**Ambassador International University**

**Curriculum Development, Review and Approval Policy**

1. **Policy title**
 Curriculum Development, Review and Approval
2. **Policy Owner**

Vice Chancellor, DVC, Academic Staff

1. **Approval Body**

The University Coucil

1. **Effective Date**

Insert date

1. **Possible Review Date**

Insert date

1. **Policy Statement**

The mandate of this policy is to ensure that Ambassador International University Curricula advance the academic project by taking into account the multiple purpose of higher education as well as achieving its vision and mission. In pursuing these aims, the curriculum at all levels need to shape graduates who are knowledgeable and skilled scholars of the Scriptures, leading to practical application. By leading a graduate to a practical application, the Curriculum produces spiritual leaders who are able to contribute to the spiritual, social, and economic wellbeing of Zambia, Africa, and beyond.

1. **Purpose of the Policy**

By the Higher Education Act, 2013, authority for curriculum development and approval is conferred on Education Council by the College and Institute Act (1996), sections 23-25. This policy provides a rational and consistent framework for the creation, deletion and revision of the curricular and pedagogical substance of courses offered by the university.

 This policy aims to contribute to the assurance and enhancement of the quality of the Curriculum at Ambassador International University. This includes ensuring that the curriculum is responsive to the needs of the students, discipline and the socio-cultural context within which they operate. Without compromising academic autonomy, the curriculum needs to be accountable to the students, government, parents, industry and the wider society.

Another purpose of the policy is to secure that there are plans in place for regular curriculum review so that the curriculum is responsive to changing disciplinary, educational and social circumstances. In addition, the development and review of the curricula should take into account national higher educational policies.

1. **Policy Definitions**

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| **Term** | **Definition** |
| Curriculum | The curriculum is a structure that distributes access to knowledge and to knowing by specifying what is taught, who is taught, who teaches and how learning is assessed. The curriculum is therefore politically, socially and culturally implicated.  The term ‘curriculum’ encompasses: Knowledge, i.e. the list of subjects, topics and texts included in a course of study; Ways of knowing, skills and practices; Teaching methodologies; Assessment practices.  All curricula are informed by the nature of the discipline/field, the vision and mission of the university, who the students are and the broader context in which the curriculum is enacted. Curriculum is both the planned process, the actual implementation of the teaching and the students’ experiences of the learning process. |
| Curriculum alignment | Curriculum alignment refers to coherence between different levels of curriculum as well as elements within a curriculum. At the macro level, this means vertical coherence between the purpose of a qualification, qualification exit level outcomes and outcomes for courses and modules. At the meso level, this means horizontal coherence between courses and between modules that make up a course. At a micro level, curriculum alignment refers to internal coherence between course/module elements, that is: purpose of course/module, learning outcomes, teaching methodologies and assessment methods. |
| Learning outcome | A learning outcome describes what students should be able to do by the time they have completed a module, course or program leading to a qualification. Outcomes are complex and embody knowledge, skills, practices and values/attitudes. |
| Course | At Ambassador International University, the term ‘course’ refers to a semester long program of study or, alternatively, a yearlong program of study. Courses can be broken down into smaller modules or units addressing specific topics or taught by different individuals |
| Extended Course | An extended course is a course in which time is made available for additional tuition by extending its duration. The credit value of the extended course is the same as that for the regular course unless a faculty explicitly indicates otherwise. |
| Board of Studies | A standing committee of Education Council charged with ensuring that University curriculum development and review are consistent with approved processes and undertaken in full compliance with educational policies.  |

1. **People affected by the Policy**
2. All University offices and offices which offer or contribute to the offering of academic qualifications and awards
3. Students
4. **Who should read this Policy?**

People who need to heed to this policy to fulfil their duties: All lecturers, course coordinators, and deans

1. **Website address/link for the policy**

Here, insert a link where this policy can be fetched.

1. **Relevant Legislation (Legislation/Regulatory requirements)**

The Higher Education Act, 2013

1. **Related Policies**Research Policy
AIU Handbook

Insert any other relevant AIU (academic) policies

1. **Policy on Curriculum Development and Review**

Ambassador International University strives at all levels to carry out the following, as far as is reasonably practicable:

