Mutesa I
ROYAL UNIVERSITY

P.O.Box 322, Masaka
P.O.Box 14002, Mengo-Kampala
+256 434 251459
aro@mru.ac.ug
www.mru.ac.ug

CURRICULUM DEVELOPMENT POLICY

Date of Recommendation by Management:	Aug. 2019
Date of Approval by the University Council:	December 2019
Commencement Date:	January 2020
Review Date:	Institutional Review every after five years
Signature by Chairman Council	

Table of Content

1.0	Interpretation of Operational Terms of the Policy	2
1.1	Background of MRU	7
1.2	Strategic Goals of MRU	7
1.3	Vision of MRU	7
1.4	Mission of MRU	8
1.5	Core Values of MRU	8
2.0	Introduction of the Policy	8
3.0	Objectives of the Policy	8
4.0	Application of the Policy	10
5.0	Teaching Philosophy at MRU	10
6.0	The Curriculum Design Process	12
7.0	Programme Specification	15
8.0	Management of a Programme of Study	19
9.0	Quality Assurance	23

1.0 Interpretation of Operational Terms of the Policy

i) Aim/Purpose

A term used in module and programme descriptions. It indicates the direction or orientation of a module or programme in terms of its content and sometimes its context. An aim is written in terms of level, teaching intentions and management of learning. It gives a general statement(s) about knowledge, skills, attitudes and values expected in graduates.

ii) Assessment

A general term that embraces all methods used to judge the performance of an individual, group or organization.

iii) Assessment Criteria

Descriptions of what the learner will have to demonstrate in order that learning outcomes specific to a module have been achieved. The purpose of assessment criteria is to establish clear and unambiguous standards of achievement in respect of each learning outcome. Level descriptors are used as a guide during this process.

iv) Assessment of Student Learning

Assessment of student learning is the process of evaluating the extent to which participants in a learning activity have developed their knowledge, understanding and abilities.

v) Assessment of Teaching and Learning

Assessment of teaching and learning is the process of evaluating the quality and appropriateness of the learning process, including teacher performance and pedagogic approach.

vi) Assurance of Quality

Assurance of quality in higher education is a process of establishing stakeholder confidence that provision (input, process and outcomes) fulfils expectations or measures up to threshold minimum requirements.

vii) *Benchmark*

A benchmark is a point of reference against which something may be measured.

ix) Best practice

Best practice refers to effective, ideal or paradigmatic practice within an organization that others would benefit from adopting or adapting.

x) Class

Class refers to a discreet teaching and/or learning activity such as lecture, seminar, workshop, or laboratory class. It can also be a structured independent learning activity that does not involve direct teacher student contact such as distance or resource-based learning.

xi) Continuous Assessment

Continuous Assessment refers to assessment taken on an ongoing basis as part of a module or course unit which contributes to the final mark.

xii) Competence

Competence is the acquisition of knowledge skills and abilities at a level of expertise sufficient to be able to perform in an appropriate work setting (within or outside academia).

xiii) Compliance

Compliance is undertaking activities or establishing practices or policies in accordance with the requirements or expectations of an external regulatory authority.

xiv) Contact Hour

One contact hour corresponds to one hour of teaching and/or learning activity such as lecture, tutorial class, seminar, workshop, practical class or structured independent learning activity such as distance learning or resource-based learning.

xv) Criteria

Criteria are the specification of elements against which a judgment is made.

xvi) Course Unit

A Course Unit or Course is a specific type of module, and it refers to a single unit of study in a curriculum or programme of study that is equivalent to one hour of classes.

xvii) Credit Transfer

Credit transfer is the ability to transport credits (for learning) from one setting to another.

xviii) Credit Unit

Credit refers to a quantified means of expressing equivalence of learning. A credit unit is awarded to a learner in recognition of verified achievement of a unit of learning, usually measured in hours of study or achievement of threshold standard or both. One credit unit equates to 1 contact hour of learning successfully achieved.

xix) Criteria-referenced Assessment

Criteria-referenced assessment is the process of evaluating (and grading) the learning of students against a set of pre-specified criteria.

xx) Curriculum

Curriculum is the embodiment of a program of learning and includes philosophy, purpose, learning outcomes, syllabus content, teaching approach and assessment.

xxi) Discipline

Is a particular branch of learning or body of knowledge whose defining elements, i.e., phenomena, assumptions, epistemology, concepts, theories, and methods, distinguish it from other knowledge formations. Examples include mathematics, physics, philosophy, etc.

xxii) Formative Assessment

Is evaluation of student learning that aids understanding and development of knowledge, skills and abilities without passing any final judgment (via recorded grade) on the level of learning.

xxiii) Interdisciplinary Programme

Is derived or drawn from two or more disciplines and integrates their perspectives and insights to produce a new comprehensive curriculum.

xxiv) Internal Institutional Audit

Is a process that institutions undertake for themselves to check that they have procedures in place to assure quality, integrity or standards of provision and outcomes across the institution.

