Socioeconomic Institute for Advanced Studies (SIAS)

Pioneering Socioeconomic Solutions
& Development by Multidisciplinary Holistic Academic Programs

SIAS Blended & Distance Learning Policy

Updated on April 2023

1.0 Introduction

The aim of this policy is to ensure the quality of education and training delivered through blended, distance, and open learning modes. The policy follows the law No 010/2021 of 16/02/2021 & the Ministerial Order No 001/MINEDUC/2021 of 20/10/2021 and other HEC Standards and Guidelines for open and distance learning.

The policy focus on the main components addresses particularly how to optimise blended learning in SIAS, where face to face classroom learning, is supported by digital learning and self-study modes. This policy is supported by the field projects, or what SIAS calls socioeconomic labs which also enhance the learning experience of the postgraduates. area of activity relevant the type of providers of distance learning and their commitment, the design and development of the curriculum, type of staff support, besides evaluation and assessment.

The policy covers the way SIAS would advertise each component and prospective of open and distance learning. The policy focus on open and distance learning modes as transitional correspondence; Online provision and interactive CD ROMs; e-learning and blended learning to open learning centers; virtual education; and face-to-face provision.

The policy focuses on the 'curriculum" that would be used on the program of the SIAS distance learning. The policy focus on the academic requirements, the duration of the programs, admission requirements, programs content requirements and assessment process requirements.

2.0 Policy Definitions

'Distance education' means delivery of learning or training to those who are separated mostly by time and space from those who are teaching or training. The teaching is done with a variety of mediating processes used to transmit content, to provide tuition and to conduct assessment or measure outcomes. The delivery modes may include traditional distance education by correspondence courses, on-line provision and interactive CD ROMs, e-learning and blended learning to open learning centers and face-to-face provision where a significant element of flexibility, self-study, and learning support, in an integral part.

'flexible learning' means provision of learning opportunities that can be accessed at any place and time. It relates more to scheduling of activities than to any particular delivery mode.

'online learning and e-learning' means the application of information and communication technologies (ICTs) to enhance distance education, implement open learning policies, make learning activities more flexible and enable those learning activities more flexible and enable those learning activities to be distributed among many learning venues.

'open learning' means policies and practices that permit entry to learning with no or minimum barriers with respect to age, gender, or time constraints and with recognition or prior learning.

'program of study' means the prescribed syllabus that students must be taught at each key stage.

'provider' means an organization that is responsible for providing the educational service, which may be a self-contained organization, a unit embedded within a larger organization, one member of a partnership between one or more organizations, or one aspect of a more wide ranging provision offered by a larger organization.

'virtual education' means distance education which is largely web-centered, but does not necessarily limit itself to learners outside a conventional classroom. It uses multimedia and, besides delivering content, also enables a high level of interaction among learners, content, teachers, peers and administration both synchronously and a synchronously.

'Blended /hybrid courses' hybrid classes provide an opportunity to take advantage of both eLearning and face-to-face interaction utilizing Video Conferencing and/or a LMS. Students must attend face-to-face class instruction or video conferencing courses and log in to their E-learning environment each week. Blended /hybrid modes of instruction depends on approach to instruction where a learner can take some courses via eLearning and others through the traditional face-to-face mode.

'Online Course' an online course is defined as a course in which 80% or more of the course is conducted online via a variety of media.

'Flexible delivery' refers to how the timing, pace, content, assessment and location (in both virtual and physical environments) of learning can be varied, personalised and chosen by the student to suit their needs, whilst still meeting the desired learning outcomes. The extent of variability will be determined by course and/or subject requirements.

'Digital literacy' refers to the ability to locate, evaluate, choose, use and create technologies effectively, critically and safely for lifelong learning. Students require digital literacy to locate, engage, interact, create, share and communicate with a range of learning technologies in order to access subject information, participate in learning activities, collaborate with peers and complete assessment tasks. Staff require digital literacy to communicate, support, motivate and inspire learning for students in contemporary learning environments.

'Mode of delivery' refers to whether a subject is delivered internally, externally or via limited mode. Blended learning can, and should be, integrated into any subject regardless of mode of delivery

3.0 Source and Evidence of SIAS Commitment to 'Blended Distance Learning Policy'

3.1 Outcome of Needs Assessment

Based on the 'Needs Assessment' carried out between November 2022 till April 2023, evidence shows if we are going include unique approaches as flip class, blended learning that could help to accommodate more postgraduates and diverse background and nationalities SIAS then need to set up a detailed policy for such goal. Besides, the

outcome of the assessment shows there is a need for blended and distance learning program that would help to provide fair opportunity for potential postgraduate students from different regions in Rwanda and East Africa, or Africa in general who can't afford to live in Kigali.

