Bachelor of Youth Development Work Degree Programme

BY

COLLEGE OF EDUCATION AND EXTERNAL STUDIES (CEES)

February 2017
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<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>AR</td>
<td>Academic Registrar</td>
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<tr>
<td>BYW</td>
<td>Bachelor of Youth Development Work</td>
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<tr>
<td>CAES</td>
<td>College of Agriculture and Environmental Sciences</td>
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<td>CEES</td>
<td>College of Education and External Studies</td>
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<tr>
<td>CHS</td>
<td>College of Health Sciences</td>
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<tr>
<td>CHUSS</td>
<td>College of Humanities and Social Sciences</td>
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<tr>
<td>COBAMS</td>
<td>College of Business and Management Sciences</td>
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<tr>
<td>CTLS</td>
<td>Centre for Teaching and Learning Support</td>
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<td>CYP</td>
<td>Commonwealth Youth Programme</td>
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<tr>
<td>DODL</td>
<td>Institute of Open, Distance e-Learning</td>
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<tr>
<td>EASHESD</td>
<td>East African School of Higher Education Studies and Development</td>
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<tr>
<td>RHU</td>
<td>Reproductive Health Uganda</td>
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<tr>
<td>SODLL</td>
<td>School of Distance and Lifelong Learning</td>
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<tr>
<td>UNISA</td>
<td>University of South Africa</td>
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<tr>
<td>USAID</td>
<td>United States Agency for International Development</td>
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<tr>
<td>UYDEL</td>
<td>Uganda Youth Development League</td>
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<tr>
<td>MAAIF</td>
<td>Ministry of Agriculture, Animal Industry and Fisheries</td>
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<tr>
<td>QAD</td>
<td>Quality Assurance Division</td>
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1.0 TITLE OF PROGRAMME
The name of the programme shall be the Bachelor of Youth Development Work – abbreviated as BYW.

2.0 PREAMBLE
The BYW is a professional training programme for youth workers. As an emerging career path, Youth Work involves working for and with young people in a number of ways. Youth workers are employed by Local Governments (each County in Uganda has an established position for a graduate youth worker), local and international NGOs, CBOs and intergovernmental agencies, faith-based organisations, correctional centres, recreational facilities, education and training institutions, to mention but a few (see Appendix 7 for current Field Attachment Sites for the Youth in Development Work diploma students). The main difference between youth workers and other community service providers is that young people are the primary concern of youth workers. Youth work considers the youth as a whole person and also takes into account the social and cultural environments within which the youth live. Eight guiding principles underpin Youth Work practice globally:

i. The empowerment of all young people
ii. Young people’s participation
iii. Social justice for young people
iv. The safety of young people
v. Respect for young people’s human dignity and worth
vi. Young people’s connectedness to important people in their lives, such as family and community
vii. Positive health and wellbeing outcomes for young people
viii. The positive transitions and healthy development of young people (www.yacvic.org.au).

The Commonwealth Youth Secretariat established the Diploma in Youth in Development Work (CYP) way back in the 1970s with the main objective of training professional youth workers and entrenching Commonwealth values among the youth throughout the Commonwealth. In the year 2000, the programme switched from a residential mode to distance education mode with the aim of increasing access to the programme resources.

The CYP Diploma programme has an international coverage. It is offered in the following universities in Africa: University of Zambia, University of South Africa (UNISA), University of Ghana, The National Institute of Youth and Sports in Cameroon, University of Nairobi, and the Open University of Tanzania (OUT). Universities outside Africa that run the Programme include: University of South Pacific, Solomon Islands College of Higher Education, and Royal Melbourne Institute of Technology in Pacific Region; the University of Guyana and the University of West Indies in the Caribbean Region; the Open University of Sri Lanka, Allam Iqba Open University of Pakistan, Indira Gandhi National Open University, and Bangladesh Open University in the Asia Region.

