



**THE NYERI NATIONAL
POLYTECHNIC**

**CURRICULUM DESIGN,
DEVELOPMENT AND REVIEW
POLICY**



Approved by the Full Council on this 23rd day of December, 2021

Signed:



**ANNE N. MWANGI
CHIEF PRINCIPAL/COUNCIL SECRETARY**



**FCS. RICHARD K. GIKUI
CHAIRMAN OF THE COUNCIL**

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ABBREVIATIONS AND ACRONYMS

| | |
|-------|--|
| CBET | Competency based education and training |
| CBETA | Competence-based education, training and assessment standards & guidelines |
| EFTTL | Equal full time trainee load |
| KNQF | Kenya national qualifications framework |
| NNP | Nyeri national polytechnic |
| TVET | Technical vocational education and training |
| TVETA | Technical vocational education and training authority |

OPERATIONAL DEFINITION OF TERMS

For the purpose of this policy, unless specifically stated otherwise, the following definitions shall apply

- a) Curriculum - is the architecture of the body of knowledge, skills and applications, trainees engage with across the entire suite of learning activities and experiences in order to successfully complete a program.
- b) Curriculum design - is a process of intentionally crafting the architecture of the entire suite of learning activities and experiences that the trainee will undertake in order to successfully complete a program, course or study component to achieve the stated learning outcomes.
- c) Academic program - is a purposeful, planned and structured set of learning content and activities with defined structure, mode of delivery and assessment, which on completion, leads to award of higher diploma, diploma or certificate.
- d) Academic policy – formally authorized statements of the principles and actions required to support teaching and learning activities at The Nyeri national polytechnic.
- e) Academic year - is a period of study consisting of three (3) terms or such other session as may be determined by academic board.
- f) Credit hour - is a one (1) lecture hour per week for a minimum of twelve (12) weeks of teaching.
- g) Curriculum review - is the processes of identifying gaps and weaknesses with a view to increasing curriculum effectiveness leading to a revision after completion of the life cycle and introduction of changes that are relevant and reflect new developments in society to adequately prepare learners.
- h) Curriculum stakeholders - are all persons affected by, or affecting a curriculum.
- i) Equal full time trainee load (EFTTL) - is the measure used to determine a trainee's enrolled load (total number of hours) per course level.
- j) Lecture hour - means one (1) contact hour of lecture or two (2) hours of theory, three (3) hours of practical work or as the course demands.
- k) Term - is a period of fifteen (12) weeks of instruction and two (2) weeks of exams.

PREFACE

The curriculum development policy arises from the need to lay high standards of operation at the polytechnic in line with the high expectations of trainees, the government of Kenya, the society and international community.

Nyeri national polytechnic through the legal order no. 91 of 2016 is mandated to design, develop and implement academic programs that reflect and respond to evolving development needs of the society and industry. Changing labour market trends require that new academic programs be developed and existing ones reviewed to reflect the emerging labour market needs.

This policy will go a long way in cementing the vision of the polytechnic to be a world class polytechnic for sustainable development. It is expected that all programs developed at the polytechnic will strictly follow the processes and standards described in this policy including its execution and monitoring.

The polytechnic council will provide the necessary governance structure for implementation of this policy for enhanced growth of the polytechnic and her contribution of informed, skilled and knowledgeable individuals to the work place.



FCS. RICHARD GIKUHI
CHAIRPERSON OF THE COUNCIL

FOREWORD

The curriculum design, development and review policy lays down the framework that ensures all stakeholders contribute to developing programs that contribute positively to the growth of the trainees and prepares them well for the work environment.

The policy outlines the foundations and bases for its operations, including the necessary legal and regulatory standards. It then outlines the processes and control points in designing and developing programs or reviewing existing ones as need may arise, not forgetting the role of TVETA as the regulator. In the course of delivering an academic programme, new ideas, innovations or even better methods of solving problems may emerge that could be integrated in one or more of the courses within a programme.

Provisions for monitoring and evaluation during execution have been made to provide input for improvement on delivery or review. In particular, it is understood that the trainees' and industry needs shall play a major role in the design, development and review of the curriculum.

