

PRESENTATION OF LEARNING PROGRAMMES

1. DETAILS OF THE LEARNING PROGRAMME

PROGRAMME NAME:

1.1 **Programme Aims and Objectives**

1.1.1 Introduction

The introduction articulates how the programme relates to the University's vision and mission, how it forms part of institutional planning and resource allocation and how it meets national requirements. In writing the introduction, consider the following, among other things:

- (a) the general area of expertise and the skills gaps that the programme addresses;
- (b) the nations policies with special reference to the national development programme; and
- (c) the contributions of the proposed programme to the profession, to academia, and to research and University life.

1.1.2 Rationale

The rationale provides the reasons or the justification for establishing the programme. Consider the following in writing the rationale:

- (a) provide a general description of the benefits that accrue to stakeholders by running the programme students, staff, industries and the country in general;
- (b) Include the skills gap that the programme would address by considering the graduate and/or postgraduate trained manpower requirements of the country/sectors in the proposed fields of study;
- (c) provide evidence-based statements that are backed by results of a survey or results derived from any other suitable instrument or published report on the qualification obtained from programme of study;
- (d) indicate how the programme addresses the needs of students and other stakeholders and how the delivery of the programme is able to facilitate a balanced learning process that ensures that students are able to acquire cognitive and practical skills that are consistent with the educational goals and aspirations of the nation.

The rationale for developing a new programme or making major changes to an existing programme may be based on: (a) responses to feedback (e.g. from students, external examiners, employers, professional or statutory bodies etc.);

- (b) a consequence of teaching staff changes;
- (c) the need to meet strategic objectives;

(d) a result of programme review.

1.1.3 Aim of the Programme

The aim of the academic programme is a broad-based general statement of the educational intent of the overall goal of the programme. The following may be considered in writing the aim of the programme:

- (a) thorough training in the principles and applications of given phenomena;
- (b) addressing social-economic issues;
- (c) contribution to national production/output in a specific area;
- (d) enhanced capacity in research; and
- (e) alignment of competences with the appropriate ZQF level.

1.1.4 Objectives of the Programme

Objectives of the programme are the measurable expected outputs. The opening statement for programme objectives shall read "*By the end of the programme, graduates will be expected to:*". This shall be followed by a list of the actions or activities that successful graduates are expected to perform in specific, measurable, achievable and realist ways. The actions should also be done in a reasonable time-frame.

For example, for the Bachelor of Architecture (B.Arch.) programme, the objectives may be written as follows:

By the end of the programme, graduates are expected to:

- (a) apply scientific methods in architectural practice based on research and analysis of theoretical, social, political, economic, cultural and environmental contexts;
- (b) develop and draw building concepts;
- (c) implement building concepts in real space and as tangible structures; and
- (d) follow complex building operations and coordinate the various technical disciplines involved in the construction process.

1.2 Curriculum

1.2.1 Programme Learning Outcomes

Programme learning outcomes (PLO) indicate the expectations of student achievement. Programme learning outcomes include the skills (knowledge and understanding, cognitive skills and practical skills) that students are expected to acquire during the programme of study. Teaching, learning and assessment patterns should be linked to the programme learning outcomes in order to achieve the objectives of the various courses in the programme and check that these objectives are being met. Learning outcomes should address some of the following:

- (a) general knowledge and understanding;
- (b) skills and competences (cognitive and practical);
- (c) attitudes; and
- (d) other issues (Gender issues, ethics and professional conduct, etc).

1.2.2 Level of Qualification and Articulation in the Zambia Qualifications Framework

The ZQF is organised into ten qualification levels. Each level is described by a statement of learning achievement known as a level descriptor. The articulation provides a generic indication of learning achievements or outcomes that are appropriate to a qualification at a given level.

- (i) ZQF Level: Indicate the level of the qualification as provided by the ZQF. (For example, Bachelor's degrees are at Level 7 on the ZQF).
- (ii) Indicate what is expected of graduates after their have attained this level of qualification.

For example: At end of the programme graduates with a BEng degree in Agricultural Engineering are expected to:

- (a) apply theoretical knowledge in engineering principles, sciences, research and in consultancy;
- (b) design systems, components, or processes to meet desired needs for agricultural production within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability;
- (c) function on multi-disciplinary teams involving other engineers and professionals;
- (d) identify, formulate, and solve diverse engineering problems with a specific bias to agricultural production;
- (e) use the techniques, skills, and modern engineering tools necessary for engineering practice;
- (f) impart positive and responsive out-reach attitudes, initiative and creative thinking in their mission as engineers;
- (g) communicate effectively through the written and oral skills acquired; and
- (h) understand ethical issues and their responsibility of serving the society and the environment at large.

