

UNIVERSITY OF DAR ES SALAAM



**TEACHING PRACTICE/PRACTICAL TRAINING REGULATIONS AND
PROCEDURES [REVISED] (2022)**

PREAMBLE

The history of teaching practice at the University of Dar es Salaam dates back to 1964, when the University and the Tanzanian government, assumed the national mandate for running a teacher education and teacher preparation programme. The mandate was deemed necessary to produce graduate teachers for the growing numbers of secondary schools in the country. It should be noted that the University would not have been involved in educating and preparing graduate teachers only theoretically but also backing up with practical facilitation, viz., teaching practice. This indispensable practice has remained and shall remain a necessary component in producing quality teachers in Tanzania.

The delivery of education programmes at the University of Dar es Salaam constitutes two major components: university classroom-based education; and field experience, commonly known as Teaching Practice/Practical Training. The current TP/PT Regulations and Procedures were last reviewed in 2008. Since then, several changes, such as the expansion of student-teachers enrolment, review and/or introduction of new degree programmes, the quest for quality, have occurred within and outside the University, which prompted the need to review the Regulations and Procedures for smooth and better running of the exercise. The revised document has been developed to reflect the University's current needs, nation, and the globe needs at large.

The revised TP/PT regulations and procedures issued under the approval and consent of the University Senate are important to guide for ensuring management, members of staff and student-teachers fully understand the terms, conditions, obligations, rights and procedures in today's context. The Vice-Chancellor and the management team shall apply these revised TP/PT regulations and procedures to the smooth conduct of TP/PT. The regulations and procedures shall supplement and not contradict other University General Rules and Regulations.

Prof. Bonaventure Rutinwa
DEPUTY VICE-CHANCELLOR (ACADEMIC)

TABLE OF CONTENTS

PREAMBLE.....	ii
TABLE OF CONTENTS	iii
ABBREVIATIONS AND ACRONYMS.....	0
PART ONE.....	1
PRELIMINARY PROVISIONS	1
1.1 Citation.....	1
1.2 Definitions of Some Key Terms	1
1.3 The Context of Teaching Practice	2
1.4 The rationale for Conducting Teaching Practice.....	3
1.5 The roles of TP/PT in the professionalisation of teachers	4
PART TWO.....	5
TP/PT ORGANISATION, FINANCING AND PROCUREMENT	5
2.2. TP/PT Coordinator’s Office	5
2.3. The Teaching Practice/Practical Training (TP/PT) Committee.....	6
2.4. Regional Coordinators	7
2.5. Assessors/Supervisors	8
2.6. Staff Travel and Accommodation Arrangements.....	9
2.7. Financing of TP/PT	9
2.8. Procurement and Preparation of TP/PT Materials.....	9
PART THREE.....	11
TEACHING PRACTICE (TP)/PRACTICAL TRAINING (PT) STATIONS	11
3.1. Identification of TP/PT Stations.....	11
3.2. Qualities of TP/PT Stations	11
3.3. Registration of TP/PT Stations in ARIS	11
PART FOUR.....	12
STUDENT POSTINGS, DURATION AND ATTENDANCE	12
4.1 Student-Teachers’ Teaching Practice Postings.....	12
4.2 Accommodation of Student-teachers during Teaching Practice/Practical Training.....	12

4.3	Student-teacher's Responsibilities during Teaching Practice/Practical Training	13
4.4	Teaching Practice Duration and Attendance	13
4.4.1	TP/PT Duration	13
4.4.2	Postponement of TP/PT	13
4.4.3	Attendance during Orientation and collection of teaching materials	14
4.4.4	Attendance at TP/PT station and permission	14
	PART FIVE	16
	SUPERVISION AND ASSESSMENT	16
5.1.	Supervision by University Staff	16
5.2.	Supervision by Staff of the Institution where Student-teachers Conduct TP/PT	17
5.3.	External Examiners for 2 nd Year Student-Teachers	17
5.4.	Teaching Practice Grades and Results	18
	PART SIX	20
	DISCIPLINARY ISSUES AND RESOLUTIONS	20
6.1	Disciplinary Issues	20
6.2	Disciplinary Measures against Misconducts	22
6.3	Appeals Against Disciplinary Measures	23
	PART SEVEN	24
	QUALITY ASSURANCE OF TP/PT	24
7.2.	Moderation and Evaluation of TP/PT	24
	References	26

ABBREVIATIONS AND ACRONYMS

TP	Teaching Practice
PT	Practical Training
UDSM	University of Dar es Salaam
SoED	School of Education
DUCE	Dar es Salaam University College of Education
MUCE	Mkwawa University College of Education
FoED	Faculty of Education
MJNMC	Mwalimu Julius Nyerere Mlimani Campus
RC	Regional Coordinator

PART ONE

PRELIMINARY PROVISIONS

1.1 Citation

1.1.1 These Regulations and Procedures may be cited as The University of Dar es Salaam Teaching Practice/Practical Training Regulations and Procedures, 2022, which are made in accordance with the provisions of Article 16(2) (a-g) and 30(1) of the 2007 University of Dar es Salaam Charter, whose object and purpose is, *inter alia*, to provide for the control, governance and administration of the University.

1.1.2 These Regulations and Procedures shall come into operation on such date approved by the Senate of the University of Dar es Salaam.

1.2 Definitions of Some Key Terms

In these Regulations and Procedures, unless the context otherwise requires:

“Acceptable reason” means a legitimate excuse that can be accepted as a cause for not attending TP/PT, such as illness and loss of a close relative.

“External examiner” means an academic staff or professional expert appointed from outside the University to evaluate the TP/PT.

“Head of TP/PT Station” means a Head-teacher, Headmaster/mistress, a Principal of the said station, or any other person-in-charge of an office where student-teachers conduct their Teaching Practice/Practical Training (TP/PT).

“Institution” means an educational or non-educational organisation or centre where student-teachers conduct their TP/PT.

“Internal examiner” means an examiner from the University where the examined student-teachers are studying.

“Lesson” means content (knowledge, skills, and attitudes) learned in a given period to attain the specified competences as pre-planned by the respective student-teacher.

“Lesson plan” means the outline of the planned lesson for a period showing the actual procedures and development of the lesson and the target group.

