



# **BRAINAE UNIVERSITY**

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## **LEARNING, TEACHING AND ASSESSMENT POLICY**

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## **Chapter I: Introduction**

This policy regulates the quality standards of teaching, learning and assessment at BU Head office. This serves to provide academic direction to enhance the quality of learning and teaching at BU. The overall objective of teaching, learning and assessment is to produce professional graduate that fit the requirement of job markets at national, regional and international level. The learning, teaching and assessment policy is founded in the following BU vision, mission, objectives and core values:

### **1.1 Vision**

To excel internationally with quality education, research and innovative service to the community

### **1.2 Mission**

To be a locomotive of the sustainable development in the World by developing competency in educational practices

### **1.3 Core Values**

BU is a singular and multi-partners educational institution offering a wide range of academic and professional studies. As such, we provide opportunities for trainee to pursue a variety of programs; some are quite specialized in nature, others that are multi-disciplinary and/or problem-based in focus - and to undertake their studies at different locations across the world, both through classes at designated open and through access to distance learning.

- Affordability
- Collegiality
- Commitment to professionalism and social accountability
- Humility
- Integrity
- Kindness
- Loyalty
- Spirituality

- Transparency
- Trustworthiness

#### **1.4 Definition of key concepts**

**Active learning:** A process whereby learners are actively engaged in the learning process, rather than "passively" absorbing lectures. Active learning involves reading, writing, discussion, and engagement in solving problems, analysis, synthesis, and evaluation.

**Aims and objectives:** An aim expresses the purpose of the educational unit whereas an objective is a statement of a goal which successful participants are expected demonstrably to achieve before the unit completes.

**Brainstorming:** An organized approach for producing ideas by letting the mind think without interruption. It is used for enhancing creativity in order to generate a broad selection of ideas in leading to a unique and improved concept.

**Bridge program:** A higher education **program** specifically designed to assist a student with an attained initial educational level to attend college courses and achieve a terminal degree in the same field of study and in less time than an entry-level student would require.

**Classroom management:** A term used by many teachers to describe the process of ensuring lessons run smoothly without disruptive behaviour by students.

**Collaborative learning:** An umbrella term for a variety of approaches in education that involve joint intellectual effort by students or students and teachers. Groups of students work together in searching for understanding, meaning or solutions or in creating a product.

**Computer Based Learning:** Refers to the use of computers as a key component of the educational environment. The term more broadly refers to a structured environment in which computers are used for teaching purposes.

**Cooperative education:** A structured method of combining academic education with practical work experience. Cooperative education is taking on

new importance in school-to-work transition, service learning, and experiential learning initiatives.

**Cooperative learning:** Learning environment where students interact in purposely structured heterogeneous group to support the learning of one self and others in the same group.

**Creativity:** A mental phenomenon based around the deployment of mental skills and/or conceptual tools, which, in turn, originate and develop innovation, inspiration, or insight.

**Critical thinking:** A mental **process** of analyzing or evaluating information, particularly statements or propositions that people have offered as true. It forms a process of reflecting upon the meaning of statements, examining the offered evidence and reasoning, and forming judgments about the facts.

**Cultural learning:** The way a group of people within a society or culture tend to learn and pass on new information.

**Curriculum:** The set of courses and their contents offered by an institution. In some cases, a curriculum may be partially or entirely determined by an external body.

**Distance education:** A field of education that focuses on the pedagogy/andragogy, technology, and instructional systems design that is effectively incorporated in delivering education to students who are not physically "on site" to receive their education. Instead, teachers and students may communicate asynchronously by exchanging printed or electronic media, or through technology that allows them to communicate in real time.

**E-learning:** An approach to facilitate and enhance learning through, and based on, both computer and communications technology. It enables the use of the Internet, email, discussion forums, collaborative software and team learning systems.

**Examination:** An assessment intended to measure a test-taker's knowledge, skill, aptitude, physical fitness, or classification in many other topics (e.g., beliefs). It may be administered orally, on paper, on a computer, or in a confined area that requires a test taker to physically perform a set of skills.

**Experience:** Comprises knowledge of or skill in or observation of some thing or some event gained through involvement in or exposure to that thing or event. The concept generally refers to know-how or procedural knowledge, rather than propositional knowledge.

**Extracurricular activities:** Activities performed by students that fall outside the realm of the normal curriculum of school or university education. Such activities are generally voluntary as opposed to mandatory, non-paying, tend to be social or philanthropic as opposed to scholastic, and involve others of the same age.

**Formative assessment:** is designed to foster development and improvement within an ongoing learning activity (skills, concepts, approaches, etc.).

**Group work:** refers to learning activities, undertaken by a number of students, resulting in an outcome that presents a single piece of assessment or a number of associated pieces of assessment.

