



ACADEMIC PLANNING UNIT

UNIVERSITY OF LAGOS

AKOKA, LAGOS

NIGERIA

**ACADEMIC PROGRAMME DEVELOPMENT &
REVIEW GUIDELINES**

Table of Contents	i
Acronyms	iii
Definition of Terms	iv
1.0 Introduction	1
1.1 Vision, Mission and Core Values	2
1.1.1 Vision	2
1.1.2 Mission	2
1.1.3 Core Values	2
2.0 Academic Programme Development	3
2.1 Governance Structure	3
2.2 Academic Planning Unit Ad-hoc Committees	3
2.3 Justification for New Academic Programme	3
2.4 Processing the Application for New Academic Programme	4
2.4.1 Undergraduate and Postgraduate programmes	4
2.4.2 Departmental Commencement of New Academic Programme Application	4
2.4.3 Review of New Academic Programme at the Faculty (or SPGS) Level	5
2.4.4 Assessment of New Academic Programme by Academic Planning Unit	5
2.4.5 Defense of New Academic Programmes at the Senate, Academic Planning Committee	5
2.4.6 University Senate Review of New Academic Programme	6
2.4.7 NUC Review of New Academic Programmes	6
2.4.8 University Mock Resource Verification Exercise for New Academic Programme	6
2.4.9 NUC Resource Verification Exercise	7
2.4.10 NUC Recommendation for New Programme Application	7
2.4.11 The Joint Admission and Matriculation Board Listing of New Academic Programme	7
3.0 Periodic Review of Academic Curricula	7

3.1 Internal Periodic (Mock Accreditation) of Academic Programme	8
3.2 Professional Organisations Periodic Review of Academic Programmes	8
3.3 NUC Accreditation of Academic Programmes	9
3.4 Review of One or More Course Curriculum	9
4.0 Stakeholders Co-Creation of Academic Curriculum	10
4.1 Student Co-Creation of Curriculum	10
4.2 Industry Co-Creation of Curriculum	11
4.3 Parents and Guardian Co-Creation of Curriculum	12
5.0 Timelines for Accreditation	13
5.1 NUC accreditation	13
5.2 Internal Academic Programme reviews (Mock accreditations)	13
5.3 Senate Notification of Academic Programmes Review	13
6.0 Assessment Recommendations and Intervention Plans	14
7.0 Oversight on Academic Teaching and Learning	14
8.0 Appendix	15

Acronyms

APU	Academic Planning Unit
DAP	Director, Academic Planning Unit
HOD	Head of Department
NUC	National Universities Commission
QA	Quality Assurance
QAS	Quality Assurance System
QA&S	Quality Assurance & Servicom
SAC	Student Advisory Committee
SPGS	School of Postgraduate studies

Definition of Terms

Undergraduate student: Is a student enrolled to a programme leading to a bachelor's degree or equivalent qualification, typically the first level of higher education after secondary school.

Postgraduate student: A person enrolled in a program of study beyond the undergraduate level, typically pursuing a master's, doctoral, or other advanced degree after completing a bachelor's degree

Senate: The governing body responsible for overseeing academic policies, standards, and regulations within a university, including curriculum development, assessment, admissions, and the awarding of degrees

SPGS Board: The governing body responsible for overseeing postgraduate programs, policies, and academic standards, including admissions, curriculum, research, and the awarding of advanced degrees such as master's and doctorates.

SERVICOM: Acronym for Service Compact with all Nigerians, an agreement that Nigerian government parastatals, establishments, and institutions enter into with their customers/stakeholders to provide quality services to which they (the customers and stakeholders) are entitled in a timely, fair, honest, effective, and transparent manner. It is also used to refer to the sub-unit of the Quality Assurance & SERVICOM Unit.

Stakeholders: Those who provide services to which staff and students are entitled. They include members of the University Governing Council, the University Management, the Senate, and both academic and non-academic staff. The second category are persons or agencies who/that are affected either directly or indirectly by the activities/service delivery of the University. These are students, their parents or guardians, contactors, and agencies to which the University reports.

Quality Assurance: An oversight function in which processes and procedures are put in place to monitor and evaluate conformance of employees of the University of Lagos with prescribed and expected standard of quality service delivery.

Self Sufficiency Test for New Academic Programme: A Departmental Preliminary Assessment Self Sufficiency Test form is filled for either undergraduate or postgraduate programmes. It is required when It is obtainable at the Academic Planning Unit or downloadable at www.unilag.edu.ng.

1.0 Introduction

The Academic Planning Unit assists and advises the Vice Chancellor on matters relating to the academic planning of the university. As a quality control unit of the University, it provides guidance on the operation of the Academic Brief of the University on the admission of students according to National Universities Commission (NUC) guidelines.