The elaborative SIAS needs assessment shows the rationale for setting up blended programs that focus on specific target group of students such as:
a) NEET Students – Undergraduate students who graduated from the university but they are still unemployed, beside they are not in training or education.
b) The demographic factors of targeting those African and Middle Eastern who are graduates who hold Bachelor degree and can speak English, (the language of teaching in SIAS).
c) The needs assessment outcome emphasis the importance of having candidates that they come from different disciplines and educational background.
d) There are other motivational factors that make SIAS programs unique and the most important among them is that students would be carrying projects in different communities and blended learning would help them to attend classes remotely while they are exploring more through the socioeconomic labs or preparing their thesis.
e) SIAS is committed to have accessibility to all its postgraduate students, as it is part of the admission requirement that the student must have a laptop and those who can't afford to buy would be given a loan from SIAS or partnering bank to be paid on instalments.
f) SIAS would ensure that it develops its information and communication technology (ICT) regularly as part of the blended learning infrastructural
g) SIAS is committed to provide the educational resources such as facilities for meeting for the MSc and PhD students, library and e-library services.
h) SIAS would provide accessible high quality interactive learning programs and materials to all its students and would develop a special scheme for those deserve support from poor communities.
i) The learner centered flexible program would be made accessible even to low band-width and not only for areas of high-band width specially for African Countries.
j) SIAS has and would continue to sign MOU's that would establish collaboration with other providers that would support its blended programs excellence.

3.2 SIAS ODL Network
(a) SIAS would provide open and distance learning (ODL) that ensures that the services are brought closer to the learners. The institute would strive to provide updated guidelines plus suitable qualified staff and with appropriate facilities.
(b) All seminar rooms shall be equipped to linked to the internet and the e-library with the audio-visual facilities
(c) Faculty would have accessibility to student records
(d) Syllabus and SIAS programs information e-leaflets of the programs, and the policies be easily accessible.
(e) SIAS would be committed to create satellite centers that would help to bring basic services and facilities closer to learners. The study centre shall have students academic guidance and counselling, social support services, administrative support services. The facilities may include: basic office

equipment, office supplies, reading rooms, multimedia facilities with internet connectivity

(f) SIAS shall indicate the media available for delivery and which should be combined for multi-media approach to meet the diverse nature of learners. They should include: (a) Print-based media; (b) Audio-visual media; (c) Audio-conferencing; (d) Audio-video conferencing (e) Online.

(g) SIAS concerned faculty shall always assess how accessible is the media to the learners. Beside SIAS faculty shall see alternatives of the cost of accessing the internet is high for the student or not easily accessible.

(h) The SIAS faculty would ensure the balance of teaching strengths in relation to each type of content and its inter-activity capacity.

3.3 Preparation of Blended Modules Materials Standard
3.3.1 Guidelines for Preparing Blended Modules in SIAS

For each media in use SIAS shall have in place a clear process of preparation of course materials and orientation to ensure quality material ''fit for purpose''. The guidelines for each media in use would be linked to the course materials syllabus where necessary and it would include the following:

(a) Identification of the course team and to include where applicable: the Course writer; the Media producers; the Editors/Instructional Designer; and Reviewers.

(b) Training of course team on writing for ODL students by experts.

(c) Writing and illustrating the course materials.

(d) Reviewing the course materials by the peer and other experts.

(e) Editing the course materials.

(f) Pre-testing of the materials on a trial basis

(g) Production of the course materials ready for use.

3.3.2 Curriculum Development Reference

The curriculum and instructional methods should ensure that students have responsibility for their learning process and should prepare them for life-long, self-directed learning. SIAS shall ensure that each programme of study results in the suitable level of learning outcomes, appropriate to rigour, and breadth of the degree or certificate to be awarded, and that the programme meets the general education requirements.

SIAS shall ensure that the curriculum contains:

(a) Clear statement of the objectives indicating learning outcomes;

(b) Core/basic content areas;

(c) Content related to the needs and experiences of the learners/learner centered;

(d) Media and media mix to be used in presenting different content areas; and

(e) Resources to be used for instructions.

