



THE INTER-UNIVERSITY
COUNCIL FOR EAST AFRICA

BENCHMARKS FOR THE BACHELOR OF KISWAHILI STUDIES

June, 2025



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ACRONYMS / ABBREVIATIONS

CPD	Continuing Professional Development
COHESA	Capacitating Kiswahili in Eastern and Southern Africa
EAC	East African Community
EAC-TWG	East African Community Technical Working Group
ELO's	Expected Learning Outcomes
EAQFHE	East African Qualifications Framework for Higher Education
EQF	European Qualification Framework
FAO	Food and Agricultural Organization
HEIs	Higher Education Institutions
UNESCO	United Nations Educational Scientific and Cultural Organization
ACALAN	Academy of African Languages
SADC	Southern African Development Community
UN	United Nations
AU	African Union
IUCEA	Inter-University Council for East Africa
OH JPA	Kiswahili Joint Plan of Action (2022–2026)
OHRECA	Kiswahili Research, Education and Outreach Centre in Africa
QA	Quality Assurance
PAPU	Pan African Parliament Union

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The National Commissions/Councils of Higher Education of the EAC Partner States are highly acknowledged for their instrumental contribution in spearheading and coordinating the processes in their respective countries.

In a special way, I do appreciate the collaboration and partnership of East African Kiswahili Commission for their invaluable support and partnership in this noble initiative of developing benchmarks for Bachelor of Kiswahili. I am confident that this initiative will go a long way in improving the quality of higher education in the region and advance the aspiration of the EAC integration.

It is my expectation that these benchmarks will provide an important building block of harmonisation of Bachelor of Kiswahili programmes across in EAC Partner states, as we strive to develop the East African Common Higher Education Area. Therefore, all stakeholders will use them in the various intended purposes such as curriculum development and review, assessing graduates' competencies and comparability, among others.

Prof. Gaspard Banyankimbona,
Executive Secretary

FOREWORD

The Inter-University Council for East Africa (IUCEA) is a strategic institution of the East African Community (EAC) responsible for the development and coordination of higher education and research in the region. The EAC considers higher education as critical for the attainment of socio-economic development and regional integration. As such, after having been recognised as the surviving institution of the former Community responsible for coordinating the networking of universities in the region, IUCEA assumed a broader role as a building block for the achievement of sustainable socio-economic development and regional integration. In that regard, the mission of IUCEA now focuses on the promotion of strategic and sustainable development of higher education systems and research for supporting East Africa's socio-economic development and regional integration. The IUCEA has set its vision to become the leading EAC Institution for an exemplary Common Higher Education Area for a prosperous and sustainable East African Community.

Hence, in 2006 IUCEA initiated a process aimed at harmonising regional quality assurance by establishing a common East African quality assurance framework, regional quality assurance office at the IUCEA Secretariat, and setting regional higher education benchmarks quality standards based on internationally recognised frameworks.

The process would also prepare a user-friendly quality assurance handbook based

on existing national benchmarks and systems and streamline national and institutional quality assurance systems according to the local perspectives with the aim of promoting international competitiveness of universities in East Africa.

The initiative also focused on capacity building through providing appropriate training on the implementation of the quality assurance system to staff in universities and national commissions and councils for higher education in the Partner States. It is linked to the establishment of a regional qualification's framework. It was anticipated that the regional qualifications framework would facilitate harmonisation of education and training systems, and qualifications thereby clearly indicating the program learning outcomes, the different qualification levels, credit system and recognition of prior learning, among others.

Therefore, the framework would easily facilitate mutual recognition of qualifications across the region as envisioned in the EAC Common Market Protocol. All these interventions contributed significantly in transforming the East African Community into a Common Higher Education Area, a declaration that was made by the 18th Summit of the EAC Heads of State on

20th May 2017.

In developing the regional quality assurance system for higher education in East Africa, IUCEA in collaboration with the German Academic Exchange Service (DAAD) and the Germany Rectors' Conference (HRK) within the framework of their joint Higher Education Management support program referred to as "Dialogue on Innovative Higher Education Strategies (DIES)", started to work on this initiative through a consultative process involving various stakeholders of higher education in the region. The process involved holding several consultative meetings and workshops at country and regional levels, aimed at building consensus and mapping out a strategy on how to establish a regional quality assurance framework. This included the development of an operational tool in the form of a Quality Assurance Handbook. The consultative forums were also aimed at ensuring that all performance indicators and quality benchmarks were agreed upon and owned by all end-user institutions.

Additionally, IUCEA intended to develop more specific-subject benchmarks as part of the tools for the harmonisation of academic programs offered in Higher Education Institutions (HEIs) in the region. The first benchmarks developed were for Bachelor of Business-related Studies. Subsequently, benchmarks

were developed for the Bachelor of Computer Science and Bachelor of Information Technology; Bachelor of Science in Agriculture, Horticulture, Animal Science, Food Science and Technology; Bachelor of Education Programs; Medicine (MD/MBChB), Bachelor of Science in Food Safety, Bachelor of Sports Sciences and Dentistry Programs (DDS/BDS), Benchmarks for the Bachelor in Food Safety, Benchmarks for the Master in One Health and Benchmarks for the Bachelor in Social Work.

This publication contains benchmarks for Bachelor of Kiswahili. The benchmarks for Bachelor of Kiswahili were developed through a consultative process involving experts from universities, industry, government agencies among other partners.

On behalf of the IUCEA secretariat, it is my sincere hope and expectation that the higher education fraternity in the region will make use of these benchmarks to ensure that our programs are relevant and of expected quality.



Prof. Gaspard Banyankimbona,
Executive Secretary
Kampala, June 2025 IUCEA

PREAMBLE

Over the years, IUCEA has developed a Regional Quality Assurance System that seeks to harmonise the quality of higher education in East Africa. The development of benchmarks is therefore an important component of this System in the harmonisation of the training in the Higher Education Institutions. The Regional Quality Assurance System is one of the key pillars in the realisation of the East African Common Higher Education Area.

The benchmarks for the Bachelor of Kiswahili Studies contained herein have been developed as one of the set milestones for the development of program benchmarks. The main objective of benchmark of Kiswahili studies is to provide a baseline for comparability of the Bachelor of Kiswahili and their graduates within and outside the East Africa Community by harmonising practice in the region. The benchmarks developed are not prescriptive or absolute standards but serve as a yardstick or a point of reference for curriculum program developers.

This document has been structured into three (3) parts:

Part 1: presents the background, objectives, and the justification of need for the benchmarks in Kiswahili. It also articulates the benchmarks development process.

Part 2: shows the use of benchmarks. Specifically, benchmarks and qualifications, benchmarks and curriculum design and benchmarks and quality assurance.

Part 3: provides the details of the program in Kiswahili focusing on the goals, expected learning outcomes, the course content for Bachelor of Kiswahili.

