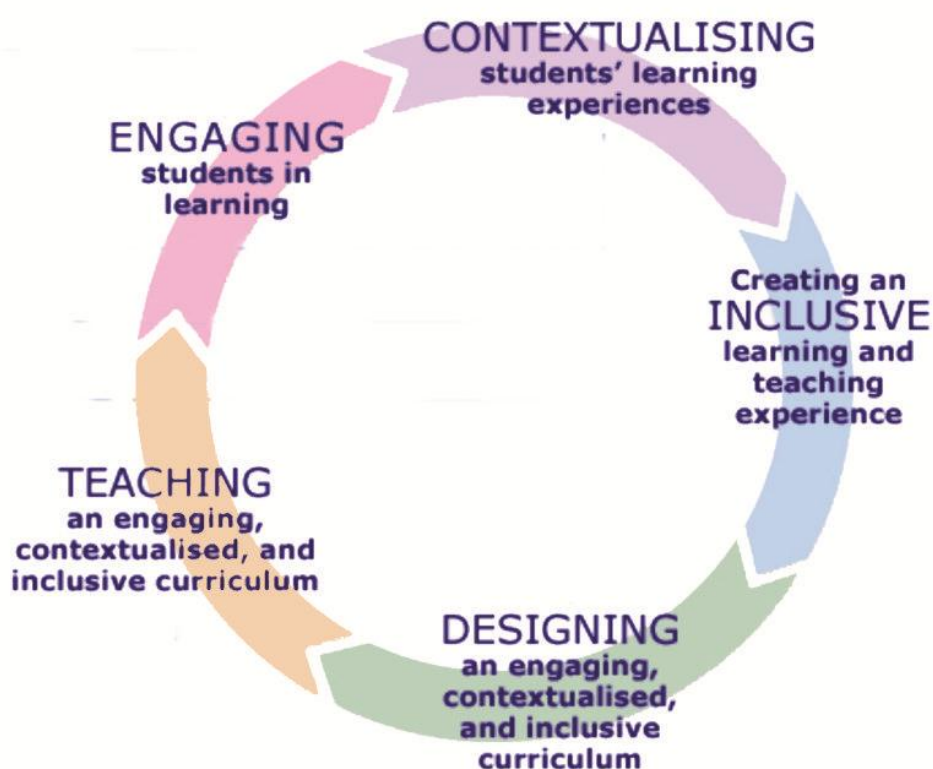


# MANUAL FOR CURRICULUM DEVELOPMENT



## Internal Quality Assurance Unit Horizon Campus

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## Manual for Curriculum Development.

The university needs to produce a manual to guide units in curriculum development and the following procedure is recommended.

### First step:

Head of Department or Programme initiator liaises with the Academic Senate at an early stage for advice to ensure that the programme is developed in accordance with the University formats.

The proposed curriculum should include:-

- i. Title,
- ii. Objectives/outcomes,
- iii. Justification,
- iv. Entry requirements,
- v. Detailed course content,
- vi. Course Categorization
  - a. Core
  - b. Electives
  - c. Audit
  - d. Pre-requisite
- vii. Duration,
- viii. Classification of the awards,
- ix. External review by professional association or the prospective employer
- x. Resources include Staffing, (full-time, part-time, technicians,) Equipment, General operating costs/fees structure; Resources also include relevant Library Materials, ICT, Space/ Accommodation, (Lecture rooms, Labs, Workshops, Studios, Land, Internship facilities etc).and even photocopying.
- xi. **Balance theory, practical skills:** There is need to balance theory, practical skills and Internship.
- xii. The proposed Programme must have a Coordinator whose qualifications are in the major courses to be conducted in the Programme.

### Second step:

Internal Quality Assurance Unit (IQAU) examines the proposed programme to ascertain that all the above formats have been adhered to and then recommends it to next step

### Third step

The Academic Senate Programmes examines:-

- i. Programme content relevance /justification. The content should be assessed objectively by Peer reviewing (internally and or externally).
- ii. To ensures that it is in harmony with the University policies and mission.
- iii. Quality of delivery (to verify information provided i.e availability of facilities, equipment, Core Staff including staff-load,)
- iv. Whether the unit proposing the Programme has the mandate to house it.
- v. That in order to allow ample time for assessments of curriculum and preparation for implementation, there should be an almanac set by the Academic Programmes Committee which spells out the dates or deadlines for the units to follow each academic year when developing academic Programmes.

