



**MASENO UNIVERSITY CURRICULA
DEVELOPMENT AND REVIEW
POLICY**

2018

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FOREWORD

Maseno University is committed to producing highly qualified graduates. In order to realize this commitment, the Senate will approve developed new curricula and review existing curricula from time to time. The resources needed for the exercise will be provided by the University. Curricula Review and Development Policy provides a guideline for development of new curricula and for review of the existing curricula in a timely manner with the aim of fostering and developing academic excellence and producing practice oriented manpower, who can contribute effectively to social, intellectual and academic development. This Policy highlights steps to be taken when developing a new curriculum and a guideline that the University will adopt to ensure that curricula are reviewed in a timely manner.

The development and review of curricula is aimed at ensuring relevance of the education offered to national educational needs. The University is committed to developing and reviewing curricula to keep pace with the changing market demand and with technological development. Curricula review is a quality assurance process that must be done on a regular basis. Curricula review at the University takes a number of forms depending on the purpose of the review. There is the in- depth review of syllabus and methods of teaching to a portfolio review and there is the review that is usually done in response to a particular issue. The curricula review in all cases is embedded at the departmental quality management system.

Curricula development will show the interaction and relationships of planning, content and methods, implementation, evaluation and reporting. It determines the type of information that is taught in schools, as well as how it will be taught as well as who will teach it. Curricula review is the process in which departments and institutions innovate and adapt their curricula to changing market and technological environments. Curricula review is also undertaken due to changes in requirements of professional bodies. This Policy will provide guidelines to curricula review and development.



Prof Julius O. Nyabundi, PhD OGW
VICE- CHANCELLOR

APPROVAL AND COMMENCEMENT

This policy shall be known as the Maseno University Curricula Development and Review Policy herein after also referred to as Policy No MSU-ACA/PO/010 and shall take effect on approval by Council.

In exercise of the powers conferred by section 23(1) and section 35(1)(a)(iii) of the Universities Act, Section 19(2)(q) of the Charter for Maseno University 2013 and Schedule I (1.2) (q) of the Maseno University Statutes, Maseno University Council certifies that this policy has been made in accordance with all relevant legislations.

Dated the^{12th}..... day of^{October}.....2018

Signed Abdullah Said Date 12/10/2018

Prof. Abdullah Naji Said
CHAIRMAN, MASENO UNIVERSITY COUNCIL

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VISION

The University of Excellence in Discovery and Dissemination of Knowledge

MISSION

To discover, harness, apply, disseminate and preserve knowledge for good of humanity

CORE VALUES OF THE UNIVERSITY

- **Relevance**
The University is committed to ensuring relevance in its programs and activities
- **Excellence**
Excellence shall be targeted in outputs of the University
- **Quality**
All outputs and processes of the University shall ensure that quality is maintained
- **Integrity**
The University shall ensure integrity in all its undertaking

QUALITY STATEMENT

Maseno University is committed to quality through teaching, research and development, providing timely services to foster and develop academic excellence in basic and applied research at all levels of study by training practice oriented manpower, who can contribute effectively to social, intellectual and academic development.

It is committed to quality through teaching, research and development; providing on time services to foster and develop academic excellence in basic and applied research at all levels of study by training practice oriented manpower, who can contribute effectively to social, intellectual and academic development in the community, nation and community of nations.

PREAMBLE

Curricula review plays a critical role in ensuring quality of curricula. Curricula development aims at improving access to university education by coming up with new range of courses on offer. Curricula review and curricula development are key elements of University's quality assurance framework and provide an essential part of ensuring that course content, delivery methods and evaluation methods remain relevant in the face of the dynamic university education operating environment. This policy will provide guidelines for curricula review, implementation framework, monitoring and evaluation of curricula implementation process.

Departments are responsible for developing new curricula or for identifying areas that need to be reviewed in the curricula on offer and for ensuring that their stakeholders are involved in the process of development and review. It is expected that curricula are considered for review after a cycle or at certain intervals that are determined by the duration for completion of the academic programme. At Maseno University, departmental and school boards and Deans' Committee receive and consider the developed or reviewed curricula and recommend the curricula to Senate for approval.

Once a new curriculum has been approved, the University makes arrangements to ensure that the Commission for University Education is notified for purposes of accreditation and for informing the public of the existence of the new accredited programme that the University wishes to offer. For courses that require professional accreditation, the curricular are submitted to the accrediting bodies before submission to CUE. Once the professional bodies have accredited the developed or reviewed programmes they are re-submitted to Senate for noting before being submitted to CUE for further accreditation and approval for offer (in case of new curricula). This Policy describes the procedures for development of a new curriculum and for review of an existing programme. It highlights the steps to be followed until the curriculum is approved by Senate. This makes the Academic programmes development and review process at the University standardized and the Policy will serve as a guide for all Curricula review and development.

