standards.

Accordingly, RSP (2026/27–2030/31) responds to the aspirations of Tanzania Development Vision 2050 by prioritising strengthened quality assurance systems, improved equitable access and admission coordination, enhanced research governance, labour market relevance of university programmes, digital transformation of regulatory systems, and strengthened institutional capacity for quality service delivery. These strategic priorities position TCU to support the development of a university education system that is inclusive, relevant, innovative, and responsive to Tanzania's long-term transformation agenda.

2.3.2 Long Term Perspective Plan (LTPP) 2026/27–2050/51

The Long-Term Perspective Plan (LTPP) 2026/27-2050/51 operationalises Tanzania Development Vision 2050 by providing phased strategic direction for national transformation over a 25-year period. It translates the long-term aspirations of Vision 2050 into implementable priorities relating to economic transformation, human capital development, industrialisation, technological advancement, research and innovation, digital transformation, and institutional strengthening. The LTPP recognises human capital development as a central driver of productivity, competitiveness and socio-economic resilience. It emphasises the need to expand access to quality education and specialised training, strengthen science, technology and innovation systems, enhance research capacity, promote digital transformation, and align education and training outputs with labour market, industrial and national development priorities.

These priorities have direct implications for the university education sub-sector. Universities are expected to produce competent graduates with relevant knowledge and skills, generate research and innovation that support national transformation, strengthen postgraduate training, and contribute to industrial, technological and social development. This requires an effective regulatory system that ensures the quality, relevance, credibility and comparability of university education. As the

national regulatory authority for university education, the Tanzania Commission for Universities plays a critical role in implementing the LTPP. Through accreditation, programme approval, quality assurance, admission coordination, recognition of qualifications, institutional monitoring and advisory services, TCU ensures that universities operate to approved standards and that academic programmes meet national skills needs, labour market demands and regional qualification requirements.

The Rolling Strategic Plan 2026/27-2030/31 is therefore aligned with the Long-Term Perspective Plan by prioritising strengthened quality assurance and accreditation systems, improved equitable access to university education, enhanced research governance and postgraduate training standards, digitalisation of regulatory systems, improved higher education data management, and stronger institutional governance and accountability. These interventions are intended to position the university education sub-sector to contribute effectively to Tanzania's long-term transformation agenda.

2.3.3 The Fourth Five-Year Development Plan 2026/27 – 2030/31 (FYDP IV)

FYDP IV provides the medium-term implementation framework for advancing the national transformation agenda articulated in the Long-Term Perspective Plan and Tanzania Development Vision 2050. It sets out strategic priorities for accelerating economic transformation, strengthening productive capacities, enhancing human capital, promoting innovation, and improving institutional performance and accountability.

FYDP IV places strong emphasis on human capital development, skills enhancement, science, technology, research and innovation, digital transformation, productivity improvement, industrialisation, private sector competitiveness, and institutional efficiency. These priorities place university education at the centre of national development because universities are expected to produce competent graduates, generate relevant research and innovation, support industrial

transformation, and respond to emerging labour market and technological needs.

The Plan's focus on quality, relevance, and accessibility of tertiary education has direct implications for the regulation of university education. It requires stronger mechanisms for ensuring that academic programmes are aligned with national skills demands, industrial priorities, labour market requirements, professional standards, and regional and international competitiveness. It also calls for strengthened research governance, improved innovation ecosystems, enhanced institutional accountability, and increased use of digital systems in education management and service delivery.

As the national regulatory authority for university education, TCU contributes to the implementation of FYDP IV through accreditation and re-accreditation of universities and academic programmes, quality assurance audits, admissions coordination, recognition of qualifications, institutional performance monitoring, data management, and advisory services to the Government and the public. Through these functions, the Commission ensures that university institutions comply with national standards, offer relevant and credible academic programmes, and contribute effectively to human capital development, research excellence and socio-economic transformation.

Accordingly, the RSP (2026/27-2030/31) is aligned with FYDP IV by prioritising strengthened quality assurance systems, improved equitable access and admissions coordination, enhanced labour market relevance of university programmes, strengthened research governance and postgraduate training standards, digital transformation of regulatory systems, improved higher education data management, and strengthened institutional capacity for quality service delivery. These interventions will enable TCU to support the development of a university education system that is quality-driven, inclusive, innovative and responsive to national development priorities.

2.3.4 Education and Training Policy of 2014 (2023 Edition)

The Education and Training Policy of 2014 (2023 Edition) provide the overarching policy framework for the development, governance and management of the education and training sector in Tanzania. The revised Policy strengthens national direction on equitable access, quality and relevance of education, accreditation and standards, research and innovation, technology integration, institutional governance, and alignment of education outputs with national development priorities.

With respect to university education, the Policy places strong emphasis on strengthening quality assurance systems, harmonising academic standards, improving recognition and comparability of qualifications, enhancing research capacity and postgraduate training, promoting innovation and technology transfer, and ensuring that academic programmes respond to labour market and national development needs. These policy directions are directly linked to the statutory mandate of the Tanzania Commission for Universities as the national regulatory authority for university education.

The Policy requires TCU to ensure that universities and academic programmes operate in accordance with approved standards and contribute to the production of competent, ethical, innovative and globally competitive graduates. This places emphasis on effective accreditation and re-accreditation of universities and programmes, programme approval, quality audits, institutional monitoring, admission coordination, recognition of local and foreign qualifications, and advisory services to the Government and the public.

RSP (2026/27-2030/31) responds to the Education and Training Policy of 2014 (2023 Edition) by prioritising strengthening quality assurance and accreditation systems, improving equitable access and admission coordination, enhancing the labour market relevance of university programmes, stronger research and postgraduate training, integrating digital regulatory systems, and improving institutional accountability. Through these interventions, TCU will support the implementation of the Policy by promoting a university education system that is inclusive,

quality-driven, relevant and responsive to national development priorities.

2.3.5 Education Sector Development Plan (ESDP) 2025/26-2029/30

The Education Sector Development Plan (ESDP) 2025/26-2029/30 provides the medium-term implementation framework for the education and training sector in Tanzania. It translates the policy priorities of the 2014 Education and Training Policy (2023 Edition) and other national development frameworks into sector-wide interventions to improve access, equity, quality, relevance, governance, accountability and financing across all education sub-sectors.

In relation to university education, the ESDP identifies several issues that are directly relevant to the mandate of the Tanzania Commission for Universities. These include barriers to access and participation, gender inequality, limited participation of students with disabilities, shortage of academic staff, mismatch between graduate skills and labour market needs, inconsistencies in legal and regulatory frameworks, lack of integrated data systems, weak regional and international collaboration frameworks, and inadequate disaster and emergency preparedness mechanisms in higher education institutions.

These issues create clear regulatory and coordination responsibilities for TCU. The Commission is expected to strengthen accreditation and quality assurance systems, promote equitable access to university education, ensure academic programmes are relevant to labour market and national development needs, strengthen institutional governance and accountability, support integrated higher education data systems, enhance the recognition and comparability of qualifications, and promote regional and international harmonisation of university education standards.

This Plan is therefore aligned with the ESDP 2025/26-2029/30 by prioritising improved regulatory effectiveness, strengthened quality assurance and accreditation, enhanced equitable access and admission coordination, improved labour market relevance of university programmes, strengthened research governance and

innovation systems, enhanced higher education data management, and improved institutional capacity for quality service delivery. These strategic priorities will enable TCU to contribute to the implementation of the ESDP by supporting a university education system that is inclusive, well-regulated, data-driven, responsive to skills demands and aligned with national, regional and global development priorities.

2.3.6 Tanzania Science and Technology Policy (1996)

The Tanzania Science and Technology Policy (1996) provide the national policy framework for promoting scientific research, technological development and innovation as key drivers of socio-economic transformation. The Policy recognises science and technology as essential tools for improving productivity, strengthening industrialisation, enhancing competitiveness, and supporting sustainable development.

The Policy emphasises the need to strengthen research capacity and infrastructure, promote innovation and technological advancement, enhance linkages between universities, research institutions and industry, build human resource capacity in science and technology, and encourage the dissemination and utilisation of research findings. These priorities are directly relevant to university education, as universities are central actors in knowledge generation, postgraduate training, scientific research, innovation, technology transfer and the production of specialised human capital.

For TCU, the Policy creates important regulatory and coordination responsibilities. The Commission is required to ensure that universities offering science, technology, and innovation-related programmes meet approved academic standards, maintain adequate human and physical resources, observe quality assurance requirements, and produce graduates with competencies that address national development and industrial needs. TCU also plays a role in promoting standards for postgraduate training, research governance, research ethics, the recognition of qualifications, and the harmonisation of academic programmes in scientific and technical fields.

The RSP (2026/27-2030/31) responds to the Tanzania Science and Technology Policy by prioritising strengthened quality assurance for academic and research programmes, improved postgraduate training standards, enhanced research governance, promotion of innovation-oriented university systems, stronger university-industry linkages, and improved monitoring of research and consultancy activities in universities. Through these interventions, TCU will support the development of a university education system that effectively contributes to scientific advancement, technological innovation, industrial development, and national competitiveness.

2.3.7 Digital National Education Strategy (2025)

The Digital National Education Strategy (2025) provides the strategic framework for integrating digital technologies into the education system to enhance access, quality, efficiency, resilience and evidence-based decision-making across all education sub-sectors. The Strategy responds to the growing importance of digital transformation across teaching, learning, research, institutional management, quality assurance, data governance and service delivery.

The Strategy prioritises the expansion of digital infrastructure and connectivity in educational institutions, the adoption of digital learning platforms and e-content, the strengthening of education management information systems, the enhancement of digital literacy and competencies, and the promotion of data-driven decision-making, digital governance, cybersecurity and data protection. These priorities are particularly relevant to university education, where digital systems are increasingly used for online and blended learning, admissions management, accreditation processes, research collaboration, institutional reporting and academic quality assurance.

For TCU, the Strategy sets out a clear mandate-driven responsibility to strengthen digital regulation and oversight in the university education sub-sector. This includes developing and enforcing standards for online and blended delivery modes, integrating digital systems into accreditation and quality assurance processes,

strengthening higher education data systems, improving the interoperability of regulatory platforms, enhancing cybersecurity and data protection, and promoting the use of reliable data for institutional performance monitoring and policy advisory services.

This Plan is aligned with the Digital National Education Strategy by prioritising digital transformation of the Commission regulatory systems, strengthening electronic accreditation and admission platforms, improving higher education data governance and analytics, supporting online and blended learning quality assurance, enhancing cybersecurity and business continuity arrangements, and promoting technology adoption within universities. These interventions will enable TCU to improve regulatory efficiency, strengthen transparency, support evidence-based decision-making, and contribute to a digitally enabled university education system.

2.3.8 The Universities Act, Cap. 346 R.E. 2023

The Universities Act, Cap. 346 Revised Edition 2023, provides the principal legal framework governing university education in Tanzania and establishes the Tanzania Commission for Universities as the statutory regulatory authority responsible for overseeing the university sub-sector.

The Act defines the mandate, powers and functions of the Commission, including:

- Accreditation and registration of universities and university colleges;
- Approval and accreditation of academic programmes;
- Quality assurance and periodic institutional reviews;
- Coordination of admissions to undergraduate programmes;
- Recognition of foreign awards and qualifications;
- Monitoring compliance with prescribed standards and regulations;
- Advising the Government on matters relating to university education.

The Act further provides for governance structures, regulatory enforcement mechanisms, standards-setting authority, and oversight of academic quality, institutional management and academic awards.

The statutory responsibilities conferred by the Universities Act have direct implications for the formulation of this Rolling Strategic Plan. The Commission is required to strengthen regulatory effectiveness, enhance quality assurance systems, ensure harmonisation of academic standards, and safeguard the credibility of university qualifications nationally and internationally.

The Rolling Strategic Plan is therefore anchored in the Universities Act and is designed to operationalise its provisions through strengthened accreditation systems, enhanced compliance monitoring, improved data and digital regulatory platforms, and promotion of research quality and institutional governance.

2.3.9 African Union Science, Technology and Innovation Strategy for Africa (STISA) 2025–2034

The African Union Science, Technology and Innovation Strategy for Africa (STISA) 2025-2034 provides the continental framework for advancing science, technology, research, innovation and knowledge-based transformation across African Union Member States. The Strategy positions science, technology and innovation as key drivers of economic competitiveness, industrialisation, digital transformation, job creation and sustainable development in Africa.

STISA 2025-2034 emphasises strengthening research ecosystems, enhancing postgraduate training, promoting university-industry collaboration, supporting innovation and technology commercialisation, improving research governance and quality assurance systems, strengthening regional and continental harmonisation of higher education standards, and building human capital in priority scientific and technological fields. These priorities are directly relevant to university education because universities are expected to generate knowledge, produce highly skilled graduates, support innovation-led growth, and contribute to Africa's transformation agenda.

For TCU, STISA 2025-2034 has significant regulatory and coordination implications. TCU is expected to ensure that university programmes, particularly in science, technology and innovation-related fields, meet approved quality standards and align with national, regional and continental development priorities. The Commission also has a role in strengthening postgraduate training standards, promoting research governance and integrity, supporting the recognition and comparability of qualifications, enhancing quality assurance for innovation-oriented academic programmes, and encouraging stronger linkages between universities, industry and research institutions.

This Plan aligns with STISA 2025-2034 by prioritising strengthened quality assurance and accreditation systems, enhanced research governance and postgraduate training standards, improved monitoring of research and consultancy activities in universities, promotion of labour market and innovation-oriented programme relevance, strengthened university-industry linkages, and support for regional and continental harmonisation of university education standards. These interventions will enable TCU to contribute to the development of a university education system that supports scientific advancement, innovation, technological capability and Africa's knowledge-based transformation.

2.3.10 Agenda 2063: The Africa We Want

Agenda 2063: The Africa We Want is the African Union's long-term strategic framework for inclusive growth, sustainable development, continental integration and people-centred transformation. It sets out Africa's collective aspirations to build a prosperous, peaceful, integrated and globally influential continent, driven by the skills, creativity and productivity of its people. Among its seven aspirations, Agenda 2063 is directly relevant to university education and regulation through Aspiration 1, which seeks a prosperous Africa based on inclusive growth and sustainable development; Aspiration 6, which promotes people-driven development by harnessing the potential of women and youth; and Aspiration 7, which positions Africa as a strong, united, resilient and influential global player. These aspirations require robust higher education systems capable of producing competent

graduates, promoting research and innovation, supporting the mobility of students and academic staff, and strengthening Africa's competitiveness in the global knowledge economy.

The Agenda emphasises human capital development, research and innovation systems, gender equality, youth empowerment, regional integration, harmonisation of qualifications, and the global competitiveness of African institutions. These priorities have direct implications for TCU, the national regulatory authority for university education. TCU is required to promote quality assurance, accreditation, recognition and comparability of qualifications, inclusive access, harmonised academic standards, research excellence, innovation capacity, and alignment of university programmes with national and continental development priorities.

This Plan responds to Agenda 2063 by strengthening regulatory effectiveness, improving quality assurance and accreditation systems, promoting equitable and inclusive access to university education, enhancing research governance and innovation, supporting regional and continental harmonisation of qualifications, and strengthening institutional capacity for quality service delivery. Through these interventions, TCU will help build a university education system that produces competitive graduates, supports mobility and recognition of qualifications, advances research and innovation, and contributes to Africa's long-term transformation agenda.

2.3.11 East African Community (EAC) Higher Education

Harmonisation Framework

The East African Community (EAC) Higher Education Harmonisation Framework provides the regional policy and technical basis for ensuring comparability, compatibility and mutual recognition of academic qualifications among EAC Partner States. The Framework supports regional integration by facilitating academic mobility, strengthening quality assurance systems, promoting recognition of qualifications, and enhancing cooperation among national higher education regulatory agencies.

The Framework emphasises harmonising academic standards and qualifications frameworks, developing regional quality assurance benchmarks, mutual recognition of academic awards and professional qualifications, promoting credit transfer systems, and strengthening collaboration among national regulatory authorities. Through the Inter-University Council for East Africa (IUCEA), the Framework further promotes regional quality assurance guidelines, programme accreditation standards, peer review mechanisms, and the comparability of university education systems across Partner States.

The EAC Harmonisation Framework has direct implications to TCU regarding the quality assurance, accreditation, recognition of qualifications, and the regional competitiveness of Tanzanian university graduates. TCU is required to ensure that national accreditation standards, programme approval processes, qualifications recognition systems, and institutional quality assurance mechanisms are aligned with regional benchmarks. This alignment is essential to facilitate cross-border mobility of students, academic staff, and graduates, and to support the recognition and employability of Tanzanian qualifications within the EAC region.

The Plan is linked with the EAC Higher Education Harmonisation Framework by prioritising the strengthening of accreditation and quality assurance systems, the improved recognition and comparability of qualifications, the enhanced relevance of programmes, the strengthening of higher education data systems, and increased regulatory cooperation with regional counterparts. Through these interventions, TCU will help to build a harmonised university education system that supports student and staff mobility, regional labour market integration, and the academic credibility and competitiveness of Tanzanian university education within the East African Community.

2.3.12 Southern African Development Community (SADC) Vision 2050

The Southern African Development Community (SADC) Vision 2050 provides the long-term regional development framework to promote

industrialisation, economic transformation, human capital development, regional integration and sustainable development among Member States. The Vision is anchored in three interrelated pillars: Industrial Development and Market Integration; Infrastructure Development in Support of Regional Integration; and Social and Human Capital Development. SADC Vision 2050 recognises education, science, technology and innovation as key enablers of regional competitiveness, industrial development and socio-economic transformation. It emphasises the need to strengthen higher education systems, improve skills development, promote research collaboration, enhance institutional governance, support digital transformation, and improve the regional comparability of qualifications and skills.

These priorities have direct implications for the university education sub-sector and for TCU, the national regulatory authority for university education. The Commission is expected to ensure that universities and academic programmes meet quality standards that support regional competitiveness, skills development, research excellence and graduate mobility. The Commission also has a role in promoting the recognition and comparability of qualifications, strengthening accreditation and quality assurance systems, encouraging alignment of programmes with regional development priorities, and enhancing regulatory cooperation within regional higher education frameworks.

The Plan aligns with SADC Vision 2050 by prioritising strengthened regulatory effectiveness, improved quality assurance and accreditation systems, enhanced recognition of qualifications, strengthened research governance and innovation systems, digital transformation of regulatory services, and promotion of inclusive and relevant university education. These interventions will enable TCU to support a university education system that contributes to regional integration, cross-border employability, research collaboration, human capital development and the competitiveness of Tanzania within the SADC region.

2.3.13 Sustainable Development Goals (SDGs)

The Sustainable Development Goals (SDGs), adopted by the United Nations in 2015, provide a global framework for achieving inclusive, equitable and sustainable development by 2030. University education makes a direct contribution to the attainment of the SDGs through human capital development, research and innovation, skills development, institutional governance, partnerships, and the production of knowledge required to address social, economic, technological and environmental challenges. SDG 4 is particularly relevant to the university education sub-sector, as it seeks to ensure inclusive, equitable, quality education and promote lifelong learning opportunities for all. SDG 4 emphasises equal access to affordable, quality technical, vocational and tertiary education; the elimination of gender disparities; the development of relevant skills for employment and entrepreneurship; the improvement of education quality and learning outcomes; and the expansion of scholarships and international academic cooperation.

In addition to SDG 4, several other SDGs are relevant to the mandate of the Tanzania Commission for Universities. These include SDG 5 on gender equality, SDG 8 on decent work and economic growth, SDG 9 on industry, innovation and infrastructure, SDG 10 on reduced inequalities, SDG 16 on peace, justice and strong institutions, and SDG 17 on partnerships for the goals. These goals reinforce the need for quality, inclusive, relevant, innovative and well-governed university education systems.

As the national regulatory authority for university education, TCU contributes to the attainment of the SDGs through accreditation and quality assurance of universities and academic programmes, promotion of equitable access and gender inclusion, coordination of admissions, recognition and comparability of qualifications, promotion of programme relevance to labour market and national development priorities, strengthening of research governance and innovation capacity, and enhancement of institutional accountability and stakeholder partnerships.

This Plan aligns with the SDGs by prioritising strengthened quality assurance systems, inclusive access to university education, gender-responsive interventions, labour market relevance of academic programmes, research and innovation governance, digital transformation, institutional accountability, and collaboration with universities, industry, professional bodies and development partners. Through these interventions, TCU will support a university education system that contributes to inclusive development, employability, innovation, institutional integrity and sustainable national transformation.

2.3.14 Ruling Party Election Manifesto 2025-2030

The Ruling Party Election Manifesto 2025-2030 sets out the political and policy commitments that guide Government priorities during the implementation period. As a public regulatory authority in the education sector, the Tanzania Commission for Universities is required to align its strategic direction with relevant commitments on quality education, skills development, research and innovation, institutional governance, industrialisation, youth employment and national competitiveness.

The Manifesto emphasises strengthening education quality at all levels, expanding access to higher education, improving the relevance of academic programmes to national development needs, enhancing science, technology, research and innovation capacity, promoting skills development aligned with industrial and economic transformation, encouraging public-private collaboration, and strengthening governance and accountability in public institutions.

These commitments have direct implications for the TCU in its role as the statutory regulator of university education. The Commission plans to ensure that university institutions and academic programmes comply with approved standards, produce competent graduates, respond to labour market demand and industrial priorities, support research and innovation, promote equitable access, and contribute to the development of skills required for national transformation.

The Plan responds to the commitments of the Ruling Party Election Manifesto 2025-2030 by prioritising strengthened accreditation and quality assurance systems, improved equitable and inclusive access to university education, enhanced relevance of academic programmes to labour market and industrial needs, strengthened research governance and innovation ecosystems, improved institutional oversight and compliance monitoring, digital transformation of regulatory services, and enhanced university-industry collaboration.

Through these strategic priorities, TCU will contribute to the implementation of the Manifesto by supporting a university education system that is quality-assured, inclusive, relevant, innovation-oriented and responsive to national development aspirations.

2.4 Performance Review of the existing Strategic Plan

This section presents an assessment of the implementation performance of the outgoing RSP (2021/22-2025/26) against the set objectives, targets, and planned interventions. The review evaluates the extent to which the targets were achieved, identifies the reasons for achievements or constraints encountered during implementation, and outlines corrective measures and strategic directions for the next planning cycle. The findings of this performance review provide the basis for identifying strategic gaps, strengthening implementation mechanisms, and informing the formulation of the RSP (2026/27-2030/31).

Table 2.1: Performance Review Matrix for RSP (2021/22 - 2025/26)

Strategic Objective	Targets	Key Performance Indicator	Achievement	Reasons for achievement/constraints	Way forward
SO1: Prevention against the HIV/AIDS pandemic strengthened	T1.1.1: All staff provided with HIV/AIDS preventive education via awareness-building programmes annually from July 2020	Number of staff sensitized on HIV/AIDS matters	Target achieved, A total of five (5) HIV/AIDS preventive education awareness programmes conducted to all staff	Adequate financial resource allocated, enabled implementation of HIV/AIDS awareness sessions and ensured staff participation in awareness programmes.	Continue implementing annual workplace HIV/AIDS prevention awareness programmes and integrate them with broader staff wellness and occupational health initiatives under the next RSP.
SO2: Support to staff infected with HIV/AIDS strengthened	T2.1.1: At least one (1) anti-stigma awareness programme conducted annually from July 2020	Number of anti-stigma awareness programme conducted	Target achieved, A total of five (5) anti-stigma awareness programme conducted to all staff	Adequate resources and strong management commitment enabled the consistent delivery of annual anti-stigma awareness programmes.	Continue annual anti-stigma awareness programmes and strengthen confidential workplace support mechanisms to promote a stigma-free working environment.
	T2.1.2: All staff voluntarily disclosing their HIV health status provided with health and social services from July 2020	Number of staff voluntarily disclosing their HIV status and provided with health and social services	Target not achieved, no staff voluntarily disclosed their HIV status during the reporting period	- Staff are well capacitated on HIV prevention measures and continue to practice safe behaviours - Awareness creation and workplace wellness initiatives have contributed to maintaining a low prevalence and reduced need for disclosure or additional support	Maintain confidential and voluntary disclosure mechanisms, strengthen counselling and referral services, and continue awareness on available institutional health and social support services.
SO3: Prevention against Non-Communicable	T3.1.1: All staff provided with at least one (1) awareness education	Number of staff receiving at least one awareness session on NCDs and	Target achieved. A total of five (5) awareness session on NCDs and	Sufficient allocation of resources ensured timely implementation of	Continue annual NCD and healthy lifestyle awareness programmes and integrate health screening,

Strategic Objective	Targets	Key Performance Indicator	Achievement	Reasons for achievement/constraints	Way forward
Diseases (NCDs) strengthened	session on NCDs and healthy lifestyles annually from July 2020	healthy lifestyles	healthy lifestyles conducted to all staff	awareness session on NCDs and Healthy lifestyles.	nutrition education and preventive health services into staff welfare programmes.
	T3.1.2: At least one sport bonanza for all staff organized annually from July 2020	Number of Sport Bonanza organised	Target partially achieved	•Adequate allocation of resources facilitated the organisation of the bonanza. •Strong management support contributed to successful implementation, though full annual consistency was not achieved	Institutionalise annual staff wellness and physical activity programmes, including sports bonanza, and ensure adequate budgetary provision and implementation scheduling in the next RSP.
SO4: Implementation of National Anti-Corruption Strategy and Governance enhanced.	T4.1.1: All staff provided with awareness-building programmes on Corruption and Good Governance annually from July 2020	Number of staff received awareness programmes on corruption and good governance	Target achieved: A total of 63 staff were provided with awareness on Corruption, ethics, policies and procedures.	• Strong coordination between HHRM and TCU directorates and Units. • Effective collaboration with external partners such as PCCB. • Resource allocation ensured timely implementation of awareness programmes.	Continue annual anti-corruption, ethics and good governance awareness programmes and strengthen reporting, feedback and integrity monitoring mechanisms.
	T4.2.1: All members of the Integrity Committee provided with capacity building programmes on workplace ethics and good governance.	Number of members received capacity-building programmes on ethics and good governance.	Target achieved: All five (5) Members of the TCU integrity Committee received capacity building programmes on ethics and good governance facilitated by UTUMISHI.	Effective collaboration between the Integrity Committee, the Commission and trainers (UTUMISHI).	Continue capacity-building programmes for Integrity Committee members and strengthen their role in corruption prevention, ethics oversight and compliance monitoring.
SO5: Quality Assurance Management Systems Improved	T5.1.1: Eleven (11) universities holding Certificate of Full Registration (CFR) accredited By June 2026	Number of universities with CFR accredited	Target partially achieved: 10 universities accredited (AMUCTA, MWECAU, KCMUCo, SJUT, UoA, SJCHAS, KIUT, TEKU, STeMMUCo, SFUCHAS).	Depends on the time due for Accreditation of universities with CFR. The remaining university delayed due to documentation issues.	Follow up pending accreditation processes, support institutions with documentation gaps, and strengthen monitoring of universities due for accreditation under the next RSP.
	T5.1.2: Thirty -Six (36) existing universities re-accredited by June 2026	Number of re-accredited universities	Target partially achieved: 34 universities re-accredited as of June 2025.	Depends with the number of universities due for re-accreditation. Two pending institutions awaiting site verification.	Complete pending re-accreditation processes, strengthen site verification planning, and adopt risk-based scheduling of re-accreditation activities.
	T5.1.3: All submitted application for establishing Universities	Number of applications processed	Target achieved: All applications processed on time annually.	Depends with the Number of applications received for establishing new Universities.	Continue processing applications within prescribed service timelines and strengthen digital tracking of

Strategic Objective	Targets	Key Performance Indicator	Achievement	Reasons for achievement/constraints	Way forward
	processed from July 2020				applications to enhance transparency and efficiency.
	T5.1.4: All universities with provisional licences accredited by June 2026	Number of universities with Provisional Licence accredited	Target Partially achieved: Seven universities upgraded to full registration.	Depends with the time due for accreditation of universities with provisional license.	Intensify follow-up of universities with provisional licences, provide compliance guidance, and ensure timely progression towards full accreditation where requirements are met.
	T5.2.1: All new curricula submitted by universities accredited by June 2026	Number of new curricula accredited	Target achieved, 476 new curricula accredited cumulatively.	Significant achievement due to increased submissions of curricula due to review of the education policy and training Policy 2014 (2023 Edition)	Continue timely review and accreditation of new curricula and strengthen assessment of labour market relevance, professional standards and national skills priorities.
	T5.2.2: 80 percent of revised curricula submitted by universities re-accredited by June 2026	Percentage of revised curricula	Target overachieved: 1200 revised curricula re-accredited (85.3% of submitted).	Significant achievement due to increased submissions of curricula due to review of the education policy and training Policy 2014 (2023 Edition)	Maintain timely re-accreditation of revised curricula and strengthen mechanisms for verifying tracer study evidence, training needs assessment and stakeholder inputs.
	T5.2.3: Database for accredited programmes developed by June 2021 and updated annually	Existence of up-to-date database of accredited programmes.	Target achieved: Database integrated with UIMS and updated annually.	Achieved due to continuous system improvement and internal ICT support.	Continue updating and improving the accredited programmes database and ensure integration with relevant digital regulatory systems for real-time access and reporting.
	T5.2.4: Database for Peer Reviewers established by June 2021 and updated annually	Existence of up-to-date database of Peer Reviewers	Target achieved: 245 active peer reviewers registered and updated.	structured reviewer engagement and clear policy on updating the reviewer's database.	Continue updating the peer reviewers' database, expand the pool of experts in emerging fields, and strengthen reviewer orientation and performance monitoring.
	T5.3.1: Eight (8) unchartered universities Chartered by June 2026	Number of chartered universities	Target partially achieved: 6 universities chartered to date.	Depends with the number of applications received for university charter.	Continue supporting eligible universities through the chartering process, strengthen technical guidance, and follow up institutions with pending applications.

