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

TANZANIA COMMISSION FOR UNIVERSITIES

ENHANCING UNIVERSITY EDUCATION THROUGH STRENGTHENING UNIVERSITY GOVERNANCE ORGANS AND INTERNAL QUALITY ASSURANCE SYSTEMS

Consultative Training with Principals, Deans and Directors of Campus Colleges, Schools and Faculties

3rd - 4th April, 2025 | Magadu Hotel, Mzinga Corporation - Morogoro

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01

Introduction

Enhancing the quality of university education requires a holistic approach that integrates strong internal quality assurance systems, effective governance, and transformative leadership. A well-structured Internal Quality Assurance system ensures academic excellence through clear policies, continuous monitoring, and curriculum improvements aligned with labour market demands. Regular evaluations, faculty development, and student engagement foster a culture of continuous improvement.

Effective university governance is essential for transparency, accountability, and strategic decision-making. Principals, Deans, and Directors of Campus Colleges, Schools, and Faculties play a pivotal coordinating role in implementing policies, managing resources, and ensuring compliance with accreditation requirements. Balanced institutional autonomy, stakeholder engagement, and technology adoption can further strengthen decision-making and institutional sustainability.

Principals, Deans, and Directors need to be transformative in their leadership style in order to ensure the quality of education provided. They have to drive innovation, uphold ethical governance, and enhance institutional adaptability. Their ability to navigate challenges, implement reforms, and foster a collaborative environment is essential for institutional growth. By promoting shared goals and strengthening coordination between academic and administrative functions, they create a cohesive and sustainable learning environment that supports long-term institutional success.

GUEST OF HONOUR

MS. AIDA JUMA MAOULID

Commissioner - TCU, and Head of Higher Education Coordination Unit, Ministry of Education and Vocational Training - Zanzibar

02

Programme

Day One | 3rd April, 2025

Time	Event
08:00 – 08:30 am	**Arrival and Registration of Participants** All
08:30 – 09:00 am	**Introduction of Participants** Dr. Fikira Kimbokota, Director of Admissions Coordination and Database Management – TCU
09:00 – 09:05 am	**Welcoming Remarks** Prof. Charles Kihampa, Executive Secretary – TCU
09:05 – 09:20 am	**Opening Remarks** Ms. Aida Juma Maoulid, Commissioner - TCU, and Head of Higher Education Coordination Unit, Ministry of Education and Vocational Training - Zanzibar
09:20 – 09:30 am	**Group Photo** All
Module 1: Corporate Governance and University Governance Structure	
09:30 – 11:00 am	**Linkages and Broad Rules Governing the Three-tier Cluster of the University Governance Structure** Prof. Idrissa Mshoro, Former Vice Chancellor – Ardhi University

Time	Event
11:00 – 11:30 am	**Health Break** All
Module 2: Quality Assurance for Universities in Tanzania	
11:30 – 01:00 pm	**Quality Assurance in Higher Education** Prof. Masoud Muruke, Former President of East African Higher Education Quality Assurance Network (EAQAN)
01:00 – 01:30 pm	**Lunch Break** All
01:30 – 04:30 pm	**Regulatory Framework for University Education in Tanzania** Prof. Charles Kihampa – Executive Secretary – TCU, and President – African Quality Assurance Network (AfriQAN)
04:30 pm	**Coffee and Networking** All

Day Two | 4th April, 2025

Time	Event
08:00 – 08:30 am	**Arrival and Registration of Participants** All
Module 3: Fundamentals of Leadership and Management	
08:30 – 09:30 am	**Leadership and Management in University Institutions** Prof. Daniel Mkude, Deputy Principal Academic Affairs – Jordan University College, and Former Chief Administrative Officer - University of Dar es Salaam
09:30 – 10:00 am	**Interactive Discussion** All
10:00 – 10:30 am	**Health Break** All
Module 4: Strategic Leadership and Management	
10:30 – 12:00 pm	**Strategic Decision-making and its Implications to the Welfare of the University** FCPA. Dr. Neema Kiure-Mssusa, An assurance Partner – Ernst & Young, and Former Vice Chairperson – National Board of Accountants and Auditors

Time	Event
Module 5: Emerging Issues	
12:00 – 01:00 pm	**Emerging Technologies and their Implications on the University Education** Dr. Eunice Likotiko, Head of Department of Technology Transfer and Commercialisation – Ardhi University
01:00 – 02:00 Pm	**Lunch Break** All
02:00 – 03:30 pm	**Revised Education and Training Policy and its Implication to the University Education in Tanzania** Dr. Telemu Kassile, Director of Accreditation – TCU
03:30 – 04:30 pm	**Interactive Discussion** All
04:30 – 04:40 pm	**Closing Remarks** Prof. Charles Kihampa, Executive Secretary - TCU
04:40 pm	**Coffee and Networking** All

