



QUALITY ASSURANCE ASPECTS ON THE DESIGN, DEVELOPMENT, REVIEW AND DELIVERY OF LABOUR MARKET RESPONSIVE CURRICULA

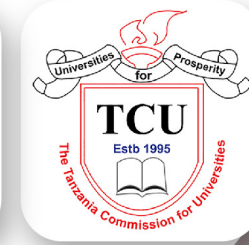
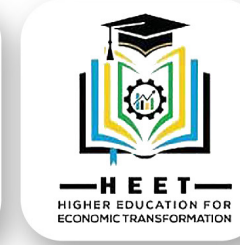
PROCEEDINGS OF THE CONSULTATIVE TRAINING WORKSHOP FOR STAFF
OF UNIVERSITY INSTITUTIONS

HELD AT MAGADU HOTEL, MZINGA CORPORATION - MOROGORO

17th to 19th August, 2022

25th to 27th August, 2022

10th to 12th October, 2022



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List of Abbreviations

CSO	Civil Society Organisation
CAL	Computer Assisted Learning
EAC	East African Community
EAQFHE	East African Qualification Framework for Higher Education
EAQAN	East African Higher Education Regional Quality Assurance Network
ELOs	Expected Learning Outcomes
EQA	External Quality Assurance
G.N	Government Notice
GTS	Graduate Tracer Study
H.E	Her Excellency
HEAC	Higher Education Accreditation Council
HEET	Higher Education for Economic Transformation
ICT	Information and Communication Technology
ILO	International Labour Organisation
IQA	Internal Quality Assurance
ISCO	International Standard Classification of Occupations

IUCEA	Inter University Council for East Africa
LO	Learning Outcome
MP	Member of Parliament
NACTVET	National Council for Technical and Vocational Education and Training
NQF	National Qualifications Frameworks
PBL	Problem-Based Learning
QA	Quality Assurance
QS	Quantity Surveyor
SMART	Specific, Measurable, Achievable, Relevant and Time-bound
TCU	Tanzania Commission for Universities
TUQAF	Tanzania Universities Quality Assurance Forum
UNESCO	United Nations Educational, Scientific and Cultural Organization
UQF	University Qualifications Framework
VET	Vocational Education Training
WHO	World Health Organization

Executive Summary

This document captures the key proceedings and presentations from a series of training workshops sponsored by the Higher Education for Economic Transformation (HEET) project, aimed at enhancing the quality assurance mechanisms involved in the design, development, review, and delivery of labour market-responsive curricula within Tanzanian higher education institutions. Organised by the Tanzania Commission for Universities (TCU), the workshops brought together over 300 academic staff from universities across the country, with the primary objective of equipping them with the necessary skills, frameworks, and tools to ensure academic programmes remain relevant, competitive, and aligned with national development goals. The sessions featured in-depth presentations on both internal and external quality assurance systems, exploring the evolving nature of higher education and the need for systematic, evidence-based approaches to curriculum enhancement. Key themes included the distinction between curriculum approval (an internal institutional process) and accreditation (an external validation process led by regulatory bodies), alongside guidance on compliance with established benchmarks such as the University Qualifications Framework (UQF).

Presenters examined a variety of curriculum development models, such as those proposed by Tyler, Taba, Wheeler, and Kerr, and explored pedagogical approaches including subject-centred, learner-centred, competence-based, and problem-based learning, with an emphasis on flexibility and contextual application. The workshops further stressed the integration of 21st-century and transferable skills, critical thinking, creativity, communication, collaboration, into academic content, ensuring graduates are equipped for the demands of modern

workplaces. Emphasis was also placed on the alignment of learning objectives, outcomes, assessment strategies, and teaching methodologies, particularly through constructive alignment.

