



**ACADEMIC PLANNING UNIT**

**UNIVERSITY OF LAGOS**

**AKOKA, LAGOS**

**NIGERIA**

**ACADEMIC PROGRAMME DEVELOPMENT &  
REVIEW GUIDELINES**

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## **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](http://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 also studies and analysis amongst other matters how the various sections within the university are complying with NUC parameters for accreditation. Furthermore, the Unit obtains up-to-date, relevant and accurate data for processing and or for generating relevant information to guide University Management for 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**

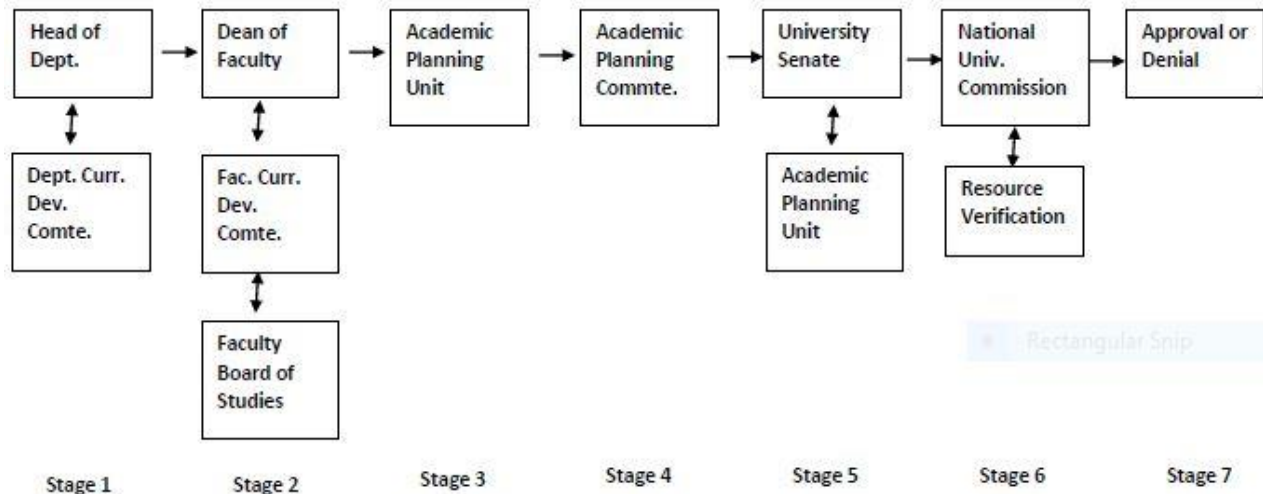
The Academic Planning Unit uses some operational committees to execute some of the oversight functions that falls within the mandate. The unit draws of the skills of staff of the unit and expertise of senior academic staff to deliver of the assignment. Some of the functional committees include;

- 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 will continue to position our curriculum at the forefront to nurture the next generation of students. Our graduates will be equipped with knowledge to thrive in a dynamic, interconnected world 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 would make the process to apply for new programmes to be less 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 will 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 will commence from the Department in which it will be domiciled and is processed 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 will be domicile. The criteria for the preliminary assessment for new academic programme is obtainable at the APU or downloadable at [www.unilag.edu.ng](http://www.unilag.edu.ng). The Department will complete the application form and the Departmental Curriculum Review committee will conduct a preliminary assessment which will address; the justification, target audience and market analysis, etc. The Head of Department will on behalf of his unit process the proposal for new Academic programme and the

Departmental minutes of meeting where it was discussed and approved to the Dean of the Faculty (**Stage 1**).

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

The Dean of the Faculty (or SPGS) will receive the proposal for a new Academic programme from the originating Department. The proposal will be sent to the Faculty Curriculum Development Committee for review. The assessment here will address whether the new programme aligns with the vision of the Faculty, the university while ensuring there will be no duplicity with currently offered academic 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 will present 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](http://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 will undertake a mock accreditation and comprehensive review of every academic programme. The schedule of the programmes due for that academic session will be released at the beginning of the session. The Mock accreditation team of (6-8) experts will be constituted by the DAP. The team will be led by an expert at the rank of a Professor, and will have 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. External members will be nominated by the Head of Department in consultation with a staff member in the subject area. They will receive a standard University rate fee and reimbursement for any incurred travel, subsistence, and/or accommodation costs. Student members will be 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](http://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 will assess 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](http://www.unilag.edu.ng). Overall, the periodic reviews by professional bodies will 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 will convene 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 will consult with the Vice-Chancellor: Academic Planning Director and Director of Quality Assurance to determine the next steps.
  
  - The Secretary will 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 will 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 will be integrated into the final report, which will then be 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**

Courses can be reviewed anytime during the session against the next academic session when the knowledge is deficit, knowledge is incorrect, new emerging knowledge is available, new skills set to enhance capability of the graduates are recommended by relevant stakeholders such as 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 will be attached to the memo.

