



2016-03-24

ISP Dnr 2016/22:1

The International Science Programme calls for Provision of *Training of PhD Supervisors* at University of Rwanda

INTRODUCTION

The Swedish International Development Cooperation Agency (Sida) is engaged in a bilateral support program with University of Rwanda (UR; <http://www.ur.ac.rw/> ; <http://sida.ur.ac.rw/>), involving cooperation with a range of universities in Sweden. The International Science Programme at Uppsala University is contributing to the coordination of the program, and **now calls for quotations until 15 April 2016** regarding a training activity for University of Rwanda (UR) PhD supervisors. *The training activities should preferably be carried out before 31 May 2016.*

Training in PhD supervision

One-two (1-2) trainers to train 25 staff members on PhD supervision on site in Kigali, Rwanda, for the duration of one (1) working week (5 full days).

The training should be using the UR curriculum "POST-GRADUATE CERTIFICATE IN POSTGRADUATE DEGREES SUPERVISION" (appended; 8 pp.)

The maximum budget available is 116,220 SEK.

GENERAL INFORMATION AND CONDITIONS

The indicated budget limit regards the trainers' costs only (travel, accommodation, sustenance, fee). Costs for the local arrangements related to venue, meals, participants' costs, etc. will be covered by University of Rwanda.

Further information on the conditions for training and available resources can be requested with:

Prof Kato J NJUNWA, MSc PhD

Acting University Director of Research and Postgraduate Studies
University of Rwanda

Website: <http://www.ur.ac.rw/>, Phone: +250 7884 90522

Email: njunwa@ur.ac.rw, knjunwa@yahoo.co.uk, Skype: knjunwa1

SUBMISSIONS

Bids should be submitted 15 April 2016, at the latest, and should contain the following:

- A proposed training program, clearly indicating structure, duration, suggested timing, and detailed content. A participatory approach will be seen as an added advantage.
- A total budget covering total salary cost (or consultant fee including VAT), travel costs including economy fare flight ticket, local transports, accommodation in Kigali, per diem, and any additional costs.
- CV(s) of trainer(s) not exceeding five (5) pages, including names and contact details of two referees.

Bids will be evaluated in terms of (but not necessarily prioritized in the given order):

- total cost for service offered
- content, approach and quality of offered service
- relevant qualification and experience of trainer(s)
- timing of training (ability to provide service before 31 May 2016 is an added advantage)

Bids are accepted until **15 April 2016** by email to: tore.hallander@isp.uu.se

Peter Sundin, Head

International Science Programme
Uppsala University
P.O. Box 549
SE-751 21 Uppsala
Sweden

Email: peter.sundin@isp.uu.se
Mobile: +46 70 167 9118

POST-GRADUATE CERTIFICATE IN POSTGRADUATE DEGREES SUPERVISION
I. PROGRAMME SPECIFICATION

1 – PROGRAMME DETAILS

1-1: Programme title	Certificate in Postgraduate degrees supervision	
1-2: Exit Awards	1. Postgraduate Certificate in Supervision of Postgraduate Research 2. Postgraduate Certificate in Doctoral Supervision	
1-3: Modes of attendance	Full-time	
	Work-based learning	X
1-4: Resource group	1	
	2	
	3	
	4	
	5	
	6	
1-5: Programme Organiser/ Leader		
First year	2014-2015	
1-6 : Programme Development Team		
Name	School/Institution	
1	Prof. Emmanuel Twarabamenye	University of Rwanda, CST
2	Prof. Jean Bosco Gahutu	University of Rwanda, CMHS
3	Dr Anthony Burden	Stockholm University
4	Prof. Åke Grönlund	Örebro University
5	Dr. Nilani de Silva	Stockholm University
6	Dr. Immaculee Mukashema	University of Rwanda, CASS
7	Prof. Abubakar Kateregga	University of Rwanda, CASS
8	Prof. Felix Bareeba	University of Rwanda, CAVM
1-7: College administratively responsible for the programme	College Directorate of Research and Postgraduate Studies (this is for each college)	

2 – PROGRAMME FUNDING AND NEED FOR RESOURCES:

In the first four years, the primary source of funding will be the UR-Sweden Programme for Research, Higher Education and Institutional Advancement. UR shall provide infrastructure to run the programme. This will include space for conducting the training, ICT equipment such as computers, administrative and support staff, etc. One of the identified resources for the participants will be laptops. Participants from outside UR will be required to pay fees.

