

REPUBLIC OF RWANDA



HIGHER EDUCATION COUNCIL

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**STANDARDS AND GUIDELINES FOR OPEN AND DISTANCE
LEARNING**

INTRODUCTION

The aim of the Council is to enhance quality in higher education and training delivered through distance and open learning modes, and to protect the learners.

The standards and guidelines for provision of open and distance learning are divided into five separate components, each of which addresses a particular area of activity. They are:

- (a) Provider's commitment.
- (b) Design of curriculum and Instruction and Course Materials Development.
- (c) Staff Support
- (d) Evaluation and Assessment.
- (e) Advertising

Each component begins with a general statement on standards, followed by individual numbered paragraphs on guidelines addressing specific matters describing those elements essential for internal and external quality assurance.

The Standards and Guidelines are meant to assist prospective and existing providers of open and distance learning. The Council will carry rigorous assessment of provider's or proposed provider's administrative and delivery method's, educational materials and publicity to ensure that all standards are met.

SCOPE

The scope of these standards includes open and distance learning offered through the following modes;

- (a) Transitional correspondence;
- (b) On-line provision and interactive CD ROMs;
- (c) E-learning and blended learning to open learning centers;
- (d) Virtual education; and
- (e) Face-to-face provision

STANDARDS AND GUIDELINES

1. CITATION AND INTERPRETATION

These Standards and Guidelines are to be used for quality control and quality assurance in higher education offered through distance learning.

(a) Citation

‘ These standards shall be referred to as the Open and Distance Learning Standards’

(b) Interpretation

In these standards and guidelines, unless the context otherwise requires, the following definitions of key terms shall apply:

“curriculum” means an organized programme of study for a given degree, diploma or certificate awards incorporating all matters such as academic requirement, duration of programme, admission requirements, programme content requirements and assessment process requirements.

“distance education” means delivery of learning or training to those who are separated mostly by time and space from those who are teaching or training. The teaching is done with a variety of mediating processes used to transmit content, to provide tuition and to conduct assessment or measure outcomes. The delivery modes may include traditional distance education by correspondence courses, on-line provision and interactive CD ROMs, e-learning and blended learning to open learning centers and face-to-face provision where a significant element of flexibility, self-study, and learning support, in an integral part.

“flexible learning” means provision of learning opportunities that can be accessed at any place and time. It relates more to scheduling of activities than to any particular delivery mode.

“online learning and e-learning” means the application of information and communication technologies (ICTs) to enhance distance education, implement open learning policies, make learning activities more flexible and enable those learning activities more flexible and enable those learning activities to be distributed among many learning venues.

“open learning” means policies and practices that permit entry to learning with no or minimum barriers with respect to age, gender, or time constraints and with recognition or prior learning.

“programme of study” means the prescribed syllabus that students must be taught at each key stage.

“provider” means an organization that is responsible for providing the educational service, which may be a self-contained organization, a unit embedded within a larger organization, one member of a partnership between one or more organizations, or one aspect of a more wide-ranging provision offered by a larger organization.

“virtual education” means distance education which is largely web-centered, but does not necessarily limit itself to learners outside a conventional classroom. It uses multimedia and, besides delivering content, also enables a high level of interaction among learners, content, teachers, peers and administration both synchronously and asynchronously.

APPLICATION

These standards shall apply to open and distance learning institutions

PROVIDER'S COMMITMENT

3.1 Needs Assessment

Standards

The provider shall show evidence that an elaborate needs assessment or feasibility study has been undertaken giving the rationale or justification for setting up the institution or starting the programme as reflected in the philosophy of the provider.

Guidelines

The feasibility study shall cover the following broad areas:

- (a) **Target groups** that are to be served by the institutions focusing on their-
 - (I) Demographical factors;
 - (II) Educational background/factors;
 - (III) Motivational factors;
 - (IV) Experiences, including work situation;
 - (V) Accessibility and familiarity to media and information;
 - (VI) Communication technology; and
 - (VII) Economic background.
- (b) **The infrastructural situation** in the catchment regions, especially telecommunication network, electricity and transport.
- (c) **Educational resources** such as facilities in the learning institutions, library services as well as human resources;
- (d) **Market demand;** nationally and internationally

3.2 Vision and Mission Statements of the provider

Standard

A provider of open and distance learning shall have clearly stated vision and mission consistent with its philosophy and make it known to its constituents.

