MAKERERE UNIVERSITY

COLLEGE OF EDUCATION AND EXTERNAL STUDIES

SCHOOL OF DISTANCE & LIFELONG LEARNING,

MASTER OF INSTRUCTIONAL DESIGN
AND TECHNOLOGY
(MIDT)

February, 2017

(Final Draft)
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1. Preamble

As the pioneer University in East Africa, for close to 100 years, Makerere has championed training of most of the country and region’s human resources. With its vision of becoming a leading university in academic excellence and innovations in Africa through its core functions of teaching, learning, research and outreach services, Makerere University designs transformational activities which engage and add value to its graduates. Accordingly, despite the growing number of government-sponsored and private universities in the country and region, Makerere University graduates are continuing to be relevant to the world of work and society at national, regional, international, and global levels.

One of the factors that have made Makerere University relevant over the years is its ability to adapt to new and emerging scientific and technological advancements and practices. Makerere University also continues to be relevant not only to pre-service training but also to in-service (practicing) human resources through provision of postgraduate studies and refresher courses using different modes of delivery such as evening, weekend, holiday, and open distance and e-learning (ODeL) programmes, some offered through regional study centres and satellite campuses. These modes of delivery make it easier for Makerere University to flexibly take its services closer to its students and clients. In addition, Makerere has created and continues to create new departments, directorates, units and study centres as need arises in order to meet the emerging demands of a modern university. All these innovations position Makerere University ahead of its competitors.

In an effort to meet the needs of its working adults who are unable to come to its campuses on full-time basis, Makerere University offers innovative ODeL programmes through the College of Education and External Studies. The College executes its mandate by supporting the development of curriculum content in parent units, providing learner and staff support services, and coordinating all distance learning/service programmes.

In an effort to leapfrog its learning and service delivery modes from the first to the fifth generation, the School of Distance and Lifelong Learning (SoDLL) applied for a grant from the Royal Government of Norway. Upon obtaining the grant in 2014, the SoDLL conducted a needs assessment to establish the knowledge, skills and competence gaps with regard to the innovative use of fifth generation distance learning and service delivery modes. The needs assessment revealed that there was limited knowledge, skills and competencies within Uganda and the region to innovatively design, conduct and assess open, distance and e-Learning programmes using fifth generation delivery modes. Accordingly, the SoDLL, in conjunction with the School of Education, proposed to design a Master of Instructional Design and Technology (MIDT) degree programme to bridge the existing knowledge, skills and competences gap for innovative use of fifth generation distance learning and service delivery modes.

2. Rationale

Teaching and learning in the 21st century has changed from learners sitting in rows and columns enclosed in walls, to learning anywhere, anytime with the support of real-time technologies.
The way education is designed and delivered is equally changing, especially as students who are digital natives continue to join the education system, access to digital tools at home and workplaces improves, and the global knowledge economy emerges. Technology has opened up new models of learning, new channels of sharing knowledge instantly, and new techniques of teaching that call for trainers to respond accordingly. Teaching now demands that teachers develop educational materials in digital form, share new skills with peers online, and interact with their learners in new and innovative ways.

3. Justification

In the absence of adequate numbers of competent human resource to steer the development of technology-mediated learning, Uganda is significantly disadvantaged in this Information Age. Individuals, institutions, communities and organisations are curtailed in their ability to participate in global educational discourse when they have no experts to inspire, guide, and monitor their efforts. The MIDT programme therefore responds to the demand for educators, trainers, administrators, managers and researchers in the field of technology-mediated learning; persons who have the knowledge and skills to assume leadership roles in online programme design, development, and evaluation. The emphasis of this programme is on leading practices in learning (i.e., learning processes, planning for learning, designing for learning, facilitating learning, and assessing learning), which takes place in technology-mediated environments.

The CEES has built capacity in open, distance and e-learning (ODeL) at PhD level among a sizeable proportion of her staff and yet there are no graduate programmes within the College that utilise this calibre of human resource. The MIDT will create opportunity for the CEES to effectively utilise this human resource.

Makerere University enacted a policy on Open, Distance and e-Learning in October 2015. The MIDT is one of the strategic actions aimed at implementing the policy on “Run training and development programmes and courses intended to build pedagogical capacity in the discipline of ODeL across the University” and “Developing ODeL pedagogy and andragogy programmes”.

4. Programme Description

The MIDT is a cohesive programme of study designed to enhance the knowledge, skills, and professional development in Instructional Design and Technology. The programme focuses on the effective instructional design in online, electronic and distance learning, and delivery of teaching using technology. The programme enhances one's skill in the design and delivery of technology-supported curricula, and methods of leading and managing in technology-enhanced learning environments. The programme also orients one to methodologies of educational research, specifically in instructional design and emerging technologies. The programme explores current issues impacting curriculum design, pedagogy, andragogy, learners and educational leaders in technology-mediated learning environments. It explores the theories and processes of instructional design in the development of face-to-face instruction, Web-based
instruction, and the use of other instructional media. Students examine the capabilities and constraints of traditional and emergent media.

5. Programme Duration

The programme leading to the award of MIDT shall be implemented as a work-based, blended open and distance learning programme consisting of coursework and dissertation covering five semesters, spread over a minimum of two-and-a-half and a maximum of four-and-a-half academic years. The programme minimum and maximum durations slightly exceeds the minimum and maximum periods of contact masters programmes at Makerere University because of the need to permit for flexibility in distance/online learning programme. The first, second, and third semesters shall be devoted to coursework while the fourth and fifth semesters shall be committed to research and dissertation writing (for Plan A students) and supervised field attachment in a technology-mediated learning environment and submission of a field attachment report (for Plan B students). The typical blended semester shall consist of a one-week face-to-face session during which all the courses to be taken during the semester and method of delivery and support will be introduced to the participants. The courses will then be delivered in serialised blocks in the succeeding fifteen weeks. A Consolidation Week shall then be left fallow between each two blocks to cater to pre- and post-block activities by students, facilitators and managers of the programme. The length of the blocks shall be either 3 or 4 weeks. One course shall run and completed in one block. The sequencing of the courses in different blocks shall be agreed upon during the one week face to face session at the beginning of the semester. Altogether, the blended block delivery semester shall run for 18 weeks of face-to-face interaction (at study centres), online tasks and activities (on MUELE and other systems) and formative and summative assessments.