**Individualized instruction:** A method of instruction in which content, instructional materials, instructional media, and pace of learning are based upon the abilities and interests of each individual learner.

**Integrative learning:** A learning theory **describing** a movement toward integrated lessons helping students make connections across curricula.

**Invigilator:** Someone who ensures the smooth running of exams.

**Knowledge:** Information of which someone is aware. Knowledge is also used to mean the confident understanding of a subject, potentially with the ability to use it for a specific purpose.

**Knowledge Management:** A term applied to techniques used for the systematic collection, transfer, security and management of information within organisations, along with systems designed to help make best use of that knowledge.

**Learning:** The process of acquiring knowledge, skills, attitudes, or values, through study, experience, or teaching, that causes a change of behaviour that is persistent, measurable, and specified or allows an individual to

formulate a new mental construct or revise a prior mental construct (conceptual knowledge such as attitudes or values).

**Learning outcomes:** Are statements that describe significant and essential **learning** that **learners** have achieved, and can reliably demonstrate at the end of a course or program. In other words, **learning outcomes** identify what the learner will know and be able to do by the end of a course or program.

**Lecture:** An oral presentation intended to teach people about a particular subject. Lectures are used to convey critical information, history, background, theories and equations.

**Mentoring:** A developmental relationship between a more experienced **mentor** and a less experienced partner referred to as a mentee.

**Methodology:** The term is frequently used pretentiously to indicate a method or a set of methods. In other words, it is the **study** of techniques for problem-solving and seeking answers, as opposed to the techniques themselves.

**Motivation:** The driving force behind all actions of human beings and other animals. It is an internal state that activates behavior and gives it direction.

**Objective:** An educational objective is a statement of a goal which successful participants are expected demonstrably to achieve before the course or unit completes.

**Personal development:** (also known as **self-development** or **personal growth**) comprises the development of the self. The term may also refer to traditional concepts of education or training; counselling and coaching for personal transformation.

**Problem solving:** Forms part of thinking that is part of the larger problem process that includes problem finding and problem shaping.

**Problem-based learning: (PBL) A didactic concept of "active learning".** The defining characteristics of PBL are: learning is driven by messy, open-ended problems; students work in small

collaborative groups; and "teachers" are not required, the process uses "facilitators" of learning.

**Quiz:** A form of game or puzzle in which the players (as individuals or in teams), attempt to answer questions correctly. A quiz usually is a form of student assessment, but often has fewer questions of lesser difficulty and requires less time for completion than a test.

**Research:** Often described as an active, diligent, and systematic process of inquiry aimed at discovering, interpreting and revising facts. This intellectual investigation produces a greater understanding of events, behaviours, or theories, and makes practical applications through laws and theories.

**Skill:** ability, usually learned, to perform actions.

**Student-centered learning:** An approach to education focusing on the needs of the students, rather than those of others involved in the educational process, such as teachers and administrators.

This approach has many implications for the design of curriculum, course content, and interactivity of courses.

**Summative assessment:** is used to assess whether the learning activity being evaluated has met stated criteria or learning outcomes.

**Training:** Refers to the acquisition of knowledge, skills, attitudes as a result of the teaching of vocational or practical skills and knowledge and relates to specific useful skills. It forms the core of apprenticeships and provides the backbone of content at technical colleges or polytechnics.

**Understanding:** A psychological **process** related to an abstract or physical object, such as, person, situation and message whereby one is able to think about it and use concepts to deal adequately with that object.

**Workshop:** A brief intensive course, a seminar or a series of meetings emphasizing interaction and exchange of information among a usually small number of participants.

## **Chapter II. Purpose, principles and scope of the policy**

This policy aims at:

- Emphasizing the quality standards of teaching and learning processes and outcomes at BU Campus,
- Promoting learning as a self-directed lifelong quest for professional skills, knowledge, integrity, team work, critical thinking, and wisdom.
- Directing the followings:
  - The design and development of the teaching programs;
  - The delivery of programs;
  - The assessment of learning outcomes; and
  - The further improvement of learning and teaching experiences for students and teachers.

### **2.1. Principles informing this policy:**

BU academic programs shall comply with the requirement of the General Academic Regulations; and Academic Quality Manual. This relates to the following general principles of learning, teaching and assessment:

#### **Principles of learning:**

1. Students' prior knowledge to improve knowledge learning
2. Students' motivation to determine, direct, and sustain their learning activity
3. Mastery of component skills and its integration in their learning activity
4. Goal-directed practice coupled with targeted learning outcomes
5. Students' interaction with social, individual and intellectual environment
6. Students' responsibility for their learning
7. Interaction between teachers and students as one of the most important factors in student motivation and learning involvement

#### **Principles of teaching:**

1. Acquiring relevant knowledge about students to inform teaching program design and classroom teaching.

2. Aligning with learning objectives, assessments, and instructional activities.
3. Articulating explicit expectations regarding learning objectives and policies.
4. Prioritizing the knowledge and skills to focus on.
5. Adopting appropriate teaching roles (facilitator, guider, lecturer, to support, etc) learning outcomes.
6. Progressively reviewing program based on reflection and feedback.

