COLLEGE OF ARTS AND SOCIAL SCENCES (CASS)

CONSOLIDATION OF PROGRAMME LEARNING OUTCOMES

I. UNDERGRADUATE PROGRAMMES

A. SCHOOL OF ARTS & LANGUAGES		
No	**PROGRAMME TITLE**	**LEARNING OUTCOMES & COMPETENCIES**
1	**LINGUISTICS AND LITERATURE**	<u>PROGRAMME SPECIFIC LEARNING OUTCOMES</u> <u>A. Knowledge and Understanding</u> *At the end of the programme students should be able to demonstrate knowledge and understanding of:* A1. General theories of communication A2. The history and variety of literature in English A3. Principles and theories of literary criticism A4. Principles of general linguistic, semantics, semiology, sociolinguistics and psycholinguistics A5. Theories and mechanisms involved in first language acquisition by infants; A6. How the language knowledge represented in the human brain is accessed and utilized; A7. Linguistic characteristics, causes, and clinical assessment of speech-language impairments A8. Identify the principles and the general pragmatic approaches to the understanding of utterances. This will provide a feel and the interest in the science of meaning at the crossroads with other sciences especially in applying pragmatics in different contexts.

		A9. Understand major scopes of pragmatics and its daily use.
		A10. Relate the English utterances with the context where they are produced
		A11. The types of written messages in social and professional contexts
		B. Cognitive/Intellectual skills/Application of Knowledge
		At the end of the programme students should be able to:
		B1. Summarize, present and evaluate information
		B2. Locate English literature, and literature in English, within its historical and cultural contexts
		B3. Explain the relationship between theoretic linguistics and technological applications
		B4. Determine the exact internal structures of machines used in the treatment of language
		B5. Explain Pragmatics as a study of utterances, made up of sentences, and usually in the context of conversations.
		B6. Situate Pragmatics in relation to the other disciplines, such as Philosophy, Sociology, Psychology, Logic, Semiotics, Text analysis and Translation
		B7. Apply a variety of appropriate strategies to produce effective professional written communication exchanges with others
		B8. Have the ability to carry out basic analysis of a variety of written and spoken texts from the point of view of language and the law
		B9. Analyse and write a critique of a variety of forms of literary text

		B10. Explain neural representation of language and what happens in our body when we are effectively using language B11. Help people suffering from speech-language disability in recovering their capacity to communicate and to be integrated in society C. Communication/ICT/Numeracy/Analytic Techniques/Practical Skills *At the end of the programme students should be able to:* C1. Write and speak grammatical English and show some introductory familiarity with Kiswahili C2. Write in good style appropriate to a variety of purposes and audiences C3. Present information orally and in writing in a manner appropriate to a variety of audiences C4. Produce short works of literature C5. Do a linguistic profile of a text C6. Disambiguate sentences C7. Design and conduct research in different domains of psycholinguistics using appropriately experimental techniques; C8. Assess efficiently aspects of language processing and set up specific intervention techniques in case of language impairments; C9. Act as consultants vis-a-vis parents, educators, policy makers, and any other partners etc. so as to enhance language performance, especially for children

C10. Design, conduct research and produce publications in the domains of morphology and syntax;

C11. Use computer-based tools in describing the structure of words and sentences

C12. Plan, construct and produce "professional" written messages which are clear, convincing and fitting to audience, context, and purpose;

D. Generic competencies/ General transferable   skills

At the end of the programme students should be able to:

D1. Develop expertise and capacity building in terms of linguistic guidance;

D2. Undertake research and publications in psycholinguistics and Computational Linguistics;

D3. Develop business in the domain of psycholinguistic intervention

D4. Develop effective ability in describing utterances transferable only under certain definite conditions in the users of the language.

D5. Apply pragmatics analytical skills in other disciplines such as discourse analysis, diplomatic language, interpreting and translation

D6. Develop fruitful business in Computational Linguistics nationally and internationally

D7. Produce professional written messages of high quality

D8. Produce written messages of high quality in their further studies and future professional life

D9. Enrich their grammar and vocabulary knowledge

D10. Apply theories taught on various literary texts in producing high quality poetry, short fiction, the novel, and drama

2	**TRANSLATION AND INTERPRETATION**	PROGRAMME SPECIFIC LEARNING OUTCOMES
		A. Knowledge and Understanding
		At the end of the programme students should be able to:
		A1. Demonstrate knowledge and skills to translate texts of general nature and specialized level from and in English, French ad Kinyarwanda.
		A2. Demonstrate knowledge and skills in interpreting simultaneously and consecutively.
		A3. Exhibit Skills in translating a variety of general and specialized discourses and genres
		A4. Interpret a variety of general and specialized speeches in different fields
		A5. Text editing and proof reading skills in translation and interpreting
		B. Cognitive/Intellectual skills/Application Knowledge
		Having successfully completed the programme, students shall be able to:
		B1. Critically assess the quality of translations/ interpretations in the languages recommended by the programme
		B2. Identify and apply existing theories in assessing renditions in translation/ interpreting
		C. Communication/ICT/Analytic Techniques/Practical Skills
		Having successfully completed the programme, students shall be able to:

		C1. Use the computer in text/ speech editing and processing,
		C2. Get familiar with interpreting facilities (booths, microphones, etc),
		C3. Use the internet as a resource for accessing translators/ interpreters, dictionaries, thesauri, etc.
		C4. Assess the strength and weaknesses of machine translations versus human translations
		D. General transferable skills
		Having successfully completed the programme, students shall be able to:
		B1. To make critical appreciation of renditions in translation/ interpretation,
		B2. To produce accurate translations/ interpretations in various types of discourses
		B3. To analyze cultural and linguistic factors that promote or hinder message understanding in translation/ interpreting
		B4. To identify linguistic and contextual problems in written/spoken discourses
3	**ARTS AND PUBLISHING**	PROGRAMME SPECIFIC LEARNING OUTCOMES A. Knowledge and Understanding *At the end of the programme students should be able to demonstrate knowledge and understanding of:* A1. The principles of book and library promotion A2. The principles of human resources management applied on the publishing industry A3. The principles and the cultural use of entrepreneurship A4. ABC's of documentary film scenarios making

A5. The functioning of a Database Management System (DBMS)

A6. The history and variety of literature in English

A7. Principles and theories of literary criticism

A8. The history and culture of Rwanda

A9. The structure of the publishing industry and the function of editors

A10. General theories of communication

A11. The stages and requirements for setting up an archive

A12. The requirements of the translation process

A13. The relationship of written/printed literature to the oral tradition and to other forms of cultural production

A14. The context, function and management of bookshops and libraries

A15. The "document" and the "information processing"

A16. The principles of Indexation, Cataloging and Documentary Analysis

A17. The functioning of an Integrated Management System of Library (IMSL)

A18. The functioning of Desktop Publishing

B. Cognitive/Intellectual skills/Application of Knowledge

At the end of the programme students should be able to:

B1. Demonstrate the ability to edit text for publication

B2. Summarize, present and evaluate information

B3. Analyze and write a critique of a variety of forms of literary text

B4. Make efficient use of archives

B5. Produce a competent index and catalogue

B6. Show familiarity with and insight into a professional context as a result of placement.

B7. Provide the definition of "Information processing"

B8. Outline the norms and formats of indexation

B9. Outline the norms and formats of cataloguing

B10. Summarize the key steps in documentary analysis

B11. Outline the features of an IMSL

B12. Outline the features of a Desktop Publishing system

C. Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

At the end of the programme students should be able to:

C1. Write and speak grammatical French and English and show some introductory familiarity with Swahili

C2. Write in good style appropriate to a variety of purposes and audiences

C3. Present information orally and in writing in a manner appropriate to a variety of audiences

C4. Use Microsoft Word to prepare well-designed and legible texts.

