ACADEMIC PROGRAMMES
DEVELOPMENT
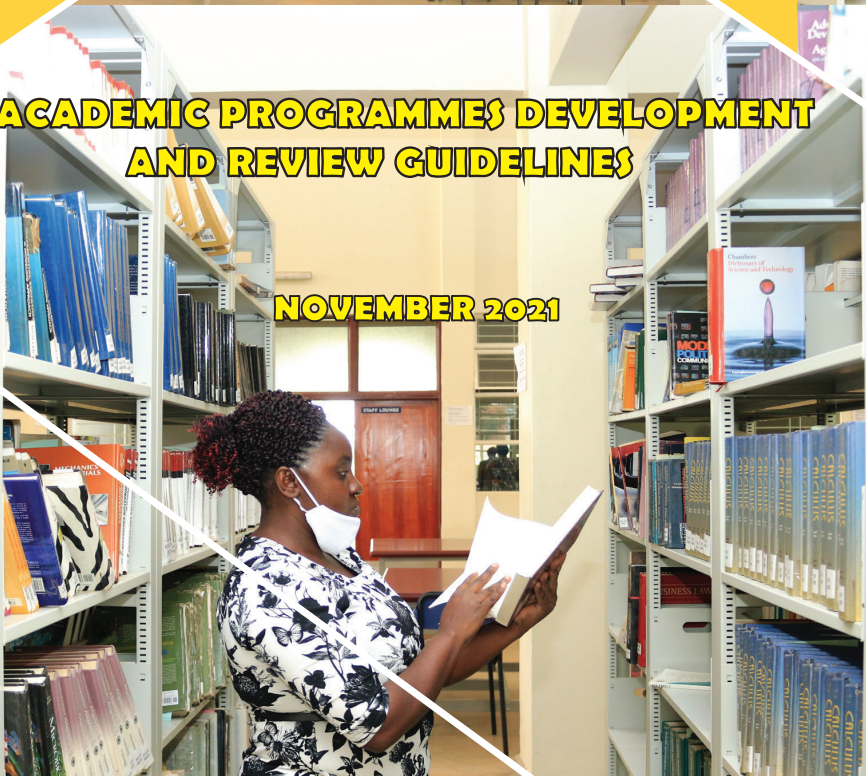# AND
REVIEW GUIDELINES

BUSITEMA
UNIVERSITY
Pursuing excellence

ACADEMIC PROGRAMMES DEVELOPMENT
AND REVIEW GUIDELINES

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ACADEMIC PROGRAMMES DEVELOPMENT AND REVIEW GUIDELINES

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ACKNOWLEDGMENTS

FORWARD

Busitema University is committed to ensuring high quality learning experience for students while maintaining high integrity of its academic programmes. To do this, the university has in place policies and procedures that are consistent with the National Council for Higher Education (NCHE) Framework. The university also and promotes quality assurance in the ongoing review and improvement of curriculum and courses, the periodic review of programmes offered, and the development of new programmes. The University's quality assurance processes are designed to ensure that all academic programmes at the university:

(i)   Align with university's mission, values and strategic plans;

(ii) Remain coherent, rigorous, and relevant;

(iii) Make the best use of resources available to them ;

(iv) Are subject to continuous quality improvement based on empirical evidence and judgment;

(v)   Draw upon and enhance existing strengths at the university.

The establishment and oversight of both the policy and procedural aspects relating to the approval of new programmes, programme revisions/reviews are the responsibility of the Busitema University Senate and Council.

Prof. Paul Waako
Vice-Chancellor

GENERAL OVERVIEW

Course and programme development is a meticulous venture which requires a methodical approach if the output is to suit fitness for purpose. In this regard, higher education institutions in Uganda are obliged by the National Council for Higher Education (NCHE) to develop policy documents that spell out guidelines and procedures for generating marketable courses and programmes. The guidelines are meant to provide general guidance on the process of course and programme development, review, and implementation.

Busitema University as a Public University established in 2007 has been progressively developing policy documents for the operationalization of its tripartite mandate of teaching/learning, research, and outreach. The teaching/learning mandate direly requires the Academic Programme Development and Review guidelines. Whereas Busitema University has been following best practices in her programme curricula development and reviews, consolidating these into a guideline document refers much easier.

The purpose of the Academic Programme Development and Review guidelines is to ensure understanding and a standardized approach of curriculum changes to assure the quality of subject content developed in the various courses. The review process will span recommendations made at departmental; Faculty; Directorate of Graduate Studies, Research, and Innovations (DGSRI); and Library and Academic Affairs Committee meetings. Senate will approve all additions, deletions, and changes (including changes in method of delivery) of courses. It should be noted that where a new programme draws on existing courses, there is need for accreditation by the NCHE. This additional time element needs to be catered for in the planning and preparation for introduction of new programmes.

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1.0 INTRODUCTION

1.1 Background

These guidelines are intended to provide a framework for the development of new undergraduate and existing graduate programmes and their approval by the Senate. The use of these guidelines is meant to ensure that each programme offered by the University is consistent with the University's vision and mission and addresses critical national human resources requirements.

The following general principles shall be applied in programme development:

 (i) Each programme shall be designed by well-qualified staff and the design process shall be based on procedures approved by the Senate;
 (ii) The curriculum of the programme must meet the minimum body of knowledge and be relevant to the profession;
 (iii) The programme shall be coherently structured with its own regulations and the learning outcomes must be clearly stated;
 (iv) The programme shall have physical and human resources to meet the requirements of the programme.
 (v) The programme shall meet the requirements for accreditation by the NCHE; and
 (vi) The qualification obtained by following the programme shall be clearly stated and be recognized by the NCHE.

1.2 Objectives

The objectives of these guidelines are to:

 (i) Provide academic units with guiding principles and procedures for programme development and review;
 (ii) Ensure that each programme offered by the University is consistent with the University's vision and mission;
 (iii) Ensure that each programme offered by the University addresses critical national human resources requirements;
 (iv) Ensure that each programme offered by the University adheres to the minimum standards required for programme accreditation by the NCHE; and
 (v) Ensure that the qualification obtained by following the programme is recognised under the NCHE frame work.

(vi) Ensure that each programme developed equips the graduates with skills critical to the satisfaction of national development needs and actualization of sustainable development goals,

2.0 REVIEW OF EXISTING ACADEMIC PROGRAMMES

For existing academic programmes, the following guidelines set out the process for defining and documenting changes/reviews to courses and programmes to facilitate their review and approval process.

2.1 Guideline

Faculties shall plan for the ongoing refinement and improvement of new and continuing programmes and for making major and minor modifications to them when it is considered appropriate to do so. These changes may be prompted by feedback from students, faculty and staff participating in the programme, by matters arising through the course of its delivery, external examinations or as a result of a full examination of the curriculum through accreditation or the cyclical programme review process.

In the planning for these changes, proposers must take into consideration the impact the changes may have on the human, instructional, physical, and financial resources and provide a plan to address them. In addition, as even minor changes can have implications for students in other courses and programmes, there must be open consultation with those who may be affected by the changes, as well as with those who are key to its implementation, including the office of Deputy Vice Chancellor (AAR), the Academic Registrar or the DGSRI, and the Library.

All modifications to existing academic programmes shall be subject to approval by the Faculty Board and subsequent review and approval by the appropriate Senate standing committee, Senate, Quality Assurance Committee of Council and Council.

2.2 Procedures

Modifications to existing Academic programmes range from changes to individual courses and curricular offerings, through minor adjustments to programmes and regulations, to major programme modifications, such as the introduction of new specializations and options.

