



National Institute of Social Development Policy on Programme/Curricular Approval, Implementation, Monitoring, Review, and Discontinuation

Policy Title: Policy on Programme/ Curricular Approval, Implementation, Monitoring, Review, and Discontinuation

Policy Number: 12

Functional Area: Academic Staff Members/Non-Academic members

Effective Date: 11.07.2024

Approving Authority: The Governing Council, National Institute of Social Development

Administrative Responsibility: DG, ADG, AAB, Faculty Board, Curriculum Development Committee, Center for Quality Assurance and GC

12.1. Rationale & Purpose:

This policy provides a structured framework for the approval, implementation, monitoring, review, and discontinuation of credit-bearing courses or academic programs at the National Institute of Social Development (NISD). It aims to ensure alignment with the institute's vision, compliance with quality assurance standards, and promotion of student-centric learning outcomes. The policy serves to guide administrators and committees involved in the curricular process at the institute.

12.2. Scope:

The policy applies to all academic staff members and students across various courses and programs offered by NISD.

12.3. Policy Statement:

The NISD recognizes the pivotal role of well-structured and continuously evolving academic programs in fulfilling its mission and objectives. Key principles and guidelines under this policy include:

- 12.3.1 Curriculum Design and Specifications: Programs of study and modules must align with the institute's vision, comply with quality assurance criteria, and clearly articulate course specifications and learning outcomes.
- 12.3.2 Diversity and Equity: Curriculum design should offer equal opportunities for students from diverse backgrounds, provide flexible entry points, and facilitate progression through different levels of achievement.
- 12.3.3 Teaching and Learning Strategies: Programs should employ a variety of teaching methods conducive to achieving module objectives and fostering critical thinking, understanding, and lifelong learning skills.
- 12.3.4 Quality Assurance: Regular monitoring and review of modules and programs are essential to maintain academic standards, ensure relevance to external opportunities, and facilitate continuous improvement.
- 12.3.5 Approval and Implementation: New programs or significant modifications to existing ones require approval from relevant faculty boards, curriculum development committees, AAB, and the Governing Council. Once approved, programs should be included in official publications and prospectuses.
- 12.3.6 Monitoring and Review: Ongoing monitoring of programs and modules should incorporate student feedback and stakeholder input to identify areas for improvement and ensure currency and relevance.
- 12.3.7 Discontinuation Process: Programs with low enrollment or outdated relevance may be considered for discontinuation after a thorough review process involving faculty boards, the Senate, and final approval by the Governing Council.

12.4. Definitions:

- 12.4.1. Academic Affairs Board (AAB): The supreme academic and administrative body responsible for final decisions in matters pertaining to the institute.
- 12.4.2. Course/Module Review: Internal evaluation process to monitor and reflect on educational outcomes and effectiveness.
- 12.4.3. Curriculum Alignment: Ensuring coherence between program objectives, content, teaching methods, and assessment practices.
- 12.4.4. Learning Outcomes: Statements describing knowledge or skills students should acquire by the end of a course or program.
- 12.4.5. Programme Evaluation: External assessment by expert peers or agencies to

evaluate program outcomes and impact.

- 12.4.6. New Programme: A program not previously offered or substantially changed in purpose, outcomes, or delivery.
- 12.4.7. Outcomes-Based Education: Learner-centered approach focusing on demonstrating achievement of specific learning outcomes.

12.5. Titles of Related Policies, Procedures, Forms and Guidelines

- 12.5.1. Assessment and moderation of student learning policy
- 12.5.2. Plagiarism policy
- 12.5.3. Evaluation of teaching policy
- 12.5.4. Teaching and learning policy

This comprehensive policy framework underscores NISD's commitment to maintaining high academic standards, fostering innovation, and meeting the evolving needs of students and society. By adhering to these guidelines, the institute ensures the continuous enhancement and relevance of its academic offerings in line with global best practices in social work education, training, research and practice.