03

University Governance

This discussion focuses on the governance model of universities in Tanzania as a key enabler for achieving academic excellence and fulfilling the vision and mission of these institutions. It explores the statutory roles and mandates of various governance organs within universities, particularly in relation to academic and administrative matters. A primary emphasis is placed on the roles of Principals, Deans and Directors of Campus Colleges, Schools and Faculties. These roles are analysed in the context of their involvement with university governance bodies in operational and strategic decision-making, especially concerning academic matters, and the recruitment and promotion of academic staff.

PROF. IDRISSA MSHORO

Former Vice Chancellor - Ardhi University

Additionally, the discussion examines how legal instruments are utilised to guide decision-making in line with the governance framework, as well as the sources of authority embedded within these instruments and the institutional structure. The implications of the governance model for strategic decision-making is considered, with a focus on how it shapes the university's organisational structure, the chain of command, span of control, and cascading decision-making processes.

04

Quality Assurance in Higher Education

Quality assurance (QA) in higher education is a collaborative process involving universities, regulatory bodies, students, employers, and the government. It ensures that academic programmes, teaching standards, and institutional governance meet agreed benchmarks of excellence and relevance. Given the critical role of higher education in national development and global competitiveness, a structured QA framework is essential to uphold academic integrity and maintain stakeholder confidence.

PROF. MASOUD MURUKE

Former President of East African Higher Education Quality Assurance Network (EAQAN)

A regulatory body like the Tanzania Commission for Universities (TCU) overseas the quality of higher education by setting accreditation standards, monitoring compliance, and enforcing policies that align academic programmes with national and international requirements. Regulatory body ensures that universities adhere to defined academic and administrative standards, fostering institutional accountability and continuous improvement.

Despite the existence of national regulatory oversight, the primary responsibility of quality assurance has to be maintained through

internal QA mechanisms. Internal QA organs within universities, like academic boards, monitor curriculum development, faculty performance, and student learning to maintain high educational standards. External QA Bodies, conduct periodic reviews, institutional audits, and accreditation assessments to ensure compliance. Together, internal and external QA promote a culture of continuous improvement, ensuring that graduates are well-prepared to meet societal and industry needs.

05

Regulatory Framework for University Education in Tanzania

PROF. CHARLES KIHAMPA

Executive Secretary – TCU, and President – African Quality Assurance Network (AfriQAN)

The Tanzania Commission for Universities (TCU) is a government agency, established in 2005 under the Universities Act, Cap. 346, to regulate and ensure quality in higher education (HE) across both public and private universities. Its origin traces back to the Higher Education Accreditation Council (HEAC), formed in 1995 to oversee private institutions that were being established following reforms in HE in the late 80s and

mid-90s, but later HEAC was replaced by TCU due to the need for a unified framework to cater for both public and private institutions.

TCU's core functions are regulatory, advisory, and supportive. These include university and programmes accreditation, recognition of qualifications, policy advising, and capacity-building initiatives. TCU operates under both legal (Act and related regulations), education policy frameworks, and benchmarks developed by the Commission from time to time.

Major achievements include increase in university institutions from 1 in 1961 to 50 today, development of quality benchmarks and digital systems, training support to institutions, public awareness programmes, memberships/collaborations with different international QA bodies, forums and networks, acceptability and mobility of both students, graduates, and staff across the global.

Looking ahead, TCU aims to further promote accessible, equitable, and high-quality university education that supports national development and global competitiveness.

06

Fundamentals of Leadership and Management

Principals, Deans and Directors of campus colleges, schools and faculties are important leaders within university governance, who play a vital role in ensuring institutional stability and growth. Effective leadership among these individuals must involve understanding of the distinction between leadership and management, applying appropriate leadership styles, and fostering key competencies such as cognitive, emotional, social, and adversity intelligence,

PROF. DANIEL MKUDE

Deputy Principal Academic Affairs – Jordan University College, and Former Chief Administrative Officer - University of Dar es Salaam

as well as the ability to delegate duties effectively, communicate clearly, manage human resources, and engage in succession planning.

Campus college, school, and faculty leaders must understand that effective delegation is essential for optimising institutional efficiency and strategically distributing responsibilities. They need the ability to distinguish between implied and discretionary delegation while balancing authority with accountability. Proper delegation not only enhances productivity but also empowers staff, builds trust, and ensures smooth operations.

