

**UNIVERSITY OF PORT
HARCOURT
PORT HARCOURT, NIGERIA**



**POLICY AND PROCEDURES FOR DESIGN AND
APPROVAL OF ACADEMIC PROGRAMMES IN
THE UNIVERSITY OF PORT HARCOURT**

**Ratified during the Stakeholders' Meeting of Monday 16th October
2023 at the CBN Centre of Excellence Auditorium, University Park**

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DOCUMENT CONTROL

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CORPORATE PROFILE OF THE UNIVERSITY

VISION

The University of Port Harcourt envisions to be among the best entrepreneurial Universities in the world renowned for its teaching, research, innovation, creativity, productivity, scholarship and entrepreneurship.

PHILOSOPHY

The University of Port Harcourt is committed to academic freedom, ethics and integrity, tolerance, probity, equal opportunity, producing competent graduates and respect for cultural diversity.

MISSION STATEMENT

The Mission of the University of Port Harcourt is the pursuit of academic excellence, the advancement of knowledge and services through quality teaching, lifelong learning, social inclusion, strengthening of civil society and policy relevant research that address the challenges of contemporary society.

GOALS AND OBJECTIVES

GOAL 1: UNIVERSITY GOVERNANCE/FINANCIAL MANAGEMENT

Objective 1: Every unit of the University should be structured to be cost effective and efficient, and generate revenue e.g. 10% annual improvement

Objective 2: Broaden the funding sources for the University.

Objective 3: Computerization of the accounting system of the University

Objective 4: The skill set of people in the University leadership should meet global best practice.

Objective 5: Adherence to procurement guidelines

GOAL 2: EXCELLENCE IN TEACHING, TRAINING AND RESEARCH

Objective 1: Improvement in the quality of teaching, research and Learning

Objective 2: Improvement in the international outlook of the University

Objective 3: Upgrade of existing library and information technology services in the University

Objective 4: Making the University a Centre of excellence for Niger Delta Studies, Sports, Arts, Petroleum Engineering and Geosciences

Objective 5: Engage in internationally recognized and locally relevancy research, perfect creativity, innovation, patent, publish and develop products for commercialization and entrepreneurship.

GOAL 3: UPGRADING OF INFRASTRUCTURE AND UTILITY SERVICES

Objective 1: Improvement of the road network and access to all units.

Objective 2: Water supply for a projected population of 100,000 by 2025

Objective 3: Provision of uninterrupted power supply using a multi-prong approach including gas, biomass, solar.

Objective 4: Strengthening and upgrade of safety, waste management and general environmental beautification (including aesthetics, painting/building designs)

Objective 5: Provision of suitable buildings to accommodate all academic Units.

- Objective 6: Improvement of health care and recreational facilities.
 - Objective 7: Expansion of student and staff accommodation using various partnership options
 - Objective 8: Provision of modern ICT infrastructure
 - Objective 9: Provision of adequate resources and logistics to enable units of the university to fulfill their roles.
- GOAL 4: STRENGTHENING THE ENGAGEMENT OF THE UNIVERSITY WITH STAKEHOLDERS**
- Objective 1: Building enabling environment and encourage partnership with stakeholders.
 - Objective 2: Increasing participation of stakeholders in decision making
 - Objective 3: Marketing our services and solicit the services of stakeholders and partners through the Technology Park, Art Village, Green Park.
 - Objective 4: Engaging national and international standards organizations for ISO Certification of the University of Port Harcourt
 - Objective 5: Encouraging the Alumni Association by developing programmes that promote effective networking amongst its members in Nigeria and Diaspora

Introduction

Curriculum is at the heart of any higher education system. All other aspects of higher education revolve around the curriculum. Therefore, best practices in designing the curriculum of each programme play a significant role in the quality of higher education. In tandem with this, it becomes imperative that module and programme design should involve all relevant stakeholders and the design process should be well-documented.

Stakeholders to participate in programme design should include:

1. Subject Matter Experts (SMEs)
2. Industry Experts in each field
3. Curriculum Designers
4. Instructional Designers
5. Measurement and Evaluation Experts
6. Quality Assurance Staff
7. Students

Policy Statement

1. Purpose

This policy establishes the framework for the development, approval, implementation, and review of academic programs at the university. The goal is to ensure academic rigor, alignment with the university's mission, and compliance with regulatory and accreditation standards.

2. Scope

This policy applies to all new academic programs (bachelor, postgraduate diplomas, masters and doctoral programmes), significant revisions to existing programs, and the discontinuation of programs offered by the university at all levels (undergraduate, graduate, and professional).

3. Principles

1. **Academic Integrity:** All academic programs should reflect the university's commitment to high-quality education, research, and service.
2. **Alignment with Mission:** Programs must align with the university's mission, vision, and strategic goals.
3. **Stakeholder Engagement:** The design process should involve consultations with key stakeholders, including faculty, students, alumni, industry representatives, and accrediting bodies.
4. **Sustainability:** Programs should be designed with financial, human, and physical resource considerations in mind to ensure long-term viability.
5. **Innovation and Responsiveness:** Programs should respond to evolving academic fields, societal needs, and labor market demands.

4. Definitions

- **New Academic Program:** A degree, diploma, or certificate program that is not currently offered by the university.
- **Program Revision:** Significant changes to the structure, content, or delivery of an existing program (e.g., changes in program outcomes, curriculum, or admission criteria).
- **Program Discontinuation:** The formal closure of an existing academic program.