C5. Produce a competent short piece of literature

C6. Produce competent translation from French to English

C7. Demonstrate familiarity and competence with multimedia packages

C8. Show an understanding of the use of computers in book production

C9. Demonstrate by means of acquired techniques how to perform indexation and cataloguing in library

C10. Demonstrate the abilities to carry out a documentary analysis for academic/administrative purposes

C11. Demonstrate by means of dedicated software the abilities to realize e-books, e-journals, etc. and to set up an IMSL

C12. Demonstrate by means of acquired techniques how to perform indexation and cataloguing in Library

C13. Demonstrate the abilities to carry out a documentary analysis for academic/administrative purposes

		C14. Demonstrate by means of dedicated software the abilities to realize e-books, e-journals, etc. and to set up an IMSL D. General transferable skills *At the end of the programme students should be able to:* D1. Carry out a substantial piece of individual, self-directed work, with help from a supervisor D2. Set up an information system for the library or publishing house
4	**ARTS AND CREATIVE INDUSTRY**	PROGRAMME SPECIFIC LEARNING OUTCOMES A. Knowledge and Understanding *At the end of the programme students should be able to demonstrate knowledge and understanding of:* A1. The history and theories of literature in French, Rwandan literature, African literature and North-American literature A2. Principles and theories of literary criticism A3. The editing requirements of different kinds of text or other forms of literary production A4. Principles of general linguistics, semantics, lexicology, lexicography and terminology, Sociolinguistics and psycholinguistics, and translation A5. General theories of communication A6. The stage and requirements of setting up an archive A7. The context, function and the management of bookshops and libraries A8. Structure of cultural institutions and policies A9. The context, function and management of cultural projects A10. The relationship of written/printed literature to the oral tradition and to other forms of cultural production A11. Principles and methods of scientific work

A12. Principles of effective creative writing

A13. Performing arts

A14. Critical thinking

A15. Relations between literature and Cinema, Music, Advertisement, and Visual Arts

A16. Differentiate several types of plays;

A17. Elaborate a short dialogue elements by using an appropriate language

B. Cognitive/Intellectual skills/Application Knowledge

At the end of the programme students should be able to:

B1. Demonstrate ability to edit text for publication

B2. Summarize, present and evaluate information

B3. Locate various literatures, within their historical and cultural contexts

B4. Analyse and write a critique of a variety of forms of literary text

B5. Write creatively in French, Kinyarwanda, Swahili, and in English

B6. Show familiarity with and insight into a professional context as a result of placement

B7. Demonstrate ability in event design, theatre, cinema and scenography

B8. Apply different processes of literary writing;

B9. Do a good distribution of characters;

B10. Establish the difference between imitative, figurative and narrative language

C. Communication/ICT/Analytic Techniques/Practical Skills

At the end of the programme students should be able to:

C1. Write and speak grammatical French, English, Swahili and Kinyarwanda

		C2. Write in good style appropriate to a variety of purposes and audiences
		C3. Present information orally and in writing in a manner appropriate to a variety of audiences
		C4. Use Microsoft Word to prepare well-designed and legible texts
		C5. Produce short a competent short piece of literature
		C6. Demonstrate familiarity and competence with multimedia packages
		C7. Show an understanding of the use of computers in creative productions
		C8. Write a play for stage, a radio play, a soap-opera episode;
		C9. Write a forum theatre;
		D. General transferable skills
		D1. Appreciate the use of the imitative language;
		D2. Analyse a Kinyarwanda play;
		D3. Establish a reading synopsis of a play
		D4. Explain different types of plays
		D5. Carry out a substantial piece of individual, self directed work, with help from a supervisor
		Work effectively in groups
B. <mark>School of Social, Political and Administrative Sciences</mark>		
1	**SOCIOLOGY**	PROGRAMME SPECIFIC LEARNING OUTCOMES
		A. Knowledge and Understanding
		Having successfully completed the module, students should be able to demonstrate knowledge and understanding of:
		A1. The theoretical perspectives of sociology within the broad tradition of the social sciences

		A2. How and in what way current sociology in Rwanda and the region is shaped by historical contexts, powerful international players with their own self-interests, and by the cultural traditions and normative conditions of each nation.

A3. The consequences and outcomes of good and bad decision-making and policy approaches that impact sociology, and how to select the good and avoid the bad.

A4. The policy process and its application to social science ideals

A5. The impact of the global context on sociology both theoretical and practice

A6. How research designs, field survey methods of data collection are carried out in Sociology to improve the understanding and analysis of local, national, and inter-government interactions, and the consequence of these upon ordinary citizens.

A7. A student action framework for debating, discussing improved policy ideas, frameworks and directions, so as to enable students to understand and critically analyze current practices in relation to partnerships between civil society, government and the private sector.

B. Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed the module, students should be able to:

B1. Analyze the economic, social and political structures that create and sustain effective social interventions, and to understand within this scope the range of alternatives.

B2. Interpret and critique widely-used concepts and measurements used within Sociology for the purpose of research, analysis and understanding the successes and failures of past attempts at governing in Rwanda and the region, and current models of Social Science in the global context.

B3. Critically analyze current leadership practices in relation to partnerships and formative interactions between

civil society, government and the economic sector.

B4. Make judgment on relevant concepts, causes, relationships and their application to case studies.

B5. Distinguish between analytical and evaluative statements and to develop and sustain an argument in a substantial piece of professional writing.

C. Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

C1. Use relevant software packages and to provide an understanding of the concepts used in the field of applied statistical analysis.

C2. Apply the acquired skills to analyze key policy issues affecting sociology

C3. Conduct independent and critical social science research on various sociology related themes.

C4. Effectively contribute and conduct research and training on policy issues and implementation of programs in the field of Sociology.

D. General transferable   skills

Having successfully completed the module, students should be able to:

D1. Understand and apply different theoretical and practical approaches, their link to implementation strategies, and long-term sustainability that impacts Sociology in Rwanda, the region, and around the world.

D2. Select appropriate field research methods, to plan and embark upon a research project focused on a Sociology-related topic

D3. Apply a holistic understanding of effective national and regional governance, to design and manage policy interventions and also analyze national, regional, international, NGO and multilateral organizational policies

		more critically.
		D4. To be able to articulate and defend Rwanda's national policy positions in the face of criticism from overseas groups and nations.
		D5. Acquire skills of robust research and the presentation of arguments both verbally and in writing; researching specific topics, working in a team environment and presenting information in an accessible and interesting manner.
2	**SOCIAL WORK**	PROGRAMME SPECIFIC LEARNING OUTCOMES A. Knowledge and Understanding *Having successfully completed the module, students should be able to demonstrate knowledge and understanding of:* A1. The theoretical perspectives of Social Work within the broad tradition of the social sciences A2. How and in what way current Social Work in Rwanda and the region is shaped by historical contexts, powerful international players with their own self-interests, and by the cultural traditions and normative conditions of each nation. A3. The consequences and outcomes of good and bad decision-making and policy approaches that impact Social Work, and how to select the good and avoid the bad. A4. The policy process and its application to Social Work ideals A5. The impact of the global context on Social Work both theoretical and practice A6. How research designs, field survey methods of data collection are carried out in Social Work to improve the understanding and analysis of local, national, and inter-government interactions, and the consequence of these upon ordinary citizens. A7. A student action framework for debating, discussing improved policy ideas, frameworks and directions, so as

to enable students to understand and critically analyse current practices in relation to partnerships between civil society, government and the private sector.

B. Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed the module, students should be able to:

B1. Analyze the economic, social and political structures that create and sustain effective social interventions, and to understand within this scope the range of alternatives.

B2. Interpret and critique widely-used concepts and measurements used within Social Work for the purpose of research, analysis and understanding the successes and failures of past attempts at governing in Rwanda and the region, and current models of Social Science in the global context.

B3. Critically analyze current leadership practices in relation to partnerships and formative interactions between civil society, government and the economic sector.

B4. Make judgment on relevant concepts, causes, relationships and their application to case studies.

B5. Distinguish between analytical and evaluative statements and to develop and sustain an argument in a substantial piece of professional writing.

C. Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

C1. Use relevant software packages and to provide an understanding of the concepts used in the field of applied statistical analysis.

C2. Apply the acquired skills to analyze key policy issues affecting Social Work

C3. Conduct independent and critical social science research on various Social Work related themes.

C4. Effectively contribute and conduct research and training on policy issues and implementation of programs in

		the field of Social Work.
		D. General transferable skills *Having successfully completed the module, students should be able to:* D1. Understand and apply different theoretical and practical approaches, their link to implementation strategies, and long-term sustainability that impacts Social Work in Rwanda, the region, and around the world. D2. Select appropriate field research methods, to plan and embark upon a research project focused on a Social Work-related topic D3. Apply a holistic understanding of effective national and regional governance, to design and manage policy interventions and also analyze national, regional, international, NGO and multilateral organizational policies more critically. D4. To be able to articulate and defend Rwanda's national policy positions in the face of criticism from overseas groups and nations. D5. Acquire skills of robust research and the presentation of arguments both verbally and in writing; researching specific topics, working in a team environment and presenting information in an accessible and interesting manner.
3	**HISTORY &** **HERITAGE** **STUDIES**	PROGRAMME SPECIFIC LEARNING OUTCOMES A. Knowledge and Understanding *Having successfully completed the module, students should be able to demonstrate knowledge and understanding of:* A1. The theoretical perspectives of History within the broad tradition of academic study in the social sciences

A2. How and in what way the History of Rwanda and the region is shaped by cultural and social contexts,

powerful international players with their own self-interests, and by the traditions and normative

conditions of each nation.

A3. The consequences and outcomes of good and bad decision-making and policy approaches that impact

our approach to History

A4. The impact of the global context on History both theoretical and in practice

A5. How research is carried out within the field of History

A6. A student action framework for debating, discussing improved policy ideas, frameworks and directions,

so as to enable students to understand and critically analyze current practices in relation to partnerships

between civil society, government and the private sector, in the context of Rwanda's history

A7. General notions and skills on Heritage.

A8. Knowledge on cultural Heritage and its preservation.

A9. Education, management and conservation in Museums

A10. Management of historical sites and tourism.

B. Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed the module, students should be able to:

B1. Analyze the economic, social and political structures that create and sustain historical change, and to

understand within this scope the range of alternatives.

B2. Interpret and critique widely-used concepts and frameworks used within History for the purpose of   research,

analysis and understanding the successes and failures of past attempts at governing in Rwanda

and the region, and current models of Social Science in the global context.

B3. Critically analyze current leadership practices in relation to partnerships and formative interactions

between civil society, government and the economic sector.

B4. Make judgment on relevant concepts, causes, relationships and their application to case studies.

B5. Distinguish between analytical and evaluative statements and to develop and sustain an argument in a substantial piece of professional writing.

C. Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

C1. Use relevant software packages and to provide an understanding of the concepts used in the field of applied statistical and non-statistical analysis.

C2. Apply the acquired skills to analyze key social and policy issues affecting the teaching, researching and academic analysis of history

C3. Conduct independent and critical social science research on various history related themes.

C4. Effectively contribute and conduct research and training on policy issues and implementation of programs that augment Rwanda's progress in the study of history.

D. General transferable   skills

Having successfully completed the module, students should be able to:

D1. Understand and apply different theoretical and practical approaches to address issues and controversies in our understanding of history in Rwanda, the region, and around the world.

D2. Select appropriate field research methods, to plan and embark upon a research project focused on a history-related topic

D3. Apply a holistic understanding of global history to the context of Rwanda

		D4. To be able to articulate and defend Rwanda's national policy positions in the face of criticism from overseas groups and nations.
		D5. Acquire skills of robust research and the presentation of arguments both verbally and in writing; researching specific topics, working in a team environment and presenting information in an accessible and interesting manner.
4	**POLITICAL SCIENCE &**	PROGRAMME SPECIFIC LEARNING OUTCOMES A. Knowledge and Understanding Having successfully completed the module, students should be able to demonstrate knowledge and understanding of: A1. The theoretical perspectives of Political Science within the broad tradition of Political Science. A2. How and in what way current Political Science in Rwanda and the region is shaped by historical contexts, powerful international players with their own self-interests, and by the cultural traditions and normative conditions of each nation. A3. The consequences and outcomes of good and bad decision-making and policy approaches that impact Political Science, and how to select the good and avoid the bad. A4.The policy process and its application to Political Science ideals A5. The impact of the global context on Political Science both theoretical and in practice A6. How research designs, field survey methods of data collection are carried out in Political Science to improve the understanding and analysis of local, national, and inter-government interactions, and the consequence of these upon ordinary citizens. A7. A student action framework for debating, discussing improved policy ideas, frameworks and directions, so as to enable students to understand and critically analyze current practices in relation to partnerships between

civil society, government and the private sector.

B. Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed the module, students should be able to:

B1. Analyze the economic, social and political structures that create and sustain effective government policy implementations and evaluation opportunities, and to understand within this scope the range of alternatives.

B2. Interpret and critique widely-used concepts and measurements used within Political Science for the purpose of research, analysis and understanding the successes and failures of past attempts at governing in Rwanda and the region, and current models of Political Science in the global context.

B3. Critically analyze current leadership practices in relation to partnerships and formative interactions between civil society, government and the economic sector.

B4. Make judgment on relevant concepts, causes, relationships and their application to case studies.

B5. Distinguish between analytical and evaluative statements and to develop and sustain an argument in a substantial piece of professional writing.

C. Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the module, students should be able to:

C1. Use relevant software packages and to provide an understanding of the concepts used in the field of applied statistical analysis.

C2. Apply the acquired skills to analyze key policy issues affecting Political Science

C3. Conduct independent and critical social science research on various Political Science related themes.

C4. Effectively contribute and conduct research and training on policy issues and implementation of programs in

the field of Political Science.

D. General transferable   skills
Having successfully completed the module, students should be able to:

D1. Understand and apply different theoretical approaches to governance models and policy approaches, their historical contexts, implementation strategies, and long-term sustainability that impact politics and Political Science around the world.

D2. Select appropriate field research methods, to plan and embark upon a research project focused on a Political Science-related topic

D3. Apply a holistic understanding of effective national and regional governance, to design and manage policy interventions and also analyze national, regional, international, NGO and multilateral organizational policies more critically.

D4. To be able to articulate and defend Rwanda's national policy positions in the face of criticism from overseas groups and nations.

D5. Acquire skills of robust research and the presentation of arguments both verbally and in writing; researching specific topics, working in a team environment and presenting information in an accessible and interesting manner.