“Regional Coordinator” means a member of the University academic staff assigned to take care of the overall professional and social welfare of the student-teachers during teaching practice in a specified TP region.

“Student-Teacher” means a student undergoing training in the teaching profession or studying education among other subjects to become a teacher, tutor, educator, counsellor or instructor.

“Subject Coordinator” means a member of the teaching staff from the University who is assigned the responsibility of organising and supervising of student-teachers under a specific subject.

“Supervision/Assessment” means an observation, guidance and decision made by the supervisor/assessor on the value of qualitative and quantitative aspects of teaching, guidance and counselling or coaching by the student-teacher.

“Teaching Practice Grade” means an award given to a student-teacher after computing the assessed lesson marks.

“Teaching Practice Institution/Station” means an organisation student-teacher applies or practices his/her teaching skills/competencies that were theoretically taught/learnt at his/her learning/training institution. It can be a school, college, centre or any educational institution/organisation serving as a teaching practice centre.

“Teaching Practice Examiners’ Board” means a panel composed of all members of academic staff who participate(d) in teaching practice supervision.

“Teaching Practice Session” means a period during which teaching practice is taking place. Currently, the session is usually between July to September.

“The University” means the University of Dar es Salaam.

1.3 The Context of Teaching Practice

Teaching practice (TP) or Practical Training (PT) is a compulsory course for all student-teachers registered in a teacher preparation programmes at the University of Dar es salaam. Usually, TP/PT at the University is a well-structured programme designed to provide an opportunity to develop and assess teachers’ competence in an actual classroom within a school or other educational institution settings. This becomes the bedrock in which student-teachers unearth their potential. Thus, TP/PT is an essential component of the teacher education programmes that contribute to the professional growth of student-teachers. In light of this, TP within the University context needs regular and continuous improvements to make it more relevant. Along with these improvements, regulations and procedures governing TP/PT are also reviewed regularly so that they are in line with the policies governing other courses offered by the University. Within such background, the University of Dar es Salaam considered it imperative to review the regulations and procedures governing the Teaching Practice within its three campuses- Mwalimu J. Nyerere Campus (MJNMC),

Dar es Salaam University College of Education (DUCE) and Mkwawa University College of Education (MUCE).

It is emphasised that the success of teaching practice must be seen in its educative function. Therefore, student-teachers must develop the required professional skills or competencies and shape their personalities and attitudes as professional teachers. This can only be achieved through active and mutual cooperation among various educational stakeholders such as the Ministry of Education, Science and Technology (MoEST), President's Office – Regional Administration and Local Government (PO-RALG), the University, teachers, students and all educational institutions.

1.4 The Rationale for Conducting Teaching Practice

The conduct Teaching Practice/Practical Training at the University of Dar es Salaam is justified by a number of reasons including, but not limited to the following:

- (i) Need for merging of theory and practice for skill development. TP/PT enable a merging of theory into practice thereby enabling percolation of theoretical knowledge and stimuli into practical application and more effective mastery.
- (ii) Promoting opportunities for experiential learning and performance. Practical work promotes experiential learning and confidence about what one is doing and talking about. Also, it has potential for the highest retention of what is encountered and learned compared to other 'ordinary' methods which do involve practical work. Based on this understanding, the University of Dar es Salaam finds it of significant importance to put the theoretical knowledge so acquired into practice in the real-life, through the TP/PT.
- (iii) Whoever wants to become a professional must have a component of practical training. Practical training enables a trainee to demonstrate mastery of the required competences. This applies also to the teaching profession. For a student-teacher to become a professional teacher, he/she must be exposed to both theoretical and practical training. Teaching Practice/ Practical Training provides an opportunity for student-teachers to develop skills through observing experienced teachers/practitioners, developing and implementing lesson plans, and experiential learning about classroom and school management.
- (iv) The UDSM vision of becoming a world class university, responsive to national, regional and global development, calls for the link between the University and the community. TP/PT is also assumed in the UDSM strategic plan which promotes industry linkages. Within the core functions of the University, TP/PT falls under the public service, which links the University and the community. Further, TP/PT enables the community (employers in particular) to assess and provide feedback on the effectiveness of the university programmes in addressing the labour market demands. Also, student-teachers help offsetting the shortage of teachers in some schools and publicise the University.
- (v) Various policies (global, national and institutional) generally support the idea of quality teachers. This necessitates the University to ensure preparation of quality teachers with pertinent theoretical knowledge and hands-on skills

directed at the attainment of equitable and sustainable socioeconomic development of Tanzania and the rest of Africa. The policy documents that assume preparation of quality teachers include the following:

- a) Sustainable Development Goals (Goal 4)
- b) International Standard Classification of Education
- c) Tanzania Development Vision 2025
- d) University of Dar es Salaam Vision 2061
- e) University Qualifications Framework
- f) Teachers service code of conduct

1.5 The Roles of TP/PT in the Professionalisation of Teachers

The following sets of objectives/roles have been established for why teaching practice is a mandatory component of teacher preparation (Ishumi, 2020; National Universities Commission [NUC], 2007):

- (i) Providing the opportunity for student-teachers to translate educational theories and principles they acquire in class into practice;
- (ii) Enabling student-teachers realise their strengths and weaknesses in classroom teaching and other educational activities and provide opportunities to enrich their strengths and address their weaknesses;
- (iii) Presenting student-teachers to real-life classroom experiences under the supervision of professional teachers from both the University and the host institution;
- (iv) Enabling student-teachers to acquire further professional knowledge, skills, competencies, personal characteristics and experience for full-time teaching after graduation;
- (v) Exposing student-teachers to real school or other educational institution environments as their immediate future workplace;
- (vi) Serving as a means of assessing the quality of training being provided by teacher training institutions;
- (vii) Enhancing inculcation of positive attitude towards the teaching profession among student-teachers;
- (viii) Extending the university services to the communities through the teaching, counselling and other educational activities rendered by the student-teachers.

PART TWO

TP/PT ORGANISATION, FINANCING AND PROCUREMENT

2.1. Introduction

To increase efficiency and effectiveness of implementing the core function of TP/PT coordination, the TP/PT Coordinator's office shall be treated as a centre to deal exclusively with TP/PT matters. The centre shall be allocated with adequate resources and personnel.