xxv) Learning Outcome

Is the specification of what a student should learn as the result of a period of specified and supported study. It expresses what a student will demonstrate on the successful completion of a module. Learning outcomes:

(a) are clear concise statements that describe how students can demonstrate their mastery of programme goals;
(b) are related to the level of the learning;
(c) indicate the intended gain in knowledge and skills that a typical student will achieve; and
(d) should be capable of being assessed.

xxvi) Level

An indicator of the relative complexity and depth of learning, associated with a module or stages of a programme or of a qualification.

xxvii) Level Descriptor

A generic statement describing the characteristics and contexts of learning expected at a particular level.

xxviii) Lifelong Learning

Is all learning activity undertaken throughout life, whether formal or informal.

xxix) Mode of Study

Refers to whether the program is taken on a part-time or full-time basis, or through some form of work-linked learning and may include whether it is taken on-campus or through distance learning.

xxx) Module

Is a coherent collection of classes which together form a discreet segment of a programme of study. It is a discrete learning experience that is described by explicit learning outcomes assessed at a named level. Modules may be subject to prerequisite or co-requisite conditions.

xxxi) Multidisciplinary Programme

Is derived or drawn from two or more disciplines by placing side by side courses from the disciplines but makes no attempt to integrate the insights produced by these courses into an interdisciplinary curriculum.

xxxii) Norm-referenced Assessment

Is the process of evaluating (and grading) the learning of students by judging (and ranking) them against the performance of their peers.

xxxiii) Peer Review

Is the process of evaluating the provision, work process, or output of an individual or collective who are operating in the same milieu as the reviewer(s).

xxxiv) Programme of Study

Is an approved curriculum followed by a student that may be one of a number of established pathways available or may be unique to the student. It may comprise of a number of modules. A programme could be drawn from a single discipline or it could be derived from two or more disciplines.

xxxv) Programme Outcome

Is an expression contained within a programme specification of what a typical learner will have achieved at the end of the programme. Programme outcomes are related to the qualification level and will relate to the sum of the experience of learners on a particular programme.

xxxvi) Ranking

Is a term used to refer to the rating and ordering of higher education institutions or programs of study based on various criteria.

xxxvii) Semester

One semester corresponds to a period of study consisting of seventeen (17) weeks or its equivalent in contact hours or credits. Normally an academic year at MRU has two semesters.

xxxviii) Stage

Is an identification of the point in their studies at which students undertake a defined element of a programme.

xxxix) Summative Assessment

Is the process of evaluating (and grading) the learning of students at a point in time.

xl) Thesis/Dissertation

A thesis or dissertation is a structured synthesis of the outcome of a student's research at master's or doctoral level.

1.1 Background of MRU

Muteesa I Royal University (MRU) was offered an operational license by the National Council for Higher Education (NCHE) in 2005 and started its operations in 2007. The founding Chancellor of the University, who is also its Visitor, is His Majesty the Kabaka, Ronald Muwenda Mutebi II. The genesis of modern education in Uganda is historically associated with the Kingdom of Buganda owing to the role that Sekabaka Muteesa I played in inviting the missionaries who introduced education in Uganda. Owing to this history, it is only befitting that the University was named after this visionary leader. Hence, the University was named after the 31st King of Buganda who was a monarch of great vision, Kabaka Muteesa I (1856-1884). MRU is a skills training, academic and research-oriented institution of higher learning that was established as a private institution. The initiative was promoted by the Executive Committee (EC) of the Buganda Kingdom, headed by the *Katikkiro* (i.e., Prime Minister).

1.2 Strategic Goals of MRU

The Strategic Goals of MRU are as follows:

i) To produce graduates with all-round competencies and skills to be able to initiate self-employment activities or compete for jobs in the global market;
ii) To promote research and encourage students and staff to publish;
iii) To build and expand collaboration and engagement with the community, the alumni, and industry and business, and to equip students with practical skills while empowering the community, industry & business to develop local solutions;
iv) To strengthen MRU's human resource capacity;
v) To achieve a sustainable financial resource base;
vi) To improve the administrative and organizational arrangements of MRU with a view to achieving efficiency and effectiveness in all sections of MRU; and
vii) To construct or acquire, rehabilitate and maintain buildings, equipment, implements, ICT facilities and land particularly for the growth and development of its niche.

1.3 Vision of MRU

The Vision of MRU is to be "a leading university responding to contemporary challenges through teaching and learning, research and technical guidance".

1.4 Mission of MRU

The Mission of MRU is "to provide training, research and technical guidance responsive to national socio–economic needs".

1.5 Core Values of MRU

The core values of MRU are as follows:

i) Professionalism; Professionalism is a trait that's highly valued in the human resource of any organization. It has many attributes, including: (a) Specialized knowledge, (b) Competency, (c) Honesty and integrity, (d) Respect, (e) Accountability, (f) Self-regulation, and (g) Image;
ii) Respect for Diversity;
iii) Cultural Sensitivity;
iv) Tenacity; and
v) Team Spirit.