LIST OF ABBREVIATIONS

ASA	-	Academic and Student Affairs
AFD	-	Administration Finance and Development
CoD	-	Chairman of Department
CUE	-	Commission for University Education
DCDRC	-	Department Curriculum Development and Review Committee
DVC	-	Deputy Vice Chancellor
MSU	-	Maseno University
PhD	-	Doctor of Philosophy
SCDRC	-	School Curriculum Development and Review Committee
VC	-	Vice Chancellor

DEFINITION OF TERMS

Academic programme: This is the design of learning content, which is multi-dimensional and includes intentions, structure of content, delivery modes, academic resources and assessment modes

Academic Year: Shall normally consist of two semesters and may include a third semester to cater for practical attachments, teaching practice and other field courses as may be determined by the Senate. An academic year may consist of three Terms, for programmes where teaching occurs in Terms instead of Semesters.

Chairman of Department: This is the academic and administrative head of the department in the University and the chief examiner.

Course: Series of Lectures in pursuit of units of a particular programmes

Curricula Review cycle: a systematic approach to evaluating, reviewing and revising curricular areas and programmes within a specific time frame which aims to identify gaps and weaknesses with a view to increasing curriculum effectiveness and continually improving student learning experiences. Normally it involves several phases including: research and selection; revision and development; implementation; and evaluation and monitoring. The curricula review cycle period is usually a period from start to completion of a programme by each cohort of students.

Curriculum Development: This is a planned purposeful, progressive and systematic process to create positive improvement in university education system by coming up with a new academic programme or curriculum. The development of curriculum is aimed at taking care of the changes or developments happening around the world.

Curriculum Review: Is a process that results in existing curricula changes initiated by departments with the aim of improving on the quality of the programme/curricula.

Curriculum: a documented programme of study for a given degree, diploma or certificate award

Department: is an academic division into which a faculty is divided for purposes of teaching, examinations and administration

Distance education: delivery of learning or training to those who are separated mostly by time and space from those who are teaching or training. Teaching/ training is done with a variety of mediating processes used to transmit content, to provide tuition and conduct assessment or measure outcomes. The delivery methods may include traditional distance education by correspondence courses, online provision and interactive CD ROMS, e-learning and blended learning to open learning centres and face-to-face provision where a significant element of flexible self-study, and learning support, is an integral part.

e-Learning Student: Any student enrolled in a Programme or course being delivered through eLearning at the eCampus.

Full-time Student/Regular Student: Any student enrolled in a programme or course that normally runs on-campus for a minimum of 14 weeks per semester.

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

Lecture hour: is 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

Part-time Student: Any student enrolled in a Programme or course being conducted in the evenings or weekends

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

Sandwich Student: Any student enrolled in a Programme or course being conducted during school holidays

School Board: Academic grouping of similar academic programmes of courses

School: An academic division so designed or established under the instruments constituting the University

Senate: The supreme Academic Authority of the University

Standard: a reference point against which different aspects of the programme are compared or evaluated for quality.

Deans Committee: a Senate sub-committee that is mandated to deal with academic and other matters on make recommendations to Senate.

1.0 SITUATIONAL ANALYSIS

Maseno University (MSU) was born out of the former Siriba Teachers College and the Government Training Institute (GTI) as a Constituent College of Moi University. It first opened its doors to 1562 pioneer students on 28th January 1991, with only one faculty: the Faculty of Education offering Bachelor of Education (Arts). Currently MSU has 310 academic programmes. Curricula development aims at improving access to university education by coming up with new range of courses on offer. Curricula review plays a critical role in ensuring quality of curricula that are on offer. Curricula review and curricula development are key elements of University's quality assurance framework and provide an essential part of ensuring that course content, delivery methods and evaluation methods remain relevant in the face of the dynamic university education operating environment. MSU has since inception developed and reviewed curricula. However, there has not been any policy in place that could act as reference document for the review and development of curricula. This Policy provides a standard way of undertaking curricula review and development at MSU.

Departments are responsible for ensuring that together with their stakeholders identify areas that need to be reviewed in the curricula on offer. It is expected that curricula are considered for review at certain intervals that are determined by the duration for completion of the academic programme. At MSU, departmental and school boards and Deans' Committee receive and consider the developed or reviewed curricula and recommend curricula to Senate for approval. Once a new curriculum has been approved, the University makes arrangements to ensure that the Commission is notified for purposes of accreditation and for informing the public of the existence of the new accredited programme that the University wishes to offer. This Policy describes the procedures for development of a new curriculum and for review of an existing programme. It highlights the steps to be followed until the curriculum is approved by Senate. This makes the Academic programmes development and review process at the University standardized and the Policy will serve as a guide for all Curricula review and development.

