



# **Academic Quality Assurance Manual**

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## **ACKNOWLEDGEMENT**

This manual has been developed by extensively adopting and adapting procedures in Academic Quality Handbook of Trinity College, Carmarthen, UK and the University of Dar es Salaam, Quality Assurance and Control in Teaching and Learning.

# **Chapter 1**

# **Mission and Vision**



# 1 MISSION AND VISION

## 1.1 Introduction

This Academic Quality Handbook is designed as a guide to, and a source of reference for, the principles, procedures and administrative practices upon which the University quality assurance mechanisms are based.

The handbook covers a broad range of areas, including responsibilities for the quality processes, the University committee structure, programme structure, assessment, validation, monitoring and review, the Faculty or School structure and various policies and procedures.

The handbook is concerned primarily with programmes leading to an award from the St John's University of Tanzania, but the principles, guidelines and procedures outlined in it apply to all academic activities and should be adhered to wherever it is appropriate to do so.

As a manual of good practice, the processes and procedures outlined will be reviewed and updated regularly and in response to changing circumstances and experiences.

Advice and information on all policies and procedures in this handbook can be obtained from the Deputy Vice Chancellor Academics.

The Codes of Practice applicable to the handbook are:

- Recruitment and admissions
- Assessment of students
- External examining
- Academic appeals and student complaints on academic matters
- Students with disabilities
- Programme approval, monitoring and review
- Career education, information and guidance
- Placement learning
- Guidelines on the accreditation of prior learning
- Guidelines for higher education institutions in Tanzania.

The Academic Quality Handbook Appendices document contains all the appendices referred to in this handbook. Electronic copies will be available.

## 1.2 Current Position

St John's University of Tanzania is a young University. It will offer a range of programmes in Education, Health Sciences (Nursing and Pharmacy), Social Sciences, Natural Sciences, Theology, Religious Studies, Communications Technology, Communications (Journalism and Film Production), Economics, Leadership Studies and Entrepreneurship. The University will always endeavour to be a centre of excellence. St John's University of Tanzania is a Christian University owned by the Anglican Church of Tanzania.

### **1.3 External Academic Assessor**

The External Academic Assessor is appointed by the St Johns University of Tanzania Senate and approved to monitor quality assurance processes within the University. The External Academic Assessor is responsible for monitoring the University quality assurance arrangements, and for reporting to the University Council on the extent to which reliance can be placed on them. The External Academic Assessor will attend an agreed sample of the following meetings:

- Quality Assurance Committee
- Validation Panels
- Quinquennial Reviews
- Boards of Study / Annual Reviews
- Faculty and School Audits

### **1.4 Mission Statement of the University**

To assume responsibility for providing and maintaining high quality education and training in theological, social, scientific and technological disciplines.

### **1.5 The University's Vision**

**To be a centre of excellence for developing humankind holistically to learn to serve.**

In taking that vision forward, we intend to:

- offer high quality under-graduate and post-graduate programmes
- make higher education in Tanzania more widely accessible
- educate students to national standards
- engage with other Higher Education Institutions in a series of curriculum and operational networks
- make a substantial contribution to the social regeneration of communities in Tanzania
- make a national contribution to:
  - training and continual professional development in the areas it undertakes
  - enhancement of the performing and cultural arts
  - sustainable economic development of communities

We believe that such a vision can be achieved through:

- i. strategic and functional alliances with other institutions in Tanzania
- ii. maintaining a focused and appropriate curriculum portfolio
- iii. maximizing the impact of the University through partnerships with key agencies, authorities and organizations inside and outside the country

Our institutional strategy is underpinned by the following core values:

- a commitment to enhancing and developing a Christian ethos and understanding as a Church related institution of higher education in Tanzania
- a commitment to Tanzania culture and to the development of the community around us
- a commitment to empowering individuals to gain access to education.

The University vision for its future role as an institution of higher education is encapsulated at a local and national level.

The mission of the University will drive forward a learning agenda that supports widening access and increased participation in higher education offering a wide range of degree schemes and learning programmes. The University has identified

- Teaching
- Learning
- Research

as the main strands for development. It aims to promote the agenda of inclusivity and to provide a seamless provision of pathways between Schools, Further Education and Higher Education provision through initiatives such as mentorship in schools.

St John's University has identified international recruitment as a means of furthering its aims. The University is committed to providing a quality learning experience to overseas students from outside the Tanzania.

### **1.5.1 Local Level**

At a local level the University will:

- partner with a number of business enterprises to focus on strategic and innovative developments which match most closely with the professional expertise of staff and the nature of the curriculum portfolio. The University will adopt a measured approach to developing its service to the public activity. It will assess its ability to deliver actions of the highest quality; it will not attempt to deliver in areas outside its area of expertise or competence - rather it will build steadily on a foundation of quality, efficiency and effectiveness;
- support 'opportunities for all' by extending participation to learners in communities.
- uphold the core Christian values of the University by focussing on the need for encouraging those who feel excluded within society to participate through community organizations, voluntary organizations and other social networks in learning initiatives.

### **1.5.2 National Level**

At a national level the University will:

- serve as a centre of excellence for initial and continuing professional development in the fields for which it offers training.

- build upon its distinctiveness as a centre of excellence for the critical, creative and performing arts and other culture related education and training in Tanzania. It intends to enhance its position as an acknowledged provider of the highest quality in Education, Health Sciences, Performance, Music, Arts, Communications Technology, Natural Sciences and Social Sciences

### 1.5.3 Long Term Vision

The ten-year, long-term vision is of an institution:

- that is pro-active, highly sensitive to needs, and focuses on teaching, learning and public service activity;
- that offers a distinctive contribution to the Higher Education sector by its Christian and spiritual foundation and character, whilst fully respecting those of other faiths and none;
- that is perceived as at the centre of the community in which it operates;
- that maximizes the potential of its graduates;
- with highly developed partnerships that maximize the potential of the knowledge economy;
- that fully supports staff in their professional and personal development;
- that operates efficiently, sustainably and is viable over the long term.

### 1.5.4 Medium Term Vision

The five-year, medium-term aims are to:

- promote high quality, innovative and cost-effective programmes which are responsive to student, community and employer needs;
- substantially increase the level of income generated;
- promote an increased appreciation of the 'added value' of the Higher Education offered at the University as a social and cultural resource, for communities and enterprises at local, regional and national level;
- ensure the independence and autonomy of the institution with regard to accountability for public funds and effective management;
- promote the development of the Virtual University in partnership with Anglican Hospitals;
- develop further relationships with other Higher Education Institutions

and

- increase the international profile of the University.

# **Chapter 2**

# **Committee Structure**

## **2 UNIVERSITY COMMITTEE STRUCTURE**

In accordance with the University's Articles of Governance, the University Council has powers to establish appropriate committees to take forward the University's objectives as defined within the articles of association. The Articles define specific roles for a University Council and a Senate. In accordance with those designated powers the Council and the Senate have established appropriate standing committees and working groups. The committee structure is outlined below.

### **2.1 The University Council**

The University Council is chaired by the appointee of the ACT Board of Trustees and meets at least three times each year.

#### **2.1.1 Terms of Reference**

- i. To determine the educational character and mission of the University and the strategic overview of institutional activities;
- ii. To approve annual estimates of income and expenditure;
- iii. To appoint, grade, suspend, dismiss and determine the pay and conditions of holders of Senior Posts and of the Chaplain;
- iv. To set a framework for the pay and conditions of staff in the light of the Board of Trustees' recommendations.

#### **2.1.2 University Council Standing Committees**

- i. Finance and Strategic Planning Committee
- ii. Audit Committee
- iii. Human Resources Committee
- iv. Estates Committee
- v. Health and Safety Committee
- vi. Joint Students' Union Management Group Committee
- vii. Joint Consultative Union Committee

Full details of the terms of reference and membership of the University Council's standing committees are available from the University's *Governance* document.

### **2.2 Senior Management Team**

The Senior Management Team will be responsible for supporting the Vice-Chancellor in the effective strategic management of the University. It is chaired by the Vice-chancellor, normally meets at least once every fortnight and reports to the Finance and Strategic Planning standing committee of the University Council.

#### **2.2.1 Terms of Reference**

- i. To devise, monitor and implement strategies, policies and plans which will secure the University's defined objectives;
- ii. To lead and manage the University, its services and resources effectively and efficiently in accordance with policies determined by the University Council;

- iii. To provide strategic advice to the Vice Chancellor with regard to academic planning and related activities;
- iv. To providing effective strategic direction with regard to risk management;
- v. To develop, evaluate and maintain corporate approach to the management and execution of the University's affairs.

### **2.2.2 Membership**

- Vice Chancellor (Chair)
- Deputy Vice Chancellors
- Chaplain
- Director of Human Resources
- Director of Resources and Operations
- Director of Student Services
- Director of Development Unit
- Academic Secretary

### **2.3 Senate**

The Senate is responsible for advising the Vice Chancellor, as the Chief Executive of the University, on all academic matters pertaining to the work and mission of the University. The Senate is chaired by the Vice Chancellor and normally meets twice each semester and reports to the Council.

#### **2.3.1 Terms of Reference**

- i. To advise the Vice Chancellor on all issues relating to the strategic development of the University;
- ii. To receive and approve the University Strategic Plan and Teaching and Learning Strategy;
- iii. To approve appropriate Standing Committees, their membership and terms of reference to facilitate the mission of the University;
- iv. To approve policies and procedures for the design, validation, review and withdrawal of programmes, and the appointment and removal of External Examiners;
- v. To approve policies and procedures in relation to the recruitment, admission, assessment, support, pastoral care and discipline of students together with complaint and appeal mechanisms;
- vi. To approve Faculty and School plans for realizing the University's Strategic Plan, including proposals for the development of new academic activities and associated resource implications;
- vii. To approve the withdrawal of existing academic programmes from the University portfolio;
- viii. To approve policies and procedures in relation to the responsibilities of the Information Services and Resources Committee (ISRC, 2.4.2);

- ix. To approve policies and procedures in relation to the responsibilities of all Standing Committees of the Senate
- x. To receive the minutes of the Quality Assurance Committee (QAC, 2.4.1) together with reports in relation to External Examiner reports, Examination Boards, student questionnaires, validation panels, programme review panels and assessment outcomes, and to ensure appropriate action in response to the issues raised;
- xi. To receive the minutes of validation and review panels and finally approve new programmes and the review of existing programmes;
- xii. To receive Faculty and School Board minutes, and to ensure appropriate action in response to the issues raised;
- xiii. To receive the minutes of all Standing Committees of the Senate and to ensure appropriate action in response to the issues raised.

The minutes of the Senate and, when appropriate, any of its Standing Committees shall be presented, for information, to the University Council.

### 2.3.2 Membership

- Vice Chancellor (Chair)
- Deputy Vice Chancellors
- Director of Resources and Operations
- Heads of Faculties and Schools
- Head of Information and Communications Technology Unit
- Head of Library Services
- Director of Student Services
- Director of Human Resources
- Director of Entrepreneurship
- Twelve elected staff representatives not in the former *group* (two from each Faculty and School)
- President of the Students' Union and one other student from the student government.
- Secretary: Quality Assurance Unit appointment

The Senate shall have power to *co-opt* members as and when necessary.

### 2.4 Senate Standing Committees

The Senate standing committees are

- i. Quality Assurance Committee
  - APEL Committee
- ii. Information Services and Resources Committee
- iii. Faculty and School Boards



- iv. Student Services Committee
- v. Examination Boards
- vi. Research Committee
- vii. Admissions and Marketing Committee
- viii. Risk Management Committee
- ix. Staff Development Committee
- x. Equality and Diversity Committee

The Deputy Vice Chancellor Academics has the right of attendance at all the standing committees of the Senate. With the exception of reserved business and Examination Boards, the minutes of these committees shall be available on the intranet once approved.

### **2.4.1 Quality Assurance Committee**

The Quality Assurance Committee is charged with securing high quality teaching and learning throughout the institution. It is responsible for monitoring quality assurance within the Faculties and Schools. The Quality Assurance Committee is chaired by the Deputy Vice Chancellor Academics; it normally meets twice each semester and reports to the Senate.

#### **2.4.1.1 Terms of Reference**

- i. To have overall responsibility for overseeing the effective implementation and development of the University's quality assurance procedures governing taught provision on behalf of the Senate;
- ii. To develop policies and procedures for the design, validation and review of programmes and the appointment and removal of External Examiners for approval by the Senate;
- iii. To develop policies and procedures in relation to student discipline, complaints and appeals for approval by the Senate;
- iv. To develop policies and procedures for all issues relating to assessment including the role of External Examiners, terms of reference of Examination Boards, rules for progression, retrieval and the classification of awards for approval by the Senate;
- v. To prepare appropriate summary reports and recommend action in response to the issues arising in relation to External Examiner Reports, Programme Questionnaires, Annual Reviews and assessment outcomes for consideration by the Senate.
- vi. To receive and approve or reject nominations from the Faculties and Schools for External Examiners, members of validation panels, review panels and School Audit Teams;
- vii. To monitor all quality assurance policies and procedures, and carry out checks to ensure that such policies and procedures are being followed throughout the institution;
- viii. To monitor academic standards and promote the maintenance of the highest possible standards within the institution;

- ix. To conduct audit visits to Schools in order to ensure that appropriate quality assurance procedures are being followed and to report its findings to the Senate;
- x. To advise and report to the Senate on any matter it considers relevant to issues of quality and academic standards;
- xi. To modify policies and procedures relating to quality assurance in response to issues raised by the Faculties and Schools, the University Council and external bodies such as the Quality Assurance Agency, and the Funding Council;
- xii. To consider such matters relating to teaching and learning as may be referred to the Committee by the Senate.

#### **2.4.1.2 Membership**

- Deputy Vice Chancellor Academics (Chair)
- Heads of Faculties and Schools
- Three representatives from each Faculty and School (to be nominated by the Faculty or School)
- President of the Students' Union (or nominee)
- Observers: Faculty and School Administrative Officers (to be nominated by the Faculties),
- External Academic Assessor: Governing Body Representative
- Secretary: Quality Assurance Unit appointment

Members will be required to send an alternate if they are unable to attend Quality Assurance Committee meetings.

#### **2.4.1.3 APEL Committee**

This Committee is a standing committee of the Quality Assurance Committee and is responsible for considering applications from current and prospective students for the accreditation of their prior and experiential learning.

### **2.4.2 Information Services and Resources**

The Information Services and Resources Committee (ISRC) is charged with securing high quality information services and resources throughout the institution. It is chaired by the Director of Resources and Operations (DRO), normally meets twice each semester and reports to the Senate.

#### **2.4.2.1 Terms of Reference**

- i. To have overall responsibility for overseeing the effective development and delivery of information services and resources on behalf of the Senate;
- ii. To develop policies and procedures in relation to information services and resources for approval by the Senate.
- iii. To monitor, evaluate and review the performance of the delivery of information services and resources within the institution;
- iv. To advise and report to the Senate on any matter it considers relevant to issues relating to the provision of information services and resources;

- v. To consider such matters relating to information services and resources as may be referred to the Committee by the Senate or any of its standing committees.

The strategic development of issues linked to information services and resources will be led by the DRO. The DRO will call appropriate senior members of staff to take forward strategic discussions with the Senior Management Team.

#### **2.4.2.2 Membership**

- Director of Resources and Operations (Chair)
- Deputy Vice Chancellor Academics
- Heads of Faculties and Schools
- Director of Student Services
- Director of Campus Services
- Director of Development Unit
- Director of Human Resources
- Senior Financial Manager
- Faculty and School representatives - up to three per Faculty or School
- Estates Manager
- Network Systems Manager
- Database Systems Manager
- IT Representative
- Director of Learning Resources
- Web-site and Intranet Developer
- Secretary: central appointment

Membership will be extended to include other line managers of the support services as and when required.

#### **2.4.3 Faculty and School Boards**

Each Faculty and School will have a Faculty or School Board, chaired by the Head of the Faculty or School and reporting to the Senate. Details of the terms of reference and membership of the Faculty or School Boards and their sub-committees can be found in Chapter 3 of this document.

#### **2.4.4 Student Services Committee**

This committee is charged with ensuring the provision of support services for the student population. It is chaired by the Director of Student Services, normally meets twice each semester and reports to the Senate.

##### **2.4.4.1 Terms of Reference**

- i. To develop policies and procedures for issues relating to learning support and students with disabilities for approval by the Senate;

- ii. To prepare reports and recommend action in response to the issues arising from learning support and students with disabilities for consideration by the Senate;
- iii. To monitor, evaluate and review the University's provision, policies and procedures relating to students with disabilities, particularly for compliance with legislation;
- iv. To liaise with the Faculties, the Schools and all support units on issues relating to students with disabilities and learning support needs;
- v. To advise Faculties and Schools on issues relating to disability particularly during the interviewing process;
- vi. To monitor, evaluate and review the Study Support provision, the Careers Service, the Counselling Service, the Hostel Warden system and the Chaplaincy, and to prepare reports and recommend action in relation to the issues raised for consideration by the Senate;
- vii. To establish and maintain working partnerships with relevant external bodies in order to share examples of good practice.
- viii. To monitor, evaluate and review the administration of the Personal Tutor Programme in liaison with the Faculties and to recommend action in relation to the issues raised for consideration by the Senate

#### **2.4.4.2 Membership**

- Director of Student Services (Chair)
- Heads of Faculties and Schools
- Careers Adviser
- One Counselling representative
- One Disability Administration representative
- One Support Tutor – Disability
- Financial Contingency Fund Administrator
- Chaplain
- Assistant Registrar
- International Officer
- Hostel Warden representative
- President of the Students' Union
- Student representative
- Mature Students' representative
- Representative of students with disabilities
- Estate Manager
- Administrative Officer serving as Secretary to the Committee.

The Committee shall have the power to co-opt additional members as necessary, either on a temporary basis or for a specified period of time.

### **2.4.5 Examination Boards**

Details of the terms of reference and membership of examination boards can be found in Chapter 3.

### **2.4.6 Research Committee**

The function, terms of reference and membership of the Research Committee is given in section 5.6

### **2.4.7 Admissions and Marketing Committee**

The Admissions and Marketing Committee is responsible for developing, monitoring and reviewing the University's Admissions Policy in line with Practice on Recruitment and Admissions. It is chaired by the Deputy Vice Chancellor Academics, meets once each semester and reports to the Deputy Vice Chancellor Academics.

#### **2.4.7.1 Terms of Reference**

- i. To monitor and review recruitment, admission and enrolment policies and procedures;
- ii. To identify staff development needs for all issues relating to student admissions, and plan an appropriate staff development programme;
- iii. To monitor, evaluate and review the policies and procedures for responding to applicants' complaints about the admissions process;
- iv. To monitor, evaluate and review the accuracy and consistency of promotional materials in publicity leaflets, the prospectus, and on the University web site;
- v. To monitor, evaluate and review the University response to equality and diversity in relation to admissions and marketing;
- vi. To monitor, evaluate and review the administration and processing of enquiries to potential students.

#### **2.4.7.2 Membership**

- Deputy Vice Chancellor Academics (Chair)
- Heads of Faculties and Schools
- Director of Student Services
- Two Representatives for each Faculty and School
- Marketing Department
- International Officer
- Director of Campus Services
- Web site and Intranet Developer
- Secretary: central appointment

## **2.4.8 Risk Management Committee**

The Risk Management Committee is charged with ensuring that the University is managing risk effectively. It is chaired by the Director of Resources and Operations (DRO), meets twice each semester and reports to the Senate.

