**Preamble**

One of the mandates of the National Universities Commission (NUC) is making university education in Nigeria more responsive to the needs of the society. Therefore, in achieving that the NUC commenced the journey to restructure the BMAS in 2018, introducing in its place, the Core Curriculum and MinimumAcademic Standards (CCMAS), to reflect the 21st Century realities, in the existing and new disciplines and programmes in the Nigerian University System. The new CCMAS is a product of sustained stakeholder interactions over two years. The composition of each panel took into consideration, the triple helix model, as a unique feature. This involved a blend of academic experts, academies, government (represented by NUC), professional bodies and of course, the private sector represented by the Nigerian Economic Summit Group (NESG).

In order to enrich the draft documents, copies of each discipline were forwarded to all critical stakeholders including the relevant academic units in Nigerian Universities, the private sector, professional bodies and the academies for their comments and input. These inputs along with the curriculum of programmes obtained from some foreign and renowned universities served as major working materials for the various panels constituted for that purpose.

In line with the dynamism in higher education provisioning, the Commission took cognizance  
of complaints by the universities on the high number of General Studies (GST) courses in the  
BMAS, and was subsequently streamlined. Entrepreneurship courses such as Venture Creation  
and Entrepreneurship, and innovation found generous space. In addition, the new curriculum  
unbundled the Bachelor of Agriculture, Bachelor of Science in Mass Communication and the  
Bachelor of Architecture Programmes, while establishing some emerging specializations in  
these fields as obtained globally. This is in furtherance of the goal of producing fit for purpose  
graduates. The Allied Health Sciences was also carved out as a new Discipline from the  
existing Basic Medical Sciences discipline.

Preceding the completion of the curriculum review content and language editing, a 3-day  
validation workshop (face-to-face mode) involving critical stakeholders, including STRADVCOM, Vice-Chancellors and Directors of Academic Planning of Nigerian Universities, as well as the Nigerian Economic Summit Group (NESG) was organized by the Commission to validate the CCMAS documents, and to engender ownership for ease of implementation.

Consequent upon the afore-mentioned processes, seventeen CCMAS documents were  
produced for the following academic disciplines in the NUS:

1. Administration and Management
2. Agriculture
3. Allied Health Sciences
4. Architecture
5. Arts
6. Basic Medical Sciences
7. Computing
8. Communication and Media Studies
9. Education
10. Engineering and Technology
11. Environmental Sciences
12. Law
13. Medicine and Dentistry
14. Pharmaceutical Science
15. Sciences
16. Social Sciences
17. Veterinary Medicine

The CCMAS documents are uniquely structured to provide for 70% of core courses for each  
programme, while allowing universities to utilise the remaining 30% for other innovative  
courses in their peculiar areas of focus. In addition to the overall Learning Outcomes for each  
discipline, there are also Learning Outcomes for each programme and course. **In general, programmes are typically structured such that a student does not carry less than 30 credit units or more than 48 credit units per session.**

**The Current Review of the BMAS**

The journey of the current curriculum review efforts commenced in 2018, when the National Universities Commission circulated the 2018 draft BMAS to all Nigerian universities and other stakeholders for their comments. In addition to the harvested comments, the curriculum of different programmes of some world-class universities were downloaded. The draft 2018 BMAS, compiled comments of Nigerian universities and other stakeholders and the downloaded curriculum of some foreign universities served as the working documents for the curriculum review panels. A multi stakeholder approach was deployed in constituting the panels for the curriculum review exercise. The constituted panels included:

1. Academic staff of Nigerian universities;
2. Representatives of the Academies;
3. Representatives of Professional bodies/associations
4. Representatives of the private sector

In addition to the reviewers working individually and in consultation with their subject area peers, over 512 cumulative online meetings of the general assembly (Vice-Chancellors, Discipline Chairmen/Chairpersons, programme-specific reviewers and Heads/representatives of international quality assurance agencies and institutions); Discipline groups; and programme groups were held between March and November, 2021. Physical meetings were also held to finalize the curriculum review exercise.

The reviewers carried out their assignments with a view to producing a curriculum for their respective programmes that will reflect both national and international expectations. Specifically, the reviewers focused on ensuring that the emerging curriculum will be adequate to train Nigerian university students in the 21st Century. By implication and in addition to current trends in the various programmatic areas, the curriculum will be ICT oriented, promote Artificial Intelligence, enhance skills acquisition (including soft skills), inculcate and sharpen entrepreneurship mindset of students and capable of steering the deployment of evolving technologies to deliver its content.

**The Core Curriculum and Minimum Academic Standards (CCMAS)**

The major highlights of the new curriculum are:

1. Change of nomenclature from **Benchmarks Minimum Academic Standards  
   (BMAS)** to **Core Curriculum and Minimum Academic Standards (CCMAS);**
2. The curriculum provides for 70% minimum core courses requirements for graduation.  
   Nigerian universities are expected to provide the remaining 30%;
3. In consonance with global best practice, the curriculum is to stimulate blended learning  
   in its delivery;
4. Mass Communication has been unbundled to create a distinct discipline of  
   Communications comprising degree programmes in Advertising, Broadcasting,  
   Development Communication Studies, Film and Multimedia, Information and Media  
   Studies, Journalism and Media Studies, Mass Communication, Public Relations and  
   Strategic Communication;
5. Agriculture has been unbundled into programmes in its contributing components of  
   B.Sc Agricultural Economics, B.Sc. Animal Science, B.Sc. Crop Science and B.Sc. Soil  
   Science;
6. The unbundling of Architecture and introduction of Architecture as a new discipline  
   with programmes like Architecture, Architectural Technology, Furniture Design,  
   Interior Architecture Design, Landscape Architecture and Naval architecture;
7. The split of the Basic Medical Sciences discipline into two – Basic Medical Sciences and  
   Allied Health Sciences;
8. Reduction of the General Studies (GST) course from 36 credit units to 12 credit units of 6 courses as follows:
9. Communication in English;
10. Nigerian People and Culture;
11. Philosophy, Logic and Human Existence;
12. Entrepreneurship and Innovation;
13. Venture creation; and
14. Peace and Conflict resolution.
15. Entrepreneurship has been repackaged with the introduction of programme-specific  
    entrepreneurship;
16. The number of academic disciplines has been increased from 14 to 17.

Having reviewed the curriculum of Nigerian universities, the next steps will include training  
and retraining of academic staff of Nigerian universities to effectively deliver the content of  
the curriculum.

**Graduation Requirements**

1. Candidate must earn the minimum credit units of not less than 120 for UTME students and 90 for Direct Entry.
2. Candidate must have passed a minimum of 150 credit units for UTME and 120 credit units for Direct Entry.