Strategic Objective	Targets	Key Performance Indicator	Achievement	Reasons for achievement/constraints	Way forward
	T5.3.2: 140 impromptu and regular institutional visits conducted by June 2026	Number of visits conducted	Target overachieved: 161 visits completed cumulatively.	Strong Commitment and prioritisation for improved QA services for university education from TCU Management	Continue institutional visits and strengthen the use of risk-based monitoring to prioritise institutions requiring closer regulatory attention.
	T5.3.3: Delivery and assessment of 360 curricula offered by universities audited by June 2026	Number of curricula audited	Target overachieved: 419 curricula audited cumulatively.	Strong Commitment and prioritisation for improved QA services for university education from TCU Management	Continue curriculum delivery and assessment audits and strengthen follow-up of corrective actions to improve compliance and quality of academic delivery.
	T5.3.4: Framework for Quality Assurance Units in Universities developed and operationalised by June, 2025	Framework for Quality Assurance Units developed and operationalised	Target achieved: Framework developed and implemented across universities.	Commitment and willingness of TCU leadership and management on improved QA services.	Monitor implementation of the QA Units Framework across universities and provide technical support to strengthen internal quality assurance systems.
	T5.3.5: Guidelines for postgraduate supervision developed and operationalized by June 2025	Existence of guidelines	Target achieved: Guidelines developed and rolled out.	Commitment and willingness of TCU leadership and management for Improved QA services in university education.	Monitor implementation of postgraduate supervision guidelines and strengthen compliance through institutional audits, capacity building and postgraduate quality reviews.
	T5.3.6: Sustainable programmes for preparing University leaders developed and implemented by June 2025	Existence of an operational Sustainable programmes for preparing University leaders	Target achieved; Programme institutionalised under HEET.	Strong commitment from TCU Management on Improved University leadership and governance.	Institutionalise leadership development programmes for university leaders and align them with governance, quality assurance, digital transformation and regulatory compliance needs.
	T5.3.7 One (1) assessment study on university systems and requirement of academic staff in university institutions conducted by June 2024	Number of Assessment studies conducted	Target achieved: Study completed and published.	Strong commitment from TCU Leadership and Management on improved Quality of University education.	Use findings of the assessment study to inform regulatory guidance, staffing standards, programme accreditation decisions and sector advisory services.
	T5.3.8: Two capacity building for Quality Assurance personnel in	Number of capacity building activities conducted	Target overachieved: 10 sessions completed cumulatively.	Strong commitment from TCU Management and support Universities to improve QA services	Continue annual capacity-building programmes for university QA personnel and expand training to

Strategic Objective	Targets	Key Performance Indicator	Achievement	Reasons for achievement/constraints	Way forward
	universities conducted annually from July, 2020				cover emerging quality assurance and digital delivery issues.
	T5.3.9: Research and consultancies conducted at universities monitored annually from July, 2020	- Number of universities monitored - Number of Research and consultancies conducted at universities	Target achieved; 29 universities monitored.	Strong commitment from TCU Leadership and Management on improved Research and Consultancy services to university education.	Strengthen monitoring of research and consultancy activities and integrate findings into research governance, institutional performance reporting and policy advisory services.
	T5.4.1: 25,000 applications for foreign awards assessed by 2026	Number of foreign wards assessed	Target partially achieved: 22,500 awards assessed.	Depends on the applications of Foreign Awards Assessment received.	Continue processing foreign award recognition applications within prescribed timelines and strengthen verification systems with local and international institutions.
	T5.4.2: Six (06) programme benchmarks developed by 2026	Number of programme benchmarks developed	Target achieved: 6 completed (Education, Law, ICT, Engineering, Health Sciences).	Strong commitment from TCU Leadership and Management on improved Quality of University education.	Periodically review and update programme benchmarks to reflect emerging disciplines, professional requirements, regional standards and labour market needs.
	T5.4.3: 10,000 applications for No Objection Certificate (NOC) assessed by 2026	Number of NOC assessed	Target partially achieved: 9,850 NOCs assessed.	Depends on the number of applications of NOCs received.	Continue processing NOC applications within prescribed timelines and strengthen digital application tracking and applicant feedback mechanisms.
	T5.5.1: All applications for licencing and re-licencing of overseas education students' recruitment Agencies processed on time from July 2020	Number of applications for licencing and re-licencing of overseas education students' recruitment Agencies processed on time	Target achieved: All OSRA applications processed within required time.	Depends on the number of OSRA applications received.	Continue timely processing of OSRA licensing and re-licensing applications and strengthen compliance monitoring of licensed agencies.
SO6: Equitable Access and coordination of admission into Higher Education Institutions enhanced.	T6.1.1: Students' participation rate in university education increased from four (4) percent to ten (10) percent by June 2026	- The percentage increase of students in university institutions - The percentage increase of PWD students in university institutions	Target partially achieved. Student enrolment increased from 189,291 in 2019/20 academic year to 259,434 in 2024/25, representing a 37.05% growth. However, when	Significant enrolment growth was driven by expanded admission capacities, improved coordination, and strong demand for higher education.	Strengthen strategies for expanding equitable access to university education in collaboration with Government, universities and other stakeholders, while addressing

Strategic Objective	Targets	Key Performance Indicator	Achievement	Reasons for achievement/constraints	Way forward
			compared to the required proportional increase needed to raise participation from 4% to 10%, this corresponds to approximately 25% of the target achieved.	However, the target of raising participation rate from 4% to 10% was not reached. The shortfall is attributable to system-wide capacity limits, financial constraints for students, and the slower expansion of university infrastructure relative to population growth.	capacity, affordability and infrastructure constraints.
	T6.1.2: All Universities sensitised to establish programmes with online delivery mode by June 2026	Number of Universities sensitised to establish programmes with online delivery mode.	Target achieved: TCU sensitised 47 university institutions on establishment of online programmes through various workshops as follows: Quality Assurance Aspects on Design, Development, Review and Delivery of Labour Responsive Curricula; Training on University staff on Pedagogy; Furthermore, TCU Developed Guidelines for Online and Blended Delivery Modes of Courses for University Institutions in Tanzania	Strong commitment from TCU Leadership and Management on increased access pathways to university education	Continue supporting universities to adopt quality-assured online and blended delivery modes and strengthen monitoring of compliance with approved guidelines.
	T6.1.3: Guidelines for admission of foreign applicants into Tanzania University Institutions developed and operationalised by June 2025	Existence of Guidelines for admission of foreign applicants into Tanzania University Institutions	Target achieved: Procedures for admission of applicants holding foreign qualifications into academic programmes in Universities in Tanzania developed and operationalised	Strong commitment from TCU Leadership and Management on increased access pathways to university education	Continue implementing and updating guidelines for admission of foreign applicants and strengthen awareness among universities and international applicants.
	T6.2.1: Female students' enrolment into STEM	Number of students sensitised on STEM and	Target partially achieved: Sensitisation of female	Strong commitment from TCU Leadership and Management on	Develop a structured gender-responsive outreach and

Strategic Objective	Targets	Key Performance Indicator	Achievement	Reasons for achievement/constraints	Way forward
	and rare professional programmes promoted by June 2026	rare professional programmes.	students on STEM and rare professional programmes was conducted through multiple platforms, including the TCU Higher Education Exhibitions, MAKISATU Innovations Exhibitions, visits to targeted schools and targeted outreach programmes during university admission campaigns. However, the sensitisation activities were not implemented consistently across all intended regions and institutions, and detailed records of the number of female students reached were not comprehensively documented.	increased access Female student students' enrolment into STEM in University education	monitoring mechanism to promote female participation in STEM and rare professional programmes, including proper documentation of beneficiaries reached.
	T6.3.1: University Admission Guidebooks developed, reviewed and updated annually from July 2020	Developed and Reviewed Admission Guidebooks in place	Target achieved: The Postgraduate and non-Degree programmes Admission Guidebooks were developed in 2021 The Postgraduate and non-Degree programmes Admission Guidebooks were reviewed and updated twice. The Bachelor's degree Admission Guidebooks were reviewed and updated five times.	Strong commitment from TCU Leadership and Management on increased equitable access to student admissions to university education	Continue annual review and dissemination of admission guidebooks and ensure timely incorporation of approved programmes, admission criteria and institutional capacities.

Strategic Objective	Targets	Key Performance Indicator	Achievement	Reasons for achievement/constraints	Way forward
	T6.3.2: Admission capacities of all programmes offered at university institutions reviewed annually from July 2020	Reviewed admission capacities of all programmes in university Institutions	Target achieved: Admission capacities for all 52 university institutions (full-fledged public and private Universities 36, P public and 8 private campus, colleges, and centres 16) were reviewed during the 2020-21, 2021-22, 2022-23, 2023/24, and 2024/25 Admission Cycle.	Strong commitment from TCU Leadership and Management on increased equitable access to student admissions and improved quality of university education	Continue annual review of programme admission capacities and strengthen verification of institutional resources, staffing, infrastructure and compliance with approved standards.
	T6.3.3: Admission and enrolment Audit conducted to all university institutions annually from July 2020	Number of university institutions audited	Target achieved, Conducted six (6) admission and enrolment audits of all university institutions for 2020/21 - 2025/26 admission cycles.	Strong commitment from TCU Leadership and Management on increased equitable access to student admissions and improved quality of University education	Continue annual admission and enrolment audits and strengthen follow-up of audit findings to reduce admission irregularities and improve institutional compliance.
SO7: Revenue generation to sustain institutional operations enhanced	T7.1.1: Revenue from internal sources increased by 5% annually from June 2020	Percentage increase in internal revenue collections	Target overachieved: On average the internal sources has been increasing by 15%	Strong commitment from TCU Leadership and Management on improved sustainable implementation of TCU functions.	Strengthen internal revenue mobilisation strategies, improve revenue collection systems, and link revenue performance to service demand and institutional sustainability.
	T7.2.1: At least three (3) proposals submitted to funding agencies by June 2026	Number of proposals submitted to funding agencies	Target overachieved, a total of four (4) proposals submitted to funding agencies	Strong commitment from TCU Leadership and Management on improved sustainable and diversified financing on implementing TCU functions.	Continue preparing and submitting high-quality resource mobilisation proposals and strengthen engagement with development partners, industry and international funding agencies.
	T7.2.2: At least TZS 5 billion funding received from agencies/development partners by June 2026	Amount of funding received from external sources	Target overachieved, US\$ 5.0 million (approximately 11.5 billion) has been secured for implementation of the Higher Education for Economic Transformation	Strong commitment and relationships from TCU Leadership and Management with external stakeholders on improved sustainable and diversified financing on implementing TCU functions.	Strengthen management of secured external funding, improve reporting to partners, and continue exploring diversified financing opportunities for strategic interventions.

Strategic Objective	Targets	Key Performance Indicator	Achievement	Reasons for achievement/constraints	Way forward
			(HEET) project from 2021 to 2025		
	T8.1.1: TCU accounting manual reviewed by June 2021	Availability of reviewed accounting manual	Target achieved, TCU Accounting and Stores Manual has been reviewed and TCU Accounting policies has been developed	Strong commitment of leadership and Management in compliance with government finance regulations and guidelines.	Continue periodic review of accounting manuals and policies to ensure compliance with public financial management regulations and emerging institutional needs.
	T8.1.2: Internal Audit Manual developed by June 2021	Availability of Internal Audit manual	Target achieved, TCU Internal Audit Manual has been developed and approved by the Commission.	Strong commitment of leadership and Management in compliance with government financial internal controls and regulations and guidelines.	Operationalise and periodically review the Internal Audit Manual to strengthen audit planning, assurance, compliance and internal control functions.
	T8.1.3: TCU Internal Audit Charter reviewed by June 2021	Availability of a reviewed Internal Audit Charter	Target achieved, TCU Internal Audit Charter has been reviewed	Strong commitment of leadership and Management in compliance with government financial internal controls and regulations and guidelines.	Continue implementing and reviewing the Internal Audit Charter to ensure alignment with governance requirements and internal audit standards.
	T8.1.4: TCU Audit Committee Charter reviewed by June 2021	Availability of reviewed Audit Committee Charter	Target achieved: TCU Internal Audit Committee Charter has been reviewed and approved by the Commission.	The Audit Committee Charter was reviewed and subsequently approved by the Commission. This achievement underscores the institution's commitment to reinforcing governance structures, improving committee oversight functions, and ensuring consistency with regulatory and operational requirements.	Continue implementing the Audit Committee Charter and strengthen follow-up of audit committee recommendations to improve governance and oversight.
SO8: Internal controls, risk management, and governance systems enhanced	T8.1.1: Fraud-Risk Management Framework developed and operationalised by June 2024	Existence of an operational Fraud-Risk Management Framework	Target achieved, Fraud Risk Management has been developed and is operational	Strong commitment of leadership and Management in compliance with government financial internal controls and regulations and guidelines.	Continue implementation of the Fraud-Risk Management Framework and integrate fraud risk monitoring into annual risk registers and audit plans.
	T8.1.2: Risk-Management Framework reviewed and operationalised by June 2024	Existence of an operational reviewed Risk-Management Framework	Target achieved, Risk register, Risk Management framework has been constantly reviewed annually	Strong commitment of leadership and Management in compliance with government financial internal controls and regulations and guidelines.	Continue annual updating of the Risk Register and strengthen risk classification, mitigation tracking and escalation of high and very high risks to Management and the Commission.

Strategic Objective	Targets	Key Performance Indicator	Achievement	Reasons for achievement/constraints	Way forward
	T8.1.3: Audit assurance of TCU functions conducted annually from January 2023	Number of audit-assurance exercises conducted	Target achieved, two (2) audit-assurance exercises conducted from financial year 2023/2025.	Strong commitment of leadership and Management in compliance with government financial internal controls and regulations and guidelines.	Continue conducting risk-based audit assurance exercises and strengthen follow-up on audit recommendations across directorates and units.
	T8.2.1: Plans and budgets prepared annually from January 2023	Number of annual plans and budgets prepared	Target achieved, annual plans and budget have been prepared twice from financial year 2023/2025.	Strong commitment of leadership and Management in compliance with government Budget guidelines.	Continue preparing annual plans and budgets aligned with the RSP, resource framework and performance targets.
	T8.2.2: Monitoring and Evaluation of RSP implementation conducted annually from January 2023	Number of M&E reports produced annually	Target achieved, a total of eight (8) quarterly M&E reports has been produced and submitted to approving organs Ministry of Education, Science and Technology (MoEST) and the Treasury Registrar (TR) from financial year 2023/2025.	Strong commitment of leadership and Management in compliance with government Budget and M&E guidelines	Strengthen quarterly and annual M&E reporting, including tracking of outputs, outcomes, risks, corrective actions and implementation performance.
	T8.3.1: Three (3) civil cases involving TCU in the Court of Law litigated by June 2025	Number of civil cases involving TCU litigated	Target achieved, Legal cases handled by Legal Counsel unit (LC); two cases resolved, one ongoing (2024)	Institutional compliance strengthened TCU's legal position and supported successful litigation.	Continue strengthening legal case management, documentation, compliance advisory services and timely follow-up of pending legal matters.
	T8.3.2: Universities Act Cap 346 and its Regulations reviewed by June 2025	Existence of reviewed Universities Act Cap 346 and Regulations	Target partially achieved: Stakeholder comments were incorporated into the proposed revised areas of the Universities Act Cap 346; however, the full review and approval process is still ongoing.	Stakeholders support and willingness on a reviewed Universities Act Cap 346 required alignment with emerging higher education reforms and adjustments.	Continue engaging relevant authorities to complete the review and approval process and support implementation of approved legal and regulatory reforms.
	T8.4.1: TCU statutory meetings conducted as scheduled from January 2023	Number of statutory meetings conducted	Target achieved: All Commission meetings and 5 Committee meetings conducted as	Strong commitment of leadership and Management on improved TCU services delivery.	Continue conducting statutory meetings as scheduled and strengthen tracking of resolutions, decisions and implementation status.

Strategic Objective	Targets	Key Performance Indicator	Achievement	Reasons for achievement/constraints	Way forward
			planned from financial year 2023/2025		
SO9: Linkages with internal and external partners and University support systems enhanced	T9.1.1: At least four (4) existing collaborations /partnerships with regional and/or international partners enhanced annually from January 2023	Number of existing collaborations/ partnerships with regional and/or international partners enhanced	Target achieved, the existing four (4) collaborations/ partnerships with regional and/or international partners enhanced	Strong commitment of leadership and Management on improved TCU services delivery through enhance internal and external relationships.	Continue strengthening existing partnerships through annual work plans, joint activities, technical exchanges and implementation monitoring.
	T9.1.2: Three collaborations/ partnerships with regional and international partners established by June 2026	Number of new collaborations/partnerships with regional and/or international partners established	Target overachieved, total of five (5) new collaborations/partners established	Strong commitment of leadership and Management on improved TCU services delivery and strengthened international relationships.	Consolidate and operationalise new partnerships and prioritise collaborations that support quality assurance, harmonisation, research, digital transformation and regulatory effectiveness.
	T9.1.3: Networks between TCU and Higher Education Institutions (HEIs) and other stakeholders enhanced by June 2026.	Number of networks between TCU and HEIs enhanced	Target achieved.	Strong commitment of leadership and Management on improved TCU services delivery and strengthened international relationships.	Strengthen functional networks with university institutions, employers, professional bodies and other stakeholders to improve policy dialogue, programme relevance and sector coordination.
	T9.1.4: Higher Education Science and Technology Exhibitions organised annually from July 2020	Number of Higher Education Science and Technology Exhibitions organized	Target achieved, a total of Four (4) Higher Education Science and Technology Exhibition organized	Strong commitment of leadership and Management on improved TCU image visibility.	Continue organising and participating in exhibitions to enhance visibility, innovation sharing, stakeholder engagement and public awareness of university education.
	T9.1.5: All HEIs sensitised on establishing linkages between HEIs and Industry annually from July 2020	T9.1.5: All HEIs sensitised on establishing linkages between HEIs and Industry annually from July 2020	Target achieved, all HEIs sensitised on establishing linkages between HEIs and Industry during the Quality Assurance Aspects of Design, Development, Review and Delivery of Labor Responsive Curricula	Strong commitment of TCU leadership and Management on supporting university institution to improve Quality of University education in response to labour market needs.	Institutionalise university–industry linkage sensitisation within quality assurance and curriculum review processes to strengthen programme relevance and graduate employability.

Strategic Objective	Targets	Key Performance Indicator	Achievement	Reasons for achievement/constraints	Way forward
			workshops annually from July,2020		
	T9.2.1: At least three capacity building programmes on admission matters conducted to Higher Education Institutions annually from July 2020	Number of capacity building programmes	Target overachieved, a total of 16 out of 15 capacity building programmes on admission matters conducted to Higher Education Institutions annually from July 2020	Strong commitment of TCU leadership and Management on enhancing equal access and quality of university education.	Continue capacity-building programmes on admission matters and align training with updated admission systems, procedures, compliance requirements and guidebooks.
	T9.2.2: 100 university staff trained on Leadership and Management matters annually from July 2020	Number of university staff trained on Leadership and Management matters	Target partially achieved, a total of 301 out of expected 500 University staff, have been trained on Leadership and Management from July 2020	Strong commitment of TCU leadership and Management on improved University support on leadership and management matters.	Continue leadership and management training for university leaders and prioritise areas such as governance, accountability, quality assurance, risk management and digital transformation.
	T9.2.3: 50 university staff trained on ICT systems integration annually from July 2020	Number of university staff trained on ICT system integration matters	Target partially achieved, a total of 187 out of expected 200 University staff, have been trained on ICT system integration matters	Strong commitment of TCU leadership and Management on improved University support on service delivery.	Continue capacity building on ICT systems integration and support universities to improve digital reporting, data quality and system interoperability.
	T9.2.4 University Leadership Gender Policy and Guidelines developed and operationalized by June 2025	Existence of University Leadership Gender Policy and Guidelines	Target not implemented, University Leadership Gender Policy and Guidelines has not been developed	Depends on the developed University Leadership Gender Policy and Guidelines which was not yet developed.	Prioritise development of gender-related leadership guidelines in the next planning cycle and integrate gender equity into university governance and leadership development initiatives.
	T9.2.5 Ten (10) top University leaders and TCU management staff participated in study visit abroad annually from January 2023	Number of top University leaders and TCU management staff participated in study visit	Target partially achieved, a total of 14 out of expected 20 top University leaders and TCU management staff participated in study visit abroad annually from January 2023	Strong commitment of TCU leadership and Management on improved University support on leadership and management matters.	Continue strategic study visits and benchmarking programmes, ensuring that lessons learned are documented and applied to improve regulatory and institutional performance.

Strategic Objective	Targets	Key Performance Indicator	Achievement	Reasons for achievement/constraints	Way forward
	T9.2.6: Information Resource Centre Guidelines developed and operationalized by June 2024.	Existence of Information Resource Centre Guidelines	Target not implemented, Information Resource Centre Guidelines has not been developed	Competing priorities and limited technical capacity; development of the guidelines	Reconsider and prioritise the Information Resource Centre Guidelines in the next RSP if still relevant, taking into account digital knowledge management needs.
	T9.3.1: Online library established and operationalized by June 2021	Existence of an operational Online library	Target achieved: Online library management has been developed and operational	Strong institutional commitment to digital transformation and knowledge sharing	Continue maintaining and upgrading the online library to support access to regulatory information, research outputs and knowledge resources.
SO10: Corporate image and visibility enhanced	T10.1.1: TCU communication materials created/acquired and distributed to stakeholders annually from July 2020	Number of communication materials created/acquired and distributed	TCU successfully developed, produced, and disseminated a wide range of communication materials to stakeholders, including posters, banners, branded promotional items, newsletters, and media publications across print, digital, and broadcast platforms. These materials significantly enhanced institutional outreach and visibility.	Strong commitment by the TCU leadership to strengthen institutional visibility and stakeholder engagement.	Continue producing and disseminating communication materials through print, digital and broadcast platforms to enhance stakeholder engagement and institutional visibility.
	T10.1.2: TCU website updated on monthly basis from July 2020	Frequency of updating TCU Website	Target achieved, TCU website has been updated with comprehensive information on university education	Strong Institutional commitment to enhanced visibility and engagement to stakeholders.	Continue regular website updates and improve content accessibility, responsiveness and stakeholder-oriented information sharing.
	T10.1.1: TCU Communication strategy developed and operationalized by June 2021	Availability of an operational TCU Communication Strategy	Target achieved: TCU communication strategy and social responsibility guidelines has been developed and is operational	Strong Institutional commitment to enhanced visibility and engagement to stakeholders.	Review communication strategy to align it with the 2026/27–2030/31 RSP, digital communication trends and stakeholder engagement priorities.

Strategic Objective	Targets	Key Performance Indicator	Achievement	Reasons for achievement/constraints	Way forward
O11: Research and Publication Function Promoted	T11.1.1: Three (3) research on higher education conducted by June 2026	Number of research conducted	Target achieved: Three completed studies on higher education quality, consultancy performance, and clinical training.	Strong commitment of TCU leadership and Management on improved Quality of University education.	Continue conducting policy-relevant research on university education and align research priorities with quality assurance, access, employability, digital transformation and sector performance.
	T11.1.2: At least two (2) research outputs published and disseminated by June 2025	Number of research outputs published	Target achieved: Three studies validated and two published in TCU repository.	Strong commitment of TCU leadership and Management on improved Quality of University education.	Strengthen publication and dissemination of research outputs through TCU repositories, policy briefs, stakeholder forums and evidence-based advisory services.
SO12: Data Collection, Management and Dissemination Mechanisms Enhanced	T12.1.1: 100 university staff trained on university data management annually from July 2020	Number of university staff trained on university data management	Target overachieved: 512 university staff trained cumulatively (> 100 per year FY 2020/21–2024/25).	Strong commitment from TCU leadership and Management on improved University support on university data management.	Continue capacity building on data management for university staff and strengthen data quality, reporting consistency and use of higher education statistics.
	T12.1.2: Database on higher education statistics updated and disseminated annually from July 2021	Availability of an up-to-date database of higher education statistics	Target achieved: Database updated and disseminated annually via TCU annual publication - <i>VitalStats in University Education in Tanzania (latest issued in May 2025)</i> .	Established data-collection framework and automation through UIMS.	Continue updating and disseminating higher education statistics and strengthen integration, validation and analytical use of UIMS and other data systems.
	T12.1.3: Six (6) capacity building training to TCU staff on data collection, management, and dissemination conducted by June 2026	Number of capacity building training to TCU staff on data collection, management, and dissemination.	Target achieved: Six (6) sessions completed by April 2025.	Strong commitment from TCU leadership and Management on building capacity of staff for improved University data collection, management and dissemination.	Continue building TCU staff capacity in data collection, analysis, reporting, visualisation and evidence-based decision-making.
	T12.1.4: National Theses and Dissertations System (NTDS) established by June 2024	Existence of NTDS	Not achieved	Competing institutional priorities delayed the establishment of NTDS..	Prioritise establishment and operationalisation of the National Theses and Dissertations System in the next RSP to strengthen postgraduate data management, academic integrity and research visibility.

Strategic Objective	Targets	Key Performance Indicator	Achievement	Reasons for achievement/constraints	Way forward
SO12.2: Update Database for University Staff, Students and Academic Programmes	T12.2.1: Database of university staff, students and academic programmes updated annually from July 2020.	An up-to-date database of all university staff, students and academic programmes.	Target achieved: Database updated annually and linked to UIMS and published in VitalStats in university Education in Tanzania.	Automated data integration between UIMS platforms across universities, enabled real-time updating and accuracy verification.	Continue annual updating and validation of staff, student and programme databases and strengthen system integration for reliable real-time higher education statistics.
SO13: Staff development, welfare, and working environment enhanced	T13.1.1: All staff provided with appropriate working facilities annually from July 2020	Number of staff with appropriate working facilities	Target achieved, 55 staff were provided with appropriate working facilities including office furniture, ICT equipment, and essential work tools.	Strong commitment from TCU leadership and Management for improved Services delivery.	Continue providing adequate working facilities to staff and align facility provision with staffing levels, digital service delivery needs and institutional growth.
	T13.2.1: Revised Staff Incentive Scheme implemented from July 2020	Existence of an operational incentive scheme	Target achieved, The Staff Incentive Scheme was reviewed, updated, approved, and operationalized in 2023.	Strong commitment from TCU leadership and Management for improved Services delivery.	Continue implementing and periodically reviewing the Staff Incentive Scheme to enhance motivation, productivity and staff retention.
	T13.3.1: One (1) TCU Staff Welfare Day organized annually from July 2020	TCU staff welfare day organized	Target partially achieved: Two (2) Staff Welfare Days conducted against the expected five (5).	Competing institutional priorities affected annual implementation.	Institutionalise annual Staff Welfare Day and integrate it with workplace wellness, team building and staff engagement programmes.
	T13.3.2: Staff participation in national events relevant to staff coordinated from July 2020	Number of national events coordinated	Target achieved: Participation coordinated for key national events (Higher Education Week, Public Service Week, QA forums, May Day and Womens Day).	Strong commitment from TCU leadership and Management for improved staff networking and Institutional visibility.	Continue coordinating staff participation in relevant national events to enhance institutional visibility, professional networking and stakeholder engagement.
	T13.3.3: At least twenty (20) staff of different cadres recruited by June 2025	Number of staff recruited	Target partially achieved: Ten (10) staff recruited in various cadres.	Strong commitment from TCU leadership and Management to increase manpower for improved Services delivery.	Continue phased recruitment based on approved establishment, priority skills gaps, workload demands and available financial resources.
	T13.3.4: Thirty (30) staff attended short-course training annually from July 2020	Number of staff attending short-course training	Target achieved: on average 30 staff attended short-course training annually	Strong commitment from TCU leadership and Management to build staff capacity for improved Services delivery.	Continue implementing short-course training programmes aligned with institutional skills needs, performance gaps and emerging regulatory requirements.

