MAASAI MARA UNIVERSITY

CURRICULUM DEVELOPMENT AND REVIEW POLICY

Policy No.	MMU/RAA/P05
Version	01
Principal Responsibility	Registrar Academic Affairs
Effective Date	15th January, 2018

Policy Approval

This policy shall be known as the Curriculum Development and Review Policy of Maasai Mara University (herein after also referred to as "the Policy") shall take effect on approval by Council.

In exercise of the powers conferred by statute 17 (2d) of Maasai Mara University, section 35(1) (a) (iii) of the Universities Act No. 42 of 2012 and section 19 of the Charter for Maasai Mara University 2013, Maasai Mara University Council affirms that this policy has been made in accordance with all relevant legislations.

Dated the ………………… day of …………………………….2018

Signed: ………………………………

Dr. Samuel Agonda Ochola, PhD

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Forward

To achieve her vision of being a world class University committed to academic excellence for development, the University needs to continually develop, review and implement market demand driven academic programmes which meet the needs of a highly dynamic labour market. The Universities Standards and Guidelines 2014 define an academic programme as learning content consisting of courses that are weighed in terms of credit hours and are taught within a stipulated timeframe. There is therefore need to put in place a robust policy that will guide development and continuous review of academic programmes at the University. An academic programme is a dynamic document reviewed regularly in a predetermined cycle in order to align it with the prevailing needs of a market, local or world trends in education and the ever-changing backgrounds of students.

This policy therefore provides an avenue for a participatory approach to curriculum development and review process at the University to ensure standards of quality are met as well as form a basis for stakeholder involvement. It is envisaged that effective implementation of this policy will ensure that programmes on offer at the University are of high standard of quality and relevance.

Prof. Mary K. Walingo, PhD, MKNAS, EBS.

Vice-Chancellor.

Definition of Terms

"Academic programme" means the design of learning content, which is multi-dimensional and includes intentions, structure of content, delivery modes, academic resources and assessment modes (Universities Standards and Guidelines, 2014; pp45).

"Academic staff" means any person who has been appointed to teach, train or to do research at a university

"Academic year" means a period of teaching and examination organized in a full year in either two, three or four segment

"Curriculum" means any documented programme of study (Universities Standards and Guidelines, 2014; pp45).

"Course "means a single unit in a programme of study

"Department" means an academic division into which a faculty is divided for purposes of teaching, examinations and administration; Universities Standards and Guidelines, 2014 Page 46 of 170

"Faculty/school" means an academic division so designated or established under the instruments constituting a university

"Institution" means an organization founded for purposes of university education and research

"Lecture hour" means a period of time equivalent to one hour and representing one such instructional hour in lecture form, two in a tutorial or open learning session, three in a laboratory practical or practicum and five in farm or similar practice

"Learning Outcomes" Statement of knowledge understanding and skills students are expected to achieve as a result of engagement with content of the course

"Programme of study" means the prescribed syllabus that students must be taught at each key stage

"Standard" means a dereference point against which different aspects of the programme are compared or evaluated for quality

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Acronyms and Abbreviations

CUE   Commission on University Education

DVC (A&SA)   Deputy Vice-Chancellor (Academics and Student Affairs)

AA   Academic Affairs

QA&PC   Quality Assurance and Performance Contracting.

1. Introduction

Maasai Mara University is a successor of the then Narok University College which was established as a University College of Moi University in 2008. The university is located within Narok County. It attained full University status following the enactment of the University's Act, 2012 and the award of the charter on 12th February 2013 from which it draws its mandate. The University now operates five Schools namely: School of Science and Information Sciences, School of Education, School of Business and Economics, School of Tourism and Natural Resource Management and the School of Arts and Social Sciences.

