KILIMANJARO CHRISTIAN MEDICAL UNIVERSITYCOLLEGE

(A Constituent College of Tumaini University Makumira)

CURRICULUM DEVELOPMENT AND REVIEW POLICY AND PROCEDURES

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PREFACE

The Kilimanjaro Christian Medical University College (KCMUCo) is dedicated to fostering excellence in medical education and training. Recognizing the dynamic nature of healthcare and education, this Curriculum Development and Review Policy and Procedures document serves as a guiding framework for the continuous improvement of academic programmes. It ensures the curricula are relevant, effective, and aligned with the institution's mission and healthcare sector needs.

A curriculum outlines the content and planned learning experiences of an academic program, ensuring that learners receive integrated and coherent educational experiences. A good curriculum contributes to learners' personal, academic, and professional learning and development. Furthermore, it provides the trainer with a structured method of curriculum delivery to identify, segregate, prioritize, and cover crucial components of a topic. For an institution, curriculum development and review are crucial to the academic niche and are faithful to the chosen objectives and core values.

This Policy and Procedures document outlines the framework for the core business of teaching and learning at Kilimanjaro Christian Medical University College. It provides a context for curriculum development and improvement to meet the dynamic needs of the marketplace. Furthermore, it aims to ensure a curriculum meets recognized academic standards by supporting course design, development, implementation, and review through efficient and effective consultation with relevant internal and external stakeholders. The process requires teamwork from members with technical capacity in curriculum development, up-to-date knowledge of the discipline, and writing and editing capabilities.

Curriculum development is a dynamic process. Due to customer demands and emerging trends in society, a University curriculum must be relevant and appropriate for the chosen field of study. This Curriculum Development and Review Policy and Procedures thus focuses on the processes and procedures for developing quality, competitive, demand-driven programmes. Such programmes will ultimately produce well-prepared and competitive graduates to practice globally.

In this regard, this Policy is anchored on continued monitoring of trends in health sciences to respond to emerging curriculum content, delivery, and assessment needs. The subsequent Curriculum will result in productive human resources for health with the knowledge, skills, and attitude well prepared to occupy the breadth of the health system and inspire lasting change.

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PROVOST

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ABBREVIATIONS

ABBREVIATION	MEANING
CAC	College Academic Committee
CC	Curriculum Committee
CCDC	College Curriculum Development Committee
CCDRC	College-wide Curriculum Development and Review Committee
CDD	Committee of Deans and Directors
CLO	Course Learning Outcome
DCC	Department's Curriculum Committee
DQA	Directorate of Quality Assurance
DPAA	Deputy Provost for Academic Affairs
ELCT	Evangelical Lutheran Church in Tanzania
FA	Formative Assessment
FCC	Faculty Curriculum Committees
ICC	Institute Curriculum Committees
HoD	Head of Department
HPE	Health Professions Education
KCMUCo	Kilimanjaro Christian Medical University College
LOs	Learning Outcomes
MoH	Ministry of Health
OBC	Outcome-Based Curriculum
PLO	Program Learning Outcomes
QA	Quality Assurance
SA	Summative Assessment
SCC	School Curriculum Committees
SLO	Students Learning Outcome
SMART	Specific, Measurable, Achievable, Relevant, and Time-bound
TNA	Training Needs Assessment
TCU	Tanzania Commission for Universities
WHO	World Health Organization

GLOSSARY OF TERMS

"Competencies" means the knowledge, skills, and attitudes that students are expected to acquire through the curriculum.

"Competence" means the actual ability or capability of an individual to perform a specific task or job to a required standard. It is often assessed in terms of performance and outcomes.

"Competency" means a set of defined behaviors, skills, knowledge, and attitudes that are necessary to perform a specific task or role effectively. It encompasses a broader range of attributes, including cognitive, emotional, and practical skills.

"Competency Domains" means a category of skills and knowledge that students are expected to acquire.

"Curriculum" means a structured set of learning experiences and outcomes designed to achieve specific educational goals.

"Curriculum mapping" means a systematic process used to align educational programmes with desired learning outcomes, competencies, and assessment strategies. It involves creating a visual representation or a detailed chart that outlines how different components of a curriculum (such as courses, learning activities, and assessments) relate to each other and the overall goals of an educational program.

"Formative Assessment," also called *Assessment for Learning*, means various methods used to monitor student learning and provide ongoing feedback that instructors can use to improve their teaching and students' learning. The primary goal is to enhance learning during the instructional process. It helps identify students' strengths and weaknesses and informs instructional adjustments. It is conducted throughout the learning process rather than at the end, providing constructive feedback to students to help them understand their progress and how to improve.

"Outcome-Based Curriculum (OBC)" means a curriculum designed to ensure students achieve specific learning outcomes.

"Needs Assessment" means evaluating student performance based on defined competencies and learning outcomes.

"Review" means systematically evaluating the Curriculum's effectiveness and relevance.

Stakeholders" means individuals or groups interested in the Curriculum, including faculty, students, employers, and professional bodies.

"Tracer Studies" means research conducted to track graduates' progress and career paths and assess the Curriculum's effectiveness.

"Learning Outcomes" means statements that specify what learners are expected to know, understand, and be able to do at the end of a learning process.

"Needs Assessment" means a systematic process for determining and addressing needs or gaps in the Curriculum.

"Summative Assessment," also called *Assessment of Learning*, evaluates student learning at the end of an instructional unit by comparing it against some standard or benchmark. Its main goal is to measure the extent of student learning, skill acquisition, or academic achievement at a particular time, often to assign grades or certify competency. Feedback is usually provided after the assessment, which may not influence the learning process for that specific period.