5	**INTERNATIONAL RELATIONS**	PROGRAMME SPECIFIC LEARNING OUTCOMES A. Knowledge and Understanding Having successfully completed the module, students should be able to demonstrate knowledge and understanding of:

		A.1. The theoretical perspectives of international relations and the dimensions and qualities of national and international diplomacy and political analysis.
		A.2. How and in what way current international relations in Rwanda and the region is shaped by historical contexts, powerful international players with their own self-interests, and by the cultural traditions and normative conditions of each nation.
		A.3. The consequences and outcomes of good and bad decision-making and policy approaches that impact international relations, and how to select the good and avoid the bad.
		A.4. The policy process and its application to international relations ideals
		A.5. The impact of the global context on international relations ideals
		A.6. How research designs, field survey methods of data collection are carried out in international relations to improve the understanding and analysis of inter-government interactions, and the consequence of these upon ordinary citizens.
		A.7. A public action framework for debating, discussing and delivering improved international relationships and international harmony, to enable students to understand and critically analyze current practices in relation to partnerships between civil society, government and the private sector.
		B. Cognitive/Intellectual skills/Application of Knowledge
		Having successfully completed the module, students should be able to:
		B.1. Analyze the economic, social and political structures that create and sustain effective diplomacy, harmonious international relations, and to understand within this scope the range of alternatives.
		B.2. Interpret and critique widely-used concepts and measurement of international relations for the purpose of research, analysis and understanding the successes and failures of past attempts at governing in Rwanda and

the region, and current models of international relations in the global context.

B.3. Critically analyze current leadership practices in relation to partnerships and formative interactions between civil society, government and the economic sector.

B.4. Make judgment on relevant concepts, causes, relationships and their application to case studies.

B.5. Distinguish between analytical and evaluative statements and to develop and sustain an argument in a substantial piece of professional writing.

C. Communication/ICT/Numeracy/Analytic Techniques/Practical Skills
Having successfully completed the module, students should be able to:

C.1. Use relevant software packages and to provide an understanding of the concepts used in the field of applied statistical analysis.

C.2. Apply the acquired skills to analyze key policy issues affecting international relations

C.3. Conduct independent and critical social science research on various international relations related themes.

C.4. Effectively contribute and conduct research and training on policy issues and implementation of programs in the field of international relations.

D. General transferable   skills
Having successfully completed the module, students should be able to:

D.1. Understand and apply different theoretical approaches to governance models and approaches, their historical contexts, and their relationship to different policies and governing strategies that impact international relations around the world.

D.2. Select appropriate field research methods, to plan and embark upon a research project focused on an

		international relations-related topic
		D.3. Apply a holistic understanding of effective national and regional governance, to design and manage policy interventions and also analyze national international relations, NGO and multilateral organizational policies more critically.
		D.4. To be able to articulate and defend Rwanda's international and diplomatic positions in the face of criticism from overseas groups and nations.
		D.5. Acquire skills of robust research and the presentation of arguments both verbally and in writing; researching specific topics, working in a team environment and presenting information in an accessible and interesting manner.
6	**DEVELOPMENT STUDIES**	PROGRAMME SPECIFIC LEARNING OUTCOMES A. Knowledge and Understanding Having successfully completed the modules, students should be able to demonstrate knowledge and understanding of: A1. The theoretical perspectives about development and how they are shaped by historical contexts and conditions. A2. How the development research designs are made, and how field survey methods of data collection are carried out in development research. A3. The development policy process and its application to sustained economic and Social development. B. Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed the modules, students should be able to:

B1. Critically analyse the economic, social and political structures that create and sustain levels of poverty, and how they are related to development theories and strategies in terms of finding a solution to development challenges.

B2. Interpret and critique widely-used concepts and measurement of poverty for the purpose of research, programming and analysis.

B3. Make judgement on relevant concepts, causes, relationships and their application to case studies in the development research process.

B4. Distinguish between analytical and evaluative statements and to develop and sustain an argument in a substantial piece of professional writing in as far as it is linked to development research, perspectives and theories.

C. Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

Having successfully completed the modules, students should be able to:

C1. Apply the acquired skills to analyse key development policy issues affecting the poor

C2. Conduct independent and critical development research on various development related themes.

C3. Effectively contribute and conduct development research and training on policy issues and implementation of programmes in the fields of labour market analysis, employment creation and skills development as they are linked to human development.

C4. Prepare projects in the development context and also interpret the challenges involved, and how those challenges may be overcome through the application of appropriate planning techniques.

D. General transferable   skills

		Having successfully completed the modules, students should be able to: D1. Apply different theoretical approaches to development, their historical contexts, and their relationship to different policies in various parts of both the developing and developed world. D2. Select appropriate field research methods, to plan and embark upon development research projects in a less developed country. D3. Apply a holistic understanding of development issues in relation to their design, interpret development policy interventions, and also analyse development policies more critically. D4. Acquire skills of articulation, presentation of arguments both verbally and in writing; researching on topics of development nature, and presenting information related to development in an accessible and interesting manner.
7	**GOVERNANCE STUDIES**	A. Knowledge and understanding Having successfully completed the modules, students should be able to demonstrate knowledge and understanding of: A1. Understanding the basic and fundamental concepts of national and international governance and public administration issues that include the general concept of public administration and bureaucracy; A2. Understanding knowledge of human resource management and understanding knowledge of public budgeting and finance; A3. Understanding knowledge of policy analysis, Understanding knowledge of information management and technology;

		A4. Understanding how administrative responsibility, accountability, efficiency, diversity, and teamwork within the context of government and non-profit public service programs are run; A5. Having the research skills to critically analyze public administration issues, analysis of managerial issues and policy recommendation, proficiency with managerial issues; A6. Have the ability to communicate and interact productively with a diverse and change workforce and citizenry. Be able to develop/formulate a public policy response to a "real world" social or economic problem; A7. Think critically, creatively and globally, adapt to changing social, economic, and technological environments; A8. Serve as active and contributing members of their communities; A9. Advance their knowledge and enhance their skills in professional areas; A10. different types of public administration, management and leadership, the challenges of governance and leadership, including long-standing challenges and those arising with the emergence of the governance paradigm; A11. the way sector-specific paradigms of governance and leadership shape leaders in that sector while also shaping expectations of their interaction with leaders in the other sectors ; A12. the role of institutions in shaping leaders and their ideas of governance and their interactions with one

another in the context of the governance paradigm;

A13. the way leaders from different sectors perceive their roles and relationships to citizens in the course of public policy debates;

A14. the similarities and differences that emerge during the study of cases of public policy making and implementation in the role(s) of and interaction(s) between leaders in the three sectors and in the relationship of leaders to interest groups and to citizens;

A15. implications of all of the above for public leadership, for institutions, and for the practice of public governance;

B. Cognitive/ Intellectual Skills/ Application of Knowledge

Having successfully completed the modules, students should be able to:

B1.understand Professional role of public manager in promoting ideals of democratic leadership and governance ;

B2. show good judgment, take responsibility for actions, and incorporating an ethical decision-making framework into practice;

B3. act on own initiative in handling new and routine situations while regularly consulting with others;

B4. build effective teams through collaboration and conflict resolution, soliciting input, and encouraging others;