Guidelines

The mission should include business, purpose and value statements. The key aspects of the vision and mission should be reflected clearly to constitute the provider's commitment to social responsibility at policy level and these should include:

- (a) Accessible high quality interactive learning programmes and materials;
- (b) Affordable and learner centered flexible programmes;
- (c) Use of appropriate technology
- (d) Collaboration with other providers; and
- (e) Commitment to excellence.

3.3 Objectives and Strategies of the Provider

Standard

The provider shall have clearly stated objectives and strategies for achieving their mission.

Guidelines

- (a) The objectives should relate to:
 - (I) Learner's needs
 - (II) National goals; and
 - (III) Employer's expectations or needs (learner outcomes)

- (b) The strategies should include the mode and media of delivery for the academic programmes offered.

3.4 Governance and Administration

Standard

The provider shall ensure that there is clear governance and administrative structures and involve stakeholders where appropriate.

Guidelines

- (a) The organs of governance shall include distinct boards/committees responsible for
 - (I) Major policy decisions;
 - (II) Administrative issues;
 - (III) Finance issues; and
 - (IV) Supervision and monitoring of academic affairs;

- (b) The administrative structures shall include those responsible for:
 - (I) Management of development of academic programmes and materials;
 - (II) Management of production and distribution of study materials;
 - (III) Management of student support services;
 - (IV) Management of information and records systems;
 - (V) Management of student assessment and examinations
 - (VI) Planning and financial management;
 - (VII) Management of monitoring, evaluation and research; and
 - (VIII) General management and administration.

Provider's Network

(a) Regional Centers

Standard

The provider of open and distance learning (ODL) shall establish regional centers to bring services closer to the learners:

Guidelines

The regional centers shall have suitably qualified staff and appropriate facilities. These may include:

- (i) Administrative staff, academic staff offices;
- (ii) Facilities should include:
 - (I) administrative and academic staff offices;
 - (II) reading rooms/seminar rooms;
 - (III) library (with books, journals, cassettes and CD);
 - (IV) audio-video rooms for playback and viewing;
 - (V) computer rooms with internet and e-mail connectivity;
 - (VI) student records;
 - (VII) appropriate training/learning equipment;
 - (VIII) reprographic facilities; and
 - (IX) information leaflets on programmes, policies, study
 - (X) opportunities and career opportunities

(b) study centers:

Standard

The provider shall make available study centers to bring basic services and facilities closer to learners.

Guidelines

- (i) A study centre shall have the following services and facilities:
 - (I) Services to include, academic, guidance and counseling (tutors-counselors should be available in respective subject courses) services;
 - (II) Study support services; and
 - (III) Administrative support services.
- (ii) The facilities at a study centre shall serve specific purposes depending on the programmes, media mix in use and students. The facilities may include:
 - (I) Basic office equipment and office supplies;
 - (II) Classroom/ reading rooms;
 - (III) Multimedia room with internet connectivity;

- (IV) Appropriate equipment and supplies for academic programmes; and
- (V) Bookstores including course texts and references books;

The number of study centers within a region would depend on the student population and distribution.

3.6 Collaborative Arrangements

Standard

The providers may get into collaborative arrangements for delivery of open and distance education.

Guidelines

Whenever ODL is delivered by two or more providers the following should be taken into account:

- (a) A written agreement specifying respective rights and responsibilities between the corroborating providers;
- (b) Declaration of ownership and legal responsibility of the programme;
- (c) Declaration of accreditation status; and
- (d) Academic resources available to support the collaboration;

3.7 Mode of Delivery

Standard

The provider shall specify the media that are to be used for basic delivery as well as support to the learners.

Guidelines

The provider shall indicate the media available for delivery and which should be combined for multi-media approach to meet the diverse nature of learners. They should include:

- (a) Print-based media;
- (b) Audio-visual media;
- (c) Audio-conferencing;
- (d) Audio-video conferencing
- (e) Online
- (f) CD ROM and
- (g) Internet and e-mail based.