1.0 INTRODUCTION

1.1 Historical Background

Tanzania had only one publicly owned medical school from 1963 to the late 1990s when the country's major health sector reforms occurred. The liberalization of the economy and provision of social services by the government rekindled the desire to establish higher education within the network of the Evangelical Lutheran Church in Tanzania (ELCT). Thus, in 1993, the Executive Council of the ELCT decided to establish a Lutheran university, namely Tumaini University, and the Medical College became operational on 1st October 1997 as Kilimanjaro Christian Medical College. The College initially started with the Faculty of Medicine but soon after that expanded to incorporate more faculties, institutes, and directorates such as the Faculties of Medicine, Rehabilitation Medicine, Nursing, Institute of Public Health, and the Directorate of Postgraduate Studies.

The College adopted the new name of Kilimanjaro Christian Medical University College (KCMU College) in 2010 after a grant of Charter according to the provisions of the Universities Act no 7 of 2005 and Universities (Chartering, Registration, and Accreditation Procedures) Regulations of 2006, G.N No. 39 of 21st April 2006, the latter repealed and replaced by the Universities (General) Regulations, Government Notice No.226 published on 19th July 2013.

Like many developing countries, Tanzania faces a severe Human Resources for Health (HRH) shortage despite its high disease burden. The deficit varies across regions, districts, and facilities. The World Health Organization (WHO) reports indicate that the doctor-to-patient ratio in Tanzania currently stands at 1:20,000 instead of the recommended 1:8,000.

KCMUCo embarked on an ambitious plan to address the HRH shortage by becoming the center of excellence in medical education in East Africa. Over the years, the College has dramatically increased the number of students enrolled in its programmes and developed and introduced new undergraduate and postgraduate degree programmes. It has also revised all its existing programmes to focus on the skills and competencies acquired by its graduates during training. To adequately monitor and evaluate its progress, the College reviewed its quality assurance philosophy and, in late 2013, introduced a unit responsible for coordinating all the monitoring and evaluation of college activities. This Policy takes steps to strengthen the monitoring process. The aim of the shift was and still is to create an environment where staff and the institution can be held accountable for their actions. It ensures that teaching/learning and research are conducted with the utmost integrity to produce graduates with relevant skills to cater to the country's job market. This document reaffirms the College's commitment to achieving the highest academic excellence in all its programmes and units by providing quality tertiary education commensurate with the pressing challenges mentioned above. The College's commitment is to strengthen the monitoring process to promote a total quality curriculum philosophy at the University.

1.2 Purpose and Rationale

This Policy aims to establish a structured curriculum review and development approach at KCMUCo. It further ensures that the College's curricula are based on harmonized and approved frameworks that underpin critical reflection and careful planning. This allows the development of curricula that are in tandem with the University's vision and mission and that the curriculum development and review process is effective, efficient, and consistent.

The rationale of the Policy includes:

(i)   Ensuring curricula remain relevant to the needs of students and the healthcare industry.
(ii) Enhancing the quality of education provided by KCMUCo.
(iii) Promoting a culture of continuous improvement and innovation in teaching and learning.

1.3 Objectives of Policy and Procedures
The objectives of the Curriculum Development Policy are to:
(i)   Engage stakeholders in the curriculum development process.
(ii)   Ensure alignment of curricula with national standards and accreditation requirements.
(iii) Promote evidence-based practices in curriculum design and implementation.
(iv)   Ensure a systematic and formal approach to curriculum design, development, and approval in line with the College Strategic Plan, Senate, Regulatory Bodies, the Tanzania Commission for Universities, Standards and Guidelines, and relevant stakeholders.
(v)   Provide guidelines for regular formal monitoring, reviewing, and evaluating to enhance curriculum contents and approaches.
(vi)   Provide direction on curriculum development processes, with specific responsibilities to ensure a response to the University's operating and strategic contexts.
(vii) Provide an opportunity for benchmarking best practices, innovations, and excellence in curriculum development to meet learner, teacher, and societal needs.

1.4 Scope of the Policy

This Policy will apply to developing, implementing, monitoring, evaluating, and reviewing University academic programmes at all levels. All processes will focus on adequacy, objectivity, relevance, and meeting the stakeholders' requirements. The Policy applies to all academic programmes offered at KCMUCo, including undergraduate, postgraduate, and continuing professional development courses. It encompasses all curriculum design, implementation, assessment, and review aspects.

2.0 POLICY STATEMENTS

Curriculum development shall be the responsibility of the faculty/staff through their respective Departments or Programmes under the authority of the University Senate. Faculty may develop courses where development requires external expertise; adjunct faculty practicing in the relevant field may be required to assist. This Policy stipulates all necessary steps for approval of all courses. The courses shall be monitored with a Curriculum Verification Checklist, which shows the signatures of relevant authorities responsible for approval. To that end, KCMUCo shall:
(i)   Conduct a comprehensive curriculum review every seven (7) years, after one full cycle of training and two (2) years following the graduation of the curriculum's cohort into the field.
(ii)   Involve input from faculty, students, and external stakeholders in curriculum development and review.
(iii) Ensure that all curricula align with international policies, regional requirements, Inter-University Council for East Africa (IUCEA), national standards, accreditation criteria, professional body guidelines, and stakeholder/market needs.

3.0 CURRICULUM DEVELOPMENT AND REVIEW PROCESS

3.1 Approval Process for Academic Programmes

The primary responsibility for developing academic programmes is vested in the educational department, where the Curriculum will be housed and implemented. The responsibility for approving processes for curriculum development and making changes in the Curriculum shall rest with the various committees and boards of the University College. Each unit of the College, in addition to the standing committees, shall ensure a Curriculum Committee (CC) is appointed to oversee curriculum activities within the unit of the College.

3.2 Appointment of Curriculum Committees

(i)   The DPAA has appointed a College-wide Curriculum Development and Review Committee (CCDRC).

