

MUHIMBILI UNIVERSITY OF HEALTH AND ALLIED SCIENCES



FIELD EXPERIENTIAL LEARNING GUIDELINES

June 2026

RATIFICATION DETAILS:

Name of Guideline	Field Experiential Learning Guidelines
Description of Guideline	These guidelines are intended to provide guidance for the conduct of fieldwork for students' learning. The guidelines describe and provide procedures for field conduct.
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Version of the current document	First Edition
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Signature of approving Authority	Prof. Appolinary A. R. Kamuhabwa The Vice Chancellor

PART A: PRELIMINARIES

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LIST OF ABBREVIATIONS:

CoM	College of Medicine
CR	Class Representative
FEL	Field Experiential Learning
IAHS	Institute of Allied Health Sciences
IT	Information Technology
ITM	Institute of Traditional Medicine
M&E	Monitoring and Evaluation
MUHAS	Muhimbili University of Health and Allied Sciences
SBS	School of Biomedical Sciences
SCM	School of Clinical Medicine
SDM	School of Diagnostic Medicine
SoD	School of Dentistry
SoN	School of Nursing
SoP	School of Pharmacy
SPHSS	School of Public Health and Social Sciences

DEFINITION OF TERMS

Class representative: a student chosen to coordinate and stand for the interests and ideas of other students whom they represent .

Field experiential learning: learning that is extended to a site outside of the classroom or laboratory, which exposes students to a real-world setting. This involves educational experiences that occur in a wide variety of locations such as site/hospital visits, work-placements, field trips and others.

Field guide: a person engaged by the competent authority to direct or show the way to a group or groups of students when they conduct field activities.

Fieldwork activities: all roles and responsibilities undertaken in relation to the fieldwork.

Fieldwork assessment: appraisal of a student's performance in relation to field activities.

Fieldwork coordinator: a person who manages and organizes field activities of a given class.

Fieldwork site: a place, center, institution, or organization where students are allocated to conduct fieldwork activities.

Fieldwork student: a person registered in an undergraduate or postgraduate programme and who attends a class that undertakes field activities.

Fieldwork supervisor: an academic or non-academic member of staff who is assigned a group or groups to oversee students' fieldwork learning activities.

Group leader: a student chosen or appointed to lead a group in the accomplishment of field activities.

Practical education: Education focusing on practical skills and hands-on experiences.

UNIVERSITY MISSION AND VISION

Vision:

"A world-class university excelling in health training, research, innovation, and services".

Mission:

"To provide transformative health training, conduct high-impact research, and deliver quality services by leveraging technology and innovation".

FOREWORD

Field experiential learning is an important aspect of the teaching-learning process that imparts key competencies to the students. In field-based learning, teaching is extended outside of the classroom or laboratory so as to expose students to a real-world setting. In the field, students learn through direct interaction in a real environment rather than just learning theoretically through textbooks or lectures. This is paramount for linking theory and practice as students learn about a concept and then experience the learned concept in practice.

The field-experiential learning guidelines are therefore intended to direct students, supervisors, coordinators, and other people who are responsible for various aspects of students' field training. The guidelines are meant to be operational within the university and outside the university where field activities take place.

Accordingly, the guidelines present various issues such as criteria for selecting the fieldwork site, expected learning outcomes from the field training, mentoring, and assessment of the field-based learning. In addition, the guideline presents the format for writing the field-based learning report.

I would like to thank members of the committee who developed this guideline. These were members from all schools and directorates of the university. Committee members were Prof. Deodatus C.V. Kakoko (Chair of the Committee); Prof. Lilian Mselle (School of Nursing); Dr. Daniel Msilanga (School of Clinical Medicine); Dr. Upendo Kibwana (School of Diagnostic Medicine); Dr. Simeon Mayala (School of Biomedical Sciences); Dr. Eulambius Mathias (School of Pharmacy); Dr. Shadia Abubakary (School of Dentistry); Dr. Jovin Bachwenkizi (School of Public Health and Social Sciences); Dr. Michael Qwarse (Institute of Traditional Medicine), and Ms. Neema Elikana (Office of DVC-Academics).