4.0 Qualifications of SIAS Faculty for Blended Learning Programs

SIAS would ensure that its recruitment of all the academic and professional staff that are going to be involved with blended learning would capable to administer and manage the program. SIAS would have staff with the following competencies as per the category of staff:

(a) SIAS Leading Management Team Competency

(i) Policy making;

(ii) Organizational and planning;

(iii)Strategic planning;
(iv)Project management;
(v) Team management; and
(vi)Public and human relations.

(b) SIAS Academic staff Competency
SIAS Faculty who may be full-time or part-time with appropriate knowledge in the discipline; basic instructional systems design theories and techniques which include the following:
(j)   Appropriate and relevant academic qualifications;
(ii) Understanding of distance learning concept;
(iii)Understanding learner characteristics;
(iv)Knowledge of open and distance learning styles and practices;
(v) Teaching-learning strategies in distance education;
(vi) Communication skills and presentation techniques for distance education;
(vii) Instructional design for interactive learning in distance education; and
(viii) Strategies of developing self-instructional materials.

(c)The Professionals/technologists Competency
Besides, the communication and information technology, and management competency, the technologist:
(i)   Knowledge of interactive technologies;
(ii)   Educational software development; and
(iii)   Computer networking

(d) Administrative & Financial Staff Competency
(i)   Personnel management skills
(ii)   Budget making skills; and
(iii)   Costing and cost analysis skills

5.0 Criteria of SIAS Self-Learning Materials
SIAS shall ensure availability of self-learning materials to suit learners' characteristics, the media used in teaching-learning system and their separation from the tutors/instructor. For effective self-learning materials SIAS shall ensure the following is in practice gradually and would upgrade these area:
(a) Clear layout and format used constantly in all lectures;
(b) Clear and appropriate learning objectives and learning outcomes;
(c) Overview of content included in the introduction of both module and individual lectures;
(d) Use of conversation or dialogue to provide two way communication;
(e) Content divided and presented into module, units and lectures;
(f) Clear explanation of technical terms;
(g) Illustrations which are set next to the text they illustrate with appropriate captions;
(h) Clear guide to the learners in the use of module provided including the time a learner of average ability might spend on each unit;
(i) Keeping the learner actively involved through the use of text and self-assessment questions and other activities involving application of the new knowledge and skills;
(j) Situations and feedback to self-assessment questions to show the learner his/her performance and progress;
(k) Summaries for both the lectures and the unit or modules; and

(l) Well directed and specific references at the end of each unit or lecture.

SIAS shall take all reasonable steps to ensure that course materials are effective and do not contain significant errors of fact, misleading or outdated information, concepts or approaches.

6.0 Pre-testing or Piloting Blended Learning Materials
SIAS concerned staff shall have in place mechanisms for pre-testing or piloting the learning materials to establish that they are at the learner's level and that the learners will them without difficulties, and finally be able to achieve the objectives or intended learning outcomes.

The broad requirement in pre-testing shall be made available by providing reaction sheet addressing key aspects or areas of the study materials, for example:
(a) Students understanding of the objectives;
(b) The language of presentation;
(c) Explanation of concepts, ideas and theories;
(d) Use of examples for illustrations;
(e) Use of illustrations and graphics;
(f) The activities and practice exercise given and feedback provided;
(g) Use of symbols or icons; and
(h) Navigational devices for online materials.

7.0 Review of SIAS Programs Curriculum and Learning Materials
SIAS shall put in place a mechanism for regular review of both the curriculum and instructional materials by peers and experts. The review shall focus on relevance and appropriateness of content in relation to the syllabuses and their objectives, discipline conformity and learner expectations.

8.0 Orientation and Training on Development of SIAS Blended Learning Materials
8.1 Setting the ODL Training Manual
SIAS shall ensure appropriate orientation and training on requirements, skills and strategies of developing materials for open and distance learning by use of facilitators and training manuals. The training manuals shall cover the following:
(a) Overview of ODL;
(b) Learner characteristics and their implications to the content development;
(c) Unpacking the syllabus to develop course outlines;
(d) Writing objectives and learning outcomes and their role in open and distance learning instructional materials;
(e) Presentation of materials for better understanding by the learners;
(f) Creating interactivity in open and distance learning materials; and
(g) Use of visualization in open and distance learning materials.