2.0 Introduction of the Policy

The aim of MRU is to offer excellent and lifelong learning opportunities to a wide spectrum of students. MRU promotes a learning culture that enables students to acquire integral education that encompasses a sound grasp of their chosen discipline and develop their intellectual capacities and transferable personal skills, in order that they may graduate as responsible and productive members of society. The term curriculum is used here to refer to the list of subjects, topics, subject content and skills, and texts included in a course of study; the methods of teaching and assessment that are used; the philosophical outlook of the programme; and who the learners are. Curriculum is both the planned process, the actual implementation of the teaching and the students' experiences of the learning process. MRU recognizes that it is accountable to the learners, parents and sponsors, government and industry, and the community at large. The objective is to produce graduates who, apart from having a broad and sound knowledge of content, also possess the capability not only to provide human resources to satisfy the needs of the country, but also possess the passion and skills needed to create jobs and employment by engaging in entrepreneurial ventures. MRU must produce graduates capable of leading change in the business and public sectors through the influence of their professional work and human qualities.

3.0 Objectives of the Policy

a) Academic units (Faculties, Schools and Departments) have the primary role in the curriculum development process and are responsible for the development and maintenance of curriculum and teaching programs;
b) While the primary responsibility for course and curriculum development and review rests with the academic units, the collegial process in MRU ensures open discussion of curriculum issues. Beyond the Faculties/Schools/Departments the Deans'

Committee should recommend all the undergraduate curricula and policies to the Senate for approval; while the Faculty/School/Department responsible for Post-graduate Studies should recommend all graduate policy and curricula to the Senate for approval;

c) Before a programme of study is mounted, the concerned Faculty/School/Department should present the approved curriculum accompanied with a detailed business case and implementation plan to MRU Management for approval;

d) In the development of curricula Faculties/Schools/Departments should specify clearly the aims as well as the learning outcomes of the programme. This will facilitate the identification of specific outcomes for various courses and modules in the programme. The learning outcomes should be aligned to assessment and should include knowledge and understanding of the subject, cognitive skills, core professional skills, as well as personal attitude and generic skills;

e) Curricula should be learner-centred and describe content, skills to be mastered, teaching methods and learning activities, forms of assessment, course texts and other teaching materials;

f) Apart from specifying the core course units/modules in the programme, undergraduate curricula should include MRU's compulsory course units, in ethics, entrepreneurship and information technology or any other as may be prescribed by Senate. All undergraduate curricula should require the learner to undertake a research project and write an undergraduate dissertation as part of the study programme;

g) Undergraduate curricula should require learners to undergo two types of Field Attachment/Internship as an integral part of their study programme at MRU: Community Attachment/Internship, to provide the students with an opportunity to learn as they serve; and Industrial Attachment/Internship to provide the students with the opportunity to learn as they work;

h) Graduate curricula should include course units dealing with ethics and entrepreneurship. All graduate curricula should require learners to undertake research and write a dissertation or thesis as part of the study programme;

i) Regular review of curricula should be standard practice in every Faculty/School/Department. Given the rapid pace of change in higher education, annual reviews of curricula should be carried out using feedback from student achievement and progression, student evaluation, peer reviews and External Examiners. Comprehensive reviews of the curricula should be undertaken every three years and the reviews should cover the programme's stated aims and learning outcomes, the teaching and learning processes, assessment strategies, core subject skills, professional and generic skills development, learning and teaching resources. The review should also take into account developments in higher education and in the academic marketplace as well as changes in the employment market;

j) In developing and reviewing curriculum, Faculties/Schools/Departments should consult widely with current students, alumni, potential employers, academics from other institutions as well as professionals in both private and public sectors;

k) In planning curricula, Faculties/Schools/Departments should take into account the internationalization goals and strategies of MRU, and the educational and employment needs in the East African Community region; and

l) Deans or Directors of Faculties/Schools/Institutes and Heads of Departments will

be required to report to Senate on a regular basis in respect of their development and review of curricula.

4.0 Application of the Policy

a) The development and review of curricula in MRU should take into account its mission vision and philosophy, national educational policies and the socio-economic environment within which graduates will work;
b) Learning outcomes should be explicitly stated for each course or programme and these should be the pivot around which the whole programme is developed;
c) The curriculum should provide a base for a broad and all-round education which integrates academic excellence, humanistic education and entrepreneurial education. The curricula should help the learner develop a passion for truth, personal freedom, moral integrity and service;
d) Analysis of the surrounding educational environment is a key feature of curriculum development. Before a programme is designed, the needs of the learners and society should be ascertained. Educational market analysis will provide information on the skills needed and the industry trends on employability. Stakeholders should, therefore, be co-developers of a curriculum. These normally include current and past students, academics, professional bodies, practitioners, and employers in both the private and public sector; and
e) Reviewing processes should be part of a curriculum plan in order to accommodate new ideas and knowledge. Such changes should be informed by innovations in learning and teaching technologies as well as advancements in a particular subject or discipline.