Additionally, stakeholder engagement through needs assessments, tracer studies, and participatory feedback mechanisms was promoted as a core component of responsive curriculum development. The role of benchmarking and international comparability was discussed in the context of global education standards, mobility, and recognition. Collectively, the workshops highlighted the shared responsibility of academic staff, institutional leaders, regulators, and industry stakeholders in upholding academic standards, ensuring curriculum relevance, and fostering a higher education system that supports socio-economic transformation.

Programme

Day 1 | 17th, 25th August, and 10th October, 2022

Time	Event	Responsible
08:00 - 08:30 am	Arrival and registration of participants	Secretariat
08:30 - 08:40 am	Welcoming remarks	Prof. Charles Kihampa , Executive Secretary – TCU
08:40 - 09:00 am	Opening remarks and objectives of the workshop	Hon. Omary Kipanga (MP) , Deputy Minister of Education, Science and Technology
09:00 - 09:10 am	Logistics, workshop rules and leadership	All
MODULE 1: Concepts of Internal and External Quality Assurance in University Education		
09:10 - 10:10 am	Presentation 1: Concepts of quality assurance in higher education	Prof. Masoud Muruke Former President of East African Higher Education Quality Assurance Network (EAQAN)
10:10 - 11:00 am	Group photo and health break	All
11:00 - 12:30 pm	Presentation 2: Quality assurance framework in the development, approval and accreditation of curricula	Prof. Charles Kihampa Executive Secretary - TCU

Time	Activity	Responsible
MODULE 2: Practical Aspects in Curriculum Design, Development and Review		
12:30 - 01:30 pm	Presentation 3: The concept of skills and its integration in curriculum, design, development and review	Dr. Blackson Kanukisya Head of Department of Quality Assurance in Teaching and Learning – University of Dar es Salaam
01:30 - 02:30 pm	Presentation 4: Key concepts in curriculum, design, development and review	Dr. Eugenea Kafanabo Dean of School of Education – University of Dar es Salaam
02:00 - 03:00 pm	Lunch break	All
03:00 - 05:30 pm	Presentation 5: Approaches, models, stages, and components of curriculum development and review	Dr. Eugenea Kafanabo , Dean of School of Education - University of Dar es Salam
05:30 pm	END OF DAY ONE	All

Programme

Day 2 | 18th, 26th August, and 11th October, 2022

Time	Event	Responsible
08:00 - 08:30 am	Arriving and registration of participants	Secretariat
08:30 - 11:00 am	Presentation 6: Models of Curriculum design/models of learning	Dr. Blackson Kanukisya, Head of Department of Quality Assurance in Teaching and Learning – University of Dar es Salaam
	Presentation 7: Learning objectives and learning outcomes	Dr. Blackson Kanukisya, Head of Department of Quality Assurance in Teaching and Learning – University of Dar es Salaam
11:00 - 11:30 am	Health break	All
MODULE 3: Stakeholders' Inputs in Curriculum Design, Development and Review		
11:30 - 01:00 pm	Presentation 8: Techniques of conducting needs assessment, tracer studies and stakeholders' involvement	Dr. Nsubili Isaga, Senior Lecturer, and Former Director of Quality Assurance – Mzumbe University

Time	Activity	Responsible
01:00 - 02:30 pm	Presentation 9: Benchmarking and international comparability	Prof. Masoud Muruke, Former President of East African Higher Education Quality Assurance Network (EAQAN)
02:00 - 03:00 pm	Lunch break	All
MODULE 4: Templates for Curriculum Submission, Review and Accreditation/ Re-accreditation		
03:00 - 04:30 pm	Presentation 10: The Curriculum Development and Review Framework 2021	Dr. Telemu Kassile Director of Accreditation
04:30 - 05:30 pm	Group assignment: Curriculum development	Participants Dr. Eugenea Kafanabo, and Dr. Blackson Kanukisya
05:30 pm	END OF DAY TWO	All

