



## MAASAI MARA UNIVERSITY

# CURRICULUM DEVELOPMENT AND REVIEW POLICY

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## **Foreword**

To achieve her vision of being a *World Class University Committed to Academic Excellence for Development*, Maasai Mara University (MMU) need to continually develop, review and implement market demand driven academic programmes which meet the needs of a highly dynamic labour market. The Universities Standards and Guidelines 2014 define an academic programme as learning content consisting of courses that are weighed in terms of credit hours and are taught within a stipulated timeframe. There is therefore need to put in place a robust policy that will guide development and continuous review of academic programmes at Maasai Mara University. An academic programme is a dynamic document reviewed regularly in a predetermined cycle in order to align it with the prevailing needs of a market, local or world trends in education and the ever-changing backgrounds of students.

This policy therefore provides an avenue for a participatory approach to curriculum development and review process at Maasai Mara University to ensure standards of quality are met as well as form a basis for stakeholder involvement. It is envisaged that effective implementation of this policy will ensure that programmes on offer at MMU are of high standard of quality and relevance.

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**Vice-Chancellor.**

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**List of Abbreviations:**

- **CUE** – Commission on University Education
- **DVC (A&SA)** – Deputy Vice-Chancellor (Academics and Student Affairs)
- **AA**- Academic Affairs
- **QA&PC** – Quality Assurance and Performance Contracting.

## **1.0 Introduction:**

Curricular are the heart and soul of a university and a university is as good as the programmes it offers. Universities are constantly under the challenge to develop and implement new academic programmes that reflect and respond to evolving development needs of the society. Changing labour markets trends require that new academic programmes be developed and existing ones be reviewed to reflect the emerging labour market need trends. In the course of delivery of an academic programme, new ideas, innovations or even better methods of solving problems may emerge that could be integrated in one or more of the courses within a programme. Students themselves could have difficulties understanding certain topics in one course due to a prerequisite topic missed out in another course. Such issues need to be addressed as they arise without having to wait for a full programme cycle to be corrected. The subtle changes are done continuously whenever they are detected but in a formal process provided for by the policy on continuous review of academic programmes.

## **2.0 Mission, Vision and Mission of the University:**

### **2.1 Vision:**

To be a world Class University committed to Academic Excellence for Development.

### **2.2 Mission:**

To provide quality University education through innovative teaching, research and consultancy services for development

### **2.3 Core Values:**

The core values of MMU constitute the fundamental beliefs that drive the University. These beliefs are essential and must be upheld because they make the University visionary for the standards of behavior that define her culture. MMU therefore upholds the following core values:

### **2.3.1 Teamwork**

Adopt a participatory approach in discharging the mandate of the University.

### **2.3.2 Professionalism**

Maintain high standards of professionalism in executing the mandate of the University.

### **2.3.3 Creativity and Innovativeness**

Utilize up-to-date and most appropriate technology in achieving the University's objective.

### **2.3.4 Transparency and Accountability**

Uphold clarity and simplicity in all endeavors of the University.

### **2.3.5 Excellence**

Uphold the practice and orientation for excellent performance within the University.

### **2.3.6 Equity and Social Justice**

Uphold equal treatment to all and practice fair judgment in all matters of the University. These values will help MMU in the transformation of human conduct in governance and management practices.

## **2.4 Mandate**

The mandate of Maasai Mara University is to teach, conduct research, provide consultancy and community services in accordance with the Universities ACT, 2012 and the Maasai Mara University Charter, 2013. The University is required to:

- 2.4.1** Provide directly or in collaboration with other institutions of higher learning, facilities of University education (including technological, scientific and professional education), the integration of teaching, research and effective application of knowledge and skills to the life, work and welfare of the citizens of Kenya

- 2.4.2** Participate in the discovery, transmission and preservation, and enhancement of knowledge and to stimulate the intellect, participation of students in the economic, social, cultural, scientific and technological development of Kenya.
- 2.4.3** Provide and advance University education and training to appropriately qualified candidates, leading to the conferment of degrees and award of diplomas and certificates and such other qualifications as the Council and the Senate shall from time to time determine and in so doing contribute to manpower needs.
- 2.4.4** Conduct examinations for such academic awards as may be provided in the statutes pertaining to the University.
- 2.4.5** Examine and make proposals for new faculties, schools, institutes, departments, resource and research centers, degree courses and subjects of study.

