

**MUHIMBILI UNIVERSITY OF HEALTH AND ALLIED SCIENCES**



**STUDENTS' ASSESSMENT  
HANDBOOK**

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## PREAMBLE

The Muhimbili University of Health and Allied Sciences (MUHAS) developed its first edition of the *Assessment Handbook* in 2017 stipulating how examinations should be conducted at the University's academic units. The Handbook was developed in an effort to harmonize on how examinations were being conducted, as reported by the internal audit conducted in 2014. It was evident that sole reliance on the prospectus and postgraduate guidelines to support the conduct of examinations was inadequate in the wake of recently rolled out competence-based curricula. Therefore, the handbook was meant to supplement the rules and regulations stipulated in the prospectus and postgraduate guidelines by providing more clarity and step-by-step procedures on how examinations should be conducted at the University.

The Handbook was supposed to be updated and re-published in 2019, however, it was not done due to unavoidable reasons. This means that, the previous handbook expired in 2019, furthermore, there were several challenges that were experienced during its implementation including inadequate awareness among the stakeholders (both students and University academic staff), and a still-existing wide variation on assessment methods across the University's academic units. These challenges have necessitated the review of the handbook, and we believe that this is the right time to update it so as to accommodate the new competence-based curricula implemented at the University from the academic year 2021-2022.

In general, the current Assessment Handbook has been compiled as a more practical guide to assist academic and other staff engaged in the assessment of students, including the use of computer-assisted assessment from the use of e-learning platform. This handbook is intended to promote best practices in students' assessment as guided by the prospectus, postgraduate and related guidelines from the Tanzania Commission for Universities.

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## **ABBREVIATIONS**

CAA	Computer-Assisted Assessment
CAT	Credit Accumulation and Transfer System
DCEPD	Directorate of Continuing Education and Professional Development
ICTU	Information and Communication Technology
QAU	Quality Assurance Unit
DVC - A	Deputy Vice Chancellor – Academic
GPA	Grade Point Average
MUHAS	Muhimbili University of Health and Allied Sciences
SARIS	Student Admission and Results Information System
SHDC	Senate Higher Degrees Committee
SQAC	Senate Quality Assurance Committee
SUEC	Senate Undergraduate Education Committee
VC	Vice Chancellor

## **DEFINITIONS**

### ***An academic year***

An academic year will be two semesters

### ***Assessment***

Unless otherwise stated, refers to all forms of tests, examinations, assignments, reports and *viva voce* given to a student/candidate during their participation in a module, course or clerkship.

### ***Award***

A certificate of academic excellence or conferment of a degree upon successful completion of a course, module, clerkship or academic program

### ***Blueprinting***

A detailed matrix of elements of performance relevant to the assessment and their respective weighting

### ***Candidate***

Means any person duly registered in any program of study at the University and who is eligible for examination.

### ***Credit***

A unit that gives weight to the value or level of requirement of an academic module/course/clerkship

### ***Course***

A selection or series of modules or course offered as part of the academic programme requirement.

### ***Coursework***

Any work assigned to and done by a student during a course/module/clerkship of study that will be evaluated as part of the student's grade in the course

### ***A department***

A unit responsible for developing and implementing modules, courses or clerkships at the University

### ***Examination***

Refer summative assessment

### ***Examination committee***

A school/institute level group of 3-4 academic staff selected to coordinate administration of all summative assessment at the school/institute level

***Examination officer***

An individual responsible for coordination of summative assessments at the department, school, institute or University level

***External Examiner***

An examiner(s) appointed from another institution for the purpose of monitoring the assessment process for fairness and academic standards

***Formative assessment***

A range of formal and informal assessment procedures conducted during the learning process to modify teaching and learning activities to improve student performance. This form of assessment is often coupled with frequent ongoing feedback.

***Grade Point Average (GPA)***

Is a number representing the average value of the accumulated final grades earned in a course over time. It is calculated by adding up all accumulated final grades and dividing that figure by the number of grades awarded.

***Internal Examiner***

A member of academic staff involved in teaching, setting and/or marking of an assessment for a particular course of study

***Moderator***

A MUHAS academic staff appointed from outside the respective department to make certain that the examination is marked using the same standards. They may also represent the external examiner if he/she cannot come in person.

***Module***

A set of self-contained standardized or independent topics that can be used to construct a course

***A semester***

This will be considered as 20/22<sup>1</sup> or 22 weeks of an academic calendar year depending on whether the programme is undergraduate or postgraduate, respectively.

***Summative assessment***

A range of formal assessment procedures offered at the end of a defined instructional unit to evaluate student learning, skill acquisition and academic achievement. This is assessment is considered 'high stakes'.

***University***

Means the Muhimbili University of Health and Allied Sciences (MUHAS)

<sup>1</sup> A semester is 22 weeks for 4<sup>th</sup> and 5<sup>th</sup> year students in the Doctor of Medicine programme



## **1.0 GENERAL INFORMATION**

### **1.1. Background**

- 1.1.1. The University views assessment as a means of promoting students' learning as well as providing evidence of that learning. It is interpreted as being diagnostic, formative or summative
- 1.1.2. The Assessment Handbook for examinations consolidates a number of University policy and regulations specific to the assessment procedures at the University
- 1.1.3. The handbook provides both University staff and students regulations on assessment procedures from the setting of assessments to the classification of degrees at the University. It should be consulted with other relevant documentations including:
  - a. The University Prospectus (Undergraduate and Postgraduate)
  - b. The Guidelines for Postgraduate Studies
  - c. Code of Conduct
  - d. Student by-Laws
  - e. MUHAS Staff Regulations
  - f. The Credit Accumulation and Transfer System (CAT)
  - g. The University Quality Assurance Policy