8.2 Orientation to Course Tutors
SIAS shall ensure appropriate orientation to course tutors or lecturers and councilors by expert trainers in ODL system who give face-to-face or non-contiguous intervention or Interaction with students.

The focus of the orientation should be on understanding their roles and strategies of operation for greater effective or maximum benefits to the learners. The orientation training should include:

(a) Overview of open and distance learning;
(b) Understanding the learner;
(c) Understanding the teaching/learning process-mode of delivery;
(d) Strategies of operation of SIAS;
(e) Understanding the role of the tutor; and
(f) The tutoring processes both face to face and by correspondence through comments on assignments and tutorial letters.

8.3 Orientation to SIAS Non-academic Staff

SIAS shall ensure appropriate orientation of non-academic staff. The orientation should focus on their role and to the contribution of the programme. The areas to be covered should include:

(a) Vision, mission of SIAS;
(b) Strategies of operation of SIAS;
(c) The role of non-academic staff in the teaching and learning environment and success to the programme; and
(d) The customers who are learners or target groups and their concerns.

9. Defining Type of Student Support in Blended Learning
9.1 Before Starting the Program

SIAS shall facilitate orientation for learners to prepare them to undertake ODL programmes. The orientation shall focus on skills and competencies for ODL and academic socialization. The areas to be covered should include:

(a) Basic skills on for effective blended programs through ODL as: Reading skills; Study skills; Notes taking skills; Writing skills; and Computer skills.
(b) Academic orientation and socialization as: providing pre-entry guidance and counselling on:

1-Types of programmes and courses available;
2-Selection of courses in relation to learners needs;
3-Instructional system and its requirements; and
4-Distance learner's challenges and how to cope with them.

9.2 Course Support after admission

After the admission the following would be included as part of the support:

1-Induction into instructional system of SIAS;
2-Timely distribution of study materials;
3-Introduction of learners to reading skills;
4-Electronic academic support at the regional and study centers;
5-Tutorial and counselling services to the learners;
6-Organizational of practical;
7-Time management focusing on hours required to cover any specific course; and how to create the required time;
8-Assignment and feed back to marked assignments; and
9-Introducing learner to examination techniques.

9.3 Post-Course Support

SIAS would strive to ensure the following post-course support services including:

1- Immediate communication of results;
2- Advise on career prospects;
3- Lasting contact with their provider as alumni; and
4- Information on new prospects by SIAS.

9.4 Residential Sessions

SIAS shall organize residential sessions for learners for effective administration of the ODL programmes. These sessions may be conducted at a central place for a given cohorts or organized on a regional basis, to serve the following purposes:

(a) To provide general orientation and introduction to the course materials at the commencement of the course;
(b) To provide special session for difficult aspects of the course at the middle of the programme/course; and
(c) To provide some revision work to students before examination.

Tutorial services may be provided on continuous basis from enrolment to examination time during specific weekends.

9.5 Admission into the Programs

SIAS shall ensure that open and distance learning increases access and equity. In order to increase access and equity in ODL, SIAS shall endeavor to reduce barriers on eligibility for admission through bridging and foundation courses.

(a) Credit transfer;
(b) Crediting prior knowledge and experience;
(c) Consortia arrangements for learners take credit units from other providers; and
(d) Collaboration arrangements for learners' support and attachment in the private sector.

9.6 Duration and Structures of Academic Programs

SIAS shall ensure that there is flexibility in the programme structures and duration. Guidelines Flexibility in the programme shall be provided in the following ways:

(a) Ensuring that total units in the programme are tabulated with any prerequisites listed against such courses to guide the students/learners choice;
(b) Providing for varied unit load for students; and
(c) Ensuing that there is a maximum number of units to be taken to enable students to complete within the stipulated time.

9.7 Examination Regulations

SIAS shall, at enrolment, inform the learner of any examinations that would be offered by external bodies and declare the requirements of the said examinations. Guidelines The requirements for external examination should include the responsibility of SIAS and responsibility of the learner:

(a) Nature of any prior qualification or other entrance requirements imposed by such external organization;
(b) How the examination would be conducted;
(c) Where and when the examination would be undertaken; and
(d) Examination fees, if any SIAS should ensure that the course fits the current curriculum of the awarding body/organization.

SIAS shall have written examination regulations that will be brought to the attention of the learner during admission. The examination regulations shall include:

(a) Types of examinations (CATs, or End of semester or Module Examinations);

(b) Ratio of continuous Assessment Tests to the Final End of Semester Examinations must be clearly stated.