PART ONE: INTRODUCTION

1.1 Background

Kiswahili is one of the major and fastest growing languages globally and is spoken by over 200 million people (UNESCO, 2022). In November 2021 UNESCO recognized Kiswahili as one of the major world languages, with 7th July every year declared as World Kiswahili Language Day. It is an official language in the African Union, Pan African Parliament Union (PAPU) and already an official language in the East African Community (EAC) grounded in Article 137 of the Treaty for the Establishment of the EAC. It is therefore justified to be the language of a wider communication globally. Furthermore, institutions such as the African Union (AU) through Africa Academy of Languages (ACALAN), the Southern African Development Community (SADC) and the United Nations (UN) have adopted Kiswahili in various capacities as a working or official language, affirming its continental and global relevance. Apart from identifying the region with an African background, residents of the region will likely want to learn the language, a result of which will bring the people together as communication barriers will be erased. Also, the international recognition has catalyzed the expansion of Kiswahili teaching across East Africa Partner States, where it is now offered in various universities and institutions through diverse course units.

As a result of the expansion, Kiswahili has been taught in various institutions of higher learning in the region. This has brought about diversity in development and teaching of Kiswahili across EAC universities. The Inter-University Council of East Africa sees it necessary to come up with the benchmarks that will be used to harmonize the teaching of Kiswahili in the region.

1.2 Objectives of the Benchmarks

The Bachelor of Kiswahili program should be designed in such a way that it addresses the concerns of different stakeholders. This can be achieved by focusing on the following grouped program objectives:

- Building effective collaboration and synergy to build advocacy and political will and to leverage investment for an evidence-based Kiswahili approach,
- Improved coordination, communication and alignment of Kiswahili activities and capacity-building efforts, including in the provision of technical support, normative frameworks, research, education and guidance,
- Strengthened cross-sectoral capacity to co-design and implement inclusive and equitable multilevel work plans and strategies in line with Kiswahili principles.

1.3 Justification/Rationale

The development of benchmarks for the Bachelor of Kiswahili studies is both timely and essential, given the rising status of Kiswahili as a continental and global language. As one of the most widely spoken African languages, Kiswahili plays a vital role in national identity, regional integration, socio-economic development, and cultural preservation. Despite its growing importance, Kiswahili programs in various universities often differ significantly in content, structure, and learning outcomes. This lack of uniformity poses challenges in ensuring quality, relevance, and comparability across institutions.

The benchmarks are necessary to:

Harmonize academic standards across institutions offering Kiswahili programs to ensure that graduates possess comparable knowledge, skills, and attitudes regardless of the university they attend.

Respond to the changing dynamics of language use, including the impact of globalization, digital communication, and multilingualism, which require Kiswahili graduates to be versatile and technologically literate.

Bridge the gap between academic training and the labour market by ensuring that Kiswahili graduates are equipped with relevant skills for diverse professional fields such as teaching, translation and interpretation, media, creative writing, public service, and community development.

Support national, regional, and continental language policies, including the promotion of Kiswahili as a working language of the African Union and a key instrument for Pan-African unity and development.

Strengthen the role of Kiswahili in fostering inclusive education, social cohesion, and sustainable development, particularly in multicultural and multilingual contexts where language plays a critical role in access to knowledge and services.

Enhance quality assurance and accountability in higher education, by providing institutions, regulatory bodies, and stakeholders with a clear reference for program development, assessment, accreditation, and continuous improvement.

Encourage the documentation, preservation, and revitalization of African indigenous knowledge systems, with Kiswahili serving as a bridge between traditional wisdom and modern education.

In view of these reasons, the formulation of benchmarks for the Bachelor of Kiswahili is a strategic and necessary step towards strengthening the academic and societal value of Kiswahili as a discipline and as a vehicle for empowerment, communication, and transformation.

1.4 Eligibility for Admission

Candidates will be admitted to the program depending on criteria for admission specified by respective ministries responsible for education in partner states.

1.5 The Benchmark Development Process

As taught in higher Education institutions on the African continent and spoken within EAC, Kiswahili plays a key role in the integration process in the EAC as also adopted by the 22nd Ordinary Summit of the Heads of States of EAC. There is a need to teach Kiswahili as a language and to promote it for fostering the integration process within the East African Community. The 24th Head of States Summit approved and send the instrument of adoption of amendment of the article 137 of the Treaty to incorporate Kiswahili and French as official language of the Organs and Institutions of the Community in addition to English.

Therefore, as one of the activities to be implemented in its Annual Operational Plan, the development of the Benchmarks for the Bachelor in Kiswahili started in July 2025 by the identification of the different experts from the region and other stakeholders.

This process led to the organisation of the online workshop held on 17th January 2025 and 21 experts from Higher Education Institutions and regional organizations, such as EAKC attended the workshop. This was the phase one of the process. The workshop focused on the identification of the key stakeholders and defined their respective roles and mapped their expectations. The online workshop was also dedicated to establishing a clear and actionable roadmap for the design and implementation of a bachelor's programme in Kiswahili, specifically tailored for East African Higher Education Institutions.

In phase two, IUCEA secretariat organised a physical workshop on 16th to 18th June 2025 in Entebbe, Uganda. The key objective of this physical workshop was to design a Benchmarks for the Bachelor in Kiswahili programmes.

The workshop has successfully achieved its objectives, including the establishment of a shared understanding of quality benchmarks, the development of a draft framework, and the identification of key actors for implementation and follow-up.

As phase three, the identification of the key actors in the implementation of the Benchmarks for the Bachelor of Kiswahili studies, IUCEA Secretariat organized a validation workshop on 30th June 2025 and 32 stakeholders participated in the workshop concluded by the validation of the Benchmarks that we are presenting to you today for consideration.

1.6 Stakeholder Engagement

The stakeholder consultation was based on the presentation of draft developed by the Experts to get input from the stakeholders. Seven partner States had participated in the online workshop held on 17th January 2025. The online workshop included a session where participants discussed and reflected on the current status of Kiswahili programmes in East Africa, the quality aspects can be identified, how can the design and teaching systems of Kiswahili programme in East Africa be harmonised so as to ascertain the quality, comparability and mobility of the university students across the region, what are the most appropriate pedagogical strategies and approaches for the delivery of Kiswahili programmes in HEIs in East Africa and how can the key stakeholders in Kiswahili programmes be involved in improving quality of teaching, learning and assessment in HEIs in East Africa?

The stakeholders include higher education experts, professional bodies, employers and industry, and included experts drawn from the disciplines of Kiswahili and African literature.

PART TWO: THE USE OF BENCHMARKS

2.1 Benchmarks and Qualification Standards

The benchmarks for the Bachelor of Kiswahili studies recognise the existing standards and qualifications frameworks within the respective EAC partner states. The document does not aim to replace the initiatives of the East African Community (EAC) Partner States and their institutions but instead seeks to provide a regional benchmark for learning outcomes in Kiswahili language studies. Care has been taken to align the benchmarks with existing National Qualifications Frameworks (NQFs) across the region.

Over the last decade, countries worldwide have developed or are developing National Qualifications Frameworks (NQFs), which serve as policy instruments to classify qualifications across levels of post-secondary education and training. These frameworks define titles, learning outcomes, and qualifications while ensuring articulation and mobility within and across systems.