In Uganda currently, the School of Distance and Lifelong Learning at Makerere University is the only training institution offering the CYP Diploma programme. When Makerere University was mandated by the Commonwealth Youth Secretariat to start awarding the CYP Diploma programme as a Partner Institution in 2004, it was recommended that that CYP Diploma programme would be developed into a full degree programme by adding nationally appropriate suitable modules to the 13 basic modules used on the diploma programme.
Through the Distance Education mode, more than 600 students from the 14 countries had obtained the CYP Diploma between 2001 and 2004. At Makerere University 30 students have graduated and most of them are actively involved in youth work. Noteworthy is one student’s project that won a USAID grant of Uganda shillings 50 million for implementation in Kasese District.

Taking advantage of this window of opportunity, the developed online learning capacity at CEES and Norad support to the Distance Education at Makerere University, the School of Distance and Lifelong Learning would wish to begin using all CEES facilities and resources both in Kampala and up-country to provide an online/blended/distance learning Bachelors degree in Youth Work. By employing ICT-supported pedagogy, the programme will seek to enter new markets in the region and internationally and will be the first of its kind at Makerere University. This will be beneficial to participants since they will be exposed to Youth Work training right from where they live and work. This will also expand the School’s contribution in taking Makerere University study opportunities to the community.

2.1 What is distinct about the Youth Programme?
The programme is growing from an existing programme (the Commonwealth Diploma in Youth in Development Work Programme - CYP) which was initiated and sponsored by Commonwealth Secretariat. The Diploma programme is run in all Commonwealth countries. The Degree programme is to be run as a distance/online/blended learning programme, owing to its anticipated international clientele. The programme was developed with an online philosophy in mind. It is run as the first ever online/blended learning programme at Makerere University. The main goal of the programme is to develop professional youth workers. However, on the pedagogical angle, the goal is to provide a test bed environment for online learning for undergraduate programmes at Makerere University. The move from Diploma to Degree status is sponsored by Norad through the five-year Distance Education Leapfrogging Project (DELP) which runs up to 2018. Much of the support for the distance Learners will be online. Already the programme curriculum and content have been put online. Identified facilitators have been trained in online pedagogy. Further hard copy offline materials have been developed and are ready for use.

3.0 JUSTIFICATION
It is important to mount a Bachelor of Youth Development Work degree programme for the following main reasons:

i. The Sustainable Development Goals (SDGs) focus on youth-related issues. Poverty eradication is not possible without addressing it among the most affected population segment – the youth. Food security, sustainable development, climate change and other issues addressed by the SDGs are direct concerns of youth as leaders of tomorrow. This programme is designed to address these global and national development agendas in as far as they relate to youth.

ii. Owing to the large proportion of the national population made up of youth, coupled with the unique developmental stage at which they are, a training programme that addresses youth life challenges will have addressed a large portion of human challenges. The challenges currently facing youth include joblessness, HIV/Aids, insecurity, crime, to mention but a few.

iii. Youth are a special interest group. Out of the current national population of about 34.5 million people, youth are said to constitute 68%. However, the contribution of youth to community development has not been fully harnessed. Therefore, just as efforts put in training professionals for the development of other special interest groups like women and the less-able have yielded commendable dividends, it is hoped that investment in training of youth workers will yield even higher dividends for the nation and humanity. In consonance with the National
Development Plan, the programme will seek to address these human challenges in as far as they relate to the youth in communities.

iv. There is considerable demand for a degree programme in Youth Work as evidenced by enquiries from individuals, institutions and Local Governments both within and outside the country. When the Commonwealth Diploma in Youth Work was admitting up to 300 students, more than 250 would opt to change to degree programmes in other fields. The reason many of them gave was that they desired to take a degree programme. Alumni of the Commonwealth Diploma in Youth Work have been keen to proceed to the next level of their career development and found no suitable opportunity.

v. The current offering of a diploma programme has not been very attractive to the potential clientele many of whom are practicing youth workers already holding diplomas and first degrees in other fields of training. A Diploma in Youth Work was lower than the market expectation. Also some degree holders would wish to change professions.

vi. The main job opportunities available for youth workers within Local Governments and in Non-Governmental Organizations require first degrees as entry-level qualifications, as the ultimate.

vii. Since the targeted students are working adults, it is important that the programme enables them to study as they work. They will be able to immediately put to use what they learn.

