GUIDELINES FOR ACADEMIC PROGRAMME VALIDATION AND APPROVAL PROCESS

Approved by Senate meeting of 1st September 2015

GUIDELINES FOR ACADEMIC PROGRAMME VALIDATION AND APPROVAL PROCESS

1.0 INTRODUCTION

1.1 PROGRAMME APPROVAL & ITS SIGNIFICANCE

The University of Rwanda aspires to have degrees that are internationally recognized and valued. To that end, programme specifications with their respective module descriptions are designed to guide the teaching, learning and assessment process. The Higher Education Council (HEC) expects all UR programmes and modules to be internally and externally validated as one way of enhancing the academic quality of all programmes offered by all higher education institutions in Rwanda. The aim of the process leading to programme validation therefore, is to ensure that the academic programmes:

- Are compatible with the mission and strategic objectives of the university for its core activities
- Meet the learning and support needs of the learner
- Meet expectations of the accrediting agency, quality assurance agency, learner and society in terms of the relevant named awards
- Are of an academic standard that is competitive and externally credible, and allows the programme to be accredited by an external agency

Programme validation is a recommended internal university exercise which must cover all university programmes, and must include in the validation panel, an internal as well as an external input from a 'subject expert' or experts. The HEC will normally want to see the documentation of the validation process at their external institutional audit and Subject Review visits.

2.0 THE PROGRAMME PLANNING, VALIDATION & APPROVAL

The process of preparation, validation, & approval of new academic programmes at College level shall involves key distinct stages:

2.1 STAGE 1: PROGRAMME PLANNING: THE PROGRAMME PROPOSAL (*JUNE-JULY*)

    a.   A department wishing to offer a new programme shall have to start discussion s in *JUNE of the year before the programme is slated to be offered.* A departmental design team shall take charge of the initial design process and shall be required to fill in a **Programme Proposal Form (PPF.** See Appendixes A), with the guidance, where necessary, of the College Centre for Teaching & Learning Enhancement. **CAUTION SHALL BE EXERCISED TO ENSURE THAT THE PROGRAMME BEING**

PROPOSED HAS NO OTHER PROGRAMME OF A SIMILAR NATURE RUNNING AT ANY OF THE UNIVERSITY'S CONSTITUENT COLLEGES. CONSULTATIONS ACROSS DEPARTMENTS, THEREFORE, SHALL BE FULLY EXHAUSTED AND A REPORT OF THESE CONSULTATIONS SHALL BE ATTACHED TO THE NEW PROGRAMMES PACKAGE TO BE SUBMITTED TO THE OFFICE OF THE DEPUTY VICE CHANCELLOR IN CHARGE OF ACADEMIC AFFAIRS & RESEARCH, UNIVERSITY OF RWANDA . Before these programmes are reviewed by the applicable Senate committees, there shall first be an authentication exercise to verify that adequate consultations did indeed take place at College level.

b. The head of department shall submit to the chairman of the School Council, the completed **PPF** along with a filled **Submission to Formal Organs Form for all UR programme Approvals (see Appendix F) , a budget, and minutes of departmental meeting** at which the programme proposal was supported. New programmes shall be costed by the Programme Design Team for consideration by the School, and by the Finance office. These, including **a report from the College Finance office to confirm resources** where applicable, shall be scrutinized for details by the School Council, and if found satisfactory, the Dean shall sign the programme proposal off' on behalf of the School Council as fitting within the School's Plan, and shall submit it, along with the financial report and minutes of the School Council meeting at which the proposal was sanctioned for onward submission to the Academic Council for approval.

2.2 STAGE 2: PROGRAMME DESIGN PROCESS: PRODUCTION OF PROGRAMME SPECIFICATION & MODULE DESCRIPTIONS (*AUGUST-OCTOBER*)

Once the approval of the School Council of the programme proposal has been done, two activities will go on simultaneously:

a. The head of department shall begin the process of searching for an External Subject Expert(s) (ESE) to lead the validation process, have his/her CV approved by the School Council and the Principal, and advise the Centre for Teaching and Learning Enhancement on his/her contact details and a suitable date for validation to facilitate issuance of an official invitation.

b. The Programme Design Teams shall complete a **Programme Specification Form** (PSF--Appendix C) and a **Module Descriptions Form** for each

module (MDF--Appendix E) for their proposed programme. The forms shall then be submitted to the College Centre for Teaching and Learning Enhancement office for technical scrutiny to ensure conformity to the National Qualifications Framework standards, and the University's overall strategy for taught programmes in the context of students' Teaching, Learning, and Assessment experiences.

c. Once satisfied, the College Director of Centre for Teaching and Learning Enhancement shall verify that the programme specification and module descriptions documents are ready to proceed for the internal validation activity. A formal invitation to the ESE shall have been drafted by the TLE office weeks before and shall be ready for the Principal's signature. All documents necessary for the validation activity shall be sent to the ESE and to all members of the Validation Panel for their comments. These shall include, but not necessarily limited to the following:

- **Programme Specification**
- **Module Descriptions**
- **A Guide to Programme Validation**
- **Rwanda National Qualifications Framework**
- **Brief Academic profiles of staff responsible for programme modules delivery**

d. The Centre for Teaching and Learning Enhancement office, in close collaboration with the finance/procurement office, shall be responsible for travel, meals and accommodation logistics arrangements at least ***one month*** ahead of the validation exercise. The chief host for the ESE shall be the Dean of the relevant School.

2.3   STAGE 3: PROGRAMME VALIDATION (*A DAY IN THE FIRST WEEK OF NOVEMBER*)

The programme validation exercise shall be carried out in the first week of November for only one day agreed on by all parties involved. A Validation Panel composed of 7 people as follows, shall be approved by the College Principal who shall also be the Validation Panel chairperson.

- The Panel shall be comprised of members who are able to judge the academic integrity of the programme in relation to the Institution's regulations and the national standards expected of the type of exit award set by the Rwanda Higher Education Council (refer to the *National Qualifications Framework*), and who

can evaluate each programme and module in terms of their specifications, structure and content.

- A variety of experience and views is expected to be available among the Panel members who normally will be disassociated from the planning and development of the programme/modules for purposes of objectivity.

- Within the Panel as a whole, there should be sufficient understanding of the subject matter and academic context to enable the Panel to make a sound judgment.

