

# TANZANIA COMMISSION FOR UNIVERSITIES



## REVISED CURRICULUM FRAMEWORK

2018

This framework highlights minimum required features in a newly designed or reviewed curriculum. The features are meant to guide the Commission, faculty and external experts in the curricula development and review processes respectively. This framework provides general guideline for curriculum design or review, however, specific institution may wish to add some feature(s) that deem important in order to meet institutional objectives. Recognising the importance of both qualitative and quantitative data in ensuring quality of the degree programmes offered in the university institutions in Tanzania, the Commission has included tables for capturing quantitative data in the revised framework for curriculum design and review, data that could hardly be taped in the previous version.

We hope that the current version will be user-friendly to the members of the curriculum development committees and reviewers. The Commission further recognises that, ensuring quality is a continual process, hence institutions and review experts are encouraged to report any feature that can be removed or added for the purpose of improving this framework.

1. **Institutional Profile** delimited to:

- 1.1 Name of institution
- 1.2 Cluster of institution( Autonomous/Non-autonomous- College, Center, 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. **Programme Details** on:

- 2.1 Proposed programme title
- 2.2 Programme Cluster (*refer to TCU Quality Assurance Guideline pg. 54 or 102*)
- 2.3 Programme sub-field (*the discipline of the programme to be taught e.g. nursing, psychology, physics etc.*)
- 2.4 UQF level (*refer to University Qualification Framework pg. 34*)
- 2.5 Duration (*years, semesters and months, also the total credits of the programme should be stated*)

<b>Years</b>	<b>No. of Semesters</b>	<b>Total Credits</b>

- 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 (*physical address where the actual training will be based*)
- 2.9 Proposed intake numbers (*initial intake number and expected intake in the next 4 academic years*)

<b>Enrolment Year</b>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 5</i>
<b>Number of Students</b>				

- 2.10 Entry Requirements/Qualification (*Must be precisely and clear, should describe minimum points/grades/GPA as the case may be*)
- 2.11 Nature of Practical project/training or field work attached to programme (*if there will be field practical/attachment/projects (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	Cluster	Student enrolment	Number of Qualified Available Academic staff			
					Doctorate Degree	Master degree	Bachelor Degree	Total
1				Year 1: .....				
				Year 2: .....				
				Year 3: .....				
				Year 4: .....				
				Year 5: .....				
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 Section 8

### 3. Rationale for Programme Development/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 M.Phil. 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*)

<b>Qualification Category</b>		<i>e.g. Undergraduate</i>	<b>Assessment Criteria</b>
<b>Qualification Type</b>		<i>e.g. Bachelor Degree</i>	
<b>Levels</b>		<i>e.g. 8</i>	
<b>Learning Outcomes</b>	Knowledge		
	Skills		
	Competences		

4. **Programme Management** as regards to:

- 4.1 Entry Arrangement (*requirement for application, 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)-(*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 (*Institution Management arrangement to transfer students within or out of institution in case programme delivery proves impossible for some or all students or supervision of postgraduate candidates seized*)
- 4.6 Normal learning Matrix & Course Matrix (with course credits, hrs, core & electives/options, etc. The following is the 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* )

<i>Course Code</i>	<i>Core or elective</i>	<i>Lecture Hrs</i>	<i>Tutorial /Seminar Hrs</i>	<i>Assignment Hrs</i>	<i>Independent study Hrs</i>	<i>Practical Hrs</i>	<i>Total Hrs</i>	<i>Credits</i>
<i>Total</i>								

*Indicate number of electives to be taken*

*Semester 2 year 1*

<i>Course Code</i>	<i>Core or elective</i>	<i>Lecture Hrs</i>	<i>Tutorial /Seminar Hrs</i>	<i>Assignment Hrs</i>	<i>Independent study Hrs</i>	<i>Practical Hrs</i>	<i>Total Hrs</i>	<i>Credits</i>
<i>Total</i>								

*Semester 1 year 2*

<i>Course Code</i>	<i>Core or elective</i>	<i>Lecture Hrs</i>	<i>Tutorial /Seminar Hrs</i>	<i>Assignment Hrs</i>	<i>Independent study Hrs</i>	<i>Practical Hrs</i>	<i>Total Hrs</i>	<i>Credits</i>
<i>Total</i>								

- 4.7 Benchmarking and international comparability (*Identify similar programmes locally and internationally, access them and say something learnt as best practice from the process, Maximum 150 words*)
- 4.8 Programme evaluation procedures (*specify time-frame for review of this programme, alumni, employers, faculty & student evaluation mechanisms in place and procedures or obtaining feedback*)

**5. Assessment Details** (*Should not refer University documents instead extracts from the documents should be presented in brief, the remaining information can be appended*)

- 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. 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 for listing purposes make sure that you use list /numbering library is your browser)*

- i. Course Title *(refer to UQF qualification titles and nomenclatures pg. 39)*
- ii. Course aim
- iii. course expected learning outcome(s)
- iv. Course status- core or 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 *( An 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. Facilities and Support Services *(facilities here should include only those directly related to this programmes and not institutional wide facilities)*

### 7.1 Facilities *(refer to TCU Quality Assurance Guideline pg. 7-13)*

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.

- ✓ Provide details of additional space required for the proposed or reviewed programme

### 7.2 Library Facility *(refer to TCU Quality Assurance Guideline pg. 16)*

- (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) *Material (Give detailed list of all relevant readings available in the library accessible remotely or actual. 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. refer TCU Quality Assurance Guideline pg. 15)*
- 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. refer to TCU Quality Assurance Guideline pg.12-13)*



8.0 Academic staff available to run the proposed or reviewed programme with their qualifications

<i>S/N</i>	<i>Name of Academic Staff</i>	<i>Nationality</i>	<i>Age (yrs)</i>	<i>Academic Rank</i>	<i>Academic Qualification</i>	<i>Duration of Studies (yrs)</i>	<i>Classification &amp; GPA</i>	<i>Conferring Institution</i>	<i>Year Qualification obtained</i>	<i>Employment Status (Full time/Part time)</i>	<i>Teaching experience</i>	<i>His/her Check Number (Course Number in the)</i>	<i>Course Title</i>	<i>Code</i>	<i>Semester</i>	<i>Year</i>
<i>e.g</i>	<i>Ahmed John</i>	<i>Tanzanian</i>	<i>46</i>	<i>Senior Lecturer</i>	<i>Bachelor of Arts in Education</i>	<i>3</i>	<i>3.5 Upper Second</i>	<i>London University College</i>	<i>1999</i>	<i>Full time</i>	<i>10 years</i>	<i>111</i>	<i>Principals of Economics</i>	<i>EC151</i>	<i>1</i>	<i>1</i>
				<i>Master of Arts in History</i>	<i>2</i>	<i>4.0 Upper Second</i>	<i>University of Dar es Salaam</i>	<i>2003</i>								
				<i>PhD in History</i>	<i>4</i>	<i>Pass</i>	<i>University of Nairobi</i>	<i>2008</i>								
<i>1</i>																
<i>2</i>																
<i>3</i>																

**Note that;**

Submission of the programme to be considered for validation and accreditation should be accompanied by

- 1) Vice Chancellor's Curriculum submission letter indicating that the same has been approved by the Senate;
- 2) Verified page(s) of the Senate minutes that approved the curriculum;
- 3) Payroll of academic staff Indicated in Section 8.0 for recent three consecutive months;
- 4) Verification letter from the professional body/bodies as an acceptance of the proposed/reviewed curriculum and
- 5) Minutes of stakeholders' meeting for validation of the proposed/reviewed curriculum.