### **2.4.8.1 Terms of Reference**

- i. To have overall responsibility for overseeing the effective management of risk on behalf of the Council.
- ii. To develop policies and procedures in relation to risk management for approval by the Council
- iii. To monitor the implementation of risk management policies and procedures within the institution;
- iv. To advise and report to the Council on any matter it considers relevant to issues relating to risk management;
- v. To consider such matters relating to risk management as may be referred to the Committee by the Council.

### **2.4.8.2 Membership**

- Director of Resources and Operations (Chair)
- Estates Manager
- Network Systems Manager
- Director of Learning Resources
- Database Systems Manager
- Marketing Officer
- Director of Campus Services
- Director of Commercial Services
- Senior Financial Manager
- Director of Development Unit
- Director of Human Resources
- Academic representatives - one per Faculty and School
- Secretary: central appointment

Membership will be extended to include other members of staff as and when required.

## **2.4.9 Staff Development Committee**

The Staff Development Committee is responsible for developing and co-coordinating the University staff development plan. Details of the terms of reference and membership of the Staff Development Committee can be found in section 5.3.1 of this document.

### **2.4.10 Equality and Diversity Committee**

The Equality and Diversity Committee is charged with ensuring that equality and diversity issues are scrutinized and monitored in the interest of all staff and students. It is chaired by the Director of Student Services, meets twice each semester and reports to the Senate.

#### **2.4.10.1 Terms of Reference**

- i. To examine, monitor and review equality and diversity issues, procedures and activities, in order to eliminate the possibility of discrimination;
- ii. To develop policies and procedures in relation to equality and diversity issues for approval by the Council;
- iii. To review and modify policies and procedures, particularly for compliance with legislation, for approval by the Council;
- iv. To promote good practice and consistency throughout all aspects of University activity in relation to equality and diversity;
- v. To monitor and maintain good working partnerships with relevant external bodies in order to share examples of good practice, including colleagues from other Higher Education Institutions.
- vi. To review all relevant action plans (e.g. Race, Disability) on an annual basis;
- vii. To raise awareness of existing and new legislation as it relates to all aspects of the University and support activities;
- viii. To ensure that no individual is subject to unjustifiable discrimination on the basis of gender, race, nationality, ethnic or national origin, religious or political beliefs, disability, marital status, social background, family circumstance, sexual orientation, gender reassignment, spent criminal convictions, age or any other reason;
- ix. To ensure that relevant and appropriate staff development sessions are delivered to all staff, particularly new staff;
- x. To consider other matters relating to equality and diversity that are referred to the Committee by the Council.

#### **2.4.10.2 Membership**

- Director of Student Services (Chair)
- Heads of Faculties and Schools
- Two staff representatives from each Faculty and School
- Director of Human Resources
- Personnel Assistant (Administrator)
- Director of Resources and Operations
- University Chaplain
- Counsellor(s)
- Assistant Registrar

- Marketing Officer
- Director of Campus Services
- Estates Manager
- International Officer
- Careers Advisor
- General Manager, Students' Union
- President of the Students' Union
- Secretary: central appointment

Membership will be extended to include other members of staff as and when required.

### **2.4.11 Library Committee**

The Library Committee has the task of overseeing the work of the library, deciding its strategic direction, canvassing the needs of the Faculties and Schools with respect to the library and supporting the library staff.

#### **2.4.11.1 Terms of Reference**

- i. To attend all meetings and see that accurate records are kept and communicated to relevant University authorities.
- ii. To establish library policies dealing with collection development and other teaching and learning resources.
- iii. To assist in the preparation of the annual library budget.
- iv. To help the library to secure adequate funds to carry on library activities.
- v. To propose written policies to govern the operation of programmes of the library.
- vi. To make recommendations to SJUT authorities on any matters pertaining to the library.
- vii. To do any other duties as it may be directed by the Senate.

#### **2.4.11.2 Membership**

- The Head of Library Services.
- Deans of faculties and schools; or their nominated representative.
- Representative from student government.



# **Chapter 3**

# **The Faculties and Schools**

### **3 THE FACULTIES AND SCHOOLS**

#### **3.1 *Faculties, Schools and Departments***

The University will begin with three faculties and three schools :

- Faculty of Science and Applied Technology
- Faculty of Humanities and Education
- Faculty of Commerce and Business Studies
- School of Nursing
- School of Pharmacy and Pharmaceutical Science
- School of Theology and Religious Studies

The Council will determine departments in each Faculty and School, and the current composition of the Faculties is as follows:

##### **3.1.1 The Faculty of Science and Applied Technology Departments**

- Chemistry
- Biology
- Physics
- Mathematics
- Information Technology

##### **3.1.2 The Faculty of Humanities and Education Departments**

- Education
- Geography
- History
- Kiswahili
- English
- Development Studies
- Communication Skills

##### **3.1.3 Faculty of Commerce and Business Studies Departments**

- Accounting and Finance
- Economics and Marketing
- Human Resources and General Management

##### **3.1.4 The School of Nursing Departments**

- Clinical Nursing
- Reproductive and Child Health
- Leadership and Management

- Community Health Nursing

### **3.1.5 The School of Pharmacy and Pharmaceutical Science Departments**

- Pharmaceutical, Medicinal and Physiological Chemistry (Biochemistry)
- Pharmacognosy
- Pharmaceutics
- Pharmaceutical Services and Medicines Control
- Pharmaceutical Microbiology
- Anatomy, Physiology and Pathology
- Parasitology, Entomology and Epidemiology
- Pharmacology

### **3.1.6 School of Theology and Religious Studies**

- Theology
- Research
- Biblical Studies
- Church History
- Pastoral Care and Counselling
- Religious Studies

## **3.2 Faculty and School Boards**

Each faculty and school will have a faculty or school board. The Board will be chaired by the Dean of the Faculty or School and will report to the Senate.

The Faculty and School Boards will meet at least twice each term and will normally have one meeting with a specific focus on academic affairs and another meeting with a specific focus on quality assurance and resources.

The Faculty or School Board may appoint standing and *ad hoc* sub-committees to deal with particular matters.

### **3.2.1 Terms of Reference – Academic Affairs**

- To implement the University's Strategic Plan, Teaching and Learning Strategy and Quality Enhancement plan;
- To receive and implement the minutes of the Senate, ensuring appropriate action with regard to the issues raised;
- To receive and ensure appropriate response to action points relating to the Faculty or School from all other Standing Committees of Senate;
- To ensure appropriate action in relation to issues arising from external bodies such as the University Council or Senate, or the Quality Assurance Agency.
- To ensure appropriate action in relation to issues which relate to Enterprise; Widening Access and Lifelong Learning; Part-time and

Community Education; Marketing and Recruitment; and cross-Faculty or School Issues;

- vi. To consider any matter which the Council or the Vice Chancellor may refer to Faculty or School Board.

### **3.2.2 Terms of Reference – Quality Assurance and Resources**

- i. To implement the University's Strategic Plan and Teaching and Learning Strategy;
- ii. To establish and monitor appropriate mechanisms within the Faculty or School for the design and validation of new academic programmes, and the review and withdrawal of current programmes, in accordance with University policies;
- iii. To establish and monitor appropriate mechanisms within the Faculty or School for the recruitment, admission, assessment, support and pastoral care of students in accordance with University policies;
- iv. To prepare proposals for the appointment of new External Examiners, and recommend the removal of existing External Examiners, for approval by the QAC, in accordance with University policies;
- v. To implement the recommendations of External Examiner reports;
- vi. To receive and respond to the minutes of the QAC, Examination Boards, Validation Panels, Programme Review Panels, ensuring appropriate action with regard to the issues raised;
- vii. To ensure appropriate action in relation to the successful delivery of undergraduate and postgraduate schemes for full and part time students;
- viii. To receive and respond to the minutes of Boards of Study, School Boards and, in the case of the Faculty of Humanities and Education, the Partnership Management Committees, ensuring appropriate action with regard to the issues raised;
- ix. To receive and respond to the ISRC minutes in relation to information and learning resources across the institution, and ensure appropriate action with regard to the issues raised;
- x. To ensure appropriate action in relation to issues arising from external bodies, the Quality Assurance Agency, and Council;
- xi. To consider any matter which the Council or Vice Chancellor may refer to Faculty or School Board.

### **3.2.3 Membership of Faculty and School Boards**

- The Dean (Chair)
- Heads of Departments
- Two student representatives of which one should be male and the other female.
- Two external members with appropriate experience and qualifications.

### **3.3 Departmental Boards**

Each department has a departmental Board which is responsible for all aspects of its provision at department level. Department Boards are chaired by the Heads of Department, meet at least twice each semester and report to the Faculty or School Board.

Sub-committees of Department Boards may be convened and outcomes of such meetings will be reported to the Department Boards.

#### **3.3.1 Terms of Reference**

- i. To engage in short, medium and long term planning of all aspects of the provision;
- ii. To prepare new programmes for validation;
- iii. To prepare existing programmes for periodic review;
- iv. To evaluate all issues in relation to assessment to ensure that:
  - the assessment process enables learners to demonstrate achievement of the intended learning outcomes;
  - the assessment criteria enable examiners to distinguish between different categories of achievement;
  - the assessment strategy has an adequate formative function in developing student abilities;
  - the standards achieved by students meet the minimum expectations for the award as measured against the subject benchmarks and qualifications framework.
- v. To monitor, evaluate and review the management, content, delivery, assessment and resourcing of all its provision including:
  - Quality Assurance
  - Student progress
  - Timetables
  - External Examiner Reports
  - Widening access and life long learning
  - Staff Development and Research
  - Collaborative Provision
  - Health and Safety
  - Marketing
  - Income generating activity
- vi. Any other matter affecting the work of the Department.

#### **3.3.2 Membership of Department Boards**

- Head of Department (Chair)
- All the Academic Staff of the School
- Technical Staff (as appropriate)

- Secretary: Faculty or School appointment

### **3.4 Responsibilities and Powers of Deans**

- i. Academic and administrative head of the Faculty or Schools.
- ii. Chairman of the Board of the Faculty or School.

# **Chapter 4**

# **Program Validation, Monitoring and Review**

## 4 PROGRAMME VALIDATION, MONITORING AND REVIEW

### 4.1 Principles

The University will promote and maintain high academic standards by requiring that all Programmes of Study:

- i. undergo a formal process of validation leading to approval.
- ii. be reviewed annually by using external examiners reports.
- iii. Be periodically reviewed within the context of a Department Audit

The awards granted at St John's University will be comparable with awards granted and conferred throughout higher education in Tanzania with respect to standards, objectives, duration and level of entry.

Programmes of Study will be designed to comply with the requirements of the relevant Benchmarking Statements. They will be designed to achieve both specific and general educational aims. The University recognizes the importance and value of involving experienced representatives drawn from within and outside the discipline, the institution and higher education in the validation and review of programmes.

The University is committed to the use of a programme specification, a curriculum map, learning outcomes and assessment criteria in its programme documentation which, together with indicative content, will provide interested parties such as prospective students, external examiners and collaborative colleagues both nationally and internationally with a firm indication of what its graduates, diploma and certificate holders can do at the end of their programmes of study.

### 4.2 Regulations and Notes for Guidance

The most important function of validation and review is **to** assess the quality **and** standard of Programmes of Study and the ability of the University to deliver them. The process also stimulates programme **and** curriculum development, including innovations in teaching and learning practice, by requiring staff to evaluate their programmes and to expose them to the thinking and practices of professional colleagues from within and outside the University.

The validation process and review processes ensure that each programme meets the requirements of the University and the validating body for the relevant award, and that the standards set are appropriate for that award.

### 4.3 New Programme Proposals

New programme or module proposals may originate from a variety of sources. These may be an individual subject area, Faculty or School Board, Senior Management Team, an external source, identified niche markets, student feedback, funded opportunity, strategic opportunity, or growth market.

A new proposal should be presented to the relevant Faculty or School Board. The Faculty or School Board will consider the human and physical resources required for its delivery, any ethical issues, the appropriateness of the academic environment, as well as its relevance and appropriateness to the University's Strategic Plan before approval is granted for the proposal to be progressed to the Senate.



Following approval by the Faculty or School Board, the Application for Approval for a New Programme of Study should be submitted to the Senate. In the event that the programme needs to be validated using Validation Process A, (see 4.7), a synopsis of the programme and the expected month of validation should also be submitted to the Senate.

The Senate will consider the relevance and appropriateness to the University's Strategic Plan of all proposals for the validation of new programmes, together with the associated resource implications. No Programme of Study will be included in the validation programme without the approval of the Senate.

#### **4.4 Preparation of Documents for Validation**

The preparation of documents for validation will be undertaken at Department level. Such preparation will enable a programme team to demonstrate what it intends to achieve and how it expects to do so. Such a document will need to express the intentions of the team explicitly and concisely in clear, direct and jargon free language. Documentation is required to be as precise as possible. In planning a new programme, consideration must be given to:

- the University's vision and mission;
- the intended aims of the programme;
- the intended student market;
- the level of the programme - its intellectual challenge and value - and its place in a national qualifications framework;
- external reference points, including any relevant subject benchmark statements, national qualifications frameworks for higher education and, where appropriate, the requirements of professional and statutory bodies and employers;
- the concept of progression so that the curriculum imposes an increasing level of demand on the learner during the course of the programme;
- opportunities potentially available to students on completion of the programme;
- the balance of the programme, for example in relation to academic and practical elements, personal development and academic outcomes, curriculum breadth and depth;
- the coherence of the programme to ensure that the overall experience of a student has a logic and an intellectual integrity that are related to clearly defined purposes;
- the award title to ensure it reflects the intended learning outcomes of the programme;
- how the intended learning outcomes of the programme will be promoted, demonstrated and assessed;
- the resources necessary and available to support the programme, including reference to disability issues.

A Programme Co-ordinator shall be identified by the Faculty or School to take responsibility for submitting the proposal.

The Programme Co-ordinator will compile a submission document.

The document, when ready, will be submitted for the consideration of an appropriate Validation Panel set up by the Quality Assurance Committee (see 4.8).

#### **4.5 Guidance for Programme Teams**

Programme teams should take advantage of the guidance and advice which is available to them from the Quality Assurance Unit at all stages of validation. Attention is drawn to:

- i. Examples of good practice which are obtainable from the Quality Assurance Unit.
- ii. Contacts which may be made with internal and external representatives possessing relevant knowledge and experience.
- iii. Consultations and briefings with the Deputy Vice Chancellor Academics.

#### **4.6 Use of Existing Modules in New Programmes**

Whenever a new programme makes use of an existing module, the module will form part of the documentation that is presented for validation. As part of the validation process, it is important to ensure that the existing module is appropriate for inclusion in the new programme. In its scrutiny of the proposal for the new programme, the validation panel will be empowered to recommend changes to new and existing modules, as it is otherwise difficult to ensure that the existing modules form an integral part of the new programme. It is therefore vitally important that the module co-ordinator together with Programme Coordinators of other programmes that use the same module are consulted regarding the possible inclusion of a module in a new programme, and that such staff are also aware that this might result in some changes to the module.

Module co-ordinators of existing modules included in a validation proposal should be present during the validation event.

#### **4.7 The Validation Process**

##### **4.7.1 Arrangements for Validation**

The Quality Assurance Committee will be responsible for appointing an appropriate Validation Panel to receive and consider documents to be submitted for validation. The Quality Assurance Unit will be responsible for initial scrutiny of the documentation, and for commenting on it, and, if necessary, referring the document back to the department. Close liaison with members of the department is an important element in this task.

Depending on the nature of a validation proposal, the programme may be subject to one of two different validation processes, Validation Process A or Validation Process B. New proposals may also be subject to initial scrutiny by a Preliminary Validation Panel.

Full details of the different kinds of programme that may be proposed for validation, and the required validation process in each case can be found on page 4-5 .

The period of time that is normally required for the validation of programmes that involve Validation Process A is 18 months. The period normally required for the validation of programmes that involve Validation Process B is 12 months.

All validation panels must include individuals with an appropriate level of expertise in the subject(s).

### ***Nature of Programme Development***

<b>No.</b>	<b>Panel Membership and Terms of Reference</b>	<b>Validation Process</b>
I	A new Programme of Study with a new title	Preliminary Validation followed by Validation Process A
II	An existing programme is being changed by more than 50% as a result of the introduction of new modules or changes to modules.	Preliminary Validation followed by Validation Process A.
III	New Programmes of Study that are largely composed of existing modules. A proposal will be considered to be largely composed of existing modules if modules with a total credit value of at least 75% of the compulsory credits and modules with a total credit value of at least 75% of the optional credits available at each level of study have already been validated.	Validation Process A
IV	Upgrading to a higher level (e.g. upgrading of an CertHE, DipHE or Ordinary degree to Honours level, or upgrading of PgCert or PgDip to Master's level)	Validation Process A
V	A new scheme made up of a new combination of modules already existing on other programmes leading to St John's University of Tanzania awards (or groups of modules, e.g. major, minor or Joint Honours components)	Validation Process B
VI	An existing programme is being changed by between 25% and 50% as a result of the introduction of new modules or changes to modules.	Validation Process B
VII	Introduction of a new Part-time or full-time mode of study	Validation Process B
VIII	Introduction of any other new mode of study (e.g. distance learning)	Validation Process B
IX	An existing programme is being changed by less than 25% as a result of the introduction of new modules or changes to modules. Credit volumes should be used as the main basis for determining the percentage change and should take account of the level of significance of any changes to modules, including such factors as whether the modules concerned are core or optional modules, and the contribution of the modules concerned to the final award. For initial degree programmes, the percentage change should be in relation to the 240 credits at Levels 5 and 6 only.	Changes can be approved by the Faculty Board (see section 4.8)
X	Any change of title, irrespective of whether the programme content is being changed as well (including changes of title of lower level awards)	Changes can be recommended by Faculty Board and will need final approval by Senate.
XI	The withdrawal of a programme or the reduction of intake to zero (note: where intake has been reduced to zero for three consecutive academic sessions, the programme will be deemed to have been withdrawn).	Changes can be recommended by Faculty Board and will need final approval by Senate.

### 4.7.2 Terms of Reference of Validation Panels

Programme of Study Validation Panels will scrutinize the documentation to ensure that:

- i. All required details have been incorporated, including a Programme Specification and Curriculum Map, with appropriate cross referencing to subject benchmarking statements.
- ii. The programme reflects the requirements of external reference points, including any relevant subject benchmark statements, the qualifications framework, and, where appropriate, the requirements of professional and statutory bodies and employers.
- iii. The intended learning outcomes are appropriate to the aims for each module.
- iv. The intended learning outcomes relate to any relevant benchmarking statements at the appropriate level for each module.
- v. The assessment procedures enable learners to demonstrate achievement of the learning outcomes for each module.
- vi. The programme content is appropriate to the stated aims at the correct level(s) and enables the learner to achieve the intended learning outcomes.
- vii. The curriculum imposes an increasing level of demand on the learner during the course of the programme.
- viii. Resources are available to support the delivery of the programme.

### 4.7.3 Validation Events

- i. As soon as the University knows that it intends to seek approval for a new programme, the Quality Assurance Committee shall convene a meeting of the appropriate Validation Panel to scrutinize the Programme Document for approval.
- ii. Submissions will be lodged with members of a panel at least fourteen days before the meeting.
- iii. Panel members shall provide written details of any substantial objections to a submission at least one working day in advance of the validation event.
- iv. Provision will be made for Panel members to hold a meeting prior to the formal meeting. This will assist the Chair in drawing up an agenda for discussion and will indicate which members will raise different issues. An appropriate timetable will also be agreed at this meeting.
- v. It will be for the Panel to decide whether or not it wishes the Programme Co-ordinator to participate in these initial private discussions.
- vi. The Panel will then meet the programme team to discuss the agreed issues.
- vii. The Panel, if it so decides, can divide itself into smaller groups if this is likely to expedite discussions.
- viii. At the conclusion of the event, the Chair, following a private meeting of the Panel, will convey verbally to the Programme Co-ordinator or the Programme Team the Panel's conclusions and recommendations.