2.2.1 Minor Curricula Changes

Minor curricula changes are generally defined as those changes to individual courses and curricular offerings that do not affect the overall programme requirements, including:

(i) Changes to course sequencing, such as the re-arrangement or re-ordering of current offerings within a programme without changing the overall programme requirements

(ii) New elective courses and the deletion of old elective courses

(iii) Changes to course titles and course descriptions

(iv) Changes to course numbers, credit weighting of elective courses, and contact hours in lecture, lab, tutorial, or other components

(v) Changes to prerequisites, cross-listed courses, credit restrictions and/or credit exclusions

(vi) Changes in the design, mode of delivery, course learning outcomes, teaching and assessment methods of an individual course

(vii) Other minor changes to individual course offerings that do not affect the overall programme requirements

2.2.2 Minor Programme Adjustments

Minor programme adjustments are defined as changes to degree requirements and/or learning outcomes that may require a plan for transitioning cohorts of students to meet different requirements over time, including:

(i) The introduction of new required courses

(ii) The deletion of required courses

(iii) Other changes to degree requirements or programme learning outcomes

(iv) New academic requirements or changes to existing requirements

Proposal briefs for minor programme adjustments shall include the following documentation:

(i) Summary of the proposed change, setting out the rationale and context for it

(ii) Description of the ways in which the proposed change will enhance the academic opportunities for students, or the issues or challenges that the proposed change are intended to address

(iii) If the proposed change involves students/faculty from other programmes or courses, provide an account of the process of consultation with those units and measures taken to minimize the impact of the change on students

(iv) Timeline for the implementation of the proposed change and transition plan for current students if applicable

(v) Analysis of the financial and enrolment implications

(vi) Calendar copy and programme maps for the proposed change that clearly highlight the revisions to be made to the existing curriculum

(vii) Completed templates for all new courses and changes to existing courses that result from the change.

2.2.3. Major Programme Modifications

Major programme modifications are defined as those modifications that constitute a significant change to the design and delivery of an existing programme. Major Programme modifications include the following programme changes:

(i) Requirements that differ significantly from those existing at the time of the previous cyclical programme review.

(ii) Significant changes to the learning outcomes.

(iii) Significant changes to the faculty engaged in delivering the programme and/or to the essential physical resources as may occur, for example, where there have been changes to the existing mode(s) of delivery (e.g., different campus, online delivery, inter-institutional collaboration);

(iv) The addition of a new field to an existing academic programme.

For greater clarity, the following examples have been provided to illustrate changes that normally constitute a significant change and would therefore be considered a major programme modification:

(a) The merger of two or more programmes

(b) New bridging options for university diploma graduates

(c) Significant change in the laboratory time of an undergraduate programme

(d) The introduction or deletion of an undergraduate thesis or research project

(e) The introduction or deletion of a work experience, cooperative education, internship or practicum, or portfolio

(f) At the master's level, the introduction or deletion of a research project, thesis, coursework-only, internship or practicum option

(g) The creation, deletion, or re-naming of a field in a graduate programme

(h) Changes to the requirements for graduate programme candidacy examinations, field studies or duration requirements

(i) Changes to courses comprising a significant (i.e., one-third) proportion of the programme

(j) Other changes to programme content that affect the learning outcomes, but do not meet the threshold of a 'new programme'

(k) Changes to the faculty delivering the programme that alter the areas of research and teaching interests (e.g. a large proportion of the faculty retires, new hires)

(l) A change in the language of programme delivery

(m) The establishment of an existing degree programme at another institution or location

(n) The offering of an existing programme substantially online where it had previously been offered in face-to-face mode, or vice versa

(o) Change to full- or part-time programme options, or vice versa

(p) Changes to the essential resources, where these changes impair the delivery of the approved programme

2.3. Major programme Modifications– Proposal Briefs

Proposals briefs for major modifications of academic programmes must include the following documentation:

2.3.1. Introduction

(i) Brief background on the existing programme and rationale for new programme component

(ii) Overview of the new programme component, indicating the career and academic opportunities for graduates and other evidence of fit with the mission, mandate, and strategic plans of the university

(iii) Description of how the new programme component fits into the broader array of programme offerings, particularly those areas of teaching and research strengths and complementary areas of study

2.3.2 Degree Requirements

(a) Programme learning outcomes

Description of the abilities that graduates of the new programme component are expected to demonstrate in the following areas consistent with the national degree level expectations:

i. Depth and breadth of knowledge

ii. Knowledge of methodologies/Research and scholarship (Graduate)

iii. Application of knowledge

iv. Communication skills

 v. Awareness of limits of knowledge

vi. Autonomy and professional capacity

(b) Admission requirements

An outline of the requirements for admission to the programme component, including additional requirements or procedures, and recognition of prior learning experience should be given among others.

(c) Programme structure

Calendar copy and programme maps for the programme component showing courses and/or research components offered each semester, and indicating courses currently offered, new courses, and required courses provided by other units; describe also any experiential or other applied learning opportunities that are part of the programme component.

(d) Programme content

Proposed course outlines, indicating calendar level course descriptions, pre-requisites, credit weight, hours of class, labs and tutorials, mode of delivery and teaching methods, assessment of student learning, and intended learning outcomes.

2.3.3. Resource Requirements

(a) Academic human resources

List of core faculty associated with the programme component, including appointment status, home Department, areas of teaching and research interests, supervisory experience (graduate programmes only), and any new academic staff requirements and gaps they would be expected to fill.

(b) Technical Staff and non-academic human resources

Details of Technical staff, the administrative requirements for the new programme component, including support staff, honorary and part-time staff, supervision of experiential learning opportunities, and any other additional academic and non-academic human resources

(c) Physical resource requirements

Details of the physical resource requirements for the programme component including library holdings, information technology support and student services, special equipment, and space requirements (classrooms, laboratory, graduate student work/study space, other).

2.3.4. Financial Implication/Business Plan

(a) Statement of funding requirements

A summary statement of the funding required to support the programme component, including projected enrolments, start-up, and continuing costs

(b) Statements of resource availability

Statements attesting to the adequacy of resources to support the programme from Deans who may have faculty members involved in or are contributing resources to the programme component, the Academic Registrar or the Director of Graduate Studies, the University Librarian and others units.

The following steps provide a systematic approach with clear decision points and necessary guidelines for the development of academic programmes leading to Senate approval.

3.1 Stage 1: Initiation

The proposal to introduce a new academic programme may come from staff, students, administration, alumni, government, employers, and members of the public following an environmental or market scan. Based on sufficient evidence to form an initial opportunity assessment, programme ideas deemed worthy of further development shall generally be supported at the Faculty level. The proposer shall consult the Head of Department in which the programme will be offered. The Head of Department shall then bring the programme idea forward to the Departmental Board for consideration and if the idea is accepted, then it is subsequently presented at the Faculty Board. In the case the programme idea being proposed does not fall in any of the existing departments, the idea will skip the departmental scrutiny. The scrutiny at the Faculty Board stage shall include the following considerations:

(i) Suitability of the department to offer the programme.

(ii) Type of programme (qualification descriptor as per NCHE guidelines, length, delivery method).

(iii) Alignment with the Faculty and University Strategic Plan (in relation to national strategic plan).

(iv) Potential student demand.

(v) Economic demand (market/job prospects).

(vi) initial and/or anticipated stakeholder support;

(vii) cost-benefit implications for the University

If the Faculty Board considers that the concept is satisfactory, the Dean, in consultation with the Faculty Board shall appoint an *adhoc* programme development team to spearhead the development of the programme proposal. The Dean shall designate a chairperson and secretary of the team and provide the terms of reference. The team shall consist of subject matter experts who shall be drawn from academic and non-academic University staff as required. The Dean may co-opt staff from the Academic Registrar's Office, Quality Assurance office and relevant industry to assist in the

development. The Head of Department may or may not serve on this team. The team will meet on a regular basis throughout the programme development processes.

3.2 Stage 2: Concept Validation

Stage 2 is carried out under the leadership of the Head of Department. The primary purpose of this stage is to collect sufficient evidence to determine the feasibility of investing further University resources for programme development. The length of time required for this stage can vary substantially depending on the availability of information, implications to the University, and the complexity of the programme concept. In some situations, a discussion with key stakeholders may be sufficient, while in other situations significant resources may be required to explore the validity of the concept. This stage includes the following considerations:

(a) Programme description

    (i)   potential name of programme;

    (ii)   type of programme;

    (iii) general structure of the programme;

    (iv) programme outcomes;

    (v)   alignment with the University Strategic Plan;

    (vi) relationship to existing programmes at the University; and

    (vii) relationship to similar programmes in the country and abroad.

(b) Anticipated student demand and enrolment

    (i)   enrolment projections and assumptions; and

    (ii)   student demand and demographic analysis.

(c) Employer and economic demand

    (i)   demand for graduates in workforce; and

    (ii)   potential related to further education.

(d) Evidence of stakeholders' support

    (i)   support from industry and potential employers; and

    (ii)   Support from professional and regulatory bodies.