5. Responsibilities

- **Academic Units (Departments/Faculties/Centre/School/College):** Responsible for developing drafts for new programs or revisions and submitting them for approval.
- **Curriculum Committees:** Resident within the academic units and responsible for reviewing program proposals and revisions to ensure academic standards and alignment with university policies.
- **Senate Committee on Academic Programmes and Policy (SCAPP):** Committee chaired by the Deputy Vice Chancellor, Academic for review all undergraduate programmes submitted by the Academic Unit before they are sent to the Senate for final approval
- **School of Graduate Studies New Programmes Committee (SGS-NPC):** Committee chaired by the Associate Dean of the School of Graduate Studies for review all graduate programmes submitted by the Academic Unit before they are sent to Board of the School of Graduate Studies and then to the Senate for final approval
- **University Senate:** Provides final approval for new programs and major revisions.
- **Office of Academic Affairs:** Coordinates the approval process, provides guidance on accreditation standards, and ensures compliance with regulatory requirements.
- **Registrar's Office:** Updates the university's academic catalog and manages programme registration once a programme is approved.

6. Procedures for the Design and Approval of Academic Programs

Step 1: Needs Assessment and Feasibility Study

- **Purpose:** To assess the demand, relevance, and viability of the proposed program.
- **Actions:**
 - Conduct a market analysis to identify demand from students, employers, and professional bodies.
 - Evaluate available resources (faculty, facilities, funding).
 - Review competitive programs at peer institutions.

Step 2: Program Design

- **Purpose:** To develop the academic framework of the program, including learning outcomes, curriculum, and assessment strategies.
- **Actions:**
 - Define the program's objectives, learning outcomes, and alignment with the university's mission.
 - Develop a curriculum that includes required courses, electives, and capstone experiences (if applicable).
 - Identify the delivery format (e.g., in-person, online, hybrid).
 - Define admission requirements, graduation criteria, and assessment methods.

Step 3: Stakeholder Consultation

- **Purpose:** To gather input from relevant stakeholders to ensure the programme meets academic and industry standards.
- **Actions:**
 - Engage faculty, academic leaders, students, and external experts (e.g., industry leaders, accrediting agencies).
 - Gather feedback from internal university departments, such as the library, IT, and facilities, to ensure adequate support.

Step 4: Curriculum Committee Review

- **Purpose:** To review and evaluate the academic merit and quality of the program.
- **Actions:**
 - Submit the program proposal to the department, faculty, college curriculum committee for evaluation.
 - Address feedback or required changes.

Step 5: Resource Allocation Review

- **Purpose:** To ensure that adequate resources are available to support the program.
- **Actions:**

- Submit the program proposal to the finance or budgeting office for review of resource needs (e.g., faculty, classrooms, learning resources, lab equipment, technology).
- Ensure sustainability in terms of student enrollment projections and revenue generation.

Step 6: University-Wide Approval Processes

- **Purpose:** To gain approval from institutional governing bodies.
- **Actions:**
 - Present the final proposal to the university curriculum committee or academic council for review. There are different pathways for undergraduate and graduate programmes.
 - For undergraduate – Departmental curriculum committee → Departmental Board → Faculty curriculum committee → SCAPP → Senate
 - For graduate programme - Departmental curriculum committee → Departmental Board → Faculty curriculum committee → SGS-NPC → SGS Board → Senate
 - Obtain approval from the university senate

Step 7: External Approval (if applicable)

- **Purpose:** To meet National Universities Commission (NUC) requirements.
- **Actions:**
 - Submit the programme to NUC for review and approval.
 - Obtain approval from NUC.

Step 8: Program Launch and Marketing

- **Purpose:** To ensure successful program launch and student recruitment.
- **Actions:**
 - Collaborate with the University of Port Harcourt (UPH) or SGS admissions team to promote the program.
 - Update the university catalog at academic office, website, and other relevant materials.
 - Implement an admissions process for the first cohort of students.

Step 9: Monitoring and Evaluation

- **Purpose:** To ensure the program meets its objectives and maintains high standards.
- **Actions:**
 - Establish mechanisms for ongoing program assessment, including feedback from students, faculty, and external stakeholders.
 - Conduct periodic program reviews to assess curriculum relevance, student outcomes, and resource adequacy.

7. Program Review and Renewal

- Programmes will undergo a formal review every 5 years to assess performance, student satisfaction, and alignment with institutional goals.
- Programmes that consistently fail to meet performance criteria may be subject to revision or discontinuation.

8. Policy Revision

This policy shall be reviewed every five years or as needed to reflect changes in regulatory requirements or university priorities. This is initiated by the unit of domiciliation of the programme.

Explanations on Approach for Programme Design

The following approach should be adopted for the design of programmes in the university:

- a) Identify best practices in each field from institutions with high ranking.
- b) Interview industry experts in each field to identify current trends in the field. This will create awareness on the fast-paced development or knowledge explosion in the field. Inputs from the industry expert will also enhance employability of students on graduation from the programme. Every well-designed programme should provide enhanced career opportunities for graduates.
- c) Information from (a) and (b) will be used to identify the problem/gap that exists leading to the development of a new programme. A well-defined problem must be identified before a programme is developed. All stakeholders should be able to see how the underlying problem impacts the vision and mission of the University. With the problem in mind, programme objectives and learning outcomes can be developed with the aim of addressing the identified need and closing the existing gap.
- d) Report from steps (a) and (b) above, should also be used to draw up thematic areas which will be discussed and fine-tuned by all stakeholders.
- e) Stakeholders must be familiar with the university's vision and mission and must be involved in the design and development of programme objectives as well as learning outcomes.
- f) Steps (a) to (e) must be adopted as a process for every programme. Meetings held and interviews conducted during the entire process must be properly documented with outcomes published as minutes of meetings and comprehensive report. The final report could be made disseminated as a policy document uploaded on the university portal with some copies made available in the library.