- ii. The Memo/ letter by the initiators to the Department Head should provide; (a) justification for the review, (b) state clearly the deficit content to be added, wrong information in the synopsis that should be removed, content not relevant to the curriculum at all, or content overlapping and taught in another course where it is better cited. (c) The new recommended Curriculum should be provided.
- iii. The Departmental APC will review 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 curricula being administered. The process when co-created for example with industry experts will facilitate the delivery of a more industry relevant content that is reflective of the diverse town perspectives. This will enrich the skills sets of the graduates.

Therefore, the strategy to a successful co-creation is to maintain a collaborative and open-minded approach throughout the process in order to reflect the collective insights and aspirations of both students and educators. During the process of co-creating a curriculum, the concerned department carries out a needs assessment where the gaps in the body of knowledge is carefully noted. Consultations inform of workshops or meetings for brainstorming to co-create the curriculum content including the learning activities and modes of assessments are determined. Controls for implementation including feedback and the frequency of due but necessary assessment/adjustment are made. Co-creation of academic curriculum promotes inclusiveness, collaboration and cooperation which allow students to better prepare for the future engagement in a manner that showcases relevance, dynamism and adaptability. Ultimately the quality of education and its impacts are enhanced.

#### **4.1 Student Co-Creation of Curriculum**

Students participation in academic curriculum co-creation involves 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 will continue 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 will undertake the following key strategic principles;

- i. The Dean of Students Affairs will establish Student Advisory Committees (SAC) drawn from Departmental Student Association Executives, with diversity across the academic programmes
- ii. Academic Planning Unit will conduct a student's needs assessment to identify any specific topics or skills they feel are lacking in the current curriculum using surveys, suggestion boxes, or online forums, Focus groups, Interviews
- iii. Representatives of the SAC will be nominated to participate in collaborative workshops or meeting for Curriculum co-creation specifically to give student perspectives on (a) curriculum content, (b) teaching methods, and (c) assessment strategies
- iv. The collaborative sessions should be document for future referencing
- v. Review and use feedback from students to continuously improve the co-creation process.

### **4.2 Industry Co-Creation of Curriculum**

The co-development of curriculum with industry is a dynamic process that requires active engagement from both educational institutions and industry partners. The collaboration helps ensure that educational programmes align with the needs and demands of the industry towards producing graduates who are well-prepared for the workforce. The roles for industry involvement include;

- Ensure students projects to reflect real projects
- Recommend industry partners
- Mentorship/ networking opportunities for students and staff including career advice to students
- Offer workshops for curriculum co-creation or training sessions for insights on latest industry practices and technologies

- Undertake joint research initiatives that benefit both academia and industry

### **Guidelines for Industry Curriculum Development**

The engagement of Industry in curriculum development will undertake the following key strategic principles;

- i. Departments will identify the relevant Industry Stakeholders and Professional bodies that are authorized to accredit academic programmes within the professional discipline
- ii. Academic Planning Unit will create a check list of specific areas required for 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 will establish a Curriculum Advisory Team of Academia and Industry experts from subject areas who will brainstorm to generate ideas for curriculum content, teaching methods, project areas, and assessment strategies
- iv. The Advisory Team will evaluate and review 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 and can serve as a platform to integrate parents and guardians into university curriculum development. By fostering collaboration between educators and families, UNILAG will 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 will undertake the following key strategic principles;

- i. The parents Association representatives (1 or 2) will be invited by APU during curriculum review.

- ii. The university would host every two years a Parents forum where they can 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 will be stopped from admitting students immediately. A review of the critical comments and its mitigations have to be put in place for the activation of the reaccreditation process. This can be activated by a letter of invitation to the NUC from the Academic Planning Unit. Professional bodies accreditation is conducted every 5 years and follows similar trajectory to 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 DAP, the Director of Quality Assurance, 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 very similar manner of the actual exercise to test the readiness of the department to host the external accreditation panel.

### ***5.3 Senate Notification of Academic Programmes Review***

Academic Planning Unit processes to the university Senate the list of Departments that are due for external accreditation at the beginning of the Semester. This approach is to ensure planning commences very early, while also setting up the platform for synergy between the Department and necessary support that will be provided by management to ensure the exercise is seamless.

## **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 will ensure the relevance, rigor, and currency of our academic programmes. By engaging stakeholders, embracing innovation, and fostering a culture of reflection and adaptation, we will 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: Academic Programme/ Course Review Panels**

2.1 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.

2.2 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.

2.3 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.

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

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

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

### **Criteria for Appointment**

2.7 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.

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

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

### **Criteria for External Panel Members**

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

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

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

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

## **Responsibilities**

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

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

## **Academic Programme/ Course Review Exercise**

2.16 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.

2.17 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.

2.18 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.

2.19 At the start of the re-approval event, during a private meeting of the panel, the Chair will explain 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**

2.20 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.

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

## **Meeting Between Panel and Course Team**

2.22 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.

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

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



2.25 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**

2.26 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.

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

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

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

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

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

### **Academic Programme / Course Review Report**

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

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

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

### **Academic Programme/ Course Team's Response**

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

2.36 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.

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

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

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

## Appendix 3

### 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](http://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](http://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](http://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](http://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](http://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](http://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](http://www.unilag.edu.ng).