

Rwanda – University of Rwanda

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

Student numbers			
More than 100 thousand students	20-100 thousand students	1-20 thousand students	No data

Core Funding	
Private	Public

Qualifications offered	
Vocational qualification (ISCED 3-4)	Master's degree or equivalent (ISCED 7)
Associate degree or equivalent (ISCED 5)	Doctoral degree or equivalent (ISCED 8)
Undergraduate degree or equivalent (ISCED 6)	Informal recognition (e.g. badges)
No formal/non-formal credits or qualifications / independent study	Other

Subjects offered	
Generic programmes and qualifications	Information and communication technologies
Education	Engineering
Arts and humanities	Agriculture & veterinary
Social sciences, journalism and information	Health and welfare
Business, administration and law	Security, transport, hygiene and public health services
Natural sciences, mathematics and statistics	Other

Business Model	
Fixed core model	
Defender-related characteristics <i>versus</i> Prospector-related characteristics	
Networks	Profitability / sustainability
Competitive advantage	Value chain
Target group	Communication channels
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 provision	Primarily distance learning provision (correspondence)	Primarily online provision

Technology-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 chat 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.