- Panel membership is approved by the Principal who is also its Chairperson. Some members of staff from other departments within the School who have not been involved in the development process, and one external subject expert, are expected to form the validation team. The Validation Panel for the Industrial Attachment module shall normally include employer representation.

3.0   Panel Composition

The panel members in each College shall include a Chairperson, 4 internal members of senior staff; 1 main external subject expert; and 1 representative employer/industry (where applicable) as follows:

- The College Principal (Chair)
- The College Centre for Teaching and Learning Enhancement Director (Secretary)
- The Dean of the School if he/she does not belong to the department of the programme to be validated. If he/she does, he/she will be replaced by a senior member of staff from the same School.
- One member of staff from the same School but not involved in the development of the programme
- One senior member of staff from a different School.
- One representative from a relevant industry
- External subject expert(ESE)

All members of the panel shall be expected to attend in person this very important exercise. However, where a validation panel member shall not be able to attend the Validation meeting due to compelling reasons, he/she may send comments to the chairperson, copy to the College Director for Centre for Teaching and Learning Enhancement by email to arrive *at least a week before* the meeting. He/she shall be requested to give an overall view of the programme in terms of the four recommendations below as well as making specific comments. Any judgment reached at the Validation Meeting will be regarded as provisional until the absent panel member has seen and signed the single draft report of the other members.

4.0 What is Required of the Validation Panel

Members will be supplied, three weeks to the validation day, with the following:

- A Programme Specification Form that outlines the programme as a whole,
- Module Descriptions detailing the particular modules.
- A copy of the Rwandan National Qualifications Framework for Higher Education
- A list of staff teaching the programme and their brief C.V.'s shall also be made available to members in the Validation room on request. The head of department shall be responsible for making the list and the CVs available.

5.0 The Role of the Panel and the Validation Process

- The validation exercise shall be carried out in mid-November on a day agreed on by the head of department and the ESE. The HOD shall advise the Centre for Teaching and Learning Enhancement office on the agreed on validation date for logistics planning.

- Before the validation exercise, each validation panel member shall be expected to produce a short response outlining the points he/she wishes to discuss at the Validation meeting; members will be expected to have read all the documents and prepared comments in response to the programme before hand.

- At the meeting, the panel members will initially consider the points they wish to discuss among themselves.

- The Head of Department, accompanied by a senior academic member of staff responsible for teaching a module or modules in the programme, shall be invited by the HoD to join the meeting for discussion of the points and responses to them.

- After the discussion, the HoD and the accompanying senior member of staff shall withdraw from the room, and the panel will deliberate and make their final recommendation.

5.1 The Validation: Key questions on quality & standards

Members shall be guided by four prepared basic questions below that the Validation Panel shall consider for each programme under review:

i. **Standards (a):** is the programme externally credible – does it stand in comparison with other accepted programmes in the same area? Is it relevant to the job market?

ii. **Standards (b):** do the programme learning outcomes match those of the Qualifications Framework? (Programmes do not have to meet every one of the

outcomes, but they should cover an appropriate range of them, including transferable skills such as the ability to carry out sustained independent work, to work in groups, to locate information, etc.)

iii. Quality (a): are the learning outcomes likely to be competently taught and adequately assessed? Is sufficient time allowed for self-directed study and becoming an independent learner? Is there sufficient practical and skills-based work in the programme?

iv. Quality (b): looking at its design, will the programme run in a relatively problem-free and student-accessible manner? Are there sufficient resources and is there sufficient support to allow the students to achieve the learning objectives?

5.2   Expectations from the Validation Panel

All validation panel members shall be expected to comment on any aspect of the programme, and in particular:

> those who are experts in the particular subject area, including the representative from industry, to answer the first of these questions,
> those experienced in quality assessment and subject review to answer the second, and
> those with substantial experience of teaching and curriculum design to answer the third and fourth.

5.3   Panel's Recommendations

The Validation Panel led by the External Subject Expert (ESE) shall select **ONE** of **FOUR Recommendations** below which members deem suitable for the programme under review. The four recommendations are as follows:

i.   that the programme may be offered for a stated number of years (four would be the norm) before revalidation;

ii.   that the programme may be offered for a stated number of years, but that changes of expression which do not directly affect the running of the programme must be made to one or more of the forms before they are finally accepted;

iii.   that the programme may be offered for a stated number of years, subject to specified changes being made (i.e. that it may run but that one or more of the modules needs to be amended in specified ways, or the design of a one or more levels must be changed before approval by Senate);

iv.   that the programme may be offered for only the current year, and that there are still important aspects of the programme that must be reviewed and

redesigned before a re-validation can be accepted. The programme must be resubmitted for Validation and pass through the same stages of approval before the programme can be allowed to run.

6.0 STAGE 4: Finalisation of Documents & Submission to the College Centre for Teaching and Learning Enhancement *(MID-NOVEMBER)*

a. The department/Programme Development Team shall consider the Panel's recommendation(s) and shall incorporate all suggested changes into the final documents. The HOD shall submit to the College Centre for Teaching and Learning Enhancement Committee, the final document along with a brief report showing how the incorporation of changes into the final document has been complied with.

b. If either recommendation iii or iv above has been made, the welfare of students currently taking the programme must be considered by the Department and and recommendation made to the College Academic Council. For instance, any redesign of levels of study that may need phasing shall take into account what existing students have already studied at a lower level. If recommendation iv were to be made, then no new intake of students would be allowed until the second validation has been completed successfully. Continuing students would have to be taught until completion of their programme, or transferred to another University.

c. The Panel may also make **suggestions** for improvement for the Programme Design Team to consider. Such recommendations and suggestions shall be assembled into a single report, checked for accuracy by the panel members, and sent *within one week* of the validation meeting to the department concerned for its response which shall include a brief report on how the proposed changes have been incorporated into the final document. This report shall be submitted to the College TLE Committee through the College DTLE

The process, though tedious, should be viewed positively by the departments and other academic units as a way of gaining professional advice, thus encouraging the enhancement of the standards and quality of the programmes.

7.0 Considerations by the College Centre for Teaching and Learning Enhancement Committee

The final document shall be scrutinized and sanctioned by the College Centre for Teaching and Learning Enhancement Committee and presented to the College Council for provisional approval ahead of programme submission to the Chair of the University Centre for Teaching and Learning Enhancement Committee (UCTLEC) for undergraduate programmes and to the joint sub-committee made up of representatives from UCTLEC and RIPSC for postgraduate programmes.