Prof. Appolinary A. R. Kamuhabwa
The Vice-Chancellor

Vice-Chancellor
Muhimbili University of Health and
Allied Sciences
P. O. Box 65001
DAR-ES-SALAAM

PART B: GUIDELINES CONTENTS

I. INTRODUCTION

At Muhimbili University of Health and Allied Sciences (MUHAS), students in various academic programs have for a long time been exposed to learning in the field, hence gaining practical experience, namely as Field Experiential Learning (FEL). The aim of exposing students to field experience is to provide students with foundational knowledge and aligning experiences with curriculum goals, as well as fostering deep reflection to connect theory with practice. Overall, FEL aims to enable students to attain expected competencies in terms of professional knowledge, skills and attitudes. Specifically, the objectives of FEL are: -

- a) To expose students to real-life situations of professional practice, allowing them to gain hands-on experience in the situations in which they are expected to work after graduating.
- b) To provide an opportunity for students to apply the principles and techniques theoretically learned to real-life problem-solving situations.
- c) To instill the practice of work ethics, employment demands, responsibilities and opportunities.
- d) To enhance and strengthen linkages between the University and various stakeholders.

The practice of exposing students to field training is highly supported by the government as articulated in policy documents and plans. The Tanzania Development Vision 2050 (Dra, 2050), declares a commitment to developing an educated, skilled, and visionary human capital to propel the nation towards sustainable development. This is well stipulated under target 7 focusing on the acquisition of relevant and market-driven skills. Also, the Tanzania 2014 Education and Training Policy - edition of 2023 calls for alignment of educational outcomes with national and international labour market demands, and ensuring that students acquire the skills, knowledge, and competencies needed for success both locally and globally. In addition, the manifesto of the ruling party directs the government to adhere to the philosophy of Education for Self-Reliance through practical training. Furthermore, the Education Sector Development Plan for 2025/26-2029/30 urges the needs to equip students with the necessary skills, especially in the field of health sciences. The plan recommends the competence-based curriculum (CBC) to integrate academic knowledge with practical skills. Overall, all these key documents demand increased opportunities for practical education at all levels of education and training, including universities.

Despite the existence of such favorable policies and plans in Tanzania that intend to maintain the quality of education through practical training, various constraints exist in institutions of higher learning including MUHAS. Some of the constraints articulated in Tanzania's 2014 Education and Training Policy - 2023 edition include a mismatch between the skills taught and those required by employers; higher education curricula

not adequately preparing graduates for the workforce; and the low level of linkage between education institutions and industry.

For MUHAS to attain the vision and mission, improvement of FEL is paramount. Accordingly, MUHAS has deemed it necessary to develop the field-experiential learning guidelines that will continuously address various issues pertaining to students' field-based learning.

II. PURPOSE OF THE GUIDELINES

The purpose of the FEL guidelines is to provide a structured direction, promote best practices and support successful outcomes for anyone conducting fieldwork. They guide the process of producing practically oriented graduates who meet the required competencies. Specifically, FEL guidelines are intended to provide leadership on three phases of FEL as follows:

- a) Preparations that should be done before fieldwork including identification of sites, selection of sites, pre-field training, required financial resources, field personnel, transport arrangements, accommodation arrangements, pre-visit, communication, contingency planning, documentation and permissions.
- b) Processes and procedures during fieldwork including accomplishment of field learning activities, supervision of students, assessment of field learning and professional conduct.
- c) Things to accomplish after fieldwork such as students' reports, supervision report and fund retirement.

III. SCOPE OF THE GUIDELINES

FEL guidelines apply to all undergraduate and postgraduate programmes with fieldwork training that is conducted under the direct supervision of staff in aspects of research, community, clinical, and diagnostics. For activities like clinical rotations, industrial attachment, and other rotations where supervision is distributed, the principles herein shall apply with specific implementations detailed in other guidelines. In addition, FEL guidelines apply to various stakeholders in the university including students, staff, and management who have direct or indirect roles in training students in the field.

IV. GUIDELINE DEVELOPMENT PROCESS

Various participatory methods were employed in developing these guidelines including engaging key stakeholders in the respective schools/directorates/institutes as well as departments. The process of developing FEL guidelines followed various steps as follows: -

- a) **Appointment of the committee:** the university management appointed a committee to develop the FEL guidelines. Members of the committee were from all schools, directorates, and institutes.
- b) **Identification of key issues for FEL guidelines:** based on the previous reports and other key documents regarding strategies to improve FEL, the committee identified key issues that were necessary to be included in the FEL guidelines.