4.0 GENERAL PROGRAMME DESCRIPTION

Adhering to the Principles of Youth Work reflected in 2.0 above and desirous of achieving the Programme Outcomes stated in 6.0 below, the BYW programme is a multidisciplinary programme that delicately balances social science, psychology, sociology, management, and applied science-related courses throughout the eight semesters of the programme to achieve a unique blend. The programme is benchmarked on the parent international Commonwealth Diploma in Youth Work and the BA (Applied Social Sciences, Community Development and Youth Work) of the University of Huddesfield London, the BA (Youth Work) of the Open University (UK), the BA (Youth and Community Work) of the University of Hull (UK), and the Bachelor of Social Science – Youth Work of RMIT University (Australia). While all these other programmes lay emphasis on community work, this programme adds on the element of development to highlight our local concern with poverty eradication as enunciated in the National Development Plan and for the inculcation of a developmental mind-set in the graduates of the programme. Each semester has at least one of the courses drawn from this broad spectrum of disciplines. The programme also includes Computer Applications and Communication Skills as university-wide courses. The university-wide courses on Gender and Development and Introduction to Development Studies were omitted because similar programme-specific courses (i.e., YWX 3101 Gender and Youth, YWX 1102 Youth and Community Development, YWX 2101 Promoting Enterprise for Economic Development) that took care of these basic concerns were already in place. All courses in the First and Second Year are core. Elective courses are introduced in the Third and Fourth Years of the programme to allow for a degree of specialisation. The course weight over the four years as distributed is indicated in the Table 1 below.
Table 1: Programme Summary Structure

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Total Credit Units</th>
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<tbody>
<tr>
<td>I</td>
<td>I</td>
<td>14</td>
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<tr>
<td></td>
<td>II</td>
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<td>III</td>
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<tr>
<td></td>
<td>VI</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>Recess Term</td>
<td>5</td>
</tr>
<tr>
<td>IV</td>
<td>VII</td>
<td>13</td>
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<tr>
<td></td>
<td>VIII</td>
<td>14</td>
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<tr>
<td></td>
<td>Minimum Graduation Load</td>
<td>121</td>
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5.0 OBJECTIVES

5.1 General Objective
The main objective of this training programme is to develop professional youth workers who will steer the energies of the masses of youth towards contributing to development in Uganda and the region.

5.2 Specific Objectives
The specific objectives of the programme are to:

i. Enable untrained youth workers acquire practical and professional knowledge, skills, values and attitudes to practice as youth workers with greater effectiveness.

ii. Enable participants develop an evaluative mind in modern theories of development.

iii. Transform participants into agents of change among the youth and in the rest of society.

iv. Enable youth workers acquire and sharpen research skills for development work.

v. Enable participants acquire skills in leadership, mobilization, planning and evaluation of projects.

vi. Enable participants act as positive advocates for young people in local and national forums.

vii. Develop participants’ capacity to think positively and creatively.

6.0 PROGRAMME OUTCOMES
On completing the Bachelor of Youth Development Work degree programme, the graduates will be able to:

1) Demonstrate knowledge of:
   (a) Theories that underpin Youth Work and Community Development Work.
   (b) Ways of articulating and pursuing clear youth development visions.
   (c) Means of building and sustaining institutional partnerships for coordinated and coherent service delivery targeting youth development concerns.
   (d) How to provide basic advice on youth development and management practices.

