REPUBLIC OF RWANDA

HIGHER EDUCATION COUNCIL
P.O.BOX 6311 KIGALI

NOTES OF GUIDANCE:

PROGRAMME SPECIFICATION FORM

Revised April 2007

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1. PROGRAMME DETAILS

Programme code: this will be assigned later

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

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

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

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

3 PROGRAMME AIMS AND RATIONALE

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

- How the proposed programme integrates with the academic development strategy of the Faculty and the Institution,
- If the institution has run courses in this area in the past, how it differs from them and what has been learned from them to improve the present proposal,
- If the material has not been covered before, what the justification is for proposing a programme in it,
- Evidence of student and employer demand, and what the proposed programme does to meet the needs of Rwanda

- An indication of the staff research and other scholarly activity that underpin the programme (particularly at honours level)
- Any proposed relationship with other of the Institution's programmes in terms of course development and sharing.

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

PROGRAMME LEARNING OUTCOMES

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

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

Knowledge and Understanding is self-explanatory.

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

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

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

LEARNING AND TEACHING STRATEGY

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

ASSESSMENT STRATEGY

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

STUDENT PROFILE, ENTRY CRITERIA

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

STRATEGY FOR STUDENT SUPPORT

How are students to be supported, what will be done to encourage the most able and what will be done to help those who fall into difficulties with the material or their understanding and use of it – both in general and with respect to particular points of difficulty?

What provision has the programme made to deal with Equal Opportunities issues such as gender bias in curricula or access for disabled students?

INDICATIVE LEARNING RESOURCES specific to programme

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

The section should also identify programme-specific resources – particular computer hardware or software, laboratory or other consumables not shared with other programmes, needs for particular types of laboratory or workshop – and assure us that thee needs have been met or indicate how they are to be met before the programme starts and/or during the programme.

STRATEGIES FOR CONTINUOUS ENHANCEMENT AND FUTURE DEVELOPMENT

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

STAFF DEVELOPMENT PRIORITIES

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

APPENDIX: LEVEL DESCRIPTORS (FROM THE *NATIONAL QUALIFICATIONS FRAMEWORK)*

HE Level 1 (Certificate of Higher Education)

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

HE Level 2 (Diploma in Higher Education)

Demonstrate: *a broad knowledge base with substantial depth in their area(s) of study *understanding of a limited range of core theories, principles and concepts *limited knowledge of some major current issues and specialisms *an outline knowledge and understanding of research in the subject	Use a range of appropriate methods and procedures Carry out routine lines of enquiry, development or investigation into problems and issues Adapt routine practices within accepted standards	Have command of analytical interpretation of a wide range of data Use a range of approaches to formulate evidence based solutions/responses to defined and /or routine problems/issue. Evaluate evidenced-based solutions/responses to defined and /or routine problems/ issues	Use a range of routine skills and some advanced and specialised skills associated with the subject e.g. Convey complex information to a variety of audiences and for a variety of purposes Use a range of applications to process and obtain data Use and evaluate numerical and graphical data	Exercise autonomy and initiative in some activities at a professional Level Take significant managerial/ leadership responsibility for the work of others in a defined area of work Take the lead in planning in a familiar context Take responsibility for carrying out and evaluating tasks

HE Level 3 (Advanced Diploma in Higher Education)

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

HE Level 4 (Ordinary Degree)

Demonstrate: *a broad and integrated understanding of the well established principles of their area(s) of study *the ability to evaluate a selection of the principles, principles, concepts and terminology of their area(s) of study, including some advanced aspects *knowledge that is detailed in some areas and/or informed by developments at the forefront *knowledge of routine methods of enquiry	Use of a selection of the principle skills, techniques, practices and/or materials associated with the subject(s) Use of a few skills etc that are specialised or advanced Practice appropriate routine methods of enquiry to solve problems in their area of study Practice in a range of professional Level contexts which include a degree of unpredictability	Identify and analyse routine professional problems and issues An understanding of the limits of knowledge and an ability to evaluate knowledge Draw on a range of sources in making judgements	Effectively communicate information, arguments and analysis in a variety of forms to specialist and non specialist audiences Deploy the key techniques of the discipline/subject with confidence Use a range of IT skills to support and enhance work Use and evaluate numerical and graphical data	Exercise autonomy and initiative in some activities at a professional Level Practice in ways which take account of own and other's roles and responsibilities Work under guidance with qualified practitioners Take responsibility for own work and manage the work of others

HE Level 5 (Bachelor Degree with Honours)

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

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

Knowledge and understanding	Practice: applied knowledge and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, responsibility and working with others
Demonstrate: *a systematic and comprehensive understanding of the main areas of the subject/discipline *a critical awareness of current problems and/or new insights at the forefront of the academic discipline *a comprehensive	Use a significant range of the principle skills, techniques, practices and/or materials, including some at the forefront of developments, associated with their discipline Apply a range of standard and specialised research or	Deal with complex issues and make informed judgements in the absence of complete data Analyse, evaluate and synthesise issues which are at the forefront of knowledge Demonstrate original	Use a range of advanced and specialised skills as appropriate to the discipline: e.g.: *communicate using a range of appropriate methods to a range of audiences with different Level s of subject expertise *communicate with peers,	Exercise initiative and personal responsibility Demonstrate self-direction and originality in tackling and solving problems Act autonomously in planning and implementing decisions at a professional

understanding of relevant techniques applicable to their research or advanced scholarship *an understanding of how established techniques of research and enquiry are used in the discipline	equivalent techniques of enquiry Plan and carry out a significant project of research, investigation or development Demonstrate originality in the application of knowledge	responses to problems and issues	more senior colleagues and specialists *use a wide range of appropriate software solutions *evaluate a wide range of numerical and graphical information.	Level Demonstrate the skills of life-long learning Demonstrate the skills of leadership and the management of resources

HE Level 7 (Doctorates)

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