

UGANDA MARTYRS UNIVERSITY



Curriculum Development and Review Policy

February 2025

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Definitions of Terms

Accreditation: The establishment of the status, legitimacy or appropriateness of an institution, programme or module of study.

Accreditation body: An organization delegated to make decisions, on behalf of the higher education sector, about the status, legitimacy or appropriateness of an institution or programme.

Competences: A group of skills that bring about proficiency in a specific field, which are assessed against pre-set benchmarks mostly defined by profession/Industry. These are sets of knowledge, skills and attitudes that enable a person to perform specific work.

Faculty: shall mean Schools, Faculties, Institutes, Centers and Autonomous Department as so established and or designated by the University Council.

Curriculum: A set of planned and guided learning experiences and intended learning outcomes under the auspices of the education institution for the learner's continuous growth in personal and social competences. It represents the totality of experiences a learner encounters under the guidance of the school.

Curriculum Development: The deliberate and systematic process of planning, execution and dissemination of new and structured set of learning experiences (training program & curriculum) to bring about changes in a learner. The process of designing, implementing, and evaluating curricula.

Curriculum Review: The systematic examination of a curriculum to assess its relevance, effectiveness, and alignment with educational goals.

Programme Accreditation: process of ensuring that the programme meets and/or exceeds the standards set by the regulatory body. It is a kind of recognition that a programme has met the set standards by the regulator and therefore permission has been granted to an institution to implement that programme.

Programme Self -Assessment: Critical look at an academic programme to determine its quality as measured by acceptable criteria and standards.

Stakeholders: Individuals or groups with an interest in the curriculum, including course facilitators, parents, students, alumni, policy makers, professional bodies and community members.

Abbreviations and Acronyms

CRC	Curriculum Review Committee
DVC	Deputy Vice Chancellor
NCHE	National Council for Higher Education
SDG	Sustainable Development Goals
UMU	Uganda Martyrs University
UNDP	Uganda National Development Plan
UNESCO	United Nations Education Scientific Cultural Organisation

1.0 Introduction

Uganda Martyrs University (UMU) engages in the development, implementation and continuous review of its curricula. Recognizing the dynamic nature of knowledge and the evolving needs of our students and society, the curriculum development and review process should be student-centered and foster critical thinking, creativity and lifelong learning. To achieve this, a robust framework is required to guide this process.

1.1 Purpose of the Policy

To provide a framework for systematic development, implementation, and review of curricula to ensure inclusive high academic programmes responsive to cost effective implementation for high impact on graduates of Uganda Martyrs University and the wider community.

1.2 Rationale of the Policy

The policy shall facilitate well-designed and regularly reviewed curricula which are essential for the success of any education system. It shall ensure that learners acquire the knowledge, skills, and values needed to thrive in the 21st century and beyond. By adopting this policy, Uganda Martyrs University commits to providing quality education that prepares learners for future challenges and opportunities.

1.3 Objectives of the Policy

The specific objectives of the policy are to:

1. Align the curricular with national educational goals and standards so as to promote critical thinking, problem-solving, and creativity.
2. To offer guidance to the various stakeholders involved in curriculum development and review process like departments, faculties, the Office of the DVC, the Curriculum Review Committee as well as the Senate.

1.4 Scope of the Policy

This policy applies to all curricula offered at UMU at the undergraduate and postgraduate levels at all campuses as well as affiliate institutions. It covers all stages of the curriculum development and review process, from initial planning to final implementation and evaluation.

1.5 The Legal Framework

Curriculum development and review shall operate within the legal and institutional framework defined by several key laws, policies, and regulatory bodies including the following;

1. The Universities and Other Tertiary Institutions Act (2001, amended), which outlines the establishment, governance, and quality assurance in higher education institutions.
2. The proposed programmes shall be submitted to the National Council for Higher Education (NCHE) which oversees these processes; ensuring curricula meet national standards and align with development goals for accreditation.
3. The policy aligns with national priorities like the Uganda National Development Plan (NDP) III 2020/21–2024/25 which sets broader educational priorities aligned with Uganda’s Vision 2040. It emphasizes curriculum reforms that foster practical skills, and relevance to the labour market.
4. Education laws such as the Education Act (2008) which influences higher education policies.
5. The policy aligns with global conventions like the UNESCO Education for Sustainable Development Goals (SDG 4), which emphasizes ensuring inclusive and equitable quality education and promote lifelong learning opportunities for all.
6. The policy aligns with provisions by professional bodies such as, Architects Registration Board (ARB)/Uganda Society of Architects (USA), The Law Council, Uganda Medical and Dental Practitioners’ Council, Engineers Registration Board, Uganda Nurses and Midwives Council, Uganda Allied Health Professional Council (UAHPC), Institute of Certified Public Accountants of Uganda and others.