I thank all members of the polytechnic and the committees that worked tirelessly to develop this policy and hope it will provide guidelines for future curriculum design, development, and review and contribute to rendering the polytechnic able to deliver on its mission.



ANNE N. MWANGI
CHIEF PRINCIPAL

1.0 INTRODUCTION

Curriculum is a description of what, why, how, and when trainees should learn. The curriculum is not, of course, an end in itself. Rather, it seeks both to achieve worthwhile and useful learning outcomes for trainees, and to realize a range of societal demands and government policies. It is in and through the curriculum that key economic, political, social, and cultural questions about the aims, purposes, content, and processes of education are resolved. The policy statement and technical document that represent the curriculum reflects also a broader political and social agreement about what a society deems most worthy.

Design of curricula at all levels that are responsive to the discipline / field, to the trainees' learning needs, and to the social context, taking into account the polytechnic's position in national development. Curricula should be relevant, up-to-date, and demonstrate awareness of emerging needs of the industry and society in general.

1.1 Justification for the Policy

Technical training institutes (TTIs) and technical and vocation colleges (TVCs) mainly implement curricula developed by other bodies like the Kenya Institute of Curriculum Development (KICD). However national polytechnics through their establish orders are mandated to design and development their curriculum on top of implementing those designed elsewhere. Nyeri national polytechnic through the legal order no. 91 of 2016 is mandated to design, develop and implement academic programs that reflect and respond to evolving development needs of the society and industry. Changing labour market trends require that new academic programs be developed and existing ones reviewed to reflect the emerging labour market needs.

In the course of delivering an academic programme, new ideas, innovations or even better methods of solving problems may emerge that could be integrated in one or more of the courses within a programme.

1.2 Objective of the Policy

The objective of this policy is to ensure design, development and review of quality academic programs that meet customer and regulatory requirements.

2.0 GUIDELINES

- 1) The design of all academic programs shall take into account the technical and vocational education and training authority (TVETA), competence-based education, training and assessment standards & guidelines (CBETA) and Kenya national qualification Framework (KNQF) programs course development and approval requirements that ensures standardization and meets the ever evolving industry needs.
- 2) The training programmes shall be designed so as to operate within a framework which leads to lifelong education and training, and which facilitates:
 - a) Innovativeness and creativity;
 - b) Continuation of training for improvement of professional qualifications and updating of knowledge, skills and understanding;
 - c) Complementary education for those receiving TVET in the form of on-the-job training or other training in the polytechnic or other facilities; and
 - d) Special needs of persons living with disability, minorities and marginalized groups.
- 3) The programmes/courses and units shall be output oriented, competency based and aligned with the TVETA and CBETA standards and guidelines.
- 4) The designed curricular shall also ensure that the programs:
 - a) Are relevant and contextualized;
 - b) Contribute to the overall national human resource development and requirements and higher education strategies and goals;
 - c) Are broad-based, diversified and integrated; and
 - d) Are practical-oriented.

2.1 NNP Curriculum Development Philosophy

At NNP, development and review philosophy holds that:

- 1) An academic programme should facilitate a structured interaction between trainers, trainees, curriculum content and the learning environment in a manner that transforms both the trainees and trainers into knowledgeable, skilled persons who can both communicate the discipline content, and apply the knowledge learned to resolve real life issues in their areas of specialization.
- 2) Each academic curriculum shall have:
 - a) Title of programme;
 - b) Admission requirements, including credit accumulation and transfers;
 - c) Purpose and objectives of, and expected outcomes from the programme;
 - d) Specific number of courses' specified units and credit hour weighting;

- e) Form, and duration of content delivery;
 - f) Monitoring and evaluation of delivery of course content;
 - g) Examination procedures, marks and grades;
 - h) Grading;
 - i) Graduation requirements; and
 - j) Human, physical and other resources available/required for delivery of content.
- 3) Credit and lecture shall be awarded as required by the KNQF guidelines.
 - 4) The polytechnic shall set equal full time trainee load (EFTTL) - the amount of trainee load determined by the polytechnic to be equal to a full-time load for one trainee for one year, and is expressed at the polytechnic in terms of course units for part-time trainees.