The chosen media mix should be based on the following criteria.

(ACTIONS):

A: How **accessible** is the media to the learners?

C: **Cost** of using it, both by the institution at the installation and maintenance as well as learner cost

T: Its **Teaching** strengths in relation to specific content.

I: Its capacity in creating **Inter-activity**.

O: **Organizational** requirements for development.

N: How **Novel** it is.

S: **Speed** within which it can be set up.

Preparation of Course Materials

Standard

For each media in use the provider shall have in place a clear process of preparation of course materials and orientation to ensure quality material ‘‘fit for purpose’’:

Guidelines

For each media in use, the course materials preparation should involve:

- (a) Identification of the course team to include:
 - (i) Course writer;
 - (ii) Media producers;
 - (iii) Editors/Instructional Designer; and
 - (iv) Reviewers.
- (b) Training of course team on writing for ODL students by experts.
- (c) Writing and illustrating the course materials.
- (d) Reviewing the course materials by the peer and other experts.
- (e) Editing the course materials.
- (f) Pre-testing of the materials on a trial basis
- (g) Production of the course materials ready for use.

CURRICULUM AND INSTRUCTION

The curriculum and instructional methods should ensure that students have responsibility for their learning process and should prepare them for life-long, self-directed learning.

Curriculum Development

Standard

The provider shall ensure that each programme of study results in collegiate level learning outcomes appropriate to rigour and breadth of the degree or certificate to be awarded, and that the programme meets the general education requirements.

Guidelines

The provider shall ensure that the curriculum contains:

- (a) Clear statement of the objectives indicating learning outcomes;
- (b) Core/basic content areas;
- (c) Content related to the needs and experiences of the learners/learner centered;
- (d) Media and media mix to be used in presenting different content areas; and
- (e) Resources to be used for instructions.

4.1 Instruction level and Staff

Standard

The provider shall have a policy that ensures recruitment of academically and professionally qualified staff to administer and manage the programme.

Guidelines

The provider shall ensure that it employs staff with the following skills and competencies:

- (a) The **Management personnel** shall possess skills in-
 - (i) Policy making;
 - (ii) Organizational and planning;
 - (iii) Strategic planning;
 - (iv) Project management;
 - (v) Team management; and
 - (vi) Public and human relations.
- (b) The **Academic staff** who may be full-time or part-time with appropriate knowledge in the discipline; basic instructional systems design theories and techniques which include the following:
 - (i) Appropriate and relevant academic qualifications;
 - (ii) Understanding of distance learning concept;
 - (iii) Understanding learner characteristics;
 - (iv) Knowledge of open and distance learning styles and practices;
 - (v) Teaching-learning strategies in distance education;
 - (vi) Communication skills and presentation techniques for distance education;
 - (vii) Instructional design for interactive learning in distance education; and
 - (viii) Strategies of developing self-instructional materials.

- (c) The **Professionals/technologists** with communication and information technology, and management skills, for example-
 - (i) Knowledge of interactive technologies;
 - (ii) Educational soft ware development; and
 - (iii) Computer networking.

- (d) **Administrative & Financial Staff** with skills in:
 - (i) Personnel management skills
 - (ii) Budget making skills; and
 - (iii) Costing and cost analysis skills

4.3 Self-Learning Materials Standard

The provider shall ensure availability of self-learning materials to suit learners' characteristics, the media used in teaching-learning system and their separation from the tutors/instructor.

Guidelines

The features of effective self-learning materials shall include the following:

- (a) Clear layout and format used constantly in all lectures;
- (b) Clear and appropriate learning objectives and learning outcomes;
- (c) Overview of content included in the introduction of both module and individual lectures;
- (d) Use of conversation or dialogue to provide two way communication;
- (e) Content divided and presented into module, units and lectures;
- (f) Clear explanation of technical terms;
- (g) Illustrations which are set next to the text they illustrate with appropriate captions;
- (h) Clear guide to the learners in the use of module provided including the time a learner of average ability might spend on each unit;
- (i) Keeping the learner actively involved through the use of text and self-assessment questions and other activities involving application of the new knowledge and skills;
- (j) Situations and feedback to self assessment questions to show the learner his/her performance and progress;
- (k) Summaries for both the lectures and the unit or modules; and
- (l) Well directed and specific references at the end of each unit or lecture.