In the same spirit, East African countries are working toward developing and aligning their own NQFs. For instance, Tanzania defines an NQF as “a national instrument for the development and classification of qualifications according to a set of criteria for levels of learning and skills achieved.” The East African Qualifications Framework for Higher Education (EAQFHE) echoes this, defining a Qualifications Framework as “an instrument for the development and classification of qualifications according to a set of criteria for levels of learning, skills and competences achieved.”

A global comparison of NQFs, including the European Qualifications Framework (EQF) and others, reveals consistent efforts to define education levels, especially in higher education. For Bachelor’s degrees, descriptors vary in numbering but are similar in essence. The EQF lists Bachelor’s degree at level 6, while the EAQF lists it at level 8.

A graduate holding the Bachelor of Kiswahili qualification will be capable of applying knowledge, skills, and understanding in varied and sometimes unpredictable contexts. They will demonstrate substantial personal responsibility for their work and that of others, and accountability for resource allocation, policymaking, planning, execution, and evaluation, particularly within language-related, cultural, educational, and communication aspects.

2.2 The Benchmarks and Curriculum Design

The purpose of setting benchmarks is to guide Higher Education Institutions (HEIs) in designing or revising curricula. While the National Regulatory Agencies in the EAC Partner States will assess curricula based on their own standards, regional benchmarks serve to promote harmonization and consistency.

One of the key facets of Benchmarks is emphasis on learning outcomes, which are needed because they guarantee that:

- Graduates from different institutions achieve comparable quality levels;
- Graduates enjoy equal opportunities in the regional and international labour markets;
- Employers and stakeholders understand the competences of Kiswahili graduates;
- Academic mobility of students and faculty is increased; and
- Collaborative opportunities across institutions are enhanced.

2.2.1 Program Objectives

The Bachelor of Kiswahili degree should be structured in a way that addresses the interests and expectations of various stakeholders, including learners, educators, employers, and policy makers. The program objectives should fall into the following three categories:

- Academic ability - deep and broad understanding of Kiswahili language, literature, linguistics, and culture.
- Employability – readiness for careers in teaching, translation, media, publishing, government, and cultural preservation.
- Personal development – fostering critical thinking, communication, creativity, and cultural identity.

Survey findings across institutions have shown that many universities offering Bachelor of Kiswahili courses do not have well-defined program objectives or learning outcomes. This document seeks to fill that gap.

2.2.2 Formulating the Expected Learning Outcomes

The first step in developing a program is formulating learning outcomes, clear statements of what a student is expected to know, understand, and be able to do upon completing a program, module, or course.

Institutions are encouraged to align their learning outcomes with these benchmarks, identify gaps, and adjust accordingly. For each learning outcome, methods of assessment should be clearly specified.

In line with the European Qualification Framework (EQF):

Learning outcomes are statements of what a learner knows, understands, and is able to do on completion of a learning process, defined in terms of knowledge, skills, and competence.

Competence includes the proven ability to apply knowledge, skills, and personal/social abilities in diverse contexts.

While learning outcomes and competencies overlap, they are not synonymous. Learning outcomes pertain to what is taught and measured; competencies encompass broader, sometimes innate, qualities such as adaptability, initiative, and creativity, some of which may be developed outside the formal learning environment.

HEIs should embrace collaborative, consistent approaches in defining and applying learning outcomes to:

- Improve student learning and mobility.
- Provide clear guidance to instructors/lecturers.
- Remove barriers to effective teaching and learning.
- Enable regional collaboration among HEIs in the region and beyond.
- Increase students' learning, retention and completion.
- Produce quality graduates.
- Improve students' opportunities for employment.

In this document, the following definition for Learning Outcomes is used:

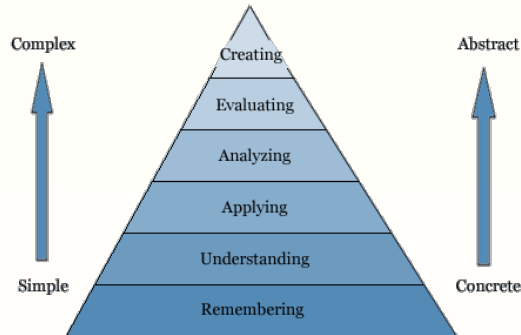
Learning outcomes can be divided into three domains:

- Cognitive learning (Knowledge)
- Psychomotor learning (Skills)
- Affective learning (Attitudes)

In the Bloom's taxonomy, the teaching and learning hierarchy is important for the correct and consistent building of the knowledge side of the Learning Outcomes. The cognitive domain comprises six levels starting with the easiest

level remembering and ending in the top with creating as the most complex level of the taxonomy (see Figure 1) Formulating Expected Learning Outcomes one has to formulate actions, starting at the lowest level of the taxonomy. See, for examples, Figure2:

Figure 1: Action words for the cognitive domain (Anderson and Krathwohl, 2001)



Bloom's Taxonomy in Kiswahili Education

For effective curriculum development, the cognitive domain of Bloom's Taxonomy can be applied to build learning outcomes progressively:

Remembering – recalling vocabulary and rules.

Understanding – interpreting poems, stories, and speech.

Applying – using Kiswahili in communication, translating, interpreting, teaching, or media.

Analyzing – comparing linguistic forms, identifying styles

Evaluating – critiquing texts, assessing language use in society

Creating – composing original poetry, narratives, or linguistic models

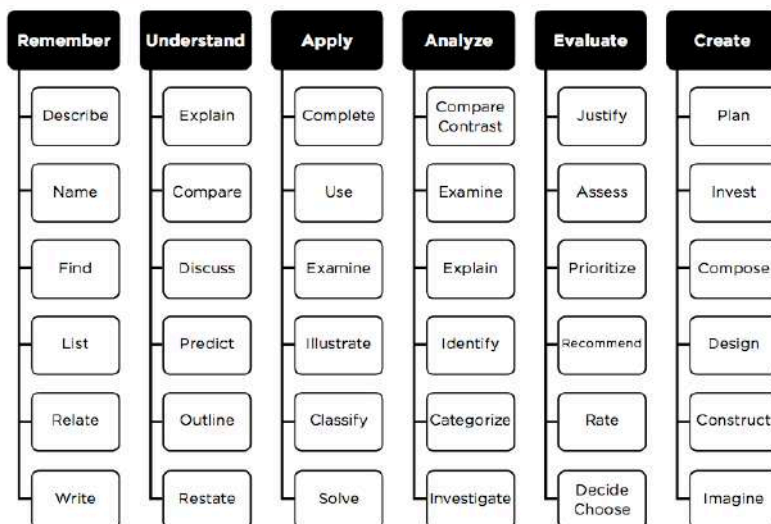


Figure 2: Action words for the cognitive domain (Anderson and Krathwohl, 2001)

The learning outcomes are categorized into three domains:

- Cognitive Learning (**Knowledge**)
- Mastery of Kiswahili grammar, literature, and linguistic theories.
- Psychomotor Learning (**Skills**)
- Practical ability in writing, speaking, editing, translation, and text analysis.
- Affective Learning (**Attitudes**)

Appreciation of Kiswahili as a cultural and unifying language; commitment to professional ethics and social responsibility.