2) Demonstrate skills in:
   (a) Organizing and conducting relevant training in Youth Work.
   (b) Facilitating youth emancipation and empowerment within communities.
   (c) Mobilising and supporting youth collective action for development.
(d) Mobilising community synergy for action towards youth development initiatives.
(e) Creatively engaging with youth in innovative ways of finding solutions to current and future problems through group learning and experimentation.
(f) Building multidisciplinary teams to address complex youth development challenges.
(g) Managing and resolving social and technical conflicts.
(h) Designing programmes and activities that target different social categories and take into account factors for sustainability.
(i) Managing information and knowledge on Youth Work and facilitate its exchange for continuous learning and development.
(j) Designing and implementing participatory monitoring and evaluation of youth development programmes and activities.
(k) Developing and nurturing youth entrepreneurship and small business enterprises.

3) Demonstrate positive attitudes towards:
   (a) The role of Youth Work.
   (b) The value of informal, non-formal and lifelong learning.
   (c) Conserving the environment and using it sustainably for the benefit of future generations.

These competences will be gained through an integrated curriculum that attempts to bring in convergence of the social and technical aspects in the fields of personal and community development.
## 7.0 PROGRAMME ALIGNMENT MATRIX

The matrix below shows which course contributes to the attainment of which learning outcome.

**Table 2: Programme Alignment Matrix**

<table>
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<tr>
<th>These COURSES →</th>
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<tr>
<td>ENABLE LEARNERS TO: ↓</td>
<td>ENABLE LEARNERS TO: ↓</td>
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<tr>
<td>1. Explain the theories that underpin Youth Work and Community Development Work.</td>
<td>1011 XWA</td>
</tr>
<tr>
<td>2. Articulate and pursue clear youth development visions</td>
<td>1011 XWA</td>
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<tr>
<td>3. Build and sustain institutional partnerships for service delivery to youth</td>
<td>1011 XWA</td>
</tr>
<tr>
<td>4. Provide basic advice on youth development and management practices</td>
<td>1011 XWA</td>
</tr>
<tr>
<td>5. Organize and conduct relevant training in Youth Work</td>
<td>1011 XWA</td>
</tr>
<tr>
<td>6. Facilitate youth emancipation and empowerment within communities</td>
<td>1011 XWA</td>
</tr>
<tr>
<td>7. Mobilise and support youth collective action for development</td>
<td>1011 XWA</td>
</tr>
<tr>
<td>8. Mobilise community synergy for action towards youth development initiatives</td>
<td>1011 XWA</td>
</tr>
<tr>
<td>10. Build multidisciplinary teams to address complex youth development challenges</td>
<td>1011 XWA</td>
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<td>These COURSES → ENABLE LEARNERS TO: ↓</td>
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<tr>
<td>11. Manage and resolve social and technical conflicts</td>
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<td>12. Design programmes and activities that target different social categories and take into account factors for sustainability</td>
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<tr>
<td>13. Manage information and knowledge on Youth Work and facilitate its exchange for continuous learning and development</td>
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<tr>
<td>14. Design and implement participatory monitoring and evaluation of youth development programmes and activities</td>
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<tr>
<td>15. Develop and nurture youth entrepreneurship and small business enterprises</td>
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<tr>
<td>16. Demonstrate positive attitudes towards the role of Youth Work</td>
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<tr>
<td>17. Value informal, non-formal and lifelong learning</td>
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<tr>
<td>18. Conserve the environment and use it sustainably for the benefit of future generations</td>
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8.0 TARGET GROUP
The BYW targets the following individuals and groups:

i. Local Governments employees that work with youth.

ii. Employees of NGOs and private sector agencies who specialize in youth-related work.

iii. A-level leavers who wish to enter into Youth Work as a profession.

iv. Diploma and degree holders who are interested in working with the youth or to change profession.

9.0 PROGRAMME DELIVERY
The programme shall be delivered through blended online distance education. As such it shall be delivered through multiple media. The programme shall blend use of independent online and offline course study materials, independent study sessions, limited face-to-face tutorials, study groups, e-learning and orchestrated distance learner support services.