The provider shall take all reasonable steps to ensure that course materials are effective and do not contain significant errors of fact, misleading or outdated information, concepts or approaches.

4.4 Pre-testing or Piloting Learning Materials

Standard

The provider shall have in place mechanisms for pre-testing or piloting the learning materials to establish that they are at the learner's level and that the learners will them without difficulties, and finally be able to achieve the objectives or intended learning outcomes.

Guidelines

The broad requirement in pre-testing shall be made available by providing reaction sheet addressing key aspects or areas of the study materials, for example:

- (a) Students understanding of the objectives;
- (b) The language of presentation;
- (c) Explanation of concepts, ideas and theories;
- (d) Use of examples for illustrations;
- (e) Use of illustrations and graphics;
- (f) The activities and practice exercise given and feedback provided;
- (g) Use of symbols or icons; and
- (h) Navigational devices for online materials.

4.5 Review of Curriculum and Learning Materials

Standard

The provider shall put in place a mechanism for regular review of both the curriculum and instructional materials by peers and experts.

Guideline

The review shall focus on relevance and appropriateness of content in relation to the syllabuses and their objectives, discipline conformity and learner expectations.

5 STAFF SUPPORT

5.1 Orientation and Training on Development of Learning Materials

Standard

The provider shall ensure appropriate orientation and training on requirements, skills and strategies of developing materials for open and distance learning by use of facilitators and training manuals.

Guidelines

The training manuals shall cover the following:

- (a) Overview of ODL;
- (b) Learner characteristics and their implications to the content development;
- (c) Unpacking the syllabus to develop course outlines;
- (d) Writing objectives and learning outcomes and their role in open and distance learning instructional materials;
- (e) Presentation of materials for better understanding by the learners;
- (f) Creating interactivity in open and distance learning materials; and
- (g) Use of visualization in open and distance learning materials.

5.2 Orientation to Course Tutors

Standards

The provider shall ensure appropriate orientation to course tutors or lecturers and councilors by expert trainers in ODL system who give face-to-face or non-contiguous intervention or Interaction with students.

Guidelines

The focus of the orientation should be on understanding their roles and strategies of operation for greater effective or maximum benefits to the learners. The orientation training should include:

- (a) Overview of open and distance learning;
- (b) Understanding the learner;
- (c) Understanding the teaching/learning process-mode of delivery;
- (d) Strategies of operation of the provider;
- (e) Understanding the role of the tutor; and
- (f) The tutoring processes both face to face and by correspondence through comments on assignments and tutorial letters.

5.3 Orientation to Non-academic Staff

Standard

The provider shall ensure appropriate orientation of non-academic staff.

Guidelines

The orientation should focus on their role and to the contribution of the programme. The areas to be covered should include:

- (a) Vision, mission of the provider;
- (b) Strategies of operation of the provider;
- (c) The role of non-academic staff in the teaching and learning environment and success to the programme; and
- (d) The customers who are learners or target groups and their concerns.

6. STUDENT SUPPORT (MATTER)

6.1 Student Services

Standard

The provider shall facilitate orientation for learners to prepare them to undertake ODL programmes.

Guidelines

The orientation shall focus on skills for ODL and academic socialization. The areas to be covered should include:

- (a) Basic skills on ODL:
 - (i) Reading skills;

- (ii) Study skills;
- (iii) Notes taking skills;
- (iv) Writing skills; and
- (v) Computer skills.

(b) Academic orientation and socialization:

(i) Provide pre-entry guidance and counseling on:

- (I) Types of programmes and courses available;
- (II) Selection of courses in relation to learners needs;
- (III) Instructional system and its requirements; and
- (IV) Distance learner's challenges and how to cope with them.

