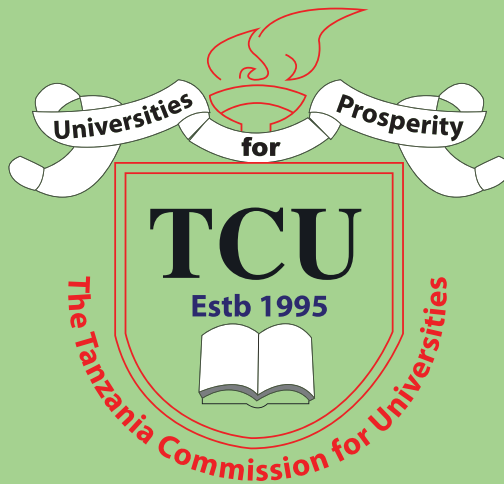


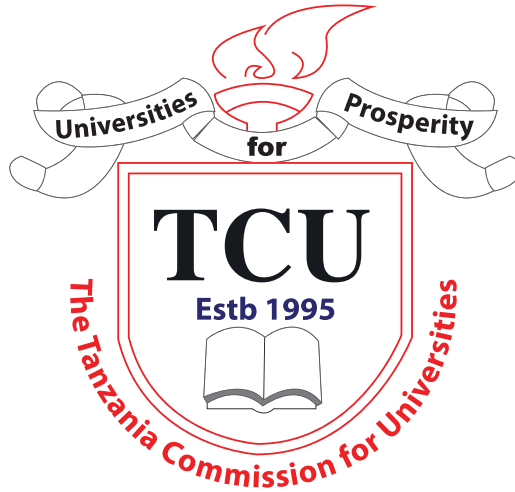
TANZANIA COMMISSION FOR UNIVERSITIES



**ROLLING STRATEGIC PLAN
2020/21 - 2024/25**

July, 2020

TANZANIA COMMISSION FOR UNIVERSITIES



ROLLING STRATEGIC PLAN

2020/21 - 2024/25

July, 2020



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LIST OF ABBREVIATIONS AND ACRONYMS

AAU	Association of African Universities
AIDS	Acquired Immunodeficiency Syndrome
AfriQAN	African Quality Assurance Network
CFR	Certificate of Full Registration
CLE	Council for Legal Education
CUE	Commission for University Education
EAQAN	East Africa Quality Assurance Network
e-GA	e-Government Agency
ERB	Engineers Registration Board
EQRB	Architect and Quantity Surveyors Registration Board
FAAS	Foreign Award Assessment System
HEAC	Higher Education Accreditation Council
HEC	Higher Education Council
HESLB	Higher Education Students' Loan Board
HIV	Human Immunodeficiency Virus
HEIs	Higher Education Institutions
HLPC	Health Laboratory Practitioners Council
ICT	Information and Communication Technology
IUCEA	Inter-Universities Council for East Africa
KRAs	Key Results Areas
KPIs	Key Performance Indicators
LAN	Local Area Network
MAT	Medical Association of Tanzania
MCT	Medical Council of Tanganyika
MoEST	Ministry of Education, Science, and Technology
NACTE	National Council for Technical Education

NECTA	National Examinations Council of Tanzania
NCDs	Non-Communicable Diseases
NCHE	National Council for Higher Education
NOC	No Objection Certificate
PMS	Programme Management System
QA	Quality Assurance
RSP	Rolling Strategic Plan
SAOC	Strength, Areas of Improvement, Opportunity and Challenges
SAQA	South African Qualifications Authority
SOs	Strategic Objectives
STEM	Science, Technology, Engineering, and Mathematics
TCU	Tanzania Commission for Universities
TEA	Tanzania Education Authority
TERNET	Tanzania Education and Research Network
TTCL	Tanzania Telecommunications Company Limited
TUQAF	Tanzanian Universities Quality Assurance Forum
UIMS	Universities Information Management System
UNESCO	United Nations Educational, Scientific, and Cultural Organization
ZHELB	Zanzibar Higher Education Loans Board

FOREWORD



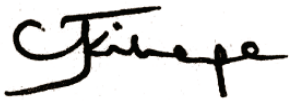
Timely planning is among the key determinants for organizations' success as it often allows effective utilisation of resources and systematic monitoring of the progress of implementing planned activities. In recognition of this fact, the Tanzania Commission for Universities (TCU) has developed its fourth five-year Rolling Strategic Plan (RSP) to be implemented from 2020/21 to 2024/25.

As it was the case for the previous RSPs, the fourth RSP will guide the Commission in its pursuit to achieve her vision and mission. A number of output targets are expected to be achieved during the implementation of this RSP. Evidence from the evaluation of previous RSPs shows that the Commission has realised notable strides during the course of implementing the previous RSP. The notable achievements include improvement of quality assurance management systems, enhancing equitable access to higher education, coordination of students' admission, and improvement of ICT resources and higher education management information systems.

Implementation of the third RSP ended in June 2020 and paved the way for the development of the fourth five-year RSP (2020/2021 – 2024/2025). This Strategic Plan has been developed in a consultative manner and aims at addressing critical issues in line with the core functions of the Commission. In particular, thirteen (13) Strategic Objectives (SOs) are expected to be implemented starting from 1st July 2020 to 30th June 2025. The SOs and associated targets focus, among other things, on improving quality assurance management systems, enhancing equitable access to higher education, coordination of students' admission, as well as improvement of ICT resources and higher education management information systems. Similarly, the SOs also focus on enhancing recognition of foreign awards, registration and accreditation of Universities and their programmes. Attainment of the targets set in this RSP will strengthen the regulation of universities in Tanzania and ultimately foster a harmonised higher education system in the country in line with national development goals.

It is my hope that all strategic objectives and targets will be attained, elevating university education in the country to the next level and become an impetus to the realisation of the desired national socio-economic transformation.

I would like to extend my sincere gratitude to all those who have contributed to the preparation of this RSP including the TCU staff and Management team, and stakeholders of the higher education in Tanzania.



Prof. Charles Kihampa
Executive Secretary

EXECUTIVE SUMMARY

Introduction

The Tanzania Commission for Universities (TCU) was established in 2005 through the enactment of the Universities Act Cap.346 of the Laws of Tanzania. The Commission is mandated to perform various functions that are grouped into regulatory, supportive, and advisory roles.

To perform its designated functions consistently, the Commission has prepared its fourth Strategic Plan for 2020/21 - 2024/25 to be implemented in the next five years. This plan has been prepared following the end of the Strategic Plan for the period 2015/16 -2019/20. The plan will be implemented on a rolling basis and, therefore, emerging issues and strategies will be accommodated through annual and mid-term reviews.

Strategic direction

The strategic direction of TCU is encapsulated into the vision and mission statements, as well as in the TCU motto.

Vision

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

Mission

To promote accessible, equitable, harmonized and quality university education systems.

Motto

Universities for Prosperity.

Key Result Areas and Strategic Orientation

Through the implementation of this plan, the Commission aspires to achieve outcomes in the following nine (9) Key Result Areas (KRAs).

- (i) Interventions against HIV/AIDS and Non-Communicable Diseases (NCDs) enhanced.
- (ii) Implementation of Anti-corruption strategies enhanced.
- (iii) Quality Assurance Management systems improved.
- (iv) Equitable access and coordination of admission into Higher Education Institutions improved.

- (v) TCU's financial capability enhanced.
- (vi) Corporate image, linkages and University support systems enhanced.
- (vii) Research and publication promoted.
- (viii) Data collection, management, and dissemination improved.
- (ix) Staff development, welfare, and working environment improved.

To attain outcomes in the above KRAs, the plan has set thirteen (13) strategic objectives that will be achieved after implementing thirty (29) different strategies. Also, 76 targets have been set to operationalise strategic objectives. A set of strategic objectives and strategies for each KRA is as follows:

KRA 1: Interventions against HIV/AIDS and Non-Communicable Diseases (NCDs) enhanced

Strategic Objectives:

S01: Prevention against the HIV/AIDS pandemic strengthened.

Strategy

S1.1: Promote workplace preventive measures and services to combat HIV/AIDS.

S02: Support to Staff infected with HIV/AIDS strengthened.

Strategy

S2.1: Provide support services to infected staff.

S03: Prevention against Non-Communicable Diseases strengthened.

Strategy

S3.1: Promote lifestyles and work behaviors that prevent Non-Communicable Diseases among staff.

KRA 2: Implementation of Anti-corruption strategies enhanced

Strategic Objective:

S04: Implementation of National Anti-Corruption Strategy and Good Governance enhanced

Strategies

S4.1: Strengthen sensitisation programmes and measures of preventing and combating corruption and enhancing good Governance.

S4.2: Strengthen the capacity of the integrity committee at the workplace

KRA 3: Quality Assurance Management systems improved

Strategic Objective:

S05: Quality Assurance management systems improved

Strategies

S5.1: Accredite and re-accredite universities.

S5.2: Accredite and re-accredite programmes.

S5.3: Strengthen the quality of university operations and systems.

S5.4: Standardise, recognise and equate awards offered within and outside Tanzania.

KRA 4: Equitable access and coordination of admission into Higher Education Institutions improved

Strategic Objective:

S06: Equitable access and coordination of admission into Higher Education Institutions enhanced.

Strategies

S6.1: Increase students' access to Higher Education Institutions.

S6.2: Create a mechanism for increasing female students enrolment in science-related programmes.

S6.3: Strengthen the coordination of students admissions into Higher Education Institutions.

KRA 5: TCU's financial capability enhanced

Strategic Objectives:

S07: Revenue generation to sustain institutional operations enhanced

Strategies

S7.1: Institute an effective and efficient system of charging and collecting fees.

S7.2: Increase revenue collections from internal sources.

S7.3: Solicit external funding to meet the cost for TCU Strategic functions.

S08: Financial Management systems strengthened.

Strategy

S8.1: Develop and /or review financial management tools.

KRA 6: Corporate image, linkages and University support systems enhanced

Strategic Objectives:

S09: Linkages with internal and external partners and University support systems enhanced.

Strategies

S9.1: Establish new and enhance existing national, regional, and international collaborations and networks.

S9.2: Strengthen university support through capacity building.

S9.3: Increase public access to higher education information resources.

S010: Corporate image and visibility enhanced.

Strategy

S10.1: Strengthen TCU Communication mechanisms.

KRA 7: Research and publication promoted

Strategic Objective:

S011: Research and Publication function promoted.

Strategy

S11.1: Strengthen of higher education research.

KRA 8: Data collection, management, and dissemination improved

Strategic Objective:

S012: Data collection, management, and dissemination mechanisms enhanced.

Strategies

S12.1: Strengthen the capacity and mechanisms for data collection, management, and dissemination.

S12.2: Update database for university academic staff universities.

KRA 9: Staff development, welfare, and working environment Improved

Strategic Objective:

S013: Staff development, welfare, and working environment improved.

Strategies

S13.1: Improve the working environment and working facilities.

S13.2: Enhance staff remuneration and motivation.

S13.3: Improve Human Resource development programme.

S13.4: Construction of permanent TCU office building.

S13.5: Strengthening ICT infrastructure and security.

S13.6: Strengthen implementation of ICT policy.

Monitoring and Evaluation of the plan

The last part of the plan provides a framework for monitoring the implementation of the planned activities and evaluating performance. Similarly, it provides the schedules for reviewing the plan and mechanisms for reporting the implementation progress.



CHAPTER ONE

INTRODUCTION

1.1 Background of The Tanzania Commission for Universities

This part presents background information of the Tanzania Commission for Universities (TCU) in terms of its establishment, mandate, and core functions, which are categorised into regulatory, advisory, and supportive functions.

1.2 Establishment

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

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

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

1.3 Mandates and core functions

The mandates and core functions of the Commission are provided for under section 5(1) of the Universities Act, Cap. 346 of the Laws of Tanzania. These functions can be clustered into the following three major areas:

1.4 Regulatory Function

To conduct regular and impromptu periodic evaluation of universities, their systems, and programmes so as to regulate the quality assurance systems at new and established universities and in the process, institutions are registered and accredited to operate in Tanzania. Also, TCU validates programmes to ensure their credibility and evaluates for recognition university qualifications attained from local and foreign institutions for use in Tanzania.