Strategic Objective	Targets	Key Performance Indicator	Achievement	Reasons for achievement/constraints	Way forward
	T13.4.1: TCU office building constructed by June 2025	Existence of a constructed TCU office building	Target partially achieved, near completion: TCU Office Building in Dodoma is in its final construction phase and expected to be completed within the RSP period.	Strong commitment from TCU leadership and Management on building construction supervision.	
	T13.4.2: TCU Zonal Office in Zanzibar established and operationalized by June 2025	Existence of an operational TCU Zonal Office in Zanzibar	Target not implemented: The Zanzibar Zonal Office was not established due to insufficient resources and prioritization of the Dodoma Office construction.	Resources constraint and competing parities limited the implementation.	Reassess the feasibility and priority of establishing the Zanzibar Zonal Office in the next planning cycle, subject to resource availability and service demand.
	T13.5.1: Existing online systems upgraded by June 2026	Frequency of upgrading existing online systems	Target achieved, Eight (8) online systems upgraded and deployed (PMS, FAAS, UIMS, Repository, Resource Centre Website, HEST Portal, Control Number Portal, NOCS).	Strong commitment from TCU leadership and Management on improved service delivery through upgraded ICT systems.	Continue upgrading existing online systems and ensure integration, user support, cybersecurity and interoperability across regulatory platforms.
	T13.5.2: Three (3) new online systems developed by June 2026	Number of new online systems developed	Target partially achieved. Two (2) new systems developed (Asset Management; Internal Control Number Portal). In addition, four Government Shared Systems adopted (e-Office, GMS, e-Mrejesho, PEPMIS, MUSE).	Competing priorities and limited funding affected full development of all targeted systems.	Prioritise development of pending online systems and strengthen adoption of relevant Government shared systems to improve service delivery efficiency.
	T13.5.3: System vulnerability assessment and penetration testing conducted annually from July 2020	Number of vulnerability assessments conducted	Target achieved, 13 assessments conducted (11 by e-GA, 1 by TCRA, 1 by CAG).	Strong leadership commitment to cyber-security.	Continue annual vulnerability assessments and penetration testing and ensure timely implementation of cybersecurity recommendations.

Strategic Objective	Targets	Key Performance Indicator	Achievement	Reasons for achievement/constraints	Way forward
	T13.5.4: All TCU staff trained on ICT security annually from January 2023	Number of staff trained	Target achieved, One (1) major ICT Security awareness training conducted in August 2023 for all TCU staff.	Strong commitment from TCU leadership and Management to build staff capacity for improved Services delivery.	Continue ICT security awareness training for all staff and institutionalise regular cybersecurity drills and compliance monitoring.
	T13.6.1: ICT Policy and three (3) guidelines reviewed by June 2026	Existence of reviewed ICT Policy and guidelines	Target achieved, Five (5) ICT guidelines and the ICT Policy were developed and operationalized (ICT Security Policy, Asset Replacement Guidelines, Steering Committee Charter, Backup Policy, DRP/BCP, and Operational Level Agreement).	Prioritisation of ICT governance led to successful development of guidelines.	Continue reviewing and implementing ICT policies and guidelines to respond to emerging digital governance, cybersecurity and data protection requirements.
	T13.6.2: ICT Policy and three Guidelines reviewed by June 2026	Existence of operational ICT Policy and Guidelines	Target achieved through development and continuous review of policy instruments under ICT governance.	Adequate technical expertise and institutional commitment ensured timely development and review of ICT policy instruments.	Maintain continuous implementation and review of ICT governance instruments and ensure alignment with national ICT standards and institutional digital transformation priorities.
	T13.1.1: All staff provided with appropriate working facilities annually from July 2020	Number of staff with appropriate working facilities	Target achieved, 55 staff were provided with appropriate working facilities including office furniture, ICT equipment, and essential work tools.	Strong management commitment to improving working conditions. And efficient procurement processes ensured timely provision of facilities.	Continue providing staff with adequate working facilities and ensure procurement, maintenance and replacement plans are aligned with institutional needs and budget availability.

2.5 Results of the Service Delivery Survey

A Service Delivery Survey was conducted as part of the situational analysis to assess stakeholders' perceptions on the quality, effectiveness and responsiveness of services provided by TCU during the implementation of the outgoing RSP (2020/21-2025/26).

The survey was conducted using structured questionnaires distributed via KoboToolbox. It targeted key external stakeholders, including Vice Chancellors, Deputy Vice Chancellors, Directors of Quality Assurance, Academic Registrars, and other senior officials from Higher Education Institutions (HEIs). A total of 42 respondents participated, representing both public (45.24%) and private universities (54.76%), ensuring balanced sector representation.

The survey covered key service delivery areas, including accreditation and re-accreditation, curriculum review processes, institutional audits, admissions coordination, effectiveness of regulatory guidelines, digital systems, data management and stakeholder engagement. Quantitative data were analysed using descriptive statistics, complemented by qualitative insights where applicable.

(a) Findings

The survey findings indicate that TCU has performed strongly across most core service delivery areas, with stakeholders expressing high levels of satisfaction.

i. Accreditation and Quality Assurance Services

Stakeholders rated TCU's effectiveness in accreditation and re-accreditation highly, with over 92% indicating High or Very High performance, reflecting strong confidence in quality assurance systems.

ii. Curriculum Review and Approval Processes

While generally rated positively, with the majority indicating High performance, a notable proportion of respondents rated the processes as Moderate, suggesting room for improvement in timeliness and efficiency.

iii. Institutional Audits and Compliance Monitoring

Institutional audits were rated highly effective by over 88% of respondents, indicating that TCU's monitoring mechanisms significantly contribute to improving compliance and institutional quality.

iv. Guidelines and Regulatory Frameworks

TCU guidelines, including standards and quality assurance frameworks, were rated highly useful, with approximately 97% of respondents indicating High or Very High usefulness, demonstrating strong regulatory clarity and relevance.

v. Admissions Coordination

The admissions coordination function was rated positively, with over 95% of respondents indicating High or Very High effectiveness, reflecting improved transparency and coordination in student placement.

vi. Digital Systems and Data Management

Systems such as the Programme Management System (PMS) and University Information Management System (UIMS) were rated highly effective, though moderate responses suggest the need for further integration and enhancement.

vii. Access and Inclusiveness

Promotion of access, especially for female students in STEM and rare programmes, received moderate ratings from most respondents, indicating the need for targeted interventions.

viii. Partnerships and Industry Linkages

Stakeholder responses indicate moderate performance in strengthening university-industry linkages and regional collaboration, highlighting an area requiring strategic strengthening.

(b) Recommendations

Based on the survey findings, the following measures are recommended to improve service delivery:

- i. **Enhance Efficiency of Curriculum Review Processes**
Streamline review timelines and strengthen process automation to improve responsiveness.
- ii. **Strengthen Digital Integration**
Improve interoperability of regulatory systems to enhance efficiency, data accuracy, and user experience.
- iii. **Promote Inclusive Access**
Develop targeted strategies to increase participation of underrepresented groups, particularly in STEM and specialised programmes.
- iv. **Strengthen Research and Innovation Regulation**
Expand regulatory frameworks to better support postgraduate education, research governance and innovation ecosystems.
- v. **Enhance University-Industry Linkages**
Facilitate stronger collaboration between universities and industry to improve relevance of academic programmes and graduate employability.
- vi. **Deepen Stakeholder Engagement**
Institutionalise regular service delivery surveys and feedback mechanisms to continuously improve service responsiveness.

2.6 Stakeholders Analysis

This section presents an analysis of TCU's key stakeholders, focusing on the nature of institutional relationships, regulatory interactions, mutual exchanges, stakeholder expectations, and the potential risks associated with unmet expectations. The analysis identifies both internal and external stakeholders and examines the contributions each stakeholder provides to the Commission, including policy direction, institutional compliance, technical input, financial resources, oversight and sector feedback. It also outlines the regulatory services and coordination functions delivered by the Commission in fulfilment of its statutory mandate, including accreditation, quality assurance, admissions coordination, recognition of qualifications and sector monitoring.

Furthermore, the section highlights stakeholder expectations and assesses the potential institutional, operational, financial and reputational implications should those expectations not be met. This structured approach enables the Commission to strengthen stakeholder engagement, enhance regulatory accountability, manage strategic risks, and improve overall performance in safeguarding quality and harmonised university education systems.

Table 2.2: TCU Stakeholders Analysis

S/N	STAKEHOLDER	SERVICE/PRODUCT OFFERED BY STAKEHOLDER TO TCU	SERVICE/PRODUCT OFFERED BY TCU	STAKEHOLDER EXPECTATION	POTENTIAL IMPACT IF EXPECTATIONS ARE NOT MET
1.	Ministry of Education, Science and Technology	Policy direction; Budget allocation; Oversight; Legislative support	Regulatory implementation; Policy advice; Monitoring and evaluation reports; Sector data	Regulatory coherence; Quality assurance; Workforce development; Accountability for public funds; Measurable impacts	Reduced funding; Policy misalignment; Loss of confidence; Increased oversight intervention

S/N	STAKEHOLDER	SERVICE/PRODUCT OFFERED BY STAKEHOLDER TO TCU	SERVICE/PRODUCT OFFERED BY TCU	STAKEHOLDER EXPECTATION	POTENTIAL IMPACT IF EXPECTATIONS ARE NOT MET
2.	Higher Education Institutions (Public & Private)	Academic programmes; Compliance reports; Institutional data; Research outputs	Accreditation; Quality assurance; Admissions coordination; Standards & guidelines; Recognition of qualifications; Capacity building	Fair and clear regulations; Timely accreditation; Effective communication; Adherence to almanac; Admission coordination; Fund mobilisation support; QA capacity building	Legal disputes; Non-compliance; Decline in education quality; Institutional resistance; Reputational damage
3.	Students & Student Unions	Feedback; Compliance with regulations; Tuition payments	Quality assurance oversight; Admission coordination; Complaint resolution; Recognition of qualifications	Quality education; Affordable tuition fees; Relevant curricula; Safety; Employability	Student unrest; Loss of public trust; Increased complaints and litigation
4.	Employers / Industry	Labour market feedback; Internship opportunities; Industry standards	Graduate quality assurance; Curriculum oversight; Promotion of university–industry linkages	Graduates with equipped with relevant labour market skills and industry-aligned competencies; Internships; Industry-relevant curricula	Skills mismatch; Low employability; Reduced economic productivity
5.	Parents & Guardians	Tuition fees payments; Public feedback; Support for compliance	Regulation of institutions; Public information; Appeals handling; Monitoring of tuition compliance	Employable graduates; Affordable fees; Accurate institutional information; Timely complaint resolution	Loss of trust; Reduced enrolment; Public criticism
6.	Parliament/ Parliamentary Committees	Legislative oversight; Budget approval; Policy guidance	Accountability reports; Performance data; Regulatory enforcement	Stewardship of public resources; Transparency; Alignment with national goals	Budget cuts; Investigations; Policy directives limiting autonomy

S/N	STAKEHOLDER	SERVICE/PRODUCT OFFERED BY STAKEHOLDER TO TCU	SERVICE/PRODUCT OFFERED BY TCU	STAKEHOLDER EXPECTATION	POTENTIAL IMPACT IF EXPECTATIONS ARE NOT MET
7.	Professional Bodies & Regulatory Councils	Professional standards; Licensing frameworks; Curriculum input	Accreditation; Harmonisation of standards; Qualification recognition	Effective cooperation; Graduates meeting professional standards; Reliable accreditation	Qualification disputes; Reduced professional recognition; Fragmented standards
8.	Development Partners & Donors	Financial support; Technical assistance; Capacity building	Project implementation; Reporting; Sector data; Policy alignment	Tangible results; Value for money; Alignment with SDGs; Transparency	Withdrawal of funding; Reduced technical support; Credibility risks
9.	Civil Society & NGOs	Advocacy; Monitoring; Public engagement	Inclusive regulatory policies; Transparency; Stakeholder engagement	Equitable and inclusive access; Social accountability	Public criticism; Reduced legitimacy; Advocacy pressure
10.	Media	Information dissemination; Public awareness	Timely and accurate information; Press briefings; Transparency	Accurate and timely information; Openness	Reputational damage; Public misinformation
11.	Local Government Authorities	Local labour market information; Education data	Coordination of admissions; Programme approval oversight; Data sharing	Locally relevant programmes; Employability of graduates	Labour market skills mismatch; Poor local economic alignment
12.	TCU Staff	Technical expertise; Regulatory implementation; Institutional memory	Leadership; Welfare; Career development; Safe work environment	Good governance; Staff welfare; Promotion opportunities; Job security	Low morale; Reduced productivity; Staff turnover
13.	Trade Unions	Industrial relations support; Collective bargaining	Compliance with labour laws; Dialogue; Staff welfare measures	Improved welfare; Fair treatment; Good industrial relations	Industrial disputes; Work stoppages; Reputational harm

2.7 SWOC Analysis

This section presents the Strengths, Weaknesses, Opportunities and Challenges (SWOC) analysis for TCU. The analysis assessed the Commission's internal regulatory capacity, governance systems, institutional performance and human resources, as well as external factors that shape its effectiveness during the 2026/27-2030/31 planning period.

The SWOC framework identifies areas of regulatory strength, internal capacity gaps requiring strategic intervention, and external opportunities and risks affecting the university education sub-sector.

The findings informed the formulation of key strategic issues and priority interventions outlined in the subsequent chapter of this Rolling Strategic Plan, ensuring that the Commission's strategic direction remains evidence-based, risk-informed and aligned with national and sectoral priorities.

2.7.1 Strengths

- (i) Established regulatory credibility and public trust
- (ii) Clear statutory mandate and legal authority
- (iii) Competent and experienced leadership and technical staff
- (iv) Functional governance and oversight structures
- (v) Well-defined organisational structure aligned to core functions
- (vi) Strong quality assurance frameworks and regulatory instruments
- (vii) Strategic partnerships at national, regional and international levels
- (viii) Operational ICT systems supporting regulatory processes
- (ix) Diversified revenue streams
- (x) Defined service delivery standards and procedures.

2.7.2 Weaknesses

- (i) Staffing constraints and emerging specialised skills gaps
- (ii) Gaps in harmonised and updated internal policies and SOPs
- (iii) Limited regulatory frameworks and guidelines for the development, accreditation and recognition of micro-credentials and flexible learning pathways
- (iv) Absence of a structured expert management framework for QA reviews
- (v) Weak integration of Monitoring, Evaluation and Learning systems
- (vi) Resource constraints relative to expanding regulatory responsibilities.

2.7.3 Opportunities

- (i) Increasing demand for university education and postgraduate training.
- (ii) Regional and international harmonisation frameworks.
- (iii) Expansion of higher education institutions and diversification of programmes.
- (iv) Digital transformation and automation of regulatory services.
- (v) Strengthened university-industry and innovation ecosystems.
- (vi) Access to development financing and performance-based funding.
- (vii) Strong alignment with national development frameworks.
- (viii) Government prioritisation of science, technology and innovation.

2.7.4 Challenges

- (i) National fiscal constraints affecting higher education financing.
- (ii) Inconsistent compliance levels among some higher education institutions.
- (iii) Limited institutional capacity to expand STEM programmes.
- (iv) Lengthy legislative and policy reform processes.
- (v) Rapid technological change and digital disruption.
- (vi) Dependence on external or project-based funding for strategic initiatives.
- (vii) Complex and time-intensive chartering and institutional approval processes.
- (viii) Infrastructure and staffing constraints within some universities.
- (ix) Limited regulatory mechanisms for effective oversight of digital and blended learning.

2.8 PESTEL Analysis

This section presents a PESTEL analysis of the external macro-environment within which TCU operates. The framework examines Political, Economic, Social, Technological, Environmental and Legal factors that may influence the Commission's regulatory effectiveness, sector oversight responsibilities, and long-term strategic positioning during the 2026/27-2030/31 planning period.

The analysis identifies key external drivers of change, including policy and governance dynamics, economic conditions affecting higher education financing, demographic and social trends shaping access and demand, technological disruption in teaching and learning models, environmental considerations, and evolving legal and regulatory frameworks. While these factors are largely beyond the Commission's direct control, they significantly affect the performance, sustainability and credibility of the university education system.

2.8.1 Political Aspect

Tanzania continues to enjoy sustained political stability and peaceful governance transitions, providing a predictable environment for long-term sectoral reforms and investment in higher education. The Government's strong commitment to human capital development, industrialisation, science, technology and innovation, articulated in national frameworks such as Tanzania Development Vision 2050, FYDP IV and the Ruling Party Election Manifesto, has elevated higher education as a strategic national priority.

The expansion of public and private universities, supported by a stable political and policy environment, has increased access and participation in university education. However, this growth has also expanded the regulatory scope and complexity to TCU, requiring enhanced quality assurance mechanisms, strengthened compliance monitoring and improved coordination across institutions.

Furthermore, heightened government emphasis on accountability, transparency and measurable performance in public institutions places increased expectations on the Commission to demonstrate regulatory effectiveness and value for money.

In response to the evolving political environment, the Commission will strengthen regulatory coherence, enhance institutional accountability, improve responsiveness in accreditation and admissions coordination processes, and align its strategic interventions with national priorities on innovation, digital transformation and workforce development. This will ensure that political stability and policy continuity are leveraged to advance quality, equitable and globally competitive university education systems.

2.8.2 Economic Aspect

The Tanzania's macroeconomic environment presents both opportunities and pressures for the higher education sub-sector. Sustained GDP growth (averaging approximately 5-6% in recent years) and stable inflation within the 3-5% range indicate a relatively resilient economy. Continued economic growth enhances government

fiscal capacity to invest in education and human capital development, including increased budget allocations to the education sector.

Rising national income levels and improved household purchasing power are likely to increase demand for university education. This expansion creates opportunities for greater access and participation, including growth of public and private higher education institutions. However, rapid sector expansion also increases regulatory complexity and heightens the need for robust quality assurance mechanisms to prevent dilution of academic standards.

Labour market dynamics present mixed signals. While overall economic growth supports job creation, youth unemployment and informality remain concerns. This places intensified pressure on universities to deliver market-relevant programmes and on the Commission to ensure timely accreditation, curriculum relevance, and strengthened university-industry linkages to enhance graduate employability.

Fiscal pressures, competing national priorities and resource constraints may affect both institutional financing and regulatory capacity. Economic fluctuations can influence tuition affordability, infrastructure development, and research investment within universities, thereby affecting compliance and quality outcomes.

In response to the evolving economic environment, the Commission will:

- Strengthen quality assurance systems to manage sector expansion sustainably;
- Enhance oversight of programme relevance to labour market needs;
- Promote university-industry partnerships to improve graduate employability;
- Improve efficiency in accreditation and monitoring processes;
- Strengthen data-driven decision-making to support evidence-based regulation.

These measures will ensure that economic growth translates into sustainable, quality and inclusive development of the university education system.

2.8.3 Social Aspect

The Socio-cultural and demographic dynamics significantly influence demand for and expectations of university education in Tanzania. Rapid population growth-currently exceeding 60 million, with a large youth cohort continues to increase demand for access to higher education. A predominantly youthful population creates sustained pressure on the education system to expand enrolment capacity while maintaining quality standards.

Rising social expectations increasingly emphasise employability, practical skills, entrepreneurship and STEM-related careers. This shift places pressure on universities to align curricula with labour market needs and, on the Commission, to strengthen oversight of programme relevance, accreditation standards and graduate outcome monitoring.

Growing advocacy for gender equality, disability inclusion and equitable access has heightened expectations for inclusive campus environments and fair admission processes. Increased diversity among students-including socio-economic, linguistic and special needs backgrounds-requires strengthened regulatory guidance on inclusive standards and student support mechanisms.

Additionally, widespread use of digital communication and social media has transformed how institutions are assessed by the public. Stakeholders now expect transparency, timely service delivery, responsive complaint mechanisms and accessible information. The growing preference for online and blended learning models further increases regulatory demands in ensuring quality and integrity in digital education delivery.

Collectively, these socio-cultural trends require the Commission to balance expanded access with strengthened quality assurance, promote inclusive regulatory standards, enhance curriculum relevance

oversight, and modernise stakeholder communication and grievance management systems.

In response to evolving social dynamics, the Commission will:

- Strengthen regulatory frameworks to support equitable and inclusive access;
- Enhance oversight of curriculum relevance and graduate employability outcomes;
- Develop standards for digital and blended learning delivery;
- Improve stakeholder engagement, transparency and grievance-handling mechanisms;
- Strengthen data systems to monitor access, equity and performance trends.

These measures will ensure that demographic growth and shifting social expectations are translated into sustainable, inclusive and high-quality university education systems.

2.8.4 Technological Aspect

The rapid technological advancement is reshaping the higher education landscape globally and nationally. Increased internet penetration and expanded digital connectivity have accelerated the adoption of e-learning, blended delivery models and cross-border online programmes. This shift has increased demand for flexible and technology-enabled university education.

For the Commission, this transformation significantly expands the regulatory scope. Universities are increasingly integrating digital platforms, artificial intelligence tools, virtual classrooms and online assessments into their teaching and administrative processes. While these developments enhance access and efficiency, they also introduce new risks related to academic integrity, quality assurance in digital delivery, cross-border education oversight and student data protection.

National digital governance reforms, including expansion of e-government platforms and system integration across public institutions, require the Commission to strengthen its ICT infrastructure

and ensure interoperability with national systems. Increased reliance on digital platforms also raises cybersecurity and personal data protection concerns, necessitating enhanced safeguards and regulatory standards.

The emergence of artificial intelligence presents both opportunities and challenges. AI tools can improve operational efficiency in accreditation, monitoring and data analysis; however, they also require clear regulatory guidance to ensure ethical and appropriate use within universities.

In response to technological transformation, the Commission will:

- Develop and strengthen standards for online, blended and cross-border education;
- Enhance digital quality assurance frameworks and academic integrity mechanisms;
- Upgrade ICT infrastructure and integrate systems with national e-government platforms;
- Strengthen cybersecurity and data protection safeguards;
- Build internal capacity in digital regulation, data analytics and emerging technologies.

These measures will ensure that technological advancement enhances access and innovation while safeguarding quality, integrity and regulatory effectiveness

2.8.5 Environmental Aspect

Environmental sustainability and climate-related risks increasingly influence the higher education sector. Tanzania's environmental governance framework, guided by national environmental laws and policies, promotes sustainable development, environmental protection and climate resilience. These priorities have implications for university infrastructure development, campus management and academic programming.

Universities are expected to integrate environmental sustainability into teaching, research and institutional operations. Growing national and global emphasis on environmental stewardship, climate change

mitigation and sustainable resource use places additional expectations on higher education institutions to contribute to environmental innovation and responsible practices.

Environmental risks, including climate-related disasters, health outbreaks and infrastructure vulnerabilities, can disrupt teaching and learning activities. Such disruptions affect academic continuity and require regulatory guidance on institutional preparedness, safety standards and risk management systems.

Additionally, increasing attention to safe and inclusive campus environments-including protection against gender-based violence and provision of adequate facilities-reinforces the need for compliance monitoring and institutional accountability mechanisms within the higher education system.

In response to environmental and sustainability dynamics, the Commission will:

- Strengthen regulatory standards on institutional health, safety and disaster preparedness;
- Promote integration of environmental sustainability within academic programmes and research;
- Enhance oversight of infrastructure standards in expanding universities;
- Encourage adoption of environmentally responsible practices in higher education institutions;
- Strengthen risk management and continuity planning within the regulatory framework.

These measures will ensure that environmental considerations are embedded within quality assurance systems while safeguarding safe, resilient and sustainable university education environments.

2.8.6 Legal Aspect

The legal environment provides the foundation for the Tanzania Commission for Universities' mandate and regulatory authority. The Universities Act, Cap. 346 (R.E. 2023) and its subsidiary regulations establish the Commission's powers relating to accreditation, quality

assurance, admissions coordination, recognition of qualifications and institutional oversight.

While the existing legal framework provides a clear statutory mandate, evolving sector dynamics-including digital education delivery, cross-border programmes, emerging technologies and institutional expansion-may necessitate periodic legal and regulatory reforms to strengthen enforcement mechanisms and enhance responsiveness.

The enactment of data protection and cybersecurity legislation introduces additional compliance obligations for both universities and the Commission. Increased digitalisation of regulatory processes requires strengthened safeguards for student and institutional data, as well as enhanced oversight of academic integrity in online learning environments.

The National Public-Private Partnership (PPP) Policy provides opportunities for strengthening university-industry collaboration and expanding institutional capacity through strategic partnerships. Additionally, regional and international frameworks, including EAC harmonisation instruments and African quality assurance networks, create obligations to align domestic regulations with regional standards and to establish mutual recognition arrangements.

These evolving legal dynamics increase expectations for regulatory coherence, institutional accountability and strengthened enforcement capacity.

In response to the evolving legal environment, the Commission will:

- Review and strengthen regulatory instruments to address emerging sector developments;
- Enhance compliance and enforcement mechanisms;
- Strengthen data protection and cybersecurity frameworks;
- Align domestic regulations with regional and international harmonisation standards;
- Provide clear legal guidance to institutions on digital and cross-border education delivery.

These measures will ensure that the legal framework remains responsive, robust and aligned with national, regional and global higher education standards.

2.9 Recent Initiatives for improving performance

This section presents key initiatives undertaken during the implementation of the existing Strategic Plan to enhance institutional capacity, improve operational efficiency and strengthen regulatory service delivery within TCU.

Table 2.3 summarises the initiatives undertaken, achievements attained, enabling factors and obstacles faced, as well as the recommended way forward. The review offers insight into ongoing institutional strengthening efforts and guides strategic continuity under the upcoming Rolling Strategic Plan.

Table 2.3: Implementation of Recent Initiatives

S/N	Initiative	Achievement	Reason for Attainment / Constraints	Way Forward
1	Construction of Permanent TCU Building in Dodoma	- Secured land and approved building design - Government funding secured for construction - Construction works progressed to 55% completion. - Enhanced institutional visibility and alignment with national relocation policy	- Secured Government funding allocation - Strong political commitment to relocation to Dodoma - Effective institutional planning and follow-up	- Ensure timely release of remaining funds - Strengthen project supervision and cost control - Integrate digital infrastructure and green building standards - Operationalise the facility within the Plan period
	Upgrading of Internal Systems (FAAS,	Enhanced automation of accreditation and	Growing demand for digital service delivery	Further integrate systems with national platforms Strengthen cybersecurity safeguards

S/N	Initiative	Achievement	Reason for Attainment / Constraints	Way Forward
	UIMS, NOCs)	admission processes • Improved data management and reporting capabilities • Increased efficiency in processing applications and issuing No Objection Certificates (NOCs) • Reduced manual processing and turnaround time		• Enhance system interoperability and data analytics capabilities • Provide continuous staff training on digital regulatory tools

2.10 Critical Issues

This section presents the critical strategic issues emerging from the internal and external environmental analysis. These issues define the priority reform and development areas that TCU must address during the 2026/27-2030/31 planning period to enhance regulatory effectiveness, institutional sustainability, and sector performance.

(i) Strengthening Regulatory Leadership and Strategic Responsiveness

The evolving national, regional and global higher education landscape requires the Commission to reinforce its regulatory leadership role and ensure continued alignment with national development priorities, innovation agendas and regional harmonisation frameworks.

(ii) Enhancing Institutional Capacity and Governance Systems

Staffing constraints, emerging specialised skills requirements and evolving sector complexity necessitate strengthening human

resource capacity, governance systems, internal policies and performance management frameworks.

(iii) Ensuring Financial Sustainability and Resource Mobilisation

Expanding regulatory responsibilities and sector growth require predictable and sustainable financing through improved internal revenue management, efficient budget execution and diversified funding mechanisms.

(iv) Scaling and Modernising Quality Assurance and Accreditation Systems

Rapid expansion of higher education institutions and programmes demands strengthened accreditation processes, improved turnaround times, enhanced compliance monitoring and robust protection of academic standards.

(v) Accelerating Digital Transformation and Data Governance

The growing digitalisation of higher education and regulatory operations necessitates the integration and upgrading of ICT systems, strengthened cybersecurity, enhanced data protection mechanisms, and the institutionalisation of data analytics for evidence-based regulation.

(vi) Strengthening Stakeholder Engagement, Compliance and Strategic Partnerships

Increased expectations from higher education institutions, students, industry and regional bodies require improved communication, strengthened compliance mechanisms and deeper collaboration to support innovation and resource mobilisation.

(vii) Enhancing Programme Relevance and Graduate Employability

Persistent skills gaps and labour-market pressures require closer alignment of accreditation standards, programme oversight and quality assurance processes with national development priorities, particularly in science, technology and innovation fields.

CHAPTER THREE

3 THE PLAN

3.1 Introduction

This Chapter presents the Commission's strategic direction for the 2026/27-2030/31 planning period. It outlines the Vision, Mission and Core Values, and sets out the strategic objectives, strategies, targets and key performance indicators that will guide implementation and performance achievement by June 2031.

3.2 Vision

To become a leading regional higher education regulatory agency supporting systematic growth and excellence of university education.

3.3 Mission

To promote accessible, equitable, harmonised, and quality university education systems that produce nationally and globally competitive outputs.

3.4 Motto

The Commission's motto is “*Universities for Prosperity.*”

3.5 Core Values

The TCU's core values articulate the fundamental principles that guide its regulatory decisions, institutional conduct and stakeholder engagement. These values shape the Commission's organisational culture, reinforce accountability and integrity in the execution of its statutory mandate, and foster stakeholder confidence in the quality and credibility of the university education system. They promote a shared understanding of expected standards of professionalism and ethical behaviour among Commissioners, management and staff in discharging regulatory responsibilities.

