

**COMMISSION FOR HIGHER EDUCATION**

**GUIDELINES**

**FOR**

**EVALUATION OF CURRICULUM FOR ACADEMIC  
PROGRAMMES**

**MARCH 2011**

## **PREAMBLE**

Upon submission to the Commission of a curriculum of a degree academic programme by an institution of higher education, two (2) resource persons, who have appropriate academic qualifications and experience in the area of focus, are selected and commissioned to evaluate the programme. The resource persons are also considered to be peer reviewers since they are drawn from the public or chartered universities and the industry.

The peer reviewers drawn from public and chartered universities must have been senior lecturers or professors for a minimum of five (5) years with doctorate degrees in the relevant field of the programme. *(For programmes where there is scarcity of doctorate level academic staff, senior lecturers who are holders of relevant master-level degrees are also considered).* The peer reviewers drawn from industry must be holder of master-level degrees in relevant field and with managerial positions in the field of the programme for more than five (5) years.

The peer reviewer should not have existing affiliations with the Institution whose programme they are evaluating and therefore shall be required to declare his/her interests (if any) prior to accepting to evaluate a given academic programme. This will allow for the immediate replacement of the peer reviewer.

The peer reviewer is given three (3) weeks upon receipt of the academic programme to submit his/her evaluation report to the Commission. Thereafter, a meeting is organized to have the two (2) peer reviewers present their reports on the programme to a panel consisting of other peer reviewers and the Commission's secretariat. Discussions, clarifications and conclusions are made on the academic programme. Subsequently, a comprehensive report of the evaluation of the programme, incorporating the reports of the two (2) peer reviewers, the contributions made by other panelists and the conclusion drawn during the meeting, is prepared and forwarded to the Institution for further action.

Two (2) final recommendations are likely to be made with regard to a given academic programme, notably, **revamp** or **re-design** the programme. The recommendation of "**Revamp the programme**" shall be given in a case whereby minor corrections are required in line with the aspects raised in the comprehensive report. On the other hand, the recommendation "**Re-design the programme**" shall be given in a case whereby major structural corrections are required including overhauling and refocusing the programme in line with the aspects raised in the comprehensive report. A **re-designed programme** will thereafter be submitted to the one of the peer reviewers to establish whether the revised programme has addressed all the areas raised in the comprehensive report and whether it is now suitable for its intended purpose.

As a peer reviewer, one is expected to evaluate the programme against the standards and guidelines of an academic programme. The peer reviewer is required to give a broad overview of the programme and evaluate individual course units in terms of breadth, depth and appropriateness for the degree programme for which they are intended. The peer reviewer is also expected to make recommendations on possible additions and/or deletions, with a view to improving the quality of the programme.

The following guideline is hereby present to assist the peer reviewers in preparing evaluation reports:

## **GUIDELINES FOR PREPARING EVALUATION REPORTS**

### **A. SUMMARY OF THE COMPONENTS OF THE ENTIRE PROGRAMME**

A summary of the components of the entire programme should be provided in form of a checklist as outlined in Table 1:

**TABLE 1: EVALUATION OF THE PROGRAMME**

<b>COMPONENTS OF THE CURRICULUM</b>	<b>AVAILABLE (YES/NO)</b>	<b>ADEQUATELY COVERED (YES/NO)</b>
<b>1.0 GENERAL INFORMATION</b>		
Vision and Mission of the Institution		
Philosophy of the Institution		
University Admission Requirements		
Summary of Academic Resources: - <i>Facilities and Equipment</i> - <i>Reference Materials</i> - <i>Academic Staff</i>		
Programmes offered in the Institution - <i>List of Programmes offered in the Institution</i> - <i>Duration of each programme</i> - <i>Definitions of course units, credit hours, lecture hours, contact hours</i> - <i>Academic organization of the programmes reflecting academic quarters/trimester/semester</i>		
<b>2.0 THE CURRICULUM</b>		
Title of the proposed programme		
Philosophy of the programme		
Rationale of the programme		
Goal of the programme		
Expected learning outcomes of the programme and specialization/option areas <i>(if any)</i>		
Mode of delivery of the programme		
Academic Regulations of the proposed programme - <i>Admission requirements for the proposed programme</i> - <i>Regulations on Credit Transfers in the programme</i> - <i>Course requirements</i> - <i>Student Assessment Policy/Criteria</i> - <i>Grading System</i> - <i>Examination regulations</i> - <i>Moderation of Examinations</i>		

