

Policy on Mandatory ICT Skill for the Students of Ahmadu Bello University, Zaria

1.0 Preamble

In acknowledgment of the dynamic and transformative landscape of contemporary education, Ahmadu Bello University, Zaria, affirms its commitment to fostering a digitally literate and technologically proficient students. Recognising the pivotal role of computing skills in the academic, professional, and personal spheres, the university introduces this policy to institute a comprehensive framework for the infusion of essential digital competencies into the undergraduate curriculum.

This policy stands as a testament to University's dedication to providing its students with a holistic education that extends beyond conventional boundaries. In response to the evolving global educational landscape and the university's recent designation as the Nigerian national centre for the International Institute of Online Education (IIOE), this policy outlines a structured approach to empower students with the skills required for success in the digital age.

By mandating the Introduction to Computers course as an integral part of the first semester curriculum, the university aims to ensure that every incoming undergraduate student possesses a foundational understanding of computing essentials. This foundational knowledge, encompassing the use of software applications, Internet research, file management, and digital communication, lays the groundwork for academic and professional success in the digital era.

Furthermore, in alignment with the International Centre for Higher Education Innovation (ICHEI) and UNESCO's vision for online education, the Microcertification Program seeks to deepen students' digital literacy. By emphasizing advanced skills in the Microsoft 365 Suite, proficiency in online research, effective communication in digital environments, and familiarity with Learning Management Systems (LMS), the program aims to prepare students for the challenges and opportunities presented by online education.

This policy underscores the University's commitment to staying at the forefront of educational innovation, ensuring that its graduates are not only academically proficient but also technologically empowered. Through these initiatives, the university aspires to cultivate a community of learners who are adaptive, resilient, and well-prepared to navigate the complexities of the digital world.

In essence, this policy encapsulates the university's unwavering dedication to providing a transformative educational experience that equips students with the skills and knowledge necessary for success in the 21st century and beyond.

2.0 Objective

The primary objective of this policy is to equip all newly admitted undergraduate students at Ahmadu Bello University with essential computer skills and knowledge to thrive in the digital age. Additionally, the policy aims to align the university with the International Institute of Online Education (IIOE) standards, fostering a culture of digital literacy and preparedness for online education.

3.0 Mandatory Introductory Course in Computing (MICC)

3.1 **Course Title:** Introduction to Computers

3.2 **Duration:** One semester

3.3 Content:

3.3.1 Basic computer literacy

3.3.2 Microsoft Office Suite applications

3.3.2.1 Word

3.3.2.2 Excel

3.3.2.3 PowerPoint

3.3.2.4 Teams

3.3.2.5 SharePoint

3.3.3 Internet research skills

3.3.4 File types and management

3.3.5 Email communication

3.3.6 Learning Management Systems (Moodle)

4.0 Microcertification Programme

4.1 **Microcertification Title:** Digital Literacy and Online Education

4.2 **Duration:** One semester (second semester of the first year)

4.3 Requirements for Microcertification:

4.3.1 Successful completion of the Introductory Course in Computing

4.3.2 Additional coursework focused on:

4.3.2.1 Advanced Microsoft 365 Suite skills: Microsoft Teams, Calendar and SharePoint

4.3.2.2 Online research and citation techniques

4.3.2.3 Effective communication in digital environments

4.3.2.4 Understanding and navigating Learning Management Systems (LMS)

4.3.2.5 Introduction to online education tools and platforms

5.0 Implementation Guidelines

5.1 All newly admitted undergraduate students are required to enroll in the Introduction to Computers course during the first semester of their first year.

5.2 Successful completion of the Introductory Course in Computing is a prerequisite for enrolling in the Microcertification Program.

5.3 The Microcertification Program is designed to be taken during the second semester of the first year.

5.4 The university shall provide necessary resources, including computer labs, online platforms. IAIICT, the Computer Science Department, and the IIOE are to facilitate effective learning and skill development.

5.5 Assessment methods may include examinations, practical assignments, and project-based evaluations.

5.6 Students who successfully complete the Microcertification Program will receive a formal digital certificate recognizing their achievement in Digital Literacy and Online Education.

6.0 Monitoring and Evaluation

- 6.1 Continuous monitoring of the courses will be conducted to ensure alignment with evolving technological trends.
- 6.2 Periodic reviews will be undertaken to assess the effectiveness of the courses and make necessary updates to the curriculum.
- 6.3 Feedback from students, faculty, and industry stakeholders will be considered for continuous improvement.

7.0 Conclusion

It is important to note that all students of the University register for COSC101, which is a core course for all new intake into various degree programmes. It is a digital literacy course that is aimed at ensuring that students are abreast with the use of ICT.

This policy aimed at ensuring that all students at Ahmadu Bello University are equipped with foundational digital literacy skills and are prepared for the challenges and opportunities presented by online education. It aligns with the university's commitment to academic excellence and innovation in higher education.



DIRECTORATE OF ACADEMIC PLANNING & MONITORING

AHMADU BELLO UNIVERSITY,
ZARIA - NIGERIA

Vice - Chancellor: Professor Kabiru Bala, BSc (Hons) Building, M.Sc. (Bldg Serv.), MBA, PhD (Const. Mgt.) (ABU), FNIQB, MAPM, MCABE, C. Bldg E, MICIarb

Director: Professor Yahaya Makarfi Ibrahim, Bsc. (Hons) Quantity Surveying (ABU), M.Sc. Ph.D (Const. Proj. Mgt.), HWU, FNIQS, MCIQB, MAPM, RQS

DAPM/COM/30^C/Vol. 30

28th October, 2022

Prof. M. B. Mua'zu,
National Coordinator,
IIOE-ICHEI, Nigeria National Centre,
Department of Computer Engineering,
Ahmadu Bello University, Zaria.

Dear Prof. Mu'azu,

REQUEST TO ORGANIZE TRAINING FOR STAFF MEMBERS ON USE OF DIGITAL TECHNOLOGY FOR TEACHING AND LEARNING

We are aware that there is an on-going survey by the Centre to determine the level of knowledge on digital skills for teaching and learning among staff members and possible training needs. Without prejudice to the outcome of the survey, we suggest that the Centre can prepare at least three training modules categorized as follows:

- 1) Basic
- 2) Intermediate
- 3) Advanced

Each of the modules can contain at least three (3) aspects: content development, use of online platforms for teaching and learning and conducting assessment using digital tools. The training can be arranged to initially accommodate two (2) persons per academic department, which will be a total of two hundred and twelve (212) academic staff members. This will create a reasonable pool of competent staff members that would help to champion the digital transformation on teaching and learning in the University.

We look forward to a valuable alliance to promote use of digital technology for teaching and learning.

Thank you.

Prof. Y. M. Ibrahim
Director



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AHMADU BELLO UNIVERSITY, ZARIA

Vice Chancellor: Professor Kabiru Bala, B.Sc. (Hons) Building, M.Sc. (Bldg.Serv.), MBA, Ph.D (Const. Mgt.) (ABU), FNIOB, MAPM, MCABE, C. Bldg E, MICIArb

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DAPM/COM/30/13

23rd March, 2023

All Members,
Committee on 30% Addition to NUC CCMAS,
Ahmadu Bello University,
Zaria.

NOTICE OF MEETING

This is to inform members that the training for the development of the 30% NUC CCMAS for Deans and two staff from each Faculty is scheduled to hold as follows:

Date: Monday 27th March, 2023

Time: 9.00 a.m.

Venue: Faculty of Engineering Board Room, A.B.U. Zaria

Thank you.

Yours faithfully,

S. M. Audu
Secretary to the Committee

ABU Zaria: Observation on the Core Curriculum and Minimum Academic Standards (CCMAS) 2022

S/No	Faculty	Existing Programmes	CCMAS Programmes	Observation
1	ABU Business School	BSc Accounting BSc Actuarial Sciences BSc Business Administration BSc Economics BSc Insurance BSc Marketing	As in 2 Below (The CCMAS Captured Administration and Management as a discipline)	1.The CU required for graduation is less than the current requirements for graduation in ABU e.g. CCMAS 120 but Actuarial Science is 140 in ABU
2	Administration	BSc Public Administration BSc Local Govt & Development Studies	BSc Accounting BSc Actuarial Sciences BSc Aviation Management BSc Business Information Technology BSc Business Administration BSc Cooperative and Rural Development BSc Employment Relations & Human Resource Mngt BSc Entrepreneurship BSc Finance/Banking and Finance BSc Hospitality & Tourism Management BSc Information Resources Management BSc Insurance BSc Local Government & Development Studies BSc. Logistics & Supply Chain Management BSc Marketing BSc Office and Information Management BSc Petroleum Information Management BSc Procurement Management BSc Project Management BSc Public Administration BSc Securities & Investments Management BSc Taxation BSc Transport Management	
3	Agriculture	B. Agriculture B. Fisheries & Aquaculture B. Forestry & Wildlife Management (NS) BSc Agricultural Extension (NS)	BSc Agribusiness B. Agriculture BSc Agricultural Economics BSc Agricultural Extension BSc Animal Science BSc Crop protection BSc Family & Consumer Science BSc Fisheries & Aquaculture	The 3 existing programmes are all run over 5 years. However, the CCMAS captured both Fisheries & Aquaculture and Forestry & Wildlife management as BSc (4 years). There is a slight modification in nomenclature Forestry (Forest Resources)