1.5 Advisory Function

To advise the government and the general public on matters related to University education in Tanzania as well as international issues pertaining to higher education, including advice on programme and policy formulation and other best practices.

1.6 Supportive Function

To ensure the orderly conduct of university operations and management adherence to set standards and benchmarks, by providing support to universities in terms of coordinating the admission of students, offering training and other sensitisation interventions in key areas like quality assurance, university leadership and management, fundraising and resources mobilisation, entrepreneurial skills and gender mainstreaming.

In conducting its regulatory role, TCU registers universities operating in Tanzania, after satisfying itself that a respective university institution has met the set quality standards. Registration of a university entails two things: granting a certificate of provisional registration and a certificate of accreditation. The former grants an institution the mandate to offer academic programmes but not academic awards while the latter recognizes fully operational universities. TCU also accredit academic programmes of universities in Tanzania before an institution is allowed to offer them.

The specific functions of TCU, as provided in Section 5 (1) of the Universities Act, can be clustered as follows:

a) Accreditation and Quality Assurance

- (i) Receive and consider applications from persons, companies, or organisations seeking to establish universities, or university programmes in the United Republic of Tanzania and make recommendations to the Minister;

- (ii) Set standards of quality, register and accredit all universities and university colleges;
- (iii) Visit and technically inspect university-level institutions and make appropriate recommendations thereon to the Government;
- (iv) Regulate and standardise promotion criteria, designations, and titles of academic and senior administrative staff in universities;
- (v) Oversee the implementation of the Universities Act Cap. 346 of the Laws of Tanzania, its Regulations, Policies, and Guidelines;
- (vi) Audit on a regular basis the quality assurance mechanisms of universities;
- (vii) Monitor the quality and relevance of university-level institutions and their programmes;
- (viii) Monitor and regulate the general management and performance of universities;
- (ix) Regulate, standardise, recognise and equate degrees, diplomas, and certificates conferred or awarded by foreign universities and local institutions;
- (x) Establish and maintain a qualifications framework for universities and to take part in establishing a national qualifications framework for Tanzania
- (xi) Receive, consider and approve universities' academic programmes;
- (xii) Oversee universities institutional resource bases for their academic programmes and related functions; and
- (xiii) Ensure the maintenance of standards of programmes and examinations in Universities.

b) Promotion of equitable access and coordination of admissions into higher education

- (i) Set minimum academic criteria for student admission into universities;
- (ii) Coordinate students' admissions into institutions of higher education;
- (iii) Regulate admission capacities of Universities;
- (iv) Establish transfer procedures for university students who wish to

be transferred from one university to another and from one programme to another;

- (v) Promote gender equality, balance and equity in the admission of students in Universities; and
- (vi) Set standard criteria for schemes for broadening of opportunities for persons in disadvantaged groups to secure admission to universities.

c) Promotion of linkages and University support systems

- (i) Promote cooperation and networking among universities within and outside the United Republic of Tanzania;
- (ii) Promote gender equality, balance and equity among universities; and
- (iii) Promote noble ideals of national unity and identity in universities.

d) Advisory services

- (i) Advise the government, through the Minister responsible for education, on any aspect or matter of university education;
- (ii) Advise the government, private sector and individuals on the establishment of university-level institutions;
- (iii) Consider and make recommendations to the Minister responsible for University Education regarding the upgrading or downgrading of the status of a university; and
- (iv) Offer expert advice and recommendations to the government on matters relating to university education, training, and research.

e) Dissemination of information on higher education

- (i) Collect, examine and publish information relating to university education and research;
- (ii) Create a database on higher education institutions for easy retrieval and use by the public; and
- (iii) Collect, examine, store in database or databank and publish information relating to higher education, research and consultancy; and
- (iv) Collect, examine, and analyse data related to student admissions and publish reports for stakeholders and the public.

1.7 An Overview of TCU Strategic Plan

The TCU RSP provides the roadmap for the implementation of the TCU functions in the next five years (2020/21 to 2024/25). It presents TCU's strengths, areas for improvements, opportunities, and challenges based on the appraisal of the TCU's internal and external environments. Similarly, it communicates the TCU's strategic direction in terms of vision, mission, motto, core values, and Key Result Areas (KRAs). The plan has set out the following nine (9) KRAs to be attained during the plan period:

- (i) Interventions against HIV/AIDS and Non-Communicable Diseases (NCDs) enhanced.
- (ii) Implementation of Anti-corruption strategies enhanced.
- (iii) Quality Assurance Management systems improved.
- (iv) Equitable access and coordination of admission into Higher Education Institutions improved.
- (v) TCU's financial capability enhanced.
- (vi) Corporate image, linkages and University support systems Enhanced.
- (vii) Research and publication promoted.
- (viii) Data collection, management, and dissemination improved.
- (ix) Staff development, welfare, and working environment improved.

The plan presents thirteen (13) strategic objectives for different KRAs, and different strategies have been proposed to implement each strategic objective.

1.8 Rationale for the TCU Strategic Plan for 2020/21 – 2024/2025

The Public Sector has been undergoing reforms to improve quality, efficiency, and transparency in service delivery. The reforms aim at improving accountability, transparency, and resource management for service delivery. In order to implement these reforms, TCU, like any other Public Institution, develops and carries out periodic reviews of its Strategic Plan, including redefining its strategic direction where necessary as a way of implementing these reforms. The Strategic Planning process enables the TCU to examine its operating environment, explore the factors and trends that affect the way it does business, attain its strategic vision and mission, identify strategic issues that must be addressed and find ways to address them.

By building on the achievements of the third TCU Strategic Plan (2015/16-2019/20), this fourth Five-Year Rolling Strategic Plan charts the way forward of the Commission for the next five years. The plan provides a framework of

medium-term goals and outcomes to guide annual work plans and a means to optimise the use of resources. Nonetheless, this Plan is prepared to accommodate and responds to emerging issues and developments occurred in the Higher Education sub-sector, encourage systematic thinking, and stimulate quick responses to needs as they arise with the aim of guiding Universities in establishing new initiatives and priorities.

1.9 Methodology and Approach

In preparing this Rolling Strategic Plan (2020/21 to 2024/2025), TCU adopted a participatory approach that involves the TCU secretariat staff, key stakeholders, and facilitators, who provided technical guidance during the planning process. That approach was found appropriate from the point of view that the TCU secretariat and the key stakeholders under the guidance of the facilitators would have been in a better position to articulate plans that would address the key issues pertinent to the mandates of the Commission. Therefore, in that regard members of the TCU Secretariat and the stakeholders were instrumental in contributing ideas that have been used to develop this Plan. The strategic plan is expected to realistically guide the Commission towards the fulfillment of its Mission and Vision through the implementation of nine strategic objectives spelled out in the Strategic Plan.

This Strategic Plan will be implemented in a rolling approach. Thus, its implementation will be flexible to accommodate pertinent and critical issues that may emerge during the implementation of the plan. It is expected that TCU stakeholders and other interested parties will support the implementation of this Strategic Plan.

1.10 Layout of the Strategic Plan

The plan is structured into five chapters. The first chapter introduces and gives background to the TCU, an overview, and the rationale for developing the fourth strategic plan, highlighting the need for maintaining the quality of University education in Tanzania. It also provides the adopted approach and methodology.

The second chapter presents situation analysis that entails an appraisal of TCU Internal environment in the aspects of human resources capacity and core competencies, financial capability, infrastructure, facilities and equipment as well as governance of TCU. Besides, it provides an appraisal of the external environment in aspects of socio-political and economic conditions, the technological and legal framework. It also provides the performance review of

the third RSP as well as a SWOC and Stakeholders Analyses. In the end, the chapter elucidates critical issues that arose from the situation analysis.

The third chapter presents the strategic direction of TCU in terms of its Vision, Mission, core values, and Motto. In addition, it describes a set of Key Result Areas (KRAs) which the Commission will strive to attain during the implementation period of this plan.

The fourth chapter presents the implementation matrix covering strategic objectives for each KRA and their respective strategies, targets, and responsible Directorate(s)/Units for attaining each target.

The fifth and the last chapter presents a framework to guide the monitoring and evaluation of the Strategic Plan. It presents the review and evaluation schedules as well as the reporting arrangement of the implementation of the plan.

CHAPTER TWO

SITUATIONAL ANALYSIS

2.1 Introduction

This chapter presents a critical appraisal of the TCU's internal and external environment. The internal environment covers human resource capacity and core competencies, financial capacity, infrastructure and facilities, governance and leadership, and ICT adoption and implementation. The external environment is appraised with respect to the economy, political conditions, socio-cultural environment, technology, legal and regulatory framework, as well as demographic influences. In addition, it presents the analysis of Strengths, Areas for Improvement, Opportunities, and Challenges (SAOC), stakeholders' analysis, and a summary of critical issues from the situational analysis.

2.2 Appraisal of TCU Internal Environment

The appraisal of TCU's internal environment helps the Commission to identify a set of its strengths and areas for improvement. Based on the identified strengths and areas of improvement, the Strategic Plan formulates strategic objectives and targets that guide TCU to attain its mission and realise its vision. A comprehensive appraisal of these elements is presented hereunder.

2.2.1 Human Resources Capacity and Core Competencies

The success and sustainability of TCU rely on an adequate number of qualified human resources. As of January 2020, TCU had a total number of 50 employees working in different cadres. TCU is currently implementing the new organisation structure that was approved in June 2018. The new organisation structure has expanded the scope of TCU's operations and introduced new Units that will require additional staff. Consequently, the existing pool of human resources is not adequate to undertake the functions of the Commission consistent with the new organisation structure.

Therefore, the Commission needs to recruit additional staff in key areas that would support its functions. However, the process of obtaining recruitment approval from the Government may sometimes take a long time, which will become a challenge in addressing human resource gaps.

2.2.2 Financial Capacity

TCU obtains its income from three major sources, namely the Government Subvention, Development Partners (DPs) and internally generated funds. The internal source of funds includes annual subscription fees from universities, students' quality assurance fees, no objection certificate fee, foreign awards assessment fee, and fees from overseas education students' recruitment agencies. Government Subvention is the major contributor. However, in recent years, government subvention to the Commission has been declining.

Table 1 presents a highlight of the Commission's financial picture for the past three fiscal years. The trends show that the actual receipt of the Commission is declining in every fiscal year. Given the budgetary constraints of the Commission, the financial situation has been unsatisfactory and therefore, TCU will continue to look for other possible sources of funds to supplement government budgets.

Table 1: TCU Income for the past three years

Financial Year	2016/17		2017/18		2018/19	
	Budgeted	Actual Receipt	Budgeted	Actual Receipt	Budgeted	Actual Receipt
Government Subvention	3,912,302,000	1,611,573,400	5,044,444,800	1,593,856,000	6,053,405,015	1,580,228,300
Other sources	5,223,877,150	6,319,297,070	5,203,695,000	5,074,561,807	3,482,000,000	4,343,129,614
Total	9,136,179,150	7,930,870,470	10,248,139,800	6,668,417,807	9,535,405,015	5,923,357,914
Variation	(1,205,308,680)		(3,579,721,993)		(3,612,047,101)	

2.2.3 Infrastructure and Facilities

TCU is currently housed in the former building of the Ministry of Education, Science, and Technology in Dar es Salaam. The building does not provide sufficient space to support operations of the Commission. However, the challenges will be addressed through the construction of the TCU's own office building in Dodoma and the opening of the Zonal offices. TCU owns plots in Dar es Salaam, Plot No. 59, Block 42 Ursino South Area with a size of 4,270 square meters and Plot No. 56/4 Block E Kisasa B-Centre in Dodoma City with a size of 1,950 square meters. These plots have not been developed, but they are expected to be developed through the implementation of this strategic plan.

TCU also possess ICT infrastructure that support the functions of the Commission. The infrastructure include various security software, computer networks to all staff, power backup systems, three (03) online systems to support various TCU activities. There are other systems such as accounting and financial management packages, procurement management system, and asset management system. Most of the Commission operations are automated and therefore make timely delivery of services to clients and customers.