### **1.2. Purpose**

- 1.2.1. This Handbook acknowledges that assessment is a generic term for a set of processes that measure the outcome of students' learning, in terms of knowledge acquired, understanding developed and skills or abilities gained. Thus, the guidance in this handbook recognizes that disciplines will set different types of assessments, mark and offer feedback in different ways. However, the underpinning principles that will apply in all instances will be:
  - a. Equitable treatment of all students (fairness); assessment should be reasonable in the expectations placed on students and be demonstrably conducted in an equitable manner. The assessment result should be dependent only on measures of the intended learning outcomes of the module, course or clerkship.
  - b. Transparency; in the process of moderation or review of assessment, the information and guidance on assessment arrangements should be clear and accurate, be made known and be easily accessible to staff, assessors, External Examiners or moderators and students.
  - c. Consistency and reliability; assessment should deliver repeatable and accurate judgements.
  - d. Discrimination; assessment should enable assessors to distinguish between candidates who meet and those who fail to meet the intended learning outcomes.
  - e. Maintenance of academic standards and integrity of the University awards.
- 1.2.2. Assessment of student learning is a key issue for both students and University academic staff (those who teach and as well as those who are responsible for the design, accreditation, quality assurance and review of modules, courses or clerkships). Assessment serves several purposes at the University including:
  - a. Providing the means by which students are graded, passed or failed. The

performance being judged must relate to the achievement of the aims and intended learning outcomes of the module, course or clerkship on which the student is enrolled.

- b. Providing the basis for decisions on whether a student is ready to proceed, to qualify for an award or has demonstrated competence to practice.
- c. Enabling students to obtain feedback on their learning, their strengths and weaknesses, and helps them improve their performance.
- d. Enabling University staff to evaluate the effectiveness of their teaching.

### **1.3. Scope**

- 1.3.1. The procedures apply to both academic staff and students and include all activities related to assessment at the university, specifically:
  - a. Examination schedules
  - b. Assessments
  - c. Progression
  - d. Awarding of degrees
- 1.3.2. Any variations in practice that differ from the norms stipulated in this handbook must be recommended via the examination committees of each school/institute and approved by Senate.
- 1.3.3. This Handbook does not deal with the assessment of research degrees (non-thesis/non-dissertation courses) offered within the University.

### **1.4. Responsibility**

- 1.4.1. The office of the Deputy Vice Chancellor – Academic (DVC-A) will be the custodian of this handbook.
- 1.4.2. All staff in the academic departments are responsible for the implementation of guidelines within their mandate as described in the department activities and scheme of service.

## 2.0 SETTING AND SUBMISSION OF ASSESSMENTS

### 2.1. Principles for setting assessments

- 2.1.1. The department responsible for a module, course or clerkship will determine the nature, frequency, content and scoring of the assessments. There should be a blue printing of all assessments.
- 2.1.2. Assessment methods should specify the assessment instruments which are used. The University groups these into two distinct categories for the purposes of reviewing student performance.
  - a. **Formative assessment;** this is a form of assessment which relies upon performance in written or oral continuous assessment test along with one or more practical work, assignments, seminar papers, reports, presentations, class quizzes, etc. Anonymous marking is highly encouraged for continuous assessment test.
  - b. **Summative assessment;** this is a form of assessment which relies upon candidates producing written or oral answers to questions under formal examination conditions (normally at the end of a semester). The University operates a policy to ensure the anonymity of examination scripts during the marking process.
- 2.1.3. In the current new competence-based curricula, the use of e-learning platform is highly encouraged. Therefore, in this section, few important points on ways to carry out **Computer-Assisted Assessment (CAA)**, have been highlighted.
  - a. CAA can be delivered in a number of ways which includes the Web (potentially distributed worldwide), over an internet (on computers or tablets in a specific location) or on a CD-ROM.
  - b. The first two methods (using ‘web’ or ‘internet’) can be used for both formative and summative assessments. This is because, by these methods, students' answers can be recorded and analyzed and it is possible to carry out statistical analysis of questions to ensure they are of appropriate difficulty and are sufficiently discriminatory.
  - c. The CD delivery method may only be used for formative assessment where students can gauge their competence with particular topics using any computer to which they have access.
  - d. With all methods, questions can be asked in a variety of ways and feedback can be programmed in to fit particular responses a student might make. Thus if a student gives an incorrect response, an explanation can be given - this depends on assessors' choice.
- 2.1.4. When designing an assessment, the following principles must be applied:
  - a. Information on the learning objectives and what is expected of students must be provided clearly and explicitly to the students at the beginning of each module, course or clerkship, or academic year.
  - b. All intended learning outcomes should be assessed;
  - c. The volume, timing and nature of the assessment must be designed with intention of enabling students to demonstrate the extent to which they have achieved the intended learning objectives;
  - d. Both formative and summative assessments should be set to support learning and to measure achievement.
  - e. The assessment should as much as possible aim to assess higher levels of learning

(such as applying, analysing, evaluating or creating knowledge)

- f. A blueprint shall be developed to ensure adequate representation of topics and percentage weighting of cognitive dimensions.
- 2.1.5. When setting assessments considerations should be made to eliminate opportunities for misconduct.
- 2.1.6. There should always be at least two (2) formative assessments for a module, course or clerkship and one (1) summative assessment.
- 2.1.7. Information on the use of each assessment result, criteria<sup>2</sup> and feedback process should be made available to students.

## **2.2. Role of external examiners**

- 2.2.1. External examiners should have an opportunity to comment on the methods used for assessment, assessment criteria and feedback process of all summative assessments and the content of prepared examination papers.

## **2.3. Timing**

- 2.3.1. Each department will ensure the first formative assessment takes place no later than when a third of the module, course or clerkship time has been taught.
- 2.3.2. Students must be informed of the submission date of all take-home assignments including thesis and dissertations. This should be done at the start of a module, course or clerkship. If this is not possible then, students should be given the notice on the day the assignment is given.

