

University of Botswana Centre for Academic Development

PROCEDURE FOR UB PROGRAMME APPROVAL

Faculties and Departments who wish to revise or add courses or programmes should consult with stakeholders, i.e., Advisory Boards, to determine the need for revision or an additional programme. It is recommended that HoDs consult with the Academic Programme Review Unit (APRU) in the Centre for Academic Development (CAD) for advice if unsure about the nature of revisions, i.e., whether the revision is considered major or minor.

MINOR REVISIONS

Minor course or programme revisions include addition, deletion or changes required to meet current demands in the discipline. In general, ***changes to programmes, course, and/or addition/deletion of courses that are consistent with the aims, rationale or objectives of the programme*** shall be considered minor. Amendments such as the following would be considered minor revision.

- Addition, deletion or changes in course title or content
- Objectives related to the area of content revisions
- Alterations in teaching methods that would require addition or deletion of objectives
- Assessment strategies amended to assess revised learning objectives
- Shift of courses from one semester to another
- Minor regulatory changes, i.e., do not affect the programme

Step 1: Initiated by individual staff member(s)

- Submit to Head of Department (HoD)

Step 2: Reviewed and Approved by: (Include relevant documents related to the programme amendments.)

- Departmental Board
- Faculty Executive
- Academic Services (for advice and information on changes to course codes and titles)

For information and advice to:

- Academic Programme Review Unit, CAD
- DVC (AA)

Time Frame: Step 1 and 2 should normally be completed in 2 months.

MAJOR REVISIONS

In general, ***changes to programmes, course, and/or addition/deletion of courses that require changes in the aims, rationale and/or objectives of the programme*** shall be considered Major course or programme revisions and include amendments such as the following:

- Addition, deletion or changes of significant amount of content
- A significant number of objectives revised due to content, teaching methods and/or assessment changes
- Regulatory changes that affect the programme.

Step 1: Initiated by staff member(s)

- Submit to HoD

Step 2: Reviewed and Approved by: (Include relevant documents related to the programme amendments. Refer to Appendix A as necessary)

- Departmental Board
- Academic Programme Review Unit, CAD – for information and advice
- Academic Services (for advice and information on changes to course codes and titles)
- Departmental Advisory Board (advisory)
- Faculty Executive
- Faculty Board
- Planning and Resources Committee (if resource implications)
- Academic Policy Review and Planning Committee
- Senate

Time Frame: Step 1 and 2 shall normally be completed in 4 months.

NEW PROGRAMMES

New programmes shall be approved by the June Council one year prior to the planned implementation of the programme. New courses shall be approved by Senate one semester before they are offered. New programmes that have been approved less than 12 months may commence if they can be offered within existing and budgeted resources.

Step 1: Preliminary Proposal – to include information on the need for the programme, the contribution the programme will make to UB Vision and Mission, Vision 2016, and Departmental and Faculty strategic plans; other information that will provide rationale for the programme.

- Initiated by staff member
- Submitted to HoD
- Preliminary discussions with relevant people/bodies on the proposed new programme, e.g., Faculty Dean, DVC (AA), departmental boards, professional bodies, potential sponsors, employers, etc.

Step 2: Formal Proposal Reviewed and Approved (Include elements described in the Appendix A)

- Departmental Board
- Departmental Advisory Board
- Faculty Executive
- Faculty Board

Development support:

- Academic Programme Review Unit, CAD (general),
- Library Services (learning resources)
- Academic Services (for advice and information on changes to course codes and titles)
- Institutional Planning (other resources)

Step 3: Reviewed and Approved by: (Include elements described in Appendix A)

- Academic Policy Review and Planning Committee
- Planning and Resources Committee
- Senate
- Council (programmes)

Time Frame: Step 2 to Step 3 shall normally be completed in 6 months

PROCEDURE FOR UB APPROVAL OF PROGRAMMES IN AFFILIATED INSTITUTIONS AND VALIDATED PROGRAMMES

In addition to consulting the “Standing Orders for Programme Amendment /Approval” available through the Affiliated Institutions Unit, affiliated or accredited institutions that wish to amend courses or programmes should consult with stakeholders. It is recommended that representatives from the institution/programme consult with the Academic Programme Review Unit (APRU) in the Centre for Academic Development (CAD) at the UB for advice if unsure about the nature of revisions, i.e., whether the revision is considered major or minor.