Student numbers: The programme will be run four times a year each time training at least 35 UR staff and at most 15 other fee paying students from outside UR. In total 200 students will be trained in a year, at least 140 of these will be UR staff. Currently UR has 280 PhD holders, in two years all these will be trained to supervise PhD students.

2 – PROGRAMME LEARNING OUTCOMES

2-1 Knowledge and Understanding

At the end of the training, the learner should demonstrate knowledge and understanding of:

1. The gender sensitive pedagogical approach of Postgraduate students' supervision;
2. The principles of ethics in research;
3. The responsibilities of the Postgraduate students' supervisor;
4. The management of research groups.

2-2 Cognitive/Intellectual skills/Application of knowledge

At the end of the training, the learner should be able to:

5. Apply the roles, functions, relationships, ethical issue, gender issues, and social and cultural issues pertaining to Postgraduate research supervision
6. Design and apply a Postgraduate study plan from beginning to completion;
7. Demonstrate capacity to organize Postgraduate students' supervision;
8. Capacitate the development of critical thinking, study and research skills in the postgraduate students;
9. Support the development of academic writing skills (including plagiarism) in the Postgraduate student
10. Support the Postgraduate student to apply ethical principles in their research
11. Support the Postgraduate student to integrate gender sensitivity into their research

2-3 Communication/ICT/Numeracy/Analytic techniques/Practical skills

At the end of the training, the learner should be able to:

12. Communicate with the Doctoral student about the respective expectations, needs, problems, challenges
13. Support the development of communication skills in the Postgraduate student
14. Strategic use of ICT for communication in the research environment

2-4 General transferable skills

At the end of the training, the learner should be able to:

15. Provide constructive and supportive feedback
16. Ensure team work spirit and constructive collaboration with Postgraduate students
17. Ensure conflict management;
18. Reflect on one's own supervisory practice;
19. Demonstrate a sense of self-confidence and an independent mind;
20. Demonstrate creativity and innovation.

CURRICULUM MAP for programme outcomes – “X” indicates the module in which the programme outcome is achieved

Modules	Programme Learning outcomes																				
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Module I. Academic Foundation for postgraduate research supervision	X	X	X	X	X	X															
Module II. Doctoral supervision methods and strategies							X	X	X	X	X	X	X		X				X		
Module III. Research leadership															X		X	X		X	X

3- Learning and teaching strategy

The learning sessions shall be organised on the basis of lectures, seminars and workshops with presentations, group work, and plenary sessions. The participants will be expected to develop a proactive problem-solving practice by identifying problems and initiating solutions. Handouts and other learning materials will be provided. The participants will be expected to source information using current ICT sources, libraries, and expert resource persons. Mutual exchange of ideas, constructive dialogue and intellectual maturity will be encouraged.

4 - Assessment strategy

Assessment will be through assignments, such as reflection on experience and practice. The learner will complete three assignments, one for each module.

5 –Strategy for support of participants

Facilitators will discuss with the participants and orient them accordingly. The module facilitators will be available for consultation by participants during office and lecture hours for the entire period of intensive teaching and learning activities. Individual tutoring and advising will be offered. During training sessions, facilitators will offer online support to participants.

6 – Resources

Online library resources of the University of Rwanda: Specialized textbooks in the field of Doctoral supervision will be availed.

7 – Strategies for continuous enhancement and future development

At the end of each module the participants will be asked to evaluate their experience of the module and the module facilitators shall take this evaluation into account when preparing for the next time the module is offered.

UR shall encourage external cooperation with other universities, in order to benefit from the advantages of cooperation, such as launching joint research initiatives, joint publishing strategies, joint research conferences, staff development programmes, etc.