The Terms of Reference (TORs) of the Unit are to:

- Promote the quality of teaching and learning in the University
- Prepare and revise the Academic Brief of the University
- Evaluate proposals for new academic programmes for submission to the Academic Planning Committee, Senate and NUC
- Maintain a computer based-data-bank including enrolment statistics for use in planning, budgeting and other management requirements

The unit studies and analysis amongst other matters how various sections within the university are complying with NUC guidelines for accreditation. Furthermore, the Unit obtains up-to-date, relevant and accurate data, analyses the datasets and then processes go generate relevant information to guide University Management. This is to ensure accurate and timely decision making on university matters. Such data include; staff and student records, financial records, research outputs, etc.

The Academic Planning Unit constitutes the focal point of liaison with the National Universities Commission with regards to institutional and national policies on higher education. In this regards it is involved, *inter alia*, with the preparation of recurrent submissions and planning for the University.

The Academic Planning Unit has four major sections in line with NUC guidelines which are:

- (i) Electronic Data Processing/Data Management & Analytics
- (ii) Academic Resource/Programme Planning
- (iii) Institutional Research/Research Management
- (iv) General Administrative/Secretarial Service

Academic Programme Development and Review Policy Document serves as a foundational framework within educational institutions, guiding the creation, evaluation, enhancement, and eventual phasing out of academic programmes. This document delineates the principles, processes, and responsibilities involved in the lifecycle of academic programmes, ensuring alignment with institutional missions, standards, and regulatory requirements.

The purpose therefore is to foster academic excellence, relevance, and sustainability across all disciplines and levels of study within the institution. It aims to promote continuous improvement, innovation, and responsiveness to evolving societal needs and educational trends. By establishing clear guidelines and procedures, the policy document delineates the procedures for proposing, designing, and gaining approval for new academic programmes, emphasizing the importance of needs assessment, market analysis, curriculum design, and resource planning.

These clear frameworks should facilitate effective decision-making, resource allocation, and quality assurance in the development and management of academic programmes.

1.1 Vision, Mission and Core Values

1.1.1 Vision - To be a top-class institution for the pursuit of excellence in knowledge, character, and service to humanity

1.1.2 Mission

To provide a conducive environment for teaching, learning, research and development, where staff and students will interact and compete effectively with their counterparts globally.

1.1.3 Core Values

- Excellence in Learning and Character
- Conducive and Enabling Environment
- Integrity and Respect
- Professionalism and Competency
- Innovative Culture and Ethical Conduct

2.0 Academic Programme Development

2.1 Governance Structure

This policy document articulates the institution's overarching mission, vision, and educational goals, providing a strategic context for programme development and review activities. The guidelines, monitoring and evaluation including reviews are coordinated by the Academic Planning Unit under the office of the Vice Chancellor. The various activities are undertaken by designated committees populated often by select stakeholders including those outside of the academia with roles and responsibilities.

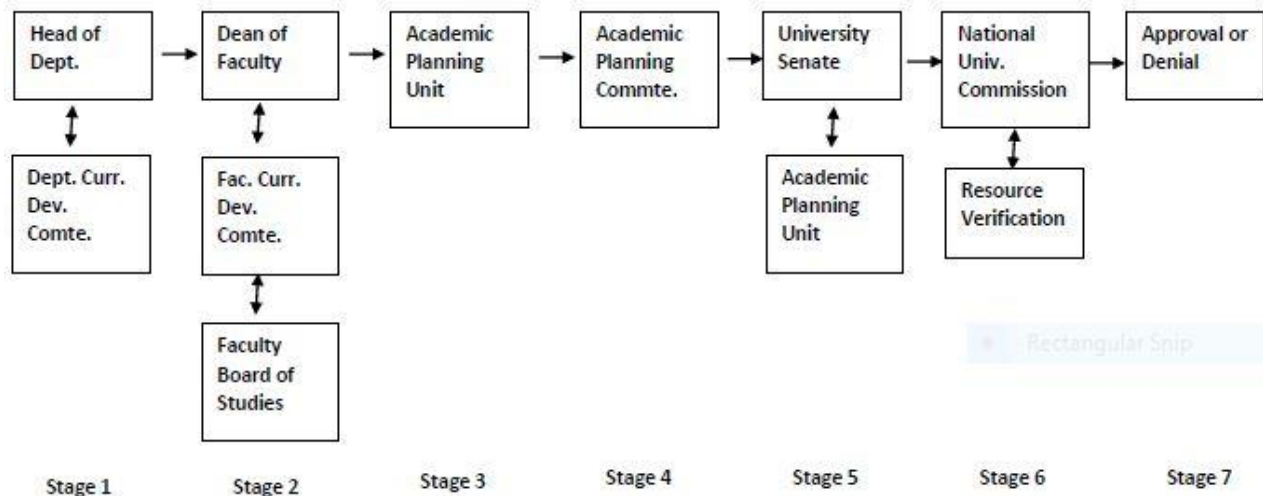
2.2 Academic Planning Unit Ad-hoc Committees

The Academic Planning Unit uses some operational committees to execute some of the oversight functions that falls within the mandate. The unit draws of the skills of staff of the unit and expertise of senior academic staff to deliver of the assignment. Some of the functional committees include;