This policy provides guidance on curricula development and review and is expected to draws its authority from the Universities Standards and Guidelines, the University Strategic Plan, Statutes, ordinances and Regulations as well as the provisions of the quality assurance as implemented by the Directorate of Quality Assurance and Performance Management. It is the responsibility of the University Senate to ensure that schools/ Institutes/departments adhere to CUE and professional bodies' quality standards requirements for new programmes and for review of existing programmes. To ensure that all academic curricula developed or reviewed in the University are standardized for quality in line with the University mandate, mission, vision and quality objectives; Commission for University Education (CUE) and Government of Kenya Development Plans and International Standards. This Policy is necessary for a number of reasons that include the need to ensure that quality standards are maintained in programmes that are offered and in the modules forming part of studies required for degrees of Maseno University and to ensure high quality programmes that meet the standards expected of similar curricula offered in other institutions of learning.

2.0 SCOPE

The Policy covers effective design of curriculum, and review of curricula of all academic programmes. It is applicable to all academic curricula developed/reviewed and implemented at the University.

3.0 OBJECTIVES

- i. To ensure that curricula review timelines are upheld and that curricula development is guided by Policy
- ii. To ensure that demand driven programmes are developed and implemented and that programmes are up to date and meet the needs of the learner
- iii. To ensure prompt response to programme deficiencies when detected.
- iv. To enumerate the roles, responsibilities and functions of participants in curricula review and curricula development process.

4.0 GUIDING PRINCIPLES

The guiding principles for this policy are relevance, timelines, efficiency and effectiveness in the development and review of academic programmes for study within MSU.

Relevance

- i. The programme and curriculum should be clearly aligned to the mission and vision of both the host department, and the University
- ii. Programme design and development should be informed by thorough research into needs identified in the region served by MSU
- iii. The curriculum should address or should be cognizant of the broader objectives outlined above and the wider national policy of human resource development in Kenya.
- iv. The overarching philosophy informing curriculum design and development is that of a humanizing pedagogy, a student-centered approach based on processes of interaction and recognition of existing knowledge, aimed at developing in students core values and critical thinking abilities, so that they are able to contribute meaningfully and creatively to society
- v. In developing and reviewing curricula wide consultation shall take place with students, key stakeholders, role-players, potential employers and academics from other institutions. This enables data from a number of perspectives to be triangulated in order to gain a holistic understanding.

Timelines

The regular review of curricula shall be standard practice in every department. MSU academic programmes shall be reviewed after every cycle. This cycle represents four years for most academic programmes that take four years to complete and six years for others such as those in the School of Medicine and Surgery that take 6 years to complete

Efficiency

A variety of review instruments shall be used, depending type of curricula and on the size of the group from whom an opinion is sought/ stakeholders. Review instruments could include questionnaires, focus group interviews, individual interviews, and other data collection tools. The review and development of curricula process shall be efficient and shall be subject to departmental requirements and purpose for the curricula development or review

5.0 IMPLEMENTATION FRAMEWORK

This policy will be implemented through Departmental Curricula Development and Review Committee (DCDRC). Specific roles have been assigned to departmental board, school board, deans committee, professional bodies and commission for university education as follows:

(a) Departmental Curricula Development and Review Committee (DCDRC)

There shall be a Departmental Curriculum Development and Review Committee whose composition shall include the following

- | | | |
|--|---|-------------|
| (i) Chairperson DCDRC | - | Chairperson |
| (ii) Departmental Subject Matter Specialists | - | Members |
| (iii) Departmental Technical Staff | - | Member |
| (iv) Registrar ASA/ Representative | - | Secretary |

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

- (i) To provide guidance to the department in ensuring that all academic programmes are developed, implemented and reviewed according to CUE Standards, Guidelines on curricula development and review (Appendix 1) and Requirements and are in line with the University Vision, Mission, and University Strategic Plan and other development plans.
- (ii) To prepare a prototype/draft new curricula or undertake review of existing curricula based on needs assessment and course delivery feed back during course implementation
- (iii) To recommend all new and reviewed academic programmes before presentation to departmental board for considerations.
- (iv) To collect and collate input from stakeholders, including staff, students, graduates, alumni, Government and employers regarding current and changing trends in academic environment.
- (v) To prepare a memorandum of suggested new curricula or revisions to the existing curricula and submit them to the chair of the relevant department as draft zero.
- (vi) To present memoranda from the CDRC at a special Departmental Academic Board meeting for discussion.