2.2. TP/PT Coordinator's Office

- (i) There shall be TP/PT coordinator's office headed by an academic member of staff who shall serve as a TP Coordinator;
- (ii) The TP/PT Coordinator's office shall work closely with the Dean of School/Faculty of Education, Heads of Departments under School/faculty of Education, ARIS coordinator's office, Directorate of Quality Assurance, and Deputy Vice Chancellor-Academic;
- (iii) The TP/PT Coordinator's office shall include the following personnel: TP Coordinator, Administrative Officer and the Office Management Secretary;
- (iv) The TP/PT Coordinator shall be appointed by the Dean of School of Education or Principal of the Constituent Colleges in consultation with the Dean of Faculty of Education. The criteria for one to be appointed as a TP Coordinator shall include:
 - a) Academic member of staff who shall be at least a Lecturer;
 - b) He/she shall be an academic member in the School or Faculty of Education with specialisation in curriculum and teaching or teacher education;
 - c) He/she shall have experience in supervising and coordinating TP/PT at the regional level for at least three years; and
 - d) He/she shall have a proven record of University values, including academic integrity, professional and ethical standards, and public accountability.
- (v) The TP/PT Coordinator shall serve for one triennium and may be eligible for re-appointed for one further triennium based on his/her performance;
- (vi) The TP/PT Coordinator shall be charged with coordinating and organising the TP/PT activities from planning, implementing, monitoring, and evaluation. Specifically, the responsibilities of the TP/PT Coordinator shall include, but not be limited to:
 - a) Planning PT/TP budget, materials and distributing the TP/PT materials to student-teachers and supervisors;
 - b) Identifying potential institutions to be used as TP/PT stations, as well as establishing links with teachers/tutors and employers with whom to collaborate in training student-teachers during TP/PT;
 - c) Placement of student-teachers for TP/PT to the identified stations and allocating academic members of staff for supervision;

- d) Planning the TP/TP supervision process by UDSM staff;
 - e) Coordinating TP/PT orientation programmes for student-teachers and supervisors;
 - f) Subject to the approval of the Vice Chancellor or Deputy Vice-Chancellor (Academic), communicating with the Regional and District Authorities, as well as respective TP/PT stations on the number of student-teachers allocated for TP/PT in their areas of jurisdiction;
 - g) Monitoring the implementation of actual TP/PT exercise by physical visits to a sample of regions and stations;
 - h) Collecting and analysing reports from Regional Coordinators and TP institutions on the conduct of TP/PT; and, as a result, preparing a report to be submitted to the Dean of School/Faculties within one month after the end of TP/PT exercise;
 - i) Receiving, compiling, and reporting to the relevant authorities (i.e. TP Committee, School/Faculty Management Committee, and eventually the School/Faculty Board) all cases concerning student-teachers and staff misconducts related to TP/PT for further deliberations; and
 - j) Collecting, processing, and uploading TP/PT assessment results into ARIS.
- (vii) There shall be a full-time administrative officer who shall assist in various activities in the TP/PT office, including making follow-ups of procurement processes, distributing TP/PT materials to students and supervisors, and distributing introduction letters to TP/PT stations;
- (viii) There shall be an Office Management Secretary responsible for managing the TP/PT office.
- (ix) Subject to the approval of the Deputy Vice-Chancellor (Academic), interns may be engaged based on the needs and volume of work.

2.3. The Teaching Practice/Practical Training (TP/PT) Committee

- (i) There shall be a TP/PT Committee chaired by respective Deans of School and Faculties of Education.
- (ii) The TP/PT committee members shall be appointed by respective Deans of School and Faculties of Education in collaboration with the TP Coordinator
- (iii) The TP committee shall constitute members from diverse departments of School/ Faculties/Colleges/Institutes as follows:
 - a) Dean of respective School or Faculty;
 - b) TP/PT Coordinator, who shall be the Secretary;
 - c) One senior academic member of staff from the School or Faculty of Education;
 - d) Heads of the Department under School/Faculty of Education;
 - e) One member of academic staff from each of the Departments in the School or Faculty of Education;

- f) One member of academic staff from other faculties/colleges/institutes that host student-teachers;
 - g) One Head of a University-owned Demonstration School; and
 - h) One representative of student-teachers from the School or Faculty of Education, preferably a DARUSO leader.
- (iv) Members of the TP/PT Committee shall serve for a period of three years and they may be eligible for re-appointment for one further term;
 - (v) The TP/PT Coordinator shall be the Secretary and Recorder of all TP/PT Committee meetings. He/she shall be responsible for convening the meetings after consultation with the Dean of the respective School or Faculties;
 - (vi) There shall be four regular TP/PT Committee meetings in a year. The Chairperson shall call a special TP/PT Committee meeting where necessary;
 - (vii) The main function of the TP/PT Committee shall be to advise the School/Faculty of Education Management and subsequently, the School/Faculty Board on matters related to TP/PT, including, but not limited to the following:
 - a) Identification of potential TP/PT stations and establishment of links with teachers and tutors with whom to collaborate in training student-teachers during TP/PT;
 - b) Establishment of links with schools/other institutions such as Tanzania Institute of Education (TIE) and employers with whom to collaborate in the training of student-teachers;
 - c) Placement of student-teachers for TP/PT to the identified stations;
 - d) Approval of Regional Coordinators and Supervisors;
 - e) Decision making on disciplinary cases and appeals (for both students and supervisors), as well as any other matters arising from TP coordinators' general reports on the conduct of PT/TP; and
 - f) Periodic reviews of documents, such as TP/PT regulations and procedures, TP/PT assessment forms, and lesson plans, may be required to improve the quality of TP/PT.

