ABU Committee on 30% Addition to NUC Core Curriculum and Minimum Academic Standards (CCMAS)

Training on 30%

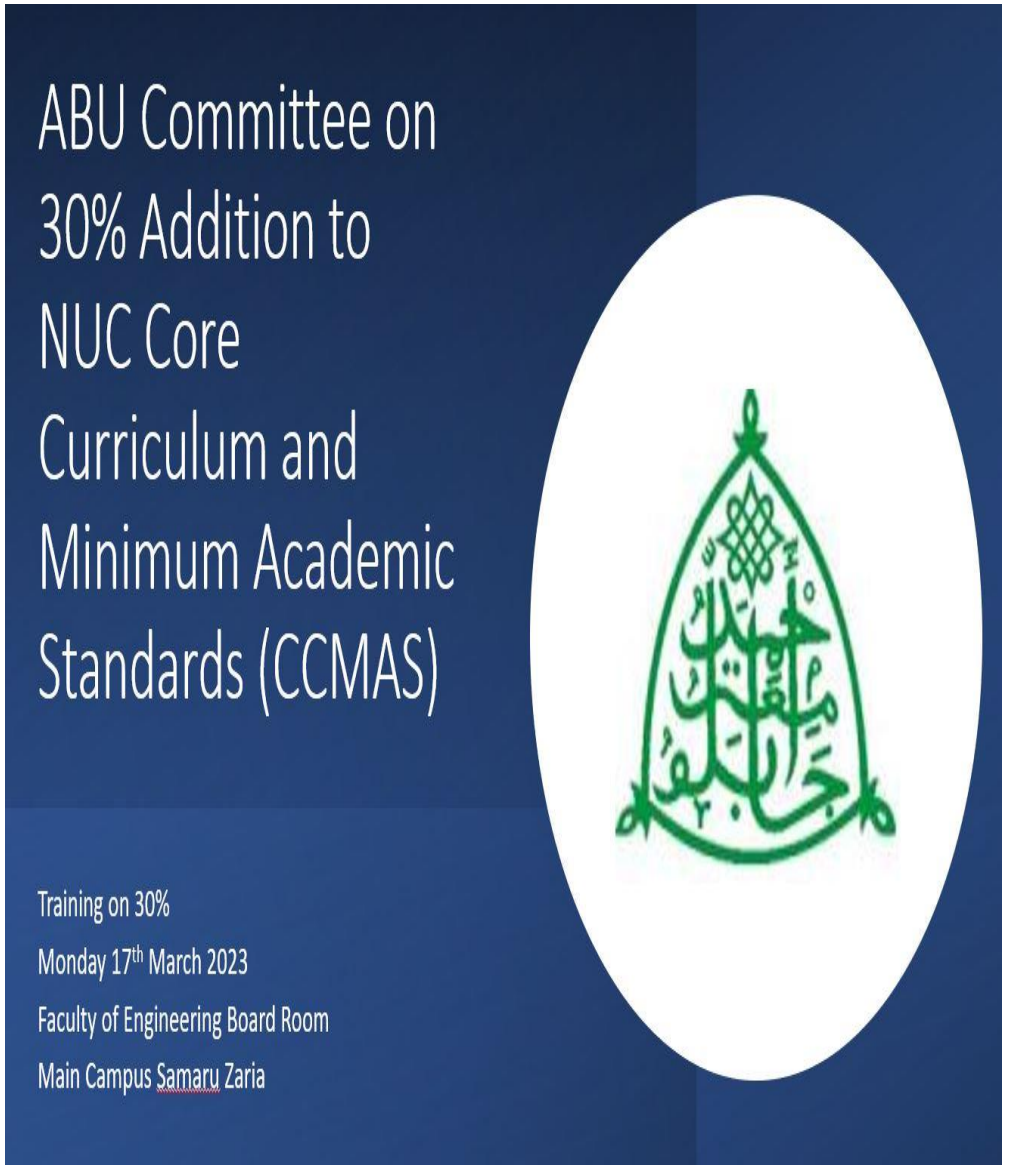
Monday 27th March 2023

Faculty of Engineering Board Room

Main Campus Samaru Zaria

Programme

- 9:00 - 9:05am – Arrival and registration – DAPM Satff
- 9:05 – 9:15am – Opening prayers and Remarks – Director DAPM
- 9:15 – 9:30am – Principles of CCMAS and 30% Institutional Addition – Prof A HASSAN
- 9:30 – 9:40am – Sample 1 ABU 30% Submission – Prof MB Muazu (ComputerEngr/IIOE)
- 9:40 – 9:50am – Sample 2 ABU 30% Submission – Dr. Yahaya Aliyu (Geomatics)
- 9:50 – 10:00am – Q & A on ABU Sample submission
- 10:00 -10:15am – Break
- 10:15 – 11:00am – Presentation of Sample 30% by Faculties/Departments
- 11:00 -11:45am – Constructive criticism of submissions by Faculties/Departments - All
- 11:45 – 12:00pm – Setting timelines for submission to NUC and Closing