### **Principles of assessment:**

According to the National Qualifications Framework for Rwanda (2007) assessment will be valid (fitting the purpose of module outcomes and using appropriate assessment method), reliable (consistent and may produce the same results), manageable (that is, not too difficult or expensive to implement) and direct (that is, it should be directly related to the real-life use of the knowledge and skills outside educational settings). This means that BU assessment program will test whether modules learning outcomes were achieved. In order to achieve this objective, any assessment conducted at BU Campus shall cover learning outcomes objectives namely knowledge/ understanding, cognitive skills, practical skills and personal/transferable skills.

### **2.2. Scope**

This policy applies to all modules and courses of BU validated by the Ministry of Education through Council of Higher Education. It applies also to students, teachers, academic leadership, and stakeholders. It includes mainly the strategies in this policy will be evident in the planning, procedures, and learning and teaching processes for all teaching programs of study.

## **22.1 Learning, teaching and Assessment regulations**

### **1. Strategies**

In order to promote student learning and teaching, the following strategies shall be observed:

## **2. Learning strategies**

- Offering all learners an equal opportunity to develop their potential.
- preparing students to become independent and lifelong learners,
- developing appropriate research and academic-related skills
- providing opportunities to engage in personal development planning
- developing critical thinking and decision making skills supporting students in gaining employable skills in line with the requirements of Personal Development Planning
- providing students with program, module and project/ dissertation handbooks in line with the requirements stipulated in the Academic Quality Manual

## **3. Teaching strategies**

- Ensuring the link between teaching, research and its quality standard
- Developing mechanisms to ensure the appropriateness of the teaching and learning methods.
- Maintaining a staff development program for teaching and learning.
- Developing teaching programmes suited to the economy based knowledge
- Ensuring the highest academic standard
- Creating inclusive teaching environment accessible to all students

## **4. Assessment strategies**

- Aiming at assessing learning outcomes of the specific module and program
- Ensuring the principles of assessment which include validity, reliability and manageability.
- Assuring the respect of nature, number and of assessment

- Sensitising students to be aware of examination procedure and control including plagiarism and cheating of any kind.
- Developing efficient method of examination.

### **5.1. Practices**

Based on the above principles and strategies of learning, teaching and assessment, the BU will provide services aiming at good practices development in terms of effective learning, efficient teaching, and well planned assessment. These good practices will contribute to the BU education quality standard and competitive structure to support learning. The following are the main good practices:

## **22.2 Learning practices**

### **1). Effective learning inside the Institute**

As provided for by module description form, both individual and group learning activities shall be specified and complied with. In this respect, students shall be involved in several self-directed learning that can involve various activities and resources, such as self-guided reading, participation in study groups, internships, electronic dialogues, and reflective writing activities.

In addition, students shall develop self-planned learning and learning projects (learning projects involved obtaining information on "a series of related episodes), and autonomous learning - autonomy often is associated with independence of thought, individualized decision-making, and critical intelligence.

Moreover, autodidaxy or self-instruction/self-education which takes place outside of formal institutional settings shall be practiced by the students. It makes it possible to develop one's abilities more successfully, systematically and comprehensively

## **2). Taking advantage of facilities and infrastructure to support effective learning**

BU facilities and infrastructure should be in line with the aims and learning outcomes of the delivered programs. Main facilities and infrastructure to be provided include teaching rooms, laboratories, computers, internet, library, teaching aids, equipment and materials.

### **✚ Teaching rooms**

They comprise lecture halls, seminar rooms, reading rooms, and conference halls. They should be available and equipped with required materials like chairs, boards, sound system for big rooms, and safety equipment. For quality purposes, teaching rooms should allow students to carry out their activities comfortably.

For programs which require laboratory experiment like science and agriculture, the Institute should make sure that laboratories are available and equipped enough for quality purposes.

### **✚ Library**

The library is a very important supporting infrastructure towards quality education. The Institute must insure that its location is within easy reach, is equipped enough, and works smoothly so as to meet students' needs in terms of resources. The library of the Institute should have enough books, brochures, magazines, journals, posters, information boards, maps, photographs, and electronic journals in a sufficient number and according programs delivered by the Institute.

### **✚ ICT facilities**

The world today is turning to electronic, and education has not been left behind. In this respect, higher learning institutions are required to put to the students' disposal computers, internet and intranet so that they get advantage of numerous opportunities offered and enables by the electronic world. Internet will enable students to have access to electronic journals, websites, and it will help them share resources and information with

colleagues. As for intranet, it will facilitate internal sharing of resources and study materials between students and students with lecturers.