### Fourth Step

The Academic Senate considers the proposed Programme

### Fifth step.

The proposed academic programme shall be submitted to the IQAU.

The proposal shall include information on:

- i) Name of the academic programme
- ii) Objectives of the programme
- iii) Justification for introduction of the programme
- iv) Physical facilities for the programme
- v) Human resource for the programme
- vi) Evidence to show that there is demand for the programme.

The IQAU will consider the proposal and will establish whether:

- i) the Department proposing the Programme has the mandate to run the Programme.
- ii) the proposed curricula meets the required standards mentioned in table 1 bellow.

### Sixth step:

IQAU recommends it to the Governing Council for final approval. The Governing Council examines mainly the justification and whether there are enough resources to mount the Programme.

### Final step:

Once the Governing Council has approved the Programme, it is then launched by the respective Academic unit/Faculty/Department with the guidance of the Academic Registrar's office.

### **Curriculum Design**

A curriculum should be able to facilitate a balanced learning process and ensure that students are able to acquire such cognitive, effective and psychomotor skills as are consistent with the educational goals and aspirations, from time to time be defined by the University Grants Commission (UGC). Account shall be taken in the design of every curriculum to ensure that the programme proposed:-

- a) Is broad-based or integrated;
- b) Is practical oriented ;
- c) Is diversified;
- d) Does not compromise the standards of excellence set by the UGC; and
- e) Contributes to the overall national human resource development and requirements.

Every curriculum shall clearly specify the following:-

- a) Pass mark or grade for each course
- b) Minimum number of courses that a student must undertake to qualify for an academic award; ( minimum graduation load)
- c) Condition for Progression
- d) Assessment requirements (coursework and written examinations)
- e) The distribution of marks between coursework and written examinations
- f) Detailed content per course as follows,
  - i. Course description
  - ii. Objective statements must in the final analysis refer to some intended change/effect in or with regard to the target group (*student*), **is aimed at**. e.g.
    - *Object 1 = To improve students awareness or knowledge of X.*
    - *Object 2 = To assist emerging researchers in writing scientific reports.*
  - iii. Course outline refers to the topics to be covered in the course.
  - iv. Learning outcomes are about change: New knowledge, skills changed attitudes or values
  - v. Method of teaching/delivery
  - vi. Mode of assessment
  - vii. Reading /reference materials
- g) Duration,

- h) Classification of the awards,
- i) External review by professional association or the prospective employer
- j) Resources include Staffing, (full-time, part-time, technicians,) Equipment, General operating costs/fees structure; Resources also include relevant Library Materials, ICT, Space/ Accommodation, (Lecture rooms, Labs, Workshops, Studios, Land, Internship facilities etc) and even photocopying.
- k) Balance theory, practical skills: There is need to balance theory, practical skills and Internship.
- l) The proposed Programme must have a Coordinator whose qualifications are in the major courses to be conducted in the Programme.

### **Content of Curriculum**

A curriculum or Programme of study shall:-

- a) Clearly indicate the core courses;
- b) Clearly indicate the elective courses;
- c) Provide common courses;
- d) Provide a full content description in a form readily accessible to each student of
- e) every course in the syllabus that the programme is proposing;
- f) State whether the programme being proposed is a specialised or general one or
- g) some other variant of the programme;
- h) Indicate whether all courses in the syllabus are expected to be taught by staff
- i) drawn wholly from within the faculty or department concerned or partly by staff
- j) from elsewhere: and
- k) specify in terms of lecture hours the minimum load for each course which is to be
- l) offered in every academic year or section of the year.

