KUMI UNIVERSITY

CURRICULUM DEVELOPMENT AND REVIEW POLICY 2025 - 2029

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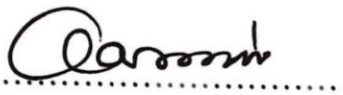
Official Approval

Confirmed on this day ……6th……..of ……February…… 20……25……..



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His Lordship Justice Ajiji Alex Mackay
Chairperson
Kumi University Council

Signed on this day……7th……of ……February…… 20……25……

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Prof. Jong-In Hong
Vice Chancellor,
Kumi University

A Word from Chairman of University Council

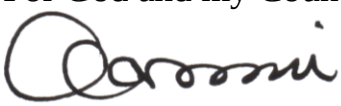
Kumi University was established to address the socioeconomic challenges that were posed by war, cattle rustling and insurgency in the Teso sub region. I am happy that the University has surpassed numerous challenges including the COVID 19 pandemic and is in a position to acquire a Charter status.

The University Council is fully committed to provision of good quality, credible education and services as a world class higher education institution in Uganda and the region. We fully support the Government of Uganda's international commitments such as the United Nations (UN) Agenda 2030 on Sustainable Development Goals (SDGs), especially goal # 4 to *"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"*. Uganda is also a signatory to the African Union's declaration for provision of quality education as a requisite for achievement of the Africa Vision 2063.

Uganda's vision 2040 commits government to provide education as a human right. The privatization and liberalization policies have widened access to quality education by enlisting the participation of private actors like Kumi University. Good quality, accessible and affordable education has also been consistently underscored by the National Development Plans (NDPs, I - IV). The University remains compliant with the regulatory functions of the NCHE as well as the 2008 Education Act for the delivery of a high level quality and affordable education service, and; guidelines for professional and ethical conduct of our personnel.

As a Christian founded, private Higher Education Institution, Kumi University seeks to contribute to these national aspirations and yet remain relevant to the needs of local communities in the Teso sub region. These policies are a welcome step for ensuring that admissions, teaching and learning processes, assessments, research, and stakeholder engagements are well aligned with the NCHE regulations, standards and guidelines. The University Council remains committed to providing all the support required to facilitate professional best practices in the University.

For God and my Country



His Lordship Ajiji Alex Mackay
Chairman, Kumi University Council

Forward from the Vice Chancellor

Kumi University is a private higher education institution in Uganda licensed by the Ministry of Education and Sports since 2004 and is in advanced stages of acquiring a Charter status. As a Christian faith-based institution, we are committed to academic excellence and nurturing servant leaders through integrity, and the spirit of service by emphasizing character development and mentorship in dormitory-based community life experience.

The University promotes community engagement through service-learning to address societal challenges and ensures that community service is a core curriculum requirement. Kumi University also remains a global player in research and innovation by promoting international collaborations, student exchange, and partnerships with institutions in Korea, Japan, and the U.S. We will endeavor to upgrade the infrastructure, including classroom renovations, dormitories, a modern library, and online learning facilities.

Policy development is another indicator that Kumi University is fully compliant to supervision and guidance by the National Council for Higher Education (NCHE) under the UOTIA cap 262. Regulation 9 of Statutory Instrument 34 of 2008 (QAR) requires institutions to develop quality assurance systems.

This policy outlines the operational procedures for admission of students to KUMU in order to maintain the quality and integrity of the University's programmes and processes. The policy ensures that all admission decisions shall be in compliance with statutory regulations and guidelines. It spells out the entry requirements for the prospective applicants, other stakeholders and the public. The policy includes the procedures concerning entry, progression, Recognition of Prior Learning (RPL), and Credit Accumulation and Transfer (CAT). It is my hope that this policy will further help the university to align itself to the NCHE regulations and standards.

Prof. Jong-In Hong
Vice Chancellor

Acronyms

NCHE	National Council for Higher Education
HESF	Higher Education Standards Framework
HEI	Higher Education Institutions FOE Fields of Education
UQF	Uganda Qualification Framework
WIL	Work Integrated Learning.
KUMU	Kumi University
UACE	Uganda Advance Certificate of Education
UCE	Uganda Certificate of Education
DVC AA	Deputy Vice Chancellor Academic Affairs
ECAC	External Course Advisory Committee
UQAD	University Quality Assurance Department

1.0 Purpose of policy

This Policy aims to provide a robust and efficient system to support ongoing academic quality and continuous improvement of academic processes and outcomes at KUMU. It sets out the requirements for course and subject reviews. The related Procedures for the conduct of course and subject reviews are set out in the Course Review Procedures.