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<sup>2</sup>The contribution of each assessment to the final grade

**2.4. Information to be made available to students:** Assessment methods should specify the assessment instruments which are used. The University groups these into two distinct categories for the purposes of reviewing student performance.

a) **Formative assessment:** this is a form of assessment which relies upon performance in written continuous assessment test along with one or more practical work, assignments, seminar papers, reports, presentations, class quizzes, etc. Anonymous marking is highly encouraged for continuous assessment test.

b) **Summative assessment:** this is a form of assessment which relies upon candidates producing written or oral answers to questions under formal examination conditions (normally at the end of a semester). The University operates a policy to ensure the anonymity of examination scripts during the marking process. Students should have access to the marking criteria that will be applied to their assessments i.e. each question must show how much marks it has.

2.4.1. Information for students should make it clear to whom and how submission will take place. In order to provide unambiguous evidence of the date and time of submission, the method of submission must include a mechanism for recording of the submission. It should also include a mechanism of assertion on the part of the student that the work in question is his or her own.

2.4.2. Functions of assessments

a. Formative assessments – to gather feedback that can be used by the instructor and the student to guide improvement in the ongoing teaching and learning context. It shall contribute to the final mark of a module, course or clerkship according to the programme curricula. In the event that it contributes to the final mark, students should be informed in advance (either before administration of the assessment or at the beginning of the module). The feedback process for formative assessments should include an indication of what is good about the piece of work and why; it should also indicate how the work could be improved.

b. Summative assessments – to measure the level of success or proficiency that has been obtained at the end of a module, course or clerkship by comparing it against some standards or benchmarks.

## **2.5. Methods of assessment**

2.5.1. Over the course of the programme a diverse range of areas of knowledge, skills and attitudes should be assessed to mark achievement of a range of intended learning outcomes using a wide range of assessment methods. When designing assessment(s), consideration should be given to the most appropriate method of assessment to support student learning and to accurately ascertain whether students have achieved intended learning outcomes. Advice on setting appropriate methods of assessment can be sought from the DCEPD as indicated in various curricula.

## **2.6. Setting of supplementary examinations**

- 2.6.1. Students who have been approved to re-sit a summative assessment must be assessed on the original syllabus.
- 2.6.2. When there are practical reasons why the original form of assessment on a module cannot be replicated, an alternative form of assessment must be used. Examples when this approach is justified include when the original assessment relied on fieldwork, group work, logbook, portfolio, input from visiting staff or when the original assessment involved many assignments throughout the learning process.
- 2.6.3. The method of re-assessment should address intended learning outcomes from as many modules as possible. It should be explained to students the rationale for an alternative form of assessment whenever applied.
- 2.6.4. Where the re-assessment is in the same format as the original assessment, any questions/tasks set should be different.

## **2.7. Setting summative assessment examinations**

- 2.7.1. A standard format and basic layout of examination papers and rubric shall be used throughout the University to provide clarity and consistency for students and to support the examination committees in preparation prior to and during examination sessions. Details on the presentation and preparation of examination paper and rubrics are found in Annex A.
- 2.7.2. Examination papers should be prepared and stored only on computers, which have physical and software security measures that are fit for purpose.
- 2.7.3. Past examination papers may be made available to students via the respective department and students must be made aware of how to access them. An embargo of five years will be placed on all summative assessment examinations before they are eligible for sharing with students.

## **2.8. Accessibility**

- 2.8.1. All staff should provide protection against discrimination, harassment and victimization of people with disability. A person with disability is a student with physical or mental impairment that has a substantial effect on her or his ability to carry out normal day-to-day activities.
- 2.8.2. The department should work towards removing or minimizing disadvantages suffered by people with disability. This may involve treating some students (those with disabilities) differently than others (the ones without any disability).
- 2.8.3. It is the responsibility of all staff to ensure their teaching and the process of assessment is accessible. Considerations should be made when reviewing essential parts of a programme and model design to increase accessibility.

## **2.9. Principles of submission**

- 2.9.1. Deadline for submission of assessments such as assignments, field reports, dissertations etc. must be communicated to students; this communication should be clear, explicit and easily accessible.

292. The consequence for late or non-submission must be made clear to students.
293. Methods for granting of extensions to the submission deadline for assessed work must ensure that all students are treated fairly and consistently.

#### **2.10. Late submission of assignments, field reports and dissertations**

Late submission of an assessment up to two weeks beyond a submission deadline must receive a mark capped at the module, course or clerkship pass mark unless an application for mitigation (extension/postponement) was approved. First submissions submitted later than two (2) weeks after the deadline will receive a 'mark of zero'. For dissertations, reference will be to the postgraduate guidelines.

- 2.10.1. All schools and institutes must publish the penalty for the late submission of assessed work in their relevant programme, module, course or clerkship documents.
- 2.10.2. The scheduling of school/institute boards to discuss requests for mitigation (extensions or postponement) should allow for consideration of applications for extensions to submission deadlines in advance of submission deadlines, either through scheduling ad-hoc meetings or through the delegation of such decisions.

#### **2.11. Non-submission and non-attendance**

- 2.11.1. Students are expected to complete all assessments whether formative or summative. Failure to attend or submit any assessment should only be excused in the case of serious illness or exceptional personal circumstances. Students must submit a request for mitigation (extension) at least two (2) weeks before the deadline for dissertations and within one (1) working day for in-house or clinical examinations. A medical certificate of illness must be provided in support of application for mitigation on the grounds of ill health. Late requests should not be considered unless it is an emergency.
- 2.11.2. For non-submissions or non-attendance with no reasonable explanation or properly documented evidence, a recommendation may be made to the Senate to discontinue the student from the programme as prescribed in the university prospectus.

