Tanzania Commission for Universities (TCU)

Universities for Prosperity

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The Tanzania Commission for Universities

Handbook for Standards & Guidelines for University Education in Tanzania

Third Edition

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(TCU)

Handbook

for

Standards and Guidelines for University Education in Tanzania

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TABLE OF CONTENTS

TABLE OF CONTENTS i

LIST OF ABBREVIATIONS AND ACRONYMS iv

PREFACE vi

EXECUTIVE SUMMARY ix

PRELIMINARIES 1

INTRODUCTION 1

CONTEXT AND RATIONALE 4

PURPOSE 4

SCOPE 5

PRINCIPLES 5

DEFINITIONS 8

PART 1 17

GOVERNANCE AND MANAGEMENT SYSTEMS 17

Institutional Governance 17

Institutional Management 18

Governance and Management Structures 19

Institutional Growth 20

Strategic Planning 20

Staffing Levels 20

Community Engagement 21

THE STANDARDS AND GUIDELINES 21

PART 2 37

QUALITY ASSURANCE AND ACCREDITATION 37

Introduction 37

National, Regional and International Contexts 38
Scope 39
Approval *versus* Accreditation of Programmes 39
Programme Benchmarks 40
Market Survey in Programme Development 40
Tracer Studies 41
Prior Demand for Qualified Staff for New Programmes 41
Involvement of Professional Bodies and Registration Agencies 42
Efficiency in Accreditation of Programmes 42
Accreditation/Re-Accreditation of Universities 43
Ranking of Universities 43
Purpose of the Standards and Guidelines 44
THE STANDARDS AND GUIDELINES 44
PART 3 74
UNDERGRADUATE ADMISSION, PROGRAMMES AND AWARDS 74
Introduction 74
Context 75
Scope 76
THE STANDARDS AND GUIDELINES 77
PART 4 121
POSTGRADUATE STUDIES, RESEARCH AND INNOVATION 121
Introduction 121
Context 121
Scope 122
THE STANDARDS AND GUIDELINES 123

PART 5 152
STAFFING AND CAREER DEVELOPMENT 152
Introduction 152
Context 152
Scope 153
Academic Staff Qualifications and Recruitment 154
Academic Staff Work Load 154
Career Development 155
Review of Staff Publications and Academic Staff Promotion 155
Engagement of a Retired Professor as Professor Emeritus 156
THE STANDARDS AND GUIDELINES 157
PART 6 199
PHYSICAL RESOURCES 199
Introduction 199
Context 199
Scope 200
THE STANDARDS AND GUIDELINES 200
PART 7 220
OPEN, DISTANCE AND E-LEARNING 220
Introduction 220
Context 220
Scope 221
THE STANDARDS AND GUIDELINES 222

LIST OF ABBREVIATIONS AND ACRONYMS

ASG-QA	African Standards and Guidelines for Quality Assurance in Higher Education
AU	African Union
BMLS	Bachelor of Medical Laboratory Science
BPharm	Bachelor of Pharmacy
BVM	Bachelor of Veterinary Medicine
CEO	Chief Executive Officer
CSEE	Certificate of Secondary Education Examination
CVCPT	Committee of Vice Chancellors, Principals and Provosts in Tanzania
DDS	Doctor of Dental Surgery
DVC	Deputy Vice Chancellor
DVC-ARC	Deputy Vice Chancellor - Academic, Research and Consultancy
EAC	East African Community
GPA	Grade Point Average
HEAC	Higher Education Accreditation Council
ICT	Information and Communication Technology
INQAAHE	International Network for Quality Assurance Agencies for Higher Education
IUCEA	Inter-University Council for East Africa
MA	Master of Arts
MD	Doctor of Medicine
MDent	Master of Dentistry
MMed	Master of Medicine

MoU	Memorandum of Understanding
MSc	Master of Science
NACTE	National Council for Technical Education
NECTA	National Examination Council of Tanzania
ODeL	Open, Distance and electronic Learning
PhD	Doctor of Philosophy
QA	Quality Assurance
RPL	Recognition of Prior Learning
SADC	Southern African Development Community
TCU	Tanzania Commission for Universities
UDOM	University of Dodoma
UDSM	University of Dar es Salaam
UIMS	University Information Management Systems
UNESCO	United Nations Educational, Scientific and Cultural Organization
UQF	University Qualifications Framework
VC	Vice Chancellor

PREFACE

A system of higher education was first introduced in Tanzania in 1961 when the University College Dar es Salaam was established as an affiliate college of the University of London. Thereafter, in 1963 the University of East Africa was established as a regional university for three East African countries (Kenya, Tanzania and Uganda), with University College Dar es Salaam, Makerere University College in Uganda and Nairobi University College in Kenya as the constituent colleges of the regional university. In 1970 the University College Dar es Salaam was transformed into the present-day University of Dar es Salaam (UDSM) upon a decision by the three East African countries to establish a national university in each country by dissolving the University of East Africa.

The political and socio-economic reforms in the country that were initiated in the 1990s enabled the private sector to play a major role in socio-economic activities including the provision of higher education. Therefore, in 1996 private university institutions started to emerge in Tanzania and this brought in exponential expansion of higher education in the country. Furthermore, as public awareness on the importance of education to socio-economic development started to take root, even more enhanced demand for higher education access in the country emerged. As a response, there was rapid expansion of higher education capacity through the establishment of more universities, both public and private. This correspondingly led to a more than 15-fold rise in the national higher education gross enrolment rate from 0.27% in 1997 to more than 4 per cent in 2016.

Despite the expansion in student enrolment stated above, Tanzania still lags behind in higher education access, with enrolment levels being much below the Sub-Sahara African average of about 8 per cent[1]. This indicates that Tanzania has a long way to go to catch up with the optimum university enrolment rate for the country to attain and maintain a knowledge economy status, considering that the current admission

[1]UNESCO Institute of Statistics 2016; http://data.uis.unesco.org/

figures into universities are far below optimum levels corresponding to attaining this aspiration by 2025.

While higher education reforms were taking shape in the early 1990s, it became apparent that the exponential expansion in higher education could have led to compromising the quality of the institutions and the education provided if quality assurance safeguards were not adequately instituted. Therefore, in 1995 the then Higher Education Accreditation Council (HEAC) was established, with the legal mandate to regulate the establishment and subsequent accreditation of private university institutions in the country. In order to expand the regulatory mandate to cover both public and private universities, in 2005 the Tanzania Commission for Universities (TCU) was established through the enactment of the Universities Act No. 7 of 2005 (Chapter 346 of Laws of Tanzania). The Act mandates the Commission to oversee institutional management processes at all universities in Tanzania so as to foster a harmonized higher education management system and to regulate quality aspects. In order to ensure the harmonious higher education system does not compromise institutional contexts and autonomy, each university has the legal right to operate under own Charter, granted by the President of the United Republic of Tanzania (in case of Mainland Tanzania) and President of Zanzibar (for the case Tanzania Zanzibar) after having been processed through the Commission.

The roles of the Commission can be clustered into (i) regulatory; (ii) supportive; and (iii) advisory. Thus, in carrying out the regulatory function, the Commission has developed Quality Assurance General Guidelines and Minimum Standards for the Provision of University Education in Tanzania. The 2nd Edition of the Guidelines and Minimum Standards was issued in June 2014. These Guidelines and Minimum Standards have now been reviewed and renamed "Standards and Guidelines for University Education in Tanzania".

The review was carried out through the involvement of the diverse university education stakeholders in the country, including the universities accredited by the Commission, professional bodies, bodies

and agencies mandated to register graduates for professional practice in the country, and the Government. In order to bring in regional and international perspectives, standards and guidelines of some countries in the East African Community (EAC) and Southern African Development Community (SADC) as well as other countries outside the region were also consulted.

A Technical Committee appointed by the Commission undertook the review of the Guidelines and Minimum Standards. The Committee consisted of Prof Mayunga Nkunya (former Executive Secretary of the Commission and the Inter-University Council for East Africa – IUCEA) as the Chairperson, Prof Masoud Muruke, President of the East African Higher Education Quality Assurance Network and former Director of the Quality Assurance Bureau of the University of Dar es Salaam), Prof Deus Ngaruko (Deputy Vice Chancellor for Academic Affairs, Open University of Tanzania), and Prof Stelyus Mkoma (Deputy Principal for Academic Affairs, Marian University College, Bagamoyo). Two senior staff from the Commission, Mr Ibrahim Mtweve (Senior Quality Assurance and Accreditation Officer), and Ms Judith Missokia (Senior Legal Officer) assisted the Team.

I express my sincere appreciations to the Team for undertaking this assignment professionally and diligently. I also express sincere appreciations to the universities in Tanzania as well as professional bodies, and bodies and agencies mandated to register graduates for professional practice in the country for their full participation in the preparation of the Standards and Guidelines.

Prof Charles Kihampa
EXECUTIVE SECRETARY, TCU

EXECUTIVE SUMMARY

INTRODUCTION

National, regional and global dynamics in higher education continue to bring in challenges in the provision of university education in Tanzania. This has prompted the need to develop a national regulatory framework that provides effective strategies to cope with the emerging challenges. Therefore, as part of efforts to address this phenomenon, a few years ago the Tanzania Commission for Universities (TCU) developed the Quality Assurance General Guidelines and Minimum Standards for the Provision of University Education in Tanzania. The 2nd Edition of the Guidelines and Minimum Standards handbook was issued in June 2014. The Handbook was subject to revision for improvement based on experience gained as the Guidelines and Minimum Standards were being used. Hence, in 2017 the Commission initiated their review and subsequent revision.

METHODOLOGY FOR THE REVIEW AND REVISION

The review and subsequent revision of the Guidelines and Minimum Standards was carried out by a Technical Committee appointed by the Commission, through the involvement of the Commission's Secretariat staff, universities and professional bodies and bodies and agencies mandated to register graduates for professional practice in the country. To collect inputs from universities, the Technical Committee visited 18 universities (five in Dar es Salaam, three in Morogoro, and two each in Arusha, Dodoma, Moshi, Mwanza and Zanzibar). The Committee also received written inputs from four universities that were not visited.

The Committee also consulted various documents belonging to the Commission and several others developed by the Inter-University Council for East Africa (IUCEA). It also perused through the standards and guidelines for higher education of some other countries in the EAC and SADC regions, the African Union (AU), and overseas organisations and institutions. This enabled incorporation into the revised Standards and Guidelines aspects from the region (EAC and SADC), the African Continent, and international frameworks. The revision also took into

consideration national socio-economic developmental aspirations spelt out in the Tanzania Development Vision 2025, National Five Year Development Plan 2016/2017 – 2020/2021, and National Education and Training Policy 2014. It also incorporated aspects related to implementation of the TCU Rolling Strategic Plan 2015/2016 – 2019/2020. Furthermore, stakeholders' inputs raised before, during and after the meeting of Heads of Universities, University Colleges and other Higher Education Institutions in the country held on 15th May 2018, and especially written inputs from the Committee of Vice Chancellors, Principals and Provosts in Tanzania (CVCPT), some universities, and individuals are also incorporated into the revised Standards and Guidelines.

GUIDING PRINCIPLES

The Standards and Guidelines are guided by the following principles related to the provision of university education in Tanzania:

(a) Universities have the primary responsibility to ensure and assure the quality of their institutions and the education they provide.

(b) The growth, expansion and diversity of university education systems in the country has to correspond to national priorities and quality aspects in terms of inputs, processes, outputs, and outcomes.

(c) The Standards and Guidelines are focused on meeting the needs and expectations of students, parents, universities, the Commission, the nation, and all other stakeholders regarding deliverables from the university education enterprise.

(d) The Standards and Guidelines promote creativity and innovativeness of universities with respect to their academic function, institutional growth, diversification, and competitiveness.

(e) The Standards and Guidelines promote academic freedom and institutional autonomy of universities, while making universities accountable to the Government and other stakeholders.

(f) The Standards and Guidelines provide minimum parameters to be adhered to in the provision of university education in the country while encouraging universities to exceed them as they aspire for a competitive edge in quality and excellence.

(g) The Handbook is a 'one stop centre' on standards and guidelines for regulating the provision of university education in Tanzania.

HOW TO CITE THE STANDARDS AND GUIDELINES

The Standards and Guidelines Handbook is structured in a similar way as related documents in other EAC countries and worldwide. The Handbook is divided into seven parts, each covering a specific aspect pertinent to good practices in the provision of university education in Tanzania. Every Part covers several items serially numbered as x.yy, where x designates the Part number, and yy the serial number of issues in that particular item, each of which constitutes the relevant Standard. The statement on the Standard follows below the title of the issue. Below this are the guidelines for operationalization of the Standard, whose statements are numbered serially for each particular standard.

Therefore, in using the Handbook, the citation of the respective Part can be made as such, e.g. Part 1; or the relevant Standard can be referred to, e.g. Standard 1.3; then the respective Guideline that should be cited with reference to the particular item covered by the Standard, e.g. Guideline 1.3.1 or Guideline 1.3.2 (a).

Where applicable, annexes have been provided at the end of each Part, giving detailed items intended to accompany the relevant Standards and Guidelines as cited in the main body of the particular Part. The annexes are part of the Standards and Guidelines.

THE STANDARDS AND GUIDELINES

PART 1: GOVERNANCE AND MANAGEMENT

The governance and management systems of universities in Tanzania are well articulated in the Universities Act, Cap. 346 of the Laws of Tanzania, together with the Universities (General) Regulations, G.N. No. 226 of 2013. The systems are also spelt out in the Charters and operational documents of the individual universities. However, in order to harmonise these systems further for the purpose of operationalizing the Act and the Regulations, harmonised and appropriately structured Standards and Guidelines for governance and management systems for universities in Tanzania are provided in the Handbook. These cover 14 items, which include governance structures, management structures, institutional growth, programmes to start a university or university college, student/staff ratios, academic and technical staff disposition, and sensitivity to gender equality and equity.

PART 2: QUALITY ASSURANCE AND ACCREDITATION

The Standards and Guidelines for quality assurance and accreditation are required to guide a University in discovering, assuring and ensuring quality. They are also meant to guide the Commission in regulating the quality of university systems and the provision of education in the country. The Standards and Guidelines in Part 2 have been developed while taking due consideration of regional and international practices in quality assurance and accreditation systems, and particularly to guide the country's university system in the operationalisation of the EAC Common Higher Education Area. The issues covered include institutional quality assurance systems and quality improvement mechanisms, programme and institutional accreditation, re-accreditation, and quality audits, award of double degrees, involvement of professional bodies, efficiency in accrediting academic programmes, need for market surveys in programme development and review, handling complaints and appeals against accreditation decisions, and ranking of universities.

PART 3: UNDERGRADUATE ADMISSION, PROGRAMMES AND AWARDS

The Standards and Guidelines in Part 3 address issues related to the need to appropriately guide the provision of university education in Tanzania as the country endeavours to catch up with national aspirations of transiting into the knowledge economy and middle-income status by 2025. Therefore, contextually the Standards and Guidelines address pertinent quality aspects in relation to among others, student admission, progression and mobility on the one hand, and programme content, structure and delivery processes and the meaning of the academic awards on the other. The Standards and Guidelines are aligned to the EAC Common Higher Education Area framework as well as to provisions in international conventions and declarations that impinge on the quest for comparability and internationalisation of higher education for the country to remain regionally and globally competitive.

PART 4: POSTGRADUATE TRAINING, RESEARCH AND INNOVATION

Postgraduate training, research and innovation are three inter-linked functions of universities that sustainably provide a country's high calibre human resources and the next generation academics for the growth of universities. They also enable a University to generate new knowledge and innovations. Thus, in a country with rapidly expanding university education and striving to attain industrialisation, like Tanzania, emphasis on postgraduate training at Master and PhD levels cannot be over-emphasised.

Therefore, the Standards and Guidelines in Part 4 are in line with these considerations and are intended to ensure that the conduct and overall quality of postgraduate training in the country is consistent with national aspiration in this domain. They are also aligned to regional and international quality aspects with respect to postgraduate levels and types, delivery mode and assessment, minimum admission requirements, exit pathways and credit transfer, postgraduate supervision, student transfer, quality research and innovation, thesis/dissertation, academic

integrity, postgraduate awards, and the overall management of postgraduate training.

PART 5: STAFFING AND CAREER DEVELOPMENT

Part 5 of the Standards and Guidelines emphasises on the recruitment and deployment of academic staff with good academic and professional standing, who are capable of offering quality and internationally competitive academic programmes. The guidelines also emphasise that the staff should be able to conduct scholarly research and produce innovations. They also emphasise on the need for the academic staff to possess demonstrable pedagogical skills and competencies, and the spirit of paradigm shift towards innovativeness in teaching, learning, and in research. The Standards and Guidelines recognise the fact that in employing academic staff, academic performance at undergraduate and/or Masters level is often regarded as an essential academic attribute, for which the GPA grading system is often used as a quick measure of the suitability of a person to pursue an academic career in a University. However, a GPA by itself cannot guarantee that a person will be able to handle teaching and learning activities once employed as a lecturer in a University. Therefore, this area has been adequately addressed in the Standards and Guidelines, as well as items related to staffing and career development, academic staff qualifications, appointment processes, staff workload, appraisal, promotion criteria, and human resource management systems.

Part 5 also introduces the position of professor emeritus, a retired professor who would continue to be engaged by a university as an honour for distinguished contribution to academia. This would enable the retired professors who deserve to be considered for this position to continue contributing their accumulated knowledge, wisdom and experience to the advancement of the university and the nation at large.

PART 6: PHYSICAL RESOURCES

Universities can only develop the right calibre of human resources to meet the country's future needs by providing physical and other facilities that promote rigorous scholarship and an environment that is conducive

to teaching and learning. Therefore, it is critically important for every University to establish adequate and quality educational facilities that meet prescribed national benchmarks while drawing due consideration to regional and international practices. Furthermore, there is currently an emerging shift from the traditional teacher-centred approach in education delivery and learning to the student-centred and flexible mode. This requires a similar paradigm shift in the provision of teaching and learning resources.

Therefore, the Standards and Guidelines in Part 6 take into consideration these factors, while ensuring that at all times adequacy and quality provisions for the facilities are consistently maintained. The Standards and Guidelines cover areas related to library and other teaching and learning resources, including ICT facilities, student accommodation and other welfare provisions for both staff and students, as well as several other student and staff support services that may not necessarily be of physical nature, such as health care and counselling services.

PART 7: OPEN, DISTANCE AND E-LEARNING

Open, Distance and e-Learning (ODeL) is an area that does not feature systematically in the 2nd Edition of the Quality Assurance General Guidelines and Minimum Standards of 2014. This is so despite the fact that Tanzania is the only country in East Africa having a national university dedicated to ODeL mode of delivery, that is, the Open University of Tanzania, while some other residential universities in the country are also practicing this delivery approach in a dual system. Therefore, in revising the standards and guidelines it was considered appropriate to establish a special section on ODeL in the Handbook to cater for Standards and Guidelines for this aspect, taking into consideration what prevails in other countries. The Standards and Guidelines for ODeL in Part 7 are also intended to promote blended (dual mode) teaching and learning in universities in Tanzania, as a way of expanding higher education access and for promoting a life-long learning spirit in the country.

PRELIMINARIES

INTRODUCTION

Global socio-economic dynamics and other experienced in the 20th century prompted the United Nations (UN), agencies (e.g. the United Nations Educational, Scientific and Cultural Organization - UNESCO) and individual national states to develop strategies for promoting inclusive socio-economic transformation as the world transited into the 21st century. Among such strategies was the UNESCO Education 2030 Agenda articulated in the Incheon Declaration of 2015, which focuses on the need to achieve inclusive and equitable quality education and lifelong learning for all by 2030[2]. This aspiration was further articulated in Goal 4 of the UN Sustainable Development Goals (SDG 4), whose focus is to ensure inclusive and equitable quality education and to promote lifelong learning opportunities for all[3].

Furthermore, on 12th December 2014 African states adopted the revised version of the Arusha Convention[4] on the recognition of studies, certificates, diplomas, degrees and other academic qualifications in higher education in Africa. The revised Arusha Convention came to be known as the Addis Convention.[5] Meanwhile, the African Union embarked on the process to develop African Standards and Guidelines for Quality Assurance in Higher Education (ASG-QA) as a platform to facilitate harmonisation of Higher Education in the African Continent. And as part of efforts to operationalize the Protocol for the Establishment of the East African Community (EAC) Common Market signed in 2010, commonly referred to as the EAC Common Market Protocol, the Inter-University Council for East Africa (IUCEA) embarked on the development

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[2]Education 2030: Incheon Declaration and Framework for Action. Towards inclusive and equitable quality education and lifelong learning for all http://www.unesco.org/fileadmin/MULTIMEDIA/HQ/ED/ED/pdf/FFA_Complet_Web-ENG.pdf

[3]http://www.un.org/sustainabledevelopment/sustainable-development-goals/

[4]Regional Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and other Academic Qualifications in Higher Education in the African States, Adopted at Arusha on 5 December 1981, UNESCO, http://www.unesco.org/education/pdf/HIGH_4_E.PDF

[5]http://portal.unesco.org/en/ev.php-URL_ID=49282&URL_DO=DO_TOPIC&URL_SECTION=201.html

of instruments for harmonisation of higher education in the EAC. This is because, among others, the Common Market Protocol prompted the need to develop a regional framework for harmonisation of education and training systems as a strategy to promote free movement of students and labour across the EAC. In that regard, on 20th May 2017 the Heads of State of the EAC partner states concluded a declaration for EAC to operate as a Common Higher Education Area.

Furthermore, in 2014 the Government of Tanzania adopted the Education and Training Policy that effectively replaced the Education and Training Policy of 1995, as well as the Technical Education and Training Policy of 1996 and the National Higher Education Policy of 1999. Meanwhile, the Tanzania Commission for Universities (TCU) developed the University Qualifications Framework (UQF) in 2012.

The aforesaid global, regional and national initiatives brought in challenges in the higher education landscape not only in Tanzania, but also at the regional and global levels. In the case of Tanzania, this required the development of a national university education regulatory framework that guides effective implementation of the said initiatives. Furthermore, Tanzania's Development Vision 2025 envisions that by 2025 the country will have become a nation that produces the quantity and quality of educated people sufficiently equipped with the requisite knowledge to solve the society's problems and meet the challenges of development and attain competitiveness at regional and global levels. To effectively achieve this aspiration, among others, it is required that the country continuously improves the quality of university education in terms of management and delivery systems. In addition, the National Five Year Development Plan 2016/2017 – 2020/2021 whose emphasis is on nurturing industrialisation for economic transformation and human development, focuses on Tanzania developing interventions that would foster human development and social transformation centred on strategic actions to consolidate gains in education; facilitate capability development and improve the quantity and quality of specialised skills.

In view of the above national aspirations, there is need to give unprecedented impetus to university education that would sustain

effectively the generation of knowledge, skills and competences to enable the country to transit into the middle-income status by 2025, as envisioned in the Tanzania Development Vision 2025. Hence, the guiding principles that can enable higher education to play such role lie in Tanzania developing sound safeguards in regulating the quality of her university education systems, in terms of inputs, processes, outputs and outcomes, as also articulated in the Commission's Rolling Strategic Plan 2015/2016 – 2019/2020 and the Education Sector Development Plan (2016/2017 – 2020/2021, which was formally endorsed in June 2017[6].

As part of the need to provide the aforesaid impetus, a few years ago the Commission developed Quality Assurance General Guidelines and Minimum Standards for the Provision of University Education in Tanzania, with the 2nd Edition being issued in June 2014. That Edition set out Guidelines and Minimum Standards that were intended to:

(a) Harmonise and rationalise various governance units for university institutions in Tanzania to operate in a more rational and cost-effective manner as well as help to determine enrolment capacities in different units and therefore maintain the desirable quality of teaching and learning.

(b) Standardise the criteria for academic staff recruitment, appointment, appraisal and promotion for a harmonised and an appropriately coordinated human resource management system in higher education, with particular focus on staff recruitment, promotion and workload distribution.

(c) Standardise the criteria for harmonisation of various programmes and awards offered by university institutions in Tanzania, which entails issues like names, disciplines clusters, classification and documentation of awards.

(d) Standardise the criteria for postgraduate training in Tanzania in order to ensure that the learning outcomes of programmes at this level are harmonised and the graduates are competitive.

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[6] Education Sector Development Plan (2016/2017 – 2020/2021, Tanzania Mainland, Ministry of Education, Science and Technology, United Republic of Tanzania.

(e) Standardise the criteria and procedures to facilitate the mobility of students across institutions and programmes within and outside Tanzania.

The Guidelines and Minimum Standards are subject to continuous improvement as experience is gained as they are being used. Thus, in 2017, the Commission initiated a process for their review and subsequent revision in order to accommodate lessons learnt while using them. The revision was also intended to enable the incorporation into the revised Guidelines and Minimum Standards, developments in higher education nationally, regionally, and globally.

CONTEXT AND RATIONALE

The review of the Standards and Guidelines was intended to strengthen the management, assurance and maintenance of the quality of Tanzania's university education system taking into consideration national developmental aspirations. This includes the achievement of the targets articulated in the Tanzania Development Vision 2025 and provisions in the National Education and Training Policy of 2014 and the Education Sector Development Plan (2016/2017 – 2020/2021).

The revised Standards and Guidelines have been developed as relatively generic tools providing universities with the platform to promote continuous quality improvement and for the promotion of competitiveness and innovativeness. This is intended to allow the university education system in the country to harmoniously and systematically grow, expand and diversify, so that it catches up with the levels needed to transform Tanzania into a knowledge economy and attain a middle-income status by 2025.

PURPOSE

The revised Standards and Guidelines have been prepared with a view to effectively assist universities in the country in improving the quality of education. They are also meant to enable the Commission to effectively discharge the regulatory function of university education. The revised

Standards and Guidelines are intended to enable the university education system in the country to contribute effectively towards the achievement of national developmental goals stipulated in the Education and Training Policy of 2014, Tanzania Development Vision 2025, and National Five Year National Development Plan 2016/2017 – 2020/2021, and as envisioned in the Education Sector Development Plan (2016/2017 – 2020/2021). They are also intended to ensure that the Commission effectively operationalizes the Rolling Strategic Plan 2015/2016 – 2019/2020 with respect to the regulatory function. Furthermore, the revised Standards and Guidelines incorporate tenets that would guide the country's university education system in implementing UNESCO's Education 2030 Agenda (the Incheon Declaration of 2015) and Goal 4 of the UN Sustainable Development Goals, and to enable the country's universities to effectively participate in the EAC Common Higher Education Area.

SCOPE

The revised Standards and Guidelines are regulatory instruments for university education in the country that are user-friendly. They provide the minimum requirements (benchmarks) for universities in Tanzania to be allowed to operate. However, universities are encouraged to exceed these Standards and Guidelines as they aspire for a competitive edge in quality and excellence. The standards and guidelines are also meant to allow the growth, expansion and diversification of the higher education sub-sector in the country in tandem with efforts to achieve the aspired human resources development targets as articulated in the Tanzania Development Vision 2025 and the National Five Year Development Plan 2016/2017 – 2020/2021, and the goals in the Education and Training Policy 2014 related to maintenance of quality of education in the country.

PRINCIPLES

The Standards and Guidelines are guided by the following principles related to the provision of university education in Tanzania:

(a) Universities have the primary responsibility to ensure and assure the quality of their institutions and the education they provide.

(b) The growth, expansion and diversity of university education systems in the country has to correspond to national priorities and quality aspects in terms of inputs, processes, outputs, and outcomes.

(c) The Standards and Guidelines are focused on meeting the needs and expectations of students, parents, universities, the Commission, the nation, and all other stakeholders regarding deliverables from the university education enterprise.

(d) The Standards and Guidelines promote creativity and innovativeness of universities with respect to their academic function, institutional growth, diversification, and competitiveness.

(e) The Standards and Guidelines promote academic freedom and institutional autonomy of universities, while making universities accountable to the Government and other stakeholders.

(f) The Standards and Guidelines provide minimum parameters to be adhered to in the provision of university education in the country while encouraging universities to exceed them as they aspire for a competitive edge in quality and excellence.

(g) The Handbook is a 'one stop centre' on guidelines and standards for regulating the provision of university education in Tanzania.

HOW TO CITE THE STANDARDS AND GUIDELINES

The Standards and Guidelines Handbook is structured in a similar way as related documents in other EAC countries and worldwide. The Handbook is divided into seven parts, each covering a specific aspect pertinent to good practices in the provision of university education in Tanzania. Every Part covers several items serially numbered as x.yy, where x designates the Part number, and yy the serial number of issues in that particular item, each of which constitutes the relevant Standard. The statement on the Standard follows below the title of the issue. Below this are the

guidelines for operationalization of the Standard, whose statements are numbered serially for each particular standard.

Therefore, in using the Handbook, the citation of the respective Part can be made as such, e.g. Part 1; or the relevant Standard can be referred to, e.g. Standard 1.3; then the respective Guideline that should be cited with reference to the particular item covered by the Standard, e.g. Guideline 1.3.1 or Guideline 1.3.2 (a).

Where applicable, annexes have been provided at the end of each Part, giving detailed items intended to accompany the relevant Standards and Guidelines as cited in the main body of the particular Part. The annexes are part of the Standards and Guidelines.

DEFINITIONS

Academic dishonesty*:* Behaviour related to academic achievement unfairly obtained advantage for by an individual over others, including cheating, plagiarism, lying, deception and any other form of unfair advantage.

Academic integrity: Upholding honesty, truthfulness and strong moral principles by all members of the university community (students and staff – academic and administrative) in all academic endeavours.

Academic programme*:* The design of learning content, which is multi-dimensional and includes intentions, structure of content, delivery modes, academic resources and assessment modes.

Academic reputation: General impression of excellence resulting from several factors including quality of staff and strong academic programmes.

Academic staff: Any qualified person who has been appointed to teach, train or to do research at a university.

Academic year*:* Period of teaching and examination organised in a full year in either two, three or four semesters.

Accreditation: A regulatory system for recognizing higher education institutions and academic and professional programmes associated with those institutions for a level of performance, integrity, appropriate standards and quality which entitle them to the confidence of the education community and the public they serve.

Adopted college: A college that is initially established independently but at a later stage it seeks to be fully guided by the university in terms of both the academic awards and approvals including academic staff promotion with exception of the other aspects of management of its resources that will be under the control of the respective governance organ as per the legal instruments that established the college.

Affiliated college: An autonomous higher education institution accredited to offer degree programmes and confer degrees on behalf of an accredited university.

Assignment: Task that has been given to a student in the form of homework, tests or questions.

Associate college: A college established independently under its enabling legal instrument that seek and obtain the university's participation in its academic programme or programmes in terms of professional and academic guidance and supervision to ensure that the college operates at a level appropriate to its own statutory object or purposes and functions with the view to raising and upholding the standards of the college and heightening its status and prestige, but does not seek to participate in any programme of the university nor to attain the level of standard of the university

Autonomous campus, institute, school or centre: An academic unit of a college or university that has the same characteristics as those related to a college or university.

Back riding: Falsifying, or attempting to falsify, attendance records, graded exercises of any kind, or any information or document intended to excuse the student from participation in any academic exercise.

Benchmark: Point of reference against which something may be measured, that is, minimum standard.

Campus centre: A non-autonomous governance unit within a college, school, faculty, directorate or department established by a legal instrument of a university and such an institution may also be established in respect of an autonomous institute or centre.

Campus college: A non-autonomous governance unit within the premises of or in close proximity to a university established by a legal instrument of a university.

Campus institute: A non-autonomous governance unit within the premises of or in close proximity to a university established by a legal instrument of a university.

Campus school: A non-autonomous governance unit within the premises of or in close proximity to a university established by a legal

instrument of a university and such an institution may also be established in respect of an autonomous institute or centre.

Campus: The land on which a college or university and related institutional buildings are situated, or a division of a university that has its own grounds, buildings, and faculty but is administratively joined to the rest of the university.

Certificate: Non-degree award as well as non-diploma award offered at the UQF Level 6, 7 or 9.

Certification: Formal recognition that a learner has successfully completed a qualification or part-qualification.

Cheating: An activity that is intended to gain unfair academic advantage through: (a) copying answers, data, or other information (or allowing others to do so) during an examination, quiz, laboratory experiment, or any other academic exercise in which the student is not expressly permitted to work jointly with others; (b) using any device, implement, or other form of study aid during an examination, quiz, laboratory experiment, or any other academic exercise without the academic member of staff permission; and (c) disseminating or receiving answers, data, or other information by any means other than those expressly permitted by the professor as part of any academic exercise.

Common Higher Education Area: A geographic area characterized by comparable, compatible, coherent and harmonized systems of higher education accepted in the region as providing objective basis for mutual recognition of the education and training systems and the qualifications attained in the region.

Connected college: A connected college means an autonomous institution empowered to offer university level education which depends on the university to which it is affiliated for the approval and validation of its academic programmes, courses and awards including student entry qualification, course syllabi and examination rules.

Constituent college: A semi-autonomous institution established and empowered to offer university level education placed under the tutelage of a university including a foreign university, for nurturance with a view to its establishment as an independent university.

Coursework: Work that is assigned or performed as part of a course of study for the purpose of continuous assessment in the learning process.

Credit accumulation*:* The process of achieving credits over time in relation to a planned programme of study.

Credit transfer*:* The process by which learners may transfer credit value(s) from one programme to another, both programmes belonging to the same university or from one learning environment to another, i.e. involving programme of two different universities having received recognition for knowledge, skill or competence acquired, which may occur within a programme of study, across a university, between universities within a single country or on an international basis.

Credit value*:* The number of credits awarded for successful achievement of particular learning outcomes.

Credit: Measurement unit for 'notional' or 'average learning' time, which includes all the activities that the learner is expected to undertake in order to achieve the learning outcomes. A credit in the University Qualifications Framework (UQF) equates to learning

outcomes achievable in 10 hours of learning time determined on the basis of a learner with an average learning speed, that is, one credit equals 10 notional hours.

Curriculum: Any documented programme of study.

Degree: A qualification awarded to students upon successful completion of a course of study in higher education, normally at a college or university.

Department: A non- autonomous governance unit within a college, school, faculty or directorate established by a legal instrument of a university and such an institution may also be established in respect of an autonomous institute or centre.

Diploma: A non-degree award offered at UQF level 6, 7, and 9.

Directorate: A non- autonomous governance unit within the premises of or in close proximity to a university established by a legal instrument of a university and such an institution may also be established in respect of an autonomous institute or centre.

Discipline: Branch of knowledge, skills and competences acquired through teaching or learning at university or professional level through specific programmes (e.g. Agriculture, Education, Law, ICT etc.).

Dissertation: Formal, written treatise covering a subject in great detail, and is submitted usually in the course of qualifying for specific higher awards. Awards associated with dissertation involve taught courses prescribed by the institution and/or dissertation based on research.

Distance Education: Mode of learning where the students are not present in person at the site and do not have a direct face to face contact with the teacher but can use various modes to access education, like e-learning, video conferencing, e-mail, etc. In this mode of education, the student is not required to attend the classes regularly, and the evaluation of his/her work is done through the tests conducted at regular intervals.

Distance Learning: Mode of education delivering, in which the source of information and the students are not physically present, as they are separated either by time or distance or even by both.

Double Degree: Degree obtained through a collaboration arrangement between two or more universities awarded separately by each of the collaborating universities.

Education and training*:* Any process by which learners may acquire knowledge, skills or competence.

e-Learning: Learning by utilising electronic technologies to access educational curriculum outside a traditional classroom and in most cases, it refers to a course, programme or degree delivered completely online.

Faculty: A non- autonomous governance unit within the premises of or in close proximity to a university established by a legal instrument of a university and such an institution may also be established in respect of an autonomous institute or centre.

Forgery: Falsifying and/or fabricating data, records, or any information relevant to the student's participation in any course or academic exercise, or tampering with such information as collected or distributed by an academic member of staff.

Guideline: A statement that indicates how a particular process should be undertaken or done according to a set routine or sound practice.

Higher Education: Education offered at a university college or university that leads to an award of a degree.

Impersonation: Assuming another individual's identity or allowing another person to do so on one's own behalf for the purpose of fulfilling any academic requirement or in any way enhancing the student's grade or academic standing.

Independent study: Method of learning whereby a student pursues certain topics or subject areas independently.