2.0 Policy scope and application

This policy applies to all programs, courses, subjects, and study components offered by Kumi University

3.0 Rationale for the curriculum policy

1. To cultivate individuals capable of taking leading roles in various areas of society, through the implementation of a higher education that fosters rich intellect and human character, followed incrementally by specialized education that leads to the creation of new knowledge.
2. Implement a diverse and balanced curriculum which cultivates students with a rich educational background, humanistic attitude, a strong sense of responsibility, and a highly developed sense of ethics.
3. Implement the curriculum with a view to equip students with knowledge, and reliably foster the intellectual capabilities on which capacity for integrated judgment is founded. The University shall enhance specialized knowledge through numerous activities undertaken at subject level.
4. To foster cosmopolitan outlooks, intercultural understanding, and communicative competence that will form the basis for leadership roles in both local societies and global settings.

5. To equip students with a capacity to respond autonomously and pro-actively to changes in society, we will effectively instill approaches to independent and interactive learning.

4.0 Definitions

The following key terms and definitions out lined below are specific to this policy and are critical to its effectiveness:

1. **Curriculum** is the architecture of the body of knowledge, skills and applications, students engage with across the entire suite of learning activities and experiences in order to successfully complete a program
2. **Curriculum design** is a process of intentionally crafting the architecture of the entire suite of learning activities and experiences that a student will undertake in order to successfully complete a program, courses or study component to achieve the stated learning outcomes.
3. **Graduate qualities** are the qualities of being and thinking and the transferable skills that the university community values and agrees its graduates should exhibit on completion of their program.
4. **Inherent academic requirements of a program** are those fundamental skills, capabilities and knowledge that students must be able to demonstrate in order to achieve the learning outcomes of the program without compromising the academic integrity of that program.

5.0 Curriculum Types

5.1 The University is committed to providing high quality and well-designed curriculum that meet the needs of its students and the community and the types of curricula include:

a) Programs

b) Study Components – Major, Minor, Extended Major and Specialization
c) Courses

5.2 The University's curriculum meets the University's requirement for accreditation or approval as identified in the Program Accreditation and Course Approval as per National Council of Higher Education (NCHE).

5.3 Details on the curriculum types supported by the University can be found in the Coursework Curriculum Design – Procedures.

6.0 Curriculum design

6.1 The design of curriculum embodies a philosophy of learning and teaching, articulates a clear set of learning outcomes and describes how the planned learning processes and environment will support the student to achieve those learning outcomes. Programs are organised as an intentional arrangement of courses and study components, which may incorporate required, sequenced and optional elements. Curriculum design is informed by the scholarship of learning and teaching; discipline knowledge and practice; University goals and values; and learner needs.

6.2 The University supports a collaborative approach to the development of curriculum. Collaboration and consultation with internal and external stakeholders is a key process to ensure the quality of the curriculum.

6.3 The design of the curriculum is influenced by specific priority areas and initiatives identified by the University in the strategic plan.

7.0 Policy Principles

7.1 A review should:

a) Identify strengths to be built on and opportunities for improvement,
b) Strengthen engagement by staff, students and other relevant stakeholders

7.2 A review process should include:

a) Rigour,
b) Transparency,
c) Accountability,
d) Collegiality, and
e) Objectivity.

7.3 A review process will include:

a) A clear statement of the scope and terms of reference for the review,
b) Clearly defined responsibilities for all stages of the review,
c) A clear and realistic timeframe,
d) Reference to stakeholder feedback (e.g. from students, staff, external community),
e) Reference to relevant institutional key performance indicators and relevant data,
f) Reference to relevant external standards or benchmarks,
g) External input into major reviews, and
h) Appropriate approval, reporting, communication and implementation of the outcomes of the review.