B5. demonstrate innovative thinking in intervention and/or advocacy for individuals or groups, being particularly

		sensitive to issues of diversity and justice;
		B6. incorporate self-development into work and learn; attain self-development goals;
		C. /ICT/Numeracy/Analytic Techniques/Practical Skills
		Having successfully completed the modules, students should be able to: C1. Analyze the impact of bad governance and/or leadership to the socio-economic transformation; C2. analyze an existing governance issue and how it can be addressed ; C3. analyze mentorship approaches and techniques used for leadership in the context of political area and suggest required improvement for better result;
		D. General transferable skills
		Having successfully completed the modules, students should be able to: D1. demonstrate how studied governance and leadership tools can be applied in real life of socio-economic transformation ; D2. demonstrate how studied tools can be applied by political actors in the framework of enhancing leadership in public sector; D3. apply the studied mentorship techniques/approaches in the perspective of strengthening political leadership;
8	**PROFESSIONAL**	PROGRAMME INTENDED SPECIFIC OUTCOMES

	POLICE STUDIES	**A.** Knowledge and Understanding

A. Knowledge and Understanding

At the end of the programme students should be able to demonstrate knowledge and understanding of:

A1. The law, the structure of Rwandan policing, police procedures and the place of policing within Rwandan society;

A2. The problems encountered and the techniques and knowledge to be deployed in each of the four major areas of Rwandan policing-crime and criminal investigation, responding to incidents, policing Rwanda's roads and policing in the community

A3. The particular techniques and procedures of two more specialised areas of policing (or a greater depth of knowledge about areas listed in 2 above)

B. Cognitive/Intellectual skills/Application of Knowledge

At the end of the programme students should be able to:

B1. Reflect on and analyze workplace practice, identify strengths within it and suggest areas for improvement;

B2. Mobilize and apply appropriate perspectives from politics, sociology and psychology in describing and analysing police work;

B3. Show a critical understanding of ethical issues in policing and insight into the sensitivity of certain areas of it.

C. Communication/ICT/Numeracy/Analytic Techniques/P ractical Skills

At the end of the programme students should be able to:

C1. Make competent use of Microsoft Word to prepare reports, notices, tables and graphs;

C2. Summarize and re-present information to sustain a logical argument;

		C3. Present information in a variety of forms and to a variety of audiences;
		C4. Demonstrate competence at first aid, drill, the use of firearms and self-defence;
		C5. Demonstrate oral and written competence in English, French and if possible Kiswahili
		C6. Carry out the duties of a trainee police officer
		D. General transferable skills At the end of the programme students should be able to:
		D1. Demonstrate the capacity for sustained, self-directed work under supervision,
		D2. Analyse and suggest solutions to management problems;
		D3. Identify situations where more information is needed and find it;
		D4. Work in groups to solve problems
		E. Learning outcomes for modules not bearing credits E1. Competent written and spoken use of all two foreign languages and the regional one
		E2. Competent performance at drill
		E3. Competent knowledge about HIV/AIDS and precautions to be observed
		E4. Competent performance at First Aid
		E5. Competent performance at self-defence
		E6. Competent and safe performance with firearms+
9	**SOCIAL & MILITARY**	PROGRAMME INTENDED LEARNING OUTCOMES A. Knowledge and understanding

		SCIENCES	At the end of the programme students should be able to demonstrate:

At the end of the programme students should be able to demonstrate:

A1. A systematic and comprehensive understanding of the main areas of social and military sciences' concepts and terminologies.

A2. A critical awareness of current problems and/or new insights at the forefront of social and military current and global emerging issues.

A3. A comprehensive versatility in the use of relevant techniques applicable to research or advanced scholarship in social and military sciences domain.

A4. A strong ability to articulate a breadth of knowledge in the field of social and military sciences both written and oral forms.

A5. A distinct depth of knowledge in this particular area of specialization within their graduate work in social and military fields.

B. <u>Generic cognitive skills/Intellectual/Application of Knowledge</u>

At the end of the programme the students should be able to:

B1. Use a significant range of principal skills, techniques, practices and/or materials, including some at the forefront of developments, associated with social and military sciences.

B2. Apply a range of standard and specialized research or equivalent techniques of inquiry from a social and military focused perspective.

B3. Plan and carry out a significant research project in the field of social and military sciences.

B4. Demonstrate originality in the application of knowledge.

B5. Deal with complex issues and make informed judgments in the absence of complete data.

B6. Analyze, evaluate and synthesize issues which are at the forefront of knowledge pertaining to social and military fields.

B7. Demonstrate original responses to the problems and issues emerging from social and military fields.

C. Communication/ICT/Numeracy/Analytic Techniques/Practical skills

At the end of the program the students should be able to:

C1. Use a range of advanced and specialized skills in research project design, including data collection and analysis relating to their field of specialization.

C2. Communicate using a range of appropriate methods to a range of audiences with different levels of subject expertise.

C3. Communicate in both oral and written forms through the use of the latest technological tools.

C4. Evaluate a wide range of quantitative, qualitative, information in relation to social and military domains.

		D. General Transferable skills At the end of the programme, students should be able to: D1. Demonstrate mastery of a range of skills and knowledge within the area social and military sciences. D2. Demonstrate autonomy and originality in addressing complex issues related to the area social and military sciences, D3. Move easily between issues of theoretical concern and applied approaches to promote security and a peaceful society locally, regionally and globally. D4. Act autonomously in planning and implementing decisions surrounding issues in the area of social and military fields at a professional level.
C. SCHOOL LAW		
1	LAW (LLB)	PROGRAMME INTENDED LEARNING OUTCOMES A. Knowledge and Understanding At the end of the programme students should be able to demonstrate knowledge and understanding of: A1. The Law in force in Rwanda, both domestic and international; A2. General principles of law A3. The – historical, sociological, philosophical – context in which the law is operating A4. The way societal problems can be translated into legal problems and how this can contribute to solutions

		B. Cognitive/Intellectual skills/Application of Knowledge At the end of the programme students should be able to: B1. Develop, comment on, and apply the law in practice in a creative and analytical/critical manner, adjust easily and fit in any legal environment C. Communication/ICT/Numeracy/Analytic Techniques/Practical Skills At the end of the programme students should be able to: C1. Perform in courts in a legal capacity; as judges, lawyers, or court clerks; do research on legal issues D. General transferable skills At the end of the programme students should be able to: D1. Inform lay and specialist audiences on the legal aspects of society (5.7); D2. Give individual legal advice in a succinct and useful manner (5.8) D3. Locate legal information on the web and other sources of legal information (5.9)
D. <mark>SCHOOL OF JOURNALISM</mark>		
1	**JOURNALISM AND COMMUNICATION**	PROGRAMME INTENDED LEARNING OUTCOMES A. Knowledge and understanding At the end of the programme, students should be able to demonstrate knowledge and understanding of: A1. The historical development of the different media and cultural industries relevant to students of mass

communication

A2. The role of media and communication in a modern society – the role of a journalist, communication specialist, etc

A3. Media in different contexts – local, regional and international (global) and how the age of globalization, liberalization and pluralism has changed the equation of how media work

A4. The environments governing the roles and functioning of media industries – legal, regulatory, ethical, economic, socio-cultural, etc and how these interact

A5. Career requirements in the media and communications sector (journalism, public relations and advertising, corporate/strategic communication, development communication, etc)

A6. Linkage between classroom theoretical knowledge and media/communication sector applicability

A7. The process, theory and effects of communication in society – functioning of the communication and media industries (actors, roles and technical processes)

A8. The difference in presentations of media texts (text, images, sounds, videos, etc) in different media contexts e.g radio, TV, online/multimedia and visual

A9. The role of research in addressing media and communication problems in a society – tools and techniques for different media/communication research contexts

A10. Journalism in the new media age (social media/networked journalism/citizen journalism) – changing roles,

expectations, skills, media-audience relationships, etc.