1.2.3 Teaching and Learning Plan

1.2.3.1 Course Code and Course Title

Course codes contains three letters and four digits. Course titles are short and descriptive phrases that provides an indication of the core subject matter covered. Consider the following in providing course codes and titles:

- (a) course codes shall be based on the coding adapted for the whole programme.
- (b) course titles should be very short and descriptive to give an indication of the core subject matter covered.
- (c) avoid the use of numbers in the course titles (e.g. the titles "Structural Engineering I" and "Structural Engineering II" may be converted to more descriptive titles that capture the themes of these two courses).
- The following course coding system shall be applied:
- (a) Three letters:
- (b) Three letter that are closely related to the title of the programme
- (c) Four digits as follows:
 - the first digit represents the level of study, i.e. year of study, undergraduate or masters level;
 - the second digit indicates whether a course is a core course (0) or optional (1);
 - the third digit indicates the sequential numbering of the courses to uniquely identify each course; and
 - the fourth digit indicates the time of the academic year in which the course is to be taught (0 = Whole year; 1 = First half; 2 = Second half; 5 = Either half).

1.2.3.2 Notional Hours

Notional learning hours reflect the time spent on all of the activities relating to the programme and are calculated by those who are best qualified through experience and knowledge of the discipline, field of study, profession, trade or area of skill. The Zambia Qualification Authority (ZAQA) has recommended a system for representing credits allocated to each component of the qualification

(i.e. courses) whereby one course credit represents *10 notional hours of learning*. This learning includes classroom, supervised and self-directed hours, assessment time, workplace training, assignment writing, online learning and fieldwork. A normal year of fulltime studies is considered to be 1200 hours giving 120 credits.

1.2.3.3 Credit Points

A credit is a numerical value on a national qualifications framework standard that represents the estimated time needed for a learner to achieve required specific learning outcomes. It is a measurement unit for 'notional' or 'average learning' time which includes all the activities which the learner is expected to undertake in order to achieve the learning outcomes. Such activities include but are not limited to:-

- (a) lectures;
- (b) tutorials;

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- (c) laboratory sessions;
- (d) seminars; fieldwork; and
- (e) independent study and other work

An average fulltime student is expected to spend 40 to 50 hours on learning activities per week. Using such a guideline is intended to help departments balance the teaching and workload of a course and to guide students in assessing the approximate workload expected of them, in this instance 40 to 50 hours per week over a 30-week academic year

 Table 1: The Teaching and Learning Plan for Each Year of Study

Year No:

COURSE CODE	COURSE NAME		NOTIONAL HOURS C							CREDIT POINTS					
		T		T	· · · 1.	Labo	oratory	6.		F '.14	1	Indep study a	endent nd other		
		Hrs Per week	No. of Weeks	Hrs Per week	No. of Weeks	Hrs Per week	No. of Weeks	Hrs Per week	No. of Weeks	Hrs Per week	No. of Weeks	Hrs Per week	No. of Weeks	Total Hour s	
Code 1	Course Name 1														
Code 2	Course Name 2														
Code 3	Course Name 3														
Code 4	Course Name 4														
Code 5	Course Name 5														
Code 6	Course Name 6														
	Total Credits														

1.3 Assessment

Assessment at programme level is the process of determining the extent to which students have learnt specific knowledge and skills in line with programme objectives. The various courses have their own assessment criteria, however, at the programme level, assessment of performance will show the course combinations that must be cleared and the overall comment that can be assigned in relations to the level of performance in the various courses. The following are required:

- (a) Indicate the number and contribution to the overall summative assessment of the various courses.
- (b) Specify the University policies and arrangements that shall be used in the programme for moderation, validation and security of examinations.
- (c) In the case of a postgraduate programme, indicate the arrangements for assessments of dissertations and theses.