			BSc/BTech Food Science & Technology BSc Forest Resources & Wildlife Management BSc Horticulture & Landscape Management BSc Soil Science B.Sc. Water Resources Mngt & Agro-Meteorology	
4	Arts	BA Archeology (NS) BA Archeology/History (NS) BA English Language (NS) BA English Literature (NS) BA Arabic (NS) BA Hausa (NS) BA French (NS) BA History (NS) BA Theatre and Performing Arts (S)	BA Arabic BA Archeology BA African Traditional Religion BA Christian Religious Studies BA Christian Theology BA Classics BA Efik BA English Language & Literature BA Film Production BA Folklore Stories BA Hausa BA History/History & Diplomatic Studies BA Ibibio BA Igbo BA Islamic Studies BA Linguistic BA Modern European Language (French) BA Modern European Language (German) BA Modern European Language (Russian) BA Music BA Philosophy BA Religious Studies BA Shariah BA Theatre Arts BA Yoruba	1.The title of BA Theatre & Performing Art is shortened to Theatre Arts. 2. BA French is renamed BA Modern European Language (French)
4	Education	BA (Ed) Arabic B.Ed. Christian Religious Studies B.Ed. Islamic Religious Knowledge BA(Ed) Hausa B.Ed. Social Studies B.Ed. Educational Admin and Planning B.Ed. Adult Educ & Community Devt B.Ed. Guidance and Counselling BSc (Ed) Home Economics BSc (Ed) Health Education	BSc (Ed) Adult and Continuing Education Error! Bookmark not defined. BSc (Ed) Agricultural Education BA (Ed) Arabic BSc (Ed) Biology BSc (Ed) Business Education BSc (Ed) Chemistry BA (Ed) Christian Religious Knowledge BSc (Ed) Computer Science	1.The BLIS nomenclature was changed to B.Ed LIS 2. Health Education is BSc(Ed) in ABU but is presented as B.Ed in CCMAS 3. Teaching Practice not appropriately placed in some programmes

		<p>BSc (Ed) Human Kinetics B. Library & Information Science BSc (Ed) Biology Education BSc (Ed) Chemistry Education BSc (Ed) Computer Science Education BSc (Ed) Geography Education BEd Integrated Science Education BEd Mathematics Education BSc (Ed) Physics Education BSc (Ed) Agricultural Education BSc (Ed) Business Education</p>	<p>BA (Ed) Creative Arts Education B.Ed Early Childhood Education BSc (Ed) Economics B.Ed Educational management BA (Ed) Efik-Ibibio Education BA (Ed) English Language/Literature in English B.Ed Entrepreneurship Education B.Ed Environmental Education BA (Ed) French BSc (Ed) Geography B.Ed Guidance and Counselling BA (Ed) Hausa B.Ed Health Education BA (Ed) History B.Ed Home Economics BSc (Ed) Human Kinetics/Health Education BA (Ed) Igbo BSc (Ed) Integrated Science BA (Ed) Islamic Studies BA (Ed) Language Arts Education B.Ed Library and Information Science BSc (Ed) Mathematics BA (Ed) Music BSc (Ed) Political Science B.Ed Primary Education B.Ed Social Studies and Civic Education B.Ed Special Needs Education BSc (Ed) Sustainable Development Studies B. Technology Education BA (Ed) Yoruba</p>	
5	Engineering	<p>B.Eng. Agricultural Engineering B.Eng. Automotive Engineering B.Eng. Chemical Engineering B.Eng. Civil Engineering B.Eng. Computer Engineering B.Eng. Electrical Engineering B.Eng. Electronic & Telecom Engr B.Eng. Material & Metallurgical Engr B.Eng. Mining Engineering B.Eng. Polymer and Textile Engr</p>	<p>B.Eng. Aerospace Engineering B.Eng. Agricultural and Biosystem Engineering B.Eng. Automotive Engineering B.Eng. Biomedical Engineering B.Eng. Chemical Engineering B.Eng. Civil Engineering B.Eng. Computer Engineering B.Eng. Electrical Engineering B.Eng. Electronic Engineering B.Eng. Electrical and Electronics Engineering</p>	<p>1. Polymer & Textile Programme was not captured. 2. SIWES was split between 2 semesters</p>

		B.Eng. Water Resources & Env Engr	B.Eng. Environmental Engineering BSc Food Science and Technology B.Eng. Information and Communication Tech B.Eng. Industrial Production Engineering B.Eng. Marine Engineering B.Eng. Material and Metallurgical Engineering B.Eng. Mechanical Engineering B.Eng. Mechatronics Engineering B.Eng. Metallurgical B.Eng. Mining Engineering B.Eng. Natural Gas Engineering B.Eng. Petrochemical Engineering B.Eng. Petroleum and Gas Engineering B.Eng. Petroleum Engineering B.Eng. Structural Engineering B.Eng. System Engineering B.Eng. Telecommunications Engineering B.Eng. Water Resources Engineering B.Eng. Wood Products Engineering	
6	Environmental Design	BSc Architecture BSc Building BSc Geomatics BSc Quantity Surveying BA Industrial Design B. Urban & Regional Planning BA Fine Arts BSc Glass & Silicate Technology	BSc Architecture BSc Tech Architecture BSc Furniture Design BSc Interior Architecture and Design BSc Landscape Architecture BSc Naval Architecture <hr/> BSc/BTech Building BSc/BTech Clothing & Textile Design BSc/BTech Environmental Management BSc/BTech Environmental Standards BSc/BTech Estate management BSc/BTech Fashion design BA/BSc/BTech Fine and Applied Arts BSc/BTech Geography BSc/BTech Industrial design BSc/BTech Quantity Surveying BSc/BTech Surveying & Geoinformatics BSc/BTech Urban and Regional Planning	1. BSc Glass & Silicate Technology was not captured in CCMAS. 2. Industrial Design was captured as BSc/BTech while ABU has been running the programme as BA. 3. The title of BSc Geomatics is captured as BSc/BTech Surveying & Geoinformatics and the cumulative credit unit for graduation are less than the 150 required for graduation in ABU
7	Law	LL.B	LL.B LL.B (Common & Sharia Law)	

8	Life Sciences	BSc Biochemistry BSc Biology BSc Botany BSc Microbiology BSc Zoology	BSc Applied Geophysics BSc Biochemistry BSc Biology BSc Biotechnology BSc Botany BSc Brewing Science and Technology BSc Chemistry BSc Environmental Management and Toxicology BSc Forensic Science BSc Geology BSc Industrial Chemistry BSc Industrial Mathematics BSc Industrial Physics BSc Marine Science BSc Maritime Science BSc Mathematics BSc Medical Physics BSc Medicinal Chemistry BSc Meteorology BSc Microbiology BSc Petroleum Chemistry BSc Physics with Electronics BSc Physics BSc Science Laboratory Technology BSc Statistics BSc Zoology	1. SIWES was split between 2 semesters
9	Physical Sciences	BSc Chemistry BSc Computer Science BSc Geography BSc Geology BSc Mathematics BSc Statistics	BSc Computer Science BSc Cybersecurity BSc Data Science BSc Information and Communication Technology BSc Information System BSc Information Technology BSc Software Engineering	
10	Pharmaceutical Sciences	B.Pharm Pharm.D (2022/2023)		Committee of Deans of Pharmacy Schools have written to NUC requesting a review from 232CU to 180CU for the D.Pharm programme
11	Social Sciences	BSc Mass Communication BSc Political Science	BSc Broadcasting BSc Development Communication Studies	

		BSc International Studies	BSc Film and Multimedia BSc Information and Media Studies BSc Journalism and Media Studies BSc Mass Communication BSc Public Relations BSc Strategic Communication BSc Criminology and Security Studies BSc Demography and Social Statistics BSc Development Studies BSc Economics BSc International Relations BSc Peace Studies and Conflict Resolution BSc Petroleum Economics and Policy Studies BSc Political Science BSc Politics, Philosophy and Economics BSc Psychology BSc Social Standards BSc Social Work BSc Sociology	
12	Veterinary Medicine	DVM		The Council has written to NUC requesting some information before making further inputs
	College of Medical Sciences			
13	Allied Health Sciences	B. Medical Laboratory Science B.Nursing Sciences B.Medical Radiography	B. Audiology BSc Complementary and Alternative Medicine BSc Dental Technology BSc Dental Therapy B. Environmental Health Sciences BSc Healthcare Admin & Hospital Management B. Health Information and management BSc Information Tech & Health Informatics B. Medical Laboratory Science B. Nursing Sciences BSc Human Nutrition & Dietetics B. Occupational Therapy D. Optometry BSc Pharmacology D. Physiotherapy BSc Prosthetics & Orthotics	

			BSc Public Health B. Radiography B. Speech and Language Therapy	
14	Basic Medical Sciences	BSc Human Anatomy BSc Human Physiology	BSc Human Anatomy BSc Physiology	
15	Basic Clinical Sciences	MBBS		Awaiting NUC response on 30% as requested by the Committee of provosts of Colleges of Medicine in Nigeria.
16	Clinical Sciences	MBBS		-do-
17	Dentistry	BDS		-do-

ABU COMMITTEE ON ADDITION OF 30% TO NUC CCMAS

TRAINING ON 30% ADDITION
FACULTY OF ENGINEERING BOARD ROOM

27th March 2023

SNo	Name	Department	Faculty	Phone No	email
1.	Dr. G. L. LIKKO	EDU. Psychology	EDUCATION	08065364905	GLLIKKO3.GL@gmail.com
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8.	Dr. Y. Ibrahim	Computer Enginng	Engineering	07037627128	yibrabim@abu.edu.ng
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16	Dr. S.B. Magashi	Law	Law	05036000071	sbmagashi@abu.edu.ng
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ABU COMMITTEE ON ADDITION OF 30% TO NUC CCMAS

TRAINING ON 30% ADDITION
FACULTY OF ENGINEERING BOARD ROOM
27th March 2023

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1	Dr E.T. Ciana	JHPP	Arts	09091739624	etjawa@abu.edu.ng
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ABU COMMITTEE ON ADDITION OF 30% TO NUC CCMAS

TRAINING ON 30% ADDITION
FACULTY OF ENGINEERING BOARD ROOM

27th March 2023

SNo	Name	Department	Faculty	Phone No	email
1	Dr. A. Muhammad	Comp Sc.	Physical Sc.	07066306406	amuh@abu.edu.ng
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4	Prof. M.G. Magay	Pharmacy	Pharm Sci	08034625849	magmas1@yahoo.com
5	Dr. SL Shem	Med Radiography	Allied Health	07033998473	slshem@abu.edu.ng
6	Dr. A. E. Ahmad	Med. Lab. Sci.	Allied Health Sc.	08036460273	aahmad@abu.edu.ng
7	Dr Samsi A. Lambo	Local Govt & Devt	ADMINISTRATION	08035899615	Samsigumbo63@gmail.com
8	SANI Abdullahi	Local Govt & Devt	ADMINISTRATION	08067127543	Saniabdullahi@gmail.com
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CURRICULUM DEVELOPMENT AND REVIEW PROCESS

Professor Olubunmi Abayomi Omotesho

Learning Outcomes

- By the end of this workshop, participants should be able to:

Explain the need for curriculum improvement;

Discuss the basic competences expected of a university graduate;
and

Design a course content in a way that meets learners' needs and societal expectations.