(ii)   Curricula Committees (CC) have been established at the departmental and faculty/school/institute/directorate levels to oversee curriculum development and review processes.

(iii)   The Department's Curriculum Committee (DCC) consists of faculty members, student representatives, and, where possible, external stakeholders.

(iv)   School and Faculty/Institute/Directorate Curriculum Committees (SCC, FCC, ICC, DCC) coordinate curriculum matters between departments and ensure alignment with overall College educational goals.

(v)   The CCDRC is responsible for integrating curricula across all programmes whenever there is a curriculum development or review exercise. It will report to the Academic Committee through the DPAA.

4.0 PROCEDURES FOR NEEDS ASSESSMENT

4.1 Conducting Needs Assessment

For new programmes or curricula, needs assessment helps identify the specific knowledge, skills, and competencies learners need. It involves gathering data from various stakeholders, such as students, educators, industry professionals, and community members, to ensure that the new Curriculum aligns with current trends, demands, and educational standards. For existing curricula, a needs assessment can help evaluate their effectiveness and relevance. It can identify gaps in content, outdated materials, or areas where student performance is lacking. Feedback from stakeholders can guide necessary revisions and improvements to ensure that the Curriculum remains effective and meets the needs of learners. In both cases, conducting a needs assessment is crucial for ensuring that the Curriculum is relevant, effective, and aligned with the College's goals and the learners' needs. To achieve the above, the College shall do the following: -

(i)   The CCDRC, in liaison with the relevant College unit and DCC, shall conduct a needs assessment to identify gaps in the College programmes or courses and emerging trends in healthcare education.

(ii)   This shall be conducted through surveys and interviews with stakeholders (faculty, students, and employers).

(iv)   In addition, the healthcare workforce's needs and job market trends will be analyzed.

(viii) The CC activities shall be supported by a review of relevant literature and best practices in medical education.

(ix) The academic department shall be interested in needs that center on potential student employers, countries, institutions, and resources. It is imperative, therefore, that the following assessments and surveys be conducted before developing a new program: -

(a) *Student needs assessment:* The program should demonstrate student need for it by indicating Tanzanian market data on student demand for it.

(b) *Employer needs assessment:* The program should demonstrate employer needs in and outside the country by providing market data to justify the demand for the program.

(c) *The country, regional, and global training needs assessment:* The Needs Assessment shall determine if the program duplicates similar offerings in Tanzania, the region, and the globe. If so, choose the needs and justifications for the country and the African region to duplicate these efforts. In addition, it shall determine how many similar programmes are offered in the country, where they are provided, and the enrolment strengths of these similar programmes. The assessment shall also determine whether the proposed program is an optimal use of college resources, considering the budget consideration and contributions of existing programmes and the needs and justifications for the University to initiate a new curriculum of the same type.

(d) *Identification of institutional needs:* The DCC determines the institutional needs to run the program. Will the program fill demonstrable institutional needs? Does the College need the program to fulfill its approved vision and mission? If so, how and how well will the program fit within the approved vision and mission statement? If not, what are the proposal's current institutional needs and justifications?

(e) *Resource needs:* The Committee shall determine how the program can impact the College budget. If so, there is an impact. The Committee shall determine to what extent and how significant the impact is and if there needs to be changes in the number of faculty, staff, and facilities. The Committee shall also determine if the program will make optimal use of institutional resources, the contributions from existing programmes, and the benefits of collaborative efforts. If not, the Committee shall determine how existing resources will be internally reallocated to fund the new program.

(x) After the needs assessment/survey step, the department shall respond to the following questions, which frame the program development process:

(a) Who shall be involved in developing the course?

(b) Does the academic staff in the department have the appropriate skills to create and implement the program?

(c) Is there a Program for Academic Leadership?

(d) What stakeholders can legitimately contribute to the process? These include the teaching team, course coordinator, professional bodies, coordinators of related courses, and students.

(e) What are their expectations of the course curriculum?

(f) How can these expectations be accommodated in the courses and the program?

(g) The draft proposal program should be prepared according to the format guidelines and requirements of TCU and other relevant regulatory bodies.

(h) The draft proposal should also include the University's commitment to the program, explain how it will fit into the University's Vision, Mission, and Strategic Plan, and

describe implementation and funding plans, including reallocation or other resource actions.

4.2 Conducting Stakeholders' Engagement

Conducting stakeholders' engagement is essential for gathering diverse perspectives and ensuring that the Curriculum meets the needs of all involved. To achieve this, the College shall use the following strategies: -
  (i)   Determine who the relevant stakeholders are. This may include:
          (a) Students
          (b) Parents and guardians
          (c) Teachers and faculty members
          (d) Administrators
          (e) Industry professionals and employers
          (f) Community members
          (g) Educational experts and consultants
  (ii)   Organize focus group discussions with different stakeholder groups. This allows for in-depth conversations and providing rich qualitative insights into their experiences, needs, and expectations regarding the Curriculum.
  (iii)   Conduct one-on-one interviews with key stakeholders, such as industry leaders, experienced educators, or student representatives. This approach can yield detailed information and personal insights.
  (iv)   Host workshops or community forums where stakeholders can discuss curriculum needs. These collaborative sessions encourage brainstorming and collective problem-solving.
  (v)   Analyze existing data such as student performance metrics, course evaluations, and feedback from previous curriculum reviews. This can help identify trends and areas for improvement.
  (vi)   Identify gaps in current curriculum offerings based on stakeholder feedback.