Core Value	Description
Integrity and Accountability	The Commission upholds ethical, impartial and responsible regulatory decisions and remains answerable for its actions and performance in the oversight of university education.
Professionalism	The Commission delivers competent, objective and high-quality regulatory services in accordance with established standards and best practices.
Transparency	The Commission promotes openness, clear communication and fairness in accreditation, admissions coordination and recognition processes, thereby strengthening public trust.
Efficiency	The Commission manages resources prudently and delivers timely, value-driven regulatory services that enhance institutional performance.
Equity and Inclusiveness	The Commission promotes fairness, equal opportunity and non-discrimination in access to and oversight of university education, ensuring balanced participation across all segments of society.
Commitment to Excellence	The Commission pursues continuous improvement and high standards in regulatory systems, institutional performance and quality assurance practices.
Innovation	The Commission embraces forward-looking, technology-driven and evidence-based approaches to enhance effectiveness in higher education regulation.

3.6 Strategic Objectives, Strategies, Targets and Key Performance Indicators

This section presents the strategic framework of the RSP (2026/27–2030/31), outlines the Strategic Objectives, corresponding strategies, measurable targets and Key Performance Indicators (KPIs) that will guide the performance of the Tanzania Commission for Universities during the implementation period. The framework translates the critical strategic issues identified in the situational analysis into focused regulatory and institutional interventions aimed at strengthening quality assurance systems, enhancing accreditation and admissions coordination processes, reinforcing institutional governance, enhancing integration, interoperability and data-driven utilisation of digital regulatory systems to improve efficiency, transparency and evidence-based decision-making, and ensuring financial sustainability.

The Strategic Objectives and associated performance indicators are structured to ensure coherence between the Commission’s statutory

mandate, national development priorities and measurable regulatory outcomes. The framework provides a clear basis for resource allocation, monitoring and evaluation, performance accountability and continuous institutional improvement throughout the Plan's implementation cycle.

3.6.1 Objective A: Non-Communicable Diseases, HIV/AIDS Infections Reduced, and Supportive Services Improved

Workplace health is a critical determinant of institutional effectiveness, productivity and service continuity. Non-Communicable Diseases (NCDs) and HIV/AIDS continue to pose risks to workforce stability, staff wellbeing and institutional performance within public institutions in Tanzania. As a regulatory body responsible for quality assurance, accreditation, admissions coordination and oversight of university education, TCU depends on a healthy, skilled and motivated workforce to effectively discharge its mandate. Health-related absenteeism, reduced staff productivity, and psychosocial risks can directly affect regulatory turnaround times, compliance monitoring and stakeholder service delivery.

National health and governance frameworks require public institutions to mainstream HIV/AIDS and NCDs interventions within workplace policies as part of broader human capital development and institutional sustainability efforts. The review of the previous Strategic Plan indicated progress in staff sensitisation and wellness initiatives; however, sustained institutionalisation of preventive measures, psychosocial support and occupational health safeguards remains necessary.

This objective therefore seeks to strengthen workplace health programmes and support systems to enhance staff wellbeing, improve productivity, reinforce long-term institutional resilience, and regulatory effectiveness.

Strategies

- (i) Strengthen programs and mechanisms to fight non-communicable diseases and HIV/AIDS at the workplace.
- (ii) Enhance supportive services to staff living with HIV/AIDS.

Targets

- (i) Five (5) health education and nutrition awareness programme on HIV/AIDS and Non-Communicable Diseases (NCDs) conducted by June 2031.
- (ii) All staff who voluntarily disclose their HIV/AIDS status provided with supportive services annually.

Outcome Indicators

- (i) Proportion of staff participating in workplace health programmes.
- (ii) Level of staff awareness on HIV/AIDS and NCD prevention.
- (iii) Proportion of staff accessing health support services.
- (iv) Staff participation rate in wellness and physical activity programmes.

3.6.2 Objective B: Implementation of National Anti-Corruption Strategy Enhanced and Sustained

Integrity, transparency, and accountability are foundational to effective higher education regulation. As the statutory body responsible for accreditation, quality assurance, admissions coordination and recognition of qualifications, TCU operates within a highly scrutinised regulatory environment where impartial decision-making and strict compliance are essential to institutional credibility and public trust.

National governance and anti-corruption frameworks emphasise strengthened internal controls, ethical leadership, risk management and statutory compliance across public institutions. Increasing public scrutiny, expanding sector complexity and rising stakeholder expectations require the Commission to maintain robust preventive and corrective mechanisms against regulatory misconduct, conflicts of interest, undue influence and abuse of authority.

The situational analysis indicates that while governance structures and compliance systems are in place, there is a need to further institutionalise risk-based regulatory approaches, strengthen internal control systems and enhance integrity awareness among staff and external stakeholders. This is particularly important given the growing number of institutions, digital processes and cross-border education arrangements under the Commission's oversight.

This objective therefore seeks to consolidate governance and anti-corruption measures, strengthen risk management systems and reinforce stakeholder confidence through sustained ethical leadership, transparency and regulatory accountability.

Strategies

- (i) Strengthen the prevention and control of corruption in regulatory processes.

Targets

- (i) Five (5) anti-corruption, ethics and good governance awareness programmes conducted by June 2031.
- (ii) Integrity Committee capacitated and operational to perform anti-corruption oversight functions annually.

Outcome Indicators

- (i) Number of corruption-related cases reported and resolved.
- (ii) Stakeholder perception of transparency and integrity on TCU services (%).

3.6.3 Objective C: Quality Assurance Management Systems

Mechanism Improved

Quality assurance is the core mandate of the TCU and the principal mechanism for safeguarding academic standards, institutional integrity and public confidence in university education. The expansion of higher education institutions, diversification of programme delivery modes, growth of cross-border education and increasing stakeholder expectations require more robust, efficient and responsive quality assurance systems.

While the Commission has established accreditation, audit and compliance frameworks, evolving sector dynamics necessitate strengthening regulatory processes, improving efficiency and enhancing risk-based oversight. There is also a growing need to align academic programmes with labour market demands, ensure comparability with regional and international standards, and strengthen data-driven regulatory decision-making.

This objective, therefore, aims to strengthen and improve the efficiency, standardisation and responsiveness of quality assurance systems to enhance regulatory effectiveness, ensure compliance with standards, increase efficiency in service delivery, and maintain public confidence in the credibility of university education in Tanzania.

Strategies

- (i) Strengthen quality assurance instruments for university education, regulation of Overseas Student Recruitment Agencies (OSRAs), and recognition and equivalence of foreign academic qualifications.
- (ii) Strengthen accreditation and re-accreditation of University Education in response to labour market demand.
- (iii) Strengthen risk-based monitoring, compliance enforcement and institutional quality assurance systems.

Targets

- (i) All quality assurance instruments for university education, OSRAs and recognition of foreign academic qualifications reviewed and approved by June 2031.
- (ii) Five (5) Quality assurance standards and regulatory guidelines for emerging and evolving delivery modes developed and implemented by June 2031.
- (iii) Five (5) capacity-building programmes for TCU staff on quality assurance, accreditation and regulatory functions conducted by June 2031.
- (iv) Five (5) benchmarking programmes, collaborative partnerships, and knowledge exchange initiatives with regional and

international quality assurance and regulatory institutions conducted by June 2031.

- (v) 95% of university accreditation and re-accreditation applications processed within prescribed service timelines annually.
- (vi) 95% of programme accreditation and re-accreditation applications processed within prescribed service timelines annually.
- (vii) 95% of university registration, with draft charter applications processed within prescribed service timelines annually.
- (viii) All foreign qualification recognition applications processed within prescribed service timelines annually.
- (ix) All No Objection Certificate (NOC) applications processed within the prescribed service timelines annually
- (x) All licensing and re-licensing applications for OSRAs processed within prescribed service timelines annually.
- (xi) Risk-based monitoring framework for higher education institutions developed and operationalised by June 2029.
- (xii) 100 Impromptu and regular institutional monitoring visits conducted by June 2031.
- (xiii) Two (2) capacity-building programmes for institutional quality assurance personnel conducted annually.

Outcome Indicators

- i. Percentage of universities compliant with quality assurance standards
- ii. Percentage of academic programmes accredited in accordance with national standards
- iii. Percentage of licensed OSRAs compliant with regulatory requirements
- iv. Percentage of audited university institutions with major quality audit non-compliance findings
- v. Percentage of accreditation and regulatory applications processed within prescribed service timelines

3.6.4 Objective D: Equitable Access, Admission Coordination, Research and Data Management for Higher Education Strengthened

Equitable access to higher education, coordinated admissions management, and reliable data systems are essential pillars for fostering an inclusive, competitive, and knowledge-driven economy. As the statutory regulator responsible for overseeing university admissions and maintaining higher education information systems, the Commission plays a central role in ensuring fairness, transparency, and integrity in access to university education.

Tanzania continues to experience rapid population growth, a youthful demographic structure and increasing social demand for university education. National development frameworks, including Tanzania's Development Vision 2050 and the Fourth Five-Year Development Plan (2026/27–2030/31), emphasise expanding access to higher education, strengthening enrolment in science and technology, and promoting inclusivity for women, persons with disabilities, and other disadvantaged groups. These national priorities place increasing pressure on admission systems to ensure equity, merit-based selection and balanced regional representation.

The situational analysis revealed growing complexity in university admission processes due to the increasing number of institutions, expansion of academic programmes, cross-border student mobility and the emergence of digital learning pathways. While higher education institutions increasingly manage admissions through their own systems, the Commission continues to play a central role in coordinating, verifying and regulating admission processes. However, challenges remain in harmonising admission standards, managing multiple entry pathways, safeguarding admission integrity and ensuring timely dissemination of accurate information to applicants and institutions.

Furthermore, effective planning, regulation and policy decision-making require accurate, integrated and real-time higher education data, as well as strengthened analytical and research capacity to generate

evidence for policy formulation and sector oversight. Fragmented data systems, limited analytics and research capacity, and evolving data protection requirements underscore the need to strengthen data governance, interoperability and digital integration within the higher education ecosystem.

Enhancing equitable access mechanisms, admission coordination processes, higher education data management systems, and analytical and research functions will improve transparency, support evidence-based planning, protect public trust, and boost sector performance monitoring. This goal therefore aims to establish strong admissions governance, promote inclusive access, modernise data systems, reinforce research and analytics capacity, and strengthen strategic decision-making within the higher education sub-sector.

Strategies

- (i) Strengthen equitable access, admission coordination, and regulatory oversight to higher education.
- (ii) Strengthen higher education data management systems, integration, analytics, research and digital innovation for evidence-based planning and decision-making.
- (iii) Strengthen evidence-based advisory for quality University Education.

Targets

- (i) Regulatory frameworks and guidelines to promote gender equality, balance and equitable access to higher education strengthened and implemented by June 2031.
- (ii) for disadvantaged groups developed and operationalised by June 2031.
- (iii) University admission guidebooks developed, reviewed and updated annually.
- (iv) Admission capacities for academic programmes in higher education institutions reviewed and regulated annually.

- (v) Five (5) capacity-building on admission systems, processes and regulatory compliance conducted for TCU staff and Higher Education Institutions by June 2031.
- (vi) Five (5) Career guidance and awareness programmes conducted annually for prospective applicants and the public by June 2031.
- (vii) Admission and enrolment audits conducted in higher education institutions annually.
- (viii) Higher education statistical, analytical and sector performance reports produced annually.
- (ix) Research on higher education access, admissions, enrolment and sector performance conducted annually.
- (x) Guidelines for the use of emerging technologies, including Artificial Intelligence, in higher education developed and operationalised by June 2031.
- (xi) Five (5) capacity-building sessions for data officers from TCU and higher education institutions on data management, analysis, and reporting are conducted annually.

Outcome Indicators

- i. Proportion of students accessing higher education through equitable access schemes (%)
- ii. Percentage of higher education institutions compliant with approved admission criteria and procedures
- iii. Rate of admission irregularities
- iv. Rate of application errors and admission-related complaints (%)
- v. Percentage of policy, planning and regulatory decisions informed by higher education data and analytical reports

3.6.5 Objective E: Institutional Capacity for Quality Service Delivery Strengthened

Effective delivery of regulatory and oversight functions in higher education depends on strong institutional capacity, sound governance systems, adequate human resources and modern operational infrastructure. As the statutory regulator of university education, the Commission must maintain high levels of organisational effectiveness,

professionalism and operational efficiency to meet the growing demands of an expanding and increasingly complex higher education sector. The situational analysis identified several internal capacity constraints, including staffing gaps in specialised technical areas, increasing workload pressures arising from sector expansion, evolving digital regulatory requirements, and the need for stronger institutional systems integration. In addition, growing expectations for transparency, accountability and responsiveness require the Commission to continuously modernise its governance, risk management and service delivery frameworks.

Furthermore, effective regulation of a dynamic higher education sector increasingly requires strong national, regional and international collaboration and institutional networks. Engagement with peer regulatory bodies, higher education institutions and other stakeholders facilitates knowledge exchange, benchmarking of best practices, harmonisation of standards and strengthening of cross-border education oversight. National development frameworks emphasise public-sector efficiency, digital transformation, and performance-based management as critical enablers of economic, environmental and social transformation. In this context, strengthening institutional capacity is essential to ensure that regulatory decisions are timely, consistent, evidence-based and aligned with national priorities. Enhanced human capital development, system automation, internal control mechanisms, strategic partnerships and performance management systems are necessary to sustain quality service delivery and safeguard institutional credibility.

This objective therefore seeks to strengthen organisational structures, human resource capacity, digital infrastructure, financial sustainability, governance systems, and strategic collaborations to improve efficiency, accountability, environmental aspects, social issues, and long-term institutional resilience.

Strategies

- (i) Strengthen governance, legal and TCU accountability frameworks.
- (ii) Strengthen financial sustainability, resource mobilisation and performance management systems.
- (iii) Strengthen human resource development, succession planning and staff welfare systems.
- (iv) Strengthen ICT infrastructure, digital governance and institutional systems integration.
- (v) Strengthen monitoring, evaluation, and risk management systems.
- (vi) Strengthen the institutional working environment, infrastructure and corporate image to support effective service delivery.
- (vii) Strengthen national, regional, and international collaborations, partnerships, networks, and the internationalisation of higher education.
- (viii) Enhance Environmental, Social and Governance issues (ESG).

Targets

- (i) Governance policies, organisational structures and institutional accountability frameworks reviewed, approved and implemented by June 2031.
- (ii) Compliance with statutory governance and legal obligations maintained at 100% annually throughout the plan period.
- (iii) Statutory Board and Committee meetings conducted in accordance with approved governance requirements annually.
- (iv) Internal revenue increased by at least 20% by June 2031.
- (v) At least two (2) resource mobilisation proposals submitted to funding agencies by June 2031.
- (vi) Human resource policies and guidelines reviewed, updated and implemented by June 2031.
- (vii) TCU training programme reviewed and implemented by June 2031.
- (viii) At least ten (10) new staff recruited by June 2031.
- (ix) Succession plan reviewed and implemented by June 2031.

- (x) Incentive scheme reviewed and implemented by June 2031.
- (xi) ICT infrastructure upgraded and maintained to support reliable, secure and efficient institutional operations by June 2031.
- (xii) Cybersecurity and data protection systems implemented and maintained in accordance with approved standards annually.
- (xiii) Availability and uptime of critical ICT systems maintained at acceptable levels annually.
- (xiv) Mid-term and end-term evaluations of the Strategic Plan conducted by June 2031.
- (xv) Annual plans and budgets prepared, and implementation progress monitored and reported annually.
- (xvi) Risk management and internal control framework reviewed and implemented annually.
- (xvii) Internal and external risk-based audit strategic plan implemented annually.
- (xviii) Office infrastructure and working facilities rehabilitated and maintained by June 2031.
- (xix) At least 95% of staff provided with adequate and functional working facilities annually.
- (xx) Service delivery facilities and systems improved to enhance accessibility, responsiveness and user satisfaction by June 2031.
- (xxi) Institutional corporate image, branding and public visibility strengthened through strategic communication initiatives annually.
- (xxii) Existing collaborations and partnerships with national, regional and international institutions enhanced annually.
- (xxiii) At least five (5) new collaborations and partnerships with national, regional and international institutions established by June 2031.
- (xxiv) At least two (2) functional networks between TCU, higher education institutions and key stakeholders established and strengthened by June 2031.
- (xxv) At least two (2) regional and international higher education and regulatory platforms actively participated in annually.

(xxvi) TCU Environmental, Social and Governance (ESG) Framework
Developed by June, 2031.

Outcome Indicators

- i. Proportion of internally generated revenue to total institutional budget (%).
- ii. Proportion of staff meeting required competency levels for their respective roles (%).
- iii. Percentage of stakeholders satisfied with the quality, accessibility and responsiveness of TCU services.
- iv. Number of active collaborations, partnerships and institutional networks.

Table 3.1: The Plan Matrix

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)
A	Non-Communicable Diseases, HIV/AIDS Infections Reduced, and Supportive Services Improved	Strengthen programmes and mechanisms to fight NCDs and HIV/AIDS at the workplace	Five (5) health education and nutrition awareness programmes on HIV/AIDS and Non-Communicable Diseases (NCDs) conducted by June 2031	Number of health education and awareness programmes conducted. Number of staff attended	i. Proportion of staff participating in workplace health programmes ii. Level of staff awareness on HIV/AIDS and NCD prevention iii. Proportion of staff accessing health support services
		Enhance supportive services to staff living with HIV/AIDS	All staff who voluntarily disclose their HIV/AIDS status provided with supportive services annually	Number of staff who voluntarily disclose their HIV/AIDS status provided with supportive services	iv. Staff participation rate in wellness and physical activity programmes
B	Implementation of National Anti-Corruption Strategy Enhanced and Sustained	Strengthen the prevention and control of corruption in regulatory processes	Five (5) anti-corruption, ethics and good governance awareness programmes conducted by June 2031	Number of anti-corruption, ethics and good governance awareness programmes conducted	i. Number of corruption-related cases reported and resolved ii. Stakeholder perception of transparency and integrity in TCU services (%)
			Integrity Committee capacitated to perform anti-corruption oversight functions annually	Number of Integrity Committee members trained	

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)
C	Quality Assurance Management Systems Strengthened	Strengthen quality assurance instruments for university education, regulation of Overseas Student Recruitment Agencies (OSRAs), and recognition of foreign academic qualifications.	All quality assurance instruments for university education, OSRAs and recognition of foreign academic qualifications reviewed & approved by June 2031.	Percentage of institutional QA instruments reviewed and approved.	i. Percentage of universities compliant with quality assurance standards ii. Percentage of academic programmes accredited in accordance with national standards
			Five (5) Quality assurance standards and regulatory guidelines for emerging and evolving delivery modes developed and implemented by June 2031.	Number of quality assurance standards and regulatory guidelines for emerging delivery modes developed and approved	iii. Percentage of licensed OSRAs compliant with regulatory requirements
			Five (5) capacity-building programmes for TCU staff on quality assurance, accreditation and regulatory functions conducted by June 2031.	Number of capacity-building programmes conducted for TCU staff	iv. Percentage of audited university institutions with major quality audit non-compliance findings v. Percentage of accreditation and regulatory applications processed within prescribed service timelines
			Five (5) benchmarking programmes, collaborative	Number of benchmarking programmes conducted Number of active collaborations and partnerships	

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)
			partnerships, and knowledge exchange initiatives with regional and international quality assurance and regulatory institutions conducted by June 2031.	Number of knowledge exchange programmes Number of formal MoUs/MoAs signed	
		Strengthen accreditation and re-accreditation of University Education in response to labour market demand.	95% of university accreditation and re-accreditation applications processed within prescribed service timelines annually.	Number of university accreditation and re-accreditation applications processed	
			95% of programme accreditation and re-accreditation applications processed within prescribed service timelines annually.	Number of programme accreditation and re-accreditation applications processed	
			95% of university registration, with draft charter applications processed within prescribed service timelines annually.	Number of university registration with draft charter applications processed.	

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)
			All foreign qualification recognition applications processed within prescribed service timelines annually.	Number of foreign qualification recognition applications processed annually.	
			All No Objection Certificate (NOC) applications processed within prescribed service timelines annually.	Number of No Objection Certificate (NOC) applications processed	
			All licensing and re-licensing applications for OSRAs processed within prescribed service timelines annually.	Number of OSRA licensing and re-licensing applications processed	
		Strengthen risk-based monitoring, compliance enforcement and institutional quality assurance systems.	Risk-based monitoring framework for higher education institutions developed and operationalised by June 2031.	Number of risk-based monitoring frameworks developed and approved	
			100 Impromptu and regular institutional audit visits conducted by June 2031.	Number of impromptu and regular institutional monitoring visits conducted	

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)
			Two (2) capacity-building programmes for university institutional quality assurance personnel conducted annually.	Number of national capacity-building programmes conducted.	
D	Equitable Access, Admission Coordination, Research and Data Management for Higher Education Strengthened	Strengthen equitable access, admission coordination, and regulatory oversight to higher education	Regulatory frameworks and guidelines to promote gender equality, balance and equitable access to higher education strengthened and implemented by June 2031.	Number of regulatory frameworks and guidelines developed and approved to promote gender equality, balance and equitable access	i. Proportion of students accessing higher education through equitable access schemes (%)
			University admission guidebooks developed, reviewed and updated annually.	Number of university admission guidebooks developed, reviewed and updated annually.	ii. Percentage of higher education institutions compliant with approved admission criteria and procedures
			Five (5) capacity-building on admission systems, processes and regulatory compliance conducted for TCU staff and Higher Education Institutions by June 2031	i. Number of capacity-building programmes conducted for TCU staff and Higher Education Institutions annually ii. Number of Higher Education Institutions' personnel trained/retrained/familiarised on admission processes annually	iii. Rate of admission irregularities iv. Rate of application errors and admission-related complaints (%) v. Percentage of policy, planning and regulatory decisions informed by higher

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)
				iii. Number of TCU staff trained on admission systems and regulatory requirements annually iv. Percentage of targeted staff and HEIs personnel trained on admission systems (%)	education data and analytical reports
			Admission capacities for academic programmes in higher education institutions reviewed and regulated annually	Number of academic programme admission capacities reviewed and approved annually.	
			Five (5) Career guidance and awareness programmes conducted annually for prospective applicants and the public by June 2031	i. Number of outreach and career guidance programmes conducted ii. Number of exhibitions and regional outreach events conducted and participated iii. Number of media and public awareness sessions conducted	
			Admission and enrolment audits conducted in higher education institutions annually	i. Number of higher education institutions audited on admission and enrolment compliance annually ii. Number of admission and enrolment audit reports produced annually.	

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)
		Strengthen higher education data management systems, integration, analytics, research and digital innovation for evidence-based planning and decision-making.	Higher education statistical, analytical and sector performance reports produced annually	i. Number of higher education statistical and analytical reports produced annually ii. Number of sector performance reports produced annually.	
			Research on higher education access, admissions, enrolment and sector performance conducted annually.	i. Number of research studies conducted annually ii. Number of research reports or policy briefs produced annually.	
			Guidelines for the use of emerging technologies, including Artificial Intelligence, in higher education developed and operationalised by June 2031	Existence of approved AI guidelines for higher education	
			Five (5) capacity-building sessions for data officers from TCU and higher education institutions on data management, analysis, and reporting are conducted annually	i. Number of institutions' personnel trained on data management, analysis and reporting annually ii. Number of capacity-building programmes conducted for TCU and higher education institutions on management annually	
E	Institutional Capacity for	Strengthen governance, legal	Governance policies, organisational	Number of governance policies, organisational structures and	i. Proportion of internally generated

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)
	Quality Service Delivery Strengthened.	and institutional accountability frameworks	structure and institutional accountability frameworks reviewed, approved and implemented by June 2031	institutional accountability frameworks reviewed, approved and implemented	revenue to total institutional budget (%) ii. Proportion of staff meeting required competency levels for their respective roles (%) iii. Percentage of stakeholders satisfied with the quality, accessibility and responsiveness of TCU services iv. Number of active collaborations, partnerships and institutional networks v. Percentage of compliance with policies and guidelines issued by the government and other authorities.
			Compliance with statutory governance and legal obligations maintained at 100% annually	Percentage of statutory governance and legal compliance obligations fulfilled annually	
			Statutory Board and Committee meetings conducted annually	Number of statutory Board and Committee meetings conducted	
		Strengthen financial sustainability, resource mobilisation and performance management systems	Internal revenue increased by at least 20% by June 2031	Percentage of internally generated revenue (TZS)	
			At least two (2) resource mobilisation proposals submitted to funding agencies by June 2031	Number of resource mobilisation proposals submitted to funding agencies	
		Strengthen human resource development, succession planning and staff welfare systems	Human resource policies and guidelines reviewed, updated and implemented by June 2031	Number of human resource policies and guidelines reviewed, updated and implemented	

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)
			TCU training programme reviewed and implemented by June 2031	Training programmes implemented	
			At least ten (10) new staff recruited by June 2031	Number of new staff recruited	
			Succession plan reviewed and implemented by June 2031	Existence of an approved and operational succession plan	
			Incentive scheme reviewed and implemented by June 2031	Existence of an approved and implemented staff incentive scheme	
		Strengthen ICT infrastructure, systems, digital governance and institutional systems integration	ICT infrastructure upgraded and maintained to support reliable, secure and efficient institutional operations by June 2031	Number of ICT infrastructure systems upgraded and maintained	
			Cybersecurity and data protection systems implemented and maintained in accordance with approved standards by June 2031	Existence of implemented cybersecurity and data protection systems in accordance with approved standards	

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)
			Availability and uptime of critical ICT systems maintained at acceptable levels by June 2031	Percentage uptime of critical ICT systems	
		Strengthen monitoring, evaluation, and risk management systems.	Mid-term and end-term evaluations of the Strategic Plan conducted by June 2031	Number of strategic plan evaluations conducted (mid-term and end-term)	
			Annual plans and budgets prepared, and implementation progress monitored and reported annually.	Number of annual plans and budgets prepared and aligned with the Strategic Plan Number of implementation progress reports prepared and submitted annually	
			Risk and Fraud management, and internal control framework reviewed and implemented annually	Existence of an approved and operational risk management and internal control framework Number of risk registers updated and monitored across functional units	
			Internal and external risk-based audit strategic plan implemented annually	Number of internal and external audit reports produced	

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)
		Strengthen the institutional working environment, infrastructure and corporate image	Office infrastructure and working facilities rehabilitated and maintained by June 2031	Number of office infrastructure and working facilities rehabilitated and maintained	
			At least 95% of staff provided with adequate and functional working facilities annually.	Number of staff provided with adequate and functional working facilities	
			Institutional corporate image, branding and public visibility strengthened through strategic communication initiatives annually	Number of corporate communication and branding initiatives implemented	
		Strengthen national, regional, and international collaborations, partnerships, networks, and the internationalisation of higher education.	Existing collaborations and partnerships with national, regional and international institutions enhanced annually	Number of existing collaborations and partnerships enhanced annually	
			At least five (5) new collaborations and partnerships with national, regional and international institutions	Number of new collaborations and partnerships established	

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)
			established by June 2031		
			At least two (2) functional networks between TCU, higher education institutions and key stakeholders established and strengthened by June 2031	Number of functional networks established and strengthened with higher education institutions and stakeholders	
			At least two (2) regional and international higher education and regulatory platforms actively participated in annually	Number of regional and international platforms participated in annually	
		Enhance Environmental, Social and Governance (ESG) Framework Developed.	TCU Environmental, Social and Governance (ESG) Framework Developed by June 2031	Existence of an approved and operational TCU Environmental, Social and Governance (ESG) Framework	

CHAPTER FOUR

4 RESOURCES FOR THE PLAN

4.1 Introduction

The successful implementation of the RSP (2026/27-2030/31) will depend on the availability, mobilisation and efficient utilisation of adequate institutional resources. This chapter outlines the human, financial, technological and institutional capacities required to implement the strategic objectives, strategies and targets presented in Chapter Three.

The resource framework focuses on strengthening regulatory, accreditation, admissions coordination, quality assurance, data governance and institutional oversight functions. It provides projections on staffing requirements, financial resource needs, digital infrastructure investments and operational support systems necessary to sustain effective regulation of university education throughout the Plan period.

Given TCU's expanding regulatory responsibilities, increasing sector complexity and growing demand for quality assurance services, resource planning will be guided by principles of financial sustainability, prudent expenditure management, risk mitigation, transparency and value-for-money. This chapter, therefore, presents the estimated resource envelope for the Plan period and outlines mechanisms to ensure efficient allocation, accountability, and long-term institutional sustainability.

4.2 Human Resource

The successful implementation of the RSP (2026/27-2030/31) depends on the adequacy, competence and effective deployment of human resources across all functional areas of the Commission. As the national regulatory authority for university education, TCU requires a highly skilled, professionally competent and performance-oriented workforce capable of delivering quality assurance, regulatory oversight, admissions coordination, data management and advisory services.

In line with national public service reforms and human capital development priorities, this section presents an assessment of the current staffing situation, identified capacity gaps and projected human resource requirements for the Plan period. The analysis is supported by detailed staffing and training data provided in Annexes 3 and 4.

4.2.1 Staffing Establishment and Gap Analysis

Annex 3 presents the staffing establishment as at FY 2025/26, including existing staff levels, approved establishment, identified gaps and projected staffing requirements for the period 2026/27–2030/31 across directorates and units.

The analysis indicates notable staffing gaps in key technical and regulatory functions, particularly in:

- Quality assurance and accreditation;
- Admissions coordination and database management;
- Planning, monitoring and evaluation;
- Legal and regulatory services;
- Internal audit and risk management; and
- ICT and data systems management.