    (iii) Government support

(e) Budget and funding sources estimate

> (i)   analysis of revenue and expenses;
>
> (ii) one time implementation expenses
>
> (iii) sources of revenue (e.g. grants, government funds, student sources, private sources)
>
> (iv) Impact on internal resources (e.g. staffing, facilities, curriculum development, etc.).

(f) Institutional capacity

> (i)   personnel (their experience and expertise);
>
> (ii) existing development resources;
>
> (iii) additional development resources required (partnerships, donations, institutional funds);
>
> (iv) capital requirements and facilities; and
>
> (v) Short- and long-term impact on the University.

If the Faculty Board considers that the concept is satisfactory, it shall make a decision to proceed to Stage 3 with the appointment of the task team.

3.3 Stage 3: Development of the Full Proposal and Departmental Approval

This stage includes the detailed development of the proposal needed for the department to make an informed decision regarding the proposed programme. This stage ranges from refinement of the concept to a much higher level of engagement such as extensive consultations, programme outcome development, curriculum development, and community/regional consultation. The task team spearheaded by the Head of Department shall identify the appropriate stakeholder groups for the proposed programme. Stakeholder groups may include:

> (i) employers or potential employers of graduates of the programme;
>
> (ii) public sector representatives;
>
> (iii)work-site experience hosts;
>
> (iv)community members; and
>
> (v) Personnel from other universities and departments running similar programmes.

The proposal shall continue to be revised based on feedback from stakeholders until the Department satisfies itself that it is suitable to move to the next stage. The decision to proceed to Stage 4 shall be determined by the Department.

3.4 Stage 4: Faculty Board Approval

The Head of the Department in which the programme is to be offered shall present the proposal to the Faculty Board. It is essential that the Head of Department liaises with the Head(s) of the other departments within the faculty and in other faculties which are responsible for any components of the proposed programme to be offered by other faculty. This is to ensure that other units are aware of the proposed changes and of the potential implications for their students.

The Faculty Board has primary responsibility for the academic scrutiny and the consideration of resource requirements and academic planning implications. This includes responsibility for satisfying itself that the appropriate scrutiny has been undertaken at departmental level, including consideration of external stakeholders' input. Where unresolved issues are identified, they shall be referred to the departmental board for resolution before a decision to proceed is made. If the Faculty Board considers that the grounds for further consideration are satisfactory, it shall make a decision to recommend that the process proceeds to Stage 5. The decision to proceed to Stage 5 shall be made by the Faculty Board.

3.5 Stage 5: Scrutiny by the Academic & Library affairs/The Board of Graduate Studies committees

Academic and Library affairs and the Board of Graduate Studies are Quality Assurance Committees of Senate for undergraduate and postgraduate programmes respectively. The two committees, under the authority and on behalf of the Senate are responsible for validation of programmes and for ensuring that proposals for new academic programmes conform to the University's teaching, learning and assessment practices, and regulatory issues. Through this scrutiny, the committee ensures that programmes also conform to the requirements of the NCHE and other relevant national and international benchmarks.

If the committee considers that the grounds for further consideration are satisfactory, it shall make a decision to recommend that the process proceeds to Stage 6 under the leadership of the Chairperson of the committee.

3.6 Stage 6: Senate Approval

The Senate has overall responsibility for the scrutiny and approval of new and reviewed programmes in the University as specified by the Tertiary and Other Institutions Act (UOTIA of 2011 as amended. Senate will scrutinise and approve the proposals for new programmes. Senate

will recommend the programme for the final approval by council and its committees, specifically the committee of Finance, Planning and Investment and the committee of Quality Assurance, Gender, and ICT. After council approval the programme will be ready for submission to NCHE for accreditation.

3.7 University Curriculum Committee

There will be university curriculum committee which will ensure that all the comments from senate and council are affected before the curriculum is submitted to NCHE for accreditation.

The Directorate of quality Assurance will provide secretariat to this committee.

4.0 PRESENTATION OF ACADEMIC PROGRAMMES

4.1 Objectives

The objectives of this section are to:

(i) provide academic units with guiding principles and procedures for programme development and documentation;

(ii) ensure that programmes offered by the University are presented in a standard format and contain the information required for Senate approval; and

(iii) ensure that programmes offered by the University are presented in a format and contain relevant details required for accreditation by the NCHE.

4.2. Criteria for accreditation of new Academic Programmes

Applications for accreditation of new academic programmes by NCHE requires that the university provides information on the academic programmes which the University wishes to offer. This information is related, but not limited, to the following:

(a) Programme aims and objectives;

(b) Curriculum;

(c) Assessment;

(d) Staff;

(e) Facilities & teaching/ learning support;

(f) Internal quality assurance mechanisms;

(g) Financial resources;

(h) Delivery and learning methods;

(i) Acceptability;

(j) Relevance; and

(k) Regulations.

4.3 Format and Content of Presentation of Academic Programmes

The format and content of the presentation of academic programmes of the University shall follow the template and guidelines given in this Section:

4.3.1. Details of the Academic Programme

Programme Reference Code	To be assigned by the University
Name of Academic Programme	e.g. Bachelor of Agriculture in Animal Science

4.3.2 Introduction

The introduction articulates how the programme relates to the University's vision and mission, how it forms part of institutional planning and resource allocation and how it meets national requirements. In writing the introduction, consider the following, among other things:

(i)   the general area of expertise and the skills gaps that the programme addresses;

(ii) the nation's policies with special reference to the national development programme; and

(iii) the contributions of the proposed programme to the profession, to academia, and to research and University life.

4.3.3 Rationale

The rationale provides the reasons or the justification for offering the programme. Consider the following in writing the rationale:

(i)   Provide a general description of the benefits that accrue to stakeholders by running the programme – students, staff, industries and the country in general;

(ii) Include the skills gap that the programme would address by considering the graduate and/or postgraduate trained manpower requirements of the country/sectors in the proposed fields of study;

(iii) provide evidence-based statements that are backed by results of a survey or results derived from any other suitable instrument or published report on the qualification obtained from programme of study;

(iv) Indicate how the programme addresses the needs of students and other stakeholders and how the delivery of the programme is able to facilitate a balanced learning process that ensures that students are able to acquire cognitive and practical skills that are consistent with the educational goals and aspirations of the nation.

The rationale for developing a new programme or making changes to an existing programme may be based on:(a) responses to feedback (e.g. from students, external examiners, employers, professional or statutory bodies etc.); (b) a consequence of teaching staff changes; (c) the need to meet strategic objectives; (b) a result of programme review.

4.3.4 Aim of the Programme

The aim of the academic programme is a broad-based general statement of the educational intent of the overall goal of the programme. The following may be considered in writing the aim of the programme:

(i) thorough training in the principles and applications of given subject phenomena;

(ii) addressing social-economic issues;

(iii) contribution to national production/output in a specific area;

(iv) enhanced capacity in research; and

(v) Alignment of competences with the appropriate NCHE level.

4.3.5 Objectives of the Programme

Objectives of the programme are the measurable expected outputs. The opening statement for programme objectives shall read "***By the end of the programme, graduates will be expected to:***". This shall be followed by a list of the actions or activities that successful graduates are expected to perform in specific, measurable, achievable and realist ways. The actions should also be done in a reasonable timeframe.

For example, for the Bachelor of Electrical Engineering (BEE) programme, the objectives may be written as follows:

By the end of the programme graduates are expected to:

(a) *apply scientific methods in electrical engineering practice based on research and analysis of theoretical, social, political, economic, cultural, and environmental contexts;*

(b) *develop and draw electrical engineering concepts;*

(c) *implement electrical engineering concepts in real space and as tangible structures; and*

(d) *follow complex electrical engineering operations and coordinate the various technical disciplines involved in the engineering process.*

4.3.6 Programme Learning Outcomes

Programme learning outcomes indicate the expectations of student achievement. Programme learning outcomes include the skills (knowledge and understanding, cognitive and practical skills) that students are expected to acquire during the programme of study. Teaching, learning and assessment patterns should be linked to the programme learning outcomes to achieve the objectives

of the various courses in the programme and check that these objectives are being met. Learning outcomes should address some of the following:

(i)   general knowledge and understanding;

(ii) skills and competences (cognitive and practical);

(iii) attitudes; and

(iv) other issues (Gender issues, ethics, and professional conduct, etc.).