- c) **Devising outline of the guidelines:** the committee brainstormed and deliberated on the outline of the guidelines. These were especially for issues covered under the three phases of the FEL guidelines i.e. before, during, and after fieldwork.
- d) **Developing the guidelines:** the committee conducted a series of physical and online meetings to develop contents for the main sections and sub-sections of the FEL guidelines.

V. CONTENT SECTIONS

V.1. Guiding principles for field experiential learning

The following principles underpin all Field Experiential Learning (FEL) activities at MUHAS. They represent the core values and pedagogical commitments that guide the planning, implementation, and evaluation of all field-based training. All stakeholders i.e. students, supervisors, coordinators, and administrators shall uphold these principles in their respective roles.

- a) **Safety and Well-being First:** The physical, psychological, and emotional safety of students and staff is the highest priority. All FEL activities must be planned and conducted with rigorous attention to risk assessment, emergency preparedness, and the creation of a secure environment free from harassment, discrimination, and harm. No learning objective justifies compromising the well-being of any participant.
- b) **Theory-Practice Integration:** FEL is fundamentally a pedagogical bridge. Its primary purpose is to provide students with structured opportunities to apply theoretical knowledge acquired in the classroom to authentic, real-world situations. Field activities must be intentionally designed to foster this connection, moving beyond mere observation to active application and critical reflection.
- c) **Structured Learning with Clear Outcomes:** All FEL activities must be guided by explicit, measurable learning outcomes aligned with the respective curriculum. Fieldwork is not an extracurricular activity; it is a formal educational experience. As such, it requires defined tasks, clear expectations, and rigorous assessment that evaluates both the process and the product of student learning.
- d) **Reciprocity and Respect for Host Communities:** FEL activities often take place within communities, institutions, and organizations that are partners in the educational process. MUHAS recognizes that these hosts contribute significantly to student learning. Therefore, all field engagements must be characterized by mutual respect, transparency, and a commitment to minimizing disruption. Where possible, FEL activities should be designed to offer tangible benefits to host sites, ensuring a reciprocal rather than extractive relationship.
- e) **Accountability and Professionalism:** Every participant in FEL shares a responsibility for upholding the highest standards of professionalism. Students are accountable for their conduct, preparedness, and engagement. Staff are accountable for effective supervision, mentorship, and logistical management. Clear lines of responsibility must be established and communicated for every phase of fieldwork.

- f) ***Inclusivity and Equity:*** FEL must be accessible to all students. Deliberate efforts shall be made to identify and remove barriers that may prevent full participation by students with disabilities, diverse backgrounds, or specific needs. Accommodations must be planned proactively and equitably, ensuring that the quality of the field learning experience is consistent for all.
- g) ***Continuous Improvement through Reflection and Evaluation:*** FEL is a dynamic practice that benefits from systematic reflection and feedback. All stakeholders shall engage in reflective practices to consolidate learning from each field activity. Formal mechanisms for monitoring, evaluation, and reporting are essential to capture lessons learned, address challenges, and continuously improve the quality of future FEL activities.
- h) ***Ethical Conduct and Integrity:*** All FEL activities must adhere to the highest ethical standards. This includes maintaining confidentiality and privacy of individuals encountered in the field, obtaining necessary permissions and consents, upholding academic integrity in all submitted work, and conducting research-related fieldwork in accordance with MUHAS research ethics guidelines.

V.2. Preparations before the fieldwork

Effective fieldwork requires thorough and systematic preparation to ensure the safety of students, the achievement of learning objectives, and the efficient use of resources. Preparations must begin well in advance and encompass the identification of suitable sites, the securing of all logistical requirements and the formal orientation of students. Central to this preparatory phase is the need to clearly communicate expectations, with particular emphasis on integrating theoretical knowledge with practical application. The following guidelines outline the key preparations that must be completed prior to the commencement of fieldwork.

V.2.1. Identification of site(s)

- a) Field sites must be identified in advance and tailored to the specific learning outcomes of the field related course.
- b) The responsible course coordinator shall identify potential FEL site(s) and maintain a list of the sites, including a clear description of why each site is suitable.

V.2.2. Selection of site(s)

- a) The custodian department shall select field site(s), as the case may be, from the list identified by the course coordinator. Selection should be made during the departmental meeting and there should be a strong rationale for the choice of field site.
- b) Selection of FEL site must consider the following criteria:
 - i. *Expected learning outcomes:* The site must enable students to link theory with practice and meet the course's expected learning outcomes.
 - ii. *Accessibility of the site:* The site must be reachable by all students and facilitators during the fieldwork.