- i. Academic Planning Committee
- ii. Mock Accreditation Committee
- iii. Resource Verification Committee

2.3 Justification for New Academic Programme

The landscape of higher education is changing rapidly and we at UNILAG will continue to position our curriculum at the forefront to nurture the next generation of students. Our graduates are equipped with knowledge to enable them thrive in a dynamic, interconnected world. We are intentional and focused on this by continuously reviewing our academic programmes in order to make sure they are relevant and addresses the needs and peculiarities of the time. Consequently, we ensure our mechanism to apply for new programmes is most seamless and not stringent but efficient. The scheme 1 shows the flowchart for processing of new academic programmes



Scheme 1: Flowchart for the Application and Processing of New Academic Programmes

2.4 Processing the Application for New Academic Programme

2.4.1 Undergraduate and Postgraduate programmes

The steps to process the application for a new academic programme commences for either the undergraduate or postgraduate programmes from the Department in which it is to be domiciled. The major stages in the process is as delineated in the flowchart in Scheme1. While the request for the approval for undergraduate programme is processed through the Dean of the Faculty, Faculty Board of Studies and onwards to the Academic Planning Unit. The request for a new postgraduate Academic programme normally commences from the Department in which it will be domiciled before processing further to the Dean of School of Postgraduate studies, the SPGS Board and onwards to the Academic Planning Unit.

2.4.2 Departmental Commencement of New Academic Programme Application

The process for a new academic programme commences from the Department where it is domiciled. The criteria for the preliminary assessment for new academic programme is obtainable at the APU or downloadable at www.unilag.edu.ng. The Department completes the application form and the Departmental Curriculum Review committee then conducts a preliminary assessment which addresses; the justification, target audience and market analysis, etc. The new course programme proposal template is designed to contain major headings which provides enough details (Appendix 2). The Head of Department thereafter on behalf of the unit processes the

proposal for new Academic programme. In so doing the Departmental minutes of meeting where it was discussed and approved to the Dean of the Faculty are necessary documentation presented for further processing of the application (**Stage 1**).

2.4.3 Review of New Academic Programme at the Faculty (or SPGS) Level

The Dean of the Faculty (or SPGS) receives the proposal for a new Academic programme from the originating Department. The Dean then forwards the proposal to the Faculty Curriculum Development Committee for review. The committee amongst other things assesses whether the new programme aligns with the vision of the Faculty and the university. It is imperative that they avoid putting forward possible academic programs showing any duplicity with currently existing programmes. The proposal, the Curriculum Committee Assessment report (and if necessary a Self Sufficiency Test Form* obtainable from APU) is sent to the Dean of the Faculty who then presents the documents at the Faculty Board of Studies (or the SPGS Board). The reviews and minutes of the Faculty Board where it was considered forms part of the documentation processed further to the Academic Planning Unit (**Stage 2**).

2.4.4 Assessment of New Academic Programme by Academic Planning Unit

The Director of Academic Planning unit reviews the submission for new academic programme including the New programme application form and Self-Sufficiency Test Form. The application is then processed subject to fulfillment of any corrections to the Senate, Academic Planning Committee (**Stage 3**).

2.4.5 Defense of New Academic Programmes at the Senate, Academic Planning Committee

The Academic Planning Committee is a university of Lagos Statutory committee that reviews new Academic programmes, curriculum, academic criteria etc. The vice-chancellor chairs the committee which also includes other members of the university management. The Head of the proposing Department as well as the Dean of the faculty will be invited to defend the new academic programme, particularly to show the gap that the new programme will satisfy while also addressing if it aligns with national developmental needs/ goals. The application is the processed further to the University Senate (**Stage 4**).

2.4.6 University Senate Review of New Academic Programme

The Director of Academic Planning presents the recommendation of the Academic Programme Committee taken on the New Academic Programme proposal to the university Senate. Members of Senate make their contributions and may approve, request for additional information, ask for some modification or rejected. Programmes that are approved by Senate are then processed further by Academic Planning unit to the National Universities Commission (**Stage 5**).

2.4.7 NUC Review of New Academic Programmes

The university will download the Application for new Programmes at the NUC Website and filled by the Academic Planning Unit to request for the approval to offer a new Academic programme. The application is processed by an NUC Internal Review Committee which assesses amongst other things; Curriculum, Staffing, Infrastructure, Finance. The decision of the NUC review is then forwarded to the University. New Academic programmes that satisfy NUC's preliminary assessment checklist are awarded Conditional Approval status. The recommendation is forwarded by NUC to the University Vice-Chancellor (**Stage 6**).

2.4.8 University Mock Resource Verification Exercise for New Academic Programme

This exercise is undertaken to ensure that the institution possesses the necessary resources and infrastructure to effectively support and sustain the new proposed academic programme. The Academic Planning Unit deploys a team of multidisciplinary experts to review the extent of compliance on specific criteria by the proposing department.