6. Target group

The MIDT programme seeks to enhance new, emerging technological skills, attitudes and values required in the contemporary world of work. The programme targets: potential and practicing educators, corporate trainers, e-Learning personnel, heads of department responsible for technology in curriculum implementation, teachers, online designers, government officials and administrators responsible for ICTs in education. The comprehensive and multidisciplinary nature of the programme opens it up to multimedia designers, trainers, academics engaged in pre-service and in-service teacher training, researchers, educators in other tertiary institutions, electronic publishers, web developers, online/blended learning specialists, software developers, bankers, business and medical personnel with a training responsibility in their docket. Also, entrepreneurs interested in setting up consultancies, or Web-based businesses adaptive to the 21st Century authentic learning environments are eligible.
7. Programme competencies

The MIDT programme is designed with the NCHE benchmarks for postgraduate programmes in Uganda universities, which state that: “A Masters degree or an equivalent qualification provides for the advanced knowledge, skills and abilities beyond the Bachelors degree level”. The MIDT degree shall be conferred on individuals who are able to:

i. Apply an advanced knowledge of Instructional Design and Technology in the context of research, professional practice and/or scholarship.

ii. Engage in rigorous intellectual debate, analysis and criticism of issues around Instructional Design and Technology.

iii. Use the knowledge and comprehension of Instructional Design and Technology to solve problems in new situations and multi-disciplinary contexts.

iv. Integrate knowledge, skills and attitudes from different fields to manage complex matters related to Instructional Design and Technology.

v. Evaluate and make decisions in relation to Instructional Design and Technology in situations with limited information by considering social responsibilities and related ethics.

vi. Communicate Instructional Design and Technology-related technical skills to present a coherent and justified argument and to disseminate research results to specialist and non-specialist audiences.

vii. Demonstrate mastery of Instructional Design and Technology with a high degree of autonomy, originality and creativity in the application of knowledge, skills and practice.

So as to develop competent ODeL instructional designers, facilitators and managers, the MIDT programme is designed to inculcate the following generic and specific competencies:

**a. Generic competencies**

This programme sets out to enable students (educators, policy makers and instructional designers, teacher educators, electronic publishers, online designers, educational software developers and other interested individuals) to engage with the emerging issues and debates in the discipline of technology-mediated curriculum and instructional design. Thus, in addition to being able to interrogate the crucial intersections of instructional design and technology, learners on this programme shall graduate with the following key competencies:

i. Cognitive competence

ii. Critical competence

iii. Creative competence

iv. Communicative competence

v. Cultural competence

vi. Civic competence

vii. Confidence competence

viii. Constructive competence
b. Domain-specific competencies

In addition, through specific strategies pursued by this programme, the learners will develop the following specific competencies:

i. Technology-mediated Instructional Design Research competence.
ii. Competence to explore and apply especially new and emerging theories of learning for a digital age (personalised, learner centred, situated, collaborative, ubiquitous, open, expansive and lifelong learning, social constructivism, connectedness).
iii. Competence to examine current programme planning models in blended and distance education systems, and the institutional factors that affect technology-mediated learning.
iv. Competence to design and facilitate instruction and learning within digital environments – e-courseware development and facilitation.
v. Competence to conduct technology-led instructional design researches or studies.
vi. Competence to lead or manage a technology-led educational institution or organisation.
vii. Competence to produce a significant piece of original work that contributes to the existing body of knowledge in the field of technology-mediated learning.
viii. Competence to analyse, design, develop, implement e-content, including having robust knowledge of principles, theories and practices underpinning the connections between technology-mediated teaching, learning and cognition.

8. Programme Aim

The MIDT programme aims at:

- Equipping learners with the intellectual aptitude, skills, and attitudinal disposition for 21st Century technology-enhanced education
- Equipping trainees with knowledge, skills and attitudes that will enable them to handle challenges posed by technology-mediated learning in a developing context.
- Enabling learners explore the best approaches for designing and delivering educational materials online, harnessing technology to create innovative cross-cultural learning designs and methodologies.
- Enabling learners to take their professional practice to the next level and positively impacting the lives of learners at local, national, and international levels using ubiquitous modern technologies.

9. Programme Learning Outcomes

On completing the MIDT programme, learners will be able to:

1) Explore and apply new and emerging theories of learning for the digital age.
2) Design and develop resources for open, distance and e-learning (ODeL).
3) Employ ODeL technologies to deliver learning and performance-enhancing training programmes.
4) Support technology-enhanced learning and training.
5) Manage technology-mediated learning and training programmes and projects.
6) Conduct advanced/design research in the field of technology-mediated teaching and learning.

10. Resources and Infrastructure
The College of Education and External Studies has the infrastructure and human resources needed to run the MIDT programme.

a. Human Resources

**Academic Staff:** The College of Education and External Studies has three professors, 10 associate professors and 12 senior lecturers with expertise in curriculum development and open, distance and e-learning that will facilitate on the MIDT programme. These will be assisted by two fresh PhD (ODeL) graduates and 10 staff who are currently at different stages of their PhD studies in the aforementioned areas. With support from Norad under its NORHED Programme, two staff from the College are at the University of Agder pursuing PhD in technology-supported learning. Additionally one staff is being funded to complete a PhD in Distance Education Costing at the University of Nairobi. Twenty staff have been equipped by the University of Agder with skills improvement courses on e-teaching and e-courseware development. By the end of the project a total of 40 staff will have been trained through these two courses. Further, the Norad support is enabling staff training in use of learning management systems, distance education instructional materials development, using video conferencing in teaching, interactive multimedia learning content production, and maintenance of videoconferencing facilities.

**Adjunct Academic Staff:** Since the MIDT is an online programme, the University shall enter into contract with qualified institutions and individuals from all over the World to provide academic support to the students registered on the MIDT as adjunct staff.

**Technical Staff:** The Policy on ODeL mandates DICTS to take charge of all ICT technical issues. Therefore this programme will depend on staff from DICTS for support both at the Centre and in up-country centres. Additionally, the IODeL has technical staff to support all ODeL programmes of the University.