Figure 3 below shows the relationships between knowledge, skills and attitude. The model is also used to categorize the learning outcomes for Bachelor of Kiswahili

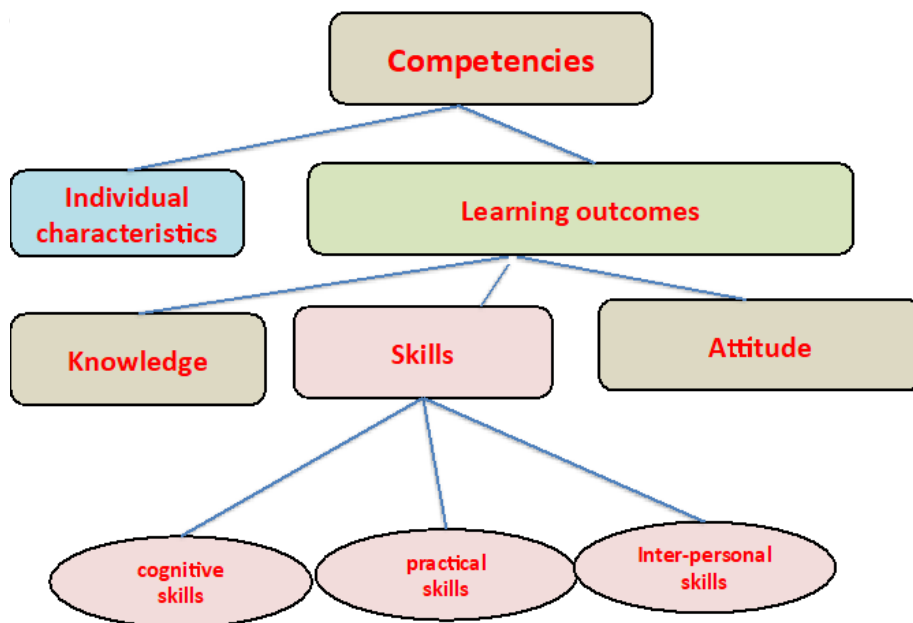


Figure 3: Categorization of Learning Outcomes

In formulating learning outcomes, a distinction has to be made between generic learning outcomes and subject specific learning outcomes. Generic learning outcomes are those outcomes expected from all academic trained graduates. Examples of generic learning outcomes are: problem solving, communication skills, and ability to cooperate.

A key characteristic of a generic learning outcome is that you have to practice it in a specific field. Subject specific learning outcomes are those that are typical to that discipline

2.2.3 Translating learning outcomes into the program

The next step in the process after the formulation of learning outcomes is to identify what courses are needed to achieve the learning outcomes. A distinction has to be made between the core subjects and the supporting subjects. Establish what is already present in the program (may be with another name) and what subjects should be added.

To check if the planned courses cover the learning outcomes, it is important to develop a curriculum alignment matrix, an example as shown in Table 1. For each course the specific learning outcomes have to be formulated and one must check how far this course contributes to the achievement of the program learning outcomes.

Bachelor of Kiswahili					
Learning outcomes	Course 1	Course 2	Course 3	Course 4	Course 5
Communication skills	x		x		
Critical thinking		X		x	X
Problem solving					X
Cooperate/working together	x				
Etc.					

2.2.4 Course Description

In this document, the learning outcomes for the basic program are provided. Higher education institutions will have to develop the courses, starting with the formulation of the learning outcomes for that specific course. For each course, a clear description is available (See 3.7). An essential part of the program is to assess how far the student has achieved the learning outcomes. Therefore, it is necessary for the HEIs to decide how each learning outcome will be assessed.

2.3 The benchmarks and Quality Assurance

It is envisaged that the benchmarks will play a significant role in quality assurance of this program. Although each National Commission or Council applies its own criteria in assessing the quality of programs, the benchmarks can play a significant role in harmonization of quality assessment and quality assurance at the region level. It is therefore expected that the National Commissions and Councils will ideally align their standards with these benchmarks. The benchmarks also offer external assessment teams a frame of reference in assessing the quality of a program. For the HEIs, the benchmarks offer a good instrument for evaluating the quality of their own program.

2.4 Implementation of the Benchmarks

The implementation of these benchmarks is the responsibility of HEIs and the oversight responsibility is that of the National Commissions and Councils. The choice to follow either a modular or a course unit system is at the discretion of the university. IUCEA will provide the overall coordination and evaluation of the process.

2.5 Review of the benchmarks

These benchmarks will be subject to review after every five-year period to take care of emerging trends in the environment.

PART THREE: THE BENCHMARKS FOR BACHELOR OF KISWAHILI STUDIES

3.1 Description of Kiswahili Program

The Bachelor of Kiswahili is a university-level program designed to equip students with comprehensive knowledge and skills in Kiswahili language, literature, linguistics, and communication. Therefore, it is timely and strategic, responding to the linguistic, literary, cultural, educational, and integration needs of the region as unifying medium of communication in East Africa.

The benchmark serves as a regional reference point to guide curriculum design, teaching, learning, and assessment in Kiswahili studies, ensuring quality, relevance, and comparability across universities in the East African Community (EAC). Therefore, this benchmark is expected to cater for the Bachelor of Arts with Education (specializing in Kiswahili), Bachelor of Kiswahili Education, and any other Kiswahili undergraduate degree program offered by universities within the region. In addition, benchmark reflects the growing recognition of Kiswahili as both a national and international language with critical roles in education, media, governance, culture, and regional integration. Furthermore, it provides a unified framework to guide institutions in the development and delivery of Kiswahili degree programs while respecting institutional autonomy.

However, it emphasizes the need for a set of minimum core course units that cuts across all such programs and are uniformly adopted by all Partner States. This ensures harmonization of content, quality, and graduate competencies in line with regional integration objectives and international recognition of Kiswahili. Graduates are prepared for employability in sectors such as education, media, translation and interpretation, regional integration, diplomacy, research, public service, and cultural promotion, where Kiswahili continues to play a unifying and developmental role.

3.2 The Goal of Kiswahili Program

The goal of the program is to enable learners apply Kiswahili competences so as to address language and communication in regard to learning it either as a second or as a foreign language. In addition, it is intended to produce competitive graduates with advanced proficiency in Kiswahili linguistics, literature, translation and interpretation that are able to serve the society in different professional fields. For example, as teachers, they are expected to conduct research in Kiswahili and other Africa languages, preserve cultural heritage and use the language across East Africa and beyond.

3.3 Program Objectives

The Bachelor of Kiswahili program is prepared to produce skilled language professionals and teachers with the knowledge, skills, and positive attitudes essential for promoting human rights, equality, and lifelong learning. The specific objectives of the program are to:

1. Equip graduates with advanced proficiency in Kiswahili linguistics, literature, translation and interpretation and research skills for effective application in diverse professional and societal contexts
2. Introduce learners to key national, regional, and international debates on language policy, identity, and teaching of Kiswahili as a foreign and second language,
3. Develop comprehensive understanding of language structure, culture, literature and pedagogy to support effective teaching and learning,
4. Prepare Kiswahili scholars capable of handling translation of information and interpret, editing and publishing industries for specific purposes both in Kiswahili and other languages,
5. Empower graduates to document, analyze, and apply African languages (including endangered ones), and to actively advance the use of Kiswahili in official and non-official domains nationally and regionally.