5.0 Teaching Philosophy at MRU

a) Introduction

The teaching philosophy guides the design of the course, selection of teaching methods and assignments, selection of teaching and learning materials, structure of the practical experience, assessment and feedback strategies. MRU accords equal importance to teaching and research and constantly explores ways of improving and rewarding it. Lecturers are held accountable to provide clear and concise evidence of the quality of their classroom teaching. MRU's promotion criteria lays emphasis on the importance of teaching in gaining promotion, and much more emphasis on the production of a dossier of evidence about teaching performance, often referred to as the teaching profile or teaching portfolio. The teaching portfolio is meant to serve as a means of professional development. It is intended to assist staff to reflect, document, monitor and evaluate their teaching throughout their professional life as a university teacher.

b) Principles

i) The teaching philosophy of MRU reflects its mission statement and is aimed at helping it to fulfill its stated mission. The teaching philosophy of an individual must correspond to MRU's overall teaching philosophy;

ii) Human Formation: MRU's educational philosophy is centered on humanistic education whose aim is to:

1) Equip students with critical capacity that would enable them to sift ideas, and to help the students have the independence of will not to be led against their informed judgment. This entails educating the students in human virtues;
2) Inculcate in the students a mentality of service to community as part of their human formation; and
3) To develop the global citizenship dimension among students by infusing global and inter-culture learning into all aspects of MRU. The expected learning outcome of this human formation is the acquisition of the objective respectable criteria needed for making decisions in both professional work and personal lives.

c) Integral Education

A student is an integral component of his/her respective community. Education has to promote the integral development of the student and enable the student become a useful member of the community. The goal of integral education is to help students develop their character, that is, grow in human virtues, respected and demanded by the community.

d) Freedom in Education:

Academic freedom is the particular freedom of students and staff in MRU to pursue knowledge, speak, write, and follow the life of the mind without unreasonable restriction. It is that freedom to be judged, when such judgment is necessary, on the basis of legitimate intellectual and professional criteria, not personal beliefs, political views, religious or other individual preferences, except as these may demonstrably affect intellectual and professional achievement.

e)Principle Elements of the Teaching Philosophy at MRU:

1) Passion for Truth and Freedom: We believe that the aim of true education should be to train the learners in personal freedom and in personal responsibility. MRU has a very clear and strong understanding that education in all its manifestations is principally the development of the person to search for the truth. This belief in the transcendental value of the search for the truth is what brings one to the responsible exercise of his/her freedom;
2) Research-led Teaching and Learning: MRU's strategy is to enhance research-led teaching and learning. The strategy promotes mutual reinforcement of teaching and research, where all teaching and learning in MRU has a base in the creative experience of scholarly and scientific inquiry. MRU encourages empirical research in teaching and learning to promote innovation in teaching methodologies and learning styles;
3) Learner-centered Approach: MRU believes that all students who are admitted have a positive orientation to learning and have an inherent capacity to learn. The role of the Lecturer is to facilitate learning. This involves creating the

conditions necessary for deep learning to take place and creating a passion for the subject matter. The role of the student's experience is vital to learning and the facilitating the integration of theory and practice enhances learning. MRU believes in student participation in their learning and the promotion of teaching techniques which tap into the experience of the students. The Lecturer's role is to help students learn how to learn so that they can learn at their own pace, and match their learning style to their learning ability. Activity–based learning strategies like groups, syndicates, projects, simulations, and problem-based formats facilitate student participation;

4) Evaluation of Learning: this should be an ongoing process and MRU encourages the use of both formative and summative forms of assessment. Student feedback is paramount to learning. The feedback should entail principles such as timeliness, time saving, emphasizing the formative, feed-forward, guide the Lecturer and lead to greater trust;
5) Continual Improvement: From all Lecturers, MRU asks for a dedication to their work that implies continual professional development. Professors at MRU should continually conduct research in their field, advance knowledge and then share this knowledge with students. MRU fosters continual improvement among Lecturers by providing moral and material support for staff development courses, innovations in teaching and learning, embracing new technologies, empirical research in teaching and learning, and advanced research in their fields;
6) Peer Support Review. MRU's approach to peer review offers all its staff whose activities directly impact on the student learning experience the opportunity to reflect on their teaching/learning support practice. Peer Support Review should promote dialogue focused on professionalism in teaching. MRU expects the process to enable its Professors to have an understanding of how people learn, a concern for student development, a commitment to scholarship, professionalism and ethical practice, a commitment to working with and learning from colleagues, working effectively with diversity and inclusivity and a commitment to continuing reflection on professional practice; and
7) Lifelong Learning: MRU encourages Faculties/Schools/Institutes/Departments to develop courses and adopt teaching methods which foster life-long learning. For courses to enhance life-long learning, they should: provide a systematic introduction to the field of study; offer a comparative or contextual framework for viewing the field of study; seek to broaden the student's knowledge and provide generic skills; offer some freedom of choice and flexibility in structure; and provide for the incremental development of self-directed learning.