Learning outcome: Statement that describes significant and essential learning that learners have achieved and can reliably demonstrate what

the learner will know and be able to do by the end of a course or study programme.

Lecture*:* Formal instruction in a class/lecture room, theatre or assembly hall whereby a qualified member of academic staff talks to a large class and there is little or no group discussion.

Library: A collection of sources of information and similar resources made accessible to a defined community for reference or borrowing providing physical or digital access to material and may be a physical building or room, or a virtual space or both whose collection can include books, periodicals, newspapers, etc.

Massification: Exponential increase is student enrolment beyond the institution's normal capacity.

Open learning: An independent learning process by a learner through a diversity of online or print materials outside the classroom and without direct instruction by a tutor or teacher.

Open University*:* A University that practices the policy of open admission of students for the purpose of offering distance and online learning programmes.

Outreach: An activity by an academic institution (done by staff or /and students) that provides service or advice to members of the society or community or industry.

Plagiarism: To deliberately present work, words, ideas, theories, etc., derived in whole or in part from a source external to the student as though they are the student's own efforts.

Postgraduate University: A university that only offers postgraduate programmes.

Practical training: A variety of student-centred activities that enable the student to better develop his/her practical knowledge, skills and competences in a discipline or course of study. Universities should refer to the Practical Training Framework that was issued by the Commission in March 2012 to guide practical training in Tanzania.

Principle: Fundamental context that a plan, operation or system is based on.

Programme delivery cycle: Time it takes to teach all courses or modules of the programme.

Programme: Curriculum of studies that leads to some form of recognition through an academic, technical or professional award in a discipline.

Quality Assurance: Process of establishing stakeholder confidence that provision of education (input, process and outcomes) fulfils expectations or measures up to threshold minimum requirements

Quality Audit: Process for checking that procedures are in place to assure quality, integrity of standards of provision and outcomes.

Quality of Higher Education: Phenomenon in higher education that transforms a student to become an active and productive member of society.

Recognition of Prior Learning (RPL): Process of assessing, accrediting and certifying the previous learning of a learner howsoever (through formal, non-formal or informal learning) and wherever obtained for purposes of access to higher education and career progression.

Research Seminar: A platform where students present their research works in international workshops, national workshops, exhibitions or journal clubs.

Scholarly Work: Any work (including but not limited to research proposals and reports, dissertations/theses, and other literary work) that has been written and submitted for either publication or assessment for academic qualifications.

Semester: Part of the academic year structured into a minimum of 15 teaching weeks.

Seminar: Small-group teaching situation in which a subject is discussed, in depth, or a problem collectively addressed and solved by the participants.

Standard: Specification of aspects, elements or principles to which an institution, programme, higher education institution or quality assurance agency should conform or by which quality is judged.

Thesis: Document presenting the author's research and findings submitted in support of the outcome of the study of candidature for an academic award or professional qualification.

Tutorial: Same as seminar.

Undergraduate programme: A certificate, diploma or Bachelor degree.

Unit: A non-autonomous governance unit within a college, school, faculty, directorate, department or campus centre established by a legal instrument of a university and such an institution may also be established in respect of an autonomous institute or centre.

University Qualifications Framework: Tool for comparing levels, credits and competencies attained by the holder of the qualification awarded in a foreign university institution.

University: An institution which offers a level of education and training that leads to intermediate and full academic or professional qualifications and competence namely certificate, diplomas and degrees.

PART 1

GOVERNANCE AND MANAGEMENT SYSTEMS

INSTITUTIONAL GOVERNANCE

In university systems, governance and management are two intrinsic domains that are related to the running of universities as autonomous institutions in terms of decision-making and setting institutional strategies for growth and development on the one hand and operationalization of the decisions and the strategies on the other. Thus, according to the Oxford White Paper on University Governance, the term 'governance' is taken to refer to processes of decision-making within an institution[7]. Furthermore, according to the Statement on Board Responsibilities for Institutional Governance published by the Association of Governing Boards of Universities and Colleges in the United States, there are eight principles of University Governance[8], which are as follows:

(a) Governing Board (the University Council in the case of universities in Tanzania) as the overall University governance organ.
(b) Need for effective ways to govern while respecting the University decision-making culture, i.e. collegiality.
(c) Setting guidelines for resource allocation, including approval of the University budget.
(d) Need for open communication with internal stakeholders.
(e) Commitment to accountability and transparency.
(f) Appointment process for the Vice Chancellor and assessment of his/her performance.
(g) Governance of a University with multi-campus colleges.
(h) Relating the University to the communities it serves.

In university governance, the University Council is the supreme governance body while the Senate is the supreme decision-making body

[7]White Paper on University Governance, Oxford 2006 https://www.ox.ac.uk/gazette/2005-6/supps/whitepaper.pdf
[8]Statement on Board Responsibilities for Institutional Governance, Association of Governing Boards of Universities and Colleges, USA, Washington, D.C., www.agb.org

on academic matters. However, decisions made by the Senate relating to policy issues normally need Council approval, while for others Council needs just to be informed. The Council is supposed to be accountable for the mission and heritage of the institution and the transcendent values that guide and shape higher education, and to the public, including parents, staff and students. The Council is responsible for the strategic direction of the university through insistence on, and participation in comprehensive and integrated institutional planning guided by the strategic plan, and the involvement of internal stakeholders.

By virtue of their special mission and purpose, universities have a tradition of both academic freedom and constituent participation, referred to as "shared governance" or "collegial decision-making system", which is different from that in business enterprises. Hence the meaningful involvement of internal stakeholders of the University in deliberations leading to governance decisions contributes to effective institutional governance under the University Council.

Among the tenets of academic freedom and institutional autonomy in universities are those related to academic staff being accorded significant responsibility (autonomy) for, and control of the curriculum and pedagogy. This has historically resulted in continuous innovation among universities worldwide and the concomitant effect that University curricula and pedagogy define the competitive edge of knowledge of a particular university and its production and transmission in the institution.

INSTITUTIONAL MANAGEMENT

Management can literally be defined as the activity of controlling and organising the work that a company, institution or organization does through the deployment of the available resources (financial, human and physical resources) to accomplish the mission, vision and objectives. In the case of universities, the organisational set up of management consists of the University President or the Vice Chancellor as the executive head and Chief Executive Officer (CEO). He/she is assisted by a team of officers of increasingly complex composition due to the complexity of the intra-

and inter-organisational management systems inherent in universities, and the relationship with government that universities normally cherish.

The governance and management systems of universities in Tanzania are articulated in the Universities Act, Cap. 346 of the Laws of Tanzania, together with the Universities (General) Regulations of 2013. They are also spelt out in the Charters and operational documents of the individual universities. However, in order to harmonise these systems further for the purpose of operationalizing the Act and Regulations, it is important that these legal documents are augmented with harmonised and appropriately structured standards and guidelines. This will also appropriately guide the regulatory function of university education in the country under the Commission. The Standards and Guidelines on governance and management systems for universities as presented in Part 1 of the Handbook provide that guidance.

GOVERNANCE AND MANAGEMENT STRUCTURES

In Tanzania, the Universities Act, Cap. 346 of the Laws of Tanzania and the Charters of the individual universities provide general guidance on governance and management structures for universities. However, despite that, there are still some intrinsic issues that need to be spelt out in specific standards and guidelines in order to guide universities in relation to governance and management structures. This is necessitated by the fact that the running of universities continuously becomes increasingly interdependent with external forces, including the need to address accountability of universities to external entities such as quality assurance agencies (such as the Commission), and in the management of institutional relationships with national, regional and international partners. With the complexity of internal structures in universities, the relationships with external partners and the government are evidently differentiated in complex manner. Universities are recognised as autonomous actors with varying degrees of interdependence with, and legislated commitments to the stakeholders, including national quality assurance agencies such as the Commission. These intrinsic aspects of university governance and management structures are articulated in the Standards and Guidelines presented in Part 1.

INSTITUTIONAL GROWTH

Considering the different modalities and practices of establishing universities, in the country there are currently university institutions of different sizes and layout. Also, within institutions, there are different categories of units such as schools, colleges, faculties, departments, institutes, centres, units, etc. The 2nd Edition Standards and Guidelines provide a framework for such structures. However, there are a number of issues contained in the 2nd Edition document that need to be improved and updated. This aspect has been incorporated into the Standards and Guidelines presented in Part 1.

STRATEGIC PLANNING

Strategic planning is an important aspect of university management as it provides a sense of direction for the growth, development and functioning of the institution, including outlining the measurable goals for such growth, development and functioning. Strategic planning is a tool that is useful for guiding the day-to-day implementation of strategic decisions and for evaluating the progress made in the implementation process. Strategic planning helps universities in preparing a sequence of action steps to achieve some specific goals. A more effectively prepared strategic plan extensively reduces the time and efforts universities put in to achieve the set goals. Planning is also crucial for effective deployment of institutional resources. Therefore, this matter is adequately addressed in the Standards and Guidelines presented in Part 1.

STAFFING LEVELS

The quality of academic staff is key to the attainment of quality in a University. Hence, every University needs to have an effective human resource policy and operational procedures to cater for the recruitment, retention and career development, as well as aspects of staff welfare. Therefore, there is need for the Commission's standards and guidelines being able to guide universities in these domains. Similarly, universities need to establish appropriate guidelines that would assure appropriate distribution and utilisation of human resources as well as effective use of relevant technologies for management of the human resources. All these

aspects are addressed in the Standards and Guidelines presented in Part 1.

COMMUNITY ENGAGEMENT

A University is not only responsible for teaching, learning and research, but it is also supposed to participate in community engagement and to provide service to the community. Therefore, every University has the responsibility to ensure that community engagement activities are conducted within institutional policies and strategies that facilitate collaboration between the University and the local, national, regional, continental and global stakeholders for mutual gain in knowledge and resource exchange within the context of partnership and reciprocity. This item is also covered in the Standards and Guidelines presented in Part 1.

THE STANDARDS AND GUIDELINES

STANDARD 1.1

GOVERNANCE STRUCTURES

In order to ensure existence of sound and ethical governance systems and rational institutional decision-making mechanisms that support the achievement of the institution's mission and legal mandate, every University shall institute clearly articulated governance structures that enable it to function properly.

GUIDELINES

1.1.1 Every University shall engage qualified, competent and experienced persons into leadership positions to oversee institutional growth and development, and the maintenance of institutional quality culture.

1.1.2 Every University shall establish relevant governance organs such as a University Council, Senate, Management Board, Student Body, and various committees constituted in accordance

with the Charter of the respective University, each organ having a clear mandate, duties, responsibilities, powers, privileges and duration of tenure.

1.1.3 Every University shall ensure that governance organs are properly coordinated in accordance with systems stipulated in the Charter of the respective University and provisions in the Universities Act, Cap. 346 of the Laws of Tanzania for maintaining institutional efficiency, effectiveness and quality.

1.1.4 Every University shall institute a quality assurance policy and systems, which are cascaded through all levels of the structural framework of the institution.

1.1.5 Every University shall establish clear communication systems and networks that promote internal and external information dissemination and exchange for accountability to stakeholders.

1.1.6 Every University shall use her autonomy responsibly, as articulated in her policies and procedures, including delegation of authority for financial and management decisions whenever needed.

1.1.7 Every University shall enable students and staff to fully participate in the institutional decision-making organs as stipulated in the Charter of the respective University and provisions in the Universities Act, Cap. 346 of the Laws of Tanzania.

1.1.8 Every University shall hold regular consultations with stakeholders through provision of reports and making follow up actions on key issues of policy and operational nature in order to promote quality, cohesion, harmony and identity within the institution.

1.1.9 Every University shall adhere to the observance of ethics, transparency, and academic integrity throughout the teaching, learning and research activities in the institution, and in community engagement.

1.1.10 Every University shall promote a high degree of institutional integrity and responsiveness by advocating and demonstrating honesty and non-discriminatory engagement in her treatment of staff, students, members of the public and in the management of institutional affairs and resources.

1.1.11 Every University shall publish and disseminate on regular basis, impartial and objective qualitative and quantitative information about courses offered, research undertaken and community services undertaken in the specific period.

1.1.12 Every University shall develop and implement effective processes for deterring, detecting and dealing with misconduct by students and staff.

1.1.13 Every University shall establish policies and activated procedures to manage conflict of interest throughout the institution; and

1.1.14 Every University shall establish effective, systematic, timely and fair processes for investigation of complaints, grievances and appeals by students, staff and other stakeholders.

STANDARD 1.2

MANAGEMENT STRUCTURES

Every University shall be managed and administered in accordance with guidelines as set out in the respective University Charter and institutional policies and stipulations in the Universities Act, Cap. 346 of the Laws of Tanzania.

GUIDELINES

1.2.1 Every University shall have a headquarters situated at her main campus where the offices of the Vice Chancellor and Deputy Vice Chancellors, and at least 50% of the University's programmes shall be located except where the university is established as a specific national entity constituting several colleges/constituent colleges located outside the main campus and for such a case it

will be appropriate for at least 25% of the University's programmes to be located at the main campus.

1.2.2 Pursuant to conditions outlined in the Charter, every University shall develop clearly defined growth pathways to take care of such issues as benchmarks for forming a faculty, institute, college, department, etc.

1.2.3 The Vice Chancellor and a Deputy Vice Chancellor of every University shall be a senior academician as stipulated in the Universities Act, Cap. 346 of the Laws of Tanzania, where a senior academician shall mean a person at the rank of full professor or associate professor.

1.2.4 Every University shall articulate the different names of leaders or positions of various categories of University units as indicated hereunder:

UNIT	**LEADER'S NAME**
University	Vice Chancellor
College	Principal or Provost
Faculty	Dean
School	Dean
Institute	Director
Directorate	Director
Department	Head
Unit	Coordinator
Centre	Director
Bureau	Director

1.2.5 The academic qualification for a Head of academic department shall be a PhD degree, preferably in the relevant field, while MMed/MDent degree holders can hold such positions in Universities/University Colleges/College of Health and Allied Sciences.

1.2.6 The academic position of a person appointed to the position of Dean of a Faculty/School, or Director of an Institute or

Directorate dealing with academic matters shall be Senior Lecturer or above.

1.2.7 The academic position of a person appointed to the position of Principal, Provost, Deputy Principal or Deputy Provost of a College or University College shall be Professor or Associate Professor.

1.2.8 The academic position of a person appointed to the position of Principal of a Campus College shall be Professor or Associate Professor and that for Deputy Principal of such a college shall be Senior Lecturer or above.

1.2.9 For an institution to be allowed to operate as a University it shall be required to have established at least one Faculty or School and at least one Commission accredited degree programme and may also establish diploma and/or certificate programmes catering for professional development.

1.2.10 Any academic unit in a University that grows into the status of an autonomous centre or campus shall be transformed into a university college or university, which can exercise institutional autonomy in accordance with stipulations in the Universities Act, Cap. 346 of the Laws of Tanzania.

1.2.11 Every University shall establish appropriate systems that ensure that there are no governance, administrative or functional disconnections between the main campus and colleges/centres of that University, in and outside the main campus.

STANDARD 1.3

INSTITUTIONAL GROWTH

Every University shall adhere to standards and guidelines stipulating the growth path of any of her academic units from a lower to a higher institutional category.

GUIDELINES

1.3.1 In order to ensure diversification of academic programmes, every University shall endeavour to establish and/or upgrade academic units based on well-defined disciplinary clusters.

1.3.2 Every University shall promote inter-, multi-, and trans-disciplinarity of the academic units, programmes, research and other institutional activities for ensuring enhanced productivity, competitiveness, and relevance to the society and the national development agenda.

STANDARD 1.4

STRATEGIC PLANNING

Every University shall develop and implement a strategic plan approved by the relevant University governing organs and submitted to the Commission for validation of the approval.

GUIDELINES

1.4.1 The minimum length of a strategic plan in a University shall be 5 years.

1.4.2 Every University shall ensure that it implements at least 50% of the strategic plan at the end of the life span of the plan.

1.4.3 Every University shall ensure that Monitoring and Evaluation tools are developed and deployed for monitoring the progress of implementation of the strategic plan.

STANDARD 1.5

PROGRAMMES FOR A UNIVERSITY OR UNIVERSITY COLLEGE

To be allowed to operate in Tanzania, a University or University College shall be required to have at least one Commission accredited degree programme and may also establish diploma and/or certificate programmes that are not available in the regular middle level institutions operating in Tanzania and catering for professional development, whose proportion in relation to all the programmes at the University shall be determined by the Commission.

GUIDELINES

1.5.1 The minimum number of programmes for a newly established University or University College to be allowed to operate in Tanzania shall be one Commission accredited Degree programme.

1.5.2 A University may offer a degree, diploma and/or certificate programme but such programme shall not be that being offered in a regular middle level institution operating in Tanzania and shall cater for professional development.

1.5.3 In order to maintain university status, a University or University College allowed to operate in Tanzania shall have the combined proportion of the diploma and/or certificate programmes not exceeding 30 per cent of all academic programmes at that University.

1.5.4 In designing and developing academic programme a newly established University or University College shall focus on specific areas/fields of concentration certified by the Commission during the establishment and initial accreditation.

STANDARD 1.6

STUDENT POPULATION

Every University shall maintain a student population that makes it a viable and sustainable institution, while adhering to the maximum student/staff ratio and academic and technical staff disposition set by the Commission.

GUIDELINES

1.6.1 Every University shall develop a strategic plan that indicates the annual incremental trend of student enrolment, which shall be in accordance with the institutional growth master plan of the University certified by the Commission.

1.6.2 Every University shall establish a clear admission policy and operational procedures.

1.6.3 Every University shall maintain a staff/student ratio and academic and technical staff disposition levels indicated in **Annex 1.1** as the maximum.

1.6.4 The physical infrastructure of every University shall be sufficient enough to accommodate the enrolled student population and shall adhere to standards and guidelines spelt out in Part 6 of these Standards and Guidelines.

STANDARD 1.7

STAFFING LEVELS

As the quality of staff is key to maintaining the quality of university education, every University shall establish inclusive human resource policies that ensure recruitment and retention of adequate numbers of qualified and competent staff to achieve the mission and carry out the legal mandate.

GUIDELINES

1.7.1 Every University shall establish clear policies and procedures ensuring equal opportunity and gender equality and equity in

the institution and in staff recruitment, retention and promotion based on consideration of qualifications, competence and skills.

1.7.2 Every University shall have a core of full-time staff and keep up-to-date records of staff numbers, qualifications and employment turnover rates.

1.7.3 Every University shall establish clear policies and procedures for staff development and continuous professional development.

1.7.4 Every University shall establish clear contractual arrangements between staff and the University outlining the conditions of employment that are aligned to relevant legislative requirements in Tanzania.

1.7.5 Every University shall provide adequate staff support facilities and services.

1.7.6 Every University shall undertake periodic monitoring, evaluation and appraisal of the staff for the purpose of promotion or reprimand.

STANDARD 1.8

ACADEMIC AND TECHNICAL STAFF DISPOSITION

In order to maintain the quality of teaching and promote and enhance student-centred teaching and learning, every University shall adhere to student/staff ratios and academic staff qualifications and disposition established by the Commission as aligned to regional and international practices.

GUIDELINES

1.8.1 In establishing academic units and programmes every University shall take cognisance of the student/staff ratios indicated in **Annex 1.1 Part A, C,** and **E**, which are based on regional and international practices.

1.8.2 In addition to the requirement to adhere to student/staff ratios in **Annex 1.1**, in establishing academic programmes

consideration shall also be made on the academic staff disposition related to qualifications indicated in **Annex 1 Part B** and **D**.

1.8.3 In determining student/staff ratios and disposition, consideration shall be made on the possibility of academic staff teaching across departments/schools/faculties and programmes for which some staff could be listed more than once and the University shall be required to show proof that the arrangement does not compromise the overall academic responsibilities of teaching, research, student consultations, supervision and community engagement, and that the arrangement does not exceed the staff workload indicated in Part 5 **Annex 5.3** and **5.4**.

1.8.4 In order to optimise utilisation of staff time and financial resources, the minimum required number of academic staff with the requisite qualifications indicated in **Annex 1 Part B** and **D** for a programme to run shall depend on the concurrent teaching and supervision arrangements for the programme in consideration of provisions indicated in Guideline 1.8.3.

STANDARD 1.9

INFORMATION MANAGEMENT

In order to institute an effective and efficient institutional information management system, every University shall ensure that it collects, analyses, and makes use of relevant information for the effective management of the study programmes and other activities.

GUIDELINES

1.9.1 Every University shall establish well-defined key staff performance indicators.

1.9.2 Every University shall establish up to date data on the profile of the student and staff population at the University, including gender segregation.

1.9.3 Every University shall properly document up to date data on learning resources and available student services in the University.

1.9.4 Every University shall regularly update her database on student progression, as well as those dropped out and those graduated, and the respective dropout and graduation rates.

1.9.5 Every University shall document students' programme satisfaction reports which are easily accessible to stakeholders.

1.9.6 Every University shall properly document career paths for students.

1.9.7 Every University shall maintain an up to date institutional website where key information is regularly and systematically posted and updated.

STANDARD 1.10

COMMUNITY ENGAGEMENT

Every University shall engage in community and outreach activities as the fulfilment of one of the core functions and shall document and include the activities in the institutional annual report submitted to the Commission.

GUIDELINES

1.10.1 Every University shall develop and operationalize an institutional community engagement and outreach policy.

1.10.2 For the benefit of the broader society, every University shall engage in community and outreach services delivery as guided by the institutional community engagement and outreach policy.

1.10.3 Every University shall carry out outreach activities in accordance with the institutional outreach policy in relation to:

(a) engagement in developmental activities in the communities around the University and those related to the University's thematic expertise;

(b) helping to solve immediate societal problems;

(c) enriching scholarship, research and innovation, and institutional creativity;

(d) contributing to curriculum development, and teaching and learning;

(e) facilitating preparation of educated and engaged citizens;

(f) strengthening democratic values and civic responsibility; and

(g) addressing critical societal issues and contributing to public good.

1.10.4 Every University shall establish mechanisms for partnering with stakeholders in the community and the general society for the purpose of engagement in the country's sustainable development activities.

STANDARD 1.11

UNIVERSITY LIBRARY

Every University shall have a University Library either as an academic unit (e.g. Institute of Library Services) to offer library services for facilitating teaching, learning and research activities in addition to offering academic programmes in library oriented disciplines, or as a purely service delivery unit.

GUIDELINES

1.11.1 A university library may provide library services only or it may also be engaged in academic and research activities in addition to providing library services, and shall be managed by both academic and non-academic librarians offering routine library services.

1.11.2 A university library that provides library services only shall be appropriately staffed with non-academic librarians.

1.11.3 A university library that provides library services and also engages in academic and research activities shall be appropriately staffed with academic and non-academic librarians and may establish academic programmes just like any other academic unit in the University.

1.11.4 An academic librarian can undertake academic activities either established within the Library or through deployment in an academic unit in the University.

1.11.5 The promotion of academic librarians shall follow normal promotion regulations for academic staff and those for administrative staff for non-academic librarians.

STANDARD 1.12

FINANCIAL SUSTAINABILITY

Every University shall establish appropriate mechanisms for funding activities and ensuring financial sustainability, including obtaining funding through fundraising and income generation strategies, government subventions, donations, and grants, as well as student fees.

GUIDELINES

1.12.1 Every University shall prepare and operationalize on annual basis, a budget spelling out the expected annual income and sources of income, and expenditure items.

1.12.2 Every University shall adhere to benchmarks indicated hereunder in financing core functions and other operational responsibilities and in ensuring financial sustainability:

(a) The annual budget received shall be at least 75 per cent of the planned budget.

(b) The deficit over expenditure shall not exceed 25 per cent of the total annual budget.

(c) The budget spent on personnel emolument (PE) shall not exceed 70 per cent of the total annual budget.

(d) Adequate budget shall be set aside to cater for financing core functions of the University with respect to teaching and learning, research, and community engagement, as well as staff and student welfare, and staff remuneration.

1.12.3 Every University shall submit to the Commission annually an audited report and the Commission shall use the reports to determine the financial viability of the University.

1.12.4 To promote fundraising and income generation activities, every University shall develop and operationalize an institutional fundraising and income generation policy framework.

1.12.5 As a way of expanding income generation through core functions, every University shall diversify the academic programmes, research and innovation and inculcate an entrepreneurship attitude and skills among staff and students.

1.12.6 Every University shall endeavour to develop university-industry and private-public partnerships as among the avenues for promoting financial sustainability of the University.

1.12.7 As stipulated in the relevant regulations, every University shall submit tuition fee changes to the Commission for approval.

STANDARD 1.13

SENSITIVITY TO GENDER EQUALITY AND EQUITY

Every University shall establish a gender policy framework that spells out the institutional gender equality and gender equity arrangements.

GUIDELINES

1.13.1 The gender policy framework of every University shall be sensitive to various matters that relate to gender equality and equity and ensure that plans and resources of the institution adequately address these issues.

1.13.2 Every University shall strive to establish affirmative strategies for the achievement of at least 50% gender parity.

1.13.3 Every University shall endeavour to contribute towards enabling the country address various issues that are at the centre of the gender equity and equality agenda include those in education.

STANDARD 1.14

POSTGRADUATE UNIVERSITY

In view of the recent global trend to establish universities that only offer postgraduate programmes, such universities established in Tanzania shall engage in academic programmes, research and community engagement that supports strategies geared towards promoting national development.

GUIDELINES

1.14.1 The structure and activities of a Postgraduate University shall conform to the need for such a university to support and promote cutting-edge research and producing innovations in the country, based on international practice in this domain.

1.14.2 Academic programmes and research in a Postgraduate University shall be guided by national developmental plans and aspirations.

1.14.3 In conducting business, a Postgraduate University shall be guided by the Standards and Guidelines for postgraduate training and other relevant provisions contained in these Standards and Guidelines.

ANNEX 1.1: ACADEMIC AND TECHNICAL STAFF DISPOSITION RELATIVE TO THE NUMBER OF STUDENTS

A: STAFF/STUDENT RATIOS PER INSTITUTION AND PROGRAMME

Item	Conventional University	ODL University
Arts, Social Sciences and Humanities	1:50	1:120
Science and Technology	1:30	1:50
Health Science	1:25	1:30
Health Science (Clinical Sciences)	1:10	1:10
Engineering	1:25	1:30

B: ACADEMIC STAFF QUALIFICATIONS PER INSTITUTION AND PROGRAMME*

Item	Conventional University	ODL University
PhD/MMed/Mdent Holders	5	5
Masters Holders	5	5
Bachelor Degree	10	10

*In determining the academic staff disposition indicate, consideration should be made of provisions indicated in Guideline 1.8(1.8.3).

C: TECHNICAL STAFF/STUDENT RATIOS PER INSTITUTION AND PROGRAMME

Item	Conventional University	ODL University
Arts, Social Sciences and Humanities	1:100	1:100
Science and Technology	1:60	1:60
Health Science	1:50	1:50
Engineering	1:50	1:50

D: MINIMUM TECHNICAL STAFF QUALIFICATIONS

Technician Diploma (UQF Level 6) in the relevant discipline or profession.

PART 2

QUALITY ASSURANCE AND ACCREDITATION

INTRODUCTION

Over the past 20 years, Tanzania has witnessed a rapid increase in the demand for access to university education. The situation has been prompted by the expanded access to basic education and emerging societal awareness of the contribution of university education to socio-economic development. This has compelled the country to liberalise both basic and higher education by allowing private providers to operate alongside public institutions in order to increase the national enrolment capacity. As such, during this period a number of new institutions, both public and private have been established. In the case of university education, this, as well as the expansion of enrolment in the already existing public universities, has continued to jeopardize the quality of the education being provided as a result of this "massification" phenomenon. At the same time, public resources to support provision of university education at the levels required to maintain quality that is comparable to international standards have continued to dwindle despite the ensuing massification drive in student enrolment.

At the same time, despite the massification in student enrolment in universities, there is continuous desire by the public for better performance of universities and for them to operate with greater efficiency and accountability. Universities are also required to produce better quality graduates in terms of knowledge, skills, competence and attitude, for the former to bring about prosperity to social welfare and to promote the development of the national economy. Employers too are anxious to receive university graduates who possess the requisite knowledge, skills, competences and attitude for them to fit into the available as well as emerging job opportunities.

As a response to the above scenario, quality assurance in university education is quickly gaining significant momentum among universities in Tanzania. In addition, the increasing intensity and diversity of cross-border higher education provision as prompted by the increased access demand and global dynamics spearheaded by the advent of ICT and e-learning platforms, and the overall concept of internationalisation of higher education, has also been among the major drivers of the enhanced momentum to embrace quality assurance systems in the country, across the EAC countries, and globally. In that regard, Tanzania continues to insist on the need to provide better quality university education as one of the basic requirements in maintaining regional and global competitiveness of the human resources.

Therefore, the Standards and Guidelines presented in Part 2 have been prepared with a view of the university education regulatory system in Tanzania to respond to the above stated scenarios.

NATIONAL, REGIONAL AND INTERNATIONAL CONTEXTS

The Standards and Guidelines presented in Part 2 have been developed while taking due consideration of the national as well as regional (EAC) context in quality assurance. The latter is guided by the various documents that IUCEA has developed as reference tools for operationalization of the EAC Common Higher Education Area. The documents include the five volumes constituting the Handbook for Quality Assurance in Higher Education, namely:

Volumes 1 & 2:	Guidelines for Internal and External Programme Assessment
Volume 3:	Guidelines for Self-Assessment at Institutional Level
Volume 4:	Implementation of the Quality Assurance System
Volume 5:	Principles, Practices and Management of External Quality Assurance in East Africa

The other IUCEA documents taken into consideration while developing Standards and Guidelines in Part 2 include the Principles and Guidelines for Quality Assurance in Higher Education in East Africa, and

Benchmarks for Academic Programmes. Cognisance was also made of the East African Qualifications Framework for Higher Education that IUCEA has developed as another reference tools for operationalization of the EAC Common Higher Education Area.

Furthermore, the standards and guidelines for higher education in the other EAC partner states (Burundi, Kenya, Rwanda, and Uganda) and the Standards and Guidelines for Quality Assurance in Higher Education developed by the African Union (AU) to facilitate harmonisation of Higher Education in the African Continent were also considered when reviewing the 2nd Edition Standards and Guidelines. In order to infuse international practices in quality assurance into the revised Standards and Guidelines, perusal was made of the INQAAHE[9] Standards and Guidelines, Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG), Quality Assurance Standards for Training Institutions of Mauritius, and the Higher Education Standards Framework (Threshold Standards) published under the Commonwealth of Australia Tertiary Education Quality and Standards Agency Act 2011.

SCOPE

The Standards and Guidelines presented in Part 2 are intended to guide any University operating in Tanzania in the establishment and operationalization of an internal quality assurance system based on international dynamics. They are also intended to facilitate maintenance of the quality of university educational systems in Tanzania and to guide and facilitate the Commission's accreditation function at both programme and institutional levels.

APPROVAL *VERSUS* ACCREDITATION OF PROGRAMMES

Both the Commission and universities have been referring to "approval" of newly established programmes whenever the Commission actually accredits such programmes. Accreditation and not approval, is the normal quality assurance language, which is also provided for in Section 10 of the Universities Act, Cap. 346 of the Laws of Tanzania. The use of

[9] INQAAHE = International Network for Quality Assurance Agencies for Higher Education

the word "approval" has created misunderstanding between the approval that is supposed to be granted by Senates of universities as provided for in the Act and University Charters.

For the purpose of the Standards and Guidelines presented in Part 2, the approval of new programmes by the Commission shall refer to accreditation by the Commission of the same as provided for in Section 10 of the Universities Act. Accreditation of programmes is intended to ensure that all programmes offered by universities are certified as meeting the quality standards prescribed by the external quality assurance agency, which in the Commission in the case of Tanzania.

PROGRAMME BENCHMARKS

Programme benchmarks are important tools for harmonisation of academic programmes in the same disciplinary area for the purpose of comparability of the quality of graduates who pursue similar programmes in different universities. Therefore, it is important that the Commission develops such benchmarks. However, the Commission also participates in the development of regional benchmarks under the auspices of IUCEA, as tools for harmonisation of higher education in the EAC Common Higher Education Area. Therefore, in the context of the EAC Common Higher Education Area, it is important for the Commission and universities in Tanzania to recognise and adopt the programme benchmarks developed by IUCEA, as aspect addressed in the Standards and Guidelines presented in Part 2.

MARKET SURVEY IN PROGRAMME DEVELOPMENT

In order for universities to be drivers of the nation's socio-economic development, it is important that academic programmes are aligned to national human resource needs. Therefore, there is a strong need for university programmes to respond to human resource requirements by the job market including development of skills for self-employment, and avoiding a mismatch between the two. In order to address this issue, universities need to conduct market surveys during the development and/or review of programmes in order for the market survey results to

feed into the developed/revised programmes. This aspect is also addressed in the Standards and Guidelines presented in Part 2.

TRACER STUDIES

Tracer studies constitute one form of empirical study that is considered an appropriate means of evaluating the results of the education and training provided by a University. A tracer study is sometimes referred to as a graduate or alumni survey since the target group is former students that also leads to the analysis of the relationship between higher education institutions and the job market. They provide quantitative-structural data on employment and career aspect, the character of work and related competencies, and information on the professional orientation and experiences of university graduates. Results of such studies can often demonstrate the success of education and training relating to the graduates, labour market, and employers. The information acquired from tracer studies can also indicate possible deficits in a given educational programme and serve as a basis for future planning activities, such that academic programmes might be brought more closely into line with the needs of the country and the respective University. Therefore, in consideration of the above facts, it is important that a University conduct tracer studies periodically as part of quality assurance processes results from which would feed into a programme under review. This aspect is addressed in the Standards and Guidelines presented in Part 2.

PRIOR DEMAND FOR QUALIFIED STAFF FOR NEW PROGRAMMES

One of the conditions that the Commission sets for granting accreditation of a programme is for the respective University to submit names of relevant and adequate academic staff members who would offer the programme after it has been accredited. However, one would imagine that for a new programme, academic staff would normally be required in a staggered fashion, in accordance with the relative timing of each course as it unfolds along the programme delivery cycle. Therefore, having the staff members at the beginning of the programme amounts to an unnecessary financial burden to a University. On the other hand, very few

staff would accept being offered a job but be required to report for duty three, two or even one year later when their respective courses are due for teaching. Therefore, it is important for the Commission to take into consideration minimum staffing in accrediting programmes by first granting interim accreditation to allow gradual capacity building for the new programme before final accreditation is granted. This is captured in the Standards and Guidelines presented in Part 2.

INVOLVEMENT OF PROFESSIONAL BODIES AND REGISTRATION AGENCIES

According to the current practice, just like the Commission, professional bodies and agencies mandated to register professionals to allow them to practice their professions are also supposed to regulate professionally oriented programmes offered in universities. Unfortunately, in most cases the regulatory roles of the Commission and those of the professional bodies and agencies mandated to register professionals are not well coordinated for their ultimate harmonisation. This has continued to create an unnecessarily volatile atmosphere between the Commission, professional bodies and agencies mandated to register professionals, and universities. This situation is a result of the existence of contradictory legislations that provide both the Commission and professional bodies and agencies mandated to register professionals with the mandate to regulate university programmes. While harmonisation of the respective legislations would be a lasting solution, implementation of such harmonisation would be a very long process. Therefore, in the meantime there is need for the Commission, professional bodies and agencies mandated to register professionals, and universities to establish a harmonious working relationship, as indicated in the Standards and Guidelines presented in Part 2.

EFFICIENCY IN ACCREDITATION OF PROGRAMMES

Currently, the evaluation of programmes for the purpose of accreditation has been taking quite long for the accreditation decision to be made and subsequently disseminated. There are many reasons for this inefficiency but the main one may hinge on the existing programme evaluation process being rather time consuming. This is unhealthy for the

development, growth, expansion and diversification of university education in the country. It also creates frustration in promoting creativity in universities with respect to development of diversity of academic programmes in accordance with the dynamics of national human resource requirements. Therefore, there is need for the programme evaluation procedures leading to accreditation to be streamlined in order to improve efficiency in this domain, as spelt out in the Standards and Guidelines presented in Part 2.