The proposed staffing projections adopt a phased recruitment approach to progressively address identified gaps while ensuring alignment with operational priorities, financial sustainability and institutional growth. Priority is given to critical technical cadres that directly support TCU's core mandate of regulating and assuring quality of university education, while maintaining an optimal balance between technical and administrative staffing structures.

4.2.2 Skills Development and Capacity Enhancement

Beyond staffing adequacy, effective implementation of the RSP requires continuous development of staff competencies to respond to evolving regulatory demands and technological advancements in higher education.

Annex 4 outlines the Training and Capacity Building Plan for the period 2026/27-2030/31, identifying key skills gaps and corresponding

interventions across all cadres. The capacity development framework focuses on:

- Strengthening quality assurance, accreditation and institutional audit competencies in line with regional and international standards;
- Enhancing data management, analysis, reporting and evidence-based decision-making capabilities;
- Building monitoring and evaluation and performance management skills;
- Improving financial management, internal controls and compliance with public sector standards;
- Advancing ICT competencies, including cybersecurity, systems integration and digital governance;
- Strengthening legal, regulatory and contract management capabilities; and
- Promoting leadership, strategic management, communication, ethics and customer service.

The training approach integrates professional certification, specialised technical training, leadership development programmes and continuous professional development to support institutional modernisation and digital transformation.

4.2.3 Strategic Human Resource Outcomes

The implementation of the human resource strategy is expected to achieve the following outcomes:

- Improved efficiency and effectiveness in regulatory and service delivery functions;
- Enhanced compliance with quality assurance, governance and regulatory frameworks;
- Strengthened institutional capacity for data-driven decision-making and performance management;
- Improved accountability, transparency and risk management; and

- Sustainable workforce development aligned with the evolving mandate and long-term strategic direction of the Commission.
- Financial Resource

The implementation of the Tanzania Commission for Universities (TCU) Rolling Strategic Plan (RSP) 2026/27–2030/31 requires adequate, predictable and sustainable financial resources to support the achievement of the strategic objectives, strategies, targets and priority interventions over the Plan period. The financial resource framework provides indicative estimates of the resources required to implement the Plan from Year 1 to Year 5. Table 4.3 presents the estimated financial requirements by strategic objective and strategy, while Annex 2 provides details on the projected sources of financing.

The total financial requirement for implementing the RSP over the five-year period is estimated at TZS 75.106 billion. The annual financial requirement increases progressively from TZS 13.363 billion in Year 1 to TZS 16.981 billion in Year 5. This increase reflects the phased implementation of strategic interventions, the expansion of regulatory and operational activities, investment in institutional capacity, inflationary adjustments, and the growing demand for effective oversight, quality assurance, and service delivery in university education.

Analysis of resource allocation shows that the largest share of the budget is directed to Objective E: Institutional Capacity for Quality Service Delivery Strengthened, amounting to TZS 57.700 billion over the Plan period. This allocation reflects the importance of strengthening governance, legal and institutional accountability frameworks; financial sustainability and resource mobilisation; human resource development, succession planning and staff welfare; ICT infrastructure and digital governance; monitoring, evaluation and risk management systems; institutional working environment; corporate image; and national, regional and international collaborations.

The second largest allocation is for Objective C: Quality Assurance Management Systems Strengthened, with an estimated requirement of TZS 15.036 billion. This allocation will support the review and development of quality assurance instruments, accreditation and re-

accreditation processes, regulatory oversight of Overseas Student Recruitment Agencies, recognition of foreign academic qualifications, risk-based monitoring, compliance enforcement, institutional quality assurance systems and alignment of academic programmes with labour market relevance and national skills priorities.

Objective D: Equitable Access, Admission Coordination, Research and Data Management for Higher Education Strengthened is allocated TZS 2.951 billion. This allocation will support interventions relating to equitable access, admission coordination, regulatory oversight, higher education data management, integration, analytics, research and digital innovation for evidence-based planning and decision-making.

The cross-cutting objectives, namely Objective A: Non-Communicable Diseases, HIV/AIDS Infections Reduced, and Supportive Services Improved and Objective B: Implementation of National Anti-Corruption Strategy Enhanced and Sustained, are allocated TZS 288 million and TZS 111 million, respectively. Although these allocations are comparatively smaller, they are essential for promoting staff welfare, workplace health, ethical conduct, transparency, integrity and institutional accountability.

The financing framework indicates that implementation of the Plan will depend largely on Government subventions and internally generated resources. This underscores the need for prudent financial management, effective resource mobilisation, prioritisation of strategic interventions, value-for-money implementation and continuous alignment of financial resources with planned outputs and outcomes.

Overall, the financial resource framework of the RSP emphasises fiscal discipline, strategic prioritisation of resources, and investment in core regulatory, institutional, and service-delivery functions. Adequate financing of the Plan will be critical for strengthening TCU's regulatory effectiveness, enhancing institutional capacity, improving service delivery and supporting the development of a credible, inclusive, competitive and quality-assured university education system in Tanzania.

Table 4.1: Financial Resource

S/N	Strategies	Financial Requirement (TZS) 2026/27 – 2030/31					
		Y1	Y2	Y3	Y4	Y5	Total
A. Non-Communicable Diseases, HIV/AIDS Infections Reduced, and Supportive Services Improved							
1.	Strengthen programmes and mechanisms to fight NCDs and HIV/AIDS at the workplace	40,000,000	47,000,000	54,000,000	59,000,000	63,000,000	263,000,000
2.	Enhance supportive services to staff living with HIV/AIDS	5,000,000	5,000,000	5,000,000	5,000,000	5,000,000	25,000,000
Total Objective A		45,000,000	52,000,000	59,000,000	64,000,000	68,000,000	288,000,000
B. Effective Implementation of National Anti-Corruption Strategy Enhanced and Sustained							
1.	Strengthen the prevention and control of corruption in regulatory processes.	20,000,000	22,000,000	22,000,000	23,000,000	24,000,000	111,000,000
Total Objective B		20,000,000	22,000,000	22,000,000	23,000,000	24,000,000	111,000,000
C. Quality Assurance Management Systems Mechanism Improved							
1.	Strengthen quality assurance instruments for university education, regulation of Overseas Student Recruitment Agencies (OSRAs), and recognition and equivalence of foreign academic qualifications.	1,228,000,000	1,332,000,000	1,437,000,000	1,640,000,000	1,842,000,000	7,479,000,000
2.	Strengthen accreditation and re-accreditation of University Education in	980,000,000	1,010,000,000	1,045,000,000	1,070,000,000	1,082,000,000	4,207,000,000

S/N	Strategies	Financial Requirement (TZS) 2026/27 – 2030/31					
		Y1	Y2	Y3	Y4	Y5	Total
	response to labour market demand.						
3.	Strengthen risk-based monitoring, compliance and enforcement internal QA systems.	420,000,000	450,000,000	470,000,000	500,000,000	530,000,000	2,370,000,000
Total Objective C		2,628,000,000	2,792,000,000	2,952,000,000	3,210,000,000	3,454,000,000	15,036,000,000
D. Equitable Access, Admission Coordination, Research and Data Management for Higher Education Strengthened							
1.	Strengthen equitable access, admission coordination, and regulatory oversight to higher education.	430,000,000	448,000,000	460,000,000	470,000,000	480,000,000	2,288,000,000
2.	Strengthen higher education data management systems, integration, analytics, research and digital innovation for evidence-based planning and decision-making.	120,000,000	126,000,000	130,000,000	142,000,000	145,000,000	663,000,000
Total Objective D		550,000,000	574,000,000	590,000,000	612,000,000	625,000,000	2,951,000,000
E. Institutional Capacity for Quality Service Delivery Strengthened							
1.	Strengthen governance, legal and institutional accountability frameworks	200,000,000	220,000,000	240,000,000	260,000,000	280,000,000	1,200,000,000

S/N	Strategies	Financial Requirement (TZS) 2026/27 – 2030/31					
		Y1	Y2	Y3	Y4	Y5	Total
2.	Strengthen financial sustainability, resource mobilisation and performance management systems	550,000,000	610,000,000	650,000,000	670,000,000	690,000,000	3,170,000,000
3.	Strengthen human resource development, succession planning and staff welfare systems	5,200,000,000	5,700,000,000	6,100,000,000	6,700,000,000	6,900,000,000	30,600,000,000
4.	Strengthen ICT infrastructure, digital governance and institutional systems integration.	450,000,000	510,000,000	520,000,000	550,000,000	580,000,000	2,610,000,000
5.	Strengthen monitoring, evaluation, and risk management systems.	1,900,000,000	1,980,000,000	2,120,000,000	2,200,000,000	2,300,000,000	10,500,000,000
6.	Strengthen the institutional working environment, infrastructure and corporate image	1,720,000,000	1,750,000,000	1,790,000,000	1,810,000,000	1,900,000,000	8,970,000,000
7.	Strengthen national, regional, and international collaborations, partnerships, networks, and internationalisation of higher education.	100,000,000	120,000,000	130,000,000	140,000,000	160,000,000	650,000,000
Total Objective E		10,120,000,000	10,890,000,000	11,550,000,000	12,330,000,000	12,810,000,000	57,700,000,000
GRAND TOTAL OBJECTIVE (A+B + C + D + E)		13,363,000,000	14,330,000,000	15,173,000,000	16,239,000,000	16,981,000,000	75,106,000,000

4.3 Technological Resource

The effective implementation of the Rolling Strategic Plan (2026/27–2030/31) will require sustained investment in technological infrastructure to support TCU’s transition towards a more efficient, data-driven and digitally integrated regulatory environment. As the Commission increasingly relies on digital systems to regulate university education, manage admissions, process academic programmes, assess foreign qualifications, and provide public services, strengthening technological capacity has become a strategic priority. The review of existing technological resources indicates that TCU has made considerable progress in establishing critical digital platforms that support regulatory and administrative functions. These include the University Information Management System (UIMS), Programme Management System (PMS), Foreign Awards Assessment System (FAAS), No Objection Certificate System (NOCS), TCU Asset Management System (TAMS), Internal GePG Portal, TCU Digital Repository, and institutional website platforms. These systems have significantly improved service delivery efficiency, transparency, accessibility, and institutional data management.

Despite these achievements, the assessment identified several technological gaps that require strategic attention during the Plan period. These include ageing ICT hardware, inadequate replacement cycles for desktops and laptops, limited capacity for server expansion, insufficient presentation and communication equipment, growing cybersecurity risks, and the need for continuous system upgrades to meet rising user demand and evolving regulatory requirements. Additionally, some systems remain partially integrated, limiting seamless data exchange and real-time decision-making. To address these challenges, the Commission will prioritise investment in three major technological areas during the implementation period:

i. Hardware Infrastructure Modernisation

The Commission will progressively replace obsolete ICT equipment and acquire additional hardware to support operational efficiency across directorates and units. Priority investments include desktops, laptops, printers, servers, projectors and photocopiers. Over the Plan

period, TCU plans to procure 53 additional hardware units, with major investments concentrated in the first two years to address immediate operational gaps.

ii. Software and Systems Upgrading

TCU will continue upgrading and optimising its core digital systems to enhance efficiency, user experience, interoperability and service delivery. Priority will be placed on upgrading UIMS, PMS, FAAS, NOCS, TAMS, Digital Repository systems and the institutional website to support automation, regulatory efficiency and improved stakeholder services.

iii. Cybersecurity, Licensing and Digital Resilience

Given rising cyber risks and dependence on digital platforms, the Commission will strengthen its cybersecurity infrastructure by renewing software licences, antivirus systems, email subscriptions, e-office platforms and security subscriptions, such as Sophos, annually. Additional efforts will focus on strengthening data protection, backup systems, disaster recovery arrangements and business continuity mechanisms to ensure uninterrupted service delivery.

Furthermore, the Commission will continue to pursue system integration and automation to enhance evidence-based regulation, improve institutional efficiency, and support real-time higher education data management. This investment aligns with national priorities for digital transformation under Tanzania Development Vision 2050, FYDP IV, the Digital National Education Strategy (2025), and broader public-sector digital transformation initiatives. Table 4.5 presents the detailed technological resource requirements for the implementation period.

Table 4.2: Technological Plan

S/n	Department/Unit	Hardware, Software and Systems			Hardware, Software and Systems Plan (2026/2027 – 2030/31)				
		Type	Current Status	Gaps	Y1	Y2	Y3	Y4	Y5
Hardware									
1.	Directorate of Accreditation	Desktop	10	3	4	1	1	1	1
		Laptop	7	6	4	3	2	0	0
		Printer	8	3	3	0	0	0	0
2.	Directorate of Admission Coordination and Data Management	Desktop	9	1	6	0	0	0	0
		Laptop	10	0	4	0	0	0	0
		Printer	6	0	2	0	0	0	0
3.	Directorate of Corporate Services	Desktop	17	0	3	0	0	0	0
		Laptop	6	1	2	0	0	0	0
		Printer	9	0	2	0	0	0	0
4.	Internal Audit Unit	Desktop	2	0	1	0	0	0	0
		Laptop	2	0	1	0	0	0	0
		Printer	2	0	1	0	0	0	0
5.	Procurement Management Unit	Desktop	2	0	1	0	0	0	0
		Laptop	1	1	1	0	0	0	0
		Printer	2	0	1	0	0	0	0
6.	Legal Services Unit	Desktop	1	0	1	0	0	0	0
		Laptop	1	0	1	1	0	0	0
		Printer	1	0	1	0	0	0	0
7.	Public Relations and Education Unit	Desktop	1	0	1	0	0	0	0
		Laptop	1	0	1	0	0	0	0
		Printer	1	0	1	0	0	0	0
8.	ICT and Statistics Unit	Desktop	7	5	1	1	1	1	1
		Laptop	6	1	1	1	1	1	0
		Printer	2	1	1	1	0	0	0
		Server	7	0	1	1	1	0	0
		Projector	4	0	4	0	0	0	1
		Photocopiers	2	0	0	0	1	0	0

S/n	Department/Unit	Hardware, Software and Systems			Hardware, Software and Systems Plan (2026/2027 – 2030/31)				
		Type	Current Status	Gaps	Y1	Y2	Y3	Y4	Y5
9.	Planning Unit	Desktop	1	0	1	0	0	0	0
		Laptop	1	0	1	0	0	0	0
		Printer	1	0	1	0	0	0	0
Total requirement		124	22	53	9	6	3	3	
Total Desktops		50	9	19	2	2	2	2	
Total Laptop		33	9	16	5	3	1	0	
Total Printers		32	4	13	1	0	0	0	
Total Servers		7	0	1	1	1	0	0	
Total Photocopiers		2	0	0	0	1	0	0	
Software and Systems									
1.	ICT AND STATISTICS UNIT	Universities Information Management System (UIMS)	Universities Information Management System (UIMS)		Upgraded Universities Information Management System (UIMS)	Upgraded Universities Information Management System (UIMS)	Upgraded Universities Information Management System (UIMS)	Upgraded Universities Information Management System (UIMS)	Upgraded Universities Information Management System (UIMS)
		Programme Management System (PMS)	Programme Management System (PMS)		Upgraded Programme Management System (PMS)	Upgraded Programme Management System (PMS)	Upgraded Programme Management System (PMS)	Upgraded Programme Management System (PMS)	Upgraded Programme Management System (PMS)
		Foreign Awards Assessment System (FAAS)	Foreign Awards Assessment System (FAAS)		Upgraded Foreign Awards Assessment System (FAAS)	Upgraded Foreign Awards Assessment System (FAAS)	Upgraded Foreign Awards Assessment System (FAAS)	Upgraded Foreign Awards Assessment System (FAAS)	Upgraded Foreign Awards Assessment System (FAAS)
		No Objection Certificate System (NOCS)	No Objection Certificate System (NOCS)		Upgraded No Objection Certificate System (NOCS)	Upgraded No Objection Certificate System (NOCS)	Upgraded No Objection Certificate System (NOCS)	Upgraded No Objection Certificate System (NOCS)	Upgraded No Objection Certificate System (NOCS)

S/n	Department/Unit	Hardware, Software and Systems			Hardware, Software and Systems Plan (2026/2027 – 2030/31)				
		Type	Current Status	Gaps	Y1	Y2	Y3	Y4	Y5
		TCU Asset Management System (TAMS)	TCU Asset Management System (TAMS)		Upgraded TCU Asset Management System (TAMS)	Upgraded TCU Asset Management System (TAMS)	Upgraded TCU Asset Management System (TAMS)	Upgraded TCU Asset Management System (TAMS)	Upgraded TCU Asset Management System (TAMS)
		Internal GePG Portal	Internal GePG Portal		Upgraded Internal GePG Portal	Upgraded Internal GePG Portal	Upgraded Internal GePG Portal	Upgraded Internal GePG Portal	Upgraded Internal GePG Portal
		Website	Website		Upgraded Website	Upgraded Website	Upgraded Website	Upgraded Website	Upgraded Website
		TCU Digital Repository	TCU Digital Repository		Upgraded TCU Digital Repository	Upgraded TCU Digital Repository	Upgraded TCU Digital Repository	Upgraded TCU Digital Repository	Upgraded TCU Digital Repository
		Subscriptions and licensing	i. Sophos Subscriptions ii. Antivirus iii. e-Office subscriptions iv. Mail Accounts subscriptions (GMS)		Annual subscription and licenses renewal	Annual subscription and licenses renewal	Annual subscription and licenses renewal	Annual subscription and licenses renewal	Annual subscription and licenses renewal
Subscriptions and licensing		2							
Total Systems		8							

CHAPTER FIVE

5 RESULTS FRAMEWORK

5.1 Introduction

This Chapter presents the Results Framework, detailing the results chain linking strategic interventions to expected outcomes and development impact. It also outlines the monitoring, evaluation, and reporting arrangements, as well as key risk mitigation measures, to guide the effective implementation of the Plan.

5.2 The development Objectives

The Development Objective of this Rolling Strategic Plan is:

To strengthen the quality, equity and credibility of university education in Tanzania through effective regulation, accreditation and data-driven oversight.

Achievement of this objective will contribute to improved academic standards, expanded equitable access, strengthened graduate employability and increased public confidence in the higher education system. However, achieving this objective is not the sole responsibility of the Commission. It requires coordinated efforts among universities, Ministries, Departments and Agencies (MDAs), Regional Secretariats (RSs), Local Government Authorities (LGAs), development partners, the private sector and other stakeholders within the higher education ecosystem. The Commission contributes to this overarching objective through its regulatory, advisory, coordination and data governance functions.

5.3 Beneficiaries of the Commission's Services

The Commission provides regulatory, advisory, coordination and oversight functions that support the development and integrity of the university education system in Tanzania. Through the execution of its statutory mandate, the Commission serves a broad range of stakeholders categorised as direct and indirect beneficiaries.

5.3.1 Direct Beneficiaries

(i) Universities

Public and private universities benefit directly from accreditation and re-accreditation processes, programme approval, quality assurance frameworks, institutional monitoring, compliance guidance and regulatory advisory services. These mechanisms support institutional strengthening, standards compliance and continuous improvement.

(ii) Students and Prospective Students

Students and prospective students benefit from transparent admission standards, quality-assured academic programmes, recognition and equivalence of qualifications, and regulatory oversight that safeguards academic integrity and protects learner interests.

(iii) Academic and Administrative Staff

Academic and administrative personnel benefit from structured quality assurance standards, governance frameworks and institutional capacity-building initiatives that enhance professional practice and institutional performance.

(iv) Government and Policy Makers

The Government benefits from sector-wide oversight, higher education statistical reports, regulatory intelligence, advisory services and evidence-based policy recommendations that inform planning, budgeting and national human capital development strategies.

5.3.2 Indirect Beneficiaries

(i) Employers and the Private Sector

Employers benefit from graduates trained under quality-assured programmes aligned with national development priorities and labour market needs, thereby improving workforce competence and productivity.

(ii) Development Partners and Investors

Development partners and investors benefit from regulatory stability, harmonised quality assurance systems and reliable higher education data that support informed investment and collaboration decisions.

(iii) The General Public and Society at Large

The broader public benefits from a credible and well-regulated university education system that contributes to research, innovation, skills development and socio-economic transformation.

Through its mandate, the Commission safeguards the public interest by ensuring that higher education institutions operate in accordance with nationally harmonised standards, uphold academic integrity, and contribute meaningfully to Tanzania's development agenda.

5.4 Linkage with the Fourth Five-Year Development Plan

The Tanzania Commission for Universities (TCU) Rolling Strategic Plan (2026/27-2030/31) is aligned with the priorities and strategic direction of the Fourth Five-Year Development Plan (FYDP IV). The Plan contributes directly to national objectives related to human capital development, skills transformation, institutional strengthening and economic competitiveness.

FYDP IV emphasises the development of a skilled and innovative workforce capable of supporting industrialisation, digital transformation and socio-economic transformation. As the statutory regulator of university education, TCU plays a central role in ensuring that higher education institutions produce graduates who meet national development priorities and labour market demands.

The linkage between this Strategic Plan and FYDP IV is reflected in the following key areas:

(i) Human Capital Development

The Plan strengthens quality assurance, accreditation and programme relevance mechanisms to ensure that university education delivers competent, employable and industry-responsive graduates. This

supports FYDP IV's focus on skills development, productivity enhancement and competitiveness.

(ii) Science, Technology and Innovation (STI)

Through enhanced regulation of STEM programmes, digital learning, cross-border education and emerging technologies, the Commission contributes to the national agenda of advancing science, technology and innovation as drivers of economic transformation.

(iii) Institutional Governance and Public Sector Reforms

The Plan reinforces governance systems, compliance mechanisms, risk management and digital transformation within the higher education regulatory framework. This aligns with FYDP IV's emphasis on strengthening public institutions, improving service delivery efficiency and enhancing accountability.

(iv) Digital Transformation and Data Governance

By modernising accreditation systems, strengthening higher education data governance and operationalising digital platforms, the Commission supports national efforts to build a digitally enabled public sector and data-driven decision-making environment.

(v) Inclusive Access and Equity

The Strategic Plan promotes equitable access to higher education, particularly for female students in STEM and students with special needs, in line with FYDP IV's commitment to inclusive growth and social equity.

Contribution to National Outcomes

Through strengthened regulatory oversight, improved quality assurance systems and enhanced data-driven governance, TCU contributes to:

- Improved higher education standards and institutional compliance;
- Increased graduate employability and labour market alignment;
- Expanded equitable access to university education;

- Strengthened public confidence in Tanzania's higher education system;
- Enhanced regional and international competitiveness of Tanzanian universities.

5.5 Result Chain

This section presents the results chain underpinning the implementation of the TCU RSP 2026/27-2030/31. The results chain articulates the logical pathway through which institutional inputs are transformed into regulatory outputs, sector-level outcomes and long-term national impact, consistent with results-based management principles and the national performance architecture.

Figure 5.1 illustrates the TCU Results Chain Logic Model, demonstrating how financial, human, technological and regulatory resources are translated into accreditation, quality assurance, admissions coordination and data governance activities. These activities generate measurable outputs that contribute to improved institutional compliance, enhanced academic standards and strengthened public confidence in the higher education system.

The model clarifies the causal linkages between resource mobilisation, regulatory processes, sector performance improvements and contributions to national human capital development.

As depicted in Figure 5.1, the implementation pathway progresses through the following stages:

(i) Inputs

- Financial resources (GoT subvention, internally generated funds, development support);
- Skilled regulatory and technical personnel;
- Digital systems and ICT infrastructure;
- Legal and regulatory frameworks governing university education.

(ii) Processes/Activities

- Accreditation and re-accreditation of universities and academic programmes;
- Recognition and equivalence of foreign qualifications;
- Institutional monitoring, compliance audits and risk-based supervision;
- Regulation of Overseas Student Recruitment Agencies (OSRAs);
- Admissions oversight and coordination;
- Development and review of regulatory instruments and guidelines;
- Data collection, verification, analysis and publication;
- Capacity building for institutional quality assurance systems.

(iii) Outputs

- Accredited and quality-assured institutions and programmes;
- Approved regulatory guidelines and harmonised QA instruments;
- Operational digital accreditation and higher education data systems;
- Institutional monitoring reports and compliance actions;
- Published statistical reports and admissions guidance;
- Trained university and TCU personnel.

(iv) Intermediate Outcomes

- Increased institutional compliance with national quality standards;
- Improved efficiency and transparency of accreditation and regulatory processes;
- Enhanced alignment of academic programmes with labour market needs;
- Strengthened data-driven planning and decision-making;

- Improved equitable access and inclusive admission practices.

(v) Long-Term Impact

The implementation of the RSP is expected to contribute to FYDP IV's broader impact of building a well-educated, skilled, innovative and productive society that supports inclusive economic growth, employment creation and socio-economic transformation:

- Improved quality, relevance, integrity and credibility of university education in Tanzania;
- Enhanced graduate employability, productivity and labour market responsiveness;
- Strengthened research, innovation, digital transformation and evidence-based decision-making in the university education sub-sector;
- Expanded equitable access to quality-assured university education;
- Increased public, regional and international confidence in Tanzanian university qualifications;
- Strengthened contribution of university education to national human capital development and competitiveness.

Since these long-term impacts are influenced by multiple actors within and beyond the university education sub-sector, TCU's role is understood as contributory rather than solely attributable. Through its regulatory, advisory, and supportive functions, TCU will contribute to these impacts by strengthening accreditation, quality assurance, admissions coordination, qualification recognition, institutional monitoring, higher education data management, research governance, and stakeholder collaboration.

The results chain therefore provides the conceptual foundation for the performance indicators, monitoring framework and evaluation mechanisms presented in subsequent sections of this Plan.

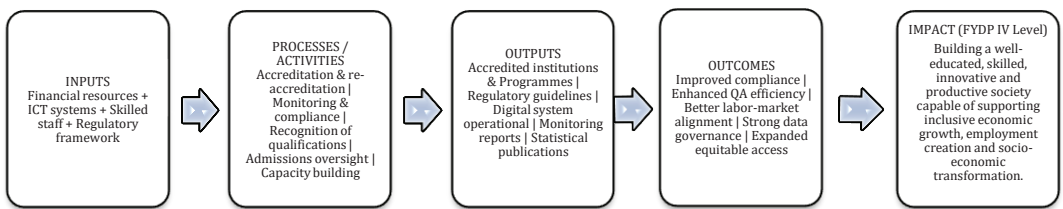


Figure 5-1: Result Chain Model

5.6 Results Framework Matrix

The Results Framework Matrix presents the logical inter-linkages between the Tanzania Commission for Universities (TCU) strategic objectives, strategies, targets, outcome indicators (Key Performance Indicators - KPIs), initiatives, and responsible divisions/units for the implementation of the Rolling Strategic Plan (RSP) 2026/27-2030/31.

The Matrix operationalises the strategic direction outlined in Chapter Three by translating it into measurable results, clearly defined performance indicators and assigned institutional responsibilities. It provides a structured basis for linking planned interventions to expected outputs and outcomes, thereby ensuring coherence between strategic intent and implementation.

Specifically, the Results Framework Matrix serves as a key management and monitoring tool for:

- Tracking progress towards achievement of strategic objectives and targets;
- Monitoring institutional and sector performance through defined KPIs;
- Strengthening accountability by assigning responsibilities to respective divisions and units;
- Supporting efficient resource allocation and prioritisation of interventions; and
- Facilitating evidence-based decision-making, as well as mid-term and end-term evaluation of the Plan.

The detailed Results Framework Matrix is presented in Annex 1.

5.7 Monitoring Plan

The Monitoring Plan provides the framework for tracking progress towards achieving the objectives, strategies, targets, outputs, and outcomes of the Tanzania Commission for Universities Rolling Strategic Plan 2026/27–2030/31. It establishes the indicators, baseline values, annual targets, data sources, reporting arrangements, and responsible units required to measure implementation performance throughout the Plan period.

The Monitoring Plan is designed to facilitate evidence-based decision-making, institutional accountability, performance improvement and effective use of resources. It enables the Commission to assess implementation progress, identify emerging challenges and risks, take timely corrective action and ensure that strategic interventions contribute effectively to achieving the intended results.

The monitoring framework comprises two complementary components: The Output Indicator Tracking Matrix and the Outcome Indicator (Key Performance Indicator) Tracking Matrix. The Output Indicator Tracking Matrix monitors the delivery of planned interventions, services, systems, programmes, policies, regulatory actions and institutional reforms. The Outcome Indicator Tracking Matrix measures the changes, improvements and results arising from the implementation of the Plan. Together, the two matrices provide a balanced basis for assessing both implementation progress and strategic performance. The detailed monitoring arrangements are presented in the following subsections.

5.7.1 Output Indicator Tracking Matrix

The Output Indicator Tracking Matrix provides a framework for monitoring the implementation of targets and interventions under each strategic objective of the Rolling Strategic Plan. The matrix focuses on tracking the delivery of planned outputs, including regulatory services, accreditation processes, quality assurance interventions, admission coordination activities, research and data management initiatives, institutional capacity-building programmes, digital systems, policies, guidelines, frameworks and other planned institutional reforms.

The matrix specifies the strategic objective, targets, output indicators, indicator descriptions, baseline values, annual and end-of-plan targets, data sources, means of verification, frequency of data collection and responsible units for implementation and reporting. It serves as an operational tool for tracking implementation progress, supporting quarterly and annual performance reviews, facilitating management decision-making and ensuring timely corrective measures during the Plan period.