Generally, the process ascertains the financial, human, and physical resources required to launch and maintain the academic programme. Available qualified faculty, instructional resources and a comprehensive curriculum. The checklist administered is obtained at the Academic Planning Unit and is downloadable at www.unilag.edu.ng

At the end of this exercise, the university ascertains the feasibility and viability of launching a new academic programme to enhance the quality and relevance of our educational programmes (**Stage 6**).

2.4.9 NUC Resource Verification Exercise

The University, through the Vice-Chancellor writes to NUC of the institutions readiness to undertake the Resource Verification for a conditionally approved New Academic programme. A letter will be forwarded to the University when NUC will visit to undertake an onsite Resource Verification Exercise. The University will be required to re-submit the full details of the academic programme. The university is mandated to fulfill the application requirements on the NUC website. Thereafter, an acknowledgement and details of the visitation exercise is communicated in a letter to the university Vice-chancellor. A panel of not less than three members of Experts and Administrators will visit on behalf of NUC to undertake a mini accreditation. Thereafter, the committee will submit a report to NUC (**Stage 6**).

2.4.10 NUC Recommendation for New Programme Application

The NUC Panel of Experts mini accreditation report is reviewed by the internal committee. In the event the assessment is favourable, NUC will communicate Approval of the New Academic Programme to the University (**Stage 7**).

2.4.11 The Joint Admission and Matriculations Board Listing of New Academic Programme

When a new undergraduate programme is approved for any approved Public or Private Tertiary education institution in Nigeria. NUC writes to JAMB to list the programme on the university admission portal for prospective undergraduate applicants (**Stage 7**).

3.0 Periodic Review of Academic Curricula

The periodic reviews to ensure our curricula are relevant are based on; review findings, accreditation standards, industry trends, and pedagogical innovations. The mechanisms include administration of criteria for assessing programme quality, relevance, student learning outcomes, and stakeholder feedback through a stakeholder engagement every 3 years. Additional appraisals will be undertaken by academic bodies of all professional academic programmes such as: The Nigerian Society of Engineers, Nigerian Medical and Dental Council, Nigerian Bar Association, to mention a few. The National Universities Commission will also undertake accreditation of academic programmes based on its statutory role as an independent external body.

Goals for the Periodic Review of Course Content are to:

- Ensure the currency and appeal of course content, providing students with opportunities to acquire pertinent knowledge, skills, and experiences within the discipline
- Maintain the delivery of high-quality learning experiences consistent with the University's Learning, Teaching, and Assessment Strategy, and associated priorities.
- Ensure that course documentation, including handbooks, remains transparent, accurate, and accessible to students and stakeholders, in compliance with relevant consumer protection laws
- Facilitate input from external subject matter experts.
- Identify exemplary practices for broader dissemination.
- Identify areas for improvement.

3.1 Internal Periodic (Mock Accreditation) of Academic Programme

Academic Planning Unit undertakes mock accreditation and comprehensive reviews of every academic programme. The schedule of the programmes due for that academic session is released at the beginning of the session. The Mock accreditation team of (6-8) experts is then constituted by the DAP. The team is led by an expert at the rank of a Professor, which includes others such as an internal academic staff member, one or more external subject specialists from other higher education institutions, a relevant external professional representative, employer, or recent graduate and at least one member representing the students. The external members are nominated by the Head of Department in consultation with a staff member in the subject area. They receive a standard University rate fee and reimbursement for any incurred travel, subsistence, and/or accommodation costs. Student members are nominated by a process at the Faculty Student representative council. To avoid potential bias, all panel members must declare any potential conflicts of interest during the nomination process. The checklist to be administered can be obtained at the Academic Planning Unit and is downloadable online at www.unilag.edu.ng

3.2 Professional Organisations Periodic Review of Academic Programme

The periodic reviews and quality assurance is to assess compliance with established standards within the field or discipline. The framework for the exercise is developed by the academia and

professional body. During the review the professional body assesses compliance with expected professional body standards as presented below:

- i. curriculum design vis-a-vis industry advancements, technological developments, and societal needs
- ii. instructional delivery
- iii. faculty expertise
- iv. student outcomes.

The checklist to be administered can be obtained at the Academic Planning Unit and is downloadable online at www.unilag.edu.ng. Overall, the periodic reviews by professional bodies is undertaken to foster continuous improvement, uphold standards of excellence, and ensure that academic programmes remain relevant, effective, and responsive to the needs of stakeholders and society.

Outcome of Reviews

At the conclusion of the review event, the Panel convenes to evaluate the results of the process. These outcomes encompass:

- ☐ Affirmation of the academic quality and standards within the reviewed area.
 - ☐ Recognition of exemplary practices and strengths observed during the review.
 - ☐ Suggestions for improving and enhancing the subject area.
 - ☐ Stipulations concerning areas requiring improvement and the timeframe within which these improvements should be implemented.
- If the Panel is unable to affirm the quality and standards of provision, the Chair consults with the Vice-Chancellor: Academic Planning Director and Director of Quality Assurance to determine the next steps.
 - The Secretary is mandated to compile a comprehensive report on the subject area, drawing from both the pre-submitted documentation and records of discussions held during the review event. This report is prepared to outline the rationale for confirming quality and standards, as well as any commendations, recommendations, and conditions identified.