1.4 Staff

1.4.1 Staff Qualifications

Information on staff qualifications (academic and support staff) provides evidence that there is a complement of suitably qualified staff of sufficient number and seniority for the nature and field of the programme to ensure that all activities related to the programme can be carried out effectively. Academic members of staff consist of full-time and part-time teaching, research, librarian staff and visiting and honorary staff. It is expected that there a critical mass of experts as teaching and research staff on full-time or part-time basis. In meeting compliance with the requirements of the HEA, the following minimum standards for staff qualifications should be addressed:

- (a) The unit responsible for the programme shall identify a programme coordinator.
- (b) The programme coordinator shall be suitably qualified and shall have sufficient relevant experience and teaching competence, and his/her assessment competence and research profile shall be adequate for the nature and level of the programme.
- (c) The programme coordinator shall be trained and informed on the roles and responsibilities of the programme coordinator and shall be able to provide academic leadership for the programme.
- (d) All the academic staff (full-time, part-time, etc) teaching on the programme shall hold the required minimum qualifications and have appropriate experience to teach on the programme.
- (e) The academic and support staff complement shall be of sufficient number and seniority for the nature and field of the programme to ensure that all activities related to the programme can be carried out effectively.
- (f) The balance between full-time to part-time staff shall be appropriate.
- (g) Technical and support staff shall be adequately qualified for their roles in programme delivery.

Provide staff information by completing Table 2.

Programme Coordinator:

Table 2Staff information – academic and support staff (Please complete table below)

1. A	1. Academic Staff									
Title	Surname	Other names	Gender (M/F)	Highest Qualification	Teaching experience in Higher Education (Years)	Professional and work-place experience (Years)	Rank	Full Time (FT) Part Time (PT) Honorary (H) Temporary (T)		

2. Su	2. Support/Technical Staff									
Title	Surname	Other names	Gender (M/F)	Highest Qualification	Experience in Higher Education (Years)	Professional and work-place experience (Years)	Position	Full Time (FT) Part Time (PT) Temporary (T)		

1.4.2 Staff Development Programme

The department running an academic programme shall maintain a rigorous staff development and training programme to ensure high standards in staff performance. In this regard, the Schools shall have a Staff Development Committee and ensure that:

- (a) the programme coordinator is trained and informed on the roles and responsibilities of the programme coordinator and is able to provide academic leadership for the programme;
- (b) the departments regularly identify graduates with outstanding performance and good standing to be retained as staff development fellows who may be employed as academic staff after appropriate training;
- (c) academic staff teaching on the programme are adequately trained in the various fields of specialisation; and
- (d) technical and support staff are adequately qualified and their knowledge and skills are regularly updated through workshops and short courses.

1.4.3 Staff Workloads

The workload for staff includes both teaching and non-teaching tasks. Consideration must be with respect to the average notional working week of 40 hours. Consider the following:

- (a) The unit (department/school) responsible for the programme shall make adequate provision for the programme in the workload allocation taking into account the number of academic staff attached to the programme and envisaged student enrolments.
- (b) The academic and support staff complement shall be of adequate number for the size of the student body.

1.5 Facilities for Programme Delivery

Physical facilities are needed to deliver a learning programme. Those offering the programme need to demonstrate that there are facilities appropriate for the pursuit of learning and research and for the acquisition of higher education that is responsive to the needs of the public. The following minimum standards should be addressed:

- (a) Adequacy of teaching and learning facilities in relation to the programme (classrooms, seminar rooms, work rooms, studios, etc.)
- (b) Availability of laboratory or special equipment required for the programme.
- (c) Compliance with health and occupational safety, and clinical regulations.
- (d) Availability of adequate IT infrastructure (hardware and software) in relation to staff and students.
- (e) Adequacy of library and other resources for this programme

1.6 Teaching and Learning Support

Teaching and learning support includes all academic support services for the enhancement of teaching and learning for the programme. The following minimum standards should be addressed:

- (a) Sufficiency of training provided to both staff and students in IT and usage of the library and other resource facilities.
- (b) Financial plan for the maintenance and upgrading of infrastructure/resources.
- (c) Suitable and sufficient venues, IT infrastructure and library resources are available for students and staff in the programme.
- (d) Policies ensure the proper management and maintenance of library resources, including support and access for students and staff.

1.7 Internal Quality Assurance

Internal quality assurance includes all the policies, processes and actions through which the quality of delivery of the programme is maintained and developed. This is also the process whereby measures are established which ensure that outcomes of academic programmes and activities are of a prescribed standard. The following should be addressed:

- (a) Identify the mechanisms for quality assurance of the academic programme by making reference to specific sections of the University Quality Assurance Framework.
- (b) Specify the departmental/school management arrangements for internal quality assurance.
- (c) Specify any University policies that have a bearing on the quality of the programme, courses, student academic conduct (e.g. attendance in given courses, requirements to clear continuous assessment, etc).