- Graduation requirements		
- Classification of Degrees		
- Description of thesis/dissertation/project (whichever is applicable)		
Course Evaluation		
Management and Administration of the Programme		
Course units offered for the programme		
Duration and structure of the programme		
<b>3.0 COURSE OUTLINE</b>		
Title of the course		
Purpose of the course		
Expected learning outcomes of the course		
Course content		
Mode of Delivery of the course		
Instructional Materials and/or Equipment		
Course Assessment		
Core Reading Materials for the course		
Recommended Reference Materials		
<b>4.0 APPENDICES</b>		
Facilities		
Equipment and Teaching Materials		
Core-Texts and Journals		
Academic Staff		
University Policy on Curriculum Development		

## B. DETAILS OF THE COMPONENTS OF THE ENTIRE PROGRAMME

Details of the shortcomings of the various components of the programme should be given and should address aspects as presented below. Details of areas that are adequately covered need not be provided.

### 1.0 GENERAL INFORMATION

#### 1.1 Vision and Mission of the Institution

1.1.1 *Are the vision and mission statements well articulated?*

1.1.2 *Is the mission linked to the vision of the Institution?*

1.1.3 *Any specific recommendations to this section?*

#### 1.2 Philosophy of the Institution

1.2.1 *Is the philosophy of the Institution well articulated?*

1.2.2 *Are the institutional beliefs, values and tenets generated from the vision and mission of the Institution?*

1.2.3 *Any specific recommendations to this section?*

**1.3 University Admission Requirements**

1.3.1 *Are the minimum university entrance requirements well articulated?*

1.3.2 *Are the procedures of application for admission into the Institution provided?*

1.3.3 *Any specific recommendations to this section?*

**1.4 Academic Resources**

**1.4.1 Facilities and Equipment**

a) *Is there an adequate description of the lecture rooms?*

b) *Is there an adequate description of the library?*

c) *Is there an adequate description of the Information and Communication Technology?*

d) *Is there an adequate description of other academic facilities and equipment including laboratories, workshops/studios and tuition farms/fields?*

**1.4.2 Reference materials**

a) *Is there an adequate description of the core-texts in terms of numbers?*

b) *Is there an adequate description of the e-books in terms of subscriptions;*

c) *Is there an adequate description of the print journals in terms of subscriptions; and*

d) *Is there an adequate description of the e-journals in terms of subscriptions and accessible databases?*

**1.4.3 Academic Staff**

a) *Is there an adequate description of the teaching staff including minimum qualifications of academic leaders and the various categories of teaching staff?*

b) *Is there an adequate description of the technical/support staff?*

1.4.4 *Any specific recommendations to this section?*

**1.5 Programmes Offered by the Institution**

1.5.1 *Is the list of all programmes offered and their duration comprehensively provided?*

- 1.5.2 *Are the terms course units/credit hours/lecture hours/contact hours (whichever is applicable to this programme) well articulated?*
- 1.5.3 *Is the academic organization of the programmes reflecting academic quarters/trimesters/semesters well articulated?*
- 1.5.4 *Any specific recommendations to this section?*

## **2.0 THE CURRICULUM**

### **2.1 Title of the Proposed Programme**

- 2.1.1 *Does the title of the programme fit into established nomenclature of similar programmes?*
- 2.1.2 *Is the title of the programme should be reflective of its content?*
- 2.1.3 *Any specific recommendations to this section?*

### **2.2. Philosophy of the Programme**

- 2.2.1 *Is the underlying philosophy of the programme consistent with the Institution's Philosophy?*
- 2.2.2 *Any specific recommendations to this section?*

### **2.3. Rationale of the Programme**

- 2.3.1 *Is the justification of the programme realistic?*
- 2.3.2 *Is there evidence of needs assessment/market survey/situation analysis?*
- 2.3.3 *Is there evidence of stakeholders involvement?*
- 2.3.4 *Any specific recommendations to this section?*