4.3 Analysis of Labour Market Trends and Review of Existing Curriculum.

The process of analyzing labour market trends and reviewing existing curricula involves several systematic steps to ensure that KCMUCo educational programmes align with current and future Health workforce needs as follows:

4.3.1 Labour Market Analysis

  (i)   Gather quantitative and qualitative data on labour market trends, including employment rates, job openings, and health industry growth projections.
  (ii)   Utilize sources such as government labour statistics, healthworkforce and need reports, job postings, and surveys of employers.
  (iii)   Analyze data to identify emerging trends in the labour market, such as in-demand skills, shifts in job roles, and changes in industry requirements.
  (iv)   Consider factors such as technological advancements, demographic changes, and economic conditions.
  (v)   Engage with stakeholders, including employers, health care industry experts, and health professionals associations, to gain insights into current and future health workforce needs.
  (vi)   Conduct interviews, focus groups, or surveys to gather qualitative information.

4.3.2 Gap Analysis and Review of the Excisting Curricula

(i)   Compare the identified health labour market trends with the skills and competencies currently being taught in existing curricula.
(ii)   Identify gaps where the curriculum/program may not meet the needs of the labour market.
(iii)   Evaluate the current curriculum/curricula against stakeholder needs and labour market trends.
(iv)   Assess the alignment of existing curricula with identified labour market trends and competencies.
(v)   Determine whether the curriculum addresses the skills and knowledge required by employers
(vi)   Benchmarking to compare the existing curricula with those of similar institutions or programmes recognized for their excellence.
(vii)   Identify best practices and innovative approaches that could enhance the curriculum.

4.4 Conducting Tracer Studies

Curricula tracer studies are essential tools for evaluating the effectiveness and relevance of educational programmes. They provide insights into how well the curriculum prepares students for the workforce and their subsequent careers. Tracer studies are intended for major curricula reveisions usually do ne after one cycle of training and two years of the relevant program's graduate in the field. The following a procedures for conducting tracer studies: -

4.4.1 Objectives and Target Population

Tracer study methodologies shall be designed by developing a framework for conducting tracer studies, including survey instruments and data collection methods as follows: -

(i)   Clearly outline the objectives of the tracer study. What specific questions do you want to answer? Common objectives include assessing employability, skill relevance, and career progression of graduates.
(ii)   Determine which graduates will be included in the study. This could be recent graduates, those from specific programmes, or a broader cohort from multiple years.

4.4.2 Development of a Research Design

Tracer studies of graduates and employers shall be conducted to gather data on graduate employment, skills utilization, and satisfaction with the Curriculum as follows: -

(i)   Surveys can be used to collect data on employment status, job satisfaction, and skills utilization. This method allows for statistical analysis of trends and patterns.
(ii)   Interviews or focus groups can provide deeper insights into graduates' experiences and perceptions of the curriculum's relevance.
(iii)   Develop surveys or interview guides that include questions related to:
    (a) Employment status (employed, unemployed, self-employed)
    (b) Job roles and responsibilities
    (c) Skills utilized in the workplace
    (d) Perceived gaps in education
    (e) Suggestions for curriculum improvement
(iv)   Before full-scale implementation, conduct a pilot test of the data collection instruments with a small group of graduates to identify any issues and refine the tools.

(v)   Implement the study by distributing surveys or conducting interviews. Ensure that the process is systematic and that you reach a representative sample of the target population.

4.4.3 Data Analysis and Reportiung

The results of the tracer studies shall be analyzed by evaluating the data to identify strengths and areas for improvement in the curriculum as follows: -

(i)   Analyze the collected data using appropriate statistical methods for quantitative data and thematic analysis for qualitative data. Look for trends, correlations, and significant findings that address the study's objectives.

(ii)   Prepare a comprehensive report that summarizes the findings, highlights key insights, and provides recommendations for curriculum improvement. Include both quantitative data (e.g., frequencies, percentages, averages) and qualitative insights (e.g., quotes from interviews).

(iii)   Share the findings with stakeholders, including faculty, administration, and industry partners. Consider organizing workshops or presentations to discuss the results and potential implications for curriculum development.

(iv)   Establish a mechanism for ongoing feedback and periodic tracer studies to continuously assess and improve the curriculum based on changing Labour market needs and educational outcomes.

4.5 Curriculum Review Process

(i)   The CCDRC shall gather data from the needs assessment, stakeholder feedback, and performance metrics.

(ii)   The CCDRC shall analyze the data and develop recommendations for curriculum revisions.

(iii)   Proposed revisions will be drafted and shared with stakeholders for feedback.

(iv)   The revised Curriculum will be submitted to the Academic Board for approval.

(v)   The revised Curriculum will be implemented upon approval, and changes will be communicated to all stakeholders.

(vi)   The CCDRC shall establish a schedule for ongoing curriculum review and updates as necessary.

4.6 Internal review process by the Departmental Academic Committee

(i)   Upon completion of the Needs Assessment, the Departmental Academic Committees shall compile a Training Needs Assessment (TNA) report that includes stakeholders' views and submit it to the Institute/Faculty Board through the Institute/Faculty Curriculum Committee (ICC/FCC) for further evaluation of the feasibility of the proposed program.

(ii)   The proposed academic program shall undergo technical review to ensure that it is context-relevant, addresses the identified needs, is learners-focused, and addresses learning outcomes. The learners experiencing the Curriculum will be knowledgeable and skilled, able to apply their knowledge, communicate effectively, work independently, value ethical behavior, and connect across boundaries.

4.7 Developing Competency Domains

Developing competency domains is a critical step in competency-based curriculum design, as it helps define the essential skills, knowledge, and attitudes that learners should acquire. The College shall follow a structured approach to developing competency domains as follows: -:

4.7.1 Identifying Key Competencies

(i)   The curricula teams shall organize brainstorming sessions with educators and stakeholders to brainstorm potential competencies.
(ii) The identified competencies shall then be grouped into broader categories or domains (e.g., cognitive, technical, interpersonal skills).