B. Cognitive/intellectual skills/application of knowledge:

At the end of the programme, students should be able to:

B1. Critically assess the application of different media/communication theories in different contexts

B2. Know how the different journalistic and communication skills are applied in the various sectors of employment

B3. Conduct scientific research in different aspects of media and communication

B4. Identify factors affecting the effectiveness of media and communication industry and how to address them

B5. Identify how different sources of knowledge can aid the work of media and communication scholars

B6. Appreciate the relationship between journalism/media practice and other sectors of the economy

B7. Engage in intellectual debates on various topical issues surrounding media, journalism and communication

B8. Identify challenges of media management and envision effective ways of running and managing such media outlets

C. Communication/ICT/Numeracy/Analytic Techniques/Practical skills:

At the end of the programme, students should be able to demonstrate:

C1. practical ability to identify news sources, report and write (and script) journalistic stories in different contexts

and beats

C2. practical ability to compose and produce communication and media texts (stories, audio, visual, images, programmes, etc.) using the right tools/software; operate and take care of broadcast equipment

C3. ability to critically analyse and review media texts – audio, visual, images and text

C4. ability to identify and work with different sources of news (for different story angles) – interviewing skills; desk research skills; media reviews; online search and retrieval, etc.

C5. ability in conceptualizing and identifying communication needs of the society (and designing effective communication campaigns/approaches to address those needs)

C6. ability to work in a culturally diverse environment with different language needs (especially in the wider EAC framework)

D. General transferable skills

At the end of the programme, students should be able to:

D1. Relate the theories learnt in class and draw a connection with actual media and communication practice – in media laws, ethics, processes, effects, media management, content quality, development strategies, etc

D2. Use the technical knowledge learnt to identify and address social problems affecting the society through communication and media techniques

D3. Use the skills learnt to empower communities through communication and media programmes – outreach,

		research and consultancy, media/communication clinics, communication strategies, etc D4. Package/produce a variety of texts for the electronic/broadcast media that can be published in local and international media

II. DIPLOMA PROGRAMMES

1	DRAMA STUDIES	PROGRAMME INTENDED LEARNING OUTCOMES A. Knowledge and Understanding At the end of the programme students should be able to demonstrate knowledge and understanding of: A1. Prepare as an Actor for a specific performance A2. Critically analyse their own work and that of their peers A3. To develop professional performance skills relevant to the workplace. A4. Understand Voice Methodologies A5. Develop a personal voice development program A6. Present a portfolio of voice and speech works A7. Evaluate and review of personal vocal methods. A8. Research contemporary texts.

		A9. Interpret and realize texts for performance.
		A10. Rehearse texts effectively for performance.
		A11. Perform the text creatively for an audience.
		A12. Demonstrate a working knowledge of the skills of improvisation.
		A13. Know how to use and develop improvisation within a given and free context.
		A14. Perform in improvised drama at performance level to an audience.
		A15. Understand how to develop their chosen art field in terms of Cultural perspectives.
		A16. Develop a variety of contemporary genres and assess and understand their impact of history on its development.
		A17. Practically demonstrate how the historical context of a genre impacts its development.
		A18. Prepare a script for production.
		A19. Plan the necessary processes for a production.
		A20. Conduct a rehearsal process.
		A21. Understand the relationship between basic anatomy and the movement of the Actor.
		A22. Assess the strengths and weaknesses in movement skills.
		A23. Devise personal programs of movement practice to develop and extend movement skills.
		A24. Practically apply the movement methodologies to practical work.

A25. Understand styles and forms of writing for performance.

A26. Present ideas in a written form appropriate to performance media

A27. Know how to research and experiment with different writing forms.

A28. Produce a completed script that can be interpreted by others.

A29. Understand own and others' process, production and planning roles in creating a work

A30. Plan using production processes.

A31. Work safely in a role that the individual has clearly defined within the negotiated Project.

A32. Prepare and produce work to deadline.

A33. Evaluate the effectiveness of contributions to the preparation, process and production of the project.

B. Cognitive/Intellectual skills/Application of Knowledge

At the end of the programme students should be able to:

B1. Apply Analytical Skills – being able to listen and analyze a piece of Theatre/Drama by practically applying the attained knowledge of Directing, writing, Contemporary Performance and Improvisation.

B2. Apply theoretical knowledge – to practical Theatre and Drama creation in a chosen musical style enhancing production and performance.

B3. Use Stylistic Analysis - to understand, analyse and compose Drama works in different genres and styles and discern between "World Theatre". Practical and theoretical principles will be applied to express intelligently

express Drama principles and styles of Theatre.

C. Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

At the end of the programme students should be able to:

C1. Use the Arts as a mode of communication to audiences and individuals.

C2. Use Music Computer Software to write and transcribe artistic works.

C3. Use a range of computer software relating to their chosen area of Arts study.

C4. Perform in their chosen field of Study demonstrating advanced practical application of study.

C5. To process information using multiple sources and deliver and present in a logical manner.

C6. Practice and memorize performance material in the chosen discipline for preparation of performance.

C7. Apply numeric systems to the understanding of Drama and its production.

C8. Use qualitative and quantitative methods of analysis to given topic of research in Project (practical or theoretical).

C9. Use advanced coordination and muscle memory in the production of Drama through study of instrumental learning, Dance and Voice Studies.

C10. Non-verbal communication through the practice and performance of Improvisation in Drama.

D. General transferable skills

At the end of the programme students should be able to:

		D1. Be better communicators across a variety of levels.
		D2. Be more logical in their thinking and preparation
		D3. Be more organized in presenting knowledge
		D4. Be more personable and easy to work with
		D5. Be more able to organize and develop projects and liaise with people at all levels.
2	Music Studies	PROGRAMME INTENDED LEARNING OUTCOMES
		A. Knowledge and Understanding
		At the end of the programme students should be able to demonstrate knowledge and understanding of:
		A1. Understand Rwandan Music's' place in the 21st Century.
		A2. Have a working knowledge of Traditional Music History from a musical and social perspective.
		A3. Musical devices used in Rwandese Music from traditional to modern and conduct comparative analysis of the two genres.
		A4. Understand Music's place in Rwandan culture in 21st Century.
		A5. Understand the principles of Music Notation, computer software/notation programs.
		A6. Understand dynamics, tempo and expression.
		A7. Understand Chord formation and sequences/progressions.
		A8. Understand Scale formation and cycle of 5ths and 4ths.
		A9. Understand formation of intervals and their relationship with harmonic and melodic development.

			A10. Understand Rhythmic Construction and variation.
			A11. Different intervals and pitches.
			A12. Chord types and Progressions.
			A13. Simple and complex rhythms.
			A14. Harmony and tonality.
			A15. Use musical devices to create compositions.
			A16. Understand various forms across cultures.
			A17. Prepare pieces of music for ensemble using notation and/or tablature notation to rehearse.
			A18. Have a working knowledge of Harmony in composition techniques.
			A19. Have a portfolio of compositions of 30 mins in total duration.
			A20. Understand and apply practically scales and arpeggios in the correct context within harmonic structures and free improvisations.
			A21. Understand diatonic Harmony and chord scale relationships in context of musical creation in various improvisation settings.
			A22. Understand polyrhythms and irregular compound time rhythmic units applied to melodic improvisation.
			A23. Understand varied genres of music to encourage a wide application of the methods learned in this module.
			A24. Be able to improvise music responding to other musicians.

A25. Understand Music from different cultures from around the World in terms of Rhythm Pitch and Harmony.