Every curriculum shall clearly specify the following:-

- a) Pass mark or grade for each course
- b) Minimum number of courses that a student must undertake to qualify for an academic award; (minimum graduation load)
- c) Condition for Progression
- d) Assessment requirements (coursework and written examinations)
- e) The distribution of marks between coursework and written examinations

## **Consultation with Stakeholders**

Consultations are the key features of curriculum design, development and review. The key question to be answered is not what the Lecturer can offer but what the needs of the learners and society are. *.What do you want graduates of your program to have learned and/or accomplished, and how will you know that they have learned and/or accomplished it?* The opinion of relevant internal and external individuals/bodies on the proposed/new curricula is paramount. The stakeholders to be consulted during curriculum design should include current and past students, academics, professional bodies and employees in both private and public sectors.

## **Student Intake**

The student intake should take into consideration the approved staff/student ratio. The recommended staff student ratio (SSR).

### **To determine what things a person entering the curriculum would need to know:**

Opportunities and arrangements for student support and guidance should: be effectively communicated, and available to all students on the programme. Programmes and course outlines / modules should be effectively described and communicated:-

- i. to meet the information needs of all users
- ii. to define credit ratings of programme pathways and component to make students and prospective students aware of expectations of them and of their responsibilities as learners
- iii. personal development planning, within and beyond university
- iv. Guidance on curricular choice.

## **Role of IQAU in Curriculum Approval**

Provide expertise required for curriculum design and development and also review by Initiating actions or to spear head tracer studies.

Design and produce a manual to guide in curriculum production and management. To liaise with stakeholders on curriculum issues.

## **Framework for the Evaluation of Academic Programs**

In order to guide the development process and approval the following framework needs to be followed. This framework is based on identification of characteristic of primary importance when evaluating Academic Programmes. An academic Programme should :-

- i. Be of high quality,
- ii. Be in demand by students and the public,
- iii. Be resource efficient.

In addition to the three primary characteristics related to quality, demand and resource, for some programs it is also important to consider:

- i. The unique features of a programme, and
- ii. The relevance of the programme.

Horizon Campus being a national and international institution must also have commitment to fair and equitable access to its programs, to equality, to environmental responsibility and to an international perspective in its endeavours. The Campus should be committed to developing programmes, which exhibit the three primary characteristics above.

The unique features of a programme and their relevance should be viewed as characteristics of secondary importance, having first established the quality of, demand for and costs associated with a programme. On the other hand, being unique assumes greater importance where the cost of delivering a programme is high or relates to building on economic or other strength that already exist. On the other hand a programme may serve as a nucleus, contributing expertise and services, which would otherwise be unavailable to the community.

The table that follows identifies essential components for each of the primary characteristics and general criteria associated with them. The components are not necessarily independent and therefore similar criteria may appear for different components e.g. both curriculum and learning environment have a criterion related to education equity.

**Table 1 - Framework for Evaluation of new Academic Programmes**

<b>Characteristics</b>	<b>Components</b>	<b>Criteria</b>
<b>High Quality</b>	Curriculum	<ul style="list-style-type: none"> <li>i) Curriculum is designed to meet the objective for the programme (e.g. array and sequence of courses, modes of instruction and evaluation, development of skills, acquisition of knowledge, and synthesis of information.</li> <li>ii) Programme provides students with element of a liberal education by encouraging the development of broadly informed, reflective, and literate minds capable of independent and critical thinking</li> <li>iii) Programme includes opportunities for synthesis, application and integration of knowledge within and between disciplines.</li> <li>iv) Programme is current, both in content and modes of instruction delivery, and reflects a responsiveness to change in the discipline.</li> <li>v) Curriculum reflects the goals of education equity.</li> <li>vi) Curriculum provides sufficient flexibility to individual students to choose courses according to their own interests within and outside their manor discipline (e.g. electives)</li> <li>vii) Programmes meet or exceed accreditation and/or national standards (if they exist)</li> </ul>