Curriculum

- *The curriculum of a programme is the totality of the experiences that are offered by the institution to achieve the philosophy, goal and objectives of the type and level of education (National Universities Commission).*
- It defines the learning that is expected to take place during a course or programme of study in terms of knowledge, skills and attitudes.
- It specifies teaching, learning and assessment methods and indicates the learning resources required to support effective delivery.
- One of its primary functions is to provide a framework or design which enables learning to take place.

Types of Curriculum

Subject-centered
curriculum

Teacher-centered
curriculum

Learner-centered
or child-centered
curriculum

Peripheral
curriculum

Enrichment
curriculum

Integrated
(blended)
curriculum

Correlated
curriculum

Special curriculum

Characteristics of a Good Curriculum

- ✓ The curriculum is continuously evolving.
- ✓ It must have continuous monitoring and evaluation.
- ✓ It is democratically conceived – a product of many minds and energies.
- ✓ It is the result of a long-term effort.
- ✓ It is a complex of details.
- ✓ It provides for the logical sequence of subject matter.

- ❖ The Curriculum has educational quality – should help the learner to become the best that they can possibly be.
- ❖ It complements and cooperates with other programmes of the community.
- ❖ The Curriculum has administrative flexibility - must be ready to incorporate changes whenever necessary.
- ❖ The curriculum should give the student total education that equips him with knowledge and professional skills to be able to practice his chosen field at the appropriate level.
- ❖ It is based on the needs of the people (competence-based).

Competences

- They are the cognitive and meta-cognitive skills, knowledge and understanding, interpersonal, intellectual and practical skills and values (ethical, cultural, attitudinal, experiential and creative) to be acquired by a learner to earn the degree, certificate or diploma certifying training in the field of study.
- They serve as reference points for curriculum design and evaluation, not as straightjackets.
- They allow flexibility and autonomy in the construction of curricula.
- At the same time, they provide a common language for describing what curricula are aiming at.

Competences

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graph TD; A[Competences] --> B["Generic (transferable skills)  
competences that a degree holder in any  
field of study is expected to acquire"]; A --> C[Specific  
Specific to the field of study]; B --> D["Instrumental  
Competences  
Cognitive abilities, Methodological  
abilities,  
Technological abilities and  
Linguistic abilities;"]; B --> E["Interpersonal  
competences  
Individual abilities like social  
skills (social interaction and co-  
operation)"]; B --> F["Systemic  
competences  
Abilities and skills concerning  
whole systems  
(Combination of understanding,  
sensibility and knowledge; prior  
acquisition of instrumental and  
interpersonal competences  
required)"]; style A fill:#fff,stroke:#333,stroke-width:2px; style B fill:#fff,stroke:#333,stroke-width:2px; style C fill:#fff,stroke:#333,stroke-width:2px; style D fill:#fff,stroke:#333,stroke-width:2px; style E fill:#fff,stroke:#333,stroke-width:2px; style F fill:#fff,stroke:#333,stroke-width:2px;
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Generic (transferable skills)

competences that a degree holder in any field of study is expected to acquire

Specific

Specific to the field of study

Instrumental Competences

Cognitive abilities, Methodological abilities,
Technological abilities and
Linguistic abilities;

Interpersonal competences

Individual abilities like social skills (social interaction and co-operation)

Systemic competences

Abilities and skills concerning whole systems
(Combination of understanding, sensibility and knowledge; prior acquisition of instrumental and interpersonal competences required)

List of Generic Competences for all African Graduates (TUNING Model)

1. Ability for conceptual thinking, analysis and synthesis
2. Professionalism, ethical values and commitment to UBUNTU
3. Capacity for critical evaluation and self-awareness
4. Ability to translate knowledge into practice
5. Objective decision making and practical cost-effective problem solving
6. Capacity to use innovative and appropriate technologies

List of Generic Competences for all African Graduates (TUNING Model) . . .

7. Ability to communicate effectively in official /national and local languages
8. Ability to learn to learn and capacity for lifelong learning
9. Flexibility, adaptability and ability to anticipate and respond to new situations
10. Ability for creative and innovative thinking
11. Leadership, management and teamwork skills
12. Communication and interpersonal skills

List of Generic Competences for all African Graduates (TUNING Model) . . .

13. Environmental and economic consciousness
14. Ability to work in an intra- and intercultural and/or international context
15. Ability to work independently
16. Ability to evaluate, review and enhance quality
17. Self confidence, entrepreneurial spirit and skills
18. Commitment to preserve African identity and cultural heritage

Competency-Based Learning

Achieved through:

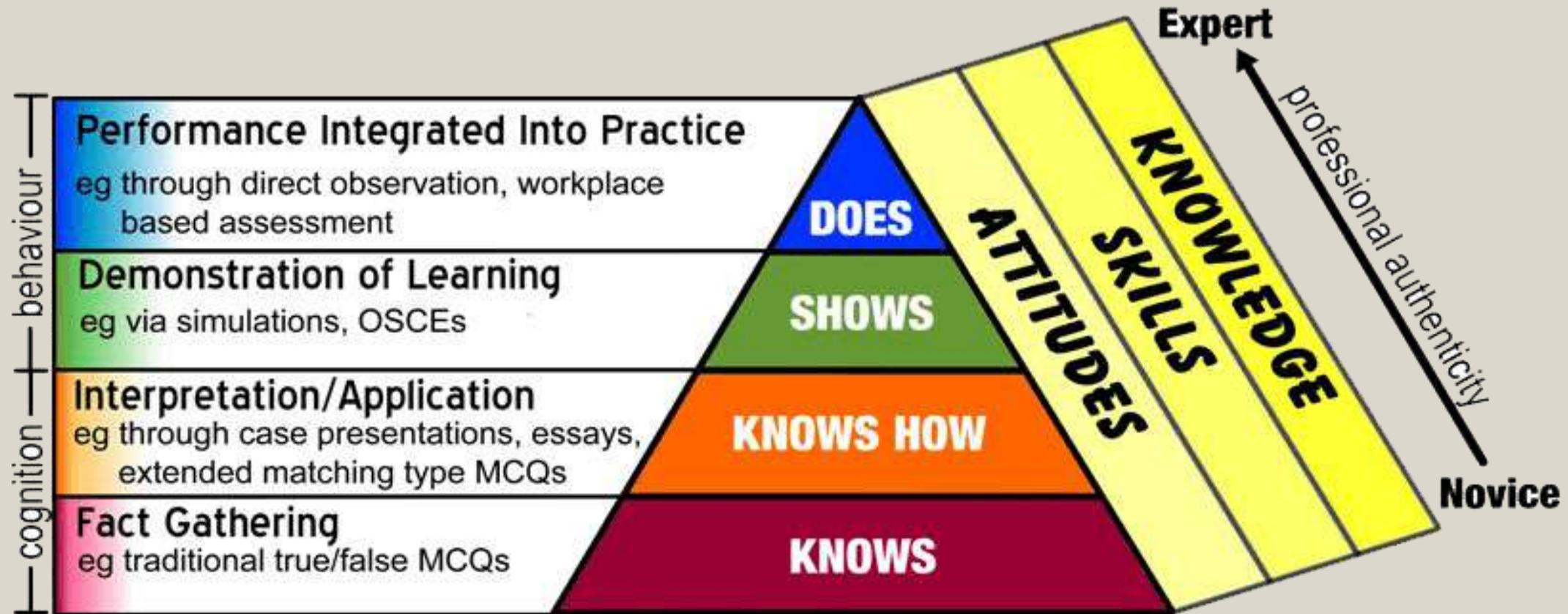
Informing students of
the expected
competences at the
beginning of each
posting

Learning-objective-
directed teaching

Prioritisation of
desired competences
into “must know”, and
“should know”

MILLER'S PRISM OF CLINICAL COMPETENCE (aka Miller's Pyramid)

it is only in the "does" triangle that the doctor truly performs



Based on work by Miller GE, *The Assessment of Clinical Skills/Competence/Performance*; Acad. Med. 1990; 65(9); 63-67
Adapted by Drs. R. Mehay & R. Burns, UK (Jan 2009)