2.0 Policy Statement

UMU is committed to providing a high-quality cost-effective education that is relevant, rigorous, and responsive to the needs of learners and society. To achieve this goal, UMU shall:

- i. Establish a Curriculum Review Committee (CRC).
- ii. Develop a systematic process for curriculum development and review.
- iii. Involve stakeholders in the curriculum development and review process.

- iv. Regularly evaluate the effectiveness of curricula.
- v. Provide professional development opportunities for course facilitators to support curriculum development, implementation and review.
- vi. Allocate adequate resources for curriculum development and review.

2.1 Guiding Principles for Curriculum Development and Review

- a) **Learner-Centredness:** Curricula shall be designed to meet the diverse needs and interests of learners.
- b) **Relevance:** Curricula shall be relevant to the needs of the 21st century and prepare learners for future challenges and opportunities.
- c) **Rigour:** Curricula shall be intellectually challenging and promote critical thinking and problem-solving skills.
- d) **Equity:** Curricula shall provide equal opportunities for all learners, regardless of their background or abilities.
- e) **Flexibility:** Curricula shall be flexible enough to adapt to changing circumstances and emerging trends.
- f) **Accountability:** UMU shall be accountable for the quality of its curricula and the outcomes of student learning.

3.0 Curriculum Development and Review Process

The process of developing or reviewing an existing curriculum shall involve the following steps:

- i. Needs assessment or programme self-assessment by the Department/Faculty/School for a new programme or reviewing an existing programme respectively.
- ii. Curriculum design/update
- iii. Discussion by the Department and Faculty Boards
- iv. Discussion by the Curriculum Review Committee
- v. Approval by the University Senate
- vi. Accreditation by the National Council for Higher Education
- vii. Implementation of the curriculum by the respective Faculty/School

3.1 Needs Assessment/ Programme Self-Assessment

The Faculty/School curriculum review team shall conduct a needs assessment to justify the development of a new programme. Different stakeholders shall be engaged in this needs assessment. The findings shall be part of the rationale/justification of the new programme.

In the case of reviewing an existing programme, a programme self-assessment shall be conducted by the team using the checklist on the quality of the programme attached as annex 1 to this policy. During the self-assessment, the team shall engage and solicit for feedback from the following stakeholders;

1. Current students
2. Alumni of the programme
3. Labour market (Employers of the graduates)
4. Society (Community)
5. Faculty
6. Professional bodies
7. Government and other policy makers
8. Benchmark with other institutions offering a similar programme

3.2 Curriculum Design/Update

The curriculum shall be designed or updated by the team and a report shall be written. This report shall contain only section one for a new programme while for a reviewed programme, the report shall have sections one and two.

Section One of this report shall include the following details as stipulated by the NCHE Guidelines;

1. Name of the programme
2. Rationale/justification for the programme
3. Objectives of the programme
4. Expected learning outcomes
5. Entry requirements for the students
6. Duration of the programme
7. Grading system to be followed and classification of the award
8. Academic staff available for this programme
9. Infrastructure to support the delivery of the programme
10. Curriculum structure/matrix showing details of the course name, code and corresponding contact hours, credit units and semesters in which courses will be run.
11. Detailed course outlines showing the following aspects for each of the courses appearing in the curriculum matrix; course name, code, level of the course, credit units, brief course description, objectives, learning outcomes, detailed course content, mode of delivery, teaching and learning strategy, mode of assessment, study and reference materials.

Refer to Annex 2 (Section One: Programme Content) on the detailed explanations of what each of these aspects should include.

Section Two of this report is required in case of reviewing an existing programme. This report is an assessment of how the programme being reviewed was implemented over the last few years detailing the achievements made, challenges faced as well as the future prospects/plans for this programme. It therefore informs and justifies the changes being made in the reviewed programme.