(b) Departmental Board

A new or reviewed curriculum shall be presented in a departmental board. The roles and functions of the departmental board in relation to curricula development and review shall be;

- (i) To ensure that the development of new curricula or review of existing curricula are done in accordance to CUE Standards, Guidelines and Requirements and are in line with the University Vision, Mission, and University Strategic Plan and other development plans.
- (ii) To recommend all new and reviewed academic programmes for presentation to school board for consideration.
- (iii) To oversee and monitor implementation of new or existing academic programmes.

- (iv) To prepare and present the curriculum through the CoD to dean of the school who shall convene a school board to consider the curriculum
- (v) To receive inputs of school board and incorporate them to come up with a draft of the curricula that shall be forwarded to DVC ASA for tabling in Deans' Committee

(b) School Board

A school board shall be convened to consider and recommend to Deans' Committee for consideration a new or reviewed curricula. The school board shall be made up of;

- (i) Dean of the School/Institute - Chairperson
- (ii) Departmental Subject Matter Specialists - members
- (iii) Chairs of Departments in the School - members
- (iv) Registrar ASA/Representative - Secretary

The school board shall

- (i) Make suggestions and provide input to the development and curriculum review.
- (ii) Recommend the new curricula to Deans' Committee for consideration and onward transmission to Senate for consideration and approval

(c) Deans' Committee

A Deans' Committee shall be convened to consider and recommend to Senate for consideration the new or reviewed curricula.

d) The Senate

The Senate shall;

- i. Approve new and reviewed curricula
- ii. Before approval Senate shall ensure that the document is in conformity with CUE and professional bodies' standards requirements for the curriculum.
- iii. Ensure that provisions in the curriculum are implemented
- iv. Ensure that developed curricula is not altered and is offered until it is reviewed through the outlined curricula review process
- v. Where professional accreditation is required, ensure that the demands of professional bodies have been incorporated in the reviewed or new curricula

e) Professional Bodies

Professional bodies shall;

- i. Provide where applicable, outlines for the course content that should be covered by the University.
- ii. Accredite and approve for offer the developed or reviewed curricula

f) Commission for University Education

CUE responsibility in curricula development and review include accrediting new curricula.

6.0 STRATEGIC FOCUS/INTERVENTIONS

The curriculum development and review provides guidelines on frequency of curricula review, curricular review and development process, key roles and responsibility among other matters.

6.1 Procedure of Developing and Reviewing of Curricula

- (i) The Chair of Department/Dean shall initiate Needs assessment to determine necessity for introduction of new programmes or review of existing programmes every four / six years (after a cycle) or as need arises.
- (ii) Upon identification of need, the Chair of Departmental Curriculum Development & Review Committee (DCDRC) shall prepare a Needs Assessment Report
- (iii) DCDRC shall present the needs in Departmental/School Board meeting scheduled by Chair of Department/ Dean
- (iv) DCDRC shall develop prototype curriculum from the Needs Assessment Report.
- (v) The Department shall hold discussions with expert panel/subject matter specialists.
- (vi) The subject matter specialists will provide expertise contribution to the report to the DCDRC. The draft curriculum is then presented in the department/school. If the draft is approved, it shall move to School Board.
- (vii) The Chair of Department shall present prototype/draft curriculum to School Board
- (viii) Upon approval by School board, the Dean shall table the prototype curriculum in Deans' Committee.
- (ix) The Deputy Vice-Chancellor, Academic and Student Affairs shall present the prototype curriculum to Senate for approval.
- (x) The programmes shall be prepared in line with CUE guidelines
- (xi) In approving the Senate shall consider:
 - a) Curriculum development guidelines
 - b) Course description
 - c) Appropriateness of the programme
 - d) Facilities and other academic resources
 - e) Core-texts and Journals
 - f) Academic Staff
- (xii) In the event of Senate or Deans' Committee not approving the curriculum, curricula are referred back to the relevant school with recommendations for incorporation and resubmission.
- (xiii) Upon approval by Senate the Deputy Vice-Chancellor, Academic and Student Affairs shall forward the curricula together with Senate minutes to CUE for appropriate action.

6.2 Curriculum Development

Developing new curricula shall be guided by the market demand of the curricula to be developed. Wide Stakeholder Participation in Curricula Development will be adopted. Key stakeholders will include students, alumni, academic delivery role-players, potential employers and academics from other institutions.

A variety of ways shall be used to get stakeholder participation. These include; Questionnaires, Focus group interviews, individual interviews and any other that the departments may consider appropriate and effective.

The policy acknowledges that certain degrees are accredited by regulators mainly professional bodies that have jurisdiction outside the University and have their own Quality Assurance mechanisms. These regulators provide outlines for the course content that should be covered by the University. For the purpose of ensuring adherence to the professional bodies' standards for the graduates, the University shall involve professional bodies in curricula development and in curricula review.

