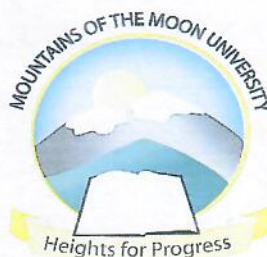
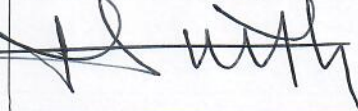

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MOUNTAINS OF THE MOON UNIVERSITY



GUIDELINES FOR DEVELOPING AND IMPLEMENTING SHORT COURSES

Checked by: GREGORY TWEHEYO(PhD) 	Approved by: ENG. DR. BEN MANYINDO 	Date: 27-03-2025
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APPROVAL

Approved by the Mountains of the Moon University Council

Signature 

Name ENG. DR. BEN MANYINDU
CHAIRPERSON, UNIVERSITY COUNCIL

Date 27.03.2025

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Preamble

Universities world over are mandated to offer higher education leading to the award and conferment of undergraduate and graduate degrees respectively. Short courses that lead to the award of certificates are mainly taught in vocational institutions. But there are specialized short courses of study that the Universities are obliged to offer. This requires that there are guidelines for their development and management.

Short courses are often used for continuing education, professional development, or up skilling purposes. They provide opportunities for individuals to enhance their knowledge, skills, and competencies without committing to a full-length diploma or degree program. Short courses can be beneficial for career advancement, industry-specific training, or personal enrichment.

Successful completion of a short course may result in the award of a certificate or credential, which can be useful for professional recognition or advancement. The certificate or credential can demonstrate the participant's specialized knowledge or skill acquisition in a particular area. Short courses offer a flexible and focused learning experience, allowing participants to gain new knowledge, develop specific skills, or explore emerging trends and technologies in a timely and efficient manner.

1.0 ABBREVIATIONS

AR- Academic Registrar

DVC- Deputy Vice Chancellor

TUM- Top University management

2.0 DEFINITION OF TERMS

Short courses: These are courses designed to provide in-depth, specialized knowledge or skills in a specific subject area or professional domain. They often target a particular audience, such as professionals, executives, or lifelong learners, who seek to enhance their expertise or acquire new competencies.

3.0 Purpose of the guidelines

The primary purpose of having clear guidelines for short courses is to ensure consistency, quality, and effective management of the short courses that the university will offer.

4.0 Scope of the guidelines

The scope of guidelines for developing and implementing short courses covers the following key areas: Course Development and Approval Process; Instructor Qualifications and Selection; Curriculum and Content; Delivery and Logistics; Enrolment and Registration; Assessment and Evaluation; Administrative and Financial Management; Alignment with Institutional Strategies.

5.0 Responsibility for developing short courses

The responsibility for developing and implementing a short course shall be of the heads of an academic department under the supervision of the academic registrar.

6.0 Method of developing short courses

The method of developing and implementing a short course shall begin with the department through the department curriculum committee. The committee shall develop the curriculum content of short courses to cover the critical aspects of learning objectives, course content, instructional methods, assessment, curriculum development, accessibility, intellectual property, and alignment with university priorities. The department shall submit the draft to the AR for onward presentation to TUM. If TUM is satisfied with the draft, the DVC academics and community outreach shall write an approval letter for the delivery of the short course.

7.0 Duration of short courses

The length of short courses can range from a few days to several weeks, depending on the depth and scope of the course content. Common durations include one-day workshops, weekend seminars, or courses spanning a few weeks or months.

8.0 Instructor Qualifications and Selection

The selection process for short course instructors may involve a combination of application review, interviews, teaching demonstrations, and reference checks to ensure that the selected instructors meet the established qualifications and can deliver high-quality short course experiences.

9.0 Flexibility and accessibility of short courses

Short courses are typically more flexible and accessible compared to traditional academic programs. They may be offered during evenings, weekends, or in an intensive format to accommodate the needs of working professionals or busy individuals. Some short courses may be delivered online or in a hybrid format, combining in-person and online components.

10.0 Curriculum and content of a short course

The curriculum and content of short courses will cover the critical aspects of learning objectives, course content, instructional methods, assessment, curriculum development, accessibility, intellectual property, and alignment with university priorities. These guidelines ensure the development and delivery of high-quality, academically rigorous, and industry-relevant short course offerings that meet the needs of the target audience and adhere to the University's standards and regulations.

11. 0 Guidelines for developing short courses

11.1 Identification of Needs and Objectives:

- a) Conduct market research to determine the demand and needs for the course.
- b) Clearly define the learning objectives and the target audience.
- c) Ensure that the course aligns with the university's academic and strategic goals.