ACCREDITATION/RE-ACCREDITATION OF UNIVERSITIES

Section 10 (d) of the Universities Act, Cap. 346 of the Laws of Tanzania stipulates accreditation of universities and programmes as one of the functions of the Commission. Currently, accreditation of universities is a three-stage process consisting of (i) Provisional License, (ii) Certificate of Accreditation, and (ii) Re-Accreditation. For the Provisional Licence, any person or entity which wants to establish a University in Tanzania should apply to the Commission to be granted a Licence, and should comply with the Standards and Guidelines issued by the Commission. The General (Universities) Regulations, 2013 prescribe procedures for accreditation of universities but they are silent on re-accreditation of the same, including the need for institutional audit in accordance with international practice. The 2nd Edition of the General Guidelines and Minimum Standards for provision of University Education in Tanzania are not explicit with respect to institutional audit as a process for accreditation and reaccreditation of a University. Therefore, this aspect has been included in the Standards and Guidelines presented in Part 2.

RANKING OF UNIVERSITIES

Ranking of universities is one of the recent developments in quality assurance processes in the quest to compare universities regarding their national, regional, continental or international quality standing. Despite the resentment on the ranking results by many universities particularly in Africa, the universities have continued to privately aspire to improve their international rankings. In the case of universities in Tanzania such ranking systems may one day be carried out by local, regional or

international agencies. Therefore, there is need for the Commission to establish criteria and guidelines for that purpose, as included in the Standards and Guidelines presented in Part 2. The Commission cannot be involved in carrying out such ranking, as this will be contradictory to operational mandate of quality promotion.

PURPOSE OF THE STANDARDS AND GUIDELINES

The Standards and Guidelines presented in Part 2 provide the minimum requirements for guiding universities in the establishment and operationalization of an internal quality assurance system. In preparing the standards and guidelines consideration was made of the quality assurance systems prevalent in other EAC partner states as well as international practices in this domain. They have also been developed by taking into consideration the overall national context of the quality of university education in Tanzania. The Part 2 Standards and Guidelines are also intended to enable the Commission to effectively discharge external quality assurance function of regulating universities in Tanzania, and universities to embrace a sustained quality improvement culture.

THE STANDARDS AND GUIDELINES

STANDARD 2.1
INSTITUTIONAL QUALITY ASSURANCE SYSTEMS AND STRUCTURES

While the Commission is the external quality assurance agency for all universities in Tanzania, each University shall have own institutional quality assurance system set up as prescribed in the Commission's standards and guidelines but structured and operationalized based on the University's Charter, institutional mission and vision, and provisions in the institutional quality assurance policy framework, taking into consideration national, regional and international quality assurance contexts.

GUIDELINES

2.1.1 As part of the institutional quality assurance system, every University shall:

(a) embrace and promote a culture of quality assurance amongst the staff and students in relation to the University's core functions of teaching, research and community engagement;

(b) develop an institutional quality assurance policy and operational procedures which clearly articulate the objectives and scope of the quality assurance system;

(c) develop appropriate mechanisms for the implementation of the institutional quality assurance system for continuous quality improvement; and

(d) ensure that the institutional quality assurance policy provides flexibility for the purpose of promoting academic innovativeness and institutional growth, expansion and diversification.

2.1.2 The institutional quality assurance system established by a University shall consist of simple and non-bureaucratic structures that correspond to the size and resources of the University, and is aligned to national, regional and international qualify assurance contexts.

2.1.3 The institutional quality assurance system of every University shall clearly define:

(a) the management and governance structure within the University's overall institutional framework;

(b) roles and functions of each institutional operational unit and quality assurance personnel at the different operational levels;

(c) adequate resourcing arrangements in terms of financial, human and material resources; and

(d) linkage to the external quality assurance system under the Commission, and regional (EAC) quality assurance instruments developed by IUCEA.

2.1.4 Operationalization of the institutional quality assurance system in every University shall focus on all the core functional areas with respect to teaching, research and community engagement, as well as all support functions.

STANDARD 2.2
INSTITUTIONAL QUALITY IMPROVEMENT MECHANISMS

As part of operationalization of the institutional quality assurance system, every University shall develop efficient internal quality improvement mechanisms based on self-assessment processes for the purpose of improving the quality of inputs, processes, outputs, and outcomes in education and training, research and community engagement.

GUIDELINES

2.2.1 Every University shall develop tools and procedures to guide internal quality assurance mechanisms derived from the Commission quality assurance instruments and those developed by IUCEA related to self-assessment for the purpose of improving the quality of educational and training inputs, processes, outputs, and outcomes.

2.2.2 Every University shall undertake self-assessment in accordance with tools and procedures laid down by the University as linked to those issued by the Commission and IUCEA under the EAC Common Higher Education Area.

2.2.3 Every University shall carry out activities leading to the improvement of quality of education and training in accordance with recommendations from institutional self-assessment processes and the Commission's external evaluation reports.

2.2.4 For the purpose of promoting ownership of the processes and outcome of self-assessment activities, pertinent internal

stakeholders in the relevant implementing units in the University shall be involved in the self-assessment activities.

STANDARD 2.3
MONITORING AND EVALUATION SYSTEMS FOR QUALITY IMPROVEMENT

For the purpose of establishing anecdotal evidence periodically regarding the effectiveness and impact of the systems for quality improvement, every University shall set up monitoring and evaluation mechanisms for effective periodic evaluation of improvements in the institutional core functions of teaching and learning, research and community engagement, and the impact of the quality assurance system in improving the quality of education and training as well as all support functions.

GUIDELINES

2.3.1 Every University shall develop relevant instruments for monitoring and evaluating the impact of the institutional quality assurance systems in improving the quality of education and training, performance in research and community engagement as well as in all support functions at the University as guided by international practices.

2.3.2 In order to continuously update the knowledge and skills of quality assurance staff at the Commission and in universities with respects to national, regional and global dynamics in quality assurance, the Commission in collaboration with the national quality assurance network and universities shall organise periodic training and advocacy sessions in trends and practices in quality assurance for leaders, academic staff and students in universities and the Commission.

STANDARD 2.4
TRACER STUDIES

For the purpose of establishing anecdotal evidence periodically regarding the effectiveness and impact of academic programmes, every University shall periodically conduct tracer studies focusing on the performance of the alumni in the job market as well as the job market orientation in relation to the programmes at the University.

GUIDELINES

2.4.1 For the purpose of monitoring and evaluating the effectiveness and impact of the teaching and learning processes in relation to the performance of alumni in the job market as well as the job market orientation versus the programmes at the University, every University shall undertake tracer studies in specified periodic intervals.

2.4.2 The Commission shall develop guidelines to facilitate universities in conducting tracer studies of their alumni as well as the job market orientation versus the programmes offered in universities.

STANDARD 2.5
PROGRAMME ACCREDITATION

As programme accreditation is intended to ensure that all programmes offered in universities in Tanzania meet the prescribed quality standards, every University shall ensure that every programme is accredited by the Commission before being offered.

GUIDELINES

2.5.1 While approval of an academic programme shall remain the mandate of the University Senate, no University shall be allowed to offer a newly developed academic programme until it is granted accreditation by the Commission.

2.5.2 A University applying for programme accreditation shall submit to the Commission the respective programme together with all

the relevant documents specified in the Commission's guidelines for submission of programmes for accreditation, including the names and particulars of all academic staff adequate for offering the programme for the first and subsequent programme delivery cycles.

2.5.3 An academic programme that undergoes extensive revision involving changes exceeding 25% of the original content as well as changes in delivery approaches and assessment shall be submitted to the Commission for accreditation before it is allowed to run.

2.5.4 In case a University submits to the Commission for the purpose of accreditation a programme plagiarised from another university, accreditation of that programme shall be denied and the Commission shall decide the appropriate course of action for the professional misconduct of the submitting University.

2.5.5 In accrediting an academic programme, consideration shall be made of the recruitment of part-time staff not exceeding 30% of the staff required to run the programme through the programme delivery cycle.

2.5.6 Upon being satisfied that a programme submitted for accreditation meets the specified conditions, the specific accreditation status shall be granted in the form of a formal letter and certificate presented to the University.

STANDARD 2.6
PROGRAMME RE-ACCREDITATION

In order to address the requirement that a university programme is re-accredited in a specific timeframe after it was last accredited, a Commission accredited programme shall be due for periodic re-accreditation.

GUIDELINES

2.6.1 In order to incorporate new developments in the subject area, an accredited academic programme shall undergo systematic

review two years after completion of every programme delivery cycle, after which the programme shall be due for re-accreditation provided the review would have brought in changes not exceeding 25% of the original contents as well as changes in the delivery and assessment approaches and the re-accreditation process shall be undertaken within a maximum of two programme delivery cycles after the last accreditation.

2.6.2 Re-accreditation of a programme according to Guideline 2.6.1 shall involve the University submitting to the Commission an application for re-accreditation together with the programme to be re-accredited indicating the changes that have been made during the review of the programme, with justification that such review had brought in changes not exceeding 25% of the original programme content as well as changes in delivery approaches and assessment.

2.6.3 The Commission shall evaluate the programme submitted for re-accreditation and if satisfied that the programme has not undergone extensive changes as stated in Guidelines 2.6.1 and 2.6.2 re-accreditation shall be granted in the form of a formal letter and a certificate given to the University allowing it to continue offering the programme for another delivery cycle.

2.6.4 Any reviewed programme that undergoes changes exceeding 25% of the original contents as well as changes in the delivery approaches and assessment shall be regarded as a totally new programme and shall be required to undergo accreditation using the same guidelines for accreditation of a new programme.

2.6.5 In re-accrediting an academic programme, consideration shall be made of the recruitment of part-time staff not exceeding 30% of the staff required to run the programme through the programme delivery cycle.

STANDARD 2.7
ADOPTION OF AN ACCREDITED PROGRAMME FROM ANOTHER UNIVERSITY

A University shall be allowed to adopt for offer a Commission accredited programme from another University provided that the adoption is based on mutually agreed arrangements between the owning and the adopting University.

GUIDELINES

2.7.1 A University intending to offer a Commission accredited programme adopted from another University shall notify the Commission of the adoption arrangements, including submission to the Commission proof of the agreed adoption modalities between the two universities.

2.7.2 An adopted programme shall not be offered until the Commission has granted approval to offer it upon consideration of availability of teaching and learning resources enabling the programme to be offered at the adopting University.

2.7.3 It shall be a criminal offence for a University to offer a Commission accredited programme from another University without consent from the owning University.

2.7.4 Where a University goes ahead to offer an adopted Commission accredited programme without clearance from the Commission and where after evaluation the Commission finds the teaching and learning resources at the adopting University to be inadequate for the offer of that programme, the Commission shall immediately stop the adopting University from offering the programme and the University shall be compelled to handle the consequences arising thereof.

STANDARD 2.8
ADOPTION OF ACCREDITED PROGRAMME BY A COLLEGE/CENTRE/CAMPUS OF SAME UNIVERSITY

A Constituent College/College/Centre shall not be allowed to run a Commission accredited programme adopted from the main University until the Commission is satisfied with the availability of the required capacity and facilities to run such a programme.

GUIDELINE

2.8.1 Any Constituent College/College/Centre adopting a Commission accredited programme from the main University shall be required to submit the programme to the Commission and the Commission shall allow the programme to run only after establishing the availability of the capacity and facilities at the adopting University required to run the programme.

STANDARD 2.9
COLLABORATIVE PROGRAMMES FOR THE PURPOSE OF GRANTING DOUBLE DEGREES

A University wishing to run a Commission accredited programme collaboratively with another University for the purpose of granting a Double Degree shall be allowed to do so upon the Commission having been satisfied that the required quality aspects and academic standards shall be maintained under such arrangement and the collaborating University is recognised by the Commission.

GUIDELINES

2.9.1 A University wishing to run a Commission accredited programme collaboratively with another University recognised by the Commission for the purpose of granting a Double Degree shall be required to apply for approval by the Commission of the collaborative arrangement.

2.9.2 Upon receipt of the application, the Commission shall consider the collaborative arrangement and if the arrangement adheres

to the required quality aspects and academic standards the Commission shall grant approval for the universities to proceed with the collaborative arrangement.

STANDARD 2.10
OFFERING A FOREIGN PROGRAMME

A University wishing to run a foreign programme shall do so after the Commission accredits the programme.

GUIDELINE

2.10.1 A University wishing to run a foreign programme shall be required to submit the programme to the Commission applying for accreditation in accordance with procedures stipulated in Guidelines 2.4.2, 2.4.3, 2.4.7, and 2.4.11 and the University shall offer the programme only after getting accreditation by the Commission.

STANDARD 2.11
INVOLVEMENT OF BODIES AND AGENCIES MANDATED TO REGISTER GRADUATES FOR PROFESSIONAL PRACTICE

For a programme leading to a particular profession to be considered for accreditation by the Commission, the offering University shall be required to submit to the Commission evidence that the relevant body or agency mandated to register graduates from such programme for professional practice had been involved in the development or revision of the programme.

GUIDELINES

2.11.1 Every University offering academic programmes leading to professional practice shall collaborate with the relevant professional body/bodies or agency/agencies mandated to register graduates from programmes leading professional practice in curriculum development and in other academic processes.

2.11.2 In submitting to the Commission for accreditation purposes of a new study programme leading to professional practice or revised programme with changes exceeding 25% of the original programme, every University shall be required to provide proof of endorsement of such a programme by a relevant body or agency mandated to register graduates from the programme for professional practice.

STANDARD 2.12
IMPARTIALITY AND CONFLICT OF INTEREST

In order to ensure objectivity in the evaluation of programmes as well as universities for the purpose of quality assurance and/or accreditation, technical experts appointed by the Commission to carry out the evaluation shall be required to exercise a high degree of impartiality and shall be required to make a declaration of no conflict of interest before embarking on the evaluation.

GUIDELINES

2.12.1 For the purpose of impartiality and objectivity, technical evaluation of programmes for accreditation shall be carried out by three experts from different institutions and for programmes leading to professional practice, one of the experts shall come from the relevant body or agency mandated to register graduates to practice in the corresponding profession.

2.12.2 All technical experts in evaluation committees appointed by the Commission to carry out evaluation of University programmes or institutions shall be required to complete a declaration of no conflict of interest form in **Annex 2.1** before they are allowed to embark on the evaluation.

STANDARD 2.13
INVOLVEMENT OF INTERNATIONAL EXPERTS IN PROGRAMME EVALUATION

In the event that a University requests the Commission to engage international technical experts to evaluate a programme of that University for the purpose of accreditation, the Commission shall grant approval of the request.

GUIDELINE

2.13.1 Where a particular University requests the Commission to engage international technical experts to evaluate a programme for the purpose of accreditation, the Commission shall undertake such arrangement provided that the international technical experts meet the professional expertise prescribed by the Commission and upon the respective University agreeing to handle the cost implications.

STANDARD 2.14
EFFICIENCY IN PROGRAMME ACCREDITATION

In order to streamline the procedures for programme evaluation for the purpose of accreditation, the Commission shall ensure that the time it takes to evaluate programmes for accreditation shall be within the limits of acceptable efficiency.

GUIDELINES

2.14.1 The Commission shall undertake accreditation of a University programme by first being satisfied that the programme development and approval systems in accordance with standards and guidelines of the Commission have been followed.

2.14.2 The Commission shall set an almanac for programme accreditation cycles for which every University shall comply.

2.14.3 In order to limit the time taken to process an application for accreditation of a programme, the Commission shall use the following timeframe in providing feedback to universities:

(a) Within one month after submission, the Commission receipt acknowledgement note shall be sent to the University and obligations of each party, e.g. payment of the requisite fees by the University and composition of Technical Evaluation Committee by the Commission shall have been handled.

(b) Three months after submission, the Commission shall send to University report on progress of accreditation process including reviewers' comments.

(c) Within the same three months, the University shall incorporate comments from Technical Experts.

(d) Within another three months the Commission shall inform the University the accreditation decision, or reason/reasons for delayed decision.

(e) The Commission shall ensure that programme accreditation is accomplished within six months after the initial submission of the programme by a University provided that the respective University fulfils all conditions within the timeframe indicated in (a) – (d) above.

2.14.4 A University failing to resubmit the programme incorporating comments from Technical Experts within three months indicated in Guideline 2.14.3 (c) shall lead to the Commission discontinuing the accreditation process and the University shall be required to resubmit the programme if the University still wants the programme to be accredited and the accreditation process shall start afresh.

2.14.5 The Commission and universities shall ensure the full involvement of bodies or agencies mandated to register graduates for professional practice in the evaluation process of

programmes leading to professional practice, in accordance with Guidelines 2.10.1, 2.10.2, and 2.10.3.

STANDARD 2.15
PROGRAMME BENCHMARKS

In order for every University in Tanzania to effectively participate in the EAC Common Higher Education Area, all academic programmes in universities in the country shall be harmonised using the IUCEA programme benchmarks developed by the Commission as well as those developed by IUCEA and other international bodies or agencies, and those from bodies or agencies mandated to register graduates for professional practice in case of programmes leading to professional practice.

GUIDELINES

2.15.1 In developing a new programme or reviewing an existing programme for accreditation by the Commission, every University shall be guided by programme benchmarks developed by the Commission as well as those developed by IUCEA, for the purpose of harmonisation of academic programmes in the country in the context of the EAC Common Higher Education Area, and other international benchmarks.

2.15.2 Where programme benchmarks have not been developed by the Commission, the IUCEA benchmarks shall be used, for the purpose of harmonisation of academic programmes in the country in the context of the EAC Common Higher Education Area.

2.15.3 In developing programmes leading to professional practice, in addition to what is stipulated in Guideline 2.15.1, the respective University shall also use guidelines issued by bodies or agencies mandated to register graduates from the programmes for professional practice.

STANDARD 2.16
MARKET SURVEY IN PROGRAMME DEVELOPMENT

In developing a new academic programme every University shall ensure that the programme is enriched with results from comprehensive market analysis and that the programme contents are in line with the need to offer education and training according to human resource requirements in the country while taking cognisance of regional and global trends in the human resource domain.

GUIDELINE

2.16.1 Every programme submitted to the Commission for the purpose of accreditation shall be accompanied with evidence indicating that the University submitting the programme had carried out a comprehensive market analysis appropriate to the programme and had involved relevant stakeholders in the development of the programme.

STANDARD 2.17
INSTITUTIONAL AND PROGRAMME QUALITY AUDITS

In order to ensure that universities are continuously improving the quality of their institutions and academic programmes, the Commission shall carry out quality audits through either regular or impromptu assessments.

GUIDELINES

2.17.1 As part of the quality assurance function, the Commission shall regularly carry out institutional quality audits of universities using the Checklist of the Commission **(Annex 2.2)** and other guidelines to be provided to the Technical Evaluation Committees undertaking such audits.

2.17.2 Where there is indication of a University tending to compromise the quality standards at the institutional and/or programme level, the Commission shall immediately institute an impromptu quality audit of the University using the Checklist of the

Commission **(Annex 2.2)** and the outcome of the audit shall guide the Commission on the appropriate course of action.

2.17.3 In case of a University offering a programme or programmes leading to professional practice, the audits indicated in Guidelines 2.17.1 and 2.17.2 shall be carried out in collaboration with the relevant body/bodies/agency/agencies mandated to register graduates from the particular programmes for engagement in professional practice.

STANDARD 2.18
ACCREDITATION/RE-ACCREDITATION OF UNIVERSITIES

For the purpose of maintaining the quality of University education, every University intending to operate in Tanzania shall be accredited by the Commission and the University shall be re-accredit after every five years as stipulated in the Universities (General) Regulations, 2013.

GUIDELINES

2.18.1 Every University allowed to operate in Tanzania shall be accredited and subsequently re-accredited by the Commission as provided for in the Universities (General) Regulations, 2013.

2.18.2 Once a University is due for accreditation or re-accreditation, the Commission shall carry out a regular institutional quality audit and the audit report therefrom shall guide the Commission in making the accreditation or re-accreditation decision.

2.18.3 As a process towards accreditation, every University shall carry out an institutional self-assessment whose report shall be used by a Technical Evaluation Committee commissioned by the Commission to carry out an institutional quality audit of the University for the purpose of accreditation.

2.18.4 The institutional quality audit stipulated in Guideline 2.18.2 shall be carried out using the checklist of the Commission **(Annex 2.2)** and any other guidelines the Commission shall

avail to the Technical Evaluation Committee undertaking the audit.

2.18.5 A Technical Evaluation Committee appointed by the Commission to carry out a quality audit shall consist of local experts and each Committee may include at least one international expert.

2.18.6 In carrying out the self-assessment and institutional audits, every University as well as the Commission shall be guided by guidelines provided in the IUCEA Handbook of Quality Assurance in Higher Education as a way of ensuring harmonisation of quality aspect of university education in Tanzania to the EAC Common Higher Education Area framework.

2.18.7 Every University shall undergo re-accrediting every five years after the last accreditation/re-accreditation and the re-accreditation process shall be carried out in the same way as the first accreditation.

2.18.9 Upon being satisfied that a University has met the stipulated requirements the Commission shall grant accreditation or re-accreditation in the form of a certificate presented to the University.

2.18.10 A University that fails to be granted re-accreditation in accordance with provisions in Regulation 15 of the Universities (General) Regulations, 2013 shall have the accreditation status revoked.

STANDARD 2.19
COMPLAINTS AND APPEALS AGAINST QUALITY ASSURANCE DECISIONS

Although quality assurance decisions including those intended for accreditation or re-accreditation shall be made objectively, a University dissatisfied with such decisions shall be given the opportunity to complain or appeal against the respective decision/decisions.

GUIDELINES

2.19.1 A University which shall not be satisfied with a quality assurance decision by the Commission shall have the opportunity to request for review of the decision as provided for in Section 58 of the Universities Act, Cap. 346 of the Laws of Tanzania.

2.19.2 After the Commission having undertaken a review as stipulated in Guideline 2.19.1 above but the University is still unsatisfied with the decision made, the University shall have the opportunity to lodge an appeal to the Minister, in accordance with procedures stipulated in the Universities (General) Regulations 2013.

STANDARD 2.20
HIGHER EDUCATION INFORMATION DATABASE

In order to avoid situations where a programme may be subjected to more than one accreditation process by the Commission and to ensure that there is up to date information on higher education in the country including an inventory of accredited programmes, the Commission shall maintain a higher education database as a repository for higher education information in the country.

GUIDELINES

2.20.1 The Commission shall establish and maintain a higher education information database that shall be used as a repository of retrievable higher education information

including an inventory of all the programmes accredited by the Commission.

2.20.2 Every University shall be required to regularly submit to the Commission all important information concerning academic matters, such as but not limited to programmes being offered, registered students, discontinued students, graduated students, important academic reports, theses and dissertations, etc.

STANDARD 2.21
RANKING OF UNIVERSITIES

For the purpose of providing objectivity and validity to the results from ranking of universities in Tanzania, the officially recognisable ranking results in the country shall be those from agencies that had used the ranking guidelines of the Commission.

GUIDELINES

2.21.1 Agencies carrying out ranking of universities in Tanzania for the purpose of official recognition of the ranking results shall be required to use Standards and Guidelines of the Commission for this purpose.

2.21.2 The Standards and Guidelines of the Commission to be used for ranking of universities in Tanzania, shall focus on:

(a) employer reputation: university from which employers prefer to source for the most competent, innovative, and effective graduates;

(b) academic staff/student ratio: extent to which universities are able to provide students with meaningful access to lecturers and tutors;

(c) citations per academic staff: the total number of citations received by all papers produced by a university across a five-year period divided by the number of academic staff at the university; and

(d) ability to attract international academic staff and students at any ratio.

2.21.3 The universities in the country shall be grouped and ranked on the basis of their programmes.

2.21.4 The universities shall be evaluated according to the following metrics:

(a)	Academic reputation	30%
(b)	Proportion of attracted research funds	10%
(c)	Graduate employers' survey opinion	10%
(d)	Academic staff /student ratio	20%
(e)	Citations per academic staff	20%
(f)	International academic staff ratio	5%
(g)	International student ratio	5%

ANNEX 2.1

TANZANIA COMMISSION FOR UNIVERSITIES

DISCLOSURE OF INDEPENDENCE AND NO CONFLICT OF INTEREST FORM FOR MEMBERS OF THE TECHNICAL EVALUATION COMMITTEE

(Tick in the appropriate box provided on each statement)

1. CONFLICT OF INTEREST ASSESSMENT

I declare that:

☐ (a) I **DO NOT PERCEIVE** any risk of conflict of interest or serious appearance of such conflict in my participation in the evaluation.

☐ (b) I **PERCEIVE** risk of conflict of interest or serious appearance of such conflict in my participation in the evaluation due to the circumstances indicated at the back of this form (please describe briefly and provide an analysis of the circumstances).

2. DECLARATION OF FINANCIAL INTERESTS

☐ I declare that I have no financial links with any of the persons, the University, programmes or academic units under review and that I have not accepted and will not accept any financial or other remunerations from outside sources for my participation in the evaluation.

☐ I declare that I will report any offers of such remuneration to the Chairperson of the Technical Evaluation Committee or the TCU Executive Secretary.

3. DECLARATION OF INDEPENDENCE

☐ I have read the principles and rules applying to this evaluation and I declare that I will follow them to the best of my ability and that I will carry out the evaluation without influence from the University, academic units

under review, programme, staff, or other stakeholders, and without bias, personal preference or personal benefit.

4. DECLARATION OF CONFIDENTIALITY

☐ I declare that I will keep all information gathered during the evaluation and will treat it with utmost confidentiality.

Name …… Signature …… Date ……

Note:

(1) If your situation with respect to potential conflict of interest changes in the course of the evaluation, you are obliged to submit an updated disclosure statement.

(2) Information provided in this disclosure form will be restricted to authorized persons.

ANNEX 2.2

TANZANIA COMMISSION FOR UNIVERSITIES

INSTITUTIONAL REGULAR/IMPROMPT AUDIT CHECKLIST

JULY, 2015

Preliminary Information

S/N	Item	Explanation(s)
L	Name of the institution	
2	Category of the institution (university /college /institute /centre/ directorate/school)	
3	Type of the proposed institution (Public/Private/Public Private Partnership (PPP))	
4	Cluster of the institution	
5	Physical address of the institution	
6	Postal address of the institution	
7	Telephone Numbers, Mobile Number, Fax Number, Email Address and website	
8	Institution accreditation status	
9	Date which the institution was established	
10	Date which the institution attained its current status	
11	Owner(s) of the institution	
12	Total student enrolments by gender	
13	Total student enrolment by programmes	

Section 1: Infrastructures

1.1 Infrastructure Verification

S/N	Type	Number Verified	Total Capacity	Number Functioning	Quality			Adequacy (Yes/No)	Remarks
					G	A	P		
1	Buildings for academic function								
	(i) Lecture theatre								
	(ii) Lecture rooms								
	(iii) Seminar rooms								
2	Library/Resource Centre								
3	Functional facilities (i.e. conference hall, common rooms etc.)								
4	Staff offices								
5	Health and sanitation facilities								
6	Facilities for public safety and security								
7	Students' accommodation, offices and related facilities								
8	Recreational (sports and games) facilities								
9	ICT infrastructure								
10	Facilities for persons with special needs								
11	Research and Practical Training								
	i. Science Laboratories								
	ii. Engineering laboratories								

S/N	Type	Number Verified	Total Capacity	Number Functioning	Quality			Adequacy (Yes/No)	Remarks
					G	A	P		
	ii. Computer laboratories								
	v. Language laboratories								
	v. Communication laboratory								
	vi. Simulators								
	ii. Studios								
	ii. Audio-visual rooms								
	x. Teaching Clinics (veterinary and/or medical)								
	x. Video and Teleconference rooms								
	xi. Others (specify)								
	(a)								
	(b)								
	xi. Workshops (specify)								
	(a)								
	(b)								
	(c)								

G-Good, A-Average, P-Poor (tick appropriate)

1.2 Do the buildings have;

i) Building permit Yes/No
ii) Land use plan Yes/No
iii) Certificate of Occupancy Yes/No
iv) Health Certificate Yes/No
v) Certificate of Conformity with fire regulations Yes/No

General comments (if any):

Section 2: Library Facilities

Item	Capacity	Adequacy (Yes/No)	Remarks
1. Reading space i. space for tables, chairs, cabinets and shelves			
ii. special reserve area/unit			
2. Acquired reading materials	Available Titles	Adequacy (Yes/No)	
i. general books			
ii. up-to-date specialized books for the programme			
iii. E-books			
iv. thesis, dissertations, independent studies, and research reports			
v. Journals			
vi. e-journals			
vii. newspapers			
3. Infrastructure	Available Capacity	Adequacy (Yes/No)	
(i) computers			
(ii) tables			
(iii) chairs			
(iv) cabinets			
(v) shelves			
E-Connectivity	Bandwidth		Remarks
	Available	Adequacy (Yes/No)	
(i) cabled Internet			
(ii) Wireless			
Qualified Library Staff	Staff number		Remarks
	Available	Adequacy (Yes/No)	
(i) Librarians			
(ii) Technicians			

General Comments (if any):

Section 3. Strength of Academic Staff

3.1 Overall Staff qualifications at the University

SN	Qualifications	Employment status	Academic Staff	Administrative and Technical Staff	Total Number	Verified	Adequacy Yes/No	Remarks
1	PhD	Full time						
		Part time						
2	Masters	Full time						
		Part time						
3	Bachelors	Full time						
		Part time						
4	Other (specify)	Full time						
		Part time						
Total Number		Full time						
		Part time						

3.2 Overall staff qualifications by academic ranks at the University

SN	Qualifications	Employment status	Academic Staff	Administrative and Technical Staff	Total Number	Verified	Adequacy Yes/No	Remarks
1	Professors	Full time						
		Part time						
2	Senior Lecturers	Full time						
		Part time						
3	Lecturers	Full time						
		Part time						
4	Assistant Lecturer	Full time						
		Part time						
5	Tutorial Assistant	Full time						
		Part time						
6	Others (specify)	Full time						
		Part time						
Total Number		Full time						
		Part time						

3.3 Distribution of academic staff by colleges/schools/departments and Units

S/N	College/School /Faculty	Department/Unit/Section	Staff Qualifications								Adequacy (Yes/No)	Remarks
			PhD		Masters		Bachelor		others			
			FT	PT	FT	PT	FT	PT	FT	PT		
1												
2												
3												
4												
	Total											

3.4 Appropriateness of academic staff qualifications (GPA, Class, Improper ranking and promotions, etc.)

S/N	College/School/Faculty	Number of Qualified staff	Number of Unqualified Staff	Remarks
1				
2				
3				
4				
5				
	Total			

General Comments (if any):

Section 4. Governance tools/policies

S/N	Item	Available (Av) and Approved (Ap)	Appropriate (A) and Used (U)	Remarks
1	Master plan			
2	Strategic plan			
3	Charter			
4	Quality assurance policy			
5	Gender policy			
6	Staff recruitment, promotion and development policy			
7	Training programme			
8	Library and/or ICT policy			
9	Financial regulations			
10	Human Resource Policy			
11	Implementation of activities follows strategic plan			
12	Others (specify)			

General Comments (if any)

Section 5: Curricula

S/N	Item	Compliance (Yes/No)	Remarks
1	Curricula follow University Qualifications Framework (UQF)		
2	Curricula follow UQF Credit Framework		
3	All degree programmes accredited by TCU		
4	All professional programmes are approved by relevant professional registration board/council		
5	All programmes are up to date (Reviewed within required time)		
6	Adequate number of students in each programme		
7	Appropriate facilities for practical training for each programme		
8	Appropriate delivery methods for the students to achieve the expected learning outcomes		
9	Academic policies are available and adequate		
10	The programmes are in line with the institution's vision and mission		
11	Adequate assessment and examination procedures		
12	Programme fee structures sustainable and certified by TCU		
13	Others (specify)		

General comments (if any):

Section 6: Institutional Governance

S/N	Item	Compliance (Yes/No)	Remarks
1	All university governance organs in place; e.g. Council, senate, faculty/school/college board etc.		
2	Senior Officials of the University (VC, DVCs) are in place		
3	Quality of the approved governance structure		
4	Quality of the approved management structure		
5	Quality of the students welfare structures, tools and instruments		
6	Quality of staff and students disciplinary matters		
7	All departments are headed by full time academic staff		
8	Organisation structure is in line with the Charter and Universities Act		

9	Organisation structure does not involve owner in the day to day decisions and running of the institutions		
10	There is Postgraduate dedicated academic Unit		
11	Students are represented in various governance organs		
11	Others (specify)		

General comments (if any):

Section 7: Support services and development

S/N	Item	Compliance (Yes/No)	Adequacy (Yes/No)	Remarks
1	Student admission polices available and adequate			
2	Students rules and regulations are available and published			
3	Students' refund policy and procedures are available and published			
4	Procedures for handling grievances and complains are available and published			
5	Student body available and functional			
6	Students and staff health services scheme available and published			
7	Student and staff accommodation services and policies available and published			
8	Internet services available to all staff and students			
9	Students' information and prospects is available online/ hard copies and timely			
10	Cafeteria, photocopy machines and book shops are available at affordable price to students			
11	Others (specify)			

General comments (if any):

Section 8: Overall Recommendations and Conclusion

PART 3

UNDERGRADUATE ADMISSION, PROGRAMMES AND AWARDS

INTRODUCTION

University education in Tanzania is undergoing tremendous transformation, with one of the key outcomes being expanded student enrolment that has been triggered by the growing number of candidates from secondary schools as a result of the on-going Government reforms in basic education. Unfortunately, this enrolment expansion is taking place amidst a number of socio-economic challenges that have constrained the national budget to effectively support the systematic growth and diversification of university education in the country. This continues to hamper the need to have the number of graduates coming out of universities in the country catching up with national human resource needs articulated in Tanzania's Development Vision 2025.

The other potential challenge that may be a result of the rapid increase in the number of school graduates needing to access university education amidst constrained financial and teaching and learning resources in the universities is compromised quality of the education provided as a result of these setbacks, particularly if the regulatory regime for university education is less effective. Therefore, as university education in Tanzania continues to expand to catch up with national aspirations to transit into the knowledge economy and middle income status by 2025, there is need for the national regulatory regime for university education to come up with appropriately structured standards and guidelines that address pertinent quality aspects in relation to e.g. student admission, progression and mobility on the one hand, and programme content, structure and delivery processes and the meaning of the academic awards on the other. The quality aspects also need to focus on a positive relationship between the paper qualifications a graduate possesses and the intrinsic knowledge, skills, competences and attitude he/she can demonstrate in the job market or in a self-employment enterprise that

makes him/her a resourceful human resource for the nation. This is the essence of the Standards and Guidelines presented in Part 3.

CONTEXT

It is important that the Standards and Guidelines for university education in Tanzania assist universities in embracing a paradigm shift, in terms of the orientation of their academic programmes, from articulating the specific learning aims and objectives that students are expected to realise at the end of a given course module or programme, to focusing on learning outcomes that students are expected to achieve at the end of the course module or programme. This also requires universities to shift from the current pedagogical outlook, where education delivery modes focus more on what lecturers and professors believe graduates need to know, rather than on what students have to know and be able to do in varying and complex situations upon graduating. Thus, this paradigm shift would entail universities shifting from teacher-centred to student-centred pedagogical approaches. Therefore, the Standards and Guidelines presented in Part 3 are intended to be supportive instruments for guiding universities towards embracing such transformation while adhering to quality aspects of university education in the country.

Another glaring aspect of Tanzania's higher education system is the low gross enrolment rate of the age cohorts of the youth who constitute a pool of potential candidates for university education. This rate standing at 4.2% is much lower than the Sab-Sahara African average of about 8%. Therefore, for Tanzania to transit into the knowledge-based economy and attain middle income status by 2025 as envisioned in the national development vision 2025, the higher education gross enrolment rate needs to be substantially uplifted to as close as possible to 30-40%, which UNESCO considers as the threshold figure for a country to operate as a knowledge economy. This will require transforming the higher education delivery system with respect to student admission frameworks, teaching and learning resources, structures and diversity of academic programmes, and education delivery modes.

Therefore, in view of the above challenges and for the interest of maintaining the quality of university education in the country under the ensuing transformative scenarios, the Standards and Guidelines presented in Part 3 provide appropriate provisions for ensuring and assuring the quality of university education in the country with respect to undergraduate admission, academic programmes and awards.