2.2 Curriculum Design

- 1) The ultimate goal for curriculum design is to deepen learning and support learners in gaining important core competencies such as critical and creative thinking, skillful communication, and demonstrating care for self and others.
- 2) Curriculum design involves much strategic decision making which provides for the much needed curriculum direction. In view of this the Polytechnic shall adopt the following:
 - a) Principles and purpose – the polytechnic shall design processes setting out the intent of the curriculum. The curriculum principles shall reflect the polytechnics values, context, pedagogy and needs;
 - b) Entitlement and enrichment – upon clarifying its principles and purpose, the Polytechnic shall set out its trainee offer. The trainee offer shall elucidate the polytechnic’s intentions to enrich its curriculum with extra-curricular activities, educational trips/visits; and
 - c) Breadth and balance – the Polytechnic shall make strategic decisions on what the curriculum covers, how it covers it and in how much depth to achieve breadth and balance. These choices and decisions create a curriculum structure/long term plan.

2.2.1 Course and Subject Coding

The polytechnic shall have an outline of the various course codes applicable to the courses of the programs provided. The course codes shall comprise of letters and digits indicative of the department, level of program, year of study and subject unit code.

2.3 Curriculum Development Process

The curriculum development process shall constitute of the following steps:

- 1) Needs analysis by department and experts/ subject specialists;

- 2) Development of curriculum aims, goals, objectives and expected learning outcomes;
- 3) Determination of resources to support curriculum development (budget, personnel, materials etc);
- 4) Program design at the Department levels;
- 5) Stakeholders participation (alumni, employers, trainers, current trainees and Governing Council, Academic Board) and validation;
- 6) Approval by the academic board and the governing council;
- 7) Development of training and learning resources and materials;
- 8) Testing of the resource and materials;
- 9) Induction of staff; and
- 10) Implementation monitoring and evaluation of curriculum as per the academic policy.

3.0 Policy Direction

- 1) Each department shall establish a curriculum development and review committee.
- 2) The head of department, through consultation, shall identify discipline and subject specialists, resource persons, curriculum experts and stakeholders who will be engaged in the process of curriculum development or review.
- 3) Departmental involvement in planning for curriculum development shall include:
 - a) Needs assessment;
 - b) Formulation of purpose and objectives;
 - c) Course content delivery;
 - d) Selection of appropriate instructional methods;
 - e) Identification, selection and development of requisite learning and training resources;
 - f) Determination of evaluation procedures of training, assessment, testing and examination of the trainees;
 - g) Identification, and acquisition of learning and instructional materials; and
 - h) Carrying out all recommended amendments.
- 4) The head of department shall have the following functions in curriculum development process:
 - a) Chair Departmental curriculum development committee;
 - b) Receive formal request for curriculum development or review;
 - c) Identify a team of curriculum and discipline experts and other key external resource persons and any other required stakeholders for the curriculum development or review;
 - d) Convene a curriculum development workshop;
 - e) Liaise with the DP academic affairs to convene academic board meeting to discuss the draft curriculum;
 - f) Present the draft curriculum to the governing council for discussion;
 - g) Carry out any amendments as might be recommended at the various stages of curriculum development;
 - h) Ensure submission of curricular to TVETA for accreditation;
 - i) The approved curriculum shall be implemented by the respective department; and
 - j) The Head of department shall ensure that;
 - i. Trainers develop course outlines based on the course curriculum,
 - ii. Relevant literature and other resources are available to support course delivery,

- iii. The curriculum is comprehensively delivered within the allocated time as required in the academic policy.

3.1 Curriculum Review

1. Curriculum review shall be carried out after programs have run their full cycle as required by the academic years and terms, thus:
 - a) Higher diploma programs two (2) Years;
 - b) Diploma programs three (3) years;
 - c) Certificate programs two (2) years; and
 - d) Artisan programs one (1) year.
2. The review process shall be as that of development stipulated in 2.2 above




4.0 POLICY REVIEW


This policy will be reviewed after every three (3) years with a mid-term review to accommodate emerging issues or from time to time as need may arise.



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