- iii. *Cost affordability*: The cost (commuting, transport, meals, accommodation) must be reasonable and affordable for both students and the university.
- c) The responsible department through custodian schools, institutes or directorates shall liaise with the selected site and initiate a process of developing and signing a Memorandum of Understanding (MoU) between MUHAS and responsible authorities of the site(s). The MoU shall stipulate terms and conditions to which the site will be used for FEL.

V.2.3. Pre-field training

- a) A formal training must be conducted for students before they go for fieldwork. The purpose of the training will be to enhance field competences for the students as well as to communicate field expectations, schedules, safety protocols, and field etiquette.
- b) Prior to the fieldwork, students must be briefed about the code of conduct, outlining professional behavior, ethics, and disciplinary measures for violations, which must be provided and acknowledged by each student.

V.2.4. Financial Resources

- a) A detailed budget for fieldwork must be prepared by the responsible department and submitted to the Office of the Deputy Vice Chancellor (Academics) before or during the budget period.
- b) The budget will account for field related costs on the side of the department and supervisors including travel, per-diem, compensation of time of field guides, and other field expenditures.
- c) Students attending FEL shall personally be responsible for costs of their transport and accommodation.
- d) University funds for fieldwork must be reimbursed in accordance with the university's financial procedures upon request by the responsible department or school.
- e) Departments may solicit financial support for FEL activities from partners such as industries, companies, mines, and others who have a vested interest in the disciplines in which students are being trained. However, any solicitation of external funds must be coordinated with the office of the DVC-RPI or DVC-PFA as appropriate, to ensure compliance with university financial regulations and donor agreements

V.2.5. Personnel

- a) The course coordinator will liaise with the head of the responsible department to identify and select staff who will participate in the training and supervision of fieldwork.
- b) Field trainers and supervisors shall be selected based on specific merits including but not limited to the following:

- i. Roles and responsibilities of the staff member in teaching of the field related course.
- ii. Availability of the staff i.e. they should not be on leave or travel during the training and supervision of fieldwork. They should not also have other commitments that may inhibit them from fully participating in the training and supervision of fieldwork
- iii. Health condition of the staff i.e. they should be able to attend training and supervision of fieldwork without any health ramifications.
- c) The Head of the responsible department shall officially write letters inviting selected staff to train students and supervise fieldwork. The contents of the letters should include training and fieldwork arrangements, schedule and venue/place of training and fieldwork. Invitation letters should also be copied to immediate supervisors of the invited staff if they are from other departments.
- d) Upon receiving the invitation letters, invited staff shall follow the laid down procedures of requesting for permission to be away from the university.

V.2.6. Transport Arrangements

- a) Students will organize their own transport to the field sites at their cost.
- b) The department through the school, institute or directorate shall arrange for transport of staff who will be supervising fieldwork as well as transport during fieldwork.
- c) For the sake of budgeting and arrangements of vehicles and drivers, the request for fieldwork transport shall be submitted annually by the department to the DVC-PFA through the Transport Officer.
- d) The request for transport should be justified based on the number of students, number of students' groups, and distance or geography of the site(s).

V.2.7. Accommodation Arrangements

- e) The responsible department shall arrange accommodation for students in advance to ensure accessibility, safety and a conducive learning environment.
- f) Special consideration and necessary adjustments will be made for students with disabilities or specific needs. Students with disabilities or special needs will be required to declare their needs to the field coordinator at least two weeks prior to the pre-field training to allow for reasonable accommodations to be arranged.

V.2.8. Pre-visit for FEL

- a) Pre-visit shall be done to the sites that are to be used for the first time at least one month prior to the fieldwork to make all arrangements for effective fieldwork such as the feasibility of field activities, accommodation arrangements and necessary permits and consents (such as from site authorities, landowners, or relevant institutions).

- b) For easy contact and effective field organization, the department will organize to have field contact persons at the sites who will assist in field organization.

V.2.9. Communication

- a) A communication plan must be established, detailing how staff and students will stay in contact during the fieldwork, including protocols for check-ins and emergencies.
- b) A list of emergency contacts (university, site contacts) must be shared with all participants.

V.2.10. Contingency Planning

- a) A contingency plan must be developed to address potential disruptions, such as adverse weather, medical emergencies, transportation failures, or site access issues.
- b) Alternative schedules or activities should be considered where feasible.