### **3.0 Objectives of the Policy:**

The general objective of the policy is: To ensure quality academic programmes in Maasai Mara University that meet and exceed customer requirements as well as comply with regulatory requirements.

Specific Objectives include:

- i. To ensure development of quality academic programmes
- ii. To ensure that all academic programmes are regularly reviewed for continued relevance and quality
- iii. To ensure that new customer/industry/regulatory requirements are factored into existing academic programs

### **4.0 Policy Statement:**

Maasai Mara University is committed to continually develop quality curriculum/programme that address the needs in the market. The University is further committed to review its existing programs for continued relevance and quality improvement.

Development and review of academic programs/curricular shall be based on the guidelines provided in this policy and in line with Universities Standards and Guidelines 2014 and Academic Quality Assurance in Higher Education- Codes of practice

This policy spells out guidelines of curriculum development and review. The objectives of this policy shall be to ensure that demand driven programmes are developed and implemented, programmes are up to date and meet the needs of

the learner and to ensure prompt response to programme deficiencies when detected.

## 5.0 Reference Documents

The following documents are the main legal instruments and institutional policies used as references when developing this policy:

- i. Universities Act (2012) and related amendments
- ii. Universities Standards and Guidelines, 2014
- iii. Universities Regulations Act, 2014
- iv. Maasai Mara University Quality Manual and Procedures, 2013
- v. Maasai Mara University Charter
- vi. Maasai Mara University Strategic Plan 2014 – 2019

## 6.0 Scope

This Policy shall apply to design, planning, development, implementation and review of academic programmes at Maasai Mara University.

## 7.0 Definitions

S/N	Word/ Term	Definition
1	<b>Curriculum</b>	Means any documented programme of study ( <i>Universities Standards and Guidelines, 2014; pp45</i> ).
2	<b>Academic programme</b>	Means the design of learning content, which is multi-dimensional and includes intentions, structure of content, delivery modes, academic resources and assessment modes ( <i>Universities Standards and Guidelines, 2014; pp45</i> ).
3	<b>Academic staff</b>	means any person who has been appointed to teach, train or to do research at a university
4	<b>Academic year</b>	means a period of teaching and examination organized in a full year in either two, three or four segment
5	<b>Course</b>	means a single unit in a programme of study

S/N	Word/ Term	Definition
6	<b>Department</b>	means an academic division into which a faculty is divided for purposes of teaching, examinations and administration; <i>Universities Standards and Guidelines, 2014</i> <i>Page 46 of 170</i>
7	<b>Faculty/school</b>	means an academic division so designated or established under the instruments constituting a university
8	<b>Institution</b>	means an organization founded for purposes of university education and research
9	<b>Lecture hour</b>	means a period of time equivalent to one hour and representing one such instructional hour in lecture form, two in a tutorial or open learning session, three in a laboratory practical or practicum and five in farm or similar practice
10	<b>Programme of study</b>	means the prescribed syllabus that students must be taught at each key stage
11	<b>Standard</b>	means a dereference point against which different aspects of the programme are compared or evaluated for quality.
12	<b>Learning Outcomes</b>	Statement of knowledge understanding and skills students are expected to achieve as a result of engagement with content of the course

## 8.0 Curriculum Development and Review

### 8.1 Principle responsibility

The responsibility of Curriculum Development and review policy shall be DVC (A&SA) and coordinated by Director (QA&PC).

### 8.2 Procedural Authorities:

Curriculum development and review shall go through the following organs whose roles are explained in the Maasai Mara University Curriculum Development and Review Procedure.

- i. Departmental Academic Board Meeting
- ii. School Board Meeting
- iii. External Subject Experts
- iv. Validation Panel Members
- v. Deans Committee
- vi. University Senate
- vii. University Council
- viii. Professional Bodies
- ix. Commission for University Education

### **8.3 Key roles and responsibilities:**

**8.3.1 Deputy Vice-Chancellor (Academic Research and Student Affairs) - DVC (A&SA):** will have oversight of curriculum development and review process. The DVC (A&SA) will liaise with all those involved in the process to provide advice and guidance, act as internal validation panel member.

