


The Catholic University of Eastern Africa

TITLE	AUTHOR
PROCEDURE FOR REVIEWING AN EXISTING ACADEMIC PROGRAMME (CUEA/DVC-ACD/ACP/02)	DIRECTOR OF ACADEMIC PROGRAMMES DEVELOPMENT
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0. CONTENTS AND RECORD OF CHANGES

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0.2 RECORD OF CHANGES

No.	Date	Details of Changes		Authorization
		Page	Clause/subclause	
1	(dd-mm-yy)			Title
2	19-05-2011	3	6.1	CAPD
3	19-05-2011	2	0.2	CAPD
4	16-01-2012	3	4.0	DAPD
5	07-02-2012	3,4	4.0,6.4	DAPD
6	15-06-2012	3,4,15	6.3 and 7.0 Inclusion of appendix C Tracer Study Questionnaire.	DAPD
7	61-04-2013	3,4	4.0,4.7 and 6.4 Change CHE to CUE	DAPD

0.3 Distribution / Circulation

This Standard Operating Procedure is available at relevant functions for authorized users.

1.0 Purpose

This procedure is to ensure effective and efficient review of existing academic programmes at CUEA.

2.0 Scope


This procedure applies to the review of academic programmes by faculties, institutes, schools, centres and constituent colleges of CUEA.

3.0 References

This procedure makes reference to the following documents:

- 3.1 ISO 9001:2008 standard

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- 3.2 University Policy on Curriculum Development: Programme Development Policies and Procedures
- 3.3 Commission for Higher Education Guidelines for Designing Curriculum for University Academic Programme (March 2009)
- 3.4 Quality Management Manual

4.0 Terms and definitions

- 4.1 CUEA – The Catholic University of Eastern Africa
- 4.2 CUE – Commission for University Education
- 4.3 Senate – policy making organ of the University
- 4.4 Week – is equivalent to 5 working days
- 4.5 DAPD - Director of Academic Programmes Development
- 4.6 Urgent Issues: Unexpected issues in the content of the Programme
- 4.7 Standards: Guidelines received from Commission for University Education


5.0 Principal Responsibilities

The Director of Academic Programmes Development has the mandate to implement and continuously monitor this procedure to ensure that it remains adequate for its intended purpose and is effectively applied.

6.0 Method

- 6.1 The DAPD shall initiate the process of programme review by the end of the 4th year of implementation of a given programme, in addition to any urgent issues which may be identified along the cycle.
- 6.2 The DAPD shall receive from the HoD timelines on the review of the programme indicating when he or she shall organize a stakeholders meeting or workshop for tracer study, workshop for reviewing the programme
- 6.3 The DAPD shall receive a stakeholder’s workshop report, and where applicable a tracer study report based on data obtained from *CUEA/DVC ACD/ACP-TSQ/02/fm 01* and evaluate the proposed revised programme from the relevant faculty/department/institute/school/centre/constituent college within 4 weeks.
 - 6.3.1 If the proposal does not meet the standards, the DAPD shall within 2 weeks advise the faculty/department/institute/school/centre/constituent college to make the necessary revisions.
 - 6.3.2 If the proposal meets the standards, the DAPD shall write within one week to the DVC Academic advising that the relevant

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faculty/department/institute/school/centre/constituent College implements the revised programme.

- 6.4 If the proposed revisions constitute more than 50% of new material, the proposal shall be submitted to CUE for approval in which case the Procedure for Developing New Academic Programmes applies (CUEA/DVC-ACD/ACP/01).

7.0 Appendices

- 7.1 Appendix A: University Policy on Curriculum Development: Programme Development Policies and Procedures
- 7.2 Appendix B: Commission for Higher Education Guidelines for Designing Curriculum for university academic programme
- 7.3 Appendix C: Tracer Study Questionnaire

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Appendix A: University Policy on Curriculum Development PROGRAMME DEVELOPMENT POLICIES AND PROCEDURES

Introduction

Definition of Terms

Programme development is the process of planning new academic programmes or reviewing and revising existing programmes.

This document contains the policies and procedure for the development of academic programmes at The Catholic University of Eastern Africa.

Policies


1. The development of academic programmes is one of the main responsibilities of a head of department. Heads of department should conduct needs assessments to identify student and societal needs periodically and mount new programmes, validate or revise existing programmes.
2. Academic departments shall review existing programmes every four years so as to adjust the programmes to the changing needs of the students, the Church and the society. Programmes experiencing declining enrolment should be revised or may be discontinued.
3. Academic programmes must be developed using objective and systematic procedures (conceptualization, planning, development of instructional materials, implementation and evaluation).
4. Programme development is teamwork and must involve members of the department.
5. It is the policy of the Catholic University to involve key stakeholders in programme development.
6. Academic programmes should be consistent with the teachings of the Church.