V.2.11. Documentation of FEL

a) *Documentation of FEL in the curriculum*

FEL plans should be well described in the curriculum. This requires embedding hands-on, real-world field experiences into expected learning outcomes, course contents, methodology and assessment. Specific fieldwork issues in the curriculum:

- i. Clearly define why the field trip or practicum is necessary.
- ii. What exact competencies will students gain.
- iii. Details of field site, activities and duration.

b) *Documentation of FEL in the prospectus*

Information related to FEL should appear in the prospectus. Specifically, the prospectus should entail:

- i. The programme responsible with FEL
- ii. The course designated for FEL
- iii. Duration of fieldwork
- iv. Regulations of fieldwork (including attendance, students' participation in field activities, supervision)
- v. Assessment of fieldwork (including grading system)

c) *Documentation of FEL in the University Almanac*

All fieldwork courses should be documented chronologically by date in the ALMANAC. Dates of undertaking FEL should be harmonized across the programmes so that they do not overlap.

5.2 Implementation during the fieldwork

5.2.1 Accomplishment of FEL activities

The department or school shall be responsible for the supervision of students during fieldwork. There shall be standard tools that will be used for the assessment of students' field learning activities.

5.2.2 Assessment of FEL activities

Fieldwork activities shall be assessed using criteria that will be decided based on the nature of the fieldwork. Scoring criteria will include: -

- a) *Written report*: clarity, organization, data analysis, and relevance to field objectives.
- b) *Oral presentation* (individually or by group): communication skills, content accuracy, and ability to respond to questions.
- c) *Professionalism*: punctuality, teamwork, responsibility, ethical conduct, and communication.

The following are examples of the fieldwork types;

- i. **Research**: proposal, presentations, report
- ii. **Community**: community health assessment and diagnosis report, intervention plans and strategies, validation, continuous rating
- iii. **Clinical/diagnostics**: Clinical competency evaluations, log book completion

5.2.3 Professional conduct

Students shall be expected to demonstrate the highest level of professional standards during the fieldwork. The fieldwork context shall be expected to be free of harassment, bullying, and violence. Also, professional appearance, behavior, punctuality, and accountability are essential in all interactions during the fieldwork. In addition, fieldwork participants should maintain respectful relationships with regard to local culture, customs and norms.

5.3 Accomplishments after the fieldwork

5.3.1 Writing and submission of students' content report

Students as individuals or groups shall write and present written reports based on the fieldwork that they conducted. This shall be a technical report that presents field findings (if research) or knowledge gained, skills attained and attitudinal aspects.

5.3.2 Writing and submission of students' reflection report

Students shall prepare a separate report reflecting on fieldwork- related issues as per Annex I. This is a feedback report for maintaining good fieldwork practices or making improvements in future.

5.3.3 Writing and submission of the supervision report

Each supervisor shall prepare and submit a brief report for the group that he/she supervised and submit the report to the field coordinator. The report must present the supervised group, site, students, achievements, and challenges encountered. See Annex II

The students' attendance log should also be submitted along with this report (see Annex III).

5.3.4 Writing and submission of overall field report:

The field coordinator should compile all the challenges and lessons learned during the field work from the students' and supervisors' reports and submit them to the DVC-Academics through the Head of Department and the Dean/Director for improvement during the next round of field activities. All lessons learned should be communicated to all those involved in planning for future field activities.

5.3.5 Retirement of funds:

Funds disbursed for FEL must be retired within 14 days after the conclusion of fieldwork, in accordance with financial regulations of the government and university in relation to retirement of funds.

5.4 Implementation and Overseeing of FEL

While the main custodian of FEL will be the Deputy Vice Chancer responsible with academics, implementation of FEL shall be a responsibility of different key actors including but not limited to students, field coordinator, field supervisors, heads of departments as well as deans and directors.

5.4.1 Roles and responsibilities of key actors before, during and after fieldwork:

- a) *Students:*** they play an active role in learning and are responsible for bridging theoretical knowledge they learned in class with real-world experiences through hands-on activities.

Key roles and responsibilities of students include:

- i. To participate in active learning by bridging classroom theory with practice.
- ii. To adhere to guidelines, safety protocols, and ethical standards.
- iii. To maintain privacy and confidentiality.
- iv. To show curiosity, ask questions, and participate actively in all tasks.
- v. To be prepared, punctual, and organized with the necessary materials for the field setting is essential.
- vi. To reflect on fieldwork experiences to improve competency.
- vii. To serve as a liaison between field teams and local authorities.