### **2.4. Goal of the Programme**

- 2.4.1 *Is the goal of the programme well articulated?*
- 2.4.2 *Is the goal of the programme related to the Institution's vision and mission?*
- 2.4.3 *Any specific recommendations to this section?*

### **2.5. Expected Learning Outcomes of the programme**

- 2.5.1 *Are the expected learning outcomes of the programme learner-centered?*

- 2.5.2 *Are the expected learning outcomes of the programme well formulated and SMART, that is, Specific to the programme, Measureable, Achievable, Realistic and Time-Bound?*
- 2.5.3 *Do the expected learning outcomes of the programme link to the goal of the programme?*
- 2.5.4 *Do the expected learning outcomes of the programme comprehensively cover the knowledge, skills, areas of professional development and attitudes that students are expected to have acquired and mastered by the end of the programme?*
- 2.5.5 *Are the expected learning outcomes of the specialization/option areas (if any) well articulated?*
- 2.5.6 *Any specific recommendations to this section?*

## **2.6. Mode of Delivery of the Programme**

- 2.6.1 *Is the mode of delivery of the programme well articulated?*
- 2.6.2 *Any specific recommendations to this section?*

## **2.7. Academic Regulations for the Proposed Programme**

- 2.7.1 *Admission requirements for the programme*
  - a) *Are the admission requirements for the proposed programme well articulated?*
  - b) *Are the admission requirements for the proposed programme comprehensively provided, including direct, indirect and alternative requirements?*
  - c) *Are the admission requirements for the programme harmonized with the Institution's admission requirements?*
  - d) *Are the admission requirements for the programme suitable for the level of degree programme and in line with the general national trends and those of the professional bodies (where applicable)?*
  - e) *Any specific recommendations to this section?*
- 2.7.2 *Regulations on Credit Transfer in a programme*
  - a) *Are the regulations on credit transfer well articulated with respect to:*
    - i. *Type of certifications recognized for purposes of credit transfer*
    - ii. *Maximum number of credits permissible for transfer;*
    - iii. *Level of courses eligible for credit transfer; and*
    - iv. *Minimum grade required for credit transfer?*

- b) *Are the regulations on credit transfer in line with the general national trends and those of the professional bodies (where applicable)?*
- c) *Any specific recommendations to this section?*

### **2.7.3 Course Requirements**

*Are the course requirements well articulated with respect to:*

- a) *Student class attendance, attachment/practicum/internship, community service; and*
- b) *Obligations of the lecturer which should entail aspects of course delivery and facilitation?*
- c) *Any specific recommendations to this section?*

### **2.7.4 Student Assessment Policy/Criteria**

- a) *Is the student assessment policy/criteria well articulated with respect to:*
  - i. *Continuous Assessment Tests (CATs);*
  - ii. *End-Trimester/Quarter/Semester;*
  - iii. *Practicals; and*
  - iv. *Other Assessments?*
- b) *Any specific recommendations to this section?*

### **2.7.5 Grading System**

- a) *Is the grading system well articulated in terms of marks and letter grades?*
- b) *Any specific recommendations to this section?*

### **2.7.6 Examination Regulations**

- a) *Are the examination regulations, including examination malpractices, disciplinary action and mode of appeal, well articulated?*
- b) *Any specific recommendations to this section?*

### **2.7.7 Moderation of Examinations**

- a) *Are the regulations on moderation of examinations, including the process of moderation and the role of internal and external examiners, well articulated?*
- b) *Any specific recommendations to this section?*

### **2.7.8 Graduation Requirements**

- a) *Are the graduation requirements, including the passmark and the total number of credits/lecture hours required for graduation purposes, explicitly provided?*
- b) *Any specific recommendations to this section?*

### **2.7.9 Classification of Degrees**



- a) *Are the details on Classification of Degrees well articulated?*
- b) *Any specific recommendations to this section?*

**2.7.10** *Description of Thesis/Dissertation/Project (whichever is applicable).*

- a) *Is the operational definition of thesis/dissertation/project (whichever is applicable) provided?*
- b) *Is the description of the thesis/dissertation/project (whichever is applicable) well expounded to include the:*
  - i. *Rationale of the thesis/dissertation/project in the programme;*
  - ii. *Facets of the thesis/dissertation/project; and*
  - iii. *Regulations of the thesis/dissertation/project?*
- c) *Any specific recommendations to this section?*