Programme

Day 3 | 19th, 17th August, and 12th October, 2022

Time	Event	Responsible
08:00 - 08:30 am	Arriving and registration of participants	Secretariat
08:30 - 11:00 am	Group assignment	Participants Dr. Eugenea Kafanabo, and Dr. Blackson Kanukisya
11:00 - 11:30 am	Health break	All
11:30 - 02:00 pm	Presentation of group assignment	Participants Dr. Eugenea Kafanabo, and Dr. Blackson Kanukisya
02:00 - 02:30 pm	Lunch break	All
MODULE 5: Curriculum Development, Review, Approval and Accreditation Roadmap in Tanzania		
02:30 - 03:00 pm	Presentation 11: Role of Universities and University Regulatory Body in Approval and Accreditation	Dr. Telemu Kassile Director of Accreditation - TCU

Time	Activity	Responsible
03:00 - 03:20 pm	Reflection on the workshop/evaluation	Participants
03:20 - 03:30 pm	Presentation of certificates	Participants
03:30 - 03:40 pm	Vote of thanks	Participants
03:40 - 04:00 pm	Closure of the Workshop	Prof. Charles Kihampa, Executive Secretary – TCU
04:00 pm	END OF THE WORKSHOP	All

Welcoming Remarks and Objectives of the Workshop

In his opening presentation, Prof. Charles Kihampa, Executive Secretary of the Tanzania Commission for Universities (TCU), outlined the key objectives of the workshop, which centred on sharing experiences relating to the design, development, review, and delivery of curricula that are responsive to labour market needs. He explained that the workshop aimed to train approximately 300 academic staff from various university institutions across Tanzania, organised in three cohorts.

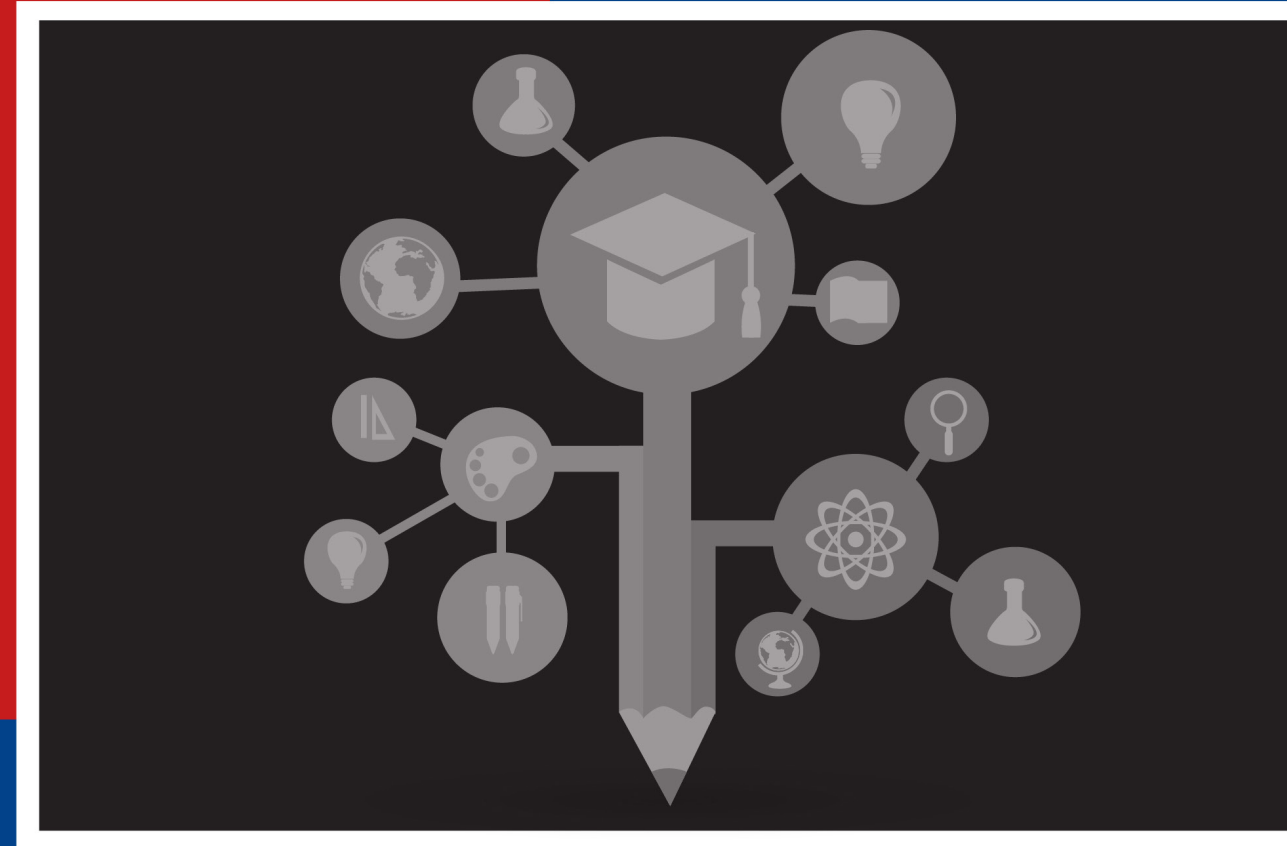
The allocation of training slots was based primarily on the size of the institutions,