8.0 Considerations by the College Academic Council

If provisional approval had been given on condition that corrections first be made, the Academic Council shall receive a summary report of the validation proceedings and final programme, and shall give a final programme approval when satisfied.

9.0 STAGE 5: College Submission of the internally validated programmes and other required documents (in soft copies) to the University Deputy Vice Chancellor in charge of Academic Affairs and Research (*EARLY DECEMBER*)

In conjunction with the CTLC, the School Dean, the Principal's Office, and the College DTLE shall arrange to package and send by soft copy the documents listed below for each programme, to the office of the Deputy Vice Chancellor, Academic Affairs and Research, with copies to the Vice Chancellor.

- *Programme Specification*
- *Module Descriptions*
- *Validation Report from External Subject Expert(s)/Reviewer(s)*
- *Submission to Formal Organs Form that includes programme Approval History at College level*
- *Financial Sustainability Report, including proof that the programme costs have been factored into the College budget and therefore the University Action Plan for the academic year in which the programme is to run.*

Either the University CTLE Committee for undergraduate programmes or the Joint CTLEC-RIPGS committee for postgraduate programmes shall receive from the DVC/AAR for cross-checking, the College-submitted programmes. If satisfied that the HEC requirements have been complied with, the said committee shall recommend the programme through the Deputy Vice Chancellor in charge of Academic Affairs & Research, for presentation to Senate for approval. The recommendation shall take the form of a summary submission.

10.0 STAGE 6: Approval of Programme by Senate (*LAST SENATE MEETING IN DECEMBER*)

Once the programme has been approved by Senate, the College shall prepare for final submission to UR, the final programme documents in 1 bound hard copy each to be submitted to the Deputy Vice Chancellor in Charge of Academic Affairs whose office will then pass them on to the University Director of Postgraduate Studies and Research (for postgraduate programmes) or through the University Director of CTLE (for undergraduate programmes) **for verification that all necessary documents listed below have been submitted,** and to wind up the process. 4 soft copies of the final programme specification and module descriptions plus related attachments

should be submitted to the VC, DVC/AAR, UR Director RIPGS, & UR Director of CTLE for their records. The documents to be included in the final submission are as follows:

1. Programme Specification

2. Module Descriptions

3. Internal Validation Report from External Subject Expert(s)/Reviewer(s), and where relevant, comments from the representative from Industry.

4. Submission to Formal Organs Form that includes programme Approval History from School to University Senate level

5. Financial Sustainability Report for DVC/FA office's consideration, including proof that the programme costs have been factored into the College budget and therefore into the University Action Plan for the academic year in which the programme is to run.

11.0 STAGE 7: Submission by the relevant Academic Unit (UR-CTLEC or UR-RIPGS as the case may be) to Central Administration for authorization (*FIRST WEEK OF JANUARY*)

Once the verification exercise is over, the DVC/AAR will sign the Central Authorization Form, and his office will submit the signed document through either of the relevant Directorates depending on level of the programme of study, to the DVC/FA to verify financial sustainability and put his signature before submitting the document to the VC for final signature. The actual programme submission to HEC for approval of the programme to run, will be done by the UR-CTLE office.

12.0 STAGE 8: Authorisation by the Central Administration for programme submission to HEC (*LAST WEEK OF JANUARY*)

13.0 STAGE 9: UR submission of programme to HEC through UR-CTLE office (LATEST MARCH).

ROAD MAP FOR PROGRAMME APPROVAL PROCESS FOR THE ACADEMIC YEAR 2016/2017

SN	ACIIVITY	PERIOD	RESPONSIBLE
1.	Programme Planning: the Programme Proposal	June-July	Head of Department
2.	Programme Design Process: production of programme specification, module descriptions, approval by School Council & scrutiny by the College CTLE office	August-October	Head of Department, Dean of School, and College CTLE office
3.	Programme Validation	A day in the first week of November (2016: 1st-4th)	HOD, Dean of the relevant School, College DCTLE, and a validation panel that includes an External Subject Expert and a Representative from Industry approved by the Principal.
4.	Deadline for submission of final draft document to College CTLE Committee through the DCTLE to ensure incorporation of Panel's comments into the final document	11th of November	School Dean
5.	Presentation of Programme to the College Academic Council for approval	21st of November	-School Dean -D/CTLE
6.	Submission of programmes & accompanying documents in soft copy to the Deputy Vice Chancellor for Academic Affairs and Research.	6th of December	Dean & Principal's office
7.	Verification of Documents for endorsement to Senate by relevant Senate Committees	20th December	CTLE and/or RIPGS offices
7.	Senate Approval	Last Senate meeting of 2016	DVC/AAR's office
8.	Academic Unit submission of final programme and all the other key documents to the VC through the DVC/AAR for central Administration's authorization for the programme to proceed to HEC.	9th January 2017	DVC/AAR's office
9.	Deadline for feedback from UR Central Administration	23rd January 2017	DVC/FA's office
10.	Deadline for UR programme submission to HEC	Latest March 2017	DVC/FA's office UR-CTLE office

N.B: BETWEEN MARCH-JUNE OF EACH ACADEMIC YEAR, ALL SUBMITTED PROGRAMMES
           TO HEC FOR THE 2017-2018 ACADEMIC YEAR WILL BE UNDER CONSIDERATION BY HEC. **NO OTHER** NEW OR EXTENSIVELY
           REVISED PROGRAMMES WILL BE ACCEPTED BY UR FOR THE 2017-2018 ACADEMIC YEAR.

APPENDIX A: PROGRAMME PROPOSAL FORM

1. PROGRAMME DETAILS

1.1. **Program Title**				
1.2. **Exit Awards**				
1.3. **Modes of Attendance** *(please tick)*	Part-time		Full-time	
	Distance Learning		Work-based Learning	
1.4. **Resource group:** (See Notes of Guidance)	Other (please		Short course	
	1		5	
	2		6	
	3		**Other (write in)**	
	4			
1.5. **First year of presentation**			Current Session (short courses only)	

2. PROGRAMME FUNDING AND ADMINISTRATION

2.1. **Program Organizer /Leader:**	
2.2. **Program Development Team**	
Name	**School**
(Chair)	
(Library Representative)	
(IT Centre Representative)	
2.3. **School/Centre administratively responsible for the program**	

2.4. **Projected Student numbers – Government- Sponsored**					
YEAR	**First year of presentation**				
Year 1					
Year 2					
Year 3					
Year 4					
Year 5					
Year 6					
Level 6 Master's: Semesters 1&2					
Level 6 Master's: Semester 3 & 4					
TOTAL					

2.5. Projected student numbers –Private:								
YEAR	First year of presentation							
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
Year 1								
Year 2								
Year 3								
Year 4								
Year 5								
Year 6								
Level 6 Master's; semesters 1&2								
LEVEL 6 Master's: semesters 3&4								
Short Courses								
TOTAL								

2.6. Will the programme be resourced from the existing resources of the contributing School(s) and Centre?

YES		NO	
If 'No' please indicate the resource requirements, including the proposed source of funding.			