Clear and strategic internal communication is also vital to engage staff and stakeholders, enabling informed decision-making. Leaders must possess strong communication skills, build effective relationships, and deliver messages clearly and ethically. Furthermore, human resource management is central to institutional success, requiring expertise in workforce planning, recruitment, staff development, and retention. Understanding regulatory frameworks, team dynamics, and motivation strategies allows leaders to create an environment that nurtures talent and boosts performance.

Additionally, fostering long-term institutional effectiveness depends on well-structured succession plans. These plans are essential for ensuring leadership continuity by identifying and preparing future leaders.

07

Strategic Leadership and Management

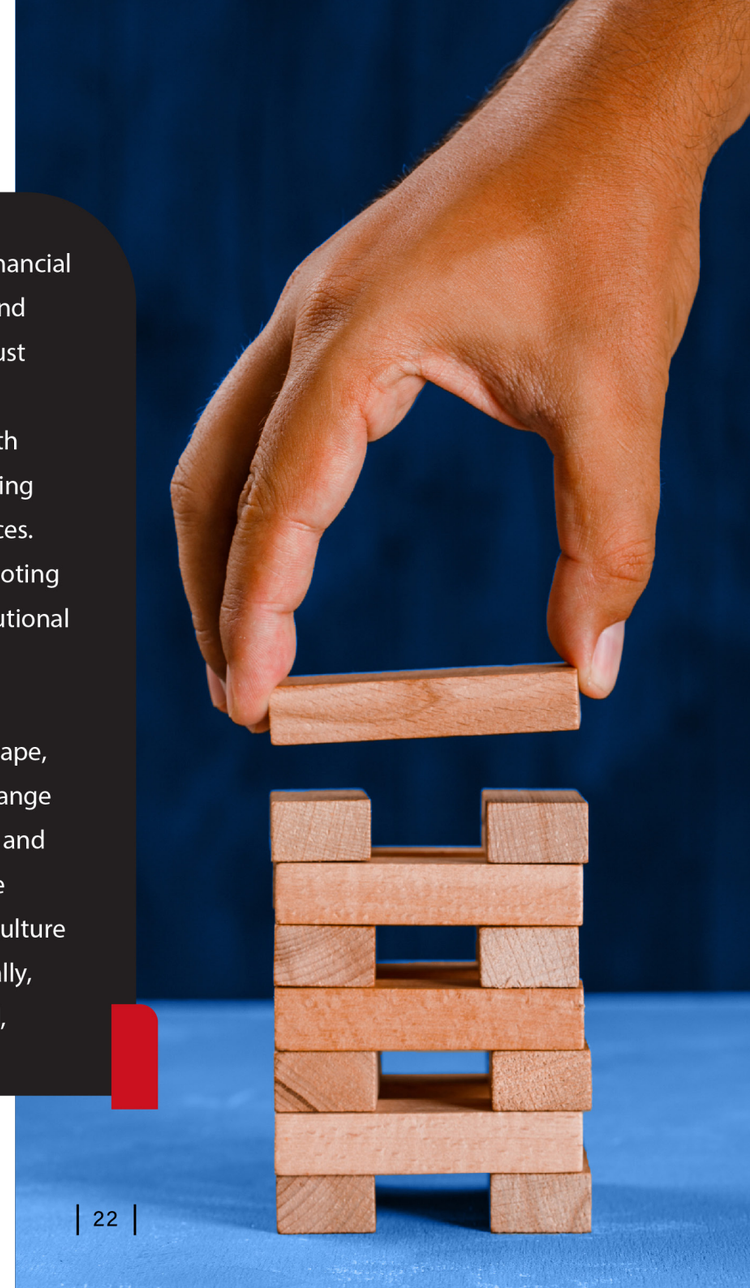
Principals, Deans, and Directors of campus colleges, schools and faculties play a critical role in driving institutional success through strategic leadership and effective management. Their responsibilities extend beyond daily operations to encompass long-term planning, resource optimisation, and alignment with institutional goals. To lead successfully, they must integrate operational, tactical, and strategic considerations, ensuring their units contribute meaningfully to the broader mission of the institution.

FCPA. DR. NEEMA KIURE-MSSUSA

An assurance Partner – Ernst & Young, and Former Vice Chairperson – National Board of Accountants and Auditors

A strong grasp of strategic planning, financial management, resource mobilization, and change leadership is essential. They must design and implement plans that align academic and operational activities with institutional priorities, while also ensuring prudent and transparent use of resources. Diversifying funding sources and promoting financial sustainability are key to institutional resilience.