#### **2.12. Postponement of assessment**

- 2.12.1. A department may prevent a student from completing an assessment for a module, course or clerkship if the student has participated in less than 90% of the module, course or clerkship activities as stated in the prospectus. In this circumstance, the department must have clear documentation of non- participation of the students. They must notify the student well in advance and submit a report to the school/institute board.
- 2.12.2. If a student deferred completion of an assessment and his/her mitigation was approved, then they will be given another assessment. Deferred summative assessment for undergraduates and postgraduates in the taught courses should be taken during the long vacation period. Deferred assessments for students in clinical rotations and dissertation defence will be taken at the next available opportunity. Deferred

candidates must be assessed on the original syllabus, but alternative methods of assessment may be employed in certain circumstances (see 2.5)

### **3.0 EXAMINATION PROCESSES**

#### **3.1. Summative assessment schedules**

- 3.1.1. The central timetable unit in collaboration with the office of the DVC-A will prepare a central examination schedule four (4) weeks after the beginning of the semester. The examination schedule will be published on the University website by the 10<sup>th</sup> week of the semester.
- 3.1.2. All summative assessments will be three hours in length and will be scheduled at the following hours: 09:00-12:00; 14:00-17:00 or 17:00-20:00<sup>3</sup>.
- 3.1.3. All summative assessments to be held outside the official University examination period will be scheduled on a Wednesday at 14:00-17:00 hours.
- 3.1.4. The department responsible for a summative assessment to be held outside the University examination period will be required to inform the students and office of the DVC-A in writing about the date of the summative assessment two weeks before the set date of the examination.
- 3.1.5. All summative assessments to be held outside of the official University examination period MUST appear in the central examination schedule.

#### **3.2. Sitting arrangement**

- 3.2.1. The office of the DVC-A will be responsible for coordinating sitting arrangements for students for all summative University examinations.
- 3.2.2. School/institutes examination committees will work with the office of the DVC-A to ensure all registered students within their respective school/institute have been allocated a sitting place in accordance to University regulations.
- 3.2.3. Students sitting for summative assessments shall be spread apart as much as the infrastructure allows minimizing examination irregularities.
- 3.2.4. The school//institute examination committees will ensure candidates are informed of their sitting arrangement three (3) working days before the date of the scheduled summative assessment examination. These should be posted in front of the identified venue. A copy of the sitting arrangement should be made available to the invigilators (for example by posting on the invigilation table).
- 3.2.5. All students sitting for an examination in the hall should be seated at least 15 minutes before the examination begins.
- 3.2.6. Students will not be allowed to enter the examination room without a valid university identification card.



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<sup>3</sup> All examinations offered from 17:00-20:00 are only eligible for Evening or Executive programmes

### 3.3. Invigilation

- 3.3.1. All summative assessments will be invigilated following University regulations.
- 3.3.2. Invigilators nominated by the office of the DVC-A must carry out invigilation in central examination venues during the main examination period or any other time. The invigilators shall be informed of their nomination in writing five (5) working days before the date of the examination.
- 3.3.3. All academic members of staff and selected support staff (namely laboratory technicians, scientists, clinical preceptors etc.) are obliged to invigilate examinations. A nominated invigilator may be excused from invigilation duties for the following reasons:
  - (i) Serious illness, exceptional personal circumstances or other assigned duties by the VC.
  - (ii) In the event of (i) above, an invigilator must immediately inform the DVC-A in writing.
  - (iii) The invigilator will be relieved of his/her invigilation duties in writing by the DVC-A.
- 3.3.4. At least **one female** invigilator should be present in each examination location/room where women are candidates and at least **one male** invigilator where men are candidates.
- 3.3.5. The invigilation team should constitute both junior and senior staff, where the most senior staff will be appointed the chief invigilator.
- 3.3.6. The University invigilator-student ratio **shall be 1:50** and an additional invigilator will be added for every additional 25 candidates or a fraction of that number.
- 3.3.7. No student shall be eligible for invigilation unless he/she is a postgraduate student in at least his/her second year of studies. Postgraduate students will be selected to invigilate following University guidelines.
- 3.3.8. Postgraduate students who participate in invigilation shall be given a certificate of appreciation stating their contribution to teaching/learning at the University.
- 3.3.9. No remunerations shall be given to any full time academic staff for invigilation purposes. Part time staff may participate in invigilation but they will not be compensated for their time. Postgraduate students may be compensated for their time subject to availability of funds.
- 3.3.10. At least one (1) invigilator shall be present in the examination room thirty minutes before the start of an examination to check the suitability of the hall.
- 3.3.11. The chief invigilator will be responsible for coordinating an evaluation of the environmental scan and invigilation process (by filling in form MUHAS.EF.100) and submitting it to the office of the DVC-A.
- 3.3.12. An examination attendance list (MUHAS.EF.200) for each examination shall be endorsed by the department (or a nominee of the department) and the chief invigilator and submitted to the respective Deans and Directors office for archiving.

### **3.4. Failure to attend an assessment**

- 3.4.1. Failure to attend an assessment should only be excused in the case of serious illness or exceptional personal circumstances. Applications for mitigation should be submitted within one (1) working day of the assessment. This includes a clinical, oral examination or *viva voce*. A medical certificate of illness must always be submitted to support applications for mitigation on the grounds of ill health. Consequences of non-attendance at an assessment are:
- a. For absence from an assessment with properly documented medical or other extreme personal circumstances, refer to mitigation procedures (page 18).
  - b. In the case of absence from a summative assessment with no reasonable explanation or properly documented evidence, the school/institute boards may make a recommendation for discontinuation of the student from the programme.

### **3.5. Late arrival**

- 3.5.1. Students arriving late for an assessment will be admitted into the examination hall without any questions during the first half-hour of the examination period, but they will not be allowed extra time in which to complete the assessment.
- 3.5.2. No student shall be allowed in the examination hall 30 minutes after the onset of an examination.