Learning Outcomes

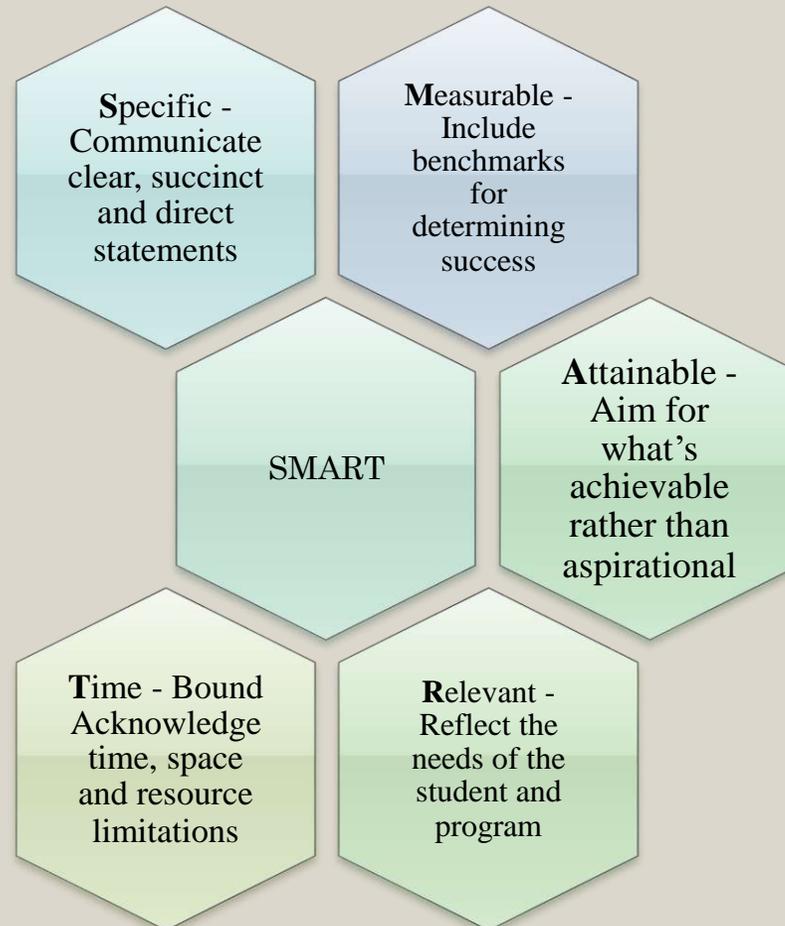
- Are broad statements about intended student learning after the course (or programme) has been completed in terms of the desired end product
- What students should know and be able to demonstrate, as well as the depth of the learning that is expected
- Knowledge, skills and values required by students to demonstrate learning of core concepts and essential components of the course (or programme)
- Often presented separately in the cognitive, psychomotor and affective domains, but also reflect a range of interacting knowledge, skills and attitudes
- Refers to the 3 H's:
 - habits of the head (what you want students to know)
 - habits of the hand (what you want students to be able to do)
 - habits of the heart (what qualities and attributes you want students to have)

Writing Learning Outcomes

A learning outcome is a *specific* statement that describes exactly what students should be able to demonstrate **by the end of a lesson or course**.

Each competency statement can generally be parsed out into several learning outcomes.

Learning outcomes should be SMART, i.e.:



Writing Learning Outcomes . . .

When submitting learning outcomes for course or program approvals, or assessment planning and reporting, please:

✓ Begin with a verb
(exclude any introductory
text and the phrase
“Students will...”, as this is
assumed)

✓ Limit the length of each
learning outcome to 400
characters

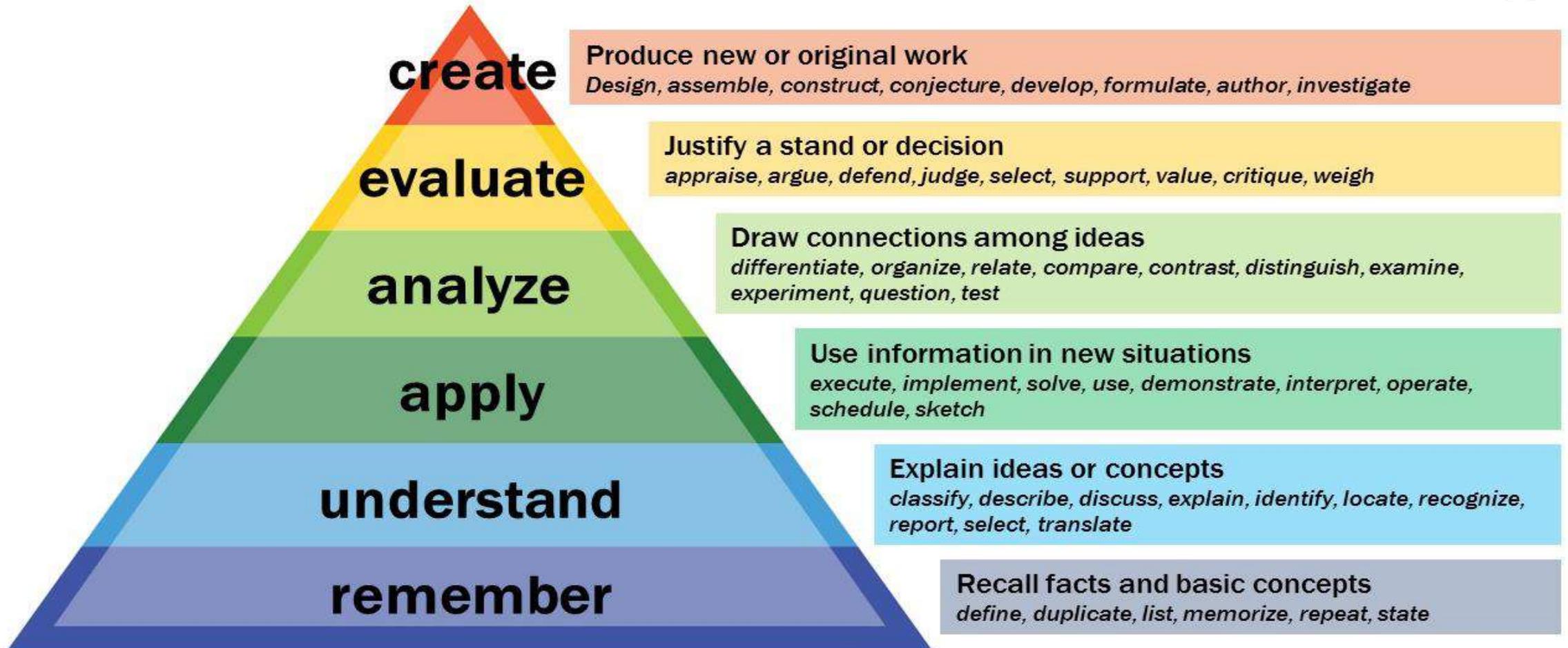
✓ Exclude special
characters (e.g., accents,
umlats, ampersands, etc.)

✓ Exclude special
formatting (e.g., bullets,
dashes, numbering, etc.)

Steps for Writing Learning Outcomes

1. Begin with action verbs and ensure that the learning outcomes demonstrate *actionable* attributes.

Use an action verb that denotes the level of learning expected



Steps for Writing Learning Outcomes . . .

2. Follow with a Statement

Statement – The statement should describe the knowledge and abilities to be demonstrated.

For example;

- Identify and summarize the important feature of major periods in the history of western culture
- Apply important chemical concepts and principles to draw conclusions about chemical reactions
- Demonstrate knowledge about the significance of current research in the field of psychology by writing a research paper

Length – Should be no more than 400 characters.

Examples of Course Learning Outcomes

Students will...

- identify, formulate and solve integrative chemistry problems. (Chemistry)
- build probability models to quantify risks of an insurance system, and use data and technology to make appropriate statistical inferences. (Actuarial Science)
- use basic vector, raster, 3D design, video and web technologies in the creation of works of art. (Art)
- apply differential calculus to model rates of change in time of physical and biological phenomena. (Math)
- identify characteristics of certain structures of the body and explain how structure governs function. (Human Anatomy lab)
- calculate the magnitude and direction of magnetic fields created by moving electric charges. (Physics)

Steps to Design Your Course

1. Recognize who your learners are

prior knowledge, emotional and intellectual development levels, demographics etc.

2. Write measurable and observable course learning outcomes

skills, knowledge and attitudes to achieve deep learning of key concepts

3. Identify evaluation methods for demonstrating learning outcomes

assignments, projects, tests, demonstrations, case studies, presentations (% and marking schemes)

4. Consider informal assessment methods to use throughout course

minute papers, tickets out door, surveys, peer sharing, consultations

5. Choose appropriate teaching and learning strategies to allow students to practice new learning

active learning, student-centered, authentic, engaging and experiential strategies

6. Keep scope of content around key concepts and enduring understandings

absolutely essential and necessary content to include vs. nice to know content

Steps to Design Your Course . . .

7. Plan out your course content and how it will be organized

topics, content, scaffolding of learning experiences, time for application

Note:

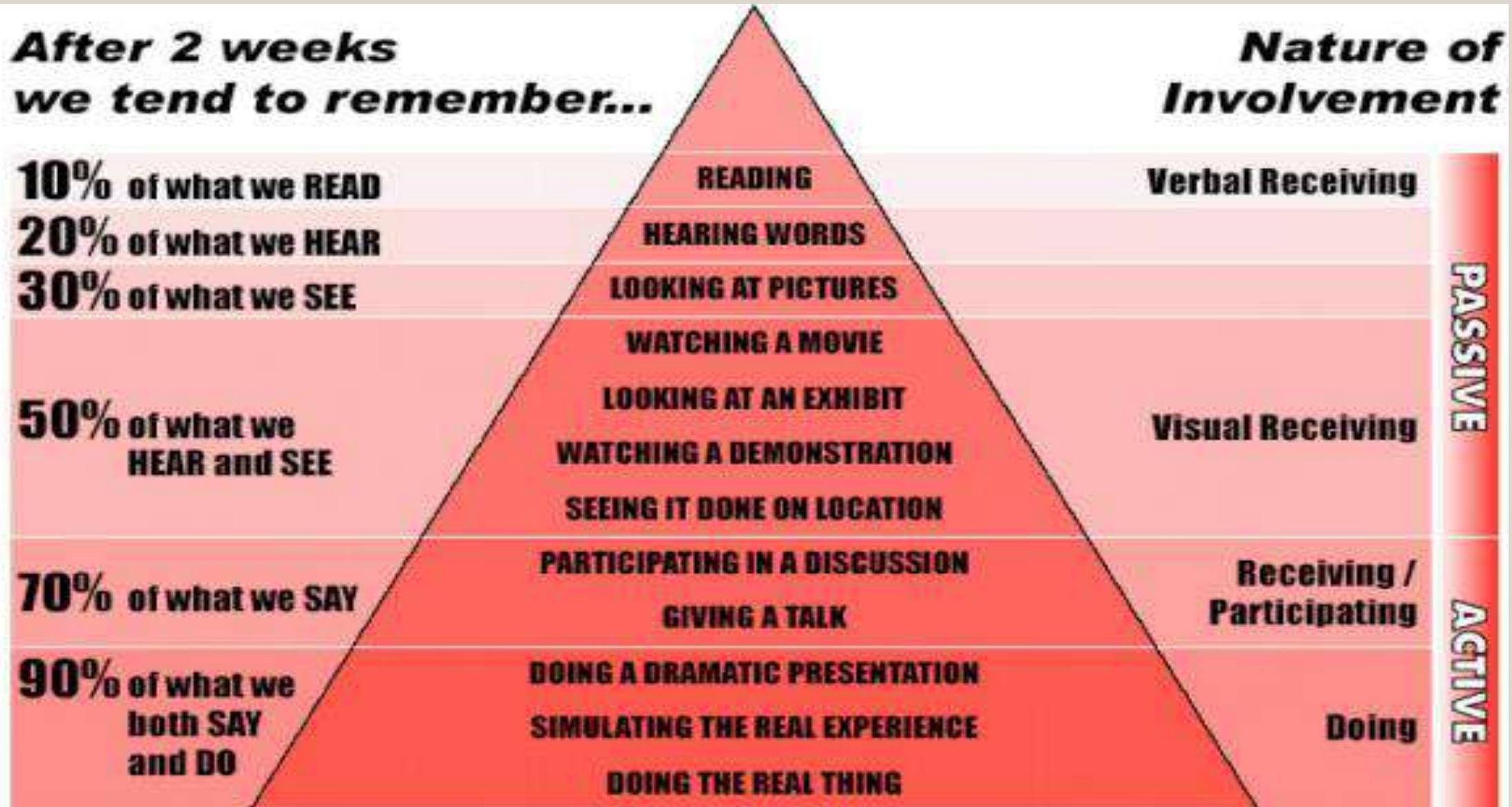
- Your plan should be in tune with the stipulations in the Minimum Academic Standards
- The retention capacity of your learners