In addition, TCU has established a Resource Centre which is instrumental for the dissemination of information to stakeholders. The established Resource Centre is in response to the expansion of universities' demand for electronic information management resources. Given the scarce resources allocated for higher education, there is a need to coordinate this activity and establish a digital library that will be accessed by TCU staff and other higher education stakeholders. The Resource Centre will also host the research repository for TCU and link it with research repositories of other Universities.

Apart from infrastructure, TCU has also invested in facilities and equipment that facilitate its operations. The Commission possesses adequate facilities and equipment for smooth functioning.

2.2.4 Governance and Leadership

All matters pertaining to governance and management of the Commission are provided for in the Universities Act, Cap 346 of the Laws of Tanzania. The TCU leadership style is participatory, involving all key stakeholders. Most of the strategic decisions are reached in a participatory manner whereby staff meetings are used as a platform of soliciting inputs for implementing the Commission activities.

The strategic plan will be implemented within the existing organisation structure whereby the Commission is the apex decision making organ. Administratively, TCU is headed by the Executive Secretary, who reports to the Commission. The Executive Secretary is assisted by Directors, Heads of Sections, and staff from various Directorates and Sections. However, some positions are still vacant including the Section of Research and Development. The current organisation structure is adequate for the smooth functioning of the Commission.

2.2.5 ICT Adoption and Implementation

TCU has taken advantage of being connected to the National Fiber Optics and managed to establish a network linking universities in the country. Through this linkage, universities can share e-resources among themselves easily and access international e-resources. As per the requirement of the National ICT policy, TCU has developed its ICT Policy to guide operationalisation of its ICT infrastructure effectively.

Furthermore, TCU has integrated its online systems with the systems of other key stakeholders, including all Universities, the National Council for Technical Education (NACTE), the National Examinations Council of Tanzania (NECTA), the Higher Education Students' Loans Board (HESLB), and Zanzibar Higher Education Loans Board (ZHELB) for better sharing of various data related to higher education. The Commission will continue to invest in technology for enhanced delivery of services to its stakeholders.

2.3 Appraisal of the External Environment

The appraisal of TCU's external environment helps to determine potential opportunities and challenges of the Commission. This strategic plan outlines the objectives and strategies through which the Commission will exploit potential opportunities and overcome its challenges. The key dimensions of TCU external environment are described as follows:

2.3.1 Political conditions

Tanzania has enjoyed a stable political climate since the attainment of her independence 59 years ago. The political stability of a country is among the factors attributed to the growth of different sectors, including the education sector. The existing political stability provides opportunities for stakeholders of the education sector, including TCU, to perform their functions successfully. Similarly, the government's emphasis and decisions on key matters of higher education in terms of expansion of education at all levels, introduction of fee free basic education, and increased financing of higher education offer opportunities for TCU to perform its functions effectively. The stable political conditions are among the reasons for the increase of registered universities from one (01) in 1961 to 47 by July, 2020.

This Strategic Plan assumes that the prevailing political conditions will continue to be favourable to the operations of the Commission in particular, and the higher education sector in general. Therefore, the attainment of the

targets and objectives outlined in this plan relies on the political conditions that will prevail during the implementation period.

2.3.2 Economic conditions

The effectiveness of TCU to perform its functions is tied to the economic situation of the country. At the macro level, the fifth-phase government has controlled inefficient and non-priority spending, a measure that has opened opportunities for increasing development spending in higher education.

At the micro-level, adequate circulation of money in the economy and purchasing power of sponsors of education services has allowed students to pay for the cost of higher education and strengthen the ability of TCU to cover some operational costs from internally generated revenue.

This plan assumes that the prevailing economic situations will be favourable during the implementation phase of the plan. Consequently, TCU will continue to receive funds from the government, and students will afford the cost of higher education.

2.3.3 Socio-cultural environment

There is a growing awareness on the importance of education across the country. The Tanzanian societies recognise the critical role of higher education in ensuring sustainable socio-economic development. People understand that tertiary education provides not only the high-level skills necessary for the labour market but also it is essential for training professionals who make decisions that have a big impact on communities and societies.

The social influences and emphasis of peer groups in societies on education matters have raised the demand for education services at all levels. Admission statistics into Higher Education Institutions show that there is an increase of admission into higher education from 65,064 students in 2015/2016 to 87,813 students in 2019/2020. This trend indicates that there is a growing public demand for higher education in Tanzania. This plan is prepared under the assumption that socio-cultural influences will continue to create norms that emphasise the importance of education to society members.

Similarly, the social environment in which TCU operates presents a variety of challenges to TCU and its staff. The prevalence of HIV/AIDS and non-communicable diseases is a social challenge that may affect the Commission to accomplish its Vision and realise its Mission successfully. HIV/AIDS and non-

communicable diseases are given high priority in the country and considered National Agenda in all plans of the government and its institutions. In view of that, the TCU RSP has set specific KRA and strategic objective to help prevent its staff against HIV/AIDS and non-communicable diseases.

2.3.4 Technological environment

In the current era, technology has revolutionised the approaches of performing organisational activities. Players in the higher education sector and TCU, in particular, cannot afford to lag behind in adopting appropriate technologies for delivering educational-related services. However, the advancement in technology offers both opportunities and challenges to TCU. The adoption of appropriate technological systems and facilities offers TCU an opportunity to improve efficiency and serve its customers better. In contrast, volatility and high cost of appropriate technology may be challenging to TCU. This plan assumes that TCU will monitor changes in its technological environment and continue to invest in technological systems and facilities as a way of exploiting the opportunities and overcoming challenges associated with technology volatility and cost.

2.3.5 Legal and Regulatory Framework

The growth of the higher education sector and performance of higher education players owes much to the existing legal and regulatory framework of the education sector. The performance of TCU functions is guided by a variety of policies, laws, regulations, and other regulatory mechanisms.

First, the education and training policy of 2014 is among the current policies relevant to TCU operations. The policy puts forward a number of policy statements geared towards improved quality education as well as increased access and equity to higher education. More specifically, the policy calls for review of the education and training system including the legal framework, the finalisation of the National Qualifications Framework (NQF), curriculum review, and diversification of admission pathways. It also calls for promotion of lifelong learning including identification, recognition and promotion of special talents.

In addition, the policy advocates for the provision of adequate teaching and learning infrastructure and facilities at all levels of education. Furthermore, the policy calls for putting in place the system and guidelines for Open and Distance Learning (ODL), enhancement of the Management Information

Systems at all levels of education, diversified sources of education funding, promotion and motivation for science and technology-related subjects, an increased number of qualified persons equipped with requisite skills to drive the economy for national development. Besides, the policy advocates for the development of the Public-Private Partnership (PPP) framework to guide the partnerships between the public and private sectors with respect to education and training.

Second, the National Higher Education Policy of 1999 is also relevant to guide the functions of the Commission. It addresses, among other things, the changing needs of higher education, resources, financing, and governance of higher education as well as provisions for cooperation among higher education institutions.

Third, the Universities Act, Cap 346 of the Laws of Tanzania, is the principal legislation providing TCU with the legal mandate to perform its functions. The Act mandates TCU to recognise, approve, register and accredit Universities operating in Tanzania, and local or foreign university-level programmes being offered by non-TCU registered higher education institutions. The Act also empowers TCU to monitor and regulate the proper functioning of all universities in Tanzania so as to foster a harmonised higher education system in the country.

Besides, Vision 2025 is also instrumental in guiding the functioning of TCU. Vision 2025 envisages Tanzania to be “a nation with a high level of education at all levels; a nation which produces the quantity and quality of educated people who are equipped sufficiently with the requisite knowledge and skills to solve the society’s problems, meet the challenges of development, and attain competitiveness at regional and global levels.” This is an important developmental challenge, and TCU will contribute to its achievement by working closely with universities to ensure that the basic goals in the Vision 2025 are addressed.

The Commission will also consider other cross-cutting policies, regulations, guidelines and plans while implementing its functions. These include the Intellectual Property Rights Laws (The Copyright and Neighbouring Rights Act of 1999, Trade and Service Marks Act, Act No. 12 of 1986, and The Patent (Registration) Act, [Cap 217 R.E. 2002]), National Strategies for Poverty Reduction, and The Five Year National Development Plan II.

On the other hand, the Ministry of Education, Science, and Technology issues directives on various matters to streamline the activities of the Commission with other national and international agenda.

2.3.6 Demographic environment

The demographic environment offers growth opportunities for the education sector in Tanzania. The population is growing annually, implying that the demand for education services at all levels will increase over time. The increase in population mirrors the increasing number of students enrolled in Higher Education Institutions.

Similarly, the statistics from the population census show that more than 44.8% of the population is under 15 years old, while 52% falls in the age of between 15 and 64 years and 3.1% are above 64 years old. This age structure suggests that the proportion of the population demanding higher education is huge.

2.4 Performance Review of the 2015/16-2019/20 Rolling Strategic Plan

The 2015/16– 2019/20 Rolling Strategic Plan had 10 Strategic Objectives measured by 52 targets. The major achievements from the implementation of the 2015/16– 2019/20 Rolling Strategic Plan include the following:

- i) Sixteen (16) universities were accredited;
- ii) Four (4) Universities were re-accredited;
- iii) Three (3) overseas students recruitments agencies were licensed;
- iv) 551 out of 646 curricula submitted were accredited;
- v) Various Quality Assurance tools and/or mechanisms were developed. These include:
 - ✓ Handbook for Standards and Guidelines for University Education in Tanzania;
 - ✓ Principles and Guidelines for Evaluation of Foreign Awards and Recognition of Qualifications;
 - ✓ Principles and Guidelines for Licensing Overseas Student Recruitment Agencies and Issuance of a No Objection Certificate;
 - ✓ Postgraduate Admission Procedures;
 - ✓ Practical Training Framework;

- ✓ University Qualifications Framework;
 - ✓ Students' Credit Transfer Guidelines;
- vi) Various Administrative tools and/or mechanisms were developed. These include:
- ✓ Schemes of Service;
 - ✓ Staff Regulations;
 - ✓ Financial Regulations;
 - ✓ Incentive Schemes;
 - ✓ ICT Policy and Guidelines;
 - ✓ Disaster Recovery and Continuity Plan;
 - ✓ Risk Framework and Risk Register;
 - ✓ Staff Development Policy; and
 - ✓ TCU Magazine.
- vii) A total of 1,171 university staff were trained on various issues related to higher education, including University Leadership and Management, Strengthening Internal Quality Assurance systems, review and development of demand-driven curriculum, pedagogical skills, ICT Security, data collection, and programme benchmarking.
- viii) The number of students admitted to higher education institutions increased from 65,064 in 2015/2016 to 87,813 in 2019/2020.
- ix) TCU established collaborations/links with national, regional, and international professional and regulatory bodies on higher education matters. The national, regional, and international partners collaborating with TCU include the following:
- ✓ **Regional and International:** UNESCO, Inter-University Council for East Africa (IUCEA); Association of African Universities (AAU); The Association of Common Wealth Universities; South African Qualifications Authority (SAQA); East African Quality Assurance Network (EAQAN); African Quality Assurance Network (AfriQAN); Tanzanian Universities Quality Assurance Forum (TUQAF); Commission for University Education (CUE-Kenya); National Council for Higher Education (NCHE – Uganda); Higher Education Council (HEC – Rwanda); Council on Higher Education (South

- Africa); National Council for Higher Education (NCHE - Malawi); African Continental Qualification;
- ✓ **National:** National Council for Technical Education (NACTE); National Examinations Council of Tanzania (NECTA); Higher Education Students' Loan Board (HESLB); Zanzibar Higher Education Loans Board (ZHELB); Tanzania Education Authority (TEA); e-Government Agency (e-GA); Tanzania Telecommunications Company Limited (TTCL); Engineers Registration Board (ERB); Medical Council of Tanganyika (MCT); Health Laboratory Practitioners Council (HLPC); Council for Legal Education (CLE); Architect and Quantity Surveyors Registration Board (EQRB); The Pharmacy Council; Medical Association of Tanzania (MAT); Tanzania Education and Research Network (TERNET).
- x) Four (4) online systems were developed and/or upgraded. These online systems include:
- ✓ Programme Management System (PMS) – for validation and approval of programme curricula;
 - ✓ Foreign Award Assessment System (FAAS) – for assessment and evaluation of awards conferred outside the country;
 - ✓ University Information Management System (UIMS) for collection, processing, storage and dissemination of information related to university information; and
 - ✓ Integrated Admission System for handling and verification students admission and transfer
- xi) Increased Government budgetary allocation from TZS 1.3 Billion in 2014/15 to TZS 1.9 Billion in 2019/20, which is equivalent to 46.15%. Similarly, funds from other internal sources increased from TZS 4.6 Billion in 2014/15 to TZS 6.1 Billion in 2019/20, equals to 33%.
- xii) The Commission obtained project funding for implementation of the ESPJ project amounting to TZS 4.4 Billion in 2017-2019.
- xiii) TCU Offices at Mlimani Tower and MoEST building were rehabilitated and, furnished with working facilities and equipment including ICT facilities, Office furniture, and installment of Local Area Network (LAN), and CCTV camera system.