3.3.1 Academic Ability

Graduates are expected to:

- Demonstrate high proficiency in Kiswahili grammar, phonology, morphology, semantics, stylistics, pragmatics and sociolinguistics for accurate and professional language use.
- Critically analyze Kiswahili literature using appropriate literary theories.
- Apply linguistic theories to Kiswahili language use in various contexts

(education, media, health, research, religion, Justice, creative arts, translation and contemporary technologies).

- Conduct academic research and progress to higher levels of Education in Kiswahili.
- Demonstrate Kiswahili writing skills for diverse purposes - academic, journalistic, creative and official.
- Be able to respond to Kiswahili contemporary emerging issues
- To integrate Kiswahili with artificial intelligence and communication technologies.
- Ability to teach Kiswahili as a foreign or second language using current pedagogical and digital tools.

3.3.2 Employability

The Program objectives under this category are to equip learners with:

- Skills for effective communication in Kiswahili within various contexts.
- Interdisciplinary skills to encourage acquisition of additional competences in different fields to broaden career prospects.
- Research and practical skills to leverage language and culture knowledge in Kiswahili.
- Ability to adapt Kiswahili language skills for different professional settings.
- Skills for effective communication in Kiswahili within various contexts.
- Interdisciplinary skills to encourage acquisition of additional competences in different fields to broaden career prospects.
- Language project's organization and execution skills in both job contexts and entrepreneurial ventures

3.3.3 Personal Development

The Program objectives under this category are to enable graduates to:

- Possess intercultural competence, especially in multilingual and multicultural settings within East Africa and beyond.
- Exhibit critical thinking, creativity and problem-solving skills through linguistic and literary analysis.
- Uphold ethical values, cultural awareness and commitment to African identity and heritage through Kiswahili.

- Be equipped with knowledge, continuous research and professional skills in Kiswahili.
- Communicate efficiently in Kiswahili within different professional contexts.
- Organize and execute language related project in entrepreneurial context.

3.4 Expected Learning Outcomes

Bachelor of Kiswahili program is formulated to be used as benchmarks for East Africa Universities in the learning and teaching of Kiswahili. The formulated ELO's are the threshold: all graduates of the bachelor's program in Kiswahili must achieve them. The HEIs may consider adding Learning Outcomes as and when necessary in line with their mission and vision or other identified need(s). Table 2 outlines the expected learning outcomes for a Bachelor in Kiswahili.

Table 2: Expected Learning outcomes for Bachelor of Kiswahili

Knowledge	<p>The graduate should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate comprehensive knowledge and understanding of Kiswahili language, linguistics and literature. 2. Exhibit knowledge and understanding the historical, sociopolitical and cultural context of Kiswahili as a regional and global language. 3. Demonstrate knowledge and understanding of the principles of language policy, planning and standardization, especially in East African, African and globally. 4. Analyze the role of Kiswahili in media, education, trade, governance and international diplomacy.
Cognitive Skills	<ol style="list-style-type: none"> 5. Analyze Kiswahili linguistic and literary texts critically using appropriate theoretical frameworks. 6. Solve problems related to Kiswahili language use, interpretation, curriculum design and communication. 7. Evaluate research findings and engage in independent academic inquiry in Ki swahili and related fields. 8. Develop and present coherent arguments in Kiswahili, showing evidence of critical thinking, creativity, and independent judgment. 9. Critically evaluate the role of Kiswahili in social, political, and economic development in East Africa.

Practical Skills	<p>10. Teach Kiswahili effectively using appropriate pedagogical methods, including multilingual and multicultural classrooms.</p> <p>11. Translate and interpret texts and speech accurately and professionally between Kiswahili and other languages.</p> <p>12. Use modern digital tools and platforms for language instruction, research, translation and publication.</p> <p>13. Develop Kiswahili language curricula, instructional materials and policy documents.</p> <p>14. Conduct linguistic fieldwork, including data collection, transcription, analysis, and reporting.</p>
Interpersonal Skills	<p>15. Communicate effectively, confidently and ethically in Kiswahili and other relevant languages in both professional and community settings.</p> <p>16. Collaborate effectively with others in multidisciplinary and multicultural teams, especially in language related projects or initiatives.</p> <p>17. Exhibit professionalism, ethical conduct and engage respectfully with communities in the preservation and promotion of Kiswahili heritage.</p> <p>18. Exercise leadership in linguistic, educational or literary initiatives in local, regional and international settings.</p>
Attitudes and Values	<p>19. Show enthusiasm and commitment to preservation, promotion and development of Kiswahili as a unifying African language.</p> <p>20. Promote values of integrity, patriotism, inclusivity and social justice through Kiswahili language use and practice.</p> <p>21. Uphold professional ethics in teaching, research and publication, media, translation and interpret.</p> <p>22. Demonstrate a lifelong commitment to learning and engaging with emerging linguistic, literary, and technological developments in Kiswahili.</p>

3.5 Translation of Learning Outcomes into the Basic Phase of the Bachelor of Kiswahili Program

The learning outcomes provided in the regional benchmark have been carefully translated into the basic (foundational) phase of the Bachelor of Kiswahili programs, which may include; Bachelor of Arts with Education (Kiswahili), Kiswahili Communication and the Media, Bachelor of Education in Kiswahili and Bachelor of Kiswahili. These programs may be offered in either a Single Main or a Double Main format: In a Single Main, Kiswahili is studied alongside another discipline (e.g., English, History, Geography or Religious Studies). Students are expected to achieve balanced competence in both areas by fulfilling the core requirements of each. In a Double Main, the student focuses primarily on Kiswahili, taking a larger number of credit hours in core and supporting Kiswahili courses. Such students are expected to attain deeper mastery of the discipline. The benchmark has been structured to accommodate both formats while ensuring that minimum academic standards are maintained across institutions. A common set of core course units that cuts across all the Kiswahili programs, reinforcing consistency and quality within the region and wherever Kiswahili is taught at Bachelors level.