The Output Indicator Tracking Matrix will be used by responsible directorates and units to report progress against planned deliverables. The information generated from this matrix will support internal performance reviews, management meetings, statutory reporting requirements and external reporting to relevant oversight institutions. Table 5.1 presents the Output Indicator Tracking Matrix for the Tanzania Commission for Universities Rolling Strategic Plan 2026/27-2030/31.

Table 5.1: Monitoring Plan

S/N	Target	Indicator	Indicator Description	Baseline (2025/26)		Indicator target value 2026/27 – 2030/31					Data Source	Data Collection Instrument (Means)	Frequency of Data Collection (Numeric)	Means of verification	Responsible Department/ Unit
				Year	Baseline Indicator Value	Y1	Y2	Y3	Y4	Y5					
1.	Five (5) health education and nutrition awareness programmes on HIV/AIDS and Non-Communicable Diseases (NCDs) conducted by June 2031	Number of health education and awareness programmes conducted	Total number of workplace health education and awareness programmes conducted on HIV/AIDS, NCDs and general wellness	2025/26	5	1	1	1	1	1	Programme reports; Attendance registers	Programme reporting templates; attendance registers; activity logs	Quarterly/Annually	Approved programme reports; signed attendance sheets	DCS
2.	All staff who voluntarily disclose their HIV/AIDS status provided with supportive services annually	Percentage of staff who voluntarily disclose their HIV/AIDS status receiving supportive services (%)	Percentage of staff who voluntarily disclose their HIV/AIDS status and receive appropriate support services. Calculated as: (Number supported ÷ Number disclosed) × 100	2025/26	0	0	0	0	0	0	Confidential HR records; Health service reports	Confidential HR reporting templates; counselling/s service records	Quarterly/Annually	Confidential HR files; support service reports	DCS
3.	Five (5) anti-corruption, ethics and good governance awareness programmes conducted by June 2031	Number of anti-corruption, ethics and good governance awareness programmes conducted	Total number of anti-corruption awareness programmes conducted for staff and stakeholders.	2025/26	5	1	1	1	1	1	Training reports; attendance registers	Training registers; workshop reports; attendance logs	Annually	Training reports; signed attendance sheets	DCS
4.	Integrity Committee capacitated to perform anti-corruption oversight	Number of Integrity Committee members trained on anti-corruption oversight	Total number of Integrity Committee members trained on anti-corruption	2025/26	5	2	2	2	2	2	Training reports; HR records	Training records; HR training database	Annually	Training reports; certificates; HR records	DCS

S/N	Target	Indicator	Indicator Description	Baseline (2025/26)		Indicator target value 2026/27 – 2030/31					Data Source	Data Collection Instrument (Means)	Frequency of Data Collection (Numeric)	Means of verification	Responsible Department/ Unit
				Year	Baseline Indicator Value	Y1	Y2	Y3	Y4	Y5					
	functions annually		oversight and compliance functions												
5.	All quality assurance instruments for university education, OSRAs and recognition of foreign academic qualifications reviewed & approved by June 2031	Proportion of QA instruments reviewed, standardised, aligned and approved (%)	Percentage of identified QA instruments reviewed and approved. Calculated as: (Number approved ÷ Total identified) × 100	2025/26	100%	10%	20%	40%	20%	10%	Approved policies and guidelines	QA review checklists; policy tracking tools	Annually	Approved QA instruments; policy documents	DA
6.	Five (5) Quality assurance standards and regulatory guidelines for emerging and evolving delivery modes developed and implemented by June 2031.	Number of QA guidelines for emerging delivery modes developed and approved	Total number of QA guidelines for ODL, online/blended, cross-border and micro-credentials approved	2025/26	5	1	2	0	1	1	Approved guidelines; policy records	Policy development templates; guideline development logs	Annually	Approved guidelines; official publications	DA
7.	Five (5) capacity-building programmes for TCU staff on quality assurance, accreditation and regulatory functions conducted by June 2031.	Number of capacity-building programmes conducted for TCU staff	Total number of internal training programmes conducted on QA and regulatory functions	2025/26	5	1	1	1	1	1	Training reports; HR records	Training reports; attendance registers	Annually	Training reports; signed attendance sheets	DA
8.	Five (5) visits for benchmarking, collaborative partnerships, and knowledge	Number of benchmarking and active collaborations and partnerships programmes conducted	Total number of benchmarking initiatives conducted with regional and	2025/26	5	1	1	1	1	1	Benchmarking reports MoUs; partnership records	Benchmarking mission reports; visit logs	Annually	Benchmarking reports; mission documentation	DA

S/N	Target	Indicator	Indicator Description	Baseline (2025/26)		Indicator target value 2026/27 – 2030/31					Data Source	Data Collection Instrument (Means)	Frequency of Data Collection (Numeric)	Means of verification	Responsible Department/ Unit
				Year	Baseline Indicator Value	Y1	Y2	Y3	Y4	Y5					
	exchange initiatives with regional and international quality assurance and regulatory institutions established and strengthened by June 2031.		international QA bodies									Partnership tracking tool/database		Signed MoUs/MoAs; partnership records	
9.	95% of university accreditation applications processed within prescribed timelines annually	Proportion of university accreditation applications processed within prescribed timelines (%)	Percentage of institutional accreditation applications processed within timelines. Calculated as: $\frac{\text{Processed within timelines}}{\text{Total received}} \times 100$	2025/26	100%	95%	95%	95%	95%	95%	Accreditation database	MIS/Accreditation system; application tracking system	Quarterly/Annually		DA
10.	95% of programme accreditation and re-accreditation applications processed within prescribed service timelines annually.	Proportion of programme accreditation applications processed within prescribed timelines (%)	Percentage of programme accreditation applications processed within timelines	2025/26	100%	95%	95%	95%	95%	95%	Accreditation database	MIS/Accreditation system; application tracking system	Quarterly/Annually	System reports; approval letters; database extracts	DA
11.	95% of university registration and draft charter applications processed within timelines annually	Proportion of registration, provisional licence and draft charter applications processed within prescribed timelines (%)	Percentage of institutional registration-related applications processed within timelines	2025/26	100%	95%	95%	95%	95%	95%	Registration records	MIS/Accreditation system; application tracking system	Quarterly/Annually	System reports; approval letters; database extracts	DA

S/N	Target	Indicator	Indicator Description	Baseline (2025/26)		Indicator target value 2026/27 – 2030/31					Data Source	Data Collection Instrument (Means)	Frequency of Data Collection (Numeric)	Means of verification	Responsible Department/ Unit
				Year	Baseline Indicator Value	Y1	Y2	Y3	Y4	Y5					
12.	All foreign qualification recognition applications processed within timelines annually	Proportion of foreign qualification applications processed within timelines (%)	Percentage of foreign qualification applications processed within timelines	2025/26	100%	100%	100 %	100 %	100%	100 %	Recognition database	MIS/Accreditation system; application tracking system	Quarterly/Annually	System reports; approval letters; database extracts	DA
13.	All No Objection Certificate (NOC) applications processed within timelines annually	Proportion of NOC applications processed within timelines (%)	Percentage of NOC applications processed within timelines	2025/26	100%	100%	100 %	100 %	100%	100 %	NOC system records	MIS/Accreditation system; application tracking system	Quarterly/Annually	System reports; approval letters; database extracts	DA
14.	All licensing and re-licensing applications for OSRAs processed within prescribed service timelines annually.	Proportion of OSRA licensing and re-licensing applications processed within prescribed timelines (%)	Percentage of OSRA applications processed within timelines	2025/26	100%	100%	100 %	100 %	100%	100 %	OSRA registry	MIS/Accreditation system; application tracking system	Quarterly/Annually	System reports; approval letters; database extracts	DA
15.	Risk-based monitoring framework developed and operationalised by June 2029	Risk-based monitoring framework operational status	Existence and functionality of risk-based monitoring framework (Yes/No)	2025/26	1	1	0	0	0	0	Approved framework document	Framework development checklist; validation reports	Once/Periodic review	Approved framework document	DA
16.	100 impromptu and regular institutional monitoring visits conducted by June 2031	Number of institutional monitoring visits conducted	Total number of impromptu and regular institutional monitoring visits conducted	2025/26	100	20	20	20	20	20	Inspection reports Monitoring plans; reports	Inspection tools; monitoring checklists; visit reports	Quarterly/Annually	Inspection reports; signed field reports	DA
17.	Two national capacity-building programmes (2) QA conducted for institutions	Number of national QA capacity-building programmes conducted for institutions	Total number of national QA training programmes conducted for universities	2025/26	2	2	2	2	2	2	Workshop reports	Training registers; workshop reports	Annually	Training reports; attendance records	DA

S/N	Target	Indicator	Indicator Description	Baseline (2025/26)		Indicator target value 2026/27 – 2030/31					Data Source	Data Collection Instrument (Means)	Frequency of Data Collection (Numeric)	Means of verification	Responsible Department/ Unit
				Year	Baseline Indicator Value	Y1	Y2	Y3	Y4	Y5					
	conducted annually														
18.	Regulatory frameworks and guidelines to promote gender equality, balance and equitable access to higher education strengthened and implemented by June 2031	Number of regulatory frameworks and guidelines developed and approved to promote equitable access	Total number of regulatory frameworks and guidelines developed and approved to promote gender equality, balance and equitable access to higher education	2025/26	1	0	1	0	0	0	Approved policies and guidelines	Policy development templates; review checklists	Annually	Approved policy documents	DAD
19.	University admission guidebooks developed, reviewed and updated annually	Number of university admission guidebooks developed, reviewed and updated	Total number of admission guidebooks developed, reviewed and updated annually	2025/26	3	3	3	3	3	3	Admission guidebooks ; institutional submissions	Guidebook preparation templates	Annually	Published admission guidebooks	DAD
20.	Five (5) capacity-building on admission systems, processes and regulatory compliance conducted for TCU staff and Higher Education Institutions by June 2031	Number of capacity-building programmes conducted for TCU staff and Higher Education Institutions on admission processes annually	Total number of structured training programmes conducted on admission systems, processes and regulatory requirements for TCU staff and HEIs	2025/26	5	1	1	1	1	1	Training reports; Attendance registers; HR records	Training registers; Training reports templates	Quarterly/Annually	Approved training reports; Signed attendance sheets	DAD
		Number of Higher Education Institutions' personnel trained/retrained/familiarised on admission processes annually	Total number of HEIs personnel trained on admission systems,	2025/26	258	50	50	52	52	54	Training attendance records; HEIs reports	Training attendance forms; Participant lists	Quarterly/Annually	Signed attendance registers; Training certificates	DAD

S/N	Target	Indicator	Indicator Description	Baseline (2025/26)		Indicator target value 2026/27 – 2030/31					Data Source	Data Collection Instrument (Means)	Frequency of Data Collection (Numeric)	Means of verification	Responsible Department/ Unit
				Year	Baseline Indicator Value	Y1	Y2	Y3	Y4	Y5					
			procedures and guidelines												
		Proportion of Higher Education Institutions complying with admission guidelines and procedures (%)	Percentage of HEIs complying with admission standards and regulatory requirements. Calculated as: (Number of compliant HEIs ÷ Total HEIs assessed) × 100	2025/26	100%	99%	99%	99%	99%	99%	Compliance reports; Audit reports	Compliance assessment tools; Audit checklists	Annually	Compliance reports; Audit reports	DAD
21.	Admission capacities for academic programmes in higher education institutions reviewed and regulated annually	Number of academic programme admission capacities reviewed and approved annually.	Total number of academic admission capacities reviewed and approved	2025/26	1	1	1	1	1	1		Admission system	Annually		DAD
22.	Five (5) career guidance and awareness programmes conducted annually for prospective applicants and the public by June 2031	Number of outreach and career guidance programmes conducted annually	Total number of structured outreach and career guidance programmes conducted for prospective applicants and the public, including sessions in secondary schools, National Service Camps and other relevant applicant groups.	2025/26	5	1	1	1	1	1		Payments for travel	Annually		DAD

S/N	Target	Indicator	Indicator Description	Baseline (2025/26)		Indicator target value 2026/27 – 2030/31					Data Source	Data Collection Instrument (Means)	Frequency of Data Collection (Numeric)	Means of verification	Responsible Department/ Unit
				Year	Baseline Indicator Value	Y1	Y2	Y3	Y4	Y5					
23.		Number of exhibitions and regional outreach events conducted or participated in annually	Total number of exhibitions, education fairs and regional outreach events conducted or participated in to provide information on higher education opportunities, admission procedures and programme choices.	2025/26	5	1	1	1	1	1		Invitations letters	Annually		DAD
		Number of media and public awareness sessions conducted annually	Total number of awareness sessions conducted through media and public communication channels, including radio, television, newspapers, social media, website updates and public notices.	2025/26	5	1	1	1	1	1		Adverts and social media platforms	Annually		DAD
24.	Admission and enrolment audits conducted annually	Number of institutions audited on admission and enrolment compliance	Total number of higher education institutions audited annually on admission and enrolment processes	2025/26	45	45	45	46	46	47	Audit reports	Audit tools; institutional audit templates	Annually	Audit reports	DAD
		Number of admission and enrolment audit reports produced	Total number of audit reports produced	2025/26	1	1	1	1	1	1	Audit reports	Audit tools; institutional	Annually	Audit reports	DAD

S/N	Target	Indicator	Indicator Description	Baseline (2025/26)		Indicator target value 2026/27 – 2030/31					Data Source	Data Collection Instrument (Means)	Frequency of Data Collection (Numeric)	Means of verification	Responsible Department/ Unit
				Year	Baseline Indicator Value	Y1	Y2	Y3	Y4	Y5					
			following institutional admission and enrolment audits									audit templates			
25.	Higher education statistical and analytical reports produced annually	Number of higher education statistical and analytical reports produced	Total number of statistical and analytical reports produced annually to support sector monitoring	2025/26	1	1	1	1	1	1	Published reports	Statistical reporting tools; data analysis templates	Annually	Published reports	DAD
26.	Research on higher education access, admissions, enrolment and sector performance conducted annually.	Number of research studies conducted	Total number of applied research studies conducted on higher education access, admissions and performance	2025/26	3	1	0	1	0	1	Research reports	Research tools; study instruments; data analysis tools	Annually	Research reports; policy briefs	DAD
27.	Guidelines for the use of emerging technologies, including Artificial Intelligence, in higher education developed and operationalised by June 2031	Existence of approved AI guidelines for higher education	Availability of approved guidelines for the use of emerging technologies including AI (Yes/No)	2025/26	0	0	1	0	0	0	Approved guideline document	Policy development tools; ICT regulatory framework templates	Once/Review periodically	Approved AI guideline document	DAD
28.	Five capacity-building sessions for data officers from TCU and higher education institutions on data management, (5)	Number of institutions' personnel trained on data management, analysis and reporting annually	Total number of TCU and HEI data officers trained annually	2025/26	50	50	60	60	70	70	Training reports; attendance registers	Training registers; attendance logs	Annually	Training reports; attendance records	DAD

S/N	Target	Indicator	Indicator Description	Baseline (2025/26)		Indicator target value 2026/27 – 2030/31					Data Source	Data Collection Instrument (Means)	Frequency of Data Collection (Numeric)	Means of verification	Responsible Department/ Unit
				Year	Baseline Indicator Value	Y1	Y2	Y3	Y4	Y5					
	analysis, reporting and are conducted annually														
		Number of capacity-building programmes conducted for TCU and higher education institutions on management annually	Total number of training sessions conducted for data officers annually	2025/26	5	1	1	1	1	1	Training reports	Training registers; attendance logs	Annually	Training reports; attendance records	DAD
29.	Governance policies, organisational structures and accountability frameworks reviewed and implemented by June 2031	Number of governance policies, organisational structures and institutional accountability frameworks reviewed, approved and implemented	Total number of governance frameworks reviewed, approved and operationalised	2025/26	5	2	2	1	0	0	Policy documents; Board approvals	Policy review tools; governance assessment checklists	Annually	Approved governance documents	DCS
30.	Statutory Board and Committee meetings conducted annually	Number of statutory Board and Committee meetings conducted	Total number of statutory governance meetings conducted in accordance with legal requirements	2025/26	30	30	30	30	30	30	Board minutes; Committee reports	Meeting tracking tools; attendance registers	Quarterly/Annually	Signed minutes; attendance lists	DCS
31.	Compliance with statutory governance obligations maintained at 100% annually	Percentage of statutory governance and legal compliance obligations fulfilled annually	Measures compliance with statutory governance and legal obligations	2025/26	100%	100%	100%	100%	100%	100%	Compliance reports; Audit reports	Compliance assessment tools; audit checklists	Quarterly/Annually	Audit reports; compliance reports	DCS
32.	Internal revenue increased by at least 20% by June 2031	Percentage of internally generated revenue (TZS)	Growth rate of internally generated revenue	2025/26	20%	4%	4%	4%	4%	4%	Financial reports; Budget reports	Financial reporting tools; accounting systems	Annually	Financial statements; budget reports	DCS
33.	At least two (2) resource mobilisation proposals submitted by June 2031	Number of resource mobilisation proposals submitted to funding agencies	Total number of funding proposals submitted to external partners	2025/26	2	0	1	0	1	0	Proposal records; Partnership reports	Financial reporting tools; accounting systems	Annually	Financial statements; budget reports	DCS

S/N	Target	Indicator	Indicator Description	Baseline (2025/26)		Indicator target value 2026/27 – 2030/31					Data Source	Data Collection Instrument (Means)	Frequency of Data Collection (Numeric)	Means of verification	Responsible Department/ Unit
				Year	Baseline Indicator Value	Y1	Y2	Y3	Y4	Y5					
34.	Human resource policies reviewed and implemented by June 2031	Number of human resource policies and guidelines reviewed and implemented	Total HR policies and guidelines updated and operationalised	2025/26	2	1	0	1	0	0	HR records; Policy documents	HR policy tracking tools	Annually	Approved HR policies	DCS
35.	TCU training programme reviewed and implemented by June 2031	Number of staff trained under TCU training programmes	Total number of staff trained annually	2025/26	1	1	1	1	1	1	Training reports; HR records	Training database; attendance logs	Annually	Training reports; HR records	DCS
36.	At least twenty (10) new staff recruited by June 2031	Number of new staff recruited	Total number of new staff recruited	2025/26	10	2	2	2	2	4	HR records	Recruitment tracking tools	Annually	Appointment letters; HR records	DCS
37.	Succession plan reviewed and implemented by June 2031	Existence of an approved and operational succession plan	Status of succession planning framework (Yes/No)	2025/26	1	1	0	0	0	0	HR reports	HR assessment tools; policy implementation on trackers	Annually	Approved plans; HR reports	DCS
38.	Incentive scheme reviewed and implemented by June 2031	Existence of an approved and implemented incentive scheme	Status of staff incentive scheme implementation (Yes/No)	2025/26	1	0	0	1	0	0	HR reports	HR assessment tools; policy implementation on trackers	Annually	Approved plans; HR reports	DCS
39.	ICT infrastructure upgraded and maintained to support reliable, secure and efficient institutional operations by June 2031	Number of ICT infrastructure systems upgraded and maintained	Total ICT systems upgraded to support operations	2025/26	7	7	7	7	7	7	ICT reports	ICT monitoring tools; asset management systems	Annually	ICT reports	HICT
40.	Cybersecurity and data protection systems implemented by June 2031	Existence of implemented cybersecurity and data protection systems	Status of cybersecurity and data protection systems (Yes/No)	2025/26	1	1	1	1	1	1	ICT security reports	Cybersecurity assessment tools	Annually	ICT security reports	HICT
41.	ICT systems uptime maintained at acceptable	Percentage uptime of critical ICT systems	Measures availability of ICT systems	2025/26	100%	100%	100%	100%	100%	100%	System logs; ICT reports	System monitoring tools (uptime logs)	Quarterly	System logs; ICT reports	HICT

S/N	Target	Indicator	Indicator Description	Baseline (2025/26)		Indicator target value 2026/27 – 2030/31					Data Source	Data Collection Instrument (Means)	Frequency of Data Collection (Numeric)	Means of verification	Responsible Department/ Unit
				Year	Baseline Indicator Value	Y1	Y2	Y3	Y4	Y5					
	levels by June 2031														
42.	Mid-term and end-term evaluations conducted by June 2031	Number of strategic plan evaluations conducted (mid-term and end-term)	Total number of strategic plan evaluations conducted	2025/26	2	0	0	1	0	1	Evaluation reports	Evaluation tools; evaluation frameworks	Mid-term/End-term	Evaluation reports	DCS
43.	Annual plans and budgets prepared, and implementation progress monitored and reported annually.	Number of annual plans and budgets prepared and aligned with the Strategic Plan	Measures alignment of planning and budgeting processes	2025/26	1	1	1	1	1	1	Planning documents; Budget reports	Planning templates; reporting tools	Annually	Approved plans; progress reports	DCS
44.	Risk and Fraud management and internal control framework reviewed and implemented annually	Existence of an approved operational risk management and internal control framework	Status of risk management framework implementation (Yes/No)	2025/26	2	2	2	2	2	2	Risk reports	Risk assessment tools; risk registers	Annually	Risk reports; risk registers	DCS
		Number of risk registers updated and monitored across functional units	Total risk registers maintained and updated	2025/26	1	2	2	2	2	2	Risk registers	Risk assessment tools; risk registers	Quarterly	Risk reports; risk registers	DCS
45.	Internal and external audit strategic plan implemented annually	Number of internal and external audit reports produced	Total audit reports produced annually	2025/26	30	6	6	6	6	6	Audit reports	Audit tools; audit planning systems	Annually	Audit reports	CIA
46.	Office infrastructure and working facilities rehabilitated and maintained by June 2031	Number of office infrastructure and working facilities rehabilitated and maintained	Total number of infrastructure improvements completed	2025/26	98%	98%	98%	98%	98%	99%	Infrastructure reports	Infrastructure assessment tools	Annually	Infrastructure reports	DCS
47.	At least 95% of staff provided with adequate and functional working	Number of staff provided with adequate and functional working facilities	Total number of staff with adequate working tools and environment	2025/26	100%	95%	95%	95%	96%	96%	HR/Admin records	HR/Admin tracking tools	Annually	HR/Admin records	DCS

S/N	Target	Indicator	Indicator Description	Baseline (2025/26)		Indicator target value 2026/27 – 2030/31					Data Source	Data Collection Instrument (Means)	Frequency of Data Collection (Numeric)	Means of verification	Responsible Department/ Unit
				Year	Baseline Indicator Value	Y1	Y2	Y3	Y4	Y5					
	facilities annually.														
48.	Institutional corporate image, branding and public visibility strengthened through strategic communication initiatives annually	Number of corporate communication and branding initiatives implemented	Total number of communication and branding activities conducted	2025/26	50	10	10	10	10	10	Communication reports	Communication tracking tools	Annually	Communication reports	HPREO
49.	Existing collaborations and partnerships with national, regional and international institutions enhanced annually	Number of existing collaborations and partnerships enhanced annually	Total partnerships strengthened	2025/26	10	10	10	10	10	10	MoUs; Partnership reports	Partnership tracking tools; collaboration database	Annually	MoUs; partnership reports	DCS
50.	At least three (3) new collaborations and partnerships with national, regional and international institutions established by June 2031	Number of new collaborations and partnerships established	Total new partnerships created	2025/26	0	1	1		1		MoUs; Agreements	Partnership tracking tools; collaboration database	Annually	MoUs; partnership reports	DCS
51.	At least two (2) functional networks between TCU, higher education institutions and key stakeholders established and	Number of functional institutional networks established and strengthened	Total functional networks with stakeholders and HEIs	2025/26	0	0	1	0	0	1	Network reports	Partnership tracking tools; collaboration database	Annually	MoUs; partnership reports	DCS

S/N	Target	Indicator	Indicator Description	Baseline (2025/26)		Indicator target value 2026/27 – 2030/31					Data Source	Data Collection Instrument (Means)	Frequency of Data Collection (Numeric)	Means of verification	Responsible Department/ Unit
				Year	Baseline Indicator Value	Y1	Y2	Y3	Y4	Y5					
	strengthened by June 2031														
52.	At least two (2) regional and international higher education and regulatory platforms actively participated in annually	Number of regional and international platforms participated in annually	Total platforms participated in	2025/26	5	1	1	1	1	1	Participation reports	Partnership tracking tools; collaboration database	Annually	MoUs; partnership reports	DCS
53.	TCU Environmental, Social and Governance (ESG) Framework Developed.	Number of Environmental, Social and Governance (ESG) Frameworks developed.	Total new ESG Framework in place	2025/26	0	0	1	0	0	0	Report	Communication tracking tool	Annually	Team /experts engagement letters	DCS

5.7.2 Outcome Indicator (Key Performance Indicator) Tracking Matrix

The Outcome Indicator Tracking Matrix provides the framework for measuring the higher-level results and changes expected from the implementation of the Rolling Strategic Plan. While output indicators track what has been delivered, outcome indicators assess the extent to which the delivered interventions contribute to improvements in regulatory effectiveness, quality assurance, equitable access, institutional compliance, service delivery, research governance, digital transformation, stakeholder satisfaction, and overall institutional performance.

The matrix specifies outcome indicators, indicator descriptions, baseline year, baseline values, annual target values, end-of-plan targets, data sources and responsible units. These indicators serve as Key Performance Indicators for assessing progress towards achieving the Commission’s strategic objectives. They also provide a basis for evaluating whether the Plan is producing the intended institutional and sector-level improvements.

The Outcome Indicator Tracking Matrix will support evidence-based assessment of strategic performance during quarterly reviews, annual reviews, mid-term review and end-term evaluation. It will also help the Commission to determine whether strategic interventions are producing measurable improvements in university education regulation, service delivery, stakeholder confidence and contribution to national development priorities. Table 5.2 presents the Outcome Indicator (Key Performance Indicator) Tracking Matrix for the Tanzania Commission for Universities Rolling Strategic Plan 2026/27-2030/31.