6.3 Curriculum Review

The regular review of curricula shall be standard practice in every department. Given the rapid pace of change, MSU academic programmes shall be reviewed after every cycle. The following shall normally act as guide for the duration of curricula review cycle;

- i. To regulate and ensure adherence to Universities standards in all programmes on offer by the University
- ii. Depending on how long it takes for a cohort of students to complete the academic programme the cycle will be determined.
- iii. For a programme that takes four years of full time instruction/teaching, the cycle duration shall normally be four years.
- iv. For academic programmes that take six years the cycle shall be six years.
- v. For post graduate programmes, the duration of the cycle shall depend on the duration of the academic programme.
- vi. For diploma or certificate programmes the duration of the cycle shall be the time it takes to complete the academic programme

6.4 Other factors to be considered in Curricula Review

During the course delivery feedback of lecturer and course evaluation may inform curricula review but not limited to the following:

- i. Changing pedagogy or instructional methodologies;
- ii. Changing academic, industry and/or community needs;
- iii. Changing student needs; Changing professional association standards;

- iv. Negative student feedback;
- v. Evidence of decline in academic standards;
- vi. Changes in student enrolment patterns;
- vii. Course restructure; and/or
- viii. Change of industry or other external requirement
- ix. Presidential directives

7.0 MONITORING, EVALUATION AND REPORTING

7.1 Monitoring

- (i) Curricula monitoring is a continuous process that, for every cohort of students, starts when the cohort begins their studies and ends when the cohort of students complete their programme.
- (ii) The Senate shall ensure that the curriculum comprises of a stated number of academic courses or teaching units that run for a specified period which may be sub-divided into sessions comprising days, months or years. Senate shall monitor to ensure that the curricula are implemented in accordance to the approved curricula
- (iii) Senate shall ensure that a curriculum must have goals/purpose/objective, learning outcomes and scope of information to be covered, duration, requirements for enrolment and progress, set of specific courses, mode of teaching and assessment monitoring and evaluation and standard references for each course among others.

7.2 Evaluation

The Directorate of Quality Assurance and Performance Management (DQAPM) shall

- (i) Ensure that approved curricula are evaluated through course and lecturer evaluation on a semester basis.
- (ii) Ensure that the lecturer/instructor and course evaluation data are analyzed and results of the analysis are forwarded to the department on annual basis for continuous improvement of course delivery

7.3 Reporting

- (a) DVC ASA shall ensure that the provisions of the policy are adhered to and any non-conformity to the provisions are reported to relevant organs for corrective action
- (b) Registrar (ASA), Deans of Schools, Heads of Departments and Academic programme leaders shall ensure that curricula review is on course and any challenges are reported to DVC ASA for deliberation and for necessary action.
- (c) Registrar Academic and Student Affairs shall keep records of approved curricula and ensure that approved curricula are accredited by relevant accrediting bodies.

8.0 REVIEW PERIOD

This Policy will be reviewed after every three years or as may be determined by Senate if there are changes that relate to curricula development and review in the CUE Standards and when the University feels there is need to review this Policy. The reviewed Policy will then take effect on approval by Council.

9.0 REFERENCE LEGISLATIONS AND POLICIES

- (i) CUE Standards and Guidelines (2014)
- (ii) Examination Policy (2018)
- (iii) Maseno University Statutes
- (iv) Maseno University Strategic Plan, 2017-2022
- (v) MSU Internal Quality Assurance Policy (2018)
- (vi) MSU Quality Manual
- (vii) National Education Policy
- (viii) Anti-Plagiarism Policy (still to be drafted)
- (ix) Professional Bodies Guidelines
- (x) Teaching and Learning Policy (2017)
- (xi) Universities Standard and Guidelines, 2014

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APPENDICES

Appendix 1: MSU Departmental Guidelines for Development of an Academic Programme

These are guidelines for academic programmes provided in the third schedule of CUE Standards

- 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. Maseno 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 & 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 MSU national and global goals and trends.
- xiii. An academic programme courses shall have a distinct course codes.
- xiv. MSU 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. MSU 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.

Appendix II: CUE Guidelines for Design of Curriculum for University Academic Programme

Scope

These guidelines are applicable to both proposed and existing universities wishing to launch new academic programmes.

The guidelines indicate the basic information that should be included in a curriculum for academic programme.

These Guidelines should be used together with the Commission's document on *Universities Standards and Guidelines*.

1.0 General Information

1.1 Vision and Mission of the Institution

1.2 Philosophy of the Institution

Institutional beliefs, values and tenets generated from the Vision and Mission.

NB: Vision, mission and philosophy should be as stated in the Proposal or Charter.

1.3 University Admission Requirements

- 1.3.1 Minimum university entrance requirements;
- 1.3.2 Other admission requirements (where applicable);
- 1.3.3 Procedure of application for admission to the University.