SCOPE

In order for Tanzania's university education to remain regionally and globally comparable and therefore competitive, the Standards and Guidelines presented in Part 3 have taken into consideration regional and global outlook regarding university education dynamics. This includes aligning the standards and guidelines for university education in the country to the EAC Common Higher Education Area framework, and articulating provisions that will facilitate the country to implement international conventions and declarations that impinge on the need to promote cross boarder mobility of students and labour, and the overall higher education internationalization agenda.

Therefore, the key features of the Standards and Guidelines presented in Part 3 relate to the organisation of various regulatory elements for university education related to undergraduate student admission, teaching and learning processes, student progression, structures and diversity of academic programmes and their delivery modes, and the structure and meaning of academic awards.

THE STANDARDS AND GUIDELINES

STANDARD 3.1
STUDENT ADMISSION REQUIREMENTS

Every University shall develop and maintain clear, efficient and transparent mechanisms for admission of students into programmes, which shall be documented and effectively disseminated.

GUIDELINES

3.1.1 Every University shall establish requirements for admission of students into academic programmes in line with the Commission's minimum entry and specific admission requirements set for each programme, while taking into consideration national human resource requirements in the various professions as well as the possibility for self-employment.

3.1.2 In processing the admission of students by a University in a bachelor degree programme, the Commission shall take into consideration national aspirations for human resource development with respect to university education.

3.1.3 The minimum entry requirements for admission into a bachelor degree programme in a University shall be in any of the following categories:

(a) Two principal level passes in relevant subjects at Advanced Certificate of Secondary Education Examination (A-Level) or its equivalent in the discipline applied; or

(b) An Ordinary Diploma or equivalent with GPA of 3.0 or B grade AND three (3) credits at O- level or equivalent; or

(c) A pass at B grade for the Recognition of Prior Learning (RPL) entry scheme.

3.1.4 A holder of a bachelor degree award shall be eligible for admission into another degree programme provided the

admitting University has such provision in the student admission guidelines.

3.1.5 As part of outreach programmes, every University shall be allowed to offer certificate and diploma programmes in its relevant academic disciplines for the purposes of contributing to professional development and life-long learning initiatives of the citizens.

3.1.6 The minimum entry requirements for admission into ordinary diploma programmes/certificate (UQF Level 6) in any University shall be:

(a) Advanced Certificate of Secondary Education Examination (A-Level) with at least one principal pass in relevant discipline.

(b) NTA Level 5 or Professional Technician Certificate Level II.

3.1.7 In admitting an applicant with foreign certificates every University shall vet the equivalence of the foreign qualifications used for the admission with the national equivalences before processing the application.

STANDARD 3.2
STUDENT ADMISSION PROCESS

Every applicant for admission into a University shall apply for admission into the University of his/her choice using the prescribed procedures of that University and those established by the Commission.

GUIDELINES

3.2.1 In order to ensure that the student admission process is well-structured, the Commission shall publish a calendar indicating the academic cycle for every study year.

3.2.2 Every University shall submit to the Commission the capacity and requirements for the accredited programmes within 90 days before commencement of the applicable admission cycle

for the information to be published in the Admission Guidebook to be produced on a yearly basis.

3.2.3 Every University shall advertise through various media Commission accredited programmes intended to be offered in the particular academic year providing the details as indicated in the Admission Guidebook of the Commission.

3.2.4 Every University shall establish an online admission system (application platform) capable of linking with the Commission's portal and students' information systems and allowing only applicants with the required and relevant minimum entry requirements to submit applications.

3.2.5 Every University shall process applications of the prospective students based on general admission regulations and guidelines and the Commission's minimum entry and specific requirements for admission through the recognised entry schemes.

3.2.6 Every University shall authenticate the validity of qualifications of the applicants applying for admission into the various programmes using NECTA and NACTE databases.

3.2.7 To ensure that the admission process proceeds smoothly, every University shall create a help desk for applicants who might need assistance during the application process.

STANDARD 3.3
STUDENT SELECTION PROCESS

Every University shall select students from among the applicants who meet the prescribed admission requirements for each programme provided that the number of such selected students per programme does not exceed the admission capacity certified by the Commission.

GUIDELINES

3.3.1 In the process to select students, every University shall consider among others the qualifications of the applicants and the

admission capacity for the programmes as certified by the Commission.

3.3.2 For the purpose of validation, every University shall submit to the Commission the list of all applicants including those selected for admission into the various programmes by uploading them onto the University Information Management System (UIMS) after the respective Senate/Academic Board approves admission of the selected students.

3.3.3 Every University shall publish the selected applicants as approved by the respective Senate/Board and having been certified by the Commission, and then submit the list to the Commission for record purposes.

3.3.4 Every University shall process appeals against admission decisions as submitted by unsuccessful applicants.

STANDARD 3.4
STUDENT REGISTRATION

Every student selected by a University to pursue a given programme after having been verified by the Commission shall register into the said programme.

GUIDELINES

3.4.1 Every University shall register students selected to join each programme at the University after having been verified by the Commission and the registration shall be undertaken not more than 14 days after the commencement of the academic year.

3.4.2 Within 30 days after closing the registration process every University shall submit to the Commission the enrolment data of the admitted students who have been registered.

3.4.3 Once students are admitted and registered, each University shall process intra- and inter-university students' transfers following procedures set by the Commission and in accordance with the deadline set by the Commission.

STANDARD 3.5
STUDENT ADMISSION AUDIT

In order to ensure quality aspects in the student admission process, every University shall prepare relevant information for regular audit of the admission process by the Commission.

GUIDELINES

3.5.1 After completion of the process to register the admitted students and universities having submitted to the Commission the enrolment data of the admitted students who have been registered, the Commission shall carry out an admission audit in accordance with Regulation 42 in the Universities (General) Regulations, 2013.

3.5.2 Any enrolled student found not meeting the Commission's minimum requirements for admission into a programme shall henceforth be de-registered from studies.

STANDARD 3.6
NATURE OF THE ACADEMIC PROGRAMMES

Every University shall establish systems that ensure the design and development of quality, innovative, and relevant study programmes that are based on learning outcomes taking into consideration provisions in the programme benchmarks developed by the Commission and/or IUCEA, and the learning outcomes having been aligned to the needs of stakeholders and national human resource requirements and that the study programmes contribute to the achievement of the University mission and vision.

GUIDELINES

3.6.1 Every University shall establish procedures and processes for introducing new programmes and revising existing ones to ensure that the programmes remain up to date with respect to national, regional and international socio-economic dynamics and

adhere to national, regional and international quality standards and relevance.

3.6.2 Every University programme shall be based on well-formulated learning outcomes that are benchmarked against level descriptors indicated in the University Qualifications Framework (UQF) or regional qualifications frameworks for the EAC and SADC while taking into consideration provisions in the programme benchmarks developed by the Commission and/or IUCEA.

3.6.3 Every University shall develop new academic programmes or review existing ones in line with the mission, vision and objectives of the University, and addressing the expectations and needs of stakeholders and the nation.

3.6.4 Every University shall establish effective mechanisms for stakeholders' participation in curriculum design, development and review, including procedures to obtain feedback from students, alumni, employers, and other stakeholders.

3.6.5 Every University shall establish effective and efficient procedures for approval of academic programmes by relevant University organs and authorities, such as the Senate and bodies or agencies mandated to register graduates from the programmes for professional practice where applicable.

3.6.6 Each academic programme developed by a University shall be delivered by adequate, qualified and competent staff who have the required pedagogical skills.

3.6.7 Every University shall ensure that the promotion of programmes is done in a fair and ethical manner, following acceptable best practices and complying with all relevant institutional policies and regulations set by the Commission.

STANDARD 3.7
PROGRAMME NOMENCLATURE

In designing, developing and approving a programme or changing a programme through extensive curriculum review, every University shall ensure that the name and abbreviations used for the programme are in accordance with international standards and practices, including adherence to the UNESCO nomenclature.

GUIDELINES

3.7.1 Every University shall ensure that the nomenclature of the academic programmes including abbreviations used are in accordance with the examples of the general rule, nomenclature and abbreviation formats shown in Tables 3.1.1 and 3.1.2 in **Annex 3.1.**

3.7.2 Every University shall ensure that the nomenclature of the academic programmes including abbreviations used describe the general area of study which usually corresponds to a particular discipline or profession.

3.7.3 Every University shall ensure that the nomenclature of the academic programmes including abbreviations used provide an indication of the basis for which the proposed nomenclature has been selected as reflected by historical practices in Tanzania and international contexts on the nomenclature of academic programmes.

3.7.4 Every University shall ensure that the nomenclature of the academic programmes, including abbreviations used, are consistent with the nomenclature and other provisions in the University Qualifications Framework (UQF).

3.7.5 Every University shall ensure that the nomenclature of the academic programmes including abbreviations used is easily recognizable by prospective students, employers, other higher education stakeholders, and the general public.

3.7.6 Every University shall ensure that the nomenclature of the academic programmes including abbreviations used meet the minimum requirements of the programme's disciplinary area.

STANDARD 3.8
STRUCTURE OF THE PROGRAMME

In developing a programme for submission to the Commission for the purpose of accreditation, every University shall ensure that the structure of the programme is aligned to the Commission's curriculum framework.

GUIDELINES

3.8.1 Every University shall develop academic programmes based on the Commission's curriculum framework indicated in **Annex 3.2**, and the programme's expected learning outcomes shall be learner centred covering the knowledge, skills, competences and professional development that the learner is expected to have acquired at the end of the programme, as indicated in the UQF.

3.8.2 Every University developing a programme shall establish the rationale of establishing the programme as supported by the justification derived from needs assessment and market survey or situational analysis indicating stakeholders' requirement of such a programme.

3.8.3 In submitting a newly developed programme to the Commission for the purpose of accreditation, every University shall provide supporting evidence of approval of the programme by University organs as well as endorsement by a relevant body/bodies or agency/agencies mandated to register graduates from the programme for professional practice where applicable.

STANDARD 3.9
PROGRAMME DURATION

For every programme being offered in a University, the respective University shall observe the duration of the programme as specified in the programme curriculum approved by the University Senate and accredited by the Commission.

GUIDELINE

3.9.1 The respective programme learning outcomes as well as the credit weighting indicated in the programme as specified in the UQF shall determine the duration of every programme offered in a University.

STANDARD 3.10
PROGRAMME DELIVERY

Universities in Tanzania shall ensure that undergraduate programmes are delivered in a way and environment conducive to teaching and learning and that the delivery mode encourages students to take an active role in creating the learning process and the assessment of students' academic performance reflects this approach.

GUIDELINES

3.10.1 Every University shall ensure that the number of students in a class is related to the available facilities that enable effectiveness in the teaching and learning process.

3.10.2 Every University shall clearly articulate the mode of delivery of all the programmes and this shall include:

(a) face-to-face contact (full-time and part-time);

(b) open and distance education;

(c) e-learning; and

(d) blended learning (dual mode).

3.10.3 Every University shall ensure that staff members engaged in teaching are trained in pedagogical methods and are familiar with the learner-centred education delivery approach including being able to effectively and efficiently handle learner-support services under this approach.

3.10.4 In order to implement student-centred learning and teaching in delivering a Commission accredited programme, every University shall:

(a) take into consideration the diversity of students and their needs and enable them with flexible learning paths while using a variety of pedagogical methods and modes of delivery where appropriate and regularly evaluating and adjusting the modes of delivery and pedagogical methods; and

(b) encourage a sense of autonomy in the learner, while ensuring adequate guidance and support from the lecturer/professor, promoting mutual respect within the learner-teacher relationship and providing learner support that emphasizes the development of independent learning skills.

STANDARD 3.11
SPECIAL PROGRAMME DELIVERY SYSTEMS

Universities in Tanzania shall be eligible to offer academic programmes involving double / joint multiple / parallel degree arrangements jointly with another university, or to allow a student to pursue two programmes simultaneously in the same or with another university, provided that the quality assurance provisions set by the Commission are complied with.

GUIDELINES

3.11.1 Every University shall be eligible to permit students to take and complete a part of their programme of studies from any other recognised universities for which the students can obtain a joint degree award provided that such arrangement is supported by a

memorandum of understanding or any such agreement signed jointly by the universities involved.

3.11.2 The award obtained through double/joint/multiple/parallel degree programmes represented by a single certificate shall consist of the following features:

(a) Logo of each of the awarding universities;

(b) Statement indicating that the awarding universities grant the award jointly;

(c) Signatures of authorised persons in each of the awarding universities; and

(d) The institutional seal of each of the awarding universities.

3.11.3 The award obtained through double/joint/multiple/parallel degree programme represented by a certificate from each of the awarding universities shall consist of the following features:

(a) Logo of the awarding university;

(b) Statement indicating that the awarding university grant the award jointly with another university or universities, whose name/names shall also be indicated on the certificate;

(c) Signatures of authorised persons in the awarding university; and

(d) The institutional seal of the awarding university.

3.11.4 A student enrolled in a degree programme under regular mode may be allowed to pursue a maximum of one additional degree programme simultaneously under open/distance mode from the same or a different university; however, no student shall take two degree programmes simultaneously under regular mode.

3.11.5 A student pursuing a degree programme under regular mode may pursue a maximum of one certificate/diploma/advanced diploma/postgraduate diploma programme simultaneously

either in regular or open and distance mode in the same university or from other institutions.

STANDARD 3.12
STUDENT ASSESSMENT

Universities in Tanzania shall deliver courses for Certificate, Diploma and Bachelor degree programmes by coursework, which shall be assessed by continuous assessment (tests, assignments, seminars/tutorials, practical sessions) and end of semester examinations with the exception of some courses that shall constitute examinable field practical training or research project reports, which shall be examined once at the end of the academic year or at the end of the entire programme, as the case may be.

GUIDELINES

3.12.1 Every University shall establish institutional regulations and guidelines for student performance, provision of efficiency in programme delivery and appropriate procedures for dealing with students' complaints of academic nature.

3.12.2 Every University shall set the grade point average (GPA) of 2.0 as the minimum performance level whose attainment shall be the condition for a student to proceed from one academic year of study to the next for undergraduate programmes (certificate, diploma and bachelor degree).

3.12.3 The minimum cumulative credits described in Table 3.2.3 (**Annex 3.2**) shall have to be attained for a candidate to qualify for a University award for an undergraduate programme.

STANDARD 3.13
UNIVERSITY EXAMINATIONS AND STUDENT ASSESSMENT RESULTS

Universities in Tanzania shall handle university examinations and student assessment results in accordance with the institutional management system for academic matters stipulated in the University Charter and other governance and management instruments of the University.

GUIDELINES

3.13.1 Every University shall establish institutional examination regulations to guide the handling of student assessments including results from various types of examinations.

3.13.2 The University Senate shall approve all student results leading to the award of degrees, diplomas or certificates and shall formally approve granting of the respective awards.

STANDARD 3.14
EXTERNAL EXAMINER SYSTEM

Universities in Tanzania shall operate an external examiner system to be stipulated in the examination regulations of the University.

GUIDELINE

3.14.1 Every University shall establish and maintain institutional policy and operational procedures/regulations to guide the conduct of the external examination system.

STANDARD 3.15
APPOINTMENT OF AN EXTERNAL EXAMINER

Universities in Tanzania shall appoint an external examiner to assist in the quality assurance process of examinations in the University for fairness and maintenance of academic standards.

GUIDELINES

3.15.1 A University shall appoint an external examiner:

(a) whose qualifications and experience are relevant to the academic discipline or profession he/she shall be assigned to examine and shall be a person of seniority in his/her field of study with relevant experience and sufficient knowledge of his/her subject area to assess students' knowledge and skills; and

(b) from the list of approved external examiners for the programmes in the University and the list shall be generated from names of individuals who have been proposed by academic units to become external examiners in the university.

3.15.2 In appointing an external examiner, the respective academic unit where the external examiner shall serve shall submit the details of individual being proposed for the appointment to the University Senate to assist the Senate to appoint the right external examiner for the particular programme and the details of the individual being proposed shall consist of:

(a) name and affiliation;

(b) academic and/or professional rank;

(c) field of specialization; and

(d) the CV of the proposed external examiner.

3.15.3 Besides the details indicated in Guideline 3.15.2, the respective academic unit where the external examiner shall serve shall submit to the University Senate;

(a) Programme(s), course(s), thesis, dissertations, papers (as the case may be) to be examined by the proposed examiner; and

(b) number of students to be examined.

3.15.4 The person being proposed for appointment as external examiner shall not have held an academic or honorary position at the University within the previous four years.

3.15.5 The performance of external examiners shall be assessed from time to time and those found to be wanting in terms of integrity and competence shall be relieved of the responsibility of external examination.

3.15.6 Once appointed, the external examiner shall receive a formal letter of appointment from the University setting out the period of the engagement, the course(s), dissertations/theses to be examined, the payable fees upon completion of the assignment and relevant documents containing guidelines for external examination in the University.

3.15.7 Upon completion of the external examination process the external examiner shall submit a report to the University in accordance with stipulations in the regulations on external examination system of the University.

STANDARD 3.16
THE ROLE OF AN EXTERNAL EXAMINER

An External Examiner in a University shall have a quality assurance role and in ensuring that procedures and processes for the academic function are in place, appropriate and functional.

GUIDELINES

3.16.1 A person appointed External Examiner shall declare any possible conflicts of interest and confirm his/her willingness to act as an External Examiner for the University.

3.16.2 Every University shall require External Examiners in their expert judgment to report on:

(a) whether the standards set by the University for the academic programmes are appropriate for its award, or award elements, by reference to published national/regional programme benchmarks, the national qualifications framework, institutional programme specifications and other relevant information;

(b) the standards of student performance in the programmes or parts of the programmes which they have been appointed to examine and on the comparability with those of similar programmes or parts of programmes in other universities; and

(c) the extent to which the University processes for assessment, examination and determination of awards are sound and have been fairly conducted or appropriately followed.

3.16.3 An external examiner shall serve in that capacity for two consecutive terms only and shall not be reappointed until the expiry of three years.

3.16.4 To avoid conflict of interest an external examiner shall not be appointed under reciprocal arrangements between courses/departments/faculties/colleges in a University and another institution; that is, external examiners shall not be appointed from a subject area in an institution where a member of staff of the university is currently an external examiner.

3.16.5 The External Examiner for a programme, subject or course shall attend the examiners' meetings in the academic unit; otherwise the views of the External Examiner shall be made known to the examiners' meeting in the unit.

STANDARD 3.17
STUDENT PROGRESSION PATHWAYS

Undergraduate qualifications pathways linked to the Commission's UQF shall guide the progression and mobility of students through the learning levels and granting of academic awards.

GUIDELINES

3.17.1 Every University shall award a qualified learner once he/she has accumulated the minimum number of credits realised at the respective level in the UQF as indicated in the credit framework provided in Table 3.2.3 in **Annex 3.2**.

3.17.2 Every University shall administer the credit framework for both vertical and horizontal articulation within the UQF regardless of how the credits are accumulated.

STANDARD 3.18
EXIT PATHWAYS

A University shall grant an award to an undergraduate student who meets the prescribed requirements to exit at the UQF Levels 6, 7, and 8 as specified in his/her programme of study.

GUIDELINES

3.18.1 Every University shall grant an award to the undergraduate student who satisfies all the prescribed requirements for that award and after having attained the minimum cumulative credits as shown in Table 3.2.3 in **Annex 3.2**.

3.18.2 Every University shall set up a mechanism for a student to postpone studies and for allowing him/her to continue with a programme to final completion provided the circumstances that led him/her to temporarily exist before completing the programme allow such re-entry into the programme.

STANDARD 3.19
CREDIT ACCUMULATION AND TRANSFER

A credit accumulation and transfer mechanism shall be used to guide student mobility and arrangements for recognition of prior learning across universities and programmes in Tanzania, East Africa and other regions.

GUIDELINES

3.19.1 Every University shall equate a credit metric within the UQF to represent learning outcomes achievable in 10 hours of learning time so as to reward the incremental progress of learners, facilitating student transfer, and recognition of prior learning.

3.19.2 Every University shall make adjustment in Table 3.2.1 in **Annex 3.2** to the programmes in order to meet the specific learning outcomes especially for programmes which are heavily tilted towards practical training as the main method of learning.

3.19.3 Every University shall specify the credits for the volume of learning for each learning outcome to be achieved in a particular programme for the purpose of attainment of an award.

3.19.4 For the purpose of attaining learning outcomes specific to an award, every University shall ensure that the leaner has achieved a credit value and satisfied the assessment criteria for all (or the majority) of the designated learning outcomes prescribed for the award.

3.19.5 Every University shall allow credit accumulation within a particular programme of study or in combination with other relevant programmes and transfer of credits shall occur across programmes within the University or between universities within or outside the country.

STANDARD 3.20
PRINCIPLES OF CREDIT TRANSFER

Every University shall allow a student to transfer his/her credits to another University or programme provided that the University or the two universities comply with the credit transfer conditions set by the Commission and those stated in Regulation 46 of the Universities (General) Regulations, 2013.

GUIDELINES

3.20.1 Credit transfer shall be accepted only where accredited universities and programmes as recognised by the Commission are involved and carried out in consideration of qualifications levels indicated in the existing qualification frameworks.

3.20.2 No University shall enter into credit transfer arrangements unless such arrangements are organised along the credit accumulation and transfer requirements provided for in these Standards and Guidelines and the Universities (General) Regulations, 2013.

3.20.3 Credit Transfer arrangements shall be applicable to all modes of teaching and learning, namely conventional or Open, Distance and e-Learning (ODeL) delivery system and shall be applied to part-time as well as full-time study programmes.

3.20.4 Credit transfer arrangements shall take place when the University is satisfied that a subject or course or a group of subjects or courses (Modules) that have been completed at a different University or programme are equivalent or relevant to the subject or course or a group of subjects or courses in the programme that the student is about to undertake at the receiving University.

3.20.5 A transferring student shall be required to be aware that a core subject, course, or module in the releasing University may not necessarily be a core subject, course, or module in the receiving University or vice versa.

3.20.6 Every University shall ensure that courses for credit transfer are accredited by the Commission and/or another national, regional or international accreditation body recognised by the Commission.

3.20.7 Approval of equivalency of subjects, module, courses and credit transfer shall be subject to the consent of the receiving University.

3.20.8 Transferred students shall earn credits only for successfully completed subjects, modules or courses.

3.20.9 The number of credits and grades earned for a course shall be included in calculating Grade Point Average (GPA) and Cumulative Grade Point Average (CGPA) of the transferred student.

STANDARD 3.21
STUDENT TRANSFER CRITERIA

Universities in Tanzania shall ensure that a student who intends to transfer for purposes of accumulating cred

its on a specific subject, module or course or part of it fulfils the set Commission conditions for such transfer and a University shall process credit transfer arrangements based on the criteria set by the Commission.

GUIDELINES

3.21.1 A student intending to transfer credits shall have been registered in the programme to which the credit shall be accumulated.

3.21.2 The subject, course or module intended for credit accumulation and subsequent transfer shall be relevant to the programme to which the student is registered and shall successfully be completed before earning the credits intended for transfer.

3.21.3 Transfer of credits shall be allowable within a period not exceeding five years from the time the credits were earned.

3.21.4 The transferring student shall have cleared all his/her supplementary examinations at the releasing University but may be allowed to transfer carryovers.

3.21.5 A student who had been discontinued on academic grounds or examination irregularities shall not be allowed to transfer his/her credits but one wishing to continue with university education in the same programme or institution shall have to wait until a lapse of two years after having been discontinued but still he/she will not be allowed to transfer credits earned prior to discontinuation.

3.21.6 A student who had been discontinued on academic grounds or examination irregularities shall not be allowed to transfer his/her credits but one wishing to continue with university education in a different programme or institution can do so provided that he/she registers in the next study cycle.

3.21.7 A student who intends to transfer his/her credits for purposes of graduating in a receiving University shall be required to earn at least 50% of the total credits in the core course of the particular programme in that University.

STANDARD 3.22
ROLES OF THE STUDENT, UNIVERSITY AND THE COMMISSION IN CREDIT TRANSFER

In student transfer, the transferring and receiving University and other stakeholders shall facilitate the transfer through a credit transfer arrangement and the approval and endorsement process of the transfer shall follow the guidelines set by the Commission for this purpose.

GUIDELINES

3.22.1 A student wishing to transfer credits from one University to another shall:

(a) establish the university and courses available at the receiving University, and any rules and expectations which the receiving University may have on transfer matters;

(b) understand and accept the terms and conditions regarding the sought programme;

(c) initiate the process in accordance with the set regulations in the transferring and receiving University;

(d) take the necessary measures to ensure that on being transferred he/she shall cope with the learning environment at the receiving University;

(e) apply and secure a place at the receiving University, using the approved forms by the sending and receiving University;

(f) confirm his/her acceptance of the terms and conditions set by receiving University; and

(g) notify his/her sponsor through the receiving University about the transfer arrangements.

3.22.2 The releasing University shall:

(a) facilitate the student's transfer and provide the necessary information on the student and the programme;

(b) provide evidence of the amount of time the student spent on unsupervised workload which is aimed at achieving the required learning outcomes and credits;

(c) provide a detailed academic transcript recording the credits and grades awarded to the student;

(d) provide to the receiving University all credits earned by the transferring student; and

(e) provide an authentic and signed letter to the receiving University containing relevant student's information such as reasons for the transfer, e.g. health problems, disciplinary cases, etc., and the student's 'O' and 'A' Level

index numbers and registration number at the releasing University.

3.22.3 The receiving University shall:

(a) satisfy herself that the student seeking transfer has met the conditions for transfer;

(b) ensure that all transfer arrangements made by the releasing University are acceptable;

(c) counsel the student on compliance requirements for any mismatch between the programmes;

(d) upon receiving the student, notify the Commission and any other relevant authority that the student had reported for studies;

(e) submit the student's credit transfer request letter to the Commission;

(f) submit to the Commission all copies of academic certificates and provisional results/academic transcript from the releasing University;

(g) indicate the requested year of transfer and proposed semester as per 50% credit transfer requirements;

(h) submit to the Commission the credits comparison matrix showing the courses and credits earned from the releasing University and the year of study against those of the receiving University and the student's details including full name, gender, 'O' and 'A' Level Index numbers, nationality and nature of disability (where applicable);

(i) communicate the transfer to the Commission prior to registration to allow the Commission to evaluate the student's eligibility to the programme he/she wishes to transfer to in order to avoid any inconvenience; and

(j) issue waivers in some prerequisite courses upon assurance that courses taken by a student at the sending University

had significant similarities in content or objectives and learning outcomes with all or some of the courses offered in the receiving University.

3.22.4 The Commission shall:

(a) receive, evaluate and endorse the credit transfer request as submitted by the receiving University provided that the requesting student meets the transfer terms and conditions prescribed by the receiving University and the Commission;

(b) ensure that no student is admitted and/or registered by any receiving University before the Commission's endorsement; and

(c) ensure that the transfer process is expedited.

STANDARD 3.23
GRADING SYSTEM

A University shall award a qualification by using the grading scheme or code that differentiates the various attainment of undergraduate (certificate, diploma, bachelor degree) holders and therefore a measure of academic achievement.

GUIDELINE

3.23.1 Every University shall present grading scores for examination results of certificate, diploma and bachelor degree programmes with the percentage range to letter grade and grade points correspondence as indicated in Tables 3.3.1 and 3.3.2 in **Annex 3.3**.

STANDARD 3.24
CALCULATION OF GRADE POINT AVERAGE

For undergraduate programme awards every University shall calculate the Grade Point Average (GPA) from raw marks using a five-point scale system as a measure of student performance and progression.

GUIDELINES

3.24.1 In calculating the GPA, apart from scores from any optional or elective courses, scores from all core courses shall be included in computing the final grade for award classification based on the minimum number of credits required to fulfil requirements for the undergraduate programme award.

3.24.2 The semester/module and cumulative grade point average (GPA) shall be worked out as follows:

(a) The letter grades shall be assigned grade points from the raw marks as shown in Tables 3.3.1 and 3.3.2 in **Annex 3.3**.

(b) Approved courses offered for each undergraduate programme shall be appropriately weighted in terms of credits.

(c) To get the score for each course multiply the grade points obtained from the raw marks, as in (a) by the number of credit weights as in (b).

(d) The total score for the award shall be the total score for all countable courses taken by the candidate for the programme, computed as in (c).

(e) The average score for the award shall be computed by dividing the total scores in (d) by the total credit weight obtained under (b).

3.24.3 The total point scores (GPA) shall be ***truncated at one decimal place*** as shown in Tables 3.3.1 and 3.3.2 in **Annex 3.3**.

STANDARD 3.25
FINAL AWARD CLASSIFICATION

A University shall classify the final awards for qualifications of graduates in different degree and non-degree programmes.

GUIDELINES

3.25.1 The classification of the awards for qualifications of graduates in different degree programmes shall be undertaken as shown in Tables 3.3.3 **(Annex 3.3**) and non-degree programmes as in Table 3.3.4 in **Annex 3.3**.

3.25.2 A bachelor degree with honours at second class level and above shall be awarded only to a candidate who completes studies within the prescribed period of the programme and has attained the required GPA as indicated in **Annex 3.3**.

STANDARD 3.26
ACADEMIC TRANSCRIPT

A University shall issue an academic transcript as the official complete record of a student's academic performance and achievement at the University.

GUIDELINE

3.26.1 The academic transcript given by a University as the official complete record of a student's academic performance and achievement shall follow the salient features set by the Commission for basic design, format and contents of programme awards as shown in **Annex 3.4**.

STANDARD 3.27
TESTIMONIAL CERTIFICATE

A University shall issue a testimonial certificate showing that a student has been awarded a qualification by the University after that student has satisfied the requirements of that qualification.

GUIDELINE

3.27.1 A testimonial certificate showing that a student has been awarded a qualification by a University after that student had satisfied the requirements of that qualification shall contain the important salient security features set by the Commission as shown in **Annex 3.5**.

STANDARD 3.28
AEGROTAT AWARD

Universities in Tanzania shall be eligible to confer an Aegrotat award to a qualified student in accordance with the guidelines set by the Commission.

GUIDELINES

3.28.1 A University shall confer an aegrotat award to a student who had left the University on established medical reasons when close to completion of a programme after the University having been satisfied that the student's prior performance shows balance of probabilities that he/she would have passed the respective examinations, but the illness which occurred prevented him/her to sit for the examinations.

3.28.2 Every University shall develop guidelines and procedures for the conferment of an Aegrotat award.

3.28.3 An aegrotat award shall be considered as a terminal award which does not entitle the holder to practice a profession or to pursue postgraduate studies although it may be used for non-professional related employment.

3.28.4 An aegrotat degree, diploma, or certificate shall be unclassified and in all other respects, ungraded.

STANDARD 3.29
POSTHUMOUS DEGREE AWARD

Universities in Tanzania shall be eligible to confer a posthumous degree award to a qualified student who had died when close to completion of a programme, in accordance with the guidelines set by the Commission.

GUIDELINES

3.29.1 A University shall award a posthumous qualification to a student who had died when close to completion of a programme and the Head of the academic unit in which the deceased student was registered shall formally make a request to the relevant examination body for the award of a posthumous degree to the student in question.

3.29.2 Every University shall develop guidelines and procedures for the conferment of posthumous degree award.

3.29.3 The University may award an unclassified degree in cases where there is strong evidence that the deceased student would have achieved a degree, as long as the amount of study the student carried out deserves the posthumous award to be given to the candidate.

3.29.4 The University which is awarding a posthumous award shall ensure that the word "posthumous" is endorsed on all official documents associated with the award of a posthumous qualification, which shall include transcripts, testimonial statements and other student academic records.

3.29.5 Posthumous degrees shall be awarded in the name of the deceased student and shall be announced at the next relevant graduation ceremony, if the next of kin so desires.

ANNEX 3.1 NOMENCLATURE AND ABBREVIATIONS OF UNDERGRADUATE AWARDS

TABLE 3.1.1 GENERIC NAMES OF UNDERGRADUATE PROGRAMMES AND AWARDS*

Programme	Abbreviations	Remarks
Bachelor **of** Arts	BA	Generic nomenclature and abbreviation for general
Bachelor **of** Science	BSc	Generic nomenclature and abbreviation for general
Bachelor **of** Accounting **and** Finance	BAF	Degree in combined disciplines i.e. Accounting
Bachelor **of** Arts **in** Economics	BA (Econ)	Degree in Arts with a major in Economics
Bachelor of Commerce in Accounting	BCAcc)	Degree in Commerce with a major in
Bachelor of Science with Geology	BSc Geology	Degree name itself often by naming the broad discipline
Bachelor **of** Commerce (**Accounting**)	BCom (Acc)	Degree in Commerce with a minor in
Bachelor of Accounting	BAcc	Degree in Accounting as a specialization
Bachelor of Veterinary Medicine	BVM	Degree in Veterinary Medicine as a specialization
Doctor of Medicine	MD	First degree in Medicine
Doctor of Dental Surgery	DDS	First degree in Dentistry
Bachelor of Pharmacy	BPharm	First degree in Pharmacy
Bachelor of Medical Laboratory Science	BMLS	Professional degree in medical laboratory science
Bachelor of Science in Engineering	BSc (Eng)	Academic degree in Engineering
Bachelor of Engineering	BEng	Professional degree in

* The nomenclature given above just exemplifies the numerous awards currently being granted by universities. However, university should use the nomenclature on award as set by the Commission during programme accreditation.

ANNEX 3.2: CURRICULUM FRAMEWORK FOR PROGRAMMES

1.0 Institutional Profile

1.1 Name of institution
1.2 Cluster of institution (Autonomous/Non-autonomous-College, Centre, Institute or University)
1.3 Nature of Provider (private, public, private public partnership
1.4 Programme host department
1.5 Head of Department and his/her contacts (*please include postal address, email, mobile and land landline telephone numbers*)

2.0 Programme Details

2.1 Proposed programme title
2.2 Programme Cluster
2.3 Programme sub-field (*the discipline of the programme to be taught e.g. nursing, psychology, physics etc.*)
2.4 UQF level
2.5 Duration (*years, semesters and months, also the total credits of the programme should be stated*)
2.6 Programme Status (*if is full time/ part time*)
2.7 Mode of delivery *(if is face to face, mixed, out-reach, by distance, online, etc.*)
2.8 Location of the delivery (*where the actual training will be based*)
2.9 Proposed intake numbers (*initial intake number and expected intake in the next 4 academic years*)
2.10 Entry Requirements/Qualification *should be broad enough to expand access)*
2.11 Nature of Practical training or field work attached to programme (*if there will be field practical/attachment (off-campus or on-campus) and how will it be organized and assessed*)
2.12 List of other approved programmes in the host department/faculty/college/school in the following format:

S/N	*Programme name*	*Date & Year Approved*	*Discipline*	*Student enrolment*	*Number of Qualified Available Academic staff*			
					Doctorate	*Masters*	*Bachelors*	*Total*
1				*Year 1: ...*				
				Year 2: ...				
				Year 3: ...				
				Year 4: ...				
2				*Year 1: ...*				
				Year 2: ...				
				Year 3: ...				
				Year 4: ...				