This approach should be consistent across centres and faculties running programmes in the university.

Constructive Alignment

To ensure constructive alignment between outcomes, teaching and assessment, an appropriate evaluation model should be adopted. There are varieties to choose from such as the CIPP model and Kirk Patrick's evaluation model just to mention few. Focus group discussions and questionnaires should be used to determine if teaching and assessments constructively align with programme outcomes. An expert in measurement and evaluation will work with subject matter

experts, students and other stakeholders to determine the extent to which programme outcomes constructively align with teaching and objectives. An evaluation report will be submitted at the end of the exercise and uploaded on the university's portal if deemed fit.

Student-centered learning, teaching and assessment

The education industry has undergone a paradigm shift from teacher-centered to student-centered learning. Instructors are expected to facilitate learning and improve performance by guiding students through the learning process. To effectively play their roles as facilitators, higher education instructors need to adopt strategies that encourage active learning. Active learning is a learning technique that allows students to take control of their learning by engaging in meaningful activities that encourage critical thinking and creativity.

Such meaningful activities are created during the design of the instruction. When meaningful activities are embedded into the programme content, instructors can provide scaffolds (support system) to help learners become independent. Active learning begins with the design of instruction. During the design, specific learning outcomes are aligned with assessment to determine student's progression.

Stakeholders to participate in design of instruction and assessment:

1. Subject Matter Experts (SMEs)
2. Instructional Designers
3. Measurement and Evaluation Experts
4. Quality Assurance Staff
5. Students

Integrating active learning and effective assessment strategies into instruction

The following approach should be adopted for the design of instruction and effective assessment in the university:

- a) Train Subject Matter Experts on the following:
 1. learning theories and the principles derived therefrom
 2. active learning strategies
 3. variety of pedagogical methods to be integrated into the teaching and learning process
 4. different assessment strategies and best practices in carrying out assessment including creating a table of specification.
- b) Students should be given orientation at the various centres and faculties on active learning strategies.
- c) Subject Matter Experts (SMEs) and instructional designers should collaborate in the design and development of each course which will include appropriate activities to encourage active learning.
- d) Representatives of student bodies should be involved when learning objectives are developed for each course.

- e) Measurement and evaluation experts would collaborate with Subject Matter Experts (SMEs) and Instructional Designers in design and development of assessment and evaluation.
- f) Assessment strategies must align with the active learning strategies adopted during the instructional process.
- g) There should be a practice of giving feedback to students at the end of each assessment. Feedback should include constructive criticisms and areas of improvement for each student.

NOTE:

It is highly recommended that Academic Staff without Formal Teaching Qualifications participate in a one-year Part Time Programme where they can obtain a certificate in the university academic teaching and learning practice. This Post Graduate Certificate in Academic Practice (PCAP) is hosted in the Faculty of Education. The certificate programme would expose academic staff to knowledge of educational theories and best practices in pedagogical and curricular development. This programme will go a long way in assuring quality in teaching and learning across all centers and faculties.

Pathway for New Programmes at the University of Port Harcourt

Graduate Programmes

Preamble: A new academic programme may be proposed by either an academic or a group of academics. Every new programme must, however, conform to the approved curriculum guideline by the National Universities Commission (NUC) and/or the University Senate. Whichever be the case, the following procedure must be followed.

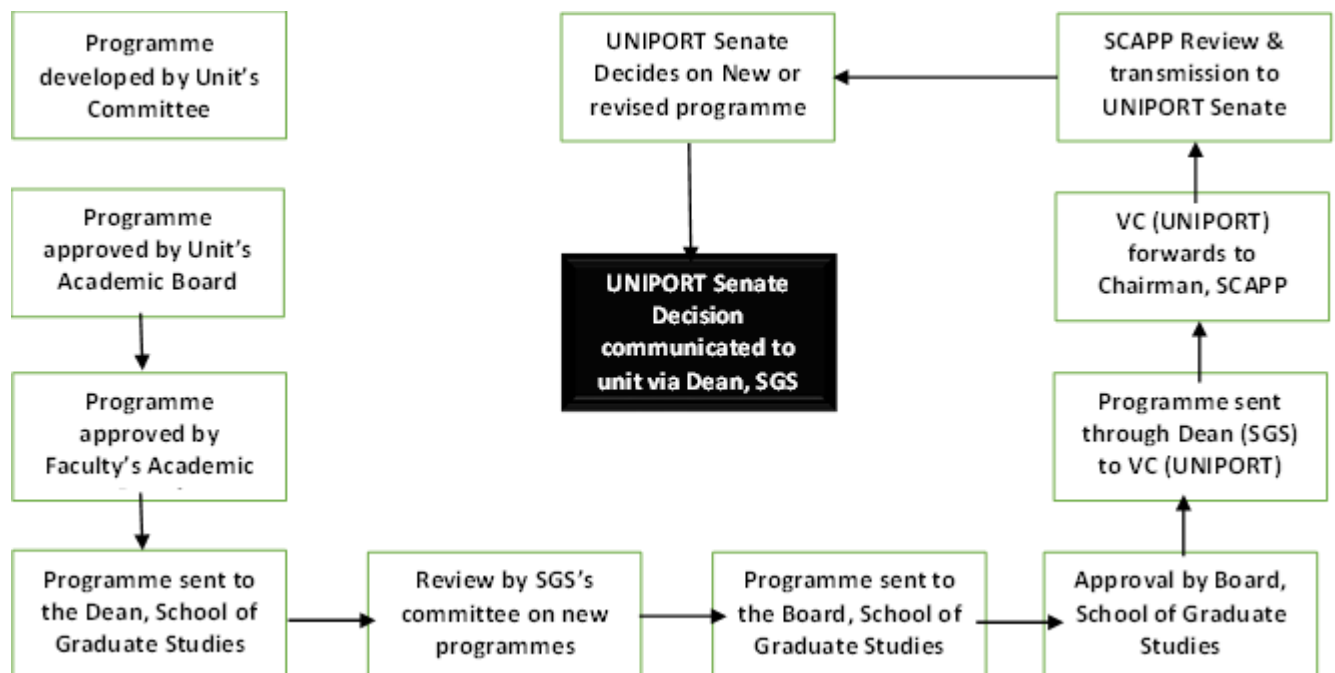
1. As shown in the flowchart below, the programme is first presented to a duly constituted Departmental Graduate Studies Committee (DGSC) for review and input. If the programme is being proposed for a Centre or Institute, the Academic Board of such a Centre or Institute replaces the Departmental Graduate Board.
2. If the DGSC or Academic Board is okay with the new programme, it makes recommendations to the Faculty Board for further consideration of the programme taking into cognizance the peculiarities at the faculty especially with regards to intra faculty courses.
3. The faculty Board then makes recommendations to the School of Graduate Studies (SGS) New Programmes Committee. This committee is made up of seasoned senior academics drawn from various faculties of the University. This committee considers the programme content, duration, admission, and graduation requirements in line with the Senate and NUC regulations.
4. The programme is further considered by the SGS Board after which, recommendations are made to the University Senate for possible approval of the programme.