11. 2. Course Content and Structure:

- a) Develop a well-structured curriculum that covers the essential topics within the allotted time frame.
- b) Decide on the appropriate balance between theory, practical applications, and interactive sessions.
- c) Incorporate relevant and up-to-date content that addresses the needs of the target audience.
- d) The short course should get approval from the University Senate

11. 3 Course Duration and Scheduling:

- a) Determine the appropriate duration for the spread of the short course, typically ranging from a few days to a few weeks or months. The total hours of actual engagement should also be indicated
- b) Considering the target audience's availability, schedule the course at convenient times (e.g., weekends, evenings, or during university breaks).

11. 4 Instructional Approach and Delivery:

- a) Select the most suitable instructional methods, such as lectures, workshops, case studies, or hands-on activities.
- b) Utilize a variety of teaching and learning techniques to engage the participants.
- c) Incorporate the use of technology, such as online resources, multimedia, or virtual simulations, to enhance the learning experience.

11. 5 Assessment and Evaluation:

- a) Develop a comprehensive assessment plan to evaluate the participants' learning outcomes.
- b) Consider a mix of formative and summative assessments, such as quizzes, projects, presentations, or final exams.
- c) Collect feedback from participants to continuously improve the course content and delivery.

11. 6 Marketing and Promotion:

- a) Develop a targeted marketing strategy to promote the short course and reach the intended audience.
- b) Utilize various channels, such as the university's website, social media, email campaigns, or partnerships with relevant organizations.
- c) Highlight the unique features, benefits, and value proposition of the short course.

11. 7 Administrative and Logistical Considerations:

- a) Ensure the necessary administrative and logistical arrangements, such as registration, participant management, and venue/resource allocation.
- b) Establish clear policies and procedures for enrolment, fees, refunds, and certification (if applicable).
- c) Provide effective support and guidance to participants throughout the course.

11.8 Continuous Improvement:

- a) Regularly review and update the course content, materials, and delivery methods based on participant feedback and industry trends.

- b) Foster a culture of continuous improvement to enhance the quality and relevance of the short course.

12.0 Guidelines for implementing short courses

12.1 Needs Assessment

- a) Conduct a thorough needs assessment to understand the target audience's learning needs, preferences, and expectations.
- b) Gather feedback from industry experts, potential participants, and relevant stakeholders to ensure the course addresses the right skills and knowledge.

12.2 Curriculum Development:

- a) Develop a well-structured and coherent curriculum that aligns with the identified learning objectives.
- b) Carefully select the course content, balancing theory, practical applications, and interactive elements.
- c) Ensure the content is up-to-date, relevant, and tailored to the target audience's needs.

12.3 Instructional Design:

- a) Adopt an engaging and effective instructional approach that combines various teaching methods, such as lectures, case studies, group discussions, and hands-on activities.
- b) Leverage technology-enhanced learning tools and resources to enrich the learning experience.
- c) Design assessments that effectively evaluate the participants' progress and achievement of learning outcomes.

12.4 Instructor Selection and Preparation:

- a) Carefully select subject matter experts or experienced practitioners as instructors who can deliver high-quality instruction.
- b) Provide comprehensive training and support to the instructors to ensure they are well-prepared and aligned with the course objectives.

- c) Encourage instructors to incorporate interactive and participatory teaching strategies.

12.5 Logistics and Administration:

- a) Ensure efficient administrative and logistical arrangements, such as registration, participant management, venue booking, and resource allocation.
- b) Establish clear policies and procedures for enrolment, fees, refunds, and certification (if applicable).
- c) Provide reliable and responsive support to participants throughout the course.

12.6 Promotion and Marketing:

- a) Develop a comprehensive marketing strategy to promote the short course and reach the target audience effectively.
- b) Utilize various channels, such as the university's website, social media, email campaigns, and industry partnerships.
- c) Highlight the unique features, benefits, and value proposition of the short course to attract potential participants.

12.7 Participant Engagement and Feedback:

- a) Foster a supportive and inclusive learning environment that encourages active participation and collaboration among the participants.
- b) Collect continuous feedback from participants to assess the course's effectiveness and identify areas for improvement.
- c) Implement mechanisms for ongoing participant engagement, such as alumni networks or follow-up activities.

12.8 Continuous Improvement:

- a) Regularly review and evaluate the short course's performance, including participant feedback, learning outcomes, and instructor effectiveness.
- b) Incorporate the lessons learned and feedback into the continuous improvement of the course content, delivery, and overall implementation.

- c) Stay informed about industry trends, emerging technologies, and changing learning needs to ensure the short course remains relevant and valuable.

By following these guidelines, the University can effectively implement short courses that deliver a high-quality learning experience, meet the needs of the target audience, and contribute to the institution's overall educational and professional development offerings.