**Administrative and Support Staff:** The administrative and support staff deployed in the CEES in general and the IODeL in particular shall provide administrative and support services to all students registered on the MIDT and to academic staff as well.

With this cadre of academic, technical, administrative and support staff, Makerere will be able to run the MIDT programme.

b. Infrastructure
Notwithstanding the fact that the MIDT programme shall be run as a blended programme combining face-to-face sessions of one week per semester and 17 weeks for online work and formative and summative assessment, the College of Education and External Studies has,
through funding support from Norad to the Distance Education Leapfrogging Project (DELP), acquired additional infrastructure and equipment for the MIDT Programme. Norad has funded:

1. Remodelling of Lira Study Centre to house modern ICTs
2. Refurbishing of Nsubuga Block to house modern ICTs.
3. Refurbishing of a lecture halls at College of Education and External Studies to house videoconferencing facilities.
4. Setting up a state of the art computer laboratory at Nsubuga Block (100 computers) and at Lira study centre (30 computers).
5. Procurement of server systems for the Department of Open and Distance Learning now Institute of Open, Distance and eLearning.
6. Setting up of a videoconferencing facility at the College of Education and External Studies Headquarters and Lira Study Centre.
7. Boosting of bandwidth capacity at Makerere University and Lira study centre by 2MBps.
8. Procurement of multimedia teaching facilities.
9. Plans are in place to procure a bandwidth distributor to rationalise the use of bandwidth and make room for MIDT programme students to receive preferential access whenever necessary.

The College of Education and External Studies is also a beneficiary to the AfDB-HEST IV funding support for e-learning where a whole floor is to be constructed on a proposed new building and equipped with ICTs to support e-learning at Makerere University. AfDB has set aside funds to connect the Makerere Jinja Campus and Lira study center to national fibre backbone. Also 200 and 300 thin client computers are to be procured for the Jinja Campus and School of Computing and IT for centralised use by the entire community. AfDB is also procuring a multi-media studio to be based at the School of Distance and Lifelong Learning, former AVU control studio space.

The School of Distance and Lifelong Learning has developed and used mLearning systems to support students on its existing distance learning programmes. The mLearning system has components for collaborative and cooperative learning and administrative support. This system will be leveraged to support students on the MIDT programme.

The University currently has an e-Learning Unit housed in CEDAT. This unit is responsible for ensuring the proper functioning of Makerere University Electronic Learning Environment (MUELE). The unit is manned by an e-learning technician and an e-learning manager. Since its inception, the unit has trained about 300 staff in use of a learning management system for teaching and learning. With the ratification of the ODeL Policy, the unit is to be strengthened and incorporated in the Institute of Open, Distance and eLearning.

Thanks to RENU and other collaborative efforts, the University has a robust wireless and wired network with 24/7 Internet connectivity on campus and in halls of residence. During face-to-face sessions, learners will be able to seamlessly connect to the MIDT programme. This network will be further enhanced when the nationwide fibre cable being laid by the
Government of Uganda is completed. Coupled with the massive rural electrification now taking place, the national infrastructure to support this programme is likely to improve significantly in the foreseeable future.

Makerere University Library subscribes to a host of open and proprietary online resources. Through the Easy Proxy servers recently installed in the Library, remote online learners will be able to log into the University Library and access the needed resources.

c. Funding
The MIDT shall mainly be financed through private students’ tuition fees at a rate of UGX 4,500,000 per year for East African students and UGX 7,700,000 per year for international students. Project funds have played a part at the initiation and will continue to play a part in the sustainability of the MIDT programme. NORAD has provided 16 scholarships to kick-start the programme.

d. Sustainability
The MIDT is a unique, highly demanded programme internationally. So it has the potential to attract national, regional and international students. Coupled with lobbying institutions that have training departments to sponsor their staff, CEES management will endeavour to mobilise donor resources for the sustainability of this programme. The University of Agder has donated its E-Teaching programme/curriculum to Makerere University. The CEES will adopt this curriculum to develop local human resources that will help sustain the MIDT programme.

While DELP funding ends in June 2018, Makerere University in collaboration with the Association of Commonwealth Universities (ACU) has won a grant of GBP 2,000,000 for the Partnership for Enhanced Blended Learning (PEBL) project coordinated by the IODeL, which will support the MIDT till 2020. More such opportunities will be sought and secured from time to time.

11. Gender Mainstreaming
As per Makerere University Policy on ODeL Guiding Principle (g), “All facets of ODeL delivery, management, and administration, including staff development, staff recruitment, and student support services shall be gender informed ensuring consistency with university priorities.” The MIDT programme has been developed with this policy consideration in mind. Since online provision permits flexible schedules and home schooling, the MIDT programme is gender-sensitive and female-friendly. Although academic staff who facilitate on the MIDT programme are appointed on merit, efforts will be made to ensure gender parity as is the policy of Makerere University. Academic, administrative and support staff will undergo continuous professional training that ensures the inculcation of a gender-sensitive culture in the provision of the MIDT. The language used in the study materials and in the promotional resources will be regularly checked for gender sensitivity. The courses: MDT 7205: Instructional Design for Technology Mediated Learning and MDT 7304: Designing Technology Supported Learning Environments directly addresses issues of gender in technology-mediated learning spaces. Student admissions and sponsorship will also take gender parity into account.
12. Programme development process

With support from Norad under the NORHED programme, to the DELP, the CEES team carried out a Needs Assessment Survey for the proposed MIDT project in nine districts spread across the traditional four regions of the country. The findings from the survey underscored the need for a programme of this nature. It also pointed out the bottlenecks that must be addressed if the programme is to produce the expected results. (See extracts from the MIDT Needs Assessment Survey attached at Appendix 3).

CEES sponsored a presentation by Prof. Dick Ng’ambi (University of Cape Town) titled ‘Lived Experiences of Developing the Masters of Educational Technology at UCT’. The purpose of the public lecture delivered to the DELP Steering Committee members, academic staff in the CEES and other university staff was aimed at kick-starting the MIDT curriculum development process by benchmarking it on a similar process in the leading university on the African continent. The well attended public lecture was held on 05/06/2014.