Table 3:List of core subject areas and supporting areas for the Bachelor of Kiswahili

CORE COURSES		Kiswahili General Courses	Supporting Subject areas
Linguistic Courses	Literature courses		
<ol style="list-style-type: none"> 1. Introduction to Communication Skills in Kiswahili 2. Introduction to Kiswahili Language and Linguistics 3. Principles of Kiswahili Grammar 4. Kiswahili Phonology 5. Kiswahili Morphology 6. Kiswahili Syntax 7. Semantics and Pragmatics in Kiswahili 8. Sociolinguistics in Kiswahili 9. Lexicography and Terminology Development 10. Computational Linguistics in Kiswahili 11. Discourse Analysis in Kiswahili 12. Psycholinguistics in Kiswahili 13. Historical and Comparative Linguistics 14. Kiswahili for Specialized Fields 	<ol style="list-style-type: none"> 1. Introduction to Kiswahili Literature 2. Kiswahili Oral Literature 3. Children’s Literature in Kiswahili 4. Kiswahili Short Stories 5. Kiswahili Novels 6. Kiswahili Classical and Modern Poetry 7. Kiswahili Play and Drama 8. Kiswahili Stylistics and Creative Writing 9. Kiswahili Literary Theory and Criticism 10. Kiswahili Literature and Gender 11. Comparative Literature in Kiswahili 12. African Philosophy in Kiswahili Literature 	<ol style="list-style-type: none"> 1. Translation and interpreting in Kiswahili 2. Teaching Kiswahili as a Second and Foreign Language 3. Kiswahili History and Development 4. Kiswahili and Sign Language 5. Advanced Communication Skills 6. Research Methods in Kiswahili 7. Editorial Skills in Kiswahili 8. Kiswahili Litterature and Translation 	<ol style="list-style-type: none"> 1. Digital Literacy/ ICT 2. Psychology 3. Education 4. Sociology 5. Philosophy 6. Media studies 7. Hospitality studies 8. Community development

The Learning Outcomes and the Curriculum Alignment Matrix

As already mentioned in 2.2.3, to check if the planned courses cover the learning outcomes, it is important to develop a curriculum alignment matrix. For each course, one has to formulate the specific learning outcomes for that course and have to check how far this course contributes to the program learning outcomes.

Table 4 shows the curriculum alignment matrix for the Expected Learning outcomes of the Bachelor of Kiswahili. For each subject the contribution to the Expected learning outcomes are given.

CORE SUBJECTS	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	
LINGUISTIC COURSES																							
Introduction to communication skills in Kiswahili	X	X		X		X		X		X					X	X	X		X	X		X	
Principles of Kiswahili grammar	X				X	X								X	X								
Introduction to Kiswahili language and linguistics	X	X	X		X	X		X	X		X				X	X		X	X			X	
Kiswahili phonology	X				X	X						X		X	X	X			X			X	
Kiswahili morphology	X				X	X					X	X		X	X				X			X	
Kiswahili syntax	X				X	X					X	X		X	X		X		X			X	
Semantics and pragmatics in Kiswahili	X	X			X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X
Lexicography and terminology development	X			X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Discourse analysis in Kiswahili	X				X	X			X														
Sociolinguistics in Kiswahili		X	X			X			X		X				X	X	X	X	X	X			
Kiswahili for Specialized Fields	X	X	X	X	X	X	X	X	X		X	X		X	X	X	X	X	X	X	X	X	X
Computational Linguistics in Kiswahili	X	X				X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Kiswahili Literature and Translation	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Historical and Comparative Linguistics	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Psycholinguistics in Kiswahili	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
LITERATURE COURSES																							
Introduction to Kiswahili literature	X	X			X			X				X			X	X	X	X	X	X		X	X

3.6 Course Description

Course Classification Framework

To effectively implement the learning outcomes, the benchmark distinguishes two major types of course categories: Core Courses and Supporting Courses, each serving a distinct role in the learning process.

Core Courses (Subject Areas)

Core courses are the foundation and identity of the Kiswahili discipline. They represent the philosophical and structural base of the program and are compulsory for all students, regardless of whether they are in the Single or Double Main track. These courses ensure that every graduate acquires essential knowledge and competencies in Kiswahili.

Supporting Courses (Subject Areas)

Supporting courses are designed to complement the core courses. While they do not constitute the disciplinary foundation, they are vital for deepening understanding, application and contextual integration of core content. They offer methodological, pedagogical, or interdisciplinary enrichment, enabling students to develop practical and intellectual tools necessary for real-world use of Kiswahili. Examples include: Communication Technology, Educational Development and Kiswahili Curriculum Studies.

Course Descriptions

1. Introduction to Communication Skills in Kiswahili

This course emphasizes the development of communicative competence in the four language skills: listening, speaking, reading and writing. It provides an overview of the concept of communication, its role, and the various types of communication, and suggests techniques for effective communication. The course also offers students opportunities to practice Kiswahili oral and written skills through activities such as writing letters, reports, memos, CVs and taking minutes. Additionally, it equips learners with public speaking skills by engaging them in meetings, debates and other discussions, enabling them to express themselves clearly and confidently in diverse contexts.

2. Principles of Kiswahili Grammar

This course introduces students to the core principles and structures that underlie Kiswahili grammar. It systematically explores the phonological, morphological, syntactic, semantic and pragmatic rules that govern how Kiswahili operates as a language. Through a combination of theoretical grounding and practical application, students will develop competence in analysing grammatical structures, producing accurate language forms and applying grammatical knowledge in oral and written communication.

3. Kiswahili History and Development

This course explores the origins and evolution of Kiswahili, tracing its historical development, cultural significance and its role as a lingua franca in East Africa as well as its spread in Africa and globally. It examines the stages of Kiswahili development during different historical periods: Pre-colonial, Colonial and Post-colonial. It also focuses on key factors that influenced its growth, such as trade, migration, religion and other cultural exchange. In addition, the course provides an overview of Kiswahili dialects, outlines the stages of its standardization and addresses its characteristics as a Bantu language.

4. Introduction to Kiswahili Language and Linguistics

The course provides an overview of the linguistic features in Kiswahili, covering key linguistic domains: phonetics, phonology, morphology, syntax, and semantics. It also addresses the definitions of language and linguistics, the properties of language, the concept of language as a structure and system, and offers a brief introduction to the main branches of linguistics. Additionally, the course provides a clear description of the subfields of phonetics and introduces fundamental concepts in phonetics including IPA symbols, phonetic transcription, phones, and allophones.

5. Introduction to Kiswahili Literature

This course gives a general introduction to Kiswahili literature. It covers the following: the role literature in society, introduction to various Kiswahili genres. It re-examines and restates the relations between the literary text, ideology and history and assesses the previous accounts of Kiswahili literary production and literary theory. Students are also introduced to the rich body of Kiswahili literary works, genres, themes, and literary movements, fostering appreciation and critical analysis of Kiswahili literature, comparison between oral and written literature, literature in the society, Kiswahili language and Kiswahili.

6. Kiswahili Phonology

This course introduces the student to a foundational understanding of speech sounds, beginning with an overview of general phonetics before focusing on the unique phonological features of Kiswahili. Students will examine the sound system of Kiswahili, including vowels, consonants, tone, intonation and syllable structure. The course also explores phonological rules and processes such as assimilation, elision and insertion as they apply in Kiswahili. Emphasis is placed on understanding how these elements interact within the broader linguistic system and influence pronunciation, meaning and communication.

7. Kiswahili Morphology

This course introduces the student to the internal structure of words in Kiswahili, with a focus on morphemes the smallest units of meaning. Learners will explore word formation processes including affixation, compounding and reduplication and how these contribute to the richness of Kiswahili vocabulary. The course also examines inflectional and derivational morphology, with special attention to noun classes, verb conjugation, tense, aspect and mood.