9.1 Independent online and offline course study materials
Study materials shall be provided to distance learners by the School of Distance and Lifelong Learning. Some of the materials will be obtained from the Commonwealth Secretariat and adapted for local use. With improved Internet accessibility at the CEES up-country centres, students and tutors will be encouraged to utilize e-learning. The study materials have been developed and uploaded on Makerere University e-Learning Environment (MUELE) for easy access by students. The independent-study course materials will include print, audio, visual, and audio-visual materials. Students shall be expected to create time for independent study.

9.2 Independent study sessions
Since the programme shall adopt a student-pantered learning approach, independent study shall be the main form of engagement and shall take the bulk of the time allotted to the courses in this programme. Aided by the specially designed independent-study materials with authentic learning tasks and activities, individual learners will be able to engage with a selected body of knowledge and learning activities to achieve the desired academic and professional development goals. Learners shall access a study guide and assignment schedule for each course to enable them complete independent learning tasks in time. The majority of tasks shall be completed online.

9.3 Face-to-Face Tutorials
There shall be two residential face-to-face sessions of two weeks each per semester. During face-to-face sessions, students shall meet their lecturers and have opportunity to interact with each other. They may interact with guest speakers and carry out field visits. They shall sit for timed tests and/or examinations as shall be arranged for that session.

There shall be an orientation face-to-face session for fresh students. During this time the students will be registered, introduced to the programme administrators and support staff, their lecturers, and courses. Face-to-face sessions shall as much as possible be organized at the CEES Regional Centres for Lifelong Learning and Branch Campuses as deemed fit. The CEES Regional Centres are located in: Mbarara, Lira, Mbale, Gulu, Kabale, Arua, and Kampala, and the Branch Campuses are in Fort Portal and Jinja. Others will be established with time. These will be used to offer support to learners in between face-to-face sessions.

9.4 Study Groups
Students will be expected to form online and offline study groups. Offline study groups shall be based on the places where learners reside or work. Online study groups shall be either be constituted by the
online tutor or the students themselves. Students will be trained to collaborate and cooperate on-line using social media and discussion forums in MUELE. The study groups will be expected to meet regularly according to the arrangements made by students themselves or their course tutor(s). The study groups will be for undertaking collaborative assignments. Also with the assistance of the School, the students will access the services of a tutor to assist them in their physical study groups in their localities. Most of the time however, the students shall be encouraged to meet without tutors to discuss issues in their study materials.

9.5 E-learning/online learning
Makerere University e-Learning Environment (MUELE) has been populated with specially designed study materials for the BYW (Ext) programme for use by registered students of this programme anywhere, anytime. The School of Distance and Lifelong Learning has been at the forefront of developing mobile and e-learning learning solutions (such as use of face book in pedagogy) for academic and administrative support. These will be leveraged upon to enhance e-learning for the BYD (Ext) programme. Staff earmarked for the programme have been trained to support learners online. Through the e-teaching I and II courses and other online facilitation courses. Basic assessments and feedback to learners will also be provided online. Adequate development of e-learning capacity will be pursued so as to reduce on dependence of face-to-face contacts and to increase on flexibility and extent of reach. The ultimate goal of developing e-learning shall be to make the programme accessible globally.

9.6 Learner Support Services
Since studying as a distance learner involves a lot of independent learning, it requires personalised support. Therefore there shall be a Learner Support Unit responsible for the day-to-day communication and counselling as per student needs. The Learner Support Unit shall also facilitate and encourage interaction of the students with fellow students and/or with tutors on a personal basis whether physically or through electronic means like e-mails, online chat-rooms or other social media. Academic counselling support shall be provided by Programme Coordinators, who shall monitor the provision of study materials and the academic progress of individual students. Programme Coordinators shall guide students on choice of course in the programme. Toll-free telephone facilities, day-care facilities, deployment and ICT at Learner Support Centres shall be provided where possible as part of the student support system.