### **3.6. Use of additional materials**

- 3.6.1. Students will be allowed to use permitted additional materials stipulated on the cover page (rubric) of the examination paper ([Annex A](#)). These will only include hand-held computers, graph papers, photographs, answer booklets, and formulae sheets.
- 3.6.2. It is the responsibility of the student to bring a calculator to the examination hall and to ensure that spare batteries are available. Sharing of calculators or any additional material is not permitted as guided by university prospectus.
- 3.6.3. Students should be informed that failure to comply with these regulations would result in confiscation of the non-approved items or in extreme cases expulsion of the student from the examination.
- 3.6.4. Electronic devices that may have a wireless or Internet connection are NOT Permitted in any examination (except for CAA in which case electronic devices are permitted under prescribed conditions).

### **3.7. Handling of assessments**

- 3.7.1. All assessment papers must be regarded as confidential documents prior to being taken by students. All appropriate measures should be taken to safeguard them at all stages.
- 3.7.2. Only academic members of staff will be allowed to handle University examinations.
- 3.7.3. All schools/institutes shall be responsible for the provision and maintenance of a fully equipped and secure room for production of University examinations.
- 3.7.4. The department shall be responsible for setting, storage and submission of University examinations to the department/school/institute examination committees.
- 3.7.5. The head of department will submit the examination scripts in *.pdf* to the departmental

examination committees no later than two (2) days prior to the examination date. The departmental committee is responsible for proofreading of the examination script prior to approving as some elements such as formulae may fail to convert to pdf file.

- 3.7.6. All University examinations shall be sealed with red wax candle in khaki envelopes and labelled using the respective examination cover page.
- 3.7.7. The departmental examination committee shall distribute the scheduled examinations to the nominated invigilators and keep record in the provided logbook.
- 3.7.8. Distribution of examination questions to colleagues, examination officers, external examiners must be done through secure means. If the distribution is electronically, the use of secure password and other controls should be observed.
- 3.7.9. Any copies of draft or final examination papers must be kept securely for disposal should only be done carefully and confidentially. If a disposal system is unavailable then copies should be kept securely until it becomes possible to dispose or until the examination has been taken.
- 3.7.10. Any queries to what constitutes secure means should be referred to the office of the DVC - A.

## **4.0 MARKING AND PROCESSING RESULTS**

### **4.1. Principles for marking**

- 4.1.1. All departments/schools/institutes should develop an approach to marking assessments that is consistent with the following principles
  - a. All marking must be based on the quality of the students' work and be free from bias or prejudice (See 4.2);
  - b. No module's marking should rely solely on the judgement of one marker;
  - c. All summative assessment must be subject to moderation;
  - d. Where anonymity of candidates cannot be assured (such as is in clinical examinations or *viva voce*) a clear and objective marking scheme should be developed and used consistently;
  - e. All schools/institutes must publish marking criteria for all assessments;
  - f. The relevant marking criteria must be applied consistently;
  - g. Staff must be willing to use the whole range of marks (0 – 100%) when marking assessment(s). Where a marking scheme is introduced that does not use the full scale of marks, students must be made aware.

## **4.2. Anonymity**

- 4.2.1. The most effective means of demonstrating marking is free of bias or prejudice is to ensure that student assessment is anonymous. All assessments should be anonymous. Where assessment cannot be anonymous schools/institutes must ensure and be able to demonstrate that marking is fair, reliable, consistent and transparent. Students must be fully informed of the marking criteria and the processes.

## **4.3. Moderation and sampling**

- 4.3.1. To ensure the marking process is fair and reliable and that the marking criteria have been used consistently moderation may be instituted.
- 4.3.2. A sample of the work should be moderated whereby multiple markers are used to mark a batch of assessments. Sampling should be undertaken with regard to each marker rather than with the whole batch of assessments.
- 4.3.3. A number of approaches to moderation can be applied.
  - a. Double blind marking – a piece of work is marked by two markers independently who agree on the final mark. The two markers are not aware of each other.
  - b. Double open marking – a piece of work is marked by two markers, aware of each other, who agree on a final mark
  - c. Check marking – an assessment is read by a second marker to determine whether the mark awarded by the first marker is appropriate
- 4.3.4. The moderation process is done to identify the marking patterns of individuals to facilitate comparisons and identify inconsistencies.
- 4.3.5. Where staff marking assessments agree on the marking schemes, it is allowable for these assessments to not be moderated. However, the marking scheme must be reviewed and agreed by at least two markers in advance.
- 4.3.6. At least 10% or a minimum of 10 (whichever is greater) of the submitted assessments must be moderated.

## **4.4. Marking**

- 4.4.1. A pass mark of 60% (for postgraduate programs candidates enrolled in 2021/22 academic year onwards) and 50% for the remaining programmes, respectively apply at MUHAS.
- 4.4.2. The mark obtained must be used in the calculation of credit-weighted mean for the programme as a whole according to University regulations.
- 4.4.3. To ensure consistency all summative marking process should be numerical.
- 4.4.4. External examiners must have an opportunity to comment on the assessment criteria and marking schemes for all summative assessments.

## **4.5. Scaling of marks**

- 4.5.1. The purpose of scaling is to rectify anomalies in mark distributions that arise from unanticipated circumstances and should be used in exceptional circumstances only. The assessment criteria and practices for any module, course or clerkship that has had its marks scaled should be reviewed to prevent the chance of scaling in subsequent years.

- 4.5.2. Where scaling is employed to adjust assessment marks, the following must be adhered to:
- a. The raw marks and the rationale to which they were made must always be availed to the school/institute board and other decision-making bodies. This must be recorded in the minutes of the meeting.
  - b. Scaling must not unfairly benefit or disadvantage a subset of students. Any scaling function applied to a set of marks must monotonically increase (not to reverse the rank order of any pair of students). For example ‘add 3 marks to all students’ or ‘multiply a factor of .89’ are both valid scaling function. However, ‘add 4 marks to failures and leave the rest unchanged’ is not acceptable.
  - c. External examiners and moderators must always be consulted about the scaling to be used for adjusting examination marks.