2.5 Analysis of the Strengths, Areas for Improvement, Opportunities, and Challenges

The appraisal of the TCU internal environment leads to the determination of TCU's strengths and areas for improvement, while the appraisal of the external environment reveals the opportunities and challenges facing TCU. These strengths, areas for improvement, opportunities, and challenges are presented as follows:

2.5.1 Strengths

- (i) Supportive structure of governance;
- (ii) A committed and competent pool of staff;
- (iii) A clear vision, mission, core values, and norms;
- (iv) Supportive operational instruments;
- (v) Diversified sources of income;
- (vi) Strong national, regional and international linkages and networks;
- (vii) Ownership of plots of land in prime areas in Dar es Salaam and Dodoma;
- (viii) Strong ICT infrastructure and ICT based operations; and
- (ix) Regular capacity building initiatives and programmes for TCU staff and HEIs.

2.5.2 Areas for Improvements

- (i) Inadequate number of human resource;
- (ii) Lack of ICT master plan;
- (iii) Lack of academic programmes benchmarks standards and guidelines;
- (iv) Inadequate financial resources to implement TCU mandate;
- (v) Lack of TCU own permanent Office buildings;
- (vi) Absence of TCU communication strategy;
- (vii) Lack of guidelines to appoint experts to undertake various quality assurance activities; and
- (viii) Ineffective monitoring of postgraduate programmes.

2.5.3 Opportunities

- (i) Existence of the National Education Policy (2014) that provides direction for higher education;

- (ii) Existence of Universities Act, Cap 346 of the Laws of Tanzania and its attendant regulations that provide the legal mandate for TCU operations;
- (iii) Formulation of higher education development programmes;
- (iv) Increasing access and equity on higher education both nationally and internationally;
- (v) The increasing willingness of the private sector to invest in higher education;
- (vi) Growing demand for higher education in Tanzania and globally;
- (vii) Availability of loan schemes (HESLB, ZHEL, and TEA) for financing students and institutions;
- (viii) Increasing drive towards harmonisation of higher education systems nationally, regionally, and globally;
- (ix) Existence of East African Community Higher education Common Area;
- (x) Promotion of quality assurance systems through the establishment of the African Quality Assurance Network (AfriQAN) and East Africa Quality Assurance Network (EAQAN); and
- (xi) National emphasis on promotion of science, technology and innovation systems.

2.5.4 Challenges

- (i) TCU Budgetary constraints;
- (ii) Low level of a quality assurance culture in institutions;
- (iii) Low capacity of institutions to admit students in science, technology, engineering, and mathematics (STEM) programmes;
- (iv) Inadequate university leadership and management training programmes;
- (v) Inadequate physical and human resources in universities;
- (vi) Low level of gender sensitivity in some universities;
- (vii) Inefficient chartering processes of universities;
- (viii) Low compliance of universities to submit required data
- (ix) Absence of national qualification framework for universities
- (x) Low tertiary enrolment in Tanzania, being just 4% compared to the average of 8% for Sub-Saharan Africa.

2.6 Stakeholders Analysis

TCU should accommodate the expectations and interests of its key stakeholders while striving to attain its mission and realise its vision. The situation analysis identified key stakeholders of TCU and mapped out the interests and expectations of each stakeholder group. Table 2 presents these stakeholder groups and their expectations.

Table 2: TCU Stakeholders and their expectations

SN	STAKEHOLDER	STAKEHOLDER EXPECTATION
1.	Higher Education Institutions	<ul style="list-style-type: none"> ▪ Timely accreditation of programmes ▪ Provision of guidelines and standards ▪ Effective communication and timely response of correspondences ▪ Adherence to almanac and deadlines ▪ Admission coordination ▪ Timely feedback on evaluation and monitoring of universities ▪ Assistance in fund mobilisation ▪ Capacity building in quality assurance
2.	Students and student union and Graduates	<ul style="list-style-type: none"> ▪ Timely feedback on various matters ▪ Information on accredited programmes ▪ Conducive learning environment ▪ Involvement and engagement in the decision making process
3.	Parents/guardians	<ul style="list-style-type: none"> ▪ Employable graduates ▪ Reasonable Fees chargeable by HEIs ▪ Accurate and adequate information regarding HEIs ▪ Timely feedback on appeals and complaints
4.	Employers	<ul style="list-style-type: none"> ▪ Employable graduates ▪ Recognition of awards from graduates ▪ Quality services
5.	Investors in Higher Education	<ul style="list-style-type: none"> ▪ Clear and user-friendly service procedures ▪ Effective communication and timely feedback ▪ Quality Service delivery ▪ User-friendly and well-integrated ICT systems ▪ Inter-institutional coordination and cooperation ▪ Availability of tools and guidelines
6.	TCU staff	<ul style="list-style-type: none"> ▪ Good governance ▪ Timely provision of employees' welfare ▪ Good working environment

SN	STAKEHOLDER	STAKEHOLDER EXPECTATION
		<ul style="list-style-type: none"> ▪ Good industrial relation
7.	Professional Bodies	<ul style="list-style-type: none"> ▪ Cooperation and effective communication ▪ Compliance with existing rules and regulations
8.	Development Partners	<ul style="list-style-type: none"> ▪ Proper use of resources ▪ Timely implementation of planned activities ▪ Timely reporting of agreed targets
9.	Regional and International partners	<ul style="list-style-type: none"> ▪ Competent personnel during joint activities/project implementations. ▪ Effective inter-regional cooperation on the implementation of regional policies and guidelines. ▪ Active member and participation in regional and international activities
10.	Trade Unions	<ul style="list-style-type: none"> ▪ Improved staff welfare and morale ▪ Fair treatment of all staff ▪ Good industrial relation
11.	Media	<ul style="list-style-type: none"> ▪ Timely and accurate information regarding TCU issues
12.	Ministry of Education Science and Technology	<ul style="list-style-type: none"> ▪ Improved quality assurance systems in Universities regarding access and accreditation ▪ Transparency and accountability in issues pertaining to the mandates of the Commission ▪ Excellence in service delivery ▪ Timely and appropriate advice on higher education issues
13.	Ministries, Departments and Agencies	<ul style="list-style-type: none"> ▪ Clear policies and guidelines ▪ Timely performance reports ▪ Clear and implementable Client Service Charter ▪ Transparency and accountability in issues pertaining to University Education ▪ Compliance with existing government policies, rules, regulations and directives

2.7 Critical Issues from the Situational Analysis

Appraisal of TCU internal and external environments, as well as SWOC and stakeholder analyses, has resulted in the determination of the following critical issues.

2.7.1 Development of the assets and other infrastructures

TCU owns sophisticated ICT infrastructure and pieces of land in Dar es Salaam and Dodoma. However, it lacks some important physical infrastructure like its own office building. For that reason, the development of the assets and ICT infrastructure is a matter of top priority for TCU. With that view, the plan has developed strategies and set targets for the development of TCU assets and ICT infrastructure.

2.7.2 Income collection from internal sources

TCU is mandated to collect fees and charges from its customers for the services it offers. These fees and charges constitute internal revenue sources for the Commission. Some of the fees and charges are either paid or collected by universities on behalf of the TCU, but they are not remitted to TCU timely. To undertake its functions appropriately, timely collection of revenue from these sources is necessary. The plan has developed a strategy to enforce compliance of universities to pay the money due to TCU timely.

2.7.3 Low compliance of universities to submit required data on higher education

One of the functions of TCU is to collect, examine, analyse, and disseminate data on higher education. Universities are required to capture these data and submit them to TCU. Over time, the Commission has noted low compliance of universities to produce the required data. This constraint limits TCU to perform its function of data collection and dissemination.

2.7.4 Strengthen capacity building initiatives and programmes

As provided by the law, the supportive function is among the three major roles of the Commission. TCU is expected to design and implement various initiatives and programmes to facilitate the effective functioning of universities. The Plan has developed strategies and set targets geared toward strengthening capacity building initiatives and other support to universities.

2.7.5 Improvement of Quality Assurance mechanisms in universities

The improvement in the quality assurance services that TCU provides to universities is crucial for the Commission to perform its regulatory function. In view of that, the plan has developed strategies and set targets that will compel TCU to improve the mechanism of delivering quality assurance services to universities.

CHAPTER THREE

VISION, MISSION, CORE VALUES, AND KEY RESULTS AREAS

3.1 Introduction

This section presents the strategic direction of TCU in terms of its Vision, Mission, Core Values, and Motto. In addition, it describes a set of Key Result Areas (KRAs) which the Commission will strive to attain during the implementation period of this plan.

3.2 Vision

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

3.3 Mission

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

3.4 Motto

Universities for Prosperity.

3.5 Core Values

In performing their responsibilities, TCU staff will be guided by the following core values:

- (i) **Professionalism** Treat every individual with kindness, dignity, and care; consider the thoughts and ideas of others inside and outside TCU with a strong commitment to exemplary personal and institutional altruism, accountability, integrity, and honor.
- (ii) **Transparency** Build up a work culture where employees rigorously communicate with their peers and exchange ideas and thoughts, to gradually building up trust and pride.
- (iii) **Efficiency** Manage resources smartly, focus on activities that create value, and deliver at an appropriate speed and quality at all times.

- | | | |
|--------|----------------|--|
| (iv) | Integrity | Ensure that all the academic outputs are produced in line with the international quality by the introduction of quality control and assurance measures. |
| (v) | Tolerance | Endure a spirit of equality that embraces mutual respect, fair play, and compassion for those in need and pursuit of the public good. |
| (vi) | Equity | Equal opportunities for all with equality of men and women. |
| (vii) | Accountability | Taking charge of the choices and actions by showing maturity and not shifting blame or taking improper credit. TCU staff will pursue excellence with diligence, perseverance, and continued improvement. |
| (viii) | Commitment | Demonstrate honesty in communication and conduct while managing the integrity and reliability. |
| (ix) | Creativity | Anticipate and respond to each challenge, research, or otherwise, with innovative solutions and passion, welcoming the challenge of attempting which has never been accomplished before. |

3.6 Key Results Areas

On the basis of TCU roles, mandate, and functions, this Strategic Plan has developed nine (09) Key Results Areas (KRAs). These are the areas of impact for the Commission during the plan period. In addition, the KRAs will be operationalised by attaining Strategic Objectives developed for each KRA. The developed KRAs and corresponding strategic objectives are as follows:

3.6.1 KRA 1: Interventions against HIV/AIDS and Non-Communicable Diseases (NCDs) Enhanced

As a public organisation, TCU is expected to participate in the interventions that are geared toward reducing the spread of HIV/AIDS and NCDs. The plan has formulated three (3) strategic objectives and outlined corresponding strategies for each objective to address the HIV/AIDS and NCDs pandemic. Attainment of these strategic objectives will improve awareness on prevention of HIV transmission, better handling of HIV infected individuals, and prevention of NCDs among the staff.

3.6.2 KRA 2: Implementation of Anti-Corruption strategies Enhanced

TCU is expected to participate fully in the implementation of the National anti-corruption strategy. In that regard, the plan has set a specific strategic

objective and two strategies focusing on strengthening the implementation of the anti-corruption strategy at the organizational level. Successful achievement of this strategic objective will strengthen the fight against corruption practices at TCU.