**2.8. Course Evaluation**

- 2.8.1 *Are the procedures of course evaluation provided?*
- 2.8.2 *Is the course evaluation well expounded to include all aspects of the course: the course content, instructional process, infrastructure and equipment for the delivery, instructional and reference materials and assessments?*
- 2.8.3 *Any specific recommendations to this section?*

**2.9. Management and Administration of the Programme**

- 2.9.1 *Is the Management and administration of the programme well expounded to include aspects the programme placement/housing, academic leadership and internal quality assurance mechanisms?*
- 2.9.2 *Any specific recommendations to this section?*

**2.10. Courses /Units Offered for the Programme**

- 2.10.1 *Is there provision of a clearly articulated distribution table comprising 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 *Is there a clearly articulated matrix showing the courses that are covered by each expected learning outcomes of the programme and specialization areas?*
- 2.10.3 *Is there a list of courses to be taken under the areas:*

- a) Common University courses;
- b) Core programme courses;
- c) Specialization courses;
- d) Electives?

- 2.10.4 Does the list of courses comprehensively address the expected learning outcomes of the programme and the specific specialization/optional areas (where applicable)?
- 2.10.5 Are the courses proposed for this programme in line with the trends of the courses offered globally for similar programmes?
- 2.10.6 Are the course codes unique to each course of the programme?
- 2.10.7 Are the course codes for the courses of the programme descriptive of the type of course and the level for which the course is intended?
- 2.10.8 Are the courses proposed for this programme appropriate for its degree level?
- 2.10.9 Is there a systematic flow of courses from foundational courses to application/practical courses?
- 2.10.10 Are the credit hours and/or lecture hours of each course provided?
- 2.10.11 Is there a programme structure showing the courses to be taken by the students by quarter/trimester/semester?
- 2.10.12 Is the minimum lecturer workload for the course provided?
- 2.10.13 Is the minimum student workload for the course provided?
- 2.10.14 Are the total credit hours, lecture hours or course units required for graduation provided?
- 2.10.15 Are the total lecture hours for the programme in conformity with the Commission's Curriculum Standards and the minimum national standards (where available)?
- 2.10.16 Any specific recommendations to this section?

## **2.11. Duration and Structure of the Programme**

- 2.11.1 Is the duration and structure of the programme including the number of academic years, credit/ lecture hours clearly articulated?
- 2.11.2 Any specific recommendations to this section?

## **3.0 COURSE OUTLINES**

For each course outline, the following aspects should be addressed

### **3.1 Title of the course**

- 3.1.1 Is the title short, clear and descriptive of the content of the course?
- 3.1.2 Are there suggestions of more appropriate course titles that can be given?
- 3.1.3 Is the course code and credit hours/lecture hours/course units provided?
- 3.1.4 Are the prerequisites (where applicable) provided and appropriate?
- 3.1.5 Any specific recommendations to this section?

**3.2 Purpose of the course**

- 3.2.1 *Is the purpose of the course well articulated?*
- 3.2.2 *Does the purpose of the course relate to the course title?*
- 3.2.3 *Is the purpose of the course realistic in scope?*
- 3.2.4 *Is the purpose of the course appropriate for the level of students intended for?*
- 3.2.5 *Any specific recommendations to this section?*

**3.3 Expected Learning Outcomes of the Course**

- 3.3.1 *Are the expected learning outcomes of the course learner-centered?*
- 3.3.2 *Are the expected learning outcomes of the course well formulated and SMART, that is, Specific to the course, Measureable, Achievable, Realistic and Time-Bound?*
- 3.3.3 *Do the expected learning outcomes of the course link to its purpose?*
- 3.3.4 *Do the expected learning outcomes of the programme comprehensively cover the knowledge, skills, areas of professional development and attitudes that students are expected to have acquired and mastered by the end of the course?*
- 3.3.5 *Any specific recommendations to this section?*

**3.4 Course Content**

- 3.4.1 *Is the course content clearly articulated and topical and sub-topical areas to be covered in the course;*
- 3.4.2 *Does the course content comprehensively address the expected learning outcomes of the course;*
- 3.4.3 *Is the loading of the course content sufficient for the duration allocated to the course;*
- 3.4.4 *Are there suggestions of content that could either be included or deleted from the course in order to make the content appropriate?*
- 3.4.5 *Any specific recommendations to this section?*