- ix. Panel members will need to be available for further discussion with programme team members if required.

#### **4.7.4 Criteria for Membership of Validation Panels**

The composition of validation panels should ensure that the approval process is subject to thorough internal and external scrutiny. Panels must include individuals with expertise in the subject discipline and may include:

- i. Academic staff from other disciplines within the University;
- ii. External advisers that provide relevant information and guidance on current developments in the discipline;
- iii. External advisers that provide relevant information and guidance on current developments in the workplace;
- iv. Representatives from appropriate professional or statutory bodies;
- v. Representatives from collaborative partners.

#### **4.7.5 Membership of Preliminary Validation Panels**

Members of preliminary validation panels are drawn from Faculties and Schools other than those making the submission. Nominations are presented to the Quality Assurance Committee for approval.

- Deputy Vice Chancellor Academics (Chair)
- Relevant Faculty or School Head
- At least two members of academic staff
- Secretary: Quality Assurance Unit

Membership of preliminary validation panels should be selected to ensure that:

- i. At least two of the members of academic staff will have previous experience of being on a validation panel inside or outside the University. The possible inclusion of a third member of academic staff will provide a staff development opportunity for staff that lack experience as members of a validation panel.
- ii. One of the members of academic staff should come outside the Faculty or School making the proposal.

#### **4.7.6 Membership of Validation Panels – Process A**

Nominations for members for Final Validation Panels are presented to the Quality Assurance Committee for approval.

- Vice Chancellor (Chair)
- Two external subject advisers or assessors (nominated by programme team)
- Academic Registrar
- Relevant Faculty or School Head
- Observer: External Academic Assessor
- Secretary: Quality Assurance Unit

At least one of the two external subject advisers or assessors will have significant recent and relevant experience at a Higher Education institution of developing and delivering programmes in a discipline relating closely to the proposed programme.

The University external Academic Assessor will attend a sample of this category of validation event. In some cases the External Academic Assessor could replace one of the two external subject advisers or assessors.

#### **4.7.7 Membership of Validation Panels – Process B**

Nominations for members for Validation Panels are presented to the Quality Assurance Committee for approval.

- Deputy Vice Chancellor Academics or nominee (Chair)
- Relevant Head of Faculty or School
- An external subject adviser or assessor (nominated by programme team)
- At least two members of academic staff
- Secretary: Quality Assurance Unit

Membership of internal validation panels should be selected to ensure that:

- i. At least two of the members of academic staff will have previous experience of being on a validation panel inside or outside the University. The possible inclusion of a third member of academic staff will provide a staff development opportunity for staff that lack experience as members of a validation panel.
- ii. One of the members of academic staff should come from outside the Faculty or School making the proposal.

#### **4.7.8 Possible Outcomes of Preliminary Validation Panels**

The Panel can assign the validation submission to one of four categories:

- i. The documentation is considered suitable to proceed to validation, subject to minor amendments that can be implemented by the Programme Team. The Panel shall provide full details of the necessary amendments. In such cases, the date of the Validation Panel will be confirmed and arrangements finalized with the Programme Team.
- ii. The documentation is not considered of sufficient quality to proceed to validation and review in its original form, but is capable of revision by the Programme Team in accordance with advice offered in the report of the Preliminary Validation Panel. The amended documentation should be resubmitted to the Chair of the Preliminary Validation Panel or his or her nominee. The Chair will be responsible for scrutinizing the documentation and advising the QAC as to whether the proposal needs to be reconsidered by the Preliminary Validation Panel or whether the proposal can proceed directly to validation. Normally it is expected that these amendments can be implemented in time for a Validation Panel to be possible within the original time scale.
- iii. If the Preliminary Validation Panel and the Programme Team are unable to agree on the amendments to the documentation, both should submit

reports to the Quality Assurance Committee for a decision to be made on how the proposal should be progressed.

- iv. The documentation is considered so seriously deficient that it cannot proceed to validation or review within the original timetable. The report shall be submitted to the relevant Head of Faculty or School recommending its withdrawal. The Faculty or School Board will consider the Panel's report and consult with the Programme Team. If the Panel's recommendation is endorsed, the submission shall be withdrawn from the validation programme. The Programme Team will be allowed to resubmit new proposals to the Faculty Board in accordance with a new timetable.

#### **4.7.9 Possible Outcomes of Validation Panels (Processes A and B)**

The Panel can assign the validation submission to one of four categories:

- i. The documentation can be approved, possibly subject to minor amendments. The Panel shall provide full details of the necessary amendments. The Programme Team will be responsible for implementing the amendments and revising the documentation. The amended documentation should be resubmitted to the Chair of the Validation Panel or his or her nominee, who will be responsible for scrutinizing the documentation to ensure that the amendments have been implemented and reporting to the QAC. The QAC will report its findings to the Senate for final approval.
- ii. The documentation is not considered of sufficient quality to proceed to validation and review in its original form, but is capable of revision by the Programme Team in accordance with advice offered in the report of the Validation Panel. The amended documentation should be resubmitted to the Chair of the Validation Panel or his or her nominee. The Chair will be responsible for scrutinizing the documentation and advising the QAC as to whether the proposal needs to be reconsidered by the Validation Panel or whether the proposal can be approved.
- iii. If the Validation Panel and the Programme Team are unable to agree on the amendments to the documentation, both should submit reports to the QAC for a decision to be made as to how the proposal should be progressed.
- iv. The documentation is considered so seriously deficient that it cannot proceed to validation or review within the original timetable. The report shall be submitted to the relevant Head of Faculty or School recommending its withdrawal. The Faculty or School Board will consider the Panel's report and consult with the Programme Team. If the Panel's recommendation is endorsed, the submission shall be withdrawn from the validation programme. The Programme Team will be allowed to resubmit new proposals to the Faculty or School Board in accordance with a new timetable.

#### **4.7.10 Final Approval of New Programmes**

The Quality Assurance Unit will submit a draft report of the outcome of the Validation Panel to the Chair of the Validation Panel for approval. It will then be circulated to panel members for their agreement, and, where appropriate, to the External Academic Assessor (4.7.6 and 4.7.7). Upon receiving such agreement, the



report will be forwarded to the Programme Team, who will be responsible for amending and revising the documentation and any other action that is necessary.

The report will also be submitted to the Faculty or School Board for information and monitoring purposes.

Based on the report of outcome of the validation event, the Senate will decide whether the programme under consideration should:

- i. be approved in the form in which it is submitted, without further amendment;
- ii. be subject to certain specified revisions before approval can be recommended (such revisions shall normally take the form of additional or revised documentation);
- iii. be resubmitted in the form of a comprehensively revised document;
- iv. be rejected.

In cases where programmes are approved subject to certain specified revisions to the documentation (ii above), the amended documentation will be resubmitted to the Academic Registrar by the Programme Co-ordinator. The Academic Registrar will be responsible for scrutinizing the documentation to ensure that the amendments have been implemented.

No new programme can operate until the validation process has been completed. Completion of the process requires the approval of the Validation Panel, and the modification of programme documentation in accordance with the recommendations of this panel. This process must be completed before the new programme can run.

A copy of the report of the outcome of the meeting of the Validation Panel will also be submitted to the Senate for the final approval of the programme.

#### **4.8 Validation of Amendments to an Existing Programme**

All Programmes of Study shall be monitored to ensure that they remain current and valid in the light of developing knowledge in the discipline, and practice in its application. Changes can be dealt with at three levels:

- i. Board of Study Annual Review.
- ii. Faculty or School Board.
- iii. A full Validation Panel.

The following principles apply in all cases:

- Changes will not normally be applied retrospectively.
- The changes should not conflict with any recommendations made by a panel at the validation or last review of the programme, without strong justification.
- The implications of such changes for any other Programme of Study that utilizes the module or modules, if any, must be taken into account before the changes can be approved.
- Once a change has been approved, the revised version should be lodged with the Quality Assurance Unit and filed with the validation document.

#### **4.8.1 Changes which can be approved by a Board of Study Annual Review**

The only changes which can be approved at this level are:

- i. Updated booklist.
- ii. Minor changes to existing modules, provided that the learning outcomes are not significantly modified, and the level and credit value remain unchanged.

Such changes should gain the formal approval of the Board of Study and be reported to the Faculty or School Board.

#### **4.8.2 Changes which can be approved by the Faculty Board**

The Faculty Board can approve the following types of changes:

- i. The development of a Programme Specification and Curriculum Map for an existing Programme of Study.
- ii. The rewriting of an existing module so as to ensure that the learning outcomes can be assessed; and that the assessment is appropriate for assessing the degree of knowledge and understanding of the learning outcomes.
- iii. Introduction of new modules at Level 4.
- iv. Minor structural changes.
- v. Minor changes to the assessment strategy of individual modules.

#### **4.8.3 The Quality Assurance Unit**

Staff from the Quality Assurance Unit will scrutinize all new courses and all revised courses during the validation process undertaken by a Board of Study or Faculty or School Board. This scrutiny will not focus upon the academic content of a course. Its purpose will be to ensure consistency in issues such as course format, terminology, and in the assessment demands made upon students. Should such scrutiny identify any matters of concern, these will be referred back to the Board of Study or Faculty or School Board with specific recommendations for addressing the concerns.

In the same way, the Quality Assurance Unit will also periodically scrutinize Programme Specification documents and Curriculum Maps. Again, should such scrutiny identify any matters of concern, these will be referred back to the Faculty or School Board.

The Quality Assurance Unit will prepare a summary of the new or revised modules approved by a Board of Study or Faculty or School Board. The summary should include the module code, name, level and credit value for each module. The summary list will be noted by the Quality Assurance Committee. Following a meeting of this committee, the Quality Assurance Unit will be responsible for transferring new modules to the electronic module database and for providing the Registry with details of the new or revised modules.

### **4.9 Monitoring and Evaluation of Programmes**

Effective monitoring involves the collection of regular feedback from students and is an integral part of teaching, learning and assessment.

The aims of monitoring and evaluation will be:

- i. To assure the quality and academic standards of programme provision for students.
- ii. To achieve effective collaboration between interested parties to remedy weaknesses and improve performance.

The objectives of such processes will be to:

- i. Promote responsiveness to student needs.
- ii. Ensure that attention is given to both quantitative and qualitative measures of performance.
- iii. Share good practice.
- iv. Encourage innovation in teaching and learning.
- v. Enhance standards that are already commendable.

To achieve the objectives, the University will:

- i. Ensure that programmes are monitored annually with rigour and integrity in accordance with University regulations.
- ii. Ensure that processes involve all interested parties and are student-centred and action oriented.

#### **4.9.1 Boards of Study Annual Reviews**

A programme board, known as the Board of Study, will be established for each Programme of Study and will be responsible for the academic quality and standards of the Programme. Boards of Study are chaired by the Heads of Faculty or School, normally meet once each academic year and report to Faculty or School Board. A Programme Co-ordinator will be identified for each programme, and will be answerable to the Deputy-Vice Chancellor Academics and to the Head of Faculty or School for the academic activities relating to Programmes of Study.

Where appropriate, Boards of Study for programmes that share courses will be grouped together on the schedule of meetings. The Board of Study for Single Honours subjects will normally also consider any related Joint Honours programmes.

The Board of Study will be responsible for reviewing annually the quality and standards of teaching and learning offered within each Programme of Study. The exact nature of a Board of Study will depend upon whether the provision under consideration is at undergraduate or postgraduate level, and whether or not the programme leads to Qualified Professional Status.

The Board of Study will meet once each academic year, and will start by conducting an Annual Review of the provision. There will then be an opportunity to consider issues relating to the current year of study. If necessary, an additional meeting of the Board of Study may be convened during the academic year.

##### **4.9.1.1 Terms of Reference**

- iii. To undertake annual reviews of programmes;
- iv. To discuss, monitor and evaluate the management, content, delivery, assessment and resourcing of current provision;

- v. To note, discuss and respond to issues raised by External Examiners, External Representatives and Student Representatives;
- vi. To identify and respond to issues relating to part time, community education and international students;
- vii. To consider any other issues relating to the delivery of Programmes of Study;
- viii. To report matters of concern to the appropriate sub committee(s) of the Senate

#### **4.9.1.2 Membership**

- Head of Faculty or School or nominee (Chair)
- A Programme Co-ordinator (Nominated by the Head of Faculty or School)
- All members of the academic staff who teach on the named programme(s)
- A member of academic staff to represent the other discipline for each of the Joint Honours schemes to which the programme contributes
- A student representative for each level of study
- A student representative for part time, community and international students as appropriate
- Representative(s) of employers and outside organizations
- Observer: External Academic Assessor
- Secretary: Faculty or School appointment

The St John's University of Tanzania External Academic Assessor will attend a sample of the Boards of Study Annual Reviews.

#### **4.9.2 Annual Review of Programmes of Study**

It will be the responsibility of each Department to undertake the annual monitoring of individual programmes.

Annual Reviews will not be held for new Programmes of Study during the first year of delivery. The purpose of the Annual Review will be to:

- ensure that programmes remain current and valid in the light of developing knowledge in the discipline, and practice in its application;
- evaluate the continuing effectiveness of the curriculum and of assessment in relation to the intended learning outcomes;
- ensure that appropriate actions are taken to remedy any identified shortcomings.

The following matters will be considered during this part of the review:

- i. Quantitative analysis including:
  - number of applications;
  - intake numbers;
  - gender distribution;
  - age distribution;

- country of domicile distribution;
  - entry qualification distribution;
  - student achievement focusing on student progression and award information;
- ii. Qualitative analysis giving attention to:
- curriculum aims and programme content;
  - teaching and learning;
  - the link between learning outcomes and assessment criteria;
  - assessment from academic support and feedback;
  - issues relating to student support and guidance;
  - resource requirements;
  - staff development needs;
  - the recruitment and admission of students;
  - issues relating to disabled students on the Programme(s) of Study;
  - issues relating to Health and Safety in relation to the Programme(s) of Study;
  - issues relating to any work placements offered on the programme(s);
  - evaluation of the programme with reference to:
    - external Examiners' reports and external subject review reports
    - Staff and student feedback;
    - any reports from accrediting or other external bodies;
    - the implementation of any conditions imposed during validation or quinquennial review events;
  - extra-curricular activities;
  - quality enhancement;
  - action plans at Programme of Study and module level

Following this meeting, the Board of Study will need to implement action plans and prepare a formal report that will be sent to the Quality Assurance Unit, discussed at the Faculty or School Board and reported to the Quality Assurance Committee.

#### **4.9.3 Form and Content of Report**

The reports of these meetings shall be concise and well-focused indicating clearly:

- i. The documentary and other evidence considered and analyzed.
- ii. The significance attached to the feedback obtained, particularly from student questionnaires and External Examiner reports.
- iii. Proposed actions and timescale.

- iv. Allocation of responsibility for their completion.
- v. The extent to which action programmes agreed in previous years have been implemented within the agreed timescales.

Minutes and Action Plans from all Boards of Study will be presented to the Faculty or School Board and the Quality Assurance Unit at the earliest possible opportunity. The Academic Registrar will be responsible for scrutinizing all Board of Study minutes and for bringing items that require institutional action to the attention of the Quality Assurance Committee. The decisions of the Quality Assurance Committee together with recommendations on actions necessary to assure the maintenance of standards will be referred to the Senate. The Senate will also receive reports from Faculty or School Boards on issues arising from Boards of Study that cannot be resolved at Faculty or School level.

#### **4.9.4 Student Opinion and Feedback**

As part of the process of regular and annual programme monitoring, student representatives are expected to raise issues that other students have brought to their attention and to inform them of the result of the discussions at the Board of Study. Minutes of Boards of Study will also be displayed on appropriate notice boards and electronic platforms. A student representative for each level of study is required for each Board of Study. Students' views will also be explored through module and programme questionnaires.

Departments will take responsibility for the selection of student representatives for each Programme and Year of Study. Where appropriate, a representative of part-time and community students will also be selected. Student representatives will normally serve for a calendar year. Normally, a representative from the Student Union will be present to observe elections. The Students' Union will support Departments, where and when possible, in the selection process and will offer an induction and training programme to all student representatives.

#### **4.9.5 Programme of Study Handbooks for Student**

Programme Co-ordinators are responsible for ensuring that students are kept fully informed of the academic and administration details of their Programmes of Study. One essential method of doing this is by means of a Programme of Study Handbook. For each year of study of the programme, the Faculty or School will produce a Programme of Study Handbook, which will include:

- i. The aims, objectives, learning outcomes and content of the programme.
- ii. General information relating to the Programme of Study.
- iii. Details of the structure of the Programme of Study.
- iv. Module details.
- v. The teaching methods.
- vi. Details of the assessment, including the criteria, procedures, forms, frequency and times of such assessments. Note that details of assessment may be included in this handbook or in a separate Module Handbook.
- vii. To whom to turn in case of problems.
- viii. Reading lists.
- ix. Information on how to access tutors, tutor support provision.

- x. Some information about the staff of the programme/School.
- xi. Referencing guidelines.
- xii. Information regarding personal transferable skills.

#### **4.10 Quinquennial Review**

One of the major functions of the Quality Assurance Committee is to supplement the annual reviews by a regular and comprehensive review of a Programme of Study, normally to be conducted during the fifth year of delivery of the Programme of Study. The quinquennial review will concentrate on changes which have taken place since initial validation and on planned future developments. It will also focus upon ensuring that the programme continues to comply with the requirements of external agencies such as the Quality Assurance Agency. During this major review the institution's capacity to sustain all aspects of its academic work will also be considered.

##### **4.10.1 Documentation**

The following documentation will be made available to members:

- i. The focus of the review will be a quinquennial review report compiled by the Programme Co-ordinator and members of the Board of Study. It will cover aims and curricula, teaching and learning, assessment, achievement of students, resources, staffing and staff development, statistical information and quality enhancement.
- ii. The Revised Programme Document.
- iii. A summary of all modifications made to the programme during the last five years.
- iv. Programme of Annual Reviews for the last three years.
- v. Reports made by the External Examiners.
- vi. Summary of students' views.
- vii. First Destination reports (where appropriate).
- viii. Any other relevant information.

# **Chapter 5**

# **Appraisal and**

# **Staff Development**



## 5 APPRAISAL AND STAFF DEVELOPMENT

### 5.1 Strategic Planning

The strategic planning process will be continuous throughout the academic year. An integral part of the process is the link with performance appraisal and Faculty and School planning. The process is divided into the following phases:

- i. **Development** - understanding the role of the institution in a local and national context, researching and analyzing institutional, Faculty and School and individual aspirations, generating ideas, choices and options.
- ii. **Refinement** - costing the proposals, assessing the viability and achievability of proposals, prioritizing actions.
- iii. **Implementation** - documenting and articulating the plan, disaggregating the operational statements to provide working plans for individual operational areas, taking action to achieve goals, monitoring achievements against goals set.
- iv. **Review and Evaluation** - identifying progress towards achievement of the objectives, adjusting the plan to accommodate changing context, needs and circumstances, and providing an informed basis for the next planning round.

### 5.2 Personal Development and Appraisal

The Personal Development and Appraisal Scheme will be used for all University staff, both academic and support. Outside the Faculties and their Departments (see Chapter 3), support staff are members of various departments. For the remainder of this chapter, Faculties, Schools and Departments will be referred to as 'Units'.

The Personal Development and Appraisal system is part of an integrated process of institutional planning. The design of this planning process is holistic and results in a set of coherent, institutional actions that are mutually supportive and contribute effectively to the achievement of the University mission.

