

MUHIBILI UNIVERSITY OF HEALTH AND ALLIED SCIENCES



CURRICULUM DEVELOPMENT FRAMEWORK UNDER UNIVERSITY QUALIFICATIONS FRAMEWORK (UQF) 6 - 10)

APRIL 2023

BACKGROUND INFORMATION

This Curriculum Development Framework, 2023 is a new version at Muhimbili University of Health and Allied Sciences (MUHAS). It is aligned with the Standards and Guidelines for University Education in Tanzania 2019 of the Tanzania Commission for Universities (TCU). It will serve as a guide to departments/schools/institutes and Senate in the development and approval of new or revised curricula, and before curricula are submitted to the Commission for accreditation or re-accreditation.

The Framework contains different sections reflecting specific quality aspects both qualitative and quantitative. To allow departmental/school/institute peculiarity, departments /schools/institutes hosting the program may wish to add some feature(s) that deem important in order to meet institutional objectives. It is expected that the Framework will be user-friendly to the developers of curricula and approval organs within University.

All MUHAS revised/developed curricula are submitted to the Tanzania Commission for Universities (TCU) through an online system “Programme Management System (PMS)”. The submission to the Commission has to be accompanied with the following:

- i) Vice Chancellor’s submission letter indicating that the curriculum has been endorsed by relevant Department, Faculty/College/School, and approved by the Senate;
- ii) Verified extract of the Senate minutes of the meeting that approved the curriculum;
- iii) Payroll of academic staff who directly involved in the implementation of the revised/developed curricula as indicated in Section 8.0 in the TCU standard guideline of 2019 for recent three consecutive months;
- iv) Verification letter from the professional body(ies) to confirm their involvement in the design and development of the proposed/reviewed curriculum;
- v) Minutes of stakeholders’ meeting for validation of the proposed or reviewed curriculum;
- vi) Market survey/need assessment report for the newly developed curriculum;
- vii) Tracer study report for the reviewed curriculum; and
- viii) Matrix table showing what has been changed for the revised curricula as indicated in Section 9.0 of the TCU standard guideline of 2019.

1. INSTITUTIONAL PROFILE

1.1. Institution

Muhimbili University of Health and Allied Sciences (MUHAS)

1.2. Cluster

Autonomous

1.3. Nature of provider

Public

1.4. Department

(Insert name of department)

1.5. Head of Department

(Insert name of head)

2. PROGRAMME DETAILS

2.1. Title of the programme

2.2. Programme cluster

2.3. Programme sub field

2.4. UQF level

2.5. Duration:

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

2.6. Programme status

2.7. Mode of delivery

2.8. Location of the delivery

2.9. Proposed intake numbers

<i>Enrolment Year</i>	<i>2022/2023</i>	<i>2023/2024</i>
<i>Number of Students</i>		

2.10. Entry requirements/qualifications

2.11. Practical training or field work attached to programme

2.12. List of other approved programmes in the host department

3. Rationale for development of the programme

3.1 Justification of the programme undertaken

3.2 Consultation process:

3.3 Program philosophy and objectives:

3.3.1. Philosophy

3.3.2. Objectives

3.4 Exit levels:

3.5 Programme expected learning outcomes and its associated teaching/learning activities and assessment criteria.

4. Programme management

3.6 Entry arrangement for the programme

3.7 Transfer and progression

4.2.1 Transfer into this programme

4.2.2 Transfer from this programme

4.2.3 Progression

4.3 Recognition of prior learning (informal and non-formal learning)

4.4 Learning assumed to be in place (pre-requisite formal learning)

4.5 Transfer arrangement

4.7 Benchmarking and international comparability

4.8 Programme evaluation procedures

4.8.1 Learner reaction/satisfaction

4.8.2 Learning (competencies) development

4.8.2.1 Application (performance)

4.8.2.2 Organizational (MUHAS) benefits

4.8.2.3 Results, patients and community satisfaction (outcomes)

5. ASSESSMENT DETAILS

5.1. Programme assessment strategy

5.1.1 Formative Assessment (FA)

5.1.2 Summative Assessment (SA)

5.2. Examinations general format and examination regulations

5.2.1 General examination regulations

5.2.2 General format of the examination

5.3. Examination moderations, practical and audit assessment where applicable

5.3.1 Examination moderations

5.3.2 Practical assessment

i) The Log book

ii) Assignments

iii) Objective Structured Clinical Examinations /Objective Structured Practical Examinations(OSCE)/OSPE

iv) Oral examination

v) Clinical Case presentation examination

5.3.3 Written Examination

5.3.4 Clinical Audit assessment

5.4. Conditions for continuation and discontinuation.

5.4.1. Continuation

5.4.2. Discontinuation

5.5. Weight of each component in the final assessment of the programme

The total examination marks and grades shall be as shown in the Table below.