(c) Grading of examinations;

(d) Disciplinary and mode of appeal; and

(e) Special requirements that provide for flexibility and convenience to learners, such as:

1- Organizing examinations at regional centers if possible.

2- Students should be allowed to accumulate credits.

3- Students should be allowed at least three sittings in a unit.

10.0 Evaluation And Assessment Of The Effectiveness Of SIAS Blended ODL

10.1 Blended & ODL Program Assessment Procedure

SIAS shall put in place appropriate assessment procedures that will ensure proper assessment of the learner's ability and achievement and communication of the results to the learners. The assessment procedure shall include:

(a) Clear guidelines on setting, moderating, marking and processing examination results.

(b) Examinations regulations including:

1- Examination setting by competent persons in the subject area;

2-Examinations coverage on all key aspects of the curriculum;

3-Test items or examinations which elicit the expected outcome as stated in the programme objectives; (iv)Moderation of all examination questions and examination scripts;

4-Clear invigilation procedure;

5-Clear guidelines for marking;

6-Clear procedures of receiving, recording, processing of continuous assessment tests and final examination;

7-Secure storage of examination results; and

8-Appeals against results by students.

10.2 Student Evaluation

SIAS shall ensure that evaluation and assessment of students meet the objectives and learning outcomes of the curriculum and objectives of the learners and the world of work. SIAS would consider the following key aspects of student evaluation with respect to students (and the entire institution):

(a) At entry, SIAS should know entry behavior of its learners. This is done by collecting data at entry and by examination and by examining certificates.

(b) Intermediate evaluation done during the course seeks to establish the progress of the students identifies learner's difficulties and enables appropriate feedback to be given to learners through:

1- Self Assessment

Self-assessment questions provided in the study materials with guidance for feedback to students. They create interactivity with the study materials;

2- Take home assignments and timed-tests

These are expected to be done and returned to the tutor for marking with minimum turnaround time; and

3- Consistency
For consistency a marking scheme is required.
4-Such examinations are administered under approved examinations regulations especially invigilation.
5-The schedule of such examinations are drawn early in the academic year and made known to students.
6-The final evaluation is used for the following:
- a- Giving grades for certification of learners.
- b- Provide feedback to the institution on the performance and achievement and failures on the objectives.
- c- May be the basis of revising some parts of the course.
- d- SIAS should institute a mechanism for getting feedback on graduate's performance from the employers.

10.3 Blended Course Evaluation

SIAS shall ensure regular (say once in five years) evaluation and review of programmes and courses with a view to redesigning the programmes/courses for relevance and worth. SIAS should put in place a mechanism for receiving feedback from stakeholders on the programmes: the stakeholders should include:
(a) Course tutors;
(b) Course writers;
(c) Employers of the learners (both successful and unsuccessful) from the course; and
(d) Any other users of the instructional materials. Specific instruments may be prepared in advance for soliciting responses, for example, reaction sheet circulated with instructional materials or can be developed at the specific time of evaluation.

10.4 Evaluation of Learners Support Services

Standard SIAS shall ensure that learners support services are constantly assessed for effectiveness of the mode and medium of delivery. The assessment of learners support services shall address among other things:
(a) Availability and adequacy of facilities for learner support;
(b) Utilization of the services provided at the Study Centers by the learners;
(c) Adequacy and competency of staff; and
(d) Accessibility of the facilities and services to all students registered in the programmes.

10.5 Evaluation of Staff

SIAS shall put in place mechanisms for evaluation of both full-time and part-time staff to establish their performance and effectiveness. The evaluation of staff should address the following:
(a) Training needs analysis;
(b) Assessment of training programmes for their effectiveness;
(c) Identification of priorities in training needs; and
(d) Cost-benefit analysis on investment in staff development. The primary purpose of evaluation is to ensure quality in the entire operation of SIAS all the time under changing circumstances.

11.0 Advertising

SIAS and its agents shall ensure that advertising of programs/courses is done in a fair and ethical manner following acceptable best practices, and comply with all relevant legislation.

SIAS should ensure that advertising or promotional materials give clear and accurate view of SIAS, its provision, objectives and outcomes of the programme/course.

10.1 The material for promotion should give, among other things:
(i) Clear identification of SIAS;
(ii) Clear identification of the body awarding any qualification and its status;
(iii) Clear indication of the mode of delivery; and
(iv) Charges involved.