All University staff take part in the appraisal process. Unit objectives emanate from the institutional strategic plan and then form the basis for the establishment of individual objectives agreed during the staff appraisal process. As part of the process, achievements of staff are recognized, difficulties and challenges are identified, and an annual development plan is drawn up which allows staff to build on individual strengths, overcome problems, further the overall mission and aims of the University, and, where appropriate, develop individual potential. Objectives set during appraisal direct individual staff effort and also provide a feedback loop into the next round of Unit strategic planning and ultimately the corporate strategic plan.

The University is committed to providing an environment in which high quality teaching and learning takes place, and in which staff are able to develop career opportunities.

#### 5.2.1 Objectives

The objectives of the Personal Development and Appraisal Scheme are to:

- continually improve the performance of individuals and the University by enhancing skills, flexibility, motivation and working relationships;

- provide clear identification of the individual's contribution to University goals based on agreed objectives;
- identify and review the individual's development and training needs in order to meet those objectives;
- provide a framework and enthusiasm for self-development and on-going continuous improvement;
- identify organizational and operational changes which may be needed to facilitate enhanced performance;
- improve communication by reflecting on performance and providing constructive feedback;
- contribute towards the achievement of the University's equal opportunities and diversity objectives.

### 5.2.2 Process

The first step in the appraisal process is to ensure that each Unit has a set of documented objectives and goals. These objectives and goals are derived by the Unit from the University's strategic plan.

Individuals (appraisees) are appraised either by their line managers, or an agreed alternative (appraisers). The appraisal process will adhere to the University's agreed Personal Development and Appraisal Policy. As part of the appraisal process, individuals are required to identify their contribution to the Unit's objectives and goals. They are also asked to identify any staff development that they will need in order to enable them to make this contribution to the objectives.

As part of the appraisal, individuals also identify their achievements during the previous academic year, and any previously identified objectives that they were unable to achieve.

During the appraisal interview, the appraiser discusses these issues with the appraisee and prepares a report summarizing the overall conclusions reached. The outcomes of the appraisal, including the agreed development and training needs, are then addressed through:

- ensuring that the strategic implications are incorporated into the University's strategic and financial planning process for the following year;
- the individual in conjunction with his or her line manager implementing what is specific to his or her Unit;
- the Human Resources Department taking forward more general initiatives under the guidance of the Staff Development Committee.

All staff are required to undertake an appraisal training programme.

## 5.3 Staff Development

The University recognizes that an effective process of staff development is critical in ensuring that the University successfully meets the goals and objectives of its Strategic Plan, and that individuals are empowered to develop their skills in relation to the requirements of their role.

The University will strive to provide a supportive working environment, sustained by appropriately skilled, innovative and motivated staff. Staff development and training requirements are identified as part of the appraisal process.

Arrangements for training that is specific within a unit are the responsibility of the line manager. Arrangements for more general staff development and training are made by the Human Resources department under the guidance of the Staff Development Committee.

### **5.3.1 Staff Development Committee**

The Staff Development Committee is responsible for developing and co-ordinating the University's staff development plan. It is chaired by the Deputy Vice-Chancellor Academics, meets at least once per semester, and reports to the Senate.

#### **5.3.1.1 Terms of Reference**

- i. To ensure that the University's staff development provision is appropriately linked to the strategic plan;
- ii. To prioritize the staff development provision in relation to the objectives of the strategic plan and the funds available;
- iii. To identify general staff development requirements in relation to generic issues including Health and Safety, quality assurance, financial management, equality and diversity, University Policies, etc., and to develop an appropriate centrally funded staff development programme for approval by the Senate;
- iv. To identify additional staff development requirements based upon the information gathered during the appraisal process, and to develop an appropriate centrally funded staff development programme for approval by the Senate;
- v. To plan and arrange one or more periods each year for intensive staff development;
- vi. To develop an induction policy for approval by the Senate;
- vii. To develop policies for providing financial support for staff in relation to training and development for approval by the Senate;
- viii. To consider for approval applications from staff for financial support in relation to training and development;
- ix. To develop policies for the recovery of financial support from staff that leave shortly after receiving the training or development;
- x. To identify individual staff development requirements based on information gathered during the appraisal process in relation to specific requirements of Units to be arranged and funded by the Units;
- xi. To develop policies for maximizing the effectiveness of the University's investment in staff development and training by ensuring that there is an effective feedback process within all Units;
- xii. To monitor and evaluate the effectiveness of the staff development provision;

- xiii. To make recommendations to the Senate on any matters relating to Staff Development.

#### **5.3.1.2 Membership**

- Deputy Vice-Chancellor Academics (Chair)
- Director of Human Resources
- Heads of Faculties and Schools
- Director of Resources and Operations
- Personnel Assistant
- Entrepreneurship Champion
- One academic staff governor
- Support staff governor
- Secretary: central appointment

#### **5.4 Staff Induction**

Induction is seen as the first step of learning and development within the employment context. The induction process provides a major opportunity to assist new employees to settle into their new post and to become effective, productive employees. The initial part of the general induction process is carried out by the Human Resources Department.

#### **5.5 Quality Enhancement**

Quality Enhancement is about proactively developing the student learning experience to ensure better outcomes. It is different from Quality Assurance and the work of the Quality Assurance Agency which audits the Quality Assurance processes and systems in each institution, and which provides the necessary element of externality in judging whether institutions are meeting the standards they have set themselves.

Quality Enhancement involves an element of the unexpected as individuals develop and test new approaches to teaching, learning and assessment. Quality Enhancement cannot be systematized and measured as readily as Quality Assurance. Quality Assurance can nevertheless contribute valuably to Quality Enhancement by imposing a process of review and reflection, by establishing benchmarks and celebrating and reflecting good practice.

The needs for quality enhancement are changing, partly as a result of widening participation and the change in the student population; partly as disciplines change and students and employers place greater emphasis on new modes including work-based and practice learning; partly as new technology and more flexible modes of teaching (including e-learning) change the nature of the student experience; and partly in response to pressures on University resources and academic staff time.

A meaningful engagement in this area covers:

- enthusing students and capturing and retaining their commitment to learning;
- dealing with a diverse and broadening range of student needs;

- responding to new technologies and modes of delivery which are of growing importance in higher education;
- responding to a changing mix of staff and other resources and the need to innovate and adapt traditional practices;
- responding to the continuing pressures to demonstrate efficiency and to maximize the return on investments, and the use of resources;
- developing, managing and assessing the more diverse modes of delivery, such as the growing segment of work-based and practice learning;
- ensuring that staff development and rewards, and recognition of staff are visibly responsive to excellence in teaching as they are to the demands of research;
- working in partnership with a wide range of other educational partners;

Quality Enhancement is about learning and development at a personal, group, or organizational level, and it involves innovation and risk. It would be taking too narrow a view of Quality Enhancement to assume that it is just about the needs of academic staff, or about developing an intellectually rewarding process. Quality Enhancement is primarily an academic issue, but is not one solely for academics. Quality Enhancement has a wide remit which embraces the whole student experience. Support staff make important contributions to learning, teaching and assessment. If Quality Enhancement is extended to include the whole student experience, it potentially involves all other staff groups in higher education.

### 5.5.1 Agenda for Quality Enhancement

The key strategic drivers for Quality Enhancement include the following factors:

- the continuing growth and diversification of the student population with consequent new emphases in learning and teaching, such as study skills;
- the associated development of new methods of learning and teaching such as problem based learning, online learning, simulations, group working and so on;
- requirements for more flexible delivery, including part-time and distance learning, work based and practice learning, the 24/7 campus and so on;
- development and availability of technology to support this: e-learning and use of Information and Communication Technology (ICT) by tutors and learners;
- pressures on staff, difficulties of recruitment, under investment in staff and infrastructure;
- pressures for efficiency and collaboration.

It is a characteristic of teaching and learning at University level that there may be many different pedagogic approaches, both within and between disciplines. There is no standard model which is acknowledged to be most appropriate or effective in particular circumstances. This leads to a diversity of practice which is rightly regarded as a strength, and requires a sophisticated approach to external support of Quality Enhancement which consequently has to recognize a wide range of approaches and starting points.

### **5.5.2 Priorities**

The key priorities for Quality Enhancement include the following:

- helping departments and individuals to understand and respond to the quality enhancement implications of widening participation;
- developing effective pedagogical and curricula approaches that will improve student retention, enhance employability and demonstrate explicit standards of achievement;
- addressing the needs of lifelong learning and work based learning;
- assisting staff to develop materials and practice for, and evaluation of, e-learning, in a variety of formats and modes;
- aiding the adoption of different approaches to learning and their adaptation to specific settings, both disciplinary and institutional;
- enabling more coherent, accredited and continuing provision for staff development;
- sharing experiences of involving students in curriculum design and of making effective use of the views of students in quality enhancement;
- raising the profile of learning and teaching;
- promoting innovation.

### **5.6 Research Policy Statement**

St. John's University of Tanzania does not define itself as a research institution. However, as a teaching institution, it acknowledges and recognizes the importance of research to underpin effective teaching.

The University therefore will encourage and support research projects which follow its general Mission Statement and:

- i. Encourage links with industry, commerce and the professions.
- ii. Encourage cross-disciplinary co-operation.
- iii. Are capable of attracting external funding.
- iv. Build upon existing strengths.
- v. Encourage links with other Higher Education establishments in order to allow individuals the opportunity to participate in searching for new knowledge.

#### **5.6.1 Research Committee**

The Research Committee advises the Council on matters of research appertaining to the University. It is chaired by the Director of Research and Publications, meets twice each semester, and reports to the Senate.

##### **5.6.1.1 Terms of Reference**

- i. To standardize the research process.
- ii. To promote and offer appropriate advice on all aspects of research within Teaching and Learning;
- iii. To advise the University on research strategy and ethics policy;

- iv. To consider and respond to all policies from appropriate research bodies and agencies;
- v. To consider the positioning of the University for future Research Assessment Exercises in conjunction with other institutions;
- vi. To ensure participation of SJUT researchers in generating relevant research agenda;
- vii. To deposit research products to major public research users and libraries.
- viii. To facilitate issuing research permits to national and international Researchers.
- ix. To publish a regular Research Bulletin indicating the status of research activities at the University.
- x. To make use of SJUT website to publicize research programmes and activities.
- xi. To develop and establish code of research ethics.
- xii. To undertake other functions as shall be determined from time to time by the Senate.

#### **5.6.1.2 Membership**

- Director of Research and Publication (Chair)
- Head of Faculty of Humanities and Education
- Director of Learning Resources
- Director of Research, Faculty of Humanities and Education
- Four research active members of staff nominated by the Senate to serve for a period of three years (two from each Faculty and School)
- Secretary: central appointment

The Committee shall have power to co-opt up to a further three members to serve for a period of three years.

### **5.7 Academic Staff Recruitment and Promotions**

The University handbook *Academic Staff: Recruitment and Promotions Criteria* should be consulted for details.

#### **5.7.1 Criteria for promotion of academic staff**

These are detailed in the handbook and give the qualifications for appointment and promotion at the levels of:

- Tutorial Assistant
- Assistant Lecturer
- Assistant Research Fellow
- Assistant Librarian

- Lecturer
- Research Fellow
- Librarian
- Senior Lecturer
- Senior Research Fellow
- Senior Librarian
- Associate Professor
- Associate Research Professor
- Associate Library Professor
- Professor
- Research Professor
- Library Professor

### **5.7.2 Guidelines on Assessment of Academic Publications**

The guidelines allow assessment of publications including

- Research reports
- Conference papers which are retrievable from proceedings
- Technical notes and book reviews
- Consultancy Reports
- Co-authored papers
- Publications in Refereed Journals
- Chapter in a book
- Book

### **5.7.3 Annual Confidential Report Forms**

The filling in of an Annual Confidential Report Form is part of the conditions of service of all members of academic staff; measures will be taken where the submission does not take place.

### **5.7.4 Professorial Inaugural Lectures.**

All professors are required to deliver a professorial inaugural lecture within three years of promotion. The University will provide budget and opportunity for the preparation of such lectures.

### **5.7.5 Staff availability for consultation**

All staff are required to advertise their availability for consultation.



# **Chapter 6**

# **General Assessment**

# **Policy**

## **6 GENERAL ASSESSMENT POLICY**

### **6.1 Introduction**

This chapter provides details of the assessment procedures for all Programmes of Study. The University believes that rigorous assessment procedures are essential for the maintenance of appropriate standards at each level of study. The University's policy on assessment can be summarised as follows:

- i. Assessment is used to provide feedback to students on their performance and to promote learning, formative approaches, or to determine performance, summative. All courses must have an element of summative assessment, the marks of which will be used to determine whether students pass the courses.
- ii. Assessment methods must be appropriate to ensure that achievement of the learning outcomes of the module/programme can be demonstrated.
- iii. Courses and programmes must have aims which reflect the appropriate academic level, and have clearly stated learning outcomes specifying what the student should be able to do or understand on successful completion of the courses or programme.
- iv. Assessment methods must have appropriate assessment criteria which are used to measure student achievement and which demonstrate reliability and fairness in the allocation of marks.
- v. In order to confirm the reliability of marks allocated, all examination scripts are marked anonymously, and all the assessments which contribute to a final award or degree classification are subject to moderation or double-marking. All assessment regulations, including pass-marks and aggregation of marks for classification purposes are defined within this manual ( section 6.4.5).
- vi. In order to assure academic standards, assessment methods, tasks and samples of student performance shall be subject to evaluation by an external examiner. The suitability of assessment methods shall be monitored annually as part of the Annual Review of Programmes of Study.
- vii. Assessment methods and regulations must be clearly stated for the benefit of students, staff and external examiners. Students must be fully informed of the assessment criteria relating to each module.

### **6.2 Assessment**

#### **6.2.1 Aims**

The University shall promote and maintain academic standards by:

- i. Ensuring that its assessment procedures are rigorous and contribute to the maintenance and promotion of academic standards appropriate to the level of the award being offered.

- ii. Ensuring that assessment rules, regulations and criteria are published in a full and accessible form; and made freely available to students, staff and external examiners.
- iii. Ensuring that assessment rules, regulations and criteria are consistently and comprehensively implemented.
- iv. Ensuring that assessment practices shall be fair, valid, reliable and appropriate to the level of the award being offered.
- v. Ensuring that assessment shall be undertaken only by appropriately qualified staff who have been adequately trained and briefed, and given regular opportunities to update and enhance their expertise as assessors.
- vi. Ensuring that examiners and assessment panels shall have an important role in overseeing assessment practices and maintaining standards.
- vii. Ensuring that the terms of reference of Examination Boards are explicit and their operation is conducted properly.
- viii. Ensuring that it has policies and procedures in place to deal thoroughly, fairly and effectively with problems that arise in the course of the assessment of students.

### 6.2.2 Objectives

For each of its programmes of study the University is committed to:

- i. Ensuring an appropriate match between assessment strategies and learning outcomes.
- ii. Promoting equal opportunities by scrutinising the content of assessment instruments, such as examination questions, case study material, project work and essay topics, employing non-discriminatory marking and assessment practices, and by paying due attention to the needs of students with disabilities and other disadvantages.
- iii. Motivating students by providing them, through their programme of study's assessment strategy, with opportunities to review, demonstrate and consolidate what they have learnt at particular stages of their programme of study.
- iv. Giving students, through their programme's assessment strategy, accurate information on their strengths and weaknesses, with the aim of helping them to improve the quality of their knowledge, understanding and skills.
- v. Certifying levels of achievement, and thereby enabling examiners to certify to others, that the students concerned have met a certain standard of performance.
- vi. Contributing to quality assurance, monitoring the extent to which programme co-ordinators are achieving their programme's educational aims, and students are achieving appropriate standards in their learning outcomes.

### **6.2.3 Accountability**

#### **6.2.3.1 Programme of Study Responsibility**

Each Programme of Study has a Programme Co-ordinator with responsibility for managing and co-ordinating the delivery and assessment of the programme of study.

#### **6.2.3.2 Fulfilling Objectives**

It shall be the overall responsibility of the Deputy Vice Chancellor Academics, working with Heads of Faculties and Schools, and Programme Co-ordinators, to ensure that the assessment of each programme shall enable students to demonstrate that they have fulfilled the learning outcomes of the programme's module(s) and achieved the standard required for the relevant academic award.

#### **6.2.3.3 Monitoring**

Effective monitoring involves receiving regular feedback from students, and providing them with timely feedback as an integral part of teaching, learning and assessment. In the majority of cases, it shall be possible to address difficulties experienced by students as they arise. The success or failure of such practice shall be evaluated in the annual monitoring. More persistent and deep-seated problems shall be addressed by the Quality Assurance Committee. It is also recognised that the effectiveness of monitoring and evaluation depends primarily on programme teams, Heads of Faculties and Heads of Schools, Programme Co-ordinators, overseen by the Deputy Vice Chancellor Academics.

#### **6.2.3.4 Feedback**

The Deputy Vice Chancellor Academics shall make use of both quantitative and qualitative information drawn from a variety of sources to provide adequate, representative and reliable feedback. Information shall be obtained from programme teams and students via Annual Reviews, Faculty and School Boards, Examination Boards, External Examiners' reports, staff-student liaison meetings, module and programme questionnaires, group discussions and personal tutors. Particular significance shall be attached to the feedback obtained from students and External Examiners. Feedback from these various sources shall be reported to the Faculty or School Board and Quality Assurance Committee by the Academic Registrar, Faculty and School Heads and Programme Co-ordinators, as appropriate, for further discussion, action planning and implementation.

### **6.2.4 The Assessment Process**

#### **6.2.4.1 Trainees**

Throughout this chapter, all references to students will include trainees registered on programmes leading to specific qualifications.

#### **6.2.4.2 Students' Bylaws**

The University supports and implements the precepts of the Students' Charter.

### **6.2.4.3 Students' Charter and Assessment**

In order to meet the demands of the Bylaws, Heads of Faculties shall ensure that Departments provide students, in advance of starting a programme or any of its various courses, with full information regarding the assessment process.

### **6.2.4.4 Action to Implement the Charter**

Heads of Faculties and Schools shall ensure that the information provided to students by the Programme Co-ordinator shall include the following:

- i. The learning outcomes of modules which shall be assessed.
- ii. The assessment criteria for the courses which shall be assessed, including descriptors of expected standards of student or trainee achievement, what is expected in order to pass, and for the award of a particular grade or classification.
- iii. The methods and dates of assessment tasks, during and at the end of a module.
- iv. The format of examination papers, the deadlines, structure and length of written and other assignments.
- v. Any group projects, and the methods that shall be used to apportion marks.
- vi. Assessment tasks that are appropriate to the designated level of study and are stimulating and demanding.
- vii. Opportunities to experience a range of different kinds of assessment.
- viii. A schedule of assignment tasks that avoids an excessive or unbalanced workload.
- ix. An indication of how students shall receive regular and prompt feedback upon their learning and the nature and extent of the feedback.

## **6.2.5 Responsibilities in relation to the assessment process**

### **6.2.5.1 Personal links with students**

A member of academic staff that is involved **in** any way with assessing the work of students is required to inform the Deputy Vice Chancellor Academics and the Head of the Faculty or School at the earliest possible opportunity of any personal association with a student or trainee that might influence his or her ability to be objective **in** assessing the work of the student or trainee.

### **6.2.5.2 Responsibilities of the Deputy Vice Chancellor Academic**

The Deputy Vice Chancellor Academics shall ensure that:

- i. All academic staff are familiar with all aspects of the University's assessment policy.
- ii. Rules, regulations and procedures are published and made available for the submission of course work and examinations.
- iii. All necessary course work assignment tasks, examination papers and the associated assessment criteria are sent for approval to External Examiners.
- iv. In cases where tutors have a personal association with a student or trainee arrangements are made to ensure that this does not in any way create an

advantage or disadvantage to the student or trainee in any part of the assessment process.