N.B. *A detailed list of the above academic staff with qualifications, rank and employment status should be indicated using the format indicated in item 9.*

3.0 Rationale for Programme Development or Review

3.1 Justification of the programme undertaken (*should include market survey/situational analysis which will lead to the identification of the gap to be filled by the proposed programme: e.g. what a programme intends to achieve? Does it meet the specific needs in the sector? Does it benefit the society and the economy? How does it help achieve the objectives of the UQF);* Append situational analysis or market/job survey report

3.2 Consultation process (*should include consultation with employers, relevant professional bodies, employment potential for the graduate etc. and append report on consultation(s) made as evidence*)

3.3 Programme objectives and philosophy

3.4 Exit levels available with respect to UQF description (e.g. *Higher Certificate, Higher diploma, Postgraduate Certificate, Postgraduate Diploma, and MPhil. etc. depending with the level of qualification. Refer to UQF Table 2*)

3.5 Programme expected learning outcomes and its associated teaching/learning activities and assessment criteria (*learning*

outcomes should include knowledge, skills and competences as per UQF level descriptions. Refer to UQF Table 4)

4.0 Programme Management

4.1 Entry Arrangement (*requirement for successful participation in this programme, selection process, policies and procedures with regard to allocation of places, appeals procedures etc.*)

4.2 Transfer and progression (*transfer route into this programme, transfer route from this programme, vertical articulation (higher qualifications) and horizontal articulations (other similar /same level qualifications*))

4.3 Arrangement for recognition of prior learning (*informal and non-formal learning, and whether access to the programme is available through RPL)*

4.4 Learning assumed to be in place (pre-requisite-formal learning) –*The competencies and knowledge which the learner is assumed to have acquired, prior to enrolment in the qualification)*

4.5 Transfer arrangement (*In the event that completion of programme delivery proves impossible for any reason to some or all students*)

4.6 Normal learning matrix &course matrix (with course credits, hrs, core & electives/options, etc. The following is an example of normal learning matrix *(N.B. the % of time to be assigned can be determined with the help of table 5 in UQF). E.g. Semester 1 year 1)*

Course Code	*Course name*	*Core or elective*	*Lecture Hrs*	*Tutorial/ Seminar Hrs*	*Assignment Hrs*	*Independent study Hrs*	*Practical Hrs*	*Total Hrs*	*Credits*
Total									

Indicate number of electives to be taken

Semester 2 year 1

Course Code	*Course name*	*Core or elective*	*Lecture Hrs*	*Tutorial /Seminar Hrs*	*Assignment Hrs*	*Independent study Hrs*	*Practical Hrs*	*Total Hrs*	*Credits*
Total									

Semester 1 year 2

Course Code	*Course name*	*Core or elective*	*Lecture Hrs*	*Tutorial/ Seminar Hrs*	*Assignment Hrs*	*Independent Study Hrs*	*Practical Hrs*	*Total Hrs*	*Credits*
Total									

4.7 Benchmarking and international comparability (*Identify similar programmes locally and internationally, access them and say something learnt as best practice from the process*)

4.8 Programme evaluation procedures (*specify time-frame for review of this programme, alumni, employers, faculty & student evaluation mechanisms in place and procedures for obtaining feedback*)

5.0 Assessment Details

5.1 Programme assessment strategy (for both, formative and summative assessment)

5.2 Examination general format & examination regulations,

5.3. Examination moderations, practical and thesis assessment where applicable,

5.4 Condition for continuation and discontinuation,

5.5 Weight of each component in the final assessment of the programme etc.

6.0 Courses Description

Course outlines for all courses or modules to be taught and learnt within the programme are to be provided here, i.e. course matrix. (*This section should follow the outline of each course as shown below. In case of listing purposes make sure that you use list /numbering library is your browser*)

i. Course Title (*refer to UQF qualification titles and nomenclatures p. 39*)

ii. Course aim

iii. course expected learning outcome(s)

iv. Course status- core or option/elective

v. Credit rating (refer to UQF credit framework)

vi. Total hours spent

vii. Course Content

viii. Teaching and learning activities (*that would facilitate achievement of planned learning outcomes*)

ix. Assessment Methods (*Assessment criteria on how to achieve the outcomes in (vii) above*)

x. Reading list *(Indicate the list of up-to-date textbooks, journals and the reference books*)

7.0 Facilities and Support Services *(include only those directly related to this programmes and not institutional-wide facilities*)

7.1 Facilities

(a) Provide details of current available space allocated to the proposed or reviewed programme i.e. Provide number and capacity for each of the following: lecture rooms, laboratories, studio, workshop, seminar rooms, special rooms and others.

(b) Provide details of additional space required for the proposed or reviewed programme

7.2 Library Facilities

(a) Will learners have access to library facilities (actual/remote)?

(b) Specify Location(s) and the staff qualifications of the library staff or technical staff for the proposed or reviewed programme

(c) Materials (give detailed list of all relevant readings available in the library accessible remotely or actual and classify them into discipline/subjects, e.g. for Bachelor of Arts with Education: History readings, Educational Foundation readings, Psychology readings…etc. as well as an average facility: student ratio)

(d) Indicate list of textbooks and reference books, journals etc. for each course

7.3 Equipment: (*provide details of the type(s) of equipment currently available, which are pertinent to the proposed or reviewed programme in terms of type of equipment and quantity required as well as an average equipment: student ratio)*

7.4 Information and Communications Technology (*provide details of the type(s) of technology/equipment currently available, which are pertinent to the proposed or reviewed programme as well as an average facility: student ratio*)

7.5 Learner Support Services (*Provide details of academic and non-academic support services available to learners like academic advisor(s), lavatories, internet, health centre(s), computers, accommodations, counselling facility(ies), sports and games facilities etc.*)

8.0 Academic staff available to run the proposed or reviewed programme (*Preferably in a table that indicates courses per semester, each course should be assigned with qualified academic staff)*

Semester	***Course or Module***	***Name of Academic Staff***	***Status of Academic Staff***		***Contact Hours (workload) /week***	***Full Time Equivalent***	***Nationality***
			Full time (√)	***Part time (√)***			
Semester 1	*CHE 321*	*Prof.*	√		*35*		*Tanzania*
		Dr.		√	*40*		*Tanzania*
Semester 2	*KIW 224*	*Prof.*		√	*20*		*Tanzania*
		Dr.	√		*25*		*Tanzania*

9.0 List of academic staff with qualifications (disciplines) directly related to the proposed or reviewed programme

S/N	*Name of Academic Staff*	*Nationality*	*Age (years)*	*Academic Rank*	*Academic Qualification*	*Duration of Studies (years)*	*Classification & GPA*	*Conferring Institution*	*Year Qualification obtained*	*Employment Status (Full time/Part time*	*His/her Serial No. in the Payroll or Check Number*
e.g.	*Ahmed John*	*Tanzanian*	*46*	*Senior Lecturer*	*Bachelor of Arts in Education*	*3*	*3.5 Upper Second*	*London University College*	*1999*	*Full time*	*25*
					Master of Arts in History	*2*	*4.0 Upper Second*	*University of Dar es Salaam*	*2003*		
					PhD in History	*4*	*Pass*	*University of Nairobi*	*2008*		
1											
2											
3											

TABLE 3.2.1 NORMAL LEARNING MATRIX

UQF Level	%Lectures		%Seminars/ Tutorials		%Assignments		% Independent Studies and Research		%Practical Training	
	Conv.	ODL	Conv.	ODL	Conv.	ODL	Conv.	ODL	Conv.	ODL
6	60	20	10	5	10	30	10	35	10	10
7	40	20	20	5	10	30	20	35	10	10
10	10	10	10	10	10	60	60	10	10	10

Conv. = Conventional

TABLE 3.2.2 GRADING SCHEME (LOGIC)

Letter Grade	Grade Value	Grade Logic	General Standing	
			Undergraduate	Postgraduate
A	5	Outstanding performance though with some minor errors	Pass	Pass
B+	4	Generally, a very good performance with a few tolerable errors	Pass	Pass
B	3	Generally good work though a number of notable errors may be observed	Pass	Pass
C	2	Performance is average/satisfactory but with tolerable	Pass	Supplement
D	1	Fail and some more work is required before credit can be awarded	Supplement	Supplement
E	0	Fail and considerable further work is required	Repeat	Repeat

TABLE 3.2.3 MINIMUM CUMULATIVE CREDITS FRAMEWORK

UQF LEVEL	8			7	6	6
Qualification Type	**Bachelor Degree**			**Higher Diploma**	**Ordinary Diploma**	**Certificate**
Minimum Cumulative Credits	600	480	360	240	240	120
Minimum Semesters	10	8	6	4	4	2

ANNEX 3.3: SCORING AND GRADING

TABLE 3.3.1 GRADING SCORE FOR CERTIFICATE AND DIPLOMA PROGRAMME

Marks (%)	80-100	65-79	50-64	40-49	0-39
Letter Grade	A	B	C	D	E
Grade Points	4.0 - 5.0	3.0 – 3.9	2.0 - 2.9	1.0 - 1.9	0 - 0.9
Remarks	Excellent	Good	Satisfactory	Poor	Failure

TABLE 3.3.2 GRADING SCORE FOR BACHELOR DEGREE PROGRAMME

Marks (%)	70-100	60-69	50-59	40-49	35-39	0-34
Letter Grade	A	B+	B	C	D	E
Grade Points	5	4	3	2	1	0
Remarks	Excellent	Very Good	Good	Satisfactory	Weak	Poor

TABLE 3.3.3 BACHELOR DEGREE CLASSIFICATION (BASED ON CUMULATIVE GPAS)

GPA Range (Cumulative	**Class**
4.4 – 5.0	First Class (and with Honours where applicable)
3.5 – 4.3	Upper Second Class (and with Honours where
2.7 – 3.4	Lower Second Class (and with Honours where
2.0 – 2.6	Pass

TABLE 3.3.4 SAMPLE GRADING SYSTEM USED TO CALCULATE GPA FROM RAW MARKS

Grade	Range of Marks (%)	Equation	Grade Point	Description
A	70 - 100%	Y = 0.02X+3	(4.4 - 5.0)	Excellent
B+	60 - 69.9%	Y = 0.04X+1.6	(4.0 - 4.3)	Very Good
B	50 - 59.9%	Y = 0.1X-2	(3.0 - 3.9)	Good
C	40 - 49.9%	Y = 0.1X-2	(2.0 - 2.9)	Satisfactory
D	35 - 39.9%	Y = 0.2X-6	(1.0 - 1.9)	Marginal Fail
E	0 - 34.9%	Y = (1/35)X	(0 - 0.9)	Absolute Fail

Where Y = Grade points and X = Raw Marks (%)

TABLE 3.3.5 NON-DEGREE CLASSIFICATION

Diploma			Certificate		
GPA Range	**Grade**	**Class**	**GPA Range**	**Grade**	**Class**
4.0 – 5.0	A	First Class (Distinction)	4.0 – 5.0	A	First Class (Distinction)
3.0 – 3.9	B	Second Class (Credit)	3.0 – 3.9	B	Second Class (Credit)
2.0 – 2.9	C	Pass	2.0 – 2.9	C	Pass

ANNEX 3.4: SALIENT FEATURES OF AN ACADEMIC TRANSCRIPT

Identification of University	Name
	Address (physical, telephone, fax, website, email)
	Emblem
	Accreditation number
Identification of the Student	Names (first name, middle name and surname)
	Sex
	Citizenship
	Date of birth
	Country of birth
	Registration Number
	Date of admission
	Date of Completion
	Sponsorship
	Photo
Academic Performance	Award received
	Type of course or programme
	Course code, title, credit, letter grade for each
	Titles of any dissertations/thesis or research
	Cumulative credits
	GPA
	Classification of performance
Other Features	Definition of Key words used
	Serial Number of the Transcript
	Authorised Signature
	Stamp /seal
	Watermark
	Date of issue

ANNEX 3.5: SALIENT SECURITY FEATURES OF A TESTIMONIAL CERTIFICATE

Identification of University	Name
	Emblem
	Students Identification
	Names (first name, middle name and surname)
Statement of award	Qualification awarded
	Class of honours
	Date of award
	Classification of award (if any)
Security features	Blank if photocopied
	Serial Number of Certificate
	Authorized signatures of at least two senior officer who are signatories of other sensitive University
	University's Seal
	Watermarks

PART 4

POSTGRADUATE STUDIES, RESEARCH AND INNOVATION

INTRODUCTION

Postgraduate training, research and innovation are three inter-linked functions of universities. They are important entities in the development not only of a country's high calibre human resources and the next generation academics for the sustainability and growth of universities, but also for the purpose of generating new knowledge and creating enterprises based on innovations. The nature of their linkage provides a critically important framework for driving national socio-economic development. Furthermore, in a country with rapidly expanding university education and striving for industrialisation like Tanzania, emphasis on postgraduate training at Masters and PhD levels cannot be over-emphasised. This is because the rapidly expanding university education system is placing universities, some of them still in their early stages of establishment, in a situation characterised by, among others, a dire need for substantial numbers of qualified academic and research staff who possess Masters but preferably PhD qualifications. These are a necessity for driving the universities' sustainable growth and development. Similarly, for the existing and emerging national socio-economic dynamics to thrive, articulate professionalism provided by high calibre personnel appropriately trained at postgraduate level is required. Thus, for the country to make strides in the industrialisation drive, the need for well-trained experts with Masters and PhD degree qualifications becomes a critical necessity.

CONTEXT

In view of the aforesaid factors, universities in Tanzania have continued to undertake postgraduate training at different levels, which is also linked to research and innovation activities. In that regard, there is need for the country's university education regulatory regime under the ambit of the Commission to establish appropriate Standards and Guidelines for

the purpose of regulating the quality and conduct of postgraduate training, and research and innovation, with respect to inputs, processes, outputs, outcomes and impact. This is the essence of the Standards and Guidelines presented in Part 4.

In developing the standards and guidelines for postgraduate training, research and innovation, due consideration was made regarding the emerging national, regional and global dynamics related to requirements for a human resource base having training at the postgraduate level and capable of undertaking research and innovation, and the overall need for growth and prosperity of university education in the country.

SCOPE

The Standards and Guidelines presented in Part 4 are intended to ensure that the structures, contents, delivery, assessment and awards of postgraduate study programmes in the country are harmonised. They are also meant to ensure that the conduct and overall quality of postgraduate training in the country is consistent with national aspirations in this domain, and that regional and international quality aspects of postgraduate programmes and their delivery are adhered to. The Standards and Guidelines presented in Part 4 are also intended to ensure that postgraduate study programmes in the country focus on the production of nationally, regionally and globally competitive and highly qualified human resources who have the requisite knowledge, skills, competences and attitude consistent with that level of training. To achieve these expectations, the Standards and Guidelines for postgraduate training, research and innovation outline the minimum requirements for admission into postgraduate programmes, the needed teaching and learning resources, and the overall teaching and learning environment to be comparable and compatible to regional and international contexts.

THE STANDARDS AND GUIDELINES

STANDARD 4.1
POSTGRADUATE LEVELS

Every University wishing to offer postgraduate training shall set the programmes at the UQF levels 9 and 10 and offer them to individuals who have completed a bachelor level degree (UQF level 8) and that the postgraduate levels shall be differentiated by specific attributes where higher levels shall require more complex attributes according to Bloom's Taxonomy.

GUIDELINES

4.1.1 A programme offered by a University at UQF level 9 shall relate to a postgraduate certificate, postgraduate diploma and academic master and professional master degree.

4.1.2 A programme offered by a University at UQF level 10 shall relate to a doctorate degree and professional doctorate.

STANDARD 4.2
POSTGRADUATE CERTIFICATE

A University shall offer a postgraduate certificate programme to qualified individuals with a general bachelor degree to qualify them in specialised knowledge and skills in a specific discipline for the purpose of engaging in professional practice.

GUIDELINE

4.2.1 Upon completion of a postgraduate certificate programme, a candidate at this level shall be able to use his/her knowledge, understanding and skills in the systematic and critical assessment in identifying and analysing problems and applying evidence-based arguments and solutions, and communicate the results of his/her study and other work accurately and reliably in contexts of a professional or equivalent nature.

STANDARD 4.3
POSTGRADUATE DIPLOMA

A University shall offer a postgraduate diploma programme to qualified individuals with a bachelor degree to qualify them with highly specialised knowledge, skills and competences for research, problem solving and professional practice in a specific discipline.

GUIDELINE

4.3.1 Upon completion of a postgraduate diploma programme, a candidate at this level shall be able to:

(a) learn and work independently with minimum supervision;

(b) manage and transform work or study contexts that require new strategic approaches; and

(c) contribute to professional knowledge and practice and/or review the strategic performance in a specific context.

STANDARD 4.4
ACADEMIC MASTER DEGREE

A University shall offer an academic master degree programme to qualified individuals with a bachelor degree to qualify them to have highly specialized knowledge, skills and competences for research and problem solving in a specific field of study.

GUIDELINE

4.4.1 Upon completion of an academic master degree programme, a candidate at this level shall be able to:

(a) reflect critically, systematically and creatively on theory and application in dealing with complex issues;

(b) design, appraise and make sound judgments using research data and information;

(c) clearly communicate research findings to specialist and non-specialist audiences; and

(d) learn and work independently with minimum supervision.

STANDARD 4.5
PROFESSIONAL MASTER DEGREE

A University shall offer a professional Master degree programme to qualified individuals to qualify them to have highly specialized knowledge, skills and competences for research and problem solving in a specific profession.

GUIDELINE

4.5.1 Upon completion of a professional Master degree programme, a candidate at this level shall be able to:

(a) learn and work independently with minimum supervision;

(b) autonomously plan and implement tasks with a professional orientation to advance knowledge, understanding and skills relevant to a particular profession;

(c) reflect critically, systematically and creatively on theory and application in dealing with complex issues;

(d) design, appraise and make sound judgments using research data and information in a specific profession; and

(e) clearly communicate professional findings and conclusions to professional and non-professional audiences.

STANDARD 4.6
ACADEMIC DOCTORATE DEGREE

A University shall offer an academic doctorate degree programme to qualified individuals with a relevant Master degree to qualify them to have systematic and critical understanding of a complex field of learning and specialized skills for the advancement of knowledge and professional practice.

GUIDELINE

4.6.1 Upon completion of an academic doctorate degree programme, a candidate at this level shall be able to demonstrate:

(a) self-direction and originality in tackling and solving problems in a specific discipline;

(b) originality or creativity in the application of knowledge, understanding and practice;

(c) substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study context including research; and

(d) ability to deal with complex ethical and professional issues and make informed judgments.

STANDARD 4.7
PROFESSIONAL DOCTORATE DEGREE

A University shall offer a professional doctorate degree programme to qualified individuals with a relevant Master degree to qualify them to have high level specialization in research and innovation in a professional context for the development of a career, profession and / or industry.

GUIDELINE

4.7.1 Upon completion of a professional doctorate degree programme, a candidate at this level shall be able to:

(a) exercise initiative and personal responsibility in decision-making and independent learning;

(b) demonstrate ability required for continuing professional development;

(c) demonstrate self-direction and originality in tackling and solving problems;

(d) act autonomously in planning and implementing tasks at a professional level; and

(e) deal with complex ethical and professional issues and make informed judgments.

STANDARD 4.8
TYPES OF POSTGRADUATE TRAINING

A University offering postgraduate training programmes shall set the different types of programmes at University Qualification Framework (UQF) levels 9 and/or 10 and shall prescribe them according to the format set by the Commission.

GUIDELINE

4.8.1 A University offering postgraduate training programmes shall prescribe the UQF level of each programme as:

(a) Postgraduate Certificate programme consisting of taught courses;

(b) Postgraduate Diploma programme consisting of taught courses and a research project report;

(c) Master Degree by course work and dissertation programme consisting of taught courses and a dissertation based on research;

(d) Master Degree by research and thesis programme involving continuous research and interaction between the candidate and supervisor, but in some cases, skills and capacity enhancing courses or classroom-based training may be offered;

(e) PhD by course work and dissertation programme consisting of taught courses and a dissertation based on research; and

(f) A PhD by research and thesis programme involving continuous research and interaction between the candidate and supervisor, but in some cases, skills and capacity enhancing courses or classroom-based training may be offered.

STANDARD 4.9
POSTGRADUATE ADMISSION REQUIREMENTS

Unless otherwise directed by the Commission, every applicant for postgraduate studies in a Commission accredited University shall apply for admission into the programme through the University of his/her choice following procedures prescribed by the Commission.

GUIDELINES

4.9.1 Every University shall establish admission requirements for postgraduate studies for each programme in line with the curricula accredited by the Commission.

4.9.2 In admitting students into postgraduate programmes every University shall adhere to postgraduate admission pathways recognised by the Commission related to postgraduate certificate, postgraduate diploma, masters and doctoral studies.

4.9.3 A University shall admit into a postgraduate certificate programme an applicant who has at least a bachelor degree (UQF level 8).

4.9.4 A University shall admit into a postgraduate diploma programme an applicant who has a postgraduate certificate or bachelor degree (UQF level 8) with a minimum GPA of 2.0 or C grade.

4.9.5 A University shall admit into a master degree programme (all types) an applicant who has:

(a) a relevant academic bachelor degree (UQF level 8) or equivalent with GPA of 2.7 or B grade;

(b) a postgraduate diploma in relevant discipline/area or equivalent with minimum GPA of 3.0 or B grade; and

(c) a professional training qualification with additional relevant training, evidence of research capability and relevant working experience.

4.9.6 A University shall process provisional admission into a postgraduate certificate, postgraduate diploma or master

programme of a candidate who applied in the final year of the bachelor's degree and has completed degree requirements for admission but is still waiting for the final results.

4.9.7 A University shall admit into a doctorate degree programme a candidate who has a master degree (UQF level 9) in relevant discipline/area or equivalent with a minimum of GPA of 3.0 or B grade.

4.9.8 A University shall process provisional admission into a PhD degree programme of a candidate waiting for final results of his/her master's degree and has completed the degree requirements but is waiting for the results.

4.9.9 Before processing applications for admission into postgraduate programmes of applicants having foreign qualifications, every University shall vet the level of the foreign qualifications through comparison with the national equivalences;

4.9.10 Applicants who possess foreign qualifications shall be considered for admission into relevant postgraduate programmes after obtaining approval by the Commission.

4.9.11 The Commission shall not allow a University to change admission requirements into postgraduate programmes during and after the admission process.

4.9.12 In selecting students, every University shall consider among others the qualifications of the applicants and the admission capacity for the programmes as set by the Commission.

4.9.13 Every University shall submit to the Commission for verification the lists of all applicants including those admitted into the various postgraduate programmes after approval of the admissions through the respective Senate/Board.

STANDARD 4.10
EXIT PATHWAYS

A postgraduate student who exists the programme in which he/she is registered shall be granted an exit award by the University in which he/she is pursuing studies, provided that he/she exists the programme in accordance with the exit pathways at Levels 9 and 10 in the UQF.

GUIDELINES

4.10.1 A University shall grant an exit award to a postgraduate student who exits the programme as provided for in Regulation 45 of the University (General) Regulations, 2013.

4.10.2 For a candidate failing to complete the entire postgraduate programme but has successfully completed a certain portion of the study programme such as reaching a UQF Level 9, the University in this case shall award the candidate a postgraduate diploma.

4.10.3 For the cases described in Guidelines 4.10.1 and 4.10.2, every University shall set guidelines for the students who had exited a programme to be re-admitted into the same programme.

STANDARD 4.11
DELIVERY MODE AND ASSESSMENT

The delivery mode and assessment of postgraduate programmes in every University shall focus on promoting student engagement and quality aspects of the programme.

GUIDELINES

4.11.1 Every University shall clearly articulate the mode of delivery of postgraduate programmes, which shall include:

(a) face-to-face contact (full-time and part-time);

(b) open and distance education (full-time and part-time);

(c) e-learning; and

(d) blended learning (dual mode).

4.11.2 The structure of a postgraduate programme shall consist of various components, including taught/coursework, research and practicum component and each component shall be assessed separately.

4.11.3 Where junior staff or academic staff with no PhD degree qualifications are involved in postgraduate activities, their roles shall be explicitly defined and shall be limited to assisting senior staff in the teaching and learning activities.

STANDARD 4.12
POSTGRADUATE CERTIFICATE AND DIPLOMA

A University shall offer and assess a postgraduate certificate and a postgraduate diploma programme by continuous assessment (tests, assignments, seminars, and practical sessions), and end of semester examinations for each course the student registered for and/or examinable research project report.

GUIDELINES

4.12.1 For a candidate to qualify for a postgraduate certificate award he/she shall be required to complete a minimum of two semesters with 90 credits (45 credits in each semester).

4.12.2 For a candidate to qualify for a postgraduate diploma award he/she shall be required to complete a minimum of two semesters with 120 credits (60 credits in each semester).

STANDARD 4.13
MASTER BY COURSEWORK AND DISSERTATION

A University shall offer and assess a Master degree programme by coursework and dissertation through continuous assessment (tests, assignments, seminars, practical sessions), end of semester examination of courses the student registered for, and an independent research at the end of which an examinable dissertation shall be produced.

GUIDELINES

4.13.1 A candidate in a Master by coursework and dissertation degree programme shall be required to make at least two seminar presentations, one during the proposal writing stage and the other during research stage before examination or submission of dissertation.

4.13.2 At least one independent internal examiner and one examiner external to the Department or Faculty or School or College or University shall examine the dissertation.

4.13.3 The final examination shall include an oral presentation to a panel of at least three examiners including an external examiner or his/her representative.

4.13.4 For professional master degree programme, the candidate shall appear before a panel of professionals in the discipline of the programme.

4.13.5 For a candidate in a Master by Coursework and Dissertation programme to qualify for an award a minimum of 180 credits shall be required, which shall be accumulated from at least two semesters with 120 credits and the dissertation shall have a minimum of 60 credits and for a programme with more than three semesters, a multiple of 60 credits per semester shall apply.

4.13.6 The examination of the dissertation shall be awarded marks and graded; hence the final award of the candidate shall have a GPA value and/or a Grade.

4.13.7 For a candidate to qualify for an award of Master degree by Coursework and Dissertation he/she shall produce at least one draft paper manuscript based on his/her research results intended for submission in peer-reviewed journal, the journal being acceptable or recognisable by the respective University.

STANDARD 4.14
MASTER BY RESEARCH AND THESIS

A University shall offer a Master degree programme by research and thesis to candidates who shall be engaged in independent research and at the end of which an examinable thesis produced.

GUIDELINES

4.14.1 A candidate in a Master by research and thesis programme shall be required to make at least three seminar presentations, one during the proposal writing stage and the other two during the research stage before examination.

4.14.2 At least one independent internal examiner and one examiner external to the Department or Faculty or School or College or University shall examine the research or thesis.

4.14.3 The final examination shall include an oral presentation to a panel of at least three examiners including an external examiner or his/her representative.

4.14.4 For a professional Master degree, the candidate shall appear before a panel of professionals in the discipline of the programme.

4.14.5 For a candidate to qualify for an award of a Master by research and thesis degree he/she shall accumulate a minimum of 180 credits and shall have submitted at least two paper manuscripts based on his/her research submitted to a peer reviewed journal and the journal shall be acceptable or recognisable by the respective University.

4.14.6 Every University shall establish a credit accumulation system for students pursuing Master degree programme by research and dissertation, which shall be set by the Commission in the process of accrediting the programme.

STANDARD 4.15
PhD BY COURSEWORK AND DISSERTATION

A University shall offer and assess a PhD by Coursework and Dissertation degree programme by continuous assessment (tests, assignments, seminars, practical sessions), end of semester examination of each course the student registered for and an independent research at the end of which an examinable dissertation shall be produced.

GUIDELINES

4.15.1 A candidate in a PhD degree programme by Coursework and Dissertation shall be required to make at least three seminar presentations, one during the proposal writing stage and the other two during the research stage before examination.

4.15.2 At least one independent internal examiner and two examiners external to the University shall examine the dissertation.

4.15.3 The final examination shall include a viva voce session consisting of a panel of at least five examiners including two examiners external to the University or their representatives.

4.15.4 For a professional doctorate degree, the viva voce panel shall include at least one member from the profession involved.

4.15.5 For a candidate to qualify for an award a minimum of six semesters with 540 credits shall be required whose accumulation shall be spelt out in the University's regulations pertaining to postgraduate studies as guided by the credit system provided in the UQF.

4.15.6 For a candidate to qualify for the PhD award he/she shall have at least one accepted manuscript (article/paper) in a peer reviewed

journal based on research and the journal shall be acceptable or recognisable by the respective University.

STANDARD 4.16
PhD BY RESEARCH AND THESIS

A University shall offer and assess a PhD degree programme by Research and Thesis for a candidate to produce a thesis based on independent research he/she had carried out.

GUIDELINES

4.16.1 A candidate in a PhD by Research and Thesis degree programme shall be required to make at least three seminar presentations, one during the proposal writing stage and the other two during the research stage before examination.

4.16.2 At least one independent internal examiner and two examiners external to the University shall examine the thesis.

4.16.3 The final examination shall include a viva voce session composed of a panel of at least five examiners including two examiners external to the University or their representatives.

4.16.4 For a professional doctorate degree, the viva voce panel shall include at least one member from the profession involved.

4.16.5 For a candidate to qualify for the PhD award a minimum of six semesters with 540 credits shall be required accumulated as spelt out in the University's regulations pertaining to postgraduate studies as guided by the credit system provided in the UQF.

4.16.6 Every University shall establish a credit accumulation system for students pursuing a PhD degree programme by research and thesis, which shall be set by the Commission in the process of accrediting the programme.

4.16.7 For a candidate to qualify for the PhD award he/she shall have at least one paper published and at least two accepted manuscripts (articles/papers) in a peer reviewed journal based on his/her

research and the journal shall be acceptable or recognisable by the respective University.

STANDARD 4.17
CREDIT TRANSFER IN POSTGRADUATE PROGRAMMES

A University offering postgraduate studies shall allow postgraduate students to transfer credits acquired following standards and guidelines governing credit accumulation and transfer set by the Commission.

GUIDELINES

4.17.1 Transfers of credits shall be accepted for purposes of student mobility and recognition of prior learning.

4.17.2 In line with the existing qualifications frameworks, transfers of credit shall only be accepted from accredited universities and programmes.

4.17.3 Transfers of credits shall be permitted up to a maximum of 50% of the core course credits for similar programmes at the same level.

STANDARD 4.18
POSTGRADUATE SUPERVISION

A University shall assign a supervisor/supervisors to students during postgraduate studies with academic qualifications at the level above that of the candidate being supervised and based on expertise and experience in the field of specialization, taking into consideration teaching load and administrative duties, the supervision arrangements being provided for in the University's regulations pertaining to postgraduate studies.

GUIDELINES

4.18.1 A postgraduate student at UQF Level 9 programme shall be supervised by at least one (for Postgraduate Diploma) and a minimum of two[10] (for Master degree) experienced UQF Level 10

[10] In special cases, one supervisor may be allowed to supervisor a Master's student.

qualified supervisor(s) and in addition the supervisor(s) must have attained his/her PhD degree award in at least the last one year.

4.18.2 A candidate at UQF Level 10 study programme shall be supervised by a minimum of two qualified and experienced supervisors who possess UQF Level 10 qualifications and preferably at least one of them being at the rank of associate or full professor.

4.18.3 A supervisor whose academic qualification is at the UQF Level 10 but is at a rank lower than associate professor shall be required to have attained his/her PhD/MMed/MDent in at least the last four years, and shall previously had supervised Master student(s) to completion and shall have outstanding achievements in scholarly works published in relevant field in refereed journals, books or scholarly papers in peer reviewed proceedings of professional international symposia or conferences recognised by the University and the Commission for the purpose of academic staff promotions.

4.18.4 The maximum number of postgraduate students to be supervised by one supervisor at any particular time shall not exceed fifteen (15) Masters and five (5) PhD candidates.

4.18.5 In order to avoid delay in completion and graduation of the student as per programme duration and inadequate supervision, every University shall establish regulations and guidelines to guide smooth and efficient supervision of postgraduate students by stipulating deadlines for supervisors to provide feedback to students at different stages of the study programme.

STANDARD 4.19
POSTGRADUATE STUDENT TRANSFER

A University offering postgraduate studies shall allow a postgraduate student to transfer to another University based on transfer arrangements mutually agreed between the sending and receiving University and certified by the Commission.

GUIDELINES

4.19.1 A postgraduate student studying in a University can be allowed to transfer to another University provided the two universities grant mutual consent to the transfer that preserves interests of the student, each of the two universities, and the supervisor(s), and that issues governing student finances during transfers are appropriately handled such that there shall be no interruption of the student's studies.

4.19.2 A transfer of a postgraduate student shall take into consideration availability at the receiving University of needed training resources, academic support and supervision capacity.

4.19.3 A supervisor of a postgraduate student transferring to another University can transfer his/her supervisory services to that University provided that Guidelines 4.19.1 and 4.19.2 above are adhered to.

4.19.4 All transfers of postgraduate students shall be subject to approval by the Commission.

STANDARD 4.20
QUALITY RESEARCH AND INNOVATION

Every University shall take into consideration the quality of research and innovation in postgraduate training as an important factor in the development and enhancement of academic and research activities of the University and in spearheading innovation fostering future development of the country.

GUIDELINES

4.20.1 Every University shall strive to enrich postgraduate training with new and cutting-edge knowledge that is generated through quality research and innovation.

4.20.2 Every University shall encourage postgraduate research findings and innovative ideas to be disseminated and used to influence socio-economic advancement and/or decision making at the institutional, national, regional and international levels.

4.20.3 Postgraduate students in every University shall be required to present seminars and conduct outreach activities and the supervisors shall encourage students to publish their research findings.

4.20.4 Every University shall encourage innovation of products, solutions or services as equivalent to publication requirements for promotions and other purposes.

4.20.5 Every University shall participate in incubating research and innovation outputs and outcomes for better results that have impact to the society.

4.20.6 Every University shall display evidence of promoting quality postgraduate research and innovation.

STANDARD 4.21
PROVISIONS FOR THESIS OR DISSERTATION

A University shall consider a thesis or dissertation as representing original research work submitted in support of candidature for the award of a postgraduate degree or professional qualification based on the candidate's research findings.

GUIDELINES

4.21.1 A University shall clearly articulate the terms 'thesis' or 'dissertation' (as it is applicable) by providing details on the:

(a) University's operational definitions of the term 'thesis' or 'dissertation';

(b) Rationale of the thesis or dissertation in the programme;

(c) Components of the thesis or dissertation; and

(d) Regulations pertaining to the production of a thesis or dissertation.

4.21.2 The research proposal intended for production of a thesis or dissertation proposal shall be presented in a forum in the respective University unit or organ for interrogation and guidance prior to commencement of the research work.

4.21.3 A University shall set or develop guidelines for theses or dissertations with respect to a postgraduate programme regarding, but not limited to the structure, format, language and submission process.

4.21.4 A University shall set standards and guidelines to check all theses or dissertations for academic integrity and prevention of plagiarism by using appropriate software and other means, and a plagiarism report shall be a requirement for a student to be considered for graduation.

4.21.5 The thesis or dissertation by a postgraduate candidate after having been awarded his/her degree shall be published in the online University repository.

STANDARD 4.22
THE CONDUCT OF A VIVA VOCE EXAMINATION

Every University shall ensure that each PhD candidate in the University shall appear for a viva voce examination in addition to writing a thesis as part of the assessment of the PhD thesis and to validate and authenticate the candidate's work.

GUIDELINES

4.22.1 The viva voce examination shall take place only after the Board of the relevant academic unit handling postgraduate studies and Senate have been satisfied that the thesis submitted by the

candidate is considered by the examiners to be of acceptable standard.

4.22.2 The questions in the viva voce examination shall primarily focus on the candidate's thesis research area but questions in peripheral areas shall also be encouraged if they help to establish the candidate's level of academic maturity in the thesis subject area.

4.22.3 The members of the viva voce panel shall be so selected as to ensure that sufficiently qualified and experienced scholars in the research or related area examine the candidate.

4.22.4 The viva voce examination shall comprise at least **five** but not exceeding **seven** examiners (panel members) who are experts in the relevant field of the Thesis appointed by the Senate through the relevant College /Faculty /Institute Board and the Board of the relevant academic unit handling postgraduate studies and shall be constituted as follows:

(a) Chairperson with voting power who shall also be the representative of the Principal/Dean/Director;

(b) External Examiner who examined the thesis or his/her representative;

(c) Internal Examiner who examined the thesis who shall also be the Secretary to the Panel;

(d) Research Supervisor who supervised the student; and

(e) Head of Department where the candidate is registered or his/her Appointee.

4.22.5 The Chairperson of the viva voce panel shall be a senior academician preferably a person who has already attained the position of a professor.

4.22.6 The viva voce panellists shall be provided with full texts of reports from the examiners of the thesis, and copies of the candidate's thesis, at least two weeks before the date of the viva voce examination.

4.22.7 The function of the viva voce examination shall be to make a definite recommendation to the relevant academic unit handling postgraduate studies and Senate whether the candidate has passed or failed after having ascertained:

(a) that the thesis presented, the data, methodology, analysis and findings constitute the original work of the candidate;

(b) that the candidate fully grasps the broader subject area in which the study is based; and

(c) any weakness in the thesis that can be adequately clarified or addressed by the candidate.

4.22.8 The viva voce panel shall, as far as possible, work towards arriving at a unanimous decision on the candidate's performance.