#### **4.6. Processing results**

- 4.6.1. All examination results should be uploaded to the SARIS within TWO weeks of administration of the examination.
- 4.6.2. Handling of examination results in SARIS will be as per SARIS guidelines.
- 4.6.3. School/institute examination boards should sit at least TWO TIMES each semester to receive, discuss and recommend to the Senate Undergraduate Education Committee (SUEC) and SHDC all available University examination results.
- 4.6.4. Provisional University examination results for both undergraduate and postgraduate students shall be released to the students after approval by the respective College, School and Institute boards.
- 4.6.5. The SUEC and SHDC will hold examination meetings ONCE every semester to receive, discuss and recommend examination results to the University Senate.
- 4.6.6. The SUEC and the SHDC will be scheduled to meet in the **third week** after completion of the University examination period.
- 4.6.7. The University Senate shall hold a meeting for examinations ONCE each semester to discuss and approve examination results.
- 4.6.8. The University Senate shall meet in the **fourth week** after completion of the University examination period.

### **5.0 FEEDBACK**

#### **5.1. Principles**

- 5.1.1. Feedback is an essential part of students experience helping to promote learning and assure academic standards and quality are met. Feedback can take multiple forms.
- 5.1.2. The University’s approach to feedback is based on the following principles:

- a. Effective feedback is a fundamental part of teaching and learning and is not separate from it;
  - b. Feedback practices should promote effective learning and support academic development of students;
  - c. All students should receive feedback irrespective of backgrounds, experiences or study patterns;
  - d. All feedback should be formative ensuring that students can internalize the comments and make modifications in their learning to address the weaknesses identified while building their academic strengths;
  - e. All assessment should be rigorous, impartial and delivered on time;
  - f. Students should be informed of how and when they will receive feedback.
- 5.1.3. All module, course or clerkship descriptors should contain information indicating how feedback will be provided to students following both formative and summative assessments. Where feedback is not easy to provide then a student should have an opportunity to request feedback from the facilitator.
- 5.1.4. Students should receive feedback on all formative assessments before they take the final summative assessment. This may be done as a collective exercise for a group of students.
- 5.1.5. Students should be asked specific questions about the feedback in the module, course or clerkship evaluations. Responses from students should be documented and be discussed in the departmental meetings for improvement of assessment.

## **5.2. Harmonization of feedback approaches**

- 5.2.1. Schools must discuss and be clear about the different feedback approaches adopted to ensure equality within modules, courses or clerkships.
- 5.2.2. In the discussion the following should be considered:
- a. The potential for inconsistencies in practice between modules at the same level and that require similar types of assessment;
  - b. As a minimum, a consistent approach should be used by all staff contributing to an individual module, including the amount of feedback to be expected by students;
  - c. Information on when and how students will receive feedback should be made available to students, including opportunities to discuss with facilitators;
  - d. The external examiner should be made aware of the University policy and the extent to which students are supported by the feedback system.

## **5.3. Turnaround time**

- 5.3.1. The University has adopted a policy that all students should receive some form of feedback on all assessments **within two (2) weeks** of the assessment.

Schools/institutes should record the maximum time for assessment items to be returned as part of the annual module, course and c

## 6.0 MITIGATION

### 6.1. Principles

- 6.1.1. It is recognized that students can suffer from illness or other adverse personal circumstances, which may affect their ability to complete an assessment. However, the University measures student's actual achievement and not their potential achievement.
- 6.1.2. Students **must** attend or submit assessments unless an application to their respective school/institute board has been approved. If on the day of the assessment a student is ill or affected by personal circumstances that have not been considered by the school/institute board, they should submit a mitigation application within one (1) working day. In this circumstance the student **must** make a decision on whether to take the assessment or not with the knowledge that the mitigation application **may** or **may not** be approved.
- 6.1.3. Students should be advised to take action during their studies if they are adversely affected by circumstances.
- 6.1.4. Interruption **should** be considered where mitigation circumstances become apparent during the course of the year. Students **should** be given clear guidance on how to seek advice from their academic mentors, the office of the Director of Student Services, and the office of the dean or director for their respective schools/institutes. Information must be made available to students on the University's mitigation procedures.

### 6.2. Information for the students

- 6.2.1. Schools/institutes must ensure that students are provided with information on the University's mitigation procedures and the implications and likely outcomes of any mitigation application. It should be stressed that applications for mitigation are only for extraordinary circumstances and will be rejected if not supported by appropriate evidence.
- 6.2.2. Schools/institutes must publish procedures and clear guidelines on how students can apply for mitigation and how these applications will be considered. The guidance should include examples of what circumstances may be considered as acceptable and the type of evidence the school/institute and University will require.

### 6.3. Applications for mitigation

- 6.3.1. Applications for mitigation **should** preferably be made **before** the point of assessment or date of submission of an assessment. For emergency circumstances, the application should be made within one (1) working day.
- 6.3.2. Retrospective or late applications for mitigation should only be considered in exceptional circumstances, where compelling reasons why the application was not made in advance are available. Examples may include an emerging condition, the effect, which was not clear at the time of the assessment. Examples may include a sudden death of an immediate family member or severe illness that affects the student's ability to understand or engage with the assignment procedures.



- 6.3.3. Students are solely responsible for making an application for mitigation to the school/institute for the affected module/course/clerkship.
- 6.3.4. Students **may** apply for mitigation for more than one module/course/clerkship where the same circumstances have affected more than one assessment. In their application, the student must explicitly detail:
  - a. The circumstances which have affected them.
  - b. Which assessment(s) have been affected.
  - c. How these circumstances have or will affect their performance.
  - d. Evidence to support their application.
  - e. A reason why they consider deferral or extension of a deadline is appropriate if the application is for consideration of circumstances that impact on performance. The school/institute board will decide on the appropriateness in this case and inform DVC-A in writing on the decisions made.
- 6.3.5. Students applying for mitigation must submit verifiable and/or independent evidence of the circumstances that have affected their performance. Where illness is the main reason, the student must submit a medical report from a recognized medical practitioner in a reputable health facility.