2.4. Regional Coordinators

- (i) There shall be TP/PT Regional Coordinators (RCs) coordinating the TP/PT exercise at the TP/PT regional level.
- (ii) The RCs shall apply for TP coordination through TP/PT Coordinator's Office.
- (iii) The following criteria shall guide the selection and appointment of regional coordinators:
 - a) The applicant shall be an academic staff with background in education programmes;
 - b) He/she shall have supervised students in TP/PT for at least three years;

- c) One should be on post;
- d) Selection shall be done on a rotation basis;
- e) Selection shall consider gender balance;
- f) One shall have good record of performance in TP/PT supervision and coordination;
- g) The selection shall consider the ratio/balance by academic units/departments within School or Faculties of Education;
- (iv) The TP/PT Coordinator shall suggest suitable applicants to the TP/PT Committee for approval based on criteria in (iii) of this section;
- (v) The regional coordinator shall have the following responsibilities:
 - a) To attend orientation programme on TP/PT coordination;
 - b) To ensure that every student has reported to the TP/PT station on the specified date;
 - c) To assist student-teachers in settling and ensuring that they have an adequate number of periods (8-20 periods per week);
 - d) To assign supervisors to TP/PT station and ensure all student-teachers are adequately assessed;
 - e) To identify new TP/PT stations and collect data from existing TP/PT stations for the next TP/PT exercise;
 - f) To ensure that all students posted in the region are assessed;
 - g) To collect institutional evaluation forms within two weeks after completion of the TP/PT; and
 - h) To write and submit a comprehensive report on TP/PT coordination.

2.5. Assessors/Supervisors

- (i) There shall be assessors or supervisors who shall assess or supervise students during TP/PT;
- (ii) Assessors or supervisors shall apply through the TP/PT Coordinator, who shall process their applications and suggest names to TP/PT Committee for approval;
- (iii) The supervision team shall consist of academic staff members from the School of Education, Constituent Colleges and other Colleges/Institutes/Schools/Faculties found at MJNMC that host student-teachers;
- (iv) The supervisors or assessors from other Colleges/Institutes/Schools shall be appointed by the Principal/Director/Dean of the respective college/institute/school;
- (v) The members of academic staff from other Colleges/Institutes/School who will be engaged in TP/PT supervision shall have a background in education (i.e. Post Graduate Diploma in Education or Bachelor Degree in Education);
- (vi) Assistant Lecturers who are on study leave and lecturers who are on sabbatical leave shall not be involved in the TP/PT exercise;
- (vii) The supervisor or assessor shall perform the following duties:

- a) Attend orientation on TP/PT supervision or assessment;
- b) Assess or supervise students assigned by regional coordinator as per University standards and requirements;
- c) Conduct pre and post-supervision discussion with students;
- d) Inform the Regional Coordinator (RC) on the general conduct of student-teachers at TP/PT stations;
- e) Prepare a reflective report about TP/PT and submit it to the TP/PT coordinator's office; and
- f) Submit assessment report books to the TP Coordinator's office within two weeks after completion of TP/PT exercise.

2.6. Staff Travel and Accommodation Arrangements

- (i) The School of Education and constituent Colleges of Education shall allocate funds to regional coordinators, supervisors, Special Educational specialists, and Personal assistants of supervisors and students with special needs to cater for their travel and accommodation in the imprest form.
- (ii) The TP/PT Coordinators from the School of Education and Constituent Colleges of Education, in collaboration with University management, shall decide the means of travel and decide regions for TP/PT supervision or monitoring.
- (iii) All imprest recipients shall retire their imprest within two weeks after the end of the TP/PT. Imprest documents shall be submitted together with copies of the assessment report forms.

2.7. Financing of TP/PT

- (i) The University shall finance TP/PT through funds from tuition fees and other sources.
- (ii) The budget shall include costs for procurement and preparation of TP/PT materials, administrative/operational activities of the TP/PT office, and the actual cost of the TP/PT supervision exercise.

2.8. Procurement and Preparation of TP/PT Materials

TP/PT requires procurement and preparation of working materials for student-teachers and supervisors. The materials shall include lesson plan books, assessment forms, folders, writing pads, pens and other relevant stationeries. Some of the materials require procurement, while others require printing. As for procurement and preparation of TP/PT materials, the following procedures shall be observed:

- (i) The TP/PT Coordinator, in consultation with the Procurement Management Unit (PMU) of the respective School or Faculty shall prepare from the overall TP/PT budget an itemised TP/PT materials actual budget for both materials requiring procurement and printing.

- (ii) The TP/PT Coordinator, through the Dean, shall request an approval of the budget to the Deputy Vice-Chancellor/Deputy Principal (Planning, Finance and Administration)
- (iii) Once the budget is approved, the PMU of the respective School/Faculty/College shall proceed with procurement processes as per the relevant Government procedures.
- (iv) PMU shall, in collaboration with the TP/PT office, be responsible for distributing the TP/PT materials to student-teachers and supervisors.

PART THREE

TEACHING PRACTICE (TP)/PRACTICAL TRAINING (PT) STATIONS

3.1. Identification of TP/PT Stations

- (i) The University of Dar es Salam (UDSM), through the School/Faculty of Education, shall identify TP/PT stations.
- (ii) TP/PT stations shall include Public and Private Institutions in Tanzania (Mainland and Zanzibar), such as Early Childhood centres, Primary and Secondary schools, Teacher Education Colleges, Adult Education centres, Counselling centres and centres for students with special needs.
- (iii) TP/PT stations for the forthcoming TP/PT session shall be identified during teaching practice exercise and/or as may be decided otherwise by the University.
- (iv) TP/PT stations shall be physically visited by the Regional Coordinators during identification process.

3.2. Qualities of TP/PT Stations

- (i) TP/PT stations shall be accessible to both student-teachers and supervisors in transport and social services.
- (ii) Unless otherwise decided, the TP/PT station shall accommodate a minimum of three student-teachers.
- (iii) TP/PT station administration/management shall fill TP/PT form C1 and C2 (TP/PT Station information).
- (iv) The TP/PT stations shall allow student-teachers to translate educational theories and principles into practice.

3.3. Registration of TP/PT Stations in ARIS

- (i) The TP/PT coordinator shall use information from Form C1 and C2 (pre-visit Form) to register TP/PT Stations in ARIS during the First Semester of the respective academic year.
- (ii) Student-teachers shall select TP/PT stations from ARIS as determined by the University.