Undergraduate Programmes

1. The procedure for approval of new programmes at this level is not much different from that at the graduate level especially, with respect to the first two stages except for the fact that the Departmental Board replaces the DGSC. The DGSC is made up of only Senior lecturers and above or some others who are engaged in the teaching of graduate courses while the Departmental Board consist of all lecturers in a particular department.
2. On receipt of the recommendation by the Departmental Board, the faculty Board considers the proposal and makes recommendations to the Senate Committee on Academic Programmes and Policy (SCAPP).
3. Recommendations from SCAPP are thereafter, sent to the University Senate for possible approval.

Note: In most cases the departmental and faculty boards or graduate committees may deem it fit to refer the new programmes to a committee before further consideration is made at a duly constituted meeting. for programmes being proposed by the industry or professional bodies, joint meetings are held by a subcommittee of the department/faculty/centre/institute with the industry partner or professional body to fine tune the programme prior to the stages listed above.

FLOW CHART FOR THE PROCEDURE FOR DESIGN AND APPROVAL FOR NEW OR REVISED GRADUATE PROGRAMMES IN THE UNIVERSITY OF PORT HARCOURT



TEMPLATE FOR THE SUBMISSION OF NEW UNDERGRADUATE PROGRAMMES

File

UNIVERSITY OF PORT HARCOURT
SENATE COMMITTEE ON ACADEMIC PROGRAMMES AND POLICIES

MEMORANDUM

| | |
|--|--|
| From: Chairman, SCAPP | To: Provost, College of Health Sciences |
| Date: 13 th November, 2018 | Deans of Faculties |
| Ref: UPH/REG/SCAPP.92 | Heads/Ag Heads of Department |

RE: TEMPLATE FOR SUBMISSION OF ACADEMIC PROGRAMME(S) TO SCAPP

Please find below the requirements that are necessary for the submission of Programme(s) of Study to the Senate Committee on Academic Programmes and Policies (SCAPP):

- (i) Aim and Philosophy of Programme
- (ii) Objectives of Programme
- (iii) Mission and Vision Statements
- (iv) Entry Requirements:
 - (a) O'Level Subjects
 - (b) UTME Subjects
 - (c) Direct Entry
- (v) Course Content
- (vi) Course Description
- (vii) Degree in View
- (viii) Expected Date for Commencement of Programme
- (ix) Duration of Programme
- (x) Academic Staff List
- (xi) Soft copy of the Submission for SCAPP meeting
- (xii) 23 No. hard copies of a soft copy for SCAPP Meeting
- (xiii) 20 No. hard copies of new Academic Programmes Establishment Form and soft copy to the Academic Planning Unit
- (xiv) 35 No. hard copies of New Academic Programme and soft copy to the Academic Office upon recommendation to Senate.
- (xv) Submission must pass through the Department and Faculty/College Boards.

You may note that sequel to Senate approval of an Academic Programme, there are other matters relating to Resource Verification by the National Universities Commission (NUC). The documentation of this is to be done at the Academic Planning Unit. (i.e. Completion of Self-Study Form, etc.)

Above are for your attention and necessary action, please.

Zoranan, C. P. (Mrs)
for: Chairman, SCAPP

cc: Vice Chancellor
Deputy Vice-Chancellor (Admin)
Deputy Vice-Chancellor (Acad)
Registrar
Chairman, Senate Business Committee
Chairman, Degree Results Verification Committee
Director, Academic Affairs ✓
Ag. Director, Academic Planning Unit
College Secretary CHS/Faculty Officers
Examinations and Records Officer

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Programmes [SCAPP] o
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After formal approval by the Senate of the University, the coordinator of the new programme would now request the Director of Academic Planning to contact the National Universities Commission for Resource Verification. The National Universities Commission would then arrange to assess the adequacy of resources for the administration of the new programme.

