The Catholic University of Eastern Africa

TITLE	AUTHOR
PROCEDURE FOR NEW ACADEMIC PROGRAMMES DEVELOPMENT (CUEA/ DVC AA/APU/01)	**COORDINATOR FOR ACADEMIC PROGRAMMES**
	NO. OF APPENDICES: **FOUR (4)** **7.1 – 7.4**

AUTHORIZATION
This Standard Operating Procedure is issued under the authority of:

TITLE	**DEPUTY VICE CHANCELLOR ACADEMIC AFFAIRS**
SIGNATURE	
DATE	**15 January 2019**
ISSUE DATE	**15 January 2019**
STAMP CONTROLLED / UNCONTROLLED	CONTROLLED

NOTE:
1. Write amendments on the page provided (Clause 0.2)
2. Controlled copies of this document will be in the DVC AA, Deans of Faculty, Director of Centres & Institutes, the Coordinator of Academic Programmes and Heads of Department Offices

Revision	03		Date	15 Jan 2019

0.   CONTENTS AND RECORD OF CHANGES

0.1   Table of Contents

0.2   Record of Changes

No.	Date	Details of Changes		Authorization
	(dd-mm-yy)	*Page*	*Clause/subclause*	*Title*
1.	**15-01-2019**	**All**	**Complete Review of Procedure**	**CAPU**

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 development of new academic programmes at CUEA.

2.0   SCOPE

This procedure applies to the development of new 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 9001:2015 standard

3.2   University Policy on Curriculum Development: Programme Development Policies and Procedures

3.3   Commission for University Education guidelines for designing curriculum for university academic programme (June 2014)

4.0   DEFINITION OF TERMS

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   CAP - Coordinator of Academic Programmes

5.0   PRINCIPAL RESPONSIBILITIES

The Coordinator of Academic Programmes 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 CAP shall receive from the HoD/Dean/Director/Principal communication on need for development of a new programme

6.2   The CAP shall:

6.2.1   In coordination with the relevant HoD/Dean/Director ensure that a needs assessment survey is effectively done using CUEA/DVC ACD/APU-NAQ/01/fm01 and a report compiled using the standard format of the needs assessment (Appendix D)

6.2.2   Receive a needs assessment survey report from the Constituent College on the proposed academic programme

6.3   The CAP shall receive a draft proposal of the new programme from the relevant faculty/department/institutes/schools/centres/constituent colleges together with FAB minutes and evaluate it within 4 weeks.

6.3.1   If the proposal meets the CUE requirements, the CAP shall within a week communicate to the relevant faculty / department / institute / school / centre / constituent college.

6.3.2   If the proposal does not meet the CUE requirements, the CAP shall within a week advise the faculty/ department/institute/school/centre/constituent college to make the necessary revisions.

6.4   The CAP shall write to the DVC Academic Affairs to organize for a meeting of the Academic Programmes Development Committee members to peruse and approve the proposed academic programme before submission to the Senate Committee

6.4.1   If the ACPDC is satisfied with the proposed academic programme, the CAP shall within a week communicate to the relevant faculty / department / institute / school / centre / constituent college to submit it to the Senate Committee for approval

6.4.2   If the ACPDC is not satisfied with the proposed academic programme, the CAP shall advice the relevant faculty / department / institute / school / centre /constituent College within a week on the way forward

6.5   The CAP shall receive a copy of the proposed programme approved (sometimes with amendments) by the Senate Committee from the relevant faculty / department / institute / school /centre /constituent college together with an excerpt of the relevant senate minutes. The relevant faculty / department / institute / school / centre / constituent College is allowed to mount the proposed programme as the process for submission to CUE commences.

6.6   The CAP shall within 2 days write to the DVC Academic Affairs requesting for payment to be made to CUE for programme evaluation.

6.7   The CAP shall within a week produce 10 bound copies of the proposed programme and submit them to CUE with a cover letter from the DVC Academic Affairs and a bankers cheque/proof of Electronic Funds Transfer (EFT) of the requisite amount.

6.8   The CAP shall receive an evaluation report on the proposed programme from CUE through the DVC Academic Affairs. The CAP shall within 2 days submit evaluation report to the relevant faculty / department / institute / school / centre / constituent college for action.

6.9   The CAP shall receive a revised copy of the proposed programme from the relevant Faculty / department / institute / school/ centre / constituent college. He or she shall within 4 weeks evaluate it to ensure that it adequately responds to the recommendations by CUE.

6.9.1   If the CAP is not satisfied, he/she shall within a week return the proposed programme to the relevant faculty / department / institute / school / centre / constituent college, recommending specific revisions.