1.4 Academic Resources

1.4.1 Facilities and Equipment

A brief description of facilities and equipment that will support the proposed programme(s); these should include:

- (a) Lecture Rooms
- (b) Library
- (c) Information and Communication Technology
- (d) Laboratories
- (e) Workshops/Studios
- (f) Tuition farms/Fields

NB: It should be indicated whether or not the facilities and equipment will be shared with other programmes that are on offer.

1.4.2 Reference materials

A brief description of the

- (a) Core-texts in terms of numbers;
- (b) E-books in terms of subscriptions;
- (c) Print journals in terms of subscriptions; and
- (d) E-journals in terms of subscriptions and accessible databases.

1.4.3 Academic Staff

A brief description of the:

- (a) Teaching Staff
- (b) Technical/Support Staff

1.5 Programmes Offered by the Institution

1.5.1 List of all academic programmes offered in the institution.

1.5.2 Duration of each programme indicating total lecture/instructional hours required for graduation.

1.5.3 Definitions of:

- (a) Credit hours
- (b) Lecture/Instructional hours
- (c) Contact hours
- (d) Course units.

1.5.4 Academic organization of the programmes reflecting academic quarters/trimesters/semesters.

2.0 The Curriculum

In these Guidelines, "Curriculum" means an organized programme of study for a given degree, diploma or certificate award incorporating all matters detailed below.

2.1 Title of the Proposed Programme

The title should be reflective of the content of the programme.

2.2. Philosophy of the Programme

The underlying philosophy of the programme should be consistent with the Department, Faculty/School and Institutional Philosophy.

2.3. Rationale of the Programme

The rationale of the programme should include:

- 2.3.1 *Needs assessment/market survey/situation analysis;*
- 2.3.2 *Stakeholders Involvement; and*
- 2.3.3 *Justification of the need for the programme.*

2.4. Goal of the Programme

The goal refers to the general purpose of the programme.

2.5. Expected Learning Outcomes of the programme

The expected learning outcomes of the programme should:

- a) Be precise and concise;
- b) Include specific knowledge, skills, areas of professional development and attitudes that students are expected to have acquired and mastered by the end of the programme (*refer to the Bloom's Taxonomy of Learning Domains*); and
- c) Be SMART (Specific, Measureable, Achievable, Realistic and Time-Bound) and learner-centered.

2.5.2 In cases where the programme has specialization/option areas, the expected learning outcomes of the specialization are as should be included.

2.6. Mode of Delivery of the Programme

This could include open learning, distance learning and face to face learning.

2.7. Academic Regulations for the Proposed Programme

2.7.1 *Admission Requirements for the Proposed Programme*

These should include:

- (a) The minimum requirements applicable to candidates directly out of secondary school education and seeking admission into the programme of the Institution;
- (b) Alternative requirements applicable to candidates seeking admission into the programme of the Institution including indirect admission requirements; and

2.7.2 Regulations on Credit Transfer in a programme

These should include:

- (a) Type of certifications recognized for purposes of credit transfer
- (b) The maximum number of credits permissible for transfer;
- (c) Level of courses eligible for credit transfer; and
- (d) Minimum grade required for credit transfer

2.7.3 Course Requirements

This should include all requirements of the course such as:

- (a) Student class attendance, attachment/practicum/internship, community service.
- (b) Obligations of the lecturer which should entail aspects of course delivery and facilitation.

2.7.4 Student Assessment Policy/Criteria

This should include:

- (a) Continuous Assessment Tests (CATs);
- (b) End-Trimester/Quarter/Semester;
- (c) Practical; and
- (d) Other Assessments.

2.7.5 Grading System

The system should indicate Marks and Letter grades

2.7.6 Examination Regulations

This should also include examination malpractices, disciplinary action and mode of appeal.

2.7.7 Moderation of Examinations

This should include the process of moderation and the role of internal and external examiners.

2.7.8 Graduation Requirements

The graduation requirements should be explicitly provided and should include the pass mark and the total number of credits/lecture hours required for graduation purposes.

2.7.9 Classification of Degrees

2.7.10 Description of Thesis/Dissertation/Project (as applicable)

The most applicable aspect of the programme, that is, Thesis, Dissertation or Project should be identified. It should be expounded with details on the:

- a) Institutional definition of thesis/dissertation/project;
- b) Rationale of the thesis/dissertation/project in the programme;
- c) Facets of the thesis/dissertation/project;
- d) Regulations of the thesis/dissertation/project.

2.8. Course Evaluation

Course evaluation should include the procedures of course evaluation and the evaluation of all aspects of the course: the course content, instructional process, infrastructure and equipment for the delivery, instructional and reference materials and assessments.