On 03/10/2014, the CEES constituted an MIDT Curriculum Development Committee made up of 12 academics from the School of Distance and Lifelong Learning, School of Education, East African School of Higher Education Studies and Development (all from the CEES), and colleagues from the College of Computing and Information Sciences (CoCIS). The Committee held meetings, retreats, individual and group consultations, and online forums to draft and refine the proposed curriculum.

Another significant step in the MIDT curriculum development process was marked with the holding of a consultative workshop with a visiting team of seven senior academics from the University of Agder, Norway who are partners in the development of this programme. The workshop was held on 4th June, 2014.

Two members of the Curriculum Drafting Committee visited the University of Juba, South Sudan from 22nd February to 26th February, 2015 to share the Committee’s preliminary thoughts on the proposed curriculum, to gauge the South Sudan’s interest in the proposed programme, and interest partners in South Sudan in sending students to the programme when the programme is launched. The team reported that the interest of South Sudan in the proposed programme was high and logistical bottlenecks aired would be handled by the designated offices.

Draft zero of the curriculum was presented at a consultative Conversation meeting held on 4th June, 2015 at the CoCIS Conference Hall. The Conversation was attended by the members of the Curriculum Drafting Committee, the Dean School of Education, the Deputy Principal CEES, academic staff from CoCIS, representatives of the Ministry of Education, Science, Technology, and Sports, the National Council for Higher Education and other stakeholders. The participants indicated that a programme of this kind was long overdue. Their recommendations were used to upgrade the proposal.
13. Summary Structure of Programme and Sequencing of Courses

<table>
<thead>
<tr>
<th>Year &amp; Semester</th>
<th>Core Courses</th>
<th>Elective Courses *</th>
<th>Total CU</th>
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<tbody>
<tr>
<td></td>
<td>Code</td>
<td>Name</td>
<td>CU</td>
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<tr>
<td>Year 1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Semester I</td>
<td>MDT 7101</td>
<td>Digital Literacies for 21st Century Learning</td>
<td>3</td>
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<td></td>
<td>MDT 7102</td>
<td>Critical Discourses in Education &amp; Training</td>
<td>3</td>
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<td></td>
<td>MDT 7103</td>
<td>Learning, Cognition &amp; Technology</td>
<td>4</td>
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<tr>
<td></td>
<td>MDT 7104</td>
<td>Principles &amp; Practices of Open, Distance &amp; e-Learning</td>
<td>4</td>
</tr>
<tr>
<td>Year 1</td>
<td>MDT 7201</td>
<td>Critical Discourses in Instructional Design &amp; Technology</td>
<td>4</td>
</tr>
<tr>
<td>Semester II</td>
<td>MDT 7202</td>
<td>Curriculum Design &amp; Development for ODeL</td>
<td>4</td>
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<td></td>
<td>MDT 7203</td>
<td>Educational Research</td>
<td>4</td>
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<tr>
<td>Year 2</td>
<td>MDT 7301</td>
<td>Multimedia Design for Instruction</td>
<td>4</td>
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<tr>
<td>Semester I</td>
<td>MDT 7302</td>
<td>e-Tutoring &amp; Training</td>
<td>5</td>
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<tr>
<td>Year &amp; Semester</td>
<td>Core Courses</td>
<td>Elective Courses *</td>
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<td>Resources</td>
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<td></td>
<td>MDT 7303 Instructional Design &amp; Emerging Educational Technologies Research</td>
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<tr>
<td></td>
<td>MDT 7403 General Seminar Series</td>
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<td></td>
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<tr>
<td>Year 2 Semester II</td>
<td>MDT 7401 Dissertation (Phase 1) (for Plan A)</td>
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<tr>
<td>Year 3 Semester I</td>
<td>MDT 7402 Supervised Field Attachment Project (for Plan B)</td>
<td>5</td>
<td>08</td>
</tr>
<tr>
<td>Year 3 Semester I</td>
<td>MDT 7502 Research Seminar Series</td>
<td>3</td>
<td></td>
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<tr>
<td>Year 3 Semester I</td>
<td>MDT 7501 Field Attachment Project Report (for Plan B)</td>
<td>5</td>
<td>08</td>
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<td></td>
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<td>Resources</td>
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<td>Resources</td>
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</tbody>
</table>

* Elective courses are introduced in semester II and are designed to help students develop specialisation in either Instructional Design or Instructional Technology. Students will therefore be required to take at least one of the electives offered in a semester. Choosing an Instructional Design oriented elective automatically predicts the choice for the subsequent semester. The same holds true for electives attached to Plan A or Plan B.

14. Cross-cutting Courses

The NCHE Quality Assurance Framework for Uganda Universities (2006) recommended the following three cross-cutting courses to be taken by all students of Masters Degree programmes: (1) Scholarly Writing and Publication Skills; (2) Computer Applications in Research; and (3) Research Methodology. The content of these courses is competently covered as follows: Scholarly Writing and Publication Skills has MDT 7403: General Seminar Series dedicated to its coverage. It is also covered in MDT 7203: Educational Research; and MDT 7502: Research Seminar Series, during which students will be required to demonstrate competencies they will have developed in Scholarly Writing and Publication Skills. Computer

15. Uniqueness of the MIDT Programme

Although at face value a number of courses on this programme may appear to duplicate courses in Computer Science, Curriculum Studies, and other Education disciplines, its unique focus on facilitating technology-mediated learning give its courses a unique tilt. All the courses on the MIDT programme are therefore unique to the programme except the following which are shared with other masters programmes as indicated.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Remarks</th>
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<tbody>
<tr>
<td>MDT 7104</td>
<td>Principles &amp; Practices of Open, Distance &amp; e-Learning</td>
<td>The Master of Adult and Community Education (MACE) has a similar course but focused on adult learning.</td>
</tr>
<tr>
<td>MDT 7203</td>
<td>Educational Research</td>
<td>All masters degree programmes in Education and Higher Education teach Educational Research.</td>
</tr>
<tr>
<td>MDT 7305</td>
<td>Selection &amp; Utilization of Instructional Resources</td>
<td>Master of Education (Language Education) programmes have courses that address this area under the general discipline of Curriculum Development.</td>
</tr>
<tr>
<td>MDT 7403</td>
<td>General Seminar Series</td>
<td>All masters programmes in CEES offer this seminar to all graduate students.</td>
</tr>
<tr>
<td>MDT 7502</td>
<td>Research Seminar Series</td>
<td>All masters programmes in CEES offer this seminar to all graduate students.</td>
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<tr>
<td>Learning Outcome/Target Course</td>
<td>MDT 7101</td>
<td>MDT 7102</td>
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<tr>
<td>1) Explore and apply new and emerging theories of learning for the digital age</td>
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<tr>
<td>2) Design and develop resources for open, distance and e-learning</td>
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<tr>
<td>3) Employ ODeL technologies to deliver learning</td>
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<td></td>
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<tr>
<td>4) Support technology-enhanced learning</td>
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<tr>
<td>5) Manage technology-mediated learning programmes and projects</td>
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<td></td>
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<tr>
<td>6) Conduct advanced/design research in the field of technology-mediated teaching and learning</td>
<td></td>
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17. Programme Structure