4.7.2 Defining Competency Domains

(i)   The curriculum teams shall write clear and concise descriptions for each domain that articulate the competencies.
(ii) If applicable, different levels of proficiency within each domain (e.g., beginner, intermediate, advanced) shall be defined.

4.7.3 Validating the Competency Domains

(i)   Share the draft competency domains with stakeholders for feedback. This can help ensure relevance and clarity.
(ii) If feasible, pilot the competency domains in a small setting to see how they function.

4.7.4 Refining and Finalizing the Domains

(i)   The developer and reviewers shall make necessary adjustments based on stakeholders' feedback and pilot results.
(ii) A final document that outlines the competency domains, including definitions and any associated performance indicators or assessments, shall be developed.

4.7.5 Developing Assessment Strategies

(i)   After finalizing the domains, the committees shall create assessment methods that align with the competency domains to measure learner progress effectively.
(ii) Then, a process for ongoing evaluation and revision of the competency domains based on feedback and changing needs shall be established.

4.7.6 Communication, Implementation, and Regular Updates and Review

For a deeper understanding of the domains and implementation, the College shall: -
(i)   Provide training for educators on the new competency domains and how to integrate them into teaching practices.
(ii)   Ensure that the competency domains are integrated into the curriculum design, instructional strategies, and assessment methods.
(iii) Regularly review the competency domains to ensure they remain relevant and aligned with industry needs and educational standards.
(iv)   Periodically re-engage stakeholders to gather feedback and make necessary updates.

4.8 Developing Program and Course Learning Outcomes

Comptency-Based Health Professions Education (CBHPE) focuses on achieving specific competencies rather than merely completing a **set number of hours** or **courses**. Thus, clearly defined Learning Outcomes (LOs) ensure that the Curriculum aligns with the competencies required for practice. LOs provide students with a clear understanding of what is expected of them. This clarity helps guide their learning and self-assessment, allowing them to focus on acquiring the necessary skills and knowledge. Well-defined LOs facilitate the development of assessment tools that measure whether students have achieved the desired competencies. This is crucial for ensuring accountability and quality in medical education.

LOs serve as a foundation for curriculum design, helping educators structure courses and programmes that effectively teach the necessary skills and knowledge. Articulated LOs help communicate the program's goals to stakeholders, including students, faculty, accreditation bodies, and employers. In addition, LOs provide a framework for evaluating the effectiveness of the curriculum/program and identifying areas for improvement based on student performance and feedback. To that end, the College shall: -

(i)   Define Program Learning Outcomes (PLOs) based on the identified competencies and draft the PLOs that reflect the overall goals of the medical Health Professions Education (HPE) program.

(ii) Ensure these outcomes are Specific, Measurable, Achievable, Relevant, and Time-bound (SMART).

(iii) Develop Course Learning Outcomes (CLOs) by breaking down the PLOs into specific course learning outcomes for each course within the program/curriculum.

(iv) Ensure that each course outcome aligns with the broader program outcomes and contributes to developing the identified competencies.

(v)   Use clear and specific action verbs to describe what learners should be able to do upon completing the course. Bloom's Taxonomy can be a helpful guide for selecting appropriate verbs (e.g., analyze, apply, evaluate, create).

(vi) Ensure that each learning outcome is measurable, allowing for the assessment of student performance. Consider how each outcome will be assessed (e.g., exams, practical assessments, portfolios).

(vii) Review and Revise the draft plans and CLOs with stakeholders for feedback. This colLabourative approach helps ensure that the outcomes are relevant and comprehensive.

(viii) Revise the outcomes based on feedback and ensure they reflect current best practices in HPE.

(ix) Integrate the LOs into the Curriculum and communicate them to students and faculty.

(x)   Provide training for educators on how to incorporate the Los into their teaching and assessment strategies.

(xi) Develop assessment methods that align with the LOs. This may include Formative Assessments (FA)—(e.g., quizzes, peer assessments) and Summative Assessments (SA) (e.g., final exams, OSCEs).

(xii) Establish a process for ongoing evaluation of the LOs and their effectiveness in achieving the desired competencies.

(xiii) Use feedback from assessments, student performance, and stakeholder input to adjust the program and course learning outcomes.

5.0 PROCEDURES FOR CURRICULA DEVELOPMENT AND REVIEW

5.1 Development and Consultation Process

Each department contributing to a program or intending to run a postgraduate program shall propose new courses or programmes and ensure: -

(i)   Adequate context analysis on the gaps in the design of the new course or program.

(ii)   Adequate rationale for developing, withdrawing, or amending the course.

(iii)   The range of clientele for any new course/program.

(iv)   The course aligns with the KCMUCo vision, mission, core values, and strategic direction.

(v)   The place and priority of the course/program within the department, Faculty/School/Institute/Directorate, and the frequency of its offer have been determined.

(vi)   The required consultations have taken place among departments and the Faculty/Schools/Directorate in general, and all issues about the Curriculum have been resolved. Examples of problems are "Ownership," which may result in cases of course duplication or overlap *(in instances of inter-faculty/School/Institute or interdepartmental disputes concerning jurisdiction over curricula that go unresolved, the Departmental Committees have the final authority to resolve these disputes).*

(vii)   All relevant signatures for approval have been secured.

5.2 Curriculum Mapping

For new and revised courses and programmes, departments shall ensure adequate curricula mapping, a valuable tool to ensure that the programmes are coherent, aligned, and effective in achieving desired learning outcomes. This is done by aligning educational activities with learning outcomes and assessment strategies. The following procedure shall be followed: -

(i)   Clearly define statements that describe what students are expected to know, understand, and be able to do by the end of a course or program.

(ii)   Indicate the topics, themes, and materials covered in each course within the Curriculum.

