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**POLICY FOR CURRICULUM DEVELOPMENT, EXECUTION
AND REVIEW**

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REVISED

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FOREWORD

The Curriculum Development Policy arises from the need to lay high standards of operation at the University in line with the high expectations of students, the Government of Kenya, the society and international community. The Policy will go a long way to cement the standing of the University as a bulwark and centre of excellence for academic and skills development.

It is expected that all programmes developed at the University will strictly follow the processes and standards described in the policy, and so will also the execution and monitoring. The University Council will provide the necessary governance basis for implementation of the Policy for enhanced growth of the University and her contribution of properly informed, and knowledgeable graduates to the work place.

Signature:

Date:

DR. RACHAEL MSAKE

CHAIRPERSON OF COUNCIL

PREFACE

The Curriculum Development, Execution and Review Policy lays down the framework for is important because it ensures that all stakeholders, including members of the University, regulatory and professional institutions, among other stakeholders contribute to developing programmes that contribute positively to the growth of the learners and prepares them well for the work environment.

The Policy outlines the foundations and bases for its operations, including the necessary legal and regulatory standards. It then outlines the processes and control points, in the form of committees and Boards, designing and developing programmes or reviewing existing ones as need may arise, not forgetting the role of the Commission for University Education as the accreditation institution for university Degree programmes. Provisions for monitoring and evaluation during execution have been made, to provide input for improvement on delivery or review. In particular, it is understood that the learners' and societal needs shall play a major role in the designs and reviews of the curriculum.

I thank all members of the University, the committees and Boards that worked tirelessly to develop this policy and hope it will provide guidelines for future curriculum development, execution and review and contribute to rendering the university able to deliver on its mission

Signature:

Date:

PROF. SAMUEL GUDU

VICE-CHANCELLOR

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DEFINITIONS

For the purpose of this Policy, unless specifically stated otherwise, the following definitions shall apply:

Academic Program is a purposeful, planned and structured set of learning content and activities with defined structure, mode of delivery and assessment, which on completion, leads to conferment of a degree, or award of diploma or certificate.

Academic policies – formally authorized statements of the principles and actions required to support teaching and learning activities at Rongo University.

Academic Year is a period of study consisting of two semesters or such other session as may be determined by the Senate.

Credit hour is a one (1) lecture hour per week for a minimum of fifteen (15) weeks of teaching.

Course is the smallest unit of learning in a curriculum in which a student can receive an assessment.

Curriculum is the documented content of study for a given Certificate, Diploma, or Degree.

Curriculum Development is the process by which the university constructs a curriculum

Curriculum Evaluation is the process of assessing the extent to which the implemented curriculum produces expected outcomes.

Curriculum Harmonization is the reconciliation of interrelated groups of courses of study.

Curriculum Innovations are the novel changes that are incorporated into a curriculum to improve the curriculum outcomes.

Curriculum Implementation is the process of putting a curriculum into practice.

Curriculum Planning is the process of making decisions about what to teach, why, and how to organize the teaching and learning process.

Curriculum Quality Management is the continuous monitoring and evaluation of curriculum.

Curriculum Relevance is the applicability and appropriateness of a curriculum to the needs, interests, aspirations and expectations of learners, lecturers, university and society.

Curriculum Review is the processes of identifying gaps and weaknesses with a view to increasing curriculum effectiveness which will lead to revision after completion of the life cycle and introduction of changes that are relevant and reflect new developments in society to adequately prepare learners.

Curriculum Stakeholders are all persons affected by, or affecting a curriculum.

Diploma A sub-degree award that is conferred following the satisfactory completion of an academic program of at least one or two year's full-time duration.

Entry requirements The rules that specify the level of attainment required to qualify for consideration for admission to university. Entry requirements can be standard or non-standard.

Equivalent Full-Time Student Load (EFTSL) is the measure used to determine a student's enrolled load. The University sets a unit value for each of its courses. One 'EFTSL' is the amount of student load determined by the University to be equal to a full-time load for one student for one year, and is expressed at the University in terms of course units.