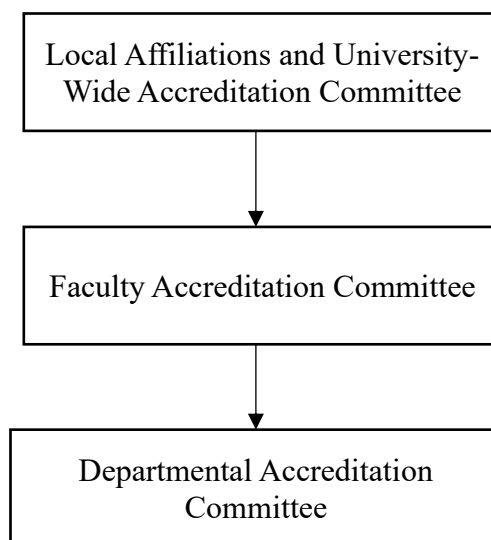
Local Affiliation and University-Wide Accreditation Committee for Monitoring and Periodic Reviews of Programmes

The University of Port Harcourt like all public and private universities in Nigeria is accountable to the Federal Ministry of Education through the National Universities Commission (NUC)

which regulates all universities in Nigeria. All undergraduate and graduate programmes are accredited by the National Universities.

Apart from the 5-year cyclical accreditation of academic programmes by the National Universities Commission, the University of Port Harcourt has a statutory committee - the Local Affiliations and University-Wide Accreditation Committee with clear mandate of ensuring institutional compliance with academic, administrative, and operational standards required by accrediting bodies such as the National Universities' Commission and the various Professional Regulatory Councils. This committee works closely with the faculty and departmental accreditation committee to achieve continuous monitoring and improvement of academic programme in the entire university.

Structure for Continuous Monitoring and Improvement of Academic Programmes in UNIPORT



Mandate of the University-Wide Accreditation Committee

1. **Ensure Compliance:**
 - Ensure that the university meets or exceeds the standards set by accrediting agencies (NUC and Professional Regulatory Councils/Boards).
2. **Oversight of Accreditation Processes:**
 - Supervise and coordinate the preparation and submission of accreditation reports, self-studies, and other required documents.
3. **Continuous Improvement:**
 - Promote continuous assessment and improvement in the quality of academic programs, administration, and student services in line with extend standards from the NUC and professional regulatory councils/boards.
4. **Institutional Integrity:**
 - Safeguard the university's integrity and commitment to its mission and values in the accreditation process.
5. **Stakeholder Engagement:**

- Facilitate communication and collaboration among faculty, staff, students, and external stakeholders to ensure compliance with accreditation standards.
- 6. **Support Specialized Program Accreditation:**
 - Provide support to individual departments or colleges seeking specialized accreditation (e.g., for professional programs such as medicine, dentistry, engineering, nursing, etc.).
- 7. **Affiliation and Linkage:**
 - Manage affiliation of the University with other bodies for joint administration of academic degrees.

Procedures of the University-Wide Accreditation Committee

1. **Committee Formation:**
 - Composed of representatives from academic departments, administrative units, and student bodies.
 - The membership of the committee include Academic Staff and Administrators
 - Appointments is made by Vice Chancellor of the university Port Harcourt for a 2-years tenure and renewal once on satisfactory performance.
2. **Meetings:**
 - Regular quarterly meetings to review progress, assess ongoing compliance, and address emerging issues.
 - Special meetings may be called in response to deadlines or critical issues in the accreditation process.
3. **Accreditation Calendar:**
 - Maintain and monitor a detailed calendar for accreditation cycles, including submission deadlines for reports, site visits, and other critical milestones.
4. **Data Collection and Analysis:**
 - Collect institutional data on student outcomes, faculty qualifications, resource allocation, and other key metrics required for accreditation.
 - Ensure the data is analysed and reported accurately in accreditation reports.
5. **Self-Study Coordination:**
 - Lead and coordinate the university's self-study process, ensuring broad participation from academic and administrative units.
 - Provide templates, guidelines, and support for departments to conduct their internal reviews.
6. **Liaison with Accrediting Bodies:**
 - Serve as the primary point of contact between the university and accrediting agencies.
 - Manage communication and correspondence with accrediting agencies before, during, and after reviews or site visits.
7. **Training and Education:**
 - Organize training and informational sessions for faculty and staff on accreditation standards, processes, and expectations.
8. **Site Visit Preparation:**
 - Prepare the university for accreditation site visits by NUC and professional regulatory councils/boards, including coordination of schedules, logistics, and briefing sessions.
9. **Reporting:**
 - Prepare annual or periodic reports to the university leadership on affiliation and accreditation status, challenges, and areas for improvement.

- Periodic reports sent to the Director of Academic Planning (DAP) and the Deputy Vice Chancellor Academic of the University of Port Harcourt.

10. Post-Site Visit Follow-Up:

- Address feedback or recommendations from accrediting bodies after site visits or evaluations.
- Develop and implement action plans to address any deficiencies or recommendations.

Evidence on ongoing monitoring and periodic review of academic programmes

- **Minutes of Central Committees Meeting:**
- **Minutes of Faculty Accreditation Committee Meeting**
- **Minutes of Departmental Accreditation**
- **NUC External Review:**

Mapping University Qualification Against National and International Qualification Framework

Programmes for University of Port Harcourt align seamlessly with national and international qualification frameworks. Our curriculum is designed to meet and even exceed the standards set by these frameworks, ensuring that our students receive a world-class education and are well-prepared to compete on a global scale.