3.6.3 KRA 3: Quality Assurance Management Systems Improved

Quality Assurance of university education is among the core functions of TCU. Hence, TCU is expected to strengthen internal and external quality assurance management systems. The plan has developed four strategies to ensure that the objective of improving Quality Assurance Management systems is attained. Attainment of this objective will have a direct impact on improving the quality of university education in the country.

3.6.4 KRA 4: Equitable Access and Coordination of Admission into Higher Education Institutions Improved

One of the supportive roles of TCU is to promote equitable access to higher education through effective coordination of admission into Higher Education Institutions. To facilitate the attainment of this role, the plan has developed a specific strategic objective that will be implemented within the next five years.

3.6.5 KRA 5: TCU Financial Capability Enhanced

TCU requires adequate financial resources to perform its functions as provided by the law. The financial capability of TCU is therefore a strategic matter that has been addressed in this plan. The plan has set two strategic objectives to improve TCU revenue generation capacity, and strengthen its financial management system. The attainment of these strategic objectives will improve the financial ability of the Commission. Subsequently, this will enable the Commission to perform its functions adequately.

3.6.6 KRA 6: Corporate Image, Linkages and University Support Systems Enhanced

As a Quality Assurance body, TCU is expected to maintain a good corporate image and branding as well as establish and maintain linkages with various higher education stakeholders. Similarly, TCU is expected to extend the support of various forms to universities in pursuit of quality assurance. In view of that, the plan has two strategic objectives and corresponding strategies to ensure that TCU enhances its corporate image and linkages as well as provide adequate support to stakeholders of higher education.

3.6.7 KRA 7: Research and Publication Promoted

TCU is expected to promote research on the core functions of the Commission. The plan has set a specific strategic objective and a corresponding strategy to ensure that research and publication functions in the higher education sector are promoted. Attainment of this objective will increase research and publication outputs from TCU and universities.

3.6.8 KRA 8: Data Collection, Management, and Dissemination Improved

Among the specific functions of TCU is to collect, examine, analyse, and disseminate data on higher education. TCU faces a great challenge of collecting correct and reliable data from universities. The severity of this challenge has increased with an increase in the number of students in Higher Education Institutions. This plan has developed a strategic objective that will strengthen the capacity and mechanism of TCU to collect, manage and disseminate data on higher education.

3.6.9 KRA 9: Staff Development, Welfare, and Working Environment Improved

This Strategic Plan recognises that the cornerstone of TCU performance is a dedicated and committed workforce. Consequently, the plan has set a specific strategic objective to ensure improvement in staff development, welfare, and working environment. Successful implementation of the set strategic objective will motivate TCU staff to perform their functions effectively.

CHAPTER FOUR
STRATEGIC PLAN IMPLEMENTATION MATRIX

4.1 KRA 1: Interventions Against HIV/AIDS and Non-Communicable Diseases (NCDs) Enhanced

Table 3: Implementation Matrix for KRA 1

Strategic Objectives	Strategy	Targets	Key Performance Indicators	Responsible person(s)
S01: Prevention against the HIV/AIDS pandemic Strengthened	S1.1: Promote workplace preventive measures and services to combat HIV/AIDS	T1.1.1: All staff provided with HIV/AIDS preventive education via awareness-building programmes annually from July 2020	Number of staff sensitised on HIV/AIDS matters	DCS
S02: Support to Staff infected with HIV/AIDS strengthened	S2.1: Provide support services to infected staff	T2.1.1: At least one (1) anti-stigma awareness programme conducted annually from July 2020	Number of anti-stigma awareness programme conducted	DCS
		T2.1.2: All infected staff provided with HIV counselling and directed to appropriate treatment services from July 2020	Number of infected staff provided with HIV counselling and treatment services	DCS

Strategic Objectives	Strategy	Targets	Key Performance Indicators	Responsible person(s)
SO3: Prevention against Non-Communicable Diseases strengthened	S3.1 Promote lifestyles and work behaviors that prevent Non-Communicable Diseases among staff	T3.1.1: All staff provided with at least one (1) awareness education on NCDs and healthy lifestyles that prevent Non-Communicable Diseases annually from July 2020	Number of staff received at least on awareness education on NCDs and healthy lifestyles	DCS
		T3.1.2: At least one (1) sport bonanza for all staff organised annually from July 2020	Number of sport bonanza organised	DCS

4.2 KRA 2: Implementation of Anti-Corruption Strategies Enhanced

Table 4: Implementation Matrix for KRA 2

Strategic Objectives	Strategy	Targets	Key Performance Indicators	Responsible person(s)
SO4: Implementation of National Anti-Corruption Strategy and Good Governance enhanced	S4.1: Sensitisation programmes and measures of preventing and combating corruption and enhancing Good Governance.	T4.1.1: All staff provided with awareness-building programmes on Corruption and Good Governance annually from July 2020	Number of staff received awareness programmes on corruption and good governance	DCS

Strategic Objectives	Strategy	Targets	Key Performance Indicators	Responsible person(s)
	S4.2: Strengthen the capacity of the integrity committee at the workplace	T4.1.2: All members of the Integrity Committee provided with capacity building programmes on workplace ethics and good governance.	Number of members received capacity building programmes on ethics and good governance.	DCS

4.3 KRA 3: Quality Assurance Management Systems Improved

Table 5: Implementation matrix for KRA 3

Strategic Objectives	Strategy	Targets	Key Performance Indicators	Responsible person(s)
S05: Quality assurance management systems improved	S5.1: Accredited and re-accredit universities	T5.1.1: Eleven (11) universities holding Certificate of Full Registration (CFR) accredited by June 2021	Number of universities with CFR accredited	DA
		T5.1.2: Twenty-eight (28) existing universities re-accredited by June 2025	Number of re-accredited universities	DA
		T5.1.3: All submitted applications for establishing universities processed from	Number of applications processed	

Strategic Objectives	Strategy	Targets	Key Performance Indicators	Responsible person(s)
	S5.2: Accredited and Re-accredit programmes	July 2020		DA
		T5.1.4: All Universities with Provisional Licence accredited by June 2025	Number of universities with Provisional Licence accredited	
		T5.1.5: All applications for licencing and re-licencing of overseas education students recruitment Agencies processed on time from July 2020	Number of applications for licencing and re-licencing of overseas education students recruitment Agencies processed on time	DA
		T5.2.1: All new curricula submitted by universities accredited by June 2025	Number of new curricula accredited	
		T5.2.2: 80 percent of revised curricula submitted by universities re-accredited by June 2025	Percentage of revised curricula re-accredited	DA
		T5.2.4: Database for accredited programmes developed by June 2021 and updated annually	Existence of up to date database of accredited programmes.	DA & DAD

Strategic Objectives	Strategy	Targets	Key Performance Indicators	Responsible person(s)
		T5.2.5: Database for Peer Reviewers established by June 2021 and updated annually	Existence of up to date database of Peer Reviewers	
	S5.3: Strengthen the quality of university operations and systems	T5.3.1: Eleven (11) unchartered universities Chartered by June 2025	Number of chartered universities	DA
		T5.3.2: 100 impromptu and regular institutional visits conducted by June 2025	Number of impromptu and regular institutional visits conducted	
		T5.3.3: Delivery and assessment of 300 curricula offered by Universities audited by June 2025	Number of curricula audited	
		T5.3.4: Framework for Quality Assurance Units in Universities developed by June, 2022	Framework for Quality Assurance Units in developed	DA
	T5.3.5: Two capacity building for Quality Assurance personnel in universities conducted annually from	Number of capacity building activities conducted	DA	

Strategic Objectives	Strategy	Targets	Key Performance Indicators	Responsible person(s)
		July, 2020		
	S5.4: Standardise, recognise and equate awards offered within and outside Tanzania	T5.3.6: Research and consultancies conducted at Universities monitored annually from July, 2020	Number of universities monitored	DA
		T5.4.1: 25,000 applications for foreign awards assessed by 2025	Number of foreign awards assessed	DA
		T5.4.2: Five (05) programme benchmarks developed by 2025	Number of programme benchmarks developed	
		T5.4.3: 10,000 applications for No Objection Certificate (NOC) assessed by 2025	Number of NOC assessed	DA

4.4 KRA 4: Equitable Access and Coordination of Admission into Higher Education Institutions Improved

Table 6: Implementation Matrix for KRA 4

Strategic Objectives	Strategy	Targets	Key Performance Indicators	Responsible person(s)
SO6: Equitable access and coordination of admission into Higher Education Institutions enhanced	S6.1: Increase students' access to Higher Education Institutions	T6.1.1: Students' participation rate in University education increased from four (4) percent to eight (8) percent by June 2025	The percentage increase of students in University education	DAD
		T6.1.2: All Universities sensitised to establish programmes with online delivery mode by June 2023	Number of Universities sensitised to establish programmes with online delivery mode.	DAD
	S6.2: Create a mechanism for increasing female students enrolment in science-related and rare professional programmes	T6.2.1: Female students enrolment into STEM and rare professional programmes promoted by July 2022	Number of sensitisation programmes conducted	DAD
S6.3: Strengthen the coordination of students admissions into Higher Education Institutions	T6.3.1: Higher education admission operational manual developed by 2021	Higher Education Admission Operational Manual in place	DAD	

Strategic Objectives	Strategy	Targets	Key Performance Indicators	Responsible person(s)
		T6.3.2: University Admission Guidebooks developed, reviewed and updated annually from July 2020	Developed and Reviewed Admission Guidebooks in place	
		T6.3.3: Admission capacities of all universities reviewed annually from July 2020	Reviewed admission capacities of all universities	
		T6.3.4: Admission Audit conducted to all universities annually from July 2020	Number of admission audits conducted	

4.5 KRA 5: TCU Financial Capability Enhanced

Table 7: Implementation Matrix for KRA 5

Strategic Objectives	Strategy	Targets	Key Performance Indicators	Responsible person(s)
S07: Revenue generation to sustain institutional operations enhanced	S7.1: Institute an effective and efficient system of charging and collecting fees	T7.1.1: An integrated System for fee collection established and deployed by June 2022	Development and deployment of online system for fee collection.	DCS
	S7.2: Increase revenue collections from internal	T7.2.1: Revenue from internal sources increased by 5%	Percentage increase of revenue collection	DCS

Strategic Objectives	Strategy	Targets	Key Performance Indicators	Responsible person(s)	
S08: Financial Management systems strengthened	sources	annually from June 2020			
	S8.1: Develop and/or review financial management tools	S 7.3: Solicit external funding to meet cost for TCU Strategic functions	T7.3.1: At least one (01) proposal submitted to funding Agencies annually from July 2020	Number of proposals submitted	DCS
		T7.3.2: At least TZS 5 billion funding received from funding agencies by June 2025	Amount of 1 funding received from funding agencies	Availability of reviewed accounting manual	
		T8.1.1: TCU accounting manual reviewed by June 2021	Availability of Internal Audit manual	Availability of reviewed Internal Audit Charter	DCS
T8.1.2: Internal Audit Manual developed by June 2021		Availability of reviewed Audit Charter	Availability of reviewed Audit Charter		

4.6 KRA 6: Corporate image, Linkages and University support Systems Enhanced

Table 8: Implementation Matrix for KRA 6

Strategic Objectives	Strategy	Targets	Key Performance Indicators	Responsible person(s)
SO9: Linkages with internal and external partners and University support systems enhanced	S9.1: Establish New and Enhance existing National, regional and international collaborations and networks	T9.1.1: Existing collaborations /partnerships with regional and/or international partners enhanced by June 2025	Number of existing collaborations/partnerships with regional and/or international partners enhanced	DCS
		T9.1.2: Three collaborations/partnerships with regional and international partners established by June 2025	Number of new collaborations/partnerships with regional and/or international partners established	
		T9.1.3: Networks between TCU and Higher Education Institutions (HEIs) enhanced by June 2025	Number of networks between TCU and HEIs enhanced	
		T9.1.4: Higher education Science and Technology Exhibitions organised annually from July 2020	Number of Science and Technology Exhibitions organized	DCS