PART FOUR

STUDENT POSTINGS, DURATION AND ATTENDANCE

4.1 Student-Teachers' Teaching Practice Postings

- (i) Student-teachers shall be posted to the TP/PT stations by the School of Education, DUCE and MUCE in collaboration with stakeholders, including the President's Office- Regional Administration and Local Government, Ministry of Education, Science and Technology, REOs, DEOs and heads of institution.
- (ii) Unless decided otherwise, TP/PT Coordinators' decision shall be the final on posting student-teachers in TP/PT stations.
- (iii) B.Ed. Student-teachers shall be posted to Teachers' Colleges as a way of strengthening cooperation between UDSM and Teachers' Colleges, where necessary.
- (iv) The following factors shall be considered in posting student-teachers for TP/PT:
 - a) Optimum opportunity to teach/practise at the appropriate level. Regional Coordinators shall work closely with Heads of institutions in ensuring that student-teachers at the TP/PT stations are available as per requirement.
 - b) TP/PT Station's accessibility.
 - c) A school shall qualify to be a TP/PT station if at least three student-teachers have selected it.
 - d) Feasibility of supervision by appropriate subject specialists from the University staff in line with areas of specialisation of student-teachers.
 - e) Students pursuing special programmes such as B.Ed. (ACE)., B.Ed. (PESS)., B.Ed. (Psychology)., B.Ed. (ECE)., B.Ed. (Commerce)., B.A.Ed. (Chinese, French) and B.A. Ed (Fine Art/ Theatre Art) shall be placed in identified regions and stations.
 - f) Students-teachers' postings in different regions shall be communicated to RAS, DAS, and Heads of institutions one month prior to commencement of the TP/PT exercise.
- (v) Student-teachers' postings shall be made available on UDSM website for easy access by host institutions.

4.2 Accommodation of Student-teachers during Teaching Practice/Practical Training

- (i) Student-teachers shall make their arrangements for accommodation and meals while on TP/PT.
- (ii) The School of Education and Constituent Colleges of Education shall, wherever possible, inform student-teachers in advance whether accommodation is available or not at the TP/PT stations to which they are posted.

- (iii) A student-teacher who wishes to live in the University Halls of Residence during TP/PT in Dar es Salaam or Iringa shall personally arrange with USAB/Directorate Students' Affairs office.

4.3 Student-teacher's Responsibilities during Teaching Practice/Practical Training

- (i) Unless the situation dictates otherwise, a student-teacher shall teach a minimum of eight (8) and a maximum of twenty (20) lessons per week.
- (ii) A student-teacher assigned less than eight periods per week shall inform the Regional Coordinator at the beginning of TP/PT.
- (iii) During the first week of TP/PT, a student-teacher shall observe a mentor while teaching or practising. The mentor shall visit the student-teacher to observe lessons and provide comments for improvement during the second to eighth week of the TP/PT session.
- (iv) A student-teacher shall teach or practise as per his/her subjects of specialisation at the University.
- (v) A student-teacher shall teach or practise as per the institution timetable or arrangements.
- (vi) A student-teacher shall be required to participate in Saturday, Sunday and public holiday duties and all other (extra-curricular) activities at the institution as other regular employees.
- (vii) A student-teacher shall demonstrate professional capabilities in undertaking his/her duties as might be assigned by the school or organisation authorities.
- (viii) During TP/PT, a student-teacher shall abide to the established TP/PT stations' regulations.
- (ix) A student-teacher shall at all time of TP/PT abide by various University regulations including those regulating students' conduct.

4.4 Teaching Practice Duration and Attendance

4.4.1 TP/PT Duration

The duration of TP/PT programme shall be 16 weeks unless stated otherwise. This duration is equivalent to eight (8) weeks for the First Year and the other eight (8) weeks for the Second Year. A student-teacher shall attend a total of 16 weeks, or any duration the University shall determine and communicated by the DVC responsible for academic affairs, of supervised TP/PT.

4.4.2 Postponement of TP/PT

- (i) A student-teacher who wishes to postpone TP/PT on medical or other grounds shall do an equivalent of the complete session during the Third Year of study.
- (ii) If a student-teacher wishes to Postpone TP/PT before the commencement of the actual exercise, shall write a request letter to the Dean/Principal of School/ Faculties/Colleges through the TP/PT Coordinator.
- (iii) If the student-teacher has commenced TP/PT and wishes to postpone, shall write a request letter to the Dean/Principal of School/ Faculties/Colleges

through the Head of the Institution, Regional Coordinators and TP/PT Coordinators.

4.4.3 Attendance during Orientation and collection of teaching materials

- i. A student-teacher shall attend TP/PT orientation as determined by the University. Participation in the TP/PT orientation shall be mandatory and a pre-condition for a student-teacher to participate in TP/PT exercises;
- ii. The University shall establish proper procedures for orienting student-teachers in all matters related to TP/PT, including but not limited to TP/PT rules and regulations, professional code of conduct and ethics, preparation of teaching or practical training plan, and report writing;
- iii. A student-teacher shall collect TP/PT materials from the Office of the Coordinator of TP/PT after attending TP/PT orientation;
- iv. At least a week before the dates of collecting materials, The Office of the Coordinator of TP/PT shall inform student-teachers on the modality, dates, and location to collect TP/PT materials.

4.4.4 Attendance at TP/PT station and permission

- i. A student-teacher shall report to the TP/PT station on the first day of commencement of the TP/PT.
- ii. A student-teacher shall sign an attendance register/book each day he/she is present at school.
- iii. A student-teacher shall be present for all scheduled classes or sessions and other extra-curricular activities prescribed by the TP/PT institution;
- iv. A student-teacher shall attend the TP/PT stations on time during the session and.
- v. A student-teacher shall plan and attend all scheduled classes sessions with punctuality and care.
- vi. A student-teacher shall cooperate with colleagues and observe TP/PT station's regulations, policies and rules.
- vii. A student-teacher shall attend to all managerial and leadership activities assigned by the Head of the school or institution.
- viii. A student-teacher shall be available for consultations during working hours.
- ix. A student-teacher shall be present at TP/PT school/institution or any official place as prescribed by the Head of School/institution and on-task for all working hours.
- x. A student-teacher shall observe punctuality while at the work station.
- xi. If absent from class or TP/PT station due to illness or any other reason, the student-teacher shall make formal communication to the

- Head of the institution or his/her deputy immediately so that no lessons or activities are lost;
- xii. When seeking permission to be away from TP/PT station for three consecutive days or less, a student-teacher shall fill in a Special Permission Form 'E' from the University and submit it to the Head of the TP/PT station for proper records;
 - xiii. Heads of TP/PT stations shall have authority to grant permission for not more than three consecutive days;
 - xiv. If absent from the TP/PT station for more than three (3) consecutive working days due to illness or any other acceptable reason, a student-teacher shall, upon return, fill in a Special Permission Form and attach a medical report or any other relevant evidence;
 - xv. A student-teacher shall not be permitted to leave the TP/PT station before the end of the TP/PT period without acceptable reasons. Such unacceptable reasons may include preparing for special or supplementary examinations.