Here's a brief overview of how our programs map against these frameworks:

- 1. National Qualification Framework (NQF):** The University of Port Harcourt Offers programmes leading to the award of Certificates, diplomas, bachelor's degrees, postgraduate diploma, master's degree, doctoral degrees and professional degrees in business administration (MBA), public health (MPH), Medicine (MBBS), Dentistry etc. These programs and qualifications shown in the appendix, align with the NSQF, which is established by the National Board on Technical Education. The National Universities Commission reviews submissions for undergraduate and graduate programmes as a pre-requirement for resource verification and accreditation of all programmes run in any public or private university in Nigeria (<https://www.nuc.edu.ng>). External quality assurance for all academic programmes in Nigerian Universities is undertaken by the National Universities Commission who assemble the team of experts to accredit specific undergraduate and postgraduate programmes for 5-year cycle. This ensures that our graduates meet the educational standards and qualifications recognized within our country. This alignment facilitates smooth transitions for our students into various industries and postgraduate studies. The National Universities Commission also implements the guideline on Transnational Education (<https://www.nuc.edu.ng/transnational-education-guideline-document/>) in line with the Global Agreement on Trade in Services (GATS). The Nigerian Skills Qualifications Framework (NSQF) includes 6 levels of qualifications and is monitored by the National Board for Technical Education (NBTE), an agency under the Federal Ministry of Education in Nigeria. There are no academic qualifications for levels 2 and 4
- 2. Interrelationship with Regional and International Qualification Frameworks:** The Framework for Recognition and Equivalence of Certificates in the ECOWAS Region shown in Table 1, was validated by Ministers of Higher Education of Member States when they met in December 2019. The benchmarking of the NSQF to the Regional Qualification Framework (RQF) across Africa which covers the Francophone System, Anglophone System and Lusophone System¹ have shown fair comparison. A clear statement from the report "RQFs across Africa as a continent and across other continents like Europe and Asia have a symbiotic relationship with regards to regional recognition agreements and qualifications frameworks. However, the emergence of UNESCO in the overall picture of RQFs in the ECOWAS Region is a significant advantage and bodes well for future advancement of the development process. The ECOWAS RQF will also be related to the EU QFs, classified as a blueprint for the upcoming African Continental Qualifications Framework (ACQF)" The commitment

¹ Jean Adotevi, Umar Farouq Kyari, African Continental Qualifications Framework ACQF
MAPPING STUDY

of the University of Port Harcourt to internationalization means that our programs also align with renowned international qualification frameworks such as the European Qualifications Framework (EQF)², the Qualifications Framework of the European Higher Education Area (QF-EHEA), the Regulated Qualification Framework (RQF) and others as applicable (Table 2). This alignment enables our students to be competitive globally and pursue opportunities, if they wish, abroad.

3. **Industry Standards:** Our curriculum is regularly updated to incorporate industry-specific standards and requirements. We work closely with industry partners, through our Centres of Excellence, to ensure our graduates are not only academically proficient but also well-equipped with the practical skills needed in the job market.
4. **Accreditation:** Many of our programs are accredited by the regulatory authority in Nigeria, recognized professional bodies and associations. This accreditation validates the quality and relevance of our education and ensures that our graduates meet industry-specific standards.

Overall, our university provides education that aligns with national and international qualification frameworks, preparing our students for success in a rapidly changing and globally connected world. We are proud of our commitment to excellence in education and look forward to continuing to produce highly qualified graduates who contribute to society and excel in their careers.

Table 1. Framework for Recognition of Certificates in the ECOWAS Region

| QUALIFICATION | FRACOPHONE SYSTEM | ANGLOPHONE SYSTEM | LUSOPHONE SYSTEM |
|--|--|---|---|
| PhD | DOCTORAT UNIQUE/UNIVERSITE (LMD) PhD IN ALL FIELDS INCLUDING MEDICINE, PHARMACY, DENTISTRY, ETC | PhD IN ALL FIELDS INCLUDING MEDICINE, PHARMACY, DENTISTRY, ETC | DOCTORAMENTO IN ALL FIELDS INCLUDING MEDICINE, PHARMACY, DENTISTRY, ETC |
| PROFESSIONAL QUALIFICATION AND NOT PHD | DOCTORAT MEDECINE* DOCTORAT PHARMACIE* DOCTORAT ODONTOSTOMATOLOGIE* DOCTORAT VETERINAIRE* | MEDICAL DOCTORS* VETERINARY DOCTORS* DENTISTS* PHARMACISTS* ETC | MEDICAL DOCTORS* VETERINARY DOCTORS* DENTISTS* PHARMACISTS* ETC |
| MASTERS | MASTERS (LMD) MASTERS IN ALL FIELDS INGENIEUR/PROFESSIONAL DESS (for employment) and DEA (for academic progression and teaching in the University) | MASTERS IN ALL FIELDS (MA, MSC, LLM, MBA ETC) | MESTRADO IN ALL FIELDS (MA, MSC, LLM, ETC) |
| BACHELOR | LICENCE (LMD) MAITRISE/ DTS/ INGENIEUR TECHNIQUE | BACHELOR'S DEGREE IN ALL | LICENCIATURA IN ALL FIELDS: BA, BSc, LLB ETC |

² The European Qualification Framework. Available from <https://europass.europa.eu/en/europass-digital-tools/european-qualifications-framework>

| | | | |
|--|--|--|---|
| | | FIELDS: BA/ BSc, LLB, HND ETC | |
| INTERMEDIATE | DUT/ BTS/ DEUG, DUEL, DUES (2 YEARS) | NATIONAL DIPLOMA, NCE OR ANY EQUIVALENCE (2 YEARS) | BACHARELATO (2 YEARS) |
| MINIMUM ENTRY REQUIREMENT FOR HIGHER EDUCATION | BACCALAUREAT (GENERAL/TECHNIQUE/PROFESSIONNEL) | WAEC/ O-LEVEL/ WASC/ NECO/NABTEB/IJMB | 12E DECIMO SEGUNDO ANO - EXAMEN DE LA 12EME ANNEE |
| * These Doctorate degrees are professional courses and not equivalent to the PhD. Additional courses need to be taken to obtain academic Doctorates | | | |
| ** Doctorate de 3eme Cycle has been replaced by Doctorate Unique due to LMD reforms. It is a subject of debate since it is said to be lower than PhD but higher than Masters' Degree. It was therefore agreed that it is not a formal PhD. | | | |