Year 1 Semester I

<table>
<thead>
<tr>
<th>Course Code</th>
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<td>Digital Literacies for 21st Century Learning</td>
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<td>MDT 7102</td>
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<td>20</td>
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Electives: None

NOTE: LH Lecture Hours (hours the tutor/facilitator will work with students online on theoretical course concepts); TH Tutorial Hours (to include self-study and online activities done independently and in groups), PH Practical Hours (hours the tutor/facilitator will work with students online on practical aspects of the course), CH Contact Hours; CU Credit Units.

Year 1 Semester II

<table>
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Electives: Choose only one

MDT 7204 Programming for Educational Technologists 15 30 30 45 3
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<tr>
<td>MDT 7205</td>
<td>Instructional Design for Technology-Mediated Learning</td>
<td>15</td>
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Year 2 Semester I

**Core Courses**

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<td>MDT 7301</td>
<td>Multimedia Design for Instruction</td>
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<td>MDT 7302</td>
<td>e-Tutoring &amp; Training</td>
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<td>MDT 7303</td>
<td>Instructional Design &amp; Emerging Educational Technologies Research</td>
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**Electives**  *Choose only one*

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<td>MDT 7304</td>
<td>Designing Technology-Supported Learning Environments</td>
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<td>Selection &amp; Utilization of Instructional Resources</td>
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Year 2 Semester II

**Electives**  *Choose only one*

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<td>Dissertation (Plan A: Phase 1)</td>
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<td>MDT 7402</td>
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**Core courses**

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8
Year 3 Semester I

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<tbody>
<tr>
<td><strong>Elective</strong></td>
<td><strong>Choose only one</strong></td>
<td></td>
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<tr>
<td>MDT 7401</td>
<td>Dissertation (Plan A: Phase 2)</td>
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<td>30</td>
<td>90</td>
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<td>MDT 7501</td>
<td>Field Attachment Project Report (Plan B)</td>
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**Core courses**

<table>
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<th>PH</th>
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<tbody>
<tr>
<td>MDT 7502</td>
<td>Research Seminar Series</td>
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18. Admission requirements

The Masters of Instructional Design and Technology (MIDT) programme is distance/blended/online learning programme. The programme is delivered using a combination of limited face-to-face sessions and home study sessions supported by specially designed online and offline study materials. The MIDT programme targets both fresh graduates and professionals from diverse academic disciplinary backgrounds who wish to advance or pursue careers in Instruction Design and Technology-related fields. As a multidisciplinary programme, the MIDT admits graduates from the Science and the Humanities with a Bachelor’s degree of at least second class, lower division or equivalent from a recognised University. Applicants with lower qualifications must satisfy the relevant department and the Graduate Admissions Board that they have acquired academic growth, for instance, by evidence of research and publications or a relevant Postgraduate Diploma of second class division. Also, applicants should possess minimum ICT skills and competencies or experience of using ICTs in related fields.

19. Management of the Programme

The MIDT programme management shall be underpinned by the ODeL policy on Programmes Management and Administration. The programme shall be housed in the Department of Adult and Community Education, School of Distance and Lifelong Learning, College of Education and External Studies. The School of Distance and Lifelong shall run the programme in close collaboration with the School of Education. The Institute of Open, Distance and eLearning shall provide pedagogical and andragogical support to the students and staff on the programme. The roles of academic staff in the IODeL and other academic units unit are spelt out in the Policy on ODeL.
20. Teaching and Learning Methods

Given that the MIDT programme is a blended distance learning programme, it shall be delivered using a combination of face-to-face sessions, home study sessions supported by specially designed online and offline study materials. The schedules for particular courses shall provide for varying proportions of tutor-supported learning tasks on- and off-line, group activities for students, hands-on practice in the laboratories and the workplace, field excursions, workshops, seminars and projects. Aware that working adult learners derive motivation from relating what they learn to what they do at their places of work, the learning activities shall be tailored to benefit and benefit from the workplace experiences of the learners.

21. Modes of Conducting the MIDT Programme

The MIDT, like other masters programmes of Makerere University, will be conducted in any of the following three plans:

i. Masters by Coursework and Dissertation (Plan A)

ii. Masters by Coursework and Field Attachment Project and Report (Plan B)

iii. Masters by Research only (Plan D)

i. Masters by Coursework and Dissertation (Plan A)

An MIDT by Coursework and Dissertation shall consist of core and elective courses taught in the first and second year and a dissertation arising out of a candidate’s research undertaken in the third year of the programme. The coursework component will make up 45 Credit Units of the workload, which shall be covered in the first three semesters of the programme. The last two semesters of the programme shall be devoted to seminar series and research undertaking, resulting into a dissertation. Once the supervisors endorse the report, it is then subjected to the scrutiny of an internal and external examiner appointed by the Higher Degrees and Research Committee of the School of Distance and Lifelong Learning (SoDLL).

The MIDT by Coursework and Dissertation is structured in such a way that after successful completion of the coursework requirements for semester three the candidate may qualify for the award of a Post Graduate Diploma in Instructional Design and Technology. The holder of the intermediate Postgraduate Diploma in Instructional Design and Technology shall enjoy all rights and privileges enjoyed by any other Postgraduate Diploma at the same level.