#### **✚ Didactic aids, materials and realia**

Didactic aids and materials comprise audio-visual material, computer software, etc. In this regard, BU will provide to students in different programs necessary aids so supplement lectures and books. For instance, students in education will need to understand 'computer-aided education, students in science will need for example math or statistic programs, students in geography will need GIS, and students in engineering will need design programs among others. The Institute is therefore accountable for addressing the needs.

In some cases, students need to experiment outside facts and situations like geographical phenomena, historical facts, and the practice of agriculture for example. The Institute therefore has to cater for these needs by enabling students to access the facts where they are located. In this respect, funds should be provided for field practice, study trips, and site visits.

### **3). Effective learning outside the Institute**

Students undertake some learning activities outside the school. They comprise internship, industrial attachment, field practice, teaching practice, etc. Students' learning outcomes and the student experience should be achieved for performance.

In fact, as central stakeholders, students are expected to get advantage of all opportunities offered to them by both the Institute and the partner agent. Moreover, they should take the partner at the same level as their respective lecturers since all of them will be contributing to their academic and professional development. Thus, students should adopt the discipline as they were at the campus on the one hand, and the discipline and practice of the partner agent should be complied with on the other hand.

### **22.3 Teaching practices**

BU acknowledges that the student learning experience depends upon on good teaching, learning support, sounding teaching programs and assessment. Therefore, improving teaching practices is one of BU priorities for delivering standard quality education. To achieve this road map to competitive standard quality of education, the BU considers that:

- a) Teachers are given opportunities to develop and enhance their skills their capacity building plan (Edition 2014)
- b) Teachers are recognized and rewarded for excellence through academic staff promotion (promotion manual -Edition 2014)
- c) Teachers and students are facilitated and sponsored to conduct research in their specific field of study
- d) opportunities for the improvement of teaching practice, relevant scholarship, and knowledge about student learning be made available to teaching staff;
- e) teaching, units, unit materials and teaching programs are routinely and reliably evaluated with a view to formative improvement;
- f) academic staff maintain and develop their professional skills in teaching and the facilitation of learning, in student assessment practices, and in course and unit review procedures;
- g) student support systems, including academic skills development and formative guidance on progress associated with assessment tasks be regularly reviewed;
- h) newly appointed academic staff be provided with a copy of this policy and an induction program on teaching and assessment practices unless prior knowledge can be demonstrated

### **Assessment practices**

Founded on the above mentioned principles of assessment, and an understanding of required quality of education, the BU will provide assessment services which are well managed, valid and consistent to support standard learning. The assessment will be applied following the BU academic regulation

### **2.3 Teaching and learning infrastructure**

The following are responsible of effective teaching, learning and assessment within institution:

1. **Lecturer:** BU lecturer is responsible for preparing and lecture the lessons to meet module learning outcomes. The lecture is a facilitator for developing required knowledge through the supervision of students' research and lecturing. This goes with his/her own research carried out in the framework of promoting science, technology and community services.
2. **Module team:** it assures that learning outcomes are achieved at the completion of modules through planning, delivery, monitoring, and assessment of the module. It develops and updates the module description as well as observing its quality standards.
3. **Department council** is responsible for the implementation of teaching programmes. This consists of managing activities related to learning, teaching and assessment. The department council administers academic activities such as facilitating teaching programmes implementation, supervising the teaching and learning, and assuring the effective assessment by insuring the consistency of institutional policies and procedures.
4. **Program development board:** is operational at the faculty level and are responsible mainly for providing guidance of developing a new programme. This consists of producing roadmap for program guidelines (programme description, programme proposal, programme specification, module description). The proposal should be submitted to faculty council.

5. Faculty council: it supervises the implementation of teaching, learning and assessment of teaching programmes. In the same perspective, the faculty council approves the proposed programs in light of alignment of quality standards as well as the specific exit awards of the programs designed in the faculty. Furthermore, the faculty council monitors good practices of adopted strategies for high teaching, learning and assessment.
6. Quality assurance directorate: The directorate serves as advisory organs to the design, implementation, monitoring and evaluation of teaching programs administration. The directorate assures that teaching, learning and assessment good practices are observed by relevant organs. It guides the aforementioned organs to scrutinize quality assurance procedures regarding quality education of leaning, teaching and assessment. In terms of academic audit, the quality assurance directorate administers external examiners process.
7. Academic Register manages the procedures and process of quality input (admission), registration, quality output, assessment and graduation of students. This correlates with the quality assurance in learning, teaching and assessment. Thus, the academic registrar operates as a senior manager of the institution responsible for the effective planning, running and development of a safe and healthy learning, teaching and assessment environment.
8. Academic Senate is the supreme organs in charges of academic affairs and research. It arranges and approves teaching, learning and assessment plan. The organ is responsible for high quality standard of quality input (admission), process (learning, teaching and assessment) as well quality output for competent graduates.
9. It directs all academic and research activities run by department as well as faculty level. The overall of the academic senate organ is to assure the learning environment, including recruitment/retention of

highly qualified academic staff, and teaching strategies are effective to deliver quality standard of education at BU.