Table 5.2: Outcome Indicator (KPIs) Tracking Matrix

Code	Objective	Outcome Indicator (KPIs)	Indicator Description	Baseline		Indicator Target Value					Data Sources	Responsible Unit
				Tear	Baseline Indicator Value	Y1	Y2	Y3	Y4	Y5		
A	Non-Communicable Diseases, HIV/AIDS Infections Reduced, and Supportive Services Improved	Proportion of staff participating in workplace health programmes	Percentage of staff participating in at least one workplace health programme during the reporting period. Calculated as: (Number of staff participating in workplace health programmes ÷ Total number of staff) × 100.	2026/27	98	98	98	98	99	100	Staff health programme attendance registers; wellness programme reports; HR records; workplace health and safety reports; DCS quarterly and annual reports.	DCS
		Level of staff awareness on HIV/AIDS and NCD prevention	Percentage of staff demonstrating adequate knowledge of HIV/AIDS and NCD prevention measures through awareness assessment. Calculated as: (Number of staff scoring 70% and above in awareness assessment ÷ Total number of respondents) × 100.	2026/27	98	98	98	98	99	100	Pre- and post-awareness assessment reports; staff awareness survey reports; training evaluation forms; HIV/AIDS and NCD sensitisation reports; DCS quarterly and annual reports.	DCS
		Proportion of staff accessing health support services	Percentage of staff accessing institutional health support services, including counselling, screening, referral services, wellness support or related preventive health services during the reporting period. Calculated as: (Number of staff accessing health	2026/27	100	100	100	100	100	100	Health screening reports; counselling and referral records; staff welfare records; workplace health service utilisation reports; DCS quarterly and annual reports.	DCS

Code	Objective	Outcome Indicator (KPIs)	Indicator Description	Baseline		Indicator Target Value					Data Sources	Responsible Unit
				Tear	Baseline Indicator Value	Y1	Y2	Y3	Y4	Y5		
			support services ÷ Total number of staff) × 100.									
		Staff participation rate in wellness and physical activity programmes	Percentage of staff participating in organised wellness and physical activity programmes during the reporting period. Calculated as: (Number of staff participating in wellness and physical activity programmes ÷ Total number of staff) × 100.	2026/27	95	95	96	97	98	98	Wellness and sports activity attendance registers; staff bonanza reports; physical activity programme reports; HR/welfare reports; DCS quarterly and annual reports.	DCS
B	Implementation of National Anti-Corruption Strategy Enhanced and Sustained	Number of corruption-related cases reported and resolved	Measures the total number of corruption-related complaints or cases reported through recognised institutional mechanisms and resolved during the reporting period. Calculated as: Total number of reported corruption-related cases resolved during the reporting period.	2026/27	100	100	100	100	100	100	Integrity Committee reports; complaints register; ethics and integrity reports; PCCB correspondence where applicable; investigation and resolution reports; DCS quarterly and annual reports.	DCS
		Stakeholder perception of transparency and integrity in TCU services (%)	Percentage of stakeholders rating TCU services as transparent, ethical and integrity-based. Calculated as: (Number of respondents rating transparency and integrity as high or very high ÷ Total number of respondents) × 100.	2026/27	95	96	96	98	98	98	Stakeholder satisfaction survey reports; service delivery survey reports; complaints and feedback reports; client service charter monitoring reports; DCS	DCS

Code	Objective	Outcome Indicator (KPIs)	Indicator Description	Baseline		Indicator Target Value					Data Sources	Responsible Unit
				Tear	Baseline Indicator Value	Y1	Y2	Y3	Y4	Y5		
											quarterly and annual reports.	
C	Quality Assurance Management Systems Strengthened	Percentage of universities compliant with quality assurance standards	Percentage of university institutions found to be compliant with approved quality assurance standards during institutional audits, inspections, accreditation, re-accreditation or monitoring processes. Calculated as: (Number of compliant university institutions ÷ Total number of university institutions assessed) × 100.	2026/27	90	90	90	93	93	95	Institutional audit reports; accreditation and re-accreditation reports; university inspection reports; quality assurance monitoring reports; UIMS records; DA quarterly and annual reports.	DA
		Percentage of academic programmes accredited in accordance with national standards	Percentage of submitted academic programmes accredited or re-accredited in accordance with approved national quality assurance standards, including curriculum requirements, staffing, facilities, learning resources, labour market relevance and national skills priorities. Calculated as: (Number of academic programmes accredited or re-accredited in accordance with national standards ÷ Total number of submitted academic	2026/27	60	65	70	75	80	90	Programme accreditation and re-accreditation reports; curriculum review reports; UIMS/PMS records; peer reviewer reports; DA quarterly and annual reports.	DA

Code	Objective	Outcome Indicator (KPIs)	Indicator Description	Baseline		Indicator Target Value					Data Sources	Responsible Unit
				Tear	Baseline Indicator Value	Y1	Y2	Y3	Y4	Y5		
			programmes assessed) × 100.									
		Percentage of licensed OSRAs compliant with regulatory requirements	Percentage of licensed Overseas Students Recruitment Agencies found to be compliant with applicable licensing, re-licensing, reporting and operational requirements during the reporting period. Calculated as: (Number of compliant licensed OSRAs ÷ Total number of licensed OSRAs assessed) × 100.	2026/27	98	98	98	98	99	100	OSRA licensing and re-licensing records; OSRA inspection reports; compliance monitoring reports; complaints and enforcement records; DA quarterly and annual reports.	DA
		Percentage of audited university institutions with major quality audit non-compliance findings	Percentage of audited university institutions found to have major quality audit non-compliance findings during the reporting period. Calculated as: (Number of audited university institutions with major quality audit non-compliance findings ÷ Total number of university institutions audited) × 100.	2026/27	10	10	10	10	8	6	Quality audit reports; institutional monitoring reports; inspection reports; corrective action follow-up reports; UIMS records; DA quarterly and annual reports.	DA
		Percentage of accreditation and regulatory applications processed within prescribed	Percentage of accreditation, re-accreditation and other regulatory applications processed within approved service delivery timelines during the reporting period. Calculated as: (Number of	2026/27	98	98	98	98	99	99	Application processing registers; UIMS/PMS/FAAS/NOC/OSRA system records; service delivery reports; client service charter performance reports;	DA

Code	Objective	Outcome Indicator (KPIs)	Indicator Description	Baseline		Indicator Target Value					Data Sources	Responsible Unit
				Tear	Baseline Indicator Value	Y1	Y2	Y3	Y4	Y5		
		service timelines	applications processed within prescribed service timelines ÷ Total number of applications processed) × 100.								DA quarterly and annual reports.	
D	Equitable Access, Admission Coordination, Research and Data Management for Higher Education Strengthened	Proportion of students accessing higher education through equitable access schemes (%)	Percentage of students admitted or supported through recognised equitable access mechanisms, including gender-responsive, disability-inclusive, disadvantaged group or other approved access schemes. Calculated as: (Number of students accessing university education through equitable access schemes ÷ Total number of admitted students) × 100.	2026/27	100	100	100	100	100	100	Admission database; admission audit reports; university enrolment reports; HESLB data where applicable; gender and disability access reports; DAD quarterly and annual reports.	DAD
		Percentage of higher education institutions compliant with approved admission criteria and procedures	Percentage of university institutions found to be compliant with approved admission criteria, admission capacities, procedures, guidebooks and regulatory requirements during admission audits or verification processes. Calculated as: (Number of compliant university institutions ÷ Total number	2026/27	98	98	98	98	98	98	Admission audit reports; admission capacity review reports; admission guidebooks; institutional admission returns; DAD verification reports; DAD quarterly and annual reports.	DAD

Code	Objective	Outcome Indicator (KPIs)	Indicator Description	Baseline		Indicator Target Value					Data Sources	Responsible Unit
				Tear	Baseline Indicator Value	Y1	Y2	Y3	Y4	Y5		
			of university institutions assessed) × 100.									
		Rate of admission irregularities	Percentage of admission records or cases found to have irregularities, including non-compliance with approved admission criteria, admission capacity, documentation, transfer procedures or programme entry requirements. Calculated as: (Number of admission irregularities identified ÷ Total number of admission records or cases reviewed) × 100.	2026/27	2	2	2	2	2	2	Admission audit reports; admission irregularity registers; university admission verification reports; complaints records; DAD quarterly and annual reports.	DAD
		Rate of application errors and admission-related complaints (%)	Percentage of applications or admission-related transactions with errors or complaints during the reporting period. Calculated as: (Number of applications with errors and admission-related complaints ÷ Total number of applications or admission transactions processed) × 100.	2026/27	2	2	2	2	2	2	Admission application system records; complaints register; helpdesk reports; admission error logs; admission appeals records; DAD quarterly and annual reports.	DAD
		Percentage of policy, planning and regulatory decisions informed by	Percentage of documented policy, planning and regulatory decisions supported by higher education data, statistical	2026/27	100	100	100	100	100	100	Higher education statistical reports; analytical briefs; policy briefs; management and	DAD

Code	Objective	Outcome Indicator (KPIs)	Indicator Description	Baseline		Indicator Target Value					Data Sources	Responsible Unit
				Tear	Baseline Indicator Value	Y1	Y2	Y3	Y4	Y5		
		higher education data and analytical reports	reports, analytical briefs, research evidence or institutional performance reports. Calculated as: (Number of decisions supported by data and analytical reports ÷ Total number of documented policy, planning and regulatory decisions reviewed) × 100.								Commission meeting minutes; regulatory decision files; DAD quarterly and annual reports.	
E	Institutional Capacity for Quality Service Delivery Strengthened	Proportion of internally generated revenue to total institutional budget (%)	Percentage contribution of internally generated revenue to the total approved institutional budget during the reporting period. Calculated as: (Internally generated revenue ÷ Total institutional budget) × 100.	2026/27	95	96	97	97	98	98	Approved budgets; financial statements; revenue collection reports; MUSE records; audited accounts; CAG reports; DCS quarterly and annual financial reports.	DCS
		Percentage of stakeholders satisfied with the quality, accessibility and responsiveness of TCU services	Percentage of stakeholders rating TCU services as satisfactory or above in terms of quality, accessibility, timeliness, responsiveness and overall service experience. Calculated as: (Number of stakeholders rating services as satisfactory or above ÷ Total number of respondents) × 100.	2026/27	80	88	90	90	92	95	Stakeholder satisfaction survey reports; service delivery survey reports; client feedback reports; complaints register; client service charter monitoring reports; DCS quarterly and annual reports.	DCS
		Number of active	Measures the total number of formal collaborations,	2026/27	95	95	96	96	98	98	Signed MoUs; partnership	DCS

Code	Objective	Outcome Indicator (KPIs)	Indicator Description	Baseline		Indicator Target Value					Data Sources	Responsible Unit
				Tear	Baseline Indicator Value	Y1	Y2	Y3	Y4	Y5		
		collaborations, partnerships and institutional networks	partnerships, memoranda of understanding, institutional networks or strategic engagements that are active and implemented during the reporting period. Calculated as: Total count of active collaborations, partnerships and institutional networks with evidence of implementation.								agreements; collaboration reports; network activity reports; meeting minutes; implementation reports; DCS quarterly and annual reports.	
		Number of ESG Frameworks developed	Measures the total number of ESG Frameworks developed and implemented during the reporting period. Calculated as: Total count of active frameworks with evidence of implementation.	2026/27	0	0	0	1	0	0	Approved ESG Framework	DCS

5.8 Risk Management

Effective implementation of TCU RSP (2026/27-2030/31) may be affected by strategic, operational, financial, technological, legal, institutional and external risks. In view of this, the Commission will apply a structured risk management approach to identify, assess, mitigate, monitor and report risks that may affect the achievement of strategic objectives, targets, outputs and outcomes.

The Commission already prepares and updates its institutional Risk Register annually as part of its governance, internal control, audit and performance management processes. The Risk Register will continue to serve as the main operational tool for documenting specific risks, assessing their likelihood and impact, assigning risk owners, identifying mitigation measures, tracking implementation of corrective actions and reporting emerging risks to relevant decision-making organs.

For purposes of this Plan, risk management will be integrated into the implementation, monitoring, evaluation and reporting arrangements of the RSP. Risks will be assessed based on their likelihood of occurrence and potential impact on the achievement of planned results. The overall risk level will be classified as low, medium, high or very high, depending on the combined assessment of likelihood and impact.

Risks rated as high or very high will be escalated to Management and, where necessary, to the Commission for guidance, decision-making and allocation of appropriate mitigation resources. These may include risks relating to inadequate financing, delays in legal and policy reforms, human resource capacity gaps, cybersecurity threats, delays in digital systems integration, data quality weaknesses, low stakeholder compliance, changes in national or sectoral policies, and external shocks affecting university education regulation.

Risk monitoring will be undertaken through quarterly and annual performance review processes. Responsible directorates and units will be required to report on emerging risks, status of mitigation measures, residual risks and issues requiring Management or Commission

intervention. The Internal Audit Unit and relevant governance structures will support risk assurance, compliance monitoring and follow-up on agreed mitigation actions.

The Commission will also ensure that risk management is linked to planning, budgeting and performance reporting. This will enable TCU to anticipate implementation constraints, take timely corrective measures, safeguard resources, strengthen accountability and improve the likelihood of achieving the intended results of RSP.

5.8.1 Risk Classification and Escalation

Risks affecting implementation of the RSP will be classified according to their likelihood and impact as low, medium, high or very high. Low and medium risks will be managed by responsible directorates and units through routine operational controls and reported through quarterly performance reviews. Risks rated high or very high will be escalated to Management and, where necessary, to the Commission for strategic guidance, decision-making and allocation of mitigation resources. The detailed assessment of each risk, including risk owners, mitigation measures and residual risk status, will be maintained in the institutional Risk Register, which is updated annually.

5.8.2 Key Strategic Risk Areas

During implementation of the RSP, the Commission will pay particular attention to the following strategic risk areas:

Risk Area	Potential Risk	Mitigation Approach	Escalation Level
Financial sustainability	Inadequate or delayed funding for implementation of planned interventions.	Strengthen resource mobilisation, prioritisation, performance budgeting and prudent financial management.	Management/Commission

Risk Area	Potential Risk	Mitigation Approach	Escalation Level
Human resource capacity	Shortage of specialised staff affecting regulatory, digital, legal, research, data and quality assurance functions.	Implement phased recruitment, staff development, succession planning and capacity-building programmes.	Management
Digital systems and cybersecurity	Delays in system integration, data loss, cyber threats or system downtime affecting regulatory services.	Strengthen ICT infrastructure, cybersecurity, data protection, disaster recovery and business continuity arrangements.	Management/Commission
Legal and policy reforms	Delays in approval or implementation of legal and regulatory reforms affecting TCU's mandate and enforcement capacity.	Engage relevant authorities, obtain legal opinions, track reform processes and provide timely technical inputs.	Management/Commission
Stakeholder compliance	Low compliance by university institutions, OSRAs or other regulated entities with approved standards and requirements.	Strengthen inspections, audits, capacity building, enforcement mechanisms and stakeholder engagement.	Management
Data quality and evidence use	Incomplete, inconsistent or delayed data affecting planning, regulation and decision-making.	Strengthen higher education data systems, verification mechanisms, reporting standards and analytical capacity.	Management

Risk Area	Potential Risk	Mitigation Approach	Escalation Level
Service delivery efficiency	Delays in processing accreditation, re-accreditation, admissions, recognition and other regulatory applications.	Improve workflow automation, staffing, service charter monitoring and internal performance tracking.	Management
External and contextual factors	Policy shifts, economic shocks, public health emergencies or other external events affecting implementation.	Maintain adaptive planning, scenario analysis, contingency planning and regular management review.	Management/Commission

The detailed risk items, risk owners, likelihood, impact, mitigation measures, timelines and residual risk status will be maintained and updated annually through the institutional Risk Register.

5.9 Review and Evaluation Plan

Evaluation complements routine monitoring by providing structured, independent assessments of the relevance, efficiency, effectiveness, sustainability, and impact of strategic interventions implemented under RSP 2026/27-2030/31.

While monitoring focuses on tracking annual outputs and short-term performance indicators, evaluation provides a more in-depth analysis of regulatory effectiveness, institutional performance, quality assurance outcomes, value for money in resource use, and contributions to national higher education development.

The Review and Evaluation Plan outline key evaluation studies to be conducted during the plan period to assess strategic progress, identify systemic constraints, and inform adaptive management.

Table 5.3: Review and Evaluation Plan

S/N	Evaluation Study	Description	Key Output / Milestone	Approach & Methodology	Time Frame	Responsible Unit
1.	Strategic Plan Mid-Term Evaluation	Assesses implementation progress, achievement of targets, emerging risks and required strategic adjustments at midpoint.	Mid-Term Evaluation Report with corrective recommendations	KPI trend analysis; desk review; stakeholder consultations; performance data analysis	2028/29	DCS
2.	Strategic Plan End-Term Evaluation	Evaluates overall effectiveness, sustainability and achievement of strategic objectives at completion.	End-Term Evaluation Report	Outcome and impact assessment; data triangulation; stakeholder consultations; document review	2030/31	DCS
3.	Quality Assurance and Accreditation Effectiveness Review	Assesses effectiveness of accreditation processes, institutional compliance levels and audit outcomes.	Quality Assurance Performance Review Report	Compliance data analysis; audit review; institutional surveys; benchmarking	2028/29	DA
4.	Admissions, Access and Equity Assessment	Evaluates admission compliance, implementation of alternative pathways and enrolment trends (including female STEM and special needs students).	Access and Equity Assessment Report	Admission data analysis; enrolment trend analysis; stakeholder consultations	2028/29	DAD
5.	Recognition and Equivalence Efficiency Review	Assesses timeliness, consistency and transparency of foreign qualification recognition processes.	Recognition and Equivalence Review Report	Process mapping; turnaround time analysis; stakeholder feedback	2029/30	DA
6.	Higher Education	Evaluates data quality, system	Data Governance and ICT	System audit; data integrity	2028/29	DAD

S/N	Evaluation Study	Description	Key Output / Milestone	Approach & Methodology	Time Frame	Responsible Unit
	Data Governance and Digital Systems Assessment	integration, cybersecurity posture and digital maturity progression.	Assessment Report	testing; digital maturity assessment		
7.	Governance, Risk and Compliance Review	Assesses effectiveness of internal controls, audit implementation and risk management systems.	Governance and Compliance Review Report	Risk register analysis; audit findings review; compliance testing	2029/30	CIA
8.	Stakeholder Perception and Service Satisfaction Survey	Measures stakeholder perception of regulatory transparency, efficiency and institutional credibility.	Stakeholder Satisfaction Survey Report	Structured questionnaires; digital surveys; FGDs; perception analysis	2029/30	DCS
9.	Institutional Self-Assessment and Benchmarking	Assesses institutional capacity, systems performance and organisational effectiveness against recognised management standards and best practices to identify strengths, gaps and areas for improvement.	Institutional Self-Assessment and Benchmarking Report with performance scores, gap analysis and improvement action plan	Self-assessment tool (ISA framework); internal scoring templates; benchmarking against regional and international best practices; desk review; stakeholder consultations (KII/FGDs)	2029/30	DCS / All Directorates

5.10 Reporting Plan

The reporting plan outlines the internal and external reports produced during the implementation of the strategic plan, whether mandated by statutory requirements or as the office may need from time to time. The internal and external reporting plans are outlined in the following sub-sections.

5.10.1 Internal Reporting Plan

The Commission shall maintain a structured internal reporting system to support continuous monitoring, performance control and accountability throughout the implementation of RSP (2026/27-2030/31). Internal reports will facilitate timely decision-making by Management and the Executive Secretary, ensure compliance with statutory and performance obligations, and enable corrective action where implementation gaps are identified.

To track progress against strategic objectives, financial performance and governance requirements, TCU shall prepare and submit internal reports to the designated recipients within the Commission, as set out in Table 5.3.

Table 5.4: Internal Reporting Plan

S/N	Type of Report	Recipient	Frequency	Responsible Person
1.	Financial Statements Report	Commission	Quarterly and annually	Executive Secretary
2.	Action Plan Implementation Progress Report	Commission	Quarterly and annually	Executive Secretary
3.	Internal Audit Report	Commission	Quarterly and annually	Executive Secretary
4.	Performance Contract Report (TCU-Treasury Registrar)	Commission	Quarterly and annually	Executive Secretary
5.	Annual Performance Report	Commission	Annually	Executive Secretary
6.	Strategic Plan Evaluation Reports (Mid-Term and End-Term)	Commission	Mid-Term and End of Plan	Executive Secretary

5.10.2 External Reporting Plan

To ensure accountability, transparency and compliance with statutory and performance obligations, the Commission shall prepare and submit periodic reports to external oversight authorities during the implementation of the RSP (2026/27–2030/31).

These reports provide information on financial performance, implementation progress, governance compliance and strategic results. They support oversight by the Ministry responsible for Education and the Treasury Registrar and ensure alignment with national planning and public financial management requirements.

The external reporting arrangements are presented in Table 5.4.

Table 5.5: External Reporting Plan

S/N	Type of Report	Recipient	Frequency	Responsible Officer
1.	Annual Performance Report	Permanent Secretary (MoEST); Treasury Registrar	Annually	Executive Secretary
2.	Progress Report	Permanent Secretary (MoEST); Treasury Registrar	Quarterly/Semi-Annual/Annually	Executive Secretary
3.	Performance Contract Report (TCU–Treasury Registrar)	Treasury Registrar	Quarterly/Annually	Executive Secretary
4.	Plan and Budget Implementation Report	Permanent Secretary (MoEST); Treasury Registrar	Quarterly/Annually	Executive Secretary
5.	Internal Audit Report	Permanent Secretary (MoEST); Treasury Registrar	Quarterly	Executive Secretary
6.	Financial Statements Report	Permanent Secretary (MoEST); Treasury Registrar	Annually	Executive Secretary
7.	Audited Financial Statements Report	Permanent Secretary (MoEST); Treasury Registrar	Annually	Executive Secretary
8.	Strategic Plan Evaluation Reports (Mid-Term and End-Term)	Permanent Secretary (MoEST); Treasury Registrar	Mid-Term and End of Plan	Executive Secretary

ANNEXES

Annex 1: Results Framework Matrix

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)	Initiatives	Responsible Unit
A	Non-Communicable Diseases, HIV/AIDS Infections Reduced, and Supportive Services Improved	Strengthen programmes and mechanisms to fight NCDs and HIV/AIDS at the workplace	Five (5) health education and nutrition awareness programmes on HIV/AIDS and Non-Communicable Diseases (NCDs) conducted by June 2031	Number of health education and awareness programmes conducted. Number of staff attended	i. Proportion of staff participating in workplace health programmes ii. Level of staff awareness on HIV/AIDS and NCD prevention iii. Proportion of staff accessing health support services iv. Staff participation rate in wellness and physical activity programmes	Conduct workplace health education and nutrition awareness sessions on HIV/AIDS and NCD prevention; organise health screening and counselling sessions; disseminate health promotion materials; promote staff participation in wellness, sports and physical activity programmes; monitor staff participation and awareness levels.	DCS
		Enhance supportive services to staff living with HIV/AIDS	All staff who voluntarily disclose their HIV/AIDS status provided with supportive	Number of staff who voluntarily disclose their HIV/AIDS status provided with supportive services		Provide confidential counselling, referral and psychosocial support services to staff who voluntarily disclose their HIV/AIDS status;	DCS

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)	Initiatives	Responsible Unit
			services annually			facilitate access to appropriate health and social support services; strengthen workplace anti-stigma awareness; maintain confidential records and follow-up support in accordance with applicable policies and ethical standards.	
B	Implementation of National Anti-Corruption Strategy Enhanced and Sustained	Promote anti-corruption awareness, ethics and compliance among staff and stakeholders.	Five (5) anti-corruption, ethics and good governance awareness programmes conducted by June 2031	Number of anti-corruption, ethics and good governance awareness programmes conducted	ii. Number of corruption-related cases reported and resolved v. Stakeholder perception of transparency and integrity in TCU services (%)	Conduct anti-corruption, ethics and good governance awareness sessions for staff and relevant stakeholders; disseminate anti-corruption and ethics guidelines, codes and procedures; promote reporting and feedback mechanisms on	DCS

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)	Initiatives	Responsible Unit
						corruption-related matters; monitor staff and stakeholder awareness on transparency, ethics and integrity in TCU services; prepare annual anti-corruption implementation reports.	
		Strengthen the prevention and control of corruption regulatory processes	Integrity Committee capacitated to perform anti-corruption oversight functions annually	Number of Integrity Committee members trained		Facilitate capacity-building programmes for Integrity Committee members on corruption prevention, ethics, complaint handling, oversight and compliance monitoring; conduct regular Integrity Committee meetings; review corruption risk areas in regulatory and service delivery processes; strengthen follow-	DCS / Integrity Committee

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)	Initiatives	Responsible Unit
						up and resolution of reported corruption-related cases; collaborate with PCCB, UTUMISHI and other relevant oversight institutions where necessary.	
C	Quality Assurance Management Systems Strengthened	Strengthen quality assurance instruments for university education, regulation of Overseas Student Recruitment Agencies (OSRAs), and recognition of foreign academic qualifications.	All quality assurance instruments for university education, OSRAs and recognition of foreign academic qualifications reviewed & approved by June 2031.	Percentage of institutional QA instruments reviewed and approved.	vi. Percentage of universities compliant with quality assurance standards vii. Percentage of academic programmes accredited in accordance with national standards viii. Percentage of licensed OSRAs compliant with regulatory requirements ix. Percentage of audited university institutions with major quality audit non-	Review existing quality assurance instruments, guidelines, standards, procedures and regulatory tools; identify gaps in instruments for university education, OSRA regulation and foreign qualification recognition; conduct stakeholder consultations and technical validation; update and submit reviewed instruments for approval;	DA

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)	Initiatives	Responsible Unit
					compliance findings x. Percentage of accreditation and regulatory applications processed within prescribed service timelines	disseminate approved instruments to university institutions, OSRAs and relevant stakeholders.	
			Five (5) Quality assurance standards and regulatory guidelines for emerging and evolving delivery modes developed and implemented by June 2031.	Number of quality assurance standards and regulatory guidelines for emerging delivery modes developed and approved		Identify emerging and evolving delivery modes requiring regulatory guidance, including online, blended, transnational, micro-credential, joint and technology-enabled delivery modes; develop relevant standards and guidelines; conduct stakeholder consultations; approve and disseminate the guidelines; monitor implementation by university institutions.	DA

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)	Initiatives	Responsible Unit
			Five (5) capacity-building programmes for TCU staff on quality assurance, accreditation and regulatory functions conducted by June 2031.	Number of capacity-building programmes conducted for TCU staff		Conduct training needs assessment for TCU staff involved in quality assurance, accreditation and regulatory functions; organise capacity-building programmes on programme review, institutional audits, risk-based monitoring, regulatory compliance, foreign qualification recognition and emerging QA practices; evaluate training effectiveness and apply lessons in regulatory processes.	DA / DCS
			Five (5) Benchmarking programmes with regional and international	Number of benchmarking programmes conducted		Identify relevant regional and international quality assurance and regulatory bodies for benchmarking;	DA

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)	Initiatives	Responsible Unit
			quality assurance and regulatory bodies conducted by June 2031			organise study visits, technical exchanges, peer learning sessions and participation in regional QA platforms; document lessons learned; integrate relevant good practices into TCU quality assurance and regulatory systems.	
			Five (5) Collaborative partnerships and knowledge exchange initiatives with regional and international quality assurance and regulatory institutions established and strengthened by June 2031.	i. Number of active collaborations and partnerships with regional and international QA and regulatory institutions ii. Number of knowledge exchange initiatives conducted (e.g., joint workshops, study visits, technical meetings) iii. Number of formal agreements (MoUs/MoAs) signed with regional and		Identify strategic regional and international QA and regulatory institutions for collaboration; initiate and formalise partnerships through MoUs, MoAs or technical cooperation arrangements; organise joint workshops, study visits, peer review exercises and	DA / DCS

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)	Initiatives	Responsible Unit
				international QA bodies		technical meetings; monitor implementation of partnership activities and document outcomes.	
		Strengthen accreditation and re-accreditation of University Education in response to labour market demand.	95% of university accreditation and re-accreditation applications processed within prescribed service timelines annually.	Number of university accreditation and re-accreditation applications processed		Receive and screen university accreditation and re-accreditation applications; coordinate desk reviews and site verification visits; facilitate peer review and technical assessment; prepare accreditation reports and recommendations; communicate decisions to applicants; monitor adherence to prescribed service timelines.	DA
			95% of programme	Number of programme accreditation and re-		Receive and screen submitted new and	DA

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)	Initiatives	Responsible Unit
			accreditation and re-accreditation applications processed within prescribed service timelines annually.	accreditation applications processed		revised academic programmes; coordinate curriculum review and peer assessment; verify compliance with approved standards, labour market relevance, training needs assessment, tracer study evidence, professional requirements and national skills priorities; process accreditation and re-accreditation decisions within prescribed timelines.	
			95% of university registration, with draft charter applications processed within prescribed	Number of university registration with draft charter applications processed.		Receive and review applications for university registration and draft charters; conduct technical assessment and legal review; coordinate	DA/Legal Services Unit

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)	Initiatives	Responsible Unit
			service timelines annually.			institutional verification; prepare technical recommendations; submit relevant documents for approval processes; communicate feedback and decisions to applicants within prescribed timelines.	
			All foreign qualification recognition applications processed within prescribed service timelines annually.	Number of foreign qualification recognition applications processed annually.		Receive and verify foreign qualification recognition applications; assess authenticity, institutional status, programme level and comparability; liaise with relevant local and international verification bodies where necessary; issue recognition decisions or feedback to applicants within	DA

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)	Initiatives	Responsible Unit
						prescribed service timelines.	
			All No Objection Certificate (NOC) applications processed within prescribed service timelines annually	Number of No Objection Certificate (NOC) applications processed		Receive and assess NOC applications; verify applicant qualifications, admission status, institutional recognition and programme eligibility; process decisions and communicate feedback to applicants within prescribed service timelines; maintain updated NOC processing records.	DA
			All licensing and re-licensing applications for OSRAs processed within prescribed service timelines annually.	Number of OSRA licensing and re-licensing applications processed		Receive and review OSRA licensing and re-licensing applications; verify compliance with regulatory requirements; conduct inspections where necessary; prepare licensing recommendations;	DA

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)	Initiatives	Responsible Unit
						issue licences or feedback within prescribed timelines; maintain updated OSRA records.	
		Strengthen risk-based monitoring, compliance enforcement and institutional quality assurance systems.	Risk-based monitoring framework for higher education institutions developed and operationalised by June 2029.	Number of risk-based monitoring frameworks developed and approved		Develop risk classification criteria for university institutions; prepare a risk-based monitoring framework and tools; validate the framework with relevant stakeholders; approve and operationalise the framework; use risk ratings to guide institutional monitoring, audits and compliance follow-up.	DA
			100 Impromptu and regular institutional audit visits	Number of impromptu and regular institutional monitoring visits conducted		Prepare annual institutional audit and monitoring plans; conduct regular	DA

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)	Initiatives	Responsible Unit
			conducted by June 2031.			impromptu institutional audit visits; assess compliance with approved standards and regulatory requirements; prepare audit reports; issue recommendations and follow up implementation of corrective actions.	
			80 planned institutional monitoring visits conducted based on risk classification by June 2031.	Number of planned institutional monitoring visits conducted based on risk classification		Classify university institutions based on risk levels; prepare planned monitoring schedules guided by risk classification; conduct targeted institutional monitoring visits; document compliance findings; provide feedback to institutions and	DA

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)	Initiatives	Responsible Unit
						follow up corrective measures.	
			Two (2) capacity-building programmes for university institutional quality assurance personnel conducted annually.	Number of national capacity-building programmes conducted.		Identify capacity gaps among university institutional quality assurance personnel; organise national capacity-building programmes on QA standards, internal quality assurance systems, curriculum review, institutional audits, compliance reporting and emerging regulatory requirements; evaluate training outcomes and maintain records of trained personnel.	DA
D	Equitable Access, Admission Coordination, Research and Data	Strengthen equitable access to higher education	Regulatory frameworks and guidelines to promote gender equality, balance and	Number of regulatory frameworks and guidelines developed and approved to promote gender equality, balance and equitable access	vi. Proportion of students accessing higher education through	Review existing regulatory frameworks and guidelines on gender equality, balance and	DAD