6.9.2   If the CAP is satisfied that the faculty / department / institute / school / centre / constituent college has incorporated all the recommendations required by CUE, he/she shall within one week produce 10 bound copies of the proposed programme and re-submit the same to CUE

6.10   The CAP shall coordinate with CUE for the site inspection of academic resources.

6.10.1 If CUE is not satisfied with the Academic Resources, the CAP shall communicate the recommendations for improvement to the relevant faculty / department / institute / school / centre / constituent college.

6.10.2 If CUE is satisfied that the Academic Resources are appropriate and adequate, the university shall receive a formal approval of the proposed programme and the DVC Academic Affairs shall duly inform the CAP and the relevant faculty/ department/institute/school/centre/constituent college for operationalization of the programme

7.0   APPENDICES

7.1   CONTEXT

7.1.1   External / Internal Factors

(a)	External Factors	Identified Risk / Opportunity
(i)	Political	• Political instability • Political influence on industry
(ii)	Social	Changes in social factors affects the university e.g • Value system • Impunity • Unstable societal demands
(iii)	Technological	• Technological advancement • Resource and skilled manpower for technology use • Demand for innovation
(iv)	Legal	• Dynamic legal infrastructure
(v)	Economical	• Inflation • High cost of living
(b)	**Internal Factors**	**Identified Risk / Opportunity**
(i)	Culture	Diverse backgrounds
(ii)	Strengths	• Qualified staff to evaluate the programmes • Up to date equipment
(iii)	Weaknesses	• Inadequate financial resource facilitation for programmes accreditation • Inadequate financial resource for programme review • Non-compliance to CUE guidelines on review of programmes
(iv)	Opportunities	Conducive environment
(v)	Threats	Out dated academic programmes

7.1.2 Relevant Interested Parties

	Party	Needs and Expectations
(i)	Commission for University Education	Adherence to CUE guidelines Quality of academic programmes
(ii)	Government	Adherence to statutory and regulatory requirements
(iii)	Staff (HoDs and Deans)	Quality of academic programmes Assurance that the academic programmes evaluation takes the stipulated time

7.2 RISK ANALYSIS AND CONTROL

No	Risk	Cause	Risk Assessment			Risk Level	Control / Treatment
			Likelihood	Impact	Likelihood / Impact		
1	Lack of finances to submit the academic programmes to CUE	Finances	1	4	4	Medium	Submit to CUE academic programmes that already have students
2	Lack of printing paper to photocopy the required copies of the academic programmes	Finances	2	5	10	High	Request for printing paper in advance; prioritize academic programmes to photocopy
3	Lack of adequate resources: (a) Facilities, (b) Textbooks and Journals, (c) Academic Staff, (d) Equipment, (e) Technical Support.	Adequate resources	3	3	9	High	Ensure that only academic programmes that have adequate resources are implemented

Revision	**03**		Date	**15 Jan 2019**

7.3   REQUIRED ORGANIZATIONAL KNOWLEDGE

(a) Steps in curriculum development
(b) Policies and procedures in curriculum development
(c) CUE guidelines on curriculum development
(d) Universities Act
(e) Necessary approvals
(f) Preparation for site inspection

Appendix A: University Policy on Curriculum Development: Programme Development Policies and Procedures

Introduction
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 (conceptuatlization, 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.

Revision	**03**		Date	**15 Jan 2019**

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

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 Coordinator of Academic Programmes Development.

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 Coordinator 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 Programme Development Committee for evaluation.

7. After the Academic Programmes Development Committee has evaluated the programme, the coordinator of Academic Programmes Development shall give feedback to the Head of Department.

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 (Academic) 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 (Academic) shall submit the approved programme to the University Council and Commission for University 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.

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.

Revision	**03**		Date	**15 Jan 2019**

10. 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 programme shall apply.

Policy Implementation

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

Appendix B: Guidelines for Designing Curriculum for University Academic Programme Dated June 2014

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

Revision	**03**		Date	**15 Jan 2019**

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

2.5.1 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.

Revision	**03**		Date	**15 Jan 2019**

2.5.2 In cases where the programme has specialization/option areas, *the expected learning outcomes of the specialization areas* 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) Practicals; 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 passmark 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;

Revision	**03**		Date	**15 Jan 2019**

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:

Revision	**03**		Date	**15 Jan 2019**

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/Contact hours**		
PLO 1				A B C D E					
PLO 2									
PLO 3									
PLO 4									
SPECIALIZATION LEARNING OUTCOMES									
Specialization 1									
SLO1 1									
SLO1 2									
SLO1 3									
Specialization 2									
SLO2 1									
SLO2 2									
SLO2 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 elective*s. For each course include:

a) Course codes, which should reveal the programme type, specialization area, level and year of study and should be unique to every course;

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

c) Credit hours and/or lecture hours.