Retention Capacity

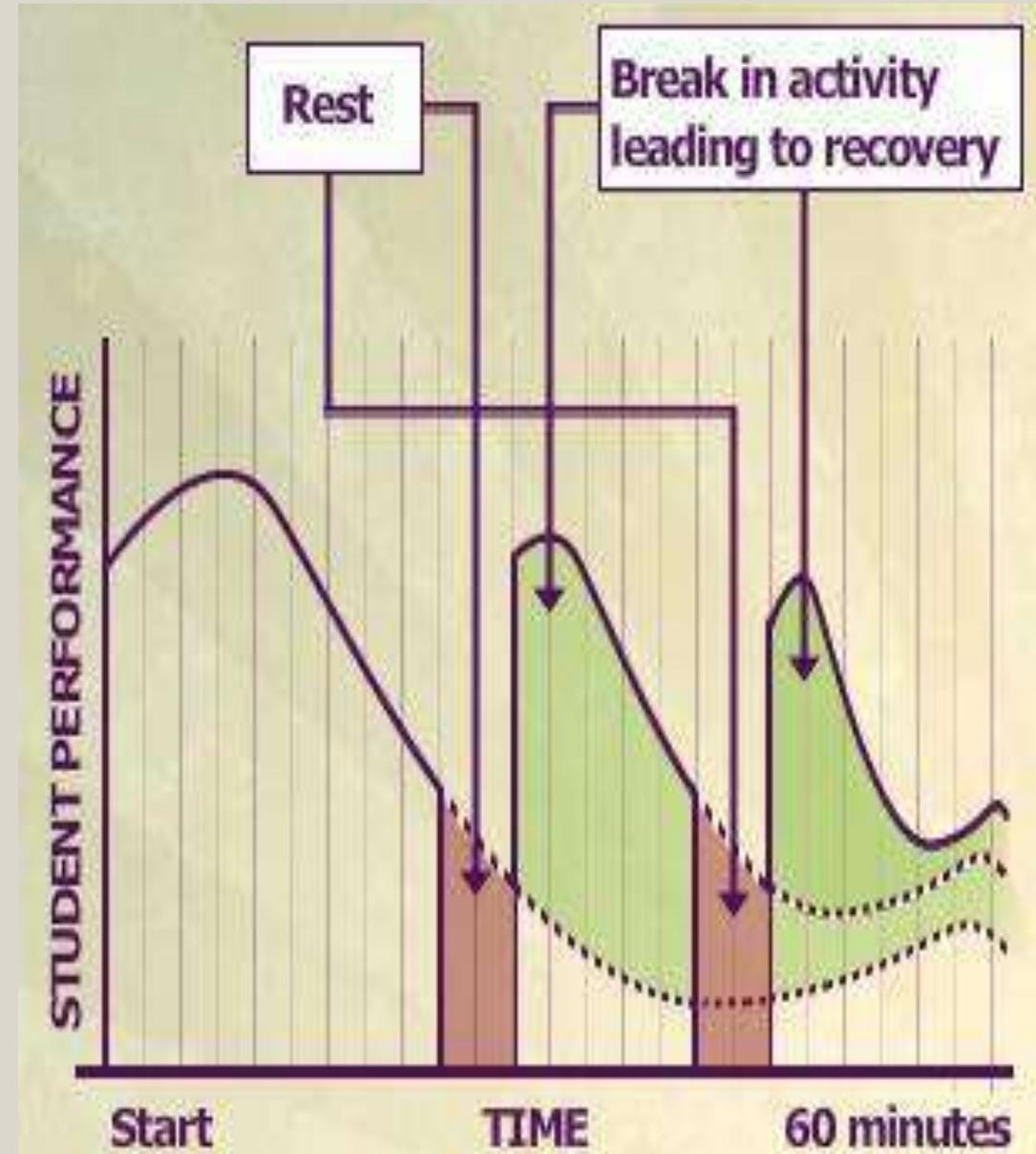
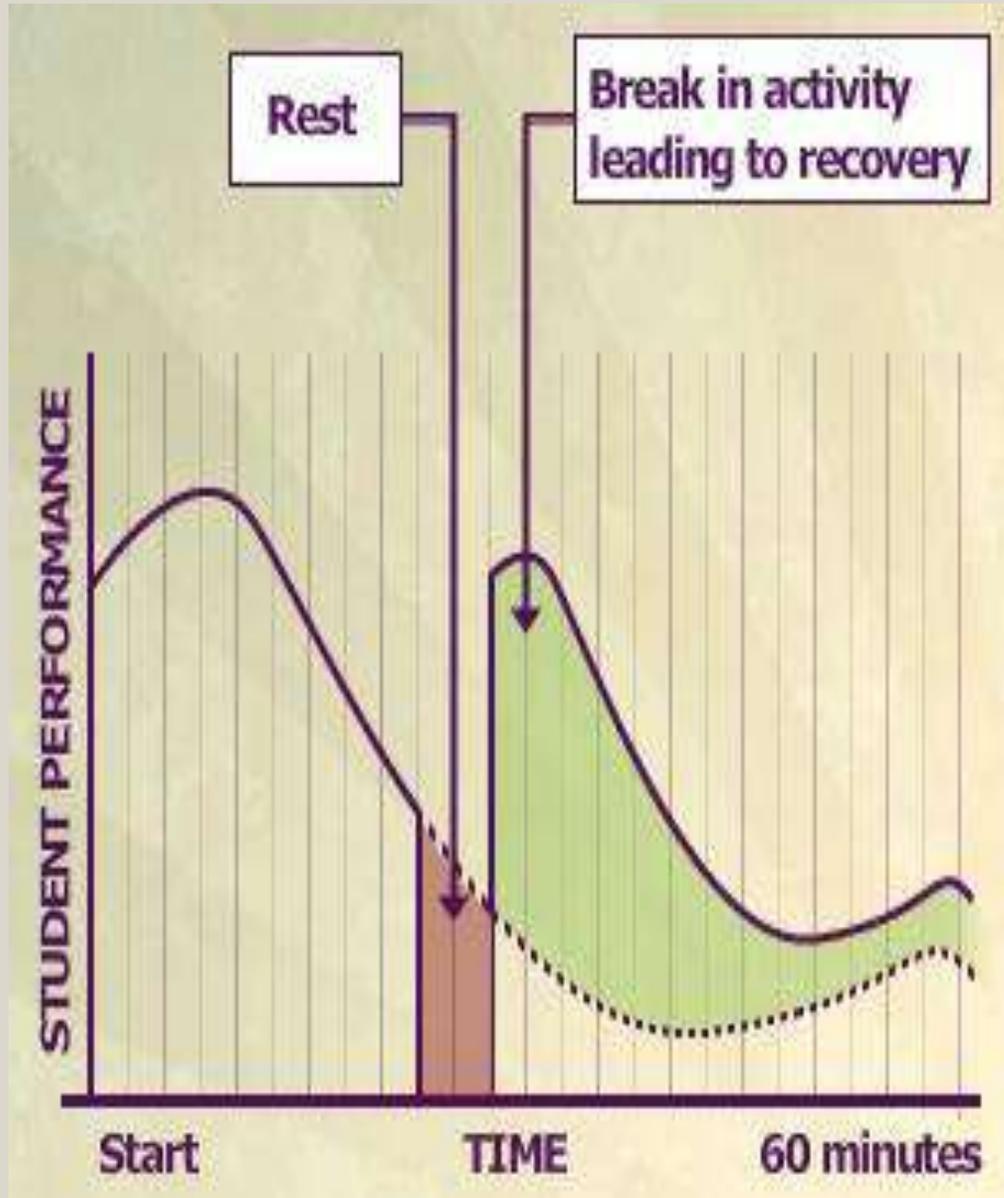
A diagnostic assessment to determine initial level of familiarity with course content may be useful

- Levels of learner recall:
 - a. Passive learning methods (lecture, reading, audio visual and demonstration)
 - b. Participatory (active) learning methods (discussion group, practice by doing and teach others)

The Learning Pyramid (Edgar Dale)



Cognitive Engagement in Lectures



(Bligh 2000)