- The Department will be tasked with discussing and initiating actions in response to any identified conditions and recommendations. These actions are integrated into the final report, which is then submitted to the Academic Planning Committee. The Department is expected to provide progress updates during each subsequent semester to Academic Planning Unit.

3.3 NUC Accreditation of Academic Programmes

The accreditation exercise of university academic programmes in Nigeria by the National Universities Commission (NUC) serves as a critical quality assurance mechanism to ensure that higher education institutions maintain standards of excellence, relevance and continuous improvement. NUC sets a predetermined quality benchmarks in terms of curriculum, faculty expertise, instructional resources, and student learning outcomes.

Thus the NUC constitutes a team of academic experts within the relevant fields of study which is headed by a member not below the rank of a Professor. The accreditation exercise is conducted every 5 years. Departments are awarded either Full Accreditation for scores (70% and above), Interim/Partial Accreditation (50-69%) or a Denied/Fail score (49% and below).

Overall, the accreditation exercise conducted by the NUC plays a crucial role in upholding the integrity, global competitiveness, relevance, and excellence of university academic programmes in Nigeria, thereby contributing to the overall advancement of higher education and national development objectives.

3.4 Review of One or More Course Curriculum

To ensure currency in knowledge our courses are open for review anytime during the session against the next academic session. It is imperative to ensure there is no knowledge deficit while incorrect, new emerging knowledge are equally available. The collaboration of stakeholders to enrich the content with relevant skills set is apt to enhance capability of the graduates

The relevant stakeholders include the teaching team, professionals, industry partners, students and guardians.

Framework for Course Curriculum Review

- i. Review of the course content can be initiated through a memo from course teaching team, industry partner or any other stakeholder. Minutes of meeting are normally documentation attached to the memo to support the request.
- ii. The Memo/ letter by the initiators to the Department Head does provide; (a) justification for the review, (b) states clearly the deficit content which has been curated for addition, similarly any wrong information in the synopsis are normally processed out. Finally, any content not relevant to the curriculum at all, or content overlapping and taught in another course where it is better cited are edited off. (c) The new recommended Curriculum is then provided.
- iii. The Departmental APC undertakes the reviews of the documents submitted and may then make a recommendation through the HOD to Academic Planning Unit
- iv. The Request for Curriculum review is processed through the central APC to Senate.
- v. Senate response is then communicated to APU and the Department.

4.0 Stakeholder Co-Creation of Academic Curriculum

The involvement of other stakeholders aside from academic staff such as students, professionals and industry players in the process of curriculum development provides the unique opportunity to enhance the quality of the administered university of Lagos curricula. The process is co-created with industry experts thereby facilitating the delivery of a more industry relevant content, reflective of the diverse town perspectives. This industry content enriches the skills sets of the graduates.

Therefore, in order to successfully co-create, we have adapted to a collaborative and open-minded approach throughout the process that reflects the collective insights and aspirations of both students and educators. During the process of co-creating a curriculum, the department commences with a needs assessment to identify gaps in the current body of knowledge. The next phase are consultative workshops or meetings to collate ideas or brainstorm to co-create the curriculum content including the learning activities and assessments modes. Controls for implementation including feedback and the frequency of assessment are made. Co-creation of academic curriculum promotes inclusiveness, collaboration and cooperation that allows our students to be better prepared for their future engagement in a manner that showcases relevance, dynamism and

adaptability. Our reviews obtained using this operational procedure has shown tremendous impact and more importantly enhancement in quality.

4.1 Student Co-Creation of Curriculum

Students participate in academic curriculum co-creation through their robust engagement in the development and design of their educational experiences. This approach engenders a sense of ownership, motivation, and relevance to their learning. The university continues to raise the bar at the forefront of Student Centred and inclusive Learning,

Guidelines for Student Curriculum Development

The engagement of students in curriculum development undertakes the following key strategic principles;

- i. The Dean of Students Affairs has established Student Advisory Committees (SAC) drawn from Departmental Student Association Executives, with diversity across the academic programmes
- ii. Academic Planning Unit conducts a student's needs assessment to identify specific topics or skills that may be lacking in the current curriculum using surveys, suggestion boxes, or online forums, Focus groups, and Interviews
- iii. Representatives of the SAC are nominated to participate in collaborative workshops or meeting for Curriculum co-creation specifically they bring in student perspectives on (a) curriculum content, (b) teaching methods, and (c) assessment strategies
- iv. The collaborative sessions are document for record keeping and future referencing
- v. The mechanism uses reviews and also collate feedback from students to continuously improve the co-creation process. The students have platforms such as WhatsApp and drop boxes.