4.22.9 Where the panellists are unable to reach a unanimous agreement as to whether the candidate passes or fails, a vote shall be taken to arrive at a decision and a majority vote in favour of passing the candidate shall be required for passing a viva voce examination.

4.22.10 At the end of the viva voce examination:

(a) the panel members shall sign a special viva voce Examinations Results Form, giving a specific recommendation to relevant academic unit handling postgraduate studies on the candidate's performance; and

(b) the Chairperson of the panel shall also submit to relevant academic unit of the University handling postgraduate studies through the respective Principal/Dean/Director a comprehensive report approved by the viva voce panellists, detailing all the questions addressed to the candidate and the answers the candidate gave to those questions.

4.22.11 Where there is disagreement between the recommendations of the thesis examiners and those of the viva voce panellists, the relevant academic unit handling postgraduate studies shall carefully study the case and recommend to Senate one of the following actions:

(a) the candidate revises and re-submits the thesis and subsequently re-appears for a further oral examination, within a specified period, but not exceeding 12 months from the date of the decision by Senate; or

(b) the candidate be deemed to have failed outright.

4.22.12 The duration of the viva voce examination shall not exceed three hours arranged in the following order:

(a) maximum of 45 minutes of an oral presentation;

(b) maximum of 1 hour and 45 Minutes of questions and answers; and

(c) maximum of 30 minutes of deliberations.

4.22.13 The Senate shall make the final decision on the postgraduate degree award to the candidate, on the recommendation of the Board of the relevant academic unit handling postgraduate studies.

4.22.14 Any subsequent publications from a thesis submitted for the postgraduate degree shall contain a declaration stating that the work is based on a thesis submitted to the awarding University.

4.22.15 A vice voce examination shall be open to the general public but non-members of the vice voce panel shall be just observers.

STANDARD 4.23
MANAGEMENT OF POSTGRADUATE TRAINING

Universities in Tanzania shall ensure that quality standards and best practices are upheld at all levels of postgraduate training.

GUIDELINES

4.23.1 Every University shall have an academic unit dedicated for handling postgraduate training (e.g. directorate /school /institute /centre for postgraduate studies).

4.23.2 Every University shall establish various organs responsible for regulating and handling postgraduate matters as stipulated in the Charter.

STANDARD 4.24
ACADEMIC INTEGRITY

Universities in Tanzania shall uphold and preserve the culture of academic integrity with respect to both staff and students and in all academic functions and social settings in the University.

GUIDELINES

4.24.1 Every University shall establish an institutional policy and guidelines focused on upholding and preserving the culture and attitude of academic integrity with respect to both staff and students and in all academic functions and social settings in the University.

4.24.2 In accordance with the institutional policy and guidelines on academic integrity, every postgraduate candidate shall submit his/her thesis or dissertations for screening and checking of acts of academic dishonesty and other malpractices.

4.24.3 Every University shall identify acts of academic dishonesty and other academic malpractices based on own experiences, trends and contexts including but not limited to plagiarism, cheating, forgery, back riding and impersonation.

4.24.4 Every University shall acquire software or any other relevant means for the detection of plagiarism.

STANDARD 4.25
PROCEDURES FOR HANDLING ACADEMIC DISHONESTY

Universities in Tanzania shall establish disciplinary machinery for handling academic dishonesty as required by law and the respective University Charter.

GUIDELINES

4.25.1 Every University shall require candidates for dissertation/thesis examination to submit electronic copies as well as hard copies of the dissertations, theses and any other material submitted for the purpose of examination or assessment to authenticate their originality.

4.25.2 In all cases of academic dishonesty, the following minimum procedures shall be followed:

(a) The member of staff involved shall send to the respective office in the University through the Head of Department and Dean/Principal a written statement of the incidence in question that shall include the student's name, registration and examination number, date of alleged incidence, documented evidence as well as any other relevant information associated with the incidence of academic malpractice.

(b) The responsible office, using the institutional disciplinary procedures, shall conduct an inquiry on the reported incidence and give the student the opportunity to present personal version of the incidence.

(c) If the student is found guilty of the incidence the University shall set forth a disciplinary sanction appropriate to the act of dishonesty and accordingly notify the student.

STANDARD 4.26
POSTGRADUATE PROGRAMME DURATION

Universities in Tanzania shall observe a postgraduate programme duration indicated in the curriculum and as specified for the UQF Levels 9 and 10 and as approved by the Senate and accredited by the Commission.

GUIDELINES

4.26.1 A University shall offer a postgraduate certificate, postgraduate diploma and Master degree programme for a minimum FTE of one academic year.

4.26.2 A University shall offer a doctorate degree programme for a minimum period of FTE of three academic years.

4.26.3 Any student who completes the postgraduate programme earlier than the duration indicated in the accredited programme curriculum shall have evidence of Senate approval of the completion of the programme before he/she is allowed to graduate.

STANDARD 4.27
GRADING SYSTEM FOR POSTGRADUATE AWARDS

Universities in Tanzania shall award a postgraduate qualification by using a grading scheme or code that differentiates the various attainments of postgraduate degree holders and therefore a measure of academic achievement.

GUIDELINE

4.27.1 A University shall present grading scores for examination results of postgraduate programmes with the percentage range to letter grades and grade points correspondence as indicated in **Annex 4.2**.

STANDARD 4.28
CALCULATION OF GRADE POINT AVERAGE

For a postgraduate programme award every University shall calculate the Grade Point Average (GPA) from raw marks using a five-point scale system as a measure of student performance and progression.

GUIDELINES

4.28.1 In calculating the GPA, apart from scores from any optional or elective courses, scores from all core courses shall be included in computing the final grade for degree classification based on the minimum number of credits required to fulfil requirements for the postgraduate programme award.

4.28.2 The semester/module and cumulative grade point averages (GPA) shall be worked out as follows:

(a) accredited courses given for each postgraduate programme shall be appropriately weighted in terms of credits;

(b) the letter grades shall be assigned grade points using raw marks as shown in **Annex 4.2** and the sample grading system used to calculate GPA from raw marks provided in **Annex 3.3**;

(c) to get the score for each course multiply the grade points obtained from the raw marks, as in (b) by the number of credit weights as in (a);

(d) the total score for the award shall be the total score for all countable courses taken by the candidate for the programme, computed as in (c); and

(e) the average score for the award shall be computed by dividing the total scores in (d) by the total credit weight obtained under (c).

4.28.3 The total point scores (GPA) shall be ***truncated at one decimal place*** as shown in **Annex 4.2**.

STANDARD 4.29
CLASSIFICATION OF FINAL POSTGRADUATE DEGREE AWARD

Awards in a postgraduate programme shall be classified as specified by the Commission.

GUIDELINE

4.29.1 Every University shall classify the final award for a postgraduate degree qualification in different programmes as shown in **Annex 4.3**.

STANDARD 4.30
ACADEMIC TRANSCRIPT

Universities in Tanzania shall issue an academic transcript as the official complete record of a student's academic performance and achievement at the University.

GUIDELINE

4.30.1 The academic transcript issued by a University as the official complete record of a student's academic performance and achievement at the University shall follow the salient features set by the Commission for basic design, format and contents of programme awards as shown in **Annex 3.4**.

STANDARD 4.31
TESTIMONIAL CERTIFICATE

A University shall issue a testimonial certificate showing that the University has awarded a student a postgraduate qualification after the student has satisfied the requirements of the respective qualification.

GUIDELINE

4.31.1 A testimonial certificate showing that a student has been awarded a postgraduate qualification by the University after that student has satisfied the requirements of the qualification shall

contain the important salient and security features set by the Commission as shown in **Annex 3.5**.

STANDARD 4.32
HIGHER DOCTORATE DEGREE AWARD

Universities in Tanzania shall be eligible to confer a higher doctorate degree award to a qualified person in accordance with the guidelines set by the Commission.

GUIDELINES

4.32.1 A University shall confer a higher doctorate degree award to a candidate who has a significant academic connection with the university and whose scholarly works exhibit among other things, a level of originality and creativity which marks him/her as a major authority in the field.

4.32.2 Every University shall develop guidelines and procedures for the award of a higher doctorate degree.

4.32.3 For a person to be considered for the award of a higher doctorate degree, he/she shall be required to compile his/her academic work and submit it to the university which shall subject the work to a comprehensive peer review process, the outcome of which shall justify the award of a higher doctorate degree, e.g. Doctor of Science (ScD/DSc); Doctor of Laws (LLD), etc. as an academic title, in accordance with the abbreviations of higher doctorate awards shown in **Annex 4.4**.

STANDARD 4.33
HONORARY DOCTORATE (*HONORIS CAUSA*) AWARD

Universities in Tanzania shall be eligible to confer an honorary doctorate (*honoris causa)* degree award to an eligible person in accordance with the guidelines set by the Commission.

GUIDELINES

4.33.1 A University shall award an honorary doctorate (*honoris causa)* degree to a candidate who has:

(a) made extraordinary contributions to academia and/or society, to the development of the institution, or to the betterment of culture, society, or the local community;

(b) an established international reputation for excellence within a particular academic field, and has demonstrated outstanding academic leadership, through activities such as a strong publication record, graduate supervision, innovation and entrepreneurship;

(c) made a significant and direct contribution to the institution in terms of the Charter or vision, mission and strategic goals; and

(d) been of outstanding service to the community, or the nation through activities or endeavours consistent with the institution's Charter, vision, mission and strategic goals.

4.33.2 Every University shall develop guidelines and procedures for the award of an honorary doctorate (*honoris causa)* degree.

4.33.3 An honorary doctorate degree (*honoris causa)* shall not be an academic award and therefore shall not be used for academic, professional or work-related purposes and such an award shall merely reflect an honour to a person who meets the university criteria for that purpose.

4.33.4 A University shall be required to indicate that the award referred to as honorary doctorate (*honoris causa)* degree and not academic, as indicated in the following example: Mr. Mashauri Maneno, DSc (*Hon. Causa*) or as PhD (*Hon. Causa*) and not Dr. Mashauri Maneno or Mashauri Maneno, PhD.

ANNEX 4.1: MINIMUM CUMULATIVE CREDITS FRAMEWORK FOR POSTGRADUATE PROGRAMMES

UQFLEVEL	10	9		
Qualification Type	Doctorate	Masters' Degree	Postgraduate Diploma	Postgraduate Certificate
Minimum Cumulative Credits	540	180	120	90
Minimum Semesters	6	2	2	2

ANNEX 4.2 GRADING SYSTEM FOR POSTGRADUATE PROGRAMMES

Marks (%)	70-100	60-69	50-59	40-49	0-39
Letter Grade	A	B+	B	C	D
Grade Points	4.5 - 5.0	4.0 - 4.4	3.0 - 3.9	2.0 - 2.9	0 – 1.9
Remarks	Excellent	Very Good	Good	Satisfactory	Weak

ANNEX 4.3 POSTGRADUATE DEGREE CLASSIFICATION

Class	Grade	Grade Point Range
First Class	A	4.5 – 5.0
Second Class	B+	4.0 – 4.4
Pass	B	3.0 – 3.9

ANNEX 4.4 ABBREVIATIONS OF HIGHER DOCTORATE AWARDS

Higher Doctorate	Abbreviation
Doctor of Science	ScD or DSc
Doctor of Letters	LittD or DLitt
Doctor Laws	LLD
Doctor of Engineering	EngD

PART 5

STAFFING AND CAREER DEVELOPMENT

INTRODUCTION

Of recent, globalization has become an important driver for labour mobility across borders. Therefore, universities worldwide are striving to ensure their education systems are able to cope with this internationalisation trend by enabling that their systems to continue embracing international benchmarks. One such strategy focuses on ensuring that national systems of university education are aligned to international standards and practices. This includes the need for universities to run quality programmes and strive to internationalise their other academic activities. To achieve that, among others, universities, including those in Tanzania, have to engage teaching and research staff who have good academic and professional standing, and have the ability to effectively communicate with knowledge seekers in and outside their institutions. University staff should also possess demonstrable pedagogical skills and competencies, and the spirit of paradigm shift from 'academic traditionalism' to innovativeness in teaching and learning, and in research.

CONTEXT

In view of the above consideration as well as the aspiration of the EAC partner states for regional integration, a process towards modernisation and harmonisation of the higher education systems in the region in order to facilitate mutual recognition of these systems and the qualifications attained therefrom among the EAC countries. Thus, already the Heads of State of the EAC partner states have signed a declaration making EAC a Common Higher Education Area to facilitate free movement of students and labour in pursuit of education or employment across the EAC partner states. Therefore, it is prudent for the regulatory regime for universities in Tanzania and in other EAC countries to develop robust standards and guidelines that safeguard quality aspects, including the quality of

academic staff. For example, universities need to, among others, establish objective and transparent systems for the recruitment and deployment of academic staff while considering issues such as communication and pedagogical skills of the teaching staff, besides academic qualifications and ethical issues. As the teaching staff members are the main drivers of academic operations in universities influencing, among others, the quality of graduates, aspects related to their quality need to be taken seriously. Therefore, universities are supposed to ensure that they recruit and deploy teaching staff with good academic, professional and ethical standing, and capable of offering quality and internationally competitive academic programmes and research. The Standards and Guidelines presented in Part 5 are focused on this critical aspect, as well as issues related to career advancement and progression among the academic staff.

SCOPE

In the employment of academic staff in public and private universities in Tanzania, academic performance at lower levels of education (undergraduate and/or master level) is often regarded as an essential academic attribute. Thus, the GPA grading system is often used in universities as a basis for employment. Although it is true that GPA by itself cannot guarantee that a person will be able to handle teaching and learning activities once employed, so far this metric still remains the only quick measure for academic staff recruitment in universities below those with PhD qualifications. Therefore, the Standards and Guidelines presented in Part 5 provide relevant guidance on the handling of academic staff matters in universities such as academic staff qualifications, appointment processes, staff workload, staff appraisal and promotion, career development and human resource management systems. At the same time, the Standards and Guidelines take cognisance of the existence of the relevant provisions in the Universities Act, Cap. 346 of the Laws of Tanzania, Universities (General) Regulations, G.N. No. 226 of 2013, and the Harmonized Scheme of Service for Academic Staff in Public Universities and Constituent Colleges issued by the Treasury in

December 2014. Some of the specific issues covered in the Standards and Guidelines are highlighted below.

ACADEMIC STAFF QUALIFICATIONS AND RECRUITMENT

In the 2nd Edition Standards and Guidelines the criteria for recruitment of academic staff required that the candidate should have a GPA of at least 3.5 (3.8 in public universities) in undergraduate studies, and 4.0 and above in postgraduate studies. However, the deficiency with this criterion is that in case a candidate has an undergraduate GPA of less than 3.5/3.8 but with good performance in Master's degree and PhD still the undergraduate GPA acts as a hindrance. Therefore, to address this scenario, the Standards and Guidelines presented in Part 5 underscore the →→need to harmonize minimum entry qualifications at undergraduate level of Second Class Upper (GPA of at least 3.5) for academic staff in both public and private universities. This will provide equal opportunities for academic staff welfare within the country and ensure that universities are able to recruit adequate numbers of tutorial assistants in areas with critical academic staff scarcity. It will also facilitate movement and sharing of staff across universities.

ACADEMIC STAFF WORK LOAD

Academic staff workload in universities is quite enormous as the staff members are involved in various tasks. These include teaching, research, consultancy, administration, provision of outreach/public services, etc. Academic staff are also expected to publish books /compendia and other forms of publications. The teaching roles of academic staff members are variable and involve lecturing, preparation of lectures /practical sessions, provision of instructions in practical or clinical sessions, setting up examinations, marking examination scripts and dissertations / thesis, compiling examination results, consultations with students, supervising undergraduate and postgraduate students, and supervising field practical attachments where applicable. The teaching roles are thus variable and in some situations student numbers and modes of knowledge delivery influence them. The workload of teaching staff may in reality constitute all the above.

Furthermore, sharing of expertise across universities is not formalised. Therefore, workload of academic staff offering services in other universities is not recognized. These issues are amply captured in the revised Standards and Guidelines presented in Part 5.

CAREER DEVELOPMENT

It is apparent that competitiveness and ability to create a sustainable expertise base needed to transform universities into knowledge centres call for the need to train academic members of staff to PhD level. This is often achieved through development of appropriate training policies and programmes. It is expected that one's optimized contribution into the performance of the university operations is after the staff member has acquired a PhD qualification. Such highly trained and experienced staff members are expected to mentor junior staff and hence providing an effective succession system for sustained academic capacity and competencies. These issues are covered in the Standards and Guidelines presented in Part 5. Also captured in the Standards and Guidelines is the requirement for all academic staff to keep themselves abreast with changing technologies and pedagogies by taking up continuing education opportunities as they come forth.

REVIEW OF STAFF PUBLICATIONS AND ACADEMIC STAFF PROMOTION

Since human resource is the most important asset of an organization, it is prudent that universities put in place clear guidelines on staff appraisal and promotion processes in order to generate a team of high quality and motivated academic staff that will serve the best interest of the university and the country as a whole. This matter is covered in the Standards and Guidelines presented in Part 5.

Regarding the common practice of reviewing of publications internally or externally, the Standards and Guidelines stipulate that articles published in highly reputable journals with significant impact factors (IF) and listed under Scientific Citation Index (SCI) or indexed in well-known databases should not be reviewed on the basis of quality of the paper. This is because it is evident that such papers would have gone through

rigorous review before being accepted for publication. This arrangement will encourage academic staff to strive to publish research articles in journals with the highest scholarly standards, and hence enhancing the academic reputation of their universities.

Therefore, the Standards and Guidelines presented in Part 5 stipulate that the Commission and universities should classify journals so that staff can be informed for them to know their publication points with no need of engagement of reviewers. This would reduce subjectivity and conflict of interest prevailing in the publication industry. A frequently updated list of journals might be provided by subject/specializations/field of studies and categorised as A, B, C and D journals.

ENGAGEMENT OF A RETIRED PROFESSOR AS PROFESSOR EMERITUS

As universities in Tanzania become of age, there are a number of eminent professors who are reaching retirement age but still in good health that could enable them to continue contributing their accumulated knowledge, experience and wisdom to the universities and the general society if these professors would remain engaged by their universities. In developed countries, such individuals would normally be engaged as emeritus professors. Ideally, an emeritus professor is a retired professor who continues to be engaged by a university as an honour for his/her distinguished contribution to academia. Thus, the term "Emeritus" essentially refers to retirement without giving up academic affiliation to one's university.

An emeritus professor can carry out his/her duties either on a full- or part-time basis. In some cases, he/she may still do some teaching and supervise students, and may have office space. His/her advice and participation in university activities is often still quite valued by the active academic staff and the general public. Typically, an emeritus professor is not expected to be on regular university payroll. His/her remuneration may depend on part-time payments by the university, authorship of books, consultancy engagement, personal pension, or part of project funds that he/she is able to mobilise. The university at her own

discretion may grant the title of "emeritus professor", and not all retired professors can automatically be given this title.

Therefore, there is need for universities in Tanzania to introduce the position of emeritus professor in order to ensure that the eminent professors reaching retirement age continue to effectively contribute their accumulated knowledge, experience and wisdom to the advancement of their universities and the nation at large. This aspect is covered in the Standards and Guidelines presented in Part 5.

THE STANDARDS AND GUIDELINES

STANDARD 5.1
RECRUITMENT AND APPOINTMENT OF ACADEMIC STAFF

Universities in Tanzania shall use a transparent process to attract, recruit, employ, deploy and maintain qualified staff to carry out the University's core functions.

GUIDELINES

5.1.1 Every University shall prepare transparent guidelines and procedures for advertising, recruitment, interviewing and employment of staff in accordance with national provisions.

5.1.2 As provided in section 20 (1) (b) of the Universities Act, Cap. 346 of the Laws of Tanzania, academic staff of a University shall comprise the following 6 categories of ranks:

Category 1: Tutorial Assistant/Assistant Library Trainee

Category 2: Assistant Lecturer/Assistant Librarian/Assistant Research Fellow

Category 3: Lecturer/Librarian/Research Fellow

Category 4: Senior Lecturer/Senior Librarian/Senior Research Fellow

Category 5: Associate Professor/Associate Library Professor/Associate Research Professor

Category 6: Professor/Library Professor/Research Professor

5.1.3 Every University shall ensure that candidates to be considered for employment at any of the rank categories in Guideline 5.1.2 fulfil the requirements for the position applied as specified in **Annex 5.1**.

5.1.4 The recruitment of academic staff in a University at all levels shall be based on the candidate's undergraduate GPA of at least 3.5 and at postgraduate level of at least GPA of 4.0.

5.1.5 The GPA grades stated in Guideline 5.1.4 shall not apply in the recruitment of academic staff who have been in the university academic career before 2014.

5.1.6 Guideline 5.1.3 notwithstanding, a person without a PhD degree may be appointed to a professorial rank as a special case in areas such as fine, visual, and performing arts, and on consideration of outstanding contribution in innovations accorded national and international acclaim, with significant contribution in the advancement of frontiers of knowledge and the appointment shall be guided by international practice.

5.1.7 The appointment of a person without a PhD degree to a professional rank as a special case as stated in Guideline 5.1.6 shall be based on positive outcome from peer review of the individual's scholarly works that merit him/her to be considered for such appointment and the peer review shall be undertaken by an internationally renowned expert in the individual's scholarly discipline at the rank of full professor.

5.1.8 Every University shall establish guidelines for appointing to professional rank of individuals in areas stated in Guideline 5.1.6 and such guidelines shall be subject to approval by the Commission.

5.1.9 During the recruitment process for academic staff, every University shall establish a panel constituted of qualified senior staff to perform the following minimum activities:

(a) evaluating the documents submitted by candidates;

(b) preparing a shortlist of candidates to be invited for interview, based on assessment of the documents submitted in the applications for employment;

(c) conducting oral interviews, written and practical assessment for all candidates in accordance with the assessment tool of the University; and

(d) preparing a full report on the interview proceedings for further processing and record keeping for future reference and retrieval.

5.1.10 As part of the interview process, every University shall organize a presentation/public lecture by the candidate in order to assess his/her soft skills, including teaching language proficiency such as in English, Kiswahili, French, Arabic, etc.

5.1.11 Every University shall ensure that the lowest entry point for employment of academic staff is Tutorial Assistant/Assistant Library Trainee, which constitutes training and not a teaching post, and for the research fellow cadre, the lowest entry point shall be Assistant Research Fellow.

STANDARD 5.2
EMPLOYMENT OF ACADEMIC STAFF ON CONTRACT AFTER RETIREMENT

In the bid to address shortages of teaching staff, every University shall engage staff on contract after retirement provided that quality standards are observed and, where applicable, government policies and other requirements regarding recruitment of those on retirement from public service are adhered to.

GUIDELINES

5.2.1 A University shall engage members of academic staff who retire from active public service within the institution or any other University, provided that such staff are of good health and good academic standing and are at least at the rank of lecturer.

5.2.2 A University shall not require to go through an interview when employing on contract academic staff who previously served as employees of the University in the capacity of Associate Professor or Professor and retire with good academic standing while working in national and/or international organisations /institutions or accredited universities.

5.2.3 A University shall evaluate contract staff annually in terms of teaching, research and public service delivery although such staff shall not be considered for promotion during the contract period, but can be considered for a higher post during renew of contract under the condition of meeting the promotion requirement.

5.2.4 A University shall ensure that contract renewal is based upon being satisfied that the staff member has shown highest degree of ability in mentoring/counselling junior staff and providing overall leadership in teaching, research, consultancy, and public service.

STANDARD 5.3
ENGAGEMENT OF A RETIRED PROFESSOR AS PROFESSOR EMERITUS

A University shall have the possibility to establish the position of professor emeritus in order to engage in that position a professor who had made outstanding achievement in academics but has reached retirement age while still in good health that could enable him/her to continue to effectively contribute his/her accumulated knowledge, experience and wisdom to the advancement of the University and the nation at large.

GUIDELINES

5.3.1 Every University shall establish modalities to engage as professor emeritus a professor who had made outstanding achievement in academics but has reached retirement age while still in good health that could enable him/her to continue

contributing accumulated knowledge, experience and wisdom to the University and the general society.

5.3.2 A professor emeritus can carry out his/her duties in the University either on a full- or part-time basis as the University deems appropriate and upon availability of the relevant remuneration arrangements.

5.3.3 A professor emeritus may be engaged in some teaching activities, supervision of students and mentorship of young academic staff.

5.3.4 A professor emeritus shall be expected to provide professional and leadership advice in the University and participate in University activities including development of and participation in research and other projects at the University.

5.3.5 A professor emeritus shall be provided with office space in an environment conducive to working.

5.3.6 A professor emeritus shall not be expected to be on regular university payroll, but his/her remuneration may depend on a variety of sources, including part-time payments by the university, royalties and other payments from authorship of books, consultancy fees, or a salary through project funds that he/she is able to mobilise.

5.3.7 Engagement of a professor reaching retirement age to the position of professor emeritus shall be at the discretion of the University, as not all retired professors would be eligible.

STANDARD 5.4
EMPLOYMENT OF STAFF ON CONTRACT BEFORE RETIREMENT

A University shall employ a staff member on contract before he/she has reached retirement age provided that quality standards are observed and where applicable, government policies and other requirements regarding recruitment of such staff are adhered to.

GUIDELINES

5.4.1 In employing academic staff before retirement, every University shall apply guidelines and procedures stipulated in **Annex 5.1** in the fulfilment of the requirements on employment at various ranks.

5.4.2 Every University shall ensure the renewal of contracts indicated in Guideline 5.4.1 is approved by the relevant committee after considering the recommendation of a committee of senior members of staff in the department or academic unit and shall not involve an interview process.

5.4.3 A University engaging on contract former own senior staff (Senior Lecturer and above) who terminated services in other organisations/institutions while in good academic and professional standing prior to reaching retirement age shall be employed without being interviewed, while junior staff shall need to be interviewed.

STANDARD 5.5
APPOINTMENT OF HONORARY, VISITING OR ADJUNCT STAFF

Universities in Tanzania shall make provisions for appointment of Honorary/ Adjunct/ Visiting staff with the purpose of sharing experience and best practices, and for benchmarking.

GUIDELINES

5.5.1 Every University may appoint staff from sister universities, research institutions, industry, or staff in the Diaspora, or adjunct staff as well as foreigners with good academic and professional standing as outlined in **Annex 5.1**.

5.5.2 Every University shall ensure that the staff members indicated in Guideline 5.5.1 are appointed for a maximum period of one year and the appointment may be renewable severally upon recommendation from the relevant academic unit.

5.5.3 A University may grant the position of adjunct academic staff to a person with or without the qualifications commensurate to the particular staff position in the University provided that the person possesses ample knowledge and skills acquired through long experience that has led him/her to make outstanding contribution to society in the advancement of knowledge and development of skills required for the country's socio-economic development, in areas such as entrepreneurship, industrialisation, or any relevant professional practice.

STANDARD 5.6
APPOINTMENT OF PART TIME STAFF

Universities in Tanzania shall employ sufficient number of academic staff to be responsible for the management and delivery of her programmes and other activities but may also employ academic and other staff on part-time basis while adhering to the Commission's guidelines in this area.

GUIDELINES

5.6.1 Every University shall employ sufficient number of academic staff who should be responsible for the management and delivery of her programmes and other activities in accordance with the staff/student ratio and academic disposition stipulated in Standard 1.8 and **Annex 1.1**, while adhering to the staff workload distribution stipulated in Guideline 5.6.1 and **Annex 5.3** and **5.4**.

5.6.2 A University shall appoint a part time staff for specified periods after fulfilling the condition of employment of staff as stipulated in **Annex 5.1**.

5.6.3 The University shall employ part time staff not exceeding 30% of the total academic staff body regardless of how and where they have been sourced.

5.6.4 For any programme (undergraduate or postgraduate), the University can employ not more than 30% of part-time academic staff for the programme to be eligible for accreditation/re-accreditation.

5.6.5 The University shall give special considerations to clinicians or experts with industrial/field experience, or persons with special talents in their fields of work, who shall not necessarily need academic qualifications (minimum GPAs) to be engaged as part time staff and in such cases seniority and experience in the field of study shall be additional important factors to be assessed by the University.

5.6.6 As part of inter-institutional staff mobility, every University engaging staff from sister universities on part time basis shall enter into such partnership based on a Memorandum of Understanding (MoU) signed between or among the universities involved and such arrangements shall assist in monitoring workload and quality of teaching of the staff member.

STANDARD 5.7
APPOINTMENT OF POSTGRADUATE STUDENTS FOR TEACHING TASKS

A University may engage her postgraduate students in teaching as part of postgraduate training and mentorship as long as the terms and conditions for the engagement are clearly stipulated in guidelines and procedures of the University for this purpose.

GUIDELINES

5.7.1 Every University shall develop guidelines and procedures for involvement of the postgraduate students in teaching as part of postgraduate training and mentorship.

5.7.2 A University shall involve a Masters student who had attained a GPA of 3.5 or above at the undergraduate level to participate in tutorials, seminars, studios, workshops and practical sessions.

5.7.3 A University shall involve a PhD student who had acquired Bachelor degree with a GPA of 3.5 or above and a good Masters' degree with a GPA of 4.0 or above to teach specified courses (or part of a course) at undergraduate level provided the student has

completed the proposal writing stage and has been recommended by his/her supervisor as a Teaching Assistant.

5.7.4 Every University shall ensure that the teaching load for such Teaching Assistant indicated in Guidelines 5.7.2 and 5.7.3 shall not exceed 5 and 6 hours per week for a Masters and PhD student, respectively.

5.7.5 A University shall compensate financially the Teaching Assistant for the efforts put into assisting in teaching, tutorials, seminars, studios, workshops and practical sessions in accordance with staff workload compensation policy.

STANDARD 5.8
EMPLOYMENT OF NATIONALS FROM EAC PARTNER STATES

As part of implementation of the Protocol on the Establishment of the EAC Common Market and exchange of experts in the EAC Common Higher Education Area, each University shall endeavour to employ part of the academic staff from other EAC partner states for purposes of cross-fertilization, exchange of knowledge, and benchmarking.

GUIDELINE

5.8.1 A University may employ nationals from other EAC partner states who have the qualifications and attributes required for employment and such employment shall be made in accordance with Government policies and guidelines on handling such matters and as guided by the Annexes and Regulations pertaining to the Protocol on the Establishment of the EAC Common Market.

STANDARD 5.9
EMPLOYMENT OF NON-EAC FOREIGN NATIONALS

As part of internationalisation of university education, every University shall strive to attract academic staff from diverse nationalities with the

objective of creating an institutional fabric of international character, as well as development of international partnerships and linkages.

GUIDELINES

5.9.1 Every University shall employ foreign nationals / experts only as guided by national policies and laws / regulations.

5.9.2 Based on needs, a University may employ foreign experts/nationals on long or short contract terms, part time contracts, as well as Visiting/Honorary/Adjunct staff.

5.9.3 Every University shall submit qualifications of foreign nationals seeking employment to the Commission for validation.

5.9.4 A University shall ascertain that it employs foreign nationals who meet minimum requirements and attributes for a Lecturer/Librarian/Research Fellow and above.

5.9.5 In assessing career progression of a foreign national, after his/her recruitment by a University, the respective University shall take into consideration the individual's academic achievements at his/her previous university prior to his/her recruitment in Tanzania.

STANDARD 5.10
SUBMISSION OF RETURNS ON EMPLOYMENT

For monitoring and record keeping purposes, every University shall submit to the Commission information on newly employed staff.

GUIDELINES

5.10.1 A University shall submit to the Commission information on new recruitment within one month after employing a new member of academic staff.

5.10.2 The employing University shall ensure that the information submitted to the Commission includes all degree certificates, CVs and other details specified in the attributes of the corresponding rank.

STANDARD 5.11

DUTIES AND RESPONSIBILITIES OF ACADEMIC STAFF

In order to rationalise the deployment and efficient utilization of human resources, every University shall define and advertise duties and responsibility of the teaching staff across the academic ranks.

GUIDELINE

5.11.1 Every University shall develop a mechanism of monitoring academic staff performance against their contractual obligations of teaching, conducting research and participating in outreach activities as provided in **Annex 5.2**.

STANDARD 5.12
ACADEMIC STAFF WORKLOAD

Universities in Tanzania shall determine appropriate academic staff workload that allows effective and efficient implementation of the academic core functions including provisions allowing for staff career progression.

GUIDELINES

5.12.1 In determining workload for academic staff, every University shall:

(a) adopt weekly and annual workload distribution shown in **Annex 5.3** and **Annex 5.4**; and

(b) make reference to both teaching and non-teaching tasks, taking into account the average notional working time for academic staff which is 8 hours a day and a total of 40 hours a week.

5.12.2 Every University shall consider Tutorial Assistantship/Assistant Library Traineeship as a training position for which such staff shall be involved only in tutorials, seminars, practical classes and in marking scripts under the guidance of senior academicians.

5.12.3 Every University shall assign a moderate teaching load to Assistant Lecturers in order to allow them to be fully integrated into the teaching system and participate in their postgraduate training.

5.12.4 A University shall consider Lecturers, Senior Lecturers and Professors as academic leaders and hence expected to shoulder the highest teaching load.

5.12.5 Every University shall consider Associate Professors and Professors as leaders and hence they shall provide leadership in mentoring junior staff in respect of teaching, research and other academic as well as leadership tasks.

5.12.6 Since handling of lectures differs much from handling of seminar/ practical/ clinical preparations, every University shall calculate teaching workload for academic staff by multiplying with factors of 1 and 0.5 respectively.

5.12.7 Every University shall establish a way of balancing workload of academic staff who are heavily involved in administrative duties such as Principals /Deans/ Directors/ Heads of academic units with the view of making them discharge their responsibilities efficiently.

STANDARD 5.13
CAREER DEVELOPMENT OF ACADEMIC STAFF

In order to safeguard quality in achievement of the mission and vision, every University shall establish policies and transparent procedures that enhance career development of the academic staff.

GUIDELINES

5.13.1 Every University shall establish an academic succession plan and promote staff career development through such activities like sabbatical leave, postdoctoral studies, as well as taking up assignments outside the university system, including engagement with industry and international exposure.

5.13.2 In order to keep up with the changing technology and learning environment, every University shall establish training programmes on pedagogical skills and use of ICT in teaching and learning for the staff, with emphasis on newly employed staff.

5.13.3 Every University shall focus on capacity building for the staff in their relevant disciplines of employment.

5.13.4 Since the training requirement of an academic staff at a University is ultimate attainment of PhD degree, every University shall require and facilitate the staff to acquire higher academic qualifications through postgraduate training to a PhD level, as both Bachelor and Masters degrees are only intermediary stages of academic qualifications.

5.13.5 Every University shall require the academic staff on training to periodically submit certified progress reports on academic performance for purposes of tracking progress of the staff on training, taking remedial action in case of poor progress and assisting the University to take appropriate disciplinary measures in case the staff has deviated from the agreed terms of employment.

STANDARD 5.14
HUMAN RESOURCE MANAGEMENT SYSTEM

Universities in Tanzania shall establish a Human Resource Management System to guide career development of the staff and optimal deployment of the staff.

GUIDELINES

5.14.1 Every University shall develop a Human Resource Policy and operational guidelines.

5.14.2 Every University shall carry out annual appraisal of the staff by the immediate supervisor using the Open Performance Review Appraisal System (OPRAS) for public Universities while private universities shall use a similar institutional system that maintains transparency and fairness.

5.14.3 Every University shall base the staff evaluation metric on performance agreements between the supervisor and the staff in accordance with the University's strategic plan, whereas agreed performance criteria shall be based on activities and targets and performance indicators.

5.14.4 Every University shall develop a Human Resource Management System (HRMS) for capturing important staff information.

5.14.5 The HRMS system of every University shall be configured to enable sharing information with the Commission, including standard human resource information forms depicted in **Annexes 5.5** and **5.6**, which shall be submitted to the Commission from time to time when requested.

5.14.6 Every University shall formalise sharing expertise of the teaching staff particularly in some specialised fields and as such the workload of teaching staff who offer teaching services in other universities shall be counted during the staff appraisal process at his/her home university.

STANDARD 5.15
ACADEMIC STAFF APPRAISAL AND PROMOTION

Universities in Tanzania shall establish appropriate mechanisms for evaluating the attainment of performance criteria set for the purpose of promoting academic staff.