This section shall include the following details;

1. Introduction
2. Chapter One: Requirements of stakeholders and expected learning outcomes
3. Chapter Two: The Process
4. Chapter Three: The Inputs
5. Chapter Four: Quality Assurance
6. Chapter Five: Achievements and Graduates
7. Chapter Six: Stakeholder Satisfaction
8. Chapter Seven: Strengths/Weaknesses Analysis

Annex 3 (Section Two: Self-Assessment Report) provides details on the contents of each chapter.

3.3 Content Selection

The essential considerations for content selection:

1. Issue/problem/need is identified (issue) ...>what?
2. Characteristics and needs of learners (target audience) ...>who?
3. Changes intended for learners (intended outcomes/objectives) ...> what the learners will be able to do?
4. The important and relevant content ...>what?
5. Methods to accomplish intended outcomes ...>how?
6. Evaluation strategies for methods, content, and intended outcomes ...> what works?

3.4 Teaching and Learning Strategies

The teaching and learning strategies include a range of whole class, group and individual activities to accommodate different abilities, skills, learning rates and styles that allow every student to participate and to achieve some degree of success.

The teaching and learning strategies to be incorporated in developed curricula shall include:

1. Blended learning - is the combined use of technology alongside traditional classroom learning. Effective learning strategies empower students to become more efficient, independent learners, capable of effectively acquiring, retaining, and applying the theories learnt.
2. Differentiation - is a teaching strategy that lets a teacher to assign tasks to students based on their specific academic abilities and their learning abilities. It is an instructional model that provides guidance for teachers in addressing student differences in readiness, interest and learning profile with the goal of maximizing the capacity of each learner.
3. Gamification - classroom gamification is an effective way to take a child's love for play and turn it into a love of learning. Games and gamification encourage social interaction between users. Gamification is among the best teaching strategies that uses elements of game design to enhance the learning experience.
4. Student-centered Inquiry - is a method that focuses on the student's role in the learning process. The student-led teaching strategy lets students become the teacher. Inquiry-based learning strategies are used to engage students to learn by asking questions, investigating, exploring, and reporting what they see.
5. Flipped classroom - a flipped classroom is a teaching strategy where students are introduced to learning content before the lesson (for example, through recorded video). Flipped classroom examples include students watching video lessons before class and using their in-class time for discussions and problem-solving. In a flipped classroom, students read texts or watch prerecorded lectures at home. Classroom time is used for deeper learning activities.
6. Formative assessment - a formative assessment is used periodically to monitor student learning incrementally. Teachers use formative assessment to identify how well the student understands a particular topic. Formative assessment is often used in a diagnostic capacity to help teachers identify whether students are struggling with a topic in the moment.
7. Peer Instruction – peer teaching encourages collaboration and peer-to-peer knowledge sharing, enhancing the overall learning experience. In this teaching approach, students learn from their peers.

4.0 Roles of the different offices in Curriculum Development and Review

4.1 Office of the Deputy Vice Chancellor

- a) Be in charge of the Curriculum Review Committee.
- b) Maintain a schedule of all programmes and their duration.
- c) Organise trainings for staff in curriculum development and review.
- d) Submit and follow up with NCHE and professional bodies, the accreditation of programmes.
- e) Confirm that all corrections suggested by NCHE are made by the faculties before the adjusted programme documents are sent back to NCHE for the accreditation letter.
- f) Budget for curriculum development and review fees payable to NCHE.

4.2 Quality Assurance Directorate

- a) Remind Faculties/Schools when programmes are due for review.
- b) Support faculties/schools during curriculum development and review.
- c) Review all new and revised programmes before they are presented for discussion at the CRC.
- d) Attend all CRC meetings and advise accordingly.
- e) Confirm that all corrections suggested by CRC are made by the faculties before the programmes are sent to NCHE.
- f) Work with the Office of DVC to prepare for NCHE and Professional body visits as part of the accreditation process for programmes.
- g) Monitor the implementation of curricula through Faculty inspection visits.
- h) Conduct a programme viability study every five (5) to advise Senate on which programmes to shelve.

4.3 Faculty/School

- 1. Constitute the Faculty/School Curriculum Review Team.
- 2. Conduct needs assessment and programme assessments for the development of new programmes and review of existing programmes respectively.
- 3. Involve all stakeholders during the development and review of all curricula.
- 4. Discuss and approve new and reviewed curricula during departmental and Faculty/School board meetings.
- 5. Make suggested changes to the curricula as recommended by CRC and NCHE
- 6. Implement the curricula as approved by NCHE.