(iii)   Define and document the instructional strategies and approaches to deliver the course content and facilitate student learning.

(iv)   Indicate the methods and tools to assess student learning and measure the achievement of learning outcomes (e.g., exams, projects, presentations).

(v)   Define the categories of skills, knowledge, and abilities students are expected to acquire, including cognitive, practical, and interpersonal competencies arranged into competency domains.

5.3 Steps in Curriculum Mapping

Curriculum mapping shall be an ongoing process, with regular updates to reflect changes in learning outcomes, course content, and assessment methods. For all purposes, the following steps shall be followed during curriculum mapping: -

(i)   Identify Learning Outcomes by defining the program's overall learning outcomes and the specific outcomes for each course.

(ii)   Create a comprehensive list of all courses in the program and the content covered in each course.

(iii)   Develop a matrix or chart that shows the relationships between courses, learning outcomes, teaching methods, and assessment strategies. This can be done using software tools or spreadsheets.

(iv)   Review the curriculum map regularly to analyze its alignment and effectiveness and identify areas for enhancement or modification.

(v)   Involve faculty, students, and other stakeholders in the mapping process to gather input and ensure that the Curriculum meets the needs of all parties involved.

5.4 Approval Procedures

New programmes will be approved according to the following criteria: -

(i) The program developers shall complete the Curriculum Verification Checklist and sign it, certifying that the course have been developed and assessed according to the curriculum guidelines criteria. Also, a completed document showing all engagements and consultations with relevant stakeholders and professional bodies shall be submitted to the Head of Department for approval.

(ii) Once approved, the Head of the Department (HoD) shall submit the proposed program and Curriculum Verification Checklist to the Dean/director for Recommendations to higher organs. After the Board deliberates, the Dean/director shall submit the proposed program and accompanying supporting documents to the College Academic Committee for further vetting through the CDD.

(iii) Once certified, the CAC shall recommend the proposed program and accompanying Curriculum Verification Checklist to the Senate for approval. At the Senate level, the following are the possible actions:

    (a) Approve the program upon satisfaction that the courses and accompanying documents meet the KCMUCo, TCU, and professional regulatory authorities' standards and policies. Once the Senate approves the course, the decision will be documented on the Curriculum Verification Checklist.

    (b) Give conditional approval by stating the conditions that must be met.

    (c) Defer approval stating the conditions under which it shall approve the course when re-submitted.

    (d) Deny approval and state specific reasons.

(iv) The Senate approved program/curriculum and supporting documents shall be submitted to the Deputy Provost for Academic Affairs for submission to TCU and the professional regulatory authorities.

(v) The signature of the DPAA will certify that: -

    (a) All course curriculum materials meet the specified criteria.

    (b) Appropriate consultations have taken place.

    (c) KCMUCO policies and procedures have been adhered to.

    (d) All resources required to offer and support the course have been assessed.

    (e) Compliance with all TCU and professional regulatory authorities (where applicable) guidelines has been observed.

(vi) If the Senate does not approve the proposed program, the DPAA shall write to the HoD through the relevant Dean/Director stating the gaps that need further action.

5.5 Process of Making Changes in Degree Programmes

The process for making changes to an approved degree program includes changes in the program title and designation, e.g., BSc to MSc. among others. Departments use this process to update existing programmes by making relatively minor revisions. The process requires that:

(i) The Departmental and Faculty Boards discuss proposed program revisions before developing a formal proposal detailing the changes.

(ii) The originator of revision(s) submits a detailed proposal that describes and justifies the revision(s). the proposal will include the following components:

(a) A description of the change being proposed

(b) The rationale for the change

(c) A program's plan on how to assess student learning and performance.

(iii) If the proposed revision involves more than a change in the degree designation or program title, the proposal must also provide details about:

(a) The new Curriculum

(b) How current students will transition into the revised program

(c) Any effect the changes may have on the program's specialized accreditation.

(iv) The proposal is reviewed by the Departmental Board, and the recommendation is forwarded to the Faculty/Institute Board for consideration and review. The Institute/Faculty Board reviews the proposal, recommends implementing the proposed program revision, and submits the proposal to the Dean's Committee.

(v) The Deans and Directors Committee discusses the proposal and makes a recommendation to the CAC and SCACA/Senate.

(vi) The Senate reviews the proposal and decides to implement the proposed program revision. Depending on the nature and scope of the program revisions, the approved proposal for program revision shall be submitted to TCU for review and accreditation if the modification in content and specialization is more than **30%.**

(vii) If TCU accredits the program, it shall be implemented during the semester and year indicated in the program.

(viii) Where revision to an existing course is proposed, the revised course shall be submitted with a copy of the original course outline and a brief description explaining the rationale for minor changes at an appropriate time to enable the approval process to initiate the proposed revision.

(ix) Information about the revised program shall be included in the following list of courses published by the College.

5.6 Procedures for Merging Degree Programmes

If extenuating circumstances necessitate merging two or more existing academic programs into a single program, the new program will essentially follow the same standards used to develop and approve a new degree program. The process requires less information, is less complex, and shall include the following stages:

(i) Identify the reasons for and need for the merger at the department/school level.

(ii) The HoDs shall consult at the department level to determine whether there is any interest in or support for initiating the process *(to provide a rationale for the merger).*

(iii) Once satisfied, the draft program shall be prepared according to existing TCU guidelines and, if applicable, relevant regulatory bodies.

(iv) After the department(s) concerned are satisfied that the merger is a worthwhile course, the head of the department presents the draft program to the Faculty Board.

(v) The Dean shall then present the draft program to the CDD and CAC. The Committee's responsibilities include reviewing the merger concept, making a recommendation to the Senate on the merger, and implementing it.