**3.5 Mode of Delivery**

- 3.5.1 *Is the mode of delivery of the course comprehensive?*
- 3.5.2 *Is the mode of delivery appropriate for the course?*
- 3.5.3 *Any specific recommendations to this section?*

**3.6 Instructional Materials and/or Equipment**

- 3.6.1 *Are the instructional materials and/or equipment comprehensive?*

- 3.6.2 *Are the instructional materials and/or equipment appropriate for the course?*
- 3.6.3 *Any specific recommendations to this section?*

### **3.7 Course Assessment**

- 3.7.1 *Is the course assessment consistent with the programme's student assessment policy/criteria?*
- 3.7.2 *Is the course assessment mode appropriate for the nature of the course?*
- 3.7.3 *Any specific recommendations to this section?*

### **3.8 Core Reading Materials for the Course**

- 3.8.1 *Is there consistency in the application of a referencing style across all course outlines?*
- 3.8.2 *Are the core reading materials relevant and appropriate to the course?*
- 3.8.3 *Have current core reading materials been provided?*
- 3.8.4 *Has the institution diversified its reading list to include textbooks, journals and e-materials?*
- 3.8.5 *Does the list of core reading materials include local authors?*
- 3.8.6 *Any specific recommendations to this section?*

### **3.9 Recommended Reference Materials;**

- 3.9.1 *Is there consistency in the application of a referencing style across all course outlines?*
- 3.9.2 *Are the recommended reference materials relevant and appropriate to the course?*
- 3.9.3 *Have current recommended reference materials been provided?*
- 3.9.4 *Has the institution diversified its reading list to include textbooks, journals and e-materials?*
- 3.9.5 *Does the list of recommended reference materials include local authors?*
- 3.9.6 *Any specific recommendations to this section?*

## **4.0 APPENDICES**

### **4.1 Appendix I: Facilities**

- 4.1.1 *Is the checklist of facilities, including 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 comprehensive?*

4.1.2 *Are the facilities proposed for the support of the programme adequate?*

4.1.3 *Any specific recommendations to this section?*

#### 4.2 **Appendix II: Equipment and Teaching Materials**

4.2.1 *Is the checklist of equipment and teaching materials including type, number, capacity and usage (specific to department/shared) of desktop computers (PCs), laptops/notebooks, projectors, computer software, laboratory equipment and special equipment comprehensive?.*

4.2.2 *Is the equipment and teaching material proposed for the support of the programme adequate?*

4.2.3 *Any specific recommendations to this section?*

#### 4.3 **Appendix III: Core-Texts and Journals**

4.3.1 *Is the list of core-texts and journals, including subject areas, number of titles and volumes for both print and electronic materials comprehensive?*

4.3.2 *Are the core text and journals proposed for the support of the programme adequate?*

4.3.3 *Any specific recommendations to this section?*

#### 4.4 **Appendix IV: Academic Staff**

4.4.1 *Is the 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 comprehensive?*

4.4.2 *Is the list of teaching staff specifying 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 comprehensive?*

4.4.3 *Is the list of relevant academic support/technical staff listed according to departments/disciplines/ subjects and showing qualifications and years of working experience comprehensive?*

4.4.4 *Is the academic staff proposed for the support of the programme adequate?*

4.4.5 *Any specific recommendations to this section?*

#### 4.5 **Appendix V: University Policy on Curriculum Development**

4.5.1 *Is the University Policy on Curriculum Development comprehensive and well articulated?*

4.5.2 *Any specific recommendations to this section?*

**C. CONCLUSION OF THE ENTIRE OF THE PROGRAMME**

1. *Is the curriculum prepared in the format provided by the Commission for Higher Education?*
2. *Is the curriculum clearly written and void of editorial, both typographical and grammatical, errors?*
3. *Is the curriculum cohesive? Are the various components of the curriculum linked to each other?*
4. *Is the programme appropriate for the type of field and level of students intended?*
5. *Is the programme contextualized and relevant?*
6. *What are the major areas of concern in the curriculum?*
7. *What is your overall recommendation of the programme? Does the programme need to be **revamped** or **re-designed**?*