PROF. CHARLES KIHAMPA
Executive Secretary - TCU

and participants' names were submitted by their respective institutions following a formal request from TCU. Prof. Kihampa reported that the workshop series is funded by the Higher Education for Economic Transformation (HEET) project, with all the

participants from university institutions being supported both subsistence and transportation costs. He concluded by extending his gratitude to all participants for attending and welcomed the Guest of Honour to formally open the workshop.



Opening Remarks

The official opening of the workshop was delivered by Hon. QS. Omary Kipanga (MP), Deputy Minister, Ministry of Education, Science and Technology, on behalf of Hon. Prof. Adolf Mkenda (MP), the Minister of Education, Science and Technology. He began by extending warm greetings from the Minister, who had intended to attend in person but was engaged with other official duties. The Deputy Minister emphasised that the training was timely, aligning with national efforts to reform curricula across all education levels, incorporating advancements such as Information and Communication Technology, and addressing the impact of the fourth industrial revolution. He reiterated the government’s support for these reforms, which are being implemented under the HEET project. He highlighted that while public universities will benefit from infrastructure enhancements, private



HON. QS OMARY KIPANGA (MP)
Deputy Minister – Ministry of Education,
Science and Technology



Deputy Minister of Education, Science and Technology, Hon. Omary Juma Kipanga (MP) (seated centre), in a group photo with some of the participants of a workshop on quality assurance aspects in the design, development, review and delivery of labour market responsive curricula.

institutions would benefit primarily through capacity building.

The Deputy Minister also elaborated on the Ministry’s process of collecting stakeholders’ opinions for developing new basic education curricula that will better equip students with the skills necessary for personal and national development. Furthermore, he described ongoing improvements to the learning environment,

including the construction of essential infrastructure and the provision of teaching and learning materials.

Commending TCU for its leadership in quality assurance and its efforts in strengthening university education, he urged continued oversight to maintain academic excellence. He concluded by officially declaring the workshop open and thanking all participants for their presence.

Presentation 1:

Concepts of Quality Assurance in Higher Education

Prof. Muruke's presentation offered participants a comprehensive overview of quality and quality assurance (QA) within higher education, both internally (IQA) and externally (EQA). He detailed the importance of quality, differences between QA and quality control, and how quality is conceptualised differently depending on the stakeholders' views such as academicians, regulators, students, government, and QA practitioners. He illustrated that the need for quality focus has intensified globally following reforms such as the Bologna process, which aimed to address various systemic challenges including outdated



PROF. MASOUD MURUKE
Former President – East African Higher
Education Quality Assurance Network
(EAQAN)

teaching methods, student-staff ratios, and lack of mobility. In Tanzania, the shift from self-regulated quality systems to the establishment of Higher Education Accreditation Council (HEAC) and later TCU was in response to expansion and diversification of university education in the 1990s. Quality, he stated, is context-specific, subjective, and dynamic. QA was defined as a continuous, systematic evaluation process aimed at improvement.