Indicate what is expected of graduates after they have attained this level of qualification. For example: By the end of the programme graduates with a BSc degree in Electrical Engineering are expected to:

(a) apply theoretical knowledge in engineering principles, sciences, research and in consultancy;

(b) design systems, components, or processes to meet desired needs for electrical production within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability;

(c) function on multi-disciplinary teams involving other engineers and professionals;

(d) identify, formulate, and solve diverse engineering problems with a specific bias to agricultural production;

(e) use the techniques, skills, and modern engineering tools necessary for engineering practice;

(f) impart positive and responsive out-reach attitudes, initiative, and creative thinking in their mission as engineers;

(g) communicate effectively through the written and oral skills acquired; and

(h) Exhibit ethical values and responsibility of serving the society and the environment at large.

4.4 The Curriculum

4.4.1   Teaching and Learning Plan

(a)   Course Code and Course Title

Courses shall be identified by a combination of letters and numbers codes and tittle. A course code shall contain three letters of the English alphabet (in upper case) and four Hindu-Arabic numeral digits. Course codes shall follow according to the system adopted for the whole programme. The letter codes shall indicate the field, or a subject area in which the course is offered. The set of number codes

shall indicate the level, semester, and the serial number of the course. For example, the number codes 1104 can be interpreted as follows:

(i) The first digit shall denote the level or the academic year in which the course is offered. Therefore, 1 for 1st year, 2 for 2nd year, 3 for 3rd year, 4 for 4th year and 5 for 5th year.

(ii) The second digit shall denote the semester during which the course is offered. Therefore, 1 for 1st semester and 2 for 2nd semester.

(iii) The last two digits is the course serial number that distinguishes the courses in a programme.

The course title is a short and descriptive phrase that provides an indication of the core subject matter covered. Course titles should be very short and descriptive to give an indication of the core subject matter covered. Limit or if possible avoid the use of numbers in the course titles as much as possible (e.g. the titles "Engineering Materials I" and "Engineering Materials II" may be converted to more descriptive titles that capture the themes of these two courses). Other details refer to the letter from NCHE (see appendix).

(b) Notional Hours

Notional learning hours reflect the total time spent on all the activities relating to the programme and are estimated by qualified and experience professionals in the discipline, field of study, profession, or area of skill. The NCHE recommends a system for representing credits allocated to each component of the qualification (i.e. courses) whereby one course credit represents *15 notional hours of learning*. This learning includes classroom, supervised and self-directed hours, assessment time, workplace training, assignment writing, online learning, and fieldwork.

(c) Credit Units

A credit unit is a numerical value that represents the estimated time needed for a learner to achieve required specific learning outcomes. It is a measurement unit for 'notional' or 'average learning' time which includes all the activities which the learner is expected to undertake in order to achieve the learning outcomes. Such activities include but are not limited to:-

(i) lectures;

(ii) tutorials;

(iii) laboratory sessions;

(iv) seminars; fieldwork; and

(v) Independent study and other work.

Table 1. Course Learning activities and credit unit

YEAR ………………………….

Course code	Title	CU		LH	TH	FH	PH	CH	CU
PHY 3101	Geophysics								
PHY3205	Thermodynamics								

4.4.2 Assessment

Assessment at programme level is the process of determining the extent to which students have learnt specific knowledge and skills in line with programme objectives. The various courses have their own assessment criteria. However, at the programme level assessment of performance will show the course combinations that must be cleared and the overall comment that can be assigned in relation to the overall level of performance (pass mark) in the various courses.

(a) Indicate the number and contribution to the overall summative assessment of the various courses;

(b) Specify the University policies and arrangements that shall be used in the programme for moderation, validation, and security of examinations; and

(c) In the case of a postgraduate programme, indicate the arrangements for assessments of dissertations and theses.

4.4.3 Staffing levels and their Qualifications

Information on the number of staff and their qualifications (academic and support staff) provides evidence that there is a complement of suitably qualified staff of sufficient number and seniority for the nature and field of the programme to ensure that all activities related to the programme can be carried out effectively. Academic members of staff consist of full-time and part-time teaching, research, librarian staff and visiting and honorary staff. It is expected that there is a critical mass of experts as teaching and research staff on full-time or part-time basis. In meeting compliance with the requirements of the NCHE, the following minimum standards for staff qualifications should be addressed:

(a) The unit responsible for the programme shall identify a programme coordinator;

(b) The programme coordinator shall be suitably qualified and shall have sufficient relevant experience and teaching competence, and his/her assessment competence and research profile shall be adequate for the nature and level of the programme;

(c) The programme coordinator shall be trained and informed on the roles and responsibilities of the programme coordinator and shall be able to provide academic leadership for the programme;

(d) All the academic staff (full-time, part-time, etc) teaching on the programme shall hold the required minimum qualifications and have appropriate experience to teach on the programme;

(e) The academic and support staff complement shall be of sufficient number and seniority for the nature and field of the programme to ensure that all activities related to the programme can be carried out effectively;

(f) The balance between full-time to part-time staff shall be appropriate; and

(g) Technical and support staff shall be adequately qualified for their roles in programme delivery.

The workload for staff includes both teaching and non-teaching tasks. Consider the following:

(i) The unit (department/faculty) responsible for the programme shall make adequate provision for the programme in the workload allocation considering the number of academic staff attached to the programme and envisaged student enrolments; and

(ii) The academic and support staff complement shall be of adequate number for the size of the student body. *Provide staff information by completing Table 2*

Table 2 Staff Information for Academic and support staff

Name	Gender	Highest qualification	Area of specialization	Teaching/supervision & professional experience (years)	Rank/ Position	FT PT	Current teaching load	Proposed teaching load	Total Load

4.4.4 Staff Development Programme

The department running an academic programme shall maintain a rigorous staff development and training programme to ensure high standards in staff performance. In this regard, the Faculty shall have a Staff Development Committee and ensure that:

(a) the programme coordinator is trained and informed on the roles and responsibilities of the programme coordinator and is able to provide academic leadership for the programme;

(b) the departments regularly identify graduates with outstanding performance and good standing to be retained as staff development fellows who may be employed as academic staff after appropriate training;

(c) academic staff teaching on the programme are adequately trained in the various fields of specialisation; and

(d) technical and support staff are adequately qualified and their knowledge and skills are regularly updated through workshops and short courses.

4.4.5 Delivery and learning methods

Delivery and learning methods are the details related to the mode to be used in providing the education and training and the various components associated with the delivery of the course to achieve student learning outcomes.

Consider the following details:

(a) proposed modes of delivery and delivery sites;

(b) delivery and facilitated learning methods; and

(c) any practical, field based or work-based components.

4.5 Projected Student Enrolment

This section indicates the student enrolment projections and assumptions made on the basis of programme demand and demographic analysis. Provide the enrolment plan for the programme (possibly for the next 5 years). The analysis should be supported by relevant data for the country or region, and might be derived from:

(a) systematic questionnaire surveys of target groups;

(b) application and enrolment summaries and trends for similar programmes currently offered by other institutions;

(c) tabulations of unsolicited student inquiries and/or expressions of interest obtained at student recruitment events;

(d) demographic projections for relevant populations.

(e) The student intake should take into consideration the recommended staff student ratio (SSR) by NCHE (refer to the Table A in the Appendix)

4.6 Admission Criteria

The minimum entry requirements for the programme are related to the general provisions of the approved University Admissions Requirements but should be supplemented by special requirements for the programme.

The following guidelines must be used:

(a) provide the entry requirements for the programme;

(b) relate the entry requirements for the programme to the general provisions of the approved University Admissions Requirements including:

  (i) Minimum entry requirements to the programme for senior six leavers (direct entry), Diploma holders scheme, Higher Education Access programme and any other means as approved by University Senate.

  (ii) Accepted weighing method for entry points (for senior six leavers) for each subject based on such category as to whether it is essential, relevant or desirable.

(c) Provide details of how recognition of prior learning will be applied (if applicable) in the admission of candidates as specified by NCHE.

4.7 Progression

Progression guidelines provide the way in which the curriculum of the programme promotes an organised progression so that the demands on the learner in intellectual challenge, skills, knowledge, and learning autonomy increase as they progress through the academic sessions.