Lecture hour means one (1) contact hour of lecture or two (2) hours of tutorial or three (3) hours of practical work.

Semester is a period of fifteen (15) weeks of instruction and two (2) weeks of exams.

ABBREVIATIONS AND ACCRONYMS

CUE: Commission for University Education

EFTSL: Equivalent full time student load

HoD: Head of Department

KNQF: Kenya National Qualifications Framework

PhD: Doctor of Philosophy

1.0 BACKGROUND OF THE UNIVERSITY

1.1 The Vision

A world class technology driven University in learning and practice

1.2 The Mission

To provide quality and innovative higher education through teaching, research and community service

1.3 Core Values

1. Integrity
2. Professionalism
3. Innovation
4. Equity
5. Social responsibility

1.4 Mandate of the University

The University derives its mandate from the Rongo University Charter of 7th October, 2016, which stipulates the objects and functions of the University as follows:

- a) Provide directly, or in collaboration with other institutions of higher learning, facilities for technological, professional, and scientific education;
- b) advance knowledge and its practical application by research and other means;
- c) disseminate the outcomes of research by various means and commercially exploit the results of such research;
- d) participate in scientific and technological innovation as well as in the generation, discovery, transmission and enhancement of knowledge and to stimulate the intellectual life in the economic, social, cultural, scientific, and technological development;
- e) contribute to scientific, technological and industrial development of society in collaboration with industry and other organizations;
- f) make proposals for new academic programmes culminating in degrees, diplomas and certificates;

- g) make proposals for the establishment of colleges, campuses, faculties, schools, institutes, directorates, departments, centres and other resource and administrative units as may be appropriate;
- h) inculcate a culture of innovation in technology, engineering and science amongst staff, students, and society;
- i) promote education in social dynamics, science and technology within the institution and society;
- j) develop an institution of excellence in teaching, training, scholarship, entrepreneurship, research, consultancy, community service, among other educational services and products;
- k) provide a multi-level system of education and training that is relevant to the needs of the local, national and global community covering a wide range of fields and levels with provision for recognition of prior learning and flexibility of transition between educational levels;
- l) play a leading role in the development and expansion of opportunities for socio-cultural, technological and vocational education and training;
- m) provide high quality educational, research, residential, commercial, cultural, social, recreational, sporting, and other facilities;
- n) facilitate student mobility between programmes of study at different accredited technical training institutions, polytechnics, and universities;
- o) promote critical enquiry, independence and creativity in education, training and research within the institution;
- p) participate in commercial ventures and activities that promote the objectives of the institution;
- q) foster the general welfare of students and staff;
- r) provide equal opportunity for development and further training for staff of the institution;
- s) develop and provide educational, cultural, professional, technical and vocational services to the community and, in particular, the fostering of corporate social responsibility;
- t) provide programmes, products, and services in ways that reflect the principles of equity and social justice;

- u) conduct examinations for, and grant such, academic awards as may be provided for in the Statutes, and to syndicate examinations for awards at other institutions as may be approved by the Senate;
- v) generally, facilitate the development and provision of appropriate and accessible academic and other programmes.

2.0 INTRODUCTION

2.1 Purpose of the Policy

The Purpose of this policy is to provide the principles and guidelines for curriculum development, implementation, quality management and evaluation of all the programmes at Rongo University. The University aspires to be a center of academic and research excellence and is dedicated to the promotion of sound and relevant academic programmes. Programme development or review is driven by the needs of learners and society with the aim of promoting knowledge, skills, competencies and attitudes that would transform both the learners and society.

Curriculum design, planning and development shall be driven by the changing needs of learners, research findings in the discipline, changes in industry, market demands and global needs in university education, changing academic and societal needs for university education, technological and methods advancement and guidelines from regulatory authorities;

2.2 Scope of the policy

This Policy applies to all Rongo University Departments, Schools, Committees and Boards in relation to curriculum design and execution.