PART FIVE

SUPERVISION AND ASSESSMENT

5.1. Supervision by University Staff

- (i) Members of the School of Education at MJNMC, Faculties of Education at DUCE and MUCE, other departments, faculties and institutions of the University with a background in education shall form a supervision team for TP/PT.
- (ii) The TP/PT Coordinators from Mwl. J. Nyerere Campus, MUCE and DUCE shall consult Deans, Principals and Directors of institutes to recommend academic staff from their academic units to supervise TP/PT.
- (iii) First and Second Year student-teachers shall be supervised by University academic staff. Student-teachers pursuing special programmes such as, Bachelor of Education in Adult and Community Education (BEd. ACE), Bachelor of Education in Psychology (B.Ed. Psych.), Bachelor of Education in Early Childhood Education (BEd. ECE), Bachelor of Physical Education and Sports Sciences (B.Ed. PESS), B.A. (Ed.) (Chin.), B.A.Ed. (French) and B.A. Music/Fine Arts shall be supervised by subject specialists from the School of Education, Constituent Colleges or other Colleges and Institutes from the University of Dar es Salaam. It shall be determined by the School of Education and constituent College's Boards/Committees from time to time.
- (iv) Every student-teacher shall be assessed at least twice during a TP/PT session, including one or both subjects.
- (v) Each student-teacher shall be assessed in a single or double period.
- (vi) Supervisors shall assess BA Ed. BSc. Ed., BEd. and PGDE student-teachers teaching stations using Teaching Practice Assessment Form A1.
- (vii) Teaching Practice Assessment Form A2 shall be used to assess student-teachers specialising in PESS, Music and Fine Arts during practical sessions.
- (viii) Supervisors shall use Practical Training Assessment Form A3 to assess BEd. (ACE, ECE, Psychology & PESS) student-teachers who are doing PT in non-teaching stations.
- (ix) Supervisors shall use Teaching Practice/Practical Training Portfolio Assessment Form A4 to assess student-teacher portfolios in teaching and non-teaching stations.

5.2. Supervision by Staff of the Institution where Student-teachers Conduct TP/PT

- (i) Heads of TP/PT stations shall assist student-teachers during teaching/practicum sessions in settling, orientation, allocation of periods, and working facilities.
- (ii) Heads of TP/PT stations shall observe and assess some lessons and include their observation(s) in the TP Assessment Form B1. This form will be used for the assessment of BA. Ed., BSc. Ed., BEd. (Arts and Science), and PGDE student-teachers teaching in primary/secondary/ colleges.
- (iii) Student-teachers pursuing Bachelor of Education in Adult and Community Education (B.Ed. ACE), Bachelor of Education (ECE) and Bachelor of Education in Psychology (B.Ed. Psych.) who are conducting PT in non-teaching stations shall be assessed using Practical Training Assessment Form B2.

5.3. External Examiners for 2nd Year Student-Teachers

- (i) There shall be at least one external examiner in each area of specialisation (science, arts, education and physical education) appointed for each campus (SOED-MJNMC, DUCE and MUCE).
- (ii) External examiners shall be appointed from other Universities/educational institutions within or outside Tanzania
- (iii) The Senate shall approve the appointment of External Examiners.
- (iv) External Examiners shall, where practicable, observe student-teachers teaching or performing practicum activities during the sixth and seventh week of the TP/PT.
- (v) At the end of their teaching practice supervision, the External Examiners shall write a general report on their observations of student-teacher performance and any other comments that may be helpful in the School of Education and constituent Colleges of Education. The reports shall be addressed to the Deputy Vice-Chancellor (Academic) and copied to the Dean of the School of Education and Principals of constituent Colleges of Education.
- (vi) The External Examiners' grades shall be taken into account along with Internal Examiners' grades in reaching decisions on the final TP/PT results of the student-teachers they have observed.
- (vii) Where possible, External Examiners shall hold a joint meeting with the internal examiners available, during which they shall report and discuss their impressions on the teaching practice as a whole and consider the marks awarded.
- (viii) The External Examiners shall perform their duties as per the Terms of Reference provided by the University.

5.4. Teaching Practice Grades and Results

- (i) All lessons observed shall be assessed and awarded a grade¹ under the remarks appended below:

70 – 100	A	Excellent
60 - 69	B+	Very Good
50 - 59	B	Good
40 - 49	C	Pass/Satisfactory
35 - 39	D	Fail
0 - 34	E	Fail

- (ii) Final marks for TP/PT shall be obtained by the sum of the grades awarded (from supervisors' and institutional assessments). Supervisors' assessments shall carry 80% (70% actual TP/PT observation and 10% Portfolio assessment) and institutional assessment shall carry 20%.

Whereby;

$$G = \frac{\frac{SATS}{NA}}{100} \times 70 + \frac{IS}{100} \times 20 + \frac{PTS}{50} \times 10$$

Key: SATS=Supervisor's Actual Total Score

NA= Number of Assessments

IS= Institutional Score

PTS= Portfolio Score

G= TP/PT Score

- (iii) Decimals derived during the computation shall be truncated to one decimal point. The final mark shall be converted into the University of Dar es Salaam grading system for inclusion in the final standing of the candidate's performance.
- (iv) Student-teachers who fail TP/PT (e.g. score below B grade for Postgraduate and C for Undergraduate) shall repeat the practice within the valid studentship period.
- (v) All TP/PT Supervisors shall constitute the Examiners' Board for Teaching Practice. The Examiners' Board shall receive, discuss and recommend TP/PT results to the School or Faculty Board.
- (vi) TP/PT Coordinator shall be the Secretary and Recorder of all meetings of the Examiners' Board, TP/PT in the School/Faculty of Education. He/she

¹ Pass for Postgraduate Diploma in Education shall be grade B and above.

shall be responsible for convening the meeting after consultations with the Deans of School or Faculty of Education.