Purpose

The purpose of the programme development policy is to set out the university policy and procedures to guide academic staff in developing new programmes or revising existing ones.

Objectives

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The programme development policy seeks to:-


1. Promote systematic development of academic programmes
2. Enhance the quality of academic programmes

Procedures

PART A: DEVELOPMENT OF A NEW ACADEMIC PROGRAMME

1. All proposals for the development of an academic programme shall be presented to the Head of Department of the relevant subject and a copy sent to the Director of Academic Programmes Development Department.
2. The Head of Department shall present the proposal to the Departmental Academic Board with a representation from the Academic Programmes Development Department which, if satisfied that the proposal is feasible, shall establish a team that shall include the Director of Academic Programmes Development to conduct a needs assessment.
3. Based on the results of the needs assessment, the Departmental Academic Board shall decide whether to develop a new programme or reject the proposal.
4. If the Department Academic Board decides to develop a new programme it shall present the report to the Faculty Academic Board with a representation from the Academic Programmes Development Department; and Senate for approval.
5. The department shall conduct a needs assessment study and use data from it to design a new programme. At this stage, the programme development team shall consult and work cooperatively with key stakeholders including experts in the discipline and curriculum development and employers. The programme development team shall present the proposed programme to the Departmental Academic Board.
6. If the Departmental Academic Board is satisfied with the programme, the Head of Department shall forward the proposed programme to the Academic Programmes Development Department for evaluation.
7. After the Academic Programmes Development Department has evaluated the programme, the Director of Academic Programmes Development shall give feedback to the Head of Department.

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8. The Head of Department shall present the proposed programme to the Faculty Academic Board for adoption.
9. If the Faculty Academic Board is satisfied with the programme, the Dean of the Faculty shall submit the programme to the DVC Academics for submission to the Senate Finance Committee for assessment of financial issues and Senate for approval.
10. The Senate shall evaluate the programme and either approve, modify or reject the programme.
11. The DVC Academics shall submit the approved programme to then University Council and Commission for Higher Education for evaluation and final approval.
12. The approved programme shall be advertised and launched by the University.

PART B: REVIEW OF AN EXISTING ACADEMIC PROGRAMME

1. All proposals for the revision of an academic programme must be presented to the head of department of the relevant subject.
2. The Head of Department shall present the proposal to the departmental academic board with a representation from Academic Programmes Development Department; and if satisfied that the proposal is feasible, it shall establish a team to conduct a tracer study.
3. The Academic Department in collaboration with Research Department, shall conduct a tracer study to know satisfaction of students, alumni, staff, employers and parents.
4. A report on the tracer study shall be presented to the Departmental Academic Board.
5. Based on the results of the tracer study, the Departmental Academic Board shall decide whether to review or revise an existing programme or reject the proposal.
6. A team of experts from the Department shall be appointed to review the programme taking into cognizance the recommendations of the tracer study.
7. A revised programme shall be submitted to the Programme Development Committee for scrutiny and adoption.

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8. A revised programme shall be presented to the Departmental Academic Board, Academic Programmes Development Committee, Faculty Academic Board and Senate for approval.
9. The department shall implement the revised programme.
10. If the proposed revisions constitute more than 30% of new material (3/4 of new courses or change of title of programme), the proposal shall be submitted to CHE for approval in which case the procedure for developing new programme shall apply.

Policy Implementation

Heads of Academic Units/Departments, Centres, Faculties and Division) bear the primary responsibility for implementing this policy.

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Appendix B: Commission for Higher Education Guidelines for Designing 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 *Curriculum Standards*.

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 Academic Staff

A brief description of the:

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- a). Teaching staff
- b). Technical/Support Staff

1.5 Programmes Offered by the Institution

- a). List of all programmes offered
- b). Duration of each programme indicating total lecture hours required for graduation
- c). Definition of:
 - i) Credit hours
 - ii) Lecture hours
 - iii) Contact hours
 - iv) Course units
- d). 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

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/situational analysis; and
- 2.3.2 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:

- 2.5.1 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; and
- 2.5.2 Be SMART (Specific, Measurable, Achievable, Realistic and Time-Bound) and learner-centered.