(ii) Course support after admission including:

- (I) Induction into instructional system of the provider;
- (II) Timely distribution of study materials;
- (III) Introduction of learners to reading skills;
- (IV) Electronic academic support at the regional and study centers;
- (V) Tutorial and counseling services to the learners;
- (VI) Organizational of practical;
- (VII) Time management focusing on hours required to cover any specific course; and how to create the required time;
- (VIII) Assignment and feed back to marked assignments; and
- (IX) Introducing learner to examination techniques.

(iii) Post-course support service including:

- (I) Immediate communication of results;
- (II) Advise on career prospects;
- (III) Lasting contact with their provider as alumni; and
- (IV) Information on new prospects by the provider.

6.2 Residential Sessions

Standard

The provider shall organize residential sessions for learners for effective administration of the ODL programmes.

Guidelines

These sessions may be conducted at a central place for a given cohorts or organized on a regional basis, to serve the following purposes:

- (a) To provide general orientation and introduction to the course materials at the commencement of the course;
- (b) To provide special session for difficult aspects of the course at the middle of the programme/course; and
- (c) To provide some revision work to students before examination.

Tutorial services may be provided on continuous basis from enrolment to examination time during specific weekends.

6.3.1 Admission into the programmes.

The provider shall ensure that open and distance learning increases access and equity.

Guidelines

In order to increase access and equity in ODL, the provider shall endeavor to reduce barriers on eligibility for admission through **bridging and foundation courses**.

- (a) Credit transfer;
- (b) Crediting prior knowledge and experience;**
- (c) Consortia arrangements for learners take credit units from other providers; and
- (d) Collaboration arrangements for learners' support and attachment in the private sector.

6.3.2 Duration and structures of academic programmes Standard

The provider shall ensure that there is flexibility in the programme structures and duration.

Guidelines

Flexibility in the programme shall be provided in the following ways:

- (a) Ensuring that total units in the programme are tabulated with any prerequisites listed against such courses to guide the students/learners choice;
- (b) Providing for varied unit load for students; and
- (c) Ensuring that there is a maximum number of units to be taken to enable students to complete within the stipulated time.

6.3.3 Examination Regulations

Standard 1

The provider shall, at enrolment, inform the learner of any examinations that would be offered by external bodies and declare the requirements of the said examinations.

Guidelines

The requirements for external examination should include the responsibility of the provider and responsibility of the learner:

- (a) Nature of any prior qualification or other entrance requirements imposed by such external organization;
- (b) How the examination would be conducted;
- (c) Where and when the examination would be undertaken; and
- (d) Examination fees, if any

The provider should ensure that the course fits the current curriculum of the awarding body/organization.

Standard 2

The provider shall have written examination regulations that will be brought to the attention of the learner during admission.

Guidelines

The examination regulations shall include:

- (a) Types of examinations (CATs, or End of semester or Module Examinations);
- (b) Ratio of continuous Assessment Tests to the Final End of Semester Examinations must be clearly stated.
- (c) Grading of examinations;
- (d) Disciplinary and mode of appeal; and
- (e) Special requirements that provide for flexibility and convenience to learners.
 - (i) Organizing examinations at regional centers if possible.
 - (ii) Students should be allowed to accumulate credits.
 - (iii) Students should be allowed at least three sittings in a unit.

EVALUATION AND ASSESSMENT

Assessment Procedure

Standard

The provider shall put in place appropriate assessment procedures that will ensure proper assessment of the learner's ability and achievement and communication of the results to the learners.

Guidelines

The assessment procedure shall include:

- (a) Clear guidelines on setting, moderating, marking and processing examination results.
- (b) Examinations regulations including:
 - (i) Examination setting by competent persons in the subject area;
 - (ii) Examinations coverage on all key aspects of the curriculum;
 - (iii) Test items or examinations which elicit the expected outcome as stated in the programme objectives;
 - (iv) Moderation of all examination questions and examination scripts;
 - (v) Clear invigilation procedure;
 - (vi) Clear guidelines for marking;
 - (vii) Clear procedures of receiving, recording, processing of continuous assessment tests and final examination;
 - (viii) Secure storage of examination results; and
 - (ix) Appeals against results by students.