2.7. Staffing (numbers of staff at each grade – or estimate)

Year Academic Staffing				SOURCE OF FUNDS
Full professors				
Associate Professors				
Senior Lecturers				
Lecturers				
Assistant Lecturers				
Tutorial Assistants				
(Other – e.g. short-term expatriate)				
Support Staff				
Technical & Other Staff				
Equipment				
Library				

Other					

Note: you do not have to fill in the last three rows, but make a note in Q8 of any unusually high or low demands – otherwise you will be credited with the program average for the number of students.

2.8. General accommodation requirements

(Please give details of the classroom and laboratory space required to deliver the program and whether the space is currently available)

3. PROGRAMME BACKGROUND, RATIONALE AND INDICATIVE CONTENTS
(See Notes of Guidance)

4. UNIT APPROVAL

Schools/Centers contributing to Program (this table should be signed by the Deans/Heads of all Units contributing to the program to confirm agreement with the proposal).

SCHOOL	Dean /Director	Date
1	Signature	
	Print Name	
2	Signature	
	Print Name	
3	Signature	
	Print Name	
4	Signature	
	Print Name	

Seen and noted

Library	Signature	
	Print Name	
ICT	Signature	
	Print Name	
Centre for Teaching and Learning Enhancement Office	Signature	
	Print Name	

5. COLLEGE CENTRAL AUTHORISATION

Estimated cost in FRW:

Staffing – total					
Equipment					
Library					
Other					
Overall total					

Resource Confirmation _____   Date: _____

Finance Office

Approved _____   Date: _____

Principal

APPENDIX B: NOTES FOR GUIDANCE FOR THE PROGRAMME PROPOSAL FORM

This form covers the first stage of programme and module validation. Its purpose is to check that the programme fits in with Institution and Faculty plans, that there is a need for it and that it is properly resourced. The Notes below offer help in filling it in, question by question. They are addressed to Deans, Heads of Department and Programme Teams.

Please complete the form in Word on your computer if possible. (Where it asks you to 'tick' something, a capital X is acceptable.)

1. PROGRAMME DETAILS

This section sets out the basic details of the proposal:

1.1: Title of programme – the title of the highest qualification obtainable from the programme (e.g. BSc with Honours, Forensic Agriculture). This is what will appear on the students' diplomas, so keep it short and make it sound both academically sound and useful for employment. (See the Appendix I of the *National Qualifications Framework* for a list of degree titles currently valid.

1.2: Exit awards. (See the *Qualifications Framework* if in doubt.) For most undergraduate programmes you would list the BA/BSc with Honours, the ordinary BA/BSc, the ADipHE, the DipHE and the CertHE. For most postgraduate programmes you would list the MA/MSc/MPhil/MLitt (see *Qualifications Framework* for the titles to be used for one- or two-year master's degrees), the PgDip and the PgCert. Other programmes (e.g. short courses) will be more selective. Where one of these stages might expected but is not offered, mention this here and explain why not in Section 3. If there is a concurrent 'licence to practice' qualification, as in teaching or medicine, mention it here also and say in Section 3 whether there is another, differently named degree that can be offered to those who pass the academic content but fail the practice component.

1.3: Modes of attendance. Tick all those you intend to run from Year 1 of the programme. (You can mention in Section 3 others that might be adopted later.)

1.4: Resource Group. This is to help us check, later in the form, that staffing is adequate. Tick one. (If your topic area is a mixture of these levels it probably belongs in category 3.) If your topic area is not listed below, write it in under 'other'.

For your information, the generally accepted ratios of staff to students are:

1 Classroom-based subject: e.g. social sciences, humanities, business studies, literature: 1: 25
2 High cost classroom subjects: mathematics, statistics, education (teacher training), languages, communication skills: 1: 21

3 Part classroom/part laboratory etc: computing, music, physical education/sport, dance, drama, built environment, creative arts, subjects allied to medicine, psychology: 1: 17.

4 Laboratory subjects: sciences, pre-clinical medicine: 1: 15.

5 High cost laboratory subjects: engineering, agriculture: 1: 14

6 Clinical medicine etc: clinical medicine, dentistry, veterinary practice,. Conservatoire music and acting training would also fit in this band, as very resource-intensive. 1: 10.

(These ratios are a little more generous than would be the norm in e.g. the UK, to make up for our comparative lack of resource.) If you need to make the case that your particular programme is cheaper or more expensive than the typical one in its category and should therefore be in another category, make a brief note of the fact here and pick it up in Section 3.

1.5: For Inclusion in the Forward Programme: enter the year in which you intend to start teaching the programme. (If not from the beginning of the year, indicate this.)

2. PROGRAMME FUNDING AND ADMINISTRATION

2.1: Programme Leader: Name, Faculty and preferably email and/or telephone number. The Leader should be someone who is able to be present throughout the planning process, including the validation meetings.

2.2: Programme Development Board. The Chair is the Programme Leader. Virtually all teams should have a representative from the Library and ICT. (Where this is definitely not necessary, put 'n/a' on the form and explain why in Section 3.) Then list the remaining academic staff writing modules and/or contributing to the planning. A team should normally (a) cover all the specialist topics needed for the programme and (b) contain at least three academics. Large and complex programmes will need larger teams. Teams may include expatriate/short-contract staff but these should not form a majority. Teams may include an external adviser from another Rwandan Institution or from outside the country, even if he or she comments on proposals only by email, and it would be good practice for vocationally oriented programmes to enrol an adviser from the relevant industry, branch of government etc. However, it is unlikely that there will be any fee available for taking up this role.