- v. Dates are published for meetings of examination boards and the presentation of course work.
- vi. Examinations and other forms of assessment are conducted in accordance with the regulations outlined in this manual.
- vii. Students are made aware that all marks are provisional until the end of session Progression or Award Board.
- viii. Students receive a transcript of their results at the end of each assessment period.
- ix. Students receive a certificate documenting the attainment of honours classification, an award or a grade.
- x. Students are informed of the date and time of the publication of their results.
- xi. All assessment feedback reports and examination scripts, together with a sample of coursework, are kept in a secure location; normally for a period of three years.
- xii. Arrangements are made to facilitate the assessment of disabled students and others with special needs that do not provide them with an unfair advantage or disadvantage relative to other students.

### **6.2.5.3 Responsibilities of Deans of Faculties and Schools**

Deans of Faculties and Schools shall ensure that:

- i. Marks or other assessment outcomes are allocated in accordance with clear and consistent assessment criteria, classification descriptors and marking schemes.
- ii. Appropriately qualified staff are solely responsible for marks awarded.
- iii. New tutors receive guidance and support, through mentoring, in order to conduct assessment appropriately.
- iv. An individual is nominated to ensure that examination papers and other assessment items for each Programme of Study have been prepared in accordance with the Registry's requirements.
- v. The Faculty or School Board receives, considers and, if necessary, amends annual agreements with External Examiners concerning external examination tasks to be undertaken during the academic year.
- vi. Tutors are, where appropriate, nominated for examination invigilation.
- vii. Examination scripts remain anonymous until the marking process has been completed, and that the process defined in section 6.4 is applied.

### **6.2.5.4 Responsibilities of Programme Co-ordinators**

Programme Co-ordinators shall ensure that:

- i. For each programme of study, appropriate liaison and/or briefing takes place with relevant External Examiner(s), in order to agree and carry out the external examination tasks for the academic year.

- ii. A representative sample of the assessed work of students is assessed by a second marker, to check the consistent application of assessment criteria and to moderate marks awarded.
- iii. Extensions of deadlines are granted to students only in keeping with the guidelines outlined in sections 6.2.10 and 6.2.11.
- iv. Appropriate arrangements are made for assessment of the work of students in circumstances where, by reason of illness or other absence, a tutor is unable to meet a University assessment deadline.
- v. Liaison occurs with the Head of Faculty or School to ensure that examination papers and other assessment items have been prepared in accordance with the Examination requirements.
- vi. Examination papers and course work assessment tasks at Levels 5 and 6 are sent to Registry for transfer to, and approval by, the relevant External Examiner before their distribution to students.
- vii. All assessment marks are submitted to the Registry in accordance with the University's published deadlines.
- viii. All assessment marks are presented to the Registry on the electronic discs provided by the Registry, and in accordance with the Registry's rules for administering that process.
- ix. Potential External Examiners are approached for possible future nomination and service
- x. All tutors complete assessment feedback reports for coursework, and keep an appropriate sample of coursework (this could comprise of all the coursework, if appropriate and practicable) for moderation by the External Examiner in advance of the relevant Progression or Award Board, and for subsequent deposit in the assessment archive.
- xi. Requests by students for credit exemption on the basis of prior or experiential learning are presented for consideration to the APEL committee.
- xii. In cases where action on the part of an individual from a different Faculty or School is necessary, he or she liaises with the appropriate Head of Faculty or School to resolve the issue.
- xiii. Student Services are informed of any students that are disabled or have other special needs in terms of the assessment process.

#### **6.2.5.5 Responsibilities of Lecturers**

Lectures shall ensure that:

- i. Marking of the students' work shall normally be completed no later than three weeks after its submission.
- ii. Written permission shall be gained from the Programme Co-ordinator or Head of Faculty or School if a lecturer's marking cannot be completed within the time-scale above.
- iii. Extensions of assessment deadlines shall not be granted to students without the written permission of the relevant Programme Co-ordinator.

- iv. Examination papers shall be presented to Registry on the template provided for that purpose, and in accordance with the Registry's regulations for presentation of examination papers.
- v. Written confirmation is obtained, on the appropriate Registry form, from the Head of Faculty or School (or his/her nominated individuals), that the examination papers and other assessment tasks have been prepared in accordance with Registry's requirements before passing them on to the Registry.
- vi. The instructions of the Programme Co-ordinator are followed in relation to the task of transferring all assessment marks to the Registry in accordance with the University's published deadlines and in accordance with the Registry's rules for administration of that process.
- vii. All examination scripts, and, where appropriate, samples of coursework are kept for moderation by the relevant External Examiner in advance of the relevant Progression or Award Board, and for subsequent deposit in the assessment archive.
- viii. Students are provided with prompt feedback on their assessed coursework, and are given the opportunity to review and photocopy their coursework in the light of this feedback.
- ix. Individual student assessment feedback reports are completed for all coursework, and a copy is given to the student.
- x. Where appropriate an accurate register of student attendance at lectures, seminars and other timetabled events is kept.
- xi. He or she attends all relevant Department Examination Boards, Subject Area Examination Boards, internal and external award and progression boards.
- xii. In the event that the tutor is unable to attend a relevant examination board, he or she shall present written details of all relevant matters that need to be brought to the Board's attention.
- xiii. He or she reads all relevant examination board minutes and ensures that all reassessment tasks, including examination papers, are presented to the Registry by the University's published deadlines.
- xiv. If examination or coursework reassessment tasks differ from the original assessment tasks, the Registry is immediately informed in writing by the Programme Co-ordinator of the changes made so that Registry can provide the student/trainee with accurate information. Tutors shall ensure that, where reassessment tasks differ from the original assessment tasks, the module's learning outcomes are fully assessed and that fair assessment of all students on the module is not compromised.
- xv. All coursework reassessment tasks are sent to the Registry, even if the Lecturer also gives the tasks directly to the students or trainees concerned.

#### **6.2.5.6 Responsibilities of Student Services**

Student Services shall ensure that:

- i. They identify the requirements of students with disabilities or other special needs in terms of assessment.



- ii. They obtain medical confirmation of the special needs where appropriate.
- iii. They inform the Official In charge at the earliest possible opportunity of the needs of such students in terms of assessment, and, in any case, at least 4 weeks in advance of any examinations.

#### **6.2.5.7 Responsibilities of Students**

- i. It is the responsibility of students to attend examinations and to submit work for assessment as required.
- ii. If a student fails to attend examinations or to submit work for assessment without good cause, the examiners will deem the student or trainee to have failed the assessments concerned.
- iii. It is the responsibility of students to provide Programme Co-ordinators with a written request for an extension to a published deadline for coursework submission. Such a request must provide evidence of extenuating circumstances, must be supported by appropriate verifiable independent evidence, and must be made well in advance of the published deadline.
- iv. It is the responsibility of students to provide the Examination Board with any information on personal circumstances (e.g. medical certificates) that may have affected performance and which they wish the Board to take into account. Failing this, an appeal on those grounds may be rejected. The student or trainee is responsible for submitting any such documentation (original copies) to the Registry. A copy should also be given to the Programme Co-ordinator. The Programme Co-ordinator may keep such documentation until the appropriate Progression or Award Board has met, after which it should be shredded. It should be noted that such information is confidential and must be securely kept.
- v. It is the responsibility of the student or trainee to undertake assessments honestly and in a manner that does not attempt to gain unfair advantage.

### **6.2.6 Marking principles**

#### **6.2.6.1 General**

- i. The University is responsible within its procedures for ensuring that students are assessed fairly and for providing suitable assessment and examination facilities including invigilation of examinations.
- ii. The University's examination procedures comply with set examination regulations in which also includes procedures for invigilators and the emergency evacuation of an examination room.

#### **6.2.6.2 Anonymous marking**

- i. Formal written examinations

All formal written examinations at St John's University of Tanzania shall be marked in the anonymous state. Candidates in such examinations may be identified only by their student number until such time as both first and double marking have been completed. Removal of labels by the tutor, or another member of staff, shall only be made during the process of transferring the marks to the electronic discs for the Registry, and

provided that another member of the academic or administrative staff is present.

ii. Other methods of assessment

Departments are encouraged to mark other forms of assessment in the anonymous state. However, it is recognised that there are a number of positive reasons for not requiring all work to be assessed in the anonymous state, particularly for certain methods of assessment, for example assessment that involves observation, interaction and oral/aural elements. Requiring students to show draft copies of assignments at a developmental stage is also recognised as a useful strategy in the prevention of plagiarism.

Schools shall inform students, by means of Programme of Study Handbooks and module literature, of the means by which modules shall be assessed and whether or not such assessment shall be marked in the anonymous state.

iii. Disclosure of identity

Anonymity should be protected for as long as is possible. The University acknowledges that:

- preserving the anonymity of a student's marks may not in all cases preserve the anonymity of the student;
- candidates that have submitted extenuating circumstances to a Department shall be identified in order that such circumstances may be properly taken into account;
- during the course of the year, provisional marks which contribute to classification or progression may have been released to students as an appropriate and necessary means of student feedback;
- anonymity is not maintained for final degree classification.

Departments may conduct Department Examination Boards without the disclosure of candidates' names. Progression Boards and Award Boards shall be conducted by name.

Departments that do publish informal degree classification results or the results of any assessment are encouraged to publish the results by student number and not by student name.

iv. Disclosure of marks

A distinction should be drawn between confined marks and unconfined marks.

Confined marks are those that have been agreed by the full Progression or Award Board and, where relevant, endorsed by the External Examiners.

Unconfined marks include the marks of assessment undertaken during or at the end of the first semester, and marks of continuous assessment which have yet to be presented to a Progression or Award Board.

All marks and end of year decisions and degree classifications will be disclosed to students in writing by the Registry after the Progression or Award Boards have met. Where appropriate, Registry also provides a

transcript of provisionally agreed, unconfined marks. Individual Schools may wish to release marks when available either during or at the end of the academic session, as appropriate. Students should, however, be aware that any marks released prior to formal approval by an External Examiner and Progression or Award Board are provisional. It is usual practice for degree classifications to be displayed on notice boards and at degree ceremonies. Students are given an opportunity to 'opt out' of the practice.

### **6.2.6.3 Marking process requirements: double marking and moderation**

Double marking and moderation are important aspects of examining and assessment for a number of reasons. They are the means of ensuring that students are assessed accurately, fairly and with only those aspects of subjectivity which are academically justifiable. It is, therefore, one of the means by which results can be defended. Other parts of the assessment process which assist directly in this are External Examiners and anonymous marking.

It is evident that Schools approach this issue in a variety of ways. This variety of approach is a consequence of:

- differences between disciplines;
- differences between material being assessed;
- resource constraints such as adverse student-staff ratios
- highly specialised material,
- and absolute volumes of marking.

In these circumstances, it is not only impossible to aim for detailed standardisation of the marking process, but is not academically justifiable.

The University uses a variety of marking processes to reflect the varying demands of different disciplines and the different requirements of various types of assessed material. Variety should exist within a range of possible processes which are accepted within the University and within the discipline. Schools are required to choose the most appropriate process for their programmes and to use agreed criteria. Such choice should be published, formal, recorded and reaffirmed or changed at the appropriate Faculty or School Board

The above should apply to all aspects of student assessment including conventional examinations, formally assessed coursework such as projects or dissertations, and practical work.

### **6.2.6.4 Alternative marking processes**

Assessment feedback reports should be prepared for every piece of coursework for every student. The provision of comments on scripts shall be primarily for the purpose of justifying the mark given, rather than providing feedback to students. All written work should be sufficiently annotated to provide a clear audit trail to the mark awarded, in accordance with the assessment criteria.

The definitions that follow have been expressed in terms of written work, and will need to be adjusted to meet the requirements of other forms of assessment such as practicals, orals, presentations, etc.

- i. Blind double marking

The first and second markers make no annotations of any kind on the work being marked. Both examiners record their marks and comments separately and then compare marks and resolve differences to produce an agreed mark.

Agreed marks and comments may then be entered on the work or on an appropriate assessment form. This might be an appropriate method of assessment for a dissertation.

ii. Second marking

The first marker annotates the work and the second marker marks all pieces of work in the knowledge of this information. Second markers may be required or advised not to take into account the first marks in determining their own marks, or may be required to resolve differences in marks for all cases or within ranges as part of their second marking responsibilities.

iii. Marking teams

It may be necessary for several examiners to share the marking for large groups of students. It is crucial that all the markers apply the assessment criteria in exactly the same way. The team should start by blind double marking a sample of scripts, before discussing the marks awarded by each examiner for each script and reaching agreement on any discrepancies. The team should attempt to select a sample that covers all degrees of achievement.

iv. Internal Moderation

The first marker marks and annotates the work fully. The role of the second marker is to check that the first marking has been done correctly, exercising a professional judgement about whether the process of internal marking has been fair, appropriate, and in keeping with the assessment criteria for the module. This may be used where first markers are less experienced, where there are several first markers and consistency may be a problem or where unusual patterns of performance are expected or observed.

Any of the above models could apply equally to conventional examinations or formally assessed work. Certain of their equivalents could apply to presentations, practical assessments, etc. For example, two or more observers independently marking a practical is equivalent to blind double marking.

#### **6.2.6.5 Resolution of differences between markers**

Any differences in the marks awarded must be resolved.

Whatever marking practice is applied, differences in the marks awarded by the two markers should be resolved by means of discussion and negotiation.

Should it not prove possible for the two markers to reach agreement, the work should be marked by the External Examiner or by a third internal marker. A final decision on the mark to be awarded should then be reached by means of discussion and negotiation between the three examiners.

## **6.2.7 Assessment through the medium of St John' University of Tanzania**

### **6.2.7.1 Selecting a marking process**

Consideration should be given to whether all formally assessed work at particular levels of a programme should be treated to the same marking process. Where material of different kinds is assessed at a given level in a programme, it may be appropriate to adopt different marking processes.

Programme Co-ordinators should ensure that the selection of markers for all marking duties meet acceptable teaching quality standards. In this context the suitability of staff to serve as second markers should be carefully considered. All markers should be assigned duties compatible with their experience and capacities.

The marking process should be determined at the module level and should be discipline-specific. External Examiners should approve both the assessment strategy and the assessment criteria for all modules that contribute towards an award. A regular and simple reporting procedure should be adopted to ensure that an effective approval mechanism exists.

### **6.2.7.2 Criteria for selection of marking process**

The following are criteria which should be taken into account in determining appropriate marking model:

- i. the nature of the material being assessed:
  - whether the material is qualitative or quantitative;
  - whether marking requires the judgement of the examiner or merely the checking of objective fact;
  - whether material is presented in essays or numerical answers;
  - whether questions and answers are structured or unstructured;
  - whether questions are multiple choice or open;
  - whether assessment involves short, discrete questions or questions which have a wide coverage;
- ii. the level of study of the module: the importance of objective second opinions increases with closeness to the determination of the final degree classification;
- iii. resource considerations:
  - availability of suitable staff to act as markers;
  - student numbers; deadlines
- iv. the importance of the individual piece of work being marked;

## **6.2.8 Assessment Archive**

### **6.2.8.1 Purpose of the Assessment Archive**

The purpose of the assessment archive is to provide:

- i. Evidence that the assessment enables the student to demonstrate knowledge and understanding of the learning outcomes associated with a course;
- ii. A means of demonstrating the progression between the years of study within a programme;
- iii. Evidence that expectations are consistent between courses and between programmes;
- iv. A means of demonstrating that standards are consistently maintained between years;
- v. a resource for communicating those standards with new members of staff, new external examiners, students and other relevant parties;
- vi. evidence of a student's performance in the event of an appeal.

The content of the assessment archive needs to be sufficient to meet these requirements. Clearly, some types of assessment are relatively easy to collect and to keep, for example, examination scripts and essays. Assessments based on the production of artefacts or, for example a theatrical performance, are more difficult, and sometimes impossible to keep. In such cases, alternative means of recording the assessment should be kept in lieu of the original artefact or performance. In order to reflect the difficulties associated with keeping different types of work, it is understood that a degree of flexibility will be employed in selecting items for the archive.

Assessment feedback reports should be prepared, and copies retained for every piece of coursework for each student.

#### **6.2.8.2 Initial Content of Assessment Archive**

For every academic year and for every assessment component of each module, the following items will be placed in the assessment archive:

- all examination scripts;
- all assessment feedback reports;
- a sample of all essays or dissertations;
- a sample of photographs of artefacts;
- a sample of videos of performances;
- an equivalent sample in the case of assessment of a type not listed above.

All items will remain in the archive for three years.

Any assessment items not selected for the archive should be returned to the student or destroyed by shredding or equivalent means. Unclaimed artefacts such as paintings can be displayed by the University or sold in accordance with the regulations on Intellectual Property Rights.

For the remainder of this section, the term 'work' refers to examination scripts, essays, photographs of artefacts, videos of performances, assessment feedback reports, etc.

### **6.2.8.3 Definition of Sample**

In each case, the size of the archived sample of work should be at least six and should include, if possible:

- all work in the first class category;
- all work in the fail category;
- an example of work in the middle of each degree classification;
- all work within 2% of a degree classification boundary;
- all work that the internal marker(s) have found to be maverick (e.g. students that have produced work that radically misinterprets the question).

When the number of students enrolled on a module is less than six, all work should be kept.

In the case of essays and dissertations, and coursework for initial degrees, academic staff already select a sample of coursework for scrutiny by the External Examiner. The same sample should be used for the sample that is placed in the archive.

### **6.2.8.4 Reduced Content of Assessment Archive**

At the end of the three year period, the content of the archive should be further refined by selecting a sample from the work originally archived for every assessment component of each module. The reduced sample should include samples of work from each degree classification category. The size of the reduced sample should be at least six, unless the number of students enrolled on a course was less than six, in which case all work should be kept.

### **6.2.8.5 Creating the Archive**

Departments will normally be responsible for making appropriate arrangements for taking photographs of artefacts or videos of performances.

All examination scripts, assessment feedback reports and coursework should be kept by the Faculties until the Progression and Award boards have met. As soon as possible after the Progression and Award Board or at the start of the subsequent academic session, work will be collected by course and assessment components by staff from the Registry and Quality Assurance Unit and processed according to the processes outlined above.

### **6.2.8.6 Removing Material from the Archive**

No items will be kept in the assessment archive for longer than 7 years. Items removed from the archive will be destroyed by shredding or equivalent means.

### **6.2.8.7 Reviewing the Process**

The process for creating and maintaining the assessment archive will be regularly reviewed, and the process will be modified as appropriate.

### **6.2.9 Coursework Feedback**

Assessment feedback reports should be prepared for every piece of coursework for each student or trainee. Two copies should be made of each assessment feedback report, one copy should be given to the student/trainee, and the other should be retained by the tutor.

All examination scripts should be kept by the module tutor until the assessment process is completed at the relevant Progression or Award Board.

### **6.2.10 Extenuating circumstances**

Students sometimes encounter personal problems (e.g. illness or bereavement involving a close friend or relative) or academic-related problems (e.g. delays in completing group work as the result of the failure of another individual to meet agreed deadlines). Students should report such problems to their Programme Co-ordinator, and where appropriate, request an extension to published deadlines for coursework submission.

In authorising requests for extensions to published deadlines for coursework submission, it is important to ensure consistency in so far as possible, both in terms of the grounds on which such extensions are granted and on their duration.

### **6.2.11 Requests for Extensions**

In order to improve consistency, extensions can normally only be authorised in advance of the published deadline by the Programme Co-ordinator. In certain subject areas, extensions are not possible, for example, due to the practical nature of subject area or assessment task. All Departments provide information with regard to extensions in their Programme of Study Handbooks.

