

**FEDERAL UNIVERSITY OF TECHNOLOGY, MINNA,
NIGERIA**



**PROCEDURE FOR ACADEMIC PROGRAMME
DEVELOPMENT**

1. INTRODUCTION

Federal University of Technology, Minna is specialized university committed to training of skilled and innovative workforce that would harness the forces of nature to transform Nigeria's resources into good and services to positively affect the economy and thus the quality of her people. Therefore, the university is committed to delivering her core mandate by achieving quality teaching, learning and assessment. The procedure for academic programme development involves several steps which are highlighted in this document.

2. NATIONAL UNIVERSITIES COMMISSION (NUC)

Two Acts provide the legal framework for the quality assurance and regulatory mandates of the National Universities Commission. The first is the National Universities Commission Act No. N81 Laws of Federation Nigeria (L.F.N.) 2004.

This Act sets up the National Universities Commission as a body corporate charged with the responsibility of advising the Federal and State Governments of all aspects of university education and the general development of universities in Nigeria. The second, Education (National Minimum Standard and Establishment of Institutions) Act No. E3 L.F.N. 2004, empowers the National Universities Commission to lay down minimum standards for all universities and other institutions of higher learning in the Federation and the accreditation of their degrees and other academic awards in formal consultation with the universities for that purpose, after obtaining prior approval therefor through the Minister, from the President.

Following the enactment of NUC Act No. E3 L.F.N. 2004, the National Universities Commission developed the first set of Minimum Academic Standards (MAS) in 1989 for all the academic programmes existing in the Nigerian University System (NUS) at that time under the 13 major disciplines of Administration, Agriculture, Arts, Education, Engineering and Technology, Environmental Sciences, Law, Medicine and Dentistry, Management Sciences, Pharmaceutical Science, Science, Social Sciences and Veterinary Medicine. The Minimum Academic Standard served as the reference documents for the first accreditation of programmes conducted in NUS in 1990.

In its bid to review the Minimum Academic Standard documents, which was predicated on the fact that they were prescriptive, the Commission decided to develop the outcome-based Benchmark Statements for all programmes in the Nigerian University System in line with contemporary global practice in 1999. In the first comprehensive review of the Minimum Academic Standards by NUC, which was in 2004, the Commission decided to merge the Benchmark Statements and the revised Minimum Academic Standards into a new document called Benchmark Minimum Academic Standards (BMAS). These documents were approved for use in Nigerian universities in 2007. A second attempt at reviewing the BMAS was in 2011. It must however be noted that stand alone BMAS for new programmes were at different times developed by the Commission on request from some Nigerian universities.

3. THE CURRENT REVIEW OF THE BMAS

The journey of the current curriculum review efforts commenced in 2018, when the National Universities Commission circulated the 2018 draft BMAS to all Nigerian universities and other stakeholders for their comments. In addition to the harvested comments, the curriculum of different programmes of some world-class universities were downloaded. The draft 2018 BMAS, compiled comments of Nigerian universities and other stakeholders and the downloaded curriculum of some foreign universities served as the working documents for the curriculum review panels. A multi-stakeholder approach was deployed in constituting the panels for the curriculum review exercise. The constituted panels included:

- i. Academic staff of Nigerian universities
- ii. Representatives of the Academies
- iii. Representatives of Professional bodies/associations
- iv. Representatives of the private sector

In addition to the reviewers working individually and in consultation with their subject area peers, over 512 cumulative online meetings of the general assembly (Vice-Chancellors, Discipline Chairmen/Chairpersons, programme-specific reviewers and Heads/representatives of international quality assurance agencies and institutions); Discipline groups; and programme groups were held between March and November, 2021. Physical meetings were also held to finalize the curriculum review exercise.

The reviewers carried out their assignments with a view to producing a curriculum for their respective programmes that will reflect both national and international expectations. Specifically, the reviewers focused on ensuring that the emerging curriculum will be adequate to train Nigerian university students in the 21st Century. By implication and in addition to current trends in the various programmatic areas, the curriculum will be ICT oriented, promote Artificial Intelligence, enhance skills acquisition (including soft skills), inculcate and sharpen entrepreneurship mindset of students and capable of steering the deployment of evolving technologies to deliver its content.

The Core Curriculum and Minimum Academic Standards (CCMAS) The major highlights of the new curriculum are:

1. Change of nomenclature from Benchmarks Minimum Academic Standards (BMAS) to Core Curriculum and Minimum Academic Standards (CCMAS);
2. The curriculum provides for 70% minimum core courses requirements for graduation. Nigerian universities are expected to provide the remaining 30%;
3. In consonance with global best practice, the curriculum is to stimulate blended learning in its delivery;
4. Mass Communication has been unbundled to create a distinct discipline of Communications comprising degree programmes in Advertising, Broadcasting, Development Communication Studies, Film and Multimedia, Information and Media Studies, Journalism and Media Studies, Mass Communication, Public Relations and Strategic Communication;
5. Agriculture has been unbundled into programmes in its contributing components of B.Sc Agricultural Economics, B.Sc. Animal Science, B.Sc. Crop Science and B.Sc. Soil Science;
6. The unbundling of Architecture and introduction of Architecture as a new discipline with programmes like Architecture, Architectural Technology, Furniture Design, Interior Architecture Design, Landscape Architecture and Naval architecture;
7. The split of the Basic Medical Sciences discipline into two – Basic Medical Sciences and Allied Health Sciences
8. Reduction of the General Studies (GST) course from 36 credit units to 12 credit units of 6 courses as follows:

- i. Communication in English
- ii. Nigerian People and Culture
- iii. Philosophy, Logic and Human Existence
- iv. Entrepreneurship and Innovation
- v. Venture creation; and
- vi. Peace and Conflict resolution.

9. Entrepreneurship has been repackaged with the introduction of programme-specific entrepreneurship

10. The number of academic disciplines has been increased from 14 to 17 as follows:

- i. Administration and Management
- ii. Agriculture
- iii. Allied Health Sciences
- iv. Architecture
- v. Arts
- vi. Basic Medical Sciences
- vii. Communications and Media Studies
- viii. Computing Education
- ix. Education
- x. Engineering and Technology
- xi. Environmental Sciences
- xii. Law
- xiii. Medicine and Dentistry
- xiv. Pharmaceutical Science
- xv. Sciences
- xvi. Social Sciences
- xvii. Veterinary Medicine

Having reviewed the curriculum of Nigerian universities, the next steps will include training and retraining of academic staff of Nigerian universities to effectively deliver the content of the curriculum.

4. CONCLUSION

The process of adding a new programme in the university begins from the Department. The programme must be in the disciplines approved by the NUC of which 70% of the contents are taken from. The department set up programme development committee, students are also involved. After the approval by the Department Academic Board, it then send to the Faculty academic board, after the approval then to the Academic Planning and Curriculum Development Committee, after the approval the finally to the university senate for approval.



Prof. John K. Alhassan

Director of Academic Planning

Federal University of Technology, Minna

Nigeria

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