6.0 The Curriculum Design Process

a) Exploratory Stage:

i) Identify the degree programme you would like to offer and the Faculty/School/ Institute;
j) Demonstrate the need for the programme (a broad consultation including the academic community, professionals, employers and other stakeholders has to be

carried out);

iii) Link the study programme to MRU's Mission;
iv) Draw a programme profile which will define the overall aim, objectives (have to be formulated in form of learning outcomes that correspond with the acquired knowledge and skills), and curriculum (that is, academic content that will result in the achievement of the learning outcomes);
v) Learning outcomes should consider the needs of the labour market considering the aspirations of the students and the employability of graduates, the prerequisite knowledge and the target groups of the programme;
vi) A curriculum development team is formed with the chairperson being a senior member of academic staff in the academic Department/Faculty;
vii) One or more meetings are held with all contributing participants in the potential development of the curriculum; and
viii) The purpose of the meeting is to determine specific answers to the following questions:

a. What do we want the potential learners to know, to do and to feel during and after the instructions? (to be accomplished by true brainstorming, during which all ideas should be recorded without comment or criticism. Only after no further ideas are recorded should an evaluation be conducted of those ideas. Each should be evaluated using the criteria of the Know, Do and Feel questions discussed above. If they do not stand up to what was determined from asking those questions, the item should be eliminated from the list.);
b. How much time should the learners be given to learn and internalize the material presented? (the degree programme has to be structured in such a way that students' mobility is guaranteed so that they can complete the programme within the given timeframe);
c. What is our budget for creating of the curriculum item under discussion?;
d. What teaching/training methods shall we use? (Teaching & Learning methods should be varied and innovative);
e. What will the major and supplementary materials consist of?;
f. Who will be responsible for the various phases of production and review?;
g. What is a reasonable time-line (production schedule and deadline)?; and
h. The degree is divided into specific areas of specializations.

Contributing participants are given the specified areas to collect data for possible subjects/courses.

b) Developmental Stage

i. Mock-up

Determine the nature and quantity of the developmental stages. The following stages should at least be considered in this discussion:

1) Conceptualization;
2) Content and its division into phases (order);

3) Coordination and reporting;
4) Drafting (initial writing);
5) Graphic design and production;
6) Mock-up production;
7) Editing; and
8) Production.

ii. Create a Mock-up

Depending on your work environment, this could take one or more of the following methods:

a. Large sheets of paper taped to the wall around a large room, with each sheet representing one page in the document or presentation;
b. A computer-assisted program available to each participant in the creative process in which each screen represents one page in the documentation;
c. Written notebooks, each page of which represents one page in the final document; and
d. The key to the success of the mock-up is to have the entire content readily available to each developmental participant, for reference and coordination.

iii. Refine the mock-up

Examine each section and determine whether unnecessary duplications, needed transitions, appropriate alterations in text or visuals, etc., exist.

iv. Drafting

This is a preliminary formulation of the content in actual paragraphs and sentences.

v. Preliminary Review

The written draft is distributed to all developmental personnel, allowing them enough time to go through their copy of the draft and make comments and suggestions.

vi. Review Meeting

A review meeting is conducted where all participants share with the others their suggestions and comments. The Chair of the developmental team should;

(a) Explain at the beginning of the meeting how the review will proceed;
(b) Take the participants through the draft page by page, asking for questions and comments;
(c) The resultant contributions will be recorded without discussion so that editors may take them into account before the final document or presentation is prepared; and

(d) If discussion of any of the contributed items becomes necessary, it will be held between the contributor and the editor.

vii. Writing

The writer(s) should produce the final version of each section of the curriculum item.

viii. Final Review

The following should be checked for accuracy and quality:

a. Spelling;
b. Punctuation;
c. Capitalization;
d. Grammar and Syntax;
e. Format (Consistency);
f. Style (Consistency);
g. Quotations (Attribution);
h. Captions (Format);
i. Table of Contents (Coordination with actual document);
j. Index entries (if required;
k. Appendix (if required; and
l. Correctness of data or statistics, etc.

ix. Final Production

Each person responsible for this phase should then complete the task according to the deadline set at the beginning of the project (printing, digitizing, programming, etc.)

c) Presentation Stage

The final document is presented to the Dean's Committee.

7.0 Programme Specification

(a) Title of the programme

State the title of the proposed programme to describe as concisely as possible the level and type of qualification to be awarded at graduation (e.g., degree, diploma, and certificate).

(b) Rationale of the Programme

Provide justification of the need for the programme. This should be based on results obtained from analysis of the surrounding educational environment and

educational market of the higher education landscape in Uganda and the region or internationally; as well as on feedback obtained from wide consultation with current students, alumni, academics, practitioners, professional bodies and potential employers.

(c) Educational Aims of the Programme

This states the general purpose or aims of the programme.

d) Expected Learning Outcomes of the Programme

State the specific knowledge, skills and attitudes that students are expected to have learned and acquired by the end of the programme. The learning outcomes should be approximately 3-5, measurable, learner focused and aligned to assessment.

e) Delivery Mode

These could include on-campus face-to-face approach, e-learning, distance or resource-based learning, blended learning, etc.

f) Academic Regulations for the Proposed Programme

(i) Admission Requirements

This should include:

a) A concise description of the target group for the programme; and
b) A clear statement of the admission criteria for the programme.