4.2 Industry Co-Creation of Curriculum

The co-development of curriculum with industry is a dynamic process whereby we actively engage educational institutions and industry partners. These collaborations provide the structure for our educational programmes to align with the needs and demands of the industry as we continue to

graduate outstanding graduates who are well-prepared for the workforce. The industry partners have the mandate to;

- Ensure our student research projects do reflect real life experiences
- Recommend additional industry networks
- Guide by suggesting content on emerging trends in industrial space
- Provide mentorship/ networking opportunities for students and staff including career advice to students
- Offer workshops for curriculum co-creation or training sessions to give insights on latest industry practices and technologies
- Undertake joint research initiatives that benefit both academia and any such participating organization/industry

Guidelines for Industry Curriculum Development

The engagement of Industry in curriculum development is as follows;

- i. Departments identifies the relevant Industry Stakeholders and Professional bodies that are authorized to accredit academic programmes within the professional discipline (a list is also available on the NUC website)
- ii. Academic Planning Unit uses a check list to collate inputs by Industry and Professional Partners which may include; programme moderation, Internships, Lecture presentation, Co-project supervision, research, Curriculum development, Accreditation
- iii. Academic Planning Unit set up a Curriculum Advisory Team of Academia and Industry experts from subject areas who hold sessions to brainstorm and generate ideas for curriculum content, teaching methods, project areas, and assessment strategies
- iv. The Advisory Team then evaluates and reviews feedback from students and faculty to continuously improve the co-creation process.

4.3 Parents and Guardian Co-Creation of Curriculum

The parents are important stakeholders represented by the Parents Association. The body is made up of representatives from diverse backgrounds who serve as a bridge to integrate parents and guardians into university curriculum development. At the university of Lagos we foster

collaboration between educators and families, in order to co-create a curriculum that promotes student success and addresses real-world challenges.

Guidelines for Parents/ Guardian Curriculum Development

The engagement of Parents and guardians in curriculum development undertakes the following key strategic principles;

- i. The UNILAG Parents Forum representatives (1 or 2) are invited by Academic Planning Unit (APU) during curriculum review.
- ii. The university interfaces annually with the Parents forum <https://unilag.edu.ng/tag/unilag-parent-forum/> where they share their perspectives on educational priorities and desired learning outcomes.

5.0 Timelines for Accreditation

5.1 NUC accreditation

The accreditation exercise statutorily undertaken by NUC for Nigerian universities are conducted every 5 years for programmes that have earned Full Accreditation status. Academic programmes that have earned Partial Accreditation have to submit themselves to the exercise after 2 years, while those who may have failed accreditation are not allowed to admit students during that stage. A review of the critical comments, action plan and mitigation drive are put in place for the activation of the reaccreditation process. This is done through a letter of invitation to the NUC from the Academic Planning Unit. Professional bodies accreditation is conducted every 5 years and follows similar protocol as highlighted for the NUC process.

5.2 Internal Academic Programme reviews (Mock accreditations)

These internal academic programmes reviews are conducted prior to the due date of the regular exercise. Experts who are internal to the University and external to the programme are assembled for the exercise. The Deputy Vice Chancellor (Academics & Research) Chairs the Mock Accreditation Panel. Other members include the Director of Academic Planning Unit (DAP), the Director of Quality Assurance (DQA), the University Librarian, Three Members of the Governing Council who are Professors representing the Senate, the Dean of Students' Affairs and the Dean

of SPGS. The mock accreditation is conducted in the similar manner to actual exercise in order to ascertain the readiness of the department who are set to host the external accreditation panel.

5.3 Senate Notification of Academic Programmes Review

Academic Planning Unit generates the list of academic programmes of Departments due for external accreditation to present at university Senate at the beginning of the Semester. This approach is to ensure planning commences very early once the university Senate is informed, trickling down the Deans of Faculties and Heads of Departments. This process creates the platform for synergy between the Department and necessary support that will be provided by management for a seamless exercise.

6.0 Assessment Recommendations and Intervention Plan

After each review exercise, the recommendations by the assessors are submitted to the Vice Chancellor. The report is presented to Management and forwarded to the Director Academic Planning Unit for processing to the respective academic Departments.

The DAP writes through the Dean of the Faculty to the HOD to submit an intervention plan to address the gaps identified (if any) with specific timelines and expected outcomes. The report is reviewed by the Academic Planning Unit performs oversight for Monitoring and Evaluation using a stakeholder team that involves the Quality Assurance unit. Monitoring visitation is undertaken 6 months after the report is transmitted to the HOD. Any deficiency is expected to be regularized 12 months after transmission of the assessment report to the HOD

7.0 Oversight on Academic Teaching and Learning

The QA team provides oversight on teaching and learning while Academic Planning Unit provides oversight on the academic programme. Consequently, a stakeholder team of experts and professionals is constituted to perform the functions of evaluation to address diverse but complementary components to deliver excellence in learning which is a core value and strategic education goal of the university.