10.0 ADMINISTRATION AND MANAGEMENT OF THE PROGRAMME
The programme shall be housed in the Department of Adult and Community Education, School of Distance and Lifelong Learning in the College of Education and External Studies (CEES), and run on a collaborative arrangement with specific academic units of the University that service the programme, government, youth organisations, and practitioners. The responsibilities of the core partners are as outlined below:

10.1 The College of Education and External Studies (CEES)
Under the oversight of her School of Distance and Lifelong Learning and, specifically, through the Department of Adult and Community Education, the CEES shall be responsible for the day-to-day administration and management of the programme. This will include the following specific responsibilities:

a) Orienting students and staff to the distance education mode of study
b) Developing study materials
c) Procuring study materials from external sources
d) Distributing study materials  
e) Guiding and counselling students  
f) Planning and managing face-to-face sessions  
g) Identifying and assigning personal tutors to individual learners  
h) Collecting assignments and returning them to the students after grading  
i) Providing support services to each student throughout the duration of his/her course  
j) Planning and managing upcountry tutorial programmes  
k) Planning and administering examinations  
l) Presenting results to the University Senate  
m) Managing all student records  
n) Preparing payments for all services rendered to the programme  
o) Collaborating with other distance education institutions for the refinement of the programme

10.2 Other University Units  
Since the BYW is a multidisciplinary programme drawing staff from the College of Education and External Studies, College of Humanities and Social Sciences, College of Business and Management Sciences, School of Law, College of Computing and Information Sciences, College of Health Sciences, and College of Agriculture and Environmental Sciences. Service agreements will be reached with responsible departments in these units to provide support for the academic components of the programme. These include:  
1. Developing and implementing the curriculum  
2. Identifying academic staff to teach on the various courses under their jurisdiction  
3. Identifying and seconding writers and reviewers of the study materials  
4. Vetting study materials and recommending for purchase  
5. Carrying out progressive assessment of students  
6. Setting and marking examinations  
7. Developing and refining the programme  
8. Carrying out any other academic duties required of them by the CEES.  
The DICTS shall be responsible for the ICT infrastructure and support services for the smooth running of the programme.

10.3 Government of Uganda  
Working through the relevant Government ministries, the Government of Uganda shall:  
1. Maintain the vital link with the Commonwealth Youth Secretariat, which is charged with the promotion of youth concerns in the Commonwealth.  
2. Cause a conducive policy environment that will promote healthy collaboration among the public and private players in youth affairs in the country, the region and internationally.  
3. Create a conducive environment for the growth of Youth Work as a profession.  
4. Absorb the graduates of the programme in the country structure.

11.0 RESOURCES  

11.1 Personnel  
The School of Distance and Lifelong Learning has over 20 academic staff who are specialised in the fields offered on this programme and are available to facilitate on it. Additionally, the current academic
staff from the various units of the University who are teaching on the current CYP Diploma Programme will continue to offer their services in their respective fields in the upgraded programme. Other academic staff identified by the collaborating academic units are added to take care of the new specialised courses. Other facilitators will be drawn from youth work practitioners in Government Ministries and youth-related NGOs (see Appendix 1 for details).

Additionally, there are personnel with accumulated wealth of experience in the practice of open, distance and e-learning in the Institute of Open, Distance and e-Learning, CEES. A number of them have been trained in and exposed to the implementation and administration of open, distance and e-learning both locally and internationally. Technical staff who are conversant with ICT support for teaching and learning housed in DICTs and the Institute of Open, Distance and e-Learning will provide technical support to the programme.

The Institute of Open, Distance and e-Learning also boasts of both local and international collaborative linkages (see Appendix 7) for the collaborating international leakages that will continue to help sharpen the programme and ensure quality. These distance education specialists will administer and monitor the implementation of the programme.