7.2 Student Evaluation Standard

The provider shall ensure that evaluation and assessment of students meet the objectives and learning outcomes of the curriculum and objectives of the learners and the world of work.

Guidelines

The provider should consider the following key aspects of student evaluation with respect to students (and the entire institution):

- (a) At entry, the provider should know entry behavior of its learners. This is done by collecting data at entry and by examination and by examining certificates.
- (b) Intermediate evaluation done during the course seeks to establish the progress of the students identifies learner's difficulties and enables appropriate feedback to be given to learners.
 - (i) Self Assessment Questions provided in the study materials with guidance for feedback to students. They create interactivity with the study materials;
 - (ii) Take home assignments and timed-tests done and returned to the tutor for marking with minimum turnaround time; and
 - (iii) For consistency a marking scheme is required.
 - (iv) Such examinations are administered under approved examinations regulations especially invigilation.
 - (v) The schedule of such examinations are drawn early in the academic year and made known to students.
 - (vi) The final evaluation is used for the following:
 - (I) Giving grades for certification of learners.
 - (II) Provide feedback to the institution on the performance and achievement and failures on the objectives.
 - (III) May be the basis of revising some parts of the course.
 - (vii) The provider should institute a mechanism for getting feedback on graduate's performance from the employers.

7.3 Course Evaluation.

Standard

The provider shall ensure regular (say once in five years) evaluation and review of programmes and courses with a view to redesigning the programmes/courses for relevance and worth.

Guidelines

The provider should put in place a mechanism for receiving feedback from stakeholders on the programmes: the stakeholders should include:

- (a) Course tutors;
- (b) Course writers;
- (c) Employers of the learners (both successful and unsuccessful) from the course; and
- (d) Any other users of the instructional materials.

Specific instruments may be prepared in advance for soliciting responses, for example, **reaction sheet** circulated with instructional materials or can be developed at the specific time of evaluation.

7.4 Evaluation of Learners Support Services

Standard

The provider shall ensure that learners support services are constantly assessed for effectiveness of the mode and medium of delivery.

Guideline

The assessment of learners support services shall address among other things:

- (a) Availability and adequacy of facilities for learner support;
- (b) Utilization of the services provided at the Study Centers by the learners;
- (c) Adequacy and competency of staff; and
- (d) Accessibility of the facilities and services to all students registered in the programmes.

7.5 Evaluation of Staff

Standard

The provider shall put in place mechanisms for evaluation of both full-time and part-time staff to establish their performance and effectiveness.

Guidelines

The evaluation of staff should address the following:

- (a) Training needs analysis;
- (b) Assessment of training programmes for their effectiveness;
- (c) Identification of priorities in training needs; and
- (d) Cost-benefit analysis on investment in staff development.

The primary purpose of evaluation is to ensure **quality** in the **entire operation** of the provider all the time under changing circumstances.

8. ADVERTISING

Standard

The provider and its agents shall ensure that advertising of programmes/courses is done in a fair and ethical manner following acceptable best practices, and comply with all relevant legislation.

Guidelines

The provider should ensure that advertising or promotional materials give clear and accurate view of the provider, its provision, objectives and outcomes of the programme/course.

- (a) The material for promotion should give, among other things:
 - (i) Clear identification of the provider;
 - (ii) Clear identification of the body awarding any qualification and its status;
 - (iii) Clear indication of the mode of delivery; and
 - (iv) Charges involved.
- (b) Enquiries from potential applicants should be handled promptly by competent staff.
- (c) Advertising through home visits should avoid the possibility of misspelling.
- (d) The learner should be given sufficient information to fully assess the suitability of the programme/course.
- (e) The learner should be made aware of all items and conditions relevant to the programme/course.
- (f) Enrolment when completed should be confirmed to the learner, and the learner given time to withdraw from the course.
- (g) The learner must be informed of rights, obligations and commitments expected of him/her.
- (h) The learner must be informed of the financial agreements himself/herself and the provider.

3.10 GUIDELINES FOR DEVELOPING STUDY MATERIALS FOR DISTANCE EDUCATION

In developing instructional study materials for academic programmes delivered through education, the following criteria should be used for making the study materials self-instructional and interactive.