Distinctions were made between QA and quality control, with QA being proactive and suited to academia, while quality control is reactive and more appropriate for industry. He described the structure and role of IQA units within institutions and highlighted the necessity for strong institutional support. The importance of EQA was also emphasised, with agencies responsible for accrediting and monitoring institutions to ensure standards are met. The evolving nature of higher

education, influenced by globalisation and technology, demands alignment with regional and international frameworks.

Prof. Muruke also addressed common QA challenges such as misinterpretation, underfunding, and lack of training, proposing investment and top-level support as essential solutions. In a concluding discussion, participants reinforced the need for inclusive stakeholder participation, recommended stratified sampling, and called for a shift from viewing QA as mere compliance to a tool for institutional growth.



Presentation 2:

Quality Assurance Framework in the Development, Approval and Accreditation of Curricula

In this detailed presentation, Prof. Charles Kihampa surveyed into the quality assurance (QA) framework that governs the processes of developing, approving, and accrediting academic curricula in Tanzanian higher education institutions. He began by distinguishing two key concepts 'approval' and 'accreditation'. Approval, he explained, is an internal process conducted by a university's academic organs, primarily the Senate, which grants permission for a curriculum to be implemented within the institution. In contrast, accreditation is the mandate of an external QA body, whereby in Tanzania's case, the Tanzania Commission for Universities (TCU). Accreditation ensures that curricula meet



PROF. CHARLES KIHAMPA
Executive Secretary - TCU



national and international standards and are aligned with the broader educational and economic goals of the country.

Prof. Kihampa outlined the responsibilities of both universities and the TCU. Universities play a central role in initiating and developing curricula that reflect their strategic mission and academic vision. This includes

conducting market surveys, tracer studies, and involving stakeholders such as employers, students, and professional bodies to ensure programmes meet societal and industry needs. He emphasised that curriculum development should be an inclusive and iterative process that integrates academic expertise, feedback



from alumni, and labour market analysis.

On the other hand, TCU's regulatory mandate includes evaluating programmes through a formal review process, validating academic standards, and providing accreditation or re-accreditation based on compliance with predefined benchmarks. Prof. Kihampa highlighted various instruments that support QA processes, including the Universities Act, the University Qualifications Framework (UQF), and the Standards and Guidelines for University Education. These instruments define the structure, governance, staffing, academic content, and student outcomes expected of quality higher education programmes in Tanzania.

Prof. Kihampa also discussed the collaborative relationship between internal and external QA bodies. While universities are responsible for maintaining internal standards through their own quality assurance units, these efforts must align with national goals set by TCU. He stressed the importance of documentation and record-keeping as part of institutional memory, allowing programmes to undergo review, adaptation, and improvement over time. The session concluded with a reminder that quality assurance is a shared responsibility involving institutional leadership, academic staff, regulators, and stakeholders, all working to uphold and enhance the integrity of higher education in the country.

Presentation 3:

The Concept of Skills and its Integration in Curriculum Design, Development and Review

Dr. Kanukisya's presentation was an insightful and thorough examination of the concept of skills and their integration into academic curricula. He began by defining a skill, using the International Labour Organisation (ILO) definition as the ability to perform specific tasks and duties associated with a job. He further explained that skills can be analysed based on two key dimensions outlined in the International Standard Classification of Occupations (ISCO-88): skill level and skill specialisation. Skill levels refer to the complexity of tasks performed in various occupations, ranging from basic manual tasks to complex analytical or research responsibilities.