11.2 Facilities and Equipment

The students will use the existing facilities of the University e.g. lecture rooms, computer and science laboratories, the libraries, games facilities, the University Hospital and the already developed instruction materials from the Commonwealth Youth Secretariat for distance learning in diverse disciplines.

They will also have the opportunity to continue using the various upcountry CEES centres that will serve as bases for students to develop their study groups and to access Internet and other facilities.

Over time the CEES has also acquired a range of equipment that will be used to enhance provision of the programme. These include vehicles, study materials reproduction equipment, computers and accessories.

Notwithstanding the fact that the BYD programme shall be run as a blended online programme, the College of Education and External Studies has, through funding support from Norad to the Distance Education Leapfrogging Project (DELP), acquired the 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 of a 100-computer laboratory at Nsubuga Block and 30-computer laboratory at Lira study centre.
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.

The College of Education and External Studies shall also benefit from the AfDB-HEST 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.

The CEES maintains a tight maintenance schedule for all its equipment to ensure long life. Budgets for replacement of worn equipment and parts are also in place (see details in the Programme Budget at Appendix 2).

11.3 Stakeholder Involvement

The Commonwealth Youth in Development Work training programme was launched at Makerere University with the approval of the Ministry of Gender and Social Development; an Memorandum of Understanding to this effect is appended (Appendix 6). This agreement was last renewed in 2010. Basing on this relationship, the office of the Commissioner for Youth Affairs provides logistical support to the Youth Work training programme at Makerere University. The same office also links the Institute of Open, Distance e-Learning to registered Youth Work-focused NGOs for student field attachment and prospective employment. Representatives of the Ministry of Gender and Social Development have participated in stakeholder workshops for the development of this curriculum alongside representatives of Youth Work-related NGOs (see workshop reports at Appendix 4 and Appendix 5 for details). These contacts will continue and will be further strengthened during the implementation of the BYW programme.

11.4 Funding

The BYW (Ext) shall be a private programme. Students will have to pay for all the requirements of the programme. With an initial admission of 200 students, the programme will be able to break even with minimum external support. The budget for running the programme is attached (Appendix 2).

a. Fees structure for East African Community nationals
   Tuition fee USh.1,300,000.00 per year

b. Fees structure for International students
   Tuition fee USh.1,890,000.00 per year equivalent the equivalent in US dollars
12.0 PROGRAMME REGULATIONS

12.1 General Regulations
Studies and examinations for the BYW programme shall be governed by the general regulations of the University and in addition, by the regulations of the CEES.

12.2 Admission Requirements
In order to gain entry into BYW programme, a candidate must satisfy the general admission requirements of Makerere University and the following specific entry requirements that apply to the BYW programme:

(a) Direct Entry
For admission under the Direct Entry Scheme, a candidate must have:

(i) The Uganda Certificate of Education or its equivalent.
(ii) At least TWO Advanced level Principle Passes in Arts or Science subjects obtained at the same sitting of the Uganda Advanced Certificate of Education Examinations (UACE) or its equivalent.

Qualification for admission to the BYW degree programme through the Direct Entry Scheme will be based on both Arts and Science subjects because it is a multidisciplinary profession with both Science and Arts elements in the curriculum. For admission purposes, the subjects shall be classified as follows:

(i) Essential: Two best done subjects at Advanced level.
(ii) Relevant: The third better done of the remaining Advanced level subjects.
(iii) Desirable: General Paper and Subsidiary Mathematics.
(iv) Others: All others

(b) Mature-Age Entry Scheme
For admission under the Mature-Age Entry Scheme, a candidate must pass the Mature-Age Entry Examinations of Makerere University for the BYW degree programme.

(c) Diploma Holders Entry Scheme
A candidate shall be admitted to the BYW programme through the Diploma Holders Entry Scheme if she/he has at least a Second Class Diploma award in relevant discipline from a recognized institution of higher learning.

Diploma holders who have earlier done courses similar to those offered on this programme may be awarded exemptions not exceeding 20% of the programme load with the approval of the CEES Academic Board.