A26. Understand the Cultural relevance of Music from around the world.

A27. Understand musical styles from around the world and how they have influenced modern multicultural music from around the world.

A28. Comparative analysis of World Music from around the World.

A29. Plan and organize a performance of 30mins duration.

A30. Direct an Ensemble to performance standard. Prepare a composition for the live performance.

A31. Apply and demonstrate practically the theoretical principles learned in other modules.

A32. Rehearse effectively and implement effective rehearsal techniques.

A33. Practice their instrument effectively.

A34. Complete the ABRSM Graded system Syllabus across all Levels of study.

A35. Perform in a stylistically informed manner with appropriate repertoire skill.

A36. Engage in relevant artistic performance practice artistic issues.

A37. Perform with appropriate technical command of, and fluency on, their specialist study instrument/voice.

A38. Perform with the application of appropriate melodic, harmonic, rhythmic and aural skills.

A39. Sight read to an appropriate level in the specified genre.

A40. Understand own and others' process, production and planning roles in creating a work.

A41. Plan using production processes.

A42. work safely in a role that the individual has clearly defined within the negotiated

A43. Project.

A44. Prepare and produce work to deadline.

A45. evaluate the effectiveness of contributions to the preparation, process and

A46. Production of the project.

A46. Pre-verbal mother and infant communication,

A47. adolescent identity exploration

A48. expression of the developing self

A49. late life reminiscence

A50. Stern: Attachment theory

A51. Winnicot: pre-verbal communication

A52. Erikson: Developmental model

B. Cognitive/Intellectual skills/Application of Knowledge

At the end of the programme students should be able to:

B1. Apply Analytical Skills – being able to listen and analyze a piece of music by practically applying the attained knowledge of Harmony, Pitch, Melody and Rhythmic Structures.

B2. Apply theoretical knowledge – to practical music making in a chosen musical style enhancing music production and performance.

B3. Use Stylistic Analysis - to understand, analyse and compose music in different genres and styles and discern between "World Musics" . Practical and theoretical principles will be applied to express intelligently express musical principles and styles of music.

C. Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

At the end of the programme students should be able to:

C1. Use the Arts as a mode of communication to audiences and individuals.

C2. Use Music Computer Software to write and transcribe music.

C3. Use a range of computer software relating to their chosen area of Arts study.

C4. Perform in their chosen field of Study demonstrating advanced practical application of study.

C5. To process information using multiple sources and deliver and present in a logical manner. Practice and memorize performance material in the chosen discipline for preparation of performance.

C6. Apply numeric systems to the understanding of Music and its production.

C7. Use qualitative and quantitative methods of analysis to given topic of research in Project (Practical or theoretical).

C8. Use advanced coordination and muscle memory in the production of Music, Dance and Drama through study of instrumental learning, Dance and Voice Studies.

C9. Non-verbal communication through the practice and performance of Improvisation in Music, Dance and Drama.

D.   General transferable skills

At the end of the programme students should be able to:
D1. Be better communicators across a variety of levels.
D2. Be more logical in their thinking and preparation.

		D3. Be more organized in presenting knowledge.
		D4. Be more personable and easy to work with.
		D5. Be more able to organize and develop projects and liaise with people at all levels.

III. POSTGRADUATE PROGRAMMES

A.	SCHOOL OF ARTS & LANGUAGES

| 1 | **MASTER'S IN TRANSLATION AND INTERPRETATION STUDIES** | PROGRAMME SPECIFIC LEARNING OUTCOMES

A. Knowledge and Understanding
At the end of the programme students should be able to demonstrate knowledge and understanding of:

A1. Public speaking, reading, writing and listening skills and note taking skills in the language combinations recommended by the programme

A2. Self-confidence, ability to convince and persuade interlocutors both orally and in written forms

A3. Editing, proofreading and document processing skills

A4. General knowledge and world current affairs

A5. Aspects of and terminologies in law, economics, science, technology, environment, etc.

A6. Theories, principles, techniques and devices used in translating and interpreting discourses of varied types/ genres to and from the language combinations recommended in the programme

A7. The research process and its application to the field of Translation and Interpreting

A8. Compilation of terminology and data-bases (glossaries) for Translators and Interpreters

A9. ICT as a source of information for translators and interpreters

B. Cognitive/Intellectual skills/Application of Knowledge
At the end of the programme students should be able:

B1. To produce original, faithful and coherent written and spoken renderings in the field of Translation and |

Interpretation

B2. To appreciate and critically appraise the quality of renditions/ translations to and from the recommended languages in the programme

B3. To analyze and process the language form and content in a variety of language renditions, contexts and situations

B4. To assess various translations based on the existing theories, models and techniques

B5. To analyze the types of errors and culture-based problems faced by translators and interpreters and how to solve them

C. Communication/ICT/Numeracy/Analytic Techniques/Practical Skills
At the end of the programme students should be able to:

C1. To acquire and enhance language skills for students as tools for effective communication in a variety of situations

C2. To translate and interpret written and spoken discourses independently and confidently

C3. To compare and contrast various translated & interpreted renditions proposed by different translators

C4. To identify and analyze cultural and linguistic barriers that hinder successful communication between interlocutors

C5. To use the computer for purposes of e-learning and teaching: news, ideas, information, data, background knowledge, etc.

D. General transferable   skills

At the end of the programme students should be able:

B		D1. To apply language and communication skills in a variety of contexts e.g. note-making, report making and public speeches D2. To demonstrate self-confidence and independent professional work as well as working in groups for excellent performance D3. To be creative and innovative in initiating own jobs D4. To use ICT and the Internet as resources for accessing data and information for translators/ interpreters e.g. tele-conferencing, online dictionaries, thesauruses, etc. D5. To acquire précis writing skills and other communication skills
B.	<mark>SCHOOL OF SOCIAL, POLITICAL AND ADMINISTRATIVE SCIENCES</mark>	
1	**MASTERS IN DEVELOPMENT STUDIES**	PROGRAMME SPECIFIC LEARNING OUTCOMES A. Knowledge and Understanding Having successfully completed the module, students should be able to demonstrate knowledge and understanding of: A1. The theoretical perspectives about development and how they are shaped by historical contexts and conditions. A2. How research designs, field survey methods of data collection are carried out in development research. A3. International development policies and how they are focused towards poverty reduction. A4. The policy process and its application to sustained economic and Social development. A5. A public action framework of delivering social and economic change, and enable the students understand and critically analyse current practices in relation to partnerships between civil soceity, government and the private sector.

B. Cognitive/Intellectual skills/Application of Knowledge

Having successfully completed the module, students should be able to:
B1. Analyze the economic, social and political structures that create and sustain levels of poverty and with a range of alternatives.

B2. Interpret and critique widely-used concepts and measurement of poverty for the purpose of research, programming and analysis.

B3. Critically analyse current practices in relation to partnerships between civil Society, government and the private sector.

B4. Make judgement on relevant concepts, causes, relationships and their application to case studies.

B5. Distinguish between analytical and evaluative statements and to develop and sustain an argument in a substantial piece of professional writing.

C. Communication/ICT/Numeracy/Analytic Techniques/Practical Skills
Having successfully completed the module, students should be able to:

C1. Use relevant software packages and to provide an understanding of the concepts used in the field of applied regression analysis.

C2. Apply the acquired skills to analyse key policy issues affecting the poor.

C3. Conduct independent and critical social science research on various poverty related themes.

C4. Effectively contribute and conduct research and training on policy issues and implementation of programmes in the fields of labour market analysis, employment creation and skills development.