Curricular are the heart and soul of a university and a university is as good as the programmes it offers. Universities are constantly under the challenge to develop and implement new academic programmes that reflect and respond to evolving development needs of the society. Changing labour markets trends require that new academic programmes be developed and existing ones be reviewed to reflect the emerging labour market need trends. In the course of delivery of an academic programme, new ideas, innovations or even better methods of solving problems may emerge that could be integrated in one or more of the courses within a programme. Students themselves could have difficulties understanding certain topics in one course due to a prerequisite topic missed out in another course. Such issues need to be addressed as they arise without having to wait for a full programme cycle to be corrected. The subtle changes are done continuously whenever they are detected but in a formal process provided for by the policy on continuous review of academic programmes.

1.1 Vision, Mission and Core Values

Vision

To be a world class university committed to academic excellence for development

Mission

To provide Quality University education through innovative teaching, research and consultancy services for development

Core Values

    i.   Excellence

    ii.   Team Work

    iii.   Professionalism

    iv.   Equity and Social Justice

    v.   Creativity and Innovativeness

    vi.   Transparency and Accountability

2. Purpose

To ensure quality academic programmes in Maasai Mara University that meet and exceed customer requirements as well as comply with regulatory requirements.

3. Policy Statement

Maasai Mara University is committed to continually develop quality curriculum/programme that address the needs in the market. The University is further committed to review its existing programs for continued relevance and quality improvement.

Development and review of academic programs/curricular shall be based on the guidelines provided in this policy and in line with Universities Standards and Guidelines 2014 and Academic Quality Assurance in Higher Education- Codes of practice

This policy spells out guidelines of curriculum development and review. The objectives of this policy shall be to ensure that demand driven programmes are developed and implemented, programmes are up to date and meet the needs of the learner and to ensure prompt response to programme deficiencies when detected.

4. Policy Objectives

Specific Objectives include:

    i.   To ensure development of quality academic programmes

    ii.   To ensure that all academic programmes are regularly reviewed for continued relevance and quality

    iii.   To ensure that new customer/industry/regulatory requirements are factored into existing academic programs

5. **Scope of the Policy**

   This Policy shall apply to design, planning, development, implementation and review of academic programmes at Maasai Mara University.

6. **Curriculum Development and Review**

6.1 Principle responsibility

The responsibility of Curriculum Development and review policy shall be DVC (A&SA) and coordinated by Director (QA&PC).

6.2 Procedural Authorities:

Curriculum development and review shall go through the following organs whose roles are explained in the Maasai Mara University Curriculum Development and Review Procedure.

    i.   Departmental Academic Board Meeting

    ii.   School Board Meeting

    iii.   External Subject Experts

    iv.   Validation Panel Members

    v.   Deans Committee

    vi.   University Senate

    vii.   University Council

    viii.   Professional Bodies

    ix.   Commission for University Education

6.3 Key roles and responsibilities:

i. Deputy Vice-Chancellor (Academic Research and Student Affairs) - DVC (A&SA):

Will have oversight of curriculum development and review process. The DVC (A&SA) will liaise with all those involved in the process to provide advice and guidance, act as internal validation panel member.

ii. Director (Quality Assurance & Performance Contracting)-Director (QA&PC):

Has operational oversight and management of curriculum development and continuous review process and is the primary source of advice on the process. They will liaise DVC (A&SA),

Registrar (AA), Deans of Schools, Heads of Departments and Academic programme leaders regarding coordination, preparation and undertaking development and review activities.

6.4 Curriculum Development Guidelines.

The following standards shall guide development of an academic programme in Maasai Mara University as provided for in the third schedule of University Standards and Guidelines 2014

   i.   An academic programme shall facilitate a balance learning process**,** ensuring that the students are able to acquire such cognitive, effective and psychomotor skills as are consistent with educational goals and aspirations.

   ii. Each level of academic programme shall be differentiated by specific attributes. Higher levels of academic programmes shall require more complex attributes according to blooms taxonomy.

   iii. A thesis, project or dissertation shall be an original research document submitted in support of candidature for a given postgraduate degree or professional qualification presenting the author's research and findings.

   iv. An academic programme structure shall be aligned to as standard format as provided for by the commission for University Education and shall include the background information of the University, information on the various programme facets and details on academic resources for the support of the programme.

   v.   Academic programme title shall be reflective of its overall content.