Strategic Objectives	Strategy	Targets	Key Performance Indicators	Responsible person(s)
		T9.1.5: All HEIs sensitised on establishing linkages between HEIs and Industry by June 2025	Number of HEIs sensitised on HEIs-Industry linkage establishment	
	S9.2: Strengthen University support through building capacity	T9.2.1: Three capacity building programmes on admission matters conducted to university staff annually from July 2020	Number of capacity building programmes conducted	DAD
		T9.2.2: 100 university staff trained on Leadership and Management matters annually from July 2020	Number of university staff trained on Leadership and Management matters	DA
		T9.2.3: 50 university staff trained on ICT systems integration annually from July 2020	Number of university staff trained on ICT system integration matters	DA & DAD
	S9.3: Increase public access to higher education information resources	T9.3.1: Online Library established and operationalised by June 2021	Existence of an operational online Library	DAD

Strategic Objectives	Strategy	Targets	Key Performance Indicators	Responsible person(s)
SO10: Corporate image and visibility enhanced	S10.1: Strengthen TCU Communication mechanisms	T9.3.2: Higher Education Resource Information policy developed and operationalised by 2023	Existence of an operational Higher Education Information Resource Policy	
		T9.3.3: TCU digital repository developed and operationalised by June 2022	Existence of an operational TCU digital repository	DCS
		T10.1.1: TCU Communication strategy developed and operationalised by June 2021	Availability of an operational TCU Communication strategy	
		T10.1.2: TCU communication materials created/acquired and distributed to stakeholders annually from July 2020	Number of communication materials created/acquired and distributed	DCS
		T10.1.3: TCU website updated on weekly basis from July 2020	An updated TCU Website	

4.7 KRA 7: Research and Publication Promoted

Table 9: Implementation Matrix for KRA 7

Strategic Objectives	Strategy	Targets	Key Performance Indicators	Responsible person(s)
SO11: Research and Publication function promoted	S11.1: Strengthen higher education research	T11.1.1: TCU Research section operationalised by June 2021	Availability of an Operational research unit	DCS
		T11.1.2: Two (02) research projects conducted by June 2025	Number of research projects conducted	
		T11.1.3: Two (02) Research output disseminated by June 2025	Number of research output disseminated	DCS

4.8 KRA 8: Data collection, Management, and Dissemination Improved

Table 10: Implementation Matrix for KRA 8

Strategic Objectives	Strategy	Targets	Key Performance Indicators	Responsible person(s)
S12: Data collection, Management and dissemination	S12.1: Strengthen the capacity and mechanisms for data collection, management, and	T12.1.1: 100 university staff trained on university data management annually from July 2020	Number of university staff trained on university data management	DAD

Strategic Objectives	Strategy	Targets	Key Performance Indicators	Responsible person(s)
mechanisms enhanced	dissemination	T12.1.2: Database on higher education statistics updated and disseminated annually from July 2021	Availability of an up to date database of higher education statistics	DAD
		T12.1.3: Five capacity building training to TCU staff on data collection, management, and dissemination conducted by July 2025	Number of capacity building training to TCU staff on data collection, management, and dissemination.	DAD
		T12.1.4: National Theses and Dissertations database established by 2022	Existence of a National theses and Dissertations database	DAD
	S12.2: Update database for university academic staff.	T12.2.1: Database of academic staff working in all universities updated annually from July 2020.	An up to date database of all academic staff	DAD

4.9 KRA 9: Staff Development, Welfare, and Working Environment Improved

Table 11: Implementation Matrix for KRA 9

Strategic Objectives	Strategy	Targets	Key Performance Indicators	Responsible person(s)	
SO13: Staff development, welfare, and working environment improved	S13.1: Improve the working environment and working facilities	T13.1.1: All staff provided with appropriate working facilities annually from July 2020	Number of staff with appropriate working facilities	DCS	
	S13.2: Enhance staff remuneration and motivation	T13.2.1: Revised Staff Incentive Scheme implemented from July 2020	An operational incentive scheme	DCS	
	S13.3: Improve Human Resource development programme	T13.3.1: One (1) TCU staff welfare Day organised annually from July 2020	TCU staff welfare Day organised	Number of National events coordinated	DCS
		T13.3.2: Staff participation in National events relevant to the staff coordinated from July 2020	Number of National events coordinated		
		T13.3.3: At least twenty (20) staff of different cadres recruited by June 2025	Number of staff recruited	DCS	
		T13.3.4: Twenty (20) staff attended short-course training annually from July 2020	Number of Staff attended short course training		

Strategic Objectives	Strategy	Targets	Key Performance Indicators	Responsible person(s)
		T13.3.5: Two (2) attended long-term training annually from July 2020	Number of Staff attended long-term training	
	S13.4: Construction of permanent TCU office building	T13.4.1: TCU Office building constructed by June 2025	Existence of a constructed TCU Office building	DCS
		T13.4.2: TCU Zonal Office in Zanzibar established and operationalised by June 2025	Existence of an operational TCU Office in Zanzibar	
	S13.5: Strengthening ICT infrastructure and security	T13.5.1: Existing online systems for handling TCU functions upgraded by June 2025	Upgraded online system in place	DCS
		T13.5.2: Three (3) new online systems developed by June 2025	Number of online systems developed	
		T13.5.3: System vulnerability assessment and penetration testing conducted annually from July 2020	Number of vulnerability assessment and penetration testing conducted	

Strategic Objectives	Strategy	Targets	Key Performance Indicators	Responsible person(s)
	S13.6: Strengthen implementation of ICT policy	<p>T13.6.1: ICT Master Plan developed and operationalised by June 2021</p> <p>T13.6.2: ICT guidelines developed and operationalised by June 2022</p>	<p>Availability of an operational ICT Master Plan</p> <p>Availability of an operational TCU ICT guidelines</p>	DCS

CHAPTER FIVE

MONITORING AND EVALUATION

5.1 Monitoring

Monitoring and Evaluation (M&E) are important activities, which ensure that the strategic plan is implemented successfully, and provide indications of attaining the targets and objectives. The Research and Planning Unit will monitor the implementation of this strategic plan. Monitoring will be done continuously to ensure that the objectives are executed as stipulated in the plan, and any deviations from the plan are identified and corrected. The Planning Unit will collect, compile, analyse, and report the implementation performance of each target and recommend the needed intervention (if any). The objectives of monitoring the implementation of this strategic plan include the following:

- a) Establish whether the implementation of the strategies and attainment of objectives and targets focuses on achieving the mission of TCU;
- b) Facilitate the review of the implementation process;
- c) Provide feedback to TCU Management;
- d) Ensure that the set objectives are achieved within the expected timeframe;
- e) Ensure that any deviations from the set targets are addressed or corrected within the appropriate time; and
- f) Ensure that financial resources for implementing the plan are used appropriately (maintain financial discipline).

The monitoring process will be done using the Outcome Monitoring Plan provided in **Table 12**. The template consists of strategic objectives, indicator descriptions, baseline indicators, indicator target values, data collection and methods of analysis, indicator reporting frequencies, and the officer responsible for data collection, analysis and reporting.

Table 12: Outcome Monitoring Plan

Strategic Objectives	Outcome Indicators	Baseline		Indicator target value					Data collection and methods of analysis				Frequency of reporting	Responsible for data collection
		Date	Value	Year 1	Year 2	Year 3	Year 4	Year 5	Data source	Data collection instrument and methods	Frequency of data collection	Means of verification		
S01: Prevention against the HIV/AIDS pandemic Strengthened	Number of staff sensitized on HIV/AIDS matters	June 2020	50	54	58	62	66	70	HR reports	Review/analysis of sensitisation reports	Annually	HR reports, sensitization reports/proceedings of sensitization meetings, personal records	Annually	DCS
		June 2020	1	1	1	1	1	1	HR reports	Review/analysis of awareness reports	Annually	HR reports, awareness reports/proceedings of awareness meetings, personal records	Annually	DCS
S02: Support to Staff infected with HIV/AIDS strengthened	Number of anti-stigma awareness Programme conducted	June 2020	50	54	58	62	66	70	HR reports	Review/analysis of sensitisation reports	Annually	HR reports, sensitization reports/proceedings of sensitization meetings, personal records	Annually	DCS
		June 2020	1	1	1	1	1	1	HR reports	Review/analysis of awareness reports	Annually	HR reports, awareness reports/proceedings of awareness meetings, personal records	Annually	DCS
S03: Prevention against Non-Communicable Diseases strengthened	Number of staff sensitised on NCDs and healthy lifestyles	June 2020	50	54	58	62	66	70	HR reports	Review/analysis of sensitisation reports	Annually	HR reports, sensitization reports/proceedings of sensitization meetings, personal records	Annually	DCS
		June 2020	1	1	1	1	1	1	HR reports	Review/analysis of sensitisation reports	Annually	HR reports, sensitization reports/proceedings of sensitization meetings, personal records	Annually	DCS
S04: Implementation of National	Number of staff sensitised on corruption and	June 2020	50	54	58	62	66	70	HR reports	Review/analysis of sensitisation reports	Annually	HR reports, sensitization reports/proceedings of sensitization meetings, personal records	Annually	DCS

Strategic Objectives	Outcome Indicators		Indicator target value					Data collection and methods of analysis				Frequency of reporting	Responsible for data collection
	Baseline	Value	Year 1	Year 2	Year 3	Year 4	Year 5	Data source	Data collection instrument and methods	Frequency of data collection	Means of verification		
Anti-Corruption Strategy and Good Governance enhanced	Date								reports		ings of sensitization meetings, personal records		
	Value	11	11	0	0	0	0	0	Register of Universities	Documentary review/analysis	Technical Evaluation Report, Accreditation Committee Minutes, Commission Minutes and resolutions/corr espondences.	Quarterly	DA
SO5: Quality Assurance management systems improved	Date								Register of Universities	Documentary review/analysis	Technical Evaluation Report, Accreditation Committee Minutes, Commission Minutes and resolutions/corr espondences.	Quarterly	DA
	Value	28	11	1	5	10	1	1	Register of Universities	Documentary review/analysis	Technical Evaluation Report, Accreditation Committee Minutes, Commission Minutes and resolutions/corr espondences.	Quarterly	DA

Strategic Objectives	Outcome Indicators		Indicator target value					Data collection and methods of analysis				Frequency of reporting	Responsible for data collection
	Baseline	Value	Year 1	Year 2	Year 3	Year 4	Year 5	Data source	Data collection instrument and methods	Frequency of data collection	Means of verification		
	Date	June 2020	2	2	2	2	2	University Application file	Documentary review/analysis	Quarterly	Correspondence s/feedback sent to the applicant, Accreditation Committee Minutes, Commission Minutes and resolutions/corr espondences.	Quarterly	DA
		0											
	Date	June 2020	0	1	0	0	0	Register of Universities	Documentary review/analysis	Quarterly	Technical Evaluation Report, Accreditation Committee Minutes, Commission Minutes and resolutions/corr espondences.	Quarterly	DA
		1											

Strategic Objectives	Outcome Indicators	Baseline		Indicator target value					Data collection and methods of analysis				Frequency of reporting	Responsible for data collection
		Date	Value	Year 1	Year 2	Year 3	Year 4	Year 5	Data source	Data collecton instrument and methods	Frequency of data collection	Means of verification		
	Number of applications for licencing and re-licencing of overseas education students recruitment Agencies processed	June 2020	20	2	4	16	3	2	Register of Overseas Education Students Recruitment Agencies	Documentary review/analysis	Quarterly	Correspondence s/feedback sent to the applicant, Accreditation Committee Minutes, Commission Minutes and resolutions/corr espondences.	Quarterly	DA
		June 2020	50	10	10	10	10	10	Programme Management System (PMS)	Review/analysis of system generated reports	Quarterly	Accreditation Committee Minutes, Commission Minutes and resolutions/corr espondences.	Quarterly	DA
	June 2020	80%	80%	80%	80%	80%	80%	80%	Programme Management System (PMS)	Review/analysis of system generated reports	Quarterly	Accreditation Committee Minutes, Commission Minutes and resolutions/corr espondences.	Quarterly	DA