1.8 Financial Resources

Financial resources are related to the budgetary provisions that are available and adequate to support the learning programme; Indicate the following:

- (a) The strategies and plans have been made for resource allocation to the programme.
- (b) The available financial resources to support the programme.

2. OTHER INFORMATION

2.1 Delivery and learning methods

Delivery and learning methods relate to the adequacy and appropriateness of the modes of delivery aimed at meeting the stated learning outcomes of the programme. Delivery methods that could be used include the face-to-face (lectures, tutorials, laboratory sessions, presentations, demonstrations, seminars, etc.), distance learning or online modes. Consider the following:

- (a) Proposed modes of delivery and delivery sites
- (b) Delivery and facilitated learning methods
- (c) Any practical, field based or work based components

2.2 Acceptability

Acceptability relates to the interest, value and recognition that stakeholders such as relevant academic, industrial, professional and other communities attach to the programme in terms of its stated aims and learning outcomes, content and structure. Consider the following:

- (a) Stakeholders are identified, including relevant academic, industrial, professional and other communities
- (b) The actual or likely interests of these stakeholders in respect of the proposed qualifications are clearly identified

2.3 Relevance

Relevance relates to the applicability of the qualification obtained by following the programme to the workforce and other stakeholder needs. The programme may show the education pathway which outlines further learning which a graduate of the programme can undertake and an employment pathway (formal or informal) which identifies areas in which a graduate may be qualified to work, or a contribution they may make to their community.

Consider the following:

- (a) How well skills gained align with employment needs.
- (b) Provision for educational pathways.
- (c) Provisions for employment pathways, including career advancement.

2.4 **Regulations**

Regulations provide information about how the programme is managed and student admissions. Regulations also explain how the qualification is awarded. Regulations also indicate what is expected from the programme and what is expected from students. Consider the following:

- (a) Entrance Requirements.
- (b) Curricula Regulations.
- (c) Examinations.
- (a) Progression (grading and awarding credit towards a qualification or exemptions from specific requirements)
- (d) Degree Regulations (pre-requisites, optional, compulsory/elective components, practical, theoretical work).
- (e) Degree Classification.

2.4.1 Admission Criteria

The minimum entry requirements for the programme are related to the general provisions of the approved University Admissions Requirements but should be supplemented by special requirements for the programme. The following guidelines must be used:

- (a) provide the entry requirements for the programme;
- (b) relate the entry requirements for the programme to the general provisions of the approved University Admissions Requirements;
- (c) provide details of how recognition of prior learning (RPL) will be applied (if applicable) in the admission of candidates as specified by ZAQA; and
- (d) provide the enrolment plan for the programme (for the next 5 years).

2.4.2 Progression

Progression guidelines provide the way in which the curriculum of the programme promotes an organised progression so that the demands on the learner in intellectual challenge, skills, knowledge, and learning autonomy increase as they progress through the academic sessions. Indicate clearly the conditions for progression through the programme. The following guidelines should be used:

- (a) The progression from one academic session to the next level should indicate the courses/modules that need to be cleared.
- (b) The prerequisites for individual courses must be clearly indicated.
- (c) The allowable course combinations must be shown.
- (d) A flow chart showing the progression through the set of courses and the academic sessions and the critical decision points shall be indicated.

2.4.3 Examinations

Provide the regulations related, but not limited, to:

- (a) Conduct of examinations
- (b) Eligibility to sit for examinations
- (c) Deferred and supplementary examinations
- (d) Conditions for submission of examinable work (e.g project reports, dissertations, theses, etc)

2.4.4 Regulations for Award of Qualification

To qualify for the award of a qualification, a student shall have completed all requirements of the programme to the satisfaction of the examiners and Senate, such courses of study as are prescribed and approved by Senate and published in the programme handbook.

The conditions under which the student shall be considered to have successfully completed the programme should be specified in this section. This may include:

- (a) normal length of study in the programme;
- (b) number of course to be taken (or credits to be accumulated);
- (c) industrial, vacation or other required extra training or practice.

2.4.5 Classification of Award of Qualification

There are normally four classifications for diploma and bachelor's degrees: distinction, merit, credit and pass. This section should indicated how the classes of the award are determined. Some awards such as master's degrees and doctorates may not be classified. This should be indicated in this section.