   vi. Maasai Mara University academic programme shall clearly articulate the academic organization and structure of its programmes.

   vii. The rationale of the academic programme shall be convincing and evidence based.

   viii. The expected learning outcomes of a programme shall be learner-centered and concisely and precisely articulated.

   ix. Minimum admission requirement shall be provided for in every academic programme in line with nationally accepted admission requirements.

x. Credit transfer shall be accepted for purposes of student mobility and recognition of prior learning.

xi. The quality of an academic programme shall not be compromised by the mode of delivery of the programme, and shall promote student engagement.

xii. The content of a given academic programme shall be systematically presented, relevant and aligned to Maasai Mara University, national and global goals and trends.

xiii. An academic programme courses shall have a distinct course codes.

xiv. Maasai Mara University degree classification system shall be clearly articulated.

xv. Procedures for evaluation of courses of a given programme shall be clearly documented.

xvi. An academic programme shall be effectively managed and the structures, mechanisms and process for the same clearly documented.

xvii. An academic programme shall be supported by adequate full-time staff holding requisite academic qualifications.

xviii. An academic programme shall be guided by appropriately qualified academic leader.

xix. An academic programme shall be supported by appropriate and adequate facilities and equipment.

xx. An academic programme shall be supported by current resources and materials.

xxi. Maasai Mara University shall conduct self-assessment of its programmes at regular intervals.

xxii. Structures shall be put in place by an institution for continual assessment of its academic programmes for quality and efficiency.

Curriculum Development Process shall be as per the Curriculum Development and Review Procedure in the Academics Manual of the Quality Management System.

7. Curriculum Review

7.1 Curriculum Review schedule

i.   Maasai Mara University academic programmes shall be reviewed every four(4) to five(5) years

ii. Senate shall approve programme review

iii. Course review shall be done every end of the semester using the course review form

iv. School board shall approve course review and forward to the Senate for ratification.

v.   DVC (A&SA) shall ensure course and programme review happen as per (i), (ii), (iii) and (iv) above.

7.2 Curriculum Review Policy Principles.

i.   Curriculum review shall identify strengths to be built on and opportunities for improvement.

ii.   Curriculum review shall strengthen engagement by staff, students and other relevant stakeholders.

iii. Curriculum review process shall be rigor, transparent, accountable, collegial and objective.

iv.   Curriculum review process shall include a clear statement of scope and terms of reference for the review.

v.   Curriculum review process shall include clearly defined responsibilities for all stages of review.

vi.   Curriculum review process shall have a clear realistic timeframe.

vii.   Curriculum review process shall have reference to stakeholder's feedback

viii. Curriculum review process shall have clear reference to relevant to institutional key performance indicators and relevant data.

ix.   Curriculum review process shall have clear reference to relevant external standards and benchmarks.

x. Curriculum review process shall have clear appropriate approval, reporting, communication and implementation of the outcomes of the review.

7.3 Scope of Curriculum Review

Curriculum review shall be comprehensive and be able to assess the continuing validity and relevance of the programme in light of the following:

i. Effectiveness of academic programme in supporting the Mission and Vision of Maasai Mara University.

ii. The quality of learning environment for both undergraduate and post graduate students

iii. Quality of academic programmes teaching, creative and research within disciplinary context.

iv. Adequacy and effective utilization of resources by the Academic Programme.

v. The effect of changes, including those which are cumulative and those made over time, to the design and operation of the programme.

vi. The continuing availability of staff and physical resources

vii. Current research and practice in the application of knowledge in the relevant discipline(s), technological advances, and developments in teaching and learning.

viii. Changes to external points of reference, such as subject benchmark statements, relevant Professional, Statutory and Regulatory Bodies (PSRB) requirement.

ix. Changes in student demand, employer expectations and employment opportunities.

x. Data relating to student progression and achievement.

xi. Student feedback, including the relevant Student Surveys.

xii. Academic programme against another comparable peer programmes as appropriate.