Strategic Objectives	Outcome Indicators	Baseline		Indicator target value					Data collection and methods of analysis				Frequency of reporting	Responsible for data collection
		Date	Value	Year 1	Year 2	Year 3	Year 4	Year 5	Data source	Data collection instrument and methods	Frequency of data collection	Means of verification		
	Database of accredited programmes developed and updated.	June 2020	0	1	1	1	1	1	PMS and University Information Management System (UIMS)	Review/analysis of system generated reports	Quarterly	Observations of data generated from the PMS and UIMS	Quarterly	DA
	Database of Peer Reviewers developed and updated	June 2020	Nil	1	1	1	1	1	PMS	Review/analysis of system generated reports	Quarterly	Observations of data generated from the PMS	Quarterly	DA
	Number of chartered universities	June 2020	11	2	2	3	2	2	Register of Universities	Documentary review/analysis	Annual	Signed University Charters	Annual	DA & LGO
	Number of impromptu and regular institutional audit conducted	June 2020	20	20	20	20	20	20	Annual reports from files	Documentary review/analysis	Quarterly	Institutional audit reports	Quarterly	DA
	Number of curricula audited	June 2020	0	60	60	60	60	60	PMS & UIMS	System generated reports and documentary review/analysis	Quarterly	Audit reports	Quarterly	DA

Strategic Objectives	Outcome Indicators		Indicator target value					Data collection and methods of analysis				Frequency of reporting	Responsible for data collection
	Baseline	Value	Year 1	Year 2	Year 3	Year 4	Year 5	Data source	Data collection instrument and methods	Frequency of data collection	Means of verification		
	Date	June 2020	0	1	0	0	0	University quality assurance annual reports	Documentary review/analysis	Annual	Approved Framework	Annual	DA
	Value	0	2	2	2	2	2	Capacity building annual reports	Documentary review/analysis	Annually	Capacity building/training reports/proceedings, attendance records	Annually	DA
	Date	June 2020	0	10	10	10	12	University annual reports	Documentary review/analysis	Annually	Monitoring reports	Annually	DA
	Value	0	2	2	2	2	2	Foreign Award System (FAAS)	System generated reports	Quarterly	Quarterly progress reports	Quarterly	DA

Strategic Objectives	Outcome Indicators		Indicator target value					Data collection and methods of analysis				Frequency of reporting	Responsible for data collection
	Baseline	Value	Year 1	Year 2	Year 3	Year 4	Year 5	Data source	Data collection instrument and methods	Frequency of data collection	Means of verification		
SO6: Equitable access and coordination of admission into Higher Education Institutions enhanced	Date	June 2020	1	1	1	1	1	Engagement letters of experts, consultative meetings reports	Documentary review/analysis	Annually	Approved benchmarks	Annually	DA
	Value	0											
		500	2000	2000	2000	2000	2000	Annual reports	Documentary review/analysis	Annually	Annual progress reports	Annually	DAD
		4%	4.5%	5%	6%	7%	8%	Annual enrolment reports	Trend review/analysis of enrolment records or statistics	Annually	Enrolment data/records/statistics	Annually	DAD
		1	5	10	10	10	12	PMS, Guidebooks	Documentary review/analysis	Annually	Observations of data generated from the PMS, Guidebooks	Annually	DAD

Strategic Objectives	Outcome Indicators	Baseline		Indicator target value					Data collection and methods of analysis				Frequency of reporting	Responsible for data collection	
		Date	Value	Year 1	Year 2	Year 3	Year 4	Year 5	Data source	Data collection instrument and methods	Frequency of data collection	Means of verification			
	Number of STEM sensitisation programmes conducted	June 2020	0	1	1	1	1	1	1	Admission reports	Sensitisation assessment reports	Annually	Sensitization reports/proceedings	Annually	DAD
	Higher Education Admission Operational Manual developed	June 2020	0	1	0	0	0	0	0	Admission Guide Books	Documentary review/analysis	Annually	Admission Manual	Annually	DAD
	Admission Guidebooks Developed and Reviewed	June 2020	2	3	3	3	3	3	3	Admission Guidebooks	Documentary review/analysis	Annually	Published Admission Guidebooks	Annually	DAD
	Admission capacities of all universities reviewed	June 2020	47	47	47	47	47	47	47	Admission Guidebooks	Documentary review/analysis	Annually	Updated Admission Capacities	Annually	DAD
	Number of admission audits conducted	June 2020	1	1	1	1	1	1	1	Annual audit reports	Documentary review/analysis	Annually	Admission audit reports	Annually	DAD

Strategic Objectives	Outcome Indicators	Baseline		Indicator target value					Data collection and methods of analysis				Frequency of reporting	Responsible for data collection	
		Date	Value	Year 1	Year 2	Year 3	Year 4	Year 5	Data source	Data collecton instrument and methods	Frequency of data collection	Means of verification			
SO7: Revenue generation to sustain institutional operations enhanced	Online system for fee collection developed	June 2020	0	0	1	0	0	0	0	Internal online systems	Direct personal observation, system generated reports	Annual	Developed online system for fee collection	Annual	DCS
	Percentage increase of revenue collection	June 2020	5%	5%	5%	5%	5%	5%	5%	Financial Statements	Financial Audit	Annually	Financial reports	Annually	DCS
	Number of proposals submitted	June 2020	1	0	1	0	0	0	0	Financial Statements	Financial Audit	Annually	Submitted proposals	Annually	DCS
	Amount of external fund received from funding agencies	June 2020	0	1bn	1bn	1bn	1bn	1bn	1bn	Financial Statements	Financial Audit	Annually	Audited Financial Reports	Annually	DCS
SO8: Financial Management systems strengthened	Accounting Manual reviewed	June 2020	1	1	0	0	0	0	0	TCU Financial Regulation	Documentary review/analysis	Annually	Approved Accounting Manual	Annually	DCS

Strategic Objectives	Outcome Indicators	Baseline		Indicator target value					Data collection and methods of analysis				Frequency of reporting	Responsible for data collection	
		Date	Value	Year 1	Year 2	Year 3	Year 4	Year 5	Data source	Data collection instrument and methods	Frequency of data collection	Means of verification			
S09: Linkages with internal and external partners and University support systems enhanced	Internal Audit manual reviewed	June 2020	1	1	0	0	0	0	0	TCU Internal Audit Charter	Documentary review/analysis	Annually	Approved Internal Audit manual	Annually	DCS & IA
	TCU Internal Audit Charter reviewed	June 2020	1	1	0	0	0	0	0	TCU Audit Committee Charter	Documentary review/analysis	Annually	Approved TCU Internal Audit Charter	Annually	DCS & IA
	TCU Audit Committee Charter reviewed	June 2020	1	1	0	0	0	0	0	Public Finance Regulations 2001 R.E 2004	Documentary review/analysis	Annually	Approved TCU Audit Committee Charter	Annually	DCS & IA
	Number of new collaborations/partnerships with regional and/or international partners established	June 2020	3	0	1	0	1	1	1	Subscription status	Documentary review/analysis	Annually	Established collaborations/partnerships, correspondences	Annually	DCS
	Number of Science and Technology Exhibitions	June 2020	1	1	1	1	1	1	1	Annual activity reports	Documentary review/analysis	Annually	Exhibitions reports/proceedings	Annually	DCS

Strategic Objectives	Outcome Indicators		Indicator target value					Data collection and methods of analysis				Frequency of reporting	Responsible for data collection		
	Baseline	Value	Year 1	Year 2	Year 3	Year 4	Year 5	Data source	Data collection instrument and methods	Frequency of data collection	Means of verification				
	organized	Date													
		Value	0	47	47	47	47	47	Annual activity reports	Documentary review/analysis	Annually	Workshop reports/proceedings	Annually	DCS	
		Number of HEIs sensitised on HEIs-Industry linkage establishment		3	3	3	3	3	Annual activity reports	Documentary review/analysis	Annually	Workshop reports/proceedings	Annually	DAD & DA	
		Number of capacity building programmes conducted		3	3	3	3	3	Annual activity reports	Documentary review/analysis	Annually	Workshop reports/proceedings	Annually	DA & DAD	
		Number of university staff trained on Leadership and Management matters		100	100	100	100	100	Annual activity reports	Documentary review/analysis	Annually	Workshop reports/proceedings	Annually	DAD	
		Number of university staff trained on ICT system integration matters		50	50	50	50	Annual activity reports	Documentary review/analysis	Annually	Workshop reports/proceedings	Annually	DAD		

Strategic Objectives	Outcome Indicators		Baseline		Indicator target value					Data collection and methods of analysis				Frequency of reporting	Responsible for data collection
	Date	Value	Year 1	Year 2	Year 3	Year 4	Year 5	Data source	Data collecton instrument and methods	Frequency of data collection	Means of verification				
	TCU Online Library established and operationalised	June 2020	0	1	0	0	0	0	0	Internal online systems	System generated reports	Annual	TCU Online Library	Annual	DCS
	TCU Information Resource Policy developed and operationalised	June 2020	0	0	0	1	1	1	1	Annual progress reports	Documentary review/analysis	Annually	Approved Information Resource Policy	Annually	DCS
	TCU digital repository developed and operationalised	June 2020	1	0	1	1	1	1	1	Internal online systems	System generated reports	Quarterly	digital repository	Quarterly	DCS
S010: Corporate image and visibility enhanced	TCU Communication strategy developed and operationalized	June 2020	0	1	1	1	1	1	1	Annual progress reports	Direct personal observations, documentary review/analysis	Annually	Approved Communication Strategy	Annually	DCS
	Number of communication materials created/acquired and distributed	June 2020	8	10	10	10	10	10	10	Annual progress reports	Direct personal observations, documentary review/analysis	Annually	Approved communication materials	Annually	DCS & PRO

Strategic Objectives	Outcome Indicators		Baseline		Indicator target value					Data collection and methods of analysis				Frequency of reporting	Responsible for data collection
	Date	Value	Year 1	Year 2	Year 3	Year 4	Year 5	Data source	Data collection methods and instrument	Frequency of data collection	Means of verification				
SO11: Research and Publication function promoted	June 2020	2	1	1	1	1	1	1	Review/analysis of TCU Website	Surveys, direct personal observations	Monthly	Updated Website	Quarterly	DCS & ICT	
	June 2020	0	1	1	1	1	1	1	HR records	Documentary review/analysis	Annually	HR report	Annually	DCS	
	June 2020	0	0	1	1	1	1	0	Annual progress reports	Documentary review/analysis	Annually	Research Project Documents	Annually	DCS	
	June 2020	0	0	1	1	0	1	0	Annual progress reports	Documentary review/analysis	Annually	Dissemination Report	Annually	DCS	
	June 2020	100	100	100	100	100	100	100	Annual progress reports	Documentary review/analysis	Annually	Training reports/proceedings	Annually	DCS	
S12: Data collection, Management and dissemination mechanisms enhanced	June 2020	1	1	1	1	1	1	1	UIMS	System generated reports	Annual	Updated Database	Annually	DAD	
	June 2020	1	1	1	1	1	1	1	UIMS	System generated reports	Annual	Updated Database	Annually	DAD	

Strategic Objectives	Outcome Indicators		Indicator target value					Data collection and methods of analysis				Frequency of reporting	Responsible for data collection	
	Baseline	Value	Year 1	Year 2	Year 3	Year 4	Year 5	Data source	Data collecton instrument and methods	Frequency of data collection	Means of verification			
SO13: Staff development, welfare, and working environment improved	Date	June 2020	1	1	1	1	1	1	Annual progress reports	Documentary review/analysis	Annually	Training reports	Annually	DCS
	Value	5	1	1	1	1	1	1	Annual progress reports	Documentary review/analysis	Annually	Theses and Dissertations database	Annually	DAD
	Date	June 2020	0	1	0	0	0	0	Annual progress reports	Documentary review/analysis	Annually	Database of academic staff	Annually	DA
	Value	1	1	1	1	1	1	1	Annual progress reports	Documentary review/analysis	Annually	Working Facilities procured	Quarterly	DCS
	Date	June 2020	50	10	10	10	10	10	Procurement Plan	Direct personal observations	Quarterly	Approved Incentive Scheme	Quarterly	DCS
	Value	1	1	1	1	1	1	1	HR Report	Direct personal observations, documentary review/analysis	Quarterly		Quarterly	DCS