Extensions may be considered if evidence is provided of:

- i. a medical problem that would affect the student's ability to meet a deadline;
- ii. bereavement resulting from the loss of a close relative or friend;
- iii. serious personal problems relating to partner or close relative;
- iv. delays in completing group work as the result of the failure of another individual to meet agreed deadlines;
- v. significant pressures from employers in the case of students in full time employment;
- vi. problems that are beyond the control of the student that compromise the student's ability to meet a deadline.

In each case, verifiable evidence must be provided. In the case of a medical problem, this would mean a Medical Certificate clearly identifying the start and anticipated end date of the problem.

Extensions will not normally be granted for the following:

- i. loss of work as the result of the breakdown of a computer or other electronic equipment, except for ICT assignments which have been set to specifically use University computing equipment;
- ii. loss of work as a result of theft;
- iii. difficulty in gaining access to available materials such as books or videos;
- iv. a medical problem that developed a day or two before the due date of the assignment without evidence that the assignment had been more or less completed;



- v. requests for an extension that are made very close to the published submission date.

Students should mitigate against such problems by:

- i. keeping electronic backups of work, together with hardcopies, and storing them at a separate location;
- ii. keeping copies of draft work and work in progress;
- iii. managing the time allocated for completing the assessment;
- iv. ensuring that any problems that are likely to influence their ability to meet a deadline are discussed with the Programme Co-ordinator well in advance of the published submission date.

When authorising extensions, Programme Co-ordinators should ensure that:

- i. the grounds on which the extension is requested have been recognised as a reason for which an extension may be granted, and that, in cases of doubt, the Deputy Vice Chancellor Academic has been consulted;
- ii. the student has provided verifiable evidence of the grounds on which the request for an extension has been made;
- iii. the student is informed in writing of the new deadline;
- iv. a record is kept of the request for an extension, the evidence provided, and the new deadline agreed with the student
- v. the student is not unfairly advantaged or disadvantaged as the result of being awarded an extension;
- vi. the new submission deadline is not later than the date on which other students are provided with feedback for the assignment;
- vii. the extension does not compromise the ability of the relevant Progression or Award Board to make decisions regarding the student other than in truly exceptional cases, and in such cases, the Deputy Vice Chancellor Academic should be consulted before an extension is awarded.

When a request for an extension is refused, Programme Co-ordinators should ensure that:

- i. the grounds on which the extension is requested are not acceptable as grounds for which an extension may be granted; and that, in cases of doubt, the Academic Registrar has been consulted;
- ii. the reason for the decision is clearly documented;
- iii. the student is informed, in writing, and without delay, of the decision not to authorise the extension and of the grounds on which the request was refused;
- iv. a record is kept of the request for an extension, the evidence provided and the reasons for which an extension was not authorised;
- v. the student is not unfairly advantaged or disadvantaged as the result of not being awarded an extension.

## **6.3 External Examiners**

### **6.3.1 University Expectations**

The University expects External Examiners to:

- i. Approve, and if necessary suggest amendments to, draft examination papers prepared by internal examiners.
- ii. Review, evaluate and moderate an agreed proportion of examination (including practical) and other assessment instruments and practices that contributes to a final award.
- iii. Provide an independent view of a programme's operation and its effectiveness.
- iv. Moderate assessments by taking a sample of work from all levels of performance that contribute towards an award.
- v. Provide feedback to management on the performance of students in comparison to their peers on comparable programmes elsewhere.
- vi. Be a member of, and attend, appropriate Examination Boards or assessment panels to ensure fairness and consistency in the decision-making process, and to ensure that the assessment process is in accordance with the procedures outlined.
- vii. Assist the University in the comparison of academic standards across higher education awards and verify that standards are appropriate for the particular award for which the External Examiner is responsible.
- viii. Ensure that the assessment process is fair and is fairly operated in the marking, grading and classification of student or trainee performance.
- ix. Present written reports to the University that include commentary and judgements on the validity, reliability and integrity of the assessment process and the standards of student or trainee attainment.

### **6.3.2 Nomination, Selection and Appointment**

- i. In order to protect their independence, External Examiners shall not concurrently act as consultants to a programme or programme board, or concurrently be members of any panel(s) established to review the programme or programme(s) they examine.
- ii. New External Examiners shall be briefed by the Programme Co-ordinator on their task as soon as possible after appointment, and encouraged to visit the University to meet staff and students. During the visit an induction session will be held by the Academic Registrar to ensure that new External Examiners are fully aware of all relevant information relating to their role. The briefing shall cover, amongst other possible matters, the dates of examination boards and any other examiners' meetings, reports from the outgoing External Examiner(s), the University's guidance and procedures for external examination, the educational aims of the programmes to be examined, modules, teaching methods, learning outcomes, assessment criteria and marking schemes.
- iii. All other External Examiners shall be briefed annually. The briefing shall cover, amongst other possible matters, the dates of examination boards

and any other examiners' meetings, responses to External Examiners' reports, the nature and amount of external examining to be undertaken in the forthcoming academic year, and modifications to examination procedures or to Programmes of Study.

- iv. An induction session will normally be held by the Deputy Vice Chancellor Academics before Progression or Award Boards to ensure that External Examiners are fully aware of all relevant information relating to the process.
- v. External Examiners must be impartial in making judgements, and should not have previous close involvement with the University which might compromise their objectivity. The following criteria should be apply in the nomination, selection and appointment of External Examiners:
  - The number of external examinerships already held by persons being considered for nomination as External Examiners should not normally exceed two.
  - Only persons of sufficient seniority and experience to be able to command authority should be appointed as external examiners. Examiners from outside the University system are appropriate where professional expertise is required.
  - External Examiners may not be drawn from the members of staff of any of the Member Institutions or collaborative partner Institutions of the St John's University of Tanzania, nor from institutions where schemes of study are validated by the University or franchised by one of its institutions.
  - Members of staff who have retired, or who have moved to posts outside the University, may be invited after a lapse of at least one academic year to act as External Examiners for institutions within the University other than that at which they taught, provided that no contact has been established with the candidates to be examined.
  - Other than in exceptional circumstances, an External Examiner shall not be re-appointed to examine a scheme offered within the same School before a lapse of at least three years.
  - The making of reciprocal arrangements for external examining with staff teaching similar schemes of study at other universities is not permissible.
  - An External Examiner shall not normally be succeeded by another from the same institution.
  - External Examiners' qualifications should be at a level and in a subject area appropriate to the course to be examined. Wherever possible, External Examiners should be at senior lecturer level or above.
  - External Examiners should possess suitable experience, which might be demonstrated by details of their present or last appointment, previous posts held, recent research activity and other External Examining work or similar, relevant professional experience.

- Where a programme leads to a professional award, at least one appropriately experienced practitioner should be included among the External Examiners.
  -
- vi. For similar reasons, an individual proposed as an External Examiner will not be:
- personally associated with the sponsorship of students;
  - required to assess colleagues who are recruited as students to the programme;
  - in a position to influence significantly the future employment of students on the programme;
  - likely to be involved with student or trainee placements or training in the examiner's organisation
- vii. Where possible, External Examiner appointments will be phased to enable the mentoring of new examiners.

### **6.3.3 Termination of External Examiner contract**

The contribution of the External Examiner to all stages of the assessment process is a crucial element of the University's quality assurance processes. It is sometimes the case that, for a variety of reasons, an External Examiner finds that he or she is unable to provide the commitment necessary to fulfil the requirements of the role.

In the event that an External Examiner is unable to fulfil the requirements of the role, the Deputy Vice Chancellor Academics will contact the External Examiner and inform him or her of the University's concerns, and advise him or her on the remedial action which is considered necessary.

Should it become apparent that the position is unlikely to change, or should it subsequently become evident that the concerns have not been addressed, the Academic Registrar will write to the External Examiner informing him or her that the contract is being terminated.

### **6.3.4 External Examiners' Reports**

- i. Each External Examiner is asked to complete an annual report immediately following the marking period and return it to the University Vice Chancellor. A separate report has to be completed for each programme examined.
- ii. An External Examiner's Report pro-forma is provided by the University covering the objectives of the programme of study, programme structure and content, methods of assessment, examination and assessment procedures, marking standards, conduct of the examining board, comparability with standards in other institutions, student performance and the revision of the programme.
- iii. An examiner is not restricted to the suggested areas and can comment on any appropriate matter. Constructive suggestions for future action are particularly helpful.
- iv. Copies of all External Examiner reports are also sent to the University Assessor.

### **6.3.5 The Process of External Examination for Initial Degrees**

#### **6.3.5.1 The Deputy Vice Chancellor Academics shall be responsible for:**

- i. Ensuring that a sample of a minimum of all courses of each Programme of Study shall normally be presented for external examination in any given academic year.
- ii. Requesting that External Examiners undertake assessment of the teaching or assessment of any module of a programme of study that, in the University's view, gives cause for concern.
- iii. Responding formally to External Examiners' reports to the University.
- iv. Providing feedback to External Examiners in relation to the issues raised in External Examiners' reports.

#### **6.3.5.2 Heads of Faculty or School shall be responsible for ensuring that:**

- i. The Faculty or School Board Quality Assurance and Resources shall receive, early in the academic year, a copy of each External Examiner's Agreement with the relevant Programme Co-ordinator about the external examination tasks to be undertaken in the forthcoming academic year.
- ii. The Faculty or School Board shall either approve the Agreement or require amendments to it.
- iii. The Quality Assurance Unit shall receive from the Faculty or School a copy of each approved External Examiner's Agreement.

#### **6.3.5.3 Programme Co-ordinators shall be responsible for ensuring that:**

- i. A sample of all courses of each programme of study shall normally be agreed with the relevant External Examiner in any given academic year.
- ii. Course assessment tasks in the programme sample that is to be externally examined in a given year shall be agreed with the External Examiner.
- iii. The Agreement with the External Examiner shall be passed to the Faculty or School Board for approval or amendment.
- iv. Agreement shall be reached with the External Examiner about the method of internal marking and moderation to be applied to any particular module, or component of a module.
- v. Agreement shall be recorded on the pro-forma provided.
- vi. All internal markers' assessment, including that of part-time lectures, shall be externally examined in each academic year and a range of assessment modes shall be externally examined.
- vii. All modules of a programme and all tutors' assessment shall receive, in the course of time, external examination.
- viii. Students are responsible for submitting original Medical Certificates to the Registry. A copy may also be kept by the Programme Co-ordinator until the appropriate Progression or Award Board has met, after which it should be shredded. It should be noted that such information is confidential and must be securely kept.

- ix. A representative sample of the work of students that is to be externally examined shall be selected and that the sample shall contain:
  - all work in the first class category;
  - all work in the fail category;
  - an example of work in the middle of each degree classification;
  - all work within 2% of a degree classification boundary;together with the work of students that have been identified for a *viva voce* and students' work that internal markers have found to be maverick (e.g. students that have produced work that radically misinterprets questions or does not fit into the marking scheme).
- x. Following the Progression or Award Board, or at the start of the subsequent academic session, liaising with staff from the Registry and Quality Assurance Unit to transfer the sample, or an appropriate subset of the sample, to the assessment archive.
- xi. The External Examiner shall see the work of all students where there are fewer than ten students being assessed.

#### **6.3.5.4 The External Examiner's Role in the Process of Assessment for Undergraduate Programmes of Study**

- i. The External Examiner shall liaise with the relevant Programme Co-ordinator to agree a sample to be examined.
- ii. The External Examiner shall agree with the Programme Co-ordinator the course assessment tasks in the programme sample that is to be externally examined in a given year (e.g. in any course within the sample there may be several assessment tasks, not all of which shall necessarily be externally examined. In a course, for example, agreement might be that the students' Written Assignments (50%) will be externally examined, but the Group Practical Project (50%) will not.
- iii. The External Examiner shall agree with the Programme Co-ordinator the marking process that shall be applied to any particular module, or module component.
- iv. Agreement shall be recorded on the pro-forma provided.
- v. The External Examiner shall not alter the mark given by an internal examiner unless the External Examiner's judgement is that it should alter by 3% or more in either direction.
- vi. If the External Examiner consistently wishes to alter an internal mark by 3% or more, in either direction, for an entire sample, he or she shall discuss the matter with the Department or Subject Area Examination Board so that agreement can be reached.
- vii. If an External Examiner decides to alter the marks given for a particular component of assessment, he or she shall provide the Department or Subject Area Examination Board with a detailed written report in support of the mark adjustment.
- viii. If there is agreement to move the mark for a particular component by the same amount of 3% or more, in the same direction, then the marks for all

students taking the course shall be moved likewise in the appropriate direction.

- ix. If the internal examiners are concerned that, given the diverse nature of assessment tasks in the course, such a movement of marks would result in unfair treatment of other students, the Department Examination Board and the External Examiner shall seek to reach an agreement. Some examples of situations where this might occur are:
  - an optional question on an examination paper that was over-marked but not attempted by all the students;
  - assessment that is linked to work placements that were different for each student;
  - dissertations on a range of distinct topics;
- x. Marks can only be altered for individual candidates without changing the marks of the other candidates that were subject to the same assessment in cases where the work of the candidate in question differs in a fundamental way from the work of all the other candidates. For example, if a candidate interprets a question in a manner that is radically different to the other candidates and so makes it difficult for the internal marker to be consistent in applying the assessment criteria. In such cases the External Examiner may recommend that the mark of a single student or trainee be changed, provided that it requires changing by 3% or more. Again, he or she shall be required to provide the Department or Subject Area Examination Board with a written report in support of the mark adjustment.
- xi. If such agreement is not possible, the raw marks of the student or trainee whose work is the subject of disagreement shall be presented to the Chair of the Final Examination Board for his or her arbitration. The Chair's decision shall be final and shall derive from consideration of the student's or trainee's overall assessment profile.
- xii. If an External Examiner consistently wishes to alter internal marks by 3% or more, in contrary directions, the Faculty or School Examination Board and the External Examiner shall decide whether to re-mark all work for the module.
- xiii. In cases of disagreement between either of the parties that cannot be resolved by negotiation, the Chair of the Final Examination Board shall act as arbiter. The Chair's decision shall be final.
- xiv. The External Examiner shall not normally act as adjudicator of individual student's or trainee's marks, other than within a viva voce examination, and shall encourage internal markers to arrive at clear decisions in their assessment.

#### **6.3.5.5 The External Examiner's Role in the Process of Assessment for Postgraduate Programmes of Study**

- i. Programme Co-ordinators shall ensure that the range of work seen by External Examiners includes all distinctions, all fail marks, a representative cross sample of work in other classifications, the work of students identified for *viva voce* and work that the internal marker(s) have

- found to be maverick (e.g. students that have produced work that radically misinterprets the question or does not fit into the marking scheme).
- ii. Programme Co-ordinators shall ensure that draft examination papers and other major assessment components are approved by the external examiner, who may require alterations to be made and who, in turn, may be required to set examination questions or other assessment topics.
  - iii. The Programme Co-ordinator shall liaise with the External Examiner to agree the examination work to be undertaken in any given academic year. In the case of programmes that involve large groups of students, the External Examiner shall agree with the School, a percentage of work to be externally examined.
  - iv. The External Examiner shall agree with the Programme Co-ordinator the marking process that shall be applied to any particular course.
  - v. Agreement shall be recorded.
  - vi. The External Examiner shall have the right to alter the mark given by the internal marker(s).
  - vii. If the External Examiner wishes to alter the agreed mark awarded by the internal marker(s), he or she shall discuss the matter with the Department Board so that agreement can be reached.
  - viii. If the External Examiner wishes to alter the mark given by the internal marker(s), but without the agreement of the internal marker(s), he or she shall provide the School with a detailed written report in support of the mark adjustment.
  - ix. In cases of disagreement between either of the parties that cannot be resolved by negotiation, the Chair of the Final Examination Board shall act as arbiter. The Chair's decision shall be final.
  - x. If the External Examiner, when considering a sample of students' work, consistently wishes to alter the mark given by the internal marker(s) in the same direction, he or she shall discuss the matter with the Faculty or School Board so that agreement can be reached.
  - xi. If there is agreement to move the mark, in either direction, then the marks for all the students taking the assessment component shall be moved likewise in the appropriate direction.
  - xii. If the internal examiners are concerned that, given the diverse nature of assessment tasks in the sample, such a movement of marks would result in unfair treatment of other students, the School Board and the External Examiner shall seek to reach an agreement. Some examples of where this might occur are:
    - An optional question on an examination paper that was over marked but not attempted by all students.
    - Dissertations, essays on a range of different topics, seminar papers, practical workshops.
  - xiii. Marks can only be altered for individual students without changing the marks of other students that were subject to the same assessment in cases where the work of the student in question differs in a fundamental way



from the work of all the other students. For example, if a candidate interprets a question in a manner that is radically different to the other students, and so makes it difficult for the internal marker to be consistent in applying the assessment criteria. In such cases the External Examiner may recommend that the mark of a single student be changed. He or she shall be required to provide the Department Board with a written report in support of the mark adjustment.

- xiv. If such agreement is not possible, the raw marks of the student whose work is the subject of disagreement shall be presented to the Chair of the Final Examination Board for arbitration. The Chair's decision shall be final.
- xv. If the External Examiner, when considering a sample of students' work, wishes to alter the mark given by the internal marker(s) in contrary directions, the Department Board and the External Examiner shall consider whether to re-mark all the work of students taking the assessment component.

### **6.3.6 The External Examiner's involvement in Examination Boards**

#### **6.3.6.1 Unfair Practice in Examinations**

An External Examiner who, either in the course of the marking period or subsequently, considers that a candidate has engaged in an unfair examination practice, shall immediately report the circumstances in writing to the Chair of the Examining Board concerned. The University regulations for dealing with unfair practice will then be applied.

#### **6.3.6.2 Pass Lists**

Prior to publication by the Deputy Vice Chancellor Academics, the official pass list must be signed by all External Examiner(s) who are present at the formal examining board meeting and the Chair of the examining board. At least one External Examiner must sign the pass list.

#### **6.3.6.3 Intra- and Inter-Semester Issues**

The Chair of the Examination Board in consultation with the External Examiner will be empowered to deal with intra- and inter-semester issues and be responsible for reporting these to the Examination Board. This is normally the Deputy Vice Chancellor Academics.

### **6.3.7 Validation and Review**

- i. An External Examiner will play a crucial role in maintaining standards and in providing information on outcomes for use when reviewing programmes. However, it will be a separate function from the process of progress review and External Examiners may not be used as members of Quality Assurance review panels.
- ii. An External Examiner's report may have implications for the way in which a programme is designed and delivered. It will be for the Senate to determine what changes should be made as a result. Nevertheless, External Examiners' annual reports will always form part of the documentation to be used in programme reviews.

## **6.4 Examination Papers**

### **6.4.1 Procedure for Preparation**

The procedure for the preparation of examination papers is as follows:

- i. Lecturers will prepare questions.
- ii. The coordinator for the course will compile a set of questions.
- iii. A departmental meeting will be held to discuss the questions.
- iv. Only the Head of Department will compile the final paper.
- v. The final version will be submitted to the Examinations Office.
- vi. The paper will be submitted to the External Examiner.
- vii. Changes to comply with the External Examiner's comments will be made by the internal examiner in the Examinations Office. No paper should leave the Examinations Office at this time.
- viii. Two papers will be produced for each course of which one will be 'randomly' chosen for use. The one not used for the examination will be used for any supplementary examination.

### **6.4.2 Confidentiality of Examination Papers**

To safeguard the confidentiality of the examination papers.

- i. No examination questions should be written on computers to which students have access.
- ii. No examination questions should be sent by email.
- iii. No one who does not have a specific task, as described above, should have a copy of examination questions in any form. Copies used during the departmental meeting (iii above) should not leave the meeting; they should remain with the head of department.