2.6 Mode of delivery of the Programme

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

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2.7 Academic Regulations for the Proposed Programme

2.7.1 Admission Requirements for the Proposed Programme

2.7.2 Course Requirements

- a). This should include all requirements of the course such as: student class attendance, attachment, practicum/internship, community service
- b). Obligations of the lecturer which should entail aspects of course delivery and facilitation

2.7.3 Student Assessment Policy/Criteria

This should include:

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

2.7.4 Grading System

The system should indicate Marks and Letter grades

2.7.5 Examination Regulations

This should also include examination malpractices, internal and external examiners

2.7.6 Moderation of Examinations

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

2.7.7 Graduation Requirements

2.7.8 Classification of Degrees

2.7.9 Regulations for Thesis/Dissertation/Project (where applicable)

2.8 Course Evaluation

Course evaluation should include 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 such aspects of 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:

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2.10.1 A list of core courses, elective courses and other courses to be taken by the students by quarter/trimester/semester per subject/discipline. For each course/unit include:

- a. Course codes, which should reveal the specialization, level and year of study and should be unique to every course;
- b. Course titles;
- c. Credit hours, lecture hours, contact hours and units;
- d. 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 trimester/semester examinations; and
- e. 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 trimester/semester examinations

2.10.2 Total credit hours, lecture hours and course units required for graduation. This should be in conformity with the Commission's *Curriculum Standards*.

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.

2.12 Course Outline

2.12.1 Title of the course;

This should include code and credit hours/lecture hours/course units

NB: Prerequisites should be indicated where applicable

2.12.2 Purpose of the course;

2.12.3 Expected Learning Outcomes of the Course;


The expected learning outcomes of the course should:

- a). Include statements on 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, Measurable, Achievable, Realistic and Time-Bound) and learner-centered.

2.12.4 Course Content;

Course content should indicate all possible topics to be covered in the course.

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2.12.5 Mode of Delivery;

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

2.12.6 Instructional Materials and/or Equipment;

2.12.7 Course Assessment;

2.12.8 Core Reading Materials for the Course

The materials should include textbooks, journals and e-materials

2.12.9 Recommended Reading Materials;

The materials should include textbooks, journals and e-materials

3.0 Appendices

3.1 Appendix 1: Facilities

Checklist of facilities should include 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.

3.2 Appendix 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.


3.3 Appendix III: 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

3.4 Appendix IV: Academics Staff

- a). 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:
 - i) Bachelors Degree
 - ii) Masters Degree
 - iii) Doctoral Degree
- b). 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

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- c). List of relevant academic support/technical staff listed according to departments/disciplines/subjects and showing qualifications and years of working experience.

3.5 Appendix V: University Policy on Curriculum Development


Note:

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

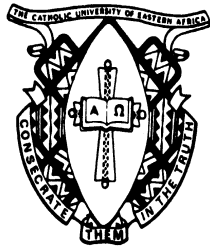
Disclaimer:

The Commission for Higher Education reserves the right to amend the content of these guidelines without notice. Institutions should obtain the latest edition from the Commission.

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Appendix C: Tracer Study Questionnaire



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TRACER STUDY QUESTIONNAIRE

Questionnaire # _____

Introduction


Dear Alumni,
We are conducting a study of CUEA graduates. The purpose of the study is for quality assurance of the Universities programs. Your experiences while you were at the University and thereafter would enable us identify any skills gap and needs in your respective fields of qualification. In particular, we are keen on how we could provide for your continuous professional training and develop programs that are market-driven. Kindly take time to complete this questionnaire by ticking or filling the provided spaces. Please be assured that all the information collected will be **strictly kept confidential**. YOU CAN SEND THE FILLED QUESTIONNAIRE TO programmes@cuea.edu

(Write legibly or Circle as appropriate)

Personal Information

1. Sex: Male Female
2. Age:
3. Nationality:
4. Marital Status: Single Married
5. Religion: Christian Muslim Pentecostal Other religion (specify) _____

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Educational Background

6. Name of the course undergone at CUEA (Lang'ata, Kisumu or Gaba) *Tick one*
7. Was this your first choice on admission? Yes No
8. How would you rate this course on a scale of 10? [_____]
9. What are the other courses done during your Degree/Diploma (if applicable):
-

10. What type of study program were you enrolled in?

- Day Weekend
 Evening School Based

11. What do you feel about the allocation of time to the various topics given?

- i. Good
 ii. Bad
 iii. Could have been better

12. What was the Class of Degree/Diploma Obtained?

- First Class Upper second Lower second
 Pass Not classified

13. Were you employed while studying for your (first) degree?

- Yes No

14. What were the terms of employment?


- Permanent Temporary
 Part-time Contract
 Self-employed Family Business

Transition to Employment

15. How did you get your first job after graduation? (Multiple responses apply)

- Have never got a job
 Public Service Recruitment Office
 Application to advertised vacant position
 Personal contacts through friends/relatives

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- I set up my personal business
- Contacting the employer without knowing about a vacancy
- I got the job through a private agency
- Worked with same employer before graduating
- I joined family business
- Employer offered me the job