#### **6.4. Mitigation committee**

- 6.4.1. Schools/institutes must establish a mitigation committee to oversee the process by which applications for mitigation are considered. Membership of mitigation committee should be appropriately representative, qualified and experienced and gender balanced as far as possible.
- 6.4.2. The procedure and/or scheduling of mitigation committee should allow for consideration of applications for extension of submission deadlines in advance of the submission deadlines through scheduling of ad-hoc meetings.
- 6.4.3. In the interest of confidentiality, the number of members of the mitigation committee should be kept to a minimum, preferably 5 members.
- 6.4.4. Deans of schools and directors of institutes should not sit on any mitigation committees in order to allow them to consider any appeals that may arise.
- 6.4.5. The external examiner, office of the DVC-A and school/institute board members should have access to the recommendations of the mitigation committee.

#### **6.5. Processing of applications**

- 6.5.1. The office of the dean of school and director of institute is responsible for receiving and transmitting all applications to the mitigation committee. The mitigation committee will consider the medical or other personal circumstances that may have impacted upon the student's performance. University regulations shall be used to guide recommendations.
- 6.5.2. Where an application is made based on especially sensitive information, this **should** be treated confidentially and the reasons for the application may be considered by the chair of the mitigation committee only and not shared with other members. Examples of sensitive information include being the victim of a serious personal sexual assault.
- 6.5.3. The mitigation committee may decide that there are no grounds for action either because of the one of the following:
  - a) The evidence presented does not support the claim that the student's performance may have been affected and no further action is required.
  - b) The evidence is not authentic or was forged.

- c) The application was made too late without compelling reasons on why the application was not made at the time of the effect on performance.

- 6.5.4. The mitigation committee may decide that action is required. The following options should be considered the most common applicable outcomes:
  - a. Deferral of the assessment. This can be recommended even when the assessment has been attempted if the mitigation committee decides that the student may have been effectively incapable of completing the assessment.
  - b. Permit an extension to the submission deadline.
- 6.5.5. The mitigation committee must clearly record every decision and the reasons for it. This includes decisions on extensions of time.
- 6.5.6. Decisions of mitigation committee must be reported to the school/institute board. These decisions are not then subject to change except where the board is in disagreement with the decision made by the mitigation committee. In such instances, the office of the DVC-A will be consulted to review and provide a final decision.
- 6.5.7. The school/institute should inform the student about the decision made as soon as possible.
- 6.5.8. The University Senate will be informed of all mitigation committee decisions for noting. The Senate will also be responsible to provide clarifications of circumstances that may be considered as serious, sensitive etc. when making decisions.

## **6.6. Appeals**

- 6.6.1. Students have the right to appeal against a decision made by the mitigation committee. Such appeals must be submitted within 10 working days of the outcome of the mitigation committee being communicated to the student. Appeals may only be made on the following grounds:
  - a. Procedural error or evidence of bias or prejudice.
  - b. Evidence of material circumstances which was not available at the time of the original consideration and where it was not possible for the student to submit this evidence at the time of the original consideration.
  - c. The decision reached is one which no reasonable body, properly directing itself could have arrived.
- 6.6.2. Appeals should not be considered because of:
  - a. Dissatisfaction with the reasonable judgment of the mitigation committee.
  - b. Late submission of an application for mitigation or late submission of evidence to support an application where there are no compelling reasons for the late submission.

## **7.0 ACADEMIC APPEALS**

- 7.1. The procedures to be used when a student wishes to appeal against academic results are found in the University prospectus.

## **8.0 EXAMINATION REPORTS**

- 8.1. All external examiner / moderators shall submit their reports at the end of University examinations.
- 8.2. All Schools and Institutes boards shall discuss examination conduct reports submitted by individual departments and the examination committees, and submit recommendations to the Senate Quality Assurance Committee (SQAC). The SQAC shall review the recommendations and submit the report to Senate on the issues that need Senate intervention.
- 8.3. All examination scripts shall be kept for a minimum of 13 months and paper examination reports for a minimum of 10 years.
- 8.4. Electronic examination records as defined in the prospectus shall be stored indefinitely.
- 8.5. The office of the DVC-A shall be responsible for archiving all electronic examination records.
- 8.6. Disposal of any examination scripts or reports shall be as prescribed in the prospectus.

## **9.0 TRANSCRIPTS**

- 9.1. A complete transcript, including marks for assessed courses at all levels must be made available to all students after completion of their programmes and approval of award subject to payment of prescribed fees. The office of the DVC-A shall issue transcripts and certificates as per the university procedures.
- 9.2. Transcripts showing marks will only be made available to student in person or an authorized person with power of attorney.

## **10.0 PERFORMANCE INDICATORS**

- 10.1. Examination performance indicators will be developed based on University performance indicators. These will collectively contribute to describing student output. The main indicators shall be:
  - a. Student success rate (Number of students with a pass<sup>4</sup> / Total number of students who sat for the exam).
  - b. Student progression rate (Number of students in a programme allowed to progress to the following year / Total number of students registered for the programme in that academic year).
  - c. Student graduation rate (Number of students graduated / Number of student enrolled in the programme in a specified year).

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<sup>4</sup> A score of “B” and above will be considered as a pass.

**11.0 APPROVAL AND COMMENCEMENT**

The MUHAS Assessment Handbook for Examinations was approved by the Senate at its 92<sup>nd</sup> meeting held on 11<sup>th</sup> October 2022 and came into force immediately thereafter.