2.9. Management and Administration of the Programme

This should include aspects the programme placement/housing, academic leadership and internal quality assurance mechanisms.

2.10. Courses /Units Offered for the Programme

The courses/units offered should include:

- 2.10.1 A *distribution table* comprising of a summary of the number of courses/units/credit hours/lecture hours allocated to the

Institution's common courses, core courses of the programme, specialization/option area courses and electives;

2.10.2 A *matrix* showing the courses that are covered by each expected learning outcomes of the programme and specialization areas. A skeleton of the matrix is hereby provided:

LEARNING OUTCOMES	YEAR 1		YEAR 2		YEAR 3		YEAR 4	
PROGRAMME/ LEARNING OUTCOMES								
	Courses	Credit/Lecture hours	Courses	Credit/Lecture hours	Courses	Credit/Lecture hours	Courses	Credit/Lecture hours
PLO 1	A							
	B							
	C							
	D							
	E							
PLO 2								
PLO 3								
PLO 4								
SPECIALIZATION OUTCOMES								
SPECIALIZATION 1								
SLO 1 1								
SLO 1 2								
SLO 1 3								
SPECIALIZATION 2								
SLO 2 1								
SLO 2 2								
SLO 2 3								

NB: PLO refers to Programme Learning Outcomes

SLO represents Specialization Area Learning Outcomes

2.10.3 A list of the Institution's common courses, core courses of the programme, Specialization/option area courses and electives. For each course include: Course codes, which should rev the programme type, specialization area, level and year of study and should be unique to every course;

(a) Course titles, which should be descriptive of the content of the course; and

(b) Credit hours and/or lecture hours.

2.10.4A list of the programme's courses to be taken by the students by quarter/trimester/semester

per subject /discipline including

- (a) Minimum lecturer workload for the course, which should include preparation time for teaching and practical, actual teaching time, setting, administering and marking of continuous assessments and final examinations; and
- (b) Minimum student workload for the course, which should include attending lectures, seminars, independent/private study, assignments, practicals, preparation for and sitting for continuous assessments and final examinations.

2.10.5 Total credit hours, lecture hours, contact hours and course units required for graduation. This should be in conformity with

The Commission's document on Universities Standards and Standards, the minimum national standards (where available) and professional bodies requirements (where applicable).

2.11 Duration and Structure of the Programme

This should include the number of academic years, credit/ lecture/contact hours and a table indicating the schedule of courses/ course units per semester/trimester/quarter.

3.0 Course Outlines

3.1 Title of the course

This should include course code and credit hours/lecture hours/course units
NB: Prerequisites should be indicated where applicable

3.2 Purpose of the course

3.3 Expected Learning Outcomes of the Course

The expected learning outcomes of the course should:

- a) Include statements of knowledge, skills and attitude that the student would be expected to acquire, and the tasks he/she would be expected to perform or accomplish after taking the particular course; and
- b) Be SMART (Specific, Measureable, Achievable, Realistic and Time-Bound) and learner-centered.

3.4 Course Content

Course content should include all topics to be covered under the course.

3.5 Mode of Delivery

This could include lectures, discovery learning, problem-based learning, experiential learning, group-based learning, independent studies and e-learning.

3.6 Instructional Materials and/or Equipment

3.7 Course Assessment

3.8 Core Reading Materials for the Course

- 3.8.1 A referencing style should be adopted and consistently applied to all course outlines of the programme
- 3.8.2 The materials should be current (not more than five years old unless they are classical references) and should include textbooks, journals and e-materials.

3.9 Recommended Reference Materials

The materials should include textbooks, journals and e-materials.

Appendix III: CUE Guidelines on Physical, Human Resource and other Requirements for Academic Programmes

1.0 Facilities

Checklist of facilities should include

- (i) The number, capacity and usage (specific to department/shared) of conference halls, lecture rooms and theatres, lecturers' offices, laboratories, workshops, studios, farm and field facilities and internet access points.
- (ii) Equipment and Teaching Materials
Checklist of equipment and teaching materials should include type, number, capacity and usage (specific to department/shared) of desktop computers (PCs), laptops/notebooks, projectors, computer software, laboratory equipment and special equipment.

2.0 Core-Texts and Journals

List of core-texts and journals, which should encompass subject areas, number of titles and volumes for both print and electronic materials

3.0 Academic Staff

This shall be composed of

- (i) List of teaching staff and their experience in University teaching, professional experience, publications and patents and academic qualifications, showing dates and where they obtained their qualifications:
 - Bachelor's Degree
 - Master's Degree
 - Doctoral Degree
- (ii) List of teaching staff specifying their academic ranks, listed according to departments/disciplines/ subjects and showing full-time and part-time staff and lecturer's average workload per academic year indicating the leader of each subject/discipline; and
- (iii) List of relevant academic support/technical staff listed according to departments/disciplines/ subjects and showing qualifications and years of working experience.