### **Chapter III: Monitoring and evaluation**

The Direction of academic quality assurance in collaboration with the departments, faculties, schools and examination office are responsible for monitoring and evaluating the teaching, learning and assessment activities. Monitoring and evaluation emphasises the importance of quality assurance in learning, teaching and assessment. To achieve this, each organ as stated above should be required to achieve its responsibilities. The overall supervision will be ensured by senior management which shall regularly control the implementation of strategies and good practices as stipulated in this policy.

### **Chapter IV: Other provisions**

1. This policy is not exhaustive, it related to a number of polices and regulation as follows: - BU Academic Regulation (2014)
  - Quality Assurance manual
  - Examination policy
  - External examiner policy
  - Student admission policy
  - Student guidance and support policy
2. BU Academic Senate may authorise the review after examination of amendment's necessity.
3. The current policy should coming to force after approval of the academic senate.

**Conclusion**

BU learning, teaching and assessment policy sets guidelines for effective learning, teaching and assessment activities. It mentions all institutions and stakeholders which are responsible for the policy it to be efficient. In addition, the policy should be integrated into institution general framework of learning, teaching and assessment as provided by a number of academic related texts. Lastly, it is expected that the more the policy is effectively implemented; better performers shall be achieved by BU graduates. Therefore, all stakeholders are called to take this policy into consideration. The overall objective is to improve the quality standard of education at national, regional and international level.

## Appendix 1: LECTURES EVALUATION FORM

**Faculty:** \_\_\_\_\_

**Department:** \_\_\_\_\_

**Class:** \_\_\_\_\_

**Programme:** \_\_\_\_\_

**Name of Teacher:** \_\_\_\_\_

**Course/Module Title:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Directions:** At the end of the course or observation period, take a few moments to indicate the frequency with each of the following events were observed. Circle a “1” if the event occurred rarely if ever. Circle a “5” if the event occurred very frequently. Circle the numbers in between (That is, “2”, “3”, or “4”) to indicate gradation in the frequency of occurrence.

Event

Rating

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|                                  |   |   |   |   |   |
|----------------------------------|---|---|---|---|---|
| 1. Punctuality                   | 1 | 2 | 3 | 4 | 5 |
| 2. Teacher presentation          | 1 | 2 | 3 | 4 | 5 |
| 3. Clarity of presentation       | 1 | 2 | 3 | 4 | 5 |
| 4. Teacher enthusiasm            | 1 | 3 | 3 | 4 | 5 |
| 5. Teacher questioning           | 1 | 2 | 3 | 4 | 5 |
| 6. Rote memory or fact questions | 1 | 2 | 3 | 4 | 5 |
| 7. High level or why questions   | 1 | 2 | 3 | 4 | 5 |

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| 8. Personal opinion question                   | 1 | 2 | 3 | 4 | 5 |
| 9. Teacher academic feedback                   | 1 | 2 | 3 | 4 | 5 |
| 10 Teacher probes, prompts,<br>. and redirects | 1 | 2 | 3 | 4 | 5 |
| 11 Pupil -to-pupil academic<br>. interaction   | 1 | 2 | 3 | 4 | 5 |
| 12 Involvement of pupil in their<br>. learning | 1 | 2 | 3 | 4 | 5 |
| 13<br>. Accept uses students ideas             | 1 | 2 | 3 | 4 | 5 |
| 14<br>. Praise or encouragement                | 1 | 2 | 3 | 4 | 5 |
| 15<br>. Submitted syllabus                     | 1 | 2 | 3 | 4 | 5 |
| 16<br>. Teacher-pupils interactions            | 1 | 2 | 3 | 4 | 5 |
| 17 Availability of teaching<br>. material      | 1 | 2 | 3 | 4 | 5 |
| 18 Relaxed, pleasant<br>. atmosphere           | 1 | 2 | 3 | 4 | 5 |
| 19<br>. Suitable traffic pattern               | 1 | 2 | 3 | 4 | 5 |
| 20<br>. Visibility in the class room           | 1 | 2 | 3 | 4 | 5 |

**Student's  
signature** \_\_\_\_\_

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## **Appendix 2: DESCRIPTION OF CATEGORIES ON THE CLASSROOM OBSERVATION SCALE**

### **Categories**

#### **1. Punctuality**

Frequency of teacher in class room and the respect of the time table (Start and the end time of the course).

