Rwanda - University of Rwanda

Established in 2013, the University of Rwanda is a public higher education institution, located in Rwanda's capital Kigali.

	Student nu	umbers	
More than 100 thousand students	20-100 thousand students	1-20 thousand students	No data
	Core Fur	nding	
Private			Public
Vocational qualificat	Qualification	Master's degree or e	equivalent
(ISCED 3-4) Associate degree or equivalent (ISCED 5)		(ISCED 7) Doctoral degree or 6 (ISCED 8)	equivalent
Undergraduate degree or equivalent (ISCED 6)		Informal recognition	ı (e.g. badges)
No formal/non-formal credits or qualifications / independent study		Other	
	Subjects o	offered	
Generic programmes and qualifications		Information and contechnologies	nmunication
Education		Engineering	

Agriculture & veterinary

Security, transport, hygiene and

Health and welfare

public health services

Other

Arts and humanities

information

statistics

Social sciences, journalism and

Business, administration and law

Natural sciences, mathematics and

Business Model						
	Fixed core model					
Defender-related characteristics versus Prospector-related characteristics						
				Profitability / sustainability		
Networks						
Competitive advantage						
				Value chain		
				Communication channels		
Target group						
Products / services						

Business Model: Additional Information

The business model focuses on using digital technologies to reach existing markets via new or innovative channels using the same or similar products and services as in the past.

Organisation of learning provision

Primarily campus	Primarily distance	Primarily online
provision	learning provision	provision
	(correspondence)	

Technology-enhanced learning elements

recimology-enhanced learning elements				
Massive Open Online Course (MOOC)	Virtual Learning Environment (VLE)			
Open Educational Resources (OER)	Wikis			
Digital Badging	Videoconference			
Learning Analytics	Teleconference			
Artificial Intelligence	Learning Management System (LMS)			
E-Portfolios	Mobile Learning			
Blogging and micro-blogging	Bring Your Own Device (BYOD)			
Social Media	Online Assessment			
Other				

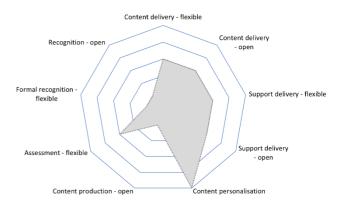
TEL Strategy

The content delivery is somehow flexible because in some modules, students are online and do not need to come to campus, while in other modules, the students need to come for face to face sessions (contact sessions).

OOFAT Model

Interpretation: The closer the line moves towards the centre, the more fixed and institution-specific the approach taken by the institution. The further from the centre, the more flexible and open the approach.

Content-focused OOFAT model



OOFAT Model: Additional Information

Content

Contents developed by lecturers. They are trained in online module development using LMS. Use of some open-source plugins for Moodle. Assessment either online or face to face.

Delivery

Enrolled students have access to all online modules. Flexible support for modules online. Information online and option to call anytime for support. Instructor-learner communication through the LMS forum or LMS chart plugin. eLearning Officers for regular support of learners and instructors. Instructor-learner communication facilitated by ICT. Option of face to face sessions. We practice the Learner Centred Pedagogy (LPD) because we are now implementing the Competence Based Curriculum (CBC). Assessments based on learning outcomes.

Recognition

Campus assessment: lecturer sets exam questions, moderated by another lecturer. Results are submitted to the examination officer belonging to Registrar Office. Then they are done in face to face.

Online test: moderation is done and after the test is set online and students can do it in due deadlines set buy the instructor. We have not yet started the MOOCs. Prior Learning is also not yet recognized as there is no policy governing such practice.