7.4 Initiation of Curriculum Review

i.   A programme review schedule shall be developed in a Consultative meeting between DVC (A&SA), Director Quality Assurance and Performance Contracting, Registrar (AA) and the Deans of Schools. The schedule shall guide timelines for curriculum review.

ii.   The Director (QA&PC) shall be custodian of the Programme Review Schedule.

iii. The Chair of Department shall be responsible to initiate the program review process as per the Curriculum Development and Review Process.

iv.   Curriculum review may cover an individual course or suit of courses

v.   An unscheduled Curriculum review may be initiated where curriculum accreditation changes or where serious performance issue is identified through monitoring process.

vi.   Issues that may lead to an unscheduled curriculum review may include, but are not limited to:

      a) Poor student outcomes.

      b) Negative student feedback.

      c) Evidence of decline in academic standards

      d) Changes to student enrolment patterns.

      e) Course restructure

      f) Change to industry or other external requirements

vii. In an event of an unscheduled review, the Director Quality Assurance shall adjust the next review date

7.5 Curriculum Development and Review Committee

i.   There shall be a Curriculum Development and Review Committee at Maasai Mara University whose composition shall include the following

      a) Deputy Vice Chancellor (A & SA)   - Chairman

      b) Registrar (Academic and Student Affairs) - Member

c) All Deans of Schools   - Members

d) Director Quality Assurance   -Member and to provide secretariat

ii. The roles and functions of the Curriculum Development and Review Committee (CDRC) shall be;

a) Provide guidance to the Departments to ensure that all academic programmes are developed, implemented and reviewed according to Commission for University Education (CUE) Standards, Guidelines and Requirements, University Vision, Mission, and University Strategic and other development Plans.

b) Recommend all new and reviewed academic programmes before presentation to Deans Committee for considerations.

c) Oversee and monitor piloting of new academic programmes.

8. Procedure for Programme Withdrawal

In the event of a decision to withdraw a programme: -

i)   The Deans Committee shall consider and recommend the withdrawal to the Senate
ii)   The Senate shall approve the withdrawal of any programme upon satisfaction on the ground of withdrawal
iii)   The University Council shall be notified appropriately
iv)   In all these processes, the DVC (A&SA) shall take measures to notify and protect the interests of students registered for, or accepted for admission to the programme

Maasai Mara University shall be responsible for managing its portfolio of provision, including any awards that are offered jointly with another institution, and other collaborative partners. This may involve the withdrawal of existing programmes as well as the design and development of new ones.

It is important that the process for the orderly withdrawal of programmes is as well embedded, articulated and understood as those for design, approval and review.

In the event of significant changes to the character of the programme, an institution should have a process in place to manage this change effectively. It also needs to be clear about what, in its own

institutional context, constitutes a significant alteration to the character of the programme, and how any collaborating partners are kept informed.

9. Complimentary Documents and Policies

The following documents and policies shall be used alongside this policy during the curriculum review and development process:

   i. Curriculum Development and Review Procedure in the Academics Manual in the Quality Management system.

   ii. A guide for the programme review panel.

   iii. Common courses, coding and course weighting guidelines

   iv. Guidelines for designing courses for University Academic Programs(CUE)

   v. Universities Standards and Guidelines 2014(CUE)

10. Reference Documents

The following documents are the main legal instruments and institutional policies used as references when developing this policy:

   i. Universities Act (2012) and related amendments

   ii. Universities Standards and Guidelines, 2014

   iii. Universities Regulations Act, 2014

   iv. Maasai Mara University Quality Manual and Procedures, 2013

   v. Maasai Mara University Charter

   vi. Maasai Mara University Strategic Plan 2014 – 2019

11. Policy Review

This policy will be reviewed from time to time to ensure continued suitability

Appendix I: Student Evaluation Form of Teaching and Learning

MAASAI MARA UNIVERSITY

OFFICE OF THE REGISTRAR (ACADEMIC AFFAIRS)

STUDENT'S EVALUATION FORM OF TEACHING AND LEARNING

SCHOOL:_____   DEPARTMENT:_____

ACADEMIC YEAR:_____

COURSE

CODE/TITLE:_____SEMESTER_____

LECTURER'S

NAME:_____DATE:_____

The feedback you provide will be used primarily to assess and improve the quality of services rendered by the lecturer and the University.