PART SIX

DISCIPLINARY ISSUES AND RESOLUTIONS

6.1 Disciplinary Issues

The conduct of Teaching Practice/Practical Training is an essential component of preparing student-teachers to become professionals in education. Given its importance, TP/PT shall be guided by a code of professional conduct, which guides what professionals/teachers/administrators should and should not do. In this context, the code of conduct shall guide official business in educational institutions and other affiliated centres to professional duties and responsibilities.

For effective performance, a student-teacher shall perform his/her duties and responsibilities diligently and with a high degree of professionalism. In this regard, a student-teacher shall observe the following:

- (i) Set a good example in deeds and words.
- (ii) Observe punctuality concerning hours of arrival at work and in class.
- (iii) Stay at work station for all working hours.
- (iv) Carry out the assigned duties efficiently.
- (v) Not absenting oneself from duty without permission from the authority.
- (vi) Finish assigned duties within specified time and standards.
- (vii) Refrain from any conduct which might impair one's work performance.
- (viii) Avoid the use of rude and offensive language.
- (ix) Abide to the dressing of the University.

6.1.1 Student-teachers' attendance in core and extra-curricular activities

Teaching Practice/Practical Training is a mandatory undertaking for all First, Second year and Postgraduate Diploma in Education student-teachers. A student-teacher shall abide by and adhere to the code of conduct and institutional regulations, policies and practices. The following cases shall be treated as contravening the Code of Conduct about attendance:

- a) Failure to attend classes/sessions.
- b) Absenteeism from TP/PT station.
- c) Repeat a lesson already taught in the previous period(s) to satisfy the assessor.
- d) Attend classes/lessons very late.
- e) Report for duty while drunk.

6.1.2 Student-teachers' dressing code

- (i) A student-teacher shall all the time maintain personal hygiene, dress in respectable attire by following the acceptable norms and core values as stipulated in various documents, such as the code of ethics and conduct for the public servant in Tanzania, University of Dar es Salaam Staff Code of Conduct, institutional rules and regulations, University of Dar es Salaam Student by-laws, among others.

- (ii) Dressing shall be used as both classroom management and a modelling tool. In this respect, provocative and indecent dressing styles that are likely to destroy other people's attention shall not be condoned.
- (iii) Violation of the Dressing Code policy shall include, but not limited to, the following provocative dressings:
 - a) Skimpy and tight-fitting dresses revealing body parts or pants;
 - b) Transparent outfits that expose parts of the body;
 - c) Trousers lowered at the middle of their two bottom lobes; and
 - d) Any other unacceptable dress as per public servant dress code.

6.1.3 Student-teachers' relationship at TP/PT stations

Each student-teacher/practising profession shall be in a formal relationship with various stakeholders. In all accounts, the student-teacher shall strive to establish a cordial, respectful, and supportive relationship when fulfilling his/her duties and responsibilities to the learner, employer, profession, community, and the state.

In this regard, student-teacher shall:

- (i) Engage in a formal relationship with other stakeholders in order to develop or create a conducive working environment;
- (ii) Set a robust role model and demonstrate ethical behaviours as he/she interacts with students, colleagues, parents and others;
- (iii) Demonstrate high in all his/her dealings with students, colleagues and management;
- (iv) Appreciate the norms and values of the society and commit oneself to cherish them;
- (v) Treat other members of the profession with respect and dignity;
- (vi) Avoid making offensive statements about colleagues, especially in the presence of pupils/students/clients, other staff, officials or parents;
- (vii) Respect himself/herself and others by not engaging in any form of harassment, such as physical punishment, sexual abuse, mental and emotional harassment which may subject an individual to fear, trauma and anxiety among others. ;
- (viii) Not discriminate or harass pupils/students/clients, fellow staff or members of the public on the grounds of sex, religion, ethnicity or disability;
- (ix) Refrain from taking part in activities that might instigate the feeling of hatred or enmity among different communities; and
- (x) Keeps a dignified conduct corresponding with the expectations from a teacher as a role model.

Acts that contravene these relationships shall be construed as 'misconduct'.

Therefore, the following cases shall be treated as contravening the code of conduct:

- (i) Engaging in misconduct includes being guilty of immoral conduct, stirring disobedience, being guilty of a criminal offence and engaging in excessive use of intoxicants.

- (ii) Seducing and/or being involved in sex related affairs with clients (e.g., students or persons to whom they are offering services) in one's working station.
- (iii) Using abusive language.
- (iv) Seeking material or sexual favour(s) from clients (e.g., students or persons to whom they are offering services) in promise/exchange for a higher academic rating or good services.
- (v) Sexual harassment shall include but is not limited to:
 - a) Sexual jokes, innuendoes, noises, rude suggestions, abusive language, obscene gestures;
 - b) Defamation comments on a person's anatomy, persistent demands for dates;
 - c) Pressuring for sexual activity or favour;
 - d) Asking about personal sex life, explicit sexual suggestions in return for reward;
 - e) Telling lies or spreading rumour about a person's sexual life to assassinate the character of the victim;
 - f) Unwanted physical contact of any sort which is sexual, including touching sensitive body parts, brushing against the body, hair or clothes, kissing, pinching, patting, grabbing, or cornering;
 - g) Displaying of pornographic and sexually suggestive pictures and/or sexual objects;
 - h) Transmitting offensive written, telephone or electronic communications of sexual nature;
 - i) Indecent exposure;
 - j) The use of one's authority or power, either explicitly or implicitly, or coerce another into unwanted sexual relations or punish another for his or her refusal;
 - k) The creation by a member or a group of people of an intimidating, hostile or offensive working or educational environment through verbal or physical conduct of a sexual nature.
 - l) Rape or assault;
 - m) Public and/or group sex.
 - n) Any other act as identified in the UDSM/DUCE/MUCE Anti-sexual harassment policy.

6.2 Disciplinary Measures against Misconducts

A code of conduct is only effective if appropriate penalties accompany it. To be implemented effectively, violations of the code should be addressed appropriately. Thus, a breach of TP/PT regulations shall be resolved based on the gravity of the misconduct. The following measures/penalties shall be taken against a student-teacher who will be found guilty of disciplinary offence:

- (i) Absenteeism from the TP/PT station **less than five (5)** days of the TP/PT period shall result to repeat the TP/PT.