(ii) Programme Structure and Requirements

Provide a description of the structure and requirements of the course according to the following guidelines:

1) Undergraduate programmes may be offered in two stages (I&II), where a stage is equivalent to two academic years. A student is deemed to have completed an academic year after successful completion of half the number of taught units within a stage;
2) Normally courses are offered in terms of course units. Each course unit is equivalent to one credit or one contact hour of class;
3) Indicate the duration of the programme: normal duration, minimum duration and maximum duration in terms of semesters or credit value. The period of the attachments will be part of the programme duration. Specify the maximum and minimum number of course units or credits a student may take per semester;
4) To qualify for the award of the degree, a student must take and pass all the core and required course units specified in the programme, unless the student has been exempted from some units;

5) Withdrawal: In all the semesters of study, admission for a specific unit will be subject to the student meeting prerequisites; and
6) Each registered undergraduate student will undertake a Community-based Attachment within the First Year of study and an Industrial Attachment in the Second Year of study. The duration of the Community-based Attachment and the Industrial Attachment will each be not less than eight (8) weeks. Both Attachments are equivalent to 5 credit units and are subject to the general regulations for practical training and Industrial Attachment.

(iii) Course Descriptions

(a) Guidelines for Module Design

i. Module Code: The code should comprise the Course prefix followed by four digits, the first for module level and the remaining three for general identification purposes. Each code should be unique and should not repeat a previously used one. A module may be offered at one level only. If the same module is offered at two levels, it will be seen as two different modules and will require two different codes. Each of these modules will have different learning outcomes that imply different assessment criteria, guided by the level description, even when the teaching content is the same.
ii. Module Title: The title should be that adopted in official publications; the title will also appear on a student's transcript. In the latter context, it should be noted that only 8 characters can be accommodated on University transcripts; you may wish to formulate the title accordingly.
iii. Credit Value/Contact Hours: Please observe the University framework for credit/contact hour allocation. Note in particular the convention that one credit is notionally equivalent to 15 contact hours of teaching/learning/assessment.
iv. Level: Please observe the University framework for level allocation. Note that level should relate to learning outcomes appropriate to the stage of a student's programme.
v. Pre-requisites: Indicate any prior qualification or experience (e.g. previous modules, or equivalent) that is required.
vi. Co-requisites: Indicate any co-requisites.
vii. Aims: What are the aims/what is the rationale of the module?
viii. Learning Outcomes: These should be written in the form of statements of what students should have achieved by the end of the module. They should refer to (a) subject-specific skills; (b) core academic skills; (c) personal and generic skills.

(b) Subject-specific Skills: The skills and knowledge that students will have gained by the end of a module that are specific to that module or to that particular subject. For example, the ability to demonstrate facts and concepts achieved as a consequence of studying the module. Verbs that frequently characterize a subject-specific skill can indicate an expected level of achievement, such as 'recognize',

'demonstrate', 'interpret'.

(c) Core Academic Skills: The skills that are central to the particular discipline, where students demonstrate the use and application of subject-specific skills. They may be the point at which subject-specific and generic skills are brought together. They are often more to do with the programme as a whole than with the module in particular. They will frequently be characterized by verbs that indicate the level of achievement that might be expected of a developing graduate, such as 'apply', 'analyze', 'synthesize', 'judge'.

(d) Personal and Generic Skills: The skills that are not specific to the subject, that are generic and potentially transferable to any discipline or situation. They are more to do with processes than with outcomes. They may be practised and developed in the context of subject-specific and core academic skills, and can support learning in the discipline. It is helpful to number the learning outcome statements so that they can be cross-referenced to other points in the module template, such as assignments or criteria of assessment.

(e) Learning/Teaching Methods: Describe both the various learning processes and the teaching methods to be employed and how they are linked to the learning outcomes.

(f) Syllabus Content: provide a summary of the syllabus content.

(g) Instructional Materials and/or Equipment: Indicate material and equipment needed to support teaching the module, e.g., computer software, course ware available on the web, audio-visuals, teaching manuals, etc.

(h) Assessment: Describe all assessment procedures, relating methods to learning outcome. Include reference to the weight that each component will contribute to the assessment outcome.

(i) Indicative Basic Reading List: Indicate core texts selected to support the module and selected secondary/additional reading. The reading materials should include text books, journals, e-texts, e-journals, case studies.