Letter grade	A	B+	B	C	D
Percent	75-100	70-74	60-69	49-59	0-49
Grade Point (GP)	4.4-5.0	3.5-4.3	2.7-3.4	2.0-2.6	0-1.9

Where;

A = Excellent; B+ = Very Good; B = Good; C = Marginal Failure, and D = Failure.

Grade Point Average (GPA) will be calculated at the end of the semester and audit year to facilitate decisions making on disposal. The GPA is obtained by dividing the sum of the product of grade point (GP) and credit (C) for each course by the sum of the credits (C) from each of the courses offered during the audit year. For example:

Course	Credit (C)	Score	Grade point (GP)	GPxC
---------------	-------------------	--------------	-------------------------	-------------

$GPA = \frac{\sum (GP \times C)}{\sum C} = \frac{326.7}{90} = 3.63$ which is truncated to 3.6 (note that there is no rounding-off when you truncate).

6. COURSE DESCRIPTION

6.1. Course code

6.1.1. Course Title

6.1.2. Course aim

6.1.3. Expected learning outcomes

6.1.4. Status

6.1.5. Credit rating

6.1.6. Hours spent

6.1.7. Course content

6.1.8. Teaching Methods

6.1.9. Assessment Methods

6.2.1 Reading list: (readings should be added)

6.2. Course code

6.2.2 Course Title

6.2.3 Course aim

6.2.4 Expected learning outcomes

6.2.5 Status

6.2.6 Credit rating

6.2.7 Hours spent

6.2.8 Course content

6.2.9 Teaching Methods

6.2.10 Assessment Methods

6.2.11 Reading list: (readings should be added)

6.3. Course code

6.3.1. Course Title

- 6.3.2. Course aim**
- 6.3.3. Expected learning outcomes**
- 6.3.4. Status**
- 6.3.5. Credit rating**
- 6.3.6. Hours spent**
- 6.3.7. Course content**
- 6.3.8. Teaching Methods**
- 6.3.9. Assessment Methods**
- 6.3.10. Reading list: (readings should be added)**

6.4. Course code

- 6.4.1. Course Title**
- 6.4.2. Course aim**
- 6.4.3. Expected learning outcomes**
- 6.4.4. Status**
- 6.4.5. Credit rating**
- 6.4.6. Hours spent**
- 6.4.7. Course content**
- 6.4.8. Teaching Methods**
- 6.4.9. Assessment Methods**
- 6.4.10. Reading list: (readings should be added)**

6.5. Course code

- 6.5.1. Course Title**
- 6.5.2. Course aim**
- 6.5.3. Expected learning outcomes**
- 6.5.4. Status**

6.5.5. Credit rating

6.5.6. Hours spent

6.5.7. Course content

6.5.8. Teaching Methods

6.5.9. Assessment Methods

6.5.10. Reading list: (readings should be added)

7. FACILITIES AND SUPPORT SERVICES

7.1. Facilities

7.2. Space allocated for the programme

7.3. Additional space required for the proposed programme

7.2 Library facility

7.2.1 Learners of the programme will have both physical and remote access to the library through manual catalogue and Online Public Access Catalogue (OPAC).

7.3 Equipment

7.4 Information and communication technology

7.5 Learner support services

SECTION 9 COMPARISON MATRIX FOR A REVIEWED CURRICULUM

This section has to be filled only for a reviewed curriculum. It intends to evaluate changes made by either addition or deletion so as to measure percentage changes of the reviewed curriculum.

Semester I Year I

EXISTING CURRICULUM			REVIEWED CURRICULUM			REMARKS (e.g., Course removed, New Course added, Course content changed etc.)
Course Code	Course Title	Credits	Course Code	Course Title	Credits	

Semester 2 Year I

EXISTING CURRICULUM			REVIEWED CURRICULUM			REMARKS (e.g., Course removed, New Course added, Course content changed etc.)
Course Code	Course Title	Credits	Course Code	Course Title	Credits	

Existing Name of the Programme:

10.0 Custodian of the document

The Deputy Vice Chancellor responsible for academic matters at MUHAS will be the custodian of this framework.

11.0 Revision of the guideline

The framework will be revised after every five years or/and depending on the directives from the Tanzania Commission for Universities (TCU).