- b) *Field coordinator:*** The field coordinator holds overall responsibility for the FEL activity. Is an appointed academic staff member who oversees the planning, implementation, and organization of fieldwork activities.

Key roles and responsibilities of a coordinator include: -

- i. Acting as the focal point for fieldwork and a contact person during the fieldwork
- ii. Overseeing field activities, including managing field staff, resources, equipment and logistics
- iii. Ensuring the safety and health of students
- iv. Undertaking monitoring of fieldwork learning
- v. Ensuring that each student attending fieldwork has an identity card and a health insurance card.

c) Fieldwork supervisor(s): Fieldwork supervisors should report to the Field Coordinator for operational matters. They are generally responsible for supervising students individually or in groups and ensuring that fieldwork is of the required quality.

Key roles and responsibilities of the field supervisor include: -

- i. Participating in the training of students prior to the fieldwork
- ii. Responding to concerns of students including inappropriate behaviors such as bullying and sexual harassment
- iii. Ensuring the work is completed to a high standard and within deadlines
- iv. Keeping records of students' attendance

d) Heads of Departments: they are the custodians of field learning activities before, during and after.

Key roles and responsibilities of the Head of Department include:

- i. Planning yearly plans for fieldwork activities
- ii. Ensuring quality of training of students prior to the field work
- iii. Ensuring that all reports are written and presented

e) Deans and Directors: provide overall guidance on field learning management in relation to FEL.

Key roles and responsibilities of a Dean/Director include: -

- i) Ensuring that there is adequate space, specialized equipment, Information Technology (IT) services and funding for fieldwork.
- ii) Ensuring that fieldwork is conducted at the required standards.
- iii) Assist departments in developing partnerships for student field experience.

5.4.2 A Committee to Oversee FEL

For effective coordination and monitoring of FEL activities, the Deputy Vice Chancer responsible with academics will be assisted by a committee, which will provide strategic oversight, coordination and guidance for FEL across the university.

The committee will be composed of at least one member from each school, institute and directorate that house programme(s) with FEL course(s) and a chair appointed by the DVC-Academics.

Key roles of the committee will be:

- a) To facilitate the coordination of FEL activities across various schools so as to promote efficiency, and maximize the use of resources.
- b) To monitor FEL in the university by ensuring that all FEL activities are of required quality and contribute to professional competency.
- c) To promote awareness and the importance of FEL.

The committee shall meet nearly the end of semester two or as necessary to review FEL activities based on reports submitted to the DVC-A. However, extraordinary meetings may be convened as required.

The committee shall report to the DVC-A by providing updates on FEL activities, as well as reporting challenges and recommendations for action.

VI. ALIGNMENT WITH CROSS-CUTTING ISSUES

The FEL guideline align with relevant cross-cutting issues and ensures key aspects including the following: -

6.1 Gender issues:

FEL guidelines ensure a gender friendly context such as ensuring that both male and female students have accommodation that ensures privacy i.e. male and female students will have separate accommodation during fieldwork.

6.2 Inclusivity:

Students with special needs will be supported to meet their special needs when they attend fieldwork. Accordingly, there will be deliberate efforts to ensure that accommodation and sites are friendly to the needs of each student.

6.3 Digital transformation:

The FEL guidelines recognize the need for modern technologies in students' learning process during the fieldwork so as to create personalized, engaging, and accessible learning experiences. For instance, Learning Management Systems (LMS) will be used during the training of students prior to the fieldwork. Also, data will be collected digitally for research fieldwork activities.

6.4 National development priorities:

The FEL guidelines align with the national development goals including strengthening industry-academic linkages and scaling structured work-based learning.

VII. MONITORING AND EVALUATION PLAN

The FEL guidelines will be monitored and evaluated from time to time. For monitoring, there will be tools and report templates that will be filled-in by students and staff at the end of every fieldwork activity. There will also be reports that will be written and submitted by field coordinators at the end of every field activity. Regarding evaluation, the FEL Committee will analyze and compile an annual report on FEL across the university.

VIII. REVISION PLAN

The review cycle of the FEL guidelines will be **FIVE YEARS**. Revision or updating of the guidelines will be intended to ensure continued relevance and compliance with changes at different levels including institutional and national levels. When due, the Deputy Vice Chancellor responsible for academics will appoint a committee with representatives from schools, directorates and institutes whose departments will be coordinating fieldwork activities.