10.2 Enquiries from potential applicants should be handled promptly by competent staff.
10.3 Advertising through home visits should avoid the possibility of misspelling.
10.4 The learner should be given sufficient information to fully assess the suitability of the programme/course.
10.5 The learner should be made aware of all items and conditions relevant to the programme/course.
10.6 Enrolment when completed should be confirmed to the learner, and the learner given time to withdraw from the course.
10.7 The learner must be informed of rights, obligations and commitments expected of him/her.
10.8 The learner must be informed of the financial agreements himself/herself and SIAS.

11.0 Guidelines For Developing Study Materials for Blended Distance Education
In developing instructional study materials for academic programmes delivered through education, the following criteria should be used for making the study materials self-instructional and interactive.

   1. At the module level,
The module layout/format should include the following:
(a) Title of the course and course number.
(b) Table of contents which is a clear reflection of the lecture titles in the book/module.
(c) Introduction which gives:
1- Overview of the course;
2- Rationale for offering the course;
3- Advice on how the learners should approach and interact with the course;
4- SIAS team would give any prerequisite if applicable;
5- Linkage of the specific module and the others in the programme;
6- Specific essential reading/reference materials; and
7- Assessment mechanisms of the course.
8- Objectives of the course which guides or informs the learners what is expected of him/her after completing the course in other words the expected outcome.
9- Well balanced lectures that reflect the weighting of each lecture and sub-divided into small chunks.
10-   Reference given at the end of specific lectures.

11-   A summary of the whole module and possibly feedback or solution to some of the activities/practice exercises to enable the learners check their work and performance.

12-   End of module practice exercise that summarizes the entire module.

2. *At lecture level the layout/format*

Should include the following for each lecture:

(a) Lecture title which agrees with module content/outline.

(b) Lecture outline showing the content sub-topics for each lecture

(c) Individual lecture objectives that indicate what is expected as outcome for the learners after completing each lecture.

3. *Unit introduction*

The introduction for units which includes the following:

(a) link between the previous lecture and the specific lecture;

(b) overview of what the lecture is going to deal with; and

(c) Any specific prerequisite if applicable.

(d) Each lecture treated/broken in sub-topics.

(e) The hierarchy of information distinguished by either heading scheme or numbering or both.

(f) Activities or practice exercises distributed in the lecture possibly under each topic or several topics and at the end of the lecture.

(g) Summary/conclusion at the end of each lecture.

(h) Specific reference clearly identified by pages.

(i) Language of presentation should be at the level of the learners but not compromising the technical terminology of the subject.

(j) Throughout controversial language should be used to bring the learner closer to the text and the writer.

Appendix (1) Checklist for SIAS Self-Assessment for Blended ODL Academic Resources

A) Checklist for SIAS Academic Resources Readiness for Blended ODL Programs.

Item	Number	Capacity	Usage in Department	Shared
Conference Halls				
Lecture Rooms				
Faculty Room				
Internet Accessibility				
Library				
Others				

B) Checklist for SIAS Equipment and Teaching Materials

Item	Number	Capacity	Usage in Department	Shared
Desktop PC				
Laptops/Tablets				
Projectors				
Projectors LCD's				
Software				
Special Equipment				

C) Checklist for SIAS Library and E-library (Text & Journals)

Subject Area	No. of Title/Subject	Volumes	Journal of Titles	Remarks

D) Checklist for SIAS Academic and Relevant Support Staff

Staff Name	Nationality	Qualification	Speciality	Experience(s) & Remarks

E) Summary of SIAS Academic Staff Levels

Rank	Total	Full-Time	Part-Time	Remarks
Professors				
Associate Professor				
Lecturer				
Assistant Lecturer				

Appendix (2) Checklist for SIAS Self-Assessment for Blended ODL Readiness according to Staff Ratios

Projected student enrolment for two to five (4) Academic years for either SIAS MSc or PhD Programs.

Student: staff ratios	
Staff load per program	

VERSION CONTROL

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POLICY APPROVAL FORM

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DR. Donya Ahmed
Vice Chancellor
Socioeconomic Institute for Advanced Studies

Approved by:
Signature:

DR. Mohamed Buhijji
Founder & Chairman of the Board of Trustees
Socioeconomic Institute for Advanced Studies

Done at Kigali on: 21st/ 12/2022