2.3: School etc. Tick <u>one</u>. If more than one School etc. is involved, tick the one that will take administrative responsibility for the programme. (Where more than one School is involved, outline the extent of collaboration in Section 3.)

2.4: Projected student numbers – government-funded.

This question and the next enable us to check that the programme is (a) viable in terms of numbers and (b) adequately staffed. They are maximum numbers and assume no drop-out – so if for a full-time programme a number appears in Year 1 in 2014, it should be in Year 2 in 2015; Year 3 in 2016 and in Years 4 & 5 in 2016 & 2017 respectively.

Previously, and in accordance to the *National Qualifications Framework*, the word "level" was used to mark the stages of student progression. According to the new University of Rwanda General Academic Regulations however, the university shall now use years of study (e.g. Year 1, 2, 3, 4 etc and not levels, so level3/4 will be one uninterrupted Year 3 with two full semesters). For Master's and PhD programmes, however, "level" will remain.

2.5: Projected student numbers–private. Fill in as above. If what you are offering is a short course, enter it in the appropriate row of the table if it has a credit level, or under 'short courses' if it does not. In both these questions, the figure you should be entering is <u>student/years</u>. So 12 students attending a full-time course for an *academic* year (2 semesters) would be entered as 12, but 12 students attending for a *calendar* year – 3 semesters – would count as 18; 12 students attending full-time for only three months, or 12 students attending for whole year but doing only a quarter of the full-time hours, would be entered as 3, and 12 students attending for three months and doing half the full-time hours would be entered as 1.5. (The credit to be awarded will help you with this; for example, a full-time student takes 120 credits in an academic year and 180 in a calendar year.) Check with Academic Quality Office if you have any difficulty working this out, and remember that the calculations do not have to be precise – what we need is a *rough idea* of the number of student/years.

2.6 Adequacy of resources. In other words, is the normal provision of classrooms, laboratories etc adequate for this programme? Or does it, for example, need special rooms or types of laboratory to which you cannot guarantee access? (If you are saying you need rooms or laboratories, remember to say when in the year and perhaps at what time of the day - e.g. one evening a week only - you will need them.) You don't have to list every room you need at this point, but just to alert us to anything exceptional in the way of need for resources.

2.7 Resource matrix: give numbers of staff in each category working on the programme in each year. (You may well not be able to be precise at this point, or to forecast the future accurately, but use your plans for the first year of teaching as a guide. We need to have a rough idea of the numbers and level of staff (a) to be sure that the staff resource is adequate in terms of numbers and seniority for the proposed programme, and (b) to cost the programme in money terms. You leave the last three rows blank for Finance to fill in – but indicate in the previous section if your demands on resources will be heavier or lighter than the average programme, or else you will be awarded the average cost.

The staff figures are full-time equivalents. If four lecturers will each be carrying a quarter of a full-time teaching load on the programme, enter this as 1. Fractions are acceptable.
In the final column, say where you expect the money to come from – the Government budget, income generation or a particular outside source. With staff, say also whether these staff are already in post or would have to be recruited.

2.8 Need for accommodation. We need to know roughly how many rooms (and of what size), how many laboratories, etc, you will need for each year of the programme, and for how long. This figure will be corrected after you have done the detailed planning of the modules, but we need a rough idea

now. You will already have a general idea of requirements from similar programmes you are running at present or have run in the past.

3. PROGRAMME BACKGROUND AND RATIONALE

This is where you convince the Institution that we <u>want</u> to run the programme, give us an idea of what is in it and talk about any sharing or collaboration between Schools etc. You can add pages here, but keep it brief; two or three pages would probably be an appropriate maximum.

You should cover (not necessarily in this order):

a) Why we need this programme, how it relates to the School and Institution's plans, to what extent it will be attractive to students, what demand there will be for its graduates, what it teaches and what skills it delivers that Rwanda needs. (Remember the current Presidential challenge – to make our provision more relevant and more responsive to Rwanda's needs.)

b) <u>Briefly</u>, the intended content of the course. (In some cases – e.g. 'Chemistry' - this may seem obvious, but still give us a brief list of the main topic headings.)

c) What staff research and scholarship is going on that will underwrite the programme – in other words, why are we, as an HEI, entitled to teach a programme at this level in this topic area?

d) The relationship with other Faculty and Institution programmes, and the extent to which modules are shared and/or jointly taught – and which School and Programme will be responsible for the running of the shared/jointly taught modules.

e) Anything else we definitely need to know – e.g. external accreditation of the programme, external funding and collaboration.

4. UNIT APPROVAL

a) Programme Proposal Forms should be sent to Centre for Teaching and Learning Enhancement Office (preferably electronically) for advice (where necessary).

b) When comments have been received and taken into account, the Programme should go before a School Council meeting - Head of Department (or another senior academic if the HoD is on the programme team), the Programme Team, and the Dean or his/her representative as Chair) and be discussed and approved in principle. The Dean will then 'sign it off'. If more than one School is involved, then more than one School will need to sign the form, and representatives from the other Schools should attend the approval meeting.

c) At this stage the form also needs signatures from the Library and ICT (get them from their representatives on the Programme Team, or as soon as possible after the Dean has signed the form).

d) Send the form to the Centre for Teaching and Learning Enhancement Office, who will collect them into School 'batches' and prepare a briefing note on them for the Principal.

5. CENTRAL AUTHORISATION

Programme teams may begin to do the detailed planning of modules once the Dean has signed the form, but validation meetings for modules will not take place until the programme has been authorized by the Principal for the resources required, and to affirm that the programme looks likely

to be academically acceptable and that the Institution agrees to it in principle.