DR. BLACKSON KANUKISYA
Head of Department of Quality Assurance in Teaching and Learning – University of Dar es Salaam

Dr. Kanukisya categorised skills into four levels. At the most basic level are physical or manual tasks requiring simple tool use. Intermediate levels involve operating machinery and data handling, while higher levels focus on technical or specialised knowledge. At the highest level, professionals perform tasks that demand complex decision-making, creativity, and innovation, such as engineers, doctors, and researchers. This framework helps align academic content to workplace realities.

The presentation also differentiated between technical (hard) skills and soft skills. Technical skills are occupation-specific, such as data analysis, programming, or engineering design. Soft skills, on the other hand, include attributes like teamwork, communication, adaptability, and critical thinking, which are universally applicable across disciplines and essential for career success.

Dr. Kanukisya introduced three complementary categories of skills: knowledge-based or specialist skills, self-management or personal skills, and transferable skills. Knowledge-based skills are domain-specific and gained through formal training. Self-management skills include time management, responsibility, and resilience. Transferable skills such as problem-solving and communication apply in various life settings, enhancing employability.

The presentation also addressed 21st-century skills categorised under learning, life and career, and information technology skills. These include the 'Four Cs' of modern education: critical thinking, creativity, collaboration, and communication. He linked these to UNESCO's four pillars of education: learning to know, learning to do, learning to live together, and learning to be, emphasising a holistic approach to personal and professional development.

To ensure effective integration of skills into curriculum, he stressed that delivery methods must complement content. Pedagogical strategies should focus on experiential learning, scenario analysis, mentorship, and

collaborative activities. He concluded by highlighting that skill acquisition is life-wide and lifelong, requiring ongoing collaboration between academia, industry, and society to produce competent graduates.



Presentation 4:

Key Concepts in Curriculum Design, Development and Review

Dr. Kafanabo's presentation focused on explaining the core components and theoretical foundations of curriculum design, development, and review in higher education. She opened by establishing that the curriculum is not simply a collection of courses or content, but a reflection of the institution's vision, mission, and educational philosophy. It represents a comprehensive roadmap that defines what knowledge, skills, values, and attitudes students are expected to acquire.

The presentation emphasised that curriculum development is not a one-off task, but a dynamic and iterative process. It must remain responsive to changes in the labour market, societal demands,



DR. EUGENIA KAFANABO
Dean of School of Education –
University of Dar es Salaam



technological advancements, and global academic trends. Dr. Kafanabo underscored the necessity of aligning curriculum with national education frameworks, such as the Tanzania Qualifications Framework.

She reviewed several established curriculum development models. Tyler's model follows a rational and systematic sequence, defining goals, organising learning experiences, and evaluating outcomes. Taba's model is inductive, beginning with classroom practice and progressing to general curriculum design. Wheeler introduced cyclical feedback, while Kerr integrated aims, content, methods, and evaluation into a continuous loop.

These models, though classic, remain relevant when adapted to specific institutional contexts. Dr. Kafanabo stressed the importance of adapting curriculum to fields such as engineering, medicine, and social sciences, ensuring that content, pedagogy, and assessment align with both disciplinary requirements and broader institutional strategies.

She concluded by highlighting the need for regular curriculum review, informed by feedback from students, alumni, employers, and regulatory bodies. Periodic reviews ensure that content remains current, relevant, and capable of equipping graduates with the competencies they need to succeed in evolving environments.

Presentation 5:

Approaches, Models, Stages and Components of Curriculum Development and Review

Dr. Kafanabo's presentation provided an in-depth exploration of various curriculum development approaches and models, emphasising their applicability in higher education. She began by highlighting four primary approaches: subject-centered, learner-centered, competence-based, and problem-based learning (PBL).

- **Subject-Centered Approach:** This traditional method organizes the curriculum around specific subjects or disciplines, focusing on the delivery of content knowledge. While it ensures comprehensive coverage of subject matter, it may not adequately address the individual learning needs of students.