GUIDELINE

5.15.1 Every University shall use the guidelines on assessment of publications and other academic work of academic staff as stipulated in **Annex 5.7**.

STANDARD 5.16
ATTAINMENT OF POINTS REQUIRED FOR PROMOTION

Universities in Tanzania shall ensure that in order to merit promotion, an academic staff member shall separately attain at least the minimum number of points required from publications, teaching and community engagement where applicable.

GUIDELINES

5.16.1 Every University shall evaluate and weigh publications on a point scale on the basis of subject matter coverage, originality, presentation, contribution to knowledge, relevance to academic discipline and overall quality.

5.16.2 Every University shall treat co-authorship of scholarly publications as follows:

(a) points awarded to the co-authored publications within a specific discipline shall be shared equally among all the authors unless the academic Department establishes other sharing arrangement mutually agreed by the authors; and

(b) As an encouragement of multi-disciplinary research partnerships in the University, for publications across disciplines, each discipline shall be awarded the same full points allocated for the publication which shall be shared among the authors within each discipline in the procedure stipulated in (a).

5.16.3 In calculating accumulated points required for promotion of academic staff to various ranks, every University shall take into consideration the balance between various types of publications and patents as indicated in **Annex 5.8**.

5.16.4 In determining points for the purpose of promotion, every University shall use the letter grade awarded for "overall quality" of the paper/ book/ patent/report and that points of publications shall be assigned to the letter grades as provided in **Annex 5.9**.

STANDARD 5.17
EVALUATION OF PUBLICATIONS FOR THE PURPOSE OF PROMOTION

Universities in Tanzania shall undertake evaluation of publications of an academic staff seeking promotion and the evaluation shall be carried out according to institutional criteria of the respective University as aligned to the Commission's Standards and Guidelines.

GUIDELINES

5.17.1 In every University, an academic staff seeking promotion shall submit to the Head of Department his/her published works together with an updated CV and for each publication, information on authorship, title of the publication, publisher and place and year of publication and for works that are not yet published but have been accepted for publication, a letter or official e-mail message of acceptance by the publisher.

5.17.2 The Head of Department/College Principal/Dean of School/Director of Institute as the case may be, shall identify a suitable assessor more senior than the candidate and send him/her the submitted publications, together with the CV of the staff member being evaluated for the purpose of promotion, and the promotion criteria.

5.17.3 In every University the assessment for promotion to the ranks of Lecturer and Senior Lecturer shall be done internally by an academician with a rank above that of the individual being assessed.

5.17.4 Every University shall ensure that assessment of publications and other materials for promotion to the ranks of Associate Professor and Full Professor is done by an external assessor from outside the University who has had no close working/social relationship with the candidate and who shall be a renowned academician in the academic field of the staff member being assessed, with the rank of Full Professor.

5.17.5 Every University shall require assessors to submit the following information on each publication assessed:

(a) Coverage of subject matter

(b) Originality

(c) Contribution to knowledge

(d) Relevance to academic discipline

(e) Relevance to individual's own specialisation in an academic discipline

(f) Presentation

(g) Overall quality

5.17.6 For each aspect in Guideline 5.17.5, every University shall give a grade according to the following grading system: A = Excellent; B = Very good; C = Good; D = Satisfactory; and E = Poor.

5.17.7 Every University shall require the assessor to provide an overall assessment of the author's publications or other scholarly work by indicating:

(a) whether the quality of the publications assessed in general reflect the author's current academic rank *(Yes/Not quite/No);*

(b) whether the quality of the publications assessed merit promotion of the author to the next academic rank *(Yes/Not quite/No);*

(c) any other comments, suggestions, or recommendations; and

(d) the assessor's name, academic qualification, title, address and signature which must be submitted to the Head of Department, together with the assessment report.

5.17.8 Where the assessor does not provide outright decision with respect to the publications the Head of Department shall constitute a departmental panel to interview the candidate to

establish the candidate's legitimacy as author of the evaluated publications and the report from the interview will guide on the final decision on the publications.

5.17.9 To encourage academic staff to publish research articles in journals with the highest scholarly standards and hence enhancing the academic reputation of the University, articles published in highly reputable journals listed under Scientific Citation Index (SCI) or indexed in well-known databases shall not be reviewed on the basis of quality of the paper, in consideration that such articles would had undergone rigorous peer review by the publishers before being accepted for publication.

STANDARD 5.18
CRITERIA FOR PROMOTION

Universities in Tanzania shall ensure that academic staff are promoted using their criteria as aligned to Standards and Guidelines of the Commission.

GUIDELINES

5.18.1 Every University shall establish criteria for promotion of the academic staff which shall not be below the minimum criteria set by the Commission as detailed in Standards 5.16 and 5.17 and **Annex 5.10**.

5.18.2 Every University shall guide the academic staff to as far as possible diversify the journals and other recognised media in which they publish their articles.

5.18.3 Except for the few disciplines that may have highly specialised or limited journal titles, not more than 50% of papers considered for promotion to senior ranks, i.e. Senior Lecturer/Senior Librarian and above shall have been published in one journal title.

5.18.4 To be considered for promotion from Senior Lecturer to Associate Professor and Associate Professor to Professor, an academic staff shall have published in an internationally

renowned journal at least one review article or research-based paper in his/her area of specialisation as a single author.

5.18.5 Every University shall establish mechanisms for staff members to lodge appeals against decisions made pertaining to promotions.

STANDARD 5.19
ACADEMIC AND PROFESSIONAL INTEGRITY

During the promotion process Universities in Tanzania shall ensure observance of academic and professional integrity by the academic staff.

GUIDELINES

5.19.1 Every University shall develop a mechanism to curb academic dishonesty by members of academic staff in all aspects related to staff promotions.

5.19.2 Every University shall operate on the assumption that the academic member of staff whose publication(s) is/are subject to assessment observed all the rules against academic dishonesty.

5.19.3 Where evidence establishing a case of academic dishonesty on the part of the academic member of staff is tendered to the University authority, either before, during or after the assessment of one's publications, the University shall have the power to commence disciplinary proceedings against the individual academic member of staff in accordance with institutional disciplinary procedures of the University.

5.19.4 Proof of academic dishonesty shall render the publication(s) submitted for consideration of promotion invalid, regardless of whatever disciplinary measures were taken against the academic member of staff in question or not.

5.19.5 Acts of academic dishonesty include but are not limited to:

(a) plagiarism; or

(b) acquisition and use, without acknowledgement, of academic materials belonging to someone else; or

(c) outright cheating.

ANNEX 5.1 MINIMUM CRITERIA FOR FIRST RECRUITMENT OF ACADEMIC STAFF IN UNIVERSITIES AT VARIOUS LEVELS/CATEGORIES

Level/ Category	Title	First Appointment Minimum Entry Qualifications	General Attributes
1	Tutorial Assistant/ Assistant Library Trainee	Possession of a Bachelor's Degree with a GPA of 3.5 (Upper Second)	a) Teaching language proficiency; b) Ability to communicate to others information, knowledge, and skills. c) Computer literacy; d) Good interpersonal skills e) Ability to work as part of a team; h) Motivation for innovation, further learning and continuing professional development.
2	Assistant Lecturer/ Assistant Librarian/ Assistant Research Fellow	Possession of a Masters' degree with a GPA of 4.0, and a Bachelor degree with a GPA of 3.5.	Attainment of Level/Category 1 attributes as well as the following: a) Ability to prepare and deliver own teaching materials; b) problem solving and innovation skills; and c) ability to prepare quality research proposals.

Level/ Category	Title	First Appointment Minimum Entry Qualifications	General Attributes
3	Lecturer/ Librarian/ Research Fellow	Possession of a PhD/MMed/MDent	Attainment of Level/Category 2 attributes as well as the following: a) ability to design, set, administer and supervise different assessment items; b) ability to mark student scripts and course work assessment items and provide feedback; c) ability to carry out independent research; d) ability to supervise research and other knowledge and skills development activities; and (e) in accordance with international practice PhD degree qualification to supersede undergraduate and Masters' degree GPAs, or possession of MMed/MDent in the case of clinical academicians.

Level/ Category	Title	First Appointment Minimum Entry Qualifications	General Attributes
4.	Senior Lecturer/ Librarian/ Research Fellow	Possession of a PhD degree as well as: (a) publications in international Journals, books or scholarly papers in proceedings of professional international symposia or conferences recognised by the University and the Commission for the purpose of academic staff promotions and the papers having been peer reviewed, which on assessment produce 3 points for Senior Lecturer/ Senior Librarian, or 5 points for Research Fellow; and (b) Teaching experience of not less than 3 years on attaining PhD.	Attainment of Level/Category 3 attributes as well as: (a) ability to plan and promote the vision of the institution; (b) ability to attract funding for different activities of the institution; and (c) leadership and management ability.

Level/ Category	Title	First Appointment Minimum Entry Qualifications	General Attributes
5.	Associate Professor/ Associate Research Professor/ Associate Library Professor	Level/Category 4 requirements as well as: (a) publications which on assessment produce 6 points for Associate Professor and Associate Library Professor or 9 points for an Associate Research Professor; (b) except for the4.9 research category, teaching, experience of not less than 3 years on attaining the qualifications at Level/Category 4.	Attainment of Level/Category 4 requirements as well as the following attributes: (a) demonstration of ability to mentor and supervise postgraduate research students; (b) demonstration of actual experience in the application of course materials to real life situations. (c) ability to apply specialist knowledge and skills to the resolution of problems in the society; and (d) ability to remain current in his/her field through active consulting and continuing education.
6.	Professor	Level/Category 5 requirements as well as: (a) Publications which on assessment produce 7 points for Professors or 10 points for Research Professor; and (b) teaching, research and public service experience of not less than 3 years.	Attainment of Level/Category 5 requirements as well as the following attributes: (a) command of authority in a specific field of his profession or discipline; (b) ability to establish academic or professional chairs for the institution; and (c) ability to spearhead new knowledge, innovation and processes taking into account the current state of development as well as forecast of the future trends.

ANNEX 5.2 DUTIES AND RESPONSIBILITIES OF TEACHING STAFF ACCORDING TO RANKS

1. Tutorial Assistant

Tutorial Assistant is a training post for which the staff is required to undergo Masters' degree training programme immediately after recruitment.

Duties and responsibilities of a Tutorial Assistant shall include:

(a) understudying senior members through attending lectures, seminars, tutorials and practical training;
(b) assisting in supervision of tutorials, seminars and practical;
(c) assisting in research, consultancy and outreach activities; and
(d) performing any other duties that may be assigned by senior members of staff.

2. Assistant Lecturer

An Assistant Lecturer shall be required to:

(a) undergo training to PhD level within a timeframe to be specified by the university but not exceeding 10 years after employment; and

(b) undertake an induction course in pedagogical skill for those who previously did not have such training.

Duties and responsibilities of an Assistant Lecturer shall include:
(a) conducting lectures, seminars, tutorials and practical sessions for undergraduate programmes;
(b) assisting senior staff in practical sessions, seminars and tutorials for postgraduate programmes as part of their learning and building capacities in various aspects of teaching, learning, research and public service;
(c) preparing case studies;
(d) working in co-operation with senior members of staff on specific projects;
(e) supervising special projects for undergraduate students;
(f) conducting and publishing research results;

(g) assisting in writing teaching manuals and compendia;
(h) attending workshops, conferences and symposia; and
(i) carrying out any other duties that may be assigned by a relevant authority.

3. Assistant Research Fellow

An Assistant Research Fellow shall be required to undergo training to PhD level within a timeframe to be specified by the university but not exceeding 10 years after employment.

Duties and responsibilities of Assistant Research Fellow shall include:

(a) preparing research proposals and carrying out research;
(b) supervising special projects for undergraduate students;
(c) teaching undergraduate students, where applicable;
(d) understudying senior members including attending lectures and seminars;
(e) organizing conferences, workshops and symposia; and
(f) carrying out any other duties that may be assigned by a relevant authority.

4. Lecturer

A Lecturer shall be required to undertake an induction course in pedagogical skill for those who previously did not have such training.

Duties and responsibilities of a Lecturer shall include:

(a) conducting lecturers, tutorials, seminars and practical for undergraduate and Masters programmes;
(b) carrying out field supervision of undergraduate and postgraduate students;
(c) mentoring junior staff in all relevant matters;
(d) participating in curriculum development;
(e) participating in developing and managing various university projects;
(f) undertaking research and publishing research results;
(g) carrying out community/outreach services including promoting linkages with industry;

(h) undertaking consultancy services;
(i) preparing teaching manuals and compendia;
(j) supervising undergraduate and postgraduate student projects;
(k) attending/organising workshops, conferences and symposia; and
(l) undertaking any other duties that may be assigned by a relevant authority.

5. Research Fellow

Duties and responsibilities of a Research Fellow shall include those for an Assistant Research Fellow as well as:

(a) providing guidance to junior staff.
(b) identifying research areas and developing research proposals on the same;
(c) soliciting funds for research;
(d) preparing and publishing teaching manuals and compendia where applicable;
(e) carrying out community/outreach services including promoting linkages with industry;
(f) undertaking consultancy services; and
(g) undertaking any other duties that may be assigned by a relevant authority.

6. Senior Lecturer

Duties and responsibilities of a Senior Lecturer shall include those for a Lecturer as well as:
(a) mentoring junior staff in all relevant areas;
(b) designing and developing curricula;
(c) managing institutional projects and activities;
(d) Writing teaching manuals and compendia and books.
(e) developing new courses and programmes; and
(f) undertaking any other duties that may be assigned by a relevant authority.

7. Senior Research Fellow

Duties and responsibilities of Senior Research Fellow shall include those for Research Fellow as well as:

(a) supervising undergraduate and postgraduate students including PhD students;
(b) organizing research panels, symposia, and workshops;
(c) publishing teaching manuals, compendia and textbooks;
(d) plan and managing institutional research projects and activities; and
(e) undertaking any other duties that may be assigned by a relevant authority.

8. Associate Professor

Duties and responsibilities of an Associate Professor shall include those for Senior Lecturer as well as:

(a) providing leadership role to the institution;
(b) participating in the establishment of research hubs and resource centres;
(c) promoting entrepreneurship in his/her field of specialisation;
(c) establishing academic/professional links nationally, regionally and globally; and
(c) undertaking any other duties that may be assigned by a relevant authority.

9. Associate Research Professor

Duties and responsibilities of Associate Research Professor shall include those for Senior Research Fellow as well as:

(a) undertaking large scale research projects;
(b) providing leadership role to the institution;
(c) providing guidance and advice to clients in the field;
(d) participating in the establishment of research hubs and resource centres;
(e) disseminating research findings to appropriate stakeholders;
(f) promoting entrepreneurship in his/her field of specialisation;

(g) establishing academic/professional links nationally, regionally and globally; and
(h) undertaking any other duties that may be assigned by a relevant authority.

10. Professor

Duties and responsibilities of Professor shall include those for Associate Professor as well as:

(a) delivering a Professorial Inaugural Lecturers within 3 years after attaining the position of Professor;
(b) establishing professorial chair in relevant disciplines;
(c) spearheading innovation and forecasting future development of the institution;
(d) promoting and enhancing internationalisation of the institution; and
(e) undertaking any other duties that may be assigned by a relevant authority.

11. Research Professor

Duties and responsibilities of Research Professor shall include those for Associate Research Professor as well as:

(a) planning and undertaking large scale research projects;
(b) providing leadership role to organization;
(c) taking a leading role in the development of the institution;
(d) monitoring of the dissemination of research findings;
(e) undertaking research and publishing research results;
(f) delivering a Professorial Inaugural Lecturers within 3 years after attaining the position of Professor;
(g) establishing professorial chair in relevant discipline;
(h) promoting internationalisation of the institution; and
(i) undertaking any other duties that may be assigned by a relevant authority.

ANNEX 5.3: WEEKLY AND ANNUAL WORKLOAD DISTRIBUTION FOR TEACHING STAFF AT UNIVERSITIES*

Activity	TA		Ass. Lect.		Lecturer		Sen. Lect.		Assoc. Prof/Prof	
	Hrs	**%**	**Hrs**	**%**	**Hrs**	**%**	**Hrs**	**%**	**Hrs**	**%**
Teaching/ Class Time	5	12.5	7	17.5	10	25	10	25	8	20
Preparations/Resource Search	20	50	7	17.5	3	7.5	2	5	3	7.5
Research & Publications	11	27.5	19	47.5	18	45	18	45	14	35
Outreach/ Public Service	3.6	9	6	15	4	10	3	7.5	7	17.5
Administration	0.4	1	1	2.5	3	7.5	4	10	2	5
Mentoring/ Counselling/ Supervision	-		-	-	1	2.5	3	7.5	6	15
Hrs/Week	40	100	40	100	40	100	40	100	40	100
Annual Teaching Load	**175**		**245**		**350**		**350**		**280**	

*The weekly and annual workloads for Teaching/Class Time of academic staff appointed as Research Fellows, Senior Research Fellows, Associate Research Professors and Research Professors shall be incorporated in the Research & Publications (50%) and Outreach/ Public Service (50%), with all other categories remaining as indicated in the Table.

ANNEX 5.4: WEEKLY WORKLOAD DISTRIBUTION FOR FULL TIME TENURED CLINICAL ACADEMIC STAFF

*Activity	TA		Ass. Lect.		Lect.		Sen. Lect.		Assoc./Prof	
	Hrs	%	Hrs	%	Hrs	%	Hrs	%	Hrs	%
Lecturing	2	5	5	12.5	7	17.5	6	15	5	12.5
Involvement in practical or clinical session	10	25	7	17.5	10	25	8	20	6	15
Preparation of lectures/clinical session	11	27.5	6.5	16.25	1	2.5	1	2.5	2	5
Setting up variables forms of examination	0	0	1	2.5	1	2.5	1	2.5	1	2.5
Marking scripts and dissertation /thesis	0.5	1.25	1	2.5	1	2.5	1.5	3.75	3	7.5
Compiling examination results	0	0	0.5	1.25	0.5	1.25	0.5	1.25	0.5	1.25
Consultation with students	0.5	1.25	0.5	1.25	0.5	1.25	1	2.5	2	5
Supervising undergraduate and postgraduate students	0	0	1	2.5	1	2.5	1.5	3.75	2	5

*Activity	TA		Ass. Lect.		Lect.		Sen. Lect.		Assoc./Prof	
	Hrs	**%**	**Hrs**	**%**	**Hrs**	**%**	**Hrs**	**%**	**Hrs**	**%**
Supervising field practical where applicable	0	0	1	2.5	0.5	1.25	0.5	1.25	0.2	0.5
Research and publication	5	12.5	5.5	13.75	6.5	16.25	7	17.5	6.3	15.75
Patient care/Consultancy/ Outreach	10	25	10	25	8	20	8	20	5	12.5
Administration	0.5	1.25	1	2.5	3	7.5	4	10	7	17.5
Hrs/Week	**40**		**40**		**40**		**40**		**40**	

*Activities have been adopted from the TCU QA guidelines and comparable to those outlined in the job description of medical doctors and medical specialists (Government Circular on Scheme of Services, Public Service Management 2009)

ANNEX 5.5: LIST OF ACADEMIC STAFF WITH QUALIFICATIONS DIRECTLY RELATED TO THE PROGRAMME

Name of the Institution …….. College/School/Faculty…….. Department……

S/N	*Name of Academic Staff*	*Nationality*	*Age (years)*	*Academic Rank*	*Academic Qualification*	*Duration of Study (years)*	*Classification & GPA*	*Conferring Institution*	*Year Qualification obtained*	*Employment Status (Full time/Part time*	*Teaching experience*	*His/her Serial No. in the Payroll or Check Number*	*Teaching Course by Names*
1.	*Name*	*Tanzanian*	*46*	*Senior Lecturer*	*PhD in History*	*4*	*Pass*	*University College London*	*2008*	*Full time*		*110*	
					Master of Arts in History	*2*	*4.0 Upper Second*	*University of Dar es Salaam*	*2003*				
					Bachelor of Arts in Education	*3*	*3.5 Upper Second*	*University of Nairobi*	*1999*				
2	*Name*												

ANNEX 5.6: LIST OF ADMINISTRATIVE STAFF WITH QUALIFICATIONS

Name of the Institution ……

S/N	*Name of Academic Staff*	*Nationality*	*Age (years)*	*Administrative Post*	*Academic Rank*	*Academic Qualification*	*Duration of Studies (years)*	*Classification & GPA*	*Conferring Institution*	*Year Qualification obtained*	*Employment Status (Full time/Part time*	*His/her Serial No. in the Payroll or Check Number*
e.g.1.	*Juma Issa Mohamed*	*Tanzanian*	*42*	*VC*	*Associate Professor*	*PhD in History*	*3*	*Pass*	*University College London*	*2009*	*Full time*	*023*
						Master of Arts in Public Relation	*2*	*4.0 Upper Second*	*University of Dar es Salaam*	*2003*		
						Bachelor of Arts in Education	*3*	*3.5 Upper Second*	*University of Nairobi*	*1998*		
2.												

ANNEX 5.7: GUIDELINES ON ASSESSMENT OF PUBLICATIONS AND OTHER ACADEMIC WORKS

S/N	TYPES OF PUBLICATIONS	CONDITIONS FOR ACCEPTANCE	MAXIMUM POINTS
1	Conference Papers	Should be retrievable from refereed proceedings.	0.5
2	Scholarly papers in proceedings of professional international symposia or conferences	Scholarly papers appearing in proceedings of professional international symposia or conferences recognised by the University and the Commission for the purpose of academic staff promotions and the papers having been peer-reviewed like any other scholarly articles published in journals.	1.0
3	Consultancy Reports	Should be registered and approved by College/Institute/School (Universities should set guidelines for quantification of consultancy engagements, including provision of advisory services or chairmanship of government or other institutions).	0.5
4	Teaching	Quality Teaching shall be a prerequisite for promotion of teaching staff: (i) Teaching effectiveness should be separately evaluated by College/Institute/Department Quality Assurance Committees using guidelines approved by Senate and awarded a maximum of 2.0 points accumulated over 3 consecutive years (ii) A "C" grade in teaching effectiveness should not be used for promotion at any rank	2.0
5	Journal Articles	(i) Shall be published in refereed journals where the definition of recognized local, international and refereed Journals should be as per the guidelines provided	1.0

S/N	TYPES OF PUBLICATIONS	CONDITIONS FOR ACCEPTANCE	MAXIMUM POINTS
		by the Senate of the respective university which shall comply to the Commission's definition. (ii) An international journal is one with an international Editorial Board, an international Classification Index and is internationally retrievable. (iii) Only papers published in international journals as defined in (ii) above should be required for promotion to professorial ranks.	
6	Scholarly Books	A scholarly book with an ISBN number in the relevant specialty should be evaluated	6
7	Chapters in a Book	(i) Each chapter to be evaluated (ii) Where authors contribute chapters to a scholarly book in the relevant specialty, each chapter should be evaluated as a paper worth 1.0 point provided the total points awarded to whole book do not exceed 6.0.	1.0
8	Lower level Books	A book with an ISBN number for lower levels of education (e.g. secondary or college), which has been approved by the responsible Ministry, should be evaluated.	2.0
9	Case Reports or Short Communications	Case Reports or Short Communications published in recognized refereed journals should be evaluated.	0.5
10	Subject and General Dictionaries	A dictionary, both subject and general, approved by a recognised book publisher and with an ISBN number should be evaluated as a book.	5.0
11	Letters in Dictionaries	(i) Each letter in a dictionary shall be evaluated as a chapter in a book	1.0

S/N	TYPES OF PUBLICATIONS	CONDITIONS FOR ACCEPTANCE	MAXIMUM POINTS
		(ii) Where authors contribute letters to a dictionary as outlined in (10) above, each letter should be evaluated as a chapter in a book provided the total points awarded to the whole dictionary do not exceed 6.0.	
12	Co-authored Papers	(i) Points awarded to co-authored publications within a specific discipline shall be shared equally among all the authors unless the academic Department establishes other sharing arrangement which is mutually agreed by the authors; and (ii) As an encouragement of multi-disciplinary research arrangements in the University, for publications across disciplines, each discipline shall be awarded the same points allocated for the publication which shall be shared among the authors within each discipline.	1.0
13	Extension Materials	Published Extension Materials should be evaluated as Consultancy Reports	0.5
14	Book Reviews	A review of a book that has been approved by a recognised publisher and which has been published in a recognised peer reviewed journal may be evaluated. However, editorship of a book should not be evaluated.	0.5
15	Patents	Patented material registered by a duly recognised Patent Office should be evaluated and the points shared equally by all patent holders.	6

ANNEX 5.8 MAXIMUM AND MINIMUM WEIGHTS OF PUBLICATION TYPES PERMISSIBLE FOR PROMOTION TO VARIOUS RANKS

Type of Publication	Assistant Lecturer1 to Lecturer[11]	Lecturer to Senior Lecturer	Senior Lecturer to Associate Professor	Associate Professor to Professor
Journal papers [12]	100	Min. 25%	Min.30%	Min. 35%
Books; Patents	0	Max. 25%	Max. 30%	Max. 30%
Chapters of a Book; Published Conference Papers; Case Reports; Book Reviews	0	Max. 30%	Max. 20%	Max. 15%
Consultancy Reports; Extension Materials, Books for lower levels	0	Max. 20%	Max. 20%	Max. 20%
Minimum Total Publication Points[13]	**1/2[14]**	**3**	**6**	**7**
Minimum Teaching Effectiveness Points[15]	1	2	2	2
Minimum Total Points Required	**2/3[16]**	**5**	**8**	**9**

[11]For non-PhD/MMed/MDent-holders only.
[12]Scholarly papers appearing in proceedings of professional international symposia or conferences recognised by the university and the Commission for the purpose of academic staff promotions and the papers having been peer reviewed shall be considered just as journal papers.
[13]Any combination of the publication components fulfilling the above criteria should total 100%.
[14]1 point for those on PhD programmes and 2 points for those not on PhD programmes
[15]Teaching effectiveness to be evaluated separately and promotion awarded only after meeting the minimum specified teaching points as well as the minimum specified publication points.
[16]2 points for those on PhD programmes and 3 points for those not on PhD programmes

ANNEX 5.9: CONVERSION OF LETTER GRADES TO POINTS FOR PUBLICATIONS

Letter Grade	A	B	C	D	E
Qualitative evaluation of the Publication	Excellent	Very Good	Good	Poor	Very Poor
Journal Papers[17]	1.0	1.0	0.5	0	0
Chapters in a Book	1.0	1.0	0.5	0	0
Consultancy Reports	0.5	0.5	0.25	0	0
Scholarly Books and Patents	6	5	3	0	0
Books for Lower Levels	2	2	1	0	0
Published Book Reviews, Conference papers, Case Reports and Extension Material	0.5	0.5	0.25	0	0

[17]Scholarly papers appearing in proceedings of professional international symposia or conferences recognised by the university and the Commission for the purpose of academic staff promotions and the papers having been peer reviewed shall be considered just as journal papers.

ANNEX 5.10 CRITERIA FOR PROMOTION OF ACADEMIC STAFF IN UNIVERSITIES

S/N	Promotion to Position of	Promotion Requirements
2.	Assistant Lecturer/Assistant Librarian /Assistant Research Fellow	Promotion from Tutorial Assistant to Assistant Lecturer/Assistant Librarian/Assistant Research Fellow requires possession of a Masters Degree with a B+ performance or GPA of 4.0 and above
3.	Lecturer/Librarian/Research Fellow	(a) Promotion from Assistant Lecturer/Assistant Librarian to Lecturer/Librarian/ Research Fellow requires possession of a PhD or MMed/MDent for Assistant Lecturers who are also clinicians. (b) For Assistant Lecturers/Assistant Librarians/Assistant Research Fellow on PhD training, promotion to the next rank requires a good progress report on the PhD programme and at least 1 point from papers published in recognised peer reviewed journals, at least three years of service as Assistant Lecturer/Assistant Librarian. (c) For Assistant Lecturers/ Assistant Librarians/Assistant Research Fellows who are not on PhD training, at least 2 points from papers published in recognised peer reviewed journals, 1 point from teaching and at least three years of service as Assistant Lecturer/Assistant Librarian/Assistant Research Fellow.
4.	Senior Lecturer/Senior Librarian/Senior Research Fellow	(a) Promotion from Lecturer/Librarian to Senior Lecturer/Senior Librarian requires

S/N	Promotion to Position of	Promotion Requirements
		a PhD or MMed/MDent in case of clinical academic staff, a minimum of three years since the last promotion, and at least 3 points from publications and 2 points from teaching. (b) Promotion from Research Fellow to Senior Research Fellow requires a PhD, a minimum of three years since the last promotion, and at least 5 points from publications. (c) Should have supervised/co-supervised to completion at least 2 postgraduate students. (d) For academic staff who are clinicians, promotion from Lecturer to Senior Lecturer requires possession of a PhD or MMed/MDent, a minimum of three years since the last promotion, at least 3 points from publications and 2 points from teaching. (e) In addition the staff member should also have supervise/co-supervised to completion at least 2 postgraduate students.
5.	Associate Professor/Associate Library Professor/ Associate Research Professor	Promotion from Senior Lecturer/Senior Librarian/Senior Research Fellow to Associate Professor/Associate Library Professor the candidates should have: (a) A minimum of three years since last promotion (b) Contribution in attracting grants and other resource mobilisation activities (c) At least 6.0 points from publication since last promotion and 2 points from teaching

S/N	Promotion to Position of	Promotion Requirements
		(d At least 9.0 points from publication since last promotion for Associate Research Professor (e) Papers to be considered for promotion to this rank should be in international journals only, or a mix with scholarly books or with scholarly papers appearing in proceedings of professional international symposia or conferences recognised by the University and the Commission for the purpose of academic staff promotions and the papers having been peer reviewed. (f) An academic staff who is a clinician with MMed/MDent qualifications shall be eligible for promotion from Senior Lecturer to Associate Professor after satisfying requirements stated in (a) to (d) above. (g) In addition, the staff member should also have supervised to completion at least 3 postgraduate students.
6.	Professor/Library Professor / Research Professor	Promotion from Associate Professor/ Associate Library Professor Librarian to Professor/ Library Professor candidates should have: (a) A minimum of three years since last promotion (b) At least 7.0 points from publications since last promotion and 2 points from teaching. (c) At least 10.0 points from publication since last promotion from Associate Research Professor to Research Professor

S/N	Promotion to Position of	Promotion Requirements
		(d) Papers should be in international journals only, or a mix with scholarly books or with scholarly papers appearing in proceedings of professional international symposia or conferences recognised by the University and the Commission for the purpose of academic staff promotions and the papers having been peer reviewed shall be considered just as journal papers. (e) An academic staff who is a clinician with MMed/MDent qualifications shall be eligible for promotion from Associate Professor to full Professor after having fulfilled the conditions in (a) to (d) above. (f) In addition, the staff member should also have supervised to completion at least 4 postgraduate students.

PART 6

PHYSICAL RESOURCES

INTRODUCTION

Universities can only develop the right calibre of human resources to meet the country's future needs if the available physical and other facilities promote rigorous scholarship and an environment conducive to teaching and learning. Therefore, in order to provide such an environment, it is critically important for every University to establish adequate and high-quality educational facilities that meet prescribed national benchmarks. It is also essential that the provision of such resources related to similar arrangements in reputable universities in and outside the region as a way of promoting comparability of the facilities found in the country's universities with regional and international standards.

Furthermore, in order to maintain the quality of teaching and learning in universities in the country, the universities are supposed to provide a range of physical resources in terms of lecture rooms, library and other study resources, including ICT, student accommodation and other welfare facilities for both staff and students. There are also several other student and staff support services that may not necessarily be of physical nature, such as health care and counselling services, that are required in order to maintain an institutional environment that is conducive to teaching, learning, and overall academic scholarship of the University. Therefore, the Standards and Guidelines presented in Part 6 provide benchmarks for physical resources to guide universities and the Commission in ensuring quality in this domain.

CONTEXT

Global trends in university education have led to the emergence of diverse provision systems as well as different types of providers. These dynamics have also led to the proliferation of more heterogeneous and diverse student bodies that include those enrolled in residential and non-

residential universities, including mature students as well as those working while studying. The diversity of student bodies in universities also include those who had not gone through formal education systems, part-timers, and international students, as well as students with disabilities. Furthermore, currently there is an emerging shift from the traditional teacher-centred teaching and learning approach to the student-centred and flexible mode of teaching and learning. This requires a similar paradigm shift in the provision of teaching and learning resources that might requiring some specificity in order to accommodate the emerging programme delivery approaches.

SCOPE

Universities have the responsibility to ensure that physical facilities available to facilitate the teaching and learning functions take into consideration all such diversities and emerging dynamics in education delivery, while ensuring that at all times adequacy and quality provisions for the facilities are consistently maintained. This Standards and Guidelines presented in Part 6 articulate the provisions along these lines.

THE STANDARDS AND GUIDELINES

STANDARD 6.1
TEACHING AND LEARNING RESOURCES

Universities in Tanzania shall provide adequate physical resources to support teaching and learning activities with adherence to quality aspects corresponding to the benchmarks set by the Commission while observing standards applicable to the resources in universities in and outside the EAC region.

GUIDELINES

6.1.1 Every University shall deploy quality physical facilities adequate for the effective discharge of the teaching and learning functions with respect, but not limited to lecture

rooms, lecture theatres, seminar rooms, common rooms, etc. as provided in **Annex 6.1.**

6.1.2 Every University shall ensure that various physical facilities available for use for teaching, learning and other functions comply with the applicable laws in the construction industry as well as national public health laws that take care of, among other things, issues of safety and convenient use by all categories of people including those with physical disabilities.

6.1.3 A relevant government authority shall approve deployment of any building in teaching and learning activities in every University.

6.1.4 Every building and physical facilities intended for deployment in teaching and learning activities in every University shall have their architectural and structural drawings, including alterations or extensions, if any, approved by a competent authority and such approval shall include issuance by statutory authority of environmental impact assessment, and right of occupancy.

STANDARD 6.2
LABORATORIES, WORKSHOPS AND TEACHING CLINICS

Universities in Tanzania which run programmes that require the use of laboratories/ workshops/ teaching clinics shall ensure adequacy of these facilities for the provision of teaching and learning activities that adhere to quality aspects corresponding to benchmarks set by the Commission while observing standards applicable to the resources used in universities in and outside the EAC region.

GUIDELINES

6.2.1 Every University which runs programmes that require the use of laboratories/ workshops/ teaching clinics shall establish such facilities with the space requirement shown in **Annexes 6.2, 6.3, 6.4** and **6.5** respectively.

6.2.2 Every University which runs programmes that require the use of laboratories/ workshops/ teaching clinics shall equip the facilities with basic and appropriate equipment and other resources expected for such laboratory/ workshop/ clinic.

STANDARD 6.3
GENERAL REQUIREMENT FOR LABORATORIES

Universities in Tanzania shall adhere to the general requirements in laboratory facilities that promote and maintain the quality of the education provided.

GUIDELINES

6.3.1 Every University shall ensure that the available laboratory facilities are adequate and are in close proximity to lecture rooms or teaching facilities for ease of access.

6.3.2 Every University shall ensure that every laboratory has provision for storage and preparatory rooms in addition to a laboratory office.

6.3.3 Every University shall ensure that every laboratory is provided with the following service facilities:

(a) adequate windows which are open to outside air in order to provide proper ventilation;

(b) fume cupboards and fume hoods/chambers in the preparation and storage rooms;

(c) standard table-top electrical service outlets for the instructor's table and for each pair of student workstation;

(d) adequate lighting free of flare from exterior sunlight;

(e) surface treatment of floors, walls and ceiling to reduce noise;

(f) a sink with hot and cold water service installation for the instructor's table and for each pair of student's workstation; and

(g) gas outlet for the instructor's table and for each pair of students' work station.

6.3.4 Every University shall ensure that every laboratory has built-in furniture and equipment including:

(a) at least one student table of minimum dimensions of 2000 x 300 x 760 mm; and

(b) at least one student table of minimum dimensions of 1500 x 560 x 760 mm for each pair of student's work station with adequate bench or stools or chairs, chalkboard or tack board, wall mounted; and

(c) at least one corrosion resistant sink and eye-wash fountain.