(vi) The CDD shall review the proposed program, considering the recommendations of the Faculty Board, and make a recommendation to the Senate as appropriate. The Senate shall

then review the CAC recommendations and act on the approval of the program merger proposal.

(vii) Following the Senate approval, the DPAA shall prepare the required electronic and hard copies of the final program proposal for submission to the relevant professional council and then to TCU for accreditation.

5.7 Procedure for Discontinuing a Course or Program

Programmes shall be periodically reviewed to determine if they meet Senate standards for productivity and viability. Under certain rare circumstances, the College may determine that the program is no longer viable and not attractive to the market. In those extenuating circumstances, the following section outlines the steps that must be taken to discontinue an approved degree program.

(i) Before any program or course is discontinued, The department needs to consider the following:
  (a) Are there current students registered on the course proposed for disconsolation? Is the discounted course a collaborative one? Have other departments with an interest been consulted?
  (b) The department shall then submit a formal request for discontinuation as outlined below.

(ii) The Head of the Department that owns the program shall initiate the action to discontinue the program in question. A comprehensive report shall be prepared by the DCC covering the following:
  (a) The specific facts precipitate the need for program discontinuation.
  (b) A preliminary analysis of the financial impact on the College following the program's discontinuation.
  (c) A projection of the possible implications for the affected faculty/school/institute, staff, and students.
  (d) A revised human resource plan and
  (e) A timetable for implementation.

(iii) The recommendation for program discontinuation must be sent to the Dean (s) responsible and the faculty/school/institute or any other college unit that offers the program. The relevant Board must discuss and review it.

(iv) The relevant Board

(v) shall send its recommendations to the appropriate curriculum committee within 30 days of receiving the materials (recommendation and review report).

(vi) The Faculty/School/Institute Curriculum Committee shall, within 45 days of receiving the recommendation for program discontinuation, review the program and send recommendations to the College Academic Committee through the CDD. The review and the Recommendations to CAC may be either separate or joint and include but are not limited to, the following criteria: -
  (a) Relevance and relationship of the program to the mission and objectives of the University College.
  (b) The overall quality of the program, presently and potentially.
  (c) Cost and revenues associated with the program.
  (d) Student enrolment/productivity.
  (e) Current and projected relationship to other programmes.

(f)   Distinctive and unique features of the program concept, design, or implementation.
(g)   Implications concerning research.
(h)   Impact on student needs.
(i)   Placement and employment opportunities for students.
(j)   Alternatives to discontinuation of the program.
(k)   The CAC shall review all the materials (reviews, recommendations, and other appropriate documentation) and recommend to the Senate that the program be discontinued.
(l)   The Senate shall receive the CAC report and, after appropriate consultation, decide whether to discontinue the program.
(m) Upon completion of the Senate review and decision, the Vice Chancellor shall inform the College about the decision.
(n)   The College shall proceed with the actions described in the proposal to discontinue the academic degree program.

5.8 Procedures for Modification of the Exiting Programmes

The amendment or inactivation of approved programmes shall go through a process primarily managed by DCC, the Departmental Academic Committee, the School/ Faculty/Institute, or any other unit Curriculum Committee, and the relevant Standing Boards. The roles of the various decision-making organs shall be as follows: -

5.8.1 Role of Departmental Board

(i)   The Head of the Department shall refer the program proposal to the DCC and is responsible for reviewing and making recommendations using the approved form to the Departmental Academic Committee.
(ii)   If the proposal is to inactivate an existing program, the Head of Department shall notify the HoD(s) of other department school(s) that require the course in their program(s).
(iii)   The HoD(s) of these departments must review the intended change(s) and inform and forward any concerns to the Chair of the DCC and the course coordinator in the department.
(iv)   Proposals to add, change, or deactivate courses included in core course requirements must be

5.8.2 Role of Faculty/School/Institute or any other unit Boards

(i)   The Faculty/School/Institute or any other unit Board shall review the proposal, recommend it, and send it to the School/Faculty/Institute Curriculum Committee.
(ii)   The Curriculum Committee reviews the course proposal and recommends the change. The recommendations are then sent to the CDD, CAC, and Senate for consideration and approval.
(iii)   Questions about potential duplication, missing information, and rationale shall be directed to the Dean for a response. Proposals for courses that are either included in or are intended to fulfill University Core Courses requirements shall be submitted to the Senate for review and recommendation before implementation.

5.9 Procedures for Making Minor Changes in the Curriculum

The following actions shall be taken in the process of making minor changes in curricula: -
(i)   The concept of a new minor change shall be reviewed within the department/faculty/school/institute or academic directorate before developing a formal proposal.
(ii)   The department/school/faculty shall then design the minor change and formulate a proposal that fully describes its content, requirements, rationale, statement of need and demand, resources necessary for implementation, and implementation plan.
(iii)   The proposal for the minor change shall be submitted to the department/school curricula committees for review and recommendation. The Committee's recommendation shall be transmitted to the department/faculty Head/Dean for review and tabling to the Board.
(iv)   The Faculty Board shall review the minor proposal, recommend its approval, and forward it to the CCDRC and CAC through CDD for their consideration and recommendation.
(v)   If the CDD and CAC approve, the proposal shall be submitted to CQAC for verification before submission to the Senate. Questions about potential duplication, missing information, and rationale shall be directed to the Dean (s) for appropriate response.
(vi)   The CAC shall then submit its recommendations to the Senate for approval.
(vii)   A newly approved minor change becomes effective during the trimester requested by the department/school and will be included in the next edition of the College Prospectus.
        NB: Interdisciplinary   minor   changes   must   be   reviewed   by   all departments/faculty/schools/institutes/directorates involved.