### **6.4.3 Custodianship of scripts**

- i. Scripts remain under the custody of the examinations office for 2 years.
- ii. The scripts then become under the custody of the department.
- iii. The scripts are then destroyed in an orderly fashion after a further 3 years.
- iv. Coursework is returned to students after marking and disputes about coursework marks are immediate.

### **6.4.4 Handling of Examination Marks**

- i. In order to sit for an examination, students must pass coursework. Students will be informed of the decision concerning coursework at least seven days before the examination.
- ii. Each course should have a sheet which shows
  - How students performed in each question of the examination. (The raw marks)
  - The coursework average
  - The weighted total and grade

- iii. The grades for all students who sat the examination is given to the Dean.
- iv. Course coordinators should give results to the Deans before the scheduled faculty meeting. Provisional results will then be posted immediately after the faculty meeting..
- v. Faculties issue provisional results which may be changed.
- vi. The Examinations Office issues final results after approval by Senate.

#### 6.4.5 Grading of Examinations

- i. The definitions of the grades A,B,C,D etc. which will be used for all courses are as follows:

Numerical (%)	Mark	Grade	GP Points
75-100		A	5
70-74		B+	4
60-69		B	3
50-59		C	2
45-49		D	0
0-44		E	0

- ii. The split between coursework and examination will be 50% for each
- iii. Students must achieve 50% in each of coursework and the examination in order to pass the course.

#### 6.4.6 Action on examination results

- i. If any students fails, with grade D or E, three or more courses in any one semester then he will be discontinued. This is independent of any GPA calculation.
- ii. If a student attains a GPA of less than 1.8 in any one semester then he will be discontinued; this is independent of actual grades attained.
- iii. Students who have not been discontinued may sit for supplementary examinations for those subjects in which they attained a grade D. If the student does not achieve a grade C at the supplementary examination then he or she must repeat the course when it is next offered. A student may repeat any course only once.
- iv. Grade E or inadequate coursework means that the student repeats the course when it is next offered.

#### 6.4.7 Supplementary Examinations

Students who achieve grade D will be given the opportunity to sit for a supplementary examination.

- i. Students who pass a supplementary examination may only gain a grade C which will be marked with an asterisk (\*) on the examination transcript.

- ii. The examination paper which was set but not used for the actual examination will be used for the supplementary examination.
- iii. There will be a date in the calendar for supplementary examinations so that they are completed before the next semester.
- iv. Fees will be charged for supplementary examinations.

#### **6.4.8 Special Examinations**

Special examinations will be given to students who have genuine, documented reasons for not doing the examination at the first sitting. Such reasons may include:

- The death of a close relative or friend.
- Serious health problems, confirmed by a certificate or letter from a registered doctor.
- Serious personal problems relating to a partner or close relative.
- Other problems which are beyond the control of the student and for which there is documentary evidence.

Students who fail a special examination with a grade D are automatically eligible to sit a supplementary examination.

#### **6.4.9 Appeals**

- i. Appeals go to the Faculty Board. Those students who appeal about supplementary decisions will have their appeal heard and will or will not sit the supplementary examination according to the decision.
- ii. Appeals may change a decision of discontinued to supplementary.
- iii. External Examiners will not be involved for the Semester I examinations. Appeals may be heard by the department but, where it proves necessary, the external examiner may moderate for Semester I when he comes to moderate Semester II.
- iv. Fees will be charged for appeals.

#### **6.4.10 Time allowances**

- i. There should be a minimum break of 3 weeks between semesters.
- ii. The examinations with large numbers of students will take place in the first days of the examination timetable to allow more time for marking.
- iii. At the end of the second semester students will have four weeks to prepare for supplementary examinations.
- iv. There should be a period of two weeks to check results from Deans.

### **6.5 Unsatisfactory Progress**

#### **6.5.1 Unsatisfactory Student Progress on a Programme of Study**

- i. All students are required to satisfy the requirements of the Programme(s) of Study for which they are registered.

- ii. Progress in each Programme of Study is monitored in ways deemed appropriate by the Programme Co-ordinator.
- iii. A student whose progress is regarded by a lecturer(s) or Programme Co-ordinator(s) as unsatisfactory shall be interviewed by appropriate Programme staff and, if appropriate, shall be given a formal written warning that their academic progress is unsatisfactory in terms of such matters as, for example, poor attendance, undertaking of, or completion of, assessment tasks, submission of assessed work, examination success, inappropriate behaviour. Prior to the interview the student shall be invited to furnish the meeting with *written* details of any special circumstances that they wish to be considered for their possible relevance to the matter under deliberation. Where appropriate, original medical certificates shall be provided to the meeting by the student. The written warning shall be kept by the Programme Co-ordinator(s) and copies sent to the student, the Head(s) of Faculty or School and the Deputy Vice Chancellor Academics.
- iv. A student whom lecturer(s) or Programme Co-ordinator(s) regard as continuing to be unsatisfactory, and who has received a formal written warning, shall be interviewed by appropriate Programme(s) staff and the Head(s) of Faculty or School. Prior to the interview, the student shall be invited to furnish the meeting with *written* details of any special circumstances that they wish to be considered for their possible relevance to the matter under deliberation. Where appropriate, original medical certificates shall be provided to the meeting by the student.

Following this meeting the student shall be given, if appropriate, a final written warning that they might be required to withdraw from University if their academic progress continues to be regarded as unsatisfactory. The final written warning shall be kept by the Head(s) of Faculty or School and copies sent to the student, the Programme Co-ordinator(s) and the Deputy Vice Chancellor Academics.

- v. A student whom lecturer(s) or Programme Co-ordinator(s) regard as continuing to be unsatisfactory, and who has received a final written warning, may be required by a Faculty or School Board or an Examination Board to withdraw from University. The student will be informed in writing prior to the meeting of a Faculty or School Board at which the student's case will be considered. The student will be informed in writing by the relevant University officer of the Board(s) decision and of his or her right of appeal.
- vi. The Appeal process shall be conducted according to the procedures outlined.

### **6.5.2 Unsatisfactory Student Progress on a Course**

- i. All students are required to satisfy the requirements of a course for which they are registered.
- ii. Progress in each course is monitored in ways deemed appropriate by the Programme Co-ordinator(s).
- iii. The Programme of Study Handbook shall specify the requirements of courses.

- iv. In circumstances where, for reasons such as, for example, poor attendance, health and safety, danger to self or others, verbal, physical or other abusiveness, inappropriate behaviour, tutor(s) shall exercise their professional judgement with regard to whether a student should be excluded from a module or element of a module. The Programme Co-ordinator(s) and Faculty or School, as appropriate, shall be informed in writing of this action at the earliest opportunity and full details of any incidents shall be reported.
- v. A student who is excluded from a module, or element of a course, shall have the right to appeal against the decision. The appeal must be submitted in writing to the relevant Head(s) of Faculty or School and is an opportunity for the student to demonstrate that the decision of the tutor(s) was inappropriate.
- vi. The Appeal process shall be conducted according to the procedures outlined.
- vii. A student who is excluded from a course or elements of a course, and whose appeal has not been upheld, must not expect as of right that they will be reassessed in a course or elements of a course, be allowed to repeat a module or element of a module or be allowed to sit as an external candidate

## **6.6 Review Procedures for dealing with Academic Appeals**

### **6.6.1 Definitions**

For the purposes of this document an 'academic appeal' is defined as a 'request for the review of a decision of an Examination Board, a Faculty or School Board or other relevant University procedure that has implications for a student's progression', and 'student' refers to 'any persons enrolled or registered to follow a Programme of Study or course(s) offered by St John's University of Tanzania'.

### **6.6.2 Scope**

The scope of these procedures includes appeals regarding a decision made by an Examination or Faculty or School Board to refuse permission for a student to progress or to require a student to withdraw, and appeals against the decision of a Faculty or School Board, or other relevant University procedure, that has implications for a student's progression.

Appeals which question the academic judgement of examiners are not admissible.

In the case of trainees on Programmes of Study leading to Qualified Teacher Status, appeals that question the professional judgement of the relevant Examination Board in relation to a trainee's Fitness to Teach will not normally be considered.

Appeals made by students that have, at the end of one or more academic year(s), failed to complete and submit any of the assessment relating to their Programme of Study, and have been required to withdraw, will not normally be considered.

### **6.6.3 Appeals against academic decisions**

- i. This procedure covers appeals against:
  - the decision of an Examination Board to prevent a student from progressing;

- the decision of a Faculty or School Board to require a student to withdraw from a Programme of Study;
  - the decision of an Examination Board to require a student to withdraw from a Programme of Study;
  - any other academic decisions not covered elsewhere in this document.
- ii. Students who are required to withdraw from the Programme of Study, who fail to qualify to proceed to the next stage of their Programme of Study or who do not accept an academic decision may appeal against the decision.
  - iii. Students who intend to appeal against a decision shall inform the Deputy Vice Chancellor Academics, in writing, within seven working days of the notification of the decision. In their written submission, the student shall state explicitly the grounds upon which a review of the decision is sought and the desired outcome. Full documentation shall be provided by the student to substantiate any points made in the written submission.
  - iv. The Deputy Vice Chancellor Academics shall consider the contents of the submission, take the necessary steps to verify the facts to which the submission refers, and shall have discretion to consult, as appropriate, with relevant colleagues and with the appellant.
  - v. In the event that the Deputy Vice Chancellor Academics concludes, on the basis of the information provided, that the decision should be amended, he or she will convene a meeting with the appropriate Head of Faculty or School, Programme Coordinator, and other relevant staff to consider whether agreement can be reached in terms of the student's desired outcome.
  - vi. In the event that agreement cannot be reached in terms of the student's desired outcome, the Deputy Vice Chancellor Academics shall convene a meeting of the Review Board, and shall ensure that the Review Board receives all relevant documentation.
  - vii. In the event that the Deputy Vice Chancellor Academics concludes, on the basis of the information provided, that the decision should be upheld, the Deputy Vice Chancellor Academics shall convene a meeting of the Review Board and shall ensure that the Review Board receives all relevant documentation.
  - viii. The Review Board shall have discretion, as appropriate, to consult with, or take evidence from, relevant colleagues and the appellant. If an appellant is invited to appear before a Review Board he or she shall have the right to be accompanied by a person of his or her choosing. Legal representation shall not be allowed. An accompanying person shall not normally contribute to the Review Board's discussions, but the Review Board shall have discretion to invite their contribution if it believes that this will assist the Board in reaching a decision.
  - ix. The Review Board, when considering its decision, shall meet in private session.
  - x. The Deputy Vice Chancellor Academics shall inform the student, in writing, by means of a Completion of Procedures letter, of the outcome of

the appeal, normally within fifteen working days of the meeting of the Review Board. Full details of the findings of the review shall be provided and a summary of any decisions taken. The same information will be copied to the Head of Faculty or and the Programme Co-ordinator.

#### **6.6.4 Review Board**

If it becomes necessary to convene a Review Board to deal with an appeal against an academic decision, the Review Board will normally be convened within 20 working days of the receipt of the submission of an appeal against a decision. In the event that it takes longer to verify the facts to which the submission refers, this period may be extended.

##### **6.6.4.1 Terms of Reference**

- i. to consider whether
  - there were any defects or irregularities in relation to the implementation of policies or procedures;
  - there were any defects or irregularities in earlier stages of the process for communicating with the student;
  - exceptional personal circumstances reported by the student in writing to the Programme Co-ordinator prior to the meeting at which the decision was taken were not, in fact, considered at the meeting(s);
  - there has been a factual error;
  - a student, in the course of appealing against a decision, has provided additional evidence of exceptional personal circumstances. In appeals made on these grounds, the student must show good reason why such personal circumstances were not previously made known to the Programme Co-ordinator(s) or Head(s) of Faculty or School.
- ii. to confirm the decision or to direct the relevant Board/individual(s) to amend the earlier decision.
- iii. to provide detailed recommendations to the relevant Programme Co-ordinator regarding the implementation of any amended decision, if applicable.
- iv. to provide full details of the outcome of the appeal and a summary of the reasons for any decisions

##### **6.6.4.2 Membership**

- The Vice Chancellor or nominee(Chair)
- Two members of academic staff nominated by the Academic Registrar.
- An appropriately qualified and experienced external member.
- Secretary: Central appointment

No member of the Review Board shall come from a Department in which the student has studied.



### **6.6.5 Appeals against decisions made by Award Boards**

Final year students are only entitled to appeal against a decision following the process of verification. A request for verification must be submitted to the Academic Registrar within fourteen days of the date of the meeting of the Examination Board. The procedure for making an appeal and the University's procedure for dealing with an appeal are set out in the current version of the University's Verification and Appeals Procedure, a copy of which shall be distributed to each final year candidate early in the academic session. Both the Verification application form and the University form on which a request for an appeal should be made are available from the Quality Assurance Unit or from the Faculty or School Offices.

### **6.6.6 Request to reconsider the decision of a Programme Co-ordinator or Lecturer to exclude a student from a course or element of a course**

- i. Students who are excluded by a Programme Co-ordinator or Lecturer from a course, or element of a course, may request that the decision be reconsidered.
- ii. Students who request that such a decision be reconsidered shall inform the Head of Faculty or School within seven working days of the notification of the decision. The request for the decision to be reconsidered shall be in writing and shall state explicitly the grounds on which the request is being made.
- iii. The Head of Faculty or School shall consider the request. In giving due consideration to the request, he or she shall have discretion to consult, as appropriate, with relevant colleagues and the student. If the student is invited to appear before the Head of Faculty or School he or she shall have the right to be accompanied by a person of his or her choosing. Legal representation shall not be allowed. An accompanying person shall not normally contribute to the discussions of the Head of Faculty or School, but he or she shall have discretion to invite their contribution if he or she believes that this will assist him or her in reaching a decision.
- iv. In determining whether the decision should be amended, the Head of Faculty or School shall be empowered only to consider whether the decision to exclude the student from the module, or elements of the module, was a reasonable one that derived from the professional judgement. Of the Programme Co-ordinator or Lecturer.
- v. The Head of Faculty or School shall inform the Programme Co-ordinator, Lecturers and the student, in writing, of his or her decision, normally within seven working days of the receipt of the request for the decision to be reconsidered. Both parties shall receive a report with details of the reasons for the decision taken.
- vi. In the event that a student wishes to appeal against the decision of the Head of Faculty or School, the student can appeal against the decision by following the process outlined.

## **6.7 Procedures for dealing with Student Complaints on Academic Matters**

### **6.7.1 Definitions**

For the purposes of this document, a 'complaint' is defined as 'any specific concern about the provision of a Programme of Study or related academic service'. The term 'student' refers to 'any person enrolled or registered to follow a programme of study or module delivered by St John's University of Tanzania'.

### **6.7.2 Scope**

- i. The scope of these procedures includes all complaints in respect of a student's educational experience at the University or delivered by the University at another location. **It does not include appeals against academic decisions made about student progression, assessment and awards.**
- ii. Complaints may be made by individual students or groups of students. Anonymous complaints and complaints lodged by representatives, parents or any third party will not be dealt with.
- iii. In the event of a student commencing any legal proceedings in relation to a complaint, the University procedures for dealing with complaints on academic matters will be suspended or abandoned.

### **6.7.3 General Principles**

- i. A student or group of students who have a concern about the provision of a Programme of Study or related academic service shall, where appropriate, seek to resolve the matter through the Quality Assurance procedures established by the University. These include module questionnaires, Student Representatives, Personal Tutors, and Boards of Study and Annual Reviews of Programmes of Study.
- ii. The University will seek to ensure that all complaints are dealt with seriously, constructively, promptly and with due regard to confidentiality. In some circumstances, in order to deal with a complaint, it may be necessary to disclose information to third parties. In such circumstances, the complainant and any individual(s) who is the subject of a complaint will be informed of the intent to make such disclosure before the disclosure is made.
- iii. Complainants shall not suffer any disadvantage or recrimination as a result of making a complaint in good faith, irrespective of whether the complaint is upheld or not.
- iv. If a complaint is found to be justified (upheld), the University shall take appropriate action, which shall be referred to as the 'remedy'.

### **6.7.4 Making a student complaint on academic matters**

- i. A complaint, either by an individual student or group of students, shall be made in writing to the relevant Head of Faculty or School. Full details of the complaint shall be provided.

- ii. The Head of Faculty or School shall request that the complainant(s) authorises in writing the disclosure of the written complaint, if it transpires that a person is the subject of the complaint.
- iii. The Head of Faculty or School shall investigate the complaint, normally within ten working days of the complaint being received, and shall determine whether to uphold or reject the complaint. His or her decision shall be communicated to the complainant(s) in writing, together with an explanation of the decision and, if appropriate, details of the proposed remedy. In giving due consideration to the complaint, the Head of Faculty or School shall have discretion to consult, as appropriate, with relevant colleagues and the complainant(s). If a complainant is invited to appear before the Head of Faculty or School he or she shall have the right to be accompanied by a person of his or her choosing. Legal representation shall not be allowed. An accompanying person shall not normally contribute to the discussions of the Head of Faculty or School, but he or she shall have discretion to invite their contribution if he or she believes that this will assist him or her in reaching a decision.
- iv. In the event that the complaint relates to a Faculty or School level matter, the complaint should be made in writing to the Deputy Vice Chancellor Academics.
- v. If a complaint is rejected, the complainant(s) shall have the right of appeal. Appeals will be considered by a Complaints Board.
- vi. The decision of the Complaints Board shall be communicated to the complainant(s) in writing, by means of a Completion of Procedures letter, normally within fifteen working days of the meeting of the Complaints Board. The letter will include an explanation of the decision and, if appropriate, details of the proposed remedy.

### **6.7.5 Complaints Board**

A Complaints Board will be convened whenever a student appeals against a decision to reject a complaint. The Complaints Board will be provided with full documentation relating to the complaint. The Complaints Board shall have discretion, as appropriate, to consult with, or take evidence from, relevant colleagues and the appellant(s). If an appellant is invited to appear before a Complaints Board he or she shall have the right to be accompanied by a person of his or her choosing. Legal representation shall not be allowed. An accompanying person shall not normally contribute to the discussions, but the Complaints Board shall have discretion to invite their contribution if it believes that this will assist them in reaching a decision.

An appeal against a decision to reject a complaint will normally be dealt with within 20 working days of the submission of the appeal.

#### **6.7.5.1 Terms of Reference**

- i. to consider whether there were any defects or irregularities in relation to the implementation of policies or procedures;
- ii. to consider whether there were any defects or irregularities in earlier stages of the process for communicating with the student;

- iii. to consider the information provided in relation to the complaint and the reason(s) for its rejection;
- iv. to uphold the complaint or to confirm the earlier decision to reject the complaint;
- v. to provide detailed recommendations on the remedy in the event that the complaint is upheld;
- vi. to provide full details of the outcome of the appeal and a summary of the reasons for any decisions.

#### **6.7.5.2 Membership**

- The Vice Chancellor or nominee (Chair)
- Two members of academic staff nominated by the Academic Registrar
- An appropriately qualified and experienced external member
- Secretary: Central appointment

No member of the Review Board shall come from a School in which the student has studied.

### **6.8 Procedures for dealing with Unfair Practice**

The University will investigate allegations of unfair practice, and consider appeals by students against decisions of Examination Boards. The Unfair Practice procedure operates in accordance with the University regulations, details of which are available from the Faculty or School Offices or the Quality Assurance Unit. Full details of the appeals procedure can be found in the University's Review Procedures for Dealing with Academic Appeals.