Since the MIDT is designed for delivery as a flexible, online, distance and e-learning programme, the specific guidelines for Plan A are as follows:

a) Instead of the two semesters that full-time students on other Masters programmes spend on coursework, the MIDT students shall spend three semesters on coursework and two semesters on research work. Plan A is a dissertation-based and research-driven degree option designed to prepare academics and researchers in Instruction Design and Technology.
b) A student on Plan A must complete an approved programme of Coursework consisting of a minimum of 45 Credit Units in the first three semesters of the programme.

c) A student shall progress under Plan A if he/she has a fully developed Research Proposal by second week of the fourth semester.

d) A student must submit a dissertation which shall carry 10 Credit Units.

e) External examination of a dissertation shall be mandatory.

f) General Seminar Series and Research Seminar Series are mandatory for all registered graduate students.

g) Each student shall be required to make presentations during the Research Seminar Series.

In the first, second and third semesters of the MIDT by Coursework and Dissertation, the candidate shall be expected to:

i. Attend relevant courses in the discipline, including crosscutting courses.

ii. Attend seminars and workshops as required by the SoDLL.

iii. Attend prescribed courses in the relevant discipline, including crosscutting courses.

iv. Make extensive review of literature relating to the proposed research report.

v. Develop the Research Proposal and Research Instruments and present them to the SoDLL Higher Degrees and Research Committee for approval.

vi. Develop a Research Plan with guidance from supervisor(s). The Research Plan should act as a contract between the student, the supervisor and Makerere University.

In the last two semesters of the programme, the MIDT by Research and Dissertation candidate shall be expected to:

i. Present a Research Plan.

ii. Collect data.

iii. Attend seminars and workshops as required by the SoDLL.

iv. Present preliminary findings.

v. Commence on the writing process, data analysis and submission of dissertation.

vi. Support the dissertation examination process

vii. Refine the dissertation

viii. Make an Oral Defence (Viva Voce) and submit the final dissertation.

ii. Masters by Coursework and Field Attachment Project and Report (Plan B)

The MIDT by Coursework and Supervised Field Attachment Project and Report shall focus on developing non-academic professionals in the field of Instructional Design and Technology. It shall consist of taught courses constituting at least 45 Credit Units of the entire workload. At the end of the taught part, the candidate shall be required to apply the acquired knowledge and skills in a Field Attachment Project in a technology-mediated learning environment or a related industry. The three months supervised Field Attachment and the subsequent Project Report shall carry a total 10 Credit Units. The project concept shall be approved by the SoDLL Higher Degrees and Research Committee before the student may start on the Field Attachment. The Field Attachment will be closely supervised by a
Field Supervisor and a Makerere University Supervisor, whose developmental assessment of the student shall carry equal weight. The Field Attachment Report once endorsed by the supervisors shall be subjected to the scrutiny of an Internal Examiner appointed by the SoDLL Higher Degrees and Research Committee. External examination of the project report shall be done the same way as the coursework component. The MIDT by Coursework and Field Attachment Project and Report is structured in such a way that after successful completion of the second and third semester workload, the candidate may be awarded an intermediate Postgraduate Diploma in IDT. The intermediate Postgraduate Diploma in IDT obtained in this manner shall enjoy all rights and privileges accorded to any other Postgraduate Diploma at this education level.

Specifically, the MIDT by Coursework and Field Attachment Project shall follow these guidelines:

a) Coursework requirements for Plan B shall be identical to those of Plan A. The difference shall arise from the pursuit of a Research Project for Plan A and Supervised Field Attachment Project and Report for Plan B.

b) A student’s progression under plan B is dependent on whether he/she has a Field Attachment Project Proposal by second week of the fourth semester.

c) A student must submit a written report on a supervised Field Attachment Project or Industrial Training carried out. The report should be approximately 20,000 words, and shall be approved by both the Field Supervisor and the University Supervisor.

d) Plan B reports shall follow the same format specifications as theses and dissertations under Plan A and are expected to reflect equivalent standards of scholarship.

e) The Field Attachment Project and Report should involve a combined total of 300 hours (equivalent to 8 weeks of full-time work) and shall carry 10 Credit Units (CUs).

f) In addition, a student pursuing Plan B shall also present at least one Research Seminar. The Seminar Series shall be mandatory for all registered students and shall be conducted every Semester of the final year. The Seminar Series shall carry 3 Credit Units per semester.

g) Plan B Project Reports shall be examined internally and defended, but are not reviewed by an external examiner.

h) The Field Attachment Project Report is examined internally by at least one senior academic staff nominated by the School of Distance and Lifelong Learning Higher Degrees and Research Committee and appointed by the Principal or the delegated Dean/Head of Department.

i) Where the Internal examiner’s report is favourable and minor corrections are required, the College/School shall arrange for the student to present his/her report/paper before a committee of at least 3-5 senior academic staff.

j) The assessment shall then follow laid down criteria where panellists evaluate the presentation, the Project Report and the response to their questions and give a percentage mark.
   i. Candidates shall be finally assessed on a 10 (ten) point system and a pass is equal to 6 points (60%).
ii. If a candidate is assessed and found to be on borderline, the panel shall take a decision and make an appropriate recommendation.

iii. In case of revision/corrections being required, the supervisor shall be satisfied with the completeness of the revision/corrections made before the candidate is allowed to graduate.

iv. In case of failure, the candidate may be advised to re-do the work or be discontinued from the programme.

k) After a successful presentation, the candidate shall be advised by the Dean to carry out the minor corrections to the satisfaction of the supervisor.

iii. Masters by Research Only (Plan D)

An MIDT by Research Only shall be awarded to a candidate who has demonstrated a systematic understanding of knowledge and a critical awareness of current problems and/or new insights relevant to Instructional Design and Technology; a comprehensive understanding of techniques available through their own research or advanced scholarship and originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge. A candidate pursuing MIDT by Research only may not receive any structured instruction apart from the cross-cutting courses and selected discipline-related courses that are tailor-made to the candidates research needs. This Plan is therefore suitable for candidates who are well grounded in research undertaking and have already identified the research direction they intend to pursue. The research report shall be similar to that of an MIDT by Coursework and Dissertation only that a relatively wider research scope is expected of an MIDT by research only.