4.3.1 Faculty/School Curriculum Review Team

Each Faculty/School shall have a curriculum review team which coordinates the development and review of Faculty/School programmes. The team shall be composed of: Associate Dean, Heads of Department and 2 technical senior staff from the respective discipline/field in which the programme is anchored.

All new and reviewed programmes shall be presented by the Faculty/School curriculum review team for discussion at the Departmental and Faculty Boards. The approval and recommendation of the programme(s) to the CRC shall be documented in the minutes of the Department and Faculty Board.

After the discussion of the programme(s) by the faculty/school board, the Associate Dean shall forward the programme(s) to the CRC for discussion. Corrections and adjustments suggested by CRC shall be made by the Faculty/School curriculum review team and shall be verified by the Quality Assurance Directorate. CRC shall recommend the programme(s) to the Senate for approval.

Functions of the Faculty/School Curriculum Review Team

1. To carry out need/self-assessment of the programme(s).
2. To develop/review the programme(s).
3. Through the Heads of Department, present the programme to the Faculty Board.
4. Present the programme(s) to CRC for discussion and recommendation to the Senate.
5. Review feedback from the CRC/Senate/NCHE in regard to the programme(s).

5.0 Curriculum Review Committee

The Curriculum Review Committee (CRC) is a Committee of Senate mandated with overseeing the development of new programmes, ensuring and promoting periodic review of those due for re/accreditation by the National Council for Higher Education. This committee shall be composed of;

1. Deputy Vice Chancellor (Chairperson)
2. Academic Registrar
3. Director Quality Assurance
4. Associate Deans
5. Heads of Department
6. Quality Assurance Officers

7. Representatives from campuses
8. Co-opted members from affiliate institutions
9. Personal Assistant of the DVC shall serve as the Secretary to this committee.

5.1 Functions of the Curriculum Review Committee

1. Propose and initiate the process of development of new programmes.
2. Discuss all new and reviewed programmes and advice the faculties/schools on the quality of the programmes.
3. Harmonize existing programmes to avoid duplication.
4. Enforce compliance to the curriculum development and review process and procedures as stipulated by this policy.
5. Identify and recommend for review programmes that are due for reaccreditation by NCHE and other professional bodies.
6. Recommend to Senate new and reviewed programmes that are ready for submission to NCHE for re/accreditation.
7. Check and confirm that all corrections suggested by NCHE and professional bodies in regard to submitted programmes are made by the respective Faculty/School before the submission of the final copy for re/accreditation.

6.0 The University Senate

The Chairperson of CRC shall present the recommendations of the Committee to the Senate for review and approval.

Senate shall present the programme to the University Council for noting and eventual submission to the NCHE for re/accreditation.

7.0 Monitoring and Evaluation of the Curriculum

Upon accreditation of the programme(s), a copy of the letter from NCHE shall be given to the Faculty/School for record purposes. The Faculty/School shall proceed to roll out or implement the programme. No Faculty/School shall implement a new or reviewed programme before being accredited by NCHE.

During the implementation of the approved curricula, the following shall be paid attention to;

1. The semesters in which different courses are running.
2. The contact hours and credit units for each course when preparing the lecture timetable.

3. The delivery and assessment methodologies for each course.
4. The core and elective courses in each programme

During the implementation of the curriculum, its evaluation should start immediately. This evaluation seeks to;

- i. Identify successes and failures of the curriculum with a view to correct the deficiencies.
- ii. Measure if stated learning outcomes and /or competencies are being achieved.
- iii. Assess if the curriculum is meeting the needs of learners, employers and other stakeholders.
- iv. Measure the cost effectiveness of the curriculum.
- v. Improve the study and reference materials.

8.0 Revision and Update of the Curriculum

The programme shall be reviewed after every five years to determine whether it should be maintained, improved, shelved or a new one introduced. Programme viability will depend on a number of factors such as aligning with new government policies, trends in education sector, enrolment and completion rates.

9.0 Responsible University Officer

The Deputy Vice Chancellor shall be the responsible officer for this policy.

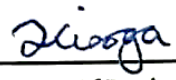
10.0 Review date

This policy was approved by the **101st University Council meeting** that sat on **8th February 2025**.

The policy shall be reviewed after every 5 years or from time to time when the need arises.



