Programmes and Course Design Quality Assurance Draft Policy



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| **Responsible Executive** | **Vice Chancellor** |
| **Responsible Division** | **Directorate of Quality Assurance** |
| **Approved By** |  |
| **Date Approved** |  |
| **Review Date** | **After every four (4) years** |
| **Stakeholders affected by this policy** | **All categories of staff and students of University of Nigeria Nsukka as well as their partners (JAMB, ALUMINI, FGN and local and International****collaborators)** |

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# **1. Purpose**

This policy establishes a structured and comprehensive framework for the design, development, approval, and review of academic programmes and courses at the University of Nigeria. The objective is to ensure that all programmes and courses are of high quality, relevant, and aligned with the university’s mission, strategic goals, and academic standards.

# **2. Scope**

This policy applies to all new and existing undergraduate, postgraduate, and continuing education programmes and courses offered by the university, including:

* Degree programmes (Bachelor’s, Master’s, PhD)
* Diplomas and Certificates
* Professional and vocational training courses
* Short-term and non-degree courses

# **3. Objectives**

The QA policy for programme and course design aims to:

* Ensure that programmes and courses meet high academic and professional standards.
* Align learning outcomes with industry, community, and stakeholder needs, preparing students for successful careers and lifelong learning.
* Foster innovation, inclusivity, and flexibility in curriculum design to enhance the student learning experience.
* Ensure consistency in design processes across departments and faculties.
* Embed a culture of continuous improvement and responsiveness to feedback from stakeholders and learners.

# **4. Key Principles**

The following principles underpin the design and quality assurance of all programmes and courses:

* **Relevance**: The content of all programmes and courses must reflect current academic, industry, and societal trends, addressing the needs of employers and the broader community.
* **Student-Centered Learning**: Programmes must focus on student engagement, active learning, and skills development. The design should provide pathways for personal and professional growth.
* **Learning Outcomes**: All programmes and courses must have clear, measurable, and relevant learning outcomes that align with the qualification’s framework, international benchmarks, and professional standards.
* **Inclusivity and Accessibility**: Programmes must promote inclusive teaching and learning practices, considering the diverse needs of students from various backgrounds.
* **Flexibility**: Course structures should offer flexibility in delivery modes (e.g., in-person, hybrid, online), allowing for continuous adaptation to new technologies and pedagogical trends.

# **5. Programme and Course Design Process**

The process for designing and reviewing programmes and courses is as follows:

1. **Needs Analysis and Consultation**:
	* Identify the need for a new programme or course, or the need to revise an existing one, based on market trends, stakeholder consultations, and student demand.
	* Engage relevant stakeholders, including industry partners, academic staff, students, alumni, and regulatory bodies.
2. **Programme/Course Proposal Development**:
	* A working group or design team is formed, including academic experts, administrative staff, and external advisors where applicable.
	* The proposal includes programme/course objectives, target audience, duration, learning outcomes, curriculum content, assessment methods, and teaching strategies.
3. **Curriculum Design**:
	* Design courses with a clear structure that reflects the programme’s overall learning outcomes, progression, and coherence.
	* Incorporate a variety of teaching methods (e.g., lectures, seminars, practical sessions) and assessment tools (e.g., exams, projects, portfolios) aligned with learning outcomes.
	* Ensure that academic rigour, interdisciplinary opportunities, and innovation in teaching are integrated into the curriculum.
4. **Approval Process**:
	* Submit the programme/course proposal to the relevant academic and administrative bodies (e.g., Departmental Board, Faculty Board, Academic Senate, University Council) for approval.
	* The approval process involves an internal review, external peer review (if applicable), and regulatory alignment checks to ensure compliance with national and international accreditation standards.

# **6. Continuous Improvement and Review**

Programmes and courses will be subject to regular review and continuous improvement processes to ensure they remain relevant and of high quality. The review cycle typically occurs every 5 years, with annual monitoring mechanisms in place.

* **Internal Review**: Academic departments will conduct internal reviews based on feedback from students, faculty, and stakeholders, as well as performance indicators such as student success rates, retention, and employability.
* **External Review**: External experts and accreditation bodies may be involved in periodic reviews to ensure that programmes meet professional and academic standards.
* **Feedback Mechanism**: Student feedback, course evaluations, and surveys will be used to assess the effectiveness of teaching methods, course content, and overall student satisfaction.

# **7. Roles and Responsibilities**

* **Heads of Departments/Directors of Institutes and Course Leaders**: Responsible for initiating, designing, and overseeing the development and revision of programmes and courses. They ensure the programme/course meets academic standards and strategic goals.
* **Quality Assurance Office**: Monitors the compliance of all programmes and courses with this policy and facilitates the approval and review processes.
* **Academic Committees**: Review and approve new programmes and courses, ensuring they align with university goals and accreditation requirements.
* **Faculty and Departments**: Provide input during the design and review phases, ensuring academic and operational alignment.
* **Students**: Provide input during the design and review phases.

# **8. Programme and Course Evaluation Criteria**

Programmes and courses will be evaluated based on the following criteria:

* **Relevance and Demand**: Alignment with student demand, industry needs, and labour market trends.
* **Learning Outcomes**: Clearly defined, measurable outcomes that reflect the desired knowledge, skills, and competencies.
* **Student Success**: Performance of students in terms of academic achievement, retention rates, graduation rates, and employability.
* **Teaching and Assessment Quality**: Effectiveness of the teaching methods and assessment strategies in achieving learning outcomes.
* **Resource Adequacy**: Availability of adequate teaching staff, learning materials, facilities, and technological support.
* **Inclusivity and Accessibility**: The degree to which the programme/course accommodates diverse learning needs and fosters an inclusive learning environment.

# **9. Quality Assurance and Enhancement**

* **Monitoring and Reporting**: The university will maintain a system of continuous monitoring and reporting on programme/course performance, including regular feedback loops for improvement.
* **Professional Development**: Continuous professional development (CPD) opportunities will be provided for faculty to ensure they stay up-to-date with current teaching practices, assessment methods, and subject matter knowledge.
* **Benchmarking**: The university will engage in benchmarking against national and international best practices and standards to maintain the quality and competitiveness of its programmes and courses.

# **10. Communication and Dissemination**

Once a programme or course is approved, information will be made publicly available through official university channels (e.g., website, course catalogues, faculty handbooks). This ensures that prospective students, faculty, and external stakeholders have access to clear and accurate information regarding programme offerings.

# **11. Compliance**

All academic and administrative units involved in the design and delivery of programmes and courses must comply with this QA policy. Non-compliance may result in additional reviews or the suspension of programmes or courses until corrective actions are taken.

# **12. Review of this Policy**

This policy will be reviewed every five years, or sooner, if necessary, to ensure it remains current and relevant to the needs of the university, students, and stakeholders.

# **13. Conclusion**

The university is committed to delivering high-quality academic programmes and courses that foster excellence, innovation, and inclusivity. This Quality Assurance policy ensures that all programmes and courses are designed, reviewed, and continually improved to meet the highest academic standards and respond to the evolving needs of students and society.