



RECRUITMENT PROFILE

Academic / Curriculum Lead

Design the curriculum an institution opens with.

BOLO IT is seeking an experienced academic — a programme leader, head of department or senior lecturer — to complete and validate the curriculum for its Higher National Diploma, Bachelor's and Master's pathways, and to build the teaching, assessment and quality frameworks the institution will open with.

Location	Douala, Cameroon
Employment	Full-time Academic leadership
Reports to	Executive Director
Expected start	December 2026
Sector	Higher education Technology Curriculum

The institution

BOLO Institute of Technology is a technology-focused higher-education institution in Cameroon, architected around three pathways — Higher National Diploma, Bachelor's and Master's — and being developed to prepare technology professionals, innovators, researchers and entrepreneurs for opportunities in Cameroon, across Africa and internationally.

BOLO IT is being built around a distinctive educational model: rigorous academics combined with hands-on laboratories, real-world projects, internships, professional certifications, mentorship and instruction shaped by experienced technology practitioners. The institution is intentionally globally oriented, AI-enabled and Silicon Valley-inspired.



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Deido - Douala
Cameroon



A student educated at BOLO IT in Cameroon should leave with the academic foundation, practical capability, AI fluency, professional exposure and confidence to compete with technology talent anywhere in the world.

The opportunity

The Academic / Curriculum Lead turns BOLO IT's educational model into teachable material. In the pre-launch phase the role covers curriculum completion and validation, module and assessment design, the academic calendar, teaching standards and the brief against which the first faculty are recruited. From launch, it carries responsibility for academic quality across delivery — teaching observation, assessment moderation, student progression and the improvement of every programme after its first run.

Mandate

- Complete and validate the curriculum for all three pathways so teaching can begin on day one.
- Translate the institution's practice-led model into modules, laboratories, projects and assessments — not lecture notes alone.
- Set assessment and academic-integrity standards a regulator, an employer and a partner university would each recognise.
- Build the teaching framework part-time lecturers deliver against, so quality does not depend on who is in the room.
- Embed AI, cloud, software, data and cybersecurity practice into coursework wherever it is academically justified.
- Establish the moderation and review cycle that improves each programme after its first run.



Core responsibilities

Curriculum design & validation

Complete module specifications, learning outcomes, credit structures and progression rules across the three pathways, and carry them through internal validation and any regulatory review required before teaching begins.

Assessment & academic standards

Design the assessment scheme for every module, set marking criteria and moderation practice, and establish the academic-integrity rules — including how AI use is assessed rather than merely prohibited.

Practical & laboratory learning

Specify the laboratory work, projects and portfolio requirements that make the practice-led model real, and define the equipment, software and technician support each requires.

Teaching frameworks & faculty support

Build the module handbooks, delivery guidance and observation practice that a mixed team of core faculty and part-time lecturers teaches against, and support lecturers new to the institution's standards.

Academic calendar & regulations

Establish the teaching calendar, examination timetable, progression and award regulations, and the records practice that supports them.



Faculty recruitment & development

Write the academic brief for faculty and lecturer recruitment, sit on selection panels, and design induction and continuing development for teaching staff.

Quality assurance & improvement

Run the review cycle — student feedback, results analysis, external input and revision — so each programme is measurably better in its second year than its first.

First-phase priorities

1. Audit existing curriculum work and establish what is complete, what is partial and what has not been started.
2. Complete module specifications, learning outcomes and credit structures for the launch programmes.
3. Design the assessment scheme, marking criteria and moderation practice across all modules.
4. Specify laboratory, project and portfolio requirements, with the equipment and software each depends on.
5. Draft academic regulations covering progression, examination, award and academic integrity.
6. Establish the academic calendar for the first teaching year.
7. Write the academic brief for core faculty and part-time lecturer recruitment.
8. Build module handbooks and delivery guidance for the first semester.
9. Prepare the curriculum documentation required for regulatory review.
10. Design induction for the first teaching team ahead of the first intake.





Required qualifications

- Master's degree as a minimum in computing, engineering, education or a related discipline; a doctorate is an advantage.
- Substantial higher-education teaching experience, with programme-level or departmental responsibility.
- Demonstrated experience writing or substantially revising a higher-education curriculum, including learning outcomes, assessment schemes and moderation practice.
- Working knowledge of Cameroonian higher-education regulation and the HND framework, or the capacity to acquire it quickly.
- Current enough in technology practice — software, cloud, data or cybersecurity — to judge whether coursework reflects how the work is actually done.
- Able to work in both English and French; teaching materials and regulatory correspondence exist in both.

The person we are looking for

This role suits an academic who would rather build a programme than inherit one, and who judges a curriculum by what students can do at the end of it.

Academic rigour

Holds standards that survive external scrutiny, and can explain why each one exists.

Practitioner literacy

Knows how technology work is done today, and can tell current practice from dated syllabus.





Documentation discipline

Writes specifications, regulations and handbooks that other people can teach from without asking.

Collaborative instinct

Builds curriculum with lecturers and employers rather than handing it down finished.

Regulatory fluency

Comfortable working inside a national framework without letting compliance flatten the programme.

Student-centred judgement

Designs for what a graduate will be able to do, not for what is easiest to timetable.

What success looks like

In the first year

Within the first year, BOLO IT should have a validated curriculum across all three pathways, complete module and assessment documentation, published academic regulations, a working academic calendar, module handbooks a new lecturer can teach from, and a first cohort taught to a standard the institution can evidence.





Over time

Over time, success will be measured through student progression and retention, assessment outcomes and their moderation, external and employer feedback on graduate capability, certification attainment, the quality of student project and portfolio work, and the institution's standing in regulatory and partner review.

The BOLO IT graduate

A BOLO IT graduate should be academically grounded, technically capable, AI-fluent, practically experienced, globally minded, professionally prepared, innovative and entrepreneurial. Students should leave with more than transcripts — they should leave with projects, software, research, certifications, portfolios, internships, professional relationships and evidence of real-world capability.

How to apply

| We believe world-class technology talent can be developed anywhere.

Our ambition is to build one of Africa's leading technology institutions and develop graduates capable of competing with technology talent anywhere in the world.

Applications and enquiries should be sent to info@bolo89.com. Please include a curriculum vitae and a short covering letter setting out why this role, at this institution, at this moment.

BOLO Institute of Technology is an equal-opportunity employer. This profile describes the role as currently planned; details may be refined before appointment.