#### **6.8.1 General Principles**

- i. All tutors are required to be vigilant in the detection of plagiarism and are required to take action in all cases where it is suspected.
- ii. The University will investigate all allegations of unfair practice. The Unfair Practice procedure operates in accordance with the University regulations, details of which are available from the Faculty or School Offices or the Quality Assurance Unit.
- iii. It is an unfair practice to commit any act whereby a person might obtain for himself or herself, or for another person, an advantage leading to a higher mark or grade than his or her abilities would otherwise secure. Unfair practices, which cover both cheating and plagiarism, are interpreted as follows:
  - Any attempt by a candidate to secure an unfair advantage e.g. Copying or attempting to copy the work of a candidate;
  - Gaining improper access to an assessment before it is sat;
  - Submitting the work of others as her or his own for the purpose of satisfying formal assessment requirements for coursework, projects, dissertations etc.

## **6.9 Unfair Practice in Examinations**

- i. Without prejudice to the generality of the above, in examinations it is unfair practice to:
  - introduce into an examination room any unauthorised form of materials such as a book (including mathematical tables), manuscripts or loose papers of any kind, or any source of unauthorised information;
  - communicate with any other person in the examination room, except as authorised by the invigilator;
  - copy or use in any other way unauthorised materials or the work of any other candidate;
  - impersonate an examination candidate or allow oneself to be impersonated;
  - engage in plagiarism by using other people's work and submitting it for examination as though it were one's own work;
  - claim either to have carried out experiments, observations, interviews or any form of research which one has not in fact carried out or to claim to have obtained results which have not actually been obtained.
- ii. If an invigilator suspects that a candidate has engaged in an unfair examination practice, the University will apply the Unfair Practice Procedure.

## **6.10 Unfair Practice Outside Examinations**

Where unfair practice is suspected by a member of staff outside a formal written examination, the University will apply the Unfair Practice Procedure. Plagiarism is one example of unfair practice, and further details of the procedure that will be applied in cases of alleged plagiarism are outlined below.

## **6.11 Plagiarism in Examinations**

- i. Where plagiarism occurs in the context of an examination, the Unfair Practice Procedure applies. This policy applies to all examinations, regardless of the level of study.
- ii. A report of the alleged unfair practice will be made by the invigilator to the Academic Registrar. If, after investigation, the Academic Registrar considers that a prima facie case exists, a report is made to the Vice Chancellor, who will establish a Panel of Enquiry to investigate the allegations. The procedure thereafter is laid out in the Unfair Practice Procedure.

## **6.12 Plagiarism other than in Examinations**

- i. When a tutor suspects plagiarism other than in an examination, e.g. in relation to assessed coursework, dissertations or theses, the tutor responsible for the module shall seek to detect the sources of the alleged plagiarism. In doing so, the tutor shall exercise their professional judgement with regard to the nature and/or extent of their investigations and, in attempting to detect internet plagiarism.

- ii. The student will be informed of the allegation and a request shall be made for the student to attend a meeting with either the Head of Faculty or School, Director of School-Based Studies or relevant Head of Department, together with the tutor of the module in which the alleged plagiarism took place.
- iii. At the meeting, the student will be presented with the evidence of plagiarism, and will be invited to offer an explanation for the alleged incident. The student shall be given the opportunity to withdraw the work and, at that point, shall sign a statement accepting the plagiarism or denying the allegation. The senior academic officer present at the meeting will complete the Plagiarism Investigation Form. A copy will be made available to the student
- iv. If the student denies the allegation of plagiarism, the pro-forma shall be submitted to the Academic Registrar. If, after consideration, the Academic Registrar considers that there exists a case that requires further investigation, he or she shall establish a Panel of Enquiry to investigate the allegations. The procedure thereafter is laid out in the Unfair Practice Procedure.
- v. In cases where a student chooses to withdraw work, the following procedures shall apply:
  - A module component that contains plagiarised work shall not be marked.
  - The withdrawn module component shall be entered as 0% and marked at plagiarised work.
  - At the discretion of the Examination Board a student may be allowed to undertake reassessment of a module component(s), and a re-examination fee shall be payable.
  - At the discretion of the Examination Board, if a student undertakes reassessment, references to plagiarism shall be removed from any results transcript.
  - Work presented for reassessment shall be treated in the same way as failed modules.
  - A student who presents work for reassessment, at any academic level, shall be given reassessment tasks that are clearly distinct from those originally presented for assessment.

### **6.13 Lecturer Supervision of Dissertations**

Dissertations shall not normally be accepted for assessment unless they have undergone a process of lecturer supervision. The nature and demands of such tutorial supervision shall be made explicit in the Programme of Study Handbook. Tutors shall employ a Supervision Pro-forma to monitor students' progress, reporting absences from tutorials and taking any appropriate subsequent action.

### **6.14 Submission of Assessed Work**

Students' work shall normally be submitted using the combined plagiarism and assignment submission pro-forma provided by each Faculty or School, and submitted

according to the procedures and times established by each Faculty or School or Department.

## Appendix 1

### ***Organisational Structures for St John's University of Tanzania***

The following charts show the organisational structures for St John's University of Tanzania. The following codes are used within these charts.

#### **The University**

SJUT      St John's University of Tanzania

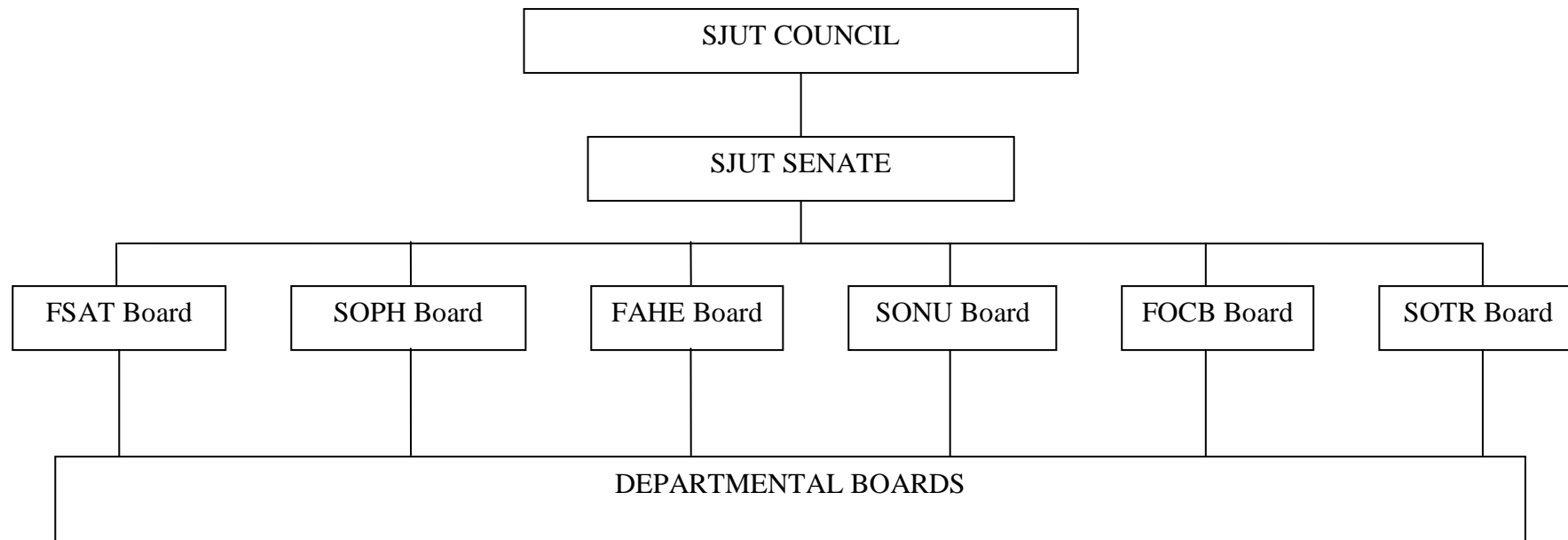
#### **Faculties and Schools**

FSAT      Faculty of Science and Applied Technology  
FOCB      Faculty of Commerce and Business Studies  
FAHE      Faculty of Humanities and Education  
SONU      School of Nursing  
SOPH      School of Pharmacy and Pharmaceutical Science  
SOTR      School of Theology and Religious Studies

#### **Other**

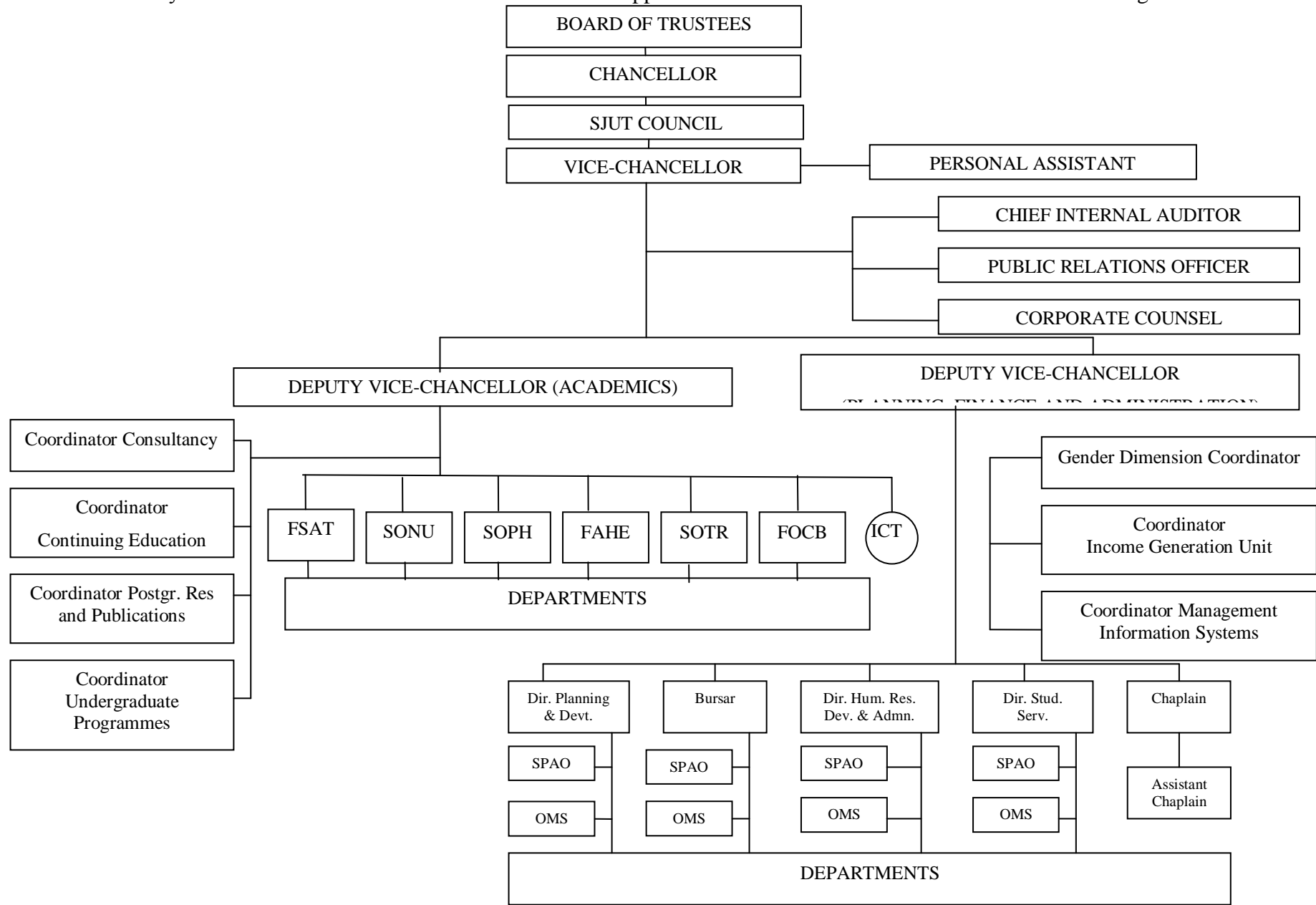
SPAO      Senior Personnel Administration Officer  
OMS      Office Management Secretary



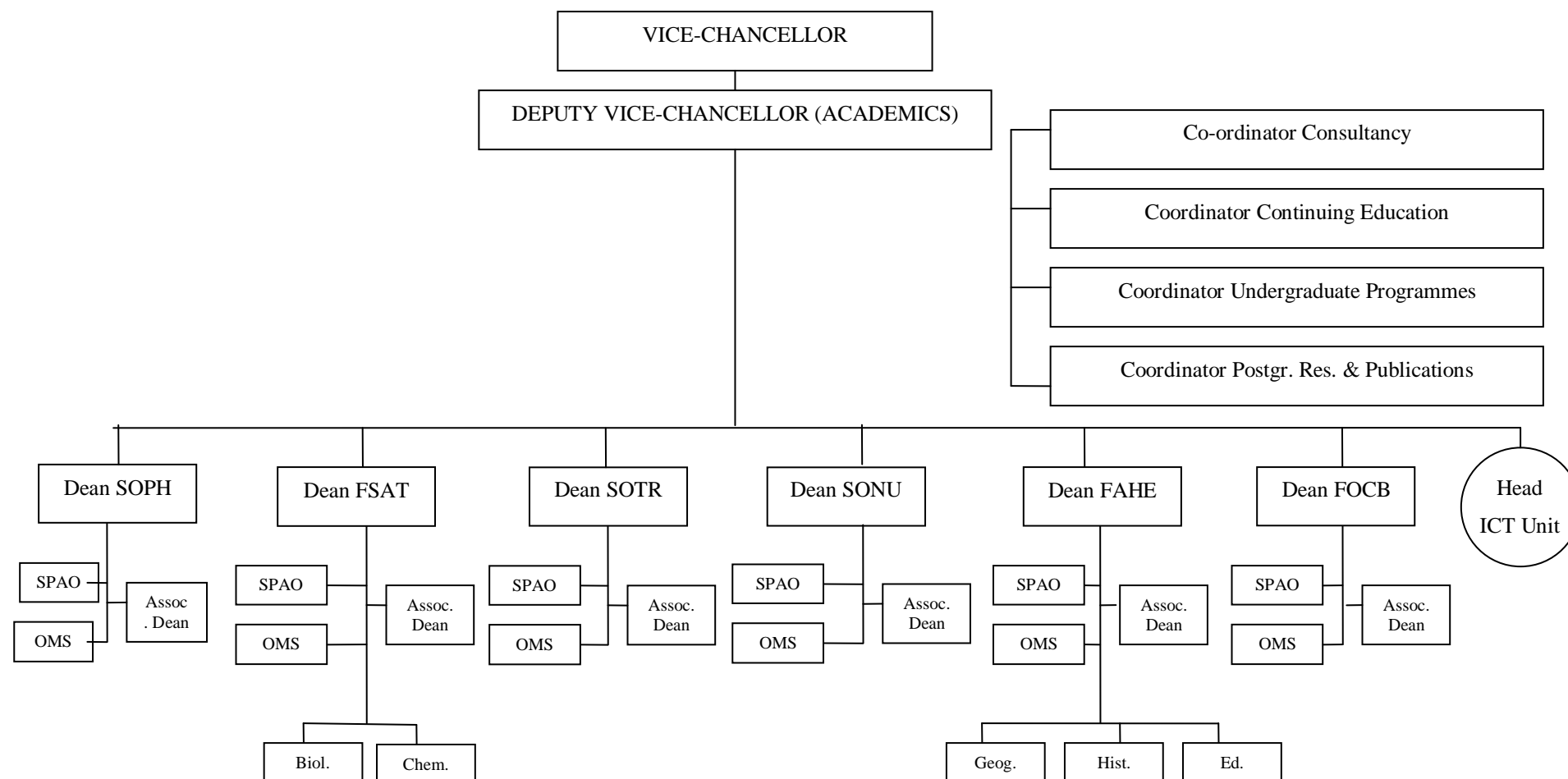


**Proposed SJUT structure: Participatory Organs**

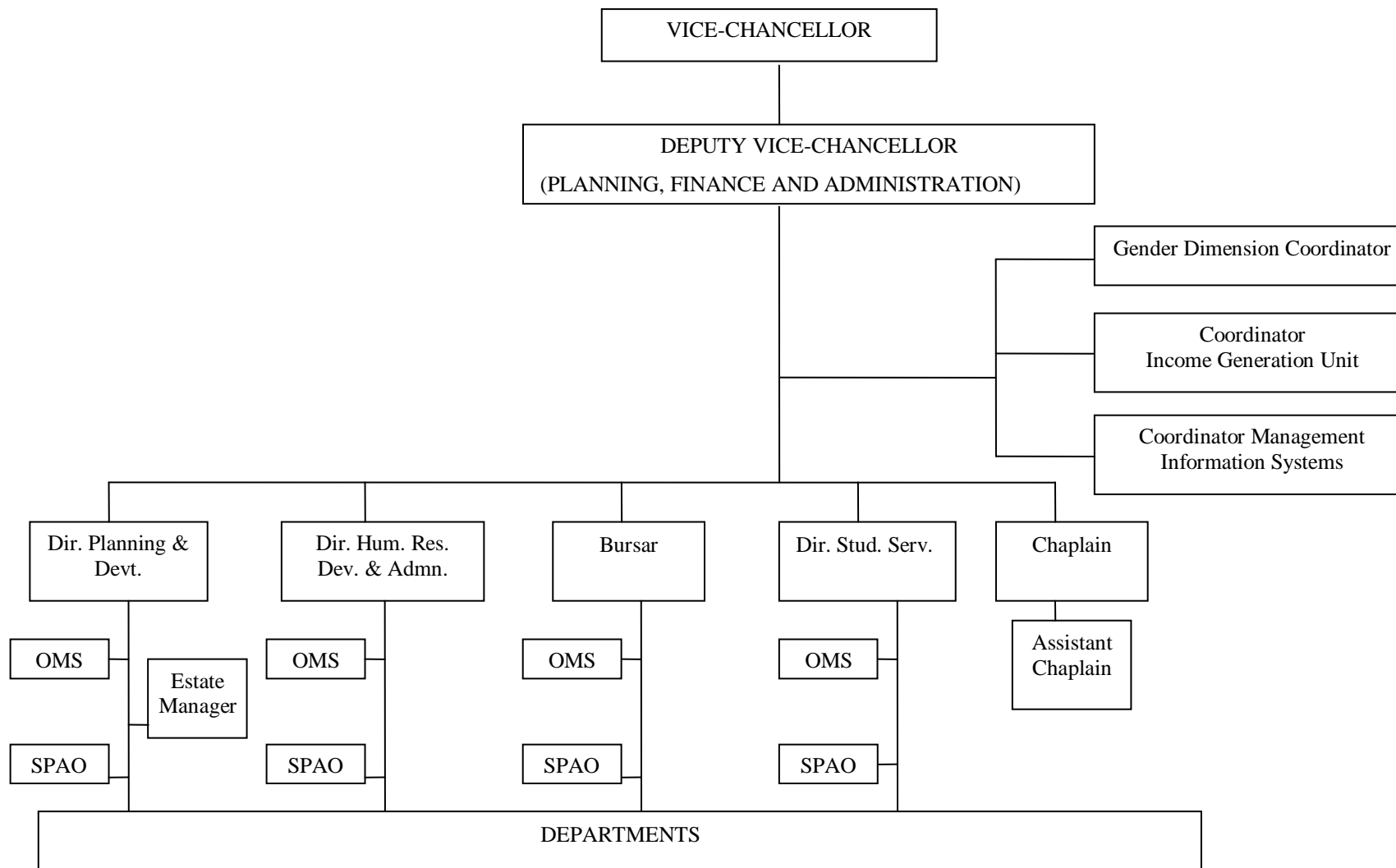
Appendix 1



**Proposed SJUT Organisation Structure of Position roles**



**Proposed Organization Structure: Deputy Vice-Chancellor (Academics)**



**Proposed Organization Structure: Deputy Vice-Chancellor (Planning, Finance and Administration)**