Most Rev. Raphael p'Mony Wokorach, MCCJ
Chairperson, UMU Council



Rev. Dr. Josef Buchana Kisoga
Secretary, UMU Council

Annexes

Annex 1: Checklist on the quality of a program

The quality of the different aspects of the program will be assessed on a scale 1-7.

The marks have the following meaning:

1 = absolutely inadequate; immediate improvements must be made

2 = inadequate, improvements necessary

3 = inadequate, but minor improvements will make it adequate

4 = adequate as expected

5 = better than adequate

6 = example of good practice

7 = excellent

	1	2	3	4	5	6	7
1. Requirements stakeholders. The Department/Faculty has a clear idea about the relevant needs and requirements of the government							
about the relevant needs and requirements of the labour market							
about the relevant needs and requirements of the students/parents							
about the relevant needs and requirements of the academic world							
about the relevant needs and requirements of the society							
Overall opinion							
2. Expected learning outcomes (objectives)							
The program has clearly formulated learning outcomes							
The program promotes learning to learn and life-long learning							
The expected learning outcomes cover generic skills and knowledge as well as specific skills and knowledge							
The expected learning outcomes clearly reflect the requirements of the stakeholders							
Overall opinion							
3. Program specification							
The University uses program specifications/program description							
The program specification shows the expected learning outcomes							
The program specification is informative for the stakeholders							
Overall opinion							
4. Program content							
The program content shows a good balance between general and specific skills and knowledge							
The program reflects the vision and mission of the University							
The expected learning outcomes have been adequately translated into the program							
The contribution made by each course to achieving the learning outcomes is clear							
Overall opinion							
5. The organization of the program							
The curriculum is coherent and all subjects and courses have been integrated							

The curriculum shows breadth and depth									
The curriculum clearly shows the basic courses, intermediate courses, specialist courses and the final project (thesis, etc.) activities									
The curriculum is up-to-date									
Overall opinion									
6. Didactic concept/teaching/learning strategy									
The staff have a clear teaching/learning strategy									
The teaching/learning strategy enables students to acquire and manipulate knowledge academically									
The teaching/learning strategy is student-oriented and stimulates quality learning									
The curriculum stimulates active learning and facilitates learning to learn									
Overall opinion									
7.Student assessment									
The assessments reflect the expected learning outcomes and the content of the program									
Student assessment uses a variety of methods									
The criteria for assessment are explicit and well-known									
The standards applied in the assessment are explicit and consistent									
The assessment schemes, the assessment methods and the assessment itself are always subject to quality assurance and scrutiny									
Overall opinion									
8.Quality of the academic staff									
The staff is qualified and competent for the task									
The staff are sufficient to deliver the curriculum adequately									
Recruitment and promotion are based on academic merits									
Duties allocated are appropriate to qualifications, experience, and skills									
Time management and incentive systems are designed to support the quality of teaching and learning									
Accountability of the staff members is well regulated									
There are provisions for review, consultation, and redeployment									
Termination, retirement and social benefits are planned and well implemented.									
There is an efficient appraisal system									
Overall opinion									
9.Quality of the support staff									
There are adequate support staff for the libraries									
There are adequate support staff for the laboratories									
There are adequate support staff for computer facilities									
There are adequate support staff for the student services									
Overall opinion									
10.The student									
The selection of entering students (if there is selection) is adequate									
There is an adequate intake policy									
There is an adequate credit points system									
The actual study load is in line with the calculated load									
Overall opinion									

level									
Overall opinion									
18 Feedback stakeholders									
There is adequate structural feedback from the labour market (employers)									
There is adequate structural feedback from the alumni									
Overall opinion									
Overall verdict									

Annex 2: SECTION ONE (PROGRAMME CONTENT)