Source: ECOWAS Experts' Meeting Report, Lome, December 2019

Table 2. Comparison of the Nigerian Skill Qualification Framework with International (Regulated and European) Qualifications Frameworks

| Nigerian Skill Qualification Framework (NSQF) | | | European Qualification Framework (EQF) | Regulated Qualification Framework (RQF) |
|--|---|---|---|---|
| Academic qualification | Technological | National Skills Qualification | | |
| | | | EQF Level 8 Vocational Qualification Level 8 | RQF Level 8 Doctoral Degrees Professional Development Awards |
| NSQF Level 6 Master's Degree / Doctorate | Master's or Doctorate in Technology | NSQ Level 6 | EQF Level 7 | RQF Level 7 Master's degrees Post Graduate Diploma Post Graduate Certificate Professional Development Awards |
| | | | EQF Level 6 Vocational Qualifications Level 6 | RQF Level 6 Honours Degree Graduate Certificate/Diploma Professional Development Awards |
| NSQF Level 5 Bachelor's Degree | Higher National Diploma /Degree | NSQ Level 5 | EQF Level 5 Level 5 Vocational Qualifications Higher National Diplomas (HND) | RQF Level 5 Higher National Diplomas Diploma of Higher Education Professional Development Awards |
| NSQF Level 4 | National Diploma (ND)/ Advanced National Technical Certificate | NSQ Level 4 / National Innovation Diploma | | RQF Level 4 Higher National Certificates Level 4 Vocational Qualifications |

| Nigerian Skill Qualification Framework (NSQF) | | | European Qualification Framework (EQF) | Regulated Qualification Framework (RQF) |
|---|--|-------------------------------|---|--|
| Academic qualification | Technological | National Skills Qualification | | |
| | (ANTC) /Advanced National Business Certificate (ANBC) | | | |
| | | | EQF Level 4 GCE AS and A-Level National Vocational Qualification Level 3 | RQF Level 3 National Certificates National Progression Awards Professional Development Awards |
| NSQF Level 3 Senior School Certificate | National Technical Certificate/ National Business Certificate / Labour Trade Certificate 1 | NSQ Level 3 / NVC 3 | EQF Level 3 GCSE Grades A* - C Higher Diploma (England) National Vocational Qualification Level 2 | RQF Level 2 Standard Grade Credit National Certificates National Progression Awards |
| NSQF Level 2 | NQF Level 2 Labour Trade Certificate 2 | NSQ Level 2/NVC 2 | EQF Level 2 GCSE Grades G-D Foundation Diploma National Vocational Qualification | RQF Level 1 Intermediate 1 Standard Grade – General National Certificates National Progression Awards |
| NSQF Level 1 Pre-vocational, Junior School Certificate 3 | NQF Level 1 Labour Trade Certificate 3 | NSQ Level 1/ NVC 1 | EQF Level 1 | Entry Level 3 Access 3 Standard Grade – Foundation |

Appendix

**UNIVERSITY OF PORT HARCOURT
PORT HARCOURT
PROGRAMMES APPROVED BY THE SENATE OF THE UNIVERSITY OF PORT HARCOURT
FROM 2017-APRIL 2019**

| S/No . | Faculty/Department/ Centre/Institute | Programme | Senate Meeting |
|---------------|--|---|---|
| 1. | Political and Administrative Studies | B.Sc. in Public Administration | 428 th Meeting (Extraordinary) held on Wednesday, 1 st February, 2017 |
| 2. | Theatre & Film Studies | Ph.D Programme, Theatre & Media Arts | 430 th Meeting (Extraordinary) held on Tuesday, 28 th March, 2017 |
| | Finance & Banking | Professional Master of Finance & Banking/ACIB Linkage Programme | |
| 3. | Political & Administrative Studies | PGD in Public Administration | 432 nd Meeting (Extraordinary) held on Thursday, 20 th July, 2017 |
| | | M.Sc. in Public Administration | |
| | | PhD in Peace and Conflict Studies | |
| | Geography and Environmental Management | M.Sc. in Geography and Environmental Management • Cartography Option | |
| | Institute of International Trade and Development | PGD in International Trade and Development | |
| 4. | Centre for Occupational Health, Safety and Environment (COHSE) | PGD in Occupational Health, Safety and Environment (OHSE) | 434 th Meeting (Extraordinary) held on Friday, 13 th October, 2017 |
| | Hospitality Management and Tourism | PGD in Hospitality Management and Tourism | |
| | | MSC in Hospitality Management and Tourism a) Tourism and Leisure Studies | |