1. Design curricula at all levels that are responsive to the discipline/field, to the students’ learning needs, and the need(s) of the general society. Curricula should be relevant, up-to-date, soundly informed by the Holy Scriptures, taking into account that we are a Christian university.
2. Design Curricula in which all elements are aligned at all levels from macro to micro
3. Develop learning outcomes, which include knowledge and understanding of a discipline/field as well as cognitive, general and professional practices and skills for each course or program. These should be in line with the Higher Education Authority’s (HEA) and Zambia Qualifications Authority’s (ZAQA) requirements.
4. Consult with key stakeholders in the curriculum design and review process. Stake holders should include current and past students, academics and professional bodies, and where appropriate, employers in both the private and private sector.
5. Review processes should be part of a curriculum plan in order to accommodate new ideas and knowledge in the discipline/Field.
6. Equity and redress are issues that need to be accommodated in the curriculum. Curricula need to be designed in such a way that they can meet the educational needs of all students admitted to the university.
7. Diversity of the student body and academics calls for curricula which are sensitive to the different backgrounds and outlooks of those engaged in the teaching and learning process.
8. **DIRECTIVES FOR IMPLEMENTING THIS POLICY**
9. In all curriculum design processes, the principles described above should be considered.
10. In the development of curricula, departments/schools should clearly formulate their purposes as well as learning outcomes. This will facilitate the identification of specific outcomes for various courses and modules. Such planned outcomes need to be explicitly communicated to students in course/module guides and should appear in the University calendar and other relevant documents.
11. Regular critical review of curricula should be standard practice in every department. Given the rapid pace of change, it is suggested that curricula should be reviewed every three years and at six years intervals a more comprehensive overhaul be undertaken.
12. Student and peer feedback data should be elicited regularly to feed into the curriculum review decisions.
13. In developing and reviewing curricula, wide consultation should take place with students, key players, potential employers and academics from other institutions. Interdisciplinary curriculum should be encouraged.
14. In planning curricula, departments should accommodate the diverse educational, linguistic and cultural backgrounds of students. Infused in all curricula should be strategies for inducting students into literacies, discourses and practices of specific disciplines/fields.
15. Heads of Departments / Course coordinators will be required to report through the Board of Studies to senate on regular basis in respect of their development and review of curricula.
16. **Roles and Responsibilities**

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| **Role** | **Responsibility** |
| **Academics** | Design curricula for modules/courses in accordance with the principles in the policy. Regular evaluation and review of curricula (using feedback data) |
| **Course Coordinators** | Coordinate curriculum design and review processes in departments.Work in collaboration with teams of academics to design and review modules, courses and programs |
| **Heads of Departments** | Offer leadership to academic staff in relation to disciplinary curriculum decisions and processes.Ensure that course coordinators and academics are designing and reviewing curricula in line with the policy principles and directives.Initiate six yearly comprehensive review of curricula in departments. |
| **Deans** | Offer high level leadership and facilitate deliberations on issues affecting curriculum decisions and processes in a respective faculty.Establish quality assurance processes across departments in the respective faculty to ensure that the policy principles and directives are met. |
| **Board of studies** | Offer a range of academic staff development courses and programs with focus on curriculum design and review process.Offer consultations with individual academics or departments on curriculum issuesCollaborate with academics and/or departments on curriculum research projects.Receive and review Curriculum Guidelines for all new credit courses and for deletion of or major revisions to existing credit courses. Offer recommendation to the university senate and/or council formal approval of College curriculum. |
| **DVC/ VC and (Senate/council?)** | Offer high-level strategic leadership on matters pertaining to teaching and learning, taking into account the national context and developments within it as well as a broad understanding of the institutional context and particularly the challenges within it. |

1. **Curriculum Development Procedure**
2. Curriculum development and review is undertaken by faculty members through their respective Departments or Programs, under the authority of Faculty Education Committees, Deans/Directors and Education Council.
3. Curriculum development or revision may be required for reasons including, but not limited to, the following:
4. Changing academic,
5. industry and/or community needs;
6. Changing pedagogy or instructional methodologies;
7. Changing student needs;
8. Changing national, provincial and/or professional association standards; and/or
9. New directions and initiatives from government or its designated authorities.
10. Courses will be developed by academic staff members or, where external expertise is required, by non-academic practitioners or academic specialists working under the authority of a designated academic staff. All developed courses must be approved by the university Council or where designated, by the Board of studies.
11. Course Guidelinesmust be completed for every credit course offered by the College. All course guidelinesmust be reviewed regularly (not less than every five years) by Departments to ensure that they are educationally current.
12. New or revised course prerequisites will be published in the university calendar twelvse (12) months before they come into effect, in order to provide adequate lead time for prospective students to fulfill the requirements without delaying their educational progress.
13. Where, upon the advice of the Board of Studies, the new or revised prerequisite is less restrictive than the original requirement, or where the name and/or number of a course prerequisite is changed without a corresponding change to the course content/outcomes, the notification period is not required.
14. **Course Revision**

Course revision shall fall into one of the two categories:

1. **Major revisions**: revisions to, and/or sections of the Courses and Course Guidelines listed below; these require review by and the approval of Education Council
* Course Code and Number
* Credits
* Method of Instruction
* Contact Hours
* Semester Length
* Prerequisites
* Co-requisites
* Courses for which this course is a prerequisite
* Courses for which this course is an equivalent
* Maximum Class Size
* Course Objectives/Learning Outcomes
* Methods of Instruction
* Means of Assessment
* Prior Learning Assessment and Recognition (PLAR
1. **Minor revisions**: revisions to, and/or sections of courses and course guides listed below; these do not require review by or the approval of Education Council
* Descriptive Title
* Transcript Title
* Calendar Description
* Institution Unit
* Start Term
* End Term
* Course Content
* Text Books/Materials
1. **Policy and Review Procedure**

Policy approval and review will take the following route:

 1. Teaching and Learning Committee

2. Faculty Boards

3. Senate

4. Council

The Policy will normally be reviewed every FIVE years

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