C5. Prepare projects in the development context and also interprete the challenges involved, and how those

		challenges may be overcome through the application of appropriate planning techniques. D. General transferable skills Having successfully completed the module, students should be able to: D1. Apply different theoretical approaches to development, their historical contexts, and their relationship to different policies in various parts of the world. D2. Select appropriate field research methods, to plan and embark upon a research project in a less developed country. D3. Apply a holistic understanding of poverty to the design, manage policy interventions and also analyse policies more critically. D4. Acquire skills of articulation, presentation of arguments both verbally and in writing; researching specific topics, working in a team environment and presenting information in an accessible and interesting manner.

C. <mark>SCHOOL OF LAW</mark>

1	**LLM BUSINESS LAW**	PROGRAMME LEARNING OUTCOMES A. Knowledge and Understanding At the end of the programme students should be able to: A1. Demonstrate knowledge and understanding of relevant legal principles of core business law modules, the policy considerations that underpin the legal principles and rules, and as appropriate, their socio-legal, comparative and interdisciplinary context; A2. Knowledge and understanding of how to demonstrate self-direction and originality in tackling and solving advanced business law problems, and act autonomously in planning and implementing tasks at a professional

level;

A3. Knowledge and understanding of how to advance their legal knowledge in business law and to develop new
skills to a high level.

B. Cognitive/Intellectual skills/Application of Knowledge

At the end of the programme students should be able to:

B1. Identify and analyze legal issues in the area of business law and to assess the validity of different arguments;

B2. Find analyzed solutions to new, complex business law problems.

B3. Exercise initiative and personal responsibility.

C. Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

At the end of the programme students should be able to:

C1. Apply academic knowledge in the real business world;

C2. Provide critical evaluation of unresolved problems in business law;

C3. Provide a concise, legal argument avoiding irrelevance and to communicate their conclusions clearly to legal
and non-legal audiences;

C4. Use legal terminology correctly, both orally and in writing.

D. General transferable skills

At the end of the programme students should be able to:

D1. Act independently and in managing tasks.

D2. Use information technology for legal writing and research;

		D3. Identify and use and to be up-to-date with primary and secondary legal resources relating to business law;
		D4. Engage in academic debate both in writing and orally.
		D5. Work independently.
2	**LLM INTERNATIONAL CRIMINAL JUSTICE AND LAW OF HUMAN RIGHTS**	PROGRAMME LEARNING OUTCOMES The programme creates an opportunity for the students to develop and demonstrate knowledge, understanding, skills, qualities and other attributes in areas of: A. Knowledge and Understanding At the end of the programme students should be able to: A1. Demonstrate knowledge and understanding on the foundations and principles of law, the criminal justice system and human rights. A2. An advanced knowledge of the conceptual framework, institutions, procedures, principles and values in the fields of law, criminal justice and human rights. A3. The relevant contextual environment, i.e. social, political, economic, historical, philosophical and cultural, in which these disciplines operate. A4. An advanced knowledge and understanding of current developments in the fields of law, criminology and human rights with an emphasis on Rwanda, the region and the international system A5. Understand the impact of research on the advancement of the boundaries of knowledge on criminal justice and human rights. B. Cognitive/Intellectual skills/Application of Knowledge At the end of the programme students should be able to: B1. Think critically about the nature and purposes of rules, values, principles and procedures;

B2. Place law, human rights and criminology in the wider national and international social and political contexts in which they operate;

B3. Deal with complex problems within the field of law, criminal justice and human rights in a systematic and creative manner exercise personal initiative and responsibility in approaching and solving these problems;

B4. Summarise and appreciate the relative value in achieving knowledge and understanding of the subject studied from all relevant material and information studied

B5. Make reasoned choices between alternative solution and arguments.

B6. Make critical judgements of the merits of particular arguments and make reasoned choices between alternative solutions or arguments.

C. Communication/ICT/Numeracy/Analytic Techniques/Practical Skills
At the end of the programme students should be able to:

C1. Apply academic knowledge in the real business world;

C2. Provide a concise, legal argument avoiding irrelevance and to communicate their conclusions clearly to legal and non-legal audiences;

C3. Use legal terminology correctly, both orally and in writing.

C4. Effectively communicate knowledge and/or an argument in writing, in a clear, well structured form.

C5. Effectively communicate knowledge and/or an argument orally, whether in a formal presentation or informal intervention/response, and address the concerns raised by their audience;

C6.Manage time and prioritise tasks in order to meet strict deadlines.

D. General transferable skills

		At the end of the programme students should be able to: D1. Act independently and in managing tasks. D2. Use information technology for legal writing and research; D3. Identify and use and to be up-to-date with primary and secondary legal resources relating to criminal justice and human rights ; D4. Engage in academic debate both in writing and orally. D5. Work independently.
D.	<mark>CENTRE FOR GENDER STUDIES</mark>	
1	MASTER'S IN SOCIAL SCIENCES: GENDER AND DEVELOPMENT	PROGRAMME INTENDED LEARNING OUTCOMES *A.* Knowledge and understanding *At the end of the programme students should be able to demonstrate:* A1. a systematic and comprehensive understanding of the main areas of gender, culture and development studies A2. a critical awareness of current problems and/or new insights at the forefront of gender, culture and development studies A3. a comprehensive versatility in use of relevant techniques applicable to research or advanced scholarship A4. a strong ability to articulate a breadth of knowledge in the field in both written and oral forms A5. a distinct depth of knowledge in a particular area of specialization within their graduate work in gender, culture and development studies B. Practice: applied knowledge and understanding

At the end of the programme students should be able to:

B1. use a significant range of the principle skills, techniques, practices and/or materials, including some at the forefront of developments, associated with gender, culture and development studies

B2. apply a range of standard and specialised research or equivalent techniques of enquiry from a gender focused perspective

B3. plan and carry out a significant project of research, investigation or development in the field of gender, culture and development studies

B4. demonstrate originality in the application of knowledge and application

C. Communication, ICT and numeracy skills

At the end of the programme students should be able to:

C1. Use a range of advanced and specialised skills in research project design, including data collection and analysis

C2. communicate using a range of appropriate methods to a range of audiences with different levels of subject expertise

C3. communicate in both oral and written form through the use of technology

C4. evaluate a wide range of numerical, qualitative and graphical information in relation to gender, culture and development studies

D. Generic cognitive skills

At the end of the programme students should be able to:

D1. deal with complex issues and make informed judgements in the absence of complete data

		D2. analyse, evaluate and synthesise issues which are at the forefront of knowledge
		D3. demonstrate original responses to problems and issues
		Autonomy, responsibility and working with others
		At the end of the programme students should be able to:
		1. Demonstrate mastery of a range of skills and knowledge areas within gender, culture and development studies
		2. demonstrate self-direction and originality in addressing complex issues related to gender, culture and development
		3. move easily between issues of theoretical concern and applied approaches to promoting gender equality
		4. act autonomously in planning and implementing decisions surrounding issues of gender, culture and development at a professional level

E. <mark>CENTRE FOR CONFLICT MANAGEMENT</mark>

1	MASTER'S IN PEACE AND CONFLICT STUDIES	PROGRAMME SPECIFIC LEARNING OUTCOMES In Progress

2	**MASTER'S IN SECURITY STUDIES**	PROGRAMME SPECIFIC LEARNING OUTCOMES In Progress
3	**MASTER'S IN GENOCIDE STUDIES AND PREVENTION**	PROGRAMME SPECIFIC LEARNING OUTCOMES In Progress