STANDARD 6.4
STAFF OFFICES

Universities in Tanzania shall provide to staff adequate and well-furnished offices that make the working environment conducive to the provision of university education.

GUIDELINES

6.4.1 Every University shall provide to staff adequate and well-furnished offices with adequate space as provided in **Annex 6.6** and appropriate equipment, such as telephone, computer, printing and Internet facilities.

6.4.2 In order to cultivate good working environment for staff, every University shall strive to ensure that sharing of offices is minimized, especially for Senior academic staff.

STANDARD 6.5
INSTITUTIONAL ENVIRONMENT

Universities in Tanzania shall be established in an environment that is safe and conducive to teaching and learning activities.

GUIDELINES

6.5.1 Every University shall ensure that the teaching and learning facilities are not located in environments that could be injurious to the health of both staff and students, which would include but not limited to factories, dumping sites, and quarries.

6.5.2 A University shall not be located in environments that pose a distraction to learning, which would include but not limited to bars, night clubs, casinos, and brothels.

6.5.3 Facilities at a University, constituent colleges, campus colleges or ODEL centres shall not be located in environments whose noise levels are an impediment to learning, which include but not limited to airport, railway station, bus terminal, amusement park, stadium, and market.

STANDARD 6.6
ICT RESOURCES

Universities in Tanzania shall establish ICT infrastructure and facilities to support and enhance teaching and learning and other core and operational functions of the University.

GUIDELINES

6.6.1 Every University shall:

(a) establish sufficient ICT facilities, including computers and Internet access provisions for students and both academic and administrative staff;

(b) have Internet capacity and ample WiFi hotspots with capacity of at least 50 mbps;

(c) ensure that members of staff and students are facilitated to have access to ICT resources;

(d) require and/or facilitate each student to have a laptop; and

(e) promote and install wireless access points in the University premises in order to reach out many users of ICT resources.

6.6.2 For purposes of attaining value for money, every University shall procure software licenses on a multi-user basis, an approach which normally lowers the cost of procuring such licenses on individual basis.

STANDARD 6.7
LIBRARY RESOURCES

Universities in Tanzania shall provide good learning environment by establishing well-resourced libraries in terms of print and e-resources to cater for the needs of staff and students, and the general public.

GUIDELINES

6.7.1 Every University shall:

(a) provide adequate, well equipped and properly organized library facilities and resources in print and electronic forms appropriate for the number of students and staff in the University; and

(b) ensure the availability of key reference materials relevant to each field of study in print and electronic form.

6.7.2 To facilitate access to e-resources, every University shall provide adequate Internet bandwidth and computers to students and staff at the University premises including accommodation facilities.

6.7.3 The library staff in every University shall comprise of professional and technical staff, of which professional staff shall constitute at least 30% of the library staff.

6.7.4 Every University shall make use of guidelines in relation to library resources provided in **Annex 6.7**.

STANDARD 6.8
STAFF AND STUDENT SUPPORT SYSTEMS

Universities in Tanzania shall provide adequate and appropriate resources to support student learning and the general welfare of both staff and students.

GUIDELINES

6.8.1 Every University shall endeavour to provide students and the university community in general with accommodation, social security, health, cultural and sport facilities as specified in the guidelines on requirements for student accommodation facilities provided in **Annex 6.8**.

6.8.2 Every University shall establish functioning advisory and counselling services for both students and staff.

6.8.3 Every University shall facilitate establishment and supportive mechanisms for the running of student self-governance system through a legally recognized student organisation, which shall be provided with appropriately furnished office(s).

6.8.4 Every University shall establish a policy and operational procedures that take cognisance of students with special needs with respect to admission, learning, assessment/examinations and provision of requisite physical infrastructure.

STANDARD 6.9
ENVIRONMENTAL SAFETY AND SECURITY, AND HEALTH AND SANITARY ASPECTS

Universities in Tanzania shall provide an environment that is conducive to teaching and learning in respect of safety and security, and health and sanitary aspects for both staff and students.

GUIDELINES

6.9.1 In maintaining peace and tranquillity, every University shall take care of safety and security issues in the learning environment and in students' hostels and campus staff accommodation.

6.9.2 Every University shall adhere to requirements on health, sanitation and public safety measures as specified in **Annexes 6.9** and **6.10** respectively.

ANNEX 6.1: SPACE REQUIREMENT FOR PHYSICAL FACILITIES (SPACE IN SQUARE METERS PER STUDENT)

Infrastructure	Postgraduate		Undergraduate	
	Conventional	DL	Conventional	ODL
Seminar room space (group not to exceed	3	3.0	2.0	2.0
Lecture room space (class not to exceed	1.2	1.2	1.0	1.0
Lecture theatre space (students not to	1.2	1.2	1.0	1.0
Assembly hall space (for more than 300	NA	NA	NA	NA
Teaching space in	20.0	20.0	15	15
Teaching space in	20.0	20.0	15	15
Teaching space in	30.0	30.0	25	25
Teaching space in	75.0	75.0	60	60

ANNEX 6.2: MINIMUM SPACE REQUIREMENTS FOR LABORATORIES

Laboratory category	Minimum space requirement square meter per student	Laboratory category	Minimum space requirement square meter per student
Business Management	2.5	Chemistry	8.0
Commerce	3.7	Botany	5.5
Education	3.5	General Science	3.5
Fine Art Architecture	4.7	Agricultural Sciences	3.5
Home Economics	4.7	General Engineering	4.0
Communication (including Mass Media)	3.0	Mechanical Engineering Material Science	6.6
Physics Electronics	4.0	Electrical Engineering	6.6
Computer Science Computer Systems Engineering	4.0	Chemical, Process, Mining Engineering	10.5
Computer Science	2.0	Civil Engineering Building Science	6.7
Health Science	3.7	Geology Petrology	8.0

ANNEX 6.3: MINIMUM SPACE REQUIREMENTS FOR WORKSHOPS

Facilities	Minimum space requirement square meter per student	Facilities	Minimum space requirement square meter per student
Carpentry workshop	5.5	Meat process	3.0
Machine tools workshop	6.0	Blacksmith workshop	8.8
Electrical workshop	5.5	Metal workshop	6.0
Fine art Design studio	5.5	Car repair services	200
Home economics	5.6	Mechanical workshop	22.5
Plumbing workshop	7.5	Glassblowing workshop	30.0
Masonry	10.1	Computer technology Communication technology	15.0

ANNEX 6.4: MINIMUM REQUIREMENTS OF FACILITIES FOR VETERINARY TEACHING CLINICS (PRESCRIBED BY THE VETERINARY COUNCIL OF TANZANIA)

Facility	Number required
Reception room.	1
Consulting room	2
Dispensing room	1
Diagnostic laboratory	1
Examination cum Treatment room	2
Small animal theatre	1
Large animal theatre	1
Feeding and storage facilities for small animals	1
Feeding and storage facilities for large animals	1
Preparation room	2
Theatre	2
Laundry	1
Sterilization room	1
Large animal recovery room (close to the theatre)	2
Restraining facility – Crush	1
Kennels and/or cages for small animals	1
Facilities for 24 Hour Emergency Veterinary care	2
Facilities for Physical Therapy, Acupuncture	1
Diagnostic Imaging Including MRI, CT Scan, Ultrasound, Digital X-Ray	3
Stalls for large animals	2
Intensive Care Unit with 24 Hour Support and Care	2
Toilet facilities	3
Incinerator/deep pit for carcass disposal	2
Loading and off-loading rump	1

ANNEX 6.5: MINIMUM REQUIREMENTS OF FACILITIES FOR TEACHING MEDICAL CLINICS

Facility	Space requirement in square meters (m^2)	Minimum Number required
Reception, registration and records room	20	1
Waiting room	40	1
Payee window	20	1
Nurse working area	13	1
Physician office	40	1
Examination room	36	1
Patient toilet	20	2
Medication storage/pharmacy	6	2
Staff toilet(male/female)	20	2
Staff break room	20	1
Housekeeping	12	1
Diagnostic laboratory	40	1
Treatment room	40	2
Preparation room	20	2
Theatre	40	2
Laundry	20	1
Sterilization room	10	1
Recovery room	20	2

ANNEX 6.6: MINIMUM REQUIREMENTS OF STAFF OFFICES

Office	Minimum space requirement in m^2	Number required
A: Governance		
Chancellor's office	20	1
Council Chairman's office	20	1
B. Management		
Vice Chancellor's office	25	1
DVCs office	20	As per establishment
Dean of student's office	20	1
Secretary to Council's office	20	1
Principal's office	25	1 per college or entity with title
Dean's office	20	1 per campus school or entity with title
Head of department's office	12	1 per department or entity with title
Head of Unit's office	10	1 per unit or entity using such title
General office for academic staff	10	1 per senior staff and sharing when necessary
C. Administration Office for an officer regardless of category	10	In accordance with the institution's establishment
D. Secretarial cadre Office for a secretary regardless of category	13	1
E. Students leadership (union) Office for student leaders	9	
F. Staff union Office for workers' leaders regardless of category	9	

G. Functional facilities		
(i) Conference facilities:		
Conference hall	0.8 m^2 per person	1
(ii) Common rooms		
Staff common room	30	1
Student common room	60	1
(iii) General requirements for Records rooms	50	1
(iv) General requirements for Student Recreational centre	50	1
(v) General requirements for Staff Recreational Centre	50	1
(vi) General requirements for Boardroom	60	In accordance with the institutional structure

ANNEX 6.7: MINIMUM LIBRARY RESOURCES REQUIREMENTS

Item	Conventional	ODeL & Blended
Library book/student ratio (relevance and diversity)	1:30	1:30
Library computer/student ratio	1:25	1:25
Library Internet connectivity in mbps, available 24 hrs	12	12
Number of links to e-library	3	3
Library Sitting capacity	30% of the total population	-

ANNEX 6.8: MINIMUM REQUIREMENTS FOR STUDENT ACCOMMODATION FACILITIES

Facility	Minimum Space Requirement
Bed room for 2 undergraduate	10 square meters
Room for 3 to 4 undergraduate	15 square meters
Bedroom for postgraduate	12 square meters
A small family unit	60 square meters
Common room	0.8 square meters per person x number of occupants in the hostel
Hostel management office	20 square meters
Hostel warden office	9 square meters
Health and Sanitation facilities	1 WC for 8 female students;
	1WC for 10 male students
	1 urinal stall for every 25 male
	1 shower for 4 to 8 students
	1 basin for every 50 students
	1 sanitary disposal forevery2 students
	1 incinerator per hostel
	1 drinking water fountain for 20
	First aid facilities
Kitchen and dining facilities	1 kitchen per hostel
	1diningroomperhostelof1.2 square
	1 Kitchen storage room per hostel
	1 kitchen staff service area per kitchen
Outdoor recreational facilities	Athletics (440mx 9.76m)
	Football (105mx 68.0m)
	Basketball (28.0m x 15.0 m)
	Netball (30.5mx 15.25m)
	Volleyball (18.0mx 9.0m)
	Lawn tennis (35.0m x 18.0m)
	Swimming pool
	Gymnasium
	Changing room (as needed)
	Other sports (as may be required in

ANNEX 6.9: REQUIREMENT FOR PUBLIC HEALTH, SAFETY AND SANITATION

1. Sanitation

(a)	Toilets	-	1 WC for every 8 female
			1 WC for every 10 male students
(b)	Urinals	-	1 Urinal stall for every 25 male students
			1 Urinal Stall for every 12 female students
(c)	Sanitary disposal	-	1 sanitary disposal

2. Other Health and Sanitation Requirements

(a) **Lighting** – Every building must be well lit and ventilated. In this regard the building must have adequate lighting free of flare from exterior sunlight.

(b) **Ventilation** – Every building must have adequate windows which open to outside air in order to provide proper ventilation.

(c) **Sound proofing** – Every building must be designed and built in such a way as to reduce noise to acceptable levels. Acoustics must be considered when deciding the plan and section shapes.

(d) **Water supply** – Every building must have a reliable and adequate clean water supply Installed in accordance with applicable water regulations and standards in the area.

(e) **Sewerage** – Where sewage system is not connected to the local sewage system, the university must put in place a sewage disposal and treatment system. Such a system must be designed and constructed taking into account the available technology on such matters.

(f) **Solid waste disposal** – Every University must ensure and put in place a system for solid waste management in

accordance with the applicable regulations and standards in the area. The burning of solid waste is generally prohibited.

3. **Requirements for other public safety measures**

(a) **Structural soundness and stability** – Every university must ensure that the physical facilities in place are safe for the public, free from structural failure, cracking and dilapidation of building material fabric.

(b) **Architectural and constructional requirements**–Every institution must ensure that all architectural works employ the services of a registered architect for purposes of supervision of architectural works. In the same regard every university must also ensure that a registered engineer supervises construction works.

c) **Fire safety –**Every university must comply with fire safety and security regulations applicable in the area. This includes putting in place systems for fire resistance, means of escape, firefighting equipment and drills. Lighting arrestors should be provided in thunderstorm prone areas.

(d) **Provision for persons with special needs** – Every University must ensure that design and construction of various buildings and facilities take into account persons with special needs. In this regard the following specifications should be adhered to:

(i) **Pavements** – longitudinal gradients of footpaths not to exceed1:20 except for short ramps. Excessively long gradients should have horizontal rest areas at regular intervals and the preferred gradient is between 1:20 and 1:15.

(ii) **Ramps** – preferred minimum width of footpath is1.8 m and handrails should be provided on both sides of any ramps.

(iii) **Entrance doors and corridors** – in front of every entrance to a building, a level area must be provided to allow for turning a wheelchair. The minimum door opening of 0.8m is required in every entrance. In the case of double doors, the Minimum width of 0.8 m should apply when one leaf is closed. All internal corridors and balconies should be designed to facilitate access and movement of wheel chairs.

(e) **Elevators/lifts** – Where elevators or lifts are used, they should be wide enough to allow for wheelchair access, turning and exit.

(f) **Toilets** – Every building should have toilets fitted with special facilities for wheel chairs and whose doors open outside.

PART 7

OPEN, DISTANCE AND E-LEARNING

INTRODUCTION

Open, Distance and e-learning (ODeL) system of education delivery or often referred to as synonymous to Open and Distance Learning (ODL) is currently considered the most viable means for broadening educational access, advocating peer-to-peer collaboration and giving a learner a greater sense of autonomy and responsibility for learning. ODeL is fast becoming an accepted and indispensable part of the mainstream systems in education in both developed and developing countries, with particular emphasis on the latter. This growth has been stimulated in part by the interest among educators and trainers in the use of new, Internet based multimedia technologies, and also by the recognition that traditional ways of organising educational materials and their delivery need to be reinforced by innovative methods, if the fundamental right of all people to learning is to be realized.

CONTEXT

The globalisation potential inherent in distance education delivery, which has been further articulated by the advent of the Internet, provides many opportunities for developing countries to expand access to diverse higher education channels for the realisation of their educational access goals. The two main factors that have led to an explosion of the interest in distance learning are (i) the growing need for continual skills upgrading and retraining; and (ii) the technological advances that have made it possible to provide educational materials through distant teaching. However, in order to ensure that this mode of education delivery compliments the traditional approaches without compromising quality, it is essential that the opportunities offered by the new technologies are realistically examined within the framework of national development plans in general and educational policies in particular, as well as maintaining an effective national regulatory system for ODeL.

One of the potential aspects of ODeL is the ability to increase the capacity and cost effectiveness of education and training systems to reach those with limited access to conventional education and training opportunities. If properly structured and effectively regulated, ODeL has the potential to support and enhance the quality and relevance of existing educational structures. It also has the possibility to ensure the connection of educational institutions and curricula to the emerging networks and information resources, and to promote innovation and opportunities for lifelong learning.

Faced with new training demands and competitive challenges, universities need to undergo transformation in terms of governance, organisational structure and modes of operation, in particular in their education delivery approaches for them to remain nationally, regionally and internationally competitive. In that regard, as one of the transformational approaches more and more traditional universities have been rapidly transforming from single mode to dual mode universities. Furthermore, a number of countries are now putting substantial emphasis on the ODeL mode of education delivery. The increasing number of open universities being established worldwide is testimony to this trend. Furthermore, there is an increasing trend in traditional universities in the country to embrace dual mode of programme delivery, mainly using e-learning platforms. Therefore, with such developments it is imperative that the Commission articulates standards and guidelines to guide the regulation of ODeL university education systems in the country, as presented in Part 7.

SCOPE

The Standards and Guidelines presented in Part 7 are applicable to ODeL as well as residential universities that also use the ODL approach in a dual delivery mode. With these Standards and Guidelines, it is likely that expansion and benefits of open and distance education in the country will be much more notable than before. Thus, Standards and Guidelines presented in Part 7 are contextually based on the consideration of existing challenges and opportunities for the ODeL delivery mode and the overall paradigm shift in educational delivery systems, and some

significant current regional and global trends in university education systems. The Standards and Guidelines also take into consideration Tanzania's Education and Training Policy of 2014 and other national strategic considerations such as those spelt out in the Education Sector Development Plan (2016/2017 – 2020/2021).

THE STANDARDS AND GUIDELINES

STANDARD 7.1
INSTITUTIONAL GOVERNANCE

The vision and mission statements and governance systems of an ODeL University shall be reflective of commitment of the University to the provision of education through distance learning arrangements as portrayed in the administrative policies and procedures, as well as efficient management and administrative capacity, appropriateness of physical facilities, and adequacy of financial and human resources to support the proper operation of the University.

GUIDELINES

7.1.1 The vision and mission statements of an ODeL University shall be reflective of the operational context of the University and shall make specific reference to commitment to quality aspects as supported by clearly defined objectives and goals.

7.1.2 The governance and organizational structure of an ODeL University shall be appropriately configured to ensure operational efficiency and effectiveness.

7.1.3 In ensuring effective networking with other national, regional and international institutions and organisations, an ODeL University shall establish relevant policies to guide the establishment and operationalisation of partnerships and collaborative engagement with such entities.

7.1.4 An ODeL University shall develop and disseminate through the website and other media publicity materials that give a

comprehensive, up-to-date and accurate description of the online, distance and blended learning offered.

STANDARD 7.2
GOVERNANCE UNITS

In addition to the governance units inherent of traditional universities, in the discharge of the teaching and learning functions an ODeL University shall establish learning centres.

GUIDELINES

7.2.1 A learning centre of an ODeL University shall be established in an environment compatible with university education delivery, and shall have relevant qualified staff and appropriate facilities which may include administrative, academic and technical staff, and facilities and equipment including but not limited to:

(a) administrative and academic staff offices;

(b) reading rooms/seminar rooms;

(c) library (with books, journals, cassettes, CDs and Internet connectivity);

(d) audio-video rooms for playback and viewing;

(e) computer rooms with Internet and e-mail connectivity;

(f) student records;

(g) appropriate training/learning equipment;

(h) tele/video conferencing facilities and equipment;

(i) reprographic facilities; and

(j) information leaflets on programmes, policies, study opportunities and career opportunities.

7.2.2 Every learning centre of an ODeL University shall have:

(a) a centre director as well as administrative and support staff; and

(b) appropriate office and learning facilities with the ability to accommodate face to face students.

7.2.3 An ODeL University may operate through partnership with another university or institution established under mutually agreed arrangements as specified in MOUs or other types of agreements between the University and the collaborator entity.

7.2.4 An ODeL University shall establish an appropriate e-learning management system for accessing learning materials and interaction between students and instructors.

STANDARD 7.3
MANAGEMENT AND ADMINISTRATION

An ODeL University shall establish effective management and administrative systems, in accordance with the organisational and operational structures.

GUIDELINES

7.3.1 The management structure of an ODeL University shall be clearly defined, including specification of the role and extent of authority of any owners, trustees or governing body.

7.3.2 An ODeL University shall establish clear channels of communication between the management, students and staff, especially those at remote destinations away from the head office.

7.3.3 The administrative support systems available to the management and learners in an ODeL University shall be clearly defined and periodically disseminated to the learners and other stakeholders.

7.3.4 The administration of online, distance and blended learning in an ODeL University shall be handled by suitably qualified and experienced administrators.

7.3.5 An ODeL University shall establish:

(a) offices that are adequate in size and resources for the effective administration of the University;

(b) policies, procedures and systems that are well documented and effectively disseminated;

(c) effective data collection and collation systems including the logging of tutor and learner submissions;

(d) learner and tutor records that are sufficient, accurately maintained and up-to-date;

(e) robust security systems and policies for protecting the data of the learners and tutors; and

(f) procedures for the administration of examinations and other means of assessment.

STANDARD 7.4
ODeL PROGRAMMES AND DELIVERY CENTRES

An ODeL University shall ensure that the quality of the academic programmes offered through the ODeL as well as face-to-face delivery modes are comparable.

GUIDELINES

7.4.1 A University shall offer ODeL programmes only where the Commission has accredited such programmes.

7.4.2 A Uuniversity may offer ODeL programmes accredited by the Commission at a learning centre provided that the Commission certifies the centre to host the programmes.

7.4.3 A University wishing to offer ODeL programmes at a learning centre shall be required to carry out needs assessment for the prospective learning centre in respect of:

(a) target groups to be served by the learning centre;

(b) infrastructural situation in the catchment area where the learning centre is located, especially telecommunication network, electricity and transport;

(c) availability of educational resources, such as teaching and learning facilities, library services, and the required human resources; and

(d) market demand.

STANDARD 7.5
ICT INFRASTRUCTURE AND FACILITIES

An ODeL University shall ensure availability and adequacy of ICT infrastructure and appropriate technical support staff for the infrastructure.

GUIDELINES

7.5.1 An ODeL University shall establish institutional infrastructure sufficient to address technical support at the main campus and delivery centres in terms of server space, redundancy or load balancing, technical help desk, Internet access, among others.

7.5.2 An ODeL University shall ensure the availability of hardware, software and technical support to facilitate and effectively support the learners, including a help desk functional 24 hours and 7 days a week, a system for monitoring and supporting a range of hardware/software materials and system for frequently asked questions to be assessed and feedback given to students and staff.

7.5.3 An ODeL University shall ensure the provision of:

(a) recording and repair rooms of at least 12 square metres each;

(b) TV screens including recording and viewing equipment;

(c) reliable electricity supply;

(d) reliable internal network (Local Area Network –LAN) and linkage with centres in terms of telephone, Wider Area Network (WAN) and satellite dishes; and

(e) photocopy machines for exclusive use of students and academic staff.

STANDARD 7.6
STAFF RECRUITMENT

An ODeL University shall have a staff establishment and recruitment procedures that provide for the employment of suitably qualified and experienced staff.

GUIDELINES

7.6.1 An ODeL University shall establish and use appropriate policies and effective procedures for the recruitment and employment of suitably qualified and experienced academic and administrative staff.

7.6.2 An ODeL University shall employ academic staff who possess appropriate qualifications, skills and expertise in ODeL consistent with their positions.

7.6.3 An ODeL University shall employ appropriate managerial and administrative staff whose experience and qualifications shall be verified before employment.

7.6.4 An ODeL University shall establish an effective system for regularly reviewing staff performance.

STANDARD 7.7
PROGRAMME DESIGN AND DEVELOPMENT

An ODeL University shall design and develop programmes that meet the needs of learners and stakeholders.

GUIDELINES

7.7.1 An ODeL University shall design and develop programmes by taking into consideration the ODL imperatives related to:

(a) quality aspects of the programme;

(b) programme objectives;

(c) learners expected learning outcomes;

(d) turnaround time for feedback on assessment;

(e) roles and time for practical sessions;

(f) scrutiny by internal and external peers in the approval processes;

(g) learners' characteristics and the resources available to them;

(h) learning styles, preferences, skills and knowledge base of the learners at the entry level;

(i) media and media mix to be used in presenting different content areas; and

(j) resources to be used for instruction.

7.7.2 An ODeL University shall clearly specify the procedures for programme development and approval in line with ODeL modular approach and meeting accreditation requirements of the Commission.

7.7.3 To establish a new programme, an ODeL University shall be required to have at most 70% part time staff and at least 30% full time staff.

7.7.4 An ODeL University shall establish flexible access requirements to programmes that also take into consideration:

(a) recognition of prior learning and experiential learning;

(b) provision of support to underprepared learners through, e.g. bridging courses, additional course inputs and increased contact sessions including special sessions for optimizing the use of ICT; and

(c) possibility for lateral entry and exit that leads to progression to higher levels and enables programme diversification.

7.7.5 In designing and developing a programme, an ODeL University shall provide learner support mechanisms to be built into the programme and course materials.

7.7.6 An ODeL University shall offer programmes individually or in collaboration with other providers, provided that under such collaboration there shall be:

(a) a written agreement specifying respective rights and responsibilities between the collaborating providers;

(b) a declaration of ownership and legal responsibility with respect to the programme**;**

(c) a declaration of the accreditation status of collaborating providers and the programme;

(d) availability of academic and other resources to support the collaboration; and

(e) an arrangement for e-learning interactions between the ODeL University and the collaborating provider as well as student to student interactions, student and instructor interaction, and evaluation of interaction.

7.7.7 An ODeL University shall provide an interactive learning management system that effectively supports e-learning and provides:

(a) student to student interactions;

(b) student and instructor interactions; and
(c) evaluation of interaction.

STANDARD 7.8
COURSE DESIGN AND DEVELOPMENT

A course as a component of a broader programme of study in an ODeL University shall have clearly defined objectives and learning outcomes, content, approaches to teaching, learning and assessment, learner support and the use of most appropriate ODeL technology.

GUIDELINES

7.8.1 In designing and developing a course an ODeL University shall take into consideration:

(a) the media and technology to be used for course delivery, taking into account the range of media and infrastructural support the University shall make available to the learners;

(b) institutional policy on ICT for learning; and

(c) linkage between learners' needs and the features of the technology to be used for course delivery.

7.8.2 A course designed and developed for the purpose of ODeL delivery shall focus on:

(a) encouraging among the students the development of creative and critical thinking, independent and lifelong learning, and interpersonal communication and team work;

(b) learning activities that contribute to the development of the specified generic skills; and

(c) a variety of learning activities that encourage active learning, collaborative learning and self-assessment.

7.8.2 An ODeL University shall specify the media to be used for basic delivery of the programme and support to the students in terms

of media available for delivery, which shall be combined for multi-media approach to meet the diverse nature of students.

7.8.3 In choosing the media mix for ODeL instruction, the ODeL University shall take into consideration the following attributes:

(a) accessibility of the media to the students;

(b) cost implications in using the chosen media, both by the institution at installation and maintenance as well as learner cost;

(c) teaching strengths in relation to specific content;

(d) capacity in creating interactivity;

(e) organizational requirements for development; and

(f) novelty and the speed within which it can be set up.

STANDARD 7.9
LEARNER-CENTRED TEACHING AND LEARNING

An ODeL University shall ensure that programmes are delivered through learner-centred teaching and learning in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach.

GUIDELINE

7.9.1 In order to effectively implement learner-centred teaching and learning in programme delivery, an ODeL University shall:

(a) encourage a sense of autonomy in the learner, while ensuring adequate guidance and support from the teacher and promote mutual respect within the learner-teacher relationship; and

(b) provide tutors with training on learner-centred learning and teaching mechanisms.

STANDARD 7.10
RECOGNITION OF PRIOR LEARNING

An ODeL University shall use Recognition of Prior Learning as one of the student admission schemes.

GUIDELINES

7.10.1 An ODeL University shall admit students into programmes using admission guidelines and regulations of the University that also take into consideration Recognition of Prior Learning as one of the student admission channels.

7.10.2 All the guidelines and regulations of an ODeL University as well as Recognition of Prior Learning arrangements shall be certified by the Commission.

7.10.3 An ODeL University shall ensure that all students admitted are certified by the Commission.

STANDARD 7.11
ORIENTATION AND PROGRESSION

An ODeL University shall establish a mechanism for determining the orientation and progression of a student in his/her study programme.

GUIDELINES

7.11.1 An ODeL University shall develop specific guidelines and regulations to guide students' transition through the study levels that shall also enable the University to:

(a) identify students at risk of unsatisfactory progress and how to deal with such situations; and

(b) monitor trends in rates of retention, progression and completion of student cohorts through courses of study and to enable review and improvement of the same.

7.11.2 In an ODeL University every student shall have equal opportunity for successful transition into and progression

through his/her course of study, irrespective of his/her educational background, entry pathway, mode or place of study.

7.11.3 An ODeL University shall establish appropriate mechanisms that provide learners with access to tutors through a variety of means, including face-to-face interactions at learning centres, and using media like telephone, appointment, e-mail, on-line discussion and video conferencing.

7.11.4 An ODeL University shall make provisions for tutor-learner contact sessions including enabling learners to access courses through open access systems and to ensure effectiveness and efficiency in course delivery and learner support systems.

7.11.5 In order to maintain the quality of ODeL University education, the Commission shall regulate the sharing of human and other resources to be deployed in the delivery system.

STANDARD 7.12
LEARNER ASSESSMENT AND EVALUATION

An ODeL University shall establish an appropriate and secure assessment and evaluation system for the teaching and learning process that is properly managed, and reflect institutional, national and international standards.

GUIDELINES

7.12.1 An ODeL University shall establish and publish her academic grading policy and apply it with fairness and consistency and aligning it with stated learning objectives and outcomes.

7.12.2 An ODeL University shall establish a student assessment and evaluation system which is based on the stated programme objectives and learning outcomes, and takes into consideration formative as well as summative assessment of the teaching - learning processes, as well as transparency, fairness and consistency.

7.12.3 An ODeL University shall establish a system for tracking and recording the learners' performance and progression and timely communication of the same to the learners.

7.12.4 An ODeL University shall establish mechanisms to:

(a) track completion and graduation rates of learners as being aligned to the institutional and national targets; and

(b) review the effectiveness of the teaching and learning processes and the overall performance of the assessment system.

7.12.5 Considering the importance of assessment for the learners' progression and their future careers, an ODeL University shall establish appropriate quality assurance processes for tracking learner assessment as well as a formal procedure for student appeals.

7.12.6 An ODeL University shall establish a system for identifying and discouraging cheating and plagiarism which shall have provision on penalising offenders.

STANDARD 7.13
PROGRAMME LEVEL STAFFING AND TUTORING

An ODeL University shall have an effective programme management system that is adequately staffed and adheres to the ODeL requirements.

GUIDELINES

7.13.1 An ODeL University shall have a suitably qualified manager with experience in online, distance and blended learning who shall have the responsibility to coordinate teaching and learning process and achievement and management of the tutor body.

7.13.2 At programme management level, an ODeL University shall have:

(a) sufficient number of qualified tutors to give individualised instructional service to each learner;

(b) a tutor recruitment system which is designed to ensure the safety of the learners;

(c) a system to monitor the allocation of tutors to courses to ensure consistency in the teaching and learning process;

(d) a system for periodic internal programme review; and

(e) a system to commission the development of course materials that is managed effectively and materials are checked to ensure standardisation and consistency across the provision.

7.13.3 An ODeL University shall engage tutors who have an acceptable level of subject knowledge and pedagogic skills in ODeL course delivery, whose performance shall be evaluated periodically using an institutional staff appraisal mechanism.

STANDARD 7.14
STUDENT ADMISSION SYSTEM

An ODeL University shall establish minimum admission criteria and processes most appropriate for the ODeL system of delivery, which shall be comprehensive, transparent and supportive to applicants and certified by the Commission.

GUIDELINES

7.14.1 An ODeL University shall have open admission policy and operational procedures, which shall be certified by the Commission.

7.14.2 For admission into Bachelor programmes under ODeL mode, the following entry requirements shall apply:

(a) direct entrants shall include any applicant who passes any two principal passes at A level at a recognised school/institution;

(b) for equivalent entrance, any applicant who possesses a minimum pass at diploma level shall qualify for admission;

(c) for any potential group of candidates, the ODeL University shall develop a foundation programme which shall be certified by the Commission prior to being used for admitting students; and

(d) Recognition of Prior Learning (RPL) as defined in the UQF shall constitute an admission criterion to an ODeL University.

7.14.3 Applicants to an ODeL University shall be provided with enough information to enable them to make judgement on their suitability for a programme.

7.14.4 Application documentation shall be easily accessible and simple to complete and submit by the applicants.

7.14.5 Learners shall be enrolled into a programme under fair and transparent contractual terms and conditions.

STANDARD 7.15
LEARNER SUPPORT SYSTEMS

An ODeL University shall provide learner support services that meet the reasonable needs of learners.

GUIDELINES

7.15.1 An ODeL University and her tutors shall provide the needed support for the learners to learn effectively and efficiently including assisting learners who are unable to make satisfactory progress through the programme to continue to achieve satisfactory outcome wherever possible or are offered an alternative programme.

7.15.2 An ODeL University shall establish appropriate resources and facilities at each learning centre to cater for students with special needs before such students are enrolled.

STANDARD 7.16
TEACHING AND LEARNING MATERIALS

An ODeL University shall produce teaching and learning materials which are accessed through print and/or electronic media and are appropriate and effective to the ODeL delivery mode.

GUIDELINES

7.16.1 An ODeL University shall design course materials for a specific and clearly stated level of study and include appropriate support when necessary.

7.16.2 Course materials in an ODeL University shall be appropriately presented and sufficiently comprehensive to enable learners to achieve the programme objectives and learning outcomes.

7.16.3 Course materials in an ODeL University shall be accurate reflecting current knowledge and practice and shall be regularly reviewed and revised.

7.16.4 Programme designers in an ODeL University shall make effective use of appropriate teaching aids and learning resources.

7.16.5 An ODeL University shall make effective provisions for learners to access conventional and online learning resources.

7.16.6 An ODeL University shall make use of appropriate and readily accessible technology to optimise interaction between the University and the learner and enhance instructional and educational services.

STANDARD 7.17
FACE-TO-FACE FACILITIES

Where residential face-to-face sessions are necessary, an ODeL University shall have secure possession of and access to her premises with face-to-face teaching facilities and appropriate institutional policy guidelines regarding face-to-face sessions.

GUIDELINES

7.17.1 An ODeL University shall have secure tenure on her premises that shall be used for instructional purposes including face-to-face interactive sessions.

7.17.2 Where required, an ODeL University shall have access to suitable external premises for academic and/or non-academic functions of a temporary or occasional nature for which the premises shall provide a safe, secure and clean environment for learners and staff in the following areas:

(a) access to the premises is appropriately restricted and secured;

(b) the premises are maintained in an adequate state of repair, decoration and cleanliness;

(c) there are specific safety rules in areas of particular hazard, e.g. science laboratories made readily available to learners, staff and visitors;

(d) general guidance on health and safety is made available to learners, staff and visitors;

(e) there is adequate signage inside and outside the premises and notice boards for the display of general information; and

(f) there is adequate circulation space for the number of learners and staff accommodated, and a suitable area in which to receive visitors.

7.17.3 An ODeL University shall make available training rooms and other learning areas appropriate for the programmes offered and the training rooms and other learning areas shall provide adequate accommodation in size and number for the classes allocated to them.

7.17.4 The training rooms and any specialised learning areas, e.g. laboratories, workshops and studios made available by an

ODeL University shall be equipped to a level which allows for the effective delivery of each programme.

7.17.5 An ODeL University shall make available facilities suitable for conducting student assessments as required for each programme offered.

7.17.6 An ODeL University shall establish an appropriate policy on learner attendance and effective procedures and systems to enforce it.

7.17.7 An ODeL University shall make available appropriate additional facilities for learners and staff including enabling:

(a) learners to have access to sufficient space and suitable facilities for private study, library and IT resources;

(b) tutors to have access to sufficient personal space for preparing lessons, marking work and relaxation;

(c) academic and senior management staff to have individual offices or rooms in which they can hold private and staff meetings; and

(d) the University with adequate and spacious offices and resources for the effective discharge of the administrative function.

7.17.8 An ODeL University shall make available appropriate additional facilities for attending face-to-face programme components to receive appropriate support.

7.17.9 An ODeL University shall establish a policy framework and operational procedures against discrimination of students and staff.

7.17.10 An ODeL University shall establish a policy framework and operational procedures for handling international learners.

7.17.11 Where possible, an ODeL University shall provide residential accommodation to students and staff which shall be fit for

purpose, well maintained and appropriately supervised (if applicable).

7.17.12 Where home stay accommodation is organised, an ODeL University shall make provisions that shall protect the welfare of the learners residing in that premises.

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