Assessment

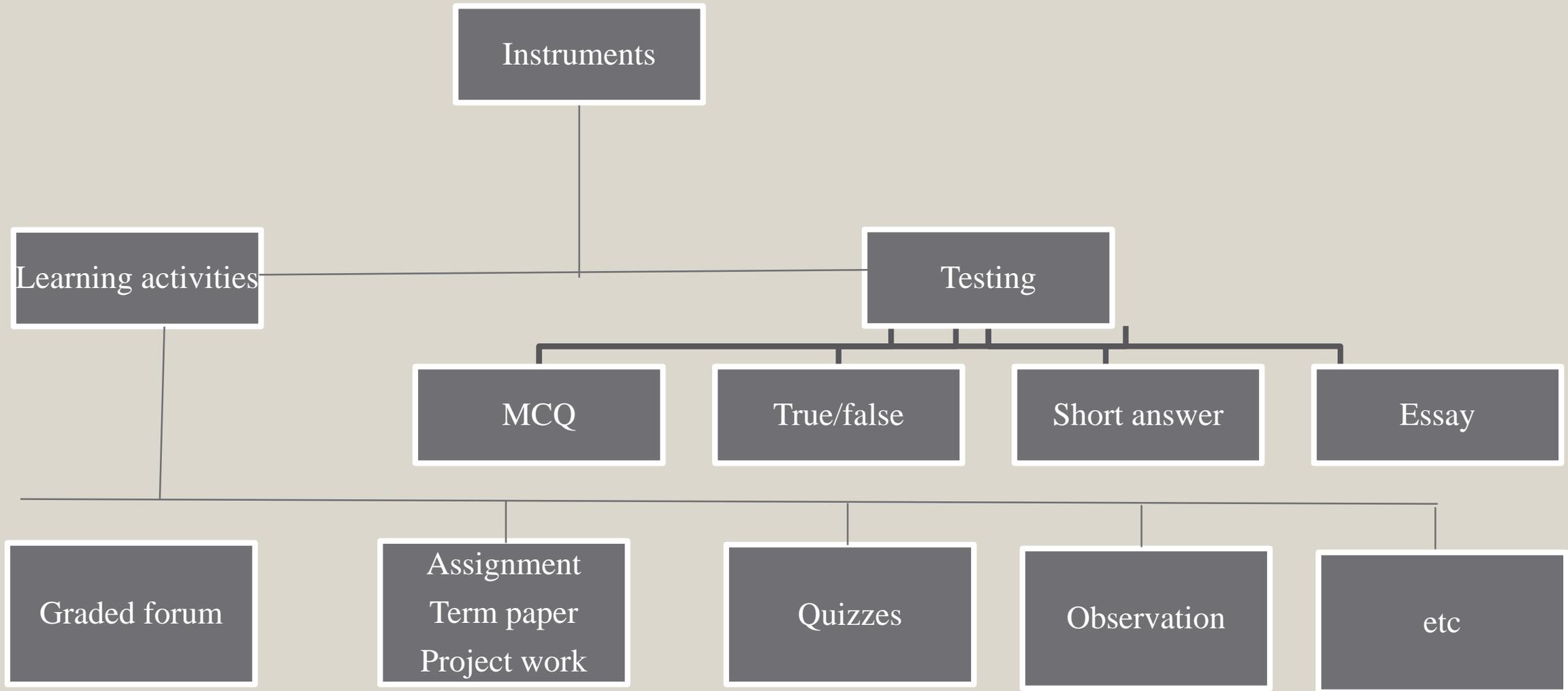
- Comprehensive means of obtaining information about learners
- Process of documenting knowledge, skills, attitudes and beliefs in measurable terms
- Measuring achievement of learning outcomes
- Demonstrate growth of competences
- It's more than testing
- Assessment drives learning
- Therefore the methods of learning should reflect being SMART

Types of Assessment

✓ **Formative assessment:** Should be carried out regularly to give students feedback on their performance and to improve learning by helping the students to identify their strengths and weaknesses e.g. end-of-posting test

✓ **Summative assessment:** should be carried out to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark

Instruments for Assessment

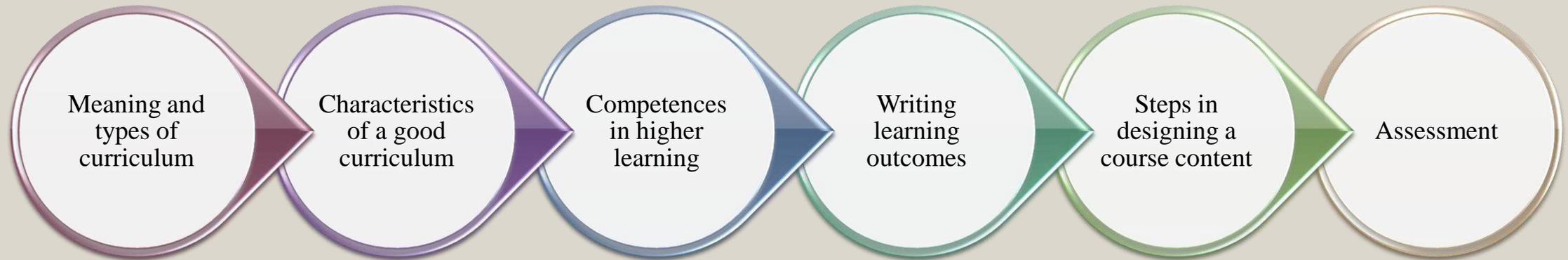


Principle Testing

- Alignment between objectives, content and assessment.
- Contents must answer items that assess learning outcomes.
- Validity – Measures accuracy.
- Reliability – Consistency e.g. Split-half, Cronbach alpha, Kuder-Richardson (formulae 20, 21).
- Washback/feedback.



Reflections



Thank you for your
attention

Some Useful E-Resources

- <http://tuningacademy.org/tuning-general-publications>
- <http://tuningacademy.org/journal>
- <http://uafulucknow.ac.in/wp-content/uploads/2020/03/CURRICULUM-DEVELOPMENT-MA-education-2nd-sem.pdf>
- <https://www.gre.ac.uk/learning-teaching/assessment/assessment/design/formative-vs-summative>
- <https://www.cmu.edu/teaching/assessment/index.html>
- <https://oedb.org/ilibrarian/6-free-platforms-teaching-online/>
- https://www.netop.com/vision/remote-learning-with-vision?ppc_keyword=platform%20for%20teaching%20online&gclid=Cj0KCQjw_dWGBhDAARIsAMcYuJw88ow7KltFbjz5p8ozDjpcO8cAjrCaNE5XTAeXDFzXt63qMeqHWUaAkrzEALw_wcB

Group Activity

- Identify some competences expected of graduates of your programme.
- Critique the existing curriculum of your programme. To what extent does it address the competences identified?
- Revise the course content of one of the courses in your programme and write the expected learning outcomes.



GROUP ACTIVITY



❖ Q:

**IDENTIFY SOME COMPETENCIES
EXPECTED OF A GRADUATE OF YOUR
PROGRAMME**



❖ Q:

CRITIC THE EXISTING CURRICULUM



❖ Q:

TO WHAT EXTENT DOES IT ADDRESS
COMPETENCIES?



❖ Q:

REVISE THE COURSE CONTENT OF ONE OF THE COURSES IN YOUR PROGRAMME

AHMADU BELLO UNIVERSITY, ZARIA
SCHOOL OF POSTGRADUATE STUDIES AND DIRECTORATE OF ACADEMIC PLANNING AND MONITORING

ONE DAY TRAIN-THE -TRAINER WORKSHOP ON CURRICULUM DEVELOPMENT AND REVIEW

26TH JUNE, 2021

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Halidu Mohammed
Ibrahim Mohammed
Abdul I. Aminu
J.O. Adoga
Badamasi Mukhtar
Masaudu Abadullahi Aliyu

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DIRECTORATE OF ACADEMIC PLANNING AND MONITORING AHMADU BELLO UNIVERSITY, ZARIA

TEMPLATE FOR PREPARATION AND SUBMISSION OF CURRICULAR FOR CONSIDERATION AT ACADEMIC PLANNING COMMITTEE

The format for submission of new/reviewed curricular of academic programmes in the University is outlined below. Please note that in all cases, the new/reviewed curricular must satisfy the provisions of the Benchmark Minimum Academic Standard (BMAS) of the National Universities Commission (NUC) and relevant professional regulatory bodies.

THE TEMPLATE:

1. INTRODUCTION

This should include a brief history of the academic programme, its relevance to societal needs, including brief statements on the last review and accreditation status.

2. JUSTIFICATION FOR THE REVIEW

Provide full explanations of reasons for the review. This should be done in context of current and future needs of the society.

3. OBJECTIVES OF THE PROGRAMME

Outline the overall objectives of the programme

4. INTENDED LEARNING OUTCOMES FOR THE PROGRAMME

Indicate the key learning outcomes and competencies to be acquired by graduates of the programme.

5. GENERAL REQUIREMENTS

5.1 Admission Requirements

Outline the admission requirements for the programme

5.2 Duration of Programme

Indicate the minimum duration of the programme in years, for the different entry levels.

5.3 Graduation requirements

Indicate the minimum requirements to be achieved for a student to graduate for the different entry levels.

6. COURSE STRUCTURE

Use the Table below as an example to outline the course structure of the programme for each level in each semester.



DEPARTMENT OF ANAESTHESIA
FACULTY OF CLINICAL SCIENCES
COLLEGE OF MEDICAL SCIENCES
AHMADU BELLO UNIVERSITY &
AHMADU BELLO UNIVERSITY TEACHING HOSPITAL
SHIKA - ZARIA, NIGERIA



Vice Chancellor: PROFESSOR KABIR BALA MBA, Ph.D., FNIQB, MAPM, MCABE MScIarb
Chief Medical Director: Prof. Hamidu Ahmed Umdagas, MBBS, FWACS, MVUS (USA)
Provost: Prof. Abdullahi Jibril Randawa, MBBS, FWACS
Head of Department: Dr. Saïdu Yusuf Yakubu, MBBS, DA, FWACS, FIMC, PGDE

Telephone: Zaria 069-332271-5
GSM No.: +2348037873339
Email: anesthesia@abu.edu.ng
Postal Address:
Department of Anaesthesia
A.B.U. Teaching Hospital,
P.M.B 06, Zaria-Nigeria

DAZ/TTR/1/6/VOL. II

29th March, 2021

Prof. E.O. Nwasor
• Obstetric Anaesthesia
• Pain Management

Dr. I. I. Lawal
• Neuro Anaesthesia
• Anaesthesia for Urology

Dr. R.I. Mohammed
• Cardio-Thoracic Anaesthesia
• Anaesthesia for ENT
• Critical Care

Dr. S.Y. Yakubu
• Pre-anaesthesia
Assessment Clinic
• Pain Management
• Blood Transfusion/Patient
Blood Management
• Critical Care

Dr. A.A. Yunus
• Anaesthesia for MFU
• Anaesthesia for Plastic Surgery
• Critical Care

Dr. U.M. Sule
• Regional Anaesthesia

The Director,
Directorate of Academic Planning & Monitoring,
Ahmadu Bello University,
Zaria.