Strategic Objectives	Outcome Indicators	Baseline		Indicator target value					Data collection and methods of analysis				Frequency of reporting	Responsible for data collection	
		Date	Value	Year 1	Year 2	Year 3	Year 4	Year 5	Data source	Data collection instrument and methods	Frequency of data collection	Means of verification			
	TCU staff welfare Day organised	June 2020	0	1	1	1	1	1	1	HR Report	Documentary review/analysis	Annually	Staff Attendance List	Annually	DCS
	Number of National events coordinated	June 2020	3	3	3	3	3	3	3	HR Report	National Events Calendar, documentary review/analysis	Annually	National Event Coordinated, proceedings	Annually	DCS
	Number of staff recruited	June 2020	20	4	4	4	4	4	4	Staff Establishment	Documentary review/analysis	Annually	HR Report	Annually	DCS
	Number of Staff attended short course training	June 2020	50	20	20	20	20	20	20	Training Plan	Documentary review/analysis	Annually	HR Report, training reports/proceedings, certificates of attendances	Annually	DCS
	Number of Staff attended long-term training	June 2020	50	2	2	2	2	2	2	Training Plan	Direct personal observations, documentary review/analysis	Annually	HR Report, certificates	Annually	DCS
	TCU Office building constructed	June 2020	0	0	1	0	0	0	0	Annual progress reports, procurement	Direct personal observation, documentary review/analysis	Annual	Office building	Annual	DCS

Strategic Objectives	Outcome Indicators		Baseline		Indicator target value					Data collection and methods of analysis				Frequency of reporting	Responsible for data collection
			Date	Value	Year 1	Year 2	Year 3	Year 4	Year 5	Data source	Data collection instrument and methods	Frequency of data collection	Means of verification		
			June 2020	0	1	1	1	1		1					
	TCU Office in Zanzibar established		June 2020	0	1	1	1	1		1					DCS
	TCU Online systems Upgraded		June 2020	3	3	3	3	3		3					DCS & ICT
	Number of online systems developed		June 2020	3	1	1	1	0	1	0					DCS & ICT
	Number of vulnerability assessment and penetration testing conducted		June 2020	1	1	1	1	1	1	1					DCS & ICT
	ICT Master Plan developed and operationalized		June 2020	0	1	1	1	1	1	1					DCS & ICT

Strategic Objectives	Outcome Indicators		Indicator target value					Data collection and methods of analysis				Frequency of reporting	Responsible for data collection	
	TCU ICT guidelines developed and operationalised		Date	Year 1	Year 2	Year 3	Year 4	Year 5	Data source	Data collection instrument and methods	Frequency of data collection	Means of verification	Approved ICT Master Plan	DCS & ICT
		June 2020	0	1	1	1	1	ICT Policy	review/analysis Direct personal observations, documentary review/analysis	Annually	Annually	Annually	Annually	
			Value											

5.2 Planned Reviews

TCU will conduct four (4) mid-year reviews conducted in December of each financial year starting from December 2020 and five (5) annual reviews conducted in June of each financial year beginning from June 2021. The reviews will be tracking progress on the implementation of the objectives and achievements of targets on a semi-annual and annual basis. The tracking will help to establish whether the implementation is on the right course or off-track. The review is part of the mechanism to identify issues, challenges, and lessons learned over the year, and the extent to which the outputs delivered are contributing to the achievement of the objectives.

TCU will also conduct a mid-term review and evaluation of the rolling strategic plan in December 2022. TCU Management and internal stakeholders will take the leading role in the review process of the plan. The review schedules are summarized in Table 13 as follows:

Table 13: Review Schedule of the Plan

Time for Review	Type of Review
December 2020, December 2021, December 2023 and December 2024	Semi-annual reviews of the strategic plan
December 2022	Mid-term review and evaluation of the rolling strategic plan
Year 1 (2020/21) – June 2021	Annual review of the rolling strategic plan for the first year
Year 2 (2021/22) – June 2022	Annual review of the rolling strategic plan for the second year
Year 3 (2022/23) – June 2023	Annual review of the rolling strategic plan for the third year
Year 4 (2023/24) – June 2024	Annual review of the rolling strategic plan for the fourth year
Year 5 (2024/25) – June 2025	End of the Plan evaluation and preparation of the final evaluation report.

5.3 Evaluation

TCU will conduct two types of evaluations of the Strategic Plan that are mid-term and terminal evaluations. The mid-term evaluation will be conducted in December 2022. The terminal evaluation will be conducted in June 2025. Details of the two cycles of evaluation are presented in Table 14. Both evaluations shall focus on the following:

- a) Assessing whether plan objectives are being achieved and the reasons for any failure to achieve expected outputs;
- b) Assessing the adequacy of resources to implement the plan and justifying the use of the resources;
- c) Establishing any constraints to effective implementation of the plan;
- d) Establishing whether the strategic plan impacts positively upon the fulfillment of the TCU mission and vision; and
- e) Provide recommendations for the improvement of strategic plan implementation.

Table 14: Evaluation Schedule of the Plan

SN	Type of Evaluation	Description	Evaluation Questions	Methodology	Timeframe	Responsible Officer
1.	Mid-term outcome evaluation (December 2022)	This evaluation aims to measure the realisation of intermediate outcomes.	<ol style="list-style-type: none"> 1. What were the objectives of the plan? 2. What were the expected intermediate outcomes? 3. What has been achieved so far? 4. What were the challenges encountered and lessons 	<ol style="list-style-type: none"> 1. Interviews 2. Documentary reviews 	December 2022	Planning Officer

SN	Type of Evaluation	Description	Evaluation Questions learned?	Methodology	Timeframe	Responsible Officer
2.	Terminal evaluation of the implementation of the TCU strategic Plan (December 2025)	This evaluation aims at measuring the achievement of planned targets in the realisation of the planned outcomes.	<ol style="list-style-type: none"> 1. What were the planned targets? 2. Did TCU achieve all the targets? 3. Did the recorded achievement cause the realisation of intended outcomes? 4. What policy/strategy changes can be done to improve the attainment of future outcomes? 	<ol style="list-style-type: none"> 1. Interviews 2. Documentary reviews 	June 2025	Planning Officer

5.4 Reporting Schedules

Progress of the Strategic Plan implementation will be reported both internally and externally. The reporting will inform the management and other stakeholders on the implementation status of the strategic plan. The internal reporting details the types of reports to be generated at different hierarchy levels of TCU. The reports will be submitted to various internal stakeholders, including the Directors and Executive Secretary. The reports will include weekly reports at Management meetings, a monthly written summary of activities and progress, quarterly reports against activities and output indicators and annual reports against activities, output and outcome indicators, respectively. On the other hand, the external reporting schedule presents types of reports that need to be prepared for external stakeholders. External reporting will involve the sharing of progress reports with the Government, Universities, Development Partners, and other stakeholders. These will involve quarterly progress reports as requested by donors or other partners, and Annual Financial and Performance Reports, reporting against relevant output and outcome indicators. A detailed plan for internal and external reporting is indicated in Table 15.

Table 15: Internal and External Reporting

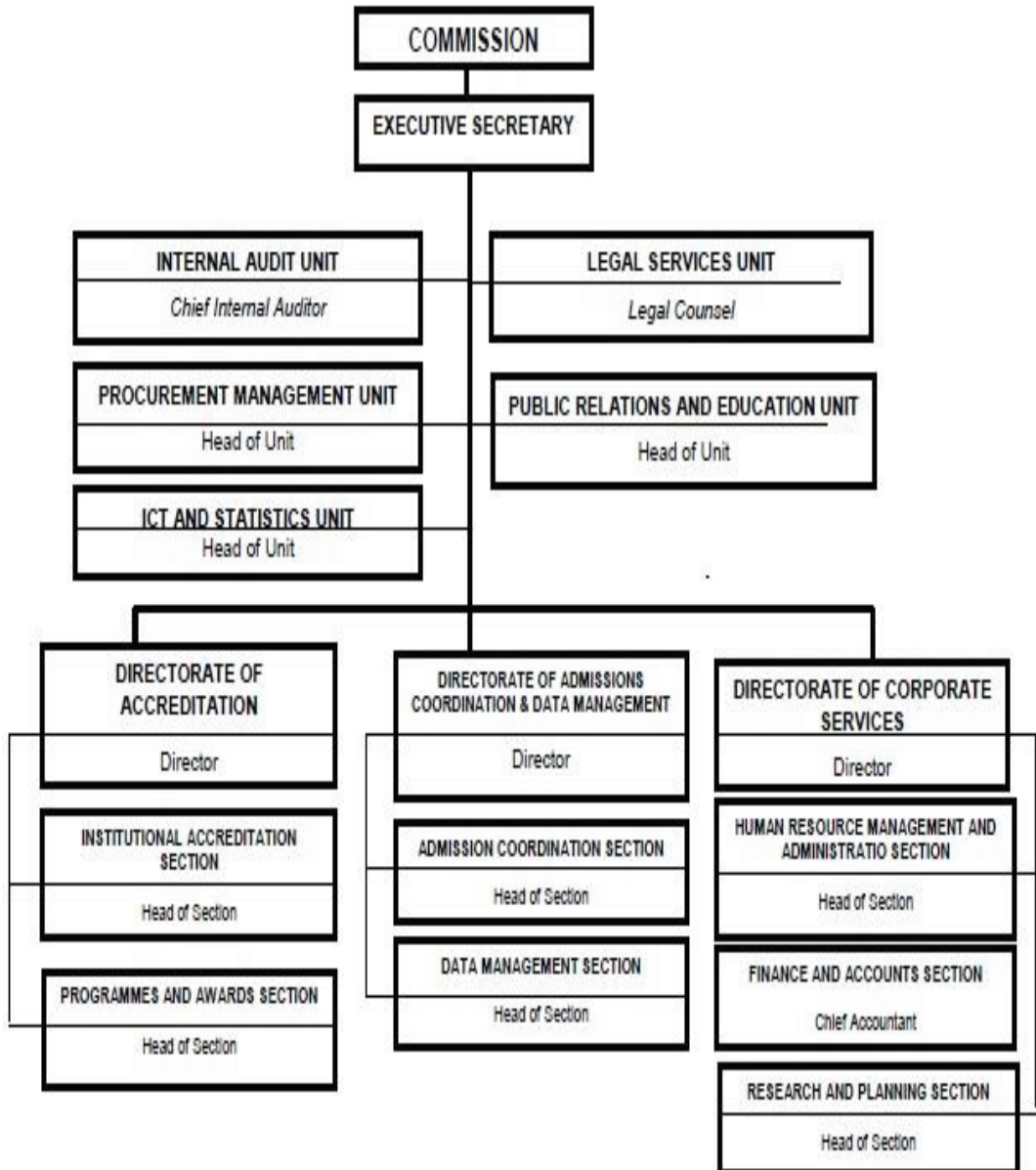
Type of reporting	Type of Report	Responsible Person	Recipient	Frequency
Internal report	Weekly progress reports	Heads of Directorates/ Units	Executive Secretary	Weekly
	Monthly progress reports	Heads of Directorates/ Units	Executive Secretary	Monthly
	Quarterly report against activities and output indicators	Head of Research and Planning	Executive Secretary	Quarterly
	Annual report against activities and output indicators	Head of Research and Planning	Executive Secretary	Annual
	Mid-term review and end of Plan review and evaluation report	Head of Research and Planning	Executive Secretary	Mid-term and end of the plan

Type of reporting	Type of Report	Responsible Person	Recipient	Frequency
External report	Quarterly progress reports	Commission	Ministries, Departments and Agencies, and Development	Quarterly
	Annual Financial and Performance Reports	Commission	Ministries, Departments and Agencies, and Development	Annually

APPENDIX

Appendix 1: Organisation Structure

ORGANISATION STRUCTURE OF THE TANZANIA COMMISSION FOR UNIVERSITIES



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