Characteristics	Components	Criteria
<b>High Quality</b>	Academic Staff	<ul style="list-style-type: none"> <li>i) Academic staff responsible for/involved in programme are well qualified i.e. have the appropriate academic and/or professional qualifications to support and develop the programme. In the case of graduate programmes, this includes active involvement in scholarly work.</li> <li>ii) Academic staff maintains and updates the skill and knowledge appropriate to their discipline through involvement with academic, professional and/or scientific organizations.</li> <li>iii) Academic staff is nationally/internationally recognized for their scholarly and/or professional work eg. have obtained awards and/or local/national/international invitations to present their work to colleagues in their discipline.</li> <li>iv) Scholarly work of faculty has made a significant contribution to the discipline.</li> <li>v) Staff are committed to developing their teaching skills</li> </ul>
	Learning and Environment	<ul style="list-style-type: none"> <li>i) Programme incorporates a variety of modes of instruction, accommodates different learning styles and where possible allows flexibility in scheduling</li> <li>ii) Teaching within the programme demonstrates responsiveness to new developments in the field, including incorporating practical developments in the field, including incorporating practical experiences where appropriate.</li> <li>iii) Programme integrates teaching and scholarships</li> <li>iv) Approaches to instruct and student reflect a commitment to the goals of education equity</li> <li>v) Instruction methods and philosophies are consistent with programme objectives</li> <li>vi) Scholarly work of Academic staff enhances the learning environment</li> </ul>
	Infrastructure	<ul style="list-style-type: none"> <li>i) Adequate numbers of appropriately trained staff are available to support the programme</li> <li>ii) Necessary facilities and equipment are provided</li> <li>iii) Appropriate library resources are available</li> <li>iv) The organization and administration of the programme and the academic unit(s) delivering the programme are effective and supportive of the programme</li> </ul>



<b>Characteristics</b>	<b>Components</b>	<b>Criteria</b>
<b>High Quality</b>	Outcome	<ul style="list-style-type: none"> <li>i) Programmes achieve its educational objectives</li> <li>ii) Students are satisfied that the programme had helped them achieve their personal and/or professional goals</li> <li>iii) Students completing graduate programs are successful in that they find employment of pursue endeavours which utilize the advanced training in their field of study</li> <li>iv) The academic load does not impose undue barriers to completion such that students can complete the programme in the regular allocated time</li> <li>v) Qualifications of students graduating from specific professional programmes are accepted to licensing bodies and/or employees.</li> <li>vi) Students are successful in the examinations or competitions</li> <li>vii) Employer or subsequent graduate supervisors are satisfied with performance and academic preparation of students.</li> </ul>
<b>In demand</b>	Student demand market demand and/or societal need	<ul style="list-style-type: none"> <li>i) Interest by students of the province is sufficient to establish or to maintain a programme and to allocate resources to it.</li> <li>ii) Market demand (national) for graduates justifies the size of the programme which is offered</li> <li>iii) The programme attracts outstanding students from within and outside the country, while still providing general access to other applicants.</li> <li>iv) High demand for junior 'service' courses is sufficient to maintain programmes within an academic area.</li> </ul>
<b>Use resources sufficiently</b>		<ul style="list-style-type: none"> <li>i) Programme is delivered on a cost-effective manner, relative to other similar programmes</li> <li>ii) Where students demand for a programme is low, high demand for service courses justifies maintenance of the area of study and the incremental cost of offering the programme is low</li> <li>iii) Major areas of research scholarly or artistic work are associated with opportunities for graduate education</li> </ul>
<b>Unique</b>		Programme is unique in content (eg. Specialization) and or approach nationally/regionally in descending order or priority.

Characteristics	Components	Criteria
Relevance		Programme builds on and contributes to social development and economic strength of Sri Lanka Staff and other personnel associated with the programme provide services and expertise otherwise unavailable

### **Programme Review**

- i. That new programmes should be reviewed involving external input after the first cohort of graduates have completed their studies and thereafter periodically.
- ii. IQAU should initiate a mandatory review of academic Programmes involving external input, after every three years.
- iii. IQAU should create a panel of knowledgeable and experienced persons to periodically review courses/programme so as to advise on their validity and relevance.
- iv. The Academic Senate should initiate mechanism of harmonization of courses to address the issue of duplication of courses and mandates.