Terms of Reference (TOR) – ABU 30%CCMAS Committee

i. Circulate the CCMAS document for each programme to all academic staff members in the Department where the programme is domiciled.

ii. Organize a workshop to train relevant staff members that will develop the 30% addition to the CCMAS for their respective undergraduate degree programmes.

iii. Ensure that the 30% addition to the CCMAS for all undergraduate degree programmes is developed and approved by various Faculty Academic Boards and College Academic Board (for the College of Medical Sciences) and forwarded for consideration of the Academic Planning Committee.

Other members of the Committee are:

i. All Deans of Faculties
ii. Director, Distance Learning Centre
iii. Deputy Director, Quality Assurance, DAPM
iv. Deputy Director, Affiliations, DAPM
v. Administrative Secretary, DAPM – Secretary

The Committee shall complete the tasks on or before Friday, 10th March, 2023.

ABU 30% CCMAS Progress

Ahmadu Bello University, Zaria
Engineering
Computer Engineering.
Computer Engineering.

ABU-COE543 Deep Learning Fundamentals, (2 Units; Core; L = 15; P = 45)

Senate-approved Relevance
Training of high-quality graduates who are highly skilled and knowledgeable in the principles and techniques of deep learning. These techniques are critical in solving complex problems in various fields such as computer vision, natural language processing and autonomous systems. The relevance of this course aligns with the ABU's mission to produce graduates who are equipped with the necessary skills to tackle the challenges of the digital age. Graduates that offered this course will be able to develop and apply deep learning algorithms to solve real-world problems and drive technological advancements in the academia and various industries.

Overview
Deep learning is a rapidly growing field of artificial intelligence that has been used to achieve breakthrough results in a wide range of applications such as image and speech recognition, natural language processing, and autonomous systems. This course is therefore designed to provide students with a comprehensive introduction to the concepts and techniques of deep learning, including various deep neural network architectures (CNN, RNN, etc.), backpropagation, and gradient descent optimization algorithms, deep representation as well as reinforcement learning. The course covers the process of training and evaluating deep learning models on various datasets using hands-on experience with popular deep learning frameworks.
By providing students with a strong foundation in deep learning prepares them for a variety of exciting and promising careers in the field. The course therefore equips students with the knowledge and skills needed to understand, design, and implement deep learning models, and to apply them to solve real-world problems. The objectives of the course, learning outcomes, and contents are provided to address this need.

Objectives
The objectives of the course are to:
1. define the basic concepts and mathematical foundations of deep learning.
2. provide a comprehensive overview of different types of neural networks and their architectures such as feedforward neural networks, convolutional neural networks (CNNs), and recurrent neural networks (RNNs).
3. explain the process of training and evaluating deep learning models on various datasets
4. describe how to use pre-trained models for transfer learning and fine-tuning.
5. explain techniques for improving model performance such as regularization and data augmentation.
6. familiarise students to reinforcement learning fundamentals and other advanced deep learning topics such as Generative Adversarial Networks (GANs)

Ahmadu Bello University, Zaria (ABU)
Environmental Design
Surveying and Geoinformatics
Geomatics and Geomatics Engineering

ABU-SVG509 Land Economy and Administration, (2 Units; Core; LH = 30; PH = Nil)

Senate-approved Relevance
Graduates of the BSc Geomatics/BSc Surveying and Geoinformatics programme have traditionally been employable in a diverse range of careers. They work in aerial navigation, cadastre, engineering surveying, mineral exploration, research and private/public utility management. With present emerging roles, the Geomatics/Surveying and Geoinformatics profession is expected to navigate the tasks and opportunities of our increasingly interconnected world, where billions of "Internet of Things (IoT)" are embedded in everyday activities/policies. The present curriculum review identifies competencies expected of graduates of the BSc Geomatics/BSc Surveying and Geoinformatics programme to enable them to remain relevant within the interconnected world where the control of scarce land resources affects the daily lives of the global population.

Overview
Land economics and their relationship to the built and natural environments are central to Land administration processes, along with other areas such as business regulation, the financial aspects of real estate and international development. This course will deal with an economic overview of problems related to land use. Specifically, the course will focus on the theory and analysis of land rent, land evaluation, the efficiency of land as an input to production, property rights, land-based institutions, demand aspects of land and land-based resources, and public policies that address the conservation and management of land resources. The multidisciplinary nature of the course is particularly relevant in the twenty-first century where environmental economics from limited land resources affect local/regional/global policies.