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

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.

4.0 APPENDICES

4.1 Appendix I: 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.

4.2 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.

4.3 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

4.4 Appendix IV: Academic Staff

Revision	**03**		Date	**15 Jan 2019**

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

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

4.5 Appendix V: University Policy on Curriculum Development

Note:
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.

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

Revision	**03**		Date	**15 Jan 2019**

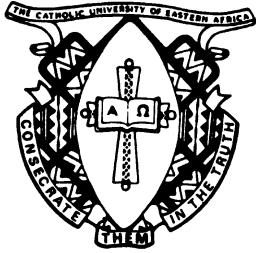**Appendix C: Needs Assessment Questionnaire**

THE CATHOLIC UNIVERSITY OF EASTERN AFRICA

A. M. E. C. E. A

Academic Programmes Development Department

P.O. Box 62157

00200 – City Square

Nairobi - Kenya

+ 254-20-2525811-5

+254-722 509811/2

Dear Respondent,

This needs assessment questionnaire is designed to assist our institution to determine the marketability of the programmes to be introduced and the extent to which it meets the user demands. We are developing a new programme in ……………………... We request your completion of this questionnaire to help us learn more about your needs and preferences and whether the programme we are developing meet your expectation and job market demands. The information you and others provide will also assist us in designing the curriculum. Your answers will be handled in the strictest confidence.

Biographical Information
(Tick as appropriate)

1. Name: ……………………………………………………………………………………..

2. Gender: female ☐ male ☐

3. Nationality……………………………………………………………………………………

4. Age Group: under 18 ☐ 18-25 ☐ 26-35 ☐ 36-55 ☐ 56-65 ☐ over 65 ☐

5. Profession: student ☐ teacher ☐ manager ☐ Other……………………………………….

6. Education: high school ☐ college ☐ graduate school ☐

7. What best describes your current educational goals (indicate your preference)
   To obtain a university degree in…………………………………………………………...
   To obtain a diploma in …………………………………………………………………………

Revision	**03**		Date	**15 Jan 2019**

To obtain a certificate in ………………………………………………………………….

8. Are there any people in your organisation/locality/school who have expressed desire to pursue higher degree/diploma /certificate education in this area of specialization?

   Yes ☐   No ☐

9. What type of delivery would you prefer?
   a) Face to Face   ☐

   b) Distance learning   ☐

10. What mode of learning would you prefer? (Tick your preference)
    a) Day   ☐

    b) Evening   ☐

    c) Weekend   ☐

(Questions 11 to 13 to be answered by those in employment)

11. Have you met any challenges when performing your job?
    Yes ☐   No ☐

12. What did you do?
    …………………………………………………………………………………………………
    …………………………………………………………………………………………………
    …………………………………………………………………………………………………
    …………………………………………………………………………………………………

13. Did your employer provide training to enable you to perform your job better?
    …………………………………………………………………………………………………
    …………………………………………………………………………………………………
    …………………………………………………………………………………………………
    …………………………………………………………………………………………………

14. What type of training would you prefer to enable you to perform tasks well?
    …………………………………………………………………………………………………
    …………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

15. What specific content would you prefer in this course that could attract you or enable you meet your job demands

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

16. What other feedback would you like to give us on this needs assessment questionnaire?

…………………………………………………………………………………………………

………………………………………………………………………………………………….

CUEA/DVC AAR/DQA&ACP/NEEDS ASSESSMENT/01/fm 01

Appendix D: **Format of A Needs Assessment Report for Proposed New Academic Programmes (***The Whole Report Should Have Max. 30 Pages***)**

Preliminary pages
- Title of the needs assessment report
- Table of contents
- Abstract
- List of tables and list of figures

CHAPTER ONE -INTRODUCTION

1.1 Background to the needs assessment survey
1.2 Statement of the problem
1.3 Objectives of the needs assessment

CHAPTER TWO: LITERATURE REVIEW

- Provide 2 pages of the literature review

CHAPTER THREE: DESIGN AND METHODOLOGY

- Give a brief summary of methodology
- Sampling procedures
- Research instruments
Max. 2 pages

CHAPTER FOUR: DATA PRESENTATION, DISCUSSION AND INTERPRETATION

- Give a summary of findings according to the objectives of the needs assessment survey
Max. 10 pages

CHAPTER FIVE: CONCLUSIONS AND RECOMMENDATIONS

- Conclusions and recommendations must be given according to the objectives of the needs assessment
Max.5 pages

CUEA/DVC AA/APU/01/fm 03

Revision	**03**		Date	**15 Jan 2019**