MINOR AMENDMENTS

(See page one of this document for description of minor revisions)

Step 1: Initiated by individual staff member(s) or departments

- Submit to Deputy Director, Affiliated Institutions Unit

Step 2: Reviewed and Approved by: (Include relevant documents related to the programme amendments.)

- Board of Affiliated Institutions (College of Education or Health Training)
- Director, Centre for Academic Development
- Unified Board of Affiliated Institutions

Note: In cases of minor amendments the Director, CAD, as chairperson of the Unified Board of Affiliations may, at the request of the Unified Board of Affiliation, use executive powers to approve an amendment.

For information to:

- Academic Programme Review Unit, CAD - for information and advice
- DVC (AA)

Time Frame: Step 2 shall normally be completed in 4 months.

MAJOR AMENDMENTS

(See page one of this document for description of minor revisions)

Step 1: Initiated by staff member(s) or Departments

- Submit to Deputy Director, Affiliated Institutions Unit

Step 2: Reviewed and Approved by: (Include relevant documents related to the programme amendments. Refer to Appendix A as necessary)

- Academic Programme Review Unit, CAD – for information and advice
- Board of Affiliated Institutions (College of Education or Health Training)
- Director, Centre for Academic Development
- Unified Board of Affiliated Institutions
- Academic Policy Review and Planning Committee
- Senate

Time Frame: Step 2 shall normally be completed in 4 months.

NEW PROGRAMMES

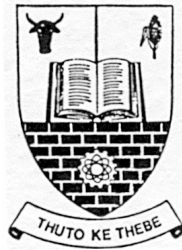
Step 1: Initiated by staff member(s) or Departments

- Submit to Deputy Director, Affiliated Institutions

Step 2: Reviewed and Approved by: (Include elements described in the Appendix A)

- Academic Programme Review Unit, CAD – for information and advice
- Appropriate Board of Affiliated Institutions (College of Education or Health Training)
- Director, Centre for Academic Development
- Unified Board of Affiliated Institutions
- Academic Policy Review and Planning Committee
- Senate
- Council

Time Frame: Step 2 shall normally be completed in 6 months.



Appendix A

A GUIDE TO PROGRAMME DEVELOPMENT OR REVISION

SECTION A - PROGRAMME DOCUMENTATION

AIM: To assist departments in development of programme documentation.

OBJECTIVE: to provide information on the elements that should comprise a new programme proposal.

It is expected that this guide will be used as a tool for programme development. It should be clear that major areas for documentation indicated in this guide will need to be included in a proposal if it is to be approved. **Areas that are mandatory are in bold letters.**

[For assistance with any elements of a programme or course proposal please contact the Centre for Academic Development where you will be referred to the relevant unit. In addition, the CAD offers an online course: Principles of eLearning, which provides guidance and information on development of programmes and courses. Access to this course can be obtained by contacting the Educational Technology Unit at CAD.]

I. Cover Sheet (Appendix B)

II. Introduction

a. Background

- What presently exists? If nothing then say that.
- When was the programme first started (if this is a revision)?
- What was the original purpose of the programme?
- Target group
- How many graduates of the programme each year?
- What other information do you have that might be useful in giving a background of the programme?

b. **Aim(s) of the Programme** (Information on writing aims & objectives available from the Teaching and Learning or Academic Programme Review Unit, CAD upon request).

- Programme Goal(s) or Aim(s) (these can be interchangeable)
- An aim is an overarching statement of what the programme will achieve. For example, the aim of the programme could be “to train students to create jobs for themselves” or “to make better contributions to the performance of an enterprise” or “to manage existing enterprises more effectively and efficiently.
- Many programmes will include a philosophy, which includes the basic underlying concepts underpinning the programme.
- A programme may also have a conceptual framework, for example, there may be a particular theory on which the curriculum is based.