Indicate clearly the conditions for progression through the programme. The following guidelines should be used:

(a) The progression from one academic session to the next level should indicate the courses and modules that need to be cleared;

(b) The prerequisites for individual courses (i.e. pass mark for individual – where appropriate or entire assessment criteria) must be clearly indicated;

(c) The allowable course combinations must be shown; and

(d) A flow chart showing the progression through the set of courses and the academic sessions and the critical decision points shall be indicated.

5.0. FACILITIES

Physical facilities provide that ambience most appropriate for delivering a learning programme. Those offering the programme need to demonstrate that there are facilities appropriate for the pursuit of learning and research and for the acquisition of higher education that is responsive to the needs of the public. The following minimum standards should be addressed:

(a) Adequacy of teaching and learning facilities in relation to the programme (classrooms, seminar rooms, work rooms, studios, etc.);

(b) Availability of laboratory or special equipment required for the programme;

(c) Compliance with health and occupational safety, and clinical regulations;

(d) Availability of adequate IT infrastructure (hardware and software) in relation to staff and students; and

(e) Adequacy of library and other resources (physical and virtual) for this programme.

6.0 TEACHING AND LEARNING SUPPORT

Teaching and learning support include all academic support services for the enhancement of teaching and learning for the programme. The minimum standards below should be addressed:

(a) Sufficiency of training provided to both staff and students in IT and usage of the library as well as other resource facilities;

(b) Financial plan for the maintenance and upgrading of infrastructure/resources;

(c) Suitable and sufficient venues, IT infrastructure and library resources are available for students and staff in the programme; and

(d) Policies ensure the proper management and maintenance of library resources, including support and access for students and staff.

7.0 INTERNAL QUALITY ASSURANCE

Internal quality assurance includes all the policies, processes and actions through which the quality of delivery of the programme is maintained and developed. This is also the process whereby

measures are established which ensure that outcomes of academic programmes and activities are of a prescribed standard. These should be addressed:

  (a) Identify the mechanisms for quality assurance of the academic programme by making reference to specific sections of the University Quality Assurance Framework;

  (b) Specify the Departmental and school management arrangements for internal quality assurance; and

  (c) Specify any University policies that have a bearing on the quality of the programme, courses, student academic conduct (e.g. attendance in given courses, requirements to clear continuous assessment, etc).

8.0 FINANCIAL RESOURCES

Financial resources are related to the budgetary provisions that are available and adequate to support the learning programme.

Indicate the following:

  (a) The strategies and plans that have been made for resource allocation to the programme

  (b) The available financial resources to support the programme.

9.0 DELIVERY AND LEARNING METHODS

Delivery and learning methods relate to the adequacy and appropriateness of the modes of delivery aimed at meeting the stated learning outcomes of the programme. Delivery methods that could be used include the face-to-face (lectures, tutorials, laboratory sessions, presentations, demonstrations, seminars, etc.), distance learning or online modes. Consider the following:

  (a) Proposed modes of delivery and delivery sites

  (b) Delivery and facilitated learning methods

  (c) Any practical, field based or work-based components.

10.0 ACCEPTABILITY

Acceptability relates to the interest, value and recognition that stakeholders such as relevant academic, industrial, professional and other communities attach to the programme in terms of its stated aims and learning outcomes, content and structure. Consider the following with justification:

    (a) Stakeholders are identified, including relevant academic, industrial, professional and other communities; and

    (b) The actual or likely interests of these stakeholders in respect of the proposed qualifications are clearly identified.

11.0 RELEVANCE

Relevance relates to the applicability of the qualification obtained by following the programme to the workforce and other stakeholder needs. The programme may show the education pathway which outlines further learning which a graduate of the programme can undertake and an employment pathway (formal or informal) which identifies areas in which a graduate may be qualified to work, or a contribution they may make to their community. Consider the following:

    (a) Alignment of skills gained with employment needs;

    (b) Provision for educational pathways; and

    (c) Provisions for employment pathways, including career advancement.

12.0 REGULATIONS

Regulations provide information about how the programme is managed and student admissions. Regulations also explain how the qualification is awarded. Regulations also indicate what is expected from the programme and what is expected from students. Consider the following:

    (a) Entrance Requirements;

    (b) Curricula Regulations;

    (c) Examinations;

    (d) Progression (grading and awarding credit towards a qualification or exemptions from specific requirements);

(e) Degree Regulations (pre-requisites, optional, compulsory/elective components, practical, theoretical work); and

(f) Degree Classification.

13.0 COURSE DESCRIPTIONS

A typical course description shows the course code and title followed by various subtitles under which course details and the requirements for completing the course are provided. Courses descriptions should be arranged progressing through the various years of study of the programme. Provide course descriptions for each course of the programme, including:

13.1 The Background/course description

This is a brief description of the general area of expertise and the skills gaps that the course addresses. Provide a relationship of the course to other courses in the programme, for example, a foundation course may cover the basic data and principles and set the foundation for a more advanced course, an intermediate course may provide theoretical grounding while an advanced course may provide knowledge in the applications of concepts and theories.

13.2 Rationale for the Course

To ensure that the courses makes strategic sense for the department, school and the University as a whole, consider a number of key points, such as:

(a) Identifying the intention behind the development of the course – is it addressing a gap in the market, i.e. is there evidence of student or employer demand for the knowledge and skills that the course will provide, etc.

(b) Considering how the course will fit into the strategic plans of the University

(c) Identifying what differentiates this course from those offered elsewhere.

(d) Considering the possible impact of this course on other courses offered by the University.

(e) Identifying the target students for the course.

13.3. Objectives of the course

Indicate what the teaching and the Lecturer's/Professors intentions are, i.e. indicate the general content, direction and intentions behind the course as perceived by the lecturer viewpoint.

Note: Learning outcome(s) reflect what the student/learner is expected to be able to do at the end of the module/course unit, or qualification.

13.4. Course Learning Outcomes

The course learning outcomes are the measurable objectives of the course. The opening statement for outcomes shall read "***By the end of the course, students will be expected to:***". This is followed by a list of the actions and activities that students who have passed the course are expected to perform. These should be specific, measurable, achievable, realist and time bound. Consider the following in stating the course learning outcomes:

(i) Course Learning Outcomes should be clearly and transparently linked to methods of assessment and to the Programme Learning Outcome;

(ii) Course learning outcomes should articulate what the student will have learned or be able to do as a result of successfully completing a particular course and can best be expressed by using the format; active *verb + an object + a qualifying phrase that provides context*;

(iii) Bloom's Taxonomy (1956), given in Table 3, provides a useful framework for expressing course learning outcomes. Fill the matrix given below for each course of the programme based on topics and concepts; and

(iv) Provide the course learning outcomes for each course based on Bloom's Taxonomy

Learning outcomes should:

reflect broad conceptual knowledge and adaptive vocational and generic skills

reflect essential knowledge, skills, or attitudes;

focus on results of the learning experiences;

reflect the desired end of the learning experience, not the means or the process;

represent the minimum performances that must be achieved to successfully complete a course or programme;

answer the question, "Why should a student take this course anyway?"

Table 3 Bloom's Taxonomy of the Knowledge and Cognitive Dimensions Matrix

Knowledge Dimensions	Cognitive process					
	Remember	Understand	Apply	Analyse	Evaluate	Create
Factual						
Conceptual						
Procedural						
Meta-cognitive						

See Appendix for synonyms of the cognitive processes

13.5. Prerequisites for the course

Prerequisites are courses or levels of achievement that a student is expected to have completed successfully prior to enrolling in a course. Indicate the prerequisites for each course in the programme. Where the course does not have a prerequisite, this must be indicated with the word '*None*'.