- (ii) Absenteeism from the TP/PT station for a period of **five (5) days and above** the student teacher shall be discontinued from studies.
- (iii) Student-teacher who secures permission and fail to be at the TP/PT station for **five (5) days and above** shall be required to repeat the TP/PT and his/her grade will be treated as a special examination.
- (iv) Student-teacher who will be required to repeat TP/PT as a penalty to any misconduct, his/her grade will be treated as a supplementary examination.
- (v) Student-teacher who repeats a lesson to satisfy the assessor shall be considered to have committed cheating and therefore the student teacher shall be discontinued from studies.
- (vi) Student-teacher who report very late at work station shall be given oral warning or strong warning or required to repeat TP/PT depending on the gravity of the offence.
- (vii) Student-teacher who is reported to be drunk while on duty shall have committed an offence and shall be given severe warning and if she/he repeats the offence shall be discontinued from studies.
- (viii) For the case(s) subjected to legal proceedings, sub-paragraph 17.1(v) of the University student bylaws shall apply.
- (ix) Breach of a Students' Dress Code as provided in sub-section 6.1.2 (i-iii) of these regulations, the head of TP/PT station shall warn or reprimand the student. If the offence continues, the head of institution shall prevent him/her to enter institutional premises and, therefore, the student-teacher shall repeat TP/PT.
- (x) Other offences and penalties stipulated in accordance with UDSM/DUCE/MUCE Student By-Laws, UDSM General University Examination Regulations, Tanzania Teachers' Code of Professional Conduct, and Other UDSM/DUCE/MUCE applicable policies, regulations and procedures shall be applicable in line with these TP/PT exercise.

6.3 Appeals Against Disciplinary Measures

Appeals shall follow the University procedures stated in the General University Examination Regulations (GUER), Section 18 and University Student By-Laws.

PART SEVEN

QUALITY ASSURANCE OF TP/PT

7.1 Introduction

There shall be dedicated efforts to establish and maintain the teacher profession benchmarks for teacher education in Tanzania with international comparability of the graduates produced by the UDSM from its teacher education programmes. In this regard the following conditions shall be observed:

- (i) Quality shall be assured at all levels of TP/PT exercise;
- (ii) The UDSM Quality Assurance office in collaboration with TP/PT coordinators (SOED, DUCE and MUCE), the Regional Coordinators and TP/PT supervisors, shall oversee the quality of the conduct of TP/PT;
- (iii) There shall be continuous professional development (CPD) for TP/PT supervisors to refurbish knowledge and skills on TP/PT assessment and orient them on TP/PT assessment tools and procedures;
- (iv) TP/PT orientation shall be a compulsory programme for student-teachers and supervisors and shall be included in the University Almanac;
- (v) There shall be regular stakeholders' meetings to share views on how to improve the conduct of TP/PT; and
- (vi) There shall be a review of TP/PT regulations and procedures after every five years.

7.2. Moderation and Evaluation of TP/PT

7.2.1. Internal Moderation of TP/PT

- (i) Internal moderation of TP/PT shall be conducted each year by the University management, senior academic staff from the University, and the Campus TP/PT Coordinators.
- (ii) The moderation of TP/PT results shall be conducted annually to achieve and maintain high-quality standards set by the University.
- (iii) There shall be a regular review of TP/PT assessment tools.

7.2.2. External moderation and evaluation of TP/PT

The external moderation shall be conducted at the end of the TP/PT session and shall involve student-teachers with extreme performance (outliers). The moderation shall be conducted in specific institutions planned for the exercise. In this regard, the following rules shall apply:

- (i) External moderators shall be searched by the Dean, SoED and/or Deputy Principal-Academic, Research and Consultancy (for constituent colleges) in consultation with the Deans, Faculty of Education (MUCE and DUCE) and the TP/PT Coordinators. Then, shall be submitted to the DVC-Academic and/or Principals (for constituent colleges) for approval.

- (ii) External moderation and evaluation shall be conducted by academic staff appointed from other universities, or professional bodies, or other partners such as MoEST, PO-RALG, Regional and District Education Officers.
- (iii) External moderators shall liaise with the TP/PT Coordinator to sample TP/PT station(s) and student-teachers for moderation in the assigned region(s).
- (iv) The moderator shall prepare and submit a report to the DVC-Academic/Deputy Principal-Academic, Research and Consultancy and copied to Dean-SoED and FoED (DUCE and MUCE) on the outcome of the moderation process for actions.
- (v) The external moderators' grades shall be computed with TP/PT score to decide on the final TP/PT results of the student-teachers moderated.
- (vi) External moderators shall hold meetings with internal assessors to present their TP/PT moderation reports.

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Teaching Practice/Practical Training Forms

The following forms are in current use for teaching practice purposes:

- a) Teaching Practice Assessment Form A1
Assessment form by supervisors in TP/PT stations (for BA Ed. BSc. Ed., BEd. and PGDE student-teachers teaching in primary/secondary/colleges)
- b) Teaching Practice Assessment Form A2
Assessment form by supervisors in TP/PT stations (for PESS student-teachers).
- c) Practical Training Assessment Form A3
Assessment form by supervisors in PT stations (for BEd. ACE, ECE & Psychology student-teachers in non-teaching stations).
- d) Teaching Practice/Practical Training Portfolio Assessment Form A4
Assessment report form by supervisors in TP/PT stations (for assessing portfolios of BA Ed. BSc. Ed., BEd. and PGDE student-teachers in teaching and non-teaching stations).
- e) Teaching Stations Institutional Assessment Form B1
Assessment report form by institutions where teaching practice is carried out (for BA Ed. BSc. Ed., BEd. and PGDE student-teachers teaching in primary/secondary/teacher colleges).
- f) Non-Teaching Stations Institutional Assessment Form B2
Assessment report form by institutions where practical training is carried out (for BEd. ACE, ECE & Psychology student-teachers in non-teaching stations).
- g) Teaching Practice Pre-visit Form C1- C2
Teaching practice information on number of places, accommodation, etc. from TP/PT stations.
- h) Teaching Practice Form D1:
Record of attendance for student teachers in TP/PT stations.
- i) Teaching Practice Form D2:
Record of attendance for supervisors in TP/PT stations.
- j) Teaching Practice Form K:
Application for teaching practice funds (imprests).

IN REPLY, PLEASE QUOTE REFERENCE NUMBER