II. MODULE DESCRIPTIONS

A. xx

1. **MODULE CODE:**

2. **MODULE TITLE:** Academic Foundation for Doctoral research supervision

3. **CREDITS:** 20

4. **FIRST YEAR OF PRESENTATION ADMINISTERING SCHOOL:** 2014-2015

5. **PRE-REQUISITE OR CO-REQUISITE MODULES, EXCLUDED COMBINATIONS:-**

6. **ALLOCATION OF STUDY HOURS**

Total student hours: 200	Student Hours
Lectures	30
Seminars/workshops	10
Laboratory	
Structured exercises	10
Set reading etc.	50
Self-directed study	40
Assignments – preparation and writing	60
Examination – revision and attendance	
Other	

7. BRIEF DESCRIPTION OF AIMS AND CONTENT (not more than five lines)

The module deals with the policies, rules and regulations of Doctoral training at the University of Rwanda. It also presents the pedagogical and ethical roles and responsibilities of the supervisor and the expectations in terms of Doctoral research supervision.

8. LEARNING OUTCOMES

Knowledge and Understanding

Having successfully completed the module, the learner should be able to demonstrate knowledge and understanding of:

1. The roles, functions, relationships, ethical issue, gender issues, and social and cultural issues pertaining to Postgraduate research supervision
2. The principles of ethics in Research;
3. The responsibilities of the Doctoral supervisor;

Cognitive/Intellectual skills/Application of Knowledge

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

3. apply the roles, functions, relationships, ethical issue, gender issues, and social and cultural issues pertaining to Postgraduate research supervision

Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

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

4. Communicate with the Doctoral student about the respective expectations, needs, problems, challenges

General transferable skills

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

5. Provide constructive and supportive feedback

9. INDICATIVE CONTENT

- a) Definition, content and scope of Postgraduate research supervision
- b) Ethical issues in research and supervision practice
- c) Gender, culture and social background issues in research and supervision practices
- d) Roles of student, supervisor, assistant supervisor, and mentor
- e) Supervisor's function from the beginning to the end
- f) Interaction between the Postgraduate student and supervisor including feedback
- g) Characteristics of a professional supervisor

Sub-Modules for the different exit levels

Exit award PgCertPR	Exit award PGCDs
h1. Organisation of Masters' research training i1. Masters research processes/ milestones, evaluation and critical thinking	h2. Organisation of Doctoral research training i2. Doctoral research processes/ milestones, evaluation and critical thinking

10. LEARNING AND TEACHING STRATEGY

Interactive classroom teaching, individual research, group workshops, seminars, classroom presentations; these will be organised on the different topics covered by the module.

11. ASSESSMENT STRATEGY

Assessment will be done in form of assignments.

12. ASSESSMENT PATTERN

Component	Weighting (%)	Learning objectives covered
Assignment	100	1-4

13. STRATEGY FOR FEEDBACK AND STUDENT SUPPORT DURING MODULE

The facilitators will be available for consultation by participants during the entire period of intensive teaching and learning activities. In the period between training sessions, the facilitators will offer online support to participants.

14. INDICATIVE RESOURCES

eResources, Laboratory Facilities

B. xxx

1. MODULE CODE:

2. **MODULE TITLE:** Doctoral supervision methods and strategies

3. **CREDITS:** 20

4. **FIRST YEAR OF PRESENTATION :** 2014-2015 **ADMINISTERING SCHOOL:**

5. **PRE-REQUISITE OR CO-REQUISITE MODULES, EXCLUDED COMBINATIONS:-**

6. ALLOCATION OF STUDY HOURS

Total student hours: 200	Student Hours
Lectures	20
Seminars/workshops	20
Laboratory	
Structured exercises	10
Set reading etc.	50
Self-directed study	40
Assignments – preparation and writing	60
Examination – revision and attendance	
Other	

7. BRIEF DESCRIPTION OF AIMS AND CONTENT (not more than five lines)

The module deals with Doctoral supervision approaches, methods and strategies, and dialogue for tutoring. Support to Doctoral students for the acquisition of research and communication skills will be emphasized. In particular, the supervisor will develop his/her ability to take into account the motivations and expectations of Doctoral students.

8. LEARNING OUTCOMES

Knowledge and Understanding

Having successfully completed the module, the learner should be able to demonstrate knowledge and understanding of:

1. The pedagogical approach of Doctoral supervision.

Cognitive/Intellectual skills/Application of Knowledge

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

2. Design and apply a Doctoral study plan from the beginning to completion.
3. Demonstrate capacity to methodically organize Doctoral supervision.

Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

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

4. Communicate with the Doctoral student about the respective expectations, needs, problems, challenges.
5. Support the development of research skills in the Doctoral student.
6. Support the development of communication skills in the Doctoral student.
7. Support the development of academic writing skills in the Doctoral student.
8. Support the Doctoral student to apply ethical principles in their research.
9. Support the Doctoral student to carry out their research in a gender-sensitive way.
10. Use library and ICT resources to access research information;

General transferable skills

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

11. Reflect on one's own supervisory practice.
12. Provide constructive and supportive feedback

9. INDICATIVE CONTENT

- a) Supervision approaches and strategies
- b) Conflicts in Postgraduate supervision; and Conflict management
- c) The student's individual study plan;
- d) adjusting the student's individual study plan to further the student's chosen future career
- e) Reflective practice; roles of student, supervisor, assistant supervisor/mentor
- f) Coaching and mentoring

10. LEARNING AND TEACHING STRATEGY

Interactive classroom teaching, individual research, group workshops, seminars, classroom presentations will be organised on the different topics covered by the module.

11. ASSESSMENT STRATEGY

Assessment will be done as an assignment.

12. ASSESSMENT PATTERN

Component	Weighting (%)	Learning objectives covered
Assignment	100	1-12

13. STRATEGY FOR FEEDBACK AND STUDENT SUPPORT DURING MODULE

The facilitators will be available to participants in office after classroom hours during the period of intensive teaching and learning activities. In the period between training sessions, facilitators will offer online support to participants.

14. INDICATIVE RESOURCES

eResources, Laboratory Facilities

C. xxx

1. MODULE CODE:

2. MODULE TITLE: Research leadership

3. CREDITS: 20

4. FIRST YEAR OF PRESENTATION: 2014-2015 ADMINISTERING SCHOOL:

5. PRE-REQUISITE OR CO-REQUISITE MODULES, EXCLUDED COMBINATIONS:-

6. ALLOCATION OF STUDY HOURS

Total student hours: 200	Student Hours
Lectures	20
Seminars/workshops	20
Laboratory	
Structured exercises	10
Set reading etc.	50
Self-directed study	40
Assignments – preparation and writing	60
Examination – revision and attendance	
Other	

7. BRIEF DESCRIPTION OF AIMS AND CONTENT (not more than five lines)

This module supports supervisors to develop their ability to maintain and develop a productive research environment, including a collegial culture, collective responsibility for Doctoral students, and collaborative research, e.g. interdisciplinary research.

8. LEARNING OUTCOMES

Knowledge and Understanding

Having successfully completed the module, the learner should be able to demonstrate knowledge and understanding of:

1. Good work practices;
2. Group dynamics and leadership.

Cognitive/Intellectual skills/Application of Knowledge

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

3. Demonstrate a sense of self-confidence and an independent mind;
4. Demonstrate creativity, innovation.

Communication/ICT/Numeracy/Analytic Techniques/Practical Skills

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

5. Ensure team work spirit and constructive collaboration with Doctoral students;
6. Strategic use of ICT for communication in the research environment.

General transferable skills

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

7. Create a collegial culture.

9. INDICATIVE CONTENT

Common sub-modules

- a) Managing a research group
- b) Creating a conducive research environment (e.g. creating a collegial culture)
- c) Group dynamics and leadership
- d) Knowledge of stakeholders outside of academia

Sub-Modules for the different exit levels

Exit award PgCertPR	Exit award PGCDs
e1. Master's thesis quality criteria f1. Research design and organization of Masters research education	e2. Doctoral thesis quality criteria f2. Research design and organization of Doctoral research education

10. LEARNING AND TEACHING STRATEGY

Classroom teaching, individual research, group workshops, seminars, classroom presentations will be organised on the different topics covered by the module.

11. ASSESSMENT STRATEGY

Assessment will be done as an assignment.

12. ASSESSMENT PATTERN

Component	Weighting (%)	Learning objectives covered
Assignment	100	1-7

13. STRATEGY FOR FEEDBACK AND STUDENT SUPPORT DURING MODULE

The facilitators will be available to participants in office after classroom hours during the period of intensive teaching and learning activities. In the period between training sessions, facilitators will offer online support to participants.

14. INDICATIVE RESOURCES

eResources, Laboratory Facilities