2.3 References

This policy is based on the following references:

- i. The Constitution of Kenya, 2010;
- ii. Vision 2030;
- iii. Universities Act, 2012;
- iv. The Universities Regulations, 2014 (Commission for University Education, CUE);
- v. Rongo University Charter, 2016;
- vi. Rongo University Statutes, 2017;
- vii. Guidelines for Designing Curriculum for University Academic Programmes, 2014 (CUE).
- viii. Recognition and Equation of Qualification (CUE).
- ix. Kenya National Qualifications Framework (KNQF)

3.0 THE POLICY

3.1 Justification for the Policy

Rongo University is committed to providing quality education and services that meet the needs of her customers and stakeholders through quality and relevant teaching, research and community service. The quality of education shall be grounded in intellectual and academic freedom, teamwork, quest for excellence, professionalism, discipline and continuous improvement of services. To realize this commitment, the University shall regularly review its academic programmes.

The major factors that shall influence curriculum development include globalization and internationalization, regulation of the university environment, technology, societal demand and the need to promote lifelong learning. Rongo University operates within a global environment whose inherent driving force is competition and response to market forces. In the global context, the University shall endeavor to offer relevant and quality academic programmes that shall be rationalized in order to develop skills and competencies in the learners, research and consultancy services. This policy shall also provide the guiding principles for admission into the various University programmes.

3.2 Objective of the Curriculum Development Policy

The objective of the policy is to provide standardized procedures for developing and reviewing academic programmes and providing admission pathways for applicants into various programmes at the University.

4.0 GUIDELINES

The design of all academic programmes shall take into account the Commission for University Education guidelines, 2011; and ensure that the programmes:

- i. Are relevant and contextualized;
- ii. Contribute to the overall national human resource development and requirements and higher education strategies and goals.

- iii. Are broad-based, diversified and integrated; and
- iv. Are practice -oriented.

5.0 RONGO UNIVERSITY CURRICULUM DEVELOPMENT PHILOSOPHY

- i. Rongo University curriculum development and review philosophy holds that an academic programme should facilitate a structured interaction between lecturers, learners, curriculum content and the learning environment in a manner that transforms both the learner and lecturers into knowledgeable, skilled persons who can both communicate the discipline content, and apply the knowledge learned to resolve real life issues in their areas of specialization.
- ii. The policy integrates the levels, processes and approval procedures for curriculum development.
- iii. Each academic curriculum shall have:
 - a. Title of programme,
 - b. Admission requirements, including credit accumulation and transfer;
 - c. Purpose and objectives of, and expected outcomes from the programme,
 - d. Specific number of courses of specified unit and credit hour weighting, provided that no course shall comprise fraction of units, and content,
 - e. Form, and duration of content delivery, provided that a degree programme shall have a minimum of the following hours in a given discipline area,

<u>Discipline</u>	<u>Hours:</u>
i. Applied Sciences	2240
ii. Arts and Humanities	1680
iii. Medical and Applied Sciences	3960
iv. Pure and Natural Sciences	1785
v. Social Sciences	1680

- f. Monitoring and evaluation of delivery of course content,
- g. Examination procedures, marks and grades,

- h. Graduation requirements,
 - i. Grading, if any.
- iv. Each programme shall have a list of human, physical and other resources available for delivery of content.
- v. The steps for the curriculum development shall be as follows:
- a. Needs analysis by department and experts/ subject specialists;
 - b. Development of curriculum aims, goals, objectives and expected outcomes;
 - c. Provision of resources to support curriculum development (budget, personnel, materials);
 - d. Course design at the Department and School levels, with input from stakeholders, including alumni, employers, lecturers, current students and general community;
 - e. Approval by Committees, Boards and Senate;
 - f. Development of teaching and learning resources and materials;
 - g. Testing of the resource and materials;
 - h. Induction workshops for staff,
 - i. Implementation of curriculum,
 - j. Curriculum monitoring, quality management and evaluation.