**11.1 RELATED GUIDELINES**

Prospectus for Undergraduate and Postgraduate Students prospectus, Curriculum of respective programs and Guidelines for Postgraduate Studies at MUHAS

**11.2 NEXT REVIEW DATE**

The MUHAS Assessment Handbook for Examinations shall be reviewed after every five (5) years unless the need arises before the end of this period.

## Annex A – Examination papers and rubrics

There shall be a standard format and basic layout of all examination papers/rubric throughout the University. This will support both invigilators and examination committees in their preparations prior to and during examination sessions. The required format is also clearer for students. The following shall be the basic layout for the cover page of all examinations:

- a. The font for use in the cover and body of the examination shall be Times New Roman 12 point, single line spacing; margins to be set at 2.5 cm all round.
- b. The front page (rubric) **should** only contain information about the examination for the students, invigilators and examination committees (see Template below). The following should be clearly stated:
  - i. What additional materials e.g. graph paper, photographs, answer sheets, multiple answer booklets will be provided with the question paper.
  - ii. Details of permitted use of calculators **must** also be noted, e.g. ‘Approved calculators permitted’.
  - iii. Details of the module convener **must** be provided.
  - iv. The front page **should** state whether the paper is a formative or summative assessment, supplementary, open, closed or restricted<sup>5</sup> paper
  - v. Clear instructions on how the examination is to be approached **should** be provided. Each distinct instruction should be clearly numbered and leading words, including the number of questions to be answered should be in capitals and underlined or typed **bold** for emphasis

1. Answer **ONE** question from **EACH** section
2. Each answer carries the same number of marks
3. Write your answers in the answer books provided **NOT** on the question paper

Or

1. Answer FOUR of the following TEN questions.
2. You must answer:  
TWO questions from SECTION A and  
ONE question from SECTION B and  
ONE question from SECTION C
3. Sections A and B are worth 25 marks each. Section C is worth 50 marks

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<sup>5</sup>Restricted only specified material are permitted, which must be clearly identified on the rubric of the examination paper. Please note electronic devices such as iPads/tablets/laptops/mobile phones are never allowed to be used in examination halls even for open examinations

- c. All examinations must be submitted as *.pdf* file to the Head of Department / responsible teacher for reproduction.
- d. All individual pages must be numbered and include the module code in the footer. The final page should carry the identifier 'End of Paper'. To cut down paper wastages all papers are printed double-sided.
- e. 'Attach' should mean stapled to the exam question paper and 'provided' should mean placed separately on the candidates desk.

**Please note that only essential information should be noted on the rubric. If other instruction is required please keep it as brief as possible. Any requests not contained on the rubric may not be actioned.**

Assess the information you have traditionally put on the front cover (rubric) whether it is really helpful/necessary

Late submission of examination papers may result in your department having to incur the costs of reproduction. Please ensure **all** papers have been checked thoroughly before submission to the examination officers paying particular attention to formulae, which do not always convert successfully when pdfing documents. Once submitted papers **will not be proof read by the examination officer**

Candidate  
Number \_\_\_\_\_

**MUHIMBILI UNIVERSITY OF HEALTH AND ALLIED SCIENCES**

School of .....



**UNIVERSITY/SUPPLEMENTARY EXAMINATION**

EXAMINATION FOR THE DEGREE OF MSc <Name of programme (MSc <abbreviation>)>  
SEMESTER <1 or 2 up to 6>

**MODULE CODE: MODULE NAME (PAPER <1 OR 2>)**

DATE: <Day>, <Date><Month name><year>      TIME: <Start time> to <End time>

**Name and contacts of module convener: <Name>, <Contacts>**

**INSTRUCTIONS TO CANDIDATES**

1. This paper consists of **TWO** sections; **SECTION I: Epidemiology (50%) and SECTION II: Biostatistics (50%)**
2. Answer **ALL** questions.
3. Write your answers in the answer booklet provided and **NOT** on the question paper
4. Answer each section in a **SEPARATE** answer booklet.
5. **Statistical Formulae sheets are attached at the end of this paper**
6. If a calculator is used, the make and type of machine must be stated clearly on the front of the cover of the answer book.



<Module code>

Page 1 of 2

**PLEASE TURN OVER**

### **Content for main examination paper (after front page)**

The following instructions are for pages after the front page. Questions should **never** begin on the front page.

### **Pagination**

- Page numbering should be continuous from the first page and should indicate the total number of pages, e.g. 'page 2 of 8'
- The words '**PLEASE TURN OVER**' should be printed on the cover page and then on odd numbered pages.
- The words '**END OF PAPER**' must be printed immediately after the final question.

### **Format of questions**

- Questions should be numbered consecutively throughout and should not revert to question 1 at the start of a new section.
- One line space should be inserted between sections, sub sections and questions (for MCQs). Long answer / essay questions should be separated with four line spaces.
- Questions should be presented in the following format:

1. This is question 1. The indent tab is set at 1.27cm. The question starts at the indent. The marks should be aligned to the right hand margin on a new line below the end of the question or section to which they relate. The marks should be bold and italicized to make them stand out from the remainder of the text.

[*Marks*]

- a) This is a section of a question. The section letter is aligned with the body of the question at 1.27cm and the question starts at 2.5cm.

[*Marks*]

- (i) This is a question sub-section. The sub-section number is aligned with the section at 2.5 cm and the question starts at 3.5 cm.

[*Marks*]

### **Splitting questions across pages**

- The splitting of questions between pages should be avoided if possible. If a small reduction in the margins would allow the question to fit the page, margins can be changed for that page only. Where necessary, a question should be started on a new page.

### **Diagrams and tables**

- Diagrams and graphics should not be in colour and must be sufficiently dark to clearly produce good quality photocopies.
- Diagram and table numbers and legends should be centred under the diagram/table