8. Kiswahili Syntax

This course introduces the student to sentence structure and the rules governing the arrangement of words in Kiswahili. It covers core syntactic concepts such as phrase structure, word order, agreement and sentence types. Students will analyze the syntactic roles of different parts of speech, including nouns, verbs, adjectives and conjunctions and study how they interact to form coherent and grammatically correct sentences. The course also introduces transformational-generative grammar and its application in Kiswahili equipping students with tools for syntactic analysis.

9. Kiswahili Novels

This course exposes the student to the study of Kiswahili novels as a literary genre that reflects social, political, cultural and historical dynamics within Swahili-speaking societies. Students will read selected novels from various time periods and analyze them using literary techniques such as characterization, plot development, setting and thematic exploration. The course encourages critical reflection on the role of the novel in shaping identity, consciousness and moral values. Emphasis is placed on both classic and contemporary authors, fostering an appreciation of the evolution and diversity of Kiswahili fiction.

10. Kiswahili Oral Literature

This course introduces the student to the rich tradition of Kiswahili oral literature, examining genres such as folktales, myths, proverbs, riddles, songs and oral poetry. Students will explore the cultural functions, performance contexts and stylistic features of oral narratives, while also learning methods of collecting and analyzing oral texts. The course highlights the role of oral literature in transmitting communal values, norms and historical memory and examines its relevance in contemporary society. Fieldwork and recordings may be integrated to enrich students' practical understanding.

11. Semantics and Pragmatics in Kiswahili

This course introduces the student to the meaning of words and sentences in Kiswahili (semantics) and how context influences meaning in communication (pragmatics). It explores key semantic concepts such as synonymy, antonymy,

polysemy and semantic roles, as well as pragmatic principles including implicature, presupposition, speech acts and deixis. Students will examine how meaning is constructed, interpreted and negotiated in everyday Kiswahili discourse. The course equips learners with analytical tools to evaluate both literal and implied meanings in various communicative settings.

12. Lexicography and Terminology Development

This course introduces the student to the principles and practices of dictionary-making (lexicography) and the systematic creation of specialized vocabulary (terminology development) in Kiswahili. The course covers types of dictionaries, data collection, word definition, lemma selection and corpus usage. The course also explores the challenges and methodologies involved in developing new terms for emerging disciplines such as science, technology and law. Students will engage in practical exercises on compiling glossaries and contribute to the ongoing development of Kiswahili as a modern language of scholarship and professional communication.

13. Translation and Interpretation in Kiswahili

This course introduces students to key principles, theories, and practices of Kiswahili translation and interpretation. It examines linguistic, cultural and contextual factors in conveying meaning across languages, with engagement in literary, legal, scientific, and technical texts. Emphasis is placed on interpretation as a dynamic skill, covering modes such as consecutive, simultaneous, and whispered interpreting. Students receive practical training with tools like headsets, booths, and computer-assisted interpreting software, alongside modern technologies including AI-powered translation systems. The course also addresses ethical standards such as confidentiality and neutrality. It aims to develop analytical, practical and ethical competencies for bilingual and multilingual settings.

14. Teaching Kiswahili as a second and foreign language

This course introduces the student to the study of the Language acquisition and teaching of Kiswahili as a second or foreign language in multilingual contexts. It examines theoretical foundations of second language acquisition (SLA), language learning in multilingual societies, and pedagogical methods suited for diverse learners. The course further addresses language policy, sociolinguistic dynamics, and intercultural communication within East Africa and globally. Students will explore curriculum design, materials development, digital innovations (AI, ICT), assessment, and practical teaching strategies.

15. Sociolinguistics in Kiswahili

This course examines all aspects of the relationship between language and society. It studies how Kiswahili functions within society, including language

variation, language policy, identity, and the impact of social factors on language use. It also examines how language is used and how it varies in different social contexts, sociolinguistic concepts of bilingualism and multilingualism and related issues. The course considers these issues in the context of the role of Kiswahili in the East African Community most of whose member countries are multilingual. In doing so, the focus will be on Kiswahili language profiles in the East African Community. The role of Kiswahili as a lingua franca for the East African Community will be considered.

16. Kiswahili Literary Theory and Criticism

This course introduces the student to various literary theories and critical approaches used in analyzing Kiswahili literature. It covers classical, modern and postmodern literary theories including structuralism, formalism, Marxism, feminism, post colonialism, African Ontology, black aesthetic theory, magical realism, absurdism, dialogism, existentialism, postcolonial theory, feminist theory, marxist theory, intertextuality and realism and reader-response theory. Students will apply these theories to selected texts from different genres such as poetry, drama, and prose to uncover deeper meanings, ideological underpinnings, and aesthetic strategies. The course sharpens learners' critical thinking and interpretive skills, enabling them to engage deeply with Kiswahili literary works in academic and creative contexts.

17. Research Methods in Kiswahili

This course provides students with foundational knowledge and skills in conducting academic research using Kiswahili as the medium of inquiry and reporting. It covers the research process including formulation of research problems, literature review and selection of appropriate research designs in the development of research instruments. Special attention will be given to Kiswahili linguistic and literature academic writing conventions, citation practices and ethical issues in research. The course will enable students to design and execute research projects and present their findings in scholarly formats in order to contribute to the advancement of Kiswahili studies.

18. Kiswahili Short Stories

This course offers a critical study of Kiswahili short stories, focusing on their structure, themes, narrative techniques, and stylistic features. Students will examine how short stories differ from novels and novellas in scope, form, and function. The course fosters skills in literary analysis, interpretation, and creative writing, while also exploring the social, cultural, and artistic roles of the short story in Kiswahili literature.

19. Discourse Analysis in Kiswahili

This course deals with the principles of discourse analysis, focusing on Kiswahili texts. Students will explore language use in various contexts, understanding how meaning is constructed through discourse structures and social interactions.

20. Editorial Skills in Kiswahili

This practical course equips students with comprehensive skills in editing, proofreading, and publishing Kiswahili texts. Emphasis is placed on producing accurate, coherent, stylistically effective, and contextually appropriate written materials for diverse audiences and purposes, including academic, professional, media, and creative publishing contexts. The course also introduces learners to editorial standards, publication ethics, and emerging trends in print and digital publishing.

21. Kiswahili for Specialized Fields

This course prepares students to utilize Kiswahili in various professional domains such as education, media, law, and business. It emphasizes specialized vocabulary, effective communication strategies, and contextual language use.

22. Computational Linguistics in Kiswahili

This course focuses on the basics of computational linguistics in Kiswahili. It covers the use of technology and artificial intelligence in language analysis, natural language processing (NLP), and the development of digital language resources such as corpora and dictionaries.

23. Kiswahili Literature and Translation

This course explores the principles and techniques of literary translation with a focus on Kiswahili texts and their equivalents in other languages. It emphasizes the preservation of cultural meaning, stylistic richness, and contextual accuracy in translating prose, poetry, and other literary forms.