Dear Sir,

**CONSTITUTION OF DEPARTMENTAL CURRICULUM REVIEW
COMMITTEE**

Your letter ref. DAPM/COM/01 dated 24th March, 2021 in respect of the above subject matter refers.

I hereby forward the under listed names as members of the constituted Curriculum Review Committee in the department of Anaesthesia.

- | | | | |
|----|-------------------------------|---|-----------|
| 1. | Dr. Saïdu Yusuf Yakubu | - | Chairman |
| 2. | Prof. Elizabeth Ogboli-Nwasor | - | Member |
| 3. | Dr. Shehu Muhammad Toro | - | Member |
| 4. | Dr. Yunusa Yusuf Ali | - | Member |
| 5. | Dr. Hamisu Yakubu | - | Secretary |

The inauguration of the committee will be on 3rd May, 2021; while the reviewed curriculum will be made available to you by 31st May, 2021.

Thank you.

Yours faithfully,


DR. SAÏDU YUSUF YAKUBU
Head of Department

DEPARTMENT OF HUMAN ANATOMY,
FACULTY OF BASIC HEALTH SCIENCES,
AHMADU BELLO UNIVERSITY, ZARIA.



Vice Chancellor:: Professor Kabir Bala, BSc, (Hons) Building, Msc. (Bldg. Serv.), MBA, PhD (Const.Mgt.) (ABU),
FNIOE,MAPM,MCABE. C. Blg E, MICIArb
Head of Department: Dr. (Mrs.) Z. M. Bauchi BSc., MSc., PhD. (ABU)



Nuli Secundus

ABU/HA/CBM/3

April 7, 2021

The Director,
Directorate of Academic Planning & Monitoring,
Ahmadu Bello University,
Zaria.

Dear Sir,

CONSTITUTION OF DEPARTMENTAL CURRICULUM REVIEW COMMITTEE

The Department of Human Anatomy set up a Committee to review the B.Sc. Human Anatomy Program in February, 2020 made up of the following members.

- | | |
|----------------------------------|-----------|
| 1. Dr. U. E. Umana | -Chairman |
| 2. Dr. S. A. Musa | -Member |
| 3. Prof. B. Danborna | - “ |
| 4. Mr. Mukhtar, Abubakar Ibrahim | - “ |
| 5. Mrs. Sabo Hafsat Lawal | - “ |

The review of the B.Sc. Human Anatomy Program is approximately 60% complete and should reach full completion by the end of May, 2021.

Yours faithfully

Dr. Z.M. Bauchi

Head of Department



Department of Quantity Surveying

Faculty of Environmental Design

AHMADU BELLO UNIVERSITY, ZARIA, NIGERIA

Ag. Head of Department: Dr. Mustapha Abdulrazaq,
B.Sc., M.Sc., Ph.D (ABU), MNIQS, RQS.

Vice - Chancellor: Professor Kabiru Bala,
BSc.(Hons) Building, M.Sc. (Bldg.Serv.), MBA, PhD (Const. Mgt.) (ABU), FNIOB,
MAPM, MCABE, C. Bldg E, MICiArb

QS/A.8a

15th April 2021

The Director,
Directorate of Academic Planning and Monitoring Unit,
Ahmadu Bello University,
Zaria.

Dear Sir,

RE: UNIVERSITY-WIDE CURRICULUM REVIEW EXERCISE – CONSTITUTION OF DEPARTMENTAL COMMITTEES

Your letter reference DAPM/COM/10 dated 7th April 2021 on the above subject matter please refers.

The membership of the Departmental Curriculum Review Committee is as follows:

- | | |
|------------------------|-----------|
| 1. Prof. A. D. Ibrahim | Chairman |
| 2. Prof. K. J. Adogbo | Member |
| 3. Dr. M. Abdullahi | Member |
| 4. Dr. H. A. Ahmadu | Member |
| 5. Mrs. A. S. Bashir | Member |
| 6. Mr. V. Agada | Secretary |

Please also find below a proposed schedule for the conduct of the review:

- | | |
|-----------------------------|----------|
| 1. Identify emerging issues | 3 weeks |
| 2. Conduct SWOT analysis | 3 weeks |
| 3. Review programs | 12 weeks |
| 4. Update programs | 3 weeks |

Thank you.

Yours faithfully,

Baba Adama Kolo

Head of Department

**DEPARTMENT OF THEATRE AND PERFORMING ARTS****Ahmadu Bello University, Zaria, Nigeria***Email: theatreats@abu.edu.ng***Vice Chancellor: Professor Kabir Bala***Bsc (Hons) Architecture, Msc (Building Services), Ph.D (Construction Management)***Head of Department: Dr Rasheedah Aliyu Liman***B.A., M.A., Ph.D (ABU)***My Ref: TH & PA/REF****Your Ref:****Date: 28th May, 2021**

The Director
 Directorate of Academic Planning
 Ahmadu Bello University
 Zaria

Dear Sir,

**RE: UNIVERSITY-WIDE CURRICULUM REVIEW EXERCISE CONSTITUTION OF
 FACULTY/DEPARTMENTAL COMMITTEES**

In response to the above subject matter, please find below the members of the departmental curriculum committee as well as the schedule of activities:

A. COMMITTEE MEMBERS

S/no	Names	Phone No. & email	Remarks
1	Dr Sylvanus Dangoji	08096902404- spdangoji@abu.edu.ng	Chairperson
2	Dr E. T. Gana	09091739621 – etgana@abu.edu.ng	Member
3	Dr Jamila Aliyu Mohammed	08033185558	Member
4	Muhammad Rabiuh Isah	08024248303	Member
4	Mr Victor Ihidero	08038405226	Member

B. PRELIMINARY ACTIVITIES

S/NO	ACTIVITY	DESCRIPTION	DURATION
1.	Review of relevant documents	Appraisal of existing curriculum review reports	1 week
2.	Review of current guidelines	Appraisal of guidelines and standards currently in effect as determined by NUC, SONTA	1 week
3.	Review of international best practices	Assessment of vision and mission statements of relevant international programmes	1 week

C. UNDERGRADUATE DEGREE (B.A) PROGRAMME

S/NO	ACTIVITY	DESCRIPTION	DURATION
1.	Review of UG courses requirements	Analysis of course titles and assessment of strength and weaknesses of the programme requirements; comparison with best practices.	1 week
2.	Review of UG courses contents/outlines	Analysis of objectives/expected outcomes of courses; evaluation of relevance of course contents to highlighted objectives.	2 week

		Identification and infusion of global best practices and competitiveness of training.	
3.	Review of UG practical/production workshop/ field trips requirements	Appraisal of the current facilities for training as well as the current requirements for practical experiments and training. Identification of obsolete practices and infusion of recent trends.	2 week
4	Final report and recommendation on UG curriculum	Drafting of a revised curriculum and course objectives and expected outcomes from contact/training.	2 weeks

D. POST GRADUATE DIPLOMA (PGD) PROGRAMME REVIEW

S/NO	ACTIVITY	DESCRIPTION	DURATION
1.	Review of PGD courses requirements	Analysis of course titles and assessment of strength and weaknesses of the programme requirements; comparison with best practices.	CONCLUDED
2.	Review of PGD courses contents/outlines	Analysis of objectives/expected outcomes of courses; evaluation of relevance of course contents to highlighted objectives. Identification and infusion of global best practices and competitiveness of training.	CONCLUDED
3.	Review of PGD practical/production workshop/ field trips requirements	Appraisal of the current facilities for training as well as the current requirements for practical experiments and training. Identification of obsolete practices and infusion of recent trends.	CONCLUDED
4	Final report and recommendation on PGD curriculum	Drafting of a revised curriculum and course objectives and expected outcomes from contact/training.	1 weeks

E. MASTER OF ARTS DEGREE (M.A) PROGRAMME REVIEW

S/NO	ACTIVITY	DESCRIPTION	DURATION
1.	Review of M.A courses requirements	Analysis of course titles and assessment of strength and weaknesses of the programme requirements; comparison with best practices.	1 week
2.	Review of M.A courses contents/outlines	Analysis of objectives/expected outcomes of courses; evaluation of relevance of course contents to highlighted objectives. Identification and infusion of global best practices and competitiveness of training.	2 weeks
3.	Review of M.A practical/production workshop/ field trips requirements	Appraisal of the current facilities for training as well as the current requirements for practical experiments and training. Identification of obsolete practices and infusion of recent trends.	2 weeks
4	Final report and recommendation on M.A curriculum	Drafting of a revised curriculum and course objectives and expected outcomes from contact/training.	1 weeks

F. DOCTORAL DEGREE (PhD) PROGRAMME REVIEW

S/NO	ACTIVITY	DESCRIPTION	DURATION
1.	Review of Ph.D courses requirements	Analysis of course titles and assessment of strength and weaknesses of the programme requirements; comparison with best practices.	1 week
2.	Review of Ph.D courses contents/outlines	Analysis of objectives/expected outcomes of courses; evaluation of relevance of course contents to highlighted objectives. Identification and infusion of global best practices and competitiveness of training.	2 weeks
3.	Review of Ph.d practical/production workshop/ field trips requirements	Appraisal of the current facilities for training as well as the current requirements for practical experiments and training. Identification of obsolete practices and infusion of recent trends.	2 weeks
4	Final report and recommendation on Ph.D curriculum	Drafting of a revised curriculum and course objectives and expected outcomes from contact/training.	1 weeks