Within the first academic year, a candidate registered for the MIDT by Research only shall:

i. Attend crosscutting courses relevant to his/her research needs.

ii. Undertake key undergraduate courses as determined by the SoDLL Higher Degrees and Research Committee to enable him/her to cope with theoretical issues in the discipline in case the student’s first degree is outside the discipline of the proposed study area.

iii. Carry out an extensive review of existing scholarly literature related to the proposed topic of study. The student may be requested to present an annotated bibliography to the supervisor before embarking on writing the research proposal.

iv. Develop the research proposal and research instruments and present them to the Departmental, School and College Higher Degrees and Research Committees for approval.

v. Develop a research plan with guidance from supervisor(s). The research plan should act as a contract between the student, the supervisor and the institution.

vi. Present of work plan to supervisor for approval.

vii. Make at least two seminar presentations, one of which shall be the presentation of the research proposal.
Within the Second and Third year of study, the candidate for MIDT by Research only shall:

1. Collect and analyse data.
2. Start on Report writing process.
3. Attend seminars and workshops as required by the SoDLL Higher Degrees and Research Committee.
4. Give seminar presentation on the preliminary findings.
5. Publish at least one article in a journal approved by the SoDLL Higher Degrees Committee.
7. Support dissertation examination process.
8. Revise the dissertation.
9. Defend the dissertation before a panel of experts.
10. Refine the dissertation and make final submission.

22. Examination and Assessment Structure and Regulations

a. Assessment

Assessment for the MIDT programme shall be conducted in adherence to international best practices in flexible, Open, Distance and eLearning and the existing Rules and Regulations governing Makerere University examinations. This shall be achieved through unique online security protocols for registered students, continuous assessment of learner participation in online activities, open-book examinations, rigour, learners keeping reflective learning journals or portfolios, reflective assignments, term papers, live chats with the facilitator, and the use of rubrics for assessment. Learner performance shall be assessed through:

1. **Formative assessment**
   
   This shall consist of written assignments, field visits/attachments, practical work, and supervised tests done during the course of the semester.

2. **Summative assessment**

   This shall be administered at the end of each block. Each student will be required to present themselves to the designated venues to be assessed in each of the courses done.

   Each course shall be scored out of a total mark of 100%. While the various elements constituting the formative assessment shall normally carry 40% of the total marks, the summative assessment shall carry 60% of the total mark, unless otherwise stated (see Detailed Course Outlines for specific requirements).

3. The Research Report shall be assessed out of 100%.

4. The Supervised Field Attachment Project shall be assessed out of 100% of which 30% shall come from the Field Supervisors assessment, 40% from the University Supervisor’s assessment of the project progress portfolio (documents, graphics, audio files, presentations and any other digital files that reflect on student’s own
experiences) of practical work during the Supervised Field Attachment, and 30% from assessment of the Student’s Reflective Journal.

b. Progression on the Programme

Student Progression on the programme will be through:

a) Normal Progress, which occurs when a student passes all the courses taken during the semester;

b) Probationary Progress, which occurs when a student either fails a core course or obtains a GPA or a CGPA less than 3.0.

Probationary status shall be removed when either of the two conditions a) and b) above no longer holds.

c) Discontinuation: A student shall be discontinued from the programme if one of the following conditions obtains:

i. Receiving two probations on the same core course.
ii. Receiving two consecutive probations based on GPA or CGPA.
iii. Fails to pass a submitted Field Attachment Report.
iv. Fails to pass a submitted dissertation.
v. Student is absent from an examination without a valid reason.

c. Retaking a Course

A student shall be required to retake a course if one of the following reasons obtains:

i. Absence from examination without a valid reason.
ii. Failing to obtain a pass mark.
iii. Need to improve on earlier performance.

d. Credit Accumulation and Transfer and Exemptions

Credits earned from an education and training provider or authorised assessment body can be used towards attainment of an MIDT Degree of Makerere University. The Credit Accumulation and Transfer (CAT) system shall enable a learner earn credits from different related study programmes and still be in position to receive an award of an MIDT Degree of Makerere University.

On the other hand, a candidate who has acquired prior essential learning as evidenced from previous awards shall be freed from taking some courses. Such a candidate may graduate with a lower graduation load than the normal and may spend less time at Makerere University.

Credit Accumulation and Transfer (CAT) shall apply to uncompleted qualifications (programmes) while exemptions shall apply to completed qualifications. In addition, exempted courses shall not contribute to the student’s final CGPA while transferred and accepted credits shall contribute to the final CGPA.

Credit Accumulation and Transfer shall be guided by the following regulations:
i. A student shall be allowed to transfer credits if she/he meets the minimum admission requirements of Makerere University and those of the MIDT programme.

ii. Transfer shall only be permitted for programmes and institutions that are accredited by NCHE or any other mandated competent authority.

iii. Although every student is at liberty to transfer from one programme or institution to another, admission to the MIDT shall be at the discretion of the Graduate Admissions Board of Makerere University. The student is obligated to provide certified, relevant, up-to-date academic records from his/her previous institution for the intending transfer of credits or exemptions.

iv. Transfer of credits shall be permitted by the Graduate Admissions Board when the Board is satisfied that courses or modules that have been completed by the applicant at another accredited institution are relevant to the MIDT programme.

v. A student shall be required to earn at least 60% of the total credit units from Makerere University so as to receive the MIDT award.

vi. Courses that are transferred and the institutions where they were earned shall clearly be indicated on the transcripts.

vii. The courses that are transferred and allowed by Makerere University shall be included in calculating the student’s Cumulative Grade Point Average (CGPA). Other successfully completed courses that do not necessarily contribute to the CGPA shall be included on the student’s transcript as supplementary courses.

Exemptions shall be guided by the following regulations:

i. The Graduate Admissions Board shall exempt a candidate from a given course if there is evidence of a recognised qualification where such a course or similar courses were offered.

ii. Exemptions shall not exceed 40% of the entire programme.

iii. Courses that are exempted shall clearly be indicated on the transcripts but shall not contribute towards a final CGPA.