Other (specify) _____

16. How many months did it take you to get a job after graduation? _____

17. How many employers did you contact before you got your first job?
- None Only one Employer 2 to 4 Employers
- 5 to 10 Employers 11 to 20 Employers Over twenty employers

18. What were the major problems you encountered in seeking for your first employment after graduation? (*Write "N/A" if respondent never sought for the job*)


- None Lack of required experience
- Non-transparent recruitment methods Tribalism
- Not being well-connected Lack of required qualifications
- Employers asking for bribes Gender discrimination

Lack of jobs for graduates in my field of specialization
Others (specify): _____

19. What skills and competencies you acquired during your first degree that has strengthened your work performance?

20. What skills and competencies you acquired during your first degree that has **NOT** been of use to you in your employment?

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21. What skills and competencies you did **NOT** acquire during your first degree that would have enhanced your work performance?

22. What do you think needs to be done to make the type of training you got during your first degree course more relevant to employment?

23. What have you or your employer done to build up your skills and competencies in order to enhance your work performance or employability?


24. What other suggestions do you have to improve training of your (first) profession in order to make it more relevant to the market?

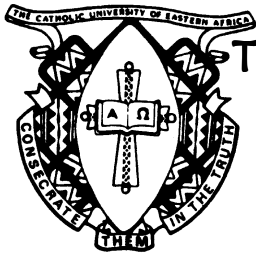
25. Would you propose to your friends to join CUEA in such training program?

- i. Yes
- ii. No

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Questionnaire for CUEA students

Serial n_o []

Introduction

Thank you for your time in completing this questionnaire. At The Catholic University of Eastern Africa [CUEA], we are examining the relevance of our programs of training, and exploring what can be done to provide our graduates with relevant competencies that they need in order to make them more marketable in the labour market. To make this endeavour a success **we are relying on your truthful and honest point of view**. Thank you for your time and energy in making CUEA the best it can be!

Background Information

Please indicate the following:


1. Your sex:
 - Male
 - Female
2. Your age in years.....
3. Year of study (e.g. year I, II III, etc) [_____]
4. Your profession (if applicable) [_____]
5. Your nationality [_____]

Curriculum Issues

(Please choose the right option and tick in front of them wherever necessary)

6. Name of the course undergoing at CUEA (Lang'ata, Kisumu or Gaba)
7. How would you rate the course you are undergoing on a scale of 10? [_____]

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8. What type of study program were you enrolled in?

- Day Weekend
 Evening School Based

9. What do you feel about the allocation of time to the various topics given?

- i. Good
 ii. Bad
 iii. Can be made better

Do you think this course shall be useful to you in your professional aspects (please explain your answer and be as specific as possible?)

10. Points out the aspects of the course that you feel are positive.

11. Point out the aspects of the course you feel needs improvement.

Recommend some improvisation you feel shall make the course more effective.


12. What new programme could you propose?

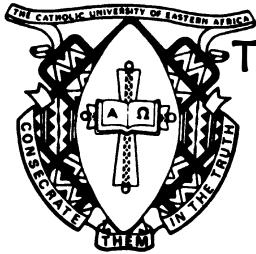
13. Would you propose to your friends to join CUEA in such a program?

- i. Yes
 ii. No

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Questionnaire for Employers of CUEA graduates

Introduction

Thank you for your time in completing this questionnaire. At of The Catholic University of Eastern Africa [CUEA], we are examining the relevance of our programs of training, and exploring what can be done to provide our graduates with relevant competencies that they need in order to make them more marketable in the labour market. To make this endeavour a success **we are relying on your truthful and honest point of view**. Thank you for your time and energy in making CUEA the best it can be!

Name of the Participant (Optional): _____
 Address (Optional): _____
 Contact Number (Optional): _____
 Email address (Optional): _____


Section A: Background information

- Your sex:
 - Male [] _____
 - Female [] _____
- Your employment industry/firm _____

Section B: Competence of the CUEA graduates

- How many CUEA graduates are working in your firm?.....
- What can you tell us about their ability to do the work assigned to them?

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5. What about their attitude and their ability to work well with others?

6. What can you tell us about the weaknesses of the CUEA graduates working in your firm or industry?

7. Which new courses would you suggest we can introduce in CUEA to make our graduates relevant and competent in the new age.

8. Would you choose CUEA for the education of your child?

- i. Yes []
ii. No []

Please explain your answer

9. Would you recommend some of your employees to pursue further studies at CUEA?

- i. Yes []
ii. No []

Please explain your answer

10. Would you recommend other employers to employ CUEA graduates?

- i. Yes []
ii. No []

Please explain your answer

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