PRESENTATION OF REPORTS

S/NO	ACTIVITY	DESCRIPTION	
1.	Departmental board of examiners	Presentation of proposed revised curriculum to the Department	
2.	External examiner's assessment	Presentation of proposed curriculum to external examiner for assessment	
3.	Faculty board Approval	Presentation to the faculty board for approval	

Dr Sylvanus Dangoji
Chairperson

Dr Emmanuel Tsadu Gana
Secretary



Dr Rasheedah A. Liman
Head of Department



DEPARTMENT OF URBAN & REGIONAL PLANNING

AHMADU BELLO UNIVERSITY

ZARIA – NIGERIA



Vice Chancellor: Professor Kabir Bala
B.Sc., M.Sc., MBA, Ph.D. FNIOB, MICI Arb, C Bldg E,
MCABE, MAPM

Telephone:

Telex:
E-mail: urp@abu.edu.ng

Head of Department: Dr. A. Bello

B.Sc. Geography (UDU) M.Sc. URP. (ABU); PGDip. Housing & Urban Dev (EUR); PhD, Urban Plg & Design (UPM); MNITP

Date: 14th April 2021

The Director,
Directorate of Academic Planning & Monitoring (DAPM),
Ahmadu Bello University,
Zaria

Dear Sir,

RE: UNIVERSITY-WIDE CURRICULUM REVIEW EXERCISE – CONSTITUTION OF DEPARTMENTAL COMMITTEES

With reference to the above subject, I write to submit the membership of the curriculum review committee and schedule of its activities in the Department of Urban and Regional Planning. It should be noted however that, the committee has gone far in discharging its duties as it was constituted in response to an earlier call from DAPM before the COVID-19 lock-down in 2020.

The committee members and their designations are as follows:

S/N	P. No	Name of Staff	Designation
1	P.18,822	Dr. Joseph Sunday Oladimeji	Chairman
2	P.14,851	Dr. Umar Faruk Yaya	Member
3	P.20,365	Dr. Faisal Umar	Member
4	P.23,661	Hadiza Kabiru Mado	Secretary

In the process of carrying out the exercise, all members of staff were asked to submit proposed updates particularly with respect to contents of the courses they teach.

The schedule of committee's activities is as follows:

S/N	Activity	Description	Expected Time
1	Constitution of the committee	The committee was constituted at the Departmental Board of Studies of November 2019.	Done
2	Request for submission from examiners	Send out an internal memo to academic staff members for submission of their inputs.	Done

3	Inputs from service departments	Request for inputs from other faculties and other sister departments in the faculty regarding cognate electives in the Department	Done
4	Receipt of inputs from staff members	Receipt and synthesis of inputs from examiners	Done
5	Draft Review Report	Preparation of Draft Review Report	Done
6	Dissemination 1	Presentation of draft report to the departmental Board of Studies	27 th April 2021
7	Dissemination 2	Presentation to the faculty Board of Studies	26 th May 2021
8	Submission to DAPM	Submission of the revised curriculum to DAPM	30 th June 2021

The revised curriculum which reflects the requirements of the National Universities' Commission's Benchmark for Minimum Academic Standards (NUC BMAS) and Town Planners' Registration Council (TOPREC), amidst the contemporary issues in Urban and Regional Planning, is hoped to be submitted to the Directorate on the 30th of June 2021.

Thank you.

Sincerely yours,



Dr. A. Belle

Head, Department of Urban and Regional Planning

**DEPARTMENT OF WATER RESOURCES AND ENVIRONMENTAL ENGINEERING
AHMADU BELLO UNIVERSITY, ZARIA**

2021 CURRICULUM REVIEW EXERCISE

PROPOSED SCHEDULE OF ACTIVITIES

A. COMMITTEE MEMBERS

S. No	NAMES	PHONE No. & EMAIL	REMARKS
1	Dr. U. A. Abubakar	08184699719 & uaabubakar@abu.edu.ng	Chairperson
2	Dr. M. M. Mujahid	08154155969 & mmmujahid@abu.edu.ng	Secretary
3	Dr. S. A. Argungu	07036105230 & abdummul@gmail.com	Member
4	Dr. A. D. Bello	08066971268 & ask4alamin@gmail.com	Member
5	Engr. Abdullahi Umar	08065510594 & abuafreen14@gmail.com	Member

B. PRELIMINARY ACTIVITIES

S. No.	ACTIVITY	DESCRIPTION	DURATION
1	Review of relevant documents	Assessment of previous curriculum review reports	1 week
2	Review of current guidelines and standards	Assessment of guidelines and standards currently in effect as determined by NUC, COREN & NSE	1 week
3	Review of International practices	Assessment of Vision and Mission statements of relevant International programmes; Evaluation of course contents and programme requirements for High ranking International Universities in Africa, Europe, Asia and America;	1 week

C. UNDERGRADUATE DEGREE (B.ENG) PROGRAMME REVIEW

S. No.	ACTIVITY	DESCRIPTION	DURATION
1	Review of UG courses requirements	Analysis of course titles and assessment of strength/weakness of the programme requirements; Comparison with international best practices/standards	1 week
2	Review of UG courses contents/outlines	Analysis of objectives/expected outcomes of courses; Evaluation of relevance of course contents to identified objectives of courses	2 weeks
3	Review of UG practical/IT/Workshops/Field trips requirements	Evaluation of the current requirements for practical training and identification of sections that are no longer relevant and improvements in technology and processes;	1 week
4	Final Report and recommendations on UG curriculum	Drafting of a revised curriculum and course documents, with identified course objectives and expected outcomes from contact/training	2 weeks

D. POSTGRADUATE DIPLOMA (PGD) PROGRAMME REVIEW

S. No.	ACTIVITY	DESCRIPTION	DURATION
1	Review of PGD courses requirements	Analysis of course titles and assessment of strength/weakness of the programme requirements; Comparison with international best practices/standards	CONCLUDED
2	Review of PGD course contents/outlines	Analysis of objectives/expected outcomes from courses; Evaluation of relevance of course contents to identified objectives of courses	CONCLUDED
3	Review of PGD practical/IT/Workshops/Field trips requirements	Evaluation of the current requirements for practical training and identification of sections that are no longer relevant and improvements in technology and processes;	1 week
4	Final Report and recommendations on PGD curriculum	Drafting of a revised curriculum and course documents, with identified course objectives and expected outcomes from contact/training	2 weeks

E. MASTER'S DEGREE (MSc) PROGRAMME REVIEW

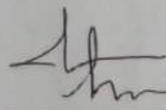
S. No.	ACTIVITY	DESCRIPTION	DURATION
1	Review of MSc courses requirements	Analysis of course titles and assessment of strength/weakness of the programme requirements; Comparison with international best practices/standards	1 week
2	Review of MSc courses contents/outlines	Analysis of objectives/expected outcomes from courses; Evaluation of relevance of course contents to identified objectives of courses	2 weeks
3	Review of MSc Seminar/Practical/IT/Workshops/Field trips requirements	Evaluation of the current requirements for practical training and identification of sections that are no longer relevant and improvements in technology and processes;	1 week
4	Final Report and recommendations on MSc curriculum	Drafting of a revised curriculum and course documents, with identified course objectives and expected outcomes from contact/training	2 weeks

DOCTORAL DEGREE (PhD) PROGRAMME REVIEW

S. No.	ACTIVITY	DESCRIPTION	DURATION
1	Review of PhD courses requirements	Analysis of course titles and assessment of strength/weakness of the programme requirements; Comparison with international best practices/standards	1 week
2	Review of PhD courses contents/outlines	Analysis of objectives/expected outcomes from courses; Evaluation of relevance of course contents to identified objectives of courses	2 weeks
3	Review of PhD Seminar/Practical/IT/Workshops/Field trips requirements	Evaluation of the current requirements for practical training and identification of sections that are no longer relevant and improvements in technology and processes;	1 week
4	Final Report and recommendations on PhD curriculum	Drafting of a revised curriculum and course documents, with identified course objectives and expected outcomes from contact/training	2 weeks

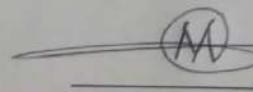
G. PRESENTATION OF REPORT

S. No	ACTIVITY	DESCRIPTION
1	Departmental Board of Examiners	Presentation of proposed revised curriculum to the Departmental Board
2	External Examiners Assessment	Presentation of proposed revised curriculum to external examiner of the department for external assessment
3	Faculty Board Approval	Presentation to the Faculty Board for approval



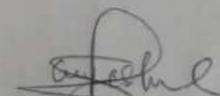
15/04/2021

Dr. U. A. Abubakar
Chairperson



15/04/2021

Dr. M. M. Mujahid
Secretary



Prof. M. A. Ajibike
Head of Department



DIRECTORATE OF ACADEMIC PLANNING & MONITORING

AHMADU BELLO UNIVERSITY, ZARIA

Vice Chancellor: Professor Kabiru Bala, B.Sc. (Hons) Building, M.Sc. (Bldg.Serv.), MBA, Ph.D (Const. Mgt.) (ABU), FNIOB, MAPM, MCABE, C. Bldg E, MICIArb

Director: Professor Bello Mukhtar, B.Eng Chemical Engineering (ABU), M.Sc. Ph.D (KFUPM), MNSChE, R-COREN.

Website: www.abu.edu.ng

Phone Number: +234 07044404469

e-mail: dapm@abu.edu.ng

DAPM/COM/30/13

23rd March, 2023

All Members,
Committee on 30% Addition to NUC CCMAS,
Ahmadu Bello University,
Zaria.

NOTICE OF MEETING

This is to inform members that the training for the development of the 30% NUC CCMAS for Deans and two staff from each Faculty is scheduled to hold as follows:

Date: Monday 27th March, 2023

Time: 9.00 a.m.

Venue: Faculty of Engineering Board Room, A.B.U. Zaria

Thank you.

Yours faithfully,

S. M. Audu
Secretary to the Committee