(g) Module Description Template

The completion of this template should follow the prescribed layout. All sections should be complete as follows:

i. Code: Title of the Course;
ii. Contact Hours/Number of Credits;
iii. Prerequisite(s);
iv. Co-requisite(s);
v. Aim/Purpose;
vi. Expected Learning Outcomes;
vii. Syllabus Content;
viii. Learning and Teaching Methodologies;
ix. Instructional Materials and/or Equipment;
x. Assessment Methods;
xi. Type Weighting %;
xii. Examination;
xiii. Continuous Assessment;
xiv. Total; and

xv. Course Texts:

8.0 Management of a Programme of Study

Introduction

i. This section sets out guidelines for good practice that should be addressed in the management of a teaching programme and in preparing course outlines or teaching guides for the modules or course units that comprise the programme. The guidelines extend to the processes of teaching and learning and to the methods of assessing the quality of both the modules and the students;
ii. Teaching is only one aspect of academic life, and it is the input from the personal scholarship and research expertise of the staff that gives MRU teaching its special flavor. Teaching programmes must be allowed sufficient flexibility to accept injection of new information, opinion or analysis so that the excitement felt by the teacher for the subject can be brought to the students;
iii. Before the start of a Programme of Study:

(1) A clear written statement of the aims of the programme and a synopsis of the content of the programme must be available to all prospective participants, Lecturers and students, before the start;
(2) Adequate time must be allowed before the start of a programme so that all Lecturers contributing to the programme can prepare and co-ordinate the programme components for which they are responsible;
(3) Human and material resources should be properly used, bearing in mind the demands of the programme in relation to the research and scholarly activities of the school;
(4) The structure of the programme should be clearly defined, including:

i. Prerequisites;
ii. Required module components and other core elements; and
iii. Optional module components and opportunities for choice must be clearly set out so that students can make informed decisions. A standardized programme specification template will assist Departments in compiling this information.

(5) Preparing a Course Outline/Teaching Guide for a Module:

a) The educational aims and intended learning outcomes of a module should determine the choice of teaching processes through which the module is presented. The teaching processes should be matched to the processes required of the student in attaining the intended learning outcomes of the module;
b) Having selected teaching-learning processes appropriate to the intended learning outcomes, they must be supported by methods of assessment appropriate to those processes and to the academic level(s) of the module. The method by which performance in a module, or the component of a module, is assessed strongly

influences the student's perception of the purpose of the education being provided, and must be regarded as an important part of the learning process;

c) Different people have different skills of learning, and it is desirable to employ teaching processes that allow for some individual choice of learning style. Giving the student more responsibility for exploring effective personal approaches to learning will support the development of personal transferable skills that are valuable in their own right;

d) As far as possible, modules should employ a variety of Lecturer-student contacts, with formal Lecturer-driven contacts balanced by informal student-driven contacts such as seminars, group discussions, workshops or tutorials. At the postgraduate level it may be expected that the emphasis will be on student-driven contacts;

e) Before the start of any module a description of it must be made available to each participating student, in the form of a course outline or teaching guide which should include:

- the educational aims of the module, and its academic level(s);
- the learning outcomes of the module, i.e., what the student will have achieved by the end of the module;
- the personal transferable skills which the module supports;
- academic or experiential prerequisites for starting the module;
- links between this module and earlier, parallel and later modules;
- indicative contents of the module;
- components of the module that are optional;
- an indication of the balance between the modes of delivery that the student will experience (including independent study);
- a full bibliography, including preliminary reading that should be undertaken before the start of the module;
- resources that the student should have available at the start of the module, e.g., module texts, instruments;
- the modes of assessment of student's performance employed in the module, including deadlines and consequences of failure to meet them, criteria of assessment, weighting between components of assessment, contribution toward assessment in the programme overall, consequences for progress to later modules, possibility for recovery of unsatisfactory performance;
- an indication of a student's time commitment for the module, distinguishing between directed time, including required independent study, and expectation of personal study time; and
- A standardized module description template will assist Departments in compiling this information.

f) If the module is presented by a team of Lecturers it must be clear to the students to which particular Lecturer they should turn for definitive guidance concerning the operation or assessment of the module.

g) There must be a mechanism by which all students may regularly be made aware of their progress on the module and of any inadequacy in their academic performance that may put them at risk of failing the module. In particular, students must be able to receive comment on their written work within a reasonable (stated) time. Comments should be sufficient and of a kind that helps students to be aware of their

strengths and weaknesses, and they should have the opportunity to discuss their work in more detail with the Lecturer if they so wish.

(6) Course Evaluation and Improvement of Quality

a) At the completion of a module there should be a method of seeking student opinion of the module, and of their experience of the module, so that this can feed back into a process of review and improvement. It should be made clear to students what mechanisms are in place for them to give their evaluation of the module. Instruments of evaluation must be designed with care in order to obtain meaningful information on the effectiveness of the module in meeting its objectives. They must be processed in a manner that supports constructive rather than destructive criticism.

b) The quality and the popularity of a module are not necessarily simply connected, and the overall evaluation of the quality of a module must take account of student opinion in the context of the contents, skills, processes and relevance that the module provides, the level of educational challenge, and the efforts made by the students to engage actively in the teaching-learning process. Therefore, the outcomes of student evaluation of a module should be correlated with evaluation by the Lecturer presenting the module and with evaluation by informed colleagues.