6.0 PROCEDURE FOR CURRICULUM DEVELOPMENT AND REVIEW

6.1 Stages of Curriculum Development

Curriculum development shall involve key stages, including discussion and input through the quality management systems of the University; thus:

- i. The Department
- ii. The School
- iii. Directorate of Quality Assurance
- iv. Deans' Committee
- v. University Senate
- vi. Commission for University Education

6.2 Department Processes

- i. Each department shall establish a Curriculum Development and Review Committee;
- ii. The Head of Department, through consultation, shall identify discipline and subject specialists, resource persons, curriculum experts and stakeholders who will be engaged in the process of curriculum development or review;
- iii. Departmental involvement in planning for curriculum development shall include:
 - a. Needs assessment;
 - b. Formulation of purpose and objectives;
 - c. Course content delivery
 - d. Selection of appropriate instructional methods;
 - e. Identification, selection and development of requisite learning and teaching resources;
 - f. Determination of evaluation procedures, assessment, testing and examination of the learners;
 - g. Identification, and acquisition of learning and instructional materials;
 - h. Carrying out all recommended amendments;
- iv. The Head of Department shall have the following functions in Curriculum Development:

- a. Chair Departmental Curriculum Development Committee,
- b. Receive formal request for curriculum development or review,
- c. Identify a team of curriculum and discipline experts and other key external resource persons and any other required stakeholders for the curriculum development or review,
- d. Convene a curriculum development workshop,
- e. Convene departmental board meeting to discuss the draft curriculum,
- f. Submit the draft curriculum to the Dean of the School for further discussion at a School Board,
- g. Present the draft curriculum at the School Board meeting for discussion.
- h. Carry out any amendments as might be recommended at the various stages of curriculum development.

7.0 ROLE OF THE SCHOOL IN CURRICULUM DEVELOPMENT OR REVIEW

- i. The School Board shall discuss and make recommendations of any amendments on the draft curriculum;
- ii. The Dean shall forward the amended curriculum to the Directorate of Quality Assurance to verify its conformity with Rongo University Rules and CUE standards
- iii. The Dean, if satisfied, shall make recommendation for the draft curriculum to be tabled at Senate;
- iv. The Dean of the School shall submit the draft curriculum to Deans' Committee for discussion and recommendation;

8.0 THE DIRECTORATE OF QUALITY ASSURANCE

The Director of Quality Assurance shall have the following functions in relation to curriculum development or review:

- i. Participate during the stakeholders' and specialist workshop during formulation of the curriculum,

- ii. Receive a copy of the draft curriculum from the Dean of the respective School to read and propose amendments, if any,
- iii. Table a report concerning the programme at both the Deans' Committee meeting and Senate for discussion alongside the draft curriculum,

9.0 UNIVERSITY SENATE

- i. The Senate shall be responsible for approval of all academic curricula at the University.
- ii. The Dean of the respective School shall submit, and present the draft curriculum at Senate meeting..
- iii. Senate shall discuss and make appropriate amendments in the curriculum.
- iv. Any recommended amendments shall be carried out by HoD the through the Departmental Curriculum Development and Review Committee.
- v. Once the Senate approves a given curricula, it shall then be submitted to Commission for University Education for accreditation.

10.0 CURRICULUM IMPLEMENTATION

- i. The approved curriculum shall be implemented by the respective department.
- ii. The Head of department shall ensure that:
 - a. Lecturers are allocated specific courses in the curriculum,
 - b. Lecturers develop course outlines based on the course descriptions;
 - c. Relevant literature and other resources are available to support course delivery;
 - d. The curriculum is comprehensively delivered within the allocated time;
 - e. Examinations are set in line with the course description, expected outcomes, and objectives of the course;
 - f. External and other examiners' recommendations are incorporated to improve content, delivery and examination setting.

11.0 CURRICULUM MONITORING AND EVALUATION

- i. Curriculum monitoring and evaluation shall be carried out by the respective Heads of Department, Deans of Schools and Director of Quality Assurance.
- ii. The following evaluation procedures shall be adopted:
 - a. Periodic assessment of the curriculum during delivery of the course content;
 - b. Final evaluation of the curriculum after full delivery of the course content.
- iii. The Department shall evaluate the programme using student and lecturer inputs and reports from external examiners and other stakeholders.
- iv. The data collected from curriculum assessment and evaluation shall be analyzed, feedback provided and action taken for programme improvement.