2.4.6 Employment Prospects for Graduates

Employment prospects for graduates result from an analytical projection of the opportunities for employment of graduates of the programme. The analysis should be supported by relevant data and placed in the context of the target occupational, national and regional labour markets. Relevant data sources include:

- (a) systematic surveys of prospective employers;
- (b) occupational supply/demand projections from government or industry sources;
- (c) tabulations of job postings and advertising;
- (d) surveys of recruitment and graduate employment rates of similar programmes;
- (e) demographic projections;
- (f) government policy and employment in public service;
- (g) private sector involvement in the sector;
- (h) research and development at learning and research institutions;
- (i) future investment and growth in the sector;
- (j) regional and global perspective; and
- (k) opportunities for private entrepreneurship.

2.4.7 Projected Student Enrolment

This section indicates the student enrolment projections and assumptions made on the basis of programme demand and demographic analysis. The analysis should be supported by relevant data for the country or region, and might be derived from:

- (a) systematic questionnaire surveys of target groups;
- (b) application and enrolment summaries and trends for similar programmes currently offered by other institutions;
- (c) tabulations of unsolicited student inquiries and/or expressions of interest obtained at student recruitment events;
- (d) demographic projections for relevant populations.

3. COURSE DESCRIPTIONS

A typical course description shows the course code and title followed by various subtitles under which course details and the requirements for completing the course are provided. Courses descriptions should be arranged alphabetically progressing through the various years of study of the programme. Provide course descriptions for each course of the programme, separated by the years of study in which the course is normally offered, including: Example:

3.1 FIRST YEAR COURSES

3.1.1 CourseCode CourseTitle

3.1.1.1 Background

This is a brief description of the general area of expertise and the skills gaps that the course addresses. Provide a relationship of the course to other courses in the programme, for example, a foundation course may cover the basic data and principles and set the foundation for a more advanced course, an intermediate course may provide theoretical grounding while an advanced course may provide knowledge in the applications of concepts and theories.

3.1.1.2 **Rationale for the Course**

To ensure that the courses makes strategic sense for the department, school and the University as a whole, consider a number of key points, such as:

- (a) Identifying the intention behind the development of the course is it addressing a gap in the market, i.e. is there evidence of student or employer demand for the knowledge and skills that the course will provide, etc?
- (b) Considering how the course will fit into the strategic plans of the University and the School.
- (c) Identifying what differentiates this course from those offered elsewhere.
- (d) Considering the possible impact of this course on other courses offered by the University.
- (e) Identifying the target students for the course.

3.1.1.3 Course Learning Outcomes

The course learning outcomes (CLO) are the measurable objectives of the course. The opening statement for outcomes shall read "*At the end of the course, students will be expected to:*". This is followed by a list of the actions and activities that students who have passed the course are expected to perform. These should be specific, measurable, achievable, realist and timebound. Consider the following in stating the CLO:

- (a) Course Learning Outcomes should be clearly and transparently linked to methods of assessment and to the Programme Learning Outcome (PLO).
- (b) Course learning outcomes should articulate what the student will have learned or be able to do as a result of successfully completing a particular course and can best be expressed by using the format; active verb + an object + a qualifying phrase that provides context.
- (c) Bloom's Taxonomy (1956), given in Table B4, provides a useful framework for expressing course learning outcomes. Fill the matrix given below for each course of the programme on the basis of topics and concepts.
- (d) Provide the CLO for each course on the basis of the entries in Table B4.

3.1.1.4 Prerequisites for the course

Prerequisites are courses or levels of achievement that a student is expected to have completed successfully prior to enrolling in a course. Co-requisites are courses which should be taken concurrently by students who have not previously completed the co-requisites.

Indicate the prerequisites for each course in the programme. Where the course does not have a prerequisite, this must be indicated with the word '*None*'.

3.1.1.5 Course Content

The course content includes the major topics and the order in which they are taught. The desired content must be matched with the course learning outcomes or objectives and the overall learning outcomes of the programme in which the course is offered. Each topic should show the concepts that are taught to students. Provide the following:

- (a) A list of topics to be covered in the course.
- (b) A list of concepts to be covered under each topic.

3.1.1.6 Assessment

Course Assessment is the process of determining the extent to which students have learnt specific knowledge and skills in line with course objectives. Indicate the number and contribution to the overall summative assessment of the various components of the course assessment given in Table B5.

Component of assessment	Number	Contribution to overall grading (%)
1. Continuous assessment		
Assignments		
Laboratory sessions		
Fieldwork sessions		
Tests		
Other components (specify)		
2. Final examination		

Table 4: Course Assessment Components

3.1.1.7 **Prescribed Books**

Prescribed textbooks are the books which are listed as essential reading or reference for success in the course. Provide a minimum of 2 textbooks published in the last 10 years using the following format:

- Masters G.M. (2004), Renewable and Efficient Electric Power Systems, John Wiley & Sons, Hoboken, New Jersey, USA: ISBN 0-471-28060-7
- (ii) Garg H.P., and Prakash J., (2007), Solar Energy Fundamentals and Applications, Tata McGraw-Hill, New Delhi, India, ISBN 0-07-463631-6.