8.0 Initiation and scope of curriculum review

8.1 The University shall administer curriculum reviews in accordance with a Review Schedule developed by the Deputy Chancellor Academic Affairs in consultation with the relevant faculty or department. The Review Schedule shall

provide for the review of every course and every subject offered by the University at least every five years, and in line with NCHE accreditation requirements.

A curriculum review may cover:

a. An individual course or suite of courses,
b. An individual subject or suite of subjects (either as part of, or independently of, a course or specialization review), and/or
c. A combination of course/s and subject/s.

8.2 Where legislation or curriculum accreditation changes or where a serious performance issue is identified through monitoring processes, an unscheduled curriculum review may be initiated.

8.3 Issues which may lead to an unscheduled curriculum review include, but are not limited to:

8.3.1 Poor student outcomes,

8.3.2 Negative student feedback,

8.3.3 Evidence of a decline in academic standards,

8.3.4 Changes to student enrolment patterns,

8.3.5 Course restructure, and

8.3.6 Changes to industry or other external requirements.

8.4 Where an unscheduled review takes place, the DVC AA may adjust the next scheduled review date.

8.5 All courses offered by KIUMU will be subject to review, either independent of or as per the review schedule.

8.6 A scheduled or unscheduled course review shall be conducted in accordance with the Course Review Procedure.

8.7 An External Course Advisory Committee (ECAC) shall be convened. The role of the ECAC is to seek input and advice from qualified and experienced individuals with relevant expertise, including industry representation (where possible if required for accreditation), in the design, structure, course curriculum, and assessment of similar courses.

8.8 Composition of the ECAC will be recommended by the DVC AA. An ECAC shall comprise:

8.8.1 The Chair,

8.8.2 Academic Representative/s (external),

8.8.3 Academic Representatives/s (KUMU),

8.8.4 Industry Representative/s (external),

8.8.5 KUMU University Registry department

8.8.6 Academic Quality Assurance,

8.8.7 Relevant Head of program/s,

8.8.8 Student representative/s.

8.9 For KUMU accredited courses, composition and membership of the ECAC will be approved by the KUMU Senate. The Terms of Reference for the ECAC will be developed by the DVC AA. For most course reviews it is anticipated that the ECAC shall address the following entry requirements:

8.9.1 Structure,

8.9.2 Content, subject learning outcomes, and course learning outcomes,

8.9.3 KUMU Graduate Qualities,

8.9.4 Assessment,

8.9.5 Learning experiences,

8.9.6 Staff qualifications and experience,

8.9.7 Resources and facilities, and

8.9.8 Viability and sustainability.

Upon completion of the review, the DVC AA shall complete a Course Review Report in accordance with the Course Review Procedure. The report shall address the evaluation criteria listed in the procedure and include any recommendations for improvements. Review recommendations may include, but are not limited to;

8.9.9 Major or minor amendments to the course under review,

8.9.10 Discontinuation of the course under review,

8.9.11 Review of another related course,

8.9.12 Development of a new course, and/or

8.9.13 Changes to KUMU rules or policies.

The Course Review Report and any recommendations will be submitted to the University Senior Management Team for noting prior to submission to the KUMU Senate.

8.10 If any Major Course Change Proposal is made, the proposal shall be presented to the KUMU Senate for review and approval prior to the commencement of the Course Approval Process. Details for KUMU courses will then be submitted to NCHE the accrediting body for final approval.

8.11 If any Minor Course Change Proposal is made, these shall be presented to the KUMU Senate for review and approval.

8.12 The DVC AA shall develop an action plan to address approved recommendations. Implementation of the action plan shall be reported and monitored via the University Quality Assurance department (UQAD).

9.0 Principles informing curriculum design

The curriculum of the University is based on the following principles. The curriculum is designed to be:

- Learner-centered
- Standards based
- Constructively aligned
- Career and future focused.

These principles guide the development and renewal of the University's curriculum and form the basis for the academic consideration of new curriculum by the bodies involved in the approval process identified in the Program Accreditation and Course Approval by NCHE policy and related procedures

9.1.1 Curriculum is learning-centered Our curriculum is learning-centered because the learning outcomes, learning activities, including assessment, resources, pedagogy and staff are focused on supporting and enabling learning for all students. This involves several elements; therefore, our curriculum is designed to:

- Support learners' engagement;
- Be flexible enough to accommodate the needs of individual students without compromising academic standards
- Take advantage of blended learning approaches and technology; and
- Encourage active and collaborative learning.