APPENDIX C: PROGRAMME SPECIFICATION FORM

1. PROGRAMME DETAILS

1 Programme Title				
2 Exit Awards				
3 Modes of Attendance *(please tick)*	Part-time		Full-time	
	Distance Learning		Work-based	
4 Resource group: (See Notes of Guidance)	Other (please		Short course	
	1		5	
	2		6	
	3		Other (write in)	
	4			
5 First year of presentation			Current Session (short courses only)	

6. Programme Organiser/Leader	
7. Programme Development Team	
Name	**School**
(Chair)	
(Library Representative)	
(IT Centre Representative)	
8. School/Centre administratively responsible for the programme	

2. PROGRAMME FUNDING AND NEED FOR RESOURCES (changes since Programme Proposal Form)

Student numbers: Intake per year _____   into Year ___

Eventual population, all years: _____

3. PROGRAMME AIMS AND RATIONALE (See Notes of Guidance)

4. PROGRAMME SPECIFIC LEARNING OUTCOMES (include modules not bearing credit)

- **Knowledge and Understanding**

  At the end of the programme students should be able to demonstrate knowledge and understanding of:

- **Cognitive/Intellectual skills/Application of Knowledge**

  At the end of the programme students should be able to:

- **Communication/ICT/Numeracy/Analytic Techniques/Practical Skills**

  At the end of the programme students should be able to:

- **General transferable skills**

  At the end of the programme students should be able to:

  Specific learning outcomes for u/g Year 1-6 should be included in the Appendix to this Document

5. PROGRAMME STRUCTURE (include modules not bearing credit)

Add rows to either table as required.

Module Code	Module Title	Year	Credits	Semester	Achievement of Level Or programme Outcomes*

Note: Most Programme outcomes will be achieved, finally, in the final year, but some may be achieved earlier in the programme

CURRICULUM MAP for programme outcomes (add rows or columns as required) – tick where outcome is achieved (Please also give the same information in the table above)

Learning outcome ▶ ▶ ▶ ▶ ▶ ▶ Year of Study/module ▼							

6. LEARNING AND TEACHING STRATEGY

7. ASSESSMENT STRATEGY

8. ASSESSMENT PATTERN

Component	Weighting (%)	Learning objectives covered
In-course assessment:	50	
Final assessment:	50	

9. STUDENT PROFILE

10. SPECIFIC ADMISSION CRITERIA

11. STRATEGY FOR STUDENT SUPPORT

12. PROGRAMME-SPECIFIC NEED FOR RESOURCES AND UNUSUAL DEMANDS ON INSTITUTIONAL RESOURCES

13. STRATEGIES FOR CONTINUOUS ENHANCEMENT AND FUTURE DEVELOPMENT

14. STAFF DEVELOPMENT PRIORITIES

15. ANY OTHER ESSENTIAL INFORMATION

PROVISIONAL APPROVAL

Members of Approval Panel

Role/location		Date
1 Chair (Principal)	Signature	
	Print Name	
2	Signature	
	Print Name	
3	Signature	
	Print Name	
4	Signature	
	Print Name	
5	Signature	
	Print Name	
6	Signature	
	Print Name	
7	Signature	

Seen and noted

Library	Signature	
	Print Name	
ICT	Signature	
	Print Name	
Centre for Teaching and Learning Enhancement Office	Signature	
	Print name	
Finance Office	Signature	
	Print name	

NOTES OF GUIDANCE FOR THE PROGRAMME SPECIFICATION FORM

1. PROGRAMME DETAILS

Programme code: A UR formula exists. Consult the College D/CTLE or the UR General Academic Regulations

The remaining details may be exactly the same as on the Programme Proposal Form, in which case you can just copy them in, but this is your chance to record any changes that have occurred.

2. PROGRAMME FUNDING AND NEED FOR RESOURCES (changes since Programme Proposal Form)

Record any changes to funding and/or resource that have emerged since the Programme Planning Form was approved.

Student numbers: indicate the annual intake when the programme is established (normally into Level 1 for undergraduate programmes) and the eventual population (normally four times that number for full-time undergraduate programmes, making no allowance for drop-out).

3. PROGRAMME AIMS AND RATIONALE

This will be developed from the similar section of the Programme Proposal Form, but it should be more extended. As well as what is covered there it should demonstrate

a) How the proposed programme integrates with the academic development strategy of the Faculty and the Institution,

b) If the institution has run courses in this area in the past, how it differs from them and what has been learned from them to improve the present proposal,

c) If the material has not been covered before, what the justification is for proposing a programme in it,

d) Evidence of student and employer demand, and what the proposed programme does to meet the needs of Rwanda

e) An indication of the staff research and other scholarly activity that underpin the programme (particularly at honours level)

f) Any proposed relationship with other of the Institution's programmes in terms of course development and sharing.

Extra pages may be added, but do not go beyond what is needed to get your message across.

4. PROGRAMME LEARNING OUTCOMES

The objectives for the programme as a whole – what the student is expected to have learned by the end of the final (honours) year – are given in the main body of the Form. These are what the students are expected to learn or acquire and what may be examined/ assessed in the final year unless fully covered earlier. Make them comprehensive but not too detailed.

Learning objectives for each of the previous Levels are to be given in Appendix A of the form. A list of modules and how they contribute to achieving the learning objectives is the next section of the form. (If you number your objectives in level 1 as 1.1, 1.2 etc, and so on, you will find this table easier to fill in.) Learning objectives become more complex and demanding as the student progresses up the levels. A summary of what is required by the *National Framework* is attached as an Appendix to these Notes.

<u>**Knowledge and Understanding**</u> *is self-explanatory.*

<u>**Cognitive/Intellectual skills/Application of Knowledge:**</u> *analysis, evaluation, critique, but also diagnosis, planning, applying knowledge in unfamiliar situations.*

<u>**Communication/ICT/Numeracy/Analytic Techniques/Practical Skills**</u> *Self-explanatory. Consider, particularly at fourth level and above, helping student learn how to present material orally or on the computer as well as in writing and to (probably notional) lay, commercial/industrial or government audiences.*

<u>*General Transferable Skills*</u>*:* these are what we, and employers, expect graduates to be able to do: for example, taking responsibility, acting autonomously, showing the ability to do extended and self-programmed work, locating information to answer questions, working with little supervision or direction, working in groups ... Level 4 and 5 modules should definitely be inculcating or facilitating some of these.

5. LEARNING AND TEACHING STRATEGY

Describe the range of teaching methods used across the programme and what these contribute towards achieving the learning objectives. Describe any innovations you are making or any good practice you are importing from e.g. another or previous programme. Describe how achievement of the 'general skills' objectives is facilitated by your teaching.

6. ASSESSMENT STRATEGY

Outline the range of assessment methods used across the programme and how they contribute towards meeting the learning objectives. Indicate the range of methods by which the programme guards against cheating and impersonation. Indicate how the pattern and types of assessment will show that the higher-level general skills have been acquired and displayed.

7. STUDENT PROFILE, ENTRY CRITERIA

Indicate the required entry qualifications for the programme and describe the nature of the likely intake of students.