1. At the module level, the layout/format should include the following:

- (a) Title of the course and course number.
- (b) Table of contents which is a clear reflection of the lecture titles in the book/module.
- (c) Introduction which gives:
 - (i) Overview of the course;
 - (ii) Rationale for offering the course;
 - (iii) Advice on how the learners should approach and interact with the course;
 - (iv) Give any prerequisite if applicable;
 - (v) Linkage of the specific module and the others in the programme;

- (vi) Specific essential reading/reference materials; and
- (vii) Assessment mechanisms of the course.

- (d) Objectives of the course which guides or informs the learners what is expected of him/her after completing the course in other words the expected outcome.
- (e) Well balanced lectures that reflect the weighting of each lecture and sub-divided into small chunks.
- (f) Reference given at the end of specific lectures.
- (g) A summary of the whole module and possibly feedback or solution to some of the activities/practice exercises to enable the learners check their work and performance.
- (h) End of module practice exercise that summarizes the entire module.

2. At lecture level the layout/format should include the following for each lecture:

- (a) Lecture title which agrees with module content/outline.
- (b) Lecture outline showing the content sub-topics for each lecture
- (c) Individual lecture objectives that indicate what is expected as outcome for the learners after completing each lecture.
- (d) Unit introduction which includes the following:
 - (i) link between the previous lecture and the specific lecture;
 - (ii) overview of what the lecture is going to deal with; and
 - (iii) Any specific prerequisite if applicable.
- (e) Each lecture treated/broken in sub-topics.
- (f) The hierarchy of information distinguished by either heading scheme or numbering or both.
- (g) Activities or practice exercises distributed in the lecture possibly under each topic or several topics and at the end of the lecture.
- (h) Summary/conclusion at the end of each lecture.
- (i) Specific reference clearly identified by pages.

3. Language of presentation should be at the level of the learners but not compromising the technical terminology of the subject.

4. Throughout controversial language should be used to bring the learner closer to the text and the writer.

3.11 VERIFICATION OF ACADEMIC RESOURCES (CHECK LIST)

The Council will verify academic resources available or likely to be available to support proposed academic programmes before giving final approval. The list of academic resources given is not exhaustive and institutions are expected to specify other available resources not included in the list where appropriate.

Name of Institution

.....

Department/Programme.....

Student Enrolment in the Programme

1. Facilities

Item	Number	Capacity (Sq m)	Usage	
			Specific to Department	Shared
Conference Halls				
Lecture Rooms/Lecture Theatres				
Lecturer's Offices				
Laboratories <ul style="list-style-type: none"> - Physics Lab. - Chemistry Lab - Biological Sciences Lab - Computer Lab. Others (specify)				
Workshops				
Studios				
Farm Facilities				
Internet Access Points				
Others (specify)				

2. Equipment and teaching materials

Item	Number	Capacity (RAM, CPU, HDD, and Display where applicable)	Usage	
			Specific to Department	Shared
Desktop Computers (PCs)				
Laptops/ Note Books / tablets				
Projectors				
Computer Software				
Laboratory Equipment				
Special Equipment				
Others (specify)				

3. Core-texts and journals

Subject Area	No. of Titles	Volumes	Journal (No. of Titles)	Remarks

4. Academic Staff

(a) List of list academic and relevant support staff

Name	Rwanda	Qualification	Area of Specialization	Experience (Year)	Remarks (Head, Full-time, Part-time, etc)

(b) Summary of academic staff

Rank	Total No.	Full-Time	Part-Time	Remarks
Professors				
Associate Lecturers				
Lecturers				
Tutorial Fellows/Assistant Lecturers				
Teaching Assistants/Graduate Assistants				
Technicians/Technologists (specify rank)				
Others (specify)				

5. The information should be related to the projected student enrolment for four (4) academic years.

Indicate both the:

(a) Student: staff ratios

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(b) Staff load per programme

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6. Declaration

Name of the Respondent

.....

Designation.....

.....

Signature.....

.....

Date.....

.....