13.6. Course Content

The course content includes the major topics and the order in which they are taught. The desired content must be matched with the course learning outcomes or objectives and the overall learning outcomes of the programme in which the course is offered. Each topic should show the concepts that are taught to students. Provide the following:

  (a) A list of topics to be covered in the course; and

  (b) A list of concepts to be covered under each topic

  (c) The duration for the coverage of each topic or a list of concepts

Example of the table that can be used to detail the content

S/N	Topic/Content	Hours
1	**Advanced Biostatistics:** Analysis of the paired data; Analysis of Variance (ANOVA), Survival Analysis; The basic Bayesian statistics	10
2	**Study Designs:** Observational studies; Crossover design; Cohot design; Case-Control Studies; etc. application of each design in Epidemiology etc…	08
3	**Research methods:** …………………………………………………..	06
4	**Principles of epidemiology:** ………………………………………….	09
5	**Application of biostatistics in clinical epidemiology:** ………………….	10
6	**Interpretation of biomedical data:** ………………………………	??
	Total	**75**

  (i) For blended learning, the number of hours for covering every content delivery face to face or online should be clearly spelt out; in this case another column can be added to cater for mode of delivery.

  (ii) The content of practical nature, field work etc. should clearly be identified.

13.7 Assessment

Includes the process of determining the extent to which students have learnt specific knowledge and skills in line with course objectives. Indicate the number and contribution to the overall summative assessment of the various components of the course assessment given in Table 4.

Table 4 Course Assessment

Components of Assessment	Number	Contribution to overall Grading (%)
1. Continuous Assessment		
Assignments		
Laboratory Sessions		
Field work sessions		
Tests		
Other components (specify)		
Sub-total of Continuous Assessment		
2. Final Examination		

13.8 Reference Books and other Reading Materials

Reference books may include prescribed and recommended books. Prescribed textbooks are the books which are listed as essential reading or reference for success in the course; recommended textbooks are not essential but are extra reading materials that students who wish to gain more or a fuller background to the topics in the course may use as reference materials. Provide a minimum of two prescribed and two recommended textbooks published in the last ten years using the following format:

1. Masters, G.M. (2014), *Renewable and Efficient Electric Power Systems*, John Wiley and Sons, Hoboken, New Jersey, USA: ISBN 0-471-28060-7

2. Garg, H.P. and Prakash, J. (2007), *Solar Energy - Fundamentals and Applications*, Tata McGraw-Hill, New Delhi, India, ISBN 0-07-463631-6.

NB: Journals published in specific fields of study contain refereed papers or articles providing research findings and innovations. These are particularly useful for postgraduate students and undergraduate students taking project courses. Identify journals for further reading. Use the following format:

1. Journal of Science and Technology, The Busitema University Press, ISSN 1027-4928

2. The Ugandan Engineer – Journal of the Engineering Institution of Uganda, Engineering Institution of Uganda, ISSN 1608-6678

14.0 BUDGET

An indication of the financial implication should be given for every programme. It is important to remember that Busitema University being a non-profit making institution.

15.0 GUIDELINES FOR SELF-ASSESSMENT AT PROGRAMME LEVEL

15.1 Background

The assessment of academic programme shall aim at finding evidence that the programme is meeting its objectives. Internal assessment of programme shall also form the first step before application for programme accreditation by the NCHE. The programme assessment report shall present a reflective, analytical, and self-critical analysis of the record and performance of a programme.

15.2 Objectives

The objectives of the assessment of programmes are to:

(b) assess the relevance of programme in meeting the requirements of stakeholders and in supporting the university's vision and mission;

(ii) provide an internal means for accountability of the academic programme;

(iii) provide a mechanism for evaluating the effectiveness of programmes in promoting high standards of student and staff academic and scholarly achievement;

(iv) foster continuous improvement of the quality and effectiveness of programme; and

(v) provide leadership for maintaining excellence in teaching, learning and research

15.3 Guiding Principles

The guiding principles for in assessment of programmes include:

(a) undertaking the assessment after the first cohort of students has completed the programme and maintaining this timeframe unless/until a major review has been made;

(b) undertaking the assessment in response to significant changes in stakeholder requirements;

(c) undertaking the assessment in response to changes in University policies

(d) ensuring that the assessment report is timely, comprehensive, reflective, analytical, evaluative, and focused on the assessment objectives; and

(e) ensuring that the results of the assessment are used for improving programme quality.

15.4 Identification of Best Practices

The best practices in programme development and implementation include addressing the following:

(a) expected learning outcomes;

(b) programme specification;

(c) programme structure and content;

(d) teaching and learning strategies;

(e) student assessment;

(f) quality of academic staff;

(g) quality of the support staff;

(h) student profile;

(i) student advice and support;

(j) facilities and infrastructure;

(k) quality assurance of teaching and learning;

(l) staff development activities;

(m) stakeholders' feedback;

(n) achievements of graduates; and

(o) stakeholders' satisfaction.

16. REVIEW OF THE GUIDELINES

The Senate through the Academic affairs and library committee shall monitor and evaluate the implementation of these guidelines with a view to forming a basis for review.

APPENDICES

Appendix 1: Academic Programme Self-Assessment Tool

General Programme Details

1	Name of the programme	
2	Abbreviated title	
3	Department in which the programme is housed	
4	Faculty in which the programme is housed	
5	Qualification designation (e.g. Bachelor of Science)	
6	Field (e.g. Chemistry)	
7	Total number of credits	
8	Minimum duration full time years months	
9	Is the qualification registered by NCHE	

INSTRUCTIONS

Please tick in one of the boxes against each assessment criteria. The quality of the different aspects shall be assessed on a scale of 1-5. The scores have the following meaning:

Score	Verdict	Meaning	Action Required
1	Strongly disagree	Very poor	immediate improvements must be made
2	Disagree	Poor	improvements are necessary
3	Neither agree nor disagree	Satisfactory	improvements may be necessary
4	Agree	Good	maintain as good practice
5	Strongly agree	Excellent	use as an example of good practice

#	DESCRIPTION	SCORE				
		1	2	3	4	5
1	**EXPECTED LEARNING OUTCOMES**	1	2	3	4	5
1.1	The expected learning outcomes have been clearly formulated and translated into the programme					
1.2	The programme promotes life-long learning					
1.3	The expected learning outcomes cover both generic and specialised skills and knowledge					
1.4	The expected learning outcomes clearly reflect the requirements of the stakeholders					
2	**PROGRAMME SPECIFICATION**	1	2	3	4	5
2.1	The university uses programme specification					
2.2	The programme specification shows the expected learning outcomes and how these can be achieved					
2.3	The programme specification is informative, communicated, and made available to the stakeholders					
3	**PROGRAMME STRUCTURE AND CONTENT**	1	2	3	4	5
3.1	The programme reflects the vision and mission of the University					
3.2	The programme content shows a good balance between generic and specialised skills and knowledge					
3.3	The contribution made by each course to achieving the learning outcomes is clear					
3.4	The courses are logically sequenced and prerequisite courses are identified					
3.5	The programme content reflects the depth and breadth of the professional and technical preparation required of its graduates					

		1	2	3	4	5
3.6	The programme clearly shows the basic courses, intermediate courses, specialised courses and the final project, thesis, or dissertation					
3.7	The programme content is up to date, responds to the needs of the country and recent developments					
4	**TEACHING AND LEARNING STRATEGY**	**1**	**2**	**3**	**4**	**5**
4.1	The faculty or department has a clear teaching and learning strategy					
4.2	The teaching and learning strategy enables students to acquire and use knowledge academically					
4.3	The teaching and learning strategy is student oriented and stimulates quality learning					
4.4	The teaching and learning strategy stimulates action learning and facilitates learning					
5	**STUDENT ASSESSMENT**	**1**	**2**	**3**	**4**	**5**
5.1	Student assessment covers student entrance, student progress and exit tests					
5.2	Student assessment uses a variety of methods					
5.3	Student assessment reflects the expected learning outcomes and the content of the programme					
5.4	The criteria for assessment are explicit and well known					
5.5	The assessment methods cover the objectives of the curriculum					
5.6	The standards applied in the assessment are explicit and consistent					
6	**ACADEMIC STAFF QUALITY**	**1**	**2**	**3**	**4**	**5**
6.1	The staff are competent for their tasks					
6.2	The staff are sufficient to deliver the curriculum adequately					
6.3	Recruitment and promotion are based on academic merits					
6.4	The roles and relationship of staff members are well defined and understood					
6.5	There are regulations on the attendance of the staff in their respective classes					
6.6	Duties allocated are appropriate to qualifications, experience and skills					
6.7	Staff workload and incentive systems are designed to support the quality of teaching and learning					
6.8	Accountability of the staff members is well regulated					
6.9	There are provisions for review, consultation and redeployment					
6.10	Termination and retirement are planned and well implemented					
6.11	There is an efficient staff appraisal system					
7	**SUPPORT STAFF QUALITY**	**1**	**2**	**3**	**4**	**5**
7.1	The library staff are competent and adequate in providing a satisfactory level of service					
7.2	The laboratory staff are competent and adequate in providing a satisfactory level of service					
7.3	The computer facility staff are competent and adequate in providing a satisfactory level of service					
7.4	There are regulations on the attendance of the staff in their respective places of work					
8	**QUALITY OF STUDENTS**	**1**	**2**	**3**	**4**	**5**
8.1	There is a clear student intake policy					
8.2	The student admission process is adequate					
8.3	The actual study load is in line with the prescribed load					
9	**STUDENT ADVICE AND SUPPORT**	**1**	**2**	**3**	**4**	**5**
9.1	There is a programme handbook that is easily accessible to all students following the programme					
9.2	There is an adequate student progress monitoring system					