4.0 University Policy on Curriculum Development

Academic programmes submitted to the Commission for University Education must be accompanied by evidence of approval by the relevant body within the institution. Such bodies include the Senate/Academic Board in established Universities and Interim Technical Committees for proposed institutions.

Appendix IV: CUE Guidelines for Structure of an Academic Programme

- (1) According to Universities Standards 2014, PROG/STD/04, an academic programme structure shall be aligned to a standard format as provided for by the CUE and shall include background information of the university, information on the various programme facets and details on the academic resources for the support of the programme.

Guidelines

Each academic *programme structure* shall consist of:

- a) The university's background information, which includes:
 - i. the vision, mission and philosophy of the university;
 - ii. the university's minimum admission requirements;
 - iii. academic resources for the support of the programme; and
 - iv. academic organization of the programmes.
- b) Information on the various facets of the programme including:
 - i. the title;
 - ii. philosophy;
 - iii. rationale including market survey implications;
 - iv. goal;
 - v. expected learning outcomes of both the programme and the specialization areas (if any);
 - vi. mode of delivery;
 - vii. academic regulations comprising of admission requirements, regulations on credit transfer, programme requirements, student assessment policy/criteria, grading system, examination regulations including moderation of examinations, graduation requirements, classification of degrees and regulations for thesis/dissertation/projects (where applicable);
 - viii. course evaluation;
 - ix. management and administration;
 - x. list of courses/units;
 - xi. duration and structure;
 - xii. course distribution table; and
 - xiii. course descriptions for each course including, course title, purpose, expected learning outcomes, content, mode of delivery, instructional materials and/or equipment, assessment, (reference materials including textbooks, journals and e-materials).
- c) Appendices of the academic resources for the support of the programme comprising of the facilities; equipment and teaching materials; core-texts and journals; academic staff; and the University Policy on Curriculum Development.

There shall be a linkage between the various facets of an academic programme:

- i. The institutional information shall be cascaded down to the programme, while the programme's general information shall be cascaded down to the various courses of the programme;
- ii. The course title shall be reflected in the purpose of the course and the course's expected learning outcomes; and

- iii. The expected learning outcomes shall be reflected in the course content, which shall be linked to the mode of delivery, instructional materials and/or equipment, assessment and reference materials.

(2) According to Universities Standards 2014, PROG/STD/05, academic programme title shall be reflective of its overall content.

Guidelines

- a) The academic programme title shall adopt universal nomenclature for similar programmes;
- b) The academic programme title shall be short, concise and descriptive of its overall content;
- c) The appropriateness of an academic programme title shall be determined by:
 - (i) At least 70% of the content being relevant and core to the academic programme. This includes both core and specialization courses; and
 - (ii) For academic programmes titles that include two (2) field of study, the allocations of core courses to the two (2) fields shall be equally shared.
- d) Two (2) or more similar academic programmes shall be considered distinct, thus warranting unique programme titles, if more than 30% of the core content is different.

(3). According to Universities Standards 2014, PROG/STD/06 a university shall clearly articulate the academic organization and structure of its programmes.

Guidelines

- a) The academic structure shall include the:
 - (i) academic calendar mode;
 - (ii) duration of each segment of the academic calendar;
 - (iii) definition of course/units/credit hours/lecture hours in relation to the academic calendar;
 - (iv) total number of courses; and
 - (v) course distribution table.
- b) The academic calendar for any given university shall be divided into one of the following modes:
 - (i) semesters, which comprise two (2) equal divisions/terms of between 15-17 weeks in an academic year;
 - (ii) trimesters, which comprises three (3) equal divisions/terms of between 13-15 weeks in an academic year; or
 - (iii) Quarters, which comprise of four (4) equal divisions/terms of between 9-12 weeks in an academic year
- c) A credit hour is equivalent to a minimum of 13 instructional hours;
- d) One instructional hour is equivalent to:
 - (i) one (1) contact hour in a lecture-designed session;
 - (ii) two (2) contact hours in a tutorial-designed or open-learning-designed session;
 - (iii) three (3) contact hours in a laboratory-designed or practicum session; and
 - (iv) Five (5) contact hours in a farm or similar practice.
- e) A student's workload in a year shall be approximately 1500 – 1800 hours, with not more than 1/3 of the hours allocated to instructional sessions. The rest of the hours shall be dedicated to tutorials and seminars; carrying out assignments; independent and private studies; placements; preparation of projects; and examinations;
- f) The university shall provide the total number of lecture hours allocated to any given programme, in line with prescribed standards and professional bodies (where applicable).