#### **2. Teacher presentation**

Frequency with which the teacher presented information to the entire class of student; lecturing, reading to the class, and answering student questions examples.

#### **2. Clarity of presentation**

Frequency with which the teachers presentation of material and his/her substantive interactive with students appeared to be understood by them.

#### **3. Teacher enthusiasm**

Frequency with which the teacher display interest, involvement, and vitality in the subject matter or activity using verbal or no-verbal communication.

#### **4. Teacher questioning**

Frequency with which the teacher asked questions or posed problems to individual students while teaching to the whole class.

#### **5. Rote memory or fact questions**

Frequency with which the teacher asked questions to which students were to supply brief factual answers or to respond from rote memory.

#### **6. High level or why questions**

Frequency with which the teacher asked questions or posed problems which required reasoning, inference, integration of material, or abstract thinking.

#### **7. Personal opinion question**

Frequency with which the teacher asked questions or posed problems to which students were to express and/or defend an opinion.

#### **8. Teacher probes, prompts, and redirects**

Frequency with which the teacher reacted to students answers to questions by promptly indicating the correctness or adequacy of the answers.

### **9. Student-to-student academic interaction**

Frequency with which students talk with other students, singly or collectively, about academic matters; this talk may occur in indirect response to the teacher or as part of a discussion or assignment only students.

### **10. Student talk - initiative**

Talk by pupils which they initiate. Expressing own ideas; initiating a new topic, freedom to develop opinion and a line of thought, like asking thoughtful questions; going beyond the existing structure.

### **11. Praise or encouragement**

Frequency with which teacher talk on encouragement of the pupil action since the courses, singly or collectively.

### **12. Submitted syllabus**

Is the teacher submitted the syllabus before or at the end of course. Consistence and richness of the content of the syllabus.

### **13. Lecturer-students interactions**

Frequency of the interaction between the teacher and the pupils. Teacher is it cooperative with the students. Is the climate of the both teacher and pupil is good?

### **14. Availability of teaching material**

Rate a 5 if all materials and equipment are ready for use on all occasions. Rate 1 if materials are a significant source of problems.

### **15. Relaxed, pleasant atmosphere**

There is an absence of friction, tension, or antagonism; behavior is friendly and courteous. The teacher and students obviously like each other. Student like and/or respect one another.

**16. Suitable traffic pattern**

The teacher and students are able to move around the room easily, without interrupting each other's work. Lanes to the doorway, pencil sharpener, and major work areas are open. Needed materials and supplies are accessible. The teacher can get to each student for private contact.

**17. Degree of Visibility**

Student's desks, chairs and work areas, and any area in which the teacher spends much time (e.g. teacher's desk, audio-visual equipment) are placed so that a clear line of sight is available.

### Appendix 3: MODULE EVALUATION FORM

Module title: \_\_\_\_\_

Date: \_\_\_\_\_

**Please ring ONE number (1-5) on each line.**

(Ring 6 if this module does not have this feature)

|  | <b>STRONGLY<br/>DISAGREE</b> | <b>DIS-<br/>AGREE</b> | <b>NEITHER</b> | <b>AGREE</b> | <b>STRONGLY<br/>AGREE</b> | <b>N/A</b> |
|--|------------------------------|-----------------------|----------------|--------------|---------------------------|------------|
| <b>LECTURES</b>  |                              |                       |                |              |                           |            |
| The aims of lectures are clear                             | 1                            | 2                     | 3              | 4            | 5                         | 6          |
| Lectures are well prepared                                 | 1                            | 2                     | 3              | 4            | 5                         | 6          |
| Lectures are well structured                               | 1                            | 2                     | 3              | 4            | 5                         | 6          |
| Lectures are clearly presented                             | 1                            | 2                     | 3              | 4            | 5                         | 6          |
| The content is interesting                                 | 1                            | 2                     | 3              | 4            | 5                         | 6          |
| The content is useful                                      | 1                            | 2                     | 3              | 4            | 5                         | 6          |
| The content relates to assessment                          | 1                            | 2                     | 3              | 4            | 5                         | 6          |
| The lecturer is punctual                                   | 1                            | 2                     | 3              | 4            | 5                         | 6          |
| The lecturer is enthusiastic                               | 1                            | 2                     | 3              | 4            | 5                         | 6          |
| The lecturer is readily available for questions and advice | 1                            | 2                     | 3              | 4            | 5                         | 6          |
| <b>SEMINARS</b>  |                              |                       |                |              |                           |            |
| The aims of seminars are clear                             | 1                            | 2                     | 3              | 4            | 5                         | 6          |
| Seminars are well prepared                                 | 1                            | 2                     | 3              | 4            | 5                         | 6          |
| The use of time in seminars is good                        | 1                            | 2                     | 3              | 4            | 5                         | 6          |
| The seminars involve useful active learning/group work     | 1                            | 2                     | 3              | 4            | 5                         | 6          |
| The content is interesting                                 | 1                            | 2                     | 3              | 4            | 5                         | 6          |