8.0 Conclusion

The Academic Programme Development and Review Policy underscores the University of Lagos commitment to excellence and continuous improvement in higher education. Through a systematic approach to curriculum design, implementation, and evaluation, the university ensures the relevance, rigor, and currency of our academic programmes. By engaging stakeholders, embracing innovation, and fostering a culture of reflection and adaptation, we strive to meet the dynamic needs of students, society, and the ever-evolving landscape of knowledge. This policy is a blueprint for academic excellence, guiding us in our pursuit of educational innovation, equity, and student success.

Appendix 1

A: Checklist - Departmental Preliminary Assessment for New Academic Programme/ Course

1. Programme / Course Rationale and Goals

- State how the proposed programme objectives and goals align with the institution's mission and strategic plan
.....
.....
- Demonstrate the current or emerging need for the programme in the community
.....
.....
- Identify the target audience and potential student demand
.....
.....

2. Market Analysis

- List the programmes/ courses which is(are) close in terms of curriculum that may compete with the proposed programme?
.....
.....
- List the unique selling points of the proposed programme compared to the competing programme if any?
.....
.....

3. Curriculum Development

- Will the programme require development of any new course(s) not offered currently in the university?
- Will the programme require Professional Accreditation?.....

4. Faculty and Staff

- Are there at least six (6) or more qualified Faculty with expertise in the programme field to commence?
.....
- Would the new programme require new Faculty hire before it can commence?.....

5. Faculty Development

- Would faculty have to be trained before they can commence the new programme/ course?
.....

6. Student Demand

- Is(are) there evidence of student interest in the programme (e.g., surveys, inquiries)? Please explain.
.....
.....

7. Admissions Criteria

- Have the admission criteria to the programme been established?
.....

8. Facilities and Infrastructure

- List (if applicable) facilities not available currently in the university that the programme will require?
.....
.....

9. Technology requirements

- Is there a plan for integrate technology into the curriculum?
.....
- List any unique technology need for the programme?
.....
.....
.....

10. Stakeholder Communication

- Identify the communication plan for informing stakeholders (students, faculty, staff, community) about the new programme?

.....
.....

Appendix 2

New Course Proposal Application Template Basic Information

SECTION 1

1. Course Title:
2. Faculty:
3. Department:
4. Name of Programme:
5. Title of Degree:
6. Mode of delivery:
7. Professional, Statutory and Regulatory Body (PSRB) Accrediting Bodies:
8. Programme Options (Module Choice):
9. Assessment Methods:
10. Programme overview

SECTION 2:

1. Philosophy

SECTION 3:

1. Aims
2. Objectives of The Programme
3. Aims And Objectives
4. Learning Outcomes
5. Skills And Competencies
6. Graduate Attributes
7. Programme Structure

SECTION 4:

1. Rationale/Justification
 2. Compatibility of the programme with institutional Mission
 3. Work Experience and Placement Opportunities:
- .

SECTION 5:

1. Admission Requirements

SECTION 6:

1. Graduation Requirements

SECTION 7:

1. List Of Academic Staff And Non-Academic Staff For The Programme

SECTION 8:

1. Evidence Of Availability Of Facilities For Take Off Of The New Programme

SECTION 9:

1. List Of Courses And Number Of Units By Levels In Tabular Form

SECTION 10:

1. Course Content

100-LEVEL COURSES

2. Course Code: Course Title (Number of Units)
3. Learning Outcomes

Appendix 3: Academic Programme/ Course Review Panels

3.1 The panel comprises representatives capable of assessing the course's academic integrity in relation to internal and external reference points. Panel members should not have been involved in the course's development or delivery.

3.2 Panel membership typically includes a Chair, external academic subject expert(s), employer representative(s), Departmental representative(s), University of Lagos academic staff member(s), student representative(s), Quality Assurance representative, and Learning Services representative.

3.3 Panel membership for partner institutions mirrors the composition for University re-approval panels, with the inclusion of a senior staff member from the partner institution.

3.4 A member of the Validation team or senior University administrator services all re-approval panels.

3.5 In the absence of any panel members on the event day, the Chair's decision determines whether the re-approval event proceeds.

3.6 Peer observation may be arranged to facilitate staff development, subject to agreements and the Chair's discretion.

Criteria for Appointment

3.7 Chairs within the established pool should have substantive involvement in course delivery or management, chairing experience, understanding of University quality assurance processes, and relevant training.

3.8 Potential candidates for the pool are identified by the Quality Assurance and Enhancement team, subject to approval by the Quality Committee.

3.9 Chairs are allocated to events with consideration for independence and impartiality.

Criteria for External Panel Members

3.10 External academic panel members must demonstrate competence, qualifications, experience, and knowledge relevant to the subject discipline and course delivery.

3.11 Employer representatives should be senior professionals with sector experience relevant to the course.

3.12 External panel members may have additional criteria set by the Department.

3.13 Certain individuals or circumstances are not permissible for external panel membership to maintain impartiality and avoid conflicts of interest.

Responsibilities

3.14 The panel critically examines documentation, engages with stakeholders, and makes a judgment on the course's quality and academic standard.