9.3	Records of students' class attendance are filed and used for monitoring, guidance and counselling purposes					
9.4	Students get adequate academic advice, support, and feedback on their performance					
10	**FACILITIES AND INFRASTRUCTURE**	**1**	**2**	**3**	**4**	**5**
10.1	The lecture facilities (lecture halls, small course rooms) are adequate					
10.2	The library is adequate and up to date					
10.3	The laboratories are adequate and up to date					
10.4	The computer facilities are adequate and up to date					
10.5	Environmental health and safety standards meet requirements in all aspects					
11	**QUALITY ASSURANCE OF TEACHING AND LEARNING PROCESS**	**1**	**2**	**3**	**4**	**5**
11.1	The curriculum is developed by all academic staff members					
11.2	The curriculum development involves students					
11.3	The curriculum development involves the labour market					
11.4	The curriculum is regularly evaluated at reasonable time periods					
11.5	Lecturers, courses, and curriculum are subject to structured student evaluation					
11.6	Feedback from various stakeholders is used for improvement					
11.7	The teaching and learning process, assessment schemes, the assessment methods, and the assessment itself are always subject to quality assurance and continuous improvement					
12	**ACHIEVEMENTS OF GRADUATES**	**1**	**2**	**3**	**4**	**5**
12.1	The pass rate is satisfactory and dropout rate is of acceptable level					
12.2	Average time to graduate is satisfactory					
12.3	The majority of the graduates succeed in gaining employment in jobs related to their education within one year after graduation					
12.4	The level of research activities by academic staff and students is satisfactory					
13	**STAFF DEVELOPMENT ACTIVITIES**	**1**	**2**	**3**	**4**	**5**
13.1	There is a clear plan on the needs for training and development of both academic and support staff					
13.2	The training and development activities for both academic and support staff are adequate to the identified needs					
14	**STAKEHOLDER FEEDBACK**	**1**	**2**	**3**	**4**	**5**
14.1	There is adequate structured feedback from the labour market					
14.2	There is adequate structured feedback from the alumni					
14.3	There is adequate structured feedback from the staff					
15	**STAKEHOLDER SATISFACTION**	**1**	**2**	**3**	**4**	**5**
15.1	The feedback from stakeholders is satisfactory					

Appendix 2: Indicators for E-Learning Readiness

SN	Item/Readiness	Indicators	Rate out of 10
		EDUCATIONAL READINESS	
1	Educational content	i. Course objectives, learning outcomes, course content, instructional design, course structure, student support, selection of a suitable media for delivery	
		ii. Modes of course assessment	
		iii. Evaluation and award of marks	
2	Student readiness	i. % of students' recommending e-learning	
		ii. % of students trained and sensitized about ODeL	
		iii. % of students with personal computers, tabs, laptops, smart phones etc.	
3	Human Resource Resources	i. % of faculty/instructors with knowledge and skills in content development, uploading and delivery.	
		ii. % of staff trained to deliver examinations online per faculty/department	
		iii. Number of technical support staff at faculty and department	
4	Technological Resources	i. Availability of internet infrastructure, speed, hot spots, intranet	
		ii. Computers; with appropriate memory and RAM, recent editions of windows and web browsers), with support of multi-media applications such as; as audio, video and simulations	
		iii. Stable power source and back up	
		iv. Learning Management System (LMS) or Learning Content Management System (LCMS).	
		v. Security and cheating avoidance lockdown browser	
		vi. Face recognition software,	
		vii. Voice and video recording instruments at faculty/department	
		viii. Institutional capacity to mitigate Cyber risks	
5	Financial/Economic Resources	i. The budget size and % allocation for the e-learning programmes	
		ii. Budget for internet-, infrastructure, etc. reliable internet vendors/service providers	
		ENVIRONMENT	
6	Management and Governance	i. Degree of willingness and Support from Management to invest in e-learning	
		ii. Online Distance Learning (ODeL) Policy	
7	Readiness of culture	i. Staff's attitude towards e-learning, and the leadership's readiness which examines the support provided by the administration.	
8	Vendor	i. Degree of reliability of internet service provider at the faculty	
9	Quality Assurance Mechanisms	i. Technical Staff to ensure quality of programme content and assessment	
		ii. Records of teaching and learning timetable	
		iii. Student-lecturer evaluation mechanisms	
		iv. Availability of an anti- plagiarism tool	

Appendix 3 Action Words for Assessment of learning levels

Knowledge	Understand	Apply	Analyse	Evaluate	Create
define	explain	solve	analyse	reframe	design
identify	describe	apply	compare	criticize	compose
describe	interpret	illustrate	classify	evaluate	create
label	paraphrase	modify	contrast	order	plan
list	summarize	use	distinguish	appraise	combine
name	classify	calculate	infer	judge	formulate
state	compare	change	separate	support	invent
match	differentiate	choose	explain	compare	hypothesize
recognize	discuss	demonstrate	select	decide	substitute
select	distinguish	discover	categorize	discriminate	write
examine	extend	experiment	connect	recommend	compile
locate	predict	relate	differentiate	summarize	construct
memorize	associate	show	discriminate	assess	develop
quote	contrast	sketch	divide	choose	generalize
recall	convert	complete	order	convince	integrate
reproduce	demonstrate	construct	point out	defend	modify
tabulate	estimate	dramatize	prioritize	estimate	organize
tell	express	interpret	subdivide	find errors	prepare
copy	identify	manipulate	survey	grade	produce
discover	indicate	paint	advertise	measure	rearrange
duplicate	infer	prepare	appraise	predict	rewrite
enumerate	relate	produce	break down	rank	role-play
listen	restate	report	calculate	score	adapt
observe	select	teach	conclude	select	anticipate
omit	translate	act	correlate	test	arrange
read	ask	administer	criticize	argue	assemble
recite	cite	articulate	deduce	conclude	choose
record	discover	chart	devise	consider	collaborate
repeat	generalize	collect	diagram	critique	collect
retell	give examples	compute	dissect	debate	devise
visualize	group	determine	estimate	distinguish	express
	illustrate	develop	evaluate	editorialize	facilitate
	judge	employ	experiment	justify	imagine
	observe	establish	focus	persuade	infer
	order	examine	illustrate	rate	intervene
	report	explain	organize	weigh	justify
	represent	interview	outline		make
	research	judge	plan		manage
	review	list	question		negotiate
	rewrite	operate	test		originate
	show	practice			propose
	trace	predict			reorganize
	transform	record			report
		schedule			revise
		simulate			schematize
		transfer			simulate
		write			solve
					speculate
					structure
					support
					test
					validate

Center for University Teaching, Learning, and Assessmenthttp://uwf.edu/cutla/SLO/ActionWords.pdf

Appendix 4: Guidelines for University Undergraduate, Masters and PhD Degree Level Expectation

BACHELOR'S DEGREE	
This degree is awarded to students who have demonstrated:	

1. Depth and Breadth of knowledge	a. A developed knowledge and critical understanding of the key concepts, methodologies, current advances, theoretical approaches, and assumptions in a discipline overall, as well as in a specialized area of a discipline
	b. A developed understanding of many of the major fields in a discipline, including, where appropriate, from an interdisciplinary perspective, and how the fields may intersect with fields in related disciplines
	c. A developed ability to:
	   Gather, review, evaluate and interpret information; and
	   Compare the merits of alternate hypotheses or creative options, relevant to one or more of the major fields in a discipline
	d. A developed, detailed knowledge of and experience in research in an area of the discipline
	e. Developed critical thinking and analytical skills inside and outside the discipline
	f. The ability to apply learning from one or more areas outside the discipline

2. Knowledge of Methodologies	An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:
	   Evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques
	   Devise and sustain arguments or solve problems using these methods, and
	   Describe and comment upon particular aspects of current research or equivalent advanced scholarship

3. Application of Knowledge	a. The ability to review, present and critically evaluate qualitative and quantitative information to:
	   Develop lines of argument
	   Make sound judgments in accordance with the major theories, concepts, and methods of the subject(s) of study
	   Apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline
	   Where appropriate use this knowledge in the creative process
	b. The ability to use a range of established techniques to:
	   Initiate and undertake critical evaluation of arguments, assumptions, abstract concepts, and information
	   Propose solutions
	   Frame appropriate questions for the purpose of solving a problem
	   Solve a problem or create a new work
	c. The ability to make critical use of scholarly reviews and primary sources.