c) Evaluation of the course will involve collecting evidence from various partners in teaching and learning for the purpose of improving the effectiveness of the teaching-learning process. The following will be evaluated: the quality of educational provision, i.e., the course; the performance of the Lecturers; and the experience of the students as participants in the process. Evaluation will be carried out by both Lecturers and students and should cover: course management; teaching and learning process; reflection; assessment and feedback.

d) The methods that will be used in the evaluation will include: course evaluation questionnaire; student module leaders; peer observation/review; self-evaluation/personal journal/teaching portfolio.

e) Management of Student Projects

(i) A project is defined here as any substantial self-directed study involving the student in research, either as an individual or as a member of a small team. It is a teaching method that can provide a rich learning environment for the student, but requires careful and proper management for best effect. A good project provides a platform for many kinds of experiential learning and can, for example:

1) consolidate earlier learning;
2) develop research skills;
3) foster self-motivated study;
4) give practice in communication skills;
5) develop interpersonal skills, especially in group projects; and
6) give greater awareness of personal skills.

(ii) Student attachment has many of the attributes of the project as defined here and requires the same high standards of preparation and management. Projects are

generally popular with students, and the students' perception of professionalism in the teaching programme is strongly influenced by the proper management of attachments and of project work.

(iii) Proposals for project topics may be generated by Lecturers or by students, but joint negotiation of the aims and scope of a project is a pre-requisite for a good project. The experience of the Lecturer should be used to give guidance on the realistic formulation of the project, but must not excessively constrain the student to mere compliance with the supervisor's directives. Students should be properly prepared for project work, and must be made well aware of the support available to them.

(iv) In taught postgraduate modules, whilst the student should have basic responsibility for the topic and scope of a project or dissertation, the supervisor must be satisfied that it involves an appropriate level of research activity and can realistically be completed in time.

(v) Guidelines for the presentation of the project must be clearly stated and must indicate the criteria of assessment. If presentation is in the form of a scientific or scholarly paper, dissertation or report, detailed instructions on format, style and acceptable length must be given. If presentation is by seminar then details of time, place and audiovisual resources must be given well in advance. If presentation is by a combination of methods then the apportioning of assessment between these methods must be clearly stated.

(vi) A supervisor should discuss the progress of the project at regular, timetabled, intervals. The student(s) working on the project should be encouraged to generate draft reports for discussion with the supervisor before any final report is prepared.

(f) Responsibilities of students

(i) A programme of study must be an active partnership between staff and students if it is to achieve its educational aims and intended learning outcomes. These guidelines have addressed the responsibilities of the staff towards the students, but the students must be in no doubt of their responsibilities toward the staff and to each other. Students are not merely recipients; they are major contributors to the quality of the educational provision.

(ii) Students must regard enrolment on a module as a contractual agreement which they are expected to take to its conclusion. They must ensure that they are prepared for the module in that they satisfy its stated prerequisites and undertake any required preliminary study.

(iii) Students are expected to attend scheduled activities arranged for their benefit, such as lectures, tutorials, seminars, practical classes. They are expected to observe common courtesies to teaching and ancillary staff, including advance information if they are unable to attend, or have to be late for, a scheduled activity. If they are prevented by illness from attending a scheduled activity they should inform the staff concerned as soon as practicable.

(iv) Students are expected to meet agreed deadlines for assigned work. If they are unable to meet an agreed deadline they should inform the Lecturer concerned in advance but should not assume that the deadline will be negotiated. Students attending postgraduate and other modules taught through seminars should ensure that seminar papers are available for distribution to the seminar group in good time.

(v) Responsibility for engaging in an appropriate style and quantity of study to complete the module successfully rests with the student. A student who recognizes the need for guidance in these matters should approach his/her personal mentor who will advise on the facilities available for further counseling if necessary.

9 Quality Assurance

Methods for Evaluating and Improving Quality and Standards

To ensure quality in the teaching and examinations, each Academic Unit should endeavor to:

(i) Set appropriate learning and teaching objectives;
(ii) Provide all required teaching and learning resources for delivery of the programme, and meet the learning and teaching objectives;
(iii) Undertake continuous monitoring of programme delivery through regular course evaluation by students and Lecturers in order to evaluate the success in meeting the teaching and learning objectives, and to enhance the teaching and learning performance;
(iv) Involve Lecturers in a peer review exercise to help each other in course delivery process;
(v) Review teaching, learning and assessment activities including curriculum content and design annually, based on feedback from students, Lecturers, External Examiners and other academics, industry and the educational market analysis;
(vi) Involve External Examiners in the evaluation of assessment processes and take into consideration their reports in the annual review of teaching, learning and assessment activities, and curriculum content;
(vii) Review on annual basis teaching and learning resources which are available to support teaching and learning;
(viii) Carry out comprehensive programme reviews every three years;
(ix) Facilitate the participation of Lecturers in the academic development programmes to enhance the capabilities of Lecturers in the practice of teaching;
(x) Ensure that newly appointed Lecturers are assigned professional mentors;
(xi) Carry out performance appraisals of Lecturers on annual basis; and
(xii) Evaluate the performance of the programme's graduates in the job market by conducting graduate destination surveys every five years.

END