6.0 ROLES AND RESPONSIBILITIES

6.1 The Role and Responsibilities of CCDRC

The CCDRC shall:
(a) Coordinates the curriculum review process, conducts needs assessments, organizes tracer studies, and supports Departmental and Schools/Institutes CCs.
(b) Be responsible for conducting reviews, engaging stakeholders, drafting revisions, and submitting recommendations for approval.

6.2 The Role and Responsibilities of the College Academic Committee (CAC)

The CAC shall: -
(i)   Evaluate the program/curriculum submitted from CDD and make recommendations for presentation to the Senate and Professional bodies or further revision by the faculty/school/institute or DPS.
(ii)   Submit the draft program to the Senate for deliberations and approval before Submitting it to TCU for accreditation via the Program Information Management System with the Curriculum Verification Checklist.
(iii)   Provide minutes as evidence of discussion and consultation with the relevant stakeholders at each stage of the program or curriculum's processing to Senate and professional bodies.

6.3 Role of the College Quality Assurance Committee (CQAC) in Curriculum Development

The CQAC shall: -
  (i)   Verify that the academic program is mainly based on the college/university regulatory and TCU standards and guidelines.
  (ii)   Examine the Curriculum to determine its validity and component compatibility.
  (iii)   Advise the Faculty/School/Institute or DPS on any revisions that need to be made.
  (iv)   Recommend to the CDD for consideration to be submitted to the CAC and Senate based on Regulatory standards and guidelines.
  (v)   Work with the deans/directors and departmental heads to give feedback to TCU, as may occasionally be required.
  (vi)   Carry out regular site inspections for academic program resource verification, and monitoring band evaluation.

6.4 Role of the Committee of Deans and Directors (CDD).

The CDD, a Committee of the College Academic Committee (CAC), shall receive the draft programmes from the Faculty/School/Institute/Directorate Board or Committee, discuss, and make recommendations to the CAC and then the Senate for approval.

6.5 Role of Faculty/School/Institute/Directorate Boards/Committees.

The Boards or Committees of academic units shall: -
  (i)   Be composed of academic staff members and representatives from each department within a faculty/school/institute/directorate.
  (ii)   Receive and review the completed program proposal and make recommendations to the Committee of Deans and Directors (CDD).
  (iii)   Through the Dean of Faculty/Scholl or Director of the Institute ensure that the resource requirements identified in the program are justified and outline a plan to address them, including operating budget requests.
  (iv)   When satisfied that the draft program/curriculum is complete, present it to during the CDD for discussion and further review.

6.6 The Roles and Responsibilities of Faculty Members, Students, and External Stakeholders

The faculty, students, and External stakeholders shall: -
  (i)   Participate in the review process, provide input based on the various faculty expertise, and implement approved changes.
  (ii)   Provide feedback on the Curriculum through surveys and student focus groups.
  (iii)   Offer insights on industry needs and standards through stakeholder engagement.

7.0 MONITORING AND EVALUATION (M&E)

The M&E process ensures that the College Curricula remains relevant, effective, and aligned with educational and professional standards. The M&E is the responsibility of the Directorate of Quality Assurance (DQA). The M&E of this Policy involves several key steps:

(i)   Clearly outlining the goals of the curriculum, including specific learning outcomes and competencies expected from graduates.

(ii)   Establishing quantitative and qualitative indicators to measure progress towards achieving the defined objectives. These may include student performance metrics, graduation rates, and competency assessments.

(iii)   Implementation of systematic data collection methods, such as surveys, assessments, and feedback from students, faculty, and stakeholders. This can include pre- and post-course evaluations.

7.1 Monitoring

The DQA shall continuously track the implementation of the curricula through regular reviews and feedback mechanisms. This shall involve observing teaching methods, student engagement, and resource utilization.

7.2 Evaluation

The DQA shall conduct periodic evaluations to assess the effectiveness of the curriculum against the established indicators. This shall involve both formative evaluations (ongoing) and summative evaluations (at the end of a program), as well as courses in the programmes.

7.3 Effectiveness of the Curricula Processing

The effectiveness of the curriculum review and development process shall be monitored by DQA through:

(i)   Regular feedback from students and faculty.

(ii)   Performance metrics include graduation rates, employment outcomes, and student satisfaction surveys.

(iii)   Periodic audits by the Quality Assurance (QA) office to ensure compliance with this Policy.

(iv)   Annual reports from CCs and CCDRC to the Academic Board on curriculum effectiveness and areas for improvement.

8.0 KEY STAKEHOLDERS

This Policy's key stakeholders are KCMUCo staff, students, Deans, Directors, Heads of departments, Units and Sections, and visiting academic staff and students.

9.0 RELATED POLICIES AND LEGISLATIONS AND DOCUMENTS

(i)   Education and Training Policy of 2014 edition of 2023.

(ii)   Universities Act No. 7 of 2005 (URT).

(iii)   Universities (General) Regulations of 2013.

(iv)   KCMUCo Charter and Rules of 2010.

(v)   The Handbook of Standards and Guidelines for University Education in Tanzania, Third Edition of 2019.

(vi)   KCMUCo Quality Assurance Policy.

(vii)   Benchmraks for MD/MBBS, MBChB Programmes, TCU 2022

(viii)   Bencmarks for BSc Nursing Programme, TCU 2022.

10.0 POLICY STATUS
This is a new policy

11.0 APPROVAL DETAILS
This Policy was recommended by the KCMUCo College Academic Committee (CAC) on 06th September 2024.

This policy is approved by the TUMA SENATE this 25th day of September 2024.

Submitted by:

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Prof. Ephata E. Kaaya

PROVOST
KCMUCo
Date: 25th September2024

Approved by:

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Rev. Prof. Dr. Joseph W. Parsalaw
CHAIRPERSON

TUMA SENATE

Date: 25th September 2024

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