The importance of the course aligns with the United Nations Sustainable Development Goals (UN–SDGs) numbers; 4 (quality education), 11 (sustainable communities and cities), 13 (climate action issues), 15 (life on land) and 17 (partnership for the goals).

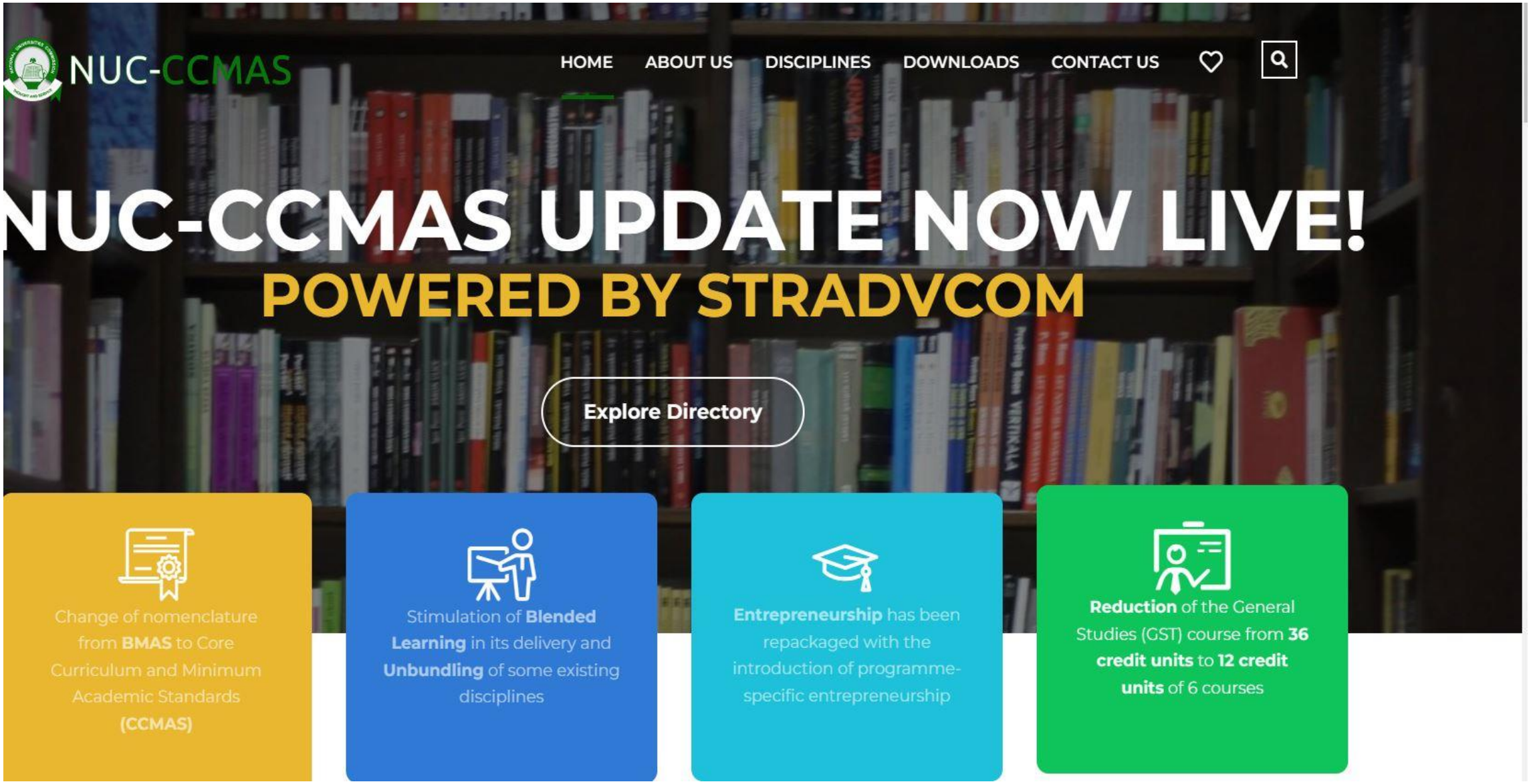
Objectives
To assist students to analyse economic principles in the use of land, land markets and land values, especially with development, investment and the regulatory environment. The objectives of this course are to provide students with an overview of the economic theory and analysis of issues on land use. Upon completion of the course, students should be familiar with:
1. Describe the basic aspects of land measurement and evaluation
2. Explain the concepts of land rent and economic welfare
3. Choose between efficiency and equity of using land within a production context
4. Explain alternative forms of land use & approaches to non-market valuation of land-based resources
5. Draft public policies affecting land planning, use and managemnt