**8.3.2 Director (Quality Assurance & Performance Contracting)- Director (QA&PC):** Has operational oversight and management of curriculum development and continuous review process and is the primary source of advice on the process. They will liaise DVC (A&SA), Registrar (AA), Deans of Schools, Heads of Departments and Academic programme leaders regarding coordination, preparation and undertaking development and review activities.

### **8.4 Curriculum Development Guidelines.**

The following standards shall guide development of an academic programme in Maasai Mara University as provided for in the third schedule of University Standards and Guidelines 2014

- i. An academic programme shall facilitate a balance learning process, ensuring that the students are able to acquire such cognitive, effective and psychomotor skills as are consistent with educational goals and aspirations.

- ii. Each level of academic programme shall be differentiated by specific attributes. Higher levels of academic programmes shall require more complex attributes according to blooms taxonomy.
- iii. A thesis, project or dissertation shall be an original research document submitted in support of candidature for a given postgraduate degree or professional qualification presenting the author's research and findings.
- iv. An academic programme structure shall be aligned to as standard format as provided for by the commission for University Education and shall include the background information of the University, information on the various programme facets and details on academic resources for the support of the programme.
- v. Academic programme title shall be reflective of its overall content.
- vi. Maasai Mara University academic programme shall clearly articulate the academic organization and structure of its programmes.
- vii. The rationale of the academic programme shall be convincing and evidence based.
- viii. The expected learning outcomes of a programme shall be learner-centered and concisely and precisely articulated.
- ix. Minimum admission requirement shall be provided for in every academic programme in line with nationally accepted admission requirements.
- x. Credit transfer shall be accepted for purposes of student mobility and recognition of prior learning.
- xi. The quality of an academic programme shall not be compromised by the mode of delivery of the programme, and shall promote student engagement.
- xii. The content of a given academic programme shall be systematically presented, relevant and aligned to Maasai Mara University, national and global goals and trends.

- xiii. An academic programme courses shall have a distinct course codes.
- xiv. Maasai Mara University degree classification system shall be clearly articulated.
- xv. Procedures for evaluation of courses of a given programme shall be clearly documented.
- xvi. An academic programme shall be effectively managed and the structures, mechanisms and process for the same clearly documented.
- xvii. An academic programme shall be supported by adequate full-time staff holding requisite academic qualifications.
- xviii. An academic programme shall be guided by appropriately qualified academic leader.
- xix. An academic programme shall be supported by appropriate and adequate facilities and equipment.
- xx. An academic programme shall be supported by current resources and materials.
- xxi. Maasai Mara University shall conduct self-assessment of its programmes at regular intervals.
- xxii. Structures shall be put in place by an institution for continual assessment of its academic programmes for quality and efficiency.

Curriculum Development Process shall be as per the Curriculum Development and Review Procedure in the Academics Manual of the Quality Management System.

## **8.5 Curriculum Review**

### **8.5.1 Curriculum Review schedule**

- i. Maasai Mara University academic programmes shall be reviewed every four(4) to five(5) years
- ii. Senate Shall approve programme review
- iii. Course review shall be done every end of the semester using the course review form

- iv. School board shall approve course review and forward to senate for ratification.
- v. DVC (A&SA) shall ensure course and programme review happen as per (i), (ii), (iii) and (iv) above.

### **8.5.2 Curriculum Review Policy Principles.**

- i. Curriculum review shall identify strengths to be built on and opportunities for improvement.
- ii. Curriculum review shall strengthen engagement by staff, students and other relevant stakeholders.
- iii. Curriculum review process shall be rigour, transparent, accountable, collegial and objective.
- iv. Curriculum review process shall include a clear statement of scope and terms of reference for the review.
- v. Curriculum review process shall include clearly defined responsibilities for all stages of review.
- vi. Curriculum review process shall have a clear realistic timeframe.
- vii. Curriculum review process shall have reference to stakeholder's feedback
- viii. Curriculum review process shall have clear reference to relevant to institutional key performance indicators and relevant data.
- ix. Curriculum review process shall have clear reference to relevant external standards and benchmarks.
- x. Curriculum review process shall have clear appropriate approval, reporting, communication and implementation of the outcomes of the review.

### **8.5.3 Scope of Curriculum Review**

Curriculum review shall be comprehensive and be able to assess the continuing validity and relevance of the programme in light of the following:

- i. Effectiveness of academic programme in supporting the Mission and Vision of Maasai Mara University.