4. Communication skills	The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing to a range of audiences.
5. Awareness of Limits of Knowledge	An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity, and limits to knowledge and how this might influence analyses and interpretations.

6. Autonomy & Professional Capacity	a. Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:
	   The exercise of initiative, personal responsibility, and accountability in both personal and group contexts;
	   Working effectively with others;
	   Decision-making in complex contexts;
	b. The ability to manage their own learning in changing circumstances, both within and outside the discipline and to select an appropriate programme of further study; and
	c. Behaviour consistent with academic integrity and social responsibility.

MASTER'S DEGREE	
The Master's degree is awarded to students who have demonstrated:	
1. Depth & Breadth of Knowledge	A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of the academic discipline, field of study, or area of professional practice
2. Research & Scholarship	A conceptual understanding and methodological competence that: Enables a working comprehension of how established techniques of research and inquiry are used to create and interpret knowledge in the discipline; Enables a critical evaluation of current research and advanced research and scholarship in the discipline or area of professional competence; and Enables a treatment of complex issues and judgments based on established principles and techniques; **and,** on the basis of that competence, has shown at least one of the following: - The development and support of a sustained argument in written form; or - Originality in the application of knowledge.
3. Application of Knowledge	Competence in the research process by applying an existing body of knowledge in the critical analysis of a new question or of a specific problem or issue in a new setting.
4. Communication skills	The ability to communicate ideas, issues and conclusions clearly.
5. Awareness of Limits of Knowledge	Cognizance of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.
6. Autonomy & Professional Capacity	a. The qualities and transferable skills necessary for employment requiring: The exercise of initiative and of personal responsibility and accountability; and Decision-making in complex situations; and b. The intellectual independence required for continuing professional development; c. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; and d. The ability to appreciate the broader implications of applying knowledge to particular contexts.

DOCTORAL DEGREE	
The Doctoral Degree extends the skills associated with the Master's degree and is awarded to students who have demonstrated:	
1. Depth & Breadth of Knowledge	A thorough understanding of a substantial body of knowledge that is at the forefront of their academic discipline or area of professional practice.
2. Research &Scholarship	a. The ability to conceptualize, design, and implement research for the generation of new knowledge, applications, or understanding at the forefront of the discipline, and to adjust the research design or methodology in the light of unforeseen problems; b. The ability to make informed judgments on complex issues in specialist fields, sometimes requiring new methods; and c. The ability to produce original research, or other advanced scholarship, of a quality to satisfy peer review, and to merit publication
3. Application of Knowledge	The capacity to Undertake pure and/or applied research at an advanced level; and Contribute to the development of academic or professional skills, techniques, tools, practices, ideas, theories, approaches, and/or materials.
4. Communication skills	The ability to communicate complex and/or ambiguous ideas, issues and conclusions clearly and effectively.

5. Awareness of Limits of Knowledge	An appreciation of the limitations of one's own work and discipline, of the complexity of knowledge, and of the potential contributions of other interpretations, methods and disciplines.
Autonomy & Professional Capacity	a. The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex situations; b. The intellectual independence to be academically and professionally engaged and current; c. The ethical behaviour consistent with academic integrity and the use of appropriate guidelines and procedures for responsible conduct of research; d. The ability to evaluate the broader implications of applying knowledge to particular contexts.

Appendix 5: Further guide from NCHE

National Council for Higher Education

Our Ref: NCHE/U/031

23rd September 2020

The Vice Chancellor
Busitema University
P.O.Box 236
TORORO

RE: BENCHMARK FOR ACADEMIC PROGRAMME DEVELOPMENT AND REVIEW

Reference is made to your letter dated June 02, 2020 on the above subject.

The response from NCHE is given as follows:

S/N	Issues raised by BU	NCHE's response
1.	What are course codes based on and what are their meanings?	We advise that course codes should be programme based and should reflect the year of study, semester and the serial number in a semester, e.g. BBA 2103 is a code for Bachelor of Business Administration programme in year 2 semester one and 03 is the serial number of this course in semester one of year 2.
2.	What is the maximum/minimum number of letters and figures that should form the course code?	The University can choose the numbers of letters but this should match the programme codes. We advise that the codes should not be ambiguous.
3.	Under which conditions can a course title/code change during review?	The course name should always be informed by the content. If the content and scope change, so does the name.
4.	What is the percentage of content that will require change of course code during review?	We advise that the name should reflect at least 70% of the content. For example, if the name is micro-economics, we do not expect the content to be majorly statistics, but relevant areas in the same field.
5.	What does NCHE say about course titles which have figures in them such as Engineering Mathematics I, Engineering Mathematics II, etc. Is this encouraged?	NCHE discourages this. It is better to give explicit names. For example, if Engineering Math I is majorly Calculus, indicate the name as Calculus and Engineering while Math II may be Differential Equations, etc.

6.	Is the number of times the course has been reviewed expected to be indicated in the course codes?	Not necessary, but the University may wish to indicate this detail for tracking purposes and demonstrating currency in the programme development process.
7.	Is it necessary to indicate a prerequisite course, core course etc. in the curriculum using course codes?	No. A core course in programme X , may be an elective in programme Y.
8.	When a student is retaking a course which has been reviewed, what happens in these circumstances: (a) course code and tittle retained, (b) course code and tittle changed etc.	All admitted students on a programme should study and complete on the same content. If a student has a retake and the content is amended with the approval of NCHE, such a student may be examined on the old content in which he/she was originally admitted. A student may only be examined for a retake on new content, if such content is minor (not more than 5%) and mainly structural in adjustment.
9.	When a course unit with all its content has been imported from one accredited programme to a new programme does it change its course code or retains it?	The course unit should be imported with all its codes. This is particularly important to ensure unnecessary duplications. This also helps to ensure that all students undertaking this unit in the University are serviced equally.
10.	For a Plan A Masters degree programme (i.e. 50% course work and 50% research), what is the minimum percentage the research component should contribute towards the graduation load?	The research component should contribute 50% of the graduation load because 50% of the time is spent on research.
11.	How is course exemption supposed to be treated in regard to minimum graduation load?	a). Exemption happens when the University is satisfied that the exempted course was covered by previous qualifications. The exempted courses appear on the transcript with a remark 'exempted' but should not contribute towards the graduation load. This is because being considered for exemption will have benefited the graduate in the previous qualification. Therefore, the exemption only recognizes effort in the previous training. Exemptions are only permitted up to 40% of the graduation load because the eventual award should be owned by the University.

b). In addition, the rationale behind a student not benefiting from an exemption to include in a graduation weighting score is because such a student would have earned that qualification already and cannot be treated in the new programme as a new line of training. That is why he/she is exempted (to recognize prior learning), but the recognition cannot be |

		rewarded with a score when the student has not studied in the new programme.
12.	What is the maximum level of similarity (in percentage) that will qualify a course unit or programme to be different from another under the same University?	The Higher Education Qualifications Framework provides that a) An institution shall not offer any two different qualifications whose content do not differ by at least 50% b) An institution shall not offer any two different programmes that target the same or similar group of students. NB: guideline a can also apply to course units.

Professor Mary J.N. Okwakol PhD
EXECUTIVE DIRECTOR

Copy to: Dr. Saphina Biira, Director Quality Assurance, Busitema University

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