**e. Graduation Requirements**

A postgraduate qualification in Instructional Design and Technology is designed to prepare an individual for independent research, scholarship and professional practice. Since the MIDT programme is conceived as a work-based training programme, the structure of the programme shall provide for multiple exits. A candidate may therefore graduate with a:

i. Postgraduate Diploma in Instructional Design and Technology (PGD-IDT) or

ii. Master of Instructional Design and Technology (MIDT) Degree.

Graduation requirements at each level are designed to extend and deepen an individual’s knowledge and skills beyond a Bachelors degree level. Therefore, a holder of a postgraduate qualification in Instructional Design and Technology should be able to show evidence of advanced knowledge in this field of enquiry and/or professional practice. A postgraduate
qualification in Instructional Design and Technology shall be conferred on individuals who are able to:

i. Show evidence of advanced knowledge in Instructional Design and Technology as a specialist field of enquiry or professional practice.

ii. Engage in rigorous intellectual debate, analysis and criticism.

iii. Use the knowledge and comprehension to solve Instructional Design and Technology problems in new situations and multi-disciplinary contexts.

iv. Integrate knowledge, skills and attitudes from different fields to manage complex matters.

The Postgraduate Diploma in Instructional Design and Technology (PGD-IDT) shall be awarded to a candidate who fulfils the following conditions:

i. Successfully completed the coursework requirements of the first three semesters (one-and-a-half academic years) of the MIDT programme.

ii. Undertaken a supervised Field Attachment and produced a Field Attachment Report.

iii. Accumulated a total of at least 45 Credit Units and a CGPA of 3.0 and above.

The degree of Master of Instructional Design and Technology (MIDT) shall be awarded to a candidate who fulfils the following conditions:

i. Accumulated a total of at least 61 Credit Units, which is the minimum graduation load.

ii. Passed the research/field attachment project.

A candidate who wishes to terminate his/her studies prematurely may be awarded a Postgraduate Diploma in IDT. The certificate and the transcript shall indicate that the Postgraduate Diploma is an intermediate qualification.

f. Classification and Grading of Awards

i. Postgraduate Diploma in IDT

Unlike the Masters programme which is graded but not classified, the Postgraduate Diploma in IDT shall be graded and then classified as follows:

<table>
<thead>
<tr>
<th>Marks (%)</th>
<th>Letter Grade</th>
<th>Grade Point</th>
<th>Interpretation</th>
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<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>5.0</td>
<td>Exceptional</td>
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<tr>
<td>80-100</td>
<td>A</td>
<td>5.0</td>
<td>Excellent</td>
</tr>
<tr>
<td>75-79</td>
<td>B+</td>
<td>4.5</td>
<td>Very Good</td>
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<td>70-74</td>
<td>B</td>
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<tr>
<td>65-69</td>
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</tr>
<tr>
<td>60-64</td>
<td>C</td>
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Compensation happens when a candidate fails to score 60\% and the Board of Graduate Studies allows him or her to proceed for graduation. Before a candidate qualifies for compensation, she/he shall be given an opportunity to retake the course. It is only after retaking and failing to score a pass mark that she/he should apply for compensation. To benefit from compensation, the following minimum requirements must be met:

i. A student must have attempted a course at least twice and must have scored in the range 55-59 in at least one of the attempts.

ii. A compensated course shall carry a GP of 2.5.

iii. The transcript shall clearly indicate that the candidate passed by compensation.

iv. No more than one course shall qualify for compensation.

The Cumulative Grade Point Average (CGPA) shall be computed as a weighted average of the grade points with the credit units as the appropriate weights.

The Diploma in Instructional Design and Technology shall be classified as follows:

<table>
<thead>
<tr>
<th>Class</th>
<th>CGPA Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class</td>
<td>4.50-5.00</td>
</tr>
<tr>
<td>Second Class (Upper Division)</td>
<td>4.00-4.49</td>
</tr>
<tr>
<td>Second Class (Lower Division)</td>
<td>3.50-3.99</td>
</tr>
<tr>
<td>Third Class (Pass)</td>
<td>3.00-3.49</td>
</tr>
</tbody>
</table>

To qualify for the award of a PGD or a PGC, a candidate shall have a CGPA of no less than 3.0.

ii. Master of IDT

At Makerere University, the Masters and Doctoral degrees are not classified. The Board of Examiners in SoDLL in conjunction with that of the School of Education, and the College Academic Board, upon their satisfaction that the standard required for the award of an MIDT degree has been attained by a candidate in University examinations, coursework, research and project work, shall recommend to the Senate that this degree be conferred upon or granted to such a successful candidate. Each course shall be graded out of a maximum of 100 marks and assigned an appropriate letter grade as follows:

<table>
<thead>
<tr>
<th>Marks (%)</th>
<th>Letter Grade</th>
<th>Grade Point</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A+</td>
<td>5.0</td>
<td>Exceptional</td>
</tr>
</tbody>
</table>
23. Quality Assurance Mechanisms

During the development process, the MIDT programme was benchmarked on similar programmes in reputable institutions of higher learning around the world. These included the Master of Education (ICT) of the University of Cape Town (South Africa); the Masters of Instruction Design and Technology of the University of British Columbia (Canada); Master of Education - Instructional Design of the University of New Brunswick (Canada); and Master of Arts in Learning and Technology of the Royal Roads University (Canada), among others.

The draft MIDT curriculum was also subjected to the formal internal and external review processes enshrined in the Makerere University and the National Council for Higher Education curriculum approval guidelines.

ODeL study materials developed for this programme were subjected to both internal and external peer review processes aimed at enhancing their currency and pedagogical value. Additionally, the study materials are professionally edited before they are availed to learners for use online or offline. Study materials shall undergo regular revisions at least once every two years. Major revisions of the ODeL study materials for the MIDT shall be carried out whenever a major revision is effected on the curriculum of the programme.

Other mechanisms for quality assurance enforced by Makerere University rules and guidelines shall hold true for the MIDT as well. Regulations on student admissions, registration and examinations; staff qualifications; research supervision and external examination shall be enforced as stipulated to ensure quality.

Learners will assess their tutors to establish how effectively the courses are conducted. Results from these assessment exercises shall be used to continuously improve upon the delivery of the programmes with a view to meeting the learners’ needs.