In an evolving higher education landscape, fostering innovation and managing change are vital. These leaders must anticipate and respond to emerging challenges, guide structured transitions, and cultivate a culture of continuous improvement. Additionally, proactive risk management in financial,



operational, and reputational must be embedded in governance practices to support institutional stability and long-term success.

Effective leadership in these areas strengthens institutional adaptability, promotes excellence, and ensures sustainable growth in an increasingly complex academic environment.

08

Emerging Technologies and their Implications on the University Education

Universities are currently experiencing a transformative period where adapting to emerging technologies is not just beneficial, but essential. To remain relevant and impactful in the face of rapid technological change, institutions must rethink traditional models of education, research, and administration. They have to embrace innovation, digital transformation, and flexible learning pathways to better prepare graduates for the evolving demands of the global workforce.

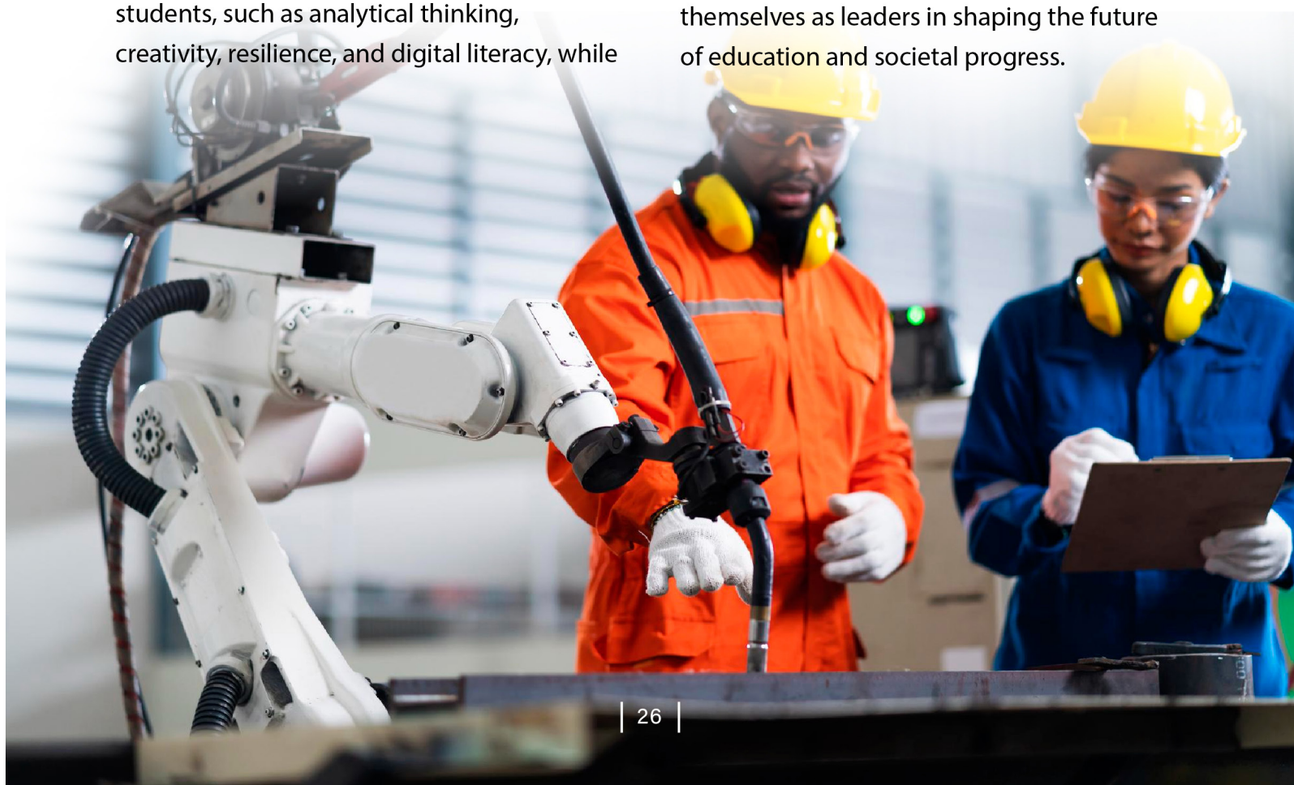
DR. EUNICE LIKOTIKO

Head of Department of Technology Transfer and Commercialisation – Ardhi University

It is advised that universities take proactive steps to integrate technologies such as artificial intelligence (AI) into both academic and operational areas. AI can enhance learning by offering personalised support, accelerate research through data-driven insights, and streamline administrative processes. However, this integration must be accompanied by clear ethical guidelines to ensure fairness, accountability, and academic integrity.