IX. RELATED POLICIES AND GUIDELINES

1. MUHAS Student Assessment Handbook
2. MUHAS Inclusive Education Policy
3. Policy for Prevention and Response to Gender Based Violence, 2023
4. MUHAS Artificial Intelligence Policy (Draft)
5. Students Social Welfare Policy, 2018
6. Student By-Laws, 2013.

X. RESPONSIBLE OFFICE AND CONTACT INFORMATION:

Office of the Deputy Vice chancellor Academics (DVC-A),
Muhimbili University of Health and Allied Sciences (MUHAS),
P.O. Box 65001, Dar Es Salaam.

XI. REFERENCES

1. Education and Training Policy, 2023 Edition.
2. Education Sector Development Plan 2025-2026 to 2029-2030
3. MUHAS Students By-Laws, 2013
4. MUHAS Postgraduate Prospectus, 2026
5. The Tanzania Development Vision, 2050
6. MUHAS Undergraduate Prospectus, 2026

PART C: ANNEXES AND SUPPORTING DOCUMENTS

ANNEX I: TEMPLATE FOR STUDENTS' REPORT

Cover page:

MUHIMBILI UNIVERSITY OF HEALTH AND ALLIED SCIENCES



School/Directorate of

Department of

STUDENTS' FIELD EXPERIENTIAL LEARNING REFLECTION REPORT

Field site: (name of specific site, district and region)

Course/title of the field:

Students' programme:

Students' year of study

Name of Supervisor(s)

Dates: start and end dates of the field

First page inside:

Name of student/list all students who were in the group (If it was group work)

SN	Name of student	Registration Number
1.		
2.		
3.		
4.		
5.		
6.		
...		
....		

Outline of students' individual/group report:

1. Introduction:

- Approach to the fieldwork:
- Field entry:
- People who were consulted or engaged:
- People who guided the field:

2. Field schedule:

Activities that were accomplished daily or a day-to-day timetable (from the day of arrival in the field to the day of departure from the field) and the responsible students/persons.

3. Objectives of FEL:

- a) Broad objective of the FEL attended
- b) Specific objectives of the FEL attended

4. Overall achievements:

- a) Achievements based on objectives
- b) Linkage between the theory and practice
- c) Relevance of the FEL to future employment/self-employment

5. Challenges encountered or weaknesses observed, as well as mitigation efforts (if there were any mitigations)

6. Recommendations (specify what is to be done, why and who are targeted for each recommendation, for example, recommendations to students, supervisors, department, school, university management, community leadership, etc.).

Acknowledgement:

Recognize all persons who contributed to the success of FEL and the contributions of each.

ANNEX II: TEMPLATE FOR SUPERVISION REPORT

Cover page:

MUHIMBILI UNIVERSITY OF HEALTH AND ALLIED SCIENCES



School/Directorate of

Department of

FIELD EXPERIENTIAL LEARNING SUPERVISOR'S REFLECTION REPORT

Field site: (name of specific site, district and region)

Course/title of the field:

Students' programme:

Students' year of study

Name of Supervisor(s)

Dates: started and end date of field

First page inside:

List all students who were in the supervised group:

SN	Name of student	Registration Number
1.		
2.		
3.		
4.		
5.		
6.		
...		
....		

Outline of the report:

1. Introduction
2. Field schedule (indicate activities that were accomplished daily/daily timetable)
3. Comments on the participation and attendance of students
4. Overall achievements (based on expected learning outcomes)
5. Challenges encountered or weaknesses observed as well as mitigation efforts (if there were any mitigations)

6. Recommendations (specify what is to be done, why and who are targeted for each recommendation, for example, recommendations to students, supervisors, department, school, university management, community leadership, etc.).

ANNEX III: FIELD EXPERIENTIAL LEARNING STUDENTS' ATTENDANCE
MUHIMBILI UNIVERSITY OF HEALTH AND ALLIED SCIENCES



School/Directorate/Institute of

Department of

Field site: (name of specific site, district and region)

Course/title of the field:

Students' programme:

Students' year of study

Name of Supervisor(s)

SN	Name of student	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							
16.							
17.							
18.							
19.							
20.							
21.							
22.							
23.							
24.							
25.							