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)	Initiatives	Responsible Unit
	Management for Higher Education Strengthened		equitable access to higher education strengthened and implemented by June 2031.		equitable access schemes (%) vii. Percentage of higher education institutions compliant with approved admission criteria and procedures iii. Rate of admission irregularities ix. Rate of application errors and admission-related complaints (%) x. Percentage of policy, planning and regulatory decisions informed by higher education data and analytical reports	equitable access; identify gaps affecting participation of women, persons with disabilities and disadvantaged groups; conduct stakeholder consultations; update and approve relevant guidelines; disseminate and monitor implementation by university institutions. Develop standard criteria for broadening access to university education for disadvantaged groups; identify eligible access categories and support mechanisms; consult university institutions and	
			Standard criteria and schemes for broadening access to higher education for disadvantaged groups developed and operationalised by June 2031.	Number of standard criteria and schemes developed for broadening access to higher education for disadvantaged groups.			DAD

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)	Initiatives	Responsible Unit
						relevant stakeholders; operationalise approved criteria and schemes; monitor uptake and report access trends annually.	
		Strengthen coordination, regulatory oversight and integrity of admission and enrolment into higher education institutions.	University admission guidebooks developed, reviewed and updated annually.	Number of university admission guidebooks developed, reviewed and updated annually.		Review and update admission guidebooks for undergraduate, postgraduate and non-degree programmes; incorporate approved admission criteria, programme capacities and institutional changes; validate guidebooks with relevant stakeholders; publish and disseminate updated guidebooks annually.	DAD

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)	Initiatives	Responsible Unit
			Five (5) capacity-building on admission systems, processes and regulatory compliance conducted for TCU staff and Higher Education Institutions by June 2031	v. Number of capacity-building programmes conducted for TCU staff and Higher Education Institutions annually vi. Number of Higher Education Institutions' personnel trained/retrained/familiarised on admission processes annually vii. Number of TCU staff trained on admission systems and regulatory requirements annually viii. Percentage of targeted staff and HEIs personnel trained on admission systems (%)		Conduct training needs assessment on admission systems and regulatory compliance; organise capacity-building programmes for TCU staff and university admission officers; provide orientation on admission procedures, guidebooks, admission capacities, system use and compliance requirements; evaluate training outcomes and maintain records of trained personnel.	DAD
			Admission capacities for academic programmes in higher education	Number of academic programme admission capacities reviewed and approved annually.		Collect and verify programme admission capacity submissions from university institutions; assess	DAD

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)	Initiatives	Responsible Unit
			institutions reviewed and regulated annually			staffing, infrastructure, facilities and learning resources against approved standards; review and approve programme admission capacities; communicate approved capacities to institutions; monitor compliance during admission cycles.	
			Five (5) Career guidance and awareness programmes conducted annually for prospective applicants and the public by June 2031	iv. Number of outreach and career guidance programmes conducted v. Number of exhibitions and regional outreach events conducted and participated vi. Number of media and public awareness sessions conducted		Conduct career guidance and public awareness programmes for prospective applicants; participate in exhibitions and regional outreach events; use media platforms to disseminate admission information; provide guidance on	DAD

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)	Initiatives	Responsible Unit
						programme choices, admission requirements and application procedures; document outreach coverage and public feedback.	
			Admission and enrolment audits conducted in higher education institutions annually	iii. Number of higher education institutions audited on admission and enrolment compliance annually iv. Number of admission and enrolment audit reports produced annually.		Prepare annual admission and enrolment audit plans; conduct admission and enrolment compliance audits in university institutions; verify adherence to approved admission criteria, capacities and procedures; prepare audit reports; issue recommendations and follow up implementation of corrective actions.	DAD
		Strengthen higher education data	Higher education statistical,	iii. Number of higher education statistical		Collect, validate and analyse university	DAD

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)	Initiatives	Responsible Unit
		management systems, integration, analytics, research and digital innovation for evidence-based planning and decision-making.	analytical and sector performance reports produced annually	iv. Number of sector performance reports produced annually.		education data; prepare annual higher education statistical reports, analytical briefs and sector performance reports; disseminate reports to Management, Commission, MoEST and other relevant stakeholders; use findings to support planning, policy advice and regulatory decisions.	
			Research on higher education access, admissions, enrolment and sector performance conducted annually.	iii. Number of research studies conducted annually v. Number of research reports or policy briefs produced annually.		Identify priority research themes on university education access, admissions, enrolment and sector performance; collect and analyse relevant data; prepare research reports and policy briefs; present	DAD

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)	Initiatives	Responsible Unit
						findings to Management and relevant stakeholders; integrate research evidence into planning and regulatory decision-making.	
			Guidelines for the use of emerging technologies, including Artificial Intelligence, in higher education developed and operationalised by June 2031	Existence of approved AI guidelines for higher education		Conduct needs assessment on the use of emerging technologies and Artificial Intelligence in university education; develop guidelines for ethical, responsible and quality-assured use of emerging technologies; consult stakeholders and technical experts; approve and disseminate the guidelines; monitor implementation by university institutions.	DAD/ICT Unit

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)	Initiatives	Responsible Unit
			(xii) Five (5) capacity-building sessions for data officers from TCU and higher education institutions on data management, analysis, and reporting are conducted annually	iii. Number of institutions' personnel trained on data management, analysis and reporting annually iv. Number of capacity-building programmes conducted for TCU and higher education institutions on management annually		Identify capacity gaps in data management, analysis and reporting; organise training sessions for TCU staff and university data officers; provide guidance on data standards, reporting templates, validation procedures, analytics and evidence use; assess training effectiveness and maintain records of trained personnel.	DAD
E	Institutional Capacity for Quality Service Delivery Strengthened.	Strengthen governance, legal and institutional accountability frameworks	Governance policies, organisational structure and institutional accountability frameworks reviewed, approved and	Number of governance policies, organisational structures and institutional accountability frameworks reviewed, approved and implemented	vi. Proportion of internally generated revenue to total institutional budget (%) vii. Proportion of staff meeting required competency	Review existing governance policies, organisational structure and accountability frameworks; identify gaps and emerging institutional	DCS

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)	Initiatives	Responsible Unit
			implemented by June 2031		levels for their respective roles (%) viii. Percentage of stakeholders satisfied with the quality, accessibility and responsiveness of TCU services ix. Number of active collaborations, partnerships and institutional networks	requirements; conduct internal consultations and validation; submit reviewed instruments for approval; disseminate and monitor implementation across relevant directorates and units.	
			Compliance with statutory governance and legal obligations maintained at 100% annually	Percentage of statutory governance and legal compliance obligations fulfilled annually		Track statutory governance and legal obligations; prepare compliance schedules; coordinate timely fulfilment of reporting, meeting, legal and regulatory obligations; maintain compliance records; report compliance status to Management and relevant governance organs.	DCS/Legal Services Unit

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)	Initiatives	Responsible Unit
			Statutory Board and Committee meetings conducted annually	Number of statutory Board and Committee meetings conducted		Prepare annual schedule of statutory Board and Committee meetings; coordinate preparation and circulation of meeting documents; facilitate conduct of meetings; prepare minutes and decision records; follow up implementation of resolutions.	DCS
		Strengthen financial sustainability, resource mobilisation and performance management systems	Internal revenue increased by at least 20% by June 2031	Percentage of internally generated revenue (TZS)		Strengthen revenue collection systems; review and improve revenue sources; enhance billing, collection and reconciliation mechanisms; monitor revenue performance; prepare revenue performance reports and recommend	DCS

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)	Initiatives	Responsible Unit
						improvement measures.	
			At least two (2) resource mobilisation proposals submitted to funding agencies by June 2031	Number of resource mobilisation proposals submitted to funding agencies		Identify potential funding opportunities and partners; prepare bankable project concepts and proposals; coordinate internal proposal review and approval; submit proposals to funding agencies; follow up proposal outcomes and maintain resource mobilisation records.	DCS
		Strengthen human resource development, succession planning and staff welfare systems	Human resource policies and guidelines reviewed, updated and implemented by June 2031	Number of human resource policies and guidelines reviewed, updated and implemented		Review existing HR policies, guidelines and procedures; identify gaps in line with institutional needs and public service requirements; consult staff and relevant authorities; update and approve HR	DCS

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)	Initiatives	Responsible Unit
						instruments; disseminate and monitor implementation.	
			TCU training programme reviewed and implemented by June 2031	Training programmes implemented		Conduct training needs assessment; review and update the institutional training programme; prioritise training areas linked to strategic objectives; implement annual training plans; evaluate training effectiveness and maintain staff training records.	DCS
			At least ten (10) new staff recruited by June 2031	Number of new staff recruited		Review staffing establishment and critical gaps; prepare phased recruitment plans; obtain necessary approvals; conduct recruitment in accordance with applicable procedures; orient new staff and	DCS

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)	Initiatives	Responsible Unit
						monitor deployment against institutional needs.	
			Succession plan reviewed and implemented by June 2031	Existence of an approved and operational succession plan		Review existing succession planning arrangements; identify critical positions and competency requirements; prepare succession and talent development plans; implement mentorship, coaching and capacity-building initiatives; monitor readiness for critical roles.	DCS
			Incentive scheme reviewed and implemented by June 2031	Existence of an approved and implemented staff incentive scheme		Review existing staff incentive arrangements; benchmark good practices; consult staff and Management; update and approve the incentive scheme;	DCS

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)	Initiatives	Responsible Unit
						implement and monitor the scheme in accordance with approved guidelines and available resources.	
		Strengthen ICT infrastructure, systems, digital governance and institutional systems integration	ICT infrastructure upgraded and maintained to support reliable, secure and efficient institutional operations by June 2031	Number of ICT infrastructure systems upgraded and maintained		Assess ICT infrastructure needs; upgrade hardware, software, networks and connectivity; maintain ICT equipment and systems; implement preventive maintenance schedules; monitor ICT performance and user support needs.	DCS/ICT Unit
			Cybersecurity and data protection systems implemented and maintained in accordance with approved	Existence of implemented cybersecurity and data protection systems in accordance with approved standards		Conduct cybersecurity and data protection risk assessments; implement cybersecurity tools, controls and protocols; update	DCS/ICT Unit

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)	Initiatives	Responsible Unit
			standards by June 2031			data protection procedures; conduct user awareness sessions; monitor threats, incidents and corrective actions.	
			Availability and uptime of critical ICT systems maintained at acceptable levels by June 2031	Percentage uptime of critical ICT systems		Identify critical ICT systems and service availability standards; monitor system uptime and downtime; maintain backup, disaster recovery and business continuity arrangements; resolve system incidents; prepare periodic ICT performance reports.	DCS/ICT Unit
		Strengthen monitoring, evaluation, risk management and organisational learning systems	Mid-term and end-term evaluations of the Strategic Plan conducted by June 2031	Number of strategic plan evaluations conducted (mid-term and end-term)		Prepare evaluation terms of reference; mobilise resources and technical expertise; conduct mid-term and end-term evaluations; validate findings	DCS / Planning and M&E

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)	Initiatives	Responsible Unit
						with stakeholders; prepare evaluation reports and implement recommendations.	
			Annual plans and budgets prepared, and implementation progress monitored and reported annually.	Number of annual plans and budgets prepared and aligned with the Strategic Plan Number of implementation progress reports prepared and submitted annually		Coordinate preparation of annual plans and budgets aligned with the RSP; consolidate directorate and unit work plans; monitor implementation progress quarterly and annually; prepare performance reports; facilitate management review and corrective actions.	DCS / Planning and M&E
			Risk and Fraud management, and internal control framework reviewed and implemented annually	Existence of an approved and operational risk management and internal control framework Number of risk registers updated and monitored across functional units		Review and update risk management, fraud risk and internal control frameworks; update institutional risk registers; monitor mitigation measures; report	DCS / Internal Audit Unit

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)	Initiatives	Responsible Unit
						high and very high risks to Management and the Commission; follow up implementation of corrective actions.	
			Internal and external risk-based audit strategic plan implemented annually	Number of internal and external audit reports produced		Prepare and implement risk-based audit plans; conduct internal audit assignments; coordinate external audit processes; prepare audit reports; track implementation of audit recommendations; report audit findings to relevant governance organs.	Internal Audit Unit
		Strengthen the institutional working environment, infrastructure and corporate image	Office infrastructure and working facilities rehabilitated and maintained by June 2031	Number of office infrastructure and working facilities rehabilitated and maintained		Conduct assessment of office infrastructure and working facilities; prepare rehabilitation and maintenance plans; implement	DCS

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)	Initiatives	Responsible Unit
						approved maintenance works; procure and maintain working facilities; monitor adequacy and functionality of the work environment.	
			At least 95% of staff provided with adequate and functional working facilities annually.	Number of staff provided with adequate and functional working facilities		Assess staff working facility needs; procure and distribute required tools, furniture, equipment and office resources; maintain inventory records; monitor staff access to adequate working facilities; address identified gaps annually.	DCS
			Institutional corporate image, branding and public visibility strengthened through strategic communication	Number of corporate communication and branding initiatives implemented		Prepare and implement communication and branding plans; produce and disseminate institutional communication materials; engage	DCS / CPRU

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)	Initiatives	Responsible Unit
			initiatives annually			media and stakeholders; update digital communication platforms; monitor visibility, public feedback and institutional reputation.	
		Strengthen national, regional, and international collaborations, partnerships, institutional networks, and the internationalisation of higher education to enhance knowledge exchange, benchmarking, and regulatory effectiveness.	Existing collaborations and partnerships with national, regional and international institutions enhanced annually	Number of existing collaborations and partnerships enhanced annually		Review existing collaborations and partnerships; prepare annual partnership implementation plans; conduct joint activities, technical meetings and knowledge exchange initiatives; monitor progress and document outcomes of active collaborations.	DCS
			At least five (5) new collaborations and partnerships with national,	Number of new collaborations and partnerships established		Identify potential national, regional and international partners; initiate engagement and technical	DCS

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)	Initiatives	Responsible Unit
			regional and international institutions established by June 2031			discussions; prepare and sign MoUs, MoAs or cooperation arrangements; implement joint activities and monitor partnership performance.	
			At least two (2) functional networks between TCU, higher education institutions and key stakeholders established and strengthened by June 2031	Number of functional networks established and strengthened with higher education institutions and stakeholders		Identify priority thematic areas for networking; establish functional networks involving TCU, university institutions, employers, professional bodies, regulators and other stakeholders; organise network meetings and knowledge exchange sessions; document network outputs and follow-up actions.	DCS
			At least two (2) regional and international	Number of regional and international platforms participated in annually		Identify relevant regional and international higher	DCS

Code	Objective	Strategies	Target	Performance Indicators (Output)	Key Performance Indicator (Outcome Indicator)	Initiatives	Responsible Unit
			higher education and regulatory platforms actively participated in annually			education and regulatory platforms; facilitate TCU participation in meetings, conferences, peer learning platforms and technical forums; prepare participation reports; apply lessons learned to strengthen regulatory effectiveness.	
		Enhance Environmental, Social and Governance (ESG) Framework Developed.	TCU Environmental, Social and Governance (ESG) Framework Developed.	ESG Framework developed	Existence of an approved and operational TCU Environmental, Social and Governance (ESG) Framework	Identify experts to develop the framework, engage and consult other institutions with similar functions, develop the framework, and submit for approval.	DCS

Annex 2: Source of Financial Resource

Annex 2: Cost of Financial Resources

S/N	Strategies	Financial Requirement (TZS) 2026/27 – 2030/31											
		Y1		Y2		Y3		Y4		Y5		TOTAL	
		Gov	Forex	Gov	Forex	Gov	Forex	Gov	Forex	Gov	Forex	Gov	Forex
A. Non-Communicable Diseases, HIV/AIDS Infections Reduced, and Supportive Services Improved													
1.	Strengthen programmes and mechanisms to fight NCDs and HIV/AIDS at the workplace	40	0	47	0	54	0	59	0	63	0	263	0
2.	Enhance supportive services to staff living with HIV/AIDS	5	0	5	0	5	0	5	0	5	0	25	0
Total Objective A		45	0	52	0	59	0	64	0	68	0	288	0
B. Effective Implementation of National Anti-Corruption Strategy Enhanced and Sustained													
1	Strengthen the prevention and control of corruption in regulatory processes.	20	0	22	0	22	0	23	0	24	0	111	0
Total Objective B		20		22	0	22	0	23	0	24	0	111	0
C. Quality Assurance Management Systems Mechanism Improved													
1.	Strengthen quality assurance instruments for university education, regulation of Overseas Student Recruitment Agencies (OSRAs), and recognition and equivalence of foreign academic qualifications.	1,228	0	1,332	0	1,437	0	1,640	0	1,842	0	7,479	0

S/N	Strategies	Financial Requirement (TZS) 2026/27 – 2030/31											
		Y1		Y2		Y3		Y4		Y5		TOTAL	
		Gov	Forex	Gov	Forex	Gov	Forex	Gov	Forex	Gov	Forex	Gov	Forex
2	Strengthen accreditation and re-accreditation of University Education in response to labour market demand.	980	0	1,010	0	1,045	0	1,070	0	1,082	0	4,207	0
3.	Strengthen risk-based monitoring, compliance enforcement and institutional internal QA systems.	420	0	450	0	470	0	500	0	530	0	2,370	0
Total Objective C		2,628	0	2,792	0	2,952	0	3,210	0	3,454	0	14,056	0
D. Equitable Access, Admission Coordination, Research and Data Management for Higher Education Strengthened													
1.	Strengthen equitable access, admission coordination, and regulatory oversight to higher education.	430	0	448	0	460	0	470	0	480	0	2,288	0
2.	Strengthen higher education data management systems, integration, analytics, research and digital innovation for evidence-based planning and decision-making.	120	0	126	0	130	0	142	0	145	0	663	0
Total Objective D		550	0	574	0	590	0	612	0	625	0	2,951	0

S/N	Strategies	Financial Requirement (TZS) 2026/27 – 2030/31											
		Y1		Y2		Y3		Y4		Y5		TOTAL	
		Gov	Forex	Gov	Forex	Gov	Forex	Gov	Forex	Gov	Forex	Gov	Forex
E. Institutional Capacity for Quality Service Delivery Strengthened													
1.	Strengthen governance, legal and institutional accountability frameworks	200	0	220	0	240	0	260	0	280	0	1,200	0
	Strengthen financial sustainability, resource mobilisation and performance management systems	550	0	610	0	650	0	670	0	690	0	3,170	0
	Strengthen human resource development, succession planning and staff welfare systems	5,200	0	5,700	0	6,100	0	6,700	0	6,900	0	30,600	0
	Strengthen ICT infrastructure, digital governance and institutional systems integration.	450	0	510	0	520	0	550	0	580	0	2,610	0
	Strengthen monitoring, evaluation, and risk management systems.	1,900	0	1,980	0	2,120	0	2,200	0	2,300	0	10,500	0
	Strengthen the institutional working environment, infrastructure and corporate image	1,720	0	1,750	0	1,790	0	1,810	0	1,900	0	8,970	0

S/N	Strategies	Financial Requirement (TZS) 2026/27 – 2030/31											
		Y1		Y2		Y3		Y4		Y5		TOTAL	
		Gov	Forex	Gov	Forex	Gov	Forex	Gov	Forex	Gov	Forex	Gov	Forex
	Strengthen national, regional, and international collaborations, partnerships, networks, and internationalisation of higher education.	100	0	120	0	130	0	140	0	160	0	650	0
Total Objective E		1,820	0	1,870	0	1,920	0	1,950	0	2,060	0	9,620	0
GRAND TOTAL OBJECTIVE (A+B + C + D + E)		5,063	0	5,310	0	5,543	0	5,859	0	6,231	0	27,026	0

Annex 3: Human Resources

S/n	Department/Unit	Position Description	Base line/Employees' Current status			Employee targets (2026/2027 – 2030/31)				
			Year	Current status value	Gap	Y1	Y2	Y3	Y4	Y5
1.	Admission, Coordination, and Database Management	Quality Assurance Officers	2025/2026	10	1	11	11	11	11	11
2.	Accreditation	Quality Assurance Officers	2025/2026	21	1	22	22	22	22	22
3.	Corporate Services	Planning Officers	2025/2026	1	1	2	2	2	2	2
		Statisticians	2025/2026	0	1	1	1	1	1	1
		HR Officers	2025/2026	2	0	2	2	2	2	2
		Administrative Officers	2025/2026	1	0	1	1	1	1	1
		Accountants	2025/2026	2	0	2	2	2	2	2
		Accounts Officers	2025/2026	3	0	3	3	3	3	3
		Office Management Secretaries	2025/2026	4	1	4	5	5	5	5
		Records Management Assistants	2025/2026	3	0	3	3	3	3	3
		Receptionists	2025/2026	0	1	1	1	1	1	1
		Drivers	2025/2026	6	1	6	7	7	7	7
	Office Assistants	2025/2026	1	0	1	1	1	1	1	
4.	ICT & Statistics Unit	Information Communication Technology Officers	2025/2026	3	1	4	4	4	4	4
		Library Officers	2025/2026	2	0	2	2	2	2	2
5.	Internal Audit Unit	Internal Auditors	2025/2026	2	0	2	2	2	2	2
6.	Public Relation and Education Unit	Public Relations Officers	2025/2026	1	0	1	1	1	1	1
7.	Legal Services Unit	Legal Officers	2025/2026	1	1	2	2	2	2	2
8	Procurement Management Unit	Procurement Officers	2025/2026	1	1	1	2	2	2	2
		Supplies Officers	2025/2026	1	0	1	1	1	1	1
Total				65	10	72	75	75	75	75

Annex 4: Training and Capacity Building

S/n	Department/Unit	Position Description	Employees' Training and Skills gaps		Training and Capacity building Plan (2026/2027 – 2030/31)				
			Year	Training and Skills gaps	Y1	Y2	Y3	Y4	Y5
1.	Admission, Coordination, and Database Management	Quality Assurance Officer	2025/2026	(i) Data Management, Analysis & Reporting, (ii) Admissions Systems & Audit (iii) Presentation and report writing skills (iv) Critical thinking and problem-solving					
2.	Accreditation	Quality Assurance Officer	2025/2026	(i) Accreditation, institutional audits and quality assurance standards within the region. (ii) QA Auditing and Reporting (iii) international and regional QA standards, benchmarking, and innovation in higher education quality assurance. (iv) Presentation and report writing skills					
3.	Corporate Services	Planning Officers	2025/2026	(i) Monitoring and evaluation (M&E) (ii) Performance measurement frameworks (iii) Strategic planning and budgeting					

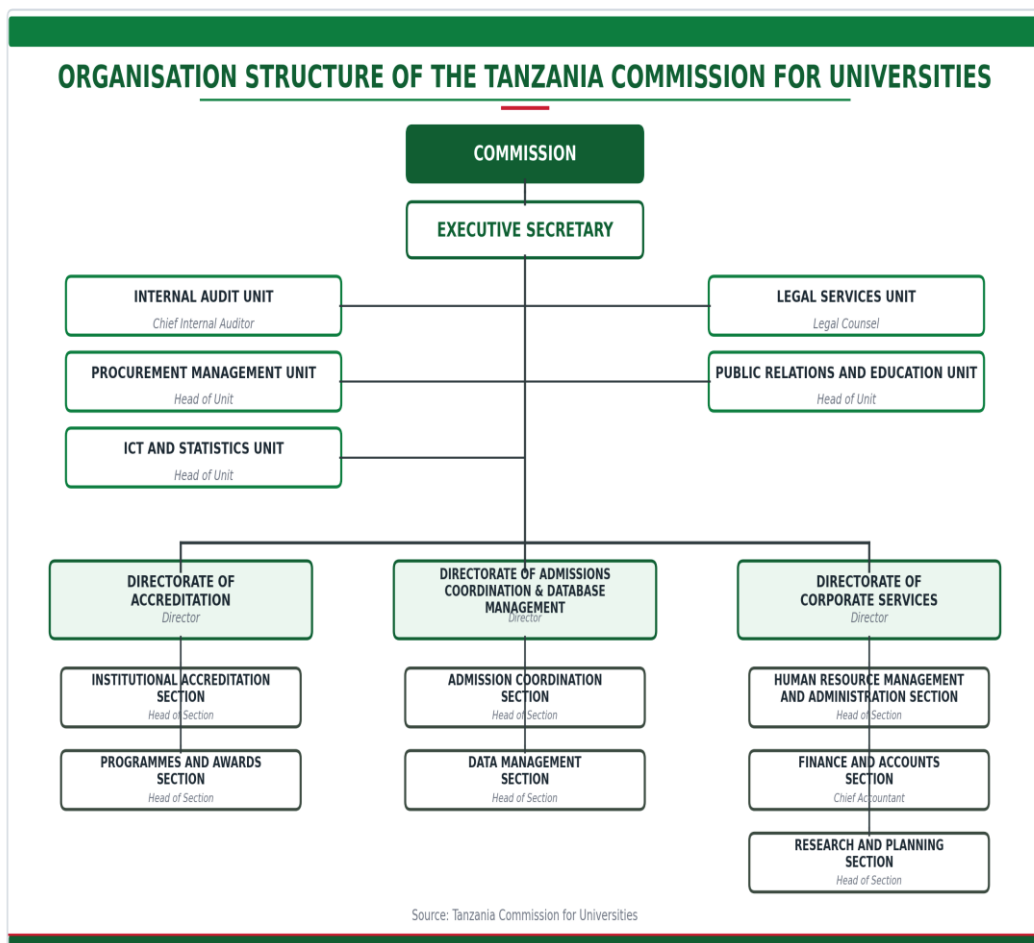
S/n	Department/Unit	Position Description	Employees' Training and Skills gaps		Training and Capacity building Plan (2026/2027 – 2030/31)				
			Year	Training and Skills gaps	Y1	Y2	Y3	Y4	Y5
		Statistician	2025/2026	(i) Data collection, analysis, and interpretation (ii) Data visualisation and reporting					
		HR Officers	2025/2026	(i) HR data reporting and compliance (ii) Strategic HR Management (iii) Change Management & Organisational Development (iv) Customer service and communication skills					
		Administrative Officers	2025/2026	(i) Office administration (ii) Public service rules and regulations					
		Accountants and Accounts Officers	2025/2026	(i) Financial reporting (ii) Public sector accounting standards (iii) Revenue and expenditure management (iv) Internal controls and compliance (v) Professional Ethics & Integrity (vi) Compliance, Ethics & Governance					
		Office Management Secretaries	2025/2026	(i) Office management and support					

S/n	Department/Unit	Position Description	Employees' Training and Skills gaps		Training and Capacity building Plan (2026/2027 – 2030/31)				
			Year	Training and Skills gaps	Y1	Y2	Y3	Y4	Y5
				(ii) Customer Service and Communication skills (iii) Records and document management (iv) Professional Ethics & Integrity					
		Records Management Assistants	2025/2026	(i) E- record (ii) Data protection and confidentiality (iii) Professional Ethics & Integrity					
		Receptionists	2025/2026	(i) customer care and communication skills. (ii) Professional Ethics & Integrity (iii) Telephone and Front Office Management					
		Drivers	2025/2026	(i) Customer service and professional conduct (ii) Road safety and vehicle maintenance					
		Office Assistants	2025/2026	(i) Office support and customer care (ii) Workplace ethics and integrity					
4.	ICT & Statistics Unit	Information Communication Technology Officer	2025/2026	(i) Cybersecurity & Systems Security (ii) Systems analysis & development					

S/n	Department/Unit	Position Description	Employees' Training and Skills gaps		Training and Capacity building Plan (2026/2027 – 2030/31)				
			Year	Training and Skills gaps	Y1	Y2	Y3	Y4	Y5
				(iii) Database & network management (iv) Professional Ethics and Integrity					
		Library Officer	2025/2026	(i) Digital Library & E-Resource Management (ii) Institutional Repository Management (iii) Customer service and Communication skills (iv) (iv) Professional Ethics and Integrity					
5.	Internal Audit Unit	Internal Auditor	2025/2026	(i) Risk-based auditing, (ii) fraud detection (iii) Audit Reporting & Communication (iv) Professional Ethics & Integrity (v) International standards and Internal control systems. (vi) ICT Audit Training (vii) Performance and Value-for-Money Audits					
6.	Public Relation and Education Unit	Public Relations Officers	2025/2026	(i) Media Relations & Press Management (ii) Corporate Communication & Stakeholder Engagement (iii) Digital Communication & Social Media Management					

S/n	Department/Unit	Position Description	Employees' Training and Skills gaps		Training and Capacity building Plan (2026/2027 – 2030/31)				
			Year	Training and Skills gaps	Y1	Y2	Y3	Y4	Y5
				(iv) Event management and branding (v) Professional Ethics and Integrity					
7.	Legal Services Unit	Legal Officers	2025/2026	(i) Contract Management & Negotiation (ii) Legislative Drafting & Legal Writing (iii) Litigation & Dispute Resolution (iv) Compliance & Regulatory Enforcement (v) Professional Ethics and Integrity					
8.	Procurement Management Unit	Procurement Officers	2025/2026	(i) Public Procurement laws (ii) Procurement Management Systems (iii) Tendering and contract management (iv) Professional Ethics and Integrity					
		Supplies Officers	2025/2026	(i) Stores Mgt. and Control (ii) Public Procurement laws (iii) Procurement Management Systems (iv) Contract Mgt. (v) Professional Ethics and Integrity					
Total									

Annex 5: The Approved Organisation Structure of the Tanzania Commission for Universities *(Approved by the President on 10th June 2018)*



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