Furthermore, institutions must focus on the development of future-ready skills among students, such as analytical thinking, creativity, resilience, and digital literacy, while also upskilling academic staff to effectively utilise and teach new tools. Curriculum reform, industry collaboration, and investment in research and innovation need to be relevant and focused to enable universities to remain agile and responsive in an increasingly digital world.

By embracing these changes strategically and ethically, universities can position themselves as leaders in shaping the future of education and societal progress.



09

Revised Education and Training Policy and its Implication to the University Education in Tanzania

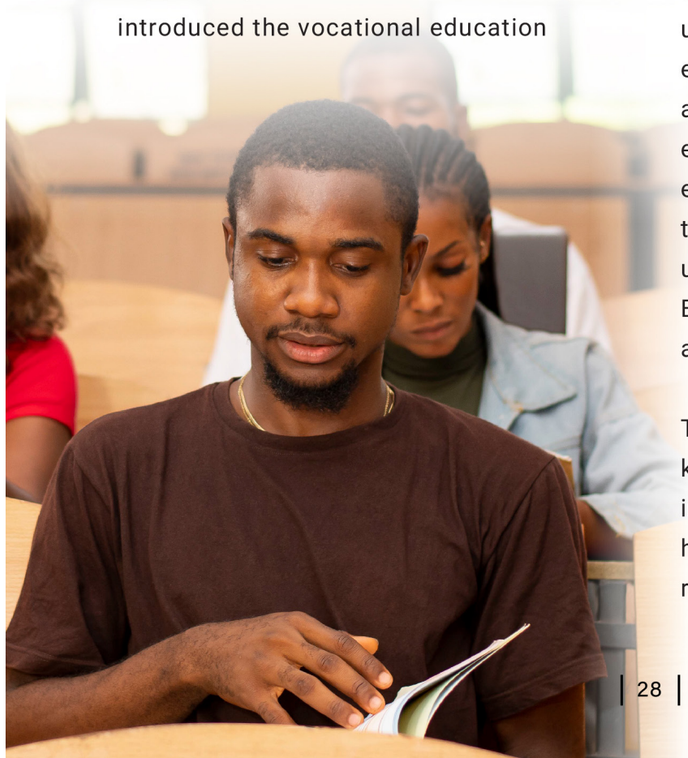
The need to offer education and training in Tanzania is guided by the Education and Training Policy (ETP). The Government, through the Ministry of Education and Technology (MoEST), has revised the ETP of 2014, and culminated into Education and Training Policy 2014 (2023 Edition).

Following the review, the Ministry has reviewed the curricula at the basic level of education. The revised curricula, especially for lower and upper secondary school levels, have many significant

DR. TELEMU KASSILE
Director of Accreditation – TCU

implications for the education and training offered in university institutions. This is primarily because the changes made include upgrading the subject contents and changing the mode of teaching and assessment. Notably, the Policy emphasises imparting hands-on experience to graduates at all award levels within the education sector.

Meanwhile, the Government has introduced the vocational education stream, aiming at imparting the learners with the requisite skills in the respective vocations. Further, the Policy emphasises, flexibility for graduates from either the general education stream or the vocational education stream to move between the streams and pursue further studies.



In view of the above, Principals, Deans, and Directors of academic units in universities have a critical role in ensuring that the education and training activities in universities meet the expectations of stakeholders. This entails, among other things, ensuring that the academic programmes offered in universities are aligned with the revised ETP in terms of content, teaching and assessment methods.

The discussion in this topic will examine key changes in the ETP and their implication to university education, highlighting key Policy statements relevant to higher education.

WHO WE ARE

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

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

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

1. **Regulatory Function:** Ensures quality assurance by evaluating universities, programmes, and systems. Validates programmes, accredits institutions, and evaluates university awards for use in Tanzania.
2. **Advisory Function:** Advises the government and public on university education, policy formulation, and international higher education issues.
3. **Supportive Function:** Coordinates university operations, students' admissions, and provides training in areas like quality assurance, leadership, entrepreneurship, and resource mobilization.

Over the years, the Commission has made significant progress in upholding standards, ensuring quality, and maintaining the relevance of university education, training, and research. It remains committed to integrating quality assurance practices into higher education, fostering continuous improvement in universities and academic programmes.

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

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