12.3 Registration
The General Regulations of the University shall apply.

12.4 Duration of the Programme
The BYW degree programme will last for a minimum of eight semesters and a maximum of twelve semesters. Each of these semesters will last for 17 weeks.

The length of a semester shall be 17 weeks with 15 weeks being for learning and two weeks for examinations. The duration of the Recess Term shall be 10 weeks.
12.5 The Semester Structure
The first semester shall comprise of:

- Orientation face-to-face and registration (2 weeks)
- Self-study and study group tutorials (12 weeks)
- Face-to-face and examinations (3 weeks)

The second semester will comprise of:

- Face-to-face (2 weeks)
- Self-study and study group tutorials (12 weeks)
- Face-to-face and examinations (3 weeks)

Examinations will be done at the end of each semester of each academic year.

12.6 Contact Hours
A Contact Hour is equivalent to one hour of face-to-face self-study interaction between the learner and the facilitator, two hours of practical work, or four hours of supervised fieldwork.

12.7 Credit or Credit Unit
The General Regulations of the University shall apply.

12.8 Classification of Courses
The General Regulations of the University shall apply.

12.9 Semester Course Load
(a) The minimum number of Credit Units per Semester shall be twelve (12).
(b) The Normal number of Credit Units per Semester shall be fifteen (15).
(c) The Maximum number of Credit Units per Semester shall be twenty-one (21).
(d) Courses to be retaken or audited must fit within the maximum semester load of every student.

12.10 Course Assessment and Grading
Each course under the programme is assessed in two parts:

(i) Coursework (Progressive/Continuous Assessment) shall contribute 30% of the total marks except in specified cases where coursework shall constitute 40%.

(ii) The coursework shall consist of at least one supervised test per course.

(iii) The University Examinations shall contribute a maximum of 70% of the total mark.

Each course is graded out of a maximum of one hundred (100) marks and assigned appropriate letter Grades and Grade Points as shown below:

Table 3: Grading of the courses

<table>
<thead>
<tr>
<th>Marks</th>
<th>Letter Grade</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100</td>
<td>A</td>
<td>5.0</td>
</tr>
<tr>
<td>75-79.9</td>
<td>B+</td>
<td>4.5</td>
</tr>
<tr>
<td>70-74.9</td>
<td>B</td>
<td>4.0</td>
</tr>
<tr>
<td>65-69.9</td>
<td>B-</td>
<td>3.5</td>
</tr>
<tr>
<td>60-64.9</td>
<td>C+</td>
<td>3.0</td>
</tr>
<tr>
<td>55-59.9</td>
<td>C</td>
<td>2.5</td>
</tr>
</tbody>
</table>
50-54.9  C-  2.0
45-49.9  D+  1.5
40-44.9  D  1.0
35-39.9  D-  0.5
Below 35  E  0

12.11 Re-taking a Course
The General Regulations of the University shall apply.

12.12 Progression
The General Regulations of the University shall apply.

12.13 Discontinuation
The General Regulations of the University shall apply.

12.14 Withdrawal
The General Regulations of the University shall apply.

13.0 GRADUATION PROGRAMME LOAD
A student admitted for the BYW shall exit the programme when he/she has accumulated the minimum of 126 Credit Units to qualify for the award of Bachelor of Youth Development Work. The composition shall include both core and elective courses.

13.1 Earning of Credits in a Course
The General Regulations of the University shall apply.

13.2 Calculation of the Cumulative Grade Point Average (CGPA)
The General Regulations of the University shall apply.

14.0 CLASSIFICATION
The General Regulations of the University shall apply.

15.0 EXAMINATIONS REGULATIONS
The general University Examination Regulations shall apply.

Proposed and Revised Bachelor of Youth Development Work (External) Degree Programme

BY

College of Education and External Studies (CEES)

February 2016

MAKERERE UNIVERSITY