- ii. The quality of learning environment for both undergraduate and post graduate students
- iii. Quality of academic programmes teaching, creative and research within disciplinary context.
- iv. Adequacy and effective utilization of resources by the Academic Programme.
- v. The effect of changes, including those which are cumulative and those made over time, to the design and operation of the programme.
- vi. The continuing availability of staff and physical resources
- vii. Current research and practice in the application of knowledge in the relevant discipline(s), technological advances, and developments in teaching and learning.
- viii. Changes to external points of reference, such as subject benchmark statements, relevant Professional, Statutory and Regulatory Bodies (PSRB) requirement.
- ix. Changes in student demand, employer expectations and employment opportunities.
- x. Data relating to student progression and achievement.
- xi. Student feedback, including the relevant Student Surveys.
- xii. Academic programme against another comparable peer programmes as appropriate.

#### **8.5.4 Initiation of Curriculum Review**

- i. A programme review schedule shall be developed in a Consultative meeting between DVC (A&SA), Director Quality Assurance and Performance Contracting, Registrar (AA) and the Deans of Schools. The schedule shall guide timelines for curriculum review.
- ii. The Director (QA&PC) shall be custodian of the Programme Review Schedule.
- iii. The Chair of Department shall be responsible to initiate the program review process as per the Curriculum Development and Review Process.
- iv. Curriculum review may cover an individual course or suit of courses

- v. An unscheduled Curriculum review may be initiated where curriculum accreditation changes or where serious performance issue is identified through monitoring process.
- vi. Issues that may lead to an unscheduled curriculum review may include, but are not limited to:
  - a) Poor student outcomes.
  - b) Negative student feedback.
  - c) Evidence of decline in academic standards
  - d) Changes to student enrolment patterns.
  - e) Course restructure
  - f) Change to industry or other external requirements
- vii. In an event of an unscheduled review, the Director Quality Assurance shall adjust the next review date

#### **8.5.5 Curriculum Development and Review Committee**

- i. There shall be a Curriculum Development and Review Committee at Maasai Mara University whose composition shall include the following
  - a) Deputy Vice Chancellor (A & SA) - Chairman
  - b) Registrar (Academic and Student Affairs) - Member
  - c) All Deans of Schools - Members
  - d) Director Quality Assurance -Member and to provide secretariat
- ii. The roles and functions of the Curriculum Development and Review Committee (CDRC) shall be;
  - a) Provide guidance to the Departments to ensure that all academic programmes are developed, implemented and reviewed according to Commission for University Education (CUE) Standards, Guidelines and Requirements, University Vision, Mission, and University Strategic and other development Plans.
  - b) Recommend all new and reviewed academic programmes before presentation to Deans Committee for considerations.
  - c) Oversee and monitor piloting of new academic programmes.

## **9.0 Programme Withdrawal**

In the event of a decision to discontinue a programme, the DVC (A&SA) shall take measures to notify and protect the interests of students registered for, or accepted for admission to, the programme. Senate shall approve withdrawal of any programme upon satisfaction of the grounds of withdrawal and the University Council will be notified appropriately.

Maasai Mara University shall be responsible for managing its portfolio of provision, including any awards that are offered jointly with another institution, and other collaborative partners. This may involve the withdrawal of existing programmes as well as the design and development of new ones.

It is important that the process for the orderly withdrawal of programmes is as well embedded, articulated and understood as those for design, approval and review.

In the event of significant changes to the character of the programme, an institution should have a process in place to manage this change effectively. It also needs to be clear about what, in its own institutional context, constitutes a significant alteration to the character of the programme, and how any collaborating partners are kept informed.

## **10.0 Complimentary Documents and Policies:**

The following documents and policies shall be used alongside this policy during the curriculum review and development process:

- i. Curriculum Development and Review Procedure in the Academics Manual in the Quality Management system.
- ii. A guide for the programme review panel.
- iii. Common courses, coding and course weighting guidelines
- iv. Guidelines for designing courses for University Academic Programs(CUE)
- v. Universities Standards and Guidelines 2014(CUE)

# APPENDIX I: STUDENT EVALUATION FORM OF TEACHING AND LEARNING



## MAASAI MARA UNIVERSITY OFFICE OF THE REGISTRAR (ACADEMIC AFFAIRS)

### STUDENT'S EVALUATION FORM OF TEACHING AND LEARNING

SCHOOL: \_\_\_\_\_ DEPARTMENT: \_\_\_\_\_ ACADEMIC YEAR: \_\_\_\_\_

COURSE CODE/TITLE: \_\_\_\_\_ SEMESTER \_\_\_\_\_

**LECTURER'S**

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

The feedback you provide will be used primarily to assess and improve the quality of services rendered by the lecturer and the University.