SECTION ONE: PROGRAMME CONTENT	
General information at the programme level	
Name of Institution:	
Name of Programme:	
Programme Rationale	States the rationale giving clear justification (why you think the programme should be developed). Bear in mind the vision and mission of the institution and the Faculty/School/Institute/Department. It covers the purpose and the relevance of the programme and it is broad-based. As you develop the programme it is important to keep in mind the rationale. If it is a reviewed programme, you need to indicate it in the preamble clearly, specifying duration you have taught it and give the rationale for the review.
Programme objectives	This is to be stated clearly to reflect what the programme intends to achieve.
Learning outcomes	These are designed to reflect the competencies that the learners will achieve at the end of the programme . The learning outcomes needs to be formulated using action verbs and should take care of bloom's taxonomy.
Entry requirements	Could be through direct entry at 'A' level or at 'O' level. It could also be through mature age entry and the passes are to be at the same sitting. It should be in line with the guidelines provided by NCHE.
Duration	Indicated in terms of academic year(s). Show the number of teaching weeks and the examination weeks per semester. For practical subjects indicate the hours for practicum according to NCHE guidelines.
Grading system	Show the grading system in line with that provided by NCHE.
Curriculum structure (General overview of programmes matrix)	-Indicate the contact hours and credit units for all course units. Pay attention to sequencing of course units for purpose of logical flow and cohesion in delivery of the programme. -Align the courses to the objectives of the programme.
Academic staff (e.g. availability of core staff)	Show list of academic staff indicating the following: i. level of qualification, ii. the institution from which the staff completed their studies, iii. year of completion, iv. area of study, v. designation e.g. course facilitators, , vi. whether full or part-time and vii. the prescribed workload. NB: Ensure that the staff qualifications are genuine. This will help in determining whether or not the staff qualify to teach

	the course.
Infrastructure	Give a description of the available basic infrastructure, facilities, equipment and other resources that will be used to support the delivery of this programme.
DETAILED CONTENT OF EACH COURSE OUTLINE	
Course name	Clearly indicate the course name. The name should reflect the course content in each semester.
Course code	Indicate the course code in the order in which the course will be delivered.
Level of course	This refers to the level at which the course will be delivered. Take note that it meets the minimum standards required by NCHE.
Credit units	Clearly show the load in line with the NCHE guidelines.
Brief course description	Make a brief course description capturing the core aspects that each course covers.
Objectives	Develop objectives that shows what the course is intended to achieve.
Learning outcomes	These are designed to reflect the competencies that the learners will achieve at the end of the course . The learning outcomes needs to be formulated using action verbs and should take care of bloom's taxonomy (knowledge, skills and attitudes)
Detailed course description (contents)	Describe the content in details and aligned it to the programme.
Mode of delivery	Show the appropriate various mode of delivery that will help the learners acquire the needed skills.
Mode of assessment	Show the mode of assessment mode. It could be oral or written examination, practicum or both depending on the nature of the course and the skills being assessed.
Study materials	Give a list of references taking care of: relevance to course, how recent, adequate/exhaustive, consistency in writing (referencing system)
Writing style and grammar	Take care of the sentence construction, spelling, and grammar. On the whole, edit your document before submitting it for assessment.

Minimum standards (NCHE)	Ensure that the programme meets the minimum standards/requirements of the NCHE
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Annex 3: SECTION TWO (SELF ASSESSMENT REPORT)

SECTION TWO: SELF ASSESSMENT REPORT	
Organization	Content of the Self-Assessment Report at Program Level
Introduction	• Introduction • How was the self-assessment carried out? • The Composition of the Assessment Committee • Sort description of the university and the department responsible for the curriculum • Short description of the programme (in such a way that an outsider has a good idea about the content of the programme)
Chapter 1:	Requirements of stakeholders and expected learning outcomes 1.1 Description of the Assessment Process 1.2 Data Collection Methods 1.3 Requirements of the Stakeholders
Chapter 2:	The Process 2.1 Program Specification 2.2 Program Content 2.3 Program Organization 2.4 Didactic Concept 2.5 Student Assessment
Chapter 3:	The Input 3.1 Quality of the Academic Staff 3.2 Quality of the Support Staff 3.3 The Students 3.4 Student Advice/Support 3.5 Facilities and Infrastructure
Chapter 4:	Quality Assurance 4.1 Students Evaluations 4.2 Curriculum Design 4.3 Staff Development Activities 4.4 Benchmarking
Chapter 5:	Achievements and Graduates 5.1 Achieved outcomes (graduates)/graduate profile 5.2 Pass rate and dropout rate 5.3 Average time to completion of degree 5.4 Employability
Chapter 6:	Stakeholder Satisfaction 6.1 Opinion- Students 6.2 Opinion – Alumni (graduates) 6.3 Opinion – Labour Market 6.4 Opinion - Society
Chapter 7:	Strengths/Weakness Analysis 7.1 Summary of Strengths 7.2 Summary of Weaknesses 7.3 Quality plan for the coming years.