|  |   |   |   |   |   |   |
|--|---|---|---|---|---|---|
| The content is useful  | 1 | 2 | 3 | 4 | 5 | 6 |
| The content relates to assessment                            | 1 | 2 | 3 | 4 | 5 | 6 |
| <b>OTHER RESOURCES</b>                                       |   |   |   |   |   |   |
| The library is adequately stocked for this module            | 1 | 2 | 3 | 4 | 5 | 6 |
| I have had good advice about reading for this module         | 1 | 2 | 3 | 4 | 5 | 6 |
| The additional material which was supplied was useful        | 1 | 2 | 3 | 4 | 5 | 6 |
| The laboratories are adequate                                | 1 | 2 | 3 | 4 | 5 | 6 |
| I have adequate access to computers                          | 1 | 2 | 3 | 4 | 5 | 6 |
| Visits/field trips have been helpful                         | 1 | 2 | 3 | 4 | 5 | 6 |
| <b>ASSESSMENT</b>  |   |   |   |   |   |   |
| The assessment is appropriate                                | 1 | 2 | 3 | 4 | 5 | 6 |
| The assessment is fair                                       | 1 | 2 | 3 | 4 | 5 | 6 |
| The level expected is achievable                             | 1 | 2 | 3 | 4 | 5 | 6 |
| <b>WORKLOAD ETC</b>  |   |   |   |   |   |   |
| There is enough time to complete all the work on this module | 1 | 2 | 3 | 4 | 5 | 6 |
| The module is not too difficult                              | 1 | 2 | 3 | 4 | 5 | 6 |
| The module is not too easy                                   | 1 | 2 | 3 | 4 | 5 | 6 |

**What are the three best things about the module?**

**1....**

**2....**

**3....**

**What are the three worst things about the module?**

**1....**

**2....**

**3....**

**Is there anything missing from the module that you think ought to be there?**

## **Appendix 4: PROGRAMME SPECIFICATION FORM**

### **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.

#### **4. PROGRAMME LEARNING OUTCOMES**

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

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

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.

### **5. LEARNING AND TEACHING STRATEGY**

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

### **6. ASSESSMENT STRATEGY**

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

### **7. STUDENT PROFILE, ENTRY CRITERIA**

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

### **8. STRATEGY FOR STUDENT SUPPORT**

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

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

### **9. INDICATIVE LEARNING RESOURCES specific to programme**

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

- types of books or numbers of copies, for example - these should be listed.

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

### **10. STRATEGIES FOR CONTINUOUS ENHANCEMENT AND FUTURE DEVELOPMENT**

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

### **11. STAFF DEVELOPMENT PRIORITIES**

What necessary or desirable skills or specialisms are absent or in short supply or liable to become absent on the programme, and what needs to

be done to acquire these skills or specialisms for the programme or to ensure succession in them?

## **Appendix 5: MODULE DESCRIPTION FORM**

**Module Code:** this will be assigned later. Note that if a module is being taught at more than one level and/or to different groups with different learning objectives, you will need more than one module code and more than one form (though each should indicate that a block of teaching, or whatever, is shared with another module). Where a module is taught to different groups but at the same level and sharing learning objectives (e.g. introductory science modules shared between different degrees) one module code and form will suffice, but the form should explain how the objectives and curriculum are equally appropriate for all groups.

**Module Title:** the title, or at least that portion of it that precedes a colon, should be short (preferably not more than five or six words) and distinct from the titles of all other modules.

**Level: Semester: Credits: First year of presentation:** (self-explanatory)

**Administering Faculty:** the Faculty that takes responsibility for the module (but if there is collaboration between Faculties, this should be indicated below)

**Pre-requisite modules:** those which the student needs to have taken in order to cope with this module.

### **Allocation of study and teaching hours:**

*Student hours:* this method of planning is predicated on a 'budget' of notional student learning hours. One credit is worth ten hours, so a 20-credit module would have a budget of 200 hours. These are not just face-to-face hours, but everything that the student is expected to do on the module. Some of the more obvious possibilities are listed in the table, but you may well want to add others.