12.0 CURRICULUM REVIEW

Curriculum review shall be carried out after programmes have run their full cycle, thus:

- a. Diploma programmes; 2 to 3 years depending on the design of the programme;
 - b. All Social Sciences/Sciences/Education/Public/Health/Nursing/Law undergraduate programmes - 4 years,
 - c. Postgraduate Diploma Programmes - 2 years,
 - d. Masters programmes - 2 years
 - e. PhD programmes – 3 years
- i. Curriculum review will benefit from stakeholder input, related research and rising needs and guidelines.

13.0 CREDIT ACCUMULATION AND TRANSFER AND WAIVER

13.1 Rationale of Credit Accumulation and Transfer

Credit transfer is a procedure of granting credit to a student on account of academic experience or courses undertaken at another institution. The transfer will be allowed only for degree programmes at the same level of study. The University recognizes that modern education is delivered in formal settings with set standards. Moreover, students may find it imperative to move from one educational institution to another in the country, region or across continents. This mobility has given rise to the need for recognition and transfer of credits earned from one educational institution to another for the same or similar programmes. This provides a priori, standards for recognizing and transferring credits, with the aim of promoting similar competencies among graduates of comparable academic programmes offered by different universities.

Whereas the University will allow transfer of credit, this shall be guided by the general practice embraced by CUE. For the purpose of this Policy “credit” shall be built on the *Credit hour*; thus:

- i. Similarity of programmes and course content
- ii. Credit hours attained in the previous institution
- iii. Examination scores and grades
- iv. The minimum and maximum number of credit hours for the programme as shall be defined by the total number of instruction hours, as may be determined by number of courses of specified unit weighting, required for the learner to complete the programme and qualify for the conferment of a degree or award of diploma or any other level of training.

13.2 Conditions for Credit Transfer

The following conditions shall be applied in considering the eligibility of the applicant for Credit Transfers

- i. Credit transfer shall be allowed only among similar programmes, provided that the similarity in courses is at least 50%

- ii. The applicant should have completed not more than 48% coursework for completion of the programme at the previous institution, provided in the case that the applicant has more content, then only a maximum of 48% will be credited of the best performed courses
- iii. **For Undergraduate:** The applicant must have completed courses equivalent to at least one academic year of study at the previous institution;
- iv. **For Postgraduate:** No credit will be transferred for thesis or project research;
- v. The applicant must have met the minimum entry requirement for the programme
- vi. The applicant must be admitted into the program before applying for credit transfer.
- vii. Certified copies of transcripts or equivalent documents shall be required for the transfer to be effected;
- viii. Credit for research proposals, research projects or Thesis/Dissertation research will not be transferrable.
- ix. Only credits accumulated from accredited and recognized institutions will be accepted for transfer

13.3 Procedure for Credit Transfer

- i. The applicant shall obtain the application forms from the Admission Office and submit to the Head of Department (HoD) where the program is administered;
- ii. The HoD will submit the application to the Dean of School, with the Departmental Board recommendation
- iii. The Dean shall have the application discussed by the School board for recommendations;
- iv. The recommendations from the School shall be tabled at Deans Committee for further recommendations to Senate
- v. Senate shall have the final approval for credit transfer.

14.0 EFFECTIVE DATE

This Policy shall become effective twenty one (21) days after signing by the University Council.

15.0 AMENDMENTS/REVIEW

This Policy will be amended from time to time by the University Council on advice from Senate.



CREDIT TRANSFER APPLICATION FORM

APPLICANT DETAILS

Student Name: _____ Email: _____
Registration Number: _____ Phone: _____
School admitted: _____ Department: _____
Nationality: _____ ID/Passport No: _____

PREVIOUS INSTITUTION

Name of Institution: _____
School / Faculty admitted: _____
Department: _____
Registration Number: _____

Accreditation by the Commission for University Education (Tick as appropriate):

Accredited
Not Accredited

REASON FOR LEAVING PREVIOUS / INSTITUTION / SCHOOL / DEPARTMENT:

Signature: _____ **Date:** _____