ABU 30% CCMAS Progress

	Note comments and proceed to the full 30% applying the recommendations for improvement
	Fair. Note comments and resubmit the two sample courses applying the recommendations for improvement
	Poor. Note comments and resubmit the two sample courses applying the recommendations for improvement

University	Score on Course 1	Score on Course 2	Average	Remarks	Decision
01. Abubakar Tafawa Balewa University	48	91	69.5	Good attempt! The objectives and learning outcomes for course 1 need to be reworked. The topics listed in the course content are also not up to the required number. The learning outcomes for course 2 also need to reworked.	
02. Achievers University	80	78	79	A very good job! Course 1 and 2 had no faculty and Senate-approved relevance stated. Objectives not well stated with action verbs in both courses. Course 2 had a single paragraph overview.	
03. Admiralty University	68	61	64.5	Course 1 & 2: The senate approved relevance and course overview need to be reworked. The topics listed in the course content also need to be delimited by full stops.	
04. African University of Science & Technology	83	72	77.5	Good submissions. In course 1- Only few objectives with action verbs were identified. Also, some of the learning outcomes are not quantifiable. The course contents were delimited by coma instead of full stops. In course 2 – Only few objectives with action verbs were identified hence need to be reworked, learning outcomes were also not quantifiable. The number of topics in the course content for course 2 was not up to 17.	
05. Ahmadu Bello University,	75	86	80.5	Course 1 did not mention the programme as given on the CCMAS The topics listed in the course content are not up to 17. The senate-approved relevance for Course 2 needs to be reworked.	
06. Akwa Ibom State University	91	80	85.5	AKSU-1 was well prepared. However, the overview had only paragraph and the course content was less	

NUC-CCMAS Download www.nuc-ccmas.ng



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Engineering and Technology

Preamble These Core Curriculum Minimum Academic Standards (CCMAS) are designed for the education and training of undergraduate students wishing to obtain first degrees in the different areas of Engineering and Technology in the Nigerian University System.

Agriculture

Preamble The Core Curriculum Minimum Academic Standards (CCMAS) are designed for the education and training of undergraduate students wishing to obtain first degrees in the different areas of Administration and Management Science in Nigerian University System.

Veterinary Medicine

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

Social Sciences

Preamble These Core Curriculum Minimum Academic Standards (CCMAS) are designed for the education and training of undergraduate students wishing to obtain first degrees in the different areas of Social Sciences in the Nigerian university system.

Sciences

Preamble The Core Curriculum and Minimum Academic Standards (CCMAS) are designed for the

Pharmaceutical Science

Introduction Two Acts provide the legal framework for the quality assurance and regulatory mandates of

Medicine and Dentistry

Preamble The Core Curriculum and Minimum Academic Standards (CCMAS) are to be used for the

Law

Preamble These Core Curriculum and Minimum Academic Standards (CCMAS) are designed for the

NUC-CCMAS Download www.nuc-ccmas.ng

Environmental Sciences

Preamble The Benchmark Minimum Academic Standards (BMAS) are designed for the education and training of undergraduate students wishing to obtain first degrees in the different areas of Administration and Management Science in Nigerian University System.

Education

Preamble The Core Curriculum Minimum Academic Standards (CCMAS) are designed for the education and training of undergraduate students wishing to obtain first degrees in the different areas of Education in Nigerian University System.

Communication and Media Studies

Preamble The Core Curriculum and Minimum Academic Standards (CCMAS) are designed for the education and training of undergraduate students wishing to obtain first degrees in the different areas of Communication and Media Studies in Nigerian University System.

Computing

Preamble The Core Curriculum Minimum Academic Standards (CCMAS) is for the degree programmes in the Computing discipline stipulates the minimum academic requirements for the training of undergraduates in various programmes in the discipline.

Basic Medical Sciences

Preamble The Core Curriculum and Minimum Academic Standards (CCMAS) are designed for the

Arts

Preamble The Core Curriculum and Minimum Academic Standards (CCMAS) are designed for the

Architecture

Preamble The Core Curriculum Minimum Academic Standards (CCMAS) document for the

Allied Health Sciences

Preamble The Core Curriculum and Minimum Academic Standards (CCMAS) are designed for the

Conceptual Framework of 70% CCMAS +30% institutional addition

Timeline(s) for committee work

- Inaugural meeting – 16th March 2023
- Completion and submission of Excel template by Faculties
- Training on 30% Course development – 27th March 2023
- Submission of completed 30% institutional content by Departments to faculties 10/04/2023
- Submission to DAPM by Faculties 17/04/2023
- Submission to ABU Senate for approval
- Submission to NUC