3.1.1.8 Recommended Books

Recommended textbooks are not essential but are extra reading materials that students who wish to gain more or a fuller background to the topics in the course may use as reference materials. Provide a minimum of 2 textbooks published in the last 10 years following the format given for prescribed books.

3.1.1.9 Journals

Journals published in specific fields of study contain refereed papers or articles providing research findings and innovations. These are particularly useful for postgraduate students and

undergraduate students taking project courses. Identify journals for further reading. Use the following format:

- (i) Journal of Science and Technology, The University of Zambia Press, ISSN 1027-4928
- (ii) The Zambian Engineer Journal of the Engineering Institution of Zambia, Engineering Institution of Zambia, ISSN 1608-6678

4. LIST OF COURSES TAUGHT IN THE PROGRAMME IN THE LAST ACADEMIC YEAR*

4.1 YEAR 1

CODE	COURSE NAME	LECTURER/COORDINATOR

4.2 YEAR 2

CODE	COURSE NAME	LECTURER/COORDINATOR

4.3 YEAR 3

CODE	COURSE NAME	LECTURER/COORDINATOR

4.4 YEAR 4

CODE	COURSE NAME	LECTURER/COORDINATOR

4.5 YEAR 5

CODE	COURSE NAME	LECTURER/COORDINATOR

*(Use "LIST OF COURSES TO BE TAUGHT IN THE ACADEMIC YEAR" for a new programme)

5. TEACHING STAFF CURRICULA VITAE

5.1 NAME: Title, Firstname, Initials, Surname

SCHOOL:State SchoolCURRENT POSITION:State Rank

COURSES TAUGHT

- Course 1
- Course 2
- Course 3

ACADEMIC QUALIFICATIONS

Year Obtained Qualification, Institution, Country

e.g.

• 1989 Master Science, Tropical Animal production and Health (TAPH), University of Edinburgh, United Kingdom.

PROFESSIONAL MEMBERSHIP

• Member - State Institution.

ACADEMIC EMPLOYMENT HISTORY (including Honorary and Adjunct Positions) Eg:

1999 to date: Lecturer – Department of Animal Science, UNZA **2003 - 2009:** Assistant Dean, Undergraduate Programmes, UNZA.

1999 - 2003: Field Station Coordinator. UNZA.

PROFESSIONAL EMPLOYMENT, EXPERIENCE AND CONSULTANCY HISTORY

Eg:

1997 – 1998: Head of Department, Animal Science Dept., and Senior Training Officer/Lecturer NRDC.
1990 – 1993: Farm Director, NRDC.
1981 – 1986: Practical Instructor, N.R.D.C.

RESEARCH INTERESTS

State areas in which staff member undertakes research

PUBLICATIONS (last 5 years)

Books	Book Chapters	Journal (refereed)	papers	Conference (Refereed)	papers

5.2 Title, Firstname, Initials, Surname

SCHOOL:State SchoolCURRENT POSITION:State Rank

COURSES TAUGHT

- Course 1
- Course 2
- Course 3

ACADEMIC QUALIFICATIONS

Year Obtained Qualification, Institution, Country

e.g.

• 1989 Master Science, Tropical Animal production and Health (TAPH), University of Edinburgh, United Kingdom.

PROFESSIONAL MEMBERSHIP

• Member - State Institution.

ACADEMIC EMPLOYMENT HISTORY (including Honorary and Adjunct Positions)

Eg:

1999 to date: Lecturer – Department of Animal Science, UNZA **2003 - 2009:** Assistant Dean, Undergraduate Programmes, UNZA. **1999 - 2003:** Field Station Coordinator. UNZA.

PROFESSIONAL EMPLOYMENT, EXPERIENCE AND CONSULTANCY HISTORY

Eg:

1997 – 1998: Head of Department, Animal Science Dept., and Senior Training Officer/Lecturer NRDC.
1990 – 1993: Farm Director, NRDC.
1981 – 1986: Practical Instructor, N.R.D.C.

RESEARCH INTERESTS

State areas in which staff member undertakes research

PUBLICATIONS (last 5 years)

Books	Book Chapters	Journal (refereed)	papers	Conference (Refereed)	papers