3.15 Guidance for panel members is provided, including a separate guide for student members.

Academic Programme/ Course Review Exercise

3.16 The course re-approval event typically spans a full day and includes private meetings of the re-approval panel, as well as meetings with students registered or previously registered on the course and the course team. A tour of facilities and specialist resources is usually included. An example of a typical agenda for a re-approval event can be found on the University website.

3.17 In exceptional circumstances, the re-approval event may be held virtually. In such cases, arrangements should be made for a virtual tour if specialist facilities or resources are necessary. The event should also provide opportunities for virtual meetings with the course team and student representatives.

3.18 The course team meeting with the panel should involve key staff members involved in course delivery, typically up to a maximum of ten individuals, with approval from the re-approval panel Chair if this limit is exceeded.

3.19 At the start of the re-approval event, during a private meeting of the panel, the Chair explains the event's purpose, introduce panel members, confirm the day's agenda, outline the re-approval process and responsibilities, and discuss potential outcomes.

Meeting Between Panel and Students

3.20 The panel's meeting with students typically covers introductions, students' perceptions of course strengths and desired changes, experiences with learning, teaching, and assessment, work-based learning experiences, course organization and management, perceptions of facilities and resources, and post-course plans.

3.21 Guidance for students participating in this meeting is available on the University website.

Meeting Between Panel and Course Team

3.22 During the meeting with the course team, the Chair will guide discussions covering various aspects of the course, including context, structure, learning and teaching strategies, recruitment and admissions, assessment, student experience, staffing, resources, and course management.

3.23 The agenda for this meeting may be adjusted based on insights from the student meeting and facility tour.

3.24 The Chair will start the meeting by explaining its purpose, introducing attendees, outlining the re-approval process, and setting the agenda.

3.25 The Chair is responsible for facilitating constructive dialogue, highlighting positive aspects of the course, and ensuring that issues are addressed in a manner that enhances the course's quality.

Concluding Meeting of the Panel

3.26 The final private meeting of the panel begins with each member giving their view on whether the course should be re-approved outright, re-approved with conditions/requirements, or not re-approved. The Chair makes the final decision if there is disagreement.

3.27 If the course is not re-approved, provisions are made to protect the interests of current students and applicants.

3.28 A unanimous decision of the panel is typically required, with the Chair making the final decision if necessary.

3.29 The panel identifies commendations, conditions, requirements, and recommendations, ensuring clarity of wording.

3.30 The course team receives feedback on the outcome, and deadlines are set for meeting conditions and responding to recommendations.

3.31 The Chair and Secretary ensure that draft reports are circulated for review and approval.

Academic Programme / Course Review Report

3.32 The Secretary, in collaboration with the Chair, produces a report summarizing the panel's discussions and outcome, including commendations, conditions, requirements, and recommendations.

3.33 The draft report is circulated to the full panel for review before being finalized and shared with the course team.

3.34 The report is submitted to the Quality Committee for information.

Academic Programme/ Course Team's Response

3.35 The course team submits a formal response addressing conditions, requirements, and recommendations, providing evidence of compliance.

3.36 The response includes amended documents, a summary of how each condition/requirement has been met, consideration of recommendations, a completed definitive course record, and other relevant evidence.

3.37 The response is normally signed off by the re-approval panel Chair, with a conditions meeting arranged if necessary.

3.38 Upon successful completion of the re-approval process, the course is re-approved, and a course re-approval outcome form is signed.

3.39 If conditions or requirements are not met, the matter is referred to the Quality Committee for further action.

Appendix 4

ACADEMIC PLANNING UNIT

Programme Development and Reviews Documents

A: Departmental Preliminary Assessment For New Academic Programme

The process for a new academic programme starts from the Department. The preliminary assessment form for new academic programme is obtainable at the APU or downloadable at www.unilag.edu.ng.

B: Self Sufficiency Test for New Academic Programme

Departmental formal application commences with the Self Sufficiency Test. It is obtainable at the Academic Planning Unit or downloadable at www.unilag.edu.ng.

C: Processing Application for New Academic Programme

(i) Undergraduate programmes

A formal application on 'Application For The Establishment Of New Programme' download from www.unilag.edu.ng or obtained from the Academic Planning.

(ii) Postgraduate Programmes

A formal application form 'Application For The Establishment Of New Programme' download from www.unilag.edu.ng or obtained from the Academic Planning to the Dean of SPGS.

D: Mock New Academic Programme Resource Verification Exercise

The checklist administered is obtained at the Academic Planning Unit and is downloadable at www.unilag.edu.ng

E: NUC Resource Verification for New Programme

The University, through the VC, writes to NUC to undertake the resource Verification for a New programme downloadable at NUC website

F: Internal Periodic (Mock Accreditation) of Academic Programme

Checklist to be administered can be obtained at the Academic Planning Unit and is downloadable online at www.unilag.edu.ng

G: Professional Organisations Periodic Review of Academic Programme

The checklist to be administered can be obtained at the Academic Planning Unit and is downloadable online at www.unilag.edu.ng.