Note: Indicate your rating with a tick [✓] according to the following Scale Excellent (5); Very good (4); Good (3); Fair (2); Poor (1)   Very Poor (0); Not applicable (N/A)

ITEMS	DESCRIPTION	5	4	3	2	1	0	N/A

		Rate the course based on your overall impression on:							
COURSE CONTENT		1. Objective of the course is clearly stated							
		2. Load of course content is manageable							
		3. Content is relevant to student aspirations							
		4. There is appropriateness of theory							
		5. There is appropriate practice/practicals/hands on experience							
THE LEARNING ENVIRONMENT		**Rate the student learning environment based on your overall impressions on adequacy of:** 6. class rooms, chairs, Space for private study							
		7. Computer rooms							
		8. Access to laboratories							
		9. Library, availability of textbooks							
		10.Teaching tools and timetable							
		11. Access to relevant information and communication to students by the relevant authorities							
		12. Provision of student counseling and other support services.							
THE LECTUR		**Rate the lecturer on the following:** 13. Provision of course outline on the first day of class							

14. Provision of study materials for the course							
15. Organization, preparedness & presentation of lessons in a clear understandable way.							
16. Lecturer's mastery of course content							
17. Good coverage of syllabus							
18. Lecturer's Punctuality in class							
19. Regularity in teaching							
20. Good interaction with and fairness in handling students. Avails opportunity for students to ask questions and express their views							
21. Good use of class time and inspires students to learn and gain knowledge							
22. Timely feedback on CATs and Assignments to students (Feedback should be at least one week before start of end of semester examinations)							
23. Availability of lecturer for out of class consultations with students							
24. Lecturer's adherence to the teaching timetable							

Appendix II: Course Review Form

MAASAI MARA UNIVERSITY   MMU/AA0322/F-------

SCHOOL:
DEPARTMENT:

COURSE REVIEW FORM

A. GENERAL INFORMATION

Academic Year: [ ]   Year: [ ] Semester: [ ]   No. of Credit hours: [ ]

Course Code and Name: [ ]

Lecturer: [ ]   Other Members: [ ]

B. INPUT INFORMATION

COURSE PASS RATE
Number & % of Students Enrolled:
No.& % of Students *passed* in MAIN exam:
No.& % of Students *failed* in MAIN exam:

AVERAGE MARKS OF COURSE
Average Exam Mark: %
Average CAT marks: %
Course MEAN Mark: %

EXTERNAL EXAMINER'S COMMENTS
(from external examiner's report):

STUDENT'S FEED BACK (FROM STUDENT EVALUATION FORM)
Rating of Course: %
Rating of lecturer: %
Rating of Learning Environment: %
Positive Comments:
Negative:
Suggestions for improvement:

LECTURER'S REMARKS

C. Reflections on points in Section B above (including the effects of any changes made from the previous year).
(Were all the Learning Outcomes achieved? How appropriate was the learning and teaching strategy, the assessment strategy and the learning environment (labs, lecture theatre, etc.)? In particular, what were the elements of the Continuous Assessment, and how well did the students perform on them?

D. PLAN OF ACTION FOR NEXT ACADEMIC YEAR. (Changes to Course Description, methods of teaching or assessment, material in other courses, laboratory or other facilities, teaching environment, etc.)

Appendix III: Program Review

MAASAI MARA UNIVERSITY

OFFICE OF THE REGISTRAR (ACADEMIC AFFAIRS)

COURSE REVIEW SUMMARY FORM FOR DEPARTMENTS

(Filled in each semester)

(A) LIST OF LECTURERS AND COURSES

(B) FEEDBACKS FROM STUDENTS

(C) PROPOSED CHANGES IN THE COURSES

Year and Number of students	Course Code and Name	% Passed	Proposed Change	Approved/Not Approved by departmental board (Changes are in italics)

ADDITIONAL COMMENTS (IF ANY):