- How are these aims and goals consistent and congruent with the UB vision, mission and Values as well as Vision 2016 and other planning documents?
- c. Objectives of the Programme** (Information on writing objectives is available from the Teaching and Learning or Academic Programme Review Units, CAD upon request).
- Terminal objectives/Outcomes/Competencies for the graduate of the programme, i.e., What will the graduate be able to do after qualifying? This should also include the existing profile of the graduate
 - Objectives should be SMART: Simple, measurable, achievable, realistic and time dependent.
 - To achieve the programme will offer basic knowledge of certain subjects.
 - It is absolutely essential that there be coherence between aims and objectives – How do each of these support the other in the programme?
- d. Rationale for the Programme**
- What does the faculty seek to use this programme for? For example, what kind of students will it produce? How does it intend to do this? What will the students do with the knowledge that they will acquire from the proposed programme? Will they be able to work for themselves for instance or will they be so skilled as to improve industrial performance? Who else outside the target group will benefit from this programme?
 - To what extent is the programme responding to community needs or market issues/demands including availability of job opportunities, skills requirements, capacity building etc.?
 - Spell out clearly why the programme is needed now in the country and what the trends are internationally and regionally.
 - What indicators are available from the market survey or need assessment? What sections of the market/community will this programme serve?
 - What contribution therefore will the programme make towards alleviating the problems/issues/demands articulated above?
 - What other evidence is available to support the proposal for a change in programme or new programme development? For example: is there anything in Vision 2016, National Development Plans, etc. that supports the need for the programme?
 - Has there been any external review of the proposal?
 - Have surveys been done? If so, these should be described and findings given?
 - What have the costs for overseas study in this field been?
 - What are the projected needs? Where does this information come from?

II. Target Group

- Who ought to study this Programme? (Student Profile). Provide list of people/groups or establishments who should benefit from the programme. This should be the target “population” from which recruitment will be made.
- Consider if exemptions will be granted. If so, to what sort of clientele/student will be exempted.

III. Resources – Inputs (*Include what is actually available and what is needed or is being requested*)

a. Human

- Human resources plan and projections
- Support personnel
- Technical staff
- Provide a table with a column of what is on the ground and what is needed, which would show any deficit.

b. Physical – Institutional Planning can provide assistance in this area

- Classrooms and furniture
- Laboratories
- Clinical areas, if needed
- Offices
- Computers, teaching aids, learning materials

c. Library - Subject librarian should be consulted and will provide written information for the programme proposal

d. Financial - Institutional Planning can provide assistance in this area

- Financial resources available for the physical and human resources
- Indicate adequacy of financial resources to support the programme

IV. Inputs and Outputs

a. Expected Intake over several years

b. Expected Outputs over this period

V. Regulations –special regulations, if any (Information on writing regulations available from the APRU upon request)

VI Programme Structure Previously approved courses outside the programme need to be included in the structure but detailed course templates are not required (Appendix C).

SECTION B – COURSE DOCUMENTATION

A programme is made up of courses; therefore the second major step in programme development is **course** development and documentation.

AIM: To assist departments that wish to have their courses approved by the University of Botswana.

OBJECTIVE: to provide information on development and elements that should comprise new course documentation.

I. Course Information (Appendix D) This section outlines the specific elements that need to be included in a programme proposal. Appendix D provides specific information on what elements must be included in proposals at various stages of the approval process.

- Title
- Course Code
- Credit Value
- Level
- Length of Course if other than 1 full semester
- Type of Course: Core/Optional/Elective/GEC
- Entry requirements, i.e., pre-requisites and co-requisites
- Aim/Rationale
- Course Synopsis
- Learning Objectives
- Teaching Methods
- Modes of Assessment

- Required reading/textbooks
- Other resources
- Course Outline

N.B. Courses from other departments or faculties that are approved by Senate need to be included in the programme structure section of the proposal.

II. Course Planning and Documentation

This is probably the most difficult and crucial part of course design because it is critical that there be coherence between all of the elements of the course and the programme design.

- Title should reflect the course description.
- Type of course (core or optional) should be evident from the aims/rationale and course description.
- Placement of the course should make educational sense based on the programme structure and the course description.
- Entry requirements (pre-requisite or co-requisite) should be based on sound educational principles, i.e., simple to complex concepts; theory to practice.
- Objectives should be achievable if the student is exposed to the content described in the course outline.
- Teaching methods should reflect the objectives. If a student has to perform something then there must be an element of clinical, practical or laboratory time for them to demonstrate this skill.
- Teaching and assessment methods must be coherent. It must be possible for a student to learn as well as demonstrate that he/she has learned. For example, a student who is to provide evidence that they can perform problem solving cannot demonstrate this ability through a purely multiple choice, true false or matching written examination. The lecturer should think about how a student can best learn the material and demonstrate competencies or successfully achieve the objectives.
- Textbooks should indicate those that are critical and those that are not. Students have a very limited amount of money for this and should be given direction on what to purchase.