8. STRATEGY FOR STUDENT SUPPORT

How are students to be supported, what will be done to encourage the most able and what will be done to help those who fall into difficulties with the material or their understanding and use of it – both in general and with respect to particular points of difficulty?
What provision has the programme made to deal with Equal Opportunities issues such as gender bias in curricula or access for disabled students?

9. INDICATIVE LEARNING RESOURCES (specific to programme)

This section summarises the resource needs identified in the Module Descriptions. (This is not a complete list of e.g. every set book used on the Programme!) As a minimum it should indicate that the programme can operate within the normal resources of the Institution. If additional resources have been identified which are needed and not present – types of books or numbers of copies, for example – these should be listed.
The section should also identify programme-specific resources – particular computer hardware or software, laboratory or other consumables not shared with other programmes, needs for particular

<u>types</u> of laboratory or workshop – and assure us that thee needs have been met or indicate how they are to be met before the programme starts and/or during the programme.

10. STRATEGIES FOR CONTINUOUS ENHANCEMENT AND FUTURE DEVELOPMENT

The title of this section is self-explanatory. How will the programme be monitored in operation, how will problems be identified and areas where enhancement is possible determined, and how will changes be implemented?

11. STAFF DEVELOPMENT PRIORITIES

What necessary or desirable skills or specialisms are absent or in short supply or liable to become absent on the programme, and what needs to be done to acquire these skills or specialisms for the programme or to ensure succession in them?

APPENDIX TO NOTES OF GUIDANCE: LEVEL DESCRIPTORS (FROM THE NATIONAL QUALIFICATIONS FRAMEWORK) WHERE LEVEL IS EQUIVALENT TO THE PROPORTIONAL YEAR OF STUDY EXCEPT FOR LEVEL 3/4 WHICH ARE EQUIVALENT TO YEAR 4.THE EXIT AWARD(S)FOR THIS LEVEL WILL HAVE TO BE REVISED.

HE LEVEL 1 (Certificate of Higher Education)

Knowledge and understanding	Practice: applied knowledge and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, responsibility and working with others
Demonstrate: *a broad knowledge of the subject/discipline knowledge embedded in the main theories, concepts and principles *an awareness of the evolving/changing nature of knowledge *an understanding of the difference between explanations based on evidence and other types of explanations and the importance of this	Use some of the basic and routine skills, techniques, practices and /or materials associated with the subject/ discipline Practice these in routine and non-routine situations	Present and evaluate arguments, information and ideas which are routine to the subject/discipline Use a range of approaches to addressing defined and /or routine problems and issues within familiar contexts	Use a range of routine skills associated with the discipline. for example: *convey complex ideas in a well structured and coherent form *use a range of forms of communication effectively in both familiar and new contexts *use standard ICT applications to process and obtain a variety of information and data *use a range of numerical and graphical skills	Be able to work with little or no supervision Be able to work with others to achieve defined objectives Take responsibility for own work Be able to take a leadership role in group work

HE Level 2 (Diploma in Higher Education)

Demonstrate: *a broad knowledge base with substantial depth in their area(s) of study *understanding of a	Use a range of appropriate methods and procedures Carry out routine lines of	Have command of analytical interpretation of a wide range of data Use a range of approaches to	Use a range of routine skills and some advanced and specialised skills associated with the subject e.g.	Exercise autonomy and initiative in some activities at a professional Level Take significant managerial/

Knowledge and understanding	Practice: applied knowledge and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, responsibility and working with others
limited range of core theories, principles and concepts *limited knowledge of some major current issues and specialisms *an outline knowledge and understanding of research in the subject	enquiry, development or investigation into problems and issues Adapt routine practices within accepted standards	formulate evidence based solutions/responses to defined and /or routine problems/issue. Evaluate evidenced-based solutions/responses to defined and /or routine problems/ issues	Convey complex information to a variety of audiences and for a variety of purposes Use a range of applications to process and obtain data Use and evaluate numerical and graphical data	leadership responsibility for the work of others in a defined area of work Take the lead in planning in a familiar context Take responsibility for carrying out and evaluating tasks

HE Level 3 (Advanced Diploma in Higher Education)

Knowledge and understanding	Practice: applied knowledge and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, responsibility and working with others
Demonstrate: *specialised knowledge with depth in their area(s) of study *understanding of a range of the main theories, concepts and principles of the subject *an understanding of a range of current issues and specialisms *a knowledge of the main research methodologies used in the subject	A command of analysis, diagnosis, planning and evaluation across a broad range of technical functions Formulate appropriate responses to resolve problems	Identify and analyse routine professional problems and issues Draw on a limited range of sources in making judgements	Communicate in a variety of forms and to a variety of audiences using structured and coherent arguments Communicate the results of their work accurately and reliably, identifying the broader principles, issues and impact Be able to use a range of IT skills	Take responsibility for their own learning Exercise some degree of autonomy in a few activities at professional Level Demonstrate an ability to take decisions at a professional Level in familiar contexts
Demonstrate: *a broad and integrated understanding of the well established principles of their area(s) of study	Use of a selection of the principle skills, techniques, practices and/or materials associated with the subject(s)	Identify and analyse routine professional problems and issues An understanding	Effectively communicate information, arguments and analysis in a variety of forms to specialist and non	Exercise autonomy and initiative in some activities at a professional Level Practice in ways

*the ability to evaluate a selection of the principles, principles, concepts and terminology of their area(s) of study, including some advanced aspects *knowledge that is detailed in some areas and/or informed by developments at the forefront *knowledge of routine methods of enquiry	Use of a few skills etc that are specialised or advanced Practice appropriate routine methods of enquiry to solve problems in their area of study Practice in a range of professional Level contexts which include a degree of unpredictability	of the limits of knowledge and an ability to evaluate knowledge Draw on a range of sources in making judgements	specialist audiences Deploy the key techniques of the discipline/subject with confidence Use a range of IT skills to support and enhance work Use and evaluate numerical and graphical data	which take account of own and other's roles and responsibilities Work under guidance with qualified practitioners Take responsibility for own work and manage the work of others

HE Level 4 (Ordinary Degree)

HE Level 5 (Bachelor Degree with Honours)