'Lectures', 'seminars' and 'practical classes/laboratories' are the face-to-face component. This can be calculated as 12 teaching weeks times the number of hours each week, if the sessions are spread equally across the weeks. A similar, if rough, allowance can be made for activities directed by the lecturer but not requiring his or her physical presence – set reading before seminars, the writing of poems or preparation of presentations, structured group or individual activities, visits to museums, etc. Allowance should also be made for examination revision (ten hours? more, if more than working over notes is required?) and for each piece of in-course assessment (10-15 hours? more, if library work is required?). Beyond this, students should always be allowed a couple of hours a week (25 in total?) for self-directed activity – transcribing and working over notes, for example – and a good bit more than this (50 or 60 hours? more?) if you require them to use the library or the web or to do independent work on the computer or in the laboratory or studio. The total should of course add up to the total budget.

*Staff hours* measures the need for staff resource. Allow two hours for every hour of lecture (which has to be prepared as well as given). One hour of seminar or practical class per student may well generate several hours for the staff (for a class of a hundred in groups of 20, for instance, one hour of seminar per student is five staff hours, perhaps plus one to prepare); also allow for attendance by technicians etc. Make some allowance also for preparation of structured activities, materials handed out or put on the web etc and for the setting and marking of assignments and examinations. If you are intending to write distance/self-study material for the module, allow two hours for every hour that the work is expected to take the student (but put in a footnote that these occur only once, in the year when the material is written).

The main use of this column is for workload planning, but it will also be used to assess resource needs, and modules that make very heavy demands on staff time will have to justify this or risk not being approved.

### **Description of module**

**Brief description of aims and content** (not more than five lines). This will go in module catalogues etc as the description of the module.

### **Learning Outcomes**

These are what the students are expected to learn or acquire and what may be examined/ assessed. Make them comprehensive – they have to cover everything that you want to examine – but not too detailed. It would be better to put that students ‘should show familiarity with main events and persons in the political history of 18<sup>th</sup> century England’ than to list twenty or thirty specific people or events with which they were expected to be familiar.

*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 how to present 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 objectives become more complex and demanding as the student progresses up the levels.

Modules should discuss their learning objectives with each other. The set of modules that constitutes a Level within a Programme should deliver all the learning objectives claimed for that level, but not every module has to deliver every objective.

### **Indicative Content**

Not necessarily a complete list of lectures etc, but the main areas of curriculum you intend to cover. Indicate which of the 'knowledge and understanding' objectives each element covers. Where an element does not correspond to a learning objective, justify its presence (e.g. as necessary preparation for what follows). Also indicate where specific skills which feature as learning objectives are taught or practised.

### **Learning and Teaching Strategy**

Describe how each component of the 'student hours' contributes towards achieving the learning objectives. Describe any innovations you are making or any good practice you are importing from e.g. another module or course. Describe how achievement of the 'general skills' objectives is facilitated by your teaching.

### **Assessment Strategy**

Outline the in-course and end-of course assessment and which learning objectives each task is assessing (and how, if this is not obvious). Indicate how you will guard against cheating and impersonation - that there is at least one assessment that is demonstrably done by the student and only the student.

Note that this does not necessarily have to be an examination. Presentations, individual creative work some of whose construction has been observed, practical tasks and placements linked with a reflexive diary or essay, role plays, laboratory tasks and performance in class on unprepared tasks can also be appropriate. A little imagination might be used here.

**Assessment Pattern:** this follows from the above. The weights must add up to 100%.

Note: there is a tendency to over-assess – which turns students away from academic work and towards memorising notes. As a general rule a ten-credit module should have one two-hour examination and a piece of coursework, or the equivalent. A twenty-credit module might reasonably have two pieces of coursework (e.g. a 3000-word essay, or a research/laboratory report), and a three-hour examination or equivalent.

Consider, under appropriate circumstances, the ‘lab book’ or ‘portfolio’ principle, where seminars or practical classes are linked to short pieces of assessable work; the student has to write up a certain number of these, and the mark will be based on all of these or a certain number of the best of them. Remember that you can also use assessed oral presentations, assessed role-plays, plans or proposals for construction or research, pieces of construction or research or performance ... The important thing is that the assessment clearly assesses one or more learning outcomes. Remember also that the final examination or other assessed work does not have to assess every learning outcome for the module; those that refer to earlier parts of the module can be assessed by coursework, leaving the examination for material occurring later in the module and themes that run through the whole module.

**Strategy for feedback and student support during module:** how do you intend to tell students how they are doing – formatively as well as by giving feedback on assessed work? What arrangements will the module

team make to be accessible to students who have problems or queries? Judging by past experience of the subject-matter and skills, will there be a need for extra or remedial sessions for some students?

**Indicative Resources:** what resources are needed to teach the module, and do we have them? The purpose of this section is (a) to ensure that the learning objectives are realistic in the light of the available resources (or almost so), (b) to assure us that the students will have the resources to meet the learning objectives, (c) to demonstrate that the module team is aware of the available resources, and/or (d) to see what extra resources will be needed, in time to make sure we acquire them.