24. Historical and Comparative Linguistics

This course traces the historical development of Kiswahili, examining changes in its phonology, morphology, syntax, and vocabulary over time, as well as the internal and external factors influencing its evolution. It also focuses on the comparative analysis of Kiswahili and other Bantu languages to identify shared linguistic features, reconstruct proto-forms, and understand genetic relationships within the Bantu language family.

25. Kiswahili Play and Drama

This course offers a thorough study of Kiswahili play and drama, covering its historical evolution from traditional to contemporary forms. It examines various drama types: classical, modern, and experimental and key elements like themes,

dialogue, character, and performance. The course also explores the influence of the digital era on Kiswahili theatre through new media and online platforms. Students engage in both critical analysis and creative production, developing original works that blend traditional and modern elements.

26. Kiswahili Literature and Gender

This course examines representations of gender in Kiswahili literature, exploring how themes of identity, power, and social roles are portrayed. Students analyse literary texts through gender perspectives, considering cultural and historical contexts that shape gender dynamics.

27. Psycholinguistics in Kiswahili

This course explores the psychological processes involved in the acquisition, comprehension, and production of Kiswahili. It examines how cognitive functions influence language use, development, and processing within Kiswahili-speaking communities.

28. African Philosophy in Kiswahili Literature

This course covers the key concepts and perspectives of African Philosophy as reflected in Kiswahili and other African literatures. It examines the role of African thought in shaping indigenous knowledge, morality, and responses to contemporary social issues, while comparing it with Western philosophy. Emphasis is also placed on aesthetics and African aesthetics, highlighting how literary expressions convey philosophical and cultural values.

29. Comparative Literature in Kiswahili

This course highlights the concept and practice of Comparative Literature through the study of literary works from Africa and beyond. It emphasizes theoretical and methodological approaches that help students examine artistic, thematic, and cultural interactions between Kiswahili literature and other literary traditions, while developing analytical skills for informed and critical literary comparison.

30. Kiswahili and Sign Language

This course explores the relationship between Kiswahili and sign language by examining linguistic, cultural, and communicative aspects of deaf communities in Kiswahili-speaking regions. It introduces key principles of sign language and analyses how Kiswahili supports inclusive, visual-gestural communication and social integration.

31. Children Literature in Kiswahili

This course explores the development, themes, and pedagogical significance of children's literature in Kiswahili. Students will analyse various texts, understanding their cultural contexts, instructional applications, and create children literary

works to foster reading and literacy among young learners.

32. Kiswahili Stylistics and Creative Writing

Focusing on stylistic analysis and creative expression, this course equips students with techniques to craft compelling Kiswahili fiction. Emphasis is placed on language aesthetics, literary devices, and innovative writing strategies rooted in oral, written, and digital tradition.

33. Kiswahili Classical and Modern Poetry

This course investigates the evolution of Kiswahili poetry from classical compositions to contemporary works. Students will analyse poetic forms, themes, and linguistic devices, fostering an appreciation of Kiswahili poetic artistry across eras.

34. Advanced Communication Skills

This course develops advanced communicative competence in Kiswahili, focusing on complex oral and written interactions across academic, professional, and public settings. Emphasis is placed on clarity, appropriateness, and effectiveness in delivering and responding to sophisticated texts and discourse

Attitude	Attitude means a settled way of thinking or feeling about something
Bachelor's degree	It is a degree in which the holder of the qualification will be able to apply knowledge, skills and understanding in a wide and unpredictable variety of contexts with substantial personal responsibility, responsibility for the work of others and responsibility for the allocation of resources, policy, planning, execution and evaluation
Basic phase	The first phase of the Bachelor program, compulsory for all students (2 in a 3 years bachelor and 3 years in a 4 years Bachelor
Benchmark	point of reference against which something may be measured
Benchmark standards	Subject benchmark statements set out expectations about standards of degrees in a range of subject areas. They describe what gives a discipline its coherence and identity, and define what can be expected of a graduate in terms of the abilities and skills needed to develop understanding or competence in the subject. (T)
Competencies	Is a product of individual characteristics and achieved learning outcomes
Core subject	These are the essential subjects offering a thorough foundation of the discipline. The core subjects are the backbone of the discipline
Course (unit)	A self-contained, formally structured learning experience. It should have a coherent and explicit set of learning outcomes and appropriate assessment criteria. Course /units can have different numbers of credits
Curriculum alignment matrix	An instrument for checking the contribution of a course, unit or module to the achievement of the program learning outcomes
Curriculum	See program
Elective subjects	These are subjects out of which a student has to make a selection, to deepen or to broaden their learning experience in the program
Equivalency	Having the same value, without being uniform
Generic learning outcomes	Generic Learning outcomes are those learning outcomes, expected from all academic trained graduates, irrespective of the study program. Examples of generic learning outcomes are problem solving, communication skills, and ability to cooperate
Harmonization	Harmonization of programs means that the programs in the region are comparable based on agreed benchmarks
Internship	Is a period of supervised training at the workplace and is an important part of the program. It offers the student the opportunity to become acquainted with his /her future job. It provides the student with experiences at working floor level

Knowledge	Is the body of facts, principles, theories and practices that is related to a field of work or study. It is the outcome of the assimilation of information through learning and is described as theoretical and/or factual
Learning outcomes	Statements of what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and attitude
Masters degree	It is a degree in which the holder of the qualification will be able to display mastery of a complex and specialized area of knowledge and skills, employing knowledge and understanding to conduct research or advanced technical or professional activity, able to work autonomously and in complex and unpredictable situations
Module	A formal learning experience encapsulated into a block of study, usually linked to other modules to create a program of study
Module description	Module description is statement of the aims, objectives/learning outcomes, content, learning and teaching processes, mode of assessment of students and learning resources applicable to a block of study
National Qualification Framework (NQF)	The policy framework that defines all qualifications recognized nationally in postcompulsory education and training within a country. The NQF comprises titles and guidelines, which define each qualification, together with principles and protocols covering articulation and issuance of qualifications, and Statements of Attainment. See also Qualifications framework
Program	A set of coherent educational components, based on learning outcomes, that are recognized for the award of a specific qualification through the accumulation of a specified number of credits and the development of specified competences. (T) (IUCEA definition)
Program objectives	Overall specification of the intention or purpose of a program of study (T)
Project work	Is a form of study, which is problem oriented. The project is normally based on an actual existing problem which may be linked to internship and leads to possible solutions. The project may be practical or research oriented
Qualifications framework	Is an instrument for the development and classification of qualifications according to a set of criteria for levels of learning and skills and competences achieved
Skills	The ability to apply knowledge and use know-how to complete tasks and solve problems
Standards	Explicit levels of academic attainment, which are used to describe and measure academic requirements and achievements of individual students and groups of students

Subject specific learning outcomes	Are those learning outcomes that are typical for that discipline. See also generic learning outcomes
Supporting subjects	These are subjects for backing the core subjects. Without these subjects it will be difficult to understand the core subjects
Tuning	Tuning is a collaborative, consultative process involving academics working in subject groups with employers and other stakeholders in curriculum development to enhance student competences. Tuning projects which are funded by the European Commission in higher education have been successfully completed in over sixty countries around the world



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