DR. EUGENIA KAFANABO
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- **Learner-Centered Approach:** Contrasting with the subject-centered method, this approach prioritizes the needs, interests, and learning styles of students. It fosters active participation and encourages students to take ownership of their learning journey. However, implementing this approach can be resource-intensive and may present challenges in standardizing assessments.
 - **Competence-Based Approach:** This strategy emphasizes the development of specific competencies or skills that students are expected to master. It aligns educational outcomes with real-world applications, ensuring that graduates possess the necessary skills for their professional endeavors.
 - **Problem-Based Learning (PBL):** PBL engages students in solving real-world problems, promoting critical thinking, collaboration, and self-directed learning. By presenting students with complex, authentic problems, this approach prepares them for practical challenges they may encounter in their careers.
- Dr. Kafanabo also discussed various curriculum development models, including:
- **Tyler's Model:** A linear framework focusing on setting objectives, selecting learning experiences, organising instruction, and evaluating progress.
 - **Taba's Model:** An inductive approach that begins with curriculum development at the classroom level, emphasising teacher involvement in the design process.
 - **Wheeler's Model:** A cyclical model that allows for continuous feedback and adjustments, promoting ongoing curriculum improvement.
 - **Kerr's Model:** Highlights the interrelatedness of objectives, knowledge, school learning experiences, and evaluation, advocating for a more dynamic and interconnected approach to curriculum design.
- She emphasised that effective curriculum development is a systematic process involving several stages: needs assessment, formulation of objectives, selection of

content, organisation of learning experiences, implementation, and evaluation. Each stage requires careful consideration to ensure the curriculum remains relevant, comprehensive, and responsive to both student needs and societal demands. She encouraged flexibility and adaptation in applying these models depending on institutional resources, class size, and educational objectives. She also emphasised that effective delivery requires combining approaches to suit specific contexts and enhance student learning.

Presentation 6:

Models of Curriculum Design/ Models of Learning

In this presentation, Dr. Kanukisya focused on curriculum elements including competence standards, course content, teaching methods, learning activities, assessment types, and instructional materials. He highlighted the use of diagnostic, formative, and summative assessment, promoting continuous feedback and improvement in the teaching-learning process. He further surveyed into various curriculum design models and their implications for student learning. He underscored the importance of aligning curriculum design with educational objectives, teaching methodologies, and assessment strategies to enhance the overall learning experience.



DR. BLACKSON KANUKISYA

Head of Department of Quality
Assurance in Teaching and
Learning – University of Dar es Salaam

He discussed several curriculum design models, such as:

- **Subject-Centered Design:** Focuses on the content to be taught, organising the curriculum on specific subjects or disciplines. This model is straightforward but may not address the diverse needs of all learners.
- **Learner-Centered Design:** Prioritizes the experiences, interests, and needs of students, promoting engagement and motivation. While beneficial for student involvement, it can be challenging to implement uniformly across diverse educational settings.
- **Problem-Centered Design:** Organises the curriculum around real-world problems, encouraging students to develop solutions collaboratively. This approach enhances critical thinking and

applicability of knowledge but requires careful planning to ensure alignment with educational standards.

Dr. Kanukisya also introduced the concept of Constructive Alignment, which involves aligning learning activities and assessment tasks with the intended learning outcomes. This ensures that all aspects of the educational process are coordinated to support student achievement.

He concluded by emphasising the necessity for educators to be adaptable in their curriculum design, integrating various models and approaches to meet the evolving needs of students and society. Continuous reflection and evaluation are essential to maintain the relevance and effectiveness of educational programmes.

Presentation 7:

Learning Objectives and Learning Outcomes

Dr. Kanukisya's presentation provided an in-depth analysis of learning objectives and learning outcomes, emphasising their critical roles in curriculum design and assessment. He began by distinguishing between the two concepts:

- **Learning Objectives:** These are specific, measurable statements that define what instructors intend to teach or convey during a course or lesson. They serve as a roadmap for educators, outlining the intended direction of instruction.
- **Learning Outcomes:** These describe what students are expected to know, do, or value by the end of a learning



DR. BLACKSON KANUKISYA
Head of Department of Quality
Assurance in Teaching and
Learning – University of Dar es Salaam

experience. They focus on the measurable and observable skills or knowledge that students should acquire.