**Note:** Indicate your rating with a tick [✓] according to the following Scale Excellent (5); Very good (4); Good (3); Fair (2); Poor (1) Very Poor (0); Not applicable (N/A)

ITEMS	DESCRIPTION	5	4	3	2	1	0	N/A
COURSE CONTENT	<b>Rate the course based on your overall impression on:</b>							
	1. Objective of the course is clearly stated							
	2. Load of course content is manageable							
	3. Content is relevant to student aspirations							
	4. There is appropriateness of theory							
	5. There is appropriate practice/practicals/hands on experience							
THE LEARNING ENVIRONMENT	<b>Rate the student learning environment based on your overall impressions on adequacy of:</b>							
	6. class rooms, chairs, Space for private study							
	7. Computer rooms							
	8. Access to laboratories							
	9. Library, availability of textbooks							
	10. Teaching tools and timetable							

	11. Access to relevant information and communication to students by the relevant authorities								
	12. Provision of student counseling and other support services.								
<b>THE LECTURER</b>	<b>Rate the lecturer on the following:</b>								
	13. Provision of course outline on the first day of class								
	14. Provision of study materials for the course								
	15. Organization, preparedness & presentation of lessons in a clear understandable way.								
	16. Lecturer's mastery of course content								
	17. Good coverage of syllabus								
	18. Lecturer's Punctuality in class								
	19. Regularity in teaching								
	20. Good interaction with and fairness in handling students. Avails opportunity for students to ask questions and express their views								
	21. Good use of class time and inspires students to learn and gain knowledge								
	22. Timely feedback on CATs and Assignments to students (Feedback should be at least one week before start of end of semester examinations)								
	23. Availability of lecturer for out of class consultations with students								
24. Lecturer's adherence to the teaching timetable									

ADDITIONAL COMMENTS (IF ANY):

## APPENDIX II : COURSE REVIEW FORM

**MAASAI MARA UNIVERSITY**

SCHOOL:  
DEPARTMENT:

MMU/AA0322/F-----

### COURSE REVIEW FORM

#### A. GENERAL INFORMATION

Academic Year:  Year:  Semester:  No. of Credit hours:

Course Code and Name:

Lecturer:

Other Members:

#### B. INPUT INFORMATION

##### COURSE PASS RATE

Number & % of Students Enrolled:  
No. & % of Students **passed** in MAIN exam:  
No. & % of Students **failed** in MAIN exam:

##### AVERAGE MARKS OF COURSE

Average Exam Mark: %  
Average CAT marks: %  
Course MEAN Mark: %

##### EXTERNAL EXAMINER'S COMMENTS

(from external examiner's report):

##### STUDENT'S FEED BACK (FROM STUDENT EVALUATION FORM)

Rating of Course: %

Rating of lecturer: %

Rating of Learning Environment: %

Positive Comments:

Negative:

Suggestions for improvement:

##### LECTURER'S REMARKS

##### C. Reflections on points in Section B above (including the effects of any changes made from the previous year).

*(Were all the Learning Outcomes achieved? How appropriate was the learning and teaching strategy, the assessment strategy and the learning environment (labs, lecture theatre, etc.)? In particular, what were the elements of the Continuous Assessment, and how well did the students perform on them?)*

**D. PLAN OF ACTION FOR NEXT ACADEMIC YEAR:** *(Changes to Course Description, methods of teaching or assessment, material in other courses, laboratory or other facilities, teaching environment, etc.)*



**MAASAI MARA UNIVERSITY**  
**OFFICE OF THE REGISTRAR (ACADEMIC AFFAIRS)**

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**COURSE REVIEW SUMMARY FORM FOR DEPARTMENTS**

**(Filled in each semester)**

- (A) LIST OF LECTURERS AND COURSES**
  
- (B) FEEDBACKS FROM STUDENTS**
  
- (C) PROPOSED CHANGES IN THE COURSES**