Knowledge and understanding	Practice: applied knowledge and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, responsibility and working with others
Demonstrate: *a systematic understanding of key aspects of their field of study *a critical understanding of the principal theories and concepts *a coherent and detailed knowledge of some areas that are at the forefront of knowledge in the subject(s) *knowledge and understanding of a range of established techniques of enquiry or research methods	Use a range of methods and techniques including some that are specialised, advanced and/or at the forefront of the subject/discipline Be able to transfer knowledge to unfamiliar contexts Carry out a defined research project	An appreciation of the uncertainty, ambiguity and limits of knowledge The ability to identify and solve professional Level problems In familiar and unfamiliar contexts The ability to make judgements where data/information is limited and/or comes from a	Communicate information, ideas, problems and solutions in a variety of formats to both specialist and non-specialist audiences Use a range of software solutions to support and enhance work Interpret, use and evaluate a range of numerical and graphical data	Take personal responsibility for decision making Act autonomously in professional/equivalent activities Work with others to bring about change, development and/or new thinking Reflect on own learning needs and take responsibility for gaining the necessary knowledge and/or

28

				skills
		range of sources		
		Evaluate and consolidate knowledge, skills and thinking in a subject/discipline		

HE Level 6 (Postgraduate Certificate, Postgraduate Diploma, Masters Degree)

Knowledge and understanding	Practice: applied knowledge and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, responsibility and working with others
Demonstrate: *a systematic and comprehensive understanding of the main areas of the subject/discipline *a critical awareness of current problems and/or new insights at the forefront of the academic discipline *a comprehensive understanding of relevant techniques applicable to their research or advanced scholarship *an understanding of how established techniques of research and enquiry are used in the discipline	Use a significant range of the principle skills, techniques, practices and/or materials, including some at the forefront of developments, associated with their discipline Apply a range of standard and specialised research or equivalent techniques of enquiry Plan and carry out a significant project of research, investigation or development Demonstrate originality in the application of knowledge	Deal with complex issues and make informed judgements in the absence of complete data Analyse, evaluate and synthesise issues which are at the forefront of knowledge Demonstrate original responses to problems and issues	Use a range of advanced and specialised skills as appropriate to the discipline: e.g.: *communicate using a range of appropriate methods to a range of audiences with different Level s of subject expertise *communicate with peers, more senior colleagues and specialists *use a wide range of appropriate software solutions *evaluate a wide range of numerical and graphical information.	Exercise initiative and personal responsibility Demonstrate self-direction and originality in tackling and solving problems Act autonomously in planning and implementing decisions at a professional Level Demonstrate the skills of life-long learning Demonstrate the skills of leadership and the management of resources

HE Level 7 (Doctorates)

Demonstrate: *a critical understanding of the subject/discipline, including theories, concepts and practices at the forefront *critical knowledge and understanding of the research methods in the discipline/ subject, including advanced ones *knowledge and understanding generated through personal research or equivalent work which makes a significant contribution to the subject/discipline	Use a significant range of the principal skills, techniques, practices and materials associated with a subject/ discipline Design and execute a research, investigative or development project to deal with new problems and procedures Practice in the context of new problems and circumstances Apply a range of standard and specialist research techniques and techniques of enquiry	The ability to make informed judgements on complex issues in the absence of complete data The ability to apply a constant and integrated approach to the evaluation and synthesis of new and complex ideas, information and issues Identify, conceptualise and offer original insights into new, complex and abstract ideas, information and issues. The ability to modify and develop ideas, policies and practices in the light of evaluative feedback	Communicate ideas and conclusions clearly and effectively to specialist and non specialist audiences Communicate at the standard of peer reviewed published academic work or at the standard for presenting policy proposals to employers and/or public bodies Use a range of appropriate software Evaluate graphical and numerical data.	Exercise personal responsibility in dealing with complex and novel situations in professional or equivalent environments Work autonomously in professional or equivalent environments Take responsibility for the leadership of a team and the management of resources in a professional or equivalent environment Work in ways which are reflective, critical and based on research/evidence Deal with complex professional issues

APPENDIX E: MODULE DESCRIPTION FORM (for each program module)

1. **Module Code:**
2. **Module Title:**
3. **Year:**   Semester: Credits:
4. **First year of presentation:**
5. **Administering School:**

6. **Pre-requisite or co-requisite modules, excluded combinations:**

Allocation of study and teaching hours (See Notes of Guidance)

Total student hours _____	Student hours	Staff hours
Lectures		
Seminars/workshops		
Practical classes/laboratory		
Structured exercises		
Set reading etc.		
Self-directed study		
Assignments – preparation and writing		
Examination – revision and attendance		
Other:		

7. Description of module

7.1 Brief description of aims and content (not more than five lines)

7.2 Learning Outcomes

A. Knowledge and Understanding	

B. Cognitive/Intellectual skills/Application of Knowledge	
C. Communication/ICT/Numeracy/Analytic Techniques/Practical Skills	
D. General transferable skills	

8. Indicative Content

9. Learning and Teaching Strategy

10. Assessment Strategy

11. Assessment Pattern

Component	Weighting (%)	Learning objectives covered
In-course or Continuing assessment:	50	
Final or Examination Assessment:	50	

12. Strategy for feedback and student support during module

13. Indicative Resources

Type of possible resources	Resource indicated	Observation
Core Text (include number in library or URL) (inc ISBN)		
Background Texts (include number in library or URL) (inc ISBN)		

Journals		
Key websites and on-line resources		
Teaching/Technical Assistance		
Laboratory space and equipment		
Computer requirements		
Others		

14. Teaching Team

15. Please add anything else you think is important.

UNIT APPROVAL

Deans of School and Heads of all Departments contributing to the program to confirm agreement.

Department	Dean/Head of Department		Date
1	Signature		
	Print Name		
2	Signature		
	Print Name		
3	Signature		
	Print Name		
4	Signature		
	Print Name		

Seen and agreed

Library	Signature		
	Print Name		
ICT	Signature		
	Print Name		
Centre for Teaching and Learning Office	Signature		
	Print Name		

APPENDIX F: SUBMISSION TO FORMAL ORGANS OF THE UNIVERSITY OF RWANDA

Submission identifiers

Title	
Author and position	

Approval History

Organ consulted	Target date for discussion	Decision
Departmental Council		
School Council		
College Teaching & Learning Committee		
College Academic Council		

Submission content

Proposal:
Motivation:
Financial implications:
Attachments:

Prof. Nelson Ijumba
Deputy Vice Chancellor for Academic Affairs and Research