Dr. Kanukisya highlighted the importance of aligning learning objectives with learning outcomes to ensure coherence between teaching strategies and assessment methods. He introduced Bloom's Taxonomy as a framework for categorising educational goals, which includes cognitive, affective, and psychomotor domains. This taxonomy assists educators in formulating objectives and outcomes that promote higher-order thinking skills.

Furthermore, he discussed the SMART criteria, Specific, Measurable, Achievable, Relevant, and Time-bound as essential

attributes of well-defined learning outcomes. By adhering to these criteria, educators can create clear and attainable goals that facilitate effective student learning and assessment.



Presentation 8:

Techniques of Conducting Needs Assessment, Tracer Studies and Stakeholders Involvement

Dr. Isaga's presentation focused into methodologies for conducting needs assessments and tracer studies, emphasising the significance of stakeholder involvement in curriculum development. She outlined the following techniques:

- **Needs Assessment:** A systematic process used to identify gaps between current conditions and desired outcomes. Techniques include surveys, interviews, focus groups, and analysis of existing data. Conducting a thorough



DR. NSUBIL ISAGA

Senior Lecturer, and Former Director of Quality Assurance – Mzumbe University

needs assessment ensures that educational programs are relevant and responsive to the needs of students and the labour market.

- **Tracer Studies:** These studies track graduates to assess the impact and effectiveness of educational programmes. By collecting data on employment status, job relevance, and career progression, institutions can evaluate the success of their

curricula and make informed improvements.

Dr. Isaga emphasised the critical role of involving various stakeholders, such as employers, alumni, students, faculty, and policymakers in these processes. Engaging stakeholders ensures that multiple perspectives are considered, leading to more comprehensive and applicable curriculum development.



Presentation 9:

Benchmarking and International Comparability

Prof. Muruke's presentation focused on the concepts of benchmarking and international comparability in higher education. He explained that benchmarking involves comparing one's institutional processes and performance metrics with those of leading institutions or recognised standards. This practice helps to identify areas for improvement and fosters the adoption of best practices.

He discussed different types of benchmarking:

- **Internal Benchmarking:** Comparing performance metrics within the same institution over time.
- **External Benchmarking:** Comparing metrics with other institutions, both nationally and internationally.



PROF. MASOUD MURUKE
Former President – East African
Higher Education Quality Assurance
Network (EAQAN)

Prof. Muruke highlighted the importance of international comparability, which ensures that qualifications and standards are recognised across borders. This is particularly relevant in the context of globalisation, where student and labour mobility are prevalent. He referenced frameworks such as the European Higher

Education Area (EHEA) and the Bologna Process, which aim to harmonise educational standards across countries. He concluded by advising need for transparency and honest documentation during curriculum submissions to uphold quality.



Presentation 10:

The Curriculum Development and Review Framework 2021

Dr. Kassile's presentation introduced the Curriculum Development and Review Framework of 2021, a guideline established by TCU to standardise and enhance the quality of curriculum within university institutions in Tanzania. He outlined the key components of the framework:

- ***Institutional Profiles:*** Emphasising the need for curriculum to align with the institution's vision, mission, and strategic objectives.
- ***Programme Rationale:*** Ensuring that each programme has a clear justification, addressing societal needs and labour market demands.



DR. TELEMU KASSILE
Director of Accreditation - TCU

- **Learning Outcomes:** Defining specific competencies and skills that students should acquire upon completion of the programme.
- **Stakeholder Involvement:** Encouraging active participation of various stakeholders in the curriculum development and review process to ensure relevance and applicability.

Dr. Kassile emphasised that adherence to this framework promotes consistency, quality assurance, and continuous improvement in university education curricula.



WHO WE ARE

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

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

To address this, the government created a unified and harmonised higher education system under the TCU.



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

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

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

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

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