9.1.2 Curriculum is standards based

a) Curriculum embeds and ensures academic standards. It is designed to meet the Higher Education Standards Framework, which are consistent with minimum standards of NCHE and the Uganda Qualification Framework (UQF) requirements.

b) The curriculum reflects the relevant knowledge field identified in the specific field of study
c) The curriculum meets the UQF – Knowledge, Skills, Application of Knowledge and Skills and Volume of Learning for the appropriate level of the award.
d) Curriculum meets the established discipline specific national learning and teaching academic standards and threshold learning outcomes where these are available.
e) Curriculum meets the academic requirement of professional accrediting bodies where these are available.
f) Curriculum complies with university policies and procedures relating to learning and teaching, curriculum structural requirements and student related priorities.
g) Academic standards are achieved by regular benchmarking internally and externally with similar curriculum and where appropriate through relevant professional bodies' reaccreditation processes.
h) Curriculum is constructively aligned
i) Constructive alignment is the systematic alignment of teaching, learning activities and assessment with the intended learning outcomes for the program, study component or course.
j) A constructively aligned curriculum focuses on developing students' knowledge, skills and application of skills by increasing the level of challenge, complexity and independence over time.
k) The graduate qualities inform the intended learning outcomes for programs which in turn inform the development of study component and course learning outcomes.

The graduate qualities/ profiles as expressed in learning outcomes provide learners with the opportunity to be:

1. Creative and critical thinkers, generating original ideas and concepts, and appreciating innovation and entrepreneurship
2. Empowered, having both the capacity and confidence to pursue the attainment of full potential
3. Engaged, contributing positively to diverse communities through service and leadership
4. Ethical, acting with integrity in intellectual, professional and community pursuits
5. Knowledgeable, building disciplinary and interdisciplinary knowledge through a scholarly approach incorporating global and regional perspectives
6. Sustainability-focused, responding to ecological, social and economic imperatives

Normally, the realization of graduate qualities is supported by application and demonstration of a range of generic skills, including communication, collaboration, problem solving, organization, applied technologies and information literacy. There may be additional skills that are inherent academic requirements of the program.

9.1.3 Curriculum focus

9.4.1 The curriculum enables the student to both develop knowledge, skills and qualities needed for engaging with the complexity and diversity present in a rapidly changing world, making a positive contribution to the community.

9.4.2 The curriculum explicitly provides the student with the ability to apply knowledge and skills that enhance their employability either through meeting employer needs or self-employment on graduation.

9.4.3 The curriculum provides the student with the initial skills and knowledge for entry to professions/industry but to also to position the student for 21st C careers.

9.4.4 The curriculum incorporates required disciplinary knowledge and the practical skills of the relevant profession and graduate employers. This is informed by regular engagement through advisory groups, consultation and curriculum partnerships.

9.4.5 The curriculum includes experiential learning activities that contain either workplace practice, or a simulation of such practice or a combination of both that provide students with knowledge and skills as preparation for employment (Work Integrated Learning (WIL).

10.0 Conclusion:

The university curriculum policy looks at students critically as they come from a diverse range of backgrounds, and include graduates of bachelor's degree programs in many different fields, and adults with experience in the working world. In order to provide these students with structured specialist knowledge and full readiness for society, keeping in mind the purpose of professional graduate schools, it will implement flexible, practice-based education, including small class sizes, two-way and interactive classes, case studies, and fieldwork.

Policy Review

This policy shall undergo a review every five years or sooner if necessary, to ensure its relevance and effectiveness. Specific circumstances that may trigger a review include:

1. **Conflict with other policies:** Ensuring alignment and consistency within the University's regulatory framework.

2. **Need for amendments:** Addressing changes that enhance service delivery or adapt to evolving institutional needs.
3. **Other identified reasons:** As determined by the University Administration or the Public Relations and Communications Committee to better serve the institution's goals.
4. Regular reviews will ensure the policy remains robust, responsive, and reflective of KUMU's mission and aspirations.