APPENDIX B

Faculty of

TYPE OF PROPOSAL:

Minor amendment: * items only

Major amendment: ^A items only

New programme/course: ^B items only

PROPOSAL TO INTRODUCE XYZ PROGRAMME

Approval	Date
Departmental Board*^{AB}	
Faculty Executive*^{AB}	
Departmental Advisory Board^{AB}	
Faculty Board^{AB}	
APRPC^{AB}	
Senate^{AB}	
Council^B	

Proposed date of implementation:

Appendix C

Programme Structure Template

This template should be completed for each semester of the programme. Core courses must be included in the semester structure table. Optional courses can be included in the table or can be listed at the end of the semester core courses or end of the programme structure. If a course has both a theory and practical component the credits for that should be specified (see example below)

Semester I

Course Code	Type of Course	Course Title	Credits
XYZ 123	Core		1 Theory 2 Practical/Lab
GEC 123	GEC		
ABC 123	Optional		

Semester II

Course Code	Course Title	Type of Course	Credits
	Core		
	GEC		

OPTIONAL COURSES

ABC 456		OPTIONAL	2
DEF 123		OPTIONAL	3

APPENDIX D

PROGRAMME SUBMISSION FORMAT (Generic)

The following elements are expected to be present in a final new programme proposal.

- I. Cover Sheet**
- II. Introduction with Background to the programme development**
- III. Programme Aims**
- IV. Programme Objectives**
- V. Rationale for the Programme**
- VI. Needs Assessment**
- VII. Resources**
- VIII. Expected Inputs and Outputs**
- IX. Regulations**
- X. Programme Structure**
- XI. Course Information – amount of information varies with stage in approval (Appendix D 2-4)**

XII. APPENDIX D1
COURSE SUBMISSION FORMAT (Generic)
(Should be limited to no more than one page per course)

Faculty	ABC
Department	General ABC
Code	XYZ 123
Title	Introduction to ABC
Credits	Credits theory Credits clinical/practical
Semester	One or Two or both
Type	Core, Optional, General education
Pre-requisites	None or name course(s)
Co-requisites	None or name course(s)

Course Code:

A course code is an identification of a course, with a prefix of three capital letters followed by three digits. The first of the three letters shall normally be the same as the first letter of the subject, and the digits shall indicate the level. It is recommended that the Director of Academic Services serve as a clearinghouse for codes used in the University. Departments may wish to check with the Director of Academic Services whether the codes they are proposing are in use or not.

First letter (normally the same as the first letter of the subject or Department. Where two departments share the same first letter, some other permutation shall be used. The Department will determine Second and Third Letter)

f1
ABC 112
>

First digit to indicate the level Second and Third Digit will be as specified by the Department

Level:

Normally, The first digit shall indicate the level as indicated below. The second and third digit shall be as specified by the Department.

- 100 – 199 level : Year 1 (Semester 1 and 2) of Bachelor’s degree/Certificate/ Diploma
- 200 – 299 level : Year 2 (Semester 3 and 4) of Bachelor’s degree/Certificate/ Diploma
- 300 – 399 level : Year 3 (Semester 5 and 6) of Bachelor’s degree/Certificate/ Diploma
- 400 – 499 level : Year 4 (Semester 7 and 8) of Bachelor’s degree
- 500 – 599 level : Year 5 (Semester 9 and 10)of Bachelor’s degree/ Year1 Postgraduate Diploma
- 600 – 699 level : Year 1 (Semester 1 and 2) of Masters
- 700 – 799 level : Year 2 (Semester 3 onwards) of Masters
- 800 – 899 level : All Years (Semester 1 onwards) of MPhil
- 900 – 999 level : All Years (Semester 1 onwards) of PhD

Title:

The title of the course should be brief and descriptive, e.g., Introduction to Mathematics, Applied Hydrology, Rangeland Management, etc.

Credits:

The number of credits (or credit value) is a number assigned to a course in relation to the work done. In any course, work entailing 1 Lecture Hour or Lecture Hour Equivalent per week throughout a semester shall have a credit value of 1. For example, a course with a workload entailing 3 Lecture Hours or Lecture Hour Equivalents per week throughout a semester shall have a credit value of 3.

It should be noted there is a lot of flexibility in how a course of a given number of credits may be offered. For example a course of 2 credits may be offered for a Length (Period in weeks) of 14 weeks at 2 Lecture Hour

Equivalents per week or for 7 weeks at 4 Lecture Hour Equivalents per week. Most courses in the semester system shall run for 14 weeks, but other periods are possible depending on how the course is planned by the department.