| S/No . | Faculty/Department/ Centre/Institute | Programme | Senate Meeting |
|--------|--|--|---|
| | | b) Hospitality and Event Management | |
| 5. | Ophthalmology | Ophthalmology | 436 th Meeting (Extraordinary) held on Wednesday, 28 th March, 2018 |
| | Otorhinolaryngology (Ear, Nose & Throat-ENT) | Otorhinolaryngology (Ear, Nose & Throat-ENT) | |
| 6. | Law | Jurisprudence and International Law | |
| 7. | Law | Department of Commercial and International Law | |
| 8. | Forestry and Wildlife Management | Ph.D in Wildlife & Ecotourism Management | 438 th Meeting held on Friday, 29 th June, 2018 |
| | | Ph.D in Forestry | |
| | College of Health Sciences | Post Graduate Diploma in Medical Education | |
| | Department of Food, Nutrition and Home Science | a) B.Sc. in Food Science and Nutrition b) B.Sc. in Home Science | |
| 9. | School of Science Laboratory Technology (SSLT) | a) Post-Graduate Diploma In Science Laboratory Technology (PGD-SLT) | 440 th Meeting (Extraordinary) held on Friday, 26 th October, 2018 |
| | | b) Master of Science Laboratory Technology (MSLT) | |
| 10. | Department of Music | a) Post-Graduate Diploma in Music (PGDM) | |
| | | b) Master of Arts (M.A) in Music | |
| 11. | Centre for Information and Telecommunications Engineering | PGD in Information and Telecommunications Engineering | |
| 12. | Institute of Natural Resources & Sustainable Development [INRES] | Master of Science (M.Sc) in Integrated Water Resources Management (IWRM) | |
| 13. | Institute of Niger Delta Studies | M.Sc in Security and Intelligence Studies | |

| S/No | Faculty/Department/ Centre/Institute | Programme | Senate Meeting |
|-------------|---|--|--|
| 14. | Centre For Marine Pollution and Seafood Safety | a) Post Graduate Diploma (PGD) in Environmental Pollution Studies | 440 th Meeting (Extraordinary) held on Friday, 26 th October, 2018 |
| | | b) Master of Science (M.Sc) in Environmental Pollution Studies | |
| 15. | Crop and Soil Science | a) Doctor of Philosophy (Ph.D) in Crop Production | |
| | | b) Doctor of Philosophy (Ph.D) in Crop Protection | |
| | | c) Doctor of Philosophy (Ph.D) in Soil Science | |
| 16. | Agricultural Economics and Extension | a) Revised Post Graduate Diploma (PGD) in Agricultural Economics and Extension | |
| | | b) Revised Master of Science (M.Sc) in Agricultural Economics with specializations in: i. Farm Management and Production Economics ii. Agricultural Finance and Project Analysis | |
| | | c) Revised Master of Science (M.Sc) with specializations in: i. Agricultural Extension and Rural Development ii. Agricultural Communication/ Information Communication Technology in Agriculture | |
| | | d) Master of Science (M.Sc) in Agricultural Economics with specializations in: i. Agricultural Resource and Environmental Economics ii. Agribusiness Management | |
| | | e) Master of Science (M.Sc) in Agricultural Extension: (Agricultural Extension Administration and Programme Planning) | 440 th Meeting (Extraordinary) held on Friday, 26 th October, 2018 |

| S/No . | Faculty/Department/ Centre/Institute | Programme | Senate Meeting |
|--------|---|---|---|
| | | f) Doctor of Philosophy (Ph.D) in Agricultural Economics with specializations in: Farm Management and Production Economics Agric. Finance and Project Management | |
| | | g) Doctor of Philosophy (Ph.D) in Agricultural Extension with specializations in: i. Agricultural Extension and Rural Development ii. Agricultural Communication/ Information Communication Technology in Agriculture | |
| 17. | Occupational Health, Safety & Environment (OHSE) | Post Graduate Diploma (PGD) in Occupational Health, Safety & Environment (OHSE) | |
| 18. | Science Laboratory Technology (SLT) | Biology/Biotechnology (BBT) option | |
| 19. | Educational Management | Business Education Social Studies Education (SSE) | |
| 20. | University of Port Harcourt School of Public Health | a) Post-Graduate Diploma in Public Health b) Master of Science (M.Sc) in Public Health with specializations in: i. Epidemiology; ii. Environmental Health; iii. Health Systems Management; iv. Population/ Reproductive Health | 441 st Meeting (Extraordinary) held on Thursday, 28 th February, 2019 |

| S/No . | Faculty/Department/ Centre/Institute | Programme | Senate Meeting |
|--------|---|--|---|
| | | c) Doctor of Philosophy Ph.D) in Public Health with specializations in: i. Epidemiology; ii. Health Systems Management; iii. Population/ Reproductive Health d) Doctor of Public Health (DrPH) | |
| 21. | Africa Centre of Excellence in Public Health and Toxicological Research (ACE-PUTOR) | a) Post-Graduate Diploma In Fertility Nursing Education b) Master of Science (M.Sc) in Midwifery/ Child Health c) Doctor of Philosophy (Ph.D) in: i. Environmental Health ii. Environmental Toxicology iii. Public Health Nutrition | |
| 22. | Pharmacology | Post Graduate Diploma in Pharmacology | |
| 23. | University of Port Harcourt Sports Institute (UPSI) | Master of Science (M.Sc) in Sports Science with options in: i. Sports Nutrition ii. Exercise Science iii. Fitness and Recreational Management iv. Sports Coaching and Administration v. Sports Broadcasting/ Journalism. | 441 st Meeting (Extraordinary) held on Thursday, 28 th February, 2019 |
| 24. | Faculty of Social Sciences | Master of Science (M.Sc) in Social Policy | |
| 25. | African Centre of Excellence in Public Health and Toxicological Research (ACE-PUTOR) | PhD Programme in Nutritional Biochemistry/ Toxicology | 443 rd Meeting held on Tuesday, 30 th April, 2019 |

| S/No . | Faculty/Department/ Centre/Institute | Programme | Senate Meeting |
|-----------|---|--|---|
| 26. | University of Port Harcourt Business School (UPBS) | i. MBA Oil and Gas Energy Management ii. M.Sc. in Human Communication Therapy. iii. M.Sc in Disability Studies and Management. iv. M.Sc in Special Needs Education. | 445 th meeting of Senate held on Wednesday, 25 th September, 2019 |