Type of a course:

The various types of courses are defined in the Revised Academic General Regulations. These include: core, optional, elective, general education, pre-requisite, co-requisite, vacation and project.

Entry requirements (prerequisites, co-requisites):

Entry requirements to a course may specify certain pre-requisites and co-requisites.

Aim: The aim of the course should be broad. For example, for a course QUV 234: *Principles of QUV*: The aim of this course is to introduce the principles of QUV and the basic concepts needed for understanding the applications of QUV.

Rationale: The rationale should include the fundamental reasons for introducing the course.

- How does this course fit into the overall programme?
- Why is it necessary in the programme?
- What are pre-requisites/co-requisites and why?

Course Description/Synopsis: A course synopsis is a brief description of the course content (no more than one paragraph prepared for the annual course catalogue). For example: This course is designed to assist learners to develop an elementary understanding of the influence of health on development of a nation. Concepts of health and development are explored as they relate to the current National Development Plan. In addition, students will apply the concepts to development of policy that contribute to continued development of the nation.

Course Objectives/competencies/outcomes/expectations: Course objectives should be realistic, understandable, measurable, behavioral, and achievable. For example: Following completion of the course the learner will be able to:

- Describe the interrelationship of health and development.
- Write at least one draft public policy that includes the concepts and relationship of health and development.
- Discuss how the concepts of health and development are dealt with in the current National Development Plan.
- Critique the current NDP document in its consideration of health and development in national planning.

Course Outline: Description of the organization of content of the course. Can be per class or could be in clusters of similar information, called units of learning. For example:

Unit 1 – Health	Week 1 –2
Unit 2 – Development	Week 3-4

OR

Week 1- Health
Week 2 -Health
Week 3 - Development
Week 4 - Development

Readings and any assignments or test should be included in the course outline.

Teaching Methods: The UB supports and encourages innovation in teaching. Reporting methods to be used in courses will assist UB in determining the extent of innovation that exists in courses and programmes. List all possible methods to be used, i.e., eLearning technologies, problem-based small group learning, lectures, project based learning, etc.

Modes of Assessment: Assessment strategies should be appropriate for the objectives they are attempting to assess. For example, if the objective to be measured is psychomotor in nature then the assessment used should determine whether the student is able to perform this skill. This could be done through return demonstration by the learner or

possibly completion of a specific project that requires this particular skill for successful completion. Individual course assessment strategies should reflect valid and reliable ways to assess the course objectives.

Assessment will also be as per Academic General Regulations in addition to Departmental and Faculty Regulations. Assessment may or may not include final examination, i.e., projects, essays, reports, design of tools for the discipline, web page, etc. Innovation in this area is also encouraged.

Reading (and other resources) list: Should be cited using APA format or some acceptable citation method and, unless classic, should be a current edition (less than 10 years old). Course developers should consult with the appropriate subject librarian when developing reading and learning resource lists. List any additional materials needed, i.e., lab coat, paint, compass, etc.

APPENDIX D2:

**TEMPLATE FOR SEMESTERISED COURSES
SUBMISSION TO THE:
DEPARTMENTAL BOARD
FACULTY EXECUTIVE
FACULTY BOARD**

Faculty	
Department	
Code and Title	
Credits	
Type (Core /Optional/Elective/General Education Course)	
Semester in which the course is taught (1 or 2)	
Pre-requisites (if any)	
Co-requisites (if any)	

Course synopsis

Rationale

Aims and Learning objectives

Teaching Methods

Mode of assessment

Reading (and other resources) list

Course outline

APPENDIX D3

**TEMPLATE FOR SEMESTERISED COURSES
SUBMISSION TO:
APRPC
SENATE**

Faculty	
Department	
Code and Title	
Credits	
Type (Core /Optional/Elective/General Education Course)	
Semester in which the course is taught (1 or 2)	
Pre-requisites (if any)	
Co-requisites (if any)	

Course synopsis

Rationale

Aims and Learning objectives

Modes of assessment

APPENDIX D4

**TEMPLATE FOR SEMESTERISED PROGRAMMES
SUBMISSION TO:
COUNCIL**

Executive Summary (1 page) should include summaries of the following components.

- **Introduction**
- **Background**
- **Rationale for the Programme**
- **Programme Aims**
- **Programme Objectives**
- **